

A scenic landscape featuring a rocky path leading up a hillside. The path is surrounded by lush green vegetation, including tall grasses and shrubs. In the background, there are rugged mountains under a sky filled with soft, white clouds. The overall atmosphere is peaceful and natural.

Your Curiosity Path Active Learning

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YOUR
CURIOSITY PATH

Active Learning



I am so thrilled that you decided to be part of your own journey. It is so much about taking action and being the active part of your life. Never let your life be an intro and you just sit around and wait for something to happen. You will never be handed a manuscript on how to life. It is in you. And it wants to come alive.

This is your first step

Your Curiosity Path - Active Learning



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Prologue

This book is written for those who sense that learning does not end with education, and that change rarely begins with motivation.

It is for readers who are willing to slow down, question what feels familiar, and take responsibility for how they think, act, and learn.

If you are looking for quick answers, techniques, or reassurance, this book will likely disappoint you.

If you are willing to pay attention, experiment, and stay with the process, you are in the right place.

Body. Experience. Experimenting.

Autopilot. Routine. False simplicity.

Everyday philosophy. Doubt. Curiosity.

Physical learning. Presence. Pace.

I work with how you learn, how you pay attention, how you think, and how you live with active learning, lived experience, thinking as practice, and wisdom as something you cultivate over time.

All these topics will be discovered and talked about in this book. Get ready for something revealing about yourself.



This book is meant to be lived with, not completed.

Some readers will continue the process on their own.

Others will want a space for dialogue, reflection, and experimentation.

My coaching work is an extension of the same approach you have encountered here.

There are no methods to follow and no answers to adopt.

The work begins with where you are, and develops through attention, experience, and honest inquiry over time.



I help people develop their capacity for lifelong learning through attention, experience, and reflection.

If you are curious to explore this work further, you can find more information at yourcuriositypath.com



1. The Hyphen – Life Between the Dates

We were born and we are alive. That much is certain.

And yet, when a life is summarized, it is often reduced to dates and milestones. Birth. Education. Career. Marriage. Death. A sequence that suggests clarity, direction, and progress. What disappears in that telling is the substance of a life. The lived experience. The slow accumulation of moments that never look important while they are happening. Life does not unfold at the dates.

It unfolds in the hyphen between them.

The hyphen contains everything that does not demand attention. The ordinary days that blur into each other. The mornings that begin without urgency. The evenings where nothing remarkable occurs. And yet, this is where values are practiced rather than announced. Where identity is shaped through repetition, not intention.

Most of what matters is never highlighted. It does not arrive with instructions or applause. It happens quietly, through small adjustments, subtle resistances, and gradual realizations. The way we speak to ourselves when no one else is listening. The way we respond when plans dissolve. The way we choose comfort over curiosity, or curiosity over familiarity.



The Hyphen – Life Between the Dates

We are often taught to look for change in dramatic moments. A crisis. A breakthrough. A turning point that divides life into a clear “before” and “after.” But lived change rarely behaves that way. Most shifts begin long before we can name them. They start as a feeling that something is off. A sense that a once-useful structure no longer fits. A question that keeps returning, even when we try to ignore it.

These moments do not shout. They wait.

Much of everyday life runs on automatic settings. Habits simplify decision-making. Routines preserve energy. Expectations inherited from culture, family, and social norms offer ready-made paths to follow. None of this is wrong. It is efficient. It allows life to function. But efficiency can slowly replace presence.

Over time, living can turn into managing. Days become something to get through. Choices are made because they are familiar, not because they are examined. We believe we are choosing freely, while mostly repeating what we already know how to do.

The interruption comes from awareness.

Awareness is not about fixing or improving. It is about noticing. Noticing where time goes without reflection. Noticing which thoughts repeat themselves unchanged. Noticing where energy fades and where it quietly gathers. Awareness creates a pause, and within that pause, choice becomes possible again.



The Hyphen – Life Between the Dates

Living in the hyphen does not require constant introspection. It does not demand that every moment be meaningful or productive. It asks for something simpler and more demanding at the same time: honesty. Staying close to what is actually happening, rather than what should be happening according to some imagined timeline.

The hyphen is not a waiting room before life begins.

It is life.

This is where learning happens, not as accumulation of information, but as adjustment of attention. This is where growth takes place, not as transformation into someone else, but as alignment with what is already unfolding. This is where direction changes quietly, through small acts of noticing, questioning, and choosing differently next time.



The Hyphen – Life Between the Dates

Exercise 1

Notice one recurring moment in your day. Pause it slightly. Observe what usually happens there.

Exercise 2

Choose one small action today and do it with full attention, without rushing to the next thing.

Questions & Reflections

Where do you tend to rush through your own life?

What might change if you treated ordinary moments as meaningful?

Mary Oliver

“Tell me, what is it you plan to do with your one wild and precious life?”



2. Active Learning – More Than School

Be the active contributing source to move forward

Learning is often framed as something that belongs to a specific time and place. A classroom. A curriculum. A phase of life that begins early and is eventually left behind. Once formal education ends, learning is expected to turn into application. Use what you know. Perform. Deliver results. But learning does not end when school does. It only changes form.

Active learning is not about collecting more information. It is about staying responsive to experience. It is the ability to adjust how you think, act, and relate as life unfolds. This kind of learning does not require a teacher in front of a room. It requires attention, participation, and a willingness to be affected by what happens.

Much of what matters most cannot be learned by explanation alone. It must be lived. Tested. Felt. Integrated through action. Experience teaches in ways language cannot always keep up with. The body reacts before the mind organizes meaning. Learning begins there.

In many educational settings, learning is separated from the body. Sitting still. Listening. Repeating. Proving understanding through abstraction.



Active Learning – More Than School

These skills have their place, but they are incomplete. Outside the classroom, learning is inseparable from movement, consequence, and feedback.

Active learning brings thinking back into contact with doing.

It asks not only, “Do I understand this?” but, “What happens when I try?” It treats life as something to engage with rather than something to master from a distance. Knowledge becomes provisional, shaped by context and use rather than stored as certainty.

Many people confuse familiarity with understanding. Repeating what once worked can feel like competence. Routines create stability, but they can also hide stagnation. Without noticing, learning turns passive. Information is consumed. Insights are admired. Little changes.

Active learning disrupts this pattern by insisting on involvement.

It values small experiments over grand conclusions. It prefers adjustment over certainty. Mistakes are not seen as failure, but as feedback. Confusion becomes a signal that learning is active rather than absent.



Active Learning – More Than School

This approach requires humility. It asks for patience with not knowing. It challenges the desire to appear capable before becoming capable in new ways. Active learning is not efficient. It is thorough.

It also resists speed. Instead of rushing toward answers, it stays with questions. Instead of optimizing outcomes, it pays attention to process. Learning becomes something that unfolds over time, shaped by repetition, reflection, and refinement.

To live as an active learner is to remain in dialogue with life.

Not as a student waiting for instruction, but as a participant willing to engage, respond, and adapt.

Learning does not belong to school.

It belongs to living.



Active Learning – More Than School

Exercise 1

Choose one area of your life where you tend to think more than you act. Design one small, low-risk experiment. Try it without aiming for the right outcome. Notice what the experience teaches you that thinking alone has not.

Exercise 2

For three days, pause once a day and ask: What did today teach me that I did not expect?

Write down one observation, without explanation or interpretation.

Questions & Reflection

Where in your life do you treat learning as something finished rather than ongoing?

What would change if you valued responsiveness over certainty?

Albert Einstein

We can not solve our problems with the same thinking we used when created them.



3. Daring to Think Without an Answer Key

Do we need the answer right away?

From an early age, we are trained to look for the right answer.

The correct response. The solution that fits the expected frame. Questions are presented as problems to be solved, not as openings to explore. Once an answer is given, thinking is considered complete.

This habit follows us into adult life.

We learn to trust conclusions more than curiosity. To value clarity over depth. To feel uneasy when questions remain unresolved. Not knowing becomes something to fix rather than something to stay with.

But much of what matters most in life does not come with an answer key.

Thinking without one requires courage. It means allowing uncertainty to exist without rushing to close it. It means resisting the urge to borrow opinions, frameworks, or explanations simply to restore comfort. This kind of thinking is slower. Less efficient. And far more alive.



Daring to Think Without an Answer Key

Everyday life offers countless situations where no correct answer exists. Relationships. Values. Direction. Meaning. These are not problems to solve but realities to engage with. When we treat them as puzzles with hidden solutions, we miss their complexity.

Philosophy, at its core, is not about producing answers. It is about sharpening attention. Learning how to question assumptions. Noticing where thinking becomes automatic. Becoming aware of what is taken for granted.

Much of our thinking is inherited. From culture. From education. From social expectations. Ideas are absorbed long before they are examined. Over time, they harden into beliefs that feel personal, even when they were never chosen.

Daring to think without an answer key means loosening that grip.

It does not mean rejecting knowledge or expertise. It means holding them lightly. Allowing space for doubt. For revision. For the possibility that understanding can deepen without becoming final.



Daring to Think Without an Answer Key

This kind of thinking often feels uncomfortable. It exposes the limits of certainty. It challenges identity, because beliefs are not just ideas, they are ways of belonging. Questioning them can feel like stepping outside familiar ground.

Yet this is where thinking becomes honest.

Without an answer key, attention shifts. Instead of asking, "What should I think?" the question becomes, "What do I notice?" Instead of defending conclusions, curiosity takes the lead. Thinking turns from performance into exploration.

Not every question needs resolution. Some are meant to accompany us, changing shape as we do. They act as guides rather than destinations.

To think freely is not to think endlessly. It is to think responsibly. To recognize when certainty is earned and when it is assumed. To remain open without becoming ungrounded. Daring to think without an answer key is an ongoing practice.

It is not about being right.

It is about staying awake.



Daring to Think Without an Answer Key

Exercise 1

Choose one question in your life that you usually rush to answer. For one week, do not resolve it. Notice what changes when you allow it to remain open. Write down any new perspectives that emerge.

Exercise 1

Identify one belief you rarely question because it feels self-evident. Ask yourself:

Where did this belief come from?

Who benefits from it?

What happens if I loosen my attachment to it?

Questions & Reflections

Where in your life do you confuse certainty with understanding?

What question are you avoiding because it does not promise a clear answer?

Rollo May

“Freedom is not the absence of commitments, but the ability to choose and commit oneself to what is best.”



4. Nature as a Teacher

Nature teaches without instruction. It demonstrates

There are no explanations offered, no frameworks presented, no conclusions drawn in advance. Nature teaches through presence, rhythm, and consequence. By paying attention long enough, patterns become visible. Not because they are pointed out, but because they repeat.

In nature, learning is inseparable from time. Nothing is rushed. Nothing is optimized. Growth happens when conditions allow it, not when it is demanded. Seeds do not negotiate timelines. Seasons do not respond to urgency.

Modern life often treats nature as a backdrop. Something to visit, consume, photograph, or escape into temporarily. But nature is not scenery. It is a system we are part of, even when we forget it. The body remembers this long before the mind does.

Nature teaches through the body first.

Cold, warmth, resistance, balance, fatigue, recovery. These are not abstract concepts. They are immediate feedback. Ignoring them has consequences. Listening to them changes behaviour. Learning happens through adjustment, not explanation.



Nature as a Teacher

Unlike human systems, nature does not reward performance. There are no shortcuts that bypass reality. Effort without atonement leads to breakdown. Rest without awareness leads to stagnation. Nature responds only to what is actually happening, not to intention or identity.

This makes it an uncompromising teacher.

Time spent in nature often slows thinking down. Not because it offers answers, but because it removes noise. Without constant stimulation, comparison, and evaluation, attention widens. The mind stops jumping ahead. The body settles into rhythm. Presence becomes unavoidable.

In that state, learning shifts form.

Instead of asking, "What should I do?" the question becomes, "What is happening?" Instead of trying to control outcomes, attention moves toward conditions. What supports growth? What drains energy? What needs space rather than pressure?

Nature teaches patience without passivity. Growth is active, but not forced. Change happens, but rarely on command. This stands in contrast to cultures that equate speed with value and constant effort with progress.



Nature as a Teacher

By observing natural processes, another measure of learning emerges. One that values timing, responsiveness, and sustainability over intensity. One that recognizes limits not as failure, but as information.

Nature does not separate learning from living.

It integrates them completely.

To learn from nature is not to retreat from life, but to recalibrate how life is lived. To notice rhythm instead of chasing momentum. To understand that presence is not a technique, but a condition created when unnecessary noise falls away.

Nature teaches without words.

But it teaches continuously.



Nature as a Teacher

Exercise 1

Spend at least fifteen minutes in a natural environment.

Do not analyze. Do not photograph. Do not explain.

Simply observe patterns: movement, stillness, repetition, change. Afterward, write down what you noticed, without assigning meaning.

Exercise 1

Once a day for a week, ask:

What conditions does my body need right now?

Respond with one small adjustment rather than a plan.

Questions & Reflections:

Where in your life are you pushing for growth instead of creating conditions for it?

What does nature reveal about your relationship with time?

Annie Dillard

“How we spend our days is, of course, how we spend our lives.



5. Wisdom Rather Than Smartness

Smartness is often easy to recognize.

It moves quickly. It connects ideas. It explains, argues, and persuades. It performs well in systems that reward speed, clarity, and confidence. Smartness knows how to speak.

Wisdom is quieter.

It does not rush to conclusions. It is less interested in being right than in staying oriented. Wisdom listens longer than it speaks. It notices context, timing, and consequence. It understands that knowledge without judgment can become noise.

In many cultures, smartness is rewarded early. Quick answers are praised. Certainty is admired. The ability to argue convincingly is often mistaken for depth. Over time, this creates pressure to know, explain, and position oneself, even when understanding is incomplete.

Wisdom develops differently.



Wisdom Rather Than Smartness

It is shaped by experience, reflection, and restraint. It emerges slowly, through contact with complexity rather than avoidance of it. Wisdom accepts that not everything can be resolved, categorized, or optimized. Some things must be lived with, not solved.

Smartness seeks mastery. Wisdom seeks orientation.

Smartness often asks, "How does this work?"

Wisdom asks, "What does this affect?"

This difference matters. Knowledge can be applied without care. Insight without humility can cause harm. Wisdom integrates thinking with responsibility. It considers the impact of action, not only the logic behind it.

Wisdom also tolerates uncertainty. It does not require constant clarity to move forward. It recognizes that hesitation can be intelligent, and that waiting can be an active choice. Where smartness fills silence with explanation, wisdom allows space for understanding to mature.

This does not mean rejecting intelligence or analysis. Wisdom includes them, but refuses to let them dominate. |



Wisdom Rather Than Smartness

It knows that being able to explain something does not mean it has been understood deeply. Integration takes time. Learning settles through repetition, contradiction, and lived experience.

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Wisdom often becomes visible in how someone acts under pressure. In how they respond rather than react. In how they hold limits, listen across difference, and adjust when new information emerges. It is less concerned with appearing competent and more concerned with acting appropriately.

In a world that rewards speed, wisdom appears inefficient. In reality, it is sustainable.

Choosing wisdom over smartness is not a retreat from thinking. It is a recalibration of what thinking is for. Thought becomes a tool in service of life, rather than a performance detached from consequence. Wisdom is not a trait. It is a practice.



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Wisdom Rather Than Smartness

Exercise 1

The next time you feel the urge to explain, correct, or conclude quickly, pause. Delay your response. Notice what changes when you allow more time. Write down what emerged instead.

Exercise 2

Choose one small decision this week and ask:

What are the likely consequences of this choice, beyond the immediate outcome? Act with that awareness in mind.

Questions & Reflections:

Where in your life are you rewarded for being smart, but invited to be wiser?

What does wisdom require from you that smartness does not?

Aristotle

“Knowing yourself is the beginning of all wisdom.”



Assignments

1. Find one quote which you like and think would suit you and your new Future - Your Curiosity Path Active Learning
2. Find three new topics to learn about. Topics you never thought you would learn about.
3. Pick one or two new physical activities you will pursue these coming two months. Focus on them twice per week.
4. Body. Experience. Experimenting. Learn to connect them with each other.
5. Everyday philosophy. Pause and breathe.
6. Dance and move your body to great up-lifting music.
7. Date yourself. Ask yourself questions. Discover who you are and who you become.
8. Get ready for something revealing about yourself.

Carl Jung

“Knowledge rests not upon truth alone, but upon error also.”



Epilogue

*Nothing in this book asks for agreement.
It asks for attention.*

Across these pages, a pattern emerges. Not a method, not a philosophy, but a way of staying in contact with life as it unfolds. Learning happens in the hyphen, through experience rather than declaration. Thinking becomes alive when answers are no longer guaranteed. Nature reminds us that growth cannot be forced. Wisdom asks us to slow down long enough to notice consequence.

What connects these threads is not content, but posture. A posture of participation rather than control. Of responsiveness rather than certainty. Of staying awake to what is actually happening instead of what should be happening according to inherited measures.

Much of modern life is organized around speed, optimization, and performance. We are encouraged to decide quickly, move faster, and measure ourselves constantly. In that environment, learning is easily mistaken for accumulation and thinking for positioning. The result is often competence without orientation.



Epilogue

They suggest that learning is ongoing, embodied, and inseparable from living. That thinking gains depth when it accepts uncertainty. That nature teaches not through instruction but through consequence. That wisdom is less about knowing and more about sensing when to act, when to wait, and when to adjust.

None of this can be mastered. It must be practiced.

This practice does not require withdrawal from life. It requires deeper engagement. Paying attention to small signals. Allowing friction to inform action. Letting experience shape understanding before language tries to capture it.

The work is subtle. It happens in ordinary moments. In pauses before reacting. In choices made without applause. In the willingness to revise one's own conclusions when reality pushes back.

There is no final insight waiting at the end of this path. There is only movement. Adjustment. Refinement. Learning that stays alive because it remains connected to experience.

This is not a call to do more. It is an invitation to do differently.

Socrates

“The only true wisdom is in knowing you know nothing.”



My work as a Curiosity coach – Active Learning

My work as a coach focuses on continued learning through active and curious participation in life. Not learning as collecting information, but as staying aware, testing ideas in real life, and adjusting along the way.

An important part of this work is learning to look beyond one's own familiar world. Outside habits, roles, and fixed perspectives, new understanding can emerge. Change often happens when we allow ourselves to see differently, not when we try to control more.

I work with people who want to think more clearly, act with intention, and stay engaged in their own learning process. There are no fixed methods or quick solutions. The focus is on awareness, reflection, and action shaped by experience.

This book reflects how I work. It is not meant to give answers, but to support ongoing learning. I hope it has given you material to continue on the path you have already started. There are two worksheets connected to this book. They are meant to help you reflect and stay active in your learning beyond these pages.

*The work continues where attention turns into action
Thank you for taking the time to read, reflect, and stay
curious..*

Michel de Montaigne

“Judgment is a tool of wisdom, not cleverness.”

