

#1 Rule Safety First

Numbers 1 thru 10 (written phonetically)

English	Russian	Spanish	French	German	Italian	Japanese	Mandarin	Hindi	Arabic	Hebrew
One	Ahdeen	Uno	Un	Ein	Uno	Eechee	Yee	Ehk	Wayhed	Ekhad
Two	Dva	Dos	Du	Svai	Due	Nee	Arr	Doh	Ethnain	Shtaeem
Three	Trree	Tres	Twah	Drai	Tre	Sahn	Sahn	Teen	Theelaytha	Shalohsh
Four	Cheteerree	Quatro	Catrr	Vier	Quatro	Shee	Suh	Chaar	Arbaa	Arba
Five	Pyats	Sinko	Sahnk	Funf	Chinque	Goh	Wuu	Paanch	Khamsa	Khamesh
Six	Shest	Seis	Sees	Zayks	Sai	Rroku	Leeoh	Cheh	Sit-ta	Shesh
Seven	Syem	Seeyete	Set	Zieben	seteh	Sheetchee	Chee	Saaht	Saba	Sheva
Eight	Vosyem	Ocho	Wheet	Akht	Ahttoh	Hahchee	Baah	Ahth	Themaynia	Shmohnay
Nine	Dyevyets	Nueve	Noorf	Noin	Nahvo	Kiu	Jiyoh	Nauh	Tihseh	Tehsha
Ten	Dyesyets	Dies	Deese	Szeen	Diechee	Ju	Shur	Duhs	Asharuh	Esuhr

READING

Before I can teach you how to write, I must teach you how to read:

See how others did it effectively (or not)

Build up a template for flow and a library for construct

Read from the AUTHOR's point of view! — repeat: Read from the AUTHOR's point of view! — defend their effort, advocate their position

Scanning words is NOT reading! – a true reader “feels”, “envisions”, and comes to “live” in the world being provided by the connected details, whether those connections comprise words, musical notes, hues on a canvass, texture, form, taste... or any combination(s) thereof

In Intelligence Analysis (and many other Analytical types), we look for “E.E.I.’s” [Essential Elements of Information], as well as meta-data – meaning, we are looking for components, terms, data that supports/contradicts an argument, so, not necessarily from an active Author's perspective, but from a passive contributory perspective.

READING – The 3 R's

3 R's are cRitical!!!:

- Reading
- wRiting
- aRithmetic (aka “Relationships”) – basis of all math, do not let symbols or formulas distract or overwhelm you; all math used to be written in long form (English)... math is not calculation or numbers... calculators calculate, statistics provide numbers, and math devises relationships

This statement must be repeated often, not just in Essays, Math, Reading – but in many, many areas, and all batteries.

More on The ESSAY

The Essay is a construct, built upon a sound argument with logical grounding. The Essay pushes forward and adds to the Academic Repository of Understanding. A good form of expression – be it a sculpture, a painting, a novel, a script, a piece of music, etc., etc., comprises strongly constructed Essays.

LEARNING HOW TO LEARN

Core Words of Wisdom

INTELLIGENCE: Applied Capacity and Power, with Purpose, directed toward results

Types of Intelligence infused within the Skills-Fare Program:

Linguistic

Logical

Musical

Spatial

Kinesthetic

Intrapersonal

Interpersonal

Naturalist

CAPACITY: Ability to access and associate relevant information; a “container” of associations

POWER: Ability to Act.

Power without Compassion corrupts.

Absolute Power without Compassion corrupts absolutely.

Power is neither “good” nor “bad” – it facilitates.

With Power comes burden.

With understanding/empathy comes the ability to accept an ever-increasing set of burdens, and address them as lessons. Learn to welcome this. Be like a weight-lifter.

PURPOSE: Focused intention. Attention and effort directed toward a specified goal, and, achieving results that support that goal.

COMPASSION: Understanding that “my” values exist in others, and that the opposite is also true.

RESPECT: Recognition that the self, and others, are focal points of Power, Purpose, and Capacity. Retention and expression of Compassion for self and others: acquaintances, family, friends, community.

ADVERSITY: the set of obstacles that life challenges us with, which we must adapt to and overcome in order to grow; without ADVERSITY, growth is nearly impossible. Think of a weight lifter – they must increase the weights in order to increase the amount of adversity applied toward specifically targeted muscles or muscle groups, and by doing so, they challenge themselves, the muscle fibres break down, then must repair themselves in a manner to accommodate the increase, and thereby create growth.

ENCOURAGEMENT: the flip-side to (the equally important) adversity -- opens up pathways to subconscious acceptance and processing of biofeedback, because it allows appreciation for the state of uncomfortability... allows yourself to “lose” the constrictive / restrictive / illusory need for control, and thereby be open to automatic feedback input and processing (culling, categorizing, associating)... repetition of active uncomfortability-feedback looping builds confidence at an extreme speed [real, genuine, earned confidence], and becomes a basis for a “fast-track” to mastery. Special

note: Adversity is what you openly accept and address with effort; Encouragement is what you give to others – it is tangible, it is bundled in positive energy, and giving it will build your own Compassion.

PRACTICE: Honing and refining...

Of related importance and relevant value, within above context:

QUALITY

PROCESS

EFFORT

HABIT

RESULTS

A few notes on practice and honing... I want you to visualize that each pass you make you are examining more closely one aspect or part or area of the technique or activity which you are practicing. As you get closer and closer, you are “exploding” out, meaning, allowing your examination to focus more keenly on the intricate relationships – as if you are using a more powerful magnifying glass each time, and zooming in further each time, WHILE keeping track of where you are.

Next, a note on grading – and at this juncture, though I’m speaking now more to high school and college kids, the same must be considered by anyone learning on the Job, or “OJT,” or, should you are preparing for an examination, such as the SAT, LSAT, GMAT, etc. – grades are a reflection of where you are now, juxtaposed against where the metric or standard says you should be. And my suggestion on grades is, do not settle. If you come home, and you have received a ‘C’ grade on a paper, then you will re-write that paper, utilizing the notes and advice provided by your instructor, and you will hand that paper back in, at which point, you may get a B-, so you will take the notes and advice, and re-work the paper, and turn it in again, and so on, and so forth, until you have a solid “A.” You will do this for math, you will do this for reading, you will do this for science, you will do this for every subject. Just like basketball players who wish to make the Varsity team – if they can’t make ten out of ten free-throws, then they practice and practice and practice until they can get 15 out of 15, in a row.

Why am I asking this of you? Because none of you are “C” students, or “B” students. Will it take you more time and effort than someone who gets that “A” right off the bat? Sure. HOWEVER! Over a period of time, you will become the “A” student who knows how to get to the goal far swifter, and actually understand the material, inside-and-out. More importantly, once you get out into the realm of the

workforce, a “C” effort will no longer cut it: not on the construction site, not at the CNC machine, not while coding, not when utilizing forensics during an audit. Let’s take the CNC as an example: in most machining, “close” to spec or “almost” at spec simply doesn’t work – we’re talking about parts that go into automobiles and airplanes, and their respective forms and tolerances must be held to high standard, or, people can die, jobs can be lost, entire sub-economies can be shut down for long periods.

Now, what about you “A” students? You got your “A”, which is good. But I am going to ask you a very serious set of questions not in any particular order of importance – and I’m asking all students, whether you are “D” or “A” students –

- Did you actually understand the material?
- Can you repeat the exercise with ease?
- Can you trace back the reasons you made certain decisions or took certain actions?
- Can you see where this activity came from (meaning, what it was built upon), and, can you see where you are likely headed (meaning, the implications)?
- Further, could you yourself teach what you just learned?

When you can answer those five questions in the affirmative, without hesitation and with confidence, then you are progressing appropriately. Do you want to get there with less effort and less time, but able to get there correctly? Then, apply the repetition aspect with what is called “**Definiteness of Purpose**” – meaning, know the objective, see where you are falling short, capture those areas and shore them up (meaning, correct them so they become strengths), and own the objective!

Which leads us all right back to one of my favorite mantras that we’ve all touched on before:

1. **Map** out the objective or goal, as well as your plan to get there
2. Do the **Work** (practice, practice, practice, hone your skill, examine every aspect closer and closer, repeat until you are satisfied you can answer all of those serious questions listed above!)
3. **Speak** to your efforts (aka presentation)