

A PROBLEM IS A SOLUTION IN THE WRONG PLACE

Standards

Common Core State Standards

www.corestandards.org/the-standards/english-language-arts-standards

ELA

Grades 9-10

Reading: Informational Text – 1, 2, 3, 4, 7

Writing – 2a, b, d, e, f, 4, 5, 6, 7

Speaking and Listening – 1, c, d; 2

Language – 1, 2

Grades 11-12

Reading: Informational Text – 1, 2, 3, 4, 7

Writing – 2a, b, d, e, f, 4, 5, 6, 7

Speaking and Listening – 1, c, d; 2

Language – 1, 2

EfS Standards Performance Indicators

Dynamics of Systems and Change

C. 3 Be able to step back and see the big picture.

C. 5 Be able to illustrate that what we see happening around us depends on where we are in the system (perspective consciousness).

C. 7 Perceive patterns within the system that connect the parts of the system to one another and to other systems over time.

C. 9 Be able to readily see underlying systemic structures and key inter-relationships.

C. 14 Demonstrate an understanding that systems are dynamic; they develop and change over time.

C. 20 Distinguish between long term and short term goals.

C. 21 Pay attention to the short term and give voice to the long term gains and effects of their choices and actions as well as the choices and actions of others.

C. 25 Consciously make choices, read feedback and plan actions to achieve positive systemic impact.

C. 27 Track existing causal relationships [feedback loops] within the system and over time.

C. 30 Demonstrate that cause and effects are not closely related in time and space in a system (there are delays in systems).

C. 31 Reasonably predict intended consequences, and reasonably predict and prepare for unintended consequences.

C. 37 Envision, design, plan, act and assess with whole systems in mind

C. 44 Recognize/identify mental models and paradigms and constantly identify and question assumptions; explore the “automatic response” nature of our assumptions.

C. 47 Recognize/identify how mental models and paradigms affect current reality and create our futures.

C. 50 Consider an issue fully and resist the urge to come to a quick conclusion.

Inventing and Affecting the Future

G. 6 Demonstrate the habit of turning problems into opportunities to make positive change.

G. 7 Make a contribution that solves more than one problem at a time and minimizes the creation of new problems. (Create value.)

G. 30 Determine their own destiny. Make the decisions that will shape their future and adjust and improve on those decisions based on their experience, new knowledge, and applied insights.

G. 34 Be accountable for their actions (and inaction) as well as predict and be accountable for the long and short term consequences of those actions.

Sustainable Economics

D. 4 Use systems thinking and systems tools to identify patterns, impacts, connections, and relationships between a product's life cycle and the health of the system as a whole. Embed their understanding of the Materials Cycle principle in their work.

Responsible Local and Global Citizenship

B. 12 Develop their sense of efficacy by using their legitimate voice to demonstrate advocacy skills.

Sense of Place

I. 20 Communicate their findings accurately and effectively (oral presentation, power point, spreadsheets, graphs, role play, mural, song, etc.).

EfS Enduring Understandings (EU)

1. A healthy and sustainable future is possible. We can learn how to live well within the means of nature.

3. Healthy Systems have limits. Tap the power of limits.

10. It all begins with a change in thinking. Thinking drives behavior and behavior causes results. Think systems, cycles and out of the box.

11. Live by the Natural Laws. We must operate within the natural laws and principles rather than attempt to overcome them.

12. We are all responsible. Everything we do and everything we don't do makes a difference

LESSON SUMMARY

This lesson prompts students to grapple with the question, “Can we turn waste into opportunities to create value?” Learning and using habits of mind that support systems thinking, and with “zero waste” posed as a desired future, students research some of the most serious collections of waste that currently exist in today’s world. They are challenged to combine the concept of “upcycling” with entrepreneurship as they determine how to transform waste that is already in the system into something of value to the system.

OVERARCHING QUESTION

A problem is a solution in the wrong place. What’s the opportunity?

GUIDING QUESTIONS

- What are the habits of a Systems Thinker?
- How do those habits support problem solving?
- What is Upcycling? Why is it important?
- How can we turn a problem into an opportunity to create value?

Resources/materials for this lesson:

- Handouts: Habits of a Systems Thinker “One Pager”
- Optional large sticky dots (not included)
- Link to Pacific Gyre Wikipedia background information
http://en.wikipedia.org/wiki/North_Pacific_Gyre
- Links to videos:
<http://team847.com/media/animations/2010-animation-operation-gyre>
<http://team847.com/media/animations/2009-animation-opurewater-847>
<http://www.youtube.com/watch?v=9fpTVF-3uFQ&feature=related>
- Teacher and Student Resource: Entrepreneurial Mindset Rubric



SYSTEMS THINKING FOR SYSTEMIC CHANGE

DAY 1

1. Hand out the Habits of a System Thinker one pager to each student. (You can collect the sets at the end for use with other classes)
 2. Introduce the handout on the Habits of a Systems Thinker. Discuss the Habits of a Systems Thinker, engaging students in generating examples of times in their own experience when those habits would be most beneficial.
 3. Watch three different pieces, two by students and one that shares the beginnings of TerraCycle:
 - <http://team847.com/media/animations/2010-animation-operation-gyre>
 - <http://team847.com/media/animations/2009-animation-opurewater-847>
 - <http://www.youtube.com/watch?v=9fpTVF-3uFQ&feature=related>
 - a. After each piece is viewed, students look through their Habits of a System Thinker one pager and place a big dot on the Habit(s) they have selected and hold it up.
 - b. Discuss why the particular Habits were selected.
- Note to teacher:** Although it is possible for more than one habit to be appropriate, if the need for clarification becomes evident, take a moment to revisit the habit in question.
4. Reflection – How do these Habits support the kind of thinking that is necessary to solving problems like the Pacific Gyre or pure water or to promote zero waste? Which of the Habits of a Systems Thinker do I already practice?

SHIFTING PERSPECTIVES



1. Share the following definition and examples (from the TerraCycle website) with students:

Upcycling: Upcycling is defined as using every aspect of material value instead of wasting it. Typically a material good (stuff) can be seen as two things: the material it's made from and the shape it is in. For example a chip bag is made from plastic and is in the form of a bag. If one were to upcycle a chip bag (once the chips are gone), one would be leveraging both aspects and not destroying any part of it. While if one were to melt a chip bag into a plastic product it would be considered recycling vs. upcycling.
 2. Using the lens of zero waste as a desired future, students research some of the most severe collections of waste that exist in the world today.

Some suggestions for research:

 - Landfills
 - <http://www.zerowasteamerica.org/BasicsOfLandfills.htm>
 - <http://www.zerowasteamerica.org/landfills.htm>
 - <http://www.zerowasteamerica.org/Pictures.htm>
 - The Pacific Gyre (see Wikipedia entry in student resources)
 - China's electronic waste village
 - http://www.time.com/time/photogallery/0,29307,1870162_1822148,00.html
- Note to teacher:** there may be local collections of waste in or near students' own community. A focus here could bring this work to a very concrete and personal level.

TURNING PROBLEMS INTO OPPORTUNITIES TO CREATE VALUE

DAY 4-5

I. Combining the concept of up-cycling with entrepreneurial thinking, students are challenged to apply the concept and practice of upcycling to what they have discovered through their research. Students focus on a specific piece of wasted material present in the place that they researched and figure out how to transform it into something that, while maintaining the material and the shape of the “waste,” becomes a product of increased value.

To help students with this part of the project, offer links to examples of upcycling:

<http://www.youtube.com/watch?v=ENYzLWMgCGU>

<http://www.youtube.com/watch?v=ctglpIT9NrK>

In addition, share the Entrepreneurial Mindset Rubric as a tool to support their thinking, planning and work (see resources at the end of this lesson)

a. Students write a position paper that fits inside the overarching concept of “A problem is a solution in the wrong place.”

The paper includes:

- A rationale that speaks to the upcycling choice:
 - establishing a “claim” regarding upcycling as a zero waste strategy
 - clearly describing the process and potential results
 - provides statistics from research
 - explains projected benefits
 - surfaces any potential challenges presented by upcycling as a process and by the specific project itself
- Instructions and illustrations (written or filmed) for creating the specific upcycled product, as well as identification of a potential market
- A clear sense of audience and purpose
 - identify and “speak to” an audience for their position paper (politicians, funders, TerraCycle, Cloud Institute for Sustainability Education, radio/TV/print news organizations, etc)
 - establish a purpose (raise awareness, raise funds, call to action, etc)

Note to teacher: It is best if this is not completed for the sole purpose of accomplishing a writing task. The highest quality position papers and projects could actually be sent to the target audience for feedback, response and/or action. A symposium could also be held, at which the highest quality position papers/projects could be presented to an audience that includes those targeted by the papers being presented.

b. Reflection: Students respond to the following prompts, explaining how the habit(s) were important and what effect they had at different points in the project:

- Which of the Habits of a Systems Thinker supported you through your research?
- Which came into play when you were considering what to upcycle?
- Which Habits did you rely on during the design part of this experience

Authenticity extensions:

- Students use technology to promote and support their project (e.g. create and monitor a website, blog or Ning) across a broad spectrum of the world.
- Students produce, market and sell their upcycled products, using the revenue to support research or contribute to the cleanup of one of the areas researched.
- Submit ideas to Terracycle for their consideration

Instructional/Environmental Modifications/Differentiated Strategies

Help students recognize a variety of sources for research, so that those for whom the level of difficulty of reading interferes with their ability to access information can find valid sources to support their work. Students who have difficulty writing should be provided with the appropriate tools and time for them to meet with success.

EfS Assessment/Scoring Criteria

What do I need to collect or administer to prove that students have grown towards and/or achieved desired outcomes/standards?

EfS/Common Core Standards	EfS Indicators/ National Benchmarks	Assessment Instrument	EfS/ State Scoring Criteria
Dynamics of Systems and Change	C. 3	Day One	<ul style="list-style-type: none"> •Be able to step back and see the big picture.
	C. 5	Habits Selection	<ul style="list-style-type: none"> •Be able to illustrate that what we see happening around us depends on where we are in the system (perspective consciousness).
		Activity	
		Discussion	
	C. 7	Reflection	<ul style="list-style-type: none"> •Perceive patterns within the system that connect the parts of the system to one another and to other systems over time.
	C. 9	Day 4-5	
		Reflection	<ul style="list-style-type: none"> •Be able to readily see underlying systemic structures and key inter-relationships.
	C. 14	Final Reflection	<ul style="list-style-type: none"> •Demonstrate an understanding that systems are dynamic; they develop and change over time.
	C. 20	Upcycled Product Idea	<ul style="list-style-type: none"> •Distinguish between long term and short term goals.
	C. 21	Position Paper	<ul style="list-style-type: none"> •Pay attention to the short term and give voice to the long term gains and effects of their choices and actions as well as the choices and actions of others.
	C. 25		<ul style="list-style-type: none"> •Consciously make choices, read feedback and plan actions to achieve positive systemic impact.
	C. 27		<ul style="list-style-type: none"> •Track existing causal relationships [feedback loops] within the system and over time.
	C. 30		<ul style="list-style-type: none"> •Demonstrate that cause and effects are not closely related in time and space in a system (there are delays in systems).
	C. 31		<ul style="list-style-type: none"> •Reasonably predict intended consequences, and reasonably predict and prepare for unintended consequences.
C. 37		<ul style="list-style-type: none"> •Envision, Design, Plan, Act and Assess 	
C. 44		<ul style="list-style-type: none"> •Recognize/identify mental models and paradigms and constantly identify and question assumptions; explore the “automatic response” nature of our assumptions. 	
C. 47		<ul style="list-style-type: none"> •Recognize/identify how mental models and paradigms affect current reality and create our futures. 	
C. 50		<ul style="list-style-type: none"> •Consider an issue fully and resist the urge to come to a quick conclusion. 	

EfS/Common Core Standards	EfS Indicators/ National Benchmarks	Assessment Instrument	EfS/ State Scoring Criteria
Natural Laws and Ecological Principles	F. 7e	Position Paper	•Make a case for why global citizens should understand the basic natural laws and principles including: materials cycle.
Inventing and Affecting the Future	G. 6 G. 7 G. 30 G.34	Upcycled Product Idea Day One Habits Selection Activity Discussion Reflection Day 4-5 Reflection Final Reflection Position Paper Extension	•Demonstrate the habit of turning problems into opportunities to make positive change. •Make a contribution that solves more than one problem at a time and minimizes the creation of new problems. (Create value.) •Determine their own destiny. Make the decisions that will shape their future and adjust and improve on those decisions based on their experience, new knowledge, and applied insights. •Be accountable for their actions (and inaction) as well as predict and be accountable for the long and short term consequences of those actions.
Sustainable Economics	D.4	Position Paper	•Use systems thinking and systems tools to identify patterns, impacts, connections, and relationships between a product's life cycle and the health of the system as a whole. Embed their understanding of the Materials Cycle principle in their work.
Responsible Local and Global Citizenship	B.12	Position Paper	•Develop their sense of efficacy by using their legitimate voice to demonstrate advocacy skills.
Sense of Place	I.20	Position Paper	•Communicate their findings accurately and effectively (oral presentation, power point, spreadsheets, graphs, role play, mural, song, etc.).

EfS/Common Core Standards	EfS Indicators/ National Benchmarks	Assessment Instrument	EfS/ State Scoring Criteria
Common Core State Standards ELA Reading: Informational text	Key Ideas and Details	responses to reflection questions research for position paper	<p>Grade 9 and 10 Students can:</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, ...; provide an objective summary of the text. 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <p>Grade 11 and 12 Students can:</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	Craft and Structure	responses to reflection questions research for position paper	<p>Grade 9 and 10 students can:</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <p>Grade 11 and 12 Students can:</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
	Integration of Knowledge and Ideas	responses to reflection questions research for position paper	<p>Grade 9 and 10 students can:</p> <ol style="list-style-type: none"> 7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. <p>Grade 11 and 12 Students can:</p> <ol style="list-style-type: none"> 7. Integrate and evaluate multiple sources of information presented in different media or formats


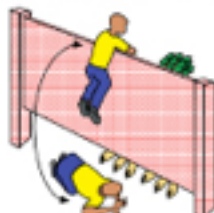







EfS/Common Core Standards	EfS Indicators/ National Benchmarks	Assessment Instrument	EfS/ State Scoring Criteria
ELA Writing	Text Types and Purposes	<p>responses to reflection questions</p> <p>position paper</p>	<p>Grade 9 and 10 students can:</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>Grade 11 and 12 Students can:</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

EFS/Common Core Standards	EFS Indicators/ National Benchmarks	Assessment Instrument	EFS/ State Scoring Criteria
ELA Writing	Production and Distribution of Writing	position paper extension activities	<p>Grade 9 and 10 students can:</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>Grade 11 and 12 Students can:</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
	Research to Build and Present Knowledge	research for position paper	<p>Grade 9 and 10 students can:</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Grade 11 and 12 Students can:</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

EfS/Common Core Standards	EfS Indicators/ National Benchmarks	Assessment Instrument	EfS/ State Scoring Criteria
ELA Speaking and Listening	Comprehension and Collaboration	Discussion about Habits of a Systems Thinker	<p>Grade 9 and 10 students can:</p> <p>1. Initiate and participate effectively in a range of collaborative discussions . . . , building on others’ ideas and expressing their own clearly and persuasively.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Grade 11 and 12 Students can:</p> <p>1. Initiate and participate effectively in a range of collaborative discussions building on others’ ideas and expressing their own clearly and persuasively.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
ELA Language		responses to reflection questions position paper	<p>Grade 9-12 students can:</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

Note to teachers: Student acquisition of enduring understandings can be monitored through responses to questions identified by (EU).

STUDENT HANDOUT

<p>Seeks to understand the big picture</p> 	<p>Observes how elements within systems change over time, generating patterns and trends</p> 	<p>Recognizes that a system's structure generates its behavior</p> 
<p>Identifies the circular nature of complex cause and effect relationships</p> 	<h2 style="text-align: center;">Habits of a Systems Thinker</h2> 	<p>Changes perspectives to increase understanding</p> 
<p>Surfaces and tests assumptions</p> 		<p>Considers an issue fully and resists the urge to come to a quick conclusion</p> 
<p>Considers how mental models affect current reality and the future</p> 	<p>Uses understanding of system structure to identify possible leverage actions</p> 	<p>Considers both short and long-term consequences of actions</p> 
<p>Finds where unintended consequences emerge</p> 	<p>Recognizes the impact of time delays when exploring cause and effect relationships</p> 	<p>Checks results and changes actions if needed: "successive approximation"</p> 

The Entrepreneurial Mindset

Habit

Need

Passion

Drivers:

Motivation
Passion
Perseverance
Risk Acceptance/Risk Taking

Attributes

Sense of Self
Strength in Individuality
Self-Efficacy
Taking Responsibility

Thinking
Lateral Thinking
Systems Thinking

Outputs

Opportunity Recognition
Turn a problem into an opportunity to make positive change

Value Creation
Solve more than one problem at a time and minimize the creation of new problems

Motivation

	Still Looking for What Moves Me	Entrepreneur in Training	Entrepreneur	Successful Entrepreneur
<p>Passion...</p> <p><i>I feel positive and powerful, and that fuels my learning and my growth.</i></p> <p><i>I have a desire to invent the future with idealism, wonderment, and awe.</i></p> <p><i>I feel competent.</i></p> <p><i>I feel autonomous.</i></p> <p><i>I feel connected.</i></p>	<p>I don't have a sense of my goals.</p> <p>I don't like having to practice doing things so that I can improve my work.</p> <p>I do not try my hardest, yet.</p> <p>I am content with what I know.</p>	<p>I work inconsistently towards my goals.</p> <p>I try to improve my work by practicing the things that are difficult for me so that I can do better.</p> <p>I try to challenge myself more.</p> <p>Once in a while, something sparks my interest but I don't necessarily pursue it.</p>	<p>I work hard to achieve my goals.</p> <p>I am motivated to practice, practice, practice, so that I can do well—especially when what I am working on is difficult for me.</p> <p>I look for challenges so that I can learn, grow, and increase my capabilities.</p> <p>I am curious and love to explore.</p>	<p>I work as hard as I possibly can to achieve my goals.</p> <p>I am motivated to practice and to continuously improve my work by planning changes and innovating to maximize my effect.</p> <p>I look for challenges so that I can learn, grow, and increase my capabilities.</p> <p>I am driven to discover new territory.</p>

Motivation

	Still Looking for What Moves Me	Entrepreneur in Training	Entrepreneur	Successful Entrepreneur
<p>Passion Continued...</p> <p><i>I feel positive and powerful, and that fuels my learning and my growth.</i></p> <p><i>I have a desire to invent the future with idealism, wonderment, and awe.</i></p> <p><i>I feel competent.</i></p> <p><i>I feel autonomous.</i></p> <p><i>I feel connected.</i></p>	<p>I know that I learn.</p> <p>I don't yet know what I am good at.</p> <p>I am getting ready to discover who I am and what I can contribute.</p> <p>I don't think much about myself.</p>	<p>I am interested in learning more about how I learn, and I am discovering useful learning strategies.</p> <p>I think I know what I am good at.</p> <p>I need to think more about the areas I need to work on.</p> <p>I am not sure if there is anything about myself that I don't already know.</p>	<p>I love learning how to learn.</p> <p>I know what I am good at.</p> <p>I am interested in and able to identify and develop my weaknesses.</p> <p>I often discover new things about myself.</p>	<p>I love learning how to learn and using different learning strategies to increase my ability to understand information and ideas.</p> <p>I know what my strengths and limitations are.</p> <p>I know how to minimize my limitations.</p> <p>I like to discover new things about myself.</p>

Motivation

	Still Looking for What Moves Me	Entrepreneur in Training	Entrepreneur	Successful Entrepreneur
<p>Perseverance... <i>The extent to which I endure and remain determined to reach my goal, despite any setbacks.</i></p>	<p>I find it difficult to feel motivated to work hard at anything that is difficult for me.</p> <p>I give up easily.</p> <p>I am getting ready to try.</p> <p>I want to feel that nothing can stop me from achieving my goals.</p> <p>I don't exercise my will power.</p>	<p>I try to succeed but sometimes I let things get in the way.</p> <p>I am learning that obstacles can be overcome and that I can overcome them.</p> <p>I try, and I succeed or fail. Sometimes I give up.</p> <p>I am tenacious.</p> <p>I have the will power to succeed.</p>	<p>I am determined to succeed.</p> <p>I seek to overcome obstacles, failures, and frustration in the pursuit of my goals.</p> <p>I try, I succeed or fail, I reflect, I continuously improve, I try again, I keep trying, I never give up. I never give up. I never give up.</p> <p>I am tenacious and determined to succeed.</p> <p>I exercise the will power to succeed.</p>	<p>I am determined and in the habit of succeeding.</p> <p>I am determined and in the habit of overcoming distractions, obstacles, fatigue, boredom, and frustration.</p> <p>I understand that I have to risk failure if I want to succeed—and that I can learn a lot from my mistakes (I learn what <i>not</i> to do the next time).</p> <p>I am tenacious, determined, and driven to succeed.</p> <p>I have the will power and the discipline I need to succeed.</p>

Motivation

	Still Looking for What Moves Me	Entrepreneur in Training	Entrepreneur	Successful Entrepreneur
<p>Risk Acceptance/ Risk Taking...</p> <p><i>My ability to engage in actions with unknown outcomes, for the purpose of reaching my goals.</i></p>	<p>I pretty much stick with what I know. I am still doing what I have always done.</p> <p>I am thinking about what it will be like when I am ready to risk learning things I haven't learned yet, and doing things I have never done.</p>	<p>I am learning to take risks by doing things I haven't done before. Change is hard for me, but I am learning that it can be for the better.</p> <p>I am developing the courage to learn, to change, and to grow.</p>	<p>I do things I haven't done before, because that is what it takes to learn and to grow. I am willing to change when I have to, and I am willing to make change when it is necessary.</p> <p>I love to make change, improve, innovate, and experiment.</p>	<p>I am used to doing things I haven't done before. That is how I learn and grow.</p> <p>I know that in order to succeed I need to do things I haven't done before.</p> <p>Even though I don't know exactly what it will be like, I know that doing things for the first time is sometimes what it takes to solve a problem, to meet a goal, or to be true to my passion.</p> <p>I can tolerate the discomfort and uncertainty that learning brings.</p> <p>I appreciate change in my life. I love to make change, improve, innovate, and experiment.</p>

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<p>Risk Acceptance/ Risk Taking...</p> <p><i>My ability to engage in actions with unknown outcomes, for the purpose of reaching my goals.</i></p>	<p>I am comfortable with the way things are.</p> <p>I do what everyone else is doing so that I don't stand out in the crowd.</p> <p>I don't do anything that others haven't done already.</p> <p>I don't want to fail, so I don't try to succeed.</p>	<p>I like to know how things are going to turn out, but I am learning that that is not always desirable.</p> <p>I generally go with the crowd, and wonder what it would be like to have the courage to go my own way.</p> <p>I am willing to do things before others have done them.</p> <p>I don't like making mistakes, but I will risk making mistakes and I will learn from them, to achieve my goals.</p>	<p>I understand that risk and change are inevitable. I have the courage to live with that.</p> <p>I have the courage to try new things.</p> <p>When I want to, I do things before others are ready to do them.</p> <p>I make mistakes and I learn from them.</p> <p>I am good at calculating risks.</p>	<p>I understand that risk and change are inevitable, ongoing and – well - just part of an interesting and rewarding life. I have the courage to live with, and thrive on, that.</p> <p>I have the courage to try new things and I understand that I will be putting myself in a vulnerable position when I do. I am okay with that because sometimes, that is what it takes to do what I want to do, and to be who I want to be.</p> <p>I will do things before everyone else is ready to do them if that is what it takes to pursue my passion.</p> <p>I am good at calculating and minimizing the risks I am taking.</p>

Sense of Self

Successful Entrepreneur	Entrepreneur	Entrepreneur in Training	Still Looking for What Moves Me	
<p>I determine my own destiny. I make the decisions that will shape my future and I am always adjusting and improving on those decisions based on my experience, new knowledge, and applied insights.</p> <p>I know who I am and I take responsibility for the unique contribution I make.</p> <p>I am proud of the way I am and I respect myself.</p> <p>I am walking the path that I have made for myself. If my path doesn't take me where I want to go, I make a new and better one.</p>	<p>I seek to determine my own destiny. I make the decisions that will shape my future.</p> <p>I know who I am and I recognize that I have a unique contribution to make.</p> <p>I am walking the path that I have made for myself.</p>	<p>I want to determine my own destiny. I am not always making decisions with my future in mind.</p> <p>I am learning that there is no one else exactly like me, and I would like to get to know myself better so that I can figure out what my unique contribution is, and start making it.</p> <p>I am making a path to walk on.</p>	<p>I sometimes feel like I am not in control of what happens to me. I blame others instead of doing things differently.</p> <p>I would like to feel more in control of my life and my actions so that I can have a good life and make a contribution.</p> <p>I am looking for directions to my path.</p>	<p>Strength in Individuality...</p> <p><i>I know who I am and I recognize that I have a unique contribution to make.</i></p>

Sense of Self

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<p>Self-Efficacy... <i>The internally held belief in my ability to succeed coupled with an overall sense of optimism about the future.</i></p>	<p>I have a hard time believing in myself.</p> <p>I am afraid to make a mistake or to fail.</p> <p>I can learn to trust myself more.</p> <p>I want to learn to do my work well.</p>	<p>I am learning that if I want to accomplish my goals, I have to believe in myself. I can do it.</p> <p>I find it hard to overcome my fears about making mistakes or failing.</p> <p>I want to be self-confident</p> <p>I can learn and I can do my work well.</p>	<p>I believe in myself and I know I have what it takes to accomplish my goals.</p> <p>I can overcome my fears about making mistakes or failing.</p> <p>I am self-confident.</p> <p>I learn, and I can do my work very well.</p> <p>I learn best when I find the subject I am studying personally interesting.</p>	<p>I believe in myself and I am always looking for new and better ways to accomplish my goals.</p> <p>I overcome my fears about making mistakes or failing.</p> <p>I am self-confident which gives me the strength I need to keep going when that is hard to do.</p> <p>I know how I learn and I can do my work very well as a result.</p> <p>I learn best when I find the subject I am studying personally meaningful, useful, and interesting.</p> <p>I can be anything I want to be.</p>

Sense of Self

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<p>Taking Responsibility... <i>Being accountable for my actions (and inaction) as well as predicting and being accountable for the long and short term consequences of those actions.</i></p>	<p>I don't make a difference.</p> <p>I have a difficult time taking responsibility for my actions.</p> <p>I have to trust myself so that I can be trusted.</p> <p>Problems happen to me.</p> <p>I have not yet made the choice to learn and grow to reach my potential.</p>	<p>I sometimes feel like it makes a difference that I am here.</p> <p>I know that learning and growing will help me be more responsible.</p> <p>I want to trust myself and I want to be trusted.</p> <p>I want to learn how to solve problems.</p> <p>I want to put myself in a position to learn and grow to reach my potential.</p>	<p>I am learning that everything I do and everything I don't do makes a difference. I have to take responsibility for that.</p> <p>I trust myself and I can be trusted to do what I say I will do.</p> <p>I am a problem solver.</p> <p>I am in a good position to learn and grow and I am happy when I am successful.</p>	<p>I am accountable for my actions and for my in-action, and I accept responsibility for the consequences of my actions and in-action.</p> <p>Because I know that I make a difference, I plan to make a good difference, and I help others to do so.</p> <p>I trust myself and people trust me to do what I say I will do.</p> <p>I am a problem finder and I am needed.</p> <p>I am in a good position to learn and grow and I am proud when I am successful.</p>

Thinking

	Still Looking for What Moves Me	Entrepreneur in Training	Entrepreneur	Successful Entrepreneur
<p>Lateral Thinking... <i>Using "out of the box" thinking, creativity, visioning, imagination, and innovation to solve problems.</i></p>	<p>I have an imagination.</p> <p>I do not yet understand how my creativity can help me be successful.</p> <p>I do not know what a good question is.</p> <p>I don't think about how I think.</p>	<p>I am learning how to use my imagination to create new possibilities for myself.</p> <p>I know that being creative is going to help me to accomplish my goals.</p> <p>I am learning what a good question can do to improve my thinking and that I need to ask different questions when I get stuck.</p> <p>I am learning that the way I think about things can have an effect on my ability to learn and to solve problems.</p>	<p>I am able to envision and imagine things that I have not seen or experienced before.</p> <p>I use different and creative ways of thinking to approach challenges and to solve problems.</p> <p>I ask different types of questions when I am trying to solve a problem.</p> <p>I know that the way I am thinking affects my ability to solve problems.</p>	<p>I am able to envision and imagine things that I have not seen or experienced before, and then I create them.</p> <p>I use different and creative ways of thinking to approach challenges and to solve problems. I am in the habit of looking at challenges and problems from different points of view.</p> <p>If the questions I am asking don't help me understand or solve a problem, I ask different questions.</p> <p>I know that sometimes the way I am thinking about a problem <u>is</u> the problem. My view of the world changes with new knowledge and applied insights.</p>

Thinking

	Still Looking for What Moves Me	Entrepreneur in Training	Entrepreneur	Successful Entrepreneur
<p>Lateral Thinking Continued...</p> <p><i>Using “out of the box” thinking, creativity, visioning, imagination, and innovation to solve problems.</i></p>	<p>I don't usually make connections between the ideas and concepts I am learning.</p> <p>I have ideas about how things are.</p> <p>I am not yet very flexible.</p> <p>I see what is.</p> <p>I am going to start thinking about my future.</p>	<p>I sometimes recognize that there are connections and patterns between ideas and concepts.</p> <p>I am trying to open myself up to new ideas.</p> <p>I am learning how to know when I need to be more flexible.</p> <p>I am not always able to see possibilities.</p> <p>I know that my future depends on me.</p>	<p>I seek connections and relationships and patterns between ideas and concepts.</p> <p>I am open to new ideas.</p> <p>If one way doesn't work, I am flexible enough to try a different way to accomplish a task.</p> <p>I recognize possibilities when I see them.</p> <p>I am inventing my future.</p>	<p>I look for and I see, make, and/or feel connections and relationships and patterns between ideas and concepts.</p> <p>I am open to new ways of seeing and new ideas.</p> <p>If one way doesn't work, I automatically try a different way to accomplish a task.</p> <p>I recognize the possibilities and the parameters in which I am operating.</p> <p>I am inventing and re-inventing my future, all the time.</p>

Thinking	Still Looking for What Moves Me	Entrepreneur in Training	Entrepreneur	Successful Entrepreneur
<p>Systems Thinking... <i>The extent to which I can see both the whole system and its parts, as well as the extent to which I can place myself in the system.</i></p>	<p>I still feel as though everything is disconnected.</p> <p>I don't understand how my life is connected to the world around me.</p> <p>I am willing to learn more about the way I think, and learn about how I can learn and grow more.</p> <p>I don't yet see how I can make a difference by understanding how things are connected to each other.</p>	<p>I am learning that everything is connected to everything else on this planet.</p> <p>I am trying to understand the relationships between what is going on in my life and what is going on in the world around me.</p> <p>I am learning to think about the way I think.</p> <p>I am interested in learning how to make big changes by making small changes.</p>	<p>I know that everything is connected to everything else.</p> <p>I can see/feel the relationships between what is going on around me (my community/my world) and what is going on in my life.</p> <p>I understand that how I think about things effects the actions I take.</p> <p>I know that small changes can have big results.</p>	<p>I understand that everything is connected to everything else, and that those connections have something to do with how things are.</p> <p>I can see/feel the relationships between what is going on around me (my community/my world) and what is going on in my life. I am continuously learning and adjusting my thinking as a result.</p> <p>I understand that how I think about things effects the actions I take. I know that everyone thinks differently and knowing that helps me learn how to understand them better.</p> <p>I know that small changes can have big results. I look for those strategic places that I can make a positive difference.</p>

Outputs

	Still Looking for What Moves Me	Entrepreneur in Training	Entrepreneur	Successful Entrepreneur
<p>Opportunity Recognition... <i>The moment in which I turn a problem into an opportunity to make positive change.</i></p>	<p>I get stuck sometimes when I run into a problem. It is hard for me to be creative when I am stuck.</p> <p>I am getting ready to turn 'getting stuck' into an opportunity to learn something new that will help me get 'un-stuck'.</p>	<p>I am learning that I can use problems and challenges as opportunities for creative change and for personal growth.</p> <p>I am willing to try turning problems into opportunities.</p>	<p>I tap the power of limits.</p> <p>I am open-minded to possibilities and to the different ways and places I can apply what I am learning.</p> <p>I see opportunities in problems.</p>	<p>I tap the power of limits.</p> <p>I can transfer my problem solving insights from one situation to another.</p> <p>I am open-minded to possibilities and to the different ways and places I can apply what I am learning.</p> <p>I look for the opportunities that problems present.</p>

Outputs

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<p>Value Creation... <i>Making a contribution that solves more than one problem at a time and doesn't create new ones.</i></p>	<p>If I can make a positive contribution of some kind, I would like to learn how.</p> <p>I think it is a good idea to solve problems without causing new ones.</p>	<p>I am learning that I can contribute to making positive change in my own life and in my community.</p> <p>I would like to learn how to solve problems without causing new ones</p>	<p>I serve myself and my community by adding value and contributing to positive change in my life and the world around me.</p> <p>I hope my solutions address a problem without causing new problems.</p>	<p>I serve myself and my community by adding value and contributing to positive change and to continuous improvement in my life and the world around me.</p> <p>I like to be in, and create, relationships in which everybody benefits ("win win relationships.")</p> <p>My solutions are designed to address more than one problem at a time without causing new problems.</p>