How do we integrate Learning Life Goals?

Life Skills (Holistic Approach)

Executive functions
- Character development
- Habits of Mind
- Empathy for others

Society

Education

Business

Learning disciplines
- Problem solving
- Thinking Skills
- Teachers as learners

Collaboration
- Business processes
- Measurements
- Finance

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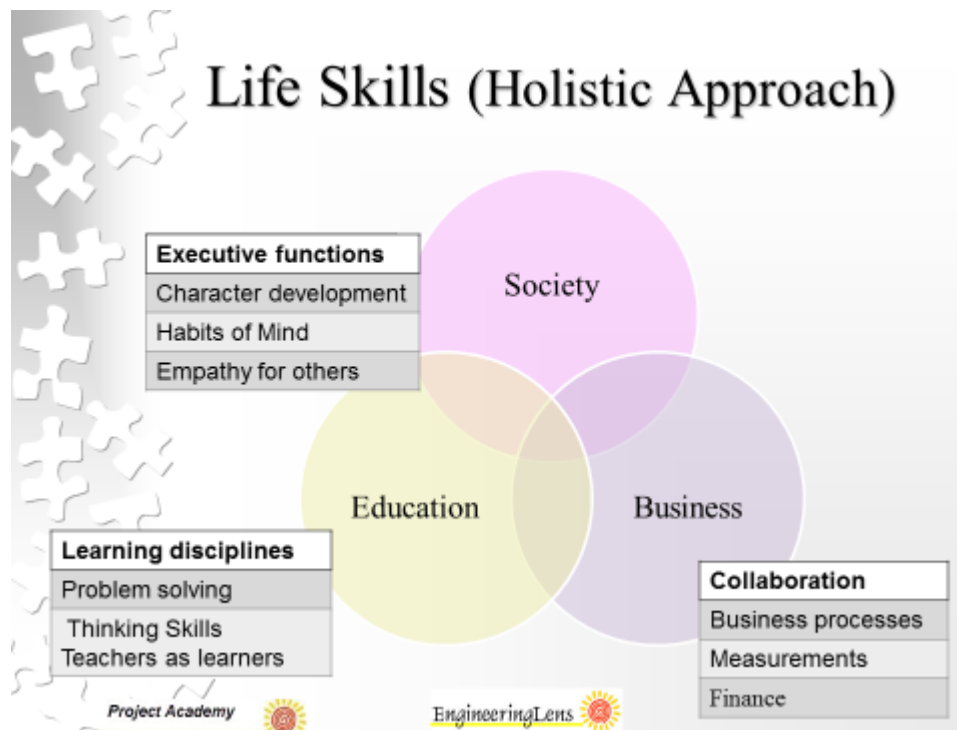
The students will review the different world problems and the engineering society list of problems and decide what they want to work on. A group (about 5) will get together under the same World problem they want to tackle. During the working on the problem, they will learn the following skills:

Problem Solving	Financial literacy	Time management
Thinking skills	Character traits	Self-control/ Values
Collaboration	Continuous improvement/ Quality	Process methods
Measurements/ Feedback	Planning	Risk taking/Stretch goals
Learning from failure	Entrepreneurship	Innovation
Study skills	Decision making	Negotiation, Conflict Resolution
Values	How will they measure and use in this course?	Have the student make a list of their values

Is there something you believe should be in this list?

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A side exercise: create a separate page for each skill; add drawing, more areas where it can be explained during the Problem solving process.

Life Skill	Definition	Taught
Negotiation	Give & Take	• Setting learning targets • Organizing the team roles
Decision making	Choice, selection	Selecting between the two finalist … **show tutorial**
Study skills **teach students how to Study skills:** **www.studyskills.com**	▪ manage time ▪ be organized ▪ improve reading comprehension ▪ listen effectively ▪ take more comprehensive notes ▪ communicate more effectively in written and oral expression	During meeting Listening, communicating and expression Prepare for presentations Planning process Scheduling processes
Innovation	Improvement, invent, advance	During reflection, Leaving notes to next class
Entrepreneurship	Creating value where there was none!	
Learning from failure This reminds me of IDEO's philosophy of "fail early and often to succeed at the end".	Not success, dissatisfaction Dyson argues that there is more we can learn from failures than from successes. Failure is a dress rehearsal for success. I am always struck by James Dyson's claim that he built 5,127 prototypes before he got it right.	Rapid prototyping solutions and seeing what works.
Risk taking/ Stretch goals	Possibility, Chance Probability	Strive for more innovative solutions, **Shaping process**
Planning	Arrangement, scheduling, forecasting	Developing plan for World project
Measurements/ feedback	Extent, coverage, range	Setting learning goals, How do we validate? Balanced scorecard
Process methods	Method, course of action, procedure	Problem solving process, Decision process,

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Life Skill	Definition	Taught
		Use tools
Continuous improvement/ Quality	Value, worth, excellence	Continue to make the process or results better Quality plan review
Collaboration	Relationship, teamwork	During team meeting, **6-hat exercise**
Self-control/ Values	Ethics, morals, principles, Will-power, restraint	Conduct one-self with others, Develop a set of values to operate with
Character traits **http://character.org/**	Personality,	defines "character" comprehensively to include thinking, feeling, and doing
Thinking skills Thinking does not occur spontaneously but must be evoked by problems and questions or by some perplexity; confusion or doubt … *John Dewey*	What the term refers to is the human capacity to think in conscious ways to achieve certain purposes. Use of the mind to form thoughts, to reason, to reflect.	Problem solving process, Wall hanging, Done thru facilitation **see handout**
Time management …MIT Most important Task	Point in time, control, schedule MIT first on list	Setting schedule, follow it Part of planning process
Financial literacy	Monetary, economic, fiscal, Mastery, knowledge	Planning, cost structure - Become a critical consumer, loans - Risk management - Income - Money management - Planning, saving and investing - Happiness quotient ... How do you measure it?
Problem Solving	Challenge, solving, difficult	Following the process in solving the World problem

Character traits:

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1. The school community promotes core ethical and performance values as the foundation of good character.
2. The school defines "character" comprehensively to include thinking, feeling, and doing.
3. The school uses a comprehensive, intentional, and proactive approach to character development.
4. The school creates a caring community.
5. The school provides students with opportunities for moral action.
6. The school offers a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.
7. The school fosters students' self-motivation.
8. The school staff is an ethical learning community that shares responsibility for character education and adheres to the same core values that guide the students.
9. The school fosters shared leadership and long-range support of the character education initiative.
10. The school engages families and community members as partners in the character-building effort.
11. The school regularly assesses its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character.

Values:
The school will foster a community based culture of a learning environment, use of visual thinking process with all treated as adults and with respect. A school vest will be worn to signify connection to each other.

==Key words are==

Empathy	Kindness	Curiosity
Persisting	Flexibility	Respect,
Humor	Continuous learning	Gratitude

The 16 Habits of Mind identified by Costa and Kallick include:

1. Persisting

2. Thinking and communicating with clarity and precision

3. Managing impulsivity

4. Gathering data through all senses

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5. Listening with understanding and empathy

6. Creating, imagining, innovating

7. Thinking flexibly

8. Responding with wonderment and awe

9. Thinking about thinking (metacognition)
10. Taking responsible risks

11. Striving for accuracy

12. Finding humor

13. Questioning and posing problems

14. Thinking interdependently

15. Applying past knowledge to new situations

16. Remaining open to continuous learning

Character strengths … www.Characterlab.org

CURIOSITY

- Was eager to explore new things
- Asked questions to help s/he learn better
- Took an active interest in learning

GRATITUDE

- Recognized what other people did for them
- Showed appreciation for opportunities
- Expressed appreciation by saying thank you
- Did something nice for someone else as a way of saying thank you

GRIT

- Finished whatever s/he began
- Stuck with a project or activity for more than a few weeks
- Tried very hard even after experiencing failure
- Stayed committed to goals
- Kept working hard even when s/he felt like quitting

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OPTIMISM

- Believed that effort would improve his/her future
- When bad things happened, s/he thought about things they could do to make it better next time
- Stayed motivated, even when things didn't go well
- Believed that s/he could improve on things they weren't good at

SELF CONTROL (interpersonal)

- Remained calm even when criticized or otherwise provoked
- Allowed others to speak without interrupting
- Was polite to adults and peers
- Kept temper in check

SELF CONTROL (school work)

- Came to class prepared
- Remembered and followed directions
- Got to work right away instead of waiting until the last minute
- Paid attention and resisted distractions

SOCIAL INTELLIGENCE

- Was able to find solutions during conflicts with others
- Showed that s/he cared about the feelings of others
- Adapted to different social situations

ZEST

- Actively participated
- Showed enthusiasm
- Approached new situations with excitement and energy

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