



## TWELVE STEPS TO BETTER LEARNING

We came to realize that we are profoundly emotional beings and that unless we understand our emotions we are unable to learn at our full potential and are often powerless over our own actions and are powerless over the world.

We came to believe that by coming to know our own powerful emotions we may maximize our use of reason to the end of learning at our potential, thus helping maximize peace and joy in our lives.

We made a decision to start on a path of understanding how our thinking and actions and our ability to learn are often profoundly determined by our emotions past and present.

We came to an understanding that by taking a detailed emotional inventory, an inventory of our anger, fear, distress, disgust, and shame and by assessing what we are really interested in and what really makes us happy, that only by doing this, will we truly be able to change our thinking and actions and perform at our highest level no matter what the endeavor.

That we have expressed to others, when appropriate, and ourselves the exact nature of our feelings thereby gaining some power over them and thus be able to achieve our academic potential.

By doing, the above we naturally became ready to be accepting of the world and others as it is and as they are.

By the above we came to accept ourselves as we are and understand that when we have hurt ourselves or others we have done what we have done due to our own hurt that was unmanageable, and thus it is counterproductive and damaging to blame ourselves and others. That when such issues are unresolved we will be less able to achieve our own intellectual goals.

Made a list of all the times we failed to achieve our personal intellectual goals and made an inventory of how we felt at the time we failed and made amends to ourselves when appropriate if possible. While doing such, we have been careful not to blame or scold ourselves for not doing better.

We have tried to understand why we felt the way we did, thus understanding why we did what we did. We have come to understand that we feel before we think. We have worked towards understanding that others, like ourselves, have trouble controlling emotion and thus, often, what they do and how well they perform.

We have continued to think about our basic emotions and we have come to know each emotion in our own personal way. We have monitored ourselves for feelings of guilt, which we have come to see as counterproductive. When we do things that hurt others, or ourselves, we look to what we were feeling at the time, thereby understanding ourselves better, as well as making amends to those we have hurt, thereby not experiencing guilt but joy.

Sought, through the practice of a daily emotional inventory and meditation on that inventory, control over our actions and lives and our academic performance without ever expecting perfection of others or myself in these regards.

Having come to know our emotional lives, we have gained the ability to employ our interest and experience in a new type of interaction with others. One of mutual interest that will lead us to maximize joy in ourselves and see learning as an enjoyable activity that is to be shared.

BRIAN LYNCH, MD COPYRIGHT 2000

