

# Advanced Learning & Teaching

## Technologies: Session 1

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You know I'm a nerd when it comes to making discoveries that make common sense and make you and me more money, right?

Well Eben Pagan is a nerd as well and this is why he hosted a gargantuan 4 day event based on the finest strategies known to man when it comes to Learning and Teaching.

While going through this course I've come to find out that it is set up to show you something that was never taught to you in the schools that were supposed to teach you stuff.

This course is about teaching you the most valuable skills any human can possess – the skills of how to learn and how to teach.

Why are these skills so vital?

Because in America, where this course was taught, at least 70% of the nation is in what could be considered “Knowledge Work”. This is work you do that depends on a strong intellect rather than a strong body. This is radically different from how things used to be 3-5-10 decades ago.

And the challenge with knowledge work is with getting the data not only into your mind i.e. learning, but then back out of your mind i.e. implementing what you learned.

We have to use words and symbols to get information into our minds and for most people getting the information in and then out is a REALLY tough and ineffective process.

And because most people don't even realize how horrible they are at learning and teaching, they waste a ton of time and effort and don't even know they're wasting a ton of time and effort.

Eben considers Wyatt Woodsmall to be the leading expert on the planet when it comes to psychology, behavior, and learning and he brought him in to co-present with him at this event because he believes that . . .

**Learning And Teaching Are The Currency Of The Future**

This is where your maximum leverage lies when it comes to learning as an individual, a group or an organization.

The same goes for teaching as an individual, as a group, or as an organization.

## **The Two Enemies Of Learning**

Alert!

As an individual these are the biggest obstacles in your way.

### **1st Bastard Of An Obstacle In The Way Of Learning: "I Knew That"**

Why is this a disaster waiting to happen on your journey for enlightenment?

Peter Ouspensky wrote a book called, ["The Psychology of Man's Possible Evolution"](#). Eben highly recommends you read it and the link above takes you to a PDF version of it.

Right out of the gate in this book, Peter says, **"The big challenge that I face trying to teach you something is that you won't believe that what you're hearing is new."**

You're going to filter what you're going to hear through the good, the bad, and the ugly stuff you already have jammed in your head. You interpret it based on the old and think it's the old shit you've already heard before.

The most complex part of this problem is that you need to learn skills that you don't know . . . but that you think you know. And when you think you already know something your brains shuts down and rejects new information.

This means you've got to surrender the idea that you already know and then you've got to be truly open to learning the things you think you know but that you don't.

The practice of staying open as much as possible is what is oh so necessary.

### **2nd Bastard Of An Obstacle In The Way Of You Learning: "I Disagree"**

Why is this such a nasty problem when it comes to you mastering new skills?

Disagreeing has led to some major innovations in society but there's a level above this that allows for a richer reality.

Entrepreneurs and founders of businesses who solve problems in society are often known as “High Difference People”. This means they see how things are different as opposed to how they’re similar. In the personality types world they’re labeled as mis-matchers. An example of mis-matching behavior saying to someone, “That’s a nice blue shirt,” and them responding, “It’s not really blue. It’s more like a turquoise.”

Einstein came along and helped us mis-matchers by bringing to the forefront of consciousness the theory of relativity. Relativity says that all we have is our perspective and all perspectives are partial. We can never see the whole equation. We can never know everything about what’s going on.

This is why 80+% of disagreements are nothing but you closing your mind instead of opening it to learn something new.

Knowledge and professional development comes about when someone comes up with an idea, a hypothesis and this leads to them making a case for what they’ve come to believe is true.

Then someone comes along and counters these hypotheses and comes up with the argument for the antithesis and this leads to both parties duking it out with each other trying to prove the other wrong.

These fights, Science vs. Religion for example, are often ugly and loooooong.

What it usually takes to end this fighting is for someone in a future generation coming along and figuring out how both parties were right and they synthesize the opposing arguments which gives birth to a higher order perspective.

And this starts the whole cycle over again when someone challenges this perspective.

## **A Mantra To Adopt For Yourself . . .**

Seek synthesis. Seek synthesis. Seek synthesis.

Instead of reverting to the default part of yourself that automatically disagrees with people and sets out to make the other person wrong, which is nothing but our childish desire to seek significance, stop and ask yourself, “What part of what they’re saying is new, intriguing, different, a new paradigm shift for me and how can I fuse this with what I’m already attached to, synthesize it and bring value to both of us? How can I elevate both of us?”

“I knew that,” and “I disagree,” are the two prison cells that keep both your ability to learn and your ability to teach trapped in a juvenile existence.

## **How Attached To Your Ideas Are You?**

Tony Robbins was having a conversation with one of the co-creators of NLP, John Grinder and John told him, “Tony, never believe anything too much because they’ll always be a situation where it’s not true.”

Never believe anything too much because they’ll always be a situation where it’s not true. Never believe anything too much. Eben’s personal rule of thumb is that he never really wants to believe anything more than 50%.

50% buy in is the max he wants to push himself to because he hasn’t found anything, any concept, idea, or principle that someone else hasn’t come along and shown him how to transcend it and go the next level with a distinction that helped him understand it even better.

There’s always another level. There’s always another side, no matter how thin you slice it. Never believe anything too much.

Have you ever talked to someone and you could feel they had their umbilical cord plugged into their beliefs – they were do or die over their perspective – someone that was righteously indignant?

And this jacks itself up to a level 11 when this person is unleashing the full extent of their emotions into their belief of being right. This is attachment at the highest level.

Never believe anything too much.

## **A Prime Example Of How This Plays Out In The Real World**

Mike Boyle is one of the world’s leading educators in the arena of performance training, personal fitness training, and athletic rehabilitation.

Mike’s list of clients who have sought him out for personal improvement reads like the Who’s Who of athletic success across the U.S.A.

He has been involved with the training and rehabilitation with athletes and stars from every major professional sport including the US women’s Olympic teams.

I recently decided that I’m getting off my ass and starting to get my body in shape again and since I’m a nerd I found myself studying Mike’s “Strength Conditioning 3.0” course and what do you know, I’m listening to his pre-frame of the audience and he starts talking about what we’re talking about here – Never Believe Anything Too Much.

And being the nerd I am, I started jotting down the wisdom I was hearing and here’s what he said that I treasured . . .

I've become famous for changing my mind when it comes to the most efficient and effective strength conditioning programs and I think I piss a ton of people off because of it. My friend Alwyn Cosgrove always makes me feel better when he says, "No one should get punished for learning."

The reason we're changing our mind is because someone is showing us something that's superior to what we were doing previously.

When someone comes along and says, "This is a better idea," we take it and run with it.

The people I encounter a lot of times say, "Well this is how I do it." I say, "I understand that's how you do it. What I'm telling you is that this is a better idea." And they usually go, "Well, we do it this way."

I've come to realize that whenever I get into this conversation that this is a pointless conversation because they don't want to change and they don't want to learn. They like what they do and they're comfortable with what they do.

I look at new stuff and I don't think, "Well, this is how we do it." I look at it and think, ***"Are we doing it the best way you can possibly be doing it?"***

The changes we make come usually from someone smarter than me coming along and saying, "There's a better way to do this."

People come along and give you little tidbits of stuff and say in a respectful manner, "This is better than what you're using right now." The end product of listening to them is coming to the conclusion that this is a better way and that we need to change this now as opposed to trying to find a defense for what we're doing.

It's amazing how many people spend so much time trying to defend, *"Well, this is how we do it."*

You can be certain there is no "This is how we do it" in any of our stuff. Everything we're doing is evolving towards what we hope becomes the *best* way to do it. Will there ever be a "Best Way"? Probably not. But if you don't keep looking then you become like anyone else who's going backwards.

**"I'm not young enough to know everything."**

**Oscar Wilde**

It's amazing. I'm in my 50's and it seems like most of the people you run into who know everything are usually between the ages of 19-24.

I feel like saying something to these kids like, “Oh, how cute, you’ve read your first book. That’s cool. Now you understand everything about strength conditioning.”

Smart people recognize wisdom but for the majority, wisdom totally goes over their head if they’re in the second grade and they think they’re a doctor. That’s how a lot of people are in strength and conditioning.

## **The Old Man, The Boy and The Donkey**

An old man, a boy and a donkey were going to town. The boy rode and the old man walked. As they went along people remarked that it was a shame that the old man was walking. The man and the boy thought maybe the critics were right so they changed positions.

Later they passed more people who remarked “What a shame he makes the little boy walk.” So they both walked.

The next group they passed remarked how foolish they were to walk when they had a donkey. So they both rode the donkey.

The fourth group from PETA was upset about the overloaded donkey. So they decided to carry the donkey. As they crossed the river, they lost their grip and dropped the donkey to its death.

### **Moral of the story: If you try to please everyone you may as well kiss your ass goodbye.**

When you teach or learn new ideas you’re never gonna make everyone happy.

When you change your mind you’re gonna piss people off.

It’s amazing how many people will tell me at a seminar, “But you said last year . . .” And I’m like, “Yeah, that was last year. I’ve had 365 days to get smarter and now you’re mad at me because I did that.” Every seminar I get one of two people pissed off because they’ve got to go back and change their programs.

I tell them, “Yeah, that’s a really good thing.”

I’ve gone to seminars and figured something new out and gone back home and rewrote the entire program to make sure it included what I’d just discovered.

You need to have the ability to see that someone is doing something better than you are right now and you need to put yourself in a situation where you can move forward.

I'm not trying to keep everyone happy. I want to keep people informed. I want people to know what I think right now based on what I've read, people I've talked with and seminars I've gone to, this is what I think, today.

This is a series and I'm shooting myself in the foot in reference to sales of the previous versions but this isn't about manipulating information so that I can keep a product alive so that I selling it.

The newest version is about focusing on what the differences are, not the similarities. The fundamentals don't change. The big key is wanting to learn and to being willing to experiment.

I always joke that I have some of the best paid lab rats in the world. I get people who are getting paid millions of dollars a year to participate in my experiments with me.

## **Conclusion:**

What you're seeing here is brilliant on three levels . . .

**First**, without ever having been exposed to Eben and Wyatt's seminar, Mike has met with the universal truth that the most flexible person always wins because they never believe in anything too much.

**Second**, he's seeking synthesis in his approach to his profession – seeking the way to incorporate the new seeking the highest and best outcome knowing that progress, not perfection, is the goal.

**Third**, he's addressing this at the very beginning of the seminar he's hosting just like what happened at the Eben Pagan Advanced Learning and Teaching course. Both of these men are pre-framing the audience. Pre-framing is where you address objections you know people are going to have right off the bat and helping people see that holding those beliefs, at least for the duration of this presentation, is not in their best interest.

## **ACTION STEP:**

*Begin  
Today*

A couple of questions to ask yourself . . .

- 1. What's one belief that I am holding onto for dear life for fear of being wrong and losing face in the eyes of the people I want approval from most?**
- 2. Do these people truly love me, believe in my vision for a better future and want me to be fulfilled, or are they completely concerned with themselves and don't want me to change because if I change, the ways they use to manipulate me now will stop working?**

If you stubbornly cling to a paradigm that isn't serving you at the highest possible level, you can kiss your peace of mind and forward evolution goodbye.

Life is a wave of change.

You either sail on top of it riding on the edge of death through the terrifying storms as well as coasting along on the calm merrily, merrily . . . or you let the storm capsize your soul and the boredom of the calm sink you slowly from the inside out.

The choice is yours.

# Session 2: The Dis-Educational System

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The beginning of knowledge is the awareness that you don't know.

## The Learning Stair Case

### First Level: Unconscious Incompetence

These are the things we're ignorant about that we don't even know we're ignorant about.

If you go to a book store and look through all the magazine racks, you'll realize that there are a ton of things that you're unconsciously incompetent about.

The first step in learning is moving from unconscious incompetence to . . .

### Second Level: Conscious Incompetence

This is the level where you know you don't know.

You know you're stupid relevant to certain areas of life like when you first got behind the steering wheel of a car to actually drive it and you realize that this isn't as easy as it looks.

This is a critical transition in your life, that place of knowing that there's something you need to learn and that you need and would like to have skills in.

### Third Level: Conscious Competence

This is where going through a process of learning how to do something comes in.

So in the example of when you're learning to drive, you're on high alert of every action you're taking; especially if you're driving a stick shift.

### Fourth Level: Unconscious Competence

This is where the skill unfolds automatically.

Examples of this are walking, riding a bike, writing your name, typing, etc.

When you get really good at driving, you get so good that you can arrive at your destination not even remembering having driven there having been consciously focused

*Best of  
the Best!*

on other activities (picking your nose, singing/head banging, talking on the phone, etc.) the entire drive.

When you learn anything new you go through these four levels. Your ultimate goal with any important life skills is to move your expertise with them to the level of unconscious competence.

## **What Life Skills Do You Want?**

More often than not, the answer to this question is 100% determined by what we want but is rather a variation of or exactly what someone else tells us we should want.

As kids our sole outcome is to fit into the model of the world of the adults we look up to. This could lead to you having MAJOR problems in your life.

So when you look at your outcomes, what you want to have happen as a result of applying what you learn in these notes, a great question to ask yourself is . . .

**“Is this something I want, or is this something that my parents or that someone else wants for me?”**

Advertising’s sole purpose is to tell you what you should want. Rules that were drilled into your mind as a child were based on what someone else wanted of you. Neither of these instances asks you to rely on your inner voice to decide what’s best for you.

The next question you need to ask yourself is . . .

## **Is what you want determined by what you think you can have?**

Unless you’re very, very, lucky you’ve been conditioned to have low expectations and low aspirations.

This starts when we’re very young and we go out into the world and see things that we want and adults tell us that we can’t have them – toys, treats, puppies, etc. Or, that we can’t do them – run, yell, jump, question, etc.

So from a very young age we’re conditioned to go without what we want. And then the authorities drill even more harmful conditioning by instilling in us that anything we want isn’t good for us and they make you believe you’re the bad guy because they’re looking out for you by denying you what you want.

This is valid for dangerous things like running with butcher knives but there are a lot of activities that authority figures carry this thinking over to out of pure ignorance or out of a desire to inflict pain.

This thinking creates the belief in our minds that if we got what we wanted, it might hurt us.

**So we have to figure out how our parents programmed us, how our spouse programmed us, how are did and are our friends programming us, and how is the press programming us.**

And because this is the case we need to question our aspirations and raise them if they're not in service of what is possible but the next question to ask is, *"Is what you want determined by your idea of what is possible?"*

Remember; everything is impossible until it isn't. Flying, cars, cell phones, 4 minute mile, etc.

Now we have to figure out how we're limiting our own imagination. The wrong way to think about where you can go is to focus on where you're at. Where you are limits you. Strategic Navigation says that you first go into the future and decide where you want to be, which takes you beyond your current limitations, and then you figure out the steps you need to take in order to arrive there.

This is one way in which you can stop limiting your greatness.

## **Cause and Effect Redefined**

Most people are trained to believe that the cause comes before the effect. And with this thinking we seek to figure out the cause and effect chain that allows us to get where we want to be.

But here's the counterintuitive approach to causality . . .

This approach says that if you have a goal, you're drawn towards that goal and that if the *why* is strong enough, you'll figure out the *how* to get there. This line of thinking says that creating the outcome is what creates the movement in the first place. Vision and purpose have incredible power that most people won't unleash.

**If you look at commonalities in studies of leadership, you'll find a couple of commonalities . . .**

Leaders have a vision.

They're passionate about it and they're able to articulate it not only to themselves, but to others as well.

So if you look at the traditional way a company tries to affect change in an organization, you find that some bureaucrat gets on stage and cites facts and figures about where the company is now and what baby steps they're going to take in order to get through the year and in essence the steps they're proposing are nothing more than rearranging the deck chairs on a sinking Titanic.

And of course this is hardly inspiring.

A leader steps up and proposes a dream of a better and brighter world and they present a picture of something they want to experience that their target audience would also like to experience. Steve Jobs had a vision of making an mp3 player and cell phone that were INCREDIBLE and these two visions led Apple to becoming the most valuable company on the planet.

**A vision is not logic and it's not reason. It is an image that has emotions attached to it and the leader infuses his passion about this vision into the people. And from this place, in the example of Apple, Steve drove his people to figure out how to get there.**

Some of Steve's engineers came at his vision from the other paradigm of cause and effect and saw that what was being proposed hadn't been done yet and tried to talk him out of it but Steve would not be swayed. He wouldn't let their limited programming choke his vision into submission.

If we don't have a vision, we can't receive anything that will help us get what we truly want.

## CLEAR VISIONS CREATE CAUSES



When you get a clear vision about the way you want something in your life to be and you can communicate this clearly to yourself and other people, this vision can reorganize what happens to you and the causes that show up that make that dream a reality.

Very smart people find it extremely hard or impossible to create compelling visions because they use their intellect to look at the now and they make the argument that because all the circumstances they would need in order to make a grand vision real are not in available to them now and so they think it's a waste of time to put attention on it. In their eyes people who do this are crazy dreamers.

A lot of people calculate their own demise or talk themselves into an existence of misery by figuring out how something ISN'T possible. And this is why the smarter you are, the more dangerous you can potentially be to yourself.

When you create a compelling vision for yourself that you can communicate clearly to yourself and others, and you stand on the faith that just by having this you'll be reorganizing what the universe brings to your doorstep in the form of causes that will allow this vision to become realized, you'll be able to amaze yourself at the miracles that show up in your life.

CLEAR VISIONS CREATE CAUSES!

## **Is The Educational System Ruining Children?**

Wyatt Woodsmall thinks of schools as “mind prisons”.

He calls the “educational system” the “**Dis-educational system**”.

Here's why . . .

Kids are born with an innate curiosity. They love asking questions in order to figure out how to do things and why things are the way they are. And the first people who seek to extinguish this joy of learning are the parents and other family members.

Parents and family members tell kids not to bother them with their dumb questions and to leave them alone. And because kids are amazing learners they come to believe that asking questions aggravates the people they love and admire most in life and that what they want to know is dumb and not important. And since kids just want to please, they learn to stop asking questions.

*People that don't know better destroy the child's innate drive to learn.*

We need to water curiosity, not spray poisonous chemicals on it as if it were an annoying weed. But for most of us, curiosity is killed before we even get to school. And if it happened to survive by that time, the teachers will quickly make sure that this pest is put to rest.

The way schools kill curiosity is by starting them in school two years before they should when they're still in a hyper active acting out stage and they force them to do two painful things: SIT STILL and SHUT UP!

This is torture for a child.

And when kids ask questions that don't directly apply to the curriculum level they're at, they tell the kid that they'll have to wait till a later time to figure that out and to only

focus on what they're supposed to learn now because this about what you want to learn – it's about what I want to teach you.

Most of us have some mild form of Post Traumatic Stress Disorder from going through this system.

We don't learn well while we're being tortured. And because of this, we can start to get low self esteem because we aren't learning what they're forcing down our throat and the teachers tell us that we're dumb, stupid, lazy in their cryptic language and we believe them and our identity becomes connected to what they're telling us and this leads to all kinds of problems.

Michel Thomas, the man who learned how to teach people to learn to speak a new language proficiently in five days used to say of the educational system, “Even prisoners have advocates in lawyers who will defend them. But children don't have any advocates so they're left defenseless.”

**And as bad as what we've covered is, it only gets worse.**

Why?

Because what passes for learning is nothing but teaching kids to memorize and regurgitate facts.

The path to getting approval in the dis-educational system is to figure out what your teacher deems as important – not what you think is important – and to learn this and be able to parrot it back to them.

So the skills that kids who excel in the mind prison develop is the ability to focus on what the teacher wants them to learn and then repeat it back to them verbally or on a written test. The better you are at doing this, the better the grades you get.

Michel Thomas is someone to pay attention to if you don't like the mind prison's style of teaching.

Michel could teach someone to speak a new language proficiently in five days *whereas the dis-educational system attempts to teach them in junior high, high school and then three years of university education and FAIL to do so with the majority of their students.*

This is only one example of a person who has a better system for teaching. There are better technologies that aren't being used because we're locked into a model that's

happy imposing it's limitations onto generation after generation after generation. This is unnecessary.

### **Learning can be fun, exciting, rapid and more.**

If you'd answer all you children's questions they'd learn not only what you want them to, but more and they'd want to keep learning because their desire to learn has not been squashed.

We need to be angry about what happened to us as kids and what's happening to kids now and stand up for the better way to teach.

## **The Great Lie**



The Great Lie is that education is going to allow you to succeed in life and get ahead and get a better job. This is part true and it is part false.

If you look around you can see that there are a lot of highly educated people who are not wealthy and that there are some not so highly educated people who are wealthy or extremely wealthy.

So we can take notice that “work” and “hard” are terms that are a commonality in all limiting mindsets including the one that says, “Study hard and work hard and do all this remembering long enough to regurgitate onto a test and you’ll succeed.”

And when kids get to a certain age, they can look around at society and see that this belief is bullshit. Education can help you succeed in life but only a certain kind of education can do so.

Daniel Goleman was the religious editor of the New York Times at once and has written a few books on the topic of “Emotional Intelligence” and spirituality.

The core question that led him to studying “Emotional Intelligence” was that of, “What allows people to succeed in life?”

What Daniel found was that emotional intelligence correlated more with someone being a success in life than IQ did. He found that at the top levels of any profession everyone is pretty smart but he found that what allowed them to succeed was emotional intelligence.

### **Emotional Intelligence Is Comprised Of Four Things:**

1. **You've got to be able to know what you're feeling.**
2. **You've got to learn to manage your emotions.**
3. **You've got to learn to assess, feel into, and appreciate the emotions other people are experiencing**
4. **You've got to be able to influence other people's emotions**

Your ability to do these make up how emotionally intelligent you are.

Through extensive research in a vast number of sectors he continually found that the X factor for why someone succeeded at a high level was that they were highly emotionally intelligent and not necessarily highly educated or having a high IQ.

## **Where Do You Learn To Be Emotionally Intelligent?**

If this skill is so vital to success, you'd think that it'd be taught to you in school or by your parents, but it's not.

Your parents don't teach you. Teachers don't teach you. Your peers don't teach you. The press and Hollywood doesn't teach you.

All of these people do the opposite of imparting intelligence upon you and they instead teach you how to be an emotional idiot who lives in fear, anger, jealousy, resentment, pity, apathy with the occasional experience of happiness.

Most people are never taught what is most important to their success. This is insane. Instead what is rammed into you is information that is of questionable use.

## **President Johnson Declares A War On Poverty**

President Lyndon Johnson or some flunkies he hired looked around and came to conclusion that poor people are uneducated and so that if we get them all learned up in a good school system, that we can make things fair for these poor people.

The ultimate conclusion was that poor people are condemned to being poor people forever if they don't get them some edu-macation.

So this led to the government dumping all kinds of money into the schools and *failing* to affect any change with the approach they took. There were still a ton of poor people who had access to their grand solution who remained poor.

This led to the government finally questioning their approach. The smart thing to do at this time would've been to take on a scientific approach and do research and then start using the system that works.

So research began with “Project Follow Through”. This was the largest study ever done on education anywhere in the world. It involved 700,000 kids in 170,000 dis-advantaged schools.

## **The Test Was Divided Up Into Three Approaches To Teaching**

The **first one** was centered on the premise that problems with learning boiled down to self esteem. This led to a strategy being implemented to try to build up the kids self esteem with affirmations and such in an attempt to get them to learn better.

The **second approach** was based on cognitive models that focused on getting kids to think on a higher level.

The **third approach** was based on the basic skills model. This is bottom up teaching – teach reading, writing, arithmetic and language use these as building blocks.

The first two approaches were the most popular among education advocates and colleges. The basic skills model was looked at as being mundane and boring and because it isn’t sexy, the teachers don’t get excited about it.

One of the problems that we have in America is that educators who watch TV and movies that see portrayals of a touchy feely white lady going into the ghetto school system and magically converts the kids into Harvard graduates and becomes a nationally known success.

## **This Isn’t What Happens In The Real World**

So the government spent over a BILLION dollars on “Project Follow Through” in order to narrow down what worked best in education.

The results of rigorous number crunching and analysis by prestigious researchers told them the **Self Esteem model** did NOT work. These models got some of the WORST results. Most of them didn’t even accomplish the outcome of increasing self esteem.

The **second approach** that was focused on teaching kids to think top down with cognitive models didn’t work either.

What was discovered was that the bottom up basic skills approach was the only one that worked - Very much to disappointment of the dis-educational system. The form that worked extremely well was called [Direct Instruction](#).

The pioneer of Direct Instruction started off in advertising and once he had children he started trying figure out how to help his kids when the Dis-educational system wasn’t getting him the results he wanted.

What he figured out was so successful that he shared it with other kids which led to him turning what he learned into a method.

This method is Teacher Centered.

It brought about a hard to swallow approach that said the TEACHER was responsible if the student didn't learn.

This doesn't fly over so well in the dis-educational system that puts most of the blame on the kids (primarily because they can't defend themselves) if they don't learn and the rest on the parents and the school system and the people who design the curriculum.

Englemann, the founder of Direct Instruction, believed that if the student didn't learn, the teacher did not teach. He believed that the student's IQ didn't matter and that their background or any other characteristics about the kids didn't matter. He found that if ANY child was taught appropriately, they could learn.

The research findings of "Project Follow Through" proved that Direct Instruction vastly outperformed (30 percentile points or more in some cases) the other approaches.

Your government spent a BILLION dollars to come to the conclusion that Direct Instruction reigned supreme when it came to imparting wisdom upon children. It is tragic of course that the number one enemy of Direct Instruction is the people who would be implementing it – the teachers.

**The Majority of Teachers Do Not Like Direct Instruction.???**

They balked that this process destroyed their "creativity" because with this process they'd be forced to follow a set, pre-done curriculum (that achieves the outcome of imparting skills on the child) which relegates them to being easily replaceable if they aren't doing right by the kids.

The bright and loving teachers appreciated the fact that the babies could learn faster and with more consistency and they loved the fact this method saved them from having to come up with lesson plans every day.

The majority of teachers disapproved of it.

The colleges churning out teachers disapproved of it. They used the excuse that it was demeaning to teachers. These people stubbornly cling to their idea of how teach in the face of a billion dollars worth of research that proves they're doing it **WRONG**.

The teachers ganged up on this approach because it didn't confirm their preconceived notions and essentially dismissed the data so they could fulfill their own needs and as a result you can find very few schools across the United States that use Direct Instruction.

This is something to be angry about. Kids are being forced to follow a system that makes learning painful, so painful in fact that when people are done going through the system they do whatever they can to avoid reading another book again. The worst thing about it is that it doesn't have to be this way.

Wyatt believes that it's only a matter of time until the individuals are going to have to take over education and create their own system and this movement will be led by someone with a vision who is willing to start a business which offers effective learning.

The purpose of education is to prepare people for the work force but one of the big complaints of business owners have about business graduates is that they're being handed expensively educated idiots who have no practical skills for the business world and that they have to teach from scratch.

If someone had the vision of having people hit the ground running when they hit the job force, teaching would be re-structured to emphasize practical skills and emotional intelligence.

This seminar is about re-learning how to learn – how you can learn in spite of having gone through the nightmare of the dis-educational system and the mind prison which sought to break you.

## **The Four Keys To Learning**

The book [How People Learn](#) is a book written by the National Research Council which part of National Academy of Sciences. So this book is the findings of scientists going out and finding out how people were learning.

They found via looking in places where people were getting amazing results and places that weren't getting amazing results that there were four keys to learning . . .

### **1. The Critical Importance Of Pre-Existing Knowledge**

It not usually what you don't know that is a problem. It's what you know, that is either wrong or limiting, that is the problem.

This means that people in the school system should be figuring out where people have their head up their ass and to correct that in their teaching. If this doesn't happen, the student goes through their whole life with wrong and potentially dangerous ideas.

You've got to remember that people don't show up to you or to school as a blank slate. Teachers do themselves a disservice when they believe students are showing up with only supportive stuff stored in their mind.

**IQ scores have been declining in the United States for the past 50 years. And what's been revealed is that the people who create the tests have been manipulating them in a way to hide the fact that people are getting dumber as a result of having had their TV serve as a baby sitter for them as a child an adult.**

What you practice at, you improve. What you don't practice at diminishes. If you want kids to get smarter, they need to practice the basics. One of the basics they need to practice is reading.

Parents today rationalize that they don't have time to read to kids so they put them in front of the TV and the kids spend massive quantities of time having images created for them and they spend almost no time creating their own images in their own minds. This directly impacts our ability to create images which hinders both our creativity and our intelligence.

[Win Wenger](#) has come up with what he calls the Method of Articulation and Description. He believes this is the best way to increase your IQ. This is a process of getting the child to fantasize an imaginary scenario and then you get them to describe what they see in detail.

This forces the child to do two things:

- **Create a visualization in rich detail**
- **Give a detailed digital description of what they imagined**

*Good News!*

This happens to be what the current IQ tests measure – The ability to visually construct and the ability to describe that which you constructed.

And the key to doing this is the questions asked. You want to ask questions that ask the child to see more and more and become increasingly articulate in what they describe.