

Global Spillover Effects on Green Transition, Production and Consumption

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Rock in the middle of the Atlantic Ocean



Literacy and equality

BRAIN RULES

The brain is a sequential processor, unable to pay attention to two things at the same time. Businesses and schools praise multitasking, but research clearly shows that it reduces productivity and increases mistakes. Try creating an interruption-free zone during the day—turn off your email, phone, and social-media sites—and see whether you get more done. If you have trouble untangling yourself, download software that blocks your access to certain websites for a certain amount of time that you specify.

Divide presentations into 10-minute segments.

Remember my students who said they got bored during 45-minute lectures into a mediocre lecture? The 10-minute rule, which research has shown to be effective for many years, provides a guide to creating presentations people can pay attention to. Here's the model I developed for giving a lecture, for which I was named the Hoechst Marion Roussel Teacher of the Year (awarded at one of the largest annual meetings in psychiatry).

I decided that every lecture I'd ever give would be organized in 10-minute segments, and that each segment would last only 10 minutes. Each segment would cover a single core concept—always in a general, and always explainable in one minute. The brain likes general concepts naturally leads to explaining information in a hierarchical fashion. Give the general idea first, before diving into details, and you will see a 40 percent improvement in understanding.

Each class was 50 minutes, so I could easily burn through five large concepts in a single period. I would use the other nine minutes

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6. ATTENTION

I would regularly provide a detailed description of that single general concept to ensure that each detail could be easily understood. I would also provide a plan at the beginning of the class, I sprinkled liberal repetitions of "here we are" throughout the hour.

This prevents the audience from trying to multitask. If the instructor presents the material without telling the audience where the material fits into the rest of the presentation, the audience is likely to get lost. The goal of what the instructor is saying, is to make it as easy as possible to pay attention to ANY two things at the same time. This will cause listeners a series of millisecond delays throughout the presentation.

After 10 minutes had elapsed, I had to be bold and cut the lecture short. Why did I construct my lecture that way? I knew that my students had only about 600 seconds to listen to me. I knew that I had to do something after the 601st second to "buy" another 10 minutes.

Build the hook

After 10 minutes had elapsed, the audience's attention is getting ready to plan to go to near zero. If something isn't done quickly, the students will end up in successively losing bouts of an effort to stay with me. What do they need? Not more information of the same type. Not any completely irrelevant cue that breaks them from their train of thought, making the information stream seem disjointed, unorganized, and patronizing. They need something so compelling that they blast through the 10-minute barrier—something

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Untouched wilderness



Geothermal saved Iceland



Green energy



Excessive consumption



 **Festa**
miðstöð um
sjálfbærni

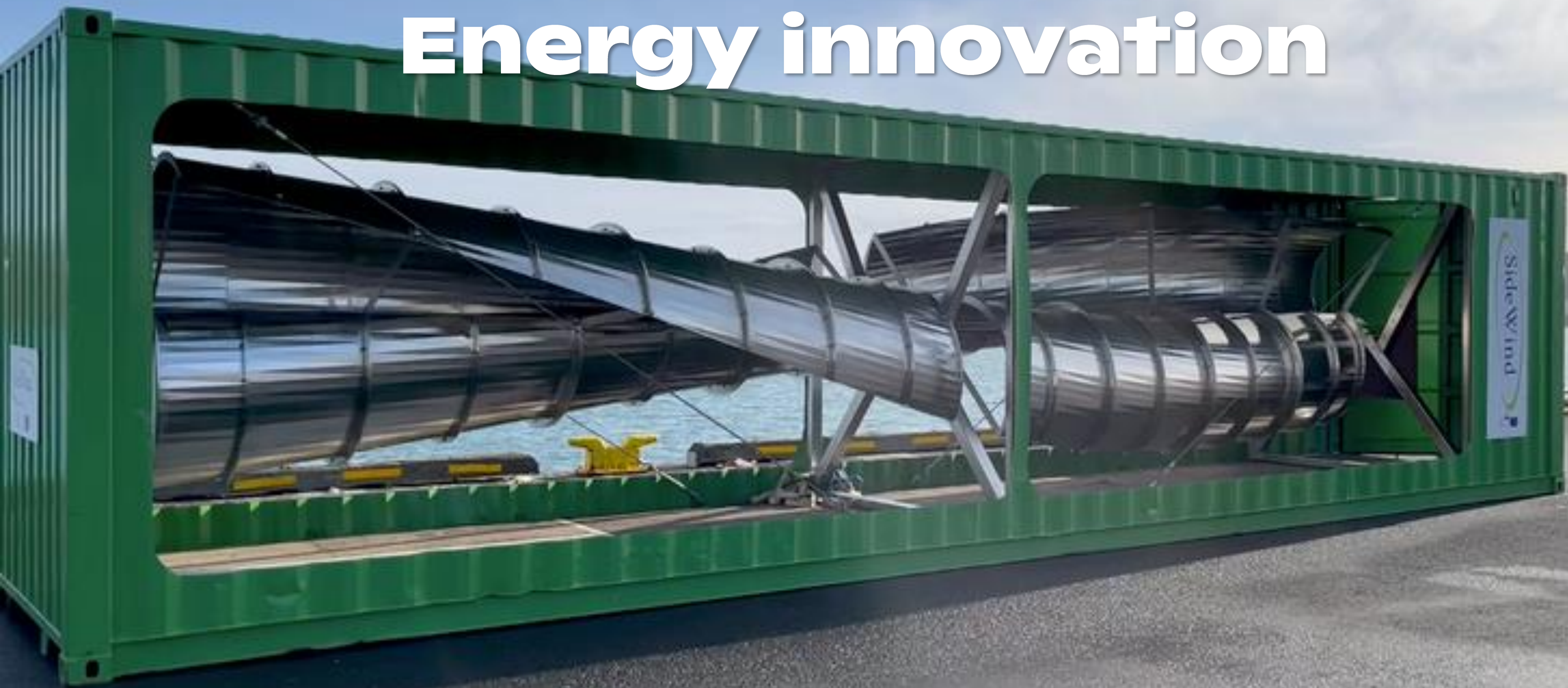
Taking action



Energy transition



Energy innovation



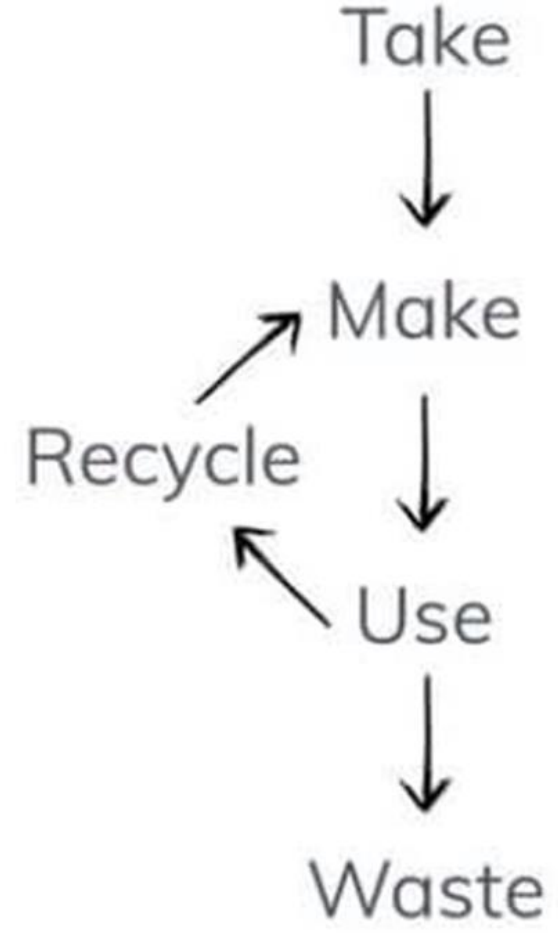
Carbon capture and storage



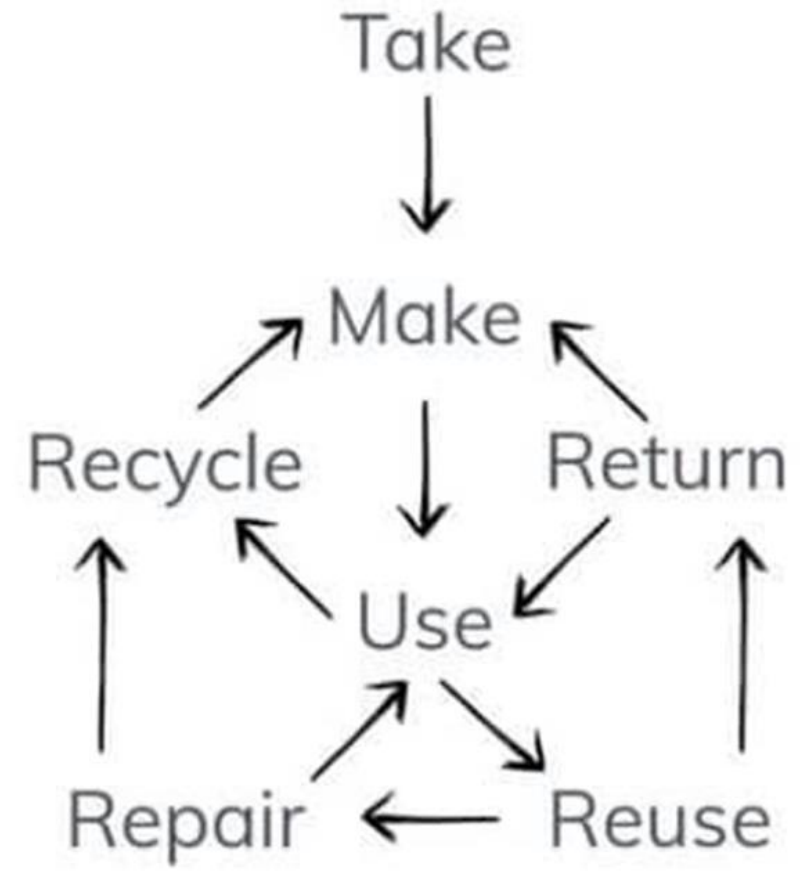
LINEAR ECONOMY



RECYCLING ECONOMY



CIRCULAR ECONOMY



Keeping our focus on the needs of society





UNDIS - United Nations Disability Inclusion Strategy



100% fish
100% people



Civil organisations



Wellbeing society



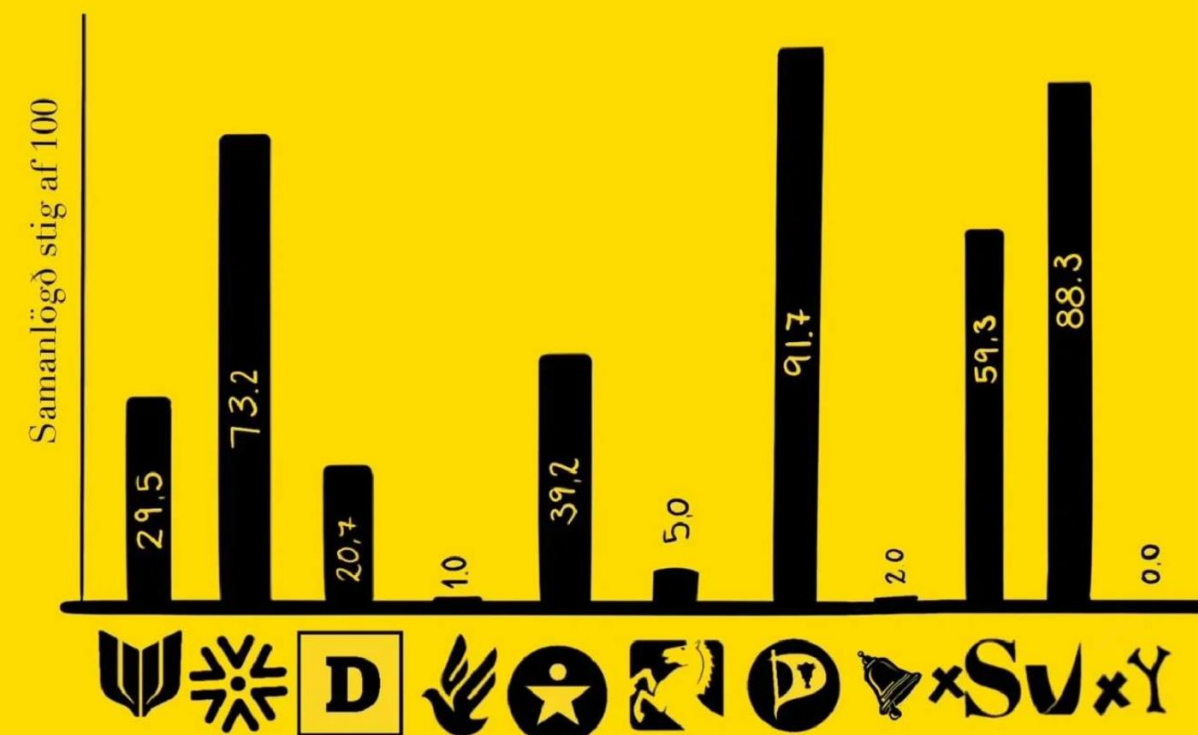


Political backlash and democracy

Elections in Iceland and youth

Einkunnagjöf Ungra umhverfissinna fyrir Alþingiskosningar
Varðandi stefnur flokkanna í umhverfismálum

*SÖLLIN**



Thank you!

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