Section 4

HOW TO IMPROVE PRODUCTIVITY?

The classic productivity definition is “a way to measure efficiency.” In an economic context, productivity is how to measure the output that comes from units of input. Farming makes for a good example: One acre of land that produces 10 pumpkins? That’s not very productive. But one acre of land that produces 2,000 pumpkins? That’s a much better return on your pumpkin planting.

But what is productivity, and how do we calculate it in our daily lives? It’s easy to produce theories and examples based on abstract units of work or numbers of plants, but your life isn’t a managed supply chain.

Writer Charles Duhigg defines productivity as “making certain choices in certain ways” that moves us from being “merely busy” to “genuinely productive” in his book *Smarter Faster Better*. Tony Robbins’ approach to productivity focuses on ways people can systematize and better manage their lives so they have more time to do what they want.

So what is productivity? It’s getting the results you want with less time and effort. When you’re trying to understand how to be productive, what you’re really seeking is a way to achieve your goals while having time to spend on what matters. “We’re living through an economic revolution,” Duhigg said in an interview on The Tony Robbins Podcast.

In the past 220 years our economic drivers have shifted, and productivity has become an increasingly important concern.

Section 5

The Tiny House

The tiny house movement is all about downsizing your lifestyle so you can live a more fulfilling life without a lot of debt or a huge mortgage hanging over your head. While you can buy a prefabricated dwelling or a customized small house on wheels, you can save a bundle if you make your tiny house yourself.

The average cost spent by a do-it-yourselfer building their own tiny dwelling is around $23,000, according to a 2015 survey. But you can build one for less—a lot less.

Macy Miller purchased an old recreational vehicle for $500 and then spent the following two years transforming it into a beautiful 196-square-foot home. Most of the home is made of upcycled materials. For instance, the siding incorporates wood from upcycled shipping pallets. The house is also loaded with resource-saving features, such as a composting toilet. For comfort, the tiny abode is tricked out with radiant floor heating.

One New Year's Eve, Dave Herrle promised his wife that he would build her a tree house. So he did, and it soon became their second home. The project cost $4,000 and took six short weeks to construct, though this was possible only because Herrle is a skilled craftsman. Elaborate treehouses for adults are increasingly common as permanent residences for those dedicated to tiny house living.

Dave's tiny house is nestled on a wooded hillside. The home features a raised deck overlooking the woods. Low-maintenance, natural wood siding covers the home, with aluminum roofing completing the cabin-like mood.

There are tiny dome-shaped homes are called Binishells. They are constructed using a process that is similar to making a papier-mâché balloon base. In this case, concrete is poured over a heavy-duty air pump bladder and steel rebar framework. Next, the bladder is deflated to reveal a tiny, resilient home that can stand up to extreme conditions such as earthquakes, high winds, or even lava flows.

Originally used for emergency shelters and temporary structures such as auxiliary school classrooms, recent years have seen Binishells adopted by the tiny-house crowd.

If you're an urban dweller who fantasizes about building your own tiny vacation home, Pin Up Houses is a company that creates and sells building plans for tiny homes. The Cheryl Cabin is a 107-square foot vacation retreat with a 47-square foot porch. The estimated construction cost is $2,900. The plans cost $29, and they come with a money-back guarantee.

Finally, there is a fantastic custom tiny home built by Scott Brooks for a mere $500. Although it's only 83 square feet, it is remarkably cozy and comfortable. To slash building costs, he constructed this cozy Pacific Northwest abode out of salvaged materials, such as the large reclaimed picture window that looks out on the Northwest forest.

Source: www.thespruce.com

Section 6

Louis Braille was born on January 4, 1809, in Coupvray, France, the fourth child of Simon-René and Monique Braille. Simon-René Braille made harnesses, saddles and other horse tack.

When Braille was three years old, he injured one of his eyes with an awl (a sharp tool used to make holes in leather). Both his eyes eventually became infected, and by the time Braille was five, he was completely blind. Although there were few options for blind people at that time, Braille's parents wanted their son to be educated. He attended school in their village and learned by listening. An attentive student, when he was 10 years old, he received a scholarship to attend the National Institute for Blind Youth in Paris.

The National Institute was the first school of its kind, founded by Valentin Haüy to educate blind students. At the school, Louis learned both academic and vocational skills. He also met Charles Barbier, who while serving in the French army, invented a code that used different combinations of 12 raised dots to represent different sounds. Barbier called the system sonography. Those who could not see would decode the dots by touching them. Its purpose had been for soldiers to communicate silently at night, but since it did not succeed as a military tool, Barbier thought the system might be useful for blind individuals.

Louis Braille was one of many people at the school who found Barbier's system promising; but he also discovered its shortcomings. It was quite complex (soldiers had had difficulty learning it) and it was based on sounds rather than letters. Braille spent three years—from ages 12 to 15—developing a much simpler system. His system had only six dots—three dots lined up in each of two columns. He assigned different combinations of dots to different letters and punctuation marks, with a total of 64 symbols.

Braille's system was immediately accepted and used by his fellow students, but wider acceptance was slow in coming. The system was not officially adopted by the school in Paris until 1854, two years after Braille's death. A universal Braille code for the English-speaking world was not adopted until 1932, when representatives from agencies for the blind in Great Britain and the United States met in London and agreed upon a system known as Standard English Braille, grade 2. In 1957 Anglo-American experts again met in London to further improve the system.

Louis Braille published a treatise on his type system in 1829, and in 1837 he published a three-volume Braille edition of a popular history schoolbook. During the last years of his life Braille was ill with tuberculosis. A century after his death on Jan. 6, 1852, in Paris, Braille's remains (minus his hands, which were kept in his birthplace of Coupvray) were moved to Paris for burial in the Panthéon.

Section 7:

Language Development of a Child Who Is Blind

Repeating or echoing what other people say is a stage all children go through. It's a way of practicing speech and learning about language and communication. For children who are blind or visually impaired children, this stage sometimes seems to last a long time.

Language is abstract. Words stand for real people, concepts, or things. Until the child understands, he will not be able to put words together to form speech. Repeating the words of others is easier.

While it's not known how important vision is in learning to talk, it is a fact that older babies with typical vision pay particular attention to adults' mouths as they are talking.

- Take the child's fingers and place them on the parent's lips as they babble to each other. This will help him to associate the sounds with the parent and the parent's lips.
- Give the baby lots of opportunities to touch the people he cannot see. This will help him begin to associate familiar voices with familiar touch and familiar scents.
- Pair touch with sound. For example, when you approach the baby, be sure to tell him who you are and let him touch you.
- Name the child's toys as he plays with them—infancy on. Expand on just naming by saying things like, "Listen to the bell when you shake your sound ball in your hands."
- Don't spend all your talking time just naming objects. Point out similarities, remind the child where he saw or touched the object before; show him how he might use it.

- Ask fewer questions; give more answers. The child with a visual impairment needs answers and information. Avoid using the question method until he or she is in law school!
- Teach the child to take turns when playing by lightheartedly stating, “Your turn to shake the ball” and “My turn to shake the ball.” Transfer “turn taking” to conversations by stating, “Your turn to talk…My turn to talk, just like when we play back-and-forth with the toy.”

At first, you may feel like a chatterbox because it seems as if you spend all your time talking. Many parents report, however, that talking with their child helps them relax, forget about their child’s vision problem, and focus on the many ways that their child communicates without vision or highly developed speech.

The Second Stage

- The child will begin to anticipate and associate things that happen in his daily routine. For example, a particular sweater might be the signal that it’s time to go outside to play. If given the chance to associate such things with events, a child who does not yet talk will communicate a message when he brings you his sweater: He is telling you that he wants to play outside.
- Using gestures doesn’t come naturally to children who can’t see them. But you can help the child learn how to use them appropriately by letting him feel gestures. For example, when you go to pick up the child, lift his arms upward first, say “up” at the same time, and then pick him up.
- Teach pointing by using the child’s body to play games. You might say, “Where’s your nose,” and then help the child

touch his nose with his hand or finger. Later, play the game on your body by having him point to your nose, ears, hair, mouth, etc.
- Remind the child that conversations are best when following a back-and-forth pattern, similarly to when you take turns in a board game or in a game of passing the ball.

The Third Stage

It is essential that a child who is visually impaired have language, both internal (what he understands) and external (what he says) that is reality-based. For example, the child needs to understand that an egg is an egg when it's in the shell, in its viscous raw state, fried, scrambled, hard boiled, or baked in a cake. Many children who are visually impaired develop incomplete ideas of everyday things because it's all too easy to forget to show them that an object can be the same even when it looks and feels different.

- Use concrete examples. Whenever possible, use the real thing. A plastic toy turtle doesn't give a child a very realistic or useful sense of what "turtle" means, but if the child can touch and explore a live turtle, he or she experiences the varied textures of its shell, feet, and head and begins to understand how it moves and uses its shell for protection. Also, words and phrases like "turtleneck" and "hiding in a shell" will have more meaning.
- Use simple sentences with the child when teaching the names of objects. If you give the child a hanger, say something like: "Here's the hanger. There's a jacket on the hanger. It must be your jacket. Let's take the jacket off the hanger. Then you can wear it."

- Help the child identify his own thoughts and anticipate the thoughts and actions of others. When you recognize the child is feeling a particular way, say something like “You might be feeling jealous that your sister is playing with the toy you want. I know your sister feels jealous when you are playing with it too!” When you observe the child interacting with another whether positively or negatively, let him know how he likely made the other feel. As the child becomes more aware of his feelings and beliefs and the feelings and beliefs of others, he becomes a more empathetic person and will have an easier time understanding and conversing with others.

Toward the end of this stage, a child’s speaking vocabulary will probably increase to around 20 to 50 words. Toddlers begin to put two words together to express an idea, such as “milk gone” or “more cookie.” They know the names of many things in their immediate environment. They listen to stories. They have come a long way from that first word, both in understanding and in using language to communicate.

Section 8

Manipulate Time Through Time Management Tips

We all have 24-hours in a day. But, why does it seem that some people are able to get the most out of every minute of the day? Believe it or not, they don't have the power to slow down time. They do, however, know how to properly manage their time.

You can start by using these super-powerful time management tips.

Create a time audit.

Keeping track of your time is to track everything you do for a week, identifying time-wasters, making the appropriate schedule adjustments.

Set a time limit to each task.

Setting a time limit for each task prevents you from getting distracted or procrastinating.

Use a to-do-list, but don't abandon tasks.

Create to-do lists for each goal and project, listing all the measurable steps that need to be accomplished. If you are interrupted, return to and finish the task or steps remaining in the task after the interruption.

Plan ahead.

Write your to-do list the night before. Prioritize your list. Make the list manageable.

Spend your mornings on your most important tasks.

Tackle your priorities when you are fresh and energized.

Change your schedule.

Find your productive time and use it for tough tasks.

Leave a buffer-time between tasks and meetings.

Allow yourself a short break between tasks and meetings.

Get organized.

We spend an average 2.5 days each year looking for misplaced items. Find a place for everything and return after use!

Follow the 80-20 rule.

Eliminate the unnecessary tasks. Choose your top 5 to-dos.

Use an online calendar.

Use reminders, create time blocks, set up recurring events.

Stop being perfect.

Productive people do the best they can and move on.

Just say "No."

Look at your schedule realistically. Is there space to do it? If not—it's a no.

Instill keystone habits.

Exercise, track what you eat, develop routines, meditate.

Find inspiration.

Reignite the fire to get you motivated and back-on-track!

Batch similar tasks together.

Schedule a time to do emails, phone calls, etc. Blocking off time in the day to do these tasks will help you get them done.

Do less.

Slow down and be more aware of what needs to be done. Concentrate on the most important tasks and create products of value.