

Student Ownership of their learning



- Team Creation
- Problem solving
- Self-Learning



The pre-employment program is designed to give young adults, who dropped out of school or have graduated HS but have little direction, the life skills and attitude to become part of the community. As part of this learning process, we need to get these students to understand how they can develop the skills to be life-long learners.

Student ownership- learning mindset concept:

Students control and manage their learning process. This includes things you are interested in doing outside of the classroom such as getting into a college, a passion or a career.




Give a man a fish and feed him for a day.

Teach a man to fish and feed him as long as the fish supply holds out.

But create a collective (Team) and every man will learn to feed himself for a lifetime. (**A new culture of learning**)





People usually learn best when they're motivated. Although you can't make someone learn, you can create an environment that supports and encourages learning success. Use an effective teaching style that allows people to participate in their learning. Find ways to emphasize the benefits of learning new skills, and make learning relevant to people's jobs. Encourage them to take control of their own learning, and allow them to set their own objectives. The more you develop motivation to learn, the more successful you'll probably be. Start today to recognize the value of learning, and see the many learning opportunities around you!

- **Knowledge is constructed**

- We start with knowledge we already know.
- Using mind mapping for connections/relationships
- We need thinking, feeling and acting to construct knowledge.

- **Wisdom is created by adding SEL learning to Knowledge ... Moral thinking**

- Using knowledge for a good purpose
- Long term view of your actions
- Understanding the consequences of your actions

“We have failed to educate the human heart.” Clara Wachter Feldman, Holocaust survivor



Our uniqueness for learning

**Students
are part
of the
learning
culture**

**Learning pathway based on project-
based learning (PBL),
Teamwork to Problem-solving**

**Provide relevant articles for the
students to read / study**

**Set a
Learning
culture**

**Peer learning-process to own their
learning**

**Provide
learning
process**

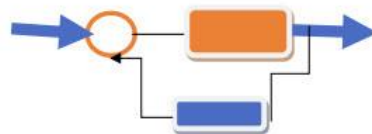
**Life-skills & Work skills to integrate
into the learning process**

- Corporate
- Community

**System
thinking**

**Provide mindset thinking tools to
build learning foundation**

- Ownership
- Brain Plasticity
- Engineering

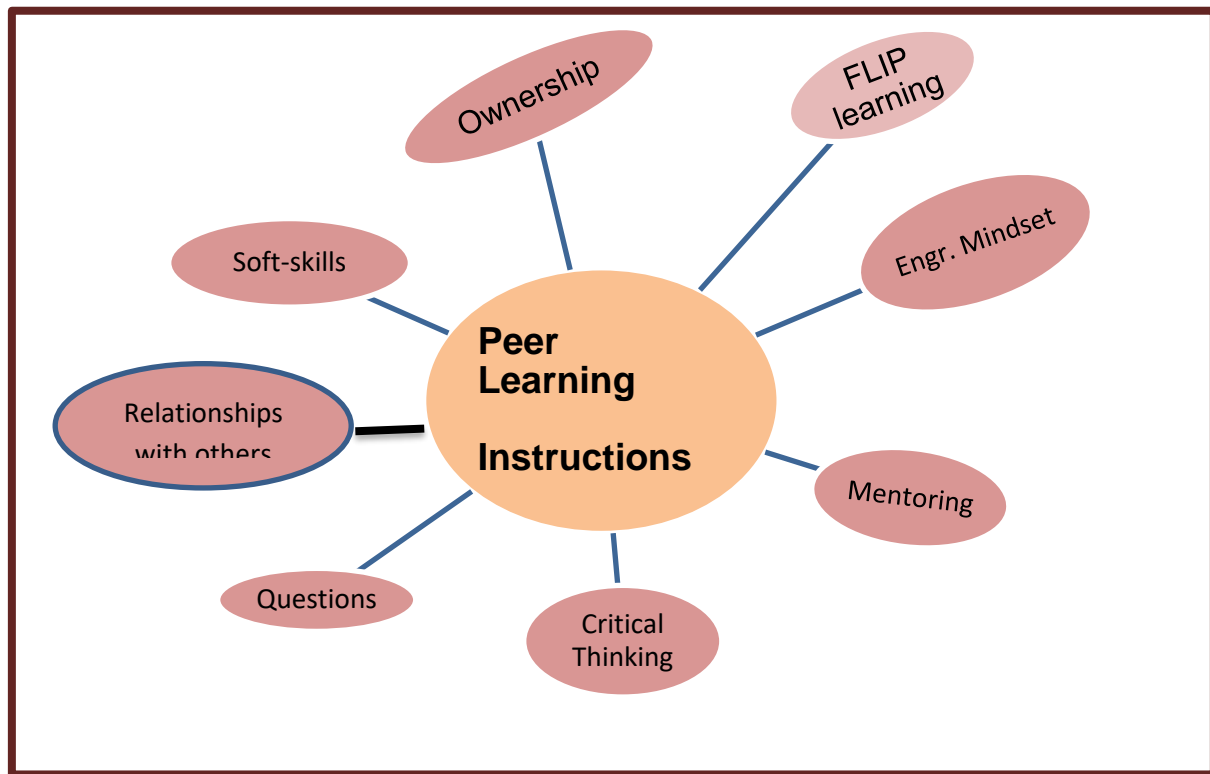


Close loop system

**Learning as a
system with
feedback
loops**



Peer Learning Elements



Facilitator: Sets up the subject. Outlines

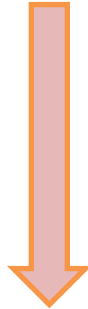
Outcomes: Life-long Learners

Resources	Link
Training documents	Training overview
	Enthusiasm & Attitude
	Communication
	Listening, Hearing








Resources	Link
	Hard-Knocks in life
	Teamwork
	Networking, Social media Email, Text
	Goal setting
	Question strategy
Great web resources	Community building skills
Learning process	Introduction 1. Movies & discussion 2. Ownership discussion 3. Goal setting 4. Learning charter Creating a plan Study habits Tools Critical thinking Skills necessary Reflection & Testing Presentation & follow-up
Introduction	About us: What's our strengths, skills Our goals for this project?
Movies/videos & discussion	It is important for you to understand that you will build your own knowledge by using questions of why, how, what. You will learn to think using creative questions as well as critical thinking question that will support you in your growth in a career or as well college. You will see that you need to become a lifelong learner to survive.
Review and comment watching movies with a theme of educational situations.	

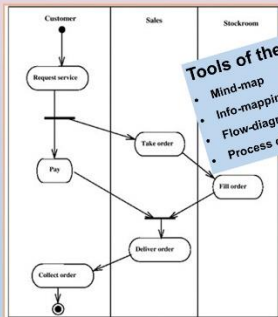





Resources	Link
<p>Ownership discussion</p>  <p>Take control of your learning!</p>  <p>ownership-mindset-12012019.docx</p>	<p>Students are shown how to be an owner of their own business; what's involved with their customers, suppliers and staff. Thinking like an owner allows you to interface and understand your boss (your customer) and constantly improving your skills (become more valuable to your customers).</p> <p>Thinking like an owner allows you to interface and understand your boss and constantly improving your skills and message</p>
<p>Goal setting</p> <p>Use SMART goal details</p>  <p>Goal-setting is the SMART acronym.</p> <p>When you've come up with a goal for learning, evaluate it to ensure how it meets five standards—that your goal is the following:</p>	<p>Write your goal: What do I want to accomplish & Why</p> <ul style="list-style-type: none">• What do you want to learn? ... Need to write it out... Create a charter of learning description• Need to be able to explain your learning outcome in simple terms to others• Who do you want to work with on this project? Is there a web based group to be involved with? <ul style="list-style-type: none">• Specific: clear and definitive• Measurable: easy for you to track progress• Achievable: within your reach but not too simple• Relevant: personally significant to you and your life• Time-based: organized to some kind of schedule
<p>Creating a plan</p> <p>Gantt chart</p> <p>What are the deliverables?</p> <p>Set-up plan</p>	<p>Create a timeline of tasks that need to be done to achieve the desired outcome</p>







Resources	Link																																																																																				
	<div><h3>Pre-Employment</h3><p>Select a period to highlight at right. A legend describing the charting follows.</p><div>Period Highlight: 1</div><div>Plan Duration Actual Start % Complete Actual (beyond)</div><table><thead><tr><th>ACTIVITY</th><th>PLAN START</th><th>PLAN DURATION</th><th>ACTUAL START</th><th>ACTUAL DURATION</th><th>PERCENT COMPLETE</th><th>PERIODS</th></tr><tr><th></th><th></th><th></th><th></th><th></th><th></th><th>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23</th></tr></thead><tbody><tr><td>Planning for class</td><td>1</td><td>7</td><td>1</td><td>4</td><td>0%</td><td></td></tr><tr><td>Tieing to students</td><td>1</td><td>6</td><td>1</td><td>6</td><td>0%</td><td></td></tr><tr><td>Week 1</td><td>8</td><td>5</td><td>8</td><td>5</td><td>0%</td><td></td></tr><tr><td>Week 2</td><td>13</td><td>5</td><td>13</td><td>0</td><td>9%</td><td></td></tr><tr><td>Activity 05</td><td>4</td><td>2</td><td>4</td><td>8</td><td>85%</td><td></td></tr><tr><td>Activity 06</td><td>4</td><td>3</td><td>4</td><td>6</td><td>85%</td><td></td></tr><tr><td>Activity 07</td><td>5</td><td>4</td><td>5</td><td>3</td><td>50%</td><td></td></tr><tr><td>Activity 08</td><td>5</td><td>2</td><td>5</td><td>5</td><td>60%</td><td></td></tr><tr><td>Activity 09</td><td>5</td><td>2</td><td>5</td><td>6</td><td>75%</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>100%</td><td></td></tr></tbody></table></div>	ACTIVITY	PLAN START	PLAN DURATION	ACTUAL START	ACTUAL DURATION	PERCENT COMPLETE	PERIODS							1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	Planning for class	1	7	1	4	0%		Tieing to students	1	6	1	6	0%		Week 1	8	5	8	5	0%		Week 2	13	5	13	0	9%		Activity 05	4	2	4	8	85%		Activity 06	4	3	4	6	85%		Activity 07	5	4	5	3	50%		Activity 08	5	2	5	5	60%		Activity 09	5	2	5	6	75%							100%	
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Study habits	<p>Review the two-part series on study habits and develop a plan to share with the students.</p> <p>How can you use these tools?</p> <p>File 1, File 2,</p>																																																																																				
Learning Charter	<p>A project charter outlines the key aspects of your learning project, including its general scope, goals, milestones, budget and participants.</p>																																																																																				
Skills	<p>Make a list of skills needed to be a life-long learner. How would you define them?</p>																																																																																				
Tools	<div><h3>Project Academy ... Using data to improve</h3><div><p>Tools of the mind:</p><ul style="list-style-type: none">• Mind-map• Info-mapping• Flow-diagram• Process diagram<p>Mind-set Thinking:</p><ul style="list-style-type: none">• Ownership... think like an owner• Design... Manage a project• Growth... Brain is a muscle</div></div>																																																																																				
Looking around	<p>When we study new thoughts we should always look around and test our thoughts by asking our selves what else can I learn if I do the following:</p> <ul style="list-style-type: none">• Whats the opposite of the studies tell us?																																																																																				





Resources	Link
	<ul style="list-style-type: none">• What are other areas of study that show when a mind-map is created?• What can we learn from of project plan?• We need to follow all threads of the learning.• Asking questions and pulling information
<p>Working with the web</p> <p>Be careful of the tools you use as they look to record and sell information about you</p>	<p>The instruction will include how to set up Blogs, Chat rooms and other items to include others in your learning process.</p> <ul style="list-style-type: none">• On-line support tools will help to fill the void that parents give to encourage learning,• Create your own team of learning
<p>Inquiry</p> 	<p>What things don't we know that we can ask questions about?</p> <p>Insuring that we understand all aspects of the subject matter and can explain it easily.</p>





Resources	Link
Messing around	<ul style="list-style-type: none">• Try things• Playfulness• Roles• Curiosty
Playfulness	Pratice of the skills Creating your own activities Regulate and control your fears Play to learn how to get alone with others (social skills) Imgination Constructional play (build things); use computers and the web
Learning from others	Question <ul style="list-style-type: none">• Watching and listening of others• Incharge of our selves






Resources	Link																		
Critical thinking <ul style="list-style-type: none">• Critical Thinking• Analyzing the past• What evidence?• What is the author's purpose?• Convergent thinking• Skepticism is a virtue	<table><tr><td>Who</td><td><ul style="list-style-type: none">... benefits from this?... is this harmful to?... makes decisions about this?... is most directly affected?</td><td><ul style="list-style-type: none">... have you also heard discuss this?... would be the best person to consult?... will be the key people in this?... deserves recognition for this?</td></tr><tr><td>What</td><td><ul style="list-style-type: none">... are the strengths/weaknesses?... is another perspective?... is another alternative?... would be a counter-argument?</td><td><ul style="list-style-type: none">... is the best/worst case scenario?... is most/least important?... can we do to make a positive change?... is getting in the way of our action?</td></tr><tr><td>Where</td><td><ul style="list-style-type: none">... would we see this in the real world?... are there similar concepts/situations?... is there the most need for this?... in the world would this be a problem?</td><td><ul style="list-style-type: none">... can we get more information?... do we go for help with this?... will this idea take us?... are the areas for improvement?</td></tr><tr><td>When</td><td><ul style="list-style-type: none">... is this acceptable/unacceptable?... would this benefit our society?... would this cause a problem?... is the best time to take action?</td><td><ul style="list-style-type: none">... will we know we've succeeded?... has this played a part in our history?... can we expect this to change?... should we ask for help with this?</td></tr><tr><td>Why</td><td><ul style="list-style-type: none">... is this a problem/challenge?... is it relevant to me/others?... is this the best/worst scenario?... are people influenced by this?</td><td><ul style="list-style-type: none">... should people know about this?... has it been this way for so long?... have we allowed this to happen?... is there a need for this today?</td></tr><tr><td>How</td><td><ul style="list-style-type: none">... is this similar to _____?... does this disrupt things?... do we know the truth about this?... will we approach this safely?</td><td><ul style="list-style-type: none">... does this benefit us/others?... does this harm us/others?... do we see this in the future?... can we change this for our good?</td></tr></table> <p>globaldigitalcitizen.org</p>	Who	<ul style="list-style-type: none">... benefits from this?... is this harmful to?... makes decisions about this?... is most directly affected?	<ul style="list-style-type: none">... have you also heard discuss this?... would be the best person to consult?... will be the key people in this?... deserves recognition for this?	What	<ul style="list-style-type: none">... are the strengths/weaknesses?... is another perspective?... is another alternative?... would be a counter-argument?	<ul style="list-style-type: none">... is the best/worst case scenario?... is most/least important?... can we do to make a positive change?... is getting in the way of our action?	Where	<ul style="list-style-type: none">... would we see this in the real world?... are there similar concepts/situations?... is there the most need for this?... in the world would this be a problem?	<ul style="list-style-type: none">... can we get more information?... do we go for help with this?... will this idea take us?... are the areas for improvement?	When	<ul style="list-style-type: none">... is this acceptable/unacceptable?... would this benefit our society?... would this cause a problem?... is the best time to take action?	<ul style="list-style-type: none">... will we know we've succeeded?... has this played a part in our history?... can we expect this to change?... should we ask for help with this?	Why	<ul style="list-style-type: none">... is this a problem/challenge?... is it relevant to me/others?... is this the best/worst scenario?... are people influenced by this?	<ul style="list-style-type: none">... should people know about this?... has it been this way for so long?... have we allowed this to happen?... is there a need for this today?	How	<ul style="list-style-type: none">... is this similar to _____?... does this disrupt things?... do we know the truth about this?... will we approach this safely?	<ul style="list-style-type: none">... does this benefit us/others?... does this harm us/others?... do we see this in the future?... can we change this for our good?
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Reflection & Testing	<p>Some questions that teachers might ask to activate metacognitive skills include the following:</p> <ul style="list-style-type: none">• What did we learn today?• How will you use what we are learning outside of class?• Why are we practicing “X”? How will it help you?• When you are about to try something new, how do you feel?• When you are doing something and you get stuck, what do you do?□Do you (cook, drive,																		





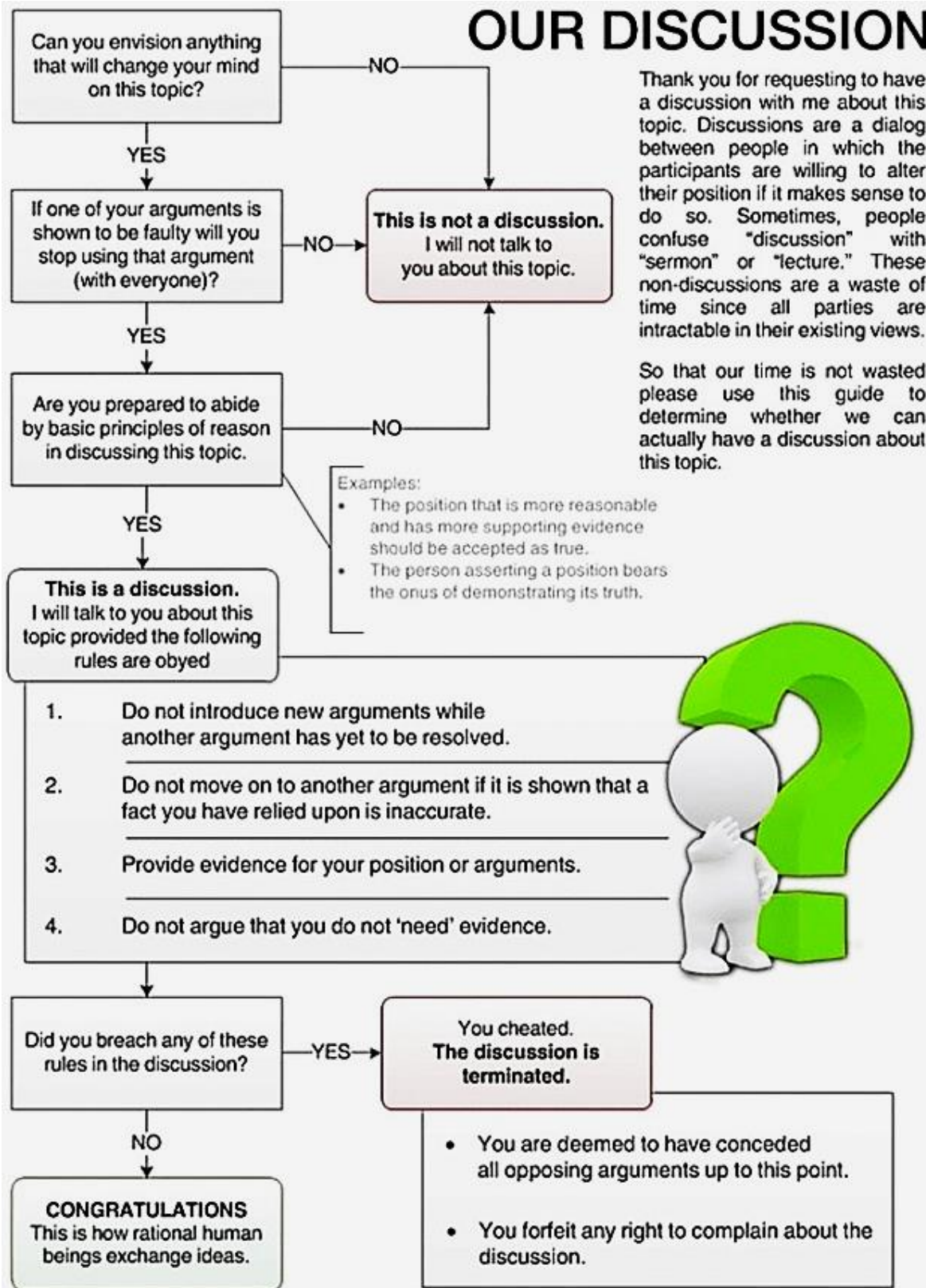
Resources	Link
	relax) the same way in every situation? Why do we shift how we do things?
Presentation & follow-up 	Elevator pitch: <ul style="list-style-type: none">• Who's our customer• Goals• Product/Service you will provide• Uniqueness of your effort• Market you are surviving• Benefits Follow-up: <ul style="list-style-type: none">• Monthly meeting will be helping to discuss and continue the learning process• Look to create a game around the subject of your learning

Use the Critical Thinking Skills to:

- Build strong critical thinking habits
- Develop lifelong learning mindsets
- Engage students in discussion and collaboration
- Shift responsibility for learning to students
- Encourage curiosity and creative thought
- Make learning a rewarding journey



OUR DISCUSSION



Here's a true story.

There was once a young boy who was placed into special education for an auditory processing disorder. He was bullied, and teachers treated him as though he was dumb. One day, a teacher questioned his placement, inspiring him to see greater possibilities.

Moved out of special ed, the boy suddenly started doing well in regular classes—well enough that he dreamed of studying psychology in college. He was rejected from his top choice, but he tried to figure out another way in. He applied to the opera department instead. He sang his heart out. And he was admitted to the same university that had just rejected him.

He saw not one path, but many.

What I've learned as a psychological scientist is that creativity is an attitude, a habit, and a way of life that allows you to adapt to changing circumstances. Despite the mad genius stereotype, creative work can be highly therapeutic, and people who regularly engage in it are [more likely to report greater personal growth](#). The capacity for creativity is also linked to a [broader range of emotional experiences](#) (both positive and negative), an intrinsic love for one's work, and less interest in extrinsic rewards (such as money or social status).

Here are some questions for self-reflection from our new [Creativity Playbook](#). How true are the following statements for you?

- I often seek out novel experiences and ways of doing things.
- I like to think of different ways to reach my goals.
- I often make decisions that take me outside my comfort zone.



- I have a playful attitude toward learning something new.
- I enjoy connecting the dots between seemingly different perspectives and thoughts.

Don't think there's only one solution to every problem. Looking out for options can turn a seeming dead end into a pathway to new horizons.

Do be open to new experiences and ideas. Look beyond your to-do list and consider other possibilities, even if they may deviate from the "plan." Try to give the young people in your life more space to challenge assumptions, more opportunities to revise, and more time to daydream.

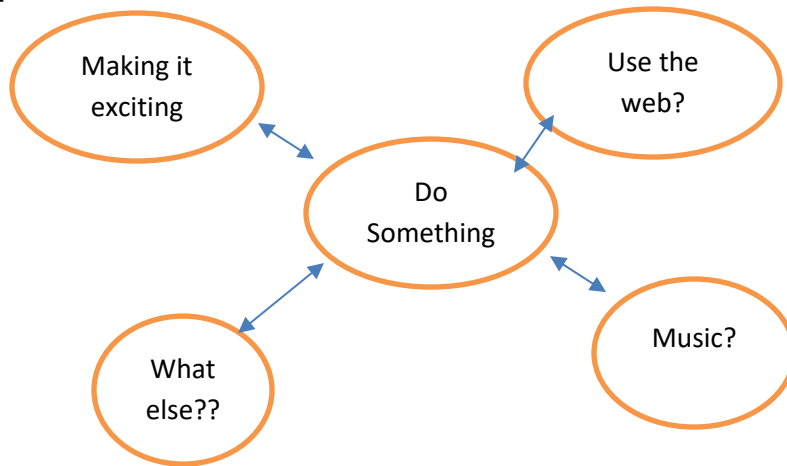
Everyone is creative, whether they realize it or not. That boy who got into college to sing opera. He switched departments to study psychology as soon as he could. And he grew up to write these words.

With creativity and gratitude,
Scott

Scott Barry Kaufman, a psychologist at Columbia University, is the author of *Ungifted: Intelligence Redefined and Wired to Create: Unraveling the Mysteries of the Creative Mind (with Carolyn Gregoire).*



Know when we create something, we can add many extra leaning experiences.



Take notes of what you do
Organize the learning as a picture
What rules do you need to create to do this?
How do you check your learning?

Gaming

How do you read a book?

A final section details the four levels of reading as articulated by author Mortimer Adler. The levels are elementary, inspectional, analytical, and syntopical. Most of us only get through the first two levels and don't engage with the material and have a conversation with it. That's where deep, true comprehension comes from.

Syntopical. In the final level of reading, you work with multiple books or pieces of material covering the same subject. One could describe syntopical reading as "compare/contrast," but it's actually a lot deeper than that.

(And syntopical reading is not to be confused with the similarly spelled synoptical reading, which is pretty much its exact opposite.) At this stage,




you're trying to understand the entire breadth of the **subject you're** studying, not just a single volume about it. Sound familiar?

You analyze the differences in the ideas, syntax, and arguments presented in the books and compare them. You're able to identify and fill any gaps in knowledge you might have. You're conversing with multiple partners and forming and arranging the most pressing questions you need to answer. You're identifying all the issues and aspects of the subjects that the books cover and looking up phraseology and vocabulary that you don't understand. Syntopical reading is a relatively major commitment, almost like a semester-long college course you're teaching yourself. Think of it as an active effort, something one doesn't normally associate with the relaxing act of reading a novel. It's like a TV show or movie in which someone's trying to unravel a multilayered criminal enterprise. Somewhere in the movie, they show a giant bulletin board in the station with drawings, Post-its, and pictures of people, with pieces of yarn showing how they're all interconnected.

When new information is discovered from different sources, it all gets added to that board. That's what syntopical reading is like: it's a concerted effort to find the answers and increase your expertise, and you don't even have to deal with the mob.

You can concentrate on more lawful subjects like Occam's Razor, absurdist theatre, or the stock market. These four levels serve as connected steps that gradually make a subject approachable, more relevant, and, finally, fully familiar to you. In the elementary stage, well, you're learning to read. You kind of need that for everything. In the inspectional phase, you're getting an overview of the framework and structure and gauging your interest. You're priming yourself in case you decide to commit to the analytical phase by estimating what's in store for you at a deeper level. In the analytical phase, you're committing to an extensive effort to understand as much of the subject as you can from as many viewpoints as possible. You're absorbing and questioning the book and creating further curiosity about the topic it addresses, driving yourself to learn more. In the





syntactical phase, you’ve “graduated,” in a sense, from a single or limited perspective of the subject to a holistic study of all its elements. This point is where you’re layering the levels of your expertise at multiple points—something you can’t even comprehend in typically casual or recreational reading. Some of the processes in this chapter might seem daunting or impossible at first glance. But remember this: at some point in every expert’s life, they knew nothing about what they’ve become experts about. Whether they learned in educational institutions or on their own, they went through a period when they had to gather information in a vacuum and take a deep dive into unfamiliar waters.

You are absolutely capable of doing exactly what these experts had to do. In fact, you may have it a little easier than they did and can find your path to expertise simpler to follow than you thought.

Takeaways: This chapter is geared toward imparting how to read faster and also retain more information at the same time. It sounds like a tall task, but it’s unlikely you’ve learned much about reading since when you were learning the alphabet—that is to say, not much. There are a few important aspects to reading faster. You must stop subvocalizations. This is when you mentally read words out loud. You can think and process faster than you can read out loud.

This means instead of sounding out and pronouncing words, you must imagine their meaning in their place. It’s a tough habit to break. Second, you must train your eyes. After all, each eye has six muscles that control its movements. You must train your eyes in two ways: to move less and to look wider with peripheral vision.

Third, you must learn how to strategically skim by avoiding useless words, focusing on important words, and ignoring words at the edge of the pages.


Finally, you must learn how your focus and attention works in regard to reading. Give it the respect it deserves and take scheduled breaks, make games to read faster, and eliminate distractions.



for its five components: survey, question, read, recite, review,

In the **SQ3R** method, surveying means examining the structure of the work: the book title, the introduction or preface, section titles, chapter titles, headings and subheadings. If the book is illustrated with pictures or graphics, you'd review them. You could also make note of the conventions the book uses to guide your reading: typefaces, bold or italic text, and chapter objectives and study questions if they're in there. In using the survey step, you're setting up expectations for what you're going to be reading about and giving yourself an initial framework to structure your goals for reading the material. For example, let's say you're reading a book to learn more about geology. I happen to have one called *Geology Illustrated* by John S. Shelton—it's about 50 years old and no longer in print, but it works fine for our purposes. There's a preface describing what's in the book and how the illustrations are arranged. There's an unusually extensive table of contents, divided into parts: "Materials," "Structure," "Sculpture," "Time," "Case Histories," and "Implications." That tells me that the book will start with concrete (excuse the pun) geological elements, will flow into how they form over time, important incidents, and what we might expect in the future. That's a pretty good guess at the arc of the book. Each part is then divided into chapters, which are further divided into a ton of headings and subheadings—too many to mention here, but they give a more nuanced summary of what each part will go into. When you survey and know the significance of what you're currently learning, you are able to instantly comprehend it better. It's the difference between looking at a single gear in isolation versus seeing where and how it works in a complex clock. Beyond books, you should survey all the important concepts in a discipline. If you can't find it within a structure like a book's table of contents, then you need to be able to create it for yourself. Yes, this is the difficult part, but once you are able to lay all the concepts out and understand how





In explaining the SQ3R method, we briefly skimmed the role of organization and notes and how they impact self-learning. After all, you can't organize everything in your head only and hope to be effective. When you eventually need to write down what you've learned or organized, there is a specific method of note-taking that will be most beneficial. Cornell Notes The most famous method of note-taking is called the Cornell method, and elements relate to what we covered earlier. Here's how it works.

On a handwritten sheet for note-taking (writing by hand is key), split it down the middle and into two columns. Make the column on the right about twice the size as the column on the left. Label the right column "Notes" and label the left column "Cues." Leave a couple inches empty at the bottom of the page and label that section "Summary." You now have three distinct sections, but you will only be taking notes in the Notes section on the right. This is where you take normal notes on the bigger concepts with supporting detail as concisely as possible. Write everything you need to make a thorough assessment of what you're learning. Make sure to skip some space between points so you can fill in more detail and clarification at a later point. Draw charts and diagrams, make lists where appropriate, and give your best effort to capturing what matters. You don't need to think about organization or highlighting while you are taking the initial notes. Just write what you hear or read and give as complete of a picture as possible. Record as much as possible in the right column, as you just want to capture information at this point. Don't discriminate. When you go over the notes again, you can figure out what is necessary and important. After you're done taking notes, move on to the left Cues side. This is where, for each section or concept, you filter and analyze the Notes side and write the important parts on the Cues side. Where the Notes side is more of a jumbled mess, the Cues side is a relatively organized account of the topic at hand—basically, the same information is on each side. Turn five sentences of normal notes into one or two sentences with a main point and supporting facts. Hopefully you can picture it: on the left is an organized set of statements that sum everything up neatly, while on the right is a jumble



of messy writing. At this point, you've already achieved the second level of taking notes as we talked about before. You've already gone a level above what you normally do, and you can already skim the paper and instantly know what the notes are about. Finally, after you're done with the Notes and Cues sides, move to the Summary section at the bottom. This is where you attempt to summarize everything you've just taken notes on into a few top-level ideas and statements, with only the important supporting facts or exceptions to the rules. You want to say as much in as few words as possible because, when you review your notes, you want to be able to understand quickly and not have to deconstruct and analyze all over again. You want to be able to skim the Summary and Cues section and move on. Where you previously had one page full of messy notes, now you have a short Summary section where you can instantly gain understanding of new information. It also allows you to memorize more effectively, as again it's just a few sentences versus a page you would have to analyze every time. And once again, synthesizing for one more repetition doesn't hurt.

Plans, Schedules, and Goals One historical figure who provides a fantastic example of how to create goals and plan yourself to success is none other than Benjamin Franklin.


He's still the supreme example of an autodidact: a statesman, inventor, philosopher, writer, and polymath whose curiosity knew no limits. Franklin was fastidious about keeping track of his goals, activities, and schedules, and he used them to navigate his personal and professional life. Two of his daily techniques for arranging his life are perfect for those looking to improve their organizational skills for better learning. Both were laid out in detail in Franklin's autobiography, perhaps with the hope of inspiring future generations to similar levels of achievement and productivity. The first and probably more famous of Franklin's forms is his "13 virtues" checklist, which he used to chart his efforts in bettering himself as a human being. Although he used the 13 virtues for self-improvement—or, as Franklin put it, "attaining moral perfection"—they serve as a strong example of how to



mindfully track progress and keep records of anything you want to develop, including self-learning. First, Franklin devised a list of 13 qualities he felt he needed to develop in order to live a healthy and conscientious life when he was 20 years old (a freakishly young age to display such maturity, if you ask me). They included merits (not relevant to this chapter's discussion but helpful for illustration):

1. Temperance. Eat not to dullness; drink not to elevation.
2. Silence. Speak not but what may benefit others or yourself; avoid trifling conversation.
3. Order. Let all your things have their places; let each part of your business have its time.
4. Resolution. Resolve to perform what you ought; perform without fail what you resolve.
5. Frugality. Make no expense but to do good to others or yourself; i.e., waste nothing.
6. Industry. Lose no time; be always employed in something useful; cut off all unnecessary actions.
7. Sincerity. Use no hurtful deceit; think innocently and justly, and, if you speak, speak accordingly.
8. Justice. Wrong none by doing injuries, or omitting the benefits that are your duty.
9. Moderation. Avoid extremes; forbear resenting injuries so much as you think they deserve.
10. Cleanliness. Tolerate no uncleanness in body, clothes, or habitation.
11. Tranquility. Be not disturbed at trifles, or at accidents common or unavoidable.
12. Chastity. Rarely use venery but for health or offspring, never to dullness, weakness, or the injury of your own or another's peace or reputation.
13. Humility. Imitate Jesus and Socrates.





He then devised a system by which he strove to improve in each area in a very deliberate, methodical way. Coming up with the idea for the list itself is revolutionary in a way, since it focused his attention on what he was trying to accomplish. It was also a tall task—how many goals are you currently working on right now? Is it anywhere close to 13? It's time to rethink what is possible.

Franklin drew up a series of cards, each of which contained a very simple table with seven columns. In any given week, Franklin primarily focused on the virtue he entered at the top of each card. His reasoning was that cultivating one virtue at a time would make next week's virtue a little easier to handle and that each virtue would become a habit in time. Each virtue was carefully scheduled so that one week's virtue would help inform the next week's—for example, he put “frugality” the week before “industry” because he thought the habit of saving money would inform his habit of working harder to obtain money. One at a time ensured that he wouldn't be overwhelmed and could discover what it took him to change a singular aspect of his life. After Franklin had worked his way through 13 weeks of checklists, he'd start over and begin a new series with his top virtue. He repeated all of his virtue exercises as he needed. If he faithfully did it every week, that meant he'd perform the task four times a year ($13 \text{ weeks} \times 4 = 52 \text{ weeks} = 1 \text{ year}$). Really, you just have to stand back and admire how neatly Franklin worked a calendar.

The genius of Franklin's checklist is that this approach works for other things besides becoming a better human being (though that's certainly a fine pursuit to try). Intentional planning, honest self-monitoring, and devotion of time without distraction is the name of the game.

One handy mnemonic device that can help guide your

Goal-setting is the SMART acronym. When you've come up with a goal for learning, evaluate it to ensure how it meets five standards—that your goal is the following:

- Specific: clear and definitive



- Measurable: easy for you to track progress
- Achievable: within your reach but not too simple
- Relevant: personally significant to you and your life
- Time-based: organized to some kind of schedule

For example, let's say you're planning on teaching yourself piano. If somebody asks you about it, you could say something like, "I'm going to teach myself everything about piano. By the end of

Hollins, Peter. The Science of Self-Learning: How to Teach Yourself Anything, Learn More in Less Time, and Direct Your Own Education (pp. 140-141). Kindle Edition.

