

Instructor Guide

Teaching through the student workbooks - Tuesday, October 20 and Wednesday, October 21, 2026

PURPOSE

Use the workbook as the lesson spine. Teach the idea while students are on the page, let them write as the discussion develops, connect the prompt to real creative work, and send the unfinished individual thinking home. The workbook is not an activity after the lesson; it is the structure of the lesson.

01 | HOW TO USE THIS GUIDE

How to use this guide

One course concept per day. Same core lesson in all five periods. Change the examples, not the curriculum.

- Teach from the student page in front of them. Briefly frame the idea, ask a question, allow writing time, then discuss and apply.
- Do not require students to read private answers aloud. Invite examples; do not force disclosure.
- Keep the students' current songs, productions, Beatles recreation, sessions, performances, and UAA work in motion. Those projects are the laboratory for the course.
- Use uncertainty as useful information. A student does not need a perfect answer in order to identify a current state, gap, or next experiment.
- Circulate while students write. Coach with questions instead of filling in the answer for them.
- End every period with a clear handoff: what is finished in class, what is homework, and what must return next class.

PAGE-NUMBER RULE

Page references in this guide use the printed page number inside each standalone workbook. If you open the combined Student Companion packet, use the workbook footer number rather than the PDF viewer's overall page count.

02 | OPENING-WEEK SEQUENCE

Opening-week sequence

Date	Workbook	Instructional purpose
Tue Oct 20	Learning Preferences & Adaptability	Learn how you learn, recognize useful strategies, adapt by task, and begin the habit of self-directed learning.
Wed Oct 21	Personal Creative Needs Assessment	Establish what is true now, choose a useful direction, define success, and identify the gap between current and desired state.
Mon Oct 26	Personal Creative Needs Assessment - Purpose & Fit	Complete Purpose & Fit / Ikigai and turn it into an honest experiment before bridging into Linchpin and professional value.

TEACHING STANDARD

The goal is not worksheet completion. The goal is better self-awareness, better questions, more adaptable learning, and a clearer next action.

Learning Preferences & Adaptability

Core question: *How do I learn and adapt?*

LEARNING OUTCOME

Students leave able to describe how they currently learn, recognize that preferences are strategies rather than identities, and choose more than one way to learn an unfamiliar creative, technical, or professional skill.

01 | LESSON AT A GLANCE

Lesson at a glance

Time	Workbook / move	Instructor focus
0-5 min	Open / connect	Introduce yourself and the course layer. Preserve the work already in motion. Ask: When you had to figure something out in the Beatles recreation or another project, what did you actually do?
5-12 min	Workbook p. 2	Teach preferences, not labels. Introduce the four starting routes and the principle: Notice. Test. Practice. Adapt.
12-22 min	Workbook p. 3	Students use evidence from things they have actually learned. Discuss what helps them learn, what makes them disengage, and what they do when confused.
22-33 min	Workbook p. 4	Build a learning strategy. Introduce the Feynman loop and ask students to choose a first method plus a backup method.
33-40 min	Workbook p. 5	If time permits, begin the Learning & Adaptability Audit. Students name one business/professional topic and one technical/creative topic they need to learn.
40-45 min	Handoff	Assign workbook pp. 5-7 for completion/application. Tell students exactly what must return Wednesday.

02 | WHAT TO KEEP SAYING

What to keep saying

- "A learning preference is a starting strategy, not a label that tells you what you can or cannot learn."
- "Different problems call for different learning routes."
- "If one explanation does not land, change the method before deciding you cannot learn it."
- "A professional has to keep teaching themselves because tools, workflows, clients, and problems change."
- "Understanding is stronger when you can use the idea, explain it simply, and transfer it to another situation."

DO NOT TURN THIS INTO A LEARNING-STYLE TEST

The categories are examples of useful routes. The objective is flexibility. Students should notice what works, then deliberately practice additional routes when the task requires them.

Walk the Workbook With Them

Pages 2-4 are the in-class teaching spine. Page 5 can begin in class if time allows.

03 | PAGE 2 - START HERE

Page 2 - Start Here

Use preferences, not labels.

Instructor move	What students do
Frame the idea	Explain that visual/spatial, auditory/verbal, read/write, and hands-on routes are options a learner can use - not fixed identities.
Use a real example	Ask how they learned tempo mapping, chord mapping, a plug-in, a lyric technique, an instrument part, choreography, or another difficult task.
Make the principle explicit	Write on the board: NOTICE. TEST. PRACTICE. ADAPT.
Pause for writing	Students answer the prompt about the conditions that help them stay curious and keep working when the first explanation does not land.

04 | PAGE 3 - MY CURRENT LEARNING PROFILE

Page 3 - My Current Learning Profile

Use evidence from things they have actually learned.

Prompt	Instructor follow-up
What helps me learn fastest?	Ask for evidence: "What did you learn that way? How do you know the method helped?"
What makes me disengage?	Keep this practical: pace, ambiguity, distraction, unclear purpose, repetition, fear of being wrong, or environment.
What do I do when confused?	Normalize changing routes: ask, search, test, draw, listen, break the problem apart, find another teacher, or build a small experiment.
What changes by task?	Make transfer visible. Signal flow may need a diagram; songwriting feedback may need listening and discussion; copyright may require careful reading and verification.

05 | PAGE 4 - STRATEGY BUILDER + FEYNMAN LOOP

Page 4 - Strategy Builder + Feynman Loop

Turn preference into practice.

- Have students choose a real topic they need to learn now.
- Ask for a first learning route and a backup route. They should be able to explain why each could help.
- Teach Feynman as a repeatable check: learn the idea; explain it simply; notice the gap; return to a reliable source; explain it again.
- Ask: "What would prove you understand?" A reliable result, demonstration, teach-back, correct decision, or successful use is stronger evidence than "I watched a video."

TEACHER CHECK BEFORE MOVING ON

Can the student name a useful learning strategy, identify when that strategy is not enough, and describe another method they can try? If yes, the concept landed.

Homework & Application

Workbook pages 5-7 turn the class discussion into an independent learning plan.

06 | PAGES 5-7 - WHAT STUDENTS FINISH

Pages 5-7 - What students finish

Page	Student responsibility	What you are looking for
p. 5	Learning & Adaptability Audit	A real business/professional topic, a real technical/creative topic, useful sources or mentors, and a credible way to verify learning.
p. 6	Make Learning Operational	One topic, why it matters, a small practice path, evidence of learning, and who or what benefits from the new capability.
p. 7	Teach, Transfer & Adapt	A simple teach-back, where the capability transfers, what they will change if the first approach fails, and a concrete learn/practice/verify/review commitment.

HOMEWORK LANGUAGE TO STUDENTS

"Finish pages 5 through 7. Do not give me the answer you think I want. Pick something you genuinely need to learn. Show me how you will learn it, how you will know you can actually use it, and what you will change if your first approach does not work."

07 | USE THE SAME CONCEPT IN ALL FIVE PERIODS

Use the same concept in all five periods

Class	Best application lens	Example prompt
3rd Production Workshop	Developing creative specialist	What did you have to teach yourself in the Beatles recreation or a current Logic session?
4th Songwriting Workshop	Writer / collaborator	How do you learn melody, lyric, structure, style, or feedback most effectively - and what route do you avoid?
5th Production Methods	Project owner	How do you verify that you can troubleshoot, organize, hand off, or repeat a production process without supervision?
6th Songwriting Methods / Next	Creative lead	What are you trying to become capable of next, and how will you deliberately acquire the skill instead of waiting for instruction?
7th Production Workshop	Developing creative specialist	Use the same lesson as 3rd period, improved by what you learned about pacing and examples earlier in the day.

END-OF-DAY INSTRUCTOR NOTES

☐ Which prompts generated useful discussion? ☐ Where did students confuse preference with identity? ☐ Which examples should I reuse tomorrow? ☐ Who may need extra help starting the homework?

Personal Creative Needs Assessment

Core question: Who am I creatively, where am I going, and what do I need next?

LEARNING OUTCOME

Students leave with an evidence-based picture of their current state, a useful desired direction, personally meaningful success markers, and a clearer gap between where they are and where they want to go.

01 | LESSON AT A GLANCE

Lesson at a glance

Time	Workbook / move	Instructor focus
0-5 min	Return / connect	Collect the learning lesson verbally: What did you notice about how you learn? Then connect it: Before we diagnose another project or client, we need to learn to diagnose ourselves.
5-13 min	Workbook p. 2	Current State. Students use facts, examples, and evidence: what they make, what they can reliably do, what gives energy, what drains it, and what resources already exist.
13-21 min	Workbook p. 3	Desired Future State. Choose a direction, not a permanent identity. Ask what they want to make, understand, finish, communicate, or contribute by the end of the class window and over the next year.
21-28 min	Workbook p. 4	Success Markers. Students define what success means to them now rather than borrowing someone else's definition.
28-37 min	Workbook p. 5	Gap. Compare current and desired state. Separate symptoms from root gaps: skill, knowledge, time, tools, access, proof, confidence, communication, or network.
37-42 min	Set up homework	Preview pp. 6-8: Priorities, Resources, Strategy. Explain that they will finish these independently.
42-45 min	Handoff	Bring the workbook back Monday. Do not complete Purpose & Fit / Ikigai yet; that section will be taught together Monday.

INSTRUCTOR STANCE

This is not a personality survey, career test, or demand that a high school student decide their future. It is a working diagnosis that helps them make a better next decision.

Diagnose Yourself Before the Project

Teach pages 2-5 together. Make students distinguish evidence, direction, success, and gap.

02 | PAGE 2 - CURRENT STATE

Page 2 - Current State

Start with what is true now.

Instructor move	Questions that keep it evidence-based
Current work	What are you actually making, practicing, producing, writing, performing, or finishing right now?
Reliable capability	What can you do repeatedly enough that another person could reasonably count on you for it?
Energy / drain	What kinds of work make you more curious and engaged? What conditions reliably reduce the quality of your attention?
Resources	What do you already have: time, tools, access, proof, collaborators, mentors, judgment, knowledge, or the ability to learn?

03 | PAGE 3 - DESIRED FUTURE STATE

Page 3 - Desired Future State

Choose a direction, not a permanent identity.

- Keep the horizon concrete enough to guide action: by the end of this class window and roughly twelve months from now.
- Ask what they want to make, understand, finish, communicate, contribute, or become responsible for.
- Do not force a job title. Direction is sufficient.
- Use current creative work as evidence: songs, production, engineering, performance, portfolio, collaboration, and leadership.

04 | PAGE 4 - SUCCESS MARKERS

Page 4 - Success Markers

Success should be defined before strategy.

- Students may value original voice, technical capability, collaboration, completed work, leadership, opportunity, reliability, audience impact, or another legitimate measure.
- Ask: "If this course experiment works, what will be different that you can actually point to?"
- Avoid reducing success to popularity, grades, followers, or a single external metric unless that metric genuinely serves the student's stated direction.

05 | PAGE 5 - GAP

Page 5 - Gap

Name the distance between now and next.

KEY TEACHING MOVE

A gap is information, not a verdict. The job is to identify what is missing clearly enough that the student can choose a responsible next move.

- Ask whether the visible problem is the real problem. "I cannot finish songs" could be a craft gap, time-management gap, confidence gap, feedback gap, or an unclear definition of finished.
- Encourage students to separate gaps they can work on directly from gaps that require another person, resource, permission, or opportunity.
- Do not let students jump straight to a strategy before they can state the gap.

Homework, Monday Setup & Continuity

Pages 6-8 are independent work. Pages 9-10 are taught together Monday.

06 | PAGES 6-8 - WHAT STUDENTS FINISH FOR MONDAY

Pages 6-8 - What students finish for Monday

Page	Student responsibility	Teacher lens
p. 6	Priorities	Sequence matters. Students choose what comes first and acknowledge tradeoffs instead of labeling everything a priority.
p. 7	Resources	Identify what they already have, what they need, and who or what could responsibly close the gap.
p. 8	Strategy	Turn current state, desired state, gap, priorities, and resources into a practical next move with evidence that progress is occurring.

HOMEWORK LANGUAGE TO STUDENTS

"Complete pages 6 through 8 for Monday. Your answers can change. What matters is that the strategy follows from what you actually wrote about your current state, desired direction, gap, priorities, and resources. Leave Purpose & Fit / Ikigai for class on Monday."

07 | MONDAY PREVIEW - PAGES 9-10

Monday preview - Pages 9-10

Purpose & Fit / Ikigai is taught, not dumped into homework.

Workbook move	Monday teaching purpose
p. 9 - Purpose & Fit	Use Ikigai as a question, not a promise that one perfect answer exists. Examine the overlap among what gives energy, what the student can do or learn, what people/projects need, and what could remain sustainable over time.
p. 10 - From Purpose to Experiment	Turn reflection into a testable class-window experiment. Define current position, desired future, why it matters, measurement, obstacles, people, worth, fit, and a review date.
Bridge to Linchpin	Close by asking: If this is the direction you are building toward, what can the people around you count on you for right now? This opens professional value, accountability, trust, and the Linchpin discussion.

08 | FUTURE-TEACHER OPERATING STANDARD

Future-teacher operating standard

- The workbook should create the conversation, not replace it.
- Teach the concept in plain language, then let students test it against real creative work.
- Use questions before advice. Let students diagnose before they prescribe.
- Keep the intellectual standard high while scaling the language, examples, and amount of independent work for high school.
- A completed page is not automatically evidence of learning. Look for specificity, connection to evidence, transfer to real work, and a responsible next action.
- Carry the student's answers forward. Later lessons should refer back to learning strategy, current/desired state, gaps, priorities, resources, purpose, and commitments.

OPENING-WEEK SUCCESS CHECK

☐ Students know how the workbooks work. ☐ Preferences are flexible strategies. ☐ Students can name a current state and desired direction. ☐ They can identify a real gap. ☐ They know what is due Monday. ☐ Creative work is still moving.