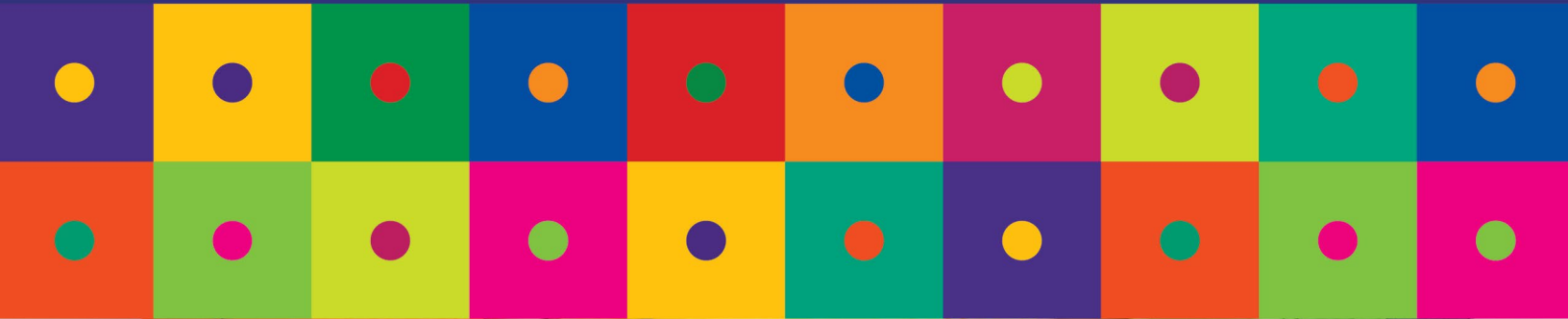


Wink™  
RIGHT BRAIN EDUCATION

AGES  
4 and up!

# Introduction



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Wink: Right Brain Education - Introduction by Pamela Sue Hickein  
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Part One

*Welcome  
to Class!*



# A Warm Hello

Hello! Welcome to Wink!

My name is Pamela Hickein and I will be your teacher. I'm the developer of TweedleWink and Wink right brain learning programs.

I'm also the mother of four amazing right-brain kids—that's what I'm most proud of. They keep me on my toes, and they keep me humble! We live in beautiful North Carolina.

It is my great joy to share this program with you and be a part of your journey.



My story begins in an eclectic community Montessori school—where learning was passionate, teachers and parents were dedicated, and children (0-12) were exposed to a blend of many early educational methods. One of the methods that had developed in this educational hothouse during the 80's and 90's, we called Right Brain Education, based loosely on the work of Betty Edwards, Barbara Meister Vitale, Colin Rose, Glenn Doman, Makoto Shichida and others. This program was nurtured by a small team of parents and teachers -- and the results of using this method were simply stunning. Children were able to learn large amounts of information in a small amount of time -- effortlessly, joyfully. They could spend a majority of their time in play. We had found a balance between left brain early education, and creative right brain opportunities.

In 1997, a small circle of parents and teachers came together to share our blended method by forming an early childhood educational company. We called it The Soul Learning Company and began creating products and training for local parents and schools.



In 2000, we had finally packaged enough materials to hold a solid on-line training program. Soon parents and teachers from all over the world signed up and became excited new students. We trained teachers from: Spain, Germany, Austria, Singapore, Malaysia, Hong Kong, Peru, Brazil, Japan, China, Australia, Mexico, Ecuador... every month a new push pin was placed on our map of the world. Our dream of sharing the method was becoming realized before our eyes!

*Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.*

-- Margaret Mead



In 2003, we published our first Right Brain Education kit, called Wink.™

Later that year, we released the first in a series of DVDs for children called TweedleWink.™ These handy little DVDs incorporated all of our flashcard know-how into short little lessons.



Gone were the days of purchasing, collecting and making flashcards. Gone were the moments of trying to find more card storage. Gone were the days of flipping hundreds of cards for our children. The TweedleWink DVDs allowed us to present hundreds of cards at the press of a button! The TweedleWink DVDs were a hit. Parents asked for more!



In 2007, after a short break to invest more time in our families and ourselves, Wennie Sun—a former Bell Labs engineer and new mother and teacher— came on board. Wennie had established two Montessori kindergartens. She felt that Right Brain Education was the missing component that would best help Montessori's method come into the 21st century. With a new vision, respecting and honoring our roots, Wennie and I created Right Brain Kids.

Our Right Brain Kids International Learning Center has expanded to serve students and families across the globe with more immediate access to training, products and support.

In 2008, we began to establish TweedleWink centers in Asia. Our headquarters is located in beautiful, tropical Kuala Lumpur.

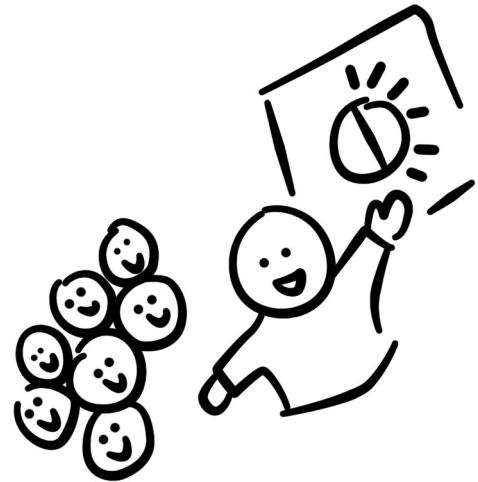
Right Brain Education is truly a method that changes the parents and teachers as we teach it to our children. This impact is lifelong and profound. And currently, there is no other educational method like it out there.

We are delighted to share it with you!



## Teach To Learn—Learn To Teach!

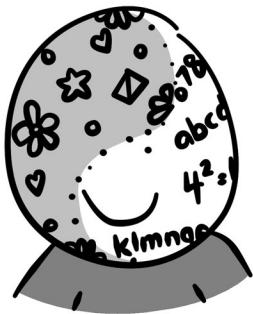
The Wink activities can be used with both children and adults. It is our hope that you enjoy each and every activity with your children. If you are taking this course for yourself, I strongly suggest that you invite some neighborhood kids, nephews or nieces to come for “right-brain tea and cookies” once a week so that you can practice! There is truth in the concept taught by Stephen Covey that “you learn best by teaching others.” But beyond this truth there is yet another, and that is that *by teaching right brain education, you will benefit from the same acceleration of right brain intuition, creativity, photographic memory and every other ability opened by stimulating this exciting neurological pathway!* (Yippeel!)



Teaching right brain education accelerates your mind!

I have discovered this acceleration myself and tell you that it is true! It is our hope that all parents and teachers will come to know it. As a mother of four, I have seen what an important role right-brain intuition can have in raising children. It is a vital aspect of providing a solid foundation of nurturing and loving instruction from the earliest moments of life. Can you imagine how much the quality of life could improve for your children simply by their being fully understood? By becoming more intuitive, you could come to understand your children’s needs, wants, and concerns almost before they say them. Now imagine the benefits of applying your intuition to education! Only intuitive parents and teachers can facilitate a school classroom or home learning program that is flexible, yet challenging, and evolves based upon the ever-changing needs of each person!

## What IS Right Brain Education?



Right brain education stimulates the **WHOLE BRAIN** by rounding out the gaps present in logical, linear left-brain methods.

I am often asked, “*What is right brain education and why is it important?*” My answer differs every time. I think it is because I’m continually rediscovering right brain education myself. In the past ten years of learning and teaching the method, I’ve awakened many dormant senses and have evolved with my own understanding of the right brain. So the person who answered this question two years ago is not the same today. Yet two definitions remain constant:

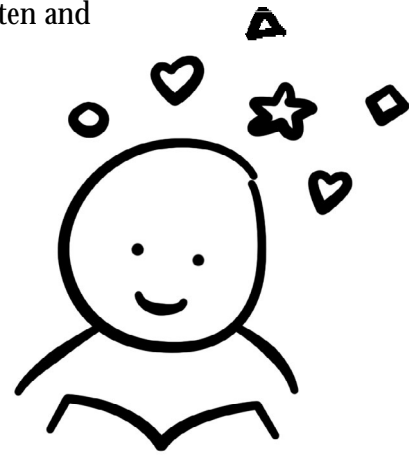
**Right brain education is an acceleration.** It is the stimulation of the right brain pathway in education and is actively linked to the left brain to allow the whole brain to work together harmoniously. The connection, the marriage, of the right and left hemispheres of the brain result in an incredible acceleration in learning.

**Right brain education is an awakening.** This is because the right brain pathway opens with love. The right brain classroom is full of hugs and praise, smiles and cheer, giggles and deep sighs of relaxation. So, the more you attune to the faculties of the right brain, the more you begin to care for yourself. I’ve seen even the most hard-hearted people just melt with heart-based relaxation techniques and love.

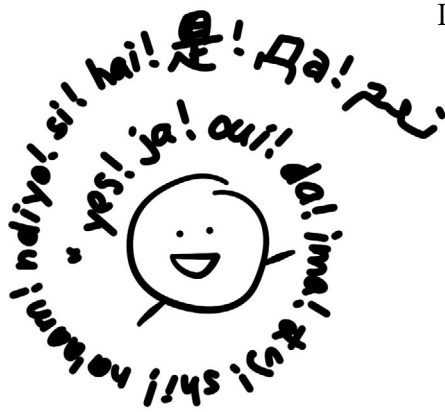
What's more, I've seen many so-called "learning disabled" children brighten and accelerate considerably after assisting the parent-child bond. Indeed, it is the LD children who have excelled most with these techniques. While deeply gratifying to see, it is also a point of sadness with me as I wonder how many children are having trouble simply through being misunderstood, without a positive avenue of expression for the right brain.

## Incredible, Life-Changing Program

This brings me to another commonly asked question, "What benefits have you seen from teaching right brain education?" This is my favorite question, because in the past ten years working with these techniques, I've witnessed many benefits of this program. It is these benefits which have excited me about learning, have kindled and rekindled the passion to teach and continue to spread this message of loving instruction.



So-called "learning disabled" children may simply be RIGHT BRAIN LEARNERS!



The right brain understands all languages through the recognition of frequencies.

I've seen pregnant mothers relax and initiate a special bond with their unborn children with right-brain imaging. I've seen children who, as infants, toddlers and pre-schoolers, had patiently been given loving right-brain instruction without expectancy of return. They've blossomed incredibly as early readers, multiple linguists, mathematicians, scientists, artists, writers and confident public speakers. Even children who begin the program later, after age 6, have become different people. They come to understand their learning strengths as unique and special.

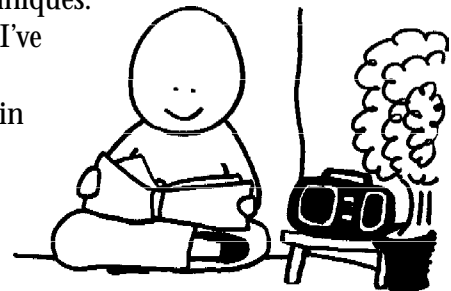
Nathan, a 5-year-old boy, came to see me with his mother. He was "behind" in kindergarten. In the first class I could see that Nathan's thinking was so quick that I had to race to keep up with him doing one-on-one lessons. His parents soon came to understand that

Nathan wasn't "behind" at all—the material in his school was presented too slowly for his quick mind and he became desperately distracted!

And the changes are not made within the hearts and minds of children alone. Adults are also affected.

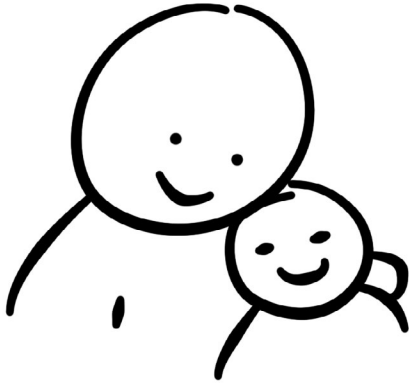
I've seen parents blossom after some weeks of practice using positive language, photographic memory enhancement and relaxation techniques.

We've all come to a higher place as a result. In more recent years, I've observed teens and adults rediscover their childhood through this program. They've gone back to heal and pick up skipped stitches in their development and once these stitches are complete, they've been able to embrace the present and the future with enthusiasm. These classes have been life-changing for many people. A 62-year-old woman I'll call Mary came to class to increase her memory as she was very forgetful. Gentle right brain memory exercises helped improve her memory greatly.



Right brain education for adults... because it's never too late to have a happy childhood!





Children and adults feel good about themselves once they understand how they learn.

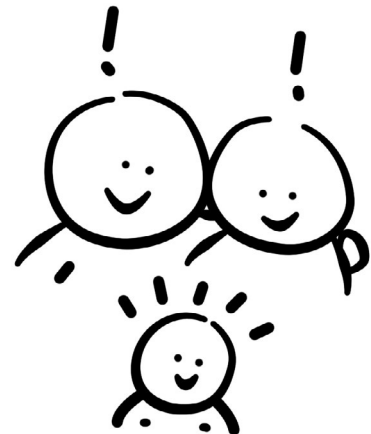
## YOU Are Unique and Special

What do I expect to leave each student with as a lasting impression of these classes? Photographic memory? Computerlike math calculation ability? No, no, no. That's not the goal. Truly the greatest goal of this program is a newfound sense of self. A feeling of inner confidence—that each child and adult understand how they uniquely perceive people and their environment. This information in and of itself is a very freeing reality. Adults relax. Children don't feel “dumb” anymore. Students of all ages can begin to tailor learning to their own individual strengths and weaknesses.

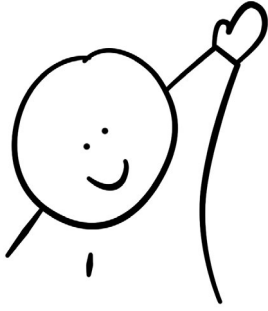
### Little James

When I began to teach “right brain classes” to gain experience, I gave free lessons to children at a local Montessori preschool twice a week for a period of ten weeks. I remember a little boy named James, who had bright red hair and ran around the playground getting into every kind of mischief. The teachers warned me about him, saying that were quite sure that I would not be able to get him into a “deeply relaxed right brain state.” To my great joy, James was the first one to come to the little classroom I had created for my visit. He had this huge smile that melted my heart on the spot. When he sat down for his first “lesson” I began to help him relax to embark upon an imaginary mental journey. He had the most vivid imagination! I merely had to suggest a topic of interest and off he went on a grand adventure to the farthest reaches of the universe. He had no need for deep relaxation to get into the right brain state... he was practically LIVING and breathing a right brain state. I would often go and sit in the playground to observe, and found that most of his “mischief” was simply from not being in reality, i.e. able to hear the teachers or others around him, while play acting as a knight in armor, a cowboy, a sheriff, a spaceman ... you name it! My greatest gift to James was the beaming letter I left his parents and classroom teachers reporting of his “superior right brain skills.” That all children have “superior right brain skills” I didn't let on at the time, feeling that they needed a sense of how special he was--just as he most assuredly was and is!

Now, when a child like James enters the classroom with a frustrated and worn-out mom or dad, I let him play with some fun games and concentrate on helping the parents relax and reach the imaginary world of the right brain where they would then find their son creating a universe of his own, if they would only have the eyes to see it. These grateful parents begin to see their son or daughter as a bonafide genius, with limitless possibilities. Each time they come back, I sense a lift. ***The child is happier. The parents are more respectful, understanding and in awe of their child.*** A genuine reciprocation of love and admiration begins... the greatest diving board I know of for leaping into learning!







# How To Maximize This Course

This is going to be so much fun! You are going to learn right brain education using right-brain techniques—right from the start. By the time you finish this course, right brain learning will be a habit.

Before we begin, there are ten things you can do right away to maximize your learning.

1. **Create a learning area—free from distractions.**

To begin, just choose a space to read and study. We'll help you set up a great learning environment where you (and your child) can fully experience right brain play later on in *Part Three: How to Create a Right Brain Classroom*.



Begin by studying in a comfy chair away from distractions.

2. **Play classical music in the background.**

If you do not have a classical music collection, that's quite all right. We've included relaxation music in each course to help you get started.



Play a relaxation tape.

3. **Begin each lesson with relaxation techniques.**

*Sit comfortably. Clear your mind of the worries of the day. Place your hand on your heart and simply observe your heartbeat. Slip into a relaxed state of mind. Then, begin.* A more complete set of alpha relaxation techniques are taught in our **Wink Level 2: Alpha Relaxation** course intensive.



Take a moment to relax before you begin.

4. **Find a comfortable pace.**

Take one module, or one exercise, at a time. Following your own learning rhythm will increase your learning pleasure and memory.

5. **Color and mark up your workbook!**

This workbook has margin space for notes, doodles, pictures and thoughts—feel free to use it!

Highlight each new concept, circle memorable quotes or ideas, star key points that you want to share with family,



Writing and drawing on your workbook personalizes it.



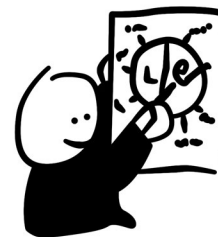
*note: Share with Jenny's teacher!*

Use the margins of each page for thoughts, ideas and inspiration!

6. **Review!**

As you will soon see, you will have ample opportunities to review the material—we've built it right into the design of the workbook. No fuss, no worries!

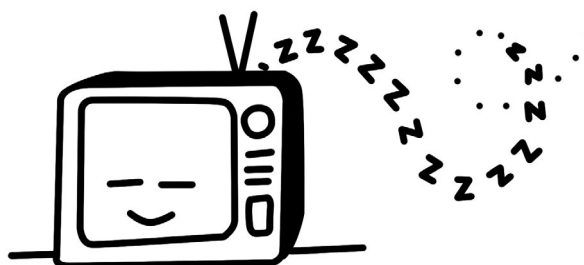
- Do the exercises as you come upon them in the workbook. Don't skip any. They have been designed to help you anchor the concepts in each section.
- To strengthen your memory, after studying draw a picture of everything new you learned.
- Do the Re-View at the end of each course to play with the information in a delightful new way!



To enhance your memory, draw a picture of what you've learned!

7. **Limit your intake of external high-speed images!**

That includes TV, movies, videos, fast music (rock, rap). Why? Because the right brain takes in images that are flashed to the senses in fast, split-second timing. In order to feel the effects of positive programming, you must eliminate the negative, or useless, information. By so doing, you will gradually become re-sensitized to subtle sensations felt by the right brain.



Give your mind a rest from high-speed auditory and visual images.

8. **Drink plenty of water.**

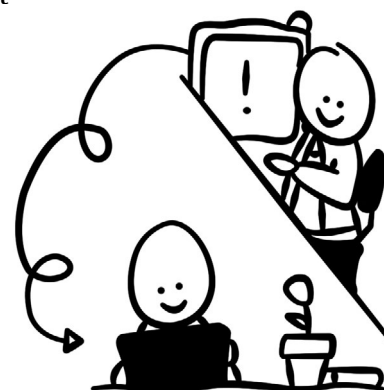
It allows your brain to function optimally! (You'll learn more about this in Part Three.)



Sip! Keep a tall glass of water at your desk to continually rehydrate your brain cells.

9. **Share what you've learned.**

Get started—even if you begin by sharing what you've learned with a friend over coffee or tea. Sharing helps you by anchoring what you've learned. It allows the information that you've soaked up through the right brain to pass over to the left brain by consciously using it. It's a whole brain acceleration that you can initiate almost immediately.



E-mail us with questions for the duration of your course. We're just a mouse click away!

10. **Ask questions!**

It is our desire that this course be a life-changing experience for you. We are dedicated to helping you understand this method and learn how to apply right brain learning to your own life circumstances. If a question comes up that is not answered by your materials, we want to know about it! We're always happy to help.

Now that you have reviewed how to maximize this course, let me share one more thing that will help you succeed: clearly defined goals. Knowing what the outcome will be facilitates its coming into fruition. Here they are...

# The 5 Goals of Right Brain Education

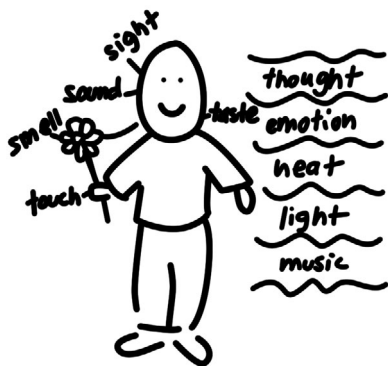
Every right brain (whole brain) classroom should have a large colorful poster with the “5 Goals of Right Brain Education.” These goals remind us not to take ourselves too seriously and get off-track. They remind us to continually put relationships before results. They remind us what the true purpose of learning is all about!

## Goal 1 Build a Loving Bond Between Parent and Child

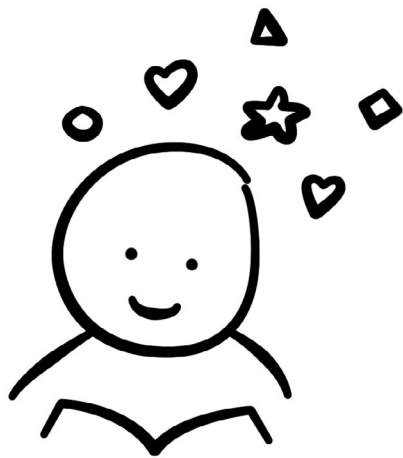


A loving family is the foundation of all learning. This is the most fulfilling goal of all. When a parent-child team enters the classroom as a dysfunctional unit, in most cases, it is because the mother or father is a left-brain auditory learner and the child is a right-brain visual learner. They're simply on different tracks, and communicate in different ways. Once the adult begins to speak to the right-brain, many of the child's "learning problems" dissolve, bringing the whole family closer together.

## Goal 2 Heighten Senses

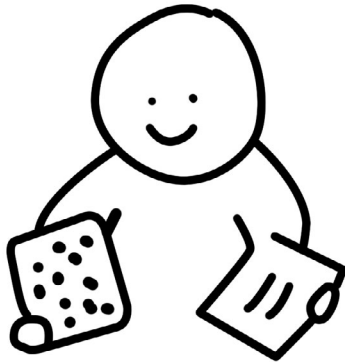


This part of the program is truly ground breaking. Heightening your senses is like washing the windows of your mind—increasing your conscious awareness of everything that is happening around you. Simply put, you notice a lot more. When hearing instructions, you receive every detail. When hearing a lecture, you walk away with more memory. When seeing a landscape, you notice every nuance—each blade of grass, the way the sun hits tree branches, the multiple shades of color in the clouds above. All the great masters of art and science have relied upon their heightened senses to bring forth the highest form of perfection. Sight, sound, taste, touch, smell and your natural intuitive senses are all sharpened through fun right brain play!



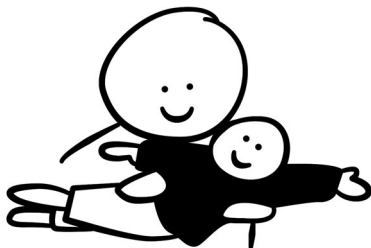
### *Goal 3 Increase Mental Creativity*

The right brain is a universe of unlimited possibility where ALL YOUR DREAMS CAN COME TRUE! When children use the right brain pathway, they know no limits. They can invent, play and create anything their heart desires. One day, when imaging with 8-year-old Gabriel, I asked him to design a car for me. I asked him to build a car that could go over the mountains instead of having to follow the roundabout pathways that can make driving in Montana so tedious! He was quiet for quite some time. When he opened his eyes, he drew a picture. His design included jet packs, and intake panels on the front of the car that took in air and forced it down to lift the car off the ground. Later, he showed his picture to his mechanically-minded father who commented on its efficacy—he had just created a form of VTOL aircraft!



### *Goal 4 Make Learning Easy and Joyful*

Did you know that you have a personal computer sitting atop your shoulders? The right brain takes images in every split-second and records and files it there for later use. That's why, when you tap into right brain memory, learning simply becomes a matter of gathering information and playing with it!



### *Goal 5 Let Your Child's Genius Shine*

Helping our children realize their highest potential, free from our expectations, is the greatest gift we can give back to life.

Want a way to remember the five goals? We'll show you a really simple right-brain technique to do so through art!

**Coloring** - On the following page you will find a mini-poster. Color it, with soft, relaxing music in the background. As you color, visualize you and your child achieving each goal.

**Original Poster Design** - Create a large, colorful poster illustrating each concept with images of your own! Be inventive and customize it to your own needs. Create a tapestry of inspiration with favorite quotes from beloved authors or poets, pictures from magazines or greeting cards, family photos... let your imagination guide you. You can even let it be an ongoing project, leaving space for spur-of-the-moment thoughts or inspired quotes of your own! Post it in a prominent place where you will see it every day.



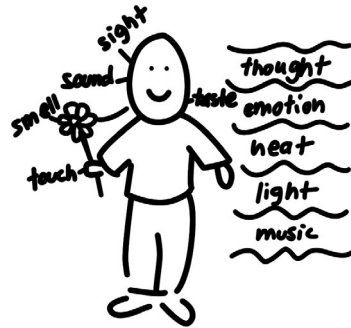
# The 5 Goals of Right Brain Education



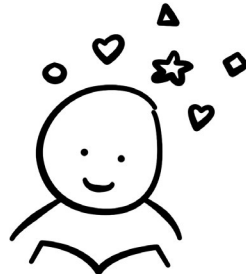
*Goal 1*  
**Build a Loving Bond  
Between  
Parent and Child**



*Goal 2*  
**Heighten  
Senses**



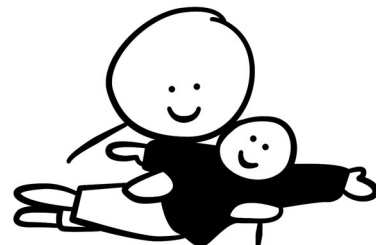
*Goal 3*  
**Increase  
Mental  
Creativity**



*Goal 4*  
**Make Learning  
Easy and  
Joyful**



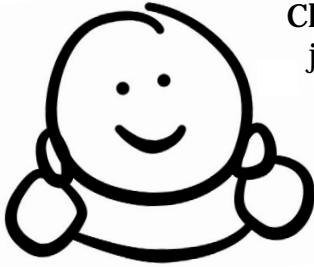
*Goal 5*  
**Let Your Child's  
Genius Shine**



Part Two

# Right Brain Development

# The Imaging Brain



You have your very own photographic imaging system!

**Click. Click. Click. Click. Click. Click. Click.** In one quick second your brain just took several pictures of this page with its photographic imaging system. Your eyes are the camera and scanning system. Your eye muscles, the lens and focusing apparatus. The nervous system, the cable network which leads to... your brain. And it is largely the right brain that works as the photo lab and picture library, storing every image methodically and instantaneously—according to your very own computerized catalog system. It's pretty amazing, really.

*"The brain is often compared with machines and electrical systems, but what we now know about the brain makes this pretty hard on the machines. It has been calculated, for instance, that the entire network of the world's telephone systems, if properly compared to your brain, would occupy a part of it the size of an ordinary garden pea."*—MENSA member Tony Buzan



## Nobel-Prize Winning "Split Brain" Research

In the late 1960's, an exciting discovery lay in store for Drs. Robert Ornstein and Roger Sperry of the California Institute of Technology. They set out to see what would happen if the corpus callosum—a wide band of nerve fibers which connect the left and right hemisphere—were severed. What they found astonished the medical world. Each hemisphere continued to function **INDEPENDENTLY** in distinctly different ways. Their "split-brain" research has shown that ***the left side of the brain processes linear, concrete factual information and is key in language and logic, while the right side of the brain processes random, creative, intuitive, multisensorial images***. Subsequent studies by those who have carried on their work have revealed that ***each hemisphere contains some of the abilities of the "other side."*** Now, we know that ***when an ability that is linked to one hemisphere or the other is developed or activated, the entire brain is activated and all areas of mental performance improves.***

## Teaching the Whole Brain

Teaching the left language brain is easy. This side of the brain learns through repeated exposure to facts and figures, rules and logical expression. Teaching the right imaging brain is even easier. ***The right brain is a virtual sponge and soaks up images every split second.*** It even records multiple images—several languages at once—without any confusion. The activation of the **WHOLE BRAIN** leads to the ability for all to achieve their highest potential! To understand how to maximize and activate the whole brain, we concentrate our efforts on the right hemisphere of the cortex...the "imaging brain."

# The T'ai Chi of the Mind

The right and left hemispheres of the outer cortex, though characteristically opposite, work together harmoniously like the yin and yang of the T'ai Chi.

## Left Hemispheric Characteristics

Conscious Awareness  
**Logical Thought**  
 Short Term Memory  
**Slow input**  
 Detail Analysis  
**Linear, Sequential, Reasons**  
 Relies on Outer Senses  
 (Sight, Sound, Taste, Touch, Smell)  
**Likes Repetitive Input**  
 Uses Words, Lists and Numbers  
**Processes one data at a time**  
 Practical, works well under stress



## Right Hemispheric Characteristics

Subconscious Awareness  
**Abstract thought**  
 Long Term Memory  
**Fast input**  
 Gestalt (whole picture)  
**Creative, Imaginative, Intuitive**  
 Relies on Inner Sensitivity  
 (Resonance with Subtle Frequencies)  
**Soaks Up Information like a Sponge**  
 Uses Rhythm, Shapes and Picture Images  
**Processes data all-at-once**  
 Emotional, works well when fully relaxed

**Let's Play!** Draw a circle and divide it into two hemispheres—right and left.  
 Fill each hemisphere with images that best represent its unique qualities.



# The Magical Abilities of the Right Brain

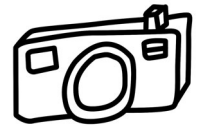
The unique characteristics of the right hemisphere of the brain allow us to have genius-like mental abilities never before thought possible.

**“Right Brain Abilities” Theory:** When you open the pathway to the right brain, you access your natural capacity for: photographic memory, speed reading, multiple language acquisition, computerlike math calculation, perfect pitch, intuition, creativity, invention and advanced visualization.

## Quick Review of the Right Brain Abilities

If you have...

Then you might be able to...



Photographic memory

Look at something ONCE and recall—at will—the original picture image in vivid detail.



Speed reading

Open a textbook, flip through the pages, comprehend everything PLUS have it conveniently stored in memory for future use.



Multiple language acquisition

Hear, understand and fluently converse in Japanese, German, French, Italian, Chinese, Hebrew, Spanish or more!

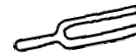
Computerlike math calculation

Add up your grocery bill in less than one second.



Perfect pitch

Tune a musical instrument with your own memory of pitch.



Intuition

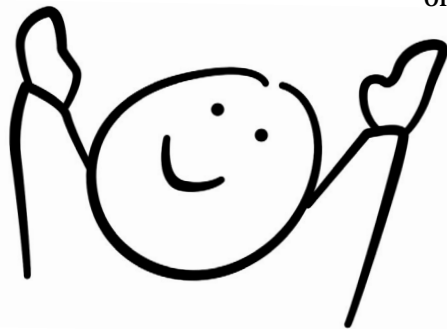
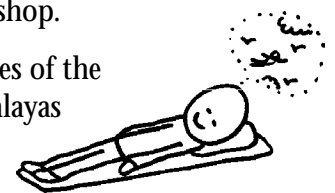
Instinctively understand the thoughts and feelings of others.

Creativity, invention

Create, tangibly experience and mentally manipulate an original masterpiece or invention in a mental workshop.

Advanced visualization

Spend an hour exploring the farthest reaches of the Universe, mountain climbing in the Himalayas or resting on a beach in Waikiki.



When you strengthen one ability, you strengthen them all!

Now... here is the most exciting aspect of this program. It makes learning EASY. It makes learning FUN, and it eliminates a great deal of pressure in having to learn EVERYTHING!

Here's why...

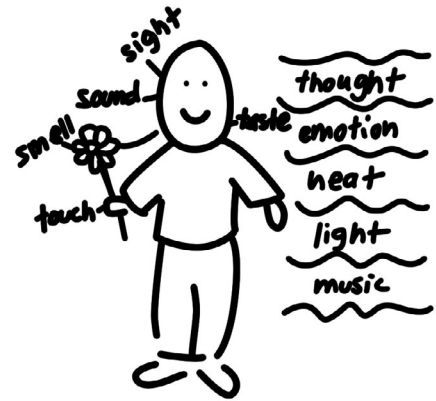
**“One for All” Theory:** All right brain abilities use the same neurological pathway, so when you strengthen one ability, you strengthen all!

## Outer Senses and Inner Sensitivity

To explain why the left and right brain contrast one another so strikingly, it is important to understand the next theory:

“Right Brain Sense” Theory: Each hemisphere uses a different set of senses.

The left brain works with tangible facts taken in through the outer senses—sight, sound, taste, touch and smell. *The right brain recognizes the subtle wave frequencies of light, sound, thought, emotion and magnetism that are not always apparent to the outer senses.* It practically resonates with frequencies like a tuning fork. Sensitivity to frequency endows the right brain with an amazing, almost magical, intelligence all its own. But, it’s not magic. These abilities are natural, present from birth—and even before. We all have the ability to access them.

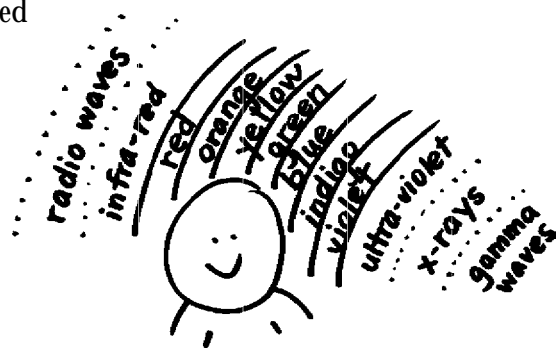


The right brain is receptive to subtle frequencies not always apparent to the outer senses.

### Frequencies

The abilities of the right brain are fully explainable when understood within the context of frequency. Frequency is pretty straight forward. Light and sound both travel in waves. The length of the wave is important as it identifies its frequency. For example, the color red has a longer wave than that of violet. This makes color and sound measurable and therefore understandable to the left brain. Modern science has confirmed the existence of frequencies that are not detectable by the outer senses, yet are measurable by sensitive instruments. These frequencies are utilized in right brain education.

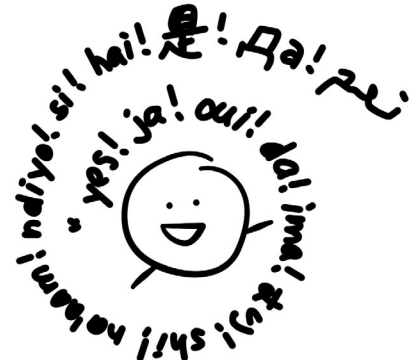
**Light waves**—We can see about 40% of the colors contained in sunlight. These are the colors of the rainbow: red, orange, yellow, green, blue, indigo and violet. The remaining electromagnetic spectrum—radio waves, infrared, ultraviolet, x-rays and gamma rays—are imperceptible to the outer senses. In right brain education, we use light frequencies to stimulate the eye-brain neurological pathway with the use of full-spectrum light and use of vibrant color. Activating this pathway strengthens photographic memory and mental imaging.



The average person can only see 40% of light waves—the colors of the rainbow!

**Sound waves**—Like light, sound can be broken down into a wide band of waves, only a fraction of which is perceptible to the human ear. The band of sound waves that most people can hear is akin to the number of keys on a grand piano. Yet, dogs and other mammals can hear much more. The “silent” dog whistle, for instance, sends out a sound wave that is out of our hearing range, yet is clear as day to our canine friends.

Teaching the brain to recognize and identify individual musical notes enhances pitch—the brain’s ability to resonate with a specific frequency. We believe that this is the key to the reason classical music from such composers as Mozart, Bach and Beethoven stimulates brain development in infants. Interestingly, the world’s many languages each seem to have their own frequency range. When you expose a young child to a large variety of languages in their formative years, they can easily become fluent later in life. This is due to the brain’s natural ability to absorb words, sentence structure, grammar, tone and accent of a language through sound frequency.



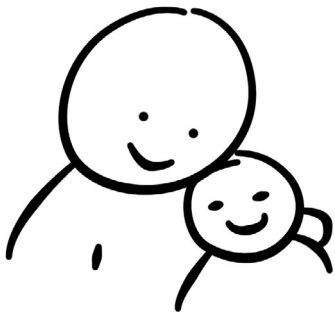
Young children can learn multiple languages at the same time—without confusion.

**Thought waves**—As proponents of positive thinking can tell you, thoughts are powerful. Napoleon Hill, author of *Riches Within Your Reach*, says “If you can conceive it, and you can believe it, you can achieve it.” Children are especially sensitive to thoughts. If you remember only one thing from this course, let it be this: *It is CRUCIAL for the success of each child that we continually maintain a positive, loving image of them actively reaching their fullest potential without limits!*

Thought waves, or brain waves, are measurable, and divided into four ranges:

<i>Beta wave</i>		<i>fully conscious and awake</i>	<i>14-30 Hz</i>
<i>Alpha wave</i>		<i>semiconscious, deeply relaxed</i>	<i>8-13 Hz</i>
<i>Theta wave</i>		<i>light sleep</i>	<i>4-7 Hz</i>
<i>Delta wave</i>		<i>deep sleep</i>	<i>0.5-3.5 Hz</i>

The right brain functions optimally when in the alpha wave, semiconscious, deeply relaxed state. This is why all right brain work is preceded by loving relaxation techniques. It is also why right brain learning can occur through passively listening to audiotapes before bed. Thought is a significant right brain tool. With it, we can create new worlds, experience memories in full detail, and even communicate with each other!



Research proves that emotions—like love—travel through space like light and sound.

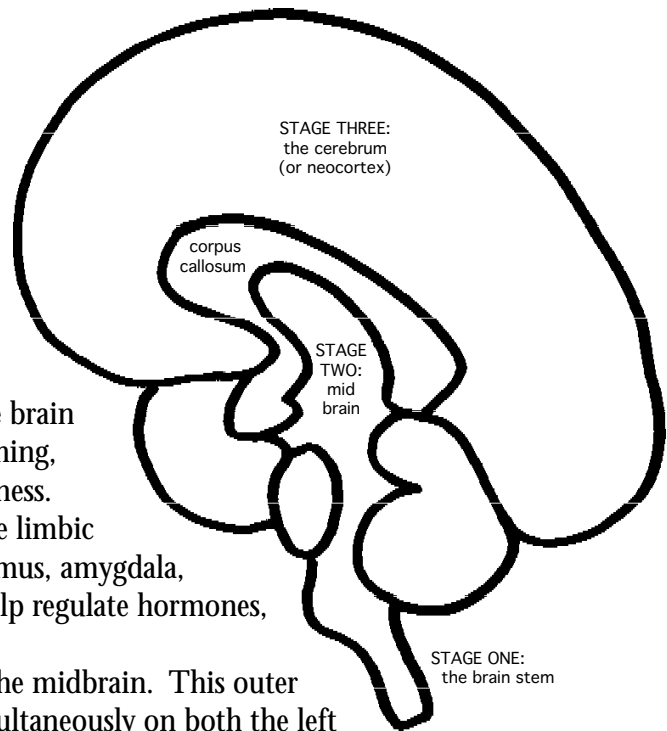
**Waves of emotion**—Did you know that your emotions travel through space in waves like light and sound? The HeartMath Institute, a nonprofit heart research organization, has spent several years measuring the frequencies of emotions such as love, anger, fear, peace and joy through the heart beat. Long, irregular waves were recorded on the EKG when subjects experienced anger or frustration. Short, orderly waves were present when they felt caring and compassionate.

Their research states: “Power spectra (frequency signature) have connected coherent EEG/brain waves to health benefit. Yet any poet and most religions tell us that the heart has more control over health and our world. Bentov showed the heart controlled brain resonance. Therefore we looked for coherence in similar low frequencies in the EKG during significant emotional moments, particularly those subjectively reported to accompany caring and loving. Our results were surprisingly immediate and conclusive. The heart does in a sense become musical (phase coherent harmonic resonant) in a measurable way, in response to significant human emotion and human intention.”

## The Development of The Right Brain

The brain, like every other organ in the human body, develops and grows at an astounding rate from the moment of conception. The brain develops up from the stem to the outer cortex, or cerebrum.

- (1) In the first stage, the brain stem develops. The brain stem controls the basic necessities of life: breathing, circulation, heartbeat, digestion and consciousness.
- (2) In the next stage, the midbrain—also called the limbic system—takes shape. Within it, the hypothalamus, amygdala, pituitary gland, thalamus and hippocampus help regulate hormones, blood pressure, emotions and memory.
- (3) In stage three, the outer brain layer envelops the midbrain. This outer layer, the cerebrum or neocortex, develops simultaneously on both the left and right side of the brain. These sides are connected by a bundle of nerve tissue called the “corpus callosum.”



Now, here's where this information REALLY clicks...

## The Right Brain Window

1. As the neocortex develops, the midbrain links to the right hemisphere FIRST.
2. Meanwhile...the corpus callosum is still developing and bridges the right and the left brain at about 2 years of age.\*
3. Meanwhile...the left brain is not actively utilized until a child is between 4 and 6 years of age.\*
4. So, this means that...the right brain is WIDE OPEN for learning input between the ages of 0-6!

\*Each child develops at their own pace. These ages are merely milestones that have been documented by clinical researchers. We've seen children develop the link to the left brain much earlier and much later.

### “The Bridging Effect”

The time when a child's brain links to the left hemisphere is called “bridging.” You can tell that your child's brain has “bridged” when he is speaking full sentences, using logic, beginning to read, write, count and understand time. Before “bridging” happens, anything is possible! Children in the right-brain mode know no limits. Incidentally, this holds true for brain-injured children and adults whose development has been delayed. We encourage parents to take heart and see this as an extended learning OPPORTUNITY!

MORE GOOD NEWS: After “bridging” happens, anything is *still* possible! Yes. This is still true, when you overcome all conscious emotional barriers (i.e. fear, anxiety, stress) that stand in your way.



The right brain connects to the midbrain first. Later, when a child is about 4-6 years old, the left brain becomes more dominant. We call this mental shift “The Bridging Effect.”



## How Strong is YOUR Right Brain Connection?

All “left brain activities” and “right brain activities” actually use both sides of the brain, except one—advanced visualization, or “imaging.” Imaging is the ability to create mental pictures. According to MRI brain scans, imaging uses the right hemisphere of the brain alone. To activate these brain centers, we stimulate optic nerves that are the key sensory input channels of the eye-brain neurological pathway. Here’s a fun exercise!

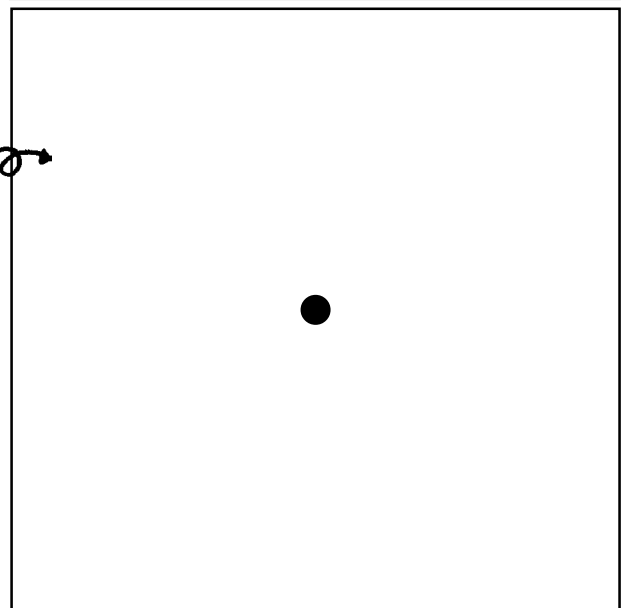
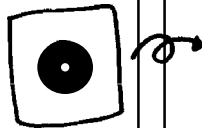
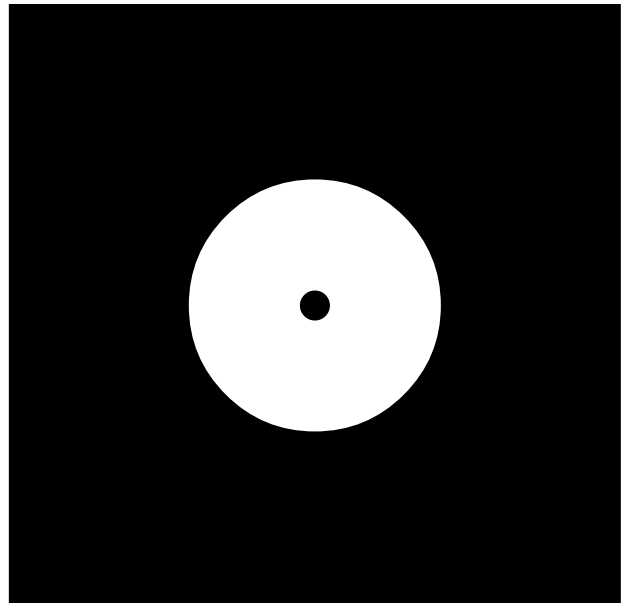
**Let’s Play!** How strong is your eye-brain connection? To find out, try this simple exercise.

1. Sit comfortably and relax. For best results use a good source of light.
2. When you are ready, stare at the dot at the center of the top image for 30 seconds, or until you see a “glow” around the dot. (It is important to hold your focus very steady.)
3. Now look at the black dot at the center of the bottom white box.

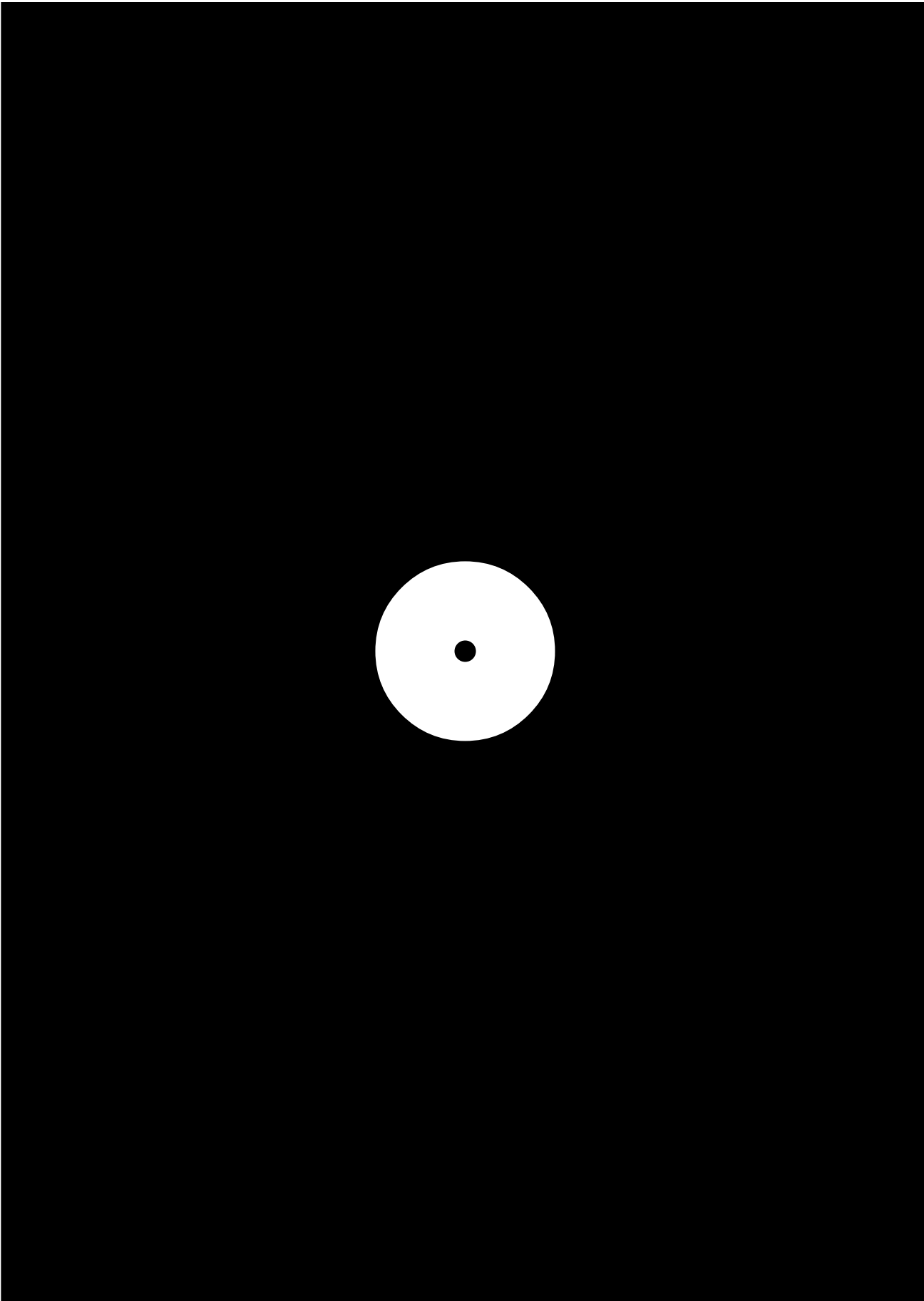
What did you see?

If you saw a dark circle with a light background, your imaging brain is active and strong.

If not, take heart! Try again with the larger images on pages 9 and 10. Daily practice can help you open up this optic nerve pathway once again.



**Full of the Giggles** *Allison, a 42-year-old elementary school teacher, noticed a change after practicing after-imaging in one of our workshops. She said, “After 20 minutes of after-imaging, I began to giggle. I couldn’t help it. I’d like to think that I can maintain composure in a classroom situation. I certainly expect it from my students. Ha! After the workshop, I went straight home and continued after-imaging. I began to giggle again. Then, I began to laugh! My husband came to see what was going on! I don’t quite understand what happened. For the next few days, I laughed, I cried, I sang in the shower. I felt such a lift. Now, I’m teaching after-imaging to my students at school. They love it, too. After months of after-imaging, I can definitely feel a difference in my overall mental acumen and intuitive capacity. I can almost hear what people are going to say before they say it. My memory is much “crisper”—more colorful and tangible—than ever before!”*





The right brain controls the left side of the body.

The left brain controls the right side of the body.



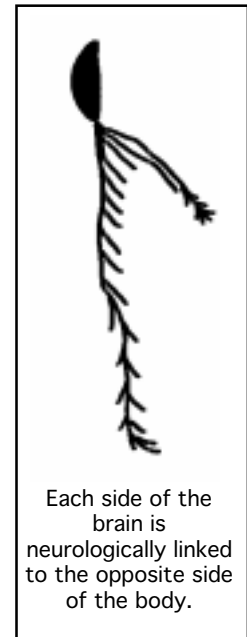
right side      left side

Dominances in left or right brain functioning can manifest in structural, mental or emotional imbalances—and all are easy to correct.

## Brain Dominance Which Side Are You On?

Did you know that you are probably lopsided when it comes to your brain? It's true! Since Ornstein and Sperry's ground breaking discovery about the dual characteristics of the brain, psychologists have found that when one side of the brain is markedly more developed than the other, a clear "dominance pattern" shows up. Now, we know that you can have more than one brain dominance and that these patterns can occur in different areas of mental processing. In other words, you can be right-brain dominant when thinking of a solution and left-brain dominant when choosing moves on a soccer field.

Brain preference shows up structurally and mechanically in the body. As you will see, you can determine brain dominance not only by learning styles, but also the shape of a face, the strength of the hands, the feet, the legs, the eyes, etc. This is because each side of the brain is neurologically linked to the opposite side of the body.



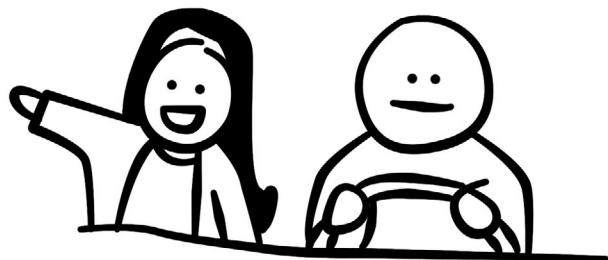
Each side of the brain is neurologically linked to the opposite side of the body.

## Driving on the Right Side of the Brain

The nervous system sends messages from each side of the body to the opposite hemisphere. This means that sights and sounds taken in on the left go directly into the right brain, and vice versa. In the book *Awakening Intuition*, Dr. Mona Lisa Schultz tells a funny story about this:

*"One scientist noted something interesting when he was driving with his wife in England. Sitting on the right-hand side at the steering wheel, with his wife in the passenger seat on his left, he found that he was far more receptive to his wife's conversations, including her directions and instructions on his driving, than he was at home in the United States, where she sat on his right. In England he did whatever she wanted. Back home, however, he was back in the driver's seat in every sense.*

*In America, where his wife spoke into his right ear to his LEFT brain, he was far more resistant to her suggestions. His left brain could assert control over the situation. He didn't listen to his wife anymore. No wonder men always want to do the driving in the United States!"*



"Go THAT way, honey."



## Why You Need To Know About Dominance Patterns

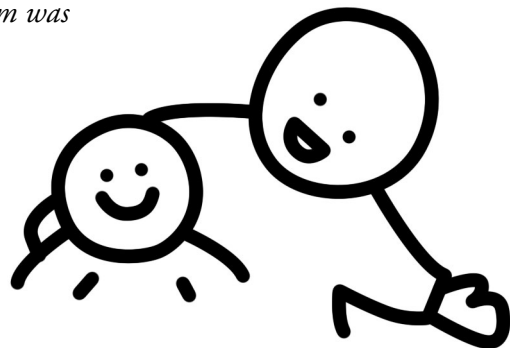
Understanding brain dominance pattern is like receiving the key to a new car—one that can take you anywhere in the world socially. It helps you understand how people tick. Once you know your own dominance profile and learn how to recognize them in others, you can improve your relationships. This type of understanding enables you to talk to those around you in a way that grabs their full attention and helps them feel understood.

**The Language Of A Child** *5-year-old blond-headed Kevin ran right into my room—way ahead of his mother, who was still parking the car. His mother, Deborah, had called me the week before to sign up for classes. “I am hoping that you can help me with my son, Kevin,” she said. “He doesn’t listen to his father or me or his preschool teacher. He’s had a series of tests to check his hearing, but the doctors say that everything is okay. His father and I think he may have ADD.” “Hmmm.” I replied. “I can’t wait to play with him!”*

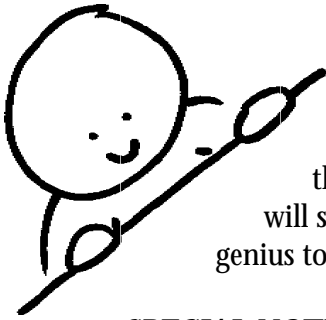
*Back in the classroom, he was excitedly going from shelf to shelf, touching and holding every play piece that interested him. When he started to slow down, I sat next to him and we got acquainted. By the time his mother came in, he was ready to receive input, so I dispensed with the alpha imaging. We went right into flashcards and right brain play. Kevin loved it. His accuracy was astounding. Sometimes he would answer questions to memory games from across the room while he was working with another game—he wasn’t even looking! When lesson time was over, he went out to play in the sunshine. Deborah stayed behind.*

*“Now, I’m not quite sure I understand what you were doing,” she began as she flipped over a page in her day-planner. “When you gave him those blocks, was he supposed to memorize the sequential order or just point them out to you at random? And what was the purpose of the set of trains? Were the flashcards shown too fast? I couldn’t really see the details when you flashed them that quickly. Could he?” “Oh-oh,” I thought. Here I was racing to catch up with Kevin’s fast mind—I was out of breath—and Deborah was confused from the whirl of right brain stimulation. She had observed the entire class quietly, while writing notes.*

*Taking a little time to answer her questions gave me a chance to see her learning style, which was predominantly left brain. In fact, it wasn’t difficult to see what the cause of Kevin’s trouble stemmed from. Kevin was a right-brain dominant, visual and kinesthetic learner. Deborah and her husband were primarily left-brain, auditory learners. So we had two different “languages” being spoken in the home. Kevin’s support system was weak, not through any lack of love, but through a lack of understanding. No one spoke his language. They were giving him logical reasons why he should be doing this or that, and he wasn’t responding or remembering their spoken instructions. Where were the pictures? Where was the modeled example of how to do it? Where was the music, the patience, the fun? Here was a tremendous opportunity for Deborah to learn a language she had long forgotten.*



Learning to speak your child’s language increases his self-esteem.



## Brain Dominance Profile

We all are unique. Every one of us. This profile is to show you how wonderful you are. You will see your strengths so that you may appreciate them. You will also see underdeveloped potentials waiting to be explored. We will show you how to boost your non-dominant side so that you can allow your genius to shine!

### ***SPECIAL NOTE ABOUT YOUNG CHILDREN:***

This profile is designed for adults and older children. *Dominance patterns can occur early, but usually shift from time to time as a part of a normal growth cycle unique to each child.* For information on children and brain dominance, please see "A Quick Child Profile."

**Let's Play!** So...which side are YOU on? Let's find out! Check the statements that best apply.

### Personality Questionnaire

1. When singing music,
  - a. I like to read it.
  - b. I memorize the melody, rhythm and words by heart.
2. When faced with a problem,
  - a. I think about it and outline a step-by-step solution.
  - b. I rely on my gut-feelings and charge ahead to solve it.
3. When I make an appointment,
  - a. I am there a little early, just in case.
  - b. I usually make it JUST in time, or am a little late.
4. When reading,
  - a. I like to savor the nuance of every sentence.
  - b. I scan the pages for something interesting.
5. When cooking,
  - a. I always use recipes.
  - b. I work with what I have on hand and creatively put it together.
6. When giving directions,
  - a. I tell the person specific street names and approximate mileage.
  - b. I describe the landmarks along the way.
7. What I most remember about a movie is
  - a. the plot.
  - b. the acting.
8. What I appreciate most in people is
  - a. common sense.
  - b. compassion.

## Body Characteristics



QUESTION 9: Draw an imaginary line down the center of your face to find your general dominance pattern.

9. When I look at my face in the mirror and draw an imaginary line down the middle, I can see that
  - a. my ear, eye and eyebrow on my left side are higher than my right.
  - b. my ear, eye and eyebrow on my right side are higher than my left.
  - c. my ears, eyes and eyebrows are not noticeably higher on either side of my face.
10. When I open a drawer, I use
  - a. my left hand.
  - b. my right hand.
11. When I put my pants on in the morning, I put
  - a. my left foot in first.
  - b. my right foot in first.
12. When I kick a ball, I use
  - a. my left foot.
  - b. my right foot.
13. When I talk to my friends, my voice
  - a. is pretty much monotone.
  - b. is animated with expression.
14. When I need to hear something better, I tilt my head so that
  - a. my right ear can hear it.
  - b. my left ear can hear it.
15. When I look into a telescope, I use
  - a. my right eye.
  - b. my left eye.
16. When I smell a bottle of vanilla, the odor is stronger in
  - a. my left nostril.
  - b. my right nostril.

## Mental Processing



QUESTION 17: Which way do you look when trying to remember something from the past?

17. When I am asked to recall something from long ago, I look
  - a. to the right.
  - b. to the left.
  - c. up, down or straight ahead.

**TIP:** Ask yourself a question you REALLY have to reach back for, such as "What was the name of my first grade teacher?" It is most effective to have someone else ask you a question, catching you off guard.

18. When agreeing with someone, I am most apt to say,
  - a. "I hear what you're saying."
  - b. "I see what you mean."
  - c. "I feel good about that."

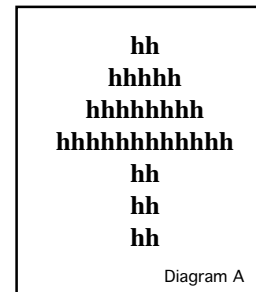
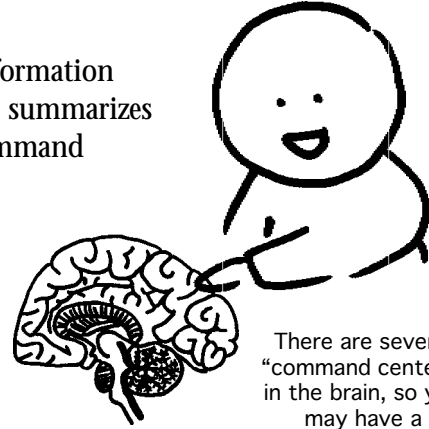


Diagram A

19. When I look at the image in Diagram A, I first see
  - a. a bunch of "h"s.
  - b. an arrow.
  - c. an arrow made of "h"s.
20. I learn best when:
  - a. I see an explanation.
  - b. I hear an explanation.
  - c. I do it.

## Putting it All Together

Let's take a look at your brain dominance profile. Here's some information you should know before you count up your answers! This profile summarizes the right- and left-brain dominance patterns within the main "command centers" of your brain. They are the areas in the brain which control movement, communication, sensorial perception, memory processing, emotional reactions and more.



There are several "command centers" in the brain, so you may have a combination of right-brain and left-brain preferences.

Each center is present in both sides of the brain. Ideally, each left and right command center works together—the left side governing the logical application of it and the right governing the holistic, intuitive aspect of it. Your brain can become accustomed to using one side more than the other. Yet which side you favor is not always consistent. For example, you can be right-brain dominant in movement, left-brain dominant in language, and right-brain dominant again in emotional reactions. Your unique combination is what makes you...well, you!

Your Brain Dominance Profile				
Questions	AREA	LEFT BRAIN	COMBINATION	RIGHT BRAIN
#1-8	Personality	0 to 3 "b" responses Good communicator, organized, competitive, mental, detail-oriented	4 to 5 "b" responses Balanced approach to problem solving, good people skills, flexible	6 to 8 "b" responses Highly intuitive, sensitive, creative, cooperative, emotional, holistic
9	Thought Expression	"b" response Trusts concrete facts; Very practical	"c" response Uses facts and intuition, abstract and concrete	"a" response Guided by intuition and feelings; Uses imagery
10-12	Motor Skills	2 to 3 "b" responses In physical movement often thinks before acts; Competitive, uses strategy		2 to 3 "a" responses In physical movement often acts before thinks; Depends upon instinct
13-16	Sensorial Expression	3 to 4 "a" responses Needs rules, structure, orderly environment	2 "b" responses Easily adapts to any surrounding	3 to 4 "b" responses Needs freedom, fantasy, color, movement
17-20	Learning Style	2 to 4 "a" responses Auditory learner—learns best when hearing information	2 to 4 "c" responses Kinesthetic learner—learns best when doing something	2 to 4 "b" responses Visual learner—learns best when seeing information

## How To Take A Child Profile

Here's a questionnaire you can use for children. Please note that we normally do not profile children under four years of age. Child Profiles are reserved for older students who have "bridged" over to left-brain conscious learning.

*Now, before we begin, let's agree that any evaluation, test or profile that labels a child should be looked upon as a temporary teaching tool--one that helps you reach the child where he may be right now and accelerate forward with his best qualities. We like to avoid labeling children. Labels—even if they are merely in the mind of the teacher or parent—can prevent change, transformation and the natural evolution of the child. Thought is a powerful tool. So, please take a quick profile and then EXPECT CHANGE!*



### A Quick Child Profile

1. When teaching my child to do something new, he:
  - a. follows my verbal instructions right away.
  - b. understands best when I sing or tell a story.
  - c. understands after we have practiced it together.
2. When I look at my child's face and draw an imaginary line down the middle, I can see that
  - a. his ear, eye and eyebrow on his right side are higher than her left.
  - b. his ear, eye and eyebrow on his left side are higher than her right.
  - c. his ears, eyes and eyebrows are not noticeably higher on either side of his face.
3. When I ask my child, "What did you have for breakfast yesterday?" he looks
  - a. to the right.
  - b. to the left.
  - c. up, down or straight ahead.
4. When my child opens a box, he uses
  - a. his right hand.
  - b. his left hand.
5. When my child kicks a ball, he uses
  - a. his right foot.
  - b. his left foot.
6. When I whisper to my child, he tilts his head so that
  - a. his right ear can hear it.
  - b. his left ear can hear it.
7. When my child looks into a telescope, he uses
  - a. his right eye.
  - b. his left eye.

### Here's What It Means...

Questions	AREA	LEFT BRAIN	COMBINATION	RIGHT BRAIN
1-3	Learning Style	2 to 3 "a" responses Auditory learner— learns best when hearing information	2 to 3 "c" responses Kinesthetic learner— learns best when doing something	2 to 3 "b" responses Visual learner— learns best when seeing information
4-5	Motor Skills	2 "a" responses In physical movement often thinks before acts; Competitive, uses strategy	1 "a" and 1 "b" response [no distinct dominance]	2 "b" responses In physical movement often acts before thinks; Depends upon instincts
6-7	Sensorial Expression	2 "a" responses Give rules, structure, orderly environment	1 "a" and 1 "b" response Adapts easily to any surrounding	2 "b" responses Give freedom, fantasy, color, movement, play

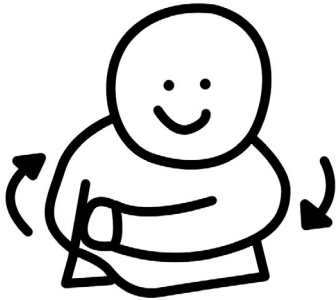
## Linking the Right and Left Hemispheres

We need to use both hemispheres of the brain in order to reach our full potential. If, after taking the Dominance Profile, you feel a little lopsided, take heart! Right brain education is designed to utilize and maximize the whole brain! Here's a few activities we use outside the classroom as "home play" to help strengthen the bond between the left and right hemispheres. Try a few!

### Teach the Whole Brain

One way to link the left and right brain is to include both in learning. The right brain learns through quick, fun input of facts. To link this information to the left brain, and your conscious "working memory"—the amount of memory that is at the tip of your tongue—you need to input the facts once again, this time through fun play.

**Hydrogen and Helium** *Mary wanted to learn the periodic table for her high school Chemistry class. We began by relaxing and then quickly flashing cards depicting the individual elements. Then, she copied the periodic table into her notebook and colored the sections with crayons. Once she was finished, we cut the pieces into a jigsaw puzzle and she put it together several times. The next week she came in beaming. "Look!" She said, showing us a 100% on her Chemistry exam paper!*



Moving arms and legs across the midline, to the other side of the body stimulates and connects the left and right hemispheres.

### Brain Gym

A new and quite effective means of promoting whole brain development is a method called "Brain Gym." Brain Gym involves moving your arms or legs across the midline, systematically alternating left to the right side and right to the left side. These "midline activities," as they are called, stimulate the connection between the two hemispheres of the brain. Have you ever played patty-cake? That is simple form of Brain Gym!

### Cup Stacking

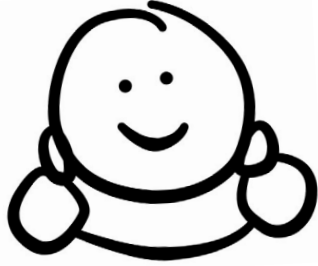
Linking and enhancing left and right brain function is important to us all, but leave it to the folks in the field of sports to find fast, effective ways of doing this. Ever in search of the perfect athlete, the NFL has recently sent their players to cup stacking tournaments. Cup stacking involves taking a stack of plastic cups and building a cup tower alternating the left hand, then the right hand. This simple—and low cost—activity has been shown to heighten intuition and creativity (right brain traits) in football players, giving them a much-needed edge.



Cup stacking links the left and right hemispheres.

### Crawling, Walking, Running and Skipping!

Yes! It is wonderful for many of us to know that just by moving your body forward in space, you are activating your brain. The best brain-building mode of transportation? Crawling—as it utilizes both arms and legs, particularly when the crawling is a cross-pattern crawl (right leg, left hand forward at the same time). To maximize brain building while walking, running, jogging or skipping, swing your arms!



Some dominance patterns can be balanced through gentle chiropractic adjustments.

## Structural Adjustments

Did you know that chiropractic adjustments may promote whole-brain development? From a homeschooling mother:

*“Our six-year-old son was reading and writing backwards. We adjusted his homeschooling curriculum to a more right brain approach, as this was typical right-brain dominant behavior. However, when we mentioned this to our family chiropractor, he said that dyslexia was often a result of structural imbalances—imbalances which affect the whole body, including the brain and the nervous system (eyes, ears, nose, mouth, touch—all outer perception). So, we took our son in for a treatment. The adjustments that this chiropractor performed were gentle, and he took time to explain everything he was doing*

*and why. He had seen many children who were left- or right-brain dominant learners as a result of childbirth (pressure on either the left or right frontal lobe), a fall, or early scoliosis. He said that regular childhood checkups and gentle adjustments can insure optimum whole-brain development, possibly eliminating ADD/ADHD, dyslexia, and other learning barriers. The results with my son were akin to a person getting glasses for the first time! The adjustments seemed to lessen his right brain dominance, allowing his hemispheres to work together. He is now experiencing a reading explosion, can verbally describe his feelings well and is enjoying learning, as a whole, much more thoroughly.”*

## Use Your Non-Dominant Side

Draw an imaginary line down the center of your body. This line is called the “midline.” Each side is connected to motor sensory areas in the opposite side of the brain. In other words, when you move your left hand, you activate your right brain. This means that people with left brain dominant profiles should use the left side of their body more. Try writing with your non-dominant hand, dribbling a soccer ball with your non-dominant foot, eat with your non-dominant hand. One student put her dominant hand in a sling for the day to remind herself not to use it!

## Try Something New!

When left-brain dominant individuals venture out to do something spontaneous, creative, and inspired, a wonderful thing happens. They blossom. The same marvelous blossoming occurs when a right brain dominant person takes the time to lay out a step-by-step plan to achieve their dreams. Now, why do you think that is? It is because they are activating brain cells, primarily located in the opposite side of the brain, not used to being called into action and this simple process stimulates a certain acceleration of the whole brain. It is precisely what keeps our minds in shape for lifelong learning and living.

**Let's Play!** Fully engage your WHOLE brain. Use the less-dominant side of your body every day. Hold your fork and spoon to eat, turn water faucets off and on, whisk eggs, hold the telephone—all with the less dominant hand. In addition to using your non-dominant side, choose one activity from the list below to activate your less dominant hemisphere. Do an activity once a day for a week. Take care! Once you begin activating your less developed side, you may never be the same...

**Left Brain Activities** Do a crossword puzzle. Play chess. Read. Solve a math problem. Start a day planner. Organize your desk. Give a speech. Balance your checkbook. Plan a trip. Design a structure. Write an essay.

**Right Brain Activities** *Play with Right Brain Education.* Paint. Sketch. Sculpt. Sing. Improvise with a musical instrument. Dance. Meditate. Swing on a swing. Play with children. Listen to music. Journal your thoughts. Cook from your heart. Listen to poetry.



## Right Brain Geniuses

*When you think of the great minds of history, the left brain characteristics of logic and linear reason come to mind. Take a closer look and you will see that true genius includes the more intuitive, creative right side of the brain!*

### Ludwig von Beethoven

Ludwig von Beethoven blessed humanity with countless musical compositions which challenged and transformed the musicians and instruments of his time. When asked where the ideas for his compositions came from, he said, "They come to me in the silence of the night or in the early morning, stirred into being by moods."

In his later years, when Beethoven lost his hearing, he depended upon his acute sensitivity to sound waves and frequency in order to continue composing. He cut the legs off his pianos and sat on the floor to create his musical orchestrations because it was there where he could feel the music best—vibrating through the wooden planks on the floor.



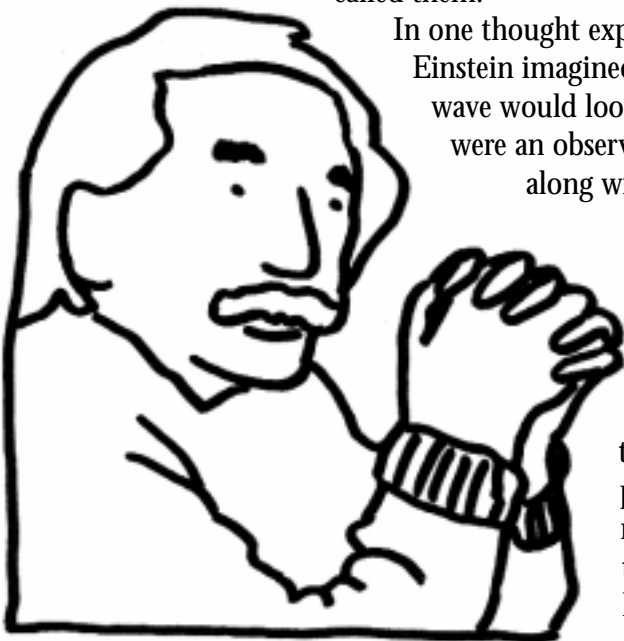
### Albert Einstein

Albert Einstein failed many of his classes at school. He preferred to think of scientific and mathematical concepts in creative ways not appreciated by his instructors. He enjoyed music and art and even played the violin! The artistic, imaginative Einstein decided to follow his passions and contribute to science in his own way. Most of his professional accomplishments and significant scientific insights Einstein gives credit to his imagination, or to "thought experiments," as he called them.

*"You can't solve a problem from the same level of thinking that created it."*

*"Imagination is more important than knowledge."*

*Albert Einstein*



In one thought experiment, Einstein imagined what a light wave would look like if he were an observer riding

along with it. In another, he imagined a man in a falling elevator and how that would "feel" and what would happen to his keys, and so forth. While daydreaming on a hill one summer day, he imagined riding sunbeams to the far extremities of the Universe, and upon finding himself returned, "illogically," to the surface of the sun, he realized that the Universe must indeed be curved, and that his previous "logical" training was incomplete. The numbers, equations and words he wrapped around this new image gave us the Theory of Relativity—a left and right cortex synthesis!

## Nicola Tesla

Nicola Tesla was known to go into a darkened room so that he could shut out external stimuli and create his inventions in the limitless laboratory of his mind. Some say that he discovered a way to harness electricity from the ionosphere this way—a discovery that fuel magnates like J.P. Morgan and others squelched for fear of losing power and wealth.



## Leonardo da Vinci



In his time, Leonardo da Vinci was arguably the most accomplished man in each of the following disciplines: art, sculpture, physiology, general science, architecture, mechanics, anatomy, physics, invention, meteorology, geology, engineering and aviation. He could also play, compose and sing spontaneous ballads when given any stringed instrument in the courts of Europe.

Rather than separating these different areas of his latent ability, he combined them. Leonardo's notebooks are filled with 3-dimensional drawings and images. Equally as interesting, the final plans for his great painting masterpieces often look

like architectural plans: straight lines, angles, curves and numbers incorporating mathematical, logical and precise measurements. Historians say—and da Vinci's own personal diaries concur—that he used visualization before every major project. He noted two types of visualization: “postimaging—the imaging of things that are past,” and “preimagining—the imaging of things that are to be.”

*“The idea or the faculty of imagination [serves] as both rudder and bridle to the senses, inasmuch as the thing imagined moves the senses.”*

*Leonardo da Vinci*

## Marie Curie

Physicist Marie Curie received the Nobel Prize in Physics and the Nobel Prize in Chemistry through her remarkable work. Sensitive and shy, Marie loved children, gardening, and was highly creative at home and in her research laboratory. Her creativity helped her devise new, inventive ways to complete her research.

Curie's most notable contribution occurred after reading a publication by French scientist Henri Becquerel in which he had found that uranium salts spontaneously emitted, without exposure to light, rays of an unknown nature. Marie's intuition was piqued. She found herself obsessed with wanting to know the source of the light-less radiation. She soon convinced her husband and research partner, Pierre, to begin testing for the radioactive element. Marie's faith in her instincts, along with gentle persistence and a hard work ethic, led the way to one of the greatest discoveries of modern science—the discovery of radium and radioactivity.

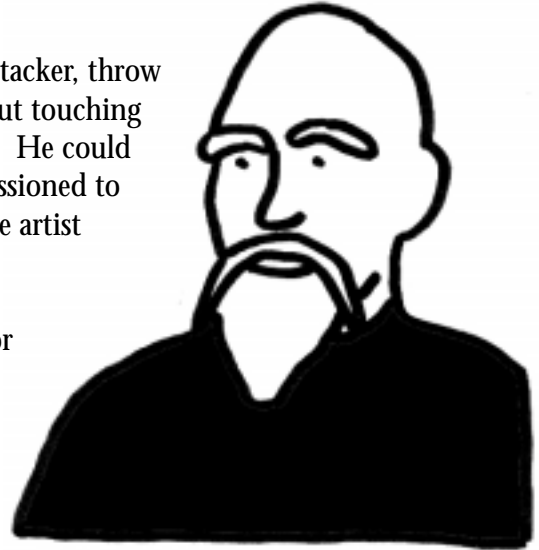


## Morihei Ueshiba

Founder of Aikido, Morihei Ueshiba created a new form of martial arts, combining spiritual philosophy of peace and harmony with expert defense techniques. Unusually small and weak as a child, Ueshiba was fiercely determined to build up his strength. He studied under Japan's most famous martial arts teachers and mastered Judo, Jujitsu, Sumo, Karate and Kendo. He became a formidable fighter. After a spiritual conversion, Ueshiba combined inner promptings toward peace and harmony and his knowledge of martial arts to create Aikido.

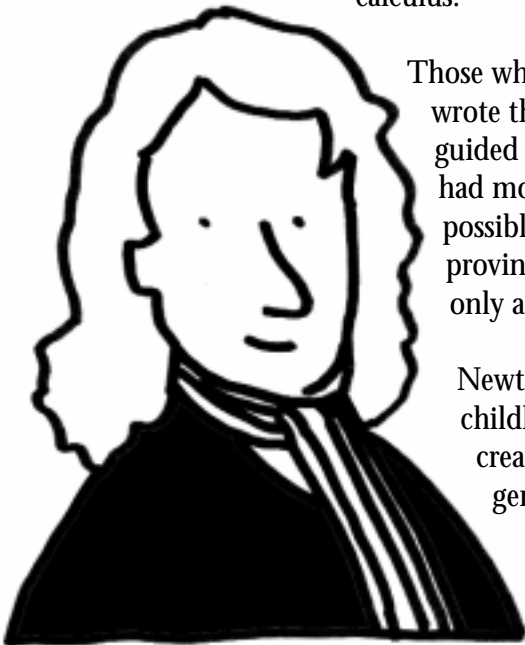
Using Aikido, Ueshiba could redirect energy to disarm any attacker, throw a dozen men simultaneously, and pin down opponents without touching them. Ueshiba had an uncanny ability to see all around him. He could even see his back, correcting a sculptor who had been commissioned to make his bust. Ueshiba pointed out two tiny muscles that the artist had overlooked!

His students were handpicked and even included the Emperor of Japan. Once, a startled American opponent asked him how he was able to anticipate his every move without fail. Ueshiba replied, "Just prior to your attacks, a beam of light flashed before my eyes, revealing the intended direction."



## Sir Isaac Newton

Sir Isaac Newton's contributions to the world of science changed the course of history. His most notable discoveries included the fundamental laws of motion, law of gravitational attraction, planetary motion, the nature of white light and the discovery of calculus.



Those who documented his life wrote that intuition actively guided his work. In fact, he had more ideas than he could possibly have any hope of proving. Mankind receive only a fraction of them.

Newton harnessed his childlike curiosity and creativity to bring his genius forth.

*"I do not know what I may appear to the world; but to myself I seem to have been only like a boy playing on the seashore and diverting himself and then finding a smoother pebble or a prettier shell than ordinary, while the great ocean of truth lay all undiscovered before me."*

*Sir Isaac Newton*

## George Washington Carver

Born a slave in Missouri, George Washington Carver overcame incredible odds to give the world benefit of many great agricultural discoveries to improve farming. Physically handicapped from childhood, Carver was deprived of schooling while growing up. His family and other African-American slaves had been set free and began to farm their own land. Carver had a passion for art and spent his days drawing. Throughout his childhood, Carver saw the daily struggles of farming. Carver was certain that there must be a way to improve conditions so that fellow crop-sharers could rise from poverty and make a profit from their efforts.



His determination and curiosity led him to Iowa State College where despite his lack of education, he excelled in art. However, he surprised his family by changing his major to botany and soon received his B.S. Upon graduation, Carver was invited to work in the college's botany research laboratory. Carver followed his childhood knowledge and instincts to direct his research. He went on to successfully scientifically document improved farming methods. He also discovered many beneficial by-products of crops, such as sweet potatoes and peanuts, to reduce waste and increase profit for farmers around the world.

## Wolfgang Amadeus Mozart

Wolfgang Amadeus Mozart was thought of, by those around him, as a crazed genius. In fact, he was actively switching back and forth from right to left brain modes of operation. While in right brain mode, he would create entire compositions in his mind. He would hear the music, bring in flutes, clarinets, trumpets, violins and other orchestral instruments at will—all with a completely different, yet fully harmonizing part to play in the overall drama of the composition.



His early training in musical notation was necessary in order to convert his right-brain creation into a language that others could read and play. To Mozart, this was boring. So when his compositions were finished in his head, Mozart would switch to left brain mode and have his wife read stories to keep him entertained during the tiresome, time-consuming, and sequential process of musical notation.

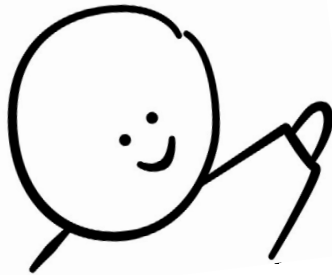
*"When I am completely by myself, and of good cheer, ideas flow best and most abundantly. Whence and how they come, I know not; nor can I force them."*

*Wolfgang Amadeus Mozart*

Part Three

How to Create  
a Right Brain  
Classroom

# The Key To Success



An ounce of preparation equals a ton of fun in learning!

“The readiness is all,” said William Shakespeare. We find this to be especially true in right brain education, where the games are spontaneous and the creativity reaches great heights. Preparation allows the student to dive into learning with every need met from the start.

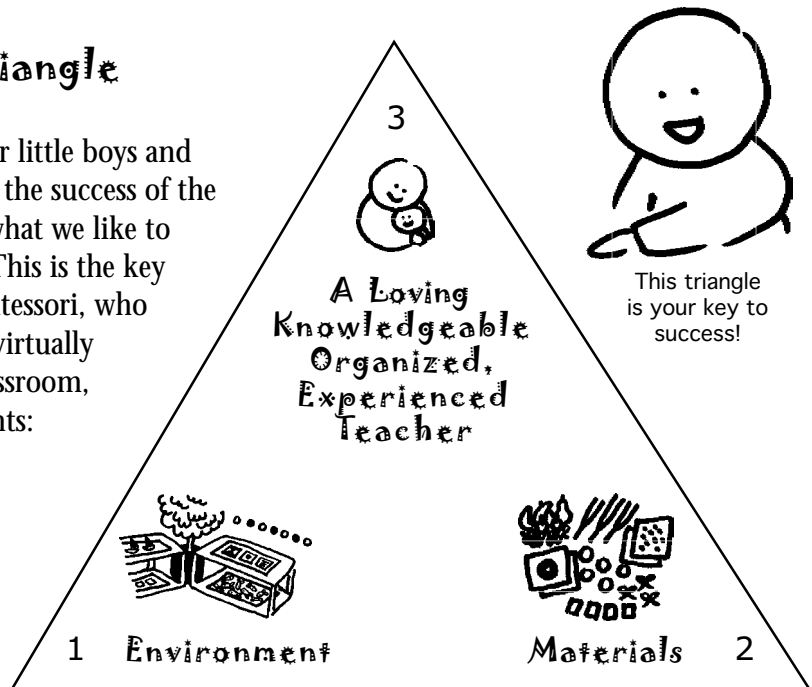
A good foundation is vital—whether you’re teaching yourself, a child, or a class full of children. A well-prepared environment will help children become self-directed and more intuitive. They will naturally gravitate toward the activities they need. You will simply be there to guide and support their natural development.

**Smiling John** *Cute little 16-month-old John comes into our classes with a big smile! He toddles from lesson to lesson, and FULLY experiences each carefully placed set of play pieces—colored sailboats, blocks, cards, fruit, teddy bears, cups and balls—on the lesson shelves. He holds them (tactile input), touches them to his mouth or cheeks (oral input), drops or throws them (weight, physics), gives them to his mother to name for him (auditory input) and toddles on to the next form of stimulation. He can actually go through the entire classroom in a matter of minutes—and it is just as fulfilling and effective for him as another who may choose to spend the entire time on just a few lessons.*

## The Happy Learning Triangle

Getting ready for John and all the other little boys and girls is a great joy—and CRITICAL to the success of the class. To prepare ourselves, we create what we like to call “The Happy Learning Triangle.” This is the key to success. Inspired by Dr. Maria Montessori, who believed that children could excel and virtually teach themselves in a well-prepared classroom, this triangle consists of three main points:

1. A well-Prepared, Comfortable Environment
2. Fun, Safe, Attractive Materials
3. A Knowledgeable, Positive, Organized, Experienced You!



The Happy Learning Triangle

# 6 Steps To Building A Happy Learning Triangle

To create an optimum environment using The Happy Learning Triangle, we build from the bottom up. Once a foundation of environment and materials is prepared, we then focus on the teacher—you!

## 1. Create Your Environment

THE GOAL: To provide a safe, comfortable, loving environment where you and your students can leave the cares of the world behind and quickly ease into a relaxed alpha wave state. To provide a rich stimulating surrounding that can teach as well as nurture.

## 2. Gather Materials

THE GOAL: To offer fun educational materials that continually excite learning.

## 3. Use Positive Language

THE GOAL: To relearn the positive language of the right brain, which is also the language of the heart. To combine positive speech with positive thought images in helping children achieve their highest potential.

## 4. Gain Knowledge

THE GOAL: To input as much information as possible so that the right brain can create a subconscious library of facts, tips and methods and then access it when the time is right.

## 5. Get Organized

THE GOAL: To provide left-brain structure for the placement of materials in the environment and ideal sequence of activities. To chart your progress and those of your children so that you may be sensitive to subtle changes.

## 6. Practice, Practice, Practice!

THE GOAL: To use what you've learned right away—strengthening the memory while heightening the senses.



**Let's Play!** Using colored pencils and fun, whimsical imagery, draw a Happy Learning Triangle in the space below. Now here's the catch: there should ONLY be pictures, no words!



## Step 1: Create Your Environment

Fashioning a learning environment that supports the right-brain is paramount to your success. Here's why...

**Sue's Story** *One day we invited Sue, a teacher at a local preschool, to observe an afternoon of classes. She had taken a right brain course the year before but was having trouble integrating it into her classroom. Before the first student arrived, Sue toured the classroom. We pointed out the furniture arrangement, learning posters, visualization and relaxation props, and the materials on the shelves. Then we adjusted the lighting, temperature and music. Sue sat in an out-of-the-way area to observe without distracting the students. Then, the lessons began.*

*First came 3-year-old Natalie, who clung to her mother for a bit while receiving flashcards. Once the initial shyness was over, the quiet little girl went to the lesson shelves and demurely selected several games that she wanted to play. When lesson time ended, she left very reluctantly. Then, 7-year-old Jason entered the room with a stuffed animal tucked under his arm. Jason has a very fast mind and went from the relaxation techniques to mental imaging activities to after-imaging to memory games with great accuracy, at a quick pace.*

*After Jason left, Sue and I had a chance to talk. She noted how quickly both of the children had settled into a relaxed state. She was also impressed by the number of activities we covered in a short amount of time. "A good right brain program depends upon the environment just as much as the teacher," I explained. "Actually, I feel like I hardly have to do a thing."*

*Then, I offered Sue a lesson of her own. She sat down on the carpet and it wasn't long before she was fully relaxed. The professional woman who had walked into my classroom that morning was gone. In her place was a childlike girl who wanted to know what the lesson with the three pink balls was for, what the rainbow buttons were on the wall and if she could hold the teddy bear while going on a mental imaging trip!*

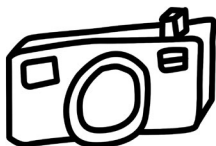
*Inspired, Sue went back to her own classroom to integrate what she had learned. But, she had trouble again. When she called for help, we discovered that while her everyday classroom environment was well-prepared, she didn't have a corner set aside especially for right-brain activities. So we went over the basic steps to preparing a successful environment. Two days later, she called back with great excitement. She had an amazing little program going! She selected a corner of the room, sectioned it off with a velvet curtain, arranged colorful activities on low shelves and put pillows and teddy bears on the floor. After doing that, the children were pleading for their turn in the right brain corner!*



Sue used the building blocks on the following pages to create a great learning environment. You can, too!



THE GOAL: To provide a safe, comfortable, loving environment where you and your students can leave the cares of the world behind and quickly ease into a relaxed alpha wave state. To provide a rich stimulating surrounding that can teach as well as nurture.



**Let's Play!** Create your own right brain environment! Take a picture of the area before you begin. Then, check each box on the following pages, as you build your classroom. When you are finished, take a picture of your first right brain classroom! Send us the "before" and "after" pictures!



Time to get your classroom ready!

## How To Set Up A Classroom

Now, the REAL play begins! Creating your own private classroom is a unique experience. By establishing a place of comfort for learning, you become intimately acquainted with your needs. You become aware of what nurtures and stimulates you, which ultimately helps you become sensitive to the needs of others. Here are the basic areas that will need your attention: Space, Furniture, Climate, Walls, Color, Lighting, Fresh Air, Music, Plants, Scent, Lesson Trays, Water, and Temperature.

### Space

Select a room, or a section of a room, that is a safe distance away from distractions. This will be your learning space, so be sure that it is adequately lit, has an electrical outlet nearby for your tape or CD player, and wall and floor coverings that are visually pleasing.

### Furniture

Little or no furniture is needed for right brain spontaneous play. In our classroom, teacher, parent and child sit Japanese-style on the floor where everyone meets eye-to-eye. We prefer the floor where free movement is possible, and encouraged for brain development!

**FOR CHILDREN** Lessons are placed on low shelves. The top shelf is no higher than 2 feet. Each shelf highlights a specific aspect of right-brain play—Eye Exercises, After-Imaging, and so on. (We'll go into more detail in the next section on Gathering Materials.) Large floor pillows are wonderful for parents and teachers.

**FOR ADULTS** You can set up your learning “nest” on the floor, as we suggest for children, or at a table or desk. You can work directly out of your right brain “suitcase” that is included with this course.

**FOR SCHOOLS** If you have a whole room for right-brain play, here's how to fill it:

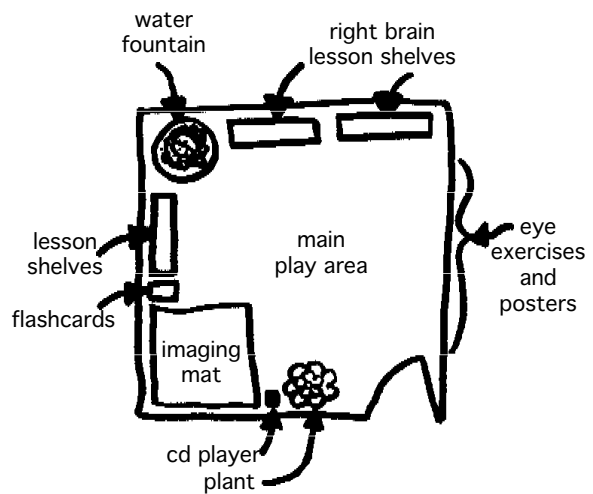
1. plenty of low lesson shelves
2. a quiet imaging corner
3. flashcard area
4. eye exercises posted on the wall
5. audiovisual area (for music cds)
6. clear middle area for movement/play

### CHILD-PROOFING TIPS

Be extra cautious about potential safety hazards:

- cover all outlets
- secure cords from electrical appliances and window blinds
- pad sharp edges and corners
- keep small objects out of reach of children under 3

*To find out more about creating a safe environment, contact your pediatrician for flyers that include convenient checklists.*



A Sample Classroom

## Climate

Let's look at the very first step in creating an environment—setting the tone of the classroom. Is it going to be calming or upbeat and lively? Adults and children have different needs. So, when creating an environment for each, you need to cater to the types of activities that will take place.

"Children can learn almost anything if they are dancing, tasting, touching, hearing, seeing and feeling information."  
-Jean Houston

Here's a rule of thumb...

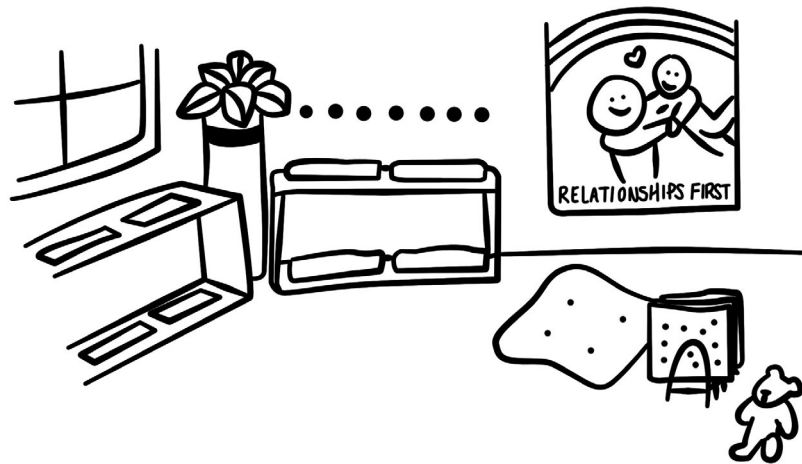
### Child • Stimulating

A child's environment should be stimulating and lively. When done properly, you can stand back and let the environment be the teacher.

We call this a "YES" environment. A "YES" environment is a learning space where a child is happily stimulated and free to explore to his/her heart's content. It is...

- 1 SAFE!
- 2 Educational
- 3 Thrilling to the senses—

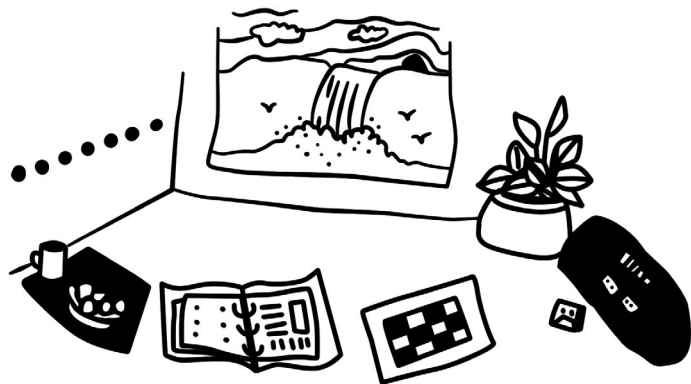
*(A "no" environment is one where hazards are present and the adult is continually saying, "No, don't do this, don't touch that, don't climb that, etc.")*



### Adult • Calming

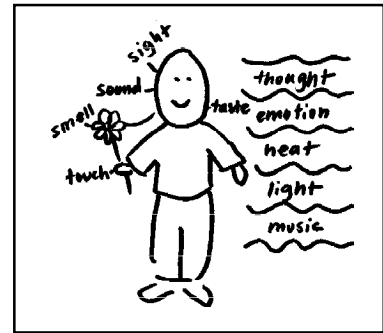
An adult's environment should actively assist the deep alpha relaxation process. This is because about 40% of class time is used to help the adult "reconnect" to the right brain. The environment should help melt away the day's tension. It should reflect the highest vision of beauty and comfort.

To create such an oasis, fill the room with key elements that help you unwind: incense, candles, plants, flowers, a water fountain, essential oils.



## Walls

Every part of a classroom can teach—even walls, when they include colorful educational and inspirational posters. Posters send subconscious messages through peripheral vision intake. That's right. You do not have to look directly at the poster in order to receive its effects. The Chinese have used this type of suggestive influence for centuries. In Feng Shui, the Chinese art of placement, calligraphy symbolizing words such as “Good Fortune,” “Love” or “Wisdom” are thought to energize the environment with these qualities! So, to energize your right brain environment, put up your colored 5 Goals of Right Brain Education poster!



Posters deliver positive messages to the subconscious.

In addition to inspirational posters, you can put up practical educational aides—black-and-white visual stimulation cards, eye charts and flashcards.

## Color

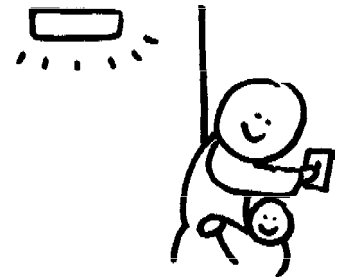
You can use color to help set the tone. Like music, color can either be stimulating or relaxing. Color can be used in the background as wall coverings, curtains, carpets and floor pillows. You can also apply the scientific use of color when setting a specific tone. In general, the “warm” colors (red, orange and yellow) are stimulating and the “cool” colors (green, blue, indigo and violet) are relaxing.



Colors can calm you down or awaken your senses!

In *Journey into Color*, Dr. Bernard Jensen outlines the psychosomatic influence of each color. They are

- Red**—vitality • will power • tenacity
- Orange**—courage • humor • energy
- Yellow**—wisdom • awareness • idealism
- Green**—harmony • balance • productiveness
- Blue**—peace • loyalty • intelligence
- Violet**—love • understanding • inspiration
- Indigo**—intuition • inner growth • integration



Good lighting stimulates optic nerves.

## Lighting

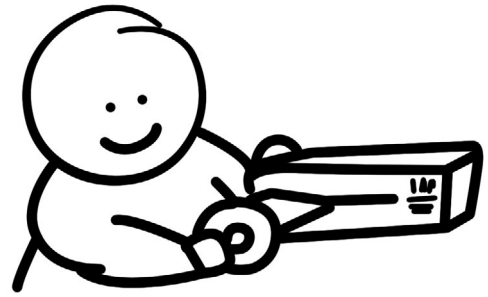
Good lighting is essential for many of the eye stimulation activities. However, some students prefer to have the lights dimmed while doing Alpha relaxation, visualization and mental imaging activities. An ideal way to achieve each lighting condition quickly is to install a dimmer switch for your lighting system.

## Fresh Air

It is good to air out a stuffy room before using it for learning. Oxygen is important for brain function, and when it is depleted, memory response becomes slow and laborious. So, open up some windows and refresh the room—even if its just for a quick moment in the middle of winter!

## Relaxing Music

We are very careful with regard to what we play in the classroom. Music affects the nervous system, which, in turn, affects every organ system in the body. When selecting music to support right brain function, we pay close attention to rhythm, instrument and lyrics.



### The Heart Beat Test

To determine music that is best for you, take the Heart Beat Test.

1. Relax and breathe deeply until you feel very calm.
2. Now, take your pulse.
3. Once you've recorded your pulse, play a musical selection for one minute.
4. Take your pulse again. If your heart beat remained calm and steady, great!

If your heart rate increased, the selection is too fast for your optimal relaxation.

**Rhythm** Choose pieces that beat with the heart, when relaxed. Experts estimate it to be approximately 60 beats per minute, or “largo.” Many classical music pieces are ideal for this purpose, as are Gregorian chants and some New Age music.

**Instruments** Choose natural-sounding instruments over electronic-sounding computer synthesized reproductions. We have noticed that this makes a great difference in enabling students to ease into the relaxation process.

**Lyrics** When relaxed, the words we hear go directly into the right brain. It programs—or reprograms—how you think and react. Naturally, it is best to avoid songs which are sorrowful, bitter or otherwise upsetting. Rather, we see this as an opportunity to input the music which reflects high spiritual values and inspiration.

## Plants

Plants provide life and healthy air to any room. The use of plants in the classroom bring nature indoors. They have a noticeable calming effect. Even artificial plants can evoke the same soothing response. When choosing plants for a child's room, check with your florist regarding nontoxic house plants. Some varieties are extremely toxic if chewed and swallowed. To be safe, all plants should be placed high and out of reach of small children.



When choosing plants for the classroom, check to make sure that they are a nontoxic, edible variety.

## Scent

We use essential oils in the classroom to help accelerate learning. The memory of scent is extremely strong and can be used to assist memorization of schoolwork. We use high quality essential oils because of their pure frequencies. Each plant oil resonates and seems to awaken the right brain entirely on its own.

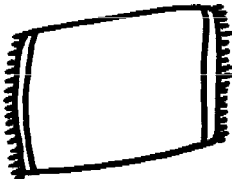


Choose therapeutic grade A, organic oils for best results!

You can diffuse essential oils into the air, or simply wave the bottle under the nose from time to time. There are specific oils which effectively help to balance and center hyperactive children and adults (roman chamomile), awaken the senses (helichrysum), stimulate thinking (peppermint), heighten intuition and creativity (ylang ylang).

## Lesson Trays

FOR SCHOOLS: Use lesson trays for each right brain lesson. This helps the students carry the lessons from the shelves without dropping any small pieces. For a learning environment where there is only one or two people, lesson trays may not be necessary. But in an



Inspired by Italian educator Dr. Maria Montessori, lesson mats help promote order and beauty.

active homeschooling environment or classroom, the trays help keep the environment nice and neat!



low shelves with placemats featuring colorful lessons

You can bring more color into the classroom by lining the trays with colored felt squares or placemats. You can also use carpet squares or roll-out mats for floor lessons.

## Temperature

Check the temperature of the room to make certain that it is not too cold or too hot. Ask others if they are comfortable before you begin. Extremes in temperature can distract the mind from right brain play.



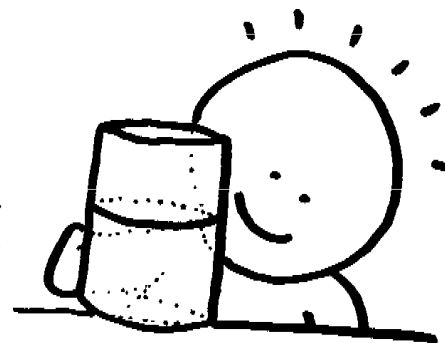
On cool autumn or frosty winter days, a soft, warm, fuzzy blanket helps children and adults focus on the lessons.

## Fresh Water

Create a little area where a pitcher of water is available with cups. Drinking a glass of water is a quick way to boost mental processing. Brain specialists recommend 8-15 glasses per day. We encourage students to drink *before* they are thirsty because thirst is a response of the body when it has already become dehydrated.

When a child is having trouble during Memory Play, a sip of water will help improve her performance. It is also very effective when a child is having difficulty settling down into a right brain state. One little cup of H<sub>2</sub>O and they're on their way!

By the way, make certain that you are serving pure water only. Fruit juices and teas are not substitutes! Pure water goes right to the cells and the brain. If you add anything, it goes through the digestive process before benefitting the body. Also, soft drinks and other caffeine drinks act as diuretics and make your body work even harder to make up for water lost through the use of these products.



Students who are bored, listless, drowsy and who lack concentration may, in fact, be dehydrated. Water... the miracle cure!

## Step 2: Gather Materials

### The Main Attraction...TOYS!

Watch any child enter a right brain classroom and see where their eyes go... straight to the toys on the lesson shelves. Colorful, playful, and even wild and zany materials make right brain learning fun! We have

accumulated many cute right brain play pieces over the years. Our repertoire includes a distinguished amount of high use tools—"ahem"—such as bunnies, dump trucks, blocks, airplanes, dolls, miniature lobsters, boats, plastic fruit, zoo animals and more!



Bring your favorite stuffed animal!

We invite our students to bring their favorite stuffed animal to help them relax and settle into right brain learning. You can do the same!

### When Collecting Toys

This course is complete with all the goodies you need to get started. However, once you feel confident with the games, you may wish to add more playthings to keep you and your children interested.

When choosing objects, make sure that they are:

#### 1. Safe, Age-appropriate

When working with young children, use:

- non-breakable objects with smooth surfaces, edges and corners
- toys colored with nontoxic dyes
- toys that are washable so that they can be disinfected after being put into the mouth
- a choke-tester (available at infant supply stores) when selecting play pieces for children ages three and under.

#### 2. Fun, fun, fun!

Start by choosing objects that excite you, then try them out on your children. Use their reactions as a guide when selecting future items.

#### 3. Attractive

Choose materials that have rich colors and textures.



THE GOAL: To offer fun educational materials that continually excite learning.



Choose objects that excite you, then see how your children respond to them.



## Preparing the Lesson Shelves

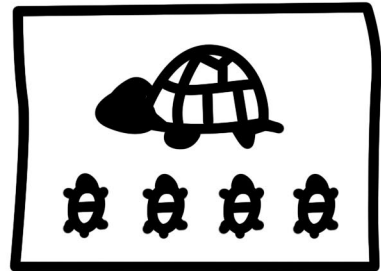
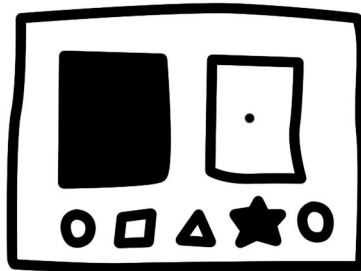
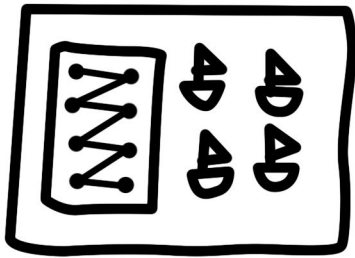
When working with children, organize the materials on lesson shelves. Create a shelf for each of the following areas (you may wish to label each shelf):

1. Eye Exercises
2. After-Imaging
3. Mental Imaging
4. Memory Play

*(There are other aspects of the program, such as frequency training, that can be added later.)*

### How To Arrange A Lesson Shelf

1. Place a couple of small lesson trays or placemats on it.
2. Arrange the materials creatively on each tray, so that it is inviting.
3. When a lesson seems too plain—like a simple set of colored blocks—add a small stuffed animal or puppet to the tray. You can use that toy to animate the instructions, temporarily taking your place as teacher.
4. For ease of carrying the lessons to the main learning area, activities with a lot of little pieces should be placed on trays. Lessons with few pieces—such as the eye exercise cards—can be set on placemats.

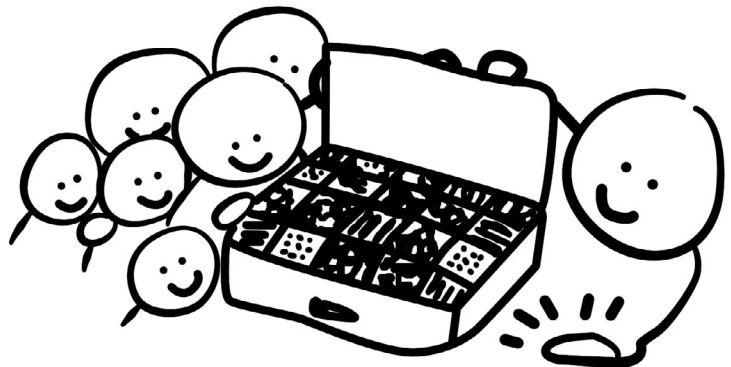


## Rotate and Renew!

Change the materials every week so that each time a child comes in, new, inviting lessons are waiting for them, beckoning: “Come play with me! Come play with me!” Should you do this to benefit the children alone? No. You need change, fun and excitement, too! Enthusiasm is contagious and children will be more apt to feel interested in a lesson when you are.

To replenish your stock, be creative. Use available household items and keep your eyes open when you go out. Here are some suggestions for locating items for your collection:

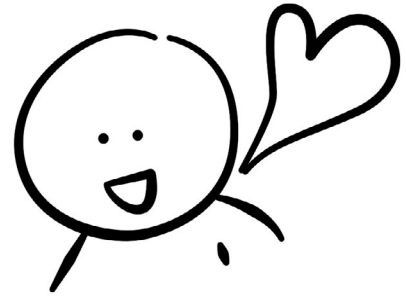
- toy stores
- office supply stores
- yard sales
- discount stores
- arts and crafts stores
- fabric stores
- your child’s toy boxes
- hobby shops



Store materials in your right brain “suit case.” It can double as a classroom in a box—allowing you to practice right brain education any time, anywhere!

### Step 3: Use Positive Language

Yes, the right brain really does communicate in a language all its own. This language is called "positive language" and, as you will soon discover, it encompasses more than just words.



Knowing how to "speak" to the right brain is important, particularly when communicating with children who actively work with the fantastically imaginative right side of the brain. When you speak a child's language, you can actually begin to see through his eyes. When a child is fully understood, he soars to great heights.

THE GOAL: To re-learn the positive language of the right brain, which is also the language of the heart. To combine positive speech with positive thought images in helping children achieve their highest potential.

There are ten steps to mastering positive language. As you practice each one—with yourself, your children and those around you—notice how much lighter and happier you feel. For this reason, we organize the steps into a countdown, the end result being a wondrous liftoff into limitless creativity and potential!

#### Ten Steps to Love...The Count Down!

##### 10. Use Pictures

The right brain, also known as the "imaging brain," works with picture images. You can go about this both figuratively and literally. In the literal sense, grab a sketch pad and draw pictures to convey your meaning as you're speaking. In the figurative sense, you can have fun thinking about mental images that best match what you are trying to say. "Let's be as quiet as mice." "Use your patience muscles."

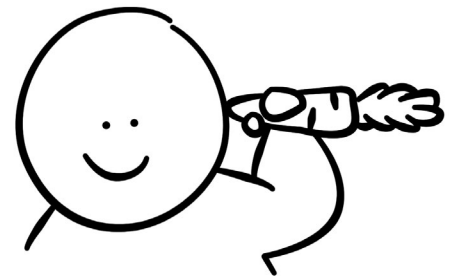


"Let's give the TV a rest this week."

##### 9. Be Positive

Authors Anne Johnson and Vic Goodman, co-authors of *The Essence of Parenting*, explain:

"The human mind is not equipped to make pictures of the negative of something. So if you say to your children, 'Don't walk in the street,' their minds will make a picture of walking in the street and their behavior will likely follow suit. However if you say, 'Walking on the sidewalk is safer,' a picture of the same will be generated and you'll be more likely to see the desired behavior. 'Playing nicely is more fun'; 'Closing the door quietly is a good idea'—it really works."



If you say, "Don't stick that carrot in your ear!" the right brain hears STICK THAT CARROT IN YOUR EAR!

8.

### Sing!

The right brain responds to music. Songs and jingles are used in preschools around the world to help children remember and follow rules. Teachers sing, "Let's walk in line together, because it's fun to do..." and children cheerily obey without any pressure. Learning is particularly easy when new facts and figures are set to music.

"3 x 3 = 9, la-la-la..."

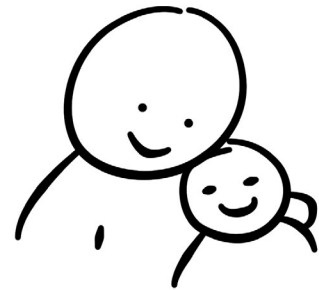


7.

### Add An Element Of Fantasy

Imagination is the engine to right brain play. It is also a key teaching tool when teaching right-brain oriented children. For example, most older students can access the left brain and sit still at a desk to systematically complete a full page of math problems. However, a right-brain student would need another approach; one like the following...

*"Hi, Johnny!" The teacher smiles as she pulls two miniature soccer player puppets out of a bag. The one in a blue uniform says "I'm Bert!" The one in red exclaims, "I'm Bill!" They each have a colored crayon. Bill circles half the problems in red and Bert circles the other half in blue. Bert continues, "Every time you put an answer in a blue circle, I get a point!" "And I get all the red," says Bill. Both puppets cheer, jumping up and down. Johnny giggles and begins to play!*



When you add an element of fantasy to work, the minutes go by joyfully.

6.

### Be Funny

Researchers have found that the frontal lobe in the right brain plays a key role in understanding and appreciating humor. When teaching young children, silly stories and childlike jokes lighten the atmosphere. Information given on the heels of laughter goes directly to long term memory.

*Civics teacher: "Who's the Speaker of the House?"*

*Brian: "Mother."*

*Professor Einstein, who knew his algebra formulas, once gave what he thought was the best formula for success in life. "If a is success in life, I should say the formula is:  $a = x + y + z$ ,  $x$  being work and  $y$  being play."*

*"And what is  $z$ ?" asked the newspaper reporter who was interviewing him.*

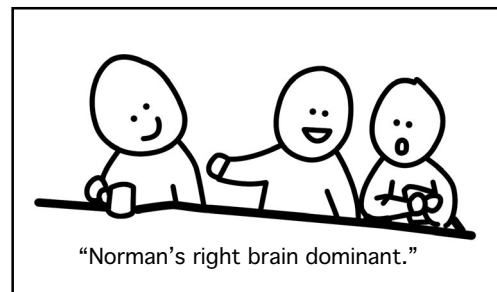
*"That," said Professor Einstein, "is keeping your mouth shut."*

*Little Jenny: "Why is Daddy singing?"*

*Mother: "He's trying to help baby sleep."*

*Little Jenny, thoughtfully: "Well, if I were the baby, I'd pretend I was asleep."*

Well... did you giggle even a little?



"Norman's right brain dominant."

5.

## Put Relationships Over Results

Barbara, a mother of two elementary-age children, gave them flashcards since their earliest moments of life.

*“When my oldest child, Tim, was born, I got together with a friend who had a baby the same age as mine. We read all there was to read on teaching infants to do math, be physically superb, read, and have encyclopedic knowledge. We made flashcards together. We had a regular routine of math cards, phonograms, foreign languages, etc.*

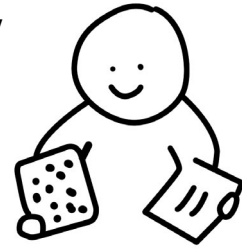
*Her little boy began to read by age three. Meanwhile, my little boy was more interested in cars and trucks. I soon became frustrated. I thought, why isn't this program working with him? My friend's son was the perfect example of what I believed in my heart was possible. I really became depressed.*

*Then, my husband woke me up. “Barb,” he said, “what is it that you want Timmy to learn, exactly?” I stopped right there. I realized that I wanted Timmy to love learning. And I also wanted to have fun with him!*

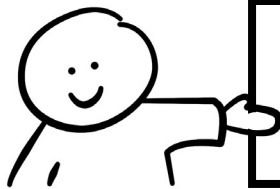
*Once I realized that these were my true goals, I relaxed. I kept on making flashcards and playing learning games with Tim, but I focused on playing together as the main goal. Then, one magical day when he was five, it happened. All of a sudden, he started to read effortlessly. He jumped from sounds to words to sentences almost instantly... in just a few months Tim was able to read out of our family Bible! It was just incredible. [Editor's note: this is probably the time when Timmy experienced the “bridging effect.” For more information, see page 18.]*

*I taught my daughter in exactly the same way as I taught my son. She is now an eager learner, too. They're both tremendously successful at school.*

*If there is anything I would like to pass on to other parents, it is this: Love your child, love your child, love your child! When he feels loved, he will be so hungry to learn that nothing can stop him. And don't hold any expectations over him. Love him unconditionally, just as he is—where he is. If you do this, all else will fall in place naturally.”*



Which is more important to you—getting the right answer or sharing a good experience?



Put it on your wall!

I have a big sign on my wall that says **RELATIONSHIPS FIRST**. This is to remind me to stay on the ball. One day, a mother innocently commented on how my classes were worth every penny and that she expected her child to accelerate in leaps and bounds. All of a sudden, I began to think about how much I was getting paid and how much the child should be doing as a result of the time spent with me. But, I'll tell you—when I started to think that way, things soon began to go downhill. I began to push for results. I redirected the student to activities that fit my agenda. It was awful until I made a mental U-turn and let the child take over. I am so grateful for that experience. It taught me that when you nurture the child and have fun, they intuitively go to the lessons that are right for them, the enjoyment level goes up, the results are tremendous, and they leave refreshed and renewed.

4.

## Communicate Love

Children of all ages thrive on acceptance, praise and unconditional love. Use your child's learning style to help you understand how to best communicate your love! (For best results, use all three modalities.)

"We learn to love by being loved unconditionally."  
-Richard and Linda Eyre

- **Auditory learners**—tell your child you love him and find ample ways to praise him!
- **Visual learners**—show your child you love him through smiles and eye contact.
- **Kinesthetic learners**—touch and hug them; massage their backs, shoulders, hands or feet.

IMPORTANT: Remember to apologize when you are wrong! This clears the air between you and your child, making ongoing loving communication possible. It also helps a child become tolerant and forgiving of others.



THE 8-SECOND HUG

Hold your child and hug him for 8 seconds, telling him how much you love him. If this is a new experience for you, silently count to 8—you will soon feel a closeness that will become a healthy habit!

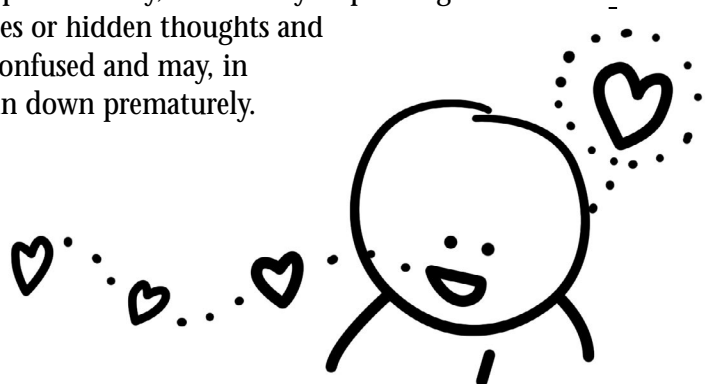
3

## Match Words With Thoughts

One evening, I was looking forward to putting my children to bed so that I could have the last piece of cake I had so cleverly hidden in the refrigerator. My son, then 4 years old, asked me, "Mommy, is there any cake left?" "No," I answered untruthfully. He looked at me with a great deal of confusion. I had been thinking about the cake and he had sensed it. I apologized and told him that there indeed WAS one piece of cake left. I took it out and we shared it.

The right brain understands frequencies. So, when you tell a child one thing and think or believe another, you are sending him two different frequencies and it mixes him up. When you match your words with your thoughts and feelings, you give a child a clear signal. This type of honest early imprinting helps the child begin to trust his own intuitive reception. Sadly, if this early imprinting is continually colored by lies or hidden thoughts and feelings, a child becomes confused and may, in essence, shut the right brain down prematurely.

A child raised in an environment of honesty and love will have clear discernment. These will be the leaders of tomorrow.

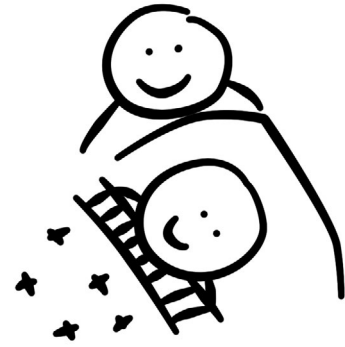


May our sweet words be a reflection of kind thoughts and loving emotions.

2.

## Nurture The Right Brain During Optimum Times Of Day

As you may know, the subconscious is easily swayed by subtle images—hence the power of subliminal advertising! We can utilize the sensitivity of the right brain through imparting messages of love and encouragement at the times of the day when the right brain is easily accessed. The times we are so deeply relaxed that information goes directly into the right brain are: early morning, nap time, before bed, and during sleep.



“You are perfect just as you are!”

Spend time with your children during these times of the day to help them unwind. This can be a very tender, healing experience. When sharing with your children, you may soon notice that they will begin to “download” uncomfortable images stored in right brain memory. Let them talk about and process these images. Take the opportunity to replace them with loving thoughts. Tell your children how much you care about them, tell them how special they are and how you love them just for who they are. You can input any other positive message designed to improve the well-being of your child’s life, such as “You are learning quickly, without effort.”

1.

## Hold The Highest Image

Have you ever heard the saying, “You can only go as high as the highest step on your ladder.”...? This is so true. The only limits our children know are the limits we make known to them. Your child is a genius.

*Do you believe it?*

He can do anything he sets his heart on.

*Do you believe it?*

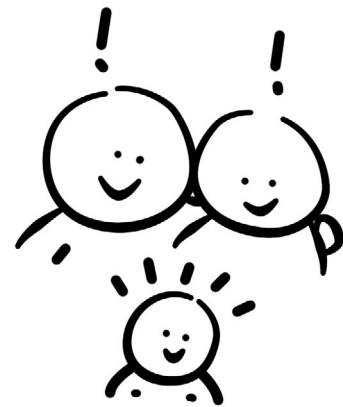
He is taking in every bit of information in his environment and neatly filing it in his subconscious. So, if you flipped the pages of an encyclopedia before his eyes, he will retain each piece of information for later use.

*Do you believe it?*

You are a genius and are capable of photographic memory, speed reading, computerlike math calculation ability, perfect pitch, multiple language acquisition, intuition, creativity and the ability to invent things for the future!

*Do you believe it?* If so, great! If not, then start believing it today!!!

This is vital for your success in this program, because once you hold this image for yourself and your children, you will begin to achieve it. **Create the image, then all else will follow.**



“Our child is a genius, capable of achieving anything he desires.”



LIFT OFF!

## The Count-Down Review



**Let's Play!** Let's review the valuable right-brain language guidelines outlined in the countdown. After a taking one of our right brain instructor courses, a parent commented, "If the only thing I learned from this course was how to effectively communicate with my son, the time money and effort were all well worth it."

Find the bold words in the find-a-word puzzle below.

10. Use **pictures**.
9. Be **positive**.
8. **Sing!**
7. Add an element of **fantasy**.
6. Be **funny**.
5. Put **relationships** first.
4. Communicate **love**.
3. Match words with **thoughts**.
2. **Nurture** the right brain during optimum times of the day.
1. Hold the highest **image**.

...*Blast off!*

### A Positive Language Find-A-Word

s	p	e	i	c	t	u	y
p	o	v	s	s	i	t	s
i	f	i	s	i	g	t	a
h	u	t	e	n	h	y	t
s	n	i	r	g	r	e	n
n	l	s	u	l	a	o	a
o	v	o	t	e	n	m	f
i	h	p	c	u	r	t	i
t	m	a	i	f	y	a	f
a	g	e	p	n	o	v	a
l	o	v	n	l	e	h	n
e	r	u	t	r	u	n	t
r	f	u	n	l	o	v	e

**Go Deeper!** Were these concepts new to you? Let us know! Mark the above items:

- Put a circle around the concepts that were new to you.
- Put a square around those you already knew.
- Put a heart by those you actively practice.

**Practice!** Begin to incorporate positive language skills into your life now. Psychologists say that it takes at least 11 days to make or break a habit, so we have created a checklist for you to use for the next two weeks. At the end of each day, check off the positive language techniques you used.

If you do not have children to practice with, you can use these techniques other ways. For example, when cleaning the kitchen, make it a right brain activity by adding an element of fantasy. You can pretend you're a maid cleaning someone else's sinks. Communicate with office mates by using pictures to convey your meaning. Put positive messages on tape and play them as you go to sleep. When you try to remember a telephone number, make up a song with the number as the lyrics. Begin today!

<b>The Positive Language Checklist</b>														
Right Brain Communication Techniques	Days													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Visualize the highest image for you and your child.														
2. Nurture the right brain during optimum times of the day.														
3. Match words with thoughts.														
4. Communicate love.														
5. Put relationships first.														
6. Be funny.														
7. Add an element of fantasy.														
8. Sing!														
9. Be positive.														
10. Use pictures.														





THE GOAL: To input as much information as possible so that the right brain can create a subconscious library of facts, tips and methods and then access it when the time is right.

## Step 4: Gain Knowledge

We've covered a lot of material in this chapter already. As you acquire each new concept, it's important to play with what you've read—all along the way. Have fun with what you're learning and before you know it, you will be knowledgeable and confident with right brain education.

**Learning Japanese** *At age 13, I was a foreign exchange student in Japan. I lived in Saga, a city of over 100,000 people. There were only 3 English-speaking foreigners. My host family had no understanding of English, nor did most of my teachers. I had a full course load at school, including chemistry, calculus, Asian history, art, home economics, English and gym. I had to learn Japanese quickly or else!*

*One day as I sat in the middle of Calculus, trying to learn a new form of math with new symbols on the blackboard, and Japanese words rattling away like a tickity-tacking rhyming sound, I panicked. How am I going to learn all this?! I walked from class to class, sinking deeper into a depression. This lasted for two weeks and I found myself wanting to go back to America. After a long comforting telephone conversation with my mother, I realized that I had to make the best of my situation. She had faith in me. Now, I had to have faith, too.*

*So, I gathered together all my Japanese-English dictionaries, paper, colored pencils and set to work. I made flashcards with vocabulary words, the two Japanese alphabets along with hundreds of Chinese symbols. I made colored posters depicting verbs, numbers, colors, fruits and vegetables, body parts and school supplies. You could hardly see the walls in my room! Then, I labeled everything—chair, bed, desk, lamp, floor, walls, door, socks, slippers, shirts, pants—you name it! My host family must have thought I was crazy! But, I wasn't crazy. I was just determined to learn.*

*My Japanese improved, but there was still a block. Desperate, I finally talked to the English teacher at school—my only interpreter—and asked him for help. The next day, I was given library study time to replace Calculus, Asian History and Chemistry. Now, all I had was art, home economics, English and gym! Easy! A weight was lifted from my shoulders.*

*Would you believe that within a month I was speaking fluent Japanese and even gave an award-winning speech to the Rotary assembly in front of over 500 men—five minutes completely in Japanese. I received the first standing ovation of my life. I cried. I learned one of the biggest lesson in my life. Yes, study techniques are important, will power and goals are key, but only when you fully relax and ENJOY LEARNING can the real fruits of your efforts be realized.*

Research now proves that the human brain can learn just about anything as long as it perceives that it is having fun. When learning is not exciting, explore why. Try to locate the source—sometimes simply acknowledging what you are afraid of relieves the tension, sometimes it disappears completely.

For best results, just relax and enjoy yourself!

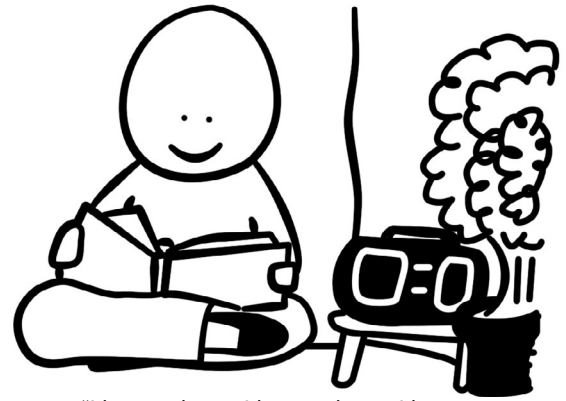


When you are relaxed, information enters the right brain quickly and easily—and you can access it just as effortlessly!

## Breaking the Learning Barriers

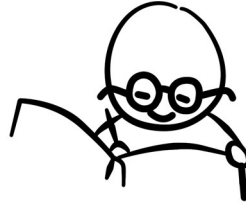
Jean Marie Stine, author of *Double Your Brain Power*, believes that there are four basic negative self-statements that keep you from doing your best.

1. "Learning is boring."
2. "I'm not a good learner."
3. "I can't learn (or "I can't understand) this subject."
4. "I won't remember what I'm learning."



"I love to learn, I love to learn, I love to learn, I love to learn..."

**Let's Play!** Remember the steps we suggested to help you maximize this course? Ask yourself these questions:



Am I studying in a learning environment I've set up for yourself—away from distractions?

Is classical music playing in the background?

Did I begin this study session with relaxation techniques?

Am I learning at a comfortable pace?

Am I coloring and marking up my workbook?

Am I completing all the review exercises?

Am I resting my senses from TV today?  
How about high-speed music (rock/rap)?

Do I have a glass of water at my desk?

Have I shared what I've learned with at least one person?

Do I have any questions that haven't been answered in the course?

*EXTRA TIP: You can augment this course by reading the books in the recommended reading list at the end of the chapter. If reading is not your forte, then simply flip through them to absorb the information subconsciously. In either case, it would be good to start a little library of resource books that will assist you when you need more information.*

Take a moment and reflect on these statements. Do they strike a chord? If so, keep reading. It's important that we give doubting thoughts attention right away in order to repattern them into learning optimism. Okay. Repeat after me:

1. Learning is EXCITING...  
INTERESTING...  
INSPIRING!
2. I am an excellent learner and I've already learned an extraordinary amount!
3. I learned my job, English, math and a lot about the world. I can learn this, too!
4. I have already learned to remember many important things—names, facts, dates—I

can and  
WILL  
remember  
everything  
in this  
course!



When you reprogram all negative thoughts you may have about learning, you will FLY!

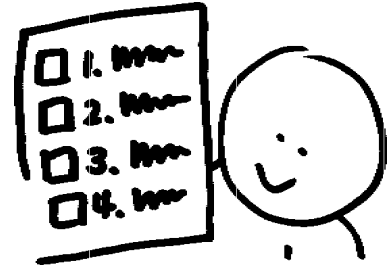
## Step 5: Get Organized

At this point, your classroom is beautifully prepared, your materials stand ready and your knowledge of the program is growing. You may well be asking, “Now what?”

Now it's time to get organized. Organization is a function attributed to the left brain. It turns right brain education into a whole brain teaching experience.

Before you begin, you will need to know:

- **lesson structure** (the best sequence of right brain games),
- **lesson placement** (how to place your materials effectively)
- **lesson progress** (how to chart progress).



THE GOAL: To provide left-brain structure for the placement of materials in the environment and ideal sequence of activities. To chart your progress and those of your children so that you may be sensitive to subtle changes.

## The Seven Steps of Wink

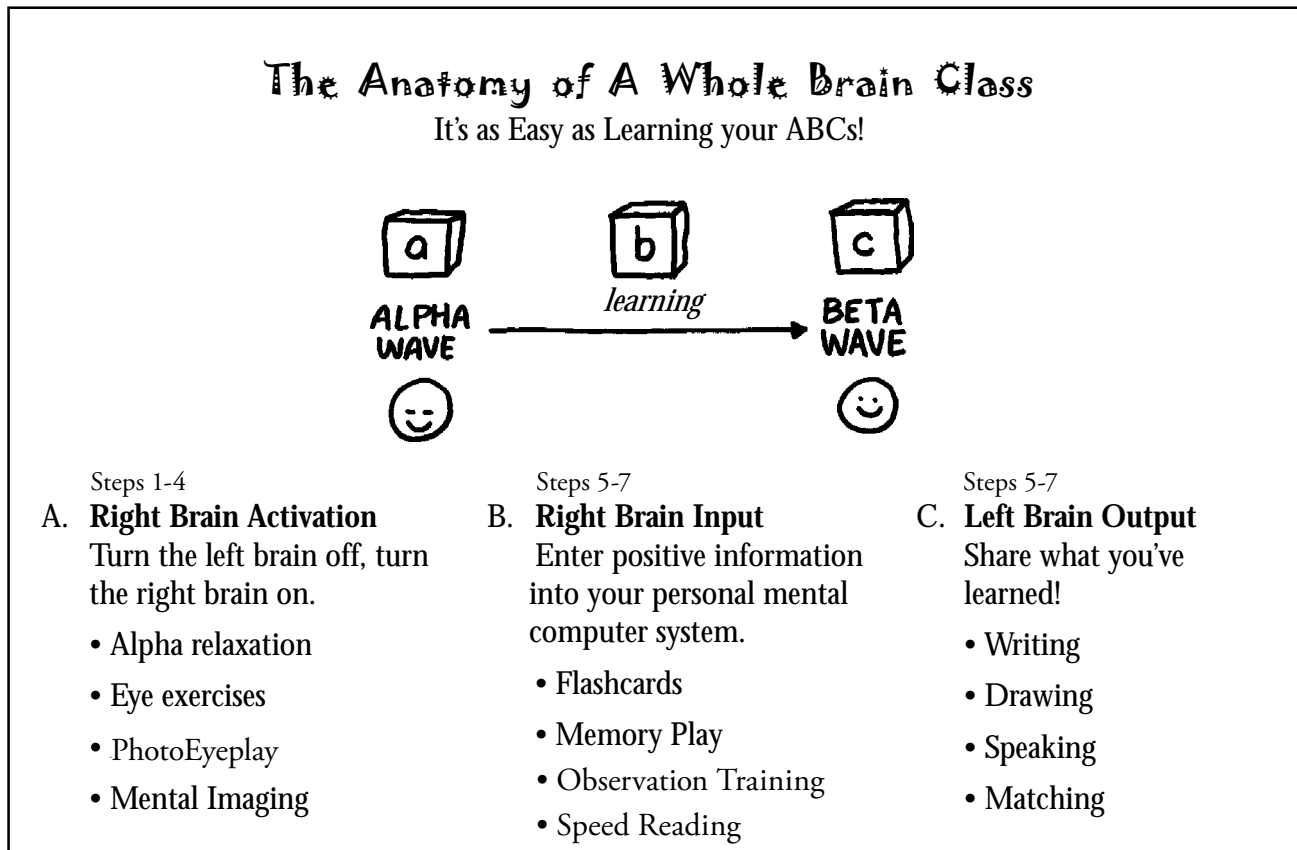
The Wink program contains seven steps that stimulate different functions of the right and left brain.

	<b>Step 1: Alpha Relaxation</b> - a critical preparatory step to right brain learning
	<b>Step 2: Eye Exercises</b> - strengthens the ability to focus, increases scanning speed, stimulates brain development, and accelerates memory retrieval
	<b>Step 3: PhotoEyeplay</b> - a unique visual after-imaging process designed to strengthen visual sensitivity and photographic memory
	<b>Step 4: Mental Imaging</b> - a powerful process of creating vivid two- and three-dimensional visualizations
	<b>Step 5: Observation Training</b> - training the eye to see more details of every image, resulting in a vivid memory
	<b>Step 6: Memory Linking</b> - learning items in order, in a nonsensical way which encourages the brain to visualize each component in a fun, upbeat way
	<b>Step 7: Photographic Memory and Speed Reading</b> - remembering several images—words and pictures—at once, in order or at random

*That's a lot of steps!* But, don't worry. You can teach all seven steps in one class, or gently through the week.

## Lesson Structure—A One-Hour Whole Brain Class

Yes, there is a rule of thumb to follow when playing right brain games! Actually, we designed this course in a similar way to a typical right brain class. **When we teach, we teach from right to left.** We play the games according to the ABC model below. We begin by [A] bringing the student into a relaxed alpha-wave state, then [B] inputting information while they are calmly enjoying the gentle stimulation, then [C] switching to left brain teaching techniques as they gradually come to a fully conscious beta-wave state. This process links the subconscious information to the student's conscious awareness using the whole brain!



If you teach all seven steps at once, then take one step at a time.

<p>Step 1: Alpha Relaxation</p> <p>Step 2: Eye Exercises</p> <p>Step 3: PhotoEyeplay</p> <p>Step 4: Mental Imaging</p> <p>Step 5: Observation Training</p> <p>Step 6: Memory Linking</p> <p>Step 7: Photographic Memory and Speed Reading</p>	<p>Relax.</p> <p>Increase your child's scanning speed and scope.</p> <p>Activate your child's photoreceptors.</p> <p>Visualize!</p> <p>Slow down. Notice the details.</p> <p>Stretch your sequential one-at-a-time memory.</p> <p>Increase your all-at-once memory.</p>
---	---

There are many activities that you can use to teach each step. Our on-line courses will show you how to keep these lessons lively, fresh and fun!

# Lesson Structure—Daily 15-Minute Right Brain Boosters

If time is precious, and you need a gentler, more practical approach, we suggest the weekly plan. To organize your lessons, simply spread the steps throughout the week, into short 15-minute lessons. It's a great way to start the school day or at-home study break!

It's as easy as 1-2-3!

1. Begin with a relaxation technique.
2. Do an eye exercise
3. Add one more activity.

That's it!

Here's how we organize the steps into a weekly program.



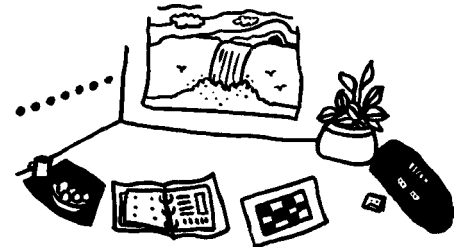
<h2>Daily Schedule</h2>					
	Monday	Tuesday	Wednesday	Thursday	Friday
Step 1: Alpha Relaxation	•	•	•	•	•
Step 2: Eye Exercises	•	•	•	•	•
Step 3: PhotoEyeplay	•				
Step 4: Mental Imaging		•			
Step 5: Observation Training			•		
Step 6: Memory Linking				•	
Step 7: Photographic Memory and Speed Reading					•

Need help? Download the free *Wink Daily Student Planner* from our web site. There's a guide for each day of the school week right inside. Use with your Wink kit, or create lessons of your own!



## Lesson Placement

When creating a learning environment—no matter what shape your classroom takes—arrange your surroundings to match your activities. Keep the right brain teaching tools used for stages A and B close by to maximize the window of time that the brain is in the alpha brain wave state. Long pauses between activities can distract you, quickly bringing you back to the left brain beta wave state. When your materials are close at hand, you can flow from one activity to another easily, making the most of your right brain play time.



Keep all right brain activities nearby so that you can maximize your play!

### Main Lesson Area

Choose a well-lit table or floor space where you and your child can sit together comfortably. Make sure that you have access to relaxation music and any other tools that you need to use for Alpha Relaxation.

### Shelf Lessons

If you have a classroom, arrange the week's featured lessons on low shelves for your child to access and use throughout the week. (See page 46.)

### Baskets and Bins

If you have a home study program, and do not want to have the lesson materials out, then we suggest dividing your materials into eight labeled baskets or bins.

Have these containers handy, located nearest to you in your teaching spot:

- Alpha Relaxation
- Eye Exercises

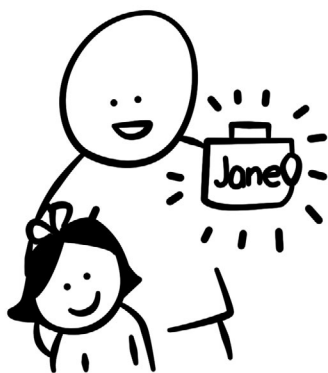
If you are going to separate the lesson materials into daily right brain boosters, then add the day of the week to the following containers:

- MONDAY  
PhotoEyeplay
- TUESDAY  
Mental Imaging
- WEDNESDAY  
Observation Training
- THURSDAY  
Memory Linking
- FRIDAY  
Photographic Memory
- FRIDAY  
Speed Reading





## Lesson Progress



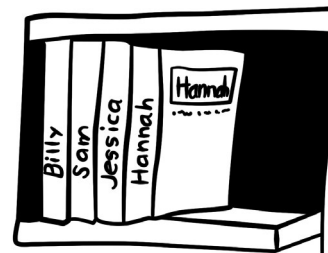
"Jane, your chart says that you love lots of hugs before right brain play!"

We are curious creatures. We want to know, "How is my child doing?" or "How am I doing?" Good questions! The left brain wants to know! Here is where the charts come in. They graph progress in a positive way, clearly showing how each person is excelling in each area, at what rate, as well as the kinds of right brain support they respond to. Once you satisfy a student's left brain questions, they can relax and shift back into right brain mode.

We like to see a child as a work in progress, always changing, growing, developing. The charts help us identify patterns and prescribe certain forms of play to lend a hand in accelerating and balancing the hemispheres. Yet, we are careful not to define a child by his or her progress. We restate the preface of "A Child's Quick Profile" (on page 29).

*Before we begin, let's agree that any evaluation, test or profile that labels a child should be looked upon as a temporary teaching tool—one that helps you reach the child where he may be right now and accelerate forward with his best qualities. We like to avoid labeling children. Labels—even if they are merely in the mind of the teacher or parent—can prevent change, transformation and the natural evolution of the child. Thought is a powerful tool. So, please take a quick profile and then EXPECT CHANGE.*

As right brain teachers, we are really careful about assessing children. We use progress charts when a child joins class, and then periodically when parents need updates. If we test too often, the child can become self-conscious and his performance is effected. So, when we assess, we do it as a game—the child usually doesn't know that he is being evaluated in any way. That being said, on the following pages you will find charts that we use to chart student progress and preferences. We use two types of charts:



Keep your records tidy to make the task of filling in information manageable.

(1) My Right Brain Progress Chart  
—a single class summary

(2) My Right Brain Progress  
—a log to look at long-term progress

We like to track: **The Basics** (Steps 1-4)

- Alpha Relaxation
- Eye Exercises
- PhotoEyeplay (after-imaging)
- Mental Imaging

*"What helps my child relax?"*

*"Which kind of eye exercise did we do?"*

*"How long did the after-image stay in view?"*

*"What type of visualization did we do?"*

*"How does my child like to recall what he experienced?"*

**Memory Enhancement** (Steps 6-7)

- Memory Linking
- Photographic Memory and Speed Reading

*"What did my child remember in Memory Train?"*

*"How many flashed objects or words did he remember?"*

NOTE: We do not track Observation Training. It is a zen-like meditative experience.

**How often do we chart progress?** If you give your child a whole-brain class, take a moment after class to fill it in. Continue, as needed. If you are giving quick, daily 15-minute right brain boosters, then you can fill in your child's progress throughout the week, as you slowly move from one activity to another.

# My Right Brain Progress Chart

My name is: \_\_\_\_\_ Date: \_\_\_\_\_

What I want to learn: \_\_\_\_\_

## Alpha Relaxation

*These are the things that help me relax:*

Relaxation music	Favorite selections: _____				
Comfortable position	lying down	seated			
Love	visual expression	touch	praise/affirmations		
Release	talking	writing			
Deep breathing	breathe w/mother	4 beats	4 beats, hold	heartbeat	
Supports	visualization	massage	exercise	relax body	
	color imaging:	red	orange	yellow	green
	guided meditation	Other: _____			

## Eye Exercises

*Today I played with:* Palming      Eye Races      Peripheral Vision Expansion      Pupil Dilation

## After-Imaging

*Today I played with these images:*

*I held the after-image this long!*

Black-and-white	large	_____ seconds	_____ seconds	_____ seconds
	medium	_____ seconds	_____ seconds	_____ seconds
	small	_____ seconds	_____ seconds	_____ seconds
Primary Colors	red	_____ seconds	_____ seconds	_____ second
	yellow	_____ seconds	_____ seconds	_____ seconds
	blue	_____ seconds	_____ seconds	_____ seconds
Secondary Colors	orange	_____ seconds	_____ seconds	_____ seconds
	green	_____ seconds	_____ seconds	_____ seconds
	violet	_____ seconds	_____ seconds	_____ seconds
Complementary Colors	red/green	_____ seconds	_____ seconds	_____ seconds
	yellow/violet	_____ seconds	_____ seconds	_____ seconds
	blue/orange	_____ seconds	_____ seconds	_____ seconds

## Mental Imaging

*Today I played with:*

The Red Dot      Color Change      Shape Change      Size Change      Movement

Imagination Trip! I imagined: \_\_\_\_\_

Linking Activity:      Drawing      Writing/Journalling      Dancing      Talking/Singing

## Memory Enhancement

*Today I remembered:*

The Memory Train I remembered from 1 to \_\_\_\_.

Flash Memory      \_\_\_ out of 3 images      \_\_\_ out of 4 images      \_\_\_ out of 5 images      \_\_\_ out of 6 images  
 (Observation)      \_\_\_ out of 7 images      \_\_\_ out of 8 images      \_\_\_ out of 9 images      \_\_\_ out of 10 images

*Take a moment to write about unique experiences on the back of this chart.*





## Step 6: Practice, Practice, Practice!

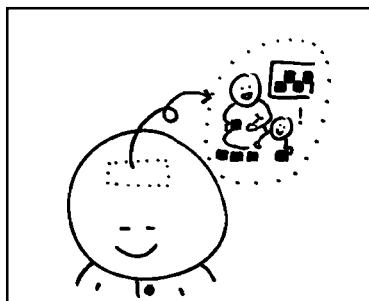
Now the fun begins! Learning with right brain education is an enriching experience. Each time you do it, you stimulate and awaken senses you probably haven't used since you were a kid. Practice gives you the experience you need to help others, which we hope you will choose to do. As you embark upon this magical learning process, we would like to tuck seven more "learning boosters" into your mental tool box, before you set your sails.



THE GOAL: To use what you've learned right away—strengthening the memory while heightening the senses.

### 1—Image Success!

"What would I like to learn today?" Asking this question allows you to center on the specific goals you would like to accomplish, creating a clear mental image of the results. Napoleon Hill, author of *Riches Within Your Reach*, noted that one concept influenced the most wealthy and successful men in history. That concept is: "If you can conceive it, you can achieve it." This means that when you state a goal, you have already achieved it mentally. Just think about that. It's true! When you state your goal, all else will fall into place.



I am a loving, confident teacher. My child and I are developing a deeper, richer bond of love.

**Let's Play!** Before you begin, set your goals.

1. Define what you would like to achieve
2. Take that goal and create a positive picture of yourself doing it.
3. Now, draw a picture of yourself doing it.
4. Put the picture in a place where you can see it every day.

**How Gina Overcame Stage Fright** *When Gina began learning about prenatal education—teaching babies in the womb—she wanted to share her experiences with others. But she had one obstacle. She could not speak in front of a large audience. Every time she stepped up to a microphone or podium, her chest tightened, her voice wavered, and her mind went blank. She couldn't even remember what she was going to talk about. When a church group invited Gina to speak, she surprised herself by accepting.*

*Gina decided to put what she had learned about right brain education to work. She wrote out her goals for the speech: excite her audience about life in the womb, show them the possibilities for learning, amaze them with examples, show them how to do it. She scripted out her speech and then imagined herself giving it in front of the church group. She imagined their reaction to each point she gave. She saw them smiling and nodding their heads. Gina drew a big picture of herself standing in front of the church. In cartoon balloons, she added "Wow!" and "What a great presentation!" and "She is a REALLY good speaker!" above a full crowd in attendance.*

*When the moment for the speech arrived, Gina's chest tightened and her voice wavered, yet something was different. Her voice was unsteady for the first sentence or two, and then began to grow stronger. She knew her speech so well that the words came out on their own. Once the words began to flow, she began to connect with her audience. She could see that people were touched by what she had to say. At the end of her speech, everyone stood up and cheered!*



## 2—Make a Time Commitment

Right brain play is designed to be spontaneous, yet when learning a course of this magnitude, making a commitment to practice regularly increases your success. The pace you keep is entirely up to you—three times a day, once a day, every other day, three times a week—you decide. When you make right brain study a habit, it will become a part of your everyday life.

“We are what we repeatedly do. Excellence, then, is not an act but a habit.”  
-Aristotle

## 3—Get a Study Partner

Studies show that sharing something new, right after you’ve learned it, strengthens your memory retention. Asking a friend, spouse or older child to study with you enhances your grasp of the material. Studying becomes fun! You share what you know, and can talk about it within the context of what you already know.

## 4—Give the Left Brain a Rest

You have to “turn off” the left brain before you can reach the right brain subconscious mind. This involves a process of switching the brain from functioning at a beta wave to an alpha wave state. To do this, we use specific techniques to encourage the left brain to shut down temporarily.



**Let’s Play!** Below is a list of “left brain obstacles” which interfere with right brain learning. Draw a line connecting each left-brain barrier to its right-brain solution.

Left Brain Obstacles	Right Brain Solutions
a. The left brain is fully alert when the brain senses stress.	<input type="radio"/> Use an Illogical sequence or story.
b. The left brain is serious and wants the goal, the end result and the benefits to be CLEAR at all times!	<input type="radio"/> Add emotional content when speaking to the right brain.
c. The left brain needs information given slowly so that it can consciously absorb it.	<input type="radio"/> Review the goals until the person is relaxed, then launch into playful, fun right brain games.
d. The left brain hears words.	<input type="radio"/> Begin giving instructions or flashcards slowly then, once they relax, increase to a faster pace, until you’ve reached 1 second or less per image.
e. The left brain likes everything to make perfect sense.	<input type="radio"/> Bring the person into a relaxed state.
f. The left brain is more intellectual than emotional.	<input type="radio"/> Sing to include the right brain in learning.

## About Mistakes

*"Mistakes are wonderful opportunities to learn."*

H. Stephen Glenn

*"There is no mistake, there has been no mistake, there shall be no mistake."* Duke of Wellington

*"Experience is the name everyone gives to their mistakes."* Oscar Wilde

*"A man of genius makes no mistakes. His errors are volitional and are the portals of discovery."* James Joyce

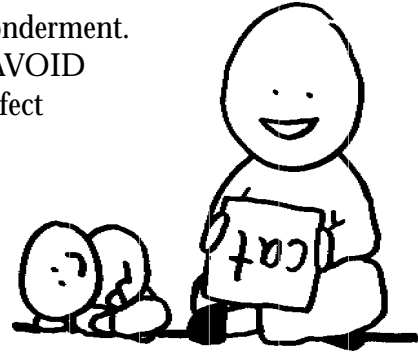
*The man who does not make mistakes does not usually make anything."* Edward John Phelps

## 5—Make Mistakes!

"Mistakes?!" you may say in wonderment.

"But I'm taking this course to AVOID making mistakes—I want a perfect photographic memory!" "Yes, mistakes!" we say, "because until you can jump into learning with a completely carefree attitude, learning barriers will always persist."

Oops. Let me restate that with positive language for your right brain: "When you have a completely carefree attitude toward learning, all barriers will disappear."



Welcome mistakes!

Beyond the importance of relaxing your expectations, mistakes have great value in being teachers in and of themselves. You learn more through trial and error than if you got it right in the first place. When you feel free to make mistakes without shame, you are set free—like a bird let out of its cage.

**20 Mistakes** *6-year-old Katie attended class alone, while her mother played outside with her younger brother, a very active toddler. Katie was very articulate and had a sharp mind. She noticed everything. She was also self-critical and self-conscious. She had "bridged" over to the left brain early in her life. Right brain*

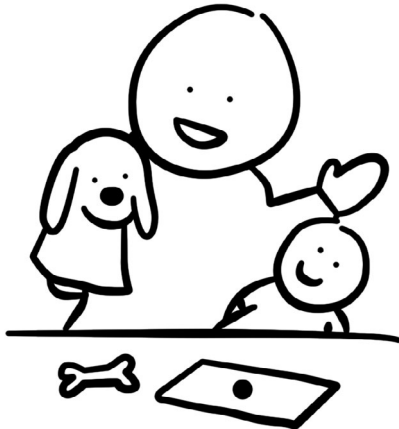
*fantasy was harder work for her than others her age. When we played photographic memory games, she would take forever to answer because she didn't want to make a mistake. She was so locked into the left brain way of doing things that she wasn't having fun. Then an idea popped into my head.*

*"Katie, today we're going to play '20 Mistakes,'" I said at the beginning of the lesson one day. "In this game, it's important to make mistakes." "Mistakes?" She had a new quizzical expression I'd not seen before. "Yes. You need to give 20 wrong answers so that you can register what they feel like. After the first 20 mistakes, your right brain will take over and begin to give you the correct answers. It may happen before then—everyone is different."*

*I laid out a mat with 12 colored fish—some with stripes, some with dots, some solid. I had her mind "take a picture" of the mat and then close her eyes when she was ready. When she did, I asked her how many striped fish were there. She hesitated. "Five," she finally said. "Great! There's four. Now, when you thought five, remember how you felt. We're teaching your body and brain something new. You're doing really well. You made a mistake! Great! You have 19 more." She made one more mistake and then something happened. With eyes still closed, she exhaled deeply and "shifted"... I'm not sure how to describe it further. It was the first time I'd seen her this relaxed and peaceful. I continued, "How many solid fish?" "Four," she replied softly. "How many striped fish?" "Four." "How many have blue on them?" "Seven." "How about green?" "Six." "Yellow?" "Five." "White dots?" "One." "Katie." Her eyes opened. "After the second question, you got every one of them right." I smiled. "Really?" her eyes were wide. "Yes." She felt so good about herself!*

## 6—Be Flexible

Be flexible—use your materials creatively. Any one piece can be used to encourage play with any right brain ability—from foreign languages to frequency perception. If a child is interested in the material on the memory shelf, yet you sense that they are ready for after-imagining, use your own right brain creativity to fashion a new lesson for them on the spot. If he has a favorite toy, incorporate that into your play. It will get his attention and increase your amount of success.



If a child has a favorite toy or activity, incorporate that into your play.

**Things That Go** *Jason, an active rosy-cheeked three-year-old boy, loved—what else?!—cars and trucks. So, when showing flashcards, I put a car or a truck flashcard between every few words to keep his interest. When I introduced a new set of color rubber vehicles to the classroom, he loved them so much, he didn't want to stop using them.*

*Those little airplanes, trains, cars, busses and fire trucks got a tremendous amount of use. He after-imagined them, lined them up in a row for memory play, raced them along the dotted lines while doing eye exercises and rode each one during mental imaging trips. They were so popular, his mother ended up buying a set for home use!*

## 7—Follow the Child

I can't stress enough how important it is to follow the child. If we simply provide a rich environment, full of all kinds of educational tools, the child will lead you to that which will most delightfully draw out his genius. When supported, they will naturally crave learning and be guided from an inner teacher. The temptation, of course, is to step in and give the lesson you think they need. Sometimes this is okay, sometimes it is not. Practice is the best way to heighten your sensitivity. When playing with children, try to see from the child's point of view. Materials excite them from the first little step they take into the classroom. Often, a child's excitement over a specific toy distracts them from the onset of the class. When this happens, recognize what's happening and promptly address it.

**Froggish** *One day 5-year-old Mary had just sat down to begin a relaxed mental journey. When I asked her to close her eyes, relax and feel her heartbeat, Mary kept opening her eyes, peeking over at a new lesson on the shelf. The lesson featured a stuffed blue velvet mommy frog with tiny multicolored baby frogs nestled around her. It was plain to see that Mary was particularly in love with the mommy. So, instead of competing with mommy frog, I decided to incorporate her into our present activity. I took the mommy frog off the tray and put an elephant in her place to "baby-sit" her froglings. When Mary set the mommy frog on her lap, a noticeable change came over her face. She was completely at ease. She had what she wanted and could now relax and focus. It turned out that Mary took the mommy frog with her on an incredible imaging trip to the Himalayan mountains. While in the mountains, they came across some frogs! Mary told me that her mommy frog could speak to the foreign frogs quite easily because all frogs speak the same language—froggish!*

"Hmmm... Looks like Tommy wants to build with blocks right now. Okay, let's play with blocks!"



I feel loved because I am heard,  
I am respected, and  
I am allowed to develop from within.

## The Fairy Treasure

At six, Jessica had a very mild case of cerebral palsy and her mother was very worried about accelerating her educational regime so that she would not fall behind in public school. When she heard about our brain-building program, Jessica's mom, Karen, signed up right away. Karen was reserved, polite and somewhat skeptical. But Jessica was eager to come to class. After getting over her initial shyness, Jess would hug and kiss me when we played. We had a lot of fun!

I usually teach mother and child together. But Karen wanted to sit in the background and watch. She felt uncomfortable when she was invited to play. Sensing this, I concentrated my efforts on Jess and we soon had a very close relationship.

In the first two weeks, Jess had great difficulty in imaging and memory recall. For example, when I placed three picture cards in front of her (a hat, a bird, a car) and then took them away, she couldn't remember any of them, even when she studied the cards for awhile. So we concentrated on flashcards and simple matching games, with imaging and memory play interspersed sporadically, to give her a chance to become acquainted with the process. All the while her mother looked on passively.

At the beginning of the third lesson, Jess ran in and hugged me. Then she spotted a lesson on the shelf that grabbed her attention. It was a little ceramic fairy with 12 sparkly plastic gemstones. We brought it out and I introduced the lesson. We looked at the different gems and then I asked her to close her eyes.

"Look at the fairy's treasure in your mind. Do you see it clearly? How many green gemstones are there?"

Jess kept her eyes closed, but put her hand out in front of her pointing in the air, counting the stones she could see in her mind. "One. Two. Three. Four. Five."

Her mother gasped and put her hand over her mouth.

"That's great, Jess! How many are round?"

She counted again. "Three."

"That's terrific!" I smiled as her mother inched closer.

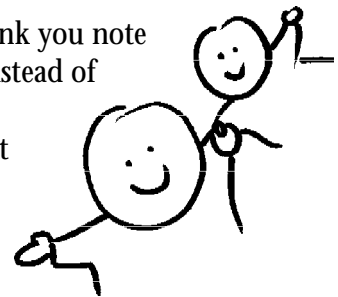
"How did you know that, Jessica?" She asked. Jessica opened her eyes and looked at her mother.

"I saw them, Mommy," she replied excitedly as they shared a hug.

After the lesson, Jessica ran to play with new kittens who, to the delight of all my students, were kept in an adjoining office, under a desk. Her mother looked after her and said, "You know, I've been playing these games with her every night at home and she has never done this. I was beginning to think that they were silly."

"When I turned to comment, I noticed that her eyes were wet with tears. I smiled at her and said, "Karen, I'm just a nice lady in the classroom. Imagine how much farther she will go with you."

It has been some time since we shared those lessons. I recently received a thank you note from Karen. She said that she has relaxed and has begun to enjoy her child instead of trying to "accelerate" her. She is hugging her more and worrying less. She's playing more and planning less. She's coming to see that Jessica is perfect just as she is. Jessica, meanwhile, is enjoying school and doing very, very well.



*And THAT'S what it's all about!*

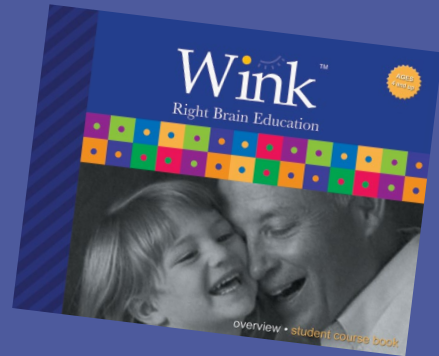
Sign up today!

# Right Brain Courses

## Wink Level 1

Learn about all 7 steps in one course!

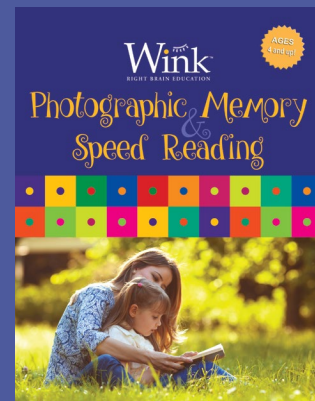
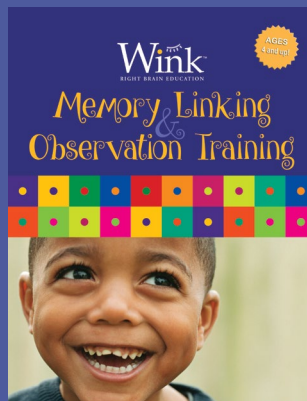
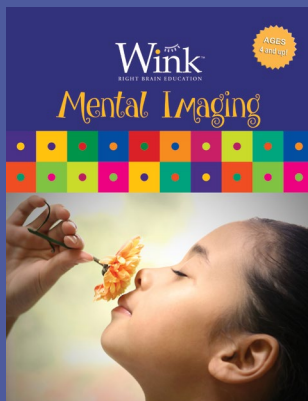
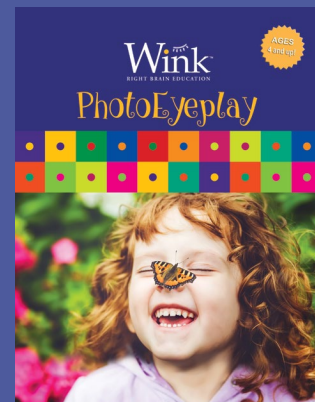
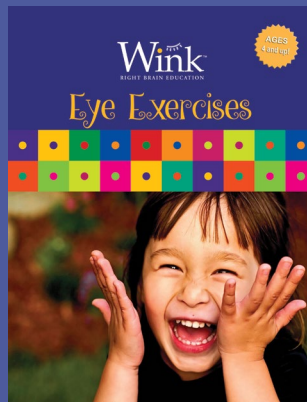
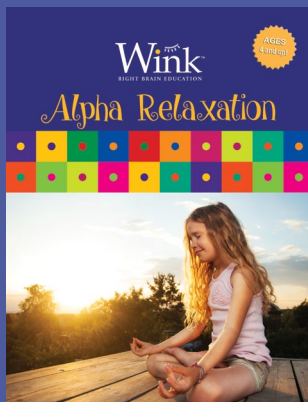
- perfect for parents
- for use with Wink kit



## Wink Level 2

Are you serious about teaching Right Brain Education?

Sign up for a Level 2 intensive course. *There are 6 to choose from!*



[www.rightbrainkids.com](http://www.rightbrainkids.com)