

Six Principles of the Six Seconds Learning Philosophy

Wisdom Lives Within: Our job is to create an environment/experience where people can find their own answers. Self-reflection is key!

In action: Ask, don't tell. Provide time and space for reflection. Share your own reflection. Validate answers — focus on the deeper concepts vs. "right answers." Don't read slides — ask good questions about slides.

No Way is The Way: People learn in a variety of ways, and we need to teach to many learning styles. We also need to adapt and flex to effectively work with the complexities of real people.

In action: Engage many different learning styles so different people can learn in their own best ways. In each conclusion, participants are encouraged to do their own synthesis and craft their own authentic next steps.

The Process is the Content: Learning comes from experiencing and reflecting — doing, thinking, and feeling. Our job is to model and to use our own emotional intelligence so others can develop theirs.

In action: Use an experiential approach with many opportunities for discovery — as well as powerful conceptual theories. Facilitators will be most successful if they model their own emotional intelligence in setting up and debriefing the process.

1,2,3 PASTA! If people don't take action with what they've learned, we have not changed their lives and improved the world. So we need to help them put new ideas into action.

In action: Foster the feelings of anticipation, excitement, joy to motivate action. Invite participants to identify how to put ideas into action and next steps. Be sure to save time for this important component.

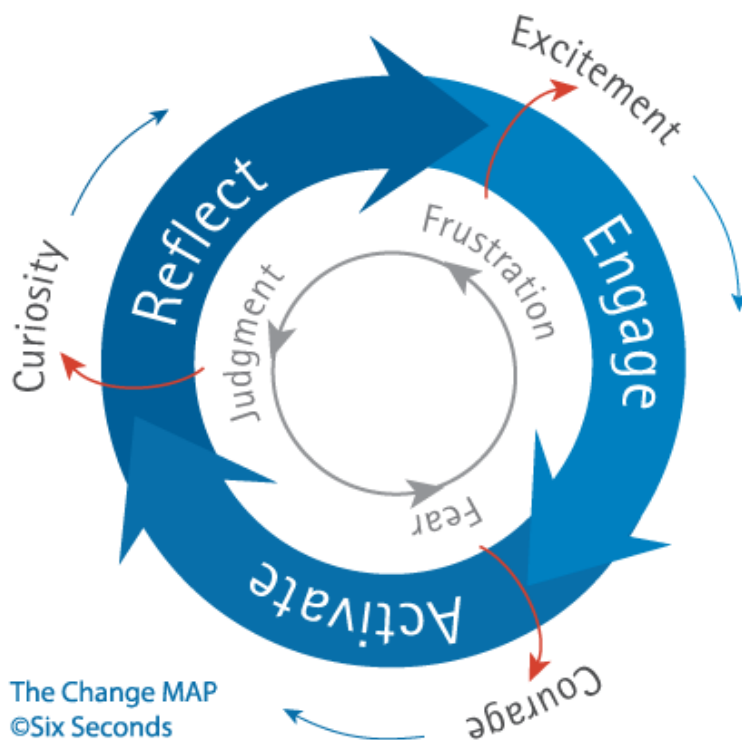
Fish Don't Talk About Water: It takes a moderate level of dissonance to learn and to gain new perspectives. Our job is to make it safe enough for people to go beyond comfort and conformity and to gently push them toward the land of the unknown. Your affect will influence this greatly — if you quickly establish trust in the group, the exercise will give them a new and valuable perspective on themselves and their work.

In action: Do activities and hold discussions that create a small degree of discomfort, encouraging participants to look at situations in new ways. Talk about the "elephant in the room" in a respectful open way.

Emotions Drive People: Emotions are valuable signals that help us survive and thrive. When we learn how to use them, emotions help us make more effective decisions, connect with others, find and follow purpose — and lead a more whole-hearted life. *In action: Connect to your own emotions and those of others. Consider emotional consequences in decision making and performance. Share your own emotions involved in a situation and in decision making with others, and elicit their emotional connection to the learning and change process.*

LEARNING FOR CHANGE

- **Engage:** Create cognitive and emotional hooks to create interest, activate pre-existing knowledge, and develop a context for new learning. At the end of this phase, participants should see the value of the subject matter and be ready for more.
- **Activate:** Build capability and enroll the brain through real-time experiences that blend emotional and cognitive content; bring powerful mental models to life so participants can begin to learn and test out new concepts. At the end of this phase, participants will have new knowledge plus a “gut level” experience of the concept.
- **Reflect:** Integrate new learning by synthesizing and concluding, so this knowledge, attitudes, and skills can be more readily applied. At the end of this phase, participants should know what they’ve learned and a commitment to put that into action.



Learning for Change - Review

- **Engage:** Draw them in with emotion, data, and a substantive model or framework
- **Activate:** Bring it alive and make it real (multisensory, interactive)
- **Reflect:** Invite the participants to pull it together and commit to the next steps (choice)

Then do it again!