Accelerated Learning

Action Guide

Colin Rose

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Accelerated Learning Systems Ltd.

50 Aylesbury Road

Aston Clinton

Aylesbury

Buckinghamshire

England

Written by

Colin Rose

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Typeset and Layout by

Anna-Maria Blank

Cartoons by

Mick Davis

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A POINT TO PONDER

Write your name in the box below with your usual, i.e. preferred, hand.

Now change the pen or pencil to the **other** hand and, again, write your name.

What did you think and feel as you signed with your **non**-preferred hand? The task was probably rather awkward. It probably took longer and required more effort. The result was not as good.

When you learn how to learn in **your** preferred style – the way that best suits **your** brain – it's like writing with your preferred hand. The result is much better, easier and quicker.

This program shows you how to discover and use your preferred way of learning. So it promises not only to accelerate your learning, but to make it easier, more effective and, above all, **more enjoyable**.

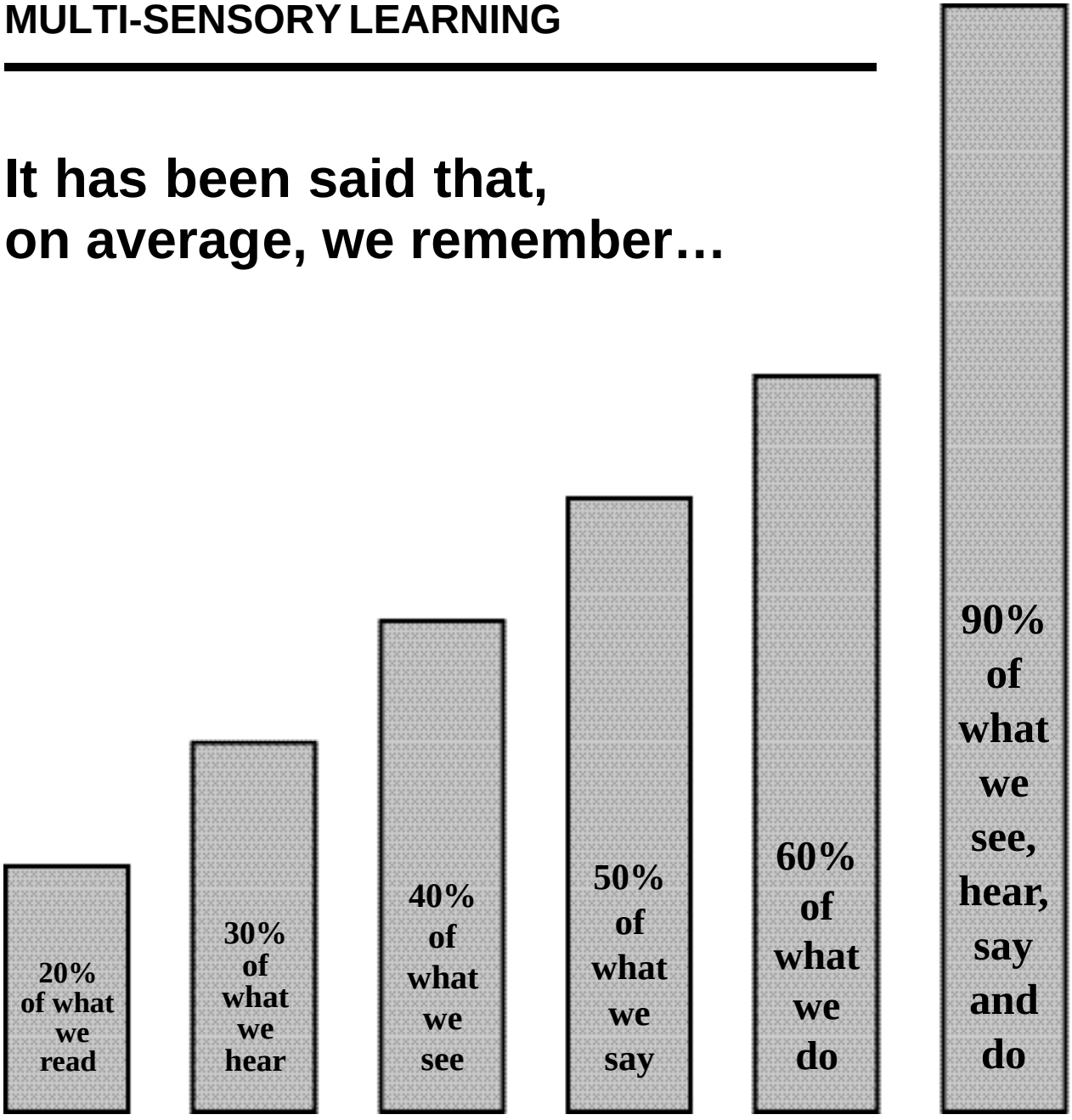
USING THE AUDIO SESSIONS WITH THIS HANDBOOK

Although this is primarily an audio program, we believe you learn best when all your senses are focused on the subject. So pages 9-20 contain "learning maps" – visual summaries of the 12 audio sessions. Use them to remind yourself of the key points on the tapes. And add your own notes to them.

Then, after the 12 learning maps comes a full exploration of the whole subject of Accelerated Learning. If you want to really master the Accelerated Learning techniques that will put you in the top 1 percent of the population, you should (1) listen to the tapes (2) "revisit" each tape with the appropriate learning map, then (3) read this whole handbook. You should also do the exercises as you go. The next page tells you why.

MULTI-SENSORY LEARNING

It has been said that, on average, we remember…



…so how can you learn in ways that combine:

seeing, hearing, saying <u>and</u> doing?

Answer this question, and you are on your way to becoming a very good learner.

And now prove that multi-sensory learning works for you by learning to count from one to 10 in Japanese in just three minutes.

COUNTING IN JAPANESE

The conventional way to teach you how to count in Japanese would be to present the information as in columns one and two below. The trouble is it looks very daunting and strange and, as we'll see, when you feel threatened, your brain doesn't work to anywhere near full capacity.

The Accelerated Learning way would be to involve all your senses. So go to columns four and five. Say the words as you mime the action. Start by saying "itchy knee" as you scratch your knee (that's one and two in Japanese).

Then say "Sun she go rock" as you point to the sun, point to or think of a woman, walk two steps and then shake your hips in a "Rock 'n Roll" action (that's three, four, five and six). Now do a double "sneeze" – that's seven.

If you have a funny hat to remember eight (hatchi), fine. If not, mime the action of putting on a hat. Next coo like a dove (nine). Finally visualize or mime putting on a Jewish cap – Jew (10).

Repeat this exercise twice more while looking at the words. Then turn away from the page and repeat the words and actions twice.

(1) Japanese	(2) Japanese (spelling)	(3) English	(4) Sound	(5) Action
一壱	ichi	one	itchy	Scratch your
二弐	ni	two	knee	knee
三参	san	three	sun	Point to sky
四	shi	four	she	Point to woman
五	go	five	go	Walk two paces
六	roco	six	rock	"Rock 'n Roll''
七	shichi	seven	shi-chi	Double sneeze
八	hachi	eight	hat-chi	Put on hat
九	kyu	nine	coo	Coo like a dove
十 拾	ju	ten	Jew	Imagine a Jewish cap

The whole exercise should take about three minutes! And you've learned the basics of counting in Japanese, because 11 is ju-ichi, 12 is ju-ni and so on. And you did it so quickly because you involved **all** your senses.

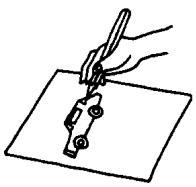
WHICH ARE YOUR PREFERRED SENSES?

For each question on this and the next page, there are three answers. Circle or check the answer that most closely represents you. When you have finished, total up the number of responses in each column – visual, auditory or physical. The sense you choose most is likely to be your preferred or dominate learning sense – the sense you are normally most comfortable using in order to take in information and to store it.

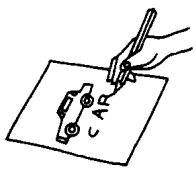
When you…	**Do you…**		
	Visual	**Auditory**	**Physical**
Spell a word	Try to visualize it (does it "look" right).	Sound it out (does it "sound" right).	Write it down (does it "feel" right).
Are concentrating	Get most distracted by untidiness.	Get most distracted by noises.	Get most distracted by movement or physical disturbance.
Choose a favorite art form	Prefer paintings.	Prefer music.	Prefer dance/sculpture.
Reward people	Tend to write praise on their work in a note.	Tend to give them oral praise.	Tend to give them a pat on the back.
Talk	Talk quite fast, but keep idle conversation limited. Use lots of images, e.g. it's like a needle in a haystack.	Talk fluently with an even pace, in a logical order and with few hesitations. Enunciate clearly.	Use lots of hand movements. Talk about actions and feelings. Speak more slowly with longer pauses.
Meet people	Remember mostly how they looked/the surroundings.	Remember mostly what was said/ remember their names.	Remember mostly what you did with them/remember their emotions.
See a movie, watch TV or read a novel	Remember best what the scenes/the people looked like.	Remember best what was said – and how the music sounded.	Remember best what happened/the character's emotions.
Try to interpret someone's mood	Mainly note their facial expression.	Listen to their tone of voice.	Watch body movements.
Are recalling something	Remember what you saw/people's faces/ how things looked.	Remember what was said/people's names/jokes.	Remember what was done, what it felt like.
Are memorizing something	Prefer to memorize by writing something repeatedly.	Prefer to memorize by repeating words aloud.	Prefer to memorize by doing something repeatedly.

When you…	Visual/Verbal	Auditory	Physical
Are angry	Become silent and seethe.	Express it in an outburst	Storm about, clench your fists, throw things.
Are inactive	Look around, doodle, watch something.	Talk to yourself or others.	Fidget, walk about.
Express yourself	Often use phrases like: *I see/ I get the picture/ Let's shed some light on this/ I can picture it.*	Often use phrases like: *That sounds right/ I hear you/ That rings a bell/ Something tells me/ It suddenly clicked.*	Often use phrases like: *That feels right/ I'm groping for an answer/I've got a grip on it/I need a concrete example.*
Are learning	Prefer to read; see the words, illustrations or diagrams; sketch it out.	Like to be told, attend lectures, talk it over.	Like to get involved, be hands-on, try it out, write notes.
Assemble new equipment	First look at the diagrams/read the instructions.	First ask someone to tell you what to do. Then talk to yourself as you assemble it.	First work with the pieces.
TOTAL RESPONSES			

Visual learners like drawing diagrams, pictures and charts, and watching films.

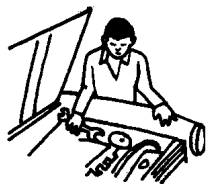


Visual/Verbal learners like to read the written word. They like books, posters with slogans, instruction material with clearly written text.



Auditory learners like to hear new information through spoken explanations, commentaries and tapes. They benefit form reading key passages aloud and making tapes.

*Physical learners like hands-on learning, where they can immediately try things for themselves. They like to **do** as they learn, e.g. writing, underlining, doodling, imagining.*

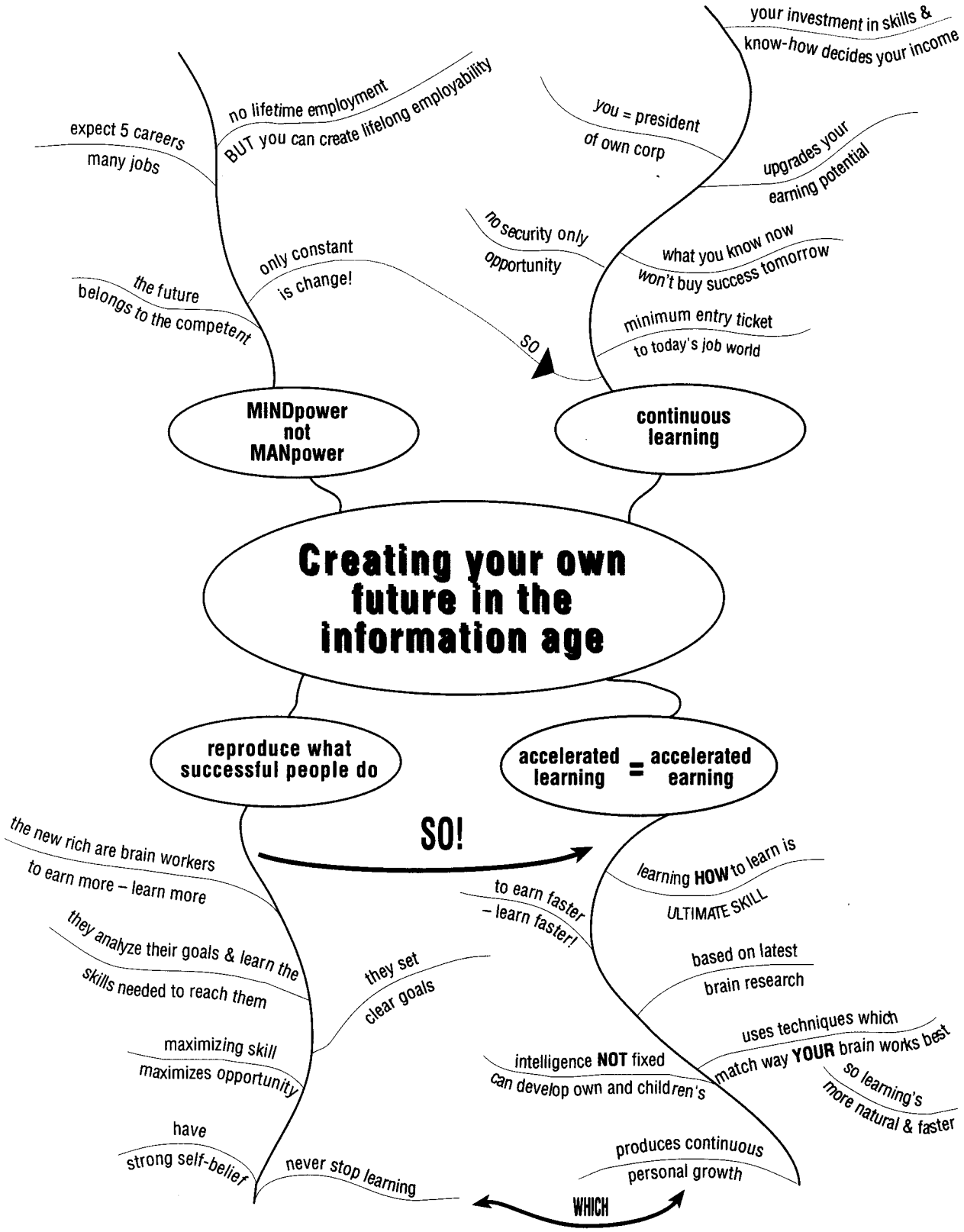


The above test can only be indicative. You should use it in conjunction with a careful observation of what works best for you. Try out the ideas in this book and note the ones that make learning more effective and easier for you. That's the real test.

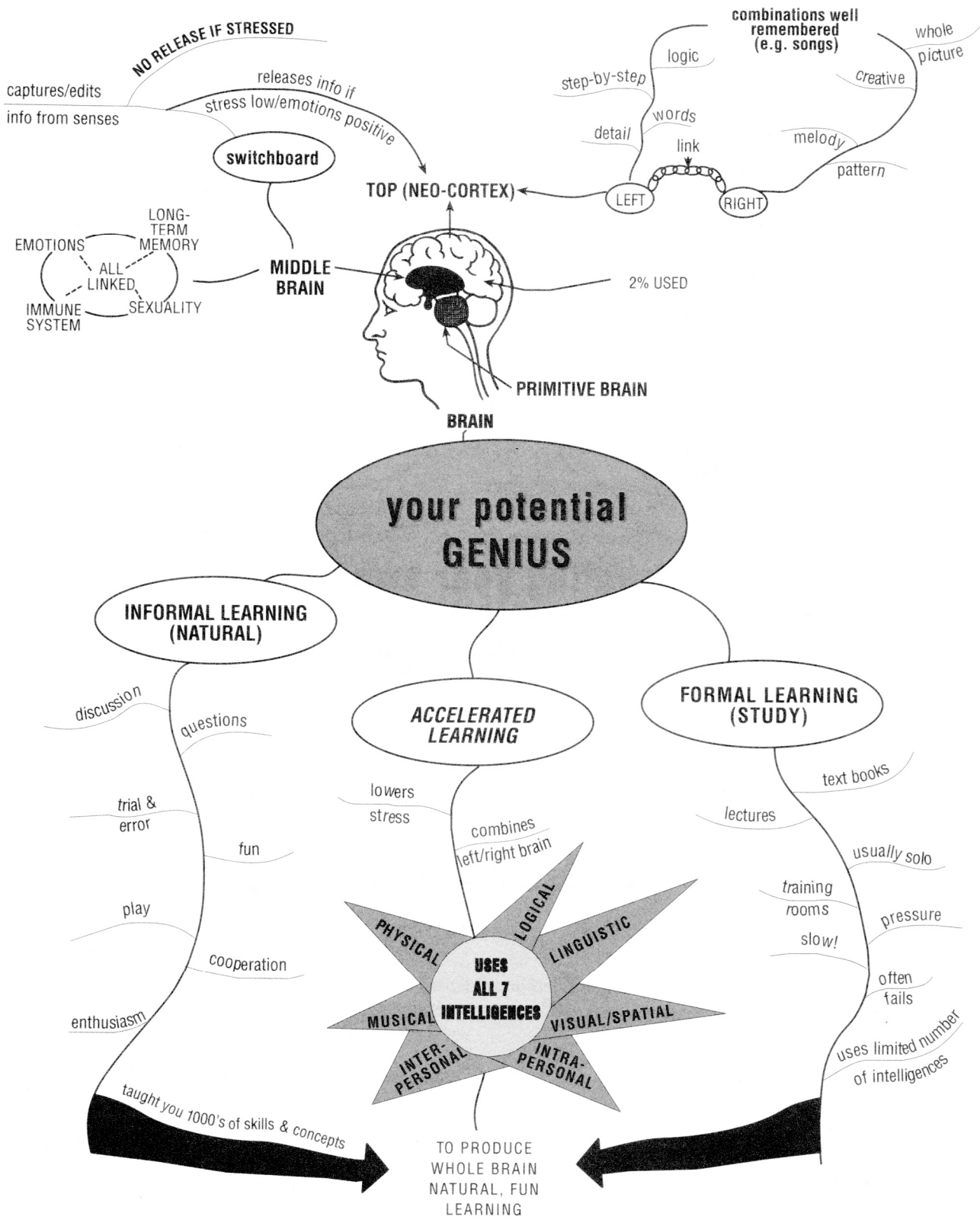
Multi-sensory leaning can be as simple as:

- Read and visualize the material..... you have **seen** it.
- Read key points out loud, make up questions and answer them..... you have **heard** it.
- Write out the answers to your questions and circle the (major) point..... you have **done** it.

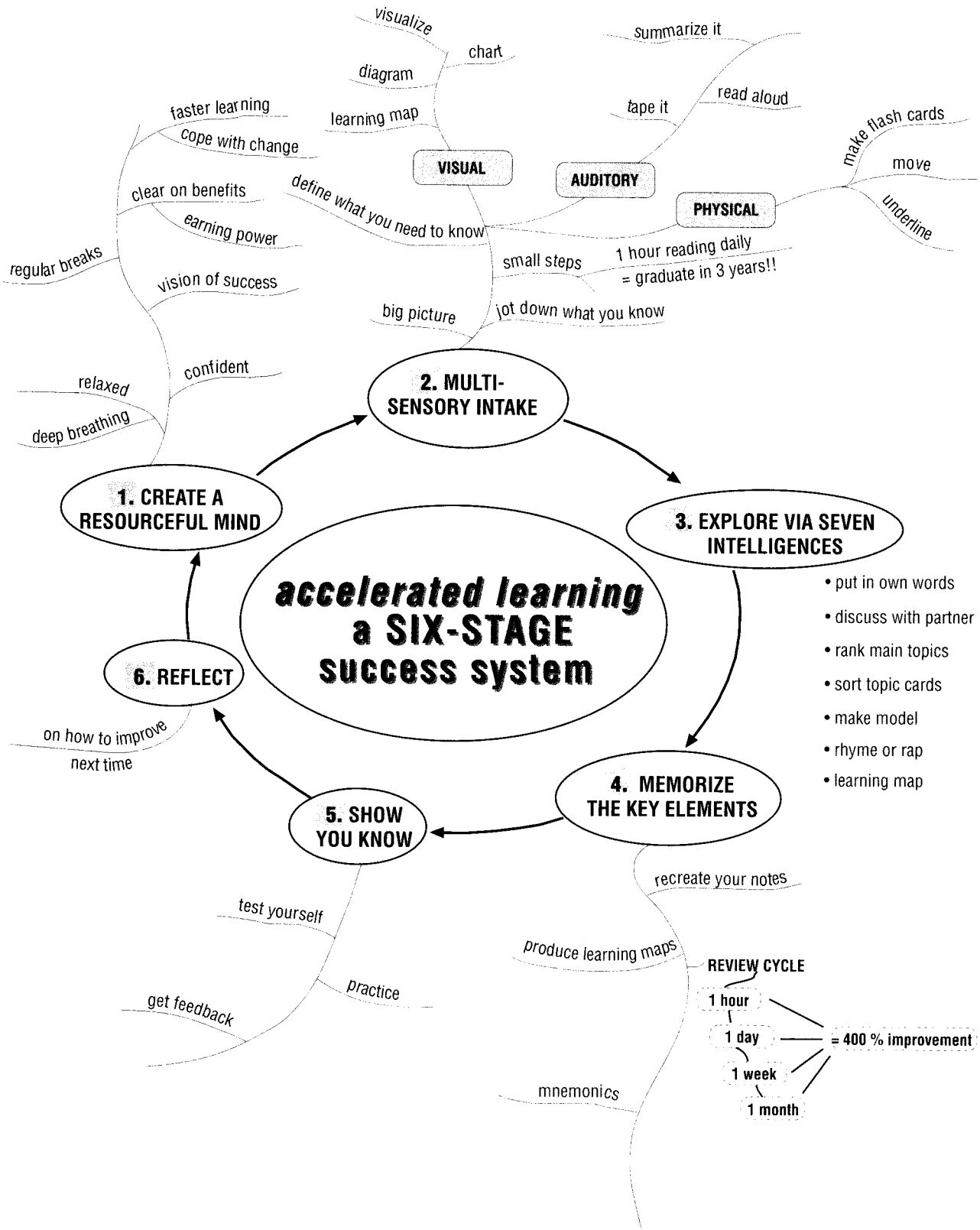
LEARNING MAPS



SESSION 2


NO RELEASE IF STRESSED
captures/edits
info from senses
releases info if
stress low/emotions positive
switchboard
combinations well remembered (e.g. songs)
whole picture
logic
step-by-step
creative
words
detail
melody
link
pattern
LEFT
RIGHT
TOP (NEO-CORTEX)
LONG-TERM MEMORY
EMOTIONS
ALL LINKED
IMMUNE SYSTEM
SEXUALITY
MIDDLE BRAIN
2% USED
PRIMITIVE BRAIN
BRAIN
your potential GENIUS
INFORMAL LEARNING (NATURAL)
ACCELERATED LEARNING
FORMAL LEARNING (STUDY)
discussion
questions
trial & error
fun
play
cooperation
enthusiasm
lowers stress
combines left/right brain
text books
lectures
usually solo
training rooms
pressure
slow!
often fails
uses limited number of intelligences
PHYSICAL
LOGICAL
LINGUISTIC
MUSICAL
VISUAL/SPATIAL
INTER-PERSONAL
INTRA-PERSONAL
USES ALL 7 INTELLIGENCES
taught you 1000's of skills & concepts
TO PRODUCE WHOLE BRAIN NATURAL, FUN LEARNING

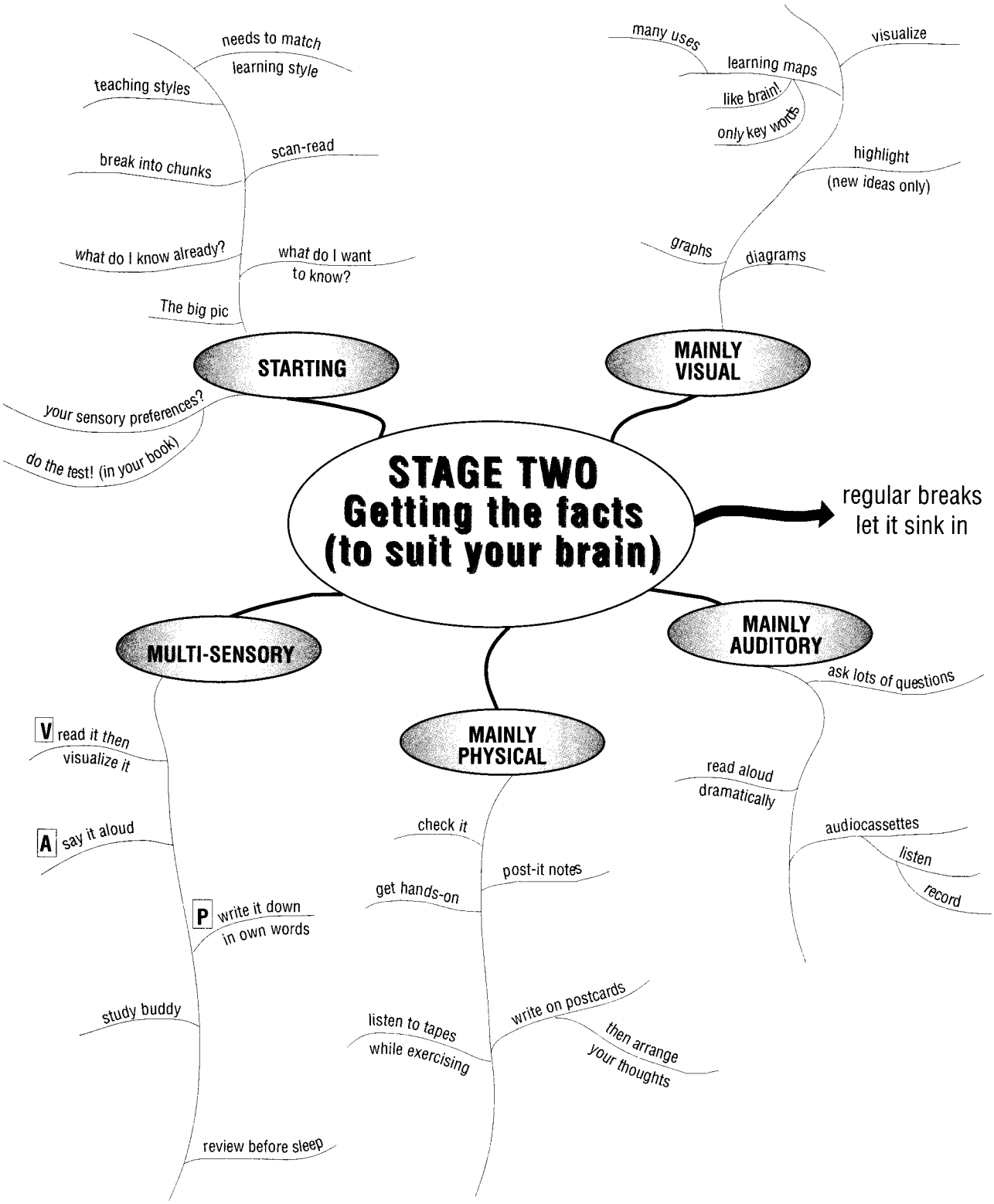
SESSION 3


accelerated learning
a SIX-STAGE
success system
1. CREATE A RESOURCEFUL MIND
2. MULTI-SENSORY INTAKE
3. EXPLORE VIA SEVEN INTELLIGENCES
4. MEMORIZE THE KEY ELEMENTS
5. SHOW YOU KNOW
6. REFLECT
VISUAL
AUDITORY
PHYSICAL
visualize
chart
diagram
learning map
summarize it
read aloud
tape it
make flash cards
move
underline
faster learning
cope with change
clear on benefits
earning power
regular breaks
vision of success
confident
relaxed
deep breathing
define what you need to know
small steps
1 hour reading daily
= graduate in 3 years!!
big picture
jot down what you know
• put in own words
• discuss with partner
• rank main topics
• sort topic cards
• make model
• rhyme or rap
• learning map
recreate your notes
produce learning maps
REVIEW CYCLE
1 hour
1 day
1 week
1 month
= 400 % improvement
mnemonics
test yourself
practice
get feedback
on how to improve
next time

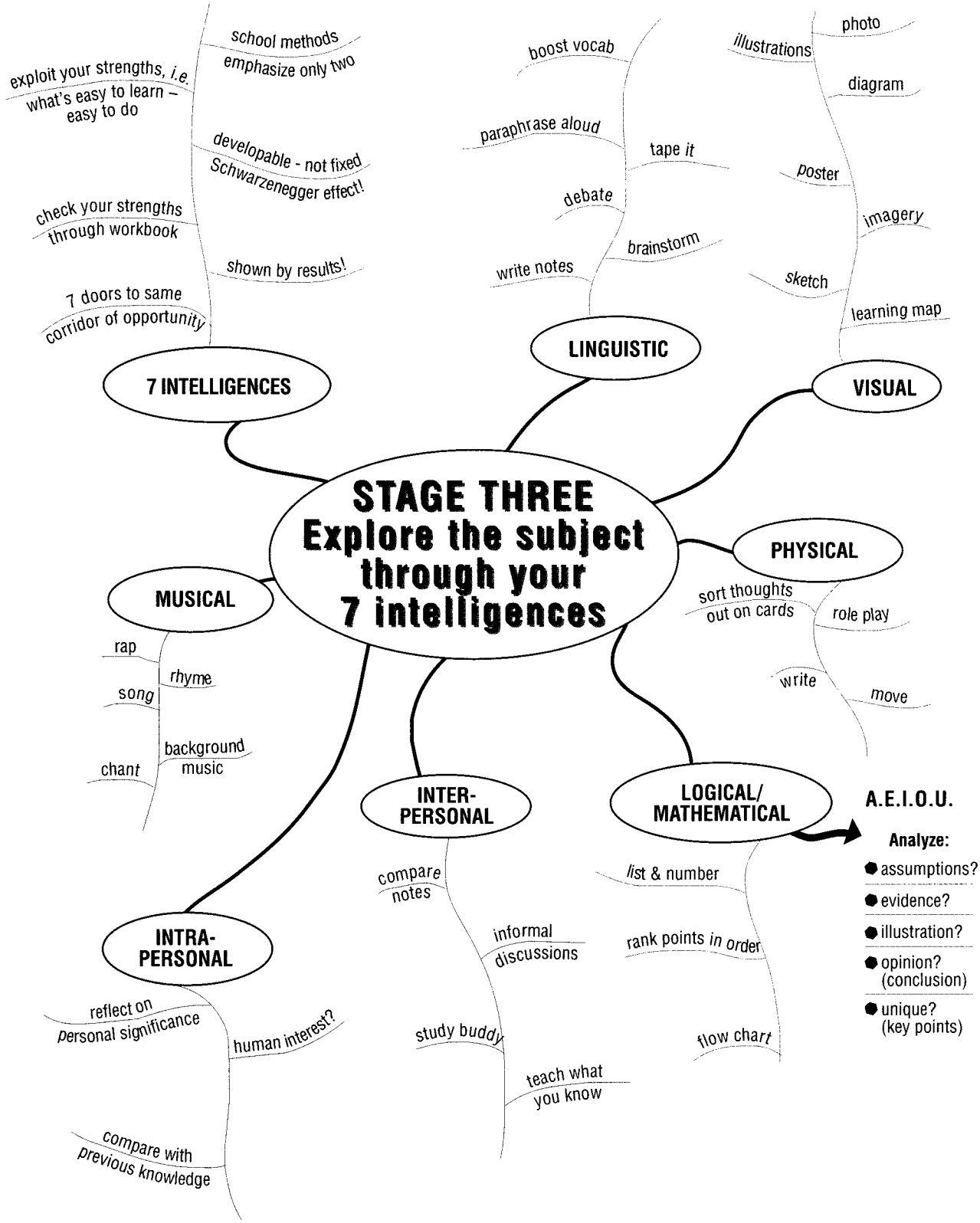
SESSION 4


STAGE ONE
Creating a resourceful state of mind
MOTIVATION!
what's the payoff?
$600 per hour for a new skill!?
can-do belief
clarify benefits
open mind – lights on!
USE PAST SUCCESS AS STIMULUS
clench your fist
repeat the sequence
give it a "cue" name
relive the emotions
recapture the feeling
rehear the sounds
relive it intensely
PLAN YOUR TIME
set annual learning targets
use down time
set deadlines
CLEAR WRITTEN GOALS
top 1% write goals
they earn 10 x average
where do I want to be?
what income?
what house/car/ lifestyles?
what prevents me?
AFFIRMATIONS
personal
present tense
repeat often
self-image is self-created
RELAX
create vivid vison of success
to program sub-conscious
so mid-brain releases info
deep breathe through stomach
create relaxing environment
music
posters

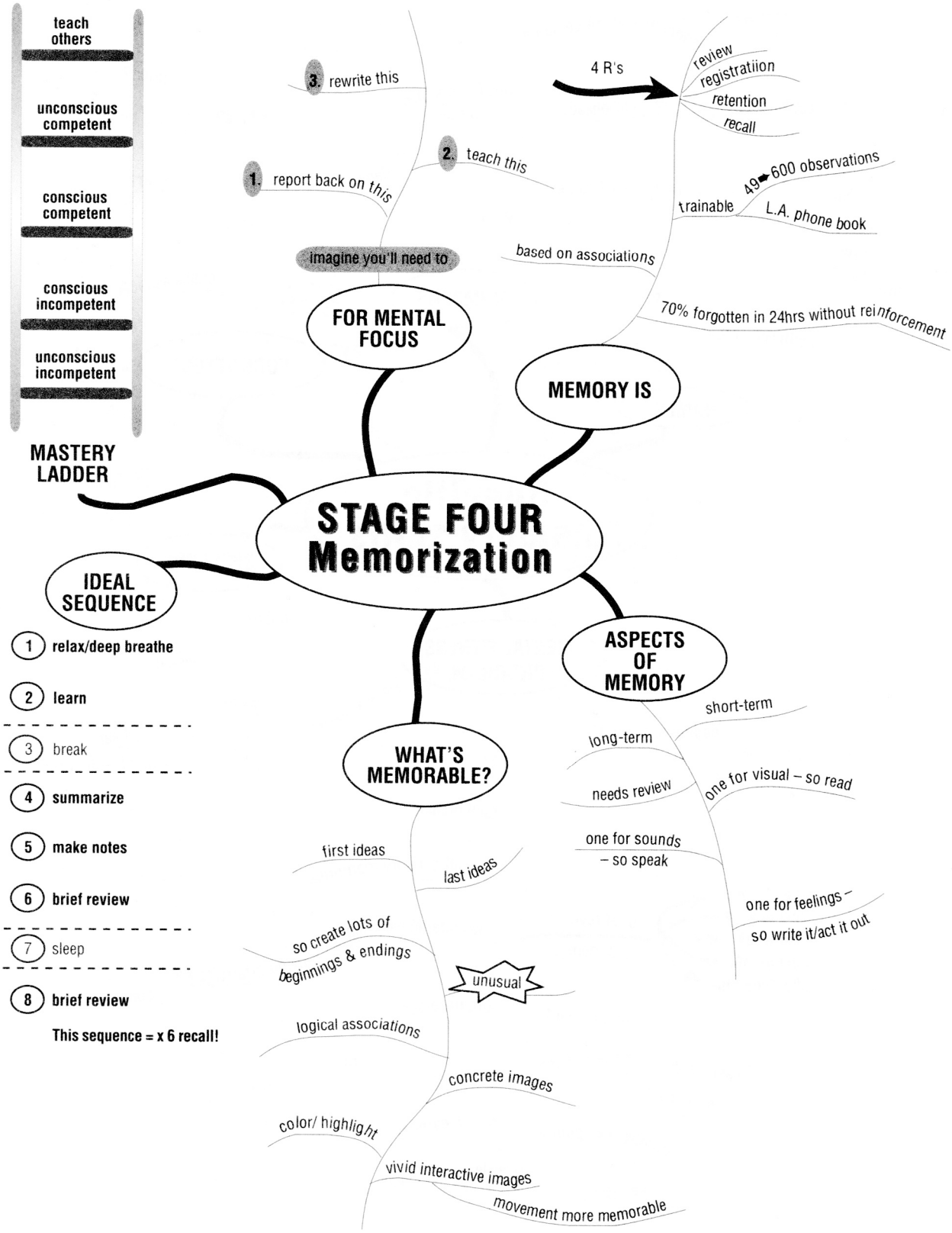
SESSION 6


STAGE TWO
Getting the facts
(to suit your brain)
STARTING
needs to match
learning style
teaching styles
scan-read
break into chunks
what do I know already?
what do I want
to know?
The big pic
your sensory preferences?
do the test! (in your book)
MAINLY
VISUAL
many uses
visualize
learning maps
like brain!
only key words
highlight
(new ideas only)
graphs
diagrams
regular breaks
let it sink in
MULTI-SENSORY
V read it then
visualize it
A say it aloud
P write it down
in own words
study buddy
review before sleep
MAINLY
PHYSICAL
check it
post-it notes
get hands-on
listen to tapes
while exercising
write on postcards
then arrange
your thoughts
MAINLY
AUDITORY
ask lots of questions
read aloud
dramatically
audiocassettes
listen
record

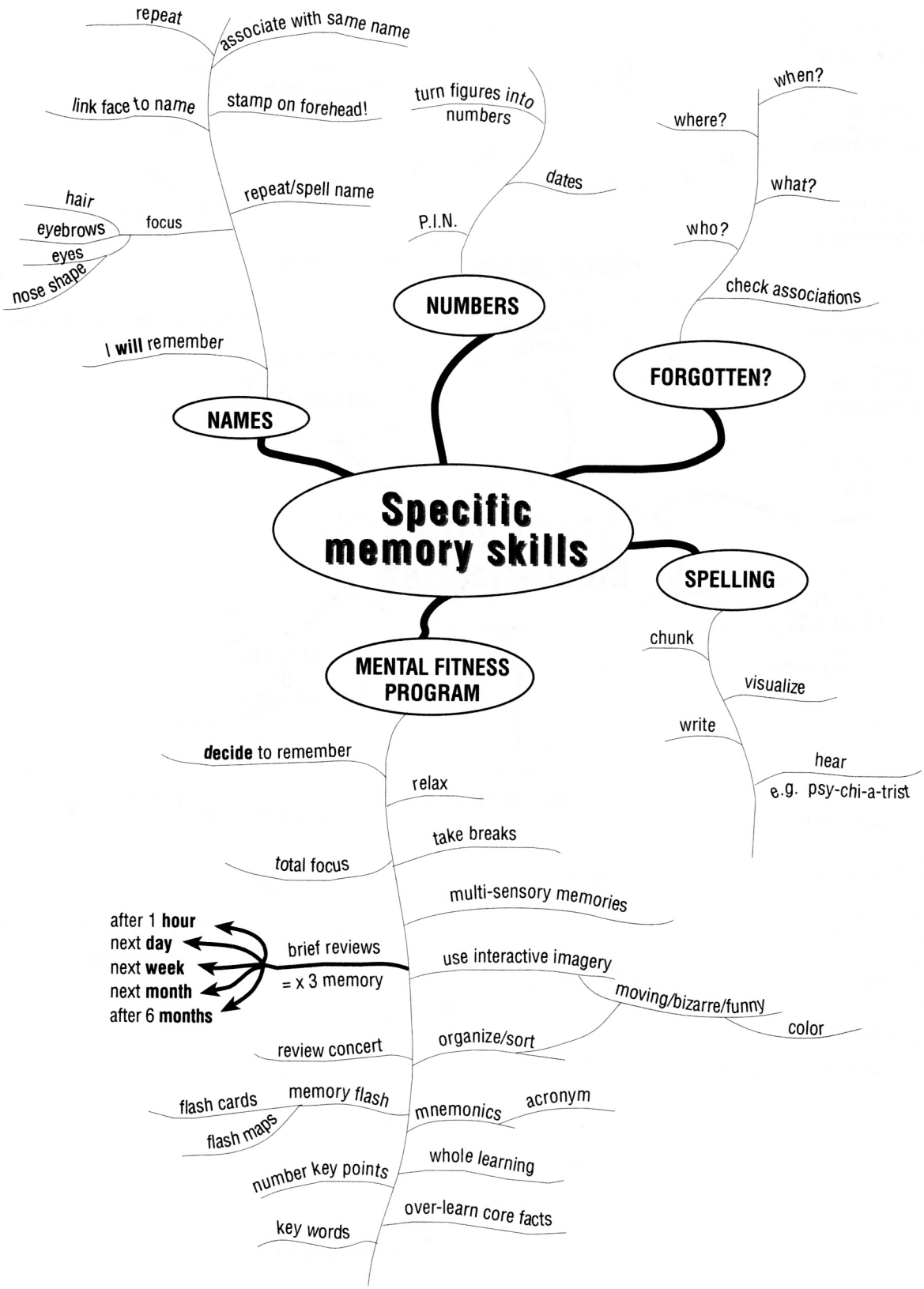
SESSION 6 cont.



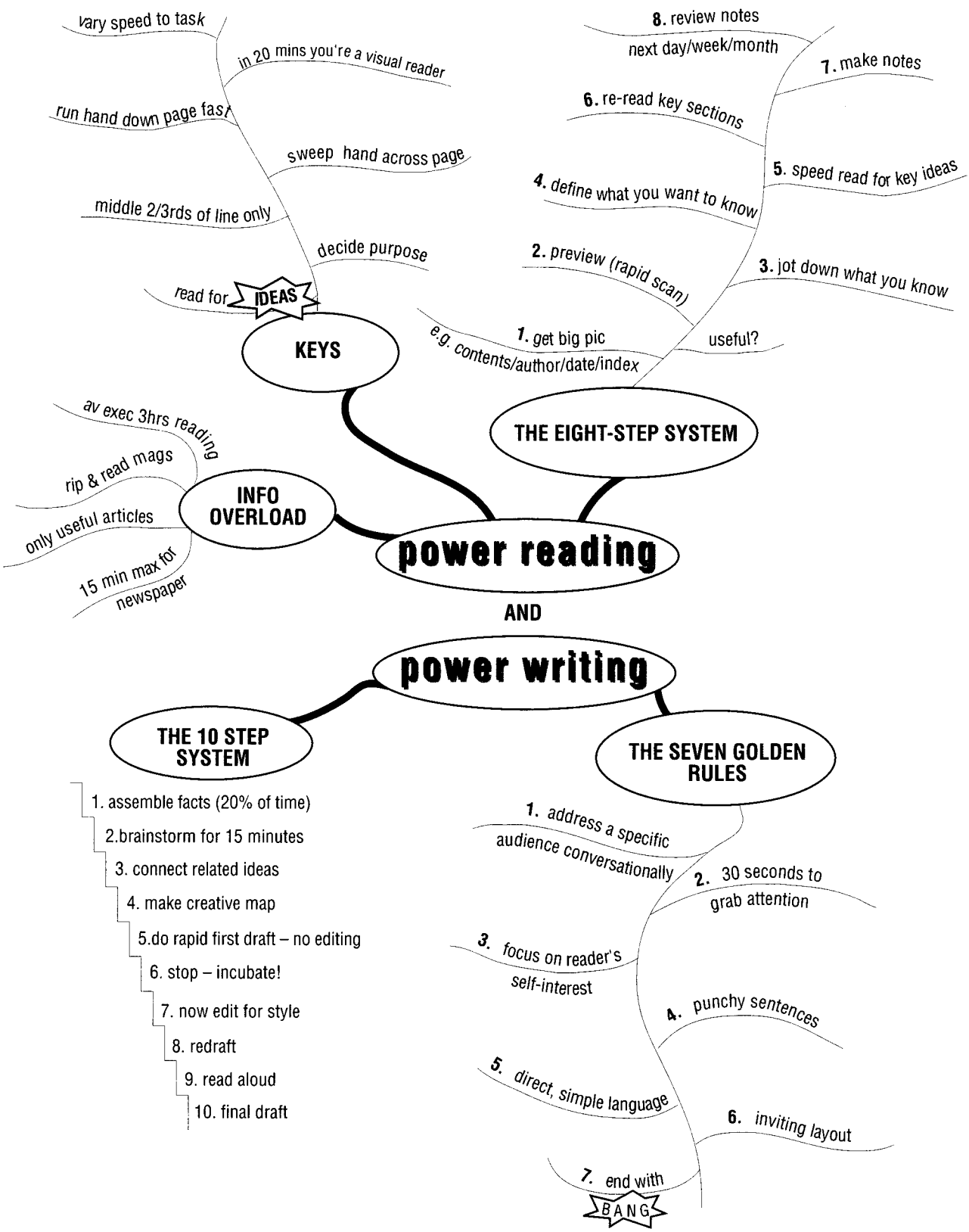
SESSION 7


teach others
unconscious competent
conscious competent
conscious incompetent
unconscious incompetent
MASTERY LADDER
STAGE FOUR Memorization
FOR MENTAL FOCUS
imagine you'll need to
3. rewrite this
2. teach this
1. report back on this
MEMORY IS
4 R's
review
registratiion
retention
recall
based on associations
trainable
49 600 observations
L.A. phone book
70% forgotten in 24hrs without reinforcement
IDEAL SEQUENCE
1 relax/deep breathe
2 learn
3 break
4 summarize
5 make notes
6 brief review
7 sleep
8 brief review
This sequence = x 6 recall!
WHAT'S MEMORABLE?
first ideas
last ideas
so create lots of beginnings & endings
unusual
logical associations
concrete images
color/ highlight
vivid interactive images
movement more memorable
ASPECTS OF MEMORY
short-term
long-term
needs review
one for visual – so read
one for sounds – so speak
one for feelings – so write it/act it out

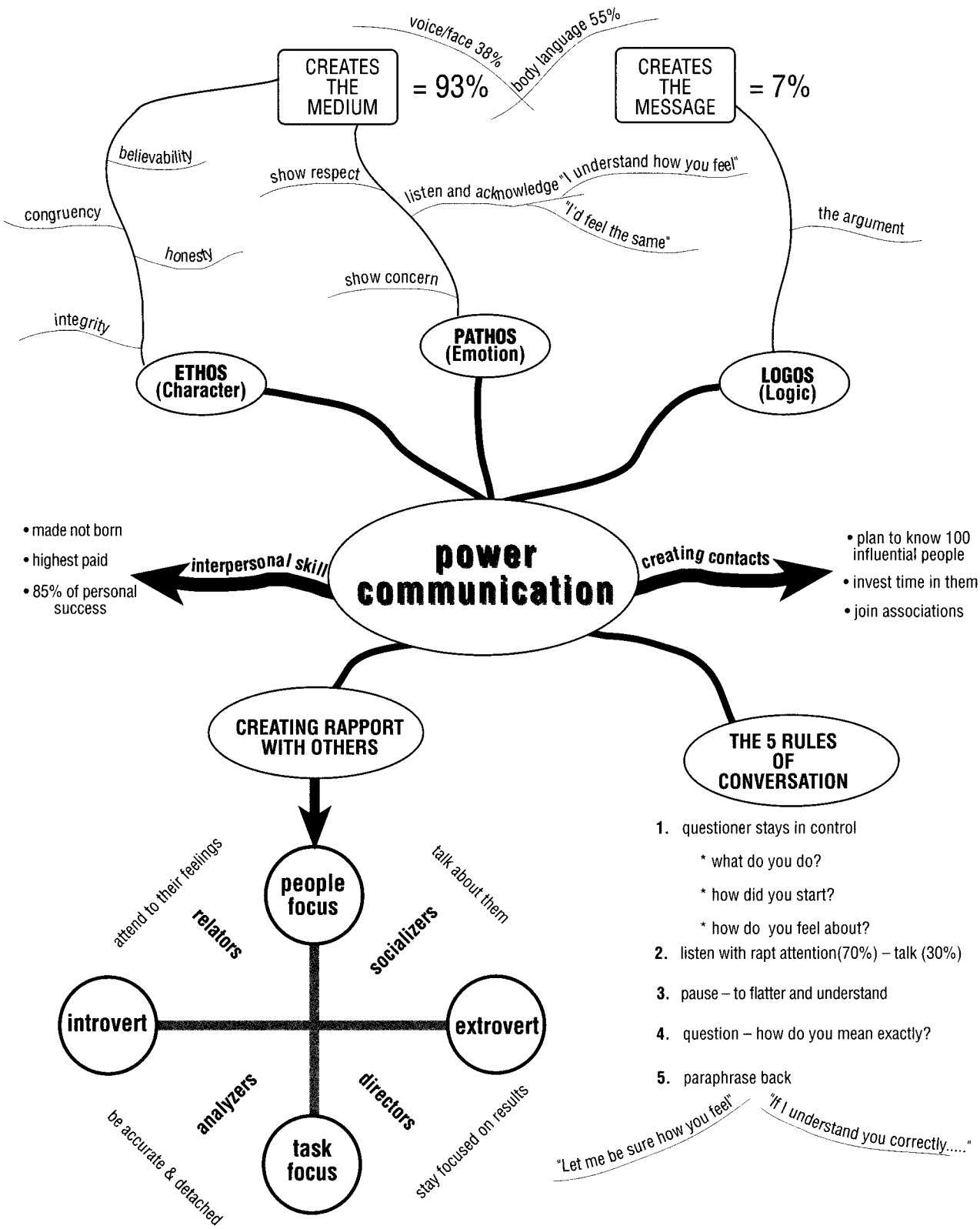
SESSION 8


Specific memory skills
NAMES
repeat
associate with same name
link face to name
stamp on forehead!
repeat/spell name
focus
hair
eyebrows
eyes
nose shape
I will remember
NUMBERS
turn figures into numbers
dates
P.I.N.
FORGOTTEN?
when?
where?
what?
who?
check associations
SPELLING
chunk
visualize
write
hear
e.g. psy-chi-a-trist
MENTAL FITNESS PROGRAM
decide to remember
relax
take breaks
total focus
multi-sensory memories
after 1 hour
next day
next week
next month
after 6 months
brief reviews
= x 3 memory
use interactive imagery
moving/bizarre/funny
color
organize/sort
review concert
flash cards
memory flash
flash maps
mnemonics
acronym
number key points
whole learning
key words
over-learn core facts

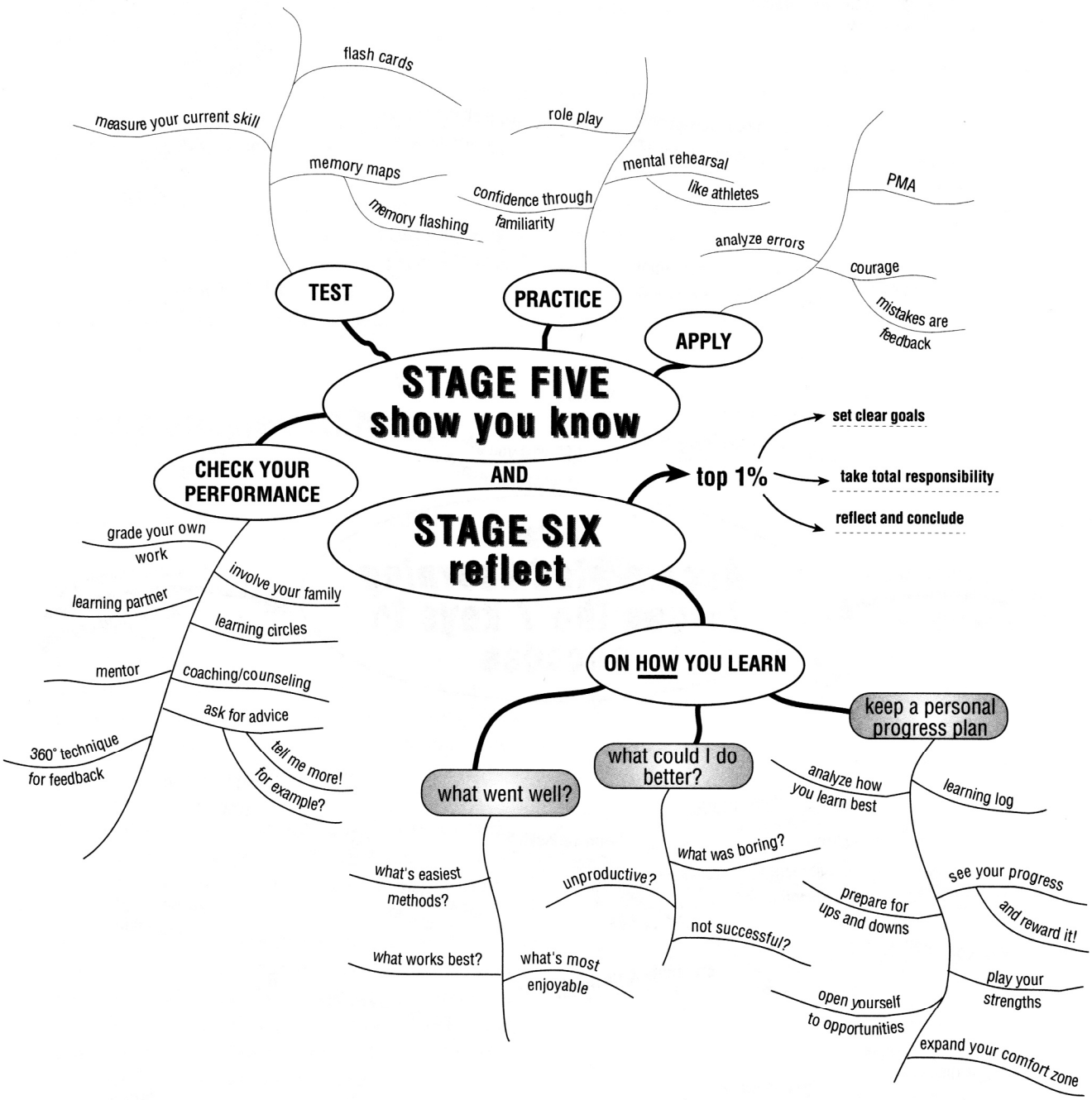
SESSION 9


power reading
AND
power writing
KEYS
read for IDEAS
decide purpose
middle 2/3rds of line only
sweep hand across page
run hand down page fast
in 20 mins you're a visual reader
vary speed to task
THE EIGHT-STEP SYSTEM
1. get big pic
e.g. contents/author/date/index
2. preview (rapid scan)
useful?
3. jot down what you know
4. define what you want to know
5. speed read for key ideas
6. re-read key sections
7. make notes
8. review notes
next day/week/month
INFO OVERLOAD
only useful articles
rip & read mags
av exec 3hrs reading
15 min max for newspaper
THE 10 STEP SYSTEM
1. assemble facts (20% of time)
2.brainstorm for 15 minutes
3. connect related ideas
4. make creative map
5.do rapid first draft – no editing
6. stop – incubate!
7. now edit for style
8. redraft
9. read aloud
10. final draft
THE SEVEN GOLDEN RULES
1. address a specific audience conversationally
2. 30 seconds to grab attention
3. focus on reader's self-interest
4. punchy sentences
5. direct, simple language
6. inviting layout
7. end with BANG

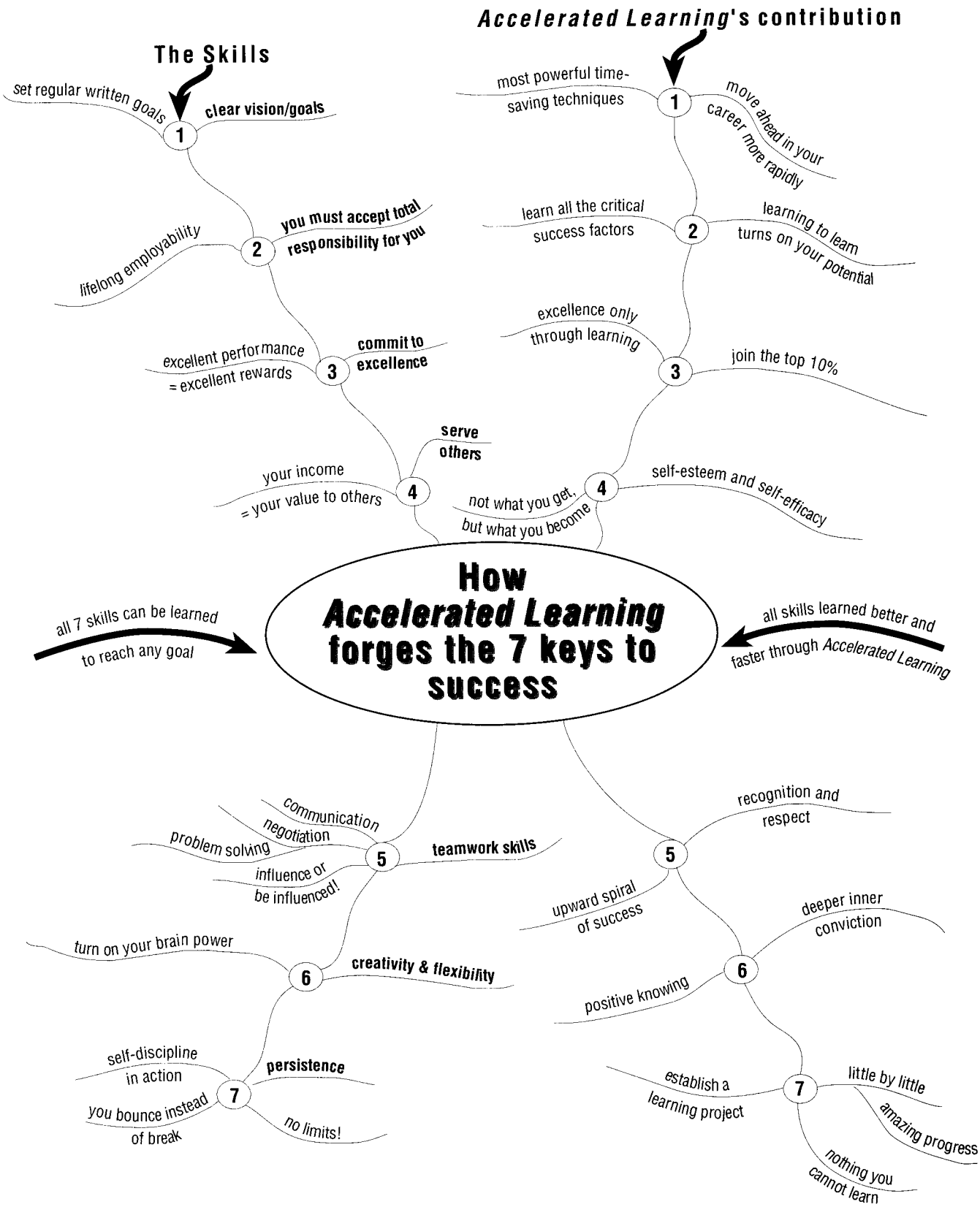
SESSION 10


CREATES THE MEDIUM
= 93%
voice/face 38%
body language 55%
CREATES THE MESSAGE
= 7%
believability
congruency
honesty
integrity
show respect
show concern
listen and acknowledge "I understand how you feel"
"I'd feel the same"
the argument
ETHOS (Character)
PATHOS (Emotion)
LOGOS (Logic)
power communication
interpersonal skill
• made not born
• highest paid
• 85% of personal success
creating contacts
• plan to know 100 influential people
• invest time in them
• join associations
CREATING RAPPORT WITH OTHERS
people focus
attend to their feelings
relators
talk about them
socializers
introvert
extrovert
analyzers
directors
task focus
be accurate & detached
stay focused on results
THE 5 RULES OF CONVERSATION
1. questioner stays in control
* what do you do?
* how did you start?
* how do you feel about?
2. listen with rapt attention(70%) – talk (30%)
3. pause – to flatter and understand
4. question – how do you mean exactly?
5. paraphrase back
"Let me be sure how you feel"
"If I understand you correctly....."

SESSION 11


STAGE FIVE
show you know
TEST
PRACTICE
APPLY
measure your current skill
flash cards
memory maps
memory flashing
role play
confidence through familiarity
mental rehearsal
like athletes
analyze errors
courage
mistakes are feedback
PMA
AND
STAGE SIX
reflect
CHECK YOUR PERFORMANCE
grade your own work
learning partner
mentor
360° technique for feedback
involve your family
learning circles
coaching/counseling
ask for advice
tell me more!
for example?
top 1%
set clear goals
take total responsibility
reflect and conclude
ON HOW YOU LEARN
what went well?
what could I do better?
keep a personal progress plan
what's easiest methods?
what works best?
what's most enjoyable
what was boring?
unproductive?
not successful?
analyze how you learn best
learning log
prepare for ups and downs
see your progress
and reward it!
play your strengths
open yourself to opportunities
expand your comfort zone

SESSION 12


The Skills
set regular written goals
1
clear vision/goals
lifelong employability
2
you must accept total responsibility for you
excellent performance = excellent rewards
3
commit to excellence
your income = your value to others
4
serve others
communication
negotiation
problem solving
influence or be influenced!
5
teamwork skills
turn on your brain power
6
creativity & flexibility
self-discipline in action
you bounce instead of break
7
persistence
no limits!
Accelerated Learning's contribution
most powerful time-saving techniques
1
move ahead in your career more rapidly
learn all the critical success factors
2
learning to learn turns on your potential
excellence only through learning
3
join the top 10%
not what you get, but what you become
4
self-esteem and self-efficacy
recognition and respect
5
upward spiral of success
deeper inner conviction
positive knowing
6
establish a learning project
7
little by little
amazing progress
nothing you cannot learn
How Accelerated Learning forges the 7 keys to success
all 7 skills can be learned to reach any goal
all skills learned better and faster through Accelerated Learning

YOU HAVE GOT WHAT IT TAKES!

More has been learned about the human brain in the last 15 years than in all previous human history.

What we have learned can revolutionize education. But it has not yet! Which is why this program can make such a significant contribution to you and your family.

Your brain is an incredibly complex and capable piece of equipment – but it comes without an owner's manual. Rarely are we told how it works and how to get the best out of it.

It is rather like having a supercomputer, but without all the programs to make it work properly. Think of this course as providing some of the missing programs.

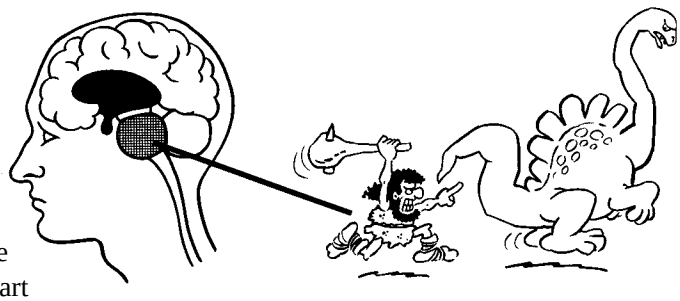
Let us start by having a brief look at the "hardware" – your brain.

ARE YOU BEING ACTIVE?
OR
ARE YOU BEING PASSIVE?

Active learners will be reading this with a pencil in their hand, ready to jot down questions and do the exercises!

THREE BRAINS IN ONE

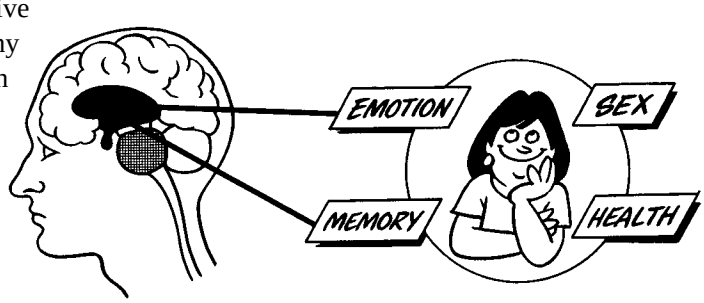
The first surprise is that you actually have three brains. Each one evolved after the other.



PRIMITIVE BRAIN

At the base of your skull you have a rather primitive brain. It keeps you breathing and it keeps your heart beating. It tells you to fight or run when danger threatens. It also controls some of your more primitive instincts, like your sense of territory. Which is why you start feeling angry or uncomfortable when someone moves too close to you.

Next to evolve was your middle brain, a type of brain that mammals also possess. Only recently have we realized how important this mid-brain is to learning.

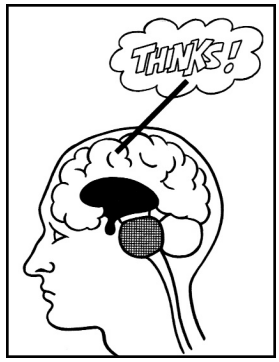


MIDDLE BRAIN

Your middle brain controls your hormonal system, your health (immune system), your sexuality, your emotions and an important part of your long-term memory. The fact that our emotions and our long-term memory are **both** controlled from this same middle brain explains something we have all observed.

When something involves strong emotions, it is usually very well remembered. You probably remember your first kiss, for example, or where you were when you heard someone significant had died. It also means enjoyment and fun are important elements in learning, because they involve positive emotions.

Make a fist with your hand. Now wrap your other hand over the top of this fist. If your wrist represents your primitive brain, and the fist is your middle brain, the hand wrapped over it represents your new brain.



THINKING BRAIN

This third brain is truly extraordinary.

The good news is that this brain has **all** the capacity you will ever need to learn and remember anything you want. So long as you know how!

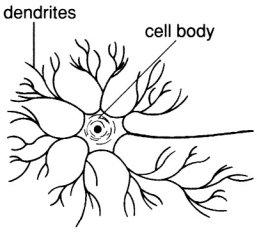
*Let's get your brain capacity into perspective. As it grows in the womb, a 12-week-old human embryo is developing about 2,000 brain cells **a second.***

An adult bee — which can do some pretty sophisticated things, like building a honeycomb, calculating distances and signaling the direction of pollen to its companions — has a total of about 7,000 brain cells or neurons.

That's the number of brain cells that a human embryo grows in about three seconds!

The incredible capacity of the brain has only recently been realized. You have about 100 **billion** brain cells, a number that is almost impossible to visualize. It is 20 times the entire population of the world.

A brain cell looks a bit like a miniature octopus. The cell is in the middle. Branching out from it are tiny threads. Each time something reaches one of your senses (sight, sound or touch), it creates a thought or impression that travels out from a brain cell and along one of the little branch-like threads. (These threads are called "dendrites" from a Greek word meaning "branch.")

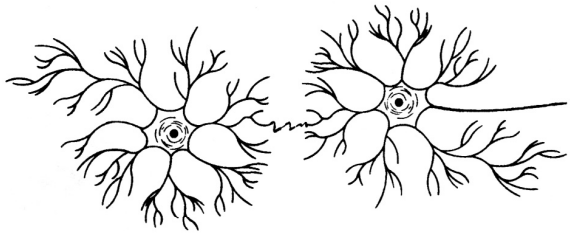


BRAIN CELL

Then the thought crosses over to another brain cell, via its "branch." The process continues with perhaps thousands or millions of brain cells being connected up in sequence. It is a split-second mental chain reaction conducted by electrical activity.

Dr. Paul MacLean is the scientist most identified with the idea of the brain in three parts. He calls it "The Truine Brain Theory."

Each time this chain reaction takes place, new connections are formed between brain cells. Some of these connections are permanent. That is why you can remember so many things without conscious effort, like riding a bike.

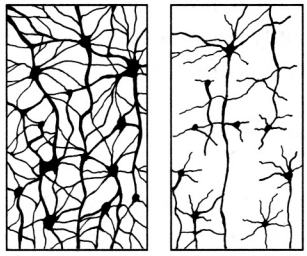


TWO BRAIN CELLS CONNECTING

Here is the significance. It is not really the number of brain cells you have, it is the number of connections you make between those brain cells that determines how "useful" your brain becomes, i.e. how intelligent you are.

The big news from brain scientists over the last 10-15 years is that intelligence is not fixed. We become more intelligent the more we use our brains and the more stimulation we give our minds. Because the more you use your brain, the more connections you make between your brain cells. The more connections there are between your brain cells, the greater your potential is for intelligent thought.

You literally expand your brain through use. In a real sense you are the architect of your own brain. You can develop your **own** intelligence.



SECTION OF A STIMULATED BRAIN | SECTION OF AN UNSTIMULATED BRAIN

Barring injury or major illness, you do **not** lose brain capacity as you grow older, so long as you keep learning and keep seeking new experiences – through hobbies, reading, work, sports, art, music, etc. The brain thrives on novelty and only declines with lack of stimulation.

The motto is: Use it or lose it! The choice is yours.

The more you use your brain, the better it gets. At any age. The less you use it, the fewer brain cell connections you make, and eventually its capability will decline.

MORE ABOUT YOUR THINKING BRAIN

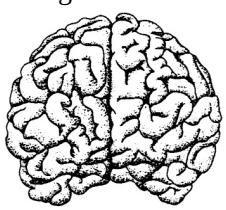
"The limits to learning are largely self-imposed".

Colin Rose

Imagine you are looking down on top of your head and are able to see through your skull to the thinking brain within. What you would see is that the thinking brain (or neo-cortex) consists of two distinct halves. These are the **Cerebral Hemispheres.** The two halves are connected by a rich bundle of nerves.

Ingenious research suggest that each hemisphere, or half of the brain, tends to have its own style of processing information for learning.

Left brain specialties
Speech
Step-by-step logic
Numbers



Right brain specialties
Melody
Patterns
Intuition

"A funny thing about life. If you refuse to accept anything but the best, you often get it.

W. Somerset Maugham

It's important not to exaggerate the difference, because our brains are far too complex to be put into neat categories. Nevertheless, there is an important lesson to learn from this research. Some people prefer a slow step-by-step build-up of information. We call them the more "linear" type of learner.

Others prefer – indeed, absolutely need – to see the "big picture" of the subject. To have an overview so they can see where it all leads. (It's difficult to do a jigsaw puzzle without the picture on the box in front of us!) We call them the more "global" type of learner.

"The brain may well be like a miracle computer. But it's also the only one that runs on glucose, generates 10 watts of electricity and is created by unskilled labor!"

David Lewis

When we listen to a song, the left brain will basically be attending to the words, the right brain will be attending to the melody. In addition, the emotional center of your brain, or limbic system, will be engaged. **In other words, your whole brain is actively involved.**

Are you asking questions as you read?

A question you might ask right now is… "Am I more of a linear or global learner?"

Now think how comparatively easy it is to learn the words of a song. You probably know dozens, maybe hundreds of songs – yet you normally make little conscious effort to learn them.

ACTION

Take a few moments to think about what you have just read. The conditions under which you listen to a song are usually relaxed and stress free. What does this information tell you about the conditions for effective learning?

Does it make sense to combine activities that involve the whole brain as we learn? Combine, for example, pictures and words? Or words and music? Or the overall big picture with detail?

The style of teaching that used to characterize our educational system was typically, "Sit still, face the front and listen to me."

That style of teaching suits less than half the population.

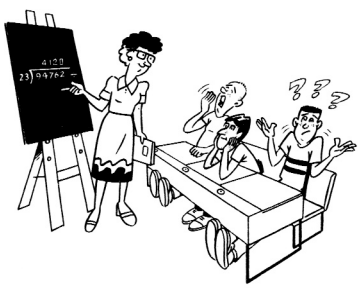
No wonder so many people feel they could have done better at school than they did. And that feeling still affects their attitude toward learning years later.

A very simplified way to explain the difference between linear and global thinking would be to imagine meeting someone you know.

A totally linear approach would be to build up the image step-by-step. You would scan the hair, the forehead, then the eyebrows, the eyes, nose, mouth and chin. It is a slow, logical build-up of information in sequence.

Of course we don't do that. We glance at the person and instantly our capacity for global thinking means we see the **pattern**. The result is we immediately recognize we know the person.

Here's why the distinction between linear learners and global learners matters. Most traditional educational materials rely too heavily on a linear presentation, i.e. a slow, detailed, build-up of information. The more global learners get frustrated. They cannot see where it's all leading to. So they get bored and switch off.

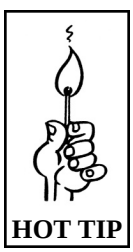


Most of our learning experiences have tended to be based on the type of instruction that linear learners like. This is sad for people who like intuitive thinking – school rarely enables them to achieve their full potential. It is also sad for those who rely more on a linear type of thinking – they have not been given the chance to develop more creative and intuitive styles of thinking.

*Learning styles and teaching styles need to be **matched** to enable learning to be enjoyable and successful.*

Problem

Absolutely stuck with something new you are learning? Unable to retain it? Unable to maintain interest and concentration while you read?



Look at the way you are approaching it. Can you identify your approach as linear or global? For example, if you are laboriously working your way through a textbook, taking careful notes – try something radically different. Try using some visual images — take a range of colored pens and create a poster that represents what you are trying to learn. You will have changed from a linear approach to a more whole-brain mode of learning.

WHAT HAS ALL THIS BRAIN STUFF GOT TO DO WITH LEARNING?

Simply this. Information entering our brain will travel to the middle brain. The middle brain acts as a sort of central switchboard. If it decides the information is worthwhile, it switches that information up to your "thinking brain."

Now remember that this middle brain is not only a switchboard, it is also the part of your brain that controls your emotions. So, when the new information is transmitted to you in ways that appeal positively to your emotions, you can learn well and remember well.

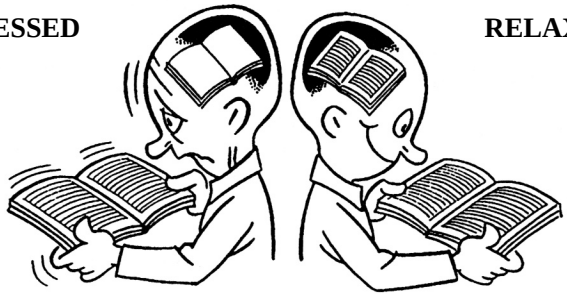
When what we are learning includes color, illustrations, games and sometimes a musical accompaniment, our emotions are engaged positively, and we learn better.

Which teachers do you remember from school? Chances are the ones who are or were enthusiastic. Enthusiasm has emotional appeal.

However, when negative emotions or fear are present, the middle brain may suppress the incoming information.

If you are under stress, information may never even reach your thinking brain. It gets filtered out. That is what happens when your mind goes blank.

STRESSED **RELAXED**



Stress, however, is not only the worry and concerns of which you are conscious. Very often people with a poor previous experience of learning feel unconsciously threatened by new learning experiences.

It becomes a vicious circle. Because they feel they are poor at learning, they feel threatened. And because they feel under threat, their thinking brain receives less information, so they do learn less effectively.

If you feel insecure, less of your brain's potential is available. That is why, when you are worried, you may suddenly come to realize that you had been staring at a page, without taking anything in.

The secret is to get into a calm, positive mood **before** you start learning.

"In a rapidly changing environment, people will need to move in and out of education all their lives."

Professor Tom Stonier
Bradford University

STRESSED OR STRETCHED?

There is a difference between stress, which is negative, and the feeling of tension you get before you start something that you know will stretch your ability.

We all feel good when we rise to a challenge. A game with an opponent with whom we need to struggle to win.

Or mastering a hobby or a school subject or a new skill at work.

To be stretched is positive – it makes life fun.

Dr. Benjamin Bloom has spent a lifetime studying excellence.

*His conclusion is that **anyone** can learn **anything** – the only difference is that some take more time than others.*

If this program helps with the rest of your life, it doesn't matter if it takes six days, six weeks or six months to complete. Does it?

THE GOOD NEWS – YOU HAVE SEVEN INTELLIGENCES TO USE

We have seen that you certainly have the brain capacity. With 100 billion brain cells, you would have to be downright greedy to want any more!

But how do we actually use our brain to learn? Why do most of us use only a tiny fraction of its potential? And what is intelligence?

Work by Dr. Howard Gardner at Harvard University points to the fact that we have not just one intelligence – but seven.

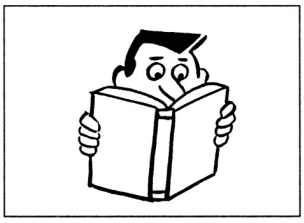
Each intelligence is of **similar** importance in reaching our full human potential.

Let's look at those seven important intelligences. They are common sense. We can recognize them as natural talents, which each of us has to a greater or lesser extent.

DON'T UNDERESTIMATE THE IMPORTANCE OF INDIVIDUALITY

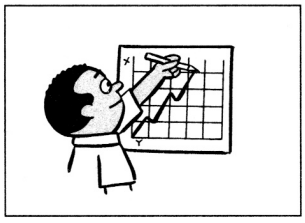
Tests show that simply shifting a book to the left or right of the body can improve some people's reading speed and understanding!

The seven intelligences are:



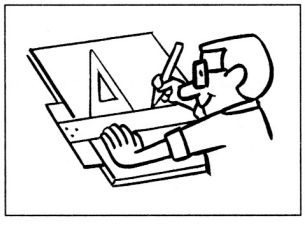
1. **Linguistic Intelligence** – or talent with language.

   The ability to write or talk well. Some people just seem to have the "gift of gab." Or they can write well. Many people like to read good novels, or even write poetry. They have good linguistic intelligence.



2. **Mathematical/Logical Intelligence** – or talent with math, logic and systems.

   The ability to deal well with numbers and to think logically. You probably know people who do not think of themselves as "intelligent," but who are razor-sharp in adding up the odds on a bet or at calculating statistics for football or baseball!
   Engineers, scientists and accountants would demonstrate this intelligence.



3. **Visual/Spatial Intelligence** – or visual talent.

   The ability to visualize how things will eventually look. To imagine things in your mind's eye.
   Designers, architects and artists would be an example, but **you** use it when you use your sense of direction, navigate or draw well.

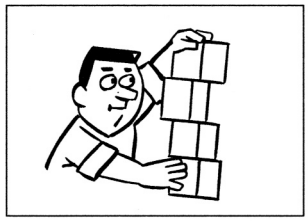
4. **Musical Intelligence** – or talent with music.

   The ability to create and interpret music. To keep rhythm. Most of us have a good basic musical intelligence, and we can all develop it. Think how helpful it is to learn with a jingle or rhyme (e.g. "30 days hath September").

5. **Bodily/Physical Intelligence** –or physical talent.

   You use this intelligence when you move well, run, dance, build and construct something. All arts and crafts use this intelligence.

Many people who are physically talented and "good with their hands" do not recognize that they are showing a high form of intelligence. One that is of **equal value** to the other intelligences.



6. **Inter-Personal Intelligence** – or social talent.

   The ability to communicate well and get along with others. Many people have a superb ability to make people feel at ease, to read others' reactions and to be sympathetic to the feelings of others.

   This is a vital human intelligence. This talent is used to the full in being a good parent, a supportive colleague or a good teacher.

7. **Intra-Personal Intelligence** – or inner control.

   An ability for quiet, objective self-analysis. This leads to being able to understand your own behavior and feelings.

   You use this intelligence to create your own goals and plans, and to study your own successes and mistakes as a guide to future improvement.

It is worth spending a few minutes looking at this list of seven intelligences or talents again. **Be aware that they are of equal value.**

This new way of looking at people's ability has led Dr. Howard Gardner to propose a new definition of "intelligence." It is "the ability to create useful products and solve everyday problems."

Previously, intelligence was defined much more narrowly. It was mostly related to academic performance. Yet academic subjects are largely taught through just **two** intelligences – the linguistic and mathematical/logical intelligences.

Academic success is indeed one way of demonstrating intelligence. In the real world, however, it is **far** from the **only** way.

"A uniform way of teaching and testing is patently unsatisfactory when everyone is so different."

Dr. Howard Gardner
Frames of Mind

CONCLUSION

You have **all** the capacity you need to be an excellent learner. To all intents and purposes the basic capacity of a human brain is limitless. Most people, however, use only a fraction of their true potential, for three reasons:

1. They lack self-confidence.
2. They lack an organized approach to learning.
3. They do not know how to learn so that they use their **preferred** learning style and their **full** range of intelligences.

This program is designed to ensure that you know how to learn in ways that suit **your** unique mix of capabilities. The program is also designed so that you have a clear step-by-step plan on which to work. That plan is based on the Six Stages of Learning we have identified from the research on the brain that you have just read. Those six stages are explained next.

THE SIX STAGES OF LEARNING

We believe that effective learning should involve **six stages:**

1. **State of mind**

   Your need to be in a **"resourceful**" state of mind. That state of mind is relaxed, confident and motivated. If you are stressed, or lack belief in your ability, or cannot see the point of what you are learning, you won't learn well.

2. **Intake of information**

   You need to take in the facts to suit **your** learning preferences. There are differences in the extent to which we each need to **see, hear** or to get **physically involved** in what we are learning.

   When you first start to read, listen to or watch something new, you need to do something to make that information more memorable to yourself. What you do depends on your preference for visual, auditory or physical learning – or whether a deliberate combination of all three works best for you.

3. **Explore the subject**

   You need to explore what you are learning. There's a difference between knowing about something and truly **understanding** it.

   When you thoroughly **explore** a subject, you turn surface knowledge into deep understanding. How you achieve this depends upon other important learning preferences – preferences that depend upon the unique way **you** use your range of intelligences.

4. **Memorize the information**

   You need to **memorize** the key elements of what you have learned. The aim is to commit one or two key facts to memory so the rest of what you've learned comes flooding back.

5. **Show you know**

   Unless you test your understanding of what you've learned, you cannot be sure you have really understood it. You need to "show you know."

6. **Reflect on how you learn**

   You need to **reflect** on how well the learning went. The aim is to improve not just **what** you know, but **how** you learn. That way you will become a better and better learner.

In the remainder of the book you will find some powerful ideas which we know make learning easier. They make up your basic learning "tool kit." They fit into a systematic approach to learning that will suit the way you like to learn best.

This Power Tool Symbol means that this idea is of central importance in becoming an effective and accelerated learner.

This is an optional tool. You'll want to use it if it suits your learning style, at the moment.

TOOLS EXTEND YOUR NATURAL POWER

A lever magnifies the power of your arms. A screwdriver increases the power of your hands. A torch amplifies the power of your eyes in the dark.

These tools of learning extend the natural power of your brain.

Stage One

GET INTO THE RIGHT STATE OF MIND FOR LEARNING

How you feel about learning is extremely important. If you feel good about your ability to learn, this first section contains many ideas that will reinforce and extend that confidence. If, like many others, you have lacked confidence as a learner, it's important to know that you are not stuck with those feelings.

Nevertheless, changing your attitude – while entirely possible – will require some deliberate effort to put into practice some proven techniques.

A positive attitude to learning flows from:

1. Understanding your feelings, how they are formed and how you can chose to change them

   Knowing how to take **deliberate** action to create the strongest possible belief in your own ability. Self-belief is the key to success.

2. Being able to set clear goals, because to spend time to learn means choosing from competing possibilities. Your motivation to choose study over a more immediate pleasure depends largely on how clear your vision of your future success is.

3. Being able to relax and calm yourself whenever you need to.

Worth Pondering On!

- Walt Disney was fired by a newspaper editor because he lacked "good creative ideas."
- Einstein could not speak until he was four and could not read until he was seven.
- Beethoven's music teacher told him he was "hopeless as a composer."
- Paul Gauguin tried painting only because he failed as a stockbroker.
- Rodgers and Hammerstein's first collaboration was so disastrous that they didn't work together again for years.
- Writer Marilyn Ferguson puts it so well: "Your past is not your potential. "

It's never too late to succeed. High achievers are made – not born.

This manual is not just meant to be read, but to be defaced! Write notes in it, react to it and discuss it.

"The only truly educated person is the one who has learned how to learn."

Carl Rogers
Educational psychologist

EVERYTHING IS POSSIBLE

Barbara Meister-Vitale was dismissed as a retarded child. She couldn't read at 12 and was pronounced as "hopelessly dyslexic."

Her grandmother never gave up on her – she encouraged her to use her talent to draw, create mental images and play music. Gradually she learned to use more of these visual and rhythmic talents to explore her school work. It helped reduce her reliance on the written word.

Today she is a member of Mensa and has two degrees, including a master's degree in early learning.

FEELINGS AND SELF-BELIEF

Imagine you are in the kitchen. You take a fresh lemon from the fruit bowl. It is cool in your hand. The yellow, dimpled skin feels smooth and waxy. It comes to a small, green, conical point at either end. The lemon is firm and quite heavy for its size as you look at it in the palm of your hand.

You raise the lemon to your nose. It gives off such a characteristic, unmistakable citrus smell, doesn't it?

You take a sharp knife and cut the lemon in half. The two halves fall apart, the white pulpy outer skin contrasting with the drops of pale, lemon-colored juice that gently ooze out. You raise the lemon toward your mouth. The lemon smell is now slightly stronger.

Now you bit deeply into the lemon and let the juice swirl around your mouth. That sharp sour lemon flavor is unmistakable.

Stop a minute!

*Maybe the single biggest difference between good and poor learners is the extent to which they **explore** the subject, i.e. get actively involved. The image of learning has tended to be of someone reading quietly or sitting passively listening to a teacher.*

For most people and most situations, that image is completely wrong.

Did you mouth water? Almost everyone's does. And yet the extraordinary thing is that if we had simply instructed you to "make your mouth water," you couldn't have done it.

The "imagery" worked because your emotional middle brain does not distinguish between experiences that actually occur out there in the "real" world and experiences you imagine vividly in your head.

Success comes in cans – not can'ts.

You can use this fact to "program" your emotional brain to believe very strongly in your success. It is important to do this programming – because it is frightening how quickly and unnecessarily we create self-doubts and self-limits.

ALL ATTITUDES ARE LEARNED ATTITUDES

If $2x - x = 5$ what is x?

Because mathematics is such a common fear for many people, we have used it as an example.

*If you are good at mathematics, don't be smug – substitute a subject you feel you are **not** good at, like public speaking, drawing or reading handbooks like this!*

How do you **feel** when you look at that equation? Lots of people feel tense in their stomach. Possibly a feeling of helplessness or even incompetence.

When you hear people say, "I don't like math," or "I don't like being in a training room – it reminds me of school," what they are really saying is "I don't like the **feelings** and **thoughts** I get when I'm faced with math or a training day."

These feelings toward mathematics are merely unhelpful responses someone has learned from an original occasion (stimulus).

(By the way, $x = 5$)

The key point is this. The response you get from a stimulus isn't fixed. **You learned it. And if you learned one response – you can choose to learn another.**

Just as people often **un**consciously generalize a single error into an overall feeling of defeat, so you can **consciously** generalize a single moment of success into a general feeling of confidence. You'll learn how to next.

WHAT SUCCESS FEELS LIKE

Look at the picture in the margin. It is a picture of someone at a moment of peak experience. A picture, in fact, of an athlete with tunnel vision. He can picture only one thing: Olympic Gold.

It's a state of exaltation, of knowing deep in your mind, deep in your body, that you created a moment of excellence. It's a moment of great clarity, when everything comes together in a moment of total **inner** satisfaction. That feeling doesn't have to last long – then it's on to the next point, the next race or the next task. But that moment lives inside you forever.

That sort of moment is, **literally,** a powerful resource to draw upon. A memory that, if played over and over, will trigger the same feeling of powerfulness inside you. Because the memory of the moment and the feeling that goes with it are inseparable. The memory is the stimulus – the feeling is the response.

Replay the memory, and you replay the feeling. Replay the feeling, and you've created a resourceful state of mind. **A feeling of strength to draw on when you need it.**

ACTION

Before you go further, we would like you to think back to a time when you did something that was exceptional. A time when everything "clicked." It all came together, and you surprised yourself with your own ability.

It could be a sporting moment. It could be a moment when you suddenly solved a problem, saw a solution in a flash of insight. Maybe you got an "A" on a paper, or an exam result beyond your expectations.

It could be the exact moment in a negotiation when you suddenly **knew** you would succeed – or the look on someone's face when they congratulated you on an achievement. A perfectly executed dance step, or a meal you cooked that was superb.

It could be an experience with your family or a friend. It could be a situation where you succeeded in a hobby or a leisure activity.

In other words, a peak moment. If you need help remembering, just look at the illustration above. **That is the feeling**. For a moment, time stands still, and you have "the force."

Now stop and re-create a vivid memory of your **own** learning success.

First re-create what you were doing.
Then re-create what you were hearing.
Then re-create what you were seeing.
Then re-create what you were saying to yourself.
Then re-create what your body felt like.
Finally, re-create what emotions you were feeling.

*From the instant he left the staring blocks, Linford Christie **knew** he was going to win the 1992 men's 100-meter Olympic gold Medal. He had run and re-run the race in his mind over and over. His eyes were wide open with steely concentration on the finishing line. "All I had to do was focus", he said afterwards.*

Any of the eight finalists could have won. But Christie had the mental edge. The vision.

You are not stuck with your feelings. You can choose to change them!

Sometimes you can make important shifts in attitude through quite small changes. You can change the word "impossible" to "I'm possible" with just one small apostrophe(').

Impossible	*I'm possible*

METHOD ONE – CREATING A RESOURCEFUL STATE OF MIND

You can create a confident, positive state of mind – whenever you choose – with this simple sequence.

Step 1 Recall your moment of success.

Step 2 Now intensify that memory. What did you **see** at that moment? What did you **hear**? What did you **feel**? Get as much detail as possible, using all your senses.

Take some time. See it with your eyes, as you did originally; Hear it with your ears, feel it with your body.

Avoid seeing yourself in the scene from a distance. It is **essential** that you look out at the successful scene with your own eyes – because that re-creates the same feeling of competence and strength that you had originally.

You have learned how to recall a powerful state of resourcefulness. All you need now is a way to call that feeling up, whenever you wish.

Step 3 Having recaptured your moment and feeling of peak experience, think of one word that sums up the original event. It is your "cue" word.

Step 4 Sit up straight and straighten your body. Pull your shoulders back. Now look up and take a deep breath. This is important, because at moments of peak experience, we automatically breathe deeply. (You probably already feel different!)

Step 5 Clench your fist – which is a natural thing to do when you feel powerful.

Step 6 Now intensify your memory of that original experience. Really **revel** in the powerful feeling.

Step 7 Unclench your fist and **open your eyes**.

Repeat this sequence of 7 steps many times over the next two days. The more often you repeat the sequence, the stronger the stimulus/response pattern becomes.

Later, you will be able to return to this resourceful state whenever you wish. Just take a deep breath, picture the scene, clench your fist and say your cue word inside your head. **You've deliberately programmed yourself to feel good and feel competent, on command.**

This is a skill that will benefit you for the rest of your life. It's not just a skill for learning – it's a skill for life.

Not completely convinced yet? Well, remember that when you read about the lemon, your conscious, logical mind knew all along that there wasn't really a lemon to make your mouth water. It was all in the mind.

Yet it succeeded, because your brain and body respond to the images you create in your own mind in exactly the same way as they respond to "real" outside experiences. That's why we respond physically to dreams or to worry.

You have used this "technique" lots of times without realizing it. It is the same mental process that associates "our song" with a particular evening, or a perfume with a particular event.

The song or the perfume always brings back the same feeling. Now your "cue" word and the successful image will bring back a confident feeling. You are consciously and deliberately using the same mental process for a positive reason.

Notice how you can change a negative to a positive with just a simple down stroke of the pen:

*In a similar way, you can **choose** to change your feelings and attitudes. A positive state of mind will immediately make you more able to learn.*

METHOD TWO – POSITIVE AFFIRMATIONS

We all have an inner voice – the running commentary in our heads that accompanies our actions. Some of us comment out loud as we try new things. This is good if what we're saying is positive, but much less helpful if we are negative about ourselves.

You can increase your chance of success in whatever you tackle by thinking and saying really positive things about yourself. You can learn to create and use **affirmations**. Affirmations are positive statements that express what you choose to become. An example is, "I am relaxed and successful in training sessions."

The affirmation need not be true for you **yet** – the time to use affirmations is when you are trying to achieve something.

At first, affirmations describe you as you would like to become. You say the affirmation to yourself (or out loud) over and over. You imagine yourself having achieved something you would like to achieve. The affirmation influences your thoughts and behavior and gradually becomes more and more true.

We have no problem in understanding how negative comments have a very real effect on people's thoughts and behavior. If you tell people that they are stupid or irresponsible, we all know they will come to be negative and act stupidly and irresponsibly. It's negative programming and it works all too well.

All you will be doing with positive affirmations is using the **same** process, but you will be doing the programming to achieve a **positive** effect.

A good example of a simple positive affirmation is

"I AM A CONFIDENT LEARNER"

You can see that affirmations don't need to be complicated or lengthy. Short, snappy affirmations can be more easily remembered and used.

The more you repeat your affirmation, the more comfortable you will feel with it. And the closer you will move toward achieving your ambition. Try saying it to yourself frequently and regularly, 10 times in the morning and 10 times at night.

Repeat it to yourself when you are faced with a challenge related to your goal. As you feel more comfortable with it, say it out loud morning and evening. **And imagine the good feelings as your affirmation comes true.**

Repeating an affirmation for mental strength is like doing pushups for physical strength.

You don't notice the difference immediately, but the results come with practice.

Top-class athletes, sportsmen and sportswomen frequently use these techniques to help them toward success.

Affirmations remind us that we have a choice – to work and succeed or settle for less than we could do.

WHY AFFIRMATIONS WORK

Affirmations help create a more positive self-image. A self-image is the picture of yourself you hold in your subconscious.

At the beginning your conscious mind doesn't need to fully believe in them. (Remember how you could make your mouth water by visualizing an imaginary lemon?)

*But with repetition your subconscious **does** come to believe in your affirmations and looks for ways to make your actions match its beliefs. So, gradually, a belief in yourself as a confident, effective learner produces the actual result.*

Sounds simple – but our subconscious mind is simple.

SETTING CLEAR GOALS

How does this fit into your previous knowledge?

Does this make sense?

Does this challenge or fit in with your experience to date?

Relating and comparing what's new to your existing knowledge and conclusions is a good learning strategy.

Your Two Minds

We all have a conscious mind. And we all have a subconscious mind. Our conscious mind expresses itself in logical terms. Like "I really should be getting down to learning French tonight" or "I need to study that engineering manual."

Our subconscious mind, however, is much more concerned about how we feel about ourselves. Are we comfortable, happy and safe? Or are we feeling unhappy, pressured or threatened? Are we confident or apprehensive?

There is where the conflict takes place. To succeed completely, you need to make sure that what you consciously **say** you want, and what you really, **subconsciously feel** you want, are united.

GOAL SETTING IS FUNDAMENTAL

There is no point in being the most efficient oil rig team in history if you're drilling in the wrong place!

The image you have of yourself is largely stored in your middle brain. That brain is more likely to respond to an emotional appeal and to strong images than to a logical argument. So if you want to change your attitude, feeling and behavior, it is important to create a motivating and vivid vision of your future. Such a vision helps program your subconscious mind to achieve the goals you have set for yourself.

WHY A VISION IS SO IMPORTANT

"You have to start with the end in mind."

Stephen Covey

To achieve what you want in life, you need to be committed. To have the willpower to succeed you must:

1. Have a **vision** of what you want to achieve.

2. Have a firm **belief** that you can achieve that vision.

A vision is important, because if you don't stand for something – you can fall for anything!

People we describe as having terrific willpower have a clear idea of what they want, and believe they can do it. This is true of sticking to a fitness training schedule, a strict diet, studying at night school, or getting a qualification.

What would you think of an airline pilot who took off without a destination and a basic road map? Not much!

Your life is a journey. Surely it deserves some clear goals and specific plans.

If you have a vision, you have a purpose, and, if you have a purpose, you create determination and willpower.

A simple question helps clarify your vision: "Where do I want to be …"

In my relationships, in my self-education, in my job, in my health and as a well-balanced person – e.g. what abilities do I want to develop, what hobbies, which sports? Where do I want to travel?

WHY SHOULD WRITING DOWN A GOAL HELP YOU SUCCEED?

When you write down a goal, you have to think it through more clearly. You can't be vague. The act of putting it on paper makes it more real, more concrete.

If it's a really important goal, put it on a notecard and stick it up where you will see it every day.

Always put a time scale on your goals, otherwise tomorrow never comes!

ACTION

Sit quietly and **see** yourself as you will be when you've achieved your long-term goal.

Where are you? Who else is there? What do they **look** like? What do you **hear**? What do people say to you? What do you say to yourself?

Now what do you **feel**?

There's a great sense of uplift in success. Dwell on it. Take a deep breath, look up and smile. Enjoy the feeling.

*Goals need to be written, seen and **felt** to be motivating.*

"Establishing goals is all right so long as you don't let them deprive you of interesting detours!"

Doug Larson

Visualizing what you will look like, feel like and talk like when you have achieved your goal, is the **second** step.

Creating a realistic Action Plan is the **third** step.

Create a "symbol of success" to spur you on.

For example, if you were losing weight, buy a dress or suit in the size you target to be. Then pin the date on your new clothes when you'll be at that weight. And hang them up in sight!

The commitment makes your decision real!

NOW CREATE AN ACTION PLAN

You have a motivating vision. You have turned that vision into a more immediate and specific goal. Now you need an Action Plan to achieve those goals. An Action Plan is merely a set of steps you need to take to reach your specific written target(s).

To define the steps, you will need to ask yourself a simple question: "What prevents me from getting from where I am now, to where I want to be?"

Do I need:

- Money – how much? Where do I get it?
- Time – how do I free up time?
- Knowledge – where from?
- A skill – how do I acquire it?
- Support – who among my family, friends, colleagues or boss can help?

FACT

A recent study was published of the top 2% of "achievers" – people who are acknowledged to be successful in their field.

While they all had different successes, they all shared one thing in common. They all had written down their goals in life.

In the margin is an example of how someone began to develop their **ACTION PLAN.**

YOUR ACTION PLAN

Now convert the goals you have set for yourself into an action plan.

ACTION PLAN

Step 1

Step 2

Step 3

Step 4

Step 5

SUE

She wanted to become a journalist. She formed this into a clear goal – to pass the subjects needed to enter a college of journalism with good enough grades.

Step 1 *Read books on journalism and good writing. Practice writing. File examples of memorable journalism in a special folder.*

Step 2 *Get support from my parents, teachers and a cousin who works on a magazine.*

Step 3 *Get appropriate school grades, including those in English literature.*

Step 4 *Attend extra evening classes in writing.*

Step 5 *Figure out how to get together the college fees.*

Step 6 *Attend a college and graduate with a diploma or degree.*

BEWARE OF WISHES!

What we say reveals more than we sometimes think. When someone says, "I wish…," what they usually mean is "I'd like to, but it's too much trouble."

When they say, "I'll try…," they usually mean "I'm warning you now I may fail." So when they do, they have a let-out clause…"I only said I would try!"

With a clear vision and goals, priorities become clear. You have a sense of purpose.

Without clear goals, your life can be full of indecision.

WII – FM

Someone once said, perceptively, that we all listen to Radio Station WII – FM. It stands for "What's In It For Me."

Unless you have really thought through clearly the benefits of learning something, your motivation will be weak.

WHY ALL THIS PLANNING IS WORTH IT!

When you have a vision, a goal, a plan and a "to do" list, your life has a greater sense of direction. Your goals, of course, will not stay fixed. You will change and modify them along the way, but any change will be **deliberate** and made by **you.** If won't be part of a general drift.

A vision gives meaning and purpose to your actions. It is the picture on the jigsaw puzzle box of life!

If your life is worth living, it's worth planning. We use phrases like "drifter" and "aimless" for someone who doesn't have goals.

"I can't change the direction of the wind, but I can adjust my sales to always reach my destination."

Jimmy Dean

Here are three final thoughts to get the most out of your time.

1. Use "down time"

HOT TIP

Fifteen minutes a day adds up to over 90 hours in the course of a year. In 15 minutes of waiting for a bus or a train, you could easily learn 10 words of a foreign language – if you wrote them out on flash cards. That's over 3,000 words learned in the course of a year. The basics of an entire language.

What can you learn in your down time?

Twenty years from now you will be more disappointed by what you didn't do than by what you did do!

So pull up the safety anchor and explore the world about you to the full.

2. Set your own deadlines

Have you noticed how people manage to accomplish even large tasks when they are up against a deadline? They say proudly, "I did it in the end."

They did – but they were being passive, not active. If they did it in the end, they could equally well have done it at the beginning! The person in control sets his or her own deadlines.

Luck is what results when careful planning meets opportunity.

3. Share your goals

When you discuss your goals with someone else, you automatically increase your motivation. It's now a public commitment, and you do not want to let yourself down.

A goal shared with someone else is a more powerful motivator than one you keep to yourself!

CALM FOCUS

You often feel tension where the head joins the body – in the neck and shoulders. That is especially true for students and people who work with their heads.

If you clear away distracting tension, you are left with the ability to direct your energy more fully. And directed energy is simply a definition of concentration. Since your physical well-being affects your brain work, here is a four-step sequence that will help your ability to learn by helping you create a state of **calm focus.**

"Whether you think you can – or whether you think you can't - you are probably right!"

Henry Ford

1. **Pay attention to that internal voice.**

   The one that may be making all the negative, stress-producing comments like – "Oh no, not math! I can't do that!" Make sure you **hear** this type of subconscious sabotage. Don't let your subconscious talk behind your back! **You can't change that of which you're not aware.**

2. **Physically shift your position.**

   If you're sitting, stand. If you are standing, move. Your mind and body are so closely linked together that by changing position you can often start to shift your thoughts toward new possibilities.

*Deep breathing, neck exercises and an upright, straight spine all allow blood, oxygen and **energy** to pass freely between body and brain.*

3. **Maximize your oxygen.**

   The brain only weighs three pounds, which is about 2 percent of your body weight. Yet it consumes 20 percent of your oxygen intake. So before each learning session (and throughout the day as needed), close your eyes and breathe deeply for just a minute or two.

   Sit with your back well into the chair, spine straight. Let your jaw fall loose. Imagine there is a balloon in your stomach. As you breathe in, push your lower stomach out to its fullest limit. Then continue to take in air as your chest rises and expands. Keep breathing in until your chest is fully expanded and your stomach is now sucked in.

   Pause while you hold your stomach in for a moment. Then let the air out with a sigh. Continue this pattern for five to 10 breaths. After you have done this deep breathing, deliberately stiffen and straighten your back, and roll your eyes upward toward the ceiling.

   You will not only feel relaxed – you will feel strengthened and may well want to smile. The world "inspired" comes from the Latin word meaning "to breathe in."

When a successful result looks real, you become truly motivated. Napoleon played out all his battles in his mind before they took place. He put it well: "Imagination is stronger than willpower."

So imagine your success, and you are already halfway to achieving it.

4. **Replace any negative thoughts with your own affirmation.**

   That four-step sequence may take a maximum of one or two minutes. In that short time, however, you can create an important component of successful learning. A state of calm focus.

CATCH YOURSELF DOING IT RIGHT!

This simple but effective idea is adapted from a very good book entitled The One Minute Teacher by Spencer Johnson.

The idea is **deliberately** to look for occasions when you did something right or learned something well.

Having caught yourself doing right, you simply praise yourself for it. Something straightforward will do, like, "Helen, that was really good. Well done."

The basis for this deceptively simple idea is very sound. If you want to change people's behavior, you do so by rewarding them when they get it right – not by punishing them when they get it wrong! Hence the value of noticing each and every little one of your own successes. And praising yourself.

Big changes rarely come in one leap. They area almost always made up of lots of small steps forward. This idea of catching yourself doing something right recognizes this important truth.

Give yourself a pat on the back for each learning success and every time you use what you have learned from Accelerated Learning Techniques.

Talk positively to yourself.
"I did really well there."

"I made the effort and I succeeded."

"I'll use that method again."

"That was great."

THE LAST WORD ON STATE OF MIND

Studies done by Drs. Janice and Ronald Glaser at the Ohio State University Medical School prove how important it is to be able to control your state of mind. They showed that stress reduces the production of interferon, a substance that's necessary for the efficient working of the immune system. Stress, therefore, weakens your body's resistance to disease.

In addition, the hormones most associated with anxiety, cortisol and adrenaline, have a depressing effect on the immune system. Small wonder then that colds and other more serious illnesses increase when people are stressed.

All this underlines the importance of the power you now have to create a resourceful and relaxed state of mind. **The powerputs you in control.** And the feeling that you are in control of your life is a vital element in maintaining good health.

Dr. George Vaillant showed in his book, *Adaptation to Life*, that mental health is the most important predictor of physical health.

When you see life's stresses as challenges and meet them with confidence, and when you have the ability to create a calm focus whenever you want to – **you** are in control.

Remember: Willpower = Vision + Belief in your ability

If every time you progress a step forward you remember to notice it, then you will come to associate learning with feeling good. That's all part of motivation.

SUBCONSCIOUS PROMPTS

We pick up a lot of our knowledge from "cues" of which we are scarcely aware. But they influence our state of mind all the same.

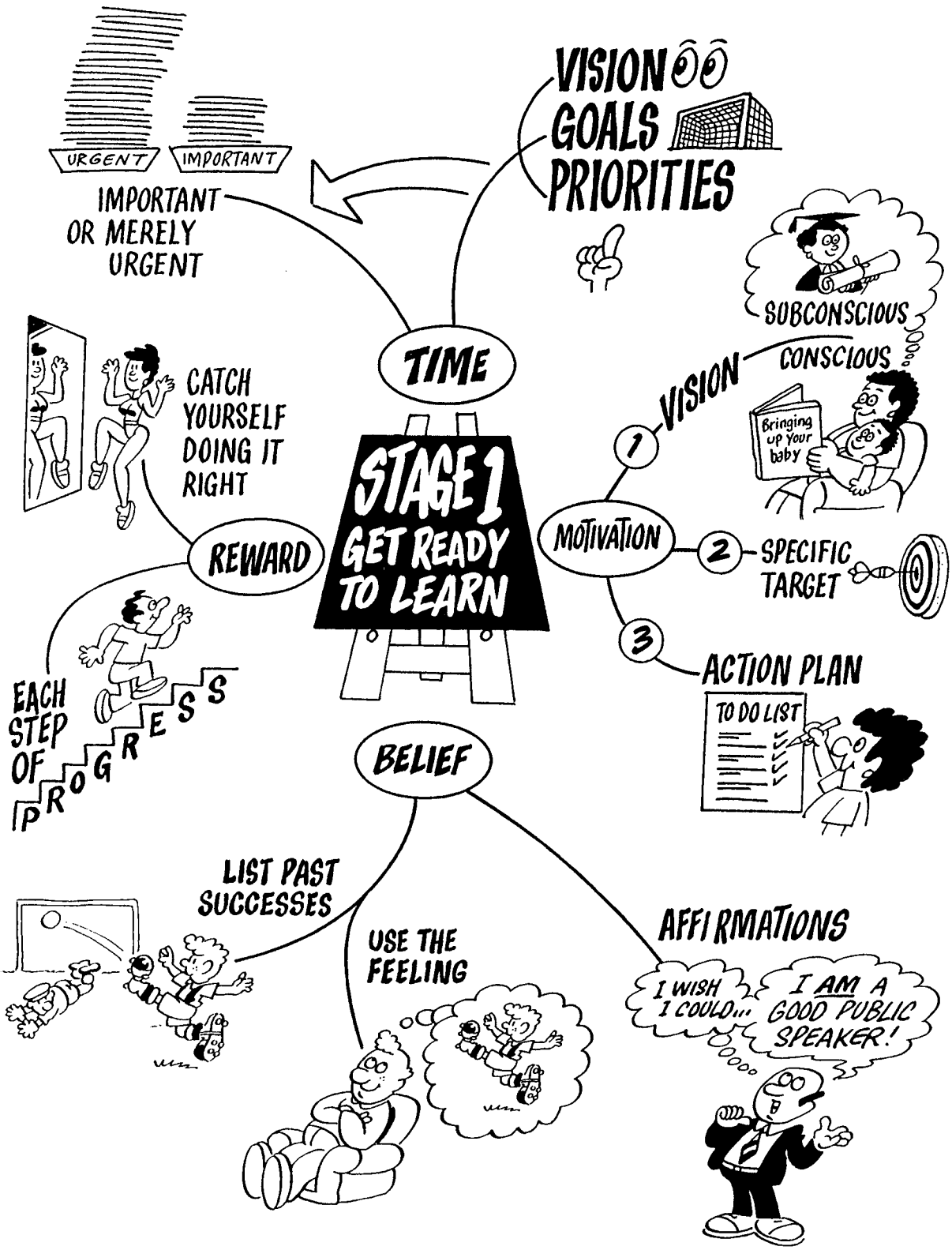
Try putting up a really beautiful poster or picture where you learn or study, or a memento of a past success.

Or some quotations that make you feel good.

There are lots of quotations scattered throughout this Action Guide.

The overall effect is designed to lift your spirits and amuse you. We hope they are working! Use any that catch your fancy to make your place of learning more attractive.

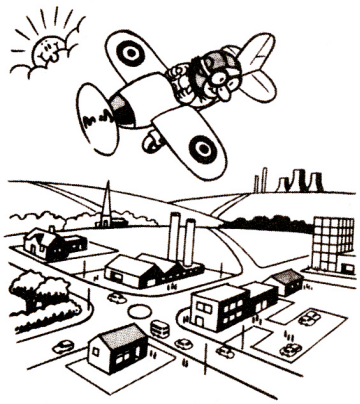
A LEARNING MAP OF STAGE ONE



Stage Two

GET THE FACTS TO SUIT YOURSELF

GET THE BIG PICTURE FIRST



Like most textbooks, this manual has a contents page, sub-headings, illustrations and diagrams.

They are all useful when you are trying to build up an initial impression of the subject. So start with a short "scan-read" of any new book.

If you are learning from a teacher, a training session or a demonstration, you can get an overview from the trainer or teacher.

Ask for a general outline before the instructor launches into the session. A useful question to ask is, "What do you want me to know or be able to do after the session?" What are his or her objectives for you?

If you are learning from a lecture or film, handouts or program notes could help. Fast-forwarding through a training video gets you an overview.

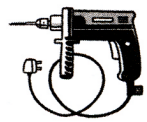
Looking ahead to see what's coming up next is not something to do just once.

It's much easier to understand things when you can see where they are leading. So **keep** looking ahead, and continue to build the big picture of what you are learning.

SKETCH OUT WHAT YOU ALREADY KNOW

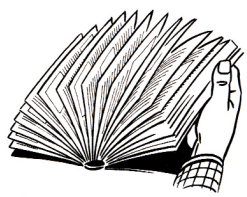
Jotting down what you already know gives you a clearer picture of your starting point. It builds confidence, and it helps define what you don't know!

So why not spend a minute considering or jotting down the headings of what you know already about *Accelerated Learning Techniques* and what you realize needs more of your attention?



Scan-read a book or chapter first. It gives you the feel of the subject.

You are looking for clues.



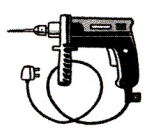
BUT DON'T JUMP TO CONCLUSIONS!

Getting an overall picture — or feel — of the subject is important. But remember you haven't got the details yet.

So don't jump to firm conclusions until you have explored the subject properly.

Many people's main form of exercise is jumping to conclusions!

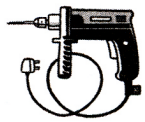
Remember, you have only seen the wood. Now you need to examine the trees.



Because you have scan-read ahead, you will be able to do this.

If you are learning from a lecture or practical training session you should make your notes in the five minutes before it starts. A preliminary learning map of the subject would be a good way to sketch what you already know. Then, as you explore the subject in more depth, you can keep adding to your learning map. The map grows as your knowledge grows.

BREAK IT DOWN INTO SMALL STEPS



The Chinese philosopher Lao Tzu once said, "A journey of a thousand miles starts with a single step." It's true. However daunting a task may appear, you can crack it with a simple step-by-step plan.

One researcher has calculated that a child of six has learned more facts about her world than the number of facts needed to acquire a medical degree! It's probably true. She did it, and you did it, piece by piece.

The important point is that when you are learning something challenging – like using a computer for example – you **don't** automatically have to start at the beginning. Roam around the subject and get started on something that engages your interest.

Einstein had to start somewhere!

As has often been pointed out, the famous physicist Einstein was not too hot a scholar at school. In fact, he failed math initially.

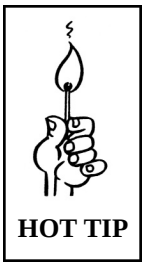
But something sparked his interest in physics. It was a favorite toy – a magnet. He became very interested in what forces caused the magnet to attract metal. So he started to think and wonder. And he began to brush up on his mathematics. Little by little.

Geniuses are more made than born. Einstein's brain now lies in a glass jar in a university. It's no bigger than average, but researchers say that it shows evidence of very rich connections between the brain cells.

Every time you experience something new, or think in a new way, you make more connections between your brain cells. The more connections you make, the more brain capacity you build. **At any age.**

In a real sense, every small step in learning makes you more intelligent. **You create your own brain capacity.**

What do you predict?



HOT TIP

A good way to stay focused on the subject is to stop every now and then and predict what the author, trainer or teacher is going to say or argue.

A good time to start is just after you have decided what you already know about the subject.

Progress is rarely doing one thing 100% better. It's doing 20 things each 5% better.

FASCINATING FACT

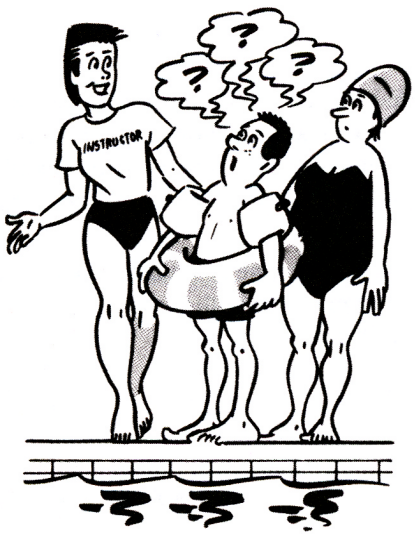
Other geniuses had favorite toys or games.

The inventor of the telephone, Alexander Graham Bell, had an uncle who would pretend to make his dog speak by manipulating its larynx.

Many years later, Bell remembered this when he was thinking of how to create the telephone.

This is important! ☞

KEEP INTERESTED – ASK QUESTIONS!



One of the most common complaints people make is that they find it difficult to concentrate. "How do I get interested?" they ask.

By far the easiest way to stay focused is to continuously develop questions. If you look at the sort of informal learning situations we all thrive in, active questioning is so often a key feature.

The trick is to write down these questions on a separate piece of paper. They act as a sort of "prodder" – keeping your brain focused on the trainer, teacher or textbook, looking for the answers.

Try asking general as well as specific questions. Good general questions are:

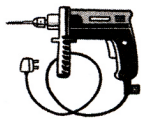
- How do I use this?
- Do I agree with this?
- Does this assume something that may not be true?
- How does this relate to what I already know?
- If this is true, what else follows?
- What else could the facts mean?

INTERROGATE!

If you just glance at the sky you might fleetingly notice that it is cloudy. If you really **look** at the sky, you will notice how the clouds change shape. You will wonder why the shapes can change so dramatically. That can lead to an interest into how wind and temperature combine to form the various types of clouds we see, e.g. cumulus, stratus or nimbus.

Why does the weather mainly come from the West in the Northern hemisphere? Is the direction of weather reversed in the Southern hemisphere? What makes a sunset so beautiful? Why is it made up of reds and oranges? What? Why? How? When?

If you only glance at a garden, you might notice it is "rather nice." If you really **look** at a garden, you will see the incredible symmetry of a flower, the geometry of a spider's web in the morning dew, and maybe wonder whether there is a mathematical order to nature.



"Constant questioning is the first key of wisdom."

Abelard

"I'd rather know some of the questions than all of the answers."

George Bernard Show

?

An important tool to draw out the meaning of what you are learning.

"Reason can answer questions, but imagination has to ask them."

Ralph Gerard

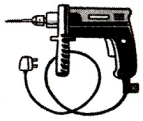
Effective reading is a conversation with the author.

IMPORTANT

Probably the biggest difference between natural or informal learning and formal or academic learning is this:

In natural learning situations you are almost always able to ask questions, and often there is someone else available to explain it to you.

*Learning how to ask **yourself** questions and how to find out the answers to your own questions by yourself is a key learning skill. A super power tool!*



*Assigned textbooks **can** be boring. If you are turned off by a subject you need to master, seek out a different, lighter, clearer book on the subject.*

The more you know about a subject, the more interested you become.

Or you may ask why there are so many colors in nature. If it is just to attract bees for pollination, surely three or four colors would be sufficient. In fact, there are thousand of shades of colors in nature for which we do not have even a name.

Why? What? How?

You see the point. A surface glance, and you can stay bored with a subject. But the harder you look, the more interested you become. Sometimes you have to initially force yourself to get into the detail – but once you start **really** looking, you get hooked. You start to wonder and explore, and that's learning.

Anther way to keep interested is to imagine you are an interviewer. Your job is to make sure the author or lecturer does not get away with woolly statements or half-truths. A sort of Barbara Walters of learning!

So keep asking questions like:

- "How do we **know** this is true?"
- "Is that conclusion justified?"
- "What additional arguments could I think of?"
- "Is this fact or opinion?"
- "Is this logical?"
- "How much evidence is there for what is being said?"
- "Can I think of any (better) examples to illustrate what's being said?"

When you read to answer a question or solve a problem, you read with a sense of purpose, i.e. with **interest.**

It is very easy to make up your questions. Simply take the main heading of the section and turn it into a question. For example, a question to ask about this section is, "**Why** should I ask questions?" or "**How** will it help me learn?" or even "**How** do I make up questions?"

When you listen to a teacher or trainer with questions in front of you, you automatically concentrate better.

LEARN WITH A FRIEND

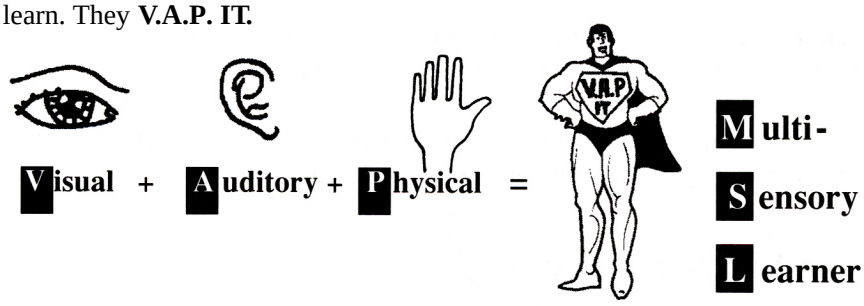
You will expand the range of questions you develop by discussing them with a friend. Your discussion will probably prompt further questions that neither of you would have thought of alone.

We remember up to 90 percent of what we see, say, hear and do. Tackle learning with a friend and dramatically increase your chance of remembering what you learn.

GETTING THE FACTS TO SUIT YOUR BRAIN

When you first encounter a book, a lecture or a training demonstration, you need to do something **extra** that helps you learn in a way that suits you best.

Although some people have very strong learning preferences, "multi-sensory" learning provides the best chance for successful, long-lasting learning for the majority. Multi-sensory learners deliberately engage all their senses as they learn. They **V.A.P. IT.**



Since we appear to have a separate memory for what we see, what we hear and what we do, the deliberate combination of all of our senses makes for highly efficient learning. So **V.A.P. IT!**

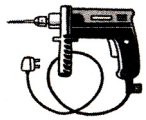
You already know some excellent ways to use all your senses. Here are some more ideas to try. They are extra tools for you to choose, depending on your personal preferences.

Check it off!

If you have a textbook or large instructions manual to tackle, make a light pencil check at the end of each paragraph that you have fully understood. It is a sort of signal to your brain to lock that information away. What's more, you can identify exactly where it was you started to get lost. Just after the last check!

It is a **good** thing to read and re-read a difficult passage. Sometimes read aloud. Instead of feeling overwhelmed by a whole chapter, you can concentrate on understanding small chunks at a time.

Even people who have learned the most complex subjects start with the simple basics and work up.



"I learned not from those who taught, but from those who talked with me."

St. Augustine

HOT TIP

KEEP LOOKING BACK…

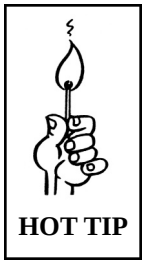
Every now and then stop and take a short break.

Before you start again, briefly review what you have just learned. You revise the subject – and get a motivating sense of progress.

…AND FORWARD!

If you also flick forward briefly, you are setting up your brain for the subject.

It's the equivalent of a warm-up to a runner.



HOT TIP

HIGHLIGHTS

Do not highlight or underline the first time you scan-read a paragraph or section. Do it when you read for the ideas.

The advantage of highlighting is that when you review your notes later you only need glance at the highlighted ideas.

Result? You can revise your knowledge of a whole book in 15 minutes or so.

Use a highlighter pen

If the book is your own, using a highlighter can be helpful. When you look back on the material a day, a month, or even a year later – you will have highlighted the important bits of **new**, important information.

Notice the emphasis on the word **new**. Many people highlight all the important ideas in a paragraph. That sounds logical, but it isn't. The point about learning is that you are acquiring **new** information or **new** ways of looking at old information.

So to highlight something you already know is only going to increase your work when you come back for a quick review later. And a quick review of what you've been learning is an essential part of really "locking it all down."

Highlighter pens also add color, which appeals to the emotional part of your brain. The more you use your **whole** brain, the easier you learn.

Read it dramatically

We remember what's dramatic. A pastel floral dress may be pretty, but it probably isn't memorable. A single crimson flower on a black dress would be memorable.

Just as visual images can be memorable, so can sounds. So if a passage is crucial or difficult – try reading it out dramatically. You can use a foreign accent or whisper it. (We often whisper what's important!) You'll remember it, and it's a great tool for auditory learners.

Tape recorders are great for auditory learners.

Tape your summary notes and play them in the car.

Summarize it out loud

Do you remember the statistics in the introduction? We tend to remember more than twice as much of what we say aloud than of what we merely read.

So stop regularly and summarize out loud what you have read.

Walk around while you read or listen

We were usually told at school, don't fidget. That was before we realized that the learners with a preference for physical learning **need** some way to express that preference.

Try walking around. Certainly get up and move every 25-30 minutes. Doodle, underline in color, jot notes and make learning maps.

If it's appropriate to the subject, draw a chart or graph or even stop and mock up a simple model. Experiment with how much **you** need a physical element to the way you take in information. For example, a desk or table may not work as well for you as a lap board.

Make notes on Post-it notes or note cards 

Stationary shops sell Post-it notes. They are little sheets of paper made up into pads. Each small square sheet has a sticky patch on the back.

Because these Post-it notes are small, they force you to reduce your notes to a very brief form. The key words jump out at you when you look back at them.

If you stick them all on a large sheet of paper, they allow you to sort out your thoughts physically.

Note cards work equally well. And you can stick them on the wall where you learn as reminders.

Sit quietly and visualize 

Most of us need to sit and think quietly over what we have just seen, read or hear. Go over it in your mind's eye and make a mental movie of it. It's a bit like an instant replay in a sports program.

It helps to store the information in your visual memory.

T.W.A. CREW ACHIEVE 100 PERCENT PASS RATE WITH MENTAL IMAGERY

Airline flight attendants need to know the location of over 60 pieces of emergency equipment.

T.W.A. attendants boosted their pass rate from 70 percent to 100 percent with the following sequence.

1. They toured the plan, noting the safety locations.
2. They filled in the location diagrams from memory.
3. They checked them against the master diagram.
4. They then sat, closed their eyes and visualized the original tour in their mind's eye. They then filled in the location diagram again.

How can you add mental imagery the next time you learn something?

A FOG SIGN!

Every now and again everyone gets lost. You just can't figure out what the text means. Develop your own sign for this.

A question mark or exclamation point perhaps. Put it in the margin; then come back later.

DON'T IGNORE BOREDOM

Our brains don't work at full capacity all the time.

If you find you are getting bored, stop, get up and take a break.

*Then ask yourself which aspect of the subject **is** interesting. What is relevant? And switch for a time to that.*

LEARNING MAPS

IMPORTANT

The secret is to read ideas – not words.

Although the learning maps in this book are professionally produced, they work just as well when they have fewer pictures – see the summary maps at the beginning.

You don't need many words to remember – as long as they are … THE KEY WORDS. They unlock a lot of memory.

It is essential to experiment with learning maps.

The first time you try anything it feels strange and may take a little longer.

That's true of riding a bike or driving. First it seems odd – gradually it becomes familiar and natural.

So persevere – it's worth it.

The essential rule in making a learning map is only to use **key words**. Key words are the essential words which – when you read them – remind you of the whole idea. The words that get to the heart of the meaning.

Key words are usually nouns, and since nouns are names of things, they are easier to remember. The aim in effective note-taking is to strip away all the unnecessary words. It's like digging for gold. You get rid of all the surrounding earth to expose the nuggets of valuable information.

Most people take notes that contain **far** too many words. That is a mistake because:

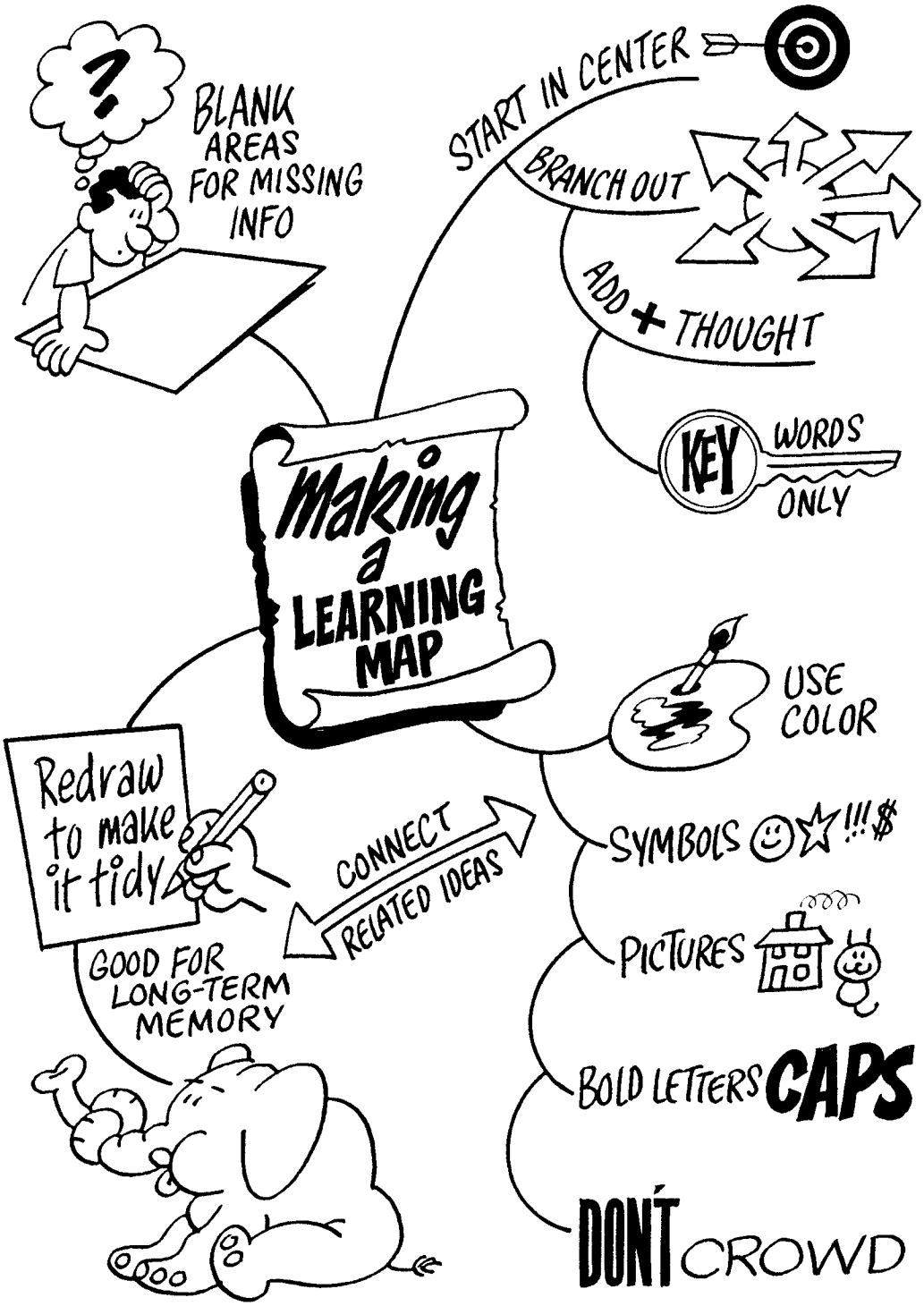
- You waste too much time writing it out in the first place.
- If you write too much, you will be concentrating more on the words than on the **meaning** of what the author, teacher or trainer is saying.
- You waste too much time rereading the notes later.

HOW TO MAKE YOUR OWN LEARNING MAP

1. Draw a picture or symbol, and/or write a phrase in the center of the paper to stand for the topic.
2. Strip away everything except the key words. This is the most important rule.
3. Take the main ideas associated with the topic and let them branch out from the central idea. Express things with a picture, a symbol or key word or phrase on your map.
4. Stop and think. Add new thoughts like branches on a tree. Put questions on areas you don't understand properly.
5. Organize your map – you may want to group some ideas that seem to go together by drawing lines and/or arrows to represent connections between thoughts.
6. Usually you will now want to redraw your learning map. Don't resent this – it is a good way to help it stick in your long-term memory.
7. Use as much color and as many symbols and pictures as possible. Our brains find these memorable. Aim to make each page of these notes look different.
8. Use bold and capital letters.
9. Don't crowd the page – leave space.
10. Use the paper horizontally – it gives you more space. And use one side of the paper – so you can use your learning maps as posters or spread out a number of them in sequence.

ACTION

First pick a topic you are very familiar with, such as yourself – your life, family, interests, job, etc. then experiment by making a learning map about it.



THE MAIN ADVANTAGES OF LEARNING MAPS

The information is all on **one** page. The theme, the core idea, is at the center, and the ideas that follow from that main theme are clustered around it.

Because the information is visual, it's possible to take it in all at once and, after a little study, to picture it in your mind's eye. This is especially easy when you have constructed the learning map yourself.

*A learning map is a tool to turn ideas and facts into an easily remembered **VISUAL** pattern of words. You can jump around from one idea cluster to another and literally see the connection between ideas.*

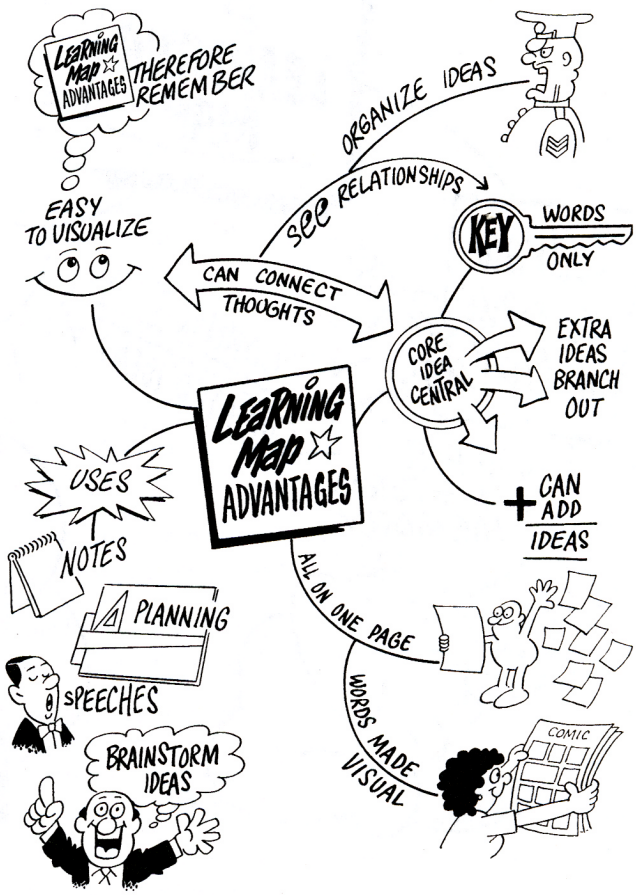
*It is also a tool to allow **you** to create a logical order for those ideas. Powerful stuff!*

Because you get used to reading or listening for only the essential **ideas**, you learn to cut out irrelevant material. That's great for concise reports and getting to the **meaning** of the subject. You can also add new words (ideas) anywhere, at any time.

You begin to impose **your** order on other people's messy thoughts! The "shape" of the argument will literally begin to emerge. The definition of "meaningful" is something that fits into a shape or pattern or order that **you** create. You turn someone else's ideas into your own.

If you need to rework your original draft learning map, the very act of finding more logical ways of grouping the ideas together helps you figure out their meaning. And because they now become **your** ideas, they are easier to remember. You can actually summarize a whole book on a one-page learning map. That makes them great for revising.

Learning maps can also be very useful to plan speeches, presentations, agendas, reports or papers.



*There is an important difference between taking notes and **making** notes.*

Taking notes implies copying down other people's thoughts and opinions.

***Making** notes is when you turn their information into your **own** thoughts and opinions.*

THE FINAL SKILL – KNOWING WHEN TO STOP!

There are times in every learning situation when you simply can't make head nor tail of it.

The right approach is not to struggle grimly with it for hours and end up with a bad case of depression, but to move on and come back later.

The next section of the book may be much easier to understand. More importantly, it may contain clues that help you understand the bit you got stuck on.

You rarely have only one chance to understand something. So write down what you **don't** understand, and come back to it in a day or so.

Or write it down and ask a friend or expert for help.

…BUT COME BACK LATER!

Researcher E. M. Gray searched for years for the one **single** factor that all successful people shared. Here it is.

Successful people simply do the things that failures don't like and can't be bothered to do. Successful people don't necessarily like doing them either! But their vision of success is stronger than their inertia. **They stick to it.**

THE DUCKLING

This is another true story. A little girl visited a farm with her father. Out of a group of a dozen eggs, all had hatched but one.

"I'll help it, Daddy," said the little girl and gently cracked the egg open. In the night the ducking died. The struggle to be born is a vital part of the process of creation. It simply doesn't work without effort.

This program requires you to spend effort now so your learning will be easier later. Nothing worthwhile gets created without persistence. Nothing worthwhile is learned in "five easy lessons"! the very world "worth*while*" means that the subject is "worth a *while."*

DEALING WITH DISTRACTING THOUGHTS

If thoughts keep intruding on your learning, don't ignore them.

Acknowledge the thought, get up, move about and breathe deeply. Then let the thought go as if it were a balloon floating upwards.

"The only place where success comes before work is in the dictionary!"

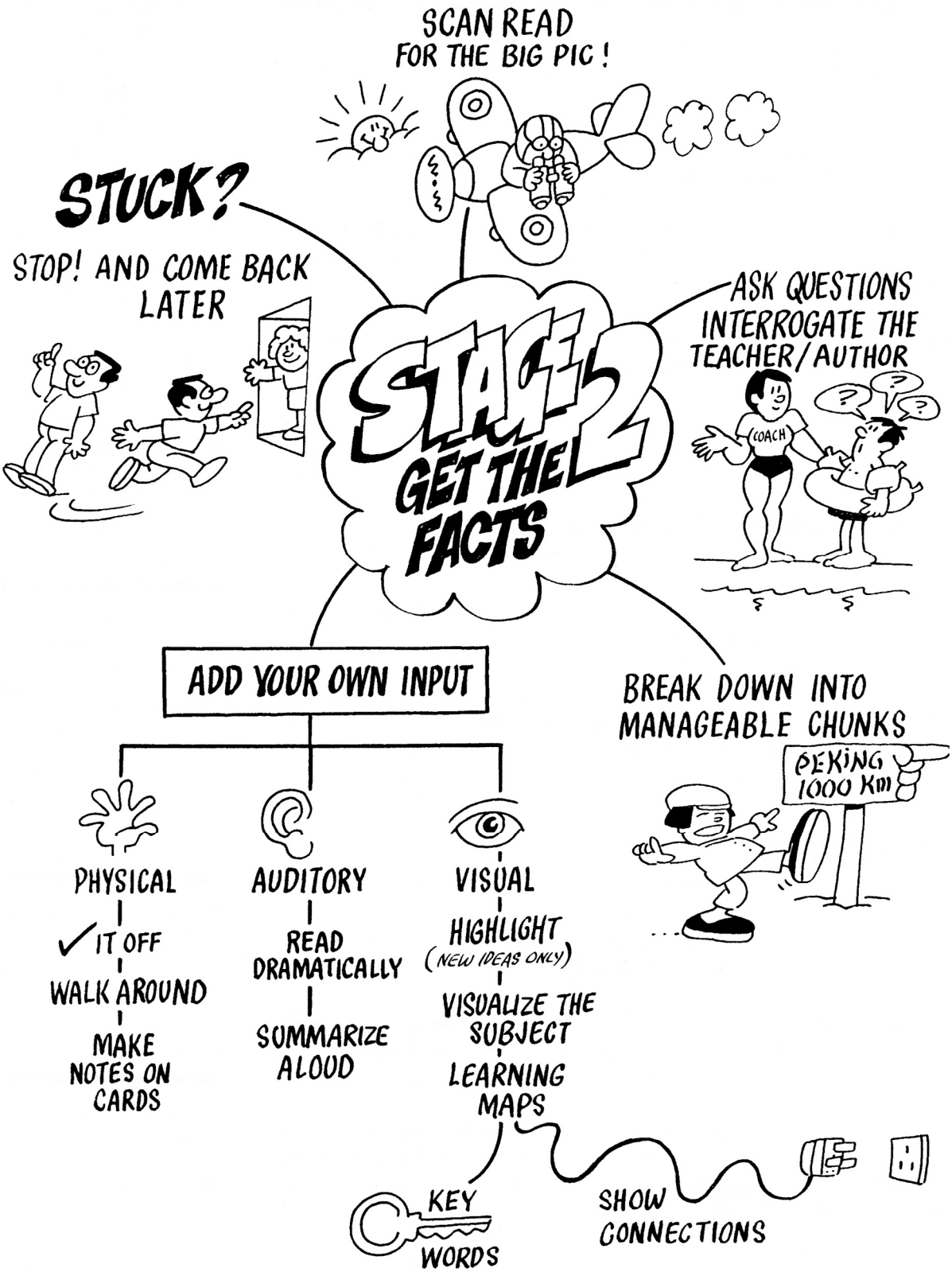
Vidal Sassoon

Luck favors the backbone, not the wishbone!

The fruit of the tree is out on a limb!

All change involves risk.

A LEARNING MAP OF STAGE TWO



Stage Three

EXPLORE THE SUBJECT

Unfortunately, we have all had the experience of something going in one ear and out the other! That's because getting the basic facts is only the **start** of learning.

You can compare learning with a plant. When you first go over the subject, your knowledge of it is like a seedling – clinging precariously to the surface of the ground. Unless that seedling becomes a fully flowering plant, with strong and deep roots, it is all too easy for it to wither away.

SURFACE KNOWLEDGE **DEEP LEARNING**

To convert surface knowledge to deep learning, you have to **do** something to make it take root. Once you have the basic facts, you have to stop and explore the subject.

This is where you can begin to use the full range of your SEVEN different intelligences.

THEORY INTO KNOWLEDGE

If I were to tell you that an acre is 4,840 square yards, that's data. Easily forgotten, because it doesn't mean much.

If, instead, you were to discover that an acre is about the size of a football field, that's knowledge. You have related it to something you know.

You probably used your visual intelligence by picturing a football field.

You took something that was just abstract information and turned it into meaningful and useful knowledge.

That is a pretty good definition of learning!

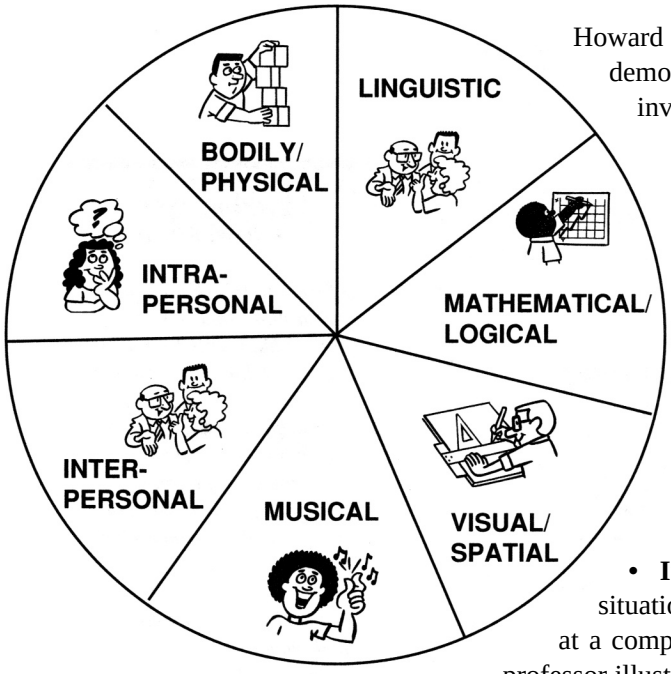
BRAINS ARE LIKE MUSCLES

When you deliberately use your range of intelligences, you exercise your brain. Like your muscles, your brain power literally does grow with use. That's why intelligence is not fixed. You are an important influence on your own brain.

Learning is not something that's done to you. **Only you can do it**. The best any teacher can do is provide an atmosphere and materials that encourage you to want to explore and learn. And help you overcome difficulties. The actual business of learning is entirely **your** responsibility!

We will regularly be using a phrase I have borrowed from an inspirational writer named Dr. Robert Schuller: **"IF IT'S TO BE, IT'S UP TO ME!"**

EXPLORE WHAT YOU ARE LEARNING WITH YOUR SEVEN INTELLIGENCES



Howard Gardner and colleagues at Harvard University have demonstrated that when your range of intelligences is involved, learning ability is greatly enhanced.

Each type of intelligence represents a different way to explore the subject, a different ability to call on when you need to tackle a problem.

YOUR SEVEN INTELLIGENCES

This new way of looking at intelligence tells us three critically important things:

- **Intelligence is not fixed.** A person can excel in one situation and appear to be highly intelligent. Yet he may be at a complete loss in a different situation. The absent-minded professor illustrates this well!

- **Intelligence is simply a set of abilities and skills.** You can develop and improve your intelligence by learning to use your abilities to the full. This program gives you the tools of the trade to develop these skills.

  Intelligence is demonstrated by what people do and achieve. Become a good "doer" and you'll **show** your intelligence.

- **You need to work to use, develop and improve your intelligence** – it can't and won't happen without effort on your part.

Eighty percent of what we know about the human brain was discovered in the last 15 years. It overturns some previous assumptions.

This program gives you access to a wide range of skills for learning. The more tools of the learning trade you possess, the more flexible and competent a learner you will be.

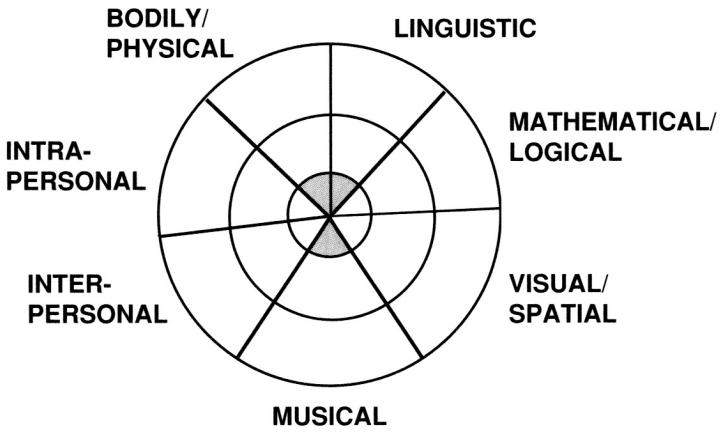
Consciously using your **full** range of intelligences leads to balanced learning – learning that not only suits your current strengths, but that also enables you to develop and grow as a person.

Using your full range of intelligences will also prompt you to think in new ways. The result is that you will become more creative.

EXPLORING YOUR SEVEN INTELLIGENCES

What do you feel are your strongest intelligences? Think about it and then transfer your conclusion to your Intelligence Profile on page 58.

You do this by shading in those segments of the innermost circle that correspond to your strengths. For example, somebody who considered she was strongest in linguistic, musical and bodily/physical intelligences would shade in the following segment of the innermost first circle.



IMPORTANT

You may discover further strengths as you explore your learning potential through this program.

What you will discover about yourself in these explorations describes you at this moment – ***all the intelligences can be enhanced and developed.***

EXPLORING WHAT YOU ARE GOOD AT

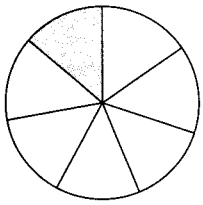
The following activity helps you explore the subjects, jobs and/or situations in which you excel. What type of problems are you able to solve? What are you able to make or do that other people value?

Competence is in these subjects, jobs or situations may have come naturally to you or you may have had to really work at developing the skills involved. The fact that it is possible to develop such skills proves that abilities are not fixed.

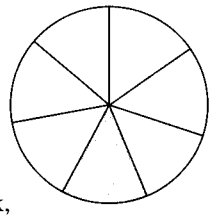
Read through the activities on the next two pages and checkmark what you are good at. If you are good at an activity that is similar to one that is listed, but your particular expertise is not actually mentioned, then add it to the printed list and check it off. When you have checked off those activities you are good at, you should see a pattern. The more activities you check, the stronger you will currently tend to be in that particular type of intelligence.

You learn more about a road by traveling down it, than from all the maps in the world.

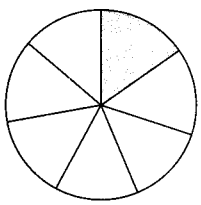
(Check what you are good at)



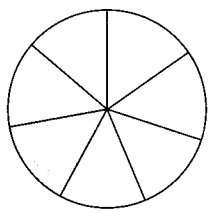
- ❑ Sports
- ❑ Dancing
- ❑ Car maintenance
- ❑ Do it yourself – carpentry, bricklaying, plastering, tiling, etc.
- ❑ Rough-and-tumble play with children
- ❑ Hobbies involving delicate handiwork, e.g. model building, knitting, embroidery
- ❑ Cooking, baking, cake decorating



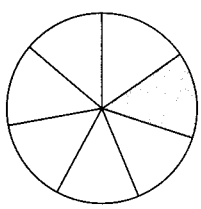
- ❑ Music making
- ❑ Repeating songs you've heard
- ❑ Clapping or beating time with music
- ❑ Recognizing tunes
- ❑ Moving in time to music
- ❑ Remembering slogans, raps, verses
- ❑ Selecting appropriate music, e.g. background music



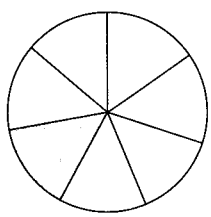
- ❑ Verbal arguments
- ❑ Crosswords, word puzzles
- ❑ Letter writing
- ❑ Form filling
- ❑ Finding information – from newspapers, brochures, books, etc.
- ❑ Verse, poetry
- ❑ Giving clear explanations
- ❑ Giving instructions
- ❑ Writing
- ❑ Literature



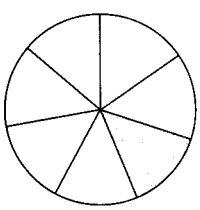
- ❑ Listening carefully
- ❑ Committee work
- ❑ Managing/supervising others
- ❑ Parenting – teaching, playing with, helping, consoling or managing children, young people
- ❑ Helping others with personal problems
- ❑ Youth work, sports clubs, etc.
- ❑ Teaching/training others



- ❑ Budgeting
- ❑ Family accounts
- ❑ Planning journeys
- ❑ Calculating scores
- ❑ Calculating odds on bets
- ❑ Estimating quantities
- ❑ Managing/planning time, timetables
- ❑ Mathematics
- ❑ Science



- ❑ Keeping a personal diary/journal
- ❑ Predicting what you'll be able to do well or have difficulty with
- ❑ Planning your own time
- ❑ Understanding your feelings and moods
- ❑ Recognizing who you are like/unlike
- ❑ Achieving personal goals

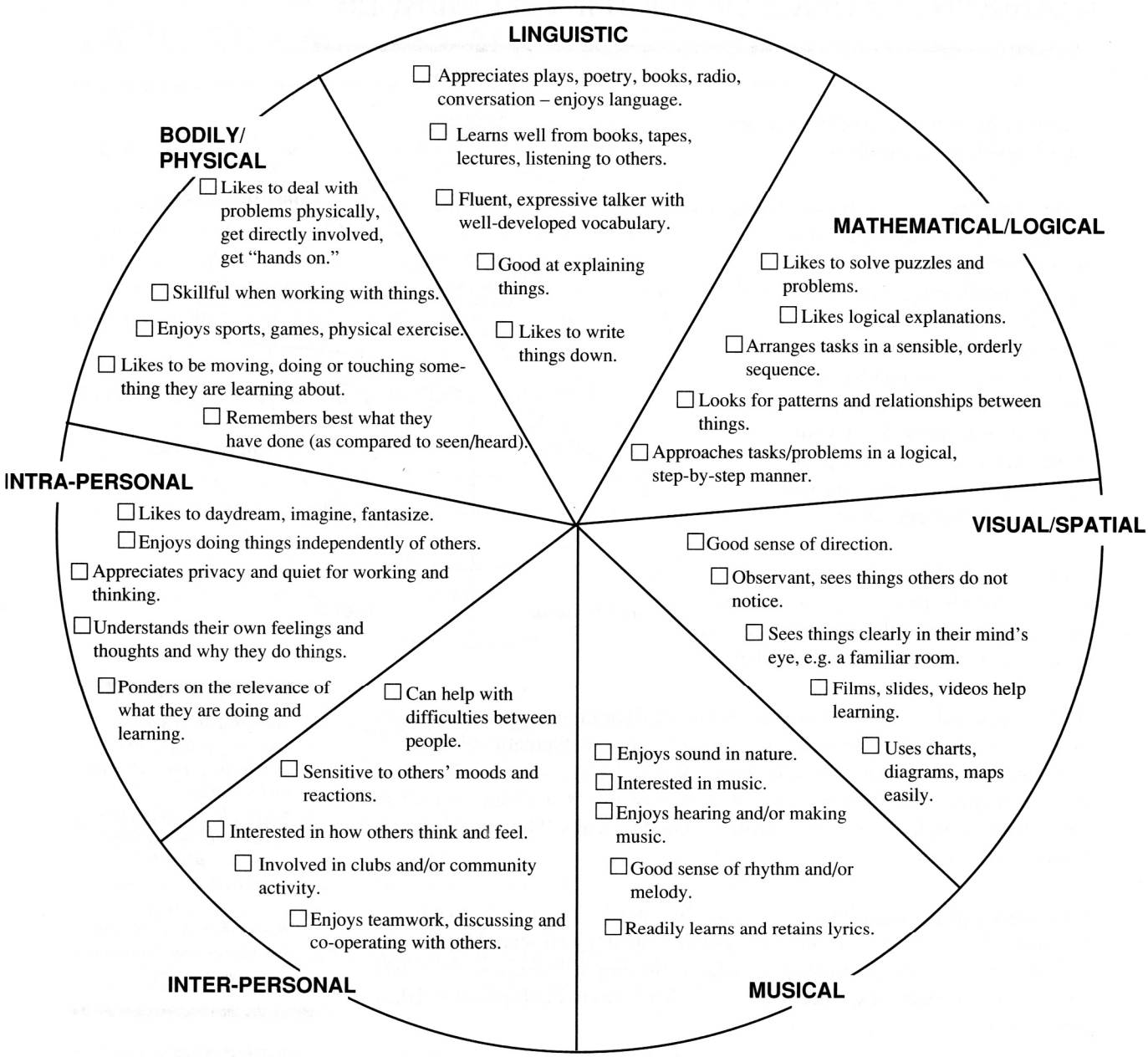


- ❑ Map reading and navigating
- ❑ Using diagrams and plans, e.g. engine diagrams
- ❑ Self-assembly furniture
- ❑ Driving, parking
- ❑ Planning gardens
- ❑ Art
- ❑ Dressmaking
- ❑ Model layouts, e.g. train sets and model making

ACTION

Now transfer your conclusions to the Intelligence Profile on page 58. In other words, shade in the segments that represent your current strengths, in the second or middle circle, which is labeled "Results from exploration 2."

☐ **Check boxes that describe you**



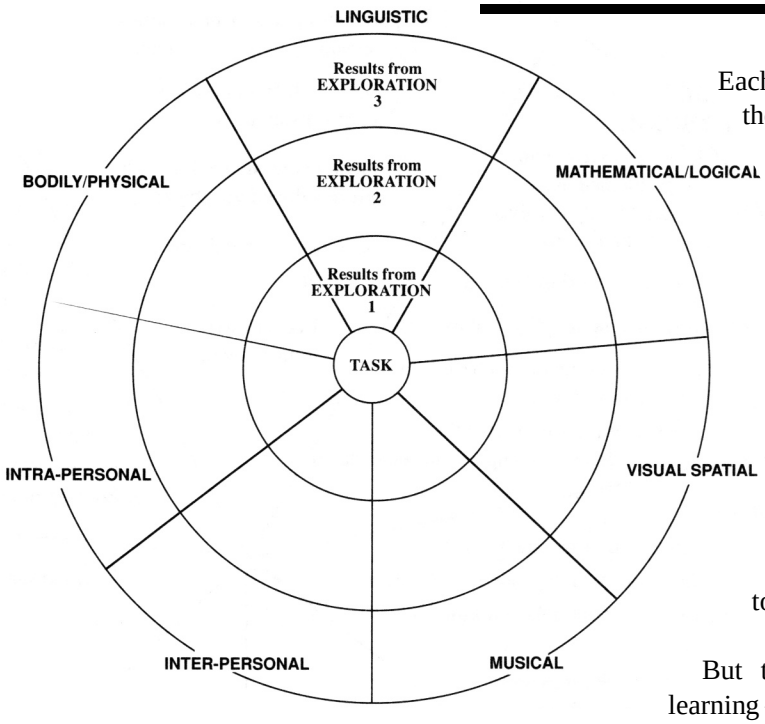
How to use the exploration you have just completed

By comparing the number of checks you have made, you will have further information on your preferred or stronger intelligences. If you have checked four or five boxes in a segment, it is likely that this is currently an area of strength for you.

ACTION

Transfer your findings to your Intelligence Profile on page 58 by shading in the intelligences which seem to be your strengths. Use the outer circle to do this.

A CURRENT PROFILE OF YOUR INTELLIGENCES



Each type of intelligence offers you new ways to explore the problem

Howard Gardner – the professor of education at Harvard who came up with the important idea of multiple intelligences – makes a critically important point. Our schools (and training rooms) typically teach to involve the linguistic and mathematical/logical intelligences. So if your brain is naturally set up to be good with words and figures, you will do well in formal education.

If you like a teaching style that reveals the subject bit by bit in a logical step-by-step manner, you will like the way most textbooks and lectures are put together.

But this approach – typical of formal teaching and learning – is mostly directed to just two types of intelligences, i.e. linguistic and mathematical/logical. If that's the way your brain naturally works, you're lucky. If it doesn't, school may be a tough experience because it mostly offers a single chance to understand. It is therefore what Howard Gardner calls "the single-chance theory of education."

What about the people who prefer – and often **need** – other ways to explore the subject? Howard Gardner answers that they are not well served by the way we normally present information at school. So they achieve less than they could. Yet give them the chance to also use other types of intelligence and they can blossom.

This is the multiple-chance theory of education, and it's what your work at Accelerated Learning is all about.

When you are more aware of the unique make-up of your brain and therefore know how to use it best, you can become a highly proficient learner. It takes effort, but there's nothing to prevent you or your children from achieving anything you set out to. Anyone can learn anything – given only time.

THE LIMITS TO LEARNING ARE LARGELY SELF-IMPOSED *and* **IF IT'S TO BE, IT'S UP TO ME**

- *Does this make sense?*
- *Does this help explain my own feelings toward school and learning?*
- *What relevance does this have to me and my family?*
- *How can I **use** this information?*

***Remember:** A key skill in learning is continuous and active questioning!*

"A mind stretched to a new idea never returns to its original dimension."

Oliver Wendell Holmes

"When everyone thinks alike – nobody thinks much."

Dee Dickinson

Notice in what ways this book is different. We've designed it so you can skip around, change the pace and read it a bit like a newspaper.

EXPLORING WITH YOUR MATHEMATICAL-LOGICAL INTELLIGENCE

List the key points of what you are learning, in a logical, numbered sequence.

Selecting the important points of the subject means that you need to think carefully about what you are learning. If your understanding is fuzzy, this will become immediately obvious. It is an excellent way to make sure you really get a grip on a new topic. When you also rank these points in order of importance, **and number them**, you start to think even more deeply about them.

ANALYZE WHAT YOU ARE LEARNING

When you are systematic, you use your logical intelligence. When you are analytical, you also use your logical intelligence! So when you use **a system** to be **analytical**, you are **really** using your logical intelligence!

When you analyze what you are learning, you examine it in detail. You don't take it at face value, you explore it in depth. And that's effective learning. The following systematic approach helps.

A What ASSUMPTIONS are being made?
Has anything been taken for granted? Has anything been left out? Has the author used an isolated example to make a general sweeping conclusion?

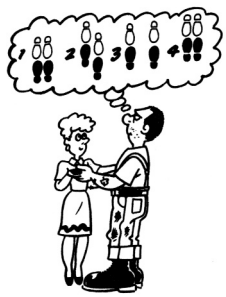
E What's the EVIDENCE for this?
Are we dealing with facts or opinion? If it's opinion – can I trust the source? If it's fact – is this always true? What other explanations can there be? If this is true, what else follows?

I Can I think of a good ILLUSTRATION or example of this?
Does this fit any other category or class of things I'm familiar with? Is what I'm reading or hearing consistent with my experience?

O What OPINION or conclusions can I draw about this?
Are they justified?

U What are the UNIQUE points in this?
What are the key and new points? What is essential to know – and what is just padding?

These questions help make sure you always stop and think. It's all too easy to accept your first reaction or thought. But initial conclusions may not always be right. What's more, authors, teachers and trainers are human. They are not



Applying your logical intelligence to this program could also involve:

- *Trying out each of the 14 ideas on page 67 and grading them to establish which **combinations** seem to suit you best.*
- *Listing the key points of the program and sorting them into a logical numbered sequence. (We do that on page 94.)*

The value of a systematic approach is that it makes life easier. You know that if you follow the plan, you will achieve a good result. A bit like assembling a model from a kit or painting by numbers!

Make the use of these questions a habit of mind. You can copy the questions onto a card or even onto a poster for your wall. Use them until they become automatic.

Remember these questions by recalling the vowels of the alphabet – A.E.I.O.U. – the first letter of the key words:
***A**ssumptions?*
***E**vidence?*
***I**llustrations?*
***O**pinion?*
***U**niqueness?*

IF YOU ARE NOT ASKING QUESTIONS, YOU ARE PROBABLY NOT LEARNING!

always right either!

EXPLORING WITH YOUR LINGUISTIC INTELLIGENCE

Linguistic intelligence is important because the more vocabulary you have, the more accurately you can express yourself.

It helps to jot down every unfamiliar word you come across and look it up as soon as you can in a dictionary.

The civil rights leader Malcolm X educated himself in prison doing just this.

He became highly successful as a public speaker.

You need words in order to think. If children lack an adequate vocabulary, they are forced to express themselves in other ways.

Sometimes they lash out at the world because they feel they have no other way to communicate than physically.

That's why reading to young children and conversation is so important. TV is a passive medium and cannot give the depth of language skills that reading provides.

It is extremely hard work to learn a series of words written by somebody else. Think of how difficult it can be to learn a poem or the lines of a play. Learning the words "parrot fashion" certainly does not mean you understand them. But putting what you have heard or read into your own words **does** require you to understand them.

Here are two possible ways to apply this learning strategy to this program. Choose one and try it out.

1. Brainstorm all the things you feel you have learned, i.e. write down or say into a tape recorder everything you can think of. Avoid being critical of ideas – write down or say everything that comes to mind.

   Next, skim through the pages of this book to jog your memory and add further thoughts. Be careful to put these into your **own** words – don't copy out or merely repeat chunks of the text.

   You will now have a list of points. You can next organize these points in any way that is meaningful to you. For example, you can draw out what you consider to be the five most important points, or put them on postcards.

2. Make a short summary of what you have discovered about each of the three stages of learning we have introduced so far, using the headings below.

   Making a summary is a very useful skill because you have to reduce what you have learned to its essentials. That means deciding what's important, and that ensures you remember it well.

   1. Getting in the right state of mind to learn
   2. Getting the facts to suit myself
   3. Exploring what I'm learning

HOT TIP

*When you are reading, stop at the end of **each** main section, lay your book aside and recall the key ideas in your own words from memory.*

Then, if relevant, express in your own words any new opinions or conclusions that have been triggered by that section.

EXPLORING WITH YOUR INTRA-PERSONAL INTELLIGENCE

Interest creates motivation

What is your favorite hobby? I doubt if anyone had to nag you to learn it! if you are interested in a subject – you're motivated to learn. But suppose you are faced with a subject that currently you think is, frankly, boring. What then?

A researcher tested students' memory for paintings. Some just looked at the paintings; others were given information about the painting and the painter. The latter group remembered the paintings twice as well.

They remembered better because they created their own interest in the subject by digging deeper. They did not take it at face value; they explored the subject on a **personal level**. Here's what **you** can do.

Whatever the subject you are learning, ask or read about the background – especially the human interest. If the subject is art, music or drama, what was in the creator's mind? What did he do differently from anyone else before? What new technique did she evolve?

If, for example, you start thinking of history in terms of the characters, their ambitions, weaknesses, strengths, headlines and political skullduggery, it also becomes real. If history were taught like that, it would be most people's favorite!

How about math? Can there be an emotional interest in this subject? Indeed there can. Just look at the margin! Or how about technical subjects or learning in an industrial environment? The same advice applies. Look for the human interest. Who developed the system? What were their initial difficulties and failures? Why is the system designed the way it is?

The secret of creating interest in a subject is to look for something that has **personal** significance for you. Anything to create that first spark of interest. Then the genuine interest follows. People make subjects interesting. The unusual makes subjects interesting. Unexpected connections make subjects interesting.

Above all we become interested when we can answer questions like:

- Why does this matter to me?
- How can I **use** this idea?
- What significance can I find in this for me?

One final tip: Why not ask your teacher, lecturer or trainer what he or she finds interesting about the subject you are studying. After all, he or she chose to do it full time. Or seek out someone who is excited by the subject and ask what intrigues him or her. Every subject can be made to have personal interest, and that's the secret of motivation.

Keeping a diary or a learning log that records your reactions to the ideas in this program is a good intra-personal activity.

Record how it has helped you toward your goals.

How may your future be changed by it?

Do the ideas fit into your personal beliefs about people?

If world population is growing at 2% - how many years will it take before the total population doubles?

***Quick answer** 35 years.*

Why? Because there is a simple, useful math rule. Divide any percentage rate of growth into 70 to find out the time it takes for something to double.

70 ÷ 2 = 35

World population was 5,000,000,000 people (i.e. 5 billion people) in 1987.

If it were to grow at 3% rather than 2%, then the time it would take for our planet to have to accommodate yet another 5 billion people would be just over 23 years.

*So by the year 2010 the world population would, on average, be increasing by **200 million** people **a year**.*

EXPLORING WITH YOUR VISUAL/SPATIAL INTELLIGENCE

THE BOOKWORM

Four volumes of an encyclo-pedia stand side-by-side on a shelf, in order.

Volume 1 is on the left, Volume IVis on the right.

Each book is about 4" think and the covers are 1/16" thick.

A bookworm starts eating at page one of Volume 1, and eats its way through to the last page of Volume IV.

How many inches did it chew through?

Answer on page 65

"Thinking is the hardest work of all. Perhaps that is why so few choose to do it!"

Henry Ford

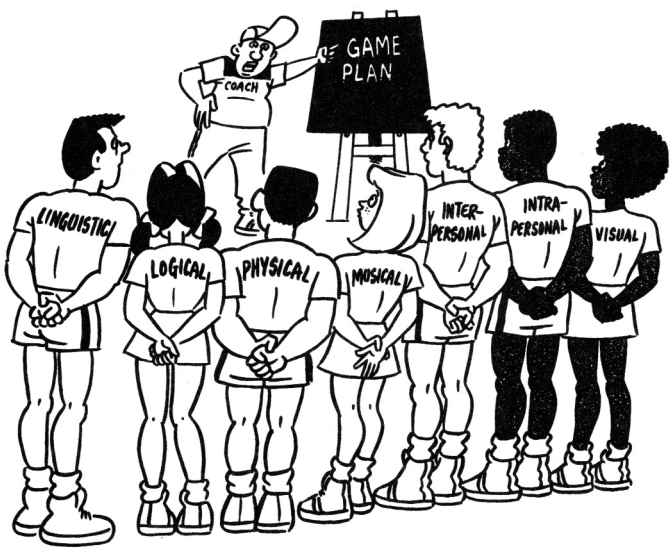
Creating a learning map

Throughout this program we have summarized the information we have given to you on learning maps. These are even more helpful aids to learning when you have constructed them yourself.

Make a large learning map which summarizes all that you have learned until now. You will be able to add further information as you read on.

Sometimes all you need is a brief sketch. Many mathematical concepts are easier to solve when you find a way to visualize them. Try the problem in the margin now.

There are **lots** of ways to explore a subject visually. Depending on appropriateness, consider making up a colored poster, a cartoon, a video or a time line. Use symbols instead of words.



Think of your intelligences as your team.
You are the player manager whose job it is to get the best out of them.

EXPLORING WITH YOUR INTER-PERSONAL INTELLIGENCE

Have a discussion

Discussing what you are learning is an excellent way to check your understanding of something new. You will also gain from the other person's experiences and insights. This is particularly helpful if that person will ask you questions and even challenge your opinions.

1. Informal discussions are valuable. These can often happen at coffee or meal breaks. You can casually discuss what you have discovered with others in this way… "I found this interesting…what do you think?"

   It is easier to involve people in discussions about something when you ask them about **their** personal experiences... "Did you find when you were learning X that...?"

2. Get a discussion going by asking about something with which your colleagues disagreed. One of the others is likely to agree with it, and the discussion has started. We too often consider that learning needs to be formal, as at school, in lectures or training rooms, or from books. This is quite untrue. Some of the most important learning of all can take place around a family dinner table.

   You can do nothing more helpful for your family than to regularly discuss what each of you is doing, and **how you can all learn from these experiences.**

3. Here's a practical way to create solutions to the sort of everyday problems that inevitably arise at work. Take a lunch hour and get together a small group. Have some blank note cards ready. You can take a note card and write on it a problem that is bothering you – large or small. Then the whole group devotes 10 minutes to coming up with a solution.

   Yes, you can theoretically just sit and discuss your problems without organizing it in this way – but the truth is you rarely do.

   This simple bit of informal teamwork works wonders. And if you persist with the idea, you'll find that problems will increasingly be sorted out by this type of informal group, rather than "officially" – or alone.

4. To parents – Involve your children

Ask your children what they think of some ideas in this program. Let them tell you their feelings and experiences about learning. Do they do well in a particular class? Why is that? Does the way it's taught match the way they like to learn? Do they find any of these ideas useful?

Don't be too alarmed if they initially react negatively. It's a sad fact that many children who are experiencing what Howard Gardner calls the "single-chance" approach to schooling are switched off by any mention of study because they feel they cannot succeed. **They are the very ones who will most benefit from these ideas.**

It's easy to think you understand something, but when you have to explain it to someone else, it forces you to clear up any "woolly" thoughts.

What's more, learning with others is usually more enjoyable. Their questions and insights also bring a fresh viewpoint to the subject. You use your Inter-Personal Intelligence when you consider how this program could help your family, your school or your community.

STUDY BUDDYSTRATEGY

Here's a proven way to learn better.

a. *Team up with a colleague.*

b. *You each agree to learn the same chapter or section independently.*

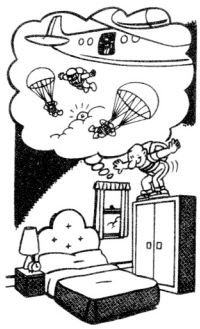
c. *When you next meet, you both summarize what you have learned to each other and note and discuss differing interpretations.*

You both learn better!

TO STUDENTS

If you are a full-time student, involve your parents. Discuss the implications of this program with them.

EXPLORING WITH YOUR BODILY/PHYSICAL INTELLIGENCE



"An ounce of experience is worth a ton of theory."

Benjamin Franklin

"Why," said the dodo, "the best way to explain it is to do it!"

Lewis Carroll
Alice in Wonderland

There are lots of ways to physically explore a subject. If you were trying to explain this program to a child, you could make up a sheet with all the tools of learning on it, and then cut it out to make a jigsaw puzzle.

By assembling the jigsaw, the child would see how the elements all fit together.

Role plays are ideal for learning history or sales techniques.

Imagine you are the character you are learning about. What would he or she say, do, feel, see?

"The impossible is often the untried."

Jim Goodwin

Act out or role-play what you are learning

Physical movement helps many people to get involved in what they are learning – they can't think for long while they are sitting still. Acting out something that you are learning allows you to turn theory into something more memorable.

Role play helps you explore what you are learning by acting out a new role in a safe situation. Role-play can also help you understand other people through acting out their roles. It helps you see the world from their point of view.

Sometimes the role play can be actual. For example, acting out words and phrases when you are learning a foreign language is very effective, because you **physically** register the language. Or suppose you are appointed as the spokesperson for your work mates. Get into the role and say what you would say, aloud, as if you were really in the situation. Try out your rehearsal on someone else and ask him or her for constructive criticism.

The power of writing

Writing is a physical exercise, so we should not be surprised that when we write something down, we learn it better. We have added a physical element (writing), to sight (reading) and sound (inner speech).

If you go into any library, you will find that a remarkable number of successful people kept diaries and journals, and wrote detailed letters to their family and friends. Researcher Dr. Win Wenger poses a question, "Did these outstanding people record their observations of things from early childhood **because** they knew that someday they were going to be great? Or did the practice of recording their own observations develop in them the characteristics which led to their becoming great?" Worth thinking about!

HOW COMMITTED ARE YOU?

The Spanish explorer Cortez had a novel form of motivation for his men. When he landed on the shore of Mexico, he set fire to his own ships and presented his men with the choice "Win or die"! Thus was born the phrase: "Burning your boats behind you." Success has a lot to do with determination and persistence.

MUSICAL EXPLORATION

Write a song, jingle or rap

Do you find remembering the lyrics of a song or an advertising jingle easier than remembering a piece of text? The melodic and rhythmic patterns of the music really ease the task of remembering.

When you express what you want to say in a concise and rhythmic way, and then fit those words to a melody, it makes the words highly significant and memorable. You have to really think about what you are learning to do this, which makes for effective learning.

Some of the most memorable advertising messages are presented in jingles, and years later you still remember them. And it is through rhyme that we remember the days in each month – "Thirty days hath September," etc. Even today, the Maoris of New Zealand pass down much of their history in song.

Modern technology allows us to see which areas of the brain are working at any one time. The **same** area of the brain is functioning when someone is engaged in mathematical reasoning as when they are performing and reading music.

Research from test schools – including FACE school in Montreal — indicates that when one hour a day of music, art and drama is added to the timetable, grades in ALL the other subjects can be improved by as much as 20 percent. Active involvement in music and the arts is a **centrally** important element in raising confidence, enjoyment and actual grade standards in schools. But are we taking enough notice of this fact?

Music is a much more powerful learning aid than we normally appreciate. Think how many songs you know – yet have never consciously learned.

Often you only need to hear the first few bars to trigger the words of an entire song.

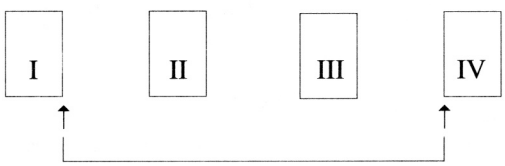
Real estate agents have to learn complex new rules. One enterprising exam candidate set the rules to music and she passed at the top of her class.

Learning and singing songs in a foreign language is an effective and pleasant way to expand your vocabulary. Singing or chanting mathematical or scientific formulas works well too.

When you study the arts, you develop your ability to perceive and think in new ways. The arts are forms of communication – so you develop skills of interpretation. They provide insight and wisdom, not just information. Learning through the arts builds the inner spirit as well as the brain and our understanding of human values.

THE BOOKWORM – THE ANSWER

The clue was that the problem occurred in the section on visual/spatial exploration. Most people answer $16\frac{6}{16}''$ (or $16\frac{3}{8}''$) because they apply their mathematical/logical intelligence straightaway. In fact the answer is $8\frac{3}{8}''$. The picture shows why.



When the books are on the shelf, page one of Volume I is on the **inside** of the row of four books – not as would assume, on the outside. Similarly, the last page of Volume IV is on the **inside** edge of that book. (See arrows.) So the bookworm chews through only **two** books and six covers!

Although the problem is trivial, it illustrates an important principle. Many problems need a creative solution that lies outside simple logic. Often visualization is a key to unlock such a solution.

SEVEN MORE WAYS TO EXPLORE THE SUBJECT

Bodily/Physical

Make up flash cards of the main ideas and sort them out in a logical order. Carry these flash cards with you and look at them from time to time or pin the cards on a notice board and look at them regularly.

When you make notes on cards to pin up or carry with you, you are not only physically engaged in writing, but the handling and sorting of the cards makes the information easier to remember.

In an interesting experiment in Canada, one group of students was given a list of French words to learn. The other group was merely asked to sort the French words out into nouns, verbs and adjectives. The group who sorted, learned more than the group who deliberately tried to learn! That's because they were having to think about each word in depth to categorize it.

Linguistic

Describe it all out loud. Form questions you want answers for. Then find the answers and repeat them aloud.

Mathematical/Logical

Make a flow chart or diagram that expresses what you are learning in a step-by-step manner.

Musical

Choose and play appropriate background music as you think about the topic. Try to choose music that represents what you are learning.

Music stimulates the emotional center of our brain, and our emotions are strongly linked to our long-term memory. So playing some background music — especially quiet classical music — has proved to be a very effective strategy for many people.

Intra-Personal

Take time to quietly reflect on the subject – how does it fit in with what you know already? How does it relate to your past experience?

When you are learning anything, a good strategy (i.e. useful method) is to find a way to compare what's new to what's familiar.

If you are trying to understand how a carburetor works, for example, it helps to compare it to a perfume spray. The perfume spray sucks up both the liquid and air at the same time. Then it blows both the air and perfume out together in a fine mist.

A carburetor works in a similar way. It sucks up gas and air together and blows them out in a fine mist. This mixture is then burned to provide energy.

The more real or concrete you make something that is new, the better you understand it. Often an everyday comparison is a good way to make it real.

Inter-Personal

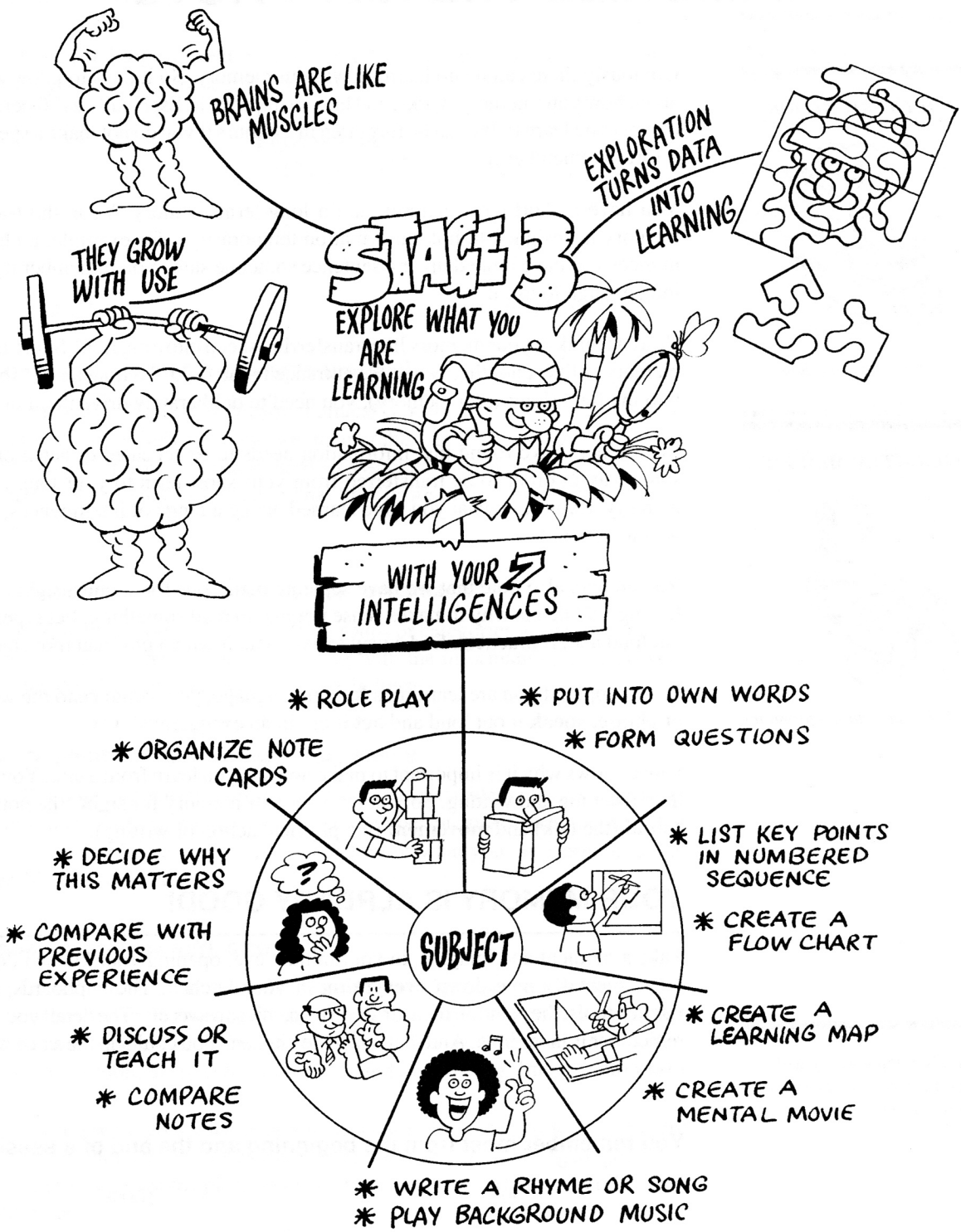
Teach what you are learning to someone else or compare notes with someone else who is doing the program.

The simple act of comparing notes at the end of a lecture or book with a friend or with colleagues will always surprise you. They will have understood or remembered things you didn't, and vice versa. You also see the ways they approached the task – and you therefore learn about other learning styles.

Visual/Spatial

Create a strong visual image of what you are trying to learn in your mind's eye. A sort of mental TV documentary. Or make a poster for your wall of what you have learned.

A LEARNING MAP OF STAGE THREE



Stage Four

MEMORIZE THE KEY FACTS

SHORT-TERM MEMORY

…is for temporary data.

LONG-TERM MEMORY

…is for important information.

There's nothing wrong with your memory – you just need to use it properly!

Obviously there can be no learning without memory. So it pays to know a bit about how your memory works, and how to improve it. Especially as 70 percent of what you learn today can be forgotten in 24 hours if you do not make a special effort to remember it!

You have a short-term memory and a long-term memory. Your short-term memory is designed to hold information temporarily – for example, a phone number you have looked up or a sentence someone said. You remember it just long enough to use it.

You can think of your memory like transferring sheep into a big field. Short-term memory is like a holding pen at the entrance to the field. To transfer the sheep into the field (long-term memory), you need to deliberately drive them in!

Researchers have found that information needs to be repeated or acted on in some way in order to be transferred from your short-term to your long-term memory. Exploring what you have learned, using a range of intelligences, is a way to act on it.

Researchers also note that we have separate memories for sounds, sights and feelings — which is why it makes sense not just to read something, but to repeat it out loud and, if practical, to find a way to associate it with a physical movement.

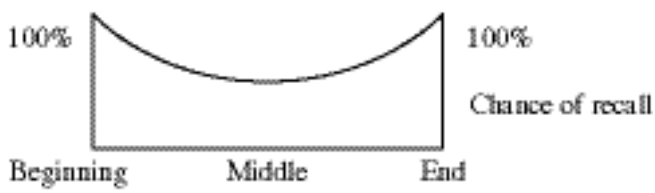
For example, if you are learning a foreign language, you would *read* the word or phrase, **speak** it out loud and **act** it out in an exaggerated way.

It also shows why it is important to make notes as you learn from a talk. You are then listening and writing. So you involve your memory for **sight** (the notes), **sound** (the talk) and **movement** (the physical action of writing).

YOUR MEMORY IS ALREADY GOOD!

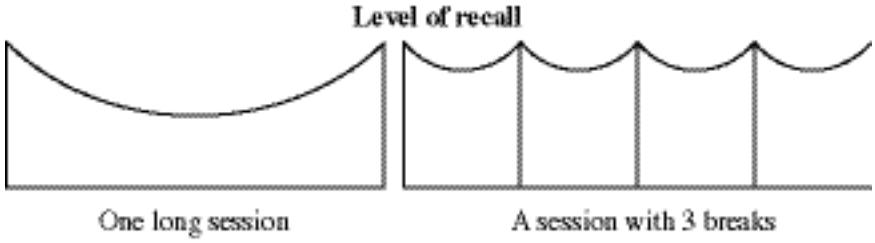
Take a moment and imagine, in your mind's eye, opening your kitchen door. Now, mentally note down **everything** in your kitchen. The cupboards, the kitchen tools, the position of the fridge, oven, microwave, etc. The detail you can remember is incredible. And that's just the kitchen. You could do the same with every other room!

You remember most from the beginning and the end of a session



Now here's an interesting tip. If you want to keep your recall high, have lots of beginnings and endings to your learning session. The way to do that is to keep taking breaks. Most people find it difficult to really concentrate for more than 20 minutes at a time. So don't force yourself into long learning sessions. Stop frequently and take a break.

The effect of taking frequent breaks is to keep your recall level much higher, because you have lots of beginnings and endings!



You normally remember what's unusual

We remember what is odd, bizarre, comical or rude! These things are easy to picture in our minds, so they are memorable. If you want to remember something, therefore, try really hard to associate it with a funny or unusual mental image. That is exactly what the professional memory men and women do.

You remember information that is "organized"

Organizing what you are learning into groups of categories works. The reason is that you are actively doing something with the information, not passively looking at it. You are also forming associations.

You remember "real" things more easily

"Real" things are easier to remember than abstract ideas because you can picture them in your mind's eye. We remember pictures **many** times better than words, so find a way to make a picture of what you are learning, either literally or in your head.

Visual memory is very strong

"Apicture," it is said, "is worth a thousand words." It is because of the strength of visual memory that we have emphasized so many visual tools of learning: making a mental picture of what is being learned; making a diagram, chart, sketch or cartoon; using color, highlights and underlining.

When you create your own diagrams or charts, you begin to see the pattern in the information. Here's an example. Suppose you were studying the countries in the Far East. Most people have only a hazy idea where they are in relation to each other.

If you draw a simplified picture of the various states, however, you would begin to recognize the area. If you went further and drew the map again from memory, and then compared it with your original copy – you'd really begin to "own" the information.

There is a theory that today's learners are so used to TV presenting information in short sound bites and visual clips of two or three minutes, that attention spans have declined.

The media do oversimplify information. That's a reason why we need to learn the tools and techniques to tackle serious books and training sessions properly.

BE VERY SELECTIVE!

The trick is to weed out what is really essential to have at your fingertips. Only try to memorize the key points of the subject.

If you read about something, repeat it out loud, picture it in your head and jot down a couple of reminder words, you've reviewed it visually, auditorily and physically (the note taking). It is a multi-sensory review.

Can everyone visualize?

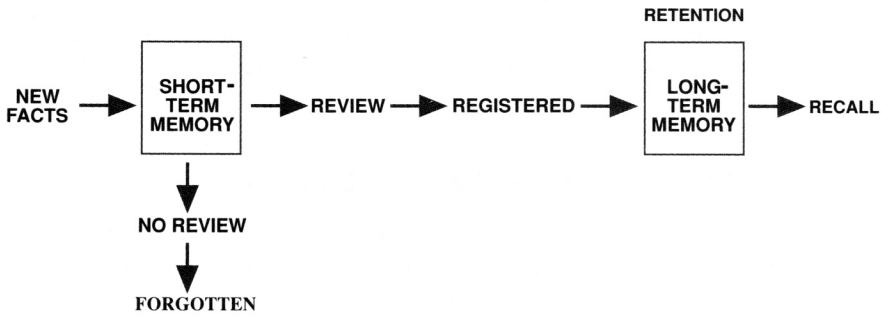
At this point some readers will be saying, "But I can't visualize." This concern is based on the misunderstanding that you need to "see" the image, as if it were in glorious color and cinemascope!

Such vivid visualization may be extra helpful – but it is not necessary. **Everyone** can visualize sufficiently to improve his or her memorization. Here's the proof.

1. **Have you ever worried about anything?** Worry is a process whereby you picture something unpleasant and feel as if it had already happened. It was not real, but it felt real. If you can worry – you can visualize!
2. **How many windows in yourkitchen?** If you know – you can visualize! So, the answer to the question is "yes." Everybody can visualize.

A model of your memory

In order to recall what you have learned, you need to register it strongly so it makes an impression. That needs action. The following model, which slows how memory works, helps to define what the action should be.



Review – An **active** attempt to remember.
Registration – Getting it into your long-term memory.
Retention – Keeping it there!
Recall – Getting the facts out when you need them.

The four Rs of memory

If you look at the above model, you will see that if new facts are not reviewed, they simply drop out of the short-term memory. They are forgotten. In one ear and out the other.

WHAT IS "REVIEW"?

It's an **active** attempt to register information in your long-term memory. You do so by hooking the facts into your visual, auditory and physical memories. The brain has lots of memory sites, and the more sites (i.e. senses) you involve, the better you'll register the new information.

It's like putting reminders up all over your house. The more places to jog your memory, the easier it is to remember.

An ideal time to review what you've learned would be when you go back to the subject after a break. But note that review is **not** the same as simple repetition. Simple repetition, without actively exploring the meaning of the subject, has much less effect.

If you want proof of the value of review, look no further than a test done on 15-year-olds by researcher Gates. He gave them a list of nonsense syllables to learn. Nonsense words are the most difficult to learn because they lack meaning.

Here's what he found. Notice the students spent exactly the same length of time on the learning tack – it was only the **way** they spent their time that differed.

% of time reading	% of time spent on review	Avg # of syllables remembered
100%	0%	65
80%	20%	92
60%	40%	98
40%	60%	105
20%	80%	137

WORTH THINKING ABOUT

One of the reasons we like learning maps is because they allow you to create links between ideas – associations you may not have seen before. And these associations help memory.

Did you notice that learning maps look a lot like brain cells? The theme is in the middle with ideas branching out from it.

Maybe that's why learning maps seem to work the way your brain works!

CONCLUSION

Time spent reviewing can at least **double** your recall. Other studies show a **four**-times improvement.

People who do not review as they learn are constantly putting new information in but then allowing that information to slip away. That makes learning difficult, because there will be less data in their brain on which they can hook – or associate – the next lot of new information.

Spending a little time to register something properly at the beginning saves a huge amount of time later. The simple truth is that most information is not forgotten; it was never shifted from short-term memory into long-term memory in the first place.

THE IMPORTANCE OF ASSOCIATIONS

Think of your memory like a library with thousands of books (i.e. facts) stored in it. If the books were stored in a haphazard manner – or in an irrelevant manner such as by size or color – then it becomes almost impossible to retrieve any one book. There is no logical connection.

However, if the books are stored in an organized way (e.g. by subject and author), then retrieval or recall becomes easy and quick. So to remember well, create plenty of strong connections or associations.

Here are two studies that show the value of **active** linking in creating powerful memories.

Here's another simple but effective idea for learning foreign languages.

Label the objects around your house with their foreign language names.

You have a constant reminder and an opportunity for subconscious learning.

Study 1

Three groups of students were each asked to learn 10 new words.

Group 1 just read the words.

Group 2 sorted the words by type of word.

Group 3 formed sentences that contained the words

Results?

Group 3 remembered 2½ times better than group 1.

Study 2

The students were asked to learn pairs of words, like Dove + Car.

Group 1 read the words silently.

Group 2 read a sentence aloud that contained the words.

Group 3 made up their own sentence and read it aloud.

Group 4 made a vivid mental picture where the words interacted with each other, e.g. the dove just missed a speeding car.

Which group in Study 2 do you think did the best? Answer: Each group did better than the one before it, and the final group learned **three times** better than the first. How might they improve the results even further?

By asking Group 4 to describe, out loud, their mental image of the words interacting. In this way you would have a story with interactive pictures **and** sound.

"SLEEP ON IT" IS GOOD ADVICE

Often we forget because the information was never really registered properly. Sometimes, however, information just seems to fade from your memory. For this reason, early researchers thought that memory gradually faded, rather like a piece of curtain can be faded by the sun.

We now know that memory becomes blurred when new information is so similar to what we already know, that the newer experiences simply "interfere" with our memory of the previous material.

You can help combat this process by deliberately interrupting an important learning session with an overnight sleep.

Researcher Chris Evans believed that **the** most important function of sleep is to allow our brain to consider the new things that had been learned during the day. They are then filed and consolidated into our memory system. This happens during Rapid Eye Movement sleep, or REM sleep.

According to this theory, the sleeping brain is like an off-line computer. No new information comes in during sleep. Instead, the time is taken up with making sense of what we've already experienced or learned.

The implication of this theory is that the ideal pattern would be:

1. Learn
2. Review the material briefly before sleep.
3. Sleep.
4. Briefly review the previous day's learning again.

Researchers Jenkins and Dallenbach tested this pattern. They asked two groups of students to learn a word list for the same amount of time. Then the first group was tested after eight hours of daytime activity. They scored 9 percent correct recall! The second group was tested after eight hour's sleep. They scored 56 percent correct recall!

If an intervening sleep isn't practical, a period of different activity, such as listening to music or exercising, will cause less interference and help the process of memory.

The fact that similar material interferes with (i.e. weakens) memory would argue for varying your subjects throughout the day. So if you are a student, don't study geometry immediately after algebra. Instead learn something completely different, such as French.

HOW TO REMEMBER NAMES – AND MATCH THEM TO FACES

*When you really **look**, rather than glance, at a face, you will see an incredible variation in detail. You have now registered the face strongly.*

The reason why most people find it difficult to remember names is that people's names rarely have any direct association with their faces. That's because you **hear** the name but **see** the face.

The secret to remembering names is to create a strong visual association between the name and the face. Here's how:

- Start by **expecting** to remember. Say to yourself, "I will remember this person's name."
- Look thoroughly at the newcomer. Concentrate and take in:

The Hair	It's not just hair. It's long or short, straight or curly, black, blond, brown, gray, etc.
The Eyebrows	They are not just strips of hair. They are arched or thin or bushy or meet in the middle.
The Eyes	They are not just brown or blue. They are large or small, close or wide-set.
The Nose	It's small or large, long or snub, narrow or wide, straight or curved.
The Face	It's round or oval or square.

The next step is to create an association between the visual appearance of the face and the name.

- Repeat the person's name right away – and explain why you are doing so. Explain you would like to remember the person's name and that repetition works! If it's relevant, ask the person to spell the name for you. People are emotionally attached to their name, and they will be flattered by your interest.
- If you have time, ask if they know the origin of their name. It's great way to create a stronger association.

- Look for a visual link between the person's face and his or her name, something that associates the physical characteristics of the face with the name. If possible, exaggerate the characteristics the way cartoonists do, because that makes them more memorable.
- Ask yourself "Who else do I know with the same name?" and try to picture the two people interacting in some way. (You don't ever have to say what you thought of!)
- Finally, visualize the person's name stamped on his ore her forehead!

When you say good-bye, repeat the name again and make a decision to recall the place where you first met.

Want to be sure to remember something important later in the day?

Switch your watch to your other wrist. It's a constant reminder that something is different.

Now read back over this formula for remembering names. What do you conclude? Many people are disappointed! They expected a party trick, a magic idea that takes one minute to learn and requires no effort to do.

Unfortunately, memory and learning aren't like that. The secret of success is very simple. Learn the skill and make an effort to apply it. The skill is to:

1. Really concentrate hard on the face.
2. Find a way to associate or link the name with the face.

THE REASON!

The real reason we forget names is because we hardly ever try to remember them. We glance at the person, hear the name IN OUR SHORT-TERM MEMORY, but make no effort to actually move it over to our long-term memory. It is not that we forget the name – it just never entered our long-term memory at all.

REMEMBERING NUMBERS

Here's a great way to remember your P.I.N. instantly and forever. Say your number is 4285. Simply invent a memorable phrase or sentence that uses a four-letter, two-letter, eight-letter and five-letter word. Memorize the phrase and you can always work out the number. Words are easier to remember than numbers because they **mean** something!

A phrase night be "grab my invested money"
4 2 8 5

Of course you can use the idea for dates, birthdays, formulas, passports, social security numbers and anything numerical, such as:

186,282 miles per second – the speed of light.

How about… "A dazzling sunray is flashing by"
1 8 6 2 8 2

1789 – the start of the French Revolution.

How about… Freedom Democrat Rebellion?
7 8 9

REMEMBERING WHAT YOU'VE FORGOTTEN

When we forget something, we tend to concentrate on what it is that we have forgotten. But that's illogical reasoning, because we **have** forgotten it!

Instead use the power of association. Retrace in your mind what lead up to and what followed the forgotten event, name, fact or article. What were you doing, thinking, feeling, saying? Who you were with? What were your physical surroundings?

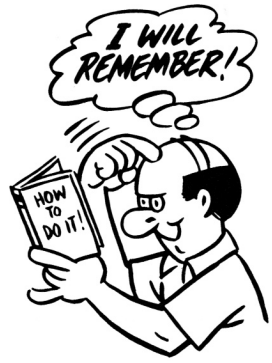
Think of it like a hole into which the forgotten item has disappeared. You are interested in examining only the surroundings of that hole in great detail. When you have all the associations, say to yourself **positively**, "I shall shortly remember." And then leave it to your subconscious. You will usually find that the answer will emerge.

Sometimes it's a help to add another association by slowly going through the alphabet. In most cases you will get a strong feeling for which letter of the alphabet the forgotten item begins with. That triggers the memory.

The reason why witnesses of an accident are so unreliable is that they never intended to remember the scene.

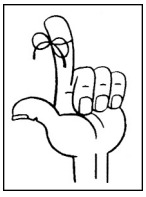
*In contrast, a study of blind teenagers showed they had a much better memory for verbal information than sighted children because they **intended** to remember.*

So – state your intention to remember the words positively, and you will



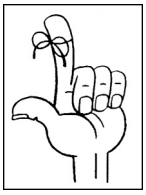
MEMORY DEMANDS ACTION

There are many ways to make sure you remember. Here are some tools for remembering both complex information and for remembering simpler things such as difficult spellings.



1. Make a decision to remember

The first and most important step you need to take if you are going to commit something to memory is – **Make a definite decision that you are going to remember.**



2. Plan regular breaks

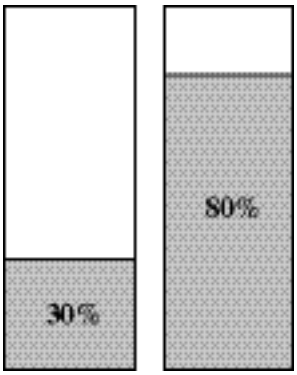
Have you ever sat in a lecture or training session feeling more and more uncomfortable and restless, your attention wandering as time wears on? You will know from such experiences that lengthy working sessions do not lead to good learning.

After 30 minutes maximum you need to take a break. This break should allow you a complete rest from what you are learning. The break need only be two to five minutes. Try drinking water at each break – our bodies are more than 70 percent water and a regular glass of water can keep us more alert.

You often can exert more control in a situation than you think. In a training session, it would be reasonable to discuss your need for breaks with a trainer. Many trainers would be impressed that learners would want to take this kind of responsibility for their own learning.

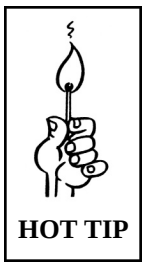
Learning is more effective in regular, short bursts of about 30 minutes each.

Stretching is an effective break. Reach up above your head and pretend to pick grapes from an overhead branch. It gets air into your lungs, and your body is refreshed.



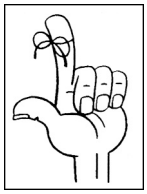
*What you remember after 24 hours **without** a review cycle.*

*What you remember after six months **with** regular reviews.*



Make your own list of the main tools of learning.

Carry it with you and use it when you are in a training class or lecture, or are studying.



3. Review during and after learning.

Throughout *Accelerated Learning Techniques*, we have constantly asked you to think about what you have just learned and repeat it in your own words. Repetition is an essential stage in creating long-term memory.

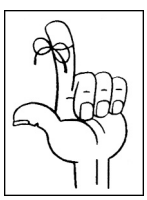
We have also repeated many of the important ideas in different ways. That is deliberate. You should repeat what you have learned, immediately after first encountering it and again after exploring it.

It is also important to review what you have learned on a regular basis in the days that follow. This helps long-term memory form. An example of a highly effective review plan:

1. Learn the material.
2. Review it briefly after an hour.
3. Review it again after one day.
4. Review it again after one week.
5. Review it again after one month.
6. Review it again after six months.

Each review should take only a very short time – say three to four minutes. And each review should **only** be of the notes you took or the highlighted sections – never the original book. Only go back to the original book if you want to get clear on something.

This pattern of review can lead to very substantial improvements in remembering. In fact, studies have shown that instead of forgetting 70 percent after 24 hours, you can **remember** 80 percent after six months, with this simple sequence of rehearsal.
So, for an expenditure of perhaps 20-25 minutes, you could almost triple your memory efficiency.



4. Create multi-sensory memories

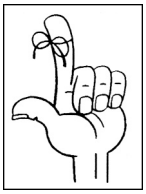
Multi-sensory experiences help us to form long-lasting memories. So, when you want to remember, do everything you can to ensure there is a visual, auditory and physical experience in your learning.

A. Making notes or a learning map as you learn from a talk

You listen (auditory), make the notes or map (physical) and see what you have written or drawn (visual).

B. Remembering the steps in a process

You watch as someone else demonstrates the process (visual), say out loud the steps in the process (auditory), and walk through or act out the steps yourself (physical), before actually attempting it for real.



5. Make visual images interact

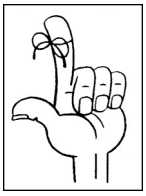
Visual memory is normally the strongest. If you can create not only a visual image of the things you are learning, but make them link together in some way, then you have a powerful memory aid. Try to picture this image AND the feel or sound of the new subject. Make this as active, **and interactive**, as possible. Try to involve:

Movement – Picture a horse standing – and now galloping. Which is the stronger image? Movement adds memorability. Move the image forward (or backward) in your mind. Make things dance together or stand on top of or below or inside one another. You can even add temperature by imaging things as freezing or hot. Make it memorable by making it move.

Humor/Bizarreness – Funny things are well-remembered. So is the unusual.

Color – Add color and brightness to your image.

Detail – and movement are key to a vivid and therefore memorable image.



6. Improve your spelling – instantly!

To remember the spelling of a particular word, simply create a multi-sensory memory of that word in order to firmly establish it in your long-term memory.

1. First "chunk" the word up into syllables. For example, the word "Psychiatrist" would be split up as …PSY – CHI – A – TRIST.

   Next, pronounce the **individual** letters in the first syllable, i.e. P-S-Y. Then, say the whole syllable, i.e. "SY."

   Next, spell out the second syllable, i.e. C-H-I. Then, pronounce the second syllable, i.e. "KI." Next, the third syllable, i.e. "A".

   Finally, spell out the forth T-R-I-S-T, and then pronounce it, i.e. "TRIST."

2. Now visualize the syllables as if they were written on a blackboard in white chalk. Imagine the blackboard is slightly above your eye level. Close your eyes and repeat the individual letters and then the sound of the syllables. Try to see the letters clearly.

3. Now create another strong visual memory by writing the word out in bold letters OR write over the word several times in different colors OR write a word in a way that suggests its meaning, e.g. S – E – P – A – R – A – T – E.

4. Create a physical memory by writing the word several times on paper OR in large movements in the air.

5. Complete the auditory memory by saying and spelling the word out loud as a complete word.

"I shut my eyes in order to see."

Paul Gamarin

The 13 most commonly misspelled words in offices are:

Practice

Withhold
Occurred
Benefited

Principal (main matter)
Principle (guiding idea)

Incur
Grievance
Concede
Competent
Calendar
Acquire
Accommodation

Try out the method opposite for any words that may have given you trouble!

CORRECT MISSPELLINGS

Keep a list of the words you misspell most frequently. Emphasize where you used to make a mistake with capitals:

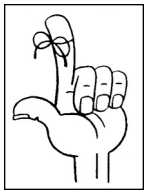
Wrong	**Right**
Seperate	*Sep**A**rate*
Changable	*Chang**E**able*
Privelege	*Priv**I**lege*
Independant	*Independ**E**nt*
Analize	*Anal**Y**ze*
Rythm	*R**H**ythm*
Grammer	*Gramm**A**r*

Music that is suitable for a review concert includes:

Mozart	*Concerto #21 in C major, K467.*
Beethoven	*Piano Concerto #5 in E flat.*
Vivaldi	*Flute Concerto #3 in D major.*
Bach	*Concerto in D minor for 2 violins.*
Mozart	*Clarinet concerto in A major.*
Pachelbel	*"Canon" from Canon and Gigue.*

"Music begins where words end."

Goethe

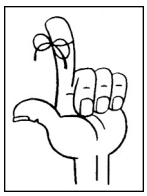


7. Try a "review concert"

You can make what you are learning more memorable by using music as you learn. Music helps you relax, and you learn more easily when you are relaxed.

Music stimulates the emotional part of your brain, where an important element of your long-term memory is situated. And music makes sure your whole brain is involved in the learning. To oversimplify, your right hemisphere works on the music, and your left hemisphere deals with the words.

A simple way you can use music is to play a recording that you find appealing, as you review what you want to remember. There are styles of music that are particularly effective for learning, and we have given you some recommendations in the margin.



8. Organize the material meaningfully

You can remember groups of related items by labeling them with a key word and simply memorizing that word. Later, when you recall the key word, you will also recall all the items within the group.

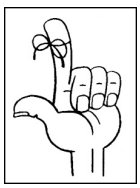
Learning maps are a particularly effective way to organize material meaningfully. A concise, visual summary creates a memorable impression of what you are learning.

Memory Flashing is a very powerful way to embed knowledge.

Create initial learning map.

Re-create it from memory.

Compare the two. The mind instantly focuses on what was missed.



9."Memory flashing"

This exotically named way to remember is **extremely** powerful and simple.

A. Take your notes in learning map or brief list form.

B. Study them carefully for one or two minutes

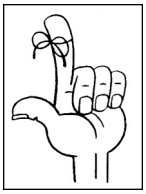
C. Then set your notes aside and re-create them from memory.

D. Now compare the two learning maps or two sets of notes (i.e. the original and the one you just made). You will immediately see anything you missed.

E. Now make a third set of notes or a learning map. Again compare your new set of notes or learning map with the original.

When the original and your new set of notes are the same, you will have created a **very** strong memory for your notes.

Moreover, because a learning map is itself a way of concentrating a lot of information into a few brief notes, you may well have recorded a whole book or program in one easily remembered form. The KEY words will trigger your memory for lots of other details.

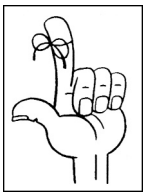


10. Flash cards

Some subjects lend themselves to writing on flash cards – scientific formulas, for example, or foreign words.

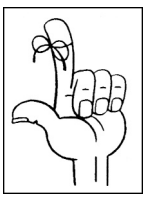
You can make use of spare time – traveling on a train or bus, for example – by reviewing the flash cards and testing yourself. Alternatively, get into the habit of carrying a portable notebook and noting down key facts in it for regular review.

Try holding flash cards above eye level. Some people find it helps them memorize better.



11. Flash maps

Flash maps are grown-up versions of flash cards! All you do is create a ring binder for all your learning maps, with dividers in between the subjects. Then file a **copy** of all your learning maps in this binder. In one single document you have a personal reference book on your whole area of study. The great benefit is that you can revise enormous amounts of material during times that would otherwise be wasted.



12. Invent a mnemonic!

A mnemonic (pronounced nem – on – ic) is just a fancy name for a memory aid.

One of the most common – and useful – is an acronym. An acronym is a word made up from the first letters of what you are trying to remember. A well-known acronym is NASA – National Aeronautical Space Agency. Another one is SCUBA (as in scuba diving). It stand for Self-Contained Underwater Breathing Apparatus.

You can reduce this type of memory aid into a single word – or a sentence. Musical students remember notes and their place on the staff with the sentence "Every Good Boy Deserves Fun" and the word "Face."

E G B D F
F A C E

Why not try to make up a mnemonic for the six stages of learning yourself?

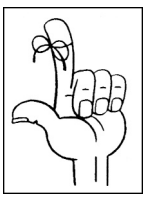
Mnemonics are good for memorizing chemicals. Many chemicals are known by letters – potassium is K, sodium is Na, iron is Fe, copper is Cu, etc.

For example:

***K**een **Au**nt **A**gatha **Ca**n **Cu**t **Al**l **Fe**licity's **Na**ils.*

This represents:
potassium, gold, silver, calcium, copper, aluminum, iron and sodium.

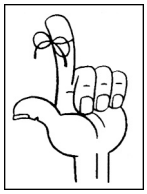
*Finding creative symbols for your **own** mnemonics is part of the learning process. Once you have produced a mnemonic, you will often find that you have already learned it without trying.*



13. Let it sink in overnight

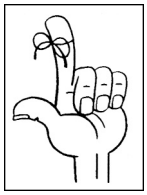
If you review your notes on a subject for a few moments before getting ready for bed, your learning will benefit.

The brain appears to use sleep as a time to "file away" information, and there is a theory that dreams help us connect what's new to what we already know.



14. Number the points to remember

This simple idea is one of the most useful. If you remember the points, ideas or actions you need to remember, then you will automatically know if you have forgotten one!

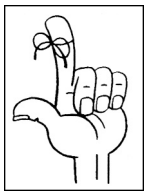


15.Whole learning

There are times when you need to memorize a lot of material by heart – perhaps a poem or play. Here's the method. **Don't** learn it bit by bit, line by line – learn it as a whole.

1. Read it all the way through thoroughly, making sure you **understand** it. Go back on any parts that were difficult to understand, and make sure you figure them out. You won't easily remember what you don't understand.
2. Reread it again quite quickly. And again.
3. Reread it aloud and now **hear** the words in your mind.
4. Reread it again aloud with as many visual pictures as you can produce. Imagine everything as clearly as possible.
5. Reread it again aloud, and add actions or movement, as appropriate.
6. Repeat this whole pattern again from stage 1 to 5.

Certainly that's a lot of repetition, but it's been proven that this "whole to part" method is at least 50 percent faster than the "part to whole" method. Can you see why? It's multi-sensory, and it starts with the big picture or whole pattern. Try it – it works.

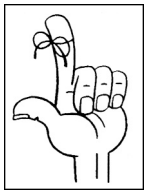


16. Overlearning

The literature on memory support the fact that if you really want to remember something you should overlearn it.

In other words, for a really crucial piece of information you should not only review it till you know it cold – but even continue to learn it beyond that point. Such information is literally never forgotten because it becomes part of your physical memory.

There is good practical proof for overlearning. Experience tells us that a learning activity like riding a bicycle is never forgotten. We repeat the actions often enough to acquire the skill as a lifelong memory.



17. Chunk it

Here is a way of compressing lots of information into an easily recalled format.

1. Make your notes in a learning map form.
2. Title each learning map with a **single word**.
3. Invent a mnemonic which enables you to remember all the title words.

Example
There are six learning maps that summarize the six stages of learning we have identified. Invent your own mnemonic to remember these six stages, then practice memory flashing to really learn the contents of the six learning maps.
Result? You have effectively learned the contents of this whole action guide in maybe an hour of effort.

HOW TO REMEMBER MORE FROM ANY LEARNING SITUATION – A SUMMARY

1. First relax, and let go of any concerns.
2. Make a firm intention to remember.
3. Make any new information memorable by **doing** something to it, e.g.:
   - Highlight with color (your emotional middle brain likes color and takes notice of it).
   - Make an active mental picture of the information. Visualize scenes, words or parts actually moving or draw a picture.
   - Sort the information into logical groups or lists.
   - Make and use flash cards – and review by memory flashing.
   - Read it aloud. Even read it aloud in a funny accent! (You remember what is unusual, bizarre or rude – so use that fact to your advantage.)
   - Find a connection, an association between what you have just learned and what you already know. (What does this remind me of?)
   - Number the key points.
   - Summarize what you have learned out loud, in your own words. This is an absolutely key skill. People who spend some time repeating material, remember at least **twice** as much as people who spend their time only reading and rereading.

   Another simple but highly effective way to "lock down" what you are learning is to keep glancing back at what you have learned. **The more often you review things in your mind, the more firm the impression you will make.**

   It's like a jungle path. The more often you walk down it, the more clearly defined is the path. That's why review and repetition helps learning.
4. Lock down the knowledge by repeating a summary of it over a background of music.
5. Review what you have learned:
   a. After one hour.
   b. The next day.
   c. The next week.
   d. The next month.
   e. After six months.

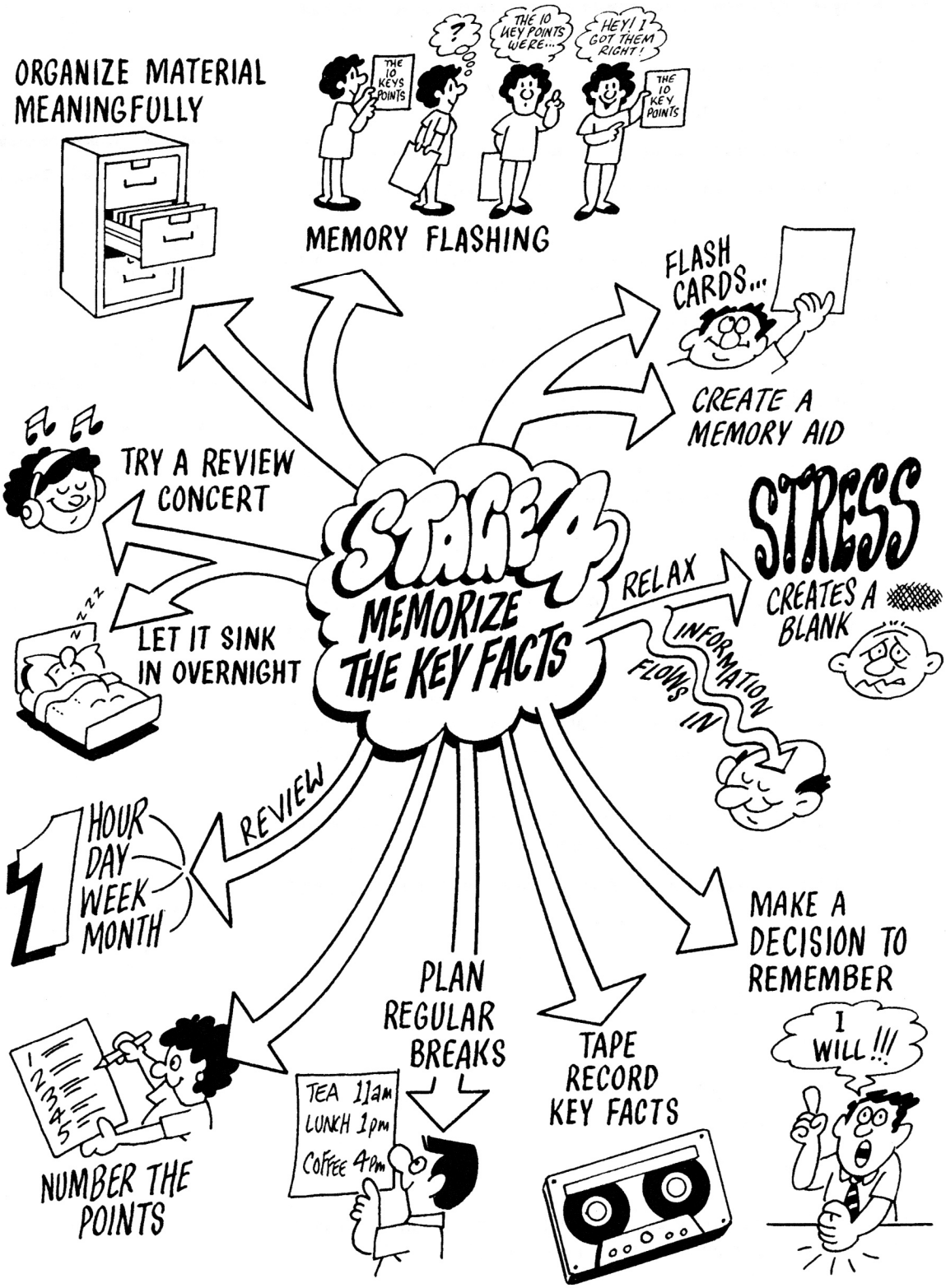
You don't need to use all of the above techniques. Choose the ones that work best for you or that are the most relevant to the learning situation.

REVIEW HELPS MEMORY

To really become expert at anything requires practice. Knowing something once does not guarantee you'll know it forever.

Just as sportsmen need constant practice, so you need to keep your learning tuned up regularly.

A LEARNING MAP OF STAGE FOUR



Stage Five

SHOW YOU KNOW

You have now worked through the first four stages of learning. You've got yourself relaxed, confident and ready for learning (Stage 1). You've got the facts in ways that suit you (Stage 2). You've explored what you are learning, using a range of your intelligences, and have therefore understood it properly (Stage 3). You've made a deliberate effort to remember what you've learned (Stage 4).

Researchers have found that if an idea or skill is used within 24 hours of seeing it or hearing about it, it is more likely to be remembered and used in the future.

You now need to be able to **demonstrate** that you have learned, that you have really **understood** the subject, and that you can put it into practice. You must "show you know."

In other words, now's the time to **test**, **practice** and **use** what you have learned.

How do you know you know till you try?

1 – TEST YOURSELF

This is where the learning tools you have already assembled can come into their own. If it's information you are learning, try going over your memory maps or notes. Try memory flashing!

Test yourself with flash cards. Create a mental movie of what you have learned. Do you remember it all? Re-create a flow chart. Try teaching or explaining it to someone else. Create a logical, numbered list. Repeat it out loud in your own words.

"Until you try, you don't know what you can't do!"

Henry James

Do you see now how useful the learning tools are? They can be used for exploring, memorizing **and** testing your learning.

Learning a language

Flash cards are also an excellent way to test yourself.

Write the English word on one side of the card and use the other side for the language you are learning.

Learning to maintain a car

Test yourself by drawing a flow chart of the proper sequence. Also redraw important diagrams you have studied in a manual.

When you make testing yourself an automatic part of the process of learning, you can become more matter-of-fact about mistakes. You come to see the role of mistakes, rather than fear them. Mistakes become an inevitable part of learning.

A test is a chance to explore the limits of what you can currently do or understand. It's an opportunity, not a threat.

Any errors you make are helpful feedback about how you are progressing. They clarify any area of doubt or inability. They tell you where you will have to spend a bit more time – or what you might need to explore more deeply. So an error that you learn from is a sign of progress.

MISTAKES

The person who does not make mistakes does not make anything!

Too often we feel that errors reflect on us as individuals, and they affect our self-esteem.

That's wrong. An error should be seen as separate from the person who makes it.

For a parent to say, "Bad boy," confuses the person with the deed.

If you disagree with a child on an issue, address the issue rather than criticizing the child as a person.

Rather than: "You are a bad boy for leaving your room untidy," a more appropriate response might be: "The state of your room at the moment is not what I would expect of you."

"The turtle only makes progress when his neck is stuck out."

Rollo May

"Every job is a self-portrait of the person who did it."

"Mistakes are just sign posts on the road to success."

Mistakes represent a chance to see what needs more attention. So concentrate, not on how many mistakes you may have made, but on what **type** of mistakes they are.

For example, a math student who initially felt depressed at 39 mistakes out of 100 attempts came to realize that he was really making the same type of mistake over and over again. He corrected the misunderstanding that led to the errors and started producing fault-free work.

2 – PRACTICE WHAT YOU'VE LEARNED

The following are two excellent ways to practice something before you use it in real life. They help you build confidence, foresee possible stumbling blocks and plan how you will deal with them.

Mental rehearsal involves using your imagination to see yourself actually using what you have learned.

Build up a full and detailed picture of yourself in a real-life situation and then see yourself, in your mind's eye, performing well. This is a great way to build self-confidence and will actually improve your performance in reality. It is a method used with great success by top-class sportsmen.

Role-play involves either acting out what you have learned alone or with someone else. If what you are going to tackle involves other people, it is a very effective way to practice how you will go about it. You can hear and check out what you are going to say.

Role-play gives you a further chance to improve or refine your skills before you use them for real. Again, it is a good confidence builder.

Learning a language

Imagine a situation in which you want to be able to use the language you are learning. Practice the conversation you would have – aloud – using gestures and body language.

Learning to maintain a car

Use your imagination and go through an important sequence – for example, how you would change a spark plug. Make the detail really vivid in your mental rehearsal.

One of the things that happens with "formal" learning is that we get used to other people judging us – making our work! However, it's obviously more satisfying when we become the quality judges of our own work.

That's why the stage of Show You Know is so important. You set your **own** standards and you check your own performance against them.

If you are a student, get into the habit of looking at your own work before you hand it in. What grade would **you** give it? Is it up to your own best standards? When you get it back, ask what you could have done to get the grade you wanted. That way your teacher or trainer works for you – instead of vice versa.

3 – USE IT

You really have succeeded when you can use what you have learned independently and away from the situation where you first learned it. That's why this final step in Show You Know is essential. Using what you have learned in different ways and for different purposes, developing and improving on it and making it really part of you is true mastery.

It's one thing to learn to use a computer in a class, but quite another to try using that learning in the workplace – when perhaps you don't feel too sure of yourself. And yet another level of challenge to explain it to someone else.

- If an idea is used within 24 hours of seeing or hearing about it, it is much more likely to be used permanently. So, if you want what you have learned to stick, use it straightaway.
- Watch other people and take careful note of how they use the skills you are learning. Look at the different settings and circumstances in which they put them to use.

  Ask them to explain how they do it. Informal teaching of this sort allows you to see and hear a different view on what you are learning.

  Research shows that when you learn from more than one person, you are more able to use the skill in different situations.
- It's not automatic to remember to use a new skill. So put up some reminders to yourself. A simple note stuck on a fridge or notice board. A hand-out from a training session stuck in a prominent place. Or make yourself a bookmark with the learning tools on it that work best for you.

PRACTICALPRACTICE

Write out each of the tools for learning you intend to use, one on each card. Then lay out each card in a separate place where you work or study.

Or in a diary, one per day.

Or pin them to the wall.

Or carry them with you.

*Practice each technique **one at a time** until it becomes a habit.*

Top sportsmen all regularly practice in their mind's eye.

LEARN WITH YOUR FAMILY

Make a real attempt to involve your family in your learning. If you let them help – for example, by asking them to listen while you explain what you have learned, they are also likely to gain from it.

A family that is involved and understands what it is you are trying to achieve is less likely to feel resentment about the time you need to devote to learning.

STUDY BUDDIES

Find yourself a learning partner – somebody who is also trying to understand and use what you are learning. You can offer each other support as you explore the subject, and you can regularly quiz each other to check how you are doing.

Study buddies help, not only by testing each other, but by allowing the partners to compare their approaches. In that way, you get an idea of your progress.

There's another big advantage of the study buddy system – or cooperative learning. It is informal teamwork. To be able to work easily and well in teams is a skill that all modern organizations value highly.

"Practice doesn't make perfect. Perfect practice makes perfect!"

Vince Lombardi

LEARNING CIRCLES

Learning circles are groups of people who are tackling the same subject, getting together informally to share their experiences, questions and findings. It is a very effective idea, and it also works very well for foreign languages in organizations.

MENTORS

Find yourself a mentor. A mentor is someone who is highly skilled in the area you are learning about, and who would be encouraging and supportive, and a source of further information for you.

A mentor should be somebody with whom you can feel comfortable and who can offer positive feedback, constructive criticism and ideas to try. **You can also learn from his or her mistakes!**

INSTINCTIVE COMPETENCE

To start with, you have to think about riding a bike. You have to concentrate on what you are doing – it feels awkward – and you fall off a lot!

Gradually, as you practice, it becomes an unconscious skill.

You no longer need to think about it. You just do it instinctively.

Practice the tools of this program and they will gradually become second nature. Then you'll find learning is fast, easy and fun.

TAKING ADVICE IS A SKILL!

It's a pity that we normally grow up regarding advice as something that always comes from the top downwards. Our teachers give us advice, our boss gives advice. Often it is something that is imposed on us. We rarely ask for it.

If you fail to seek advice from the people around you, you are cutting yourself off from a major source of information, learning and self-advancement.

Here's some advice about advice!

- Ask for it frequently – people **like** to give it. It's flattering.

- Keep an open mind. Experts are good at giving accurate **factual** information. Many are less good at giving judgments. Make a note of those people whose advice seems consistently helpful.

- Avoid being defensive. Sometimes advice is constructively critical. Someone can criticize your actions and work, without criticizing you personally. Make the distinction between the two!

Take every opportunity to practice your new skill!

A LEARNING LOG OR RECORD

I have a friend who is acquiring a Ph.D. from a leading university. Yet she didn't speak before she was five and her teachers despaired of her in primary school. She was diagnosed as dyslexic.

Her father rescued her faltering academic progress. Every evening, without fail, he would ask her to tell him what she had learned that day. "Write down, or draw out on a scroll, what you think were the most important things you learned today."

This not only ensured that she mentally rehearsed what she had learned – she also had a daily record of it. At the end of each week she could look back and **see** her progress. It made it tangible.

A learning log need only include a few brief details – foreign words you've mastered, or a concept you've now grasped, or a computer code you now understand. The point is, it's there in black and white. It's a record of achievement. You can also use it to jot down a word you heard, but don't know the meaning of. Then you won't forget to look it up later.

You can use the learning log to jot down a question that struck you for which you need to find the answer.

I suggest you experiment with a learning log. I won't claim it was the only reason that turned my friend from being categorized as someone who was disabled as a learner to someone who gained a Ph.D. – but it certainly was a factor.

"They know enough who know how to learn."

Henry Adams
The Education of Henry Adams

"Advice is like snow: the softer it falls, the longer it dwells upon and the deeper it sinks into the mind."

Samuel Taylor Coleridge

"Ignorance produces mistakes, but mistakes produce learning."

Colin Rose

Set up a file into which you can put pieces of work you are proud of or qualifications or records of achievement.

The file will be your own record of achievement.

It grows as you grow in stature as a learner. It reminds you how far you have progressed.

It also reminds you that learning is a lifelong activity. We never stop progressing.

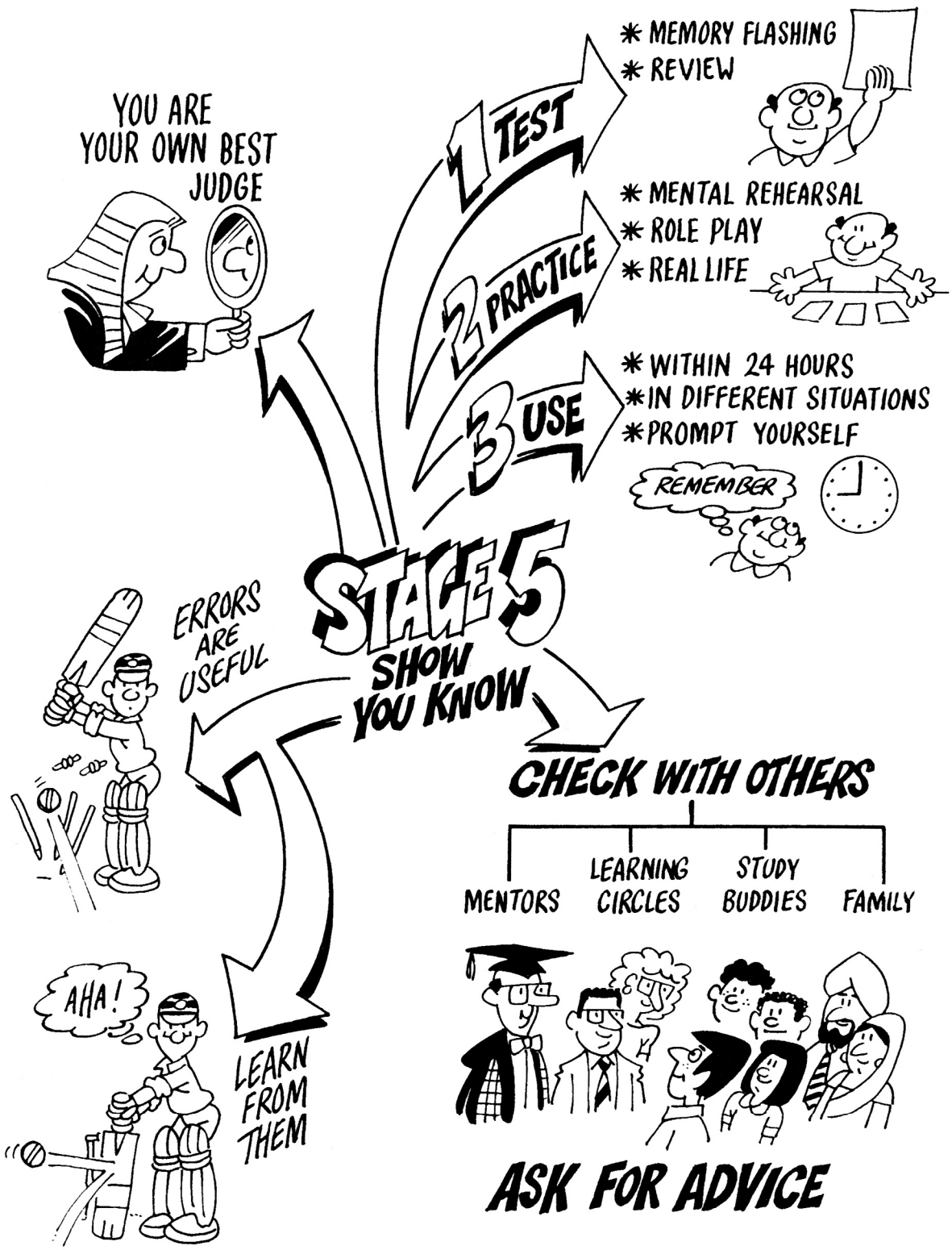
"Adults are really children with big bodies."

Bob Pike

"The purpose of life is a life of purpose."

Robert Burns

A LEARNING MAP OF STAGE FIVE



Stage Six

REFLECT ON HOW YOU LEARNED

Reflecting on what you have learned is an important activity at **any** stage in learning. However, when you reach the point when you have actually used what you've learned in real situations, a period of quiet reflection is essential.

If you build up a **habit** of thinking through how things have gone, you will truly be in control of your own life.

Two simple but powerful questions to ask are:

What went well? **What could have gone better?**

Keep asking those questions and you've learned the essence of self-assessment.

Use the Personal Progress Plan that follows to reflect on what you have learned through *Accelerated Learning Techniques*. Notice it can be used, not just to reflect on this particular program, but to reflect on **anything** in your life.

"Plans are only good intentions unless they immediately degenerate into hard work."

Peter Drucker

"You cannot teach a man anything. You can only help him discover it within himself."

Galileo

"I observed that nine out of 10 things I did were failures. I didn't want to be a failure, so I did 10 times more work."

George Bernard Shaw

A PERSONAL PROGRESS PLAN

- **The most important things I learned are:**
- **As a result I will do this/use the following ideas:**
- **I can expect this initial difficulty – but I will overcome it by the following action:**
- **I will check on my own progress. I will know I have succeeded when:**
- **I will reward my own success by:**
- **I will learn more about this:**
- **I will ask this person(s) to help:**

- Allows for some difficulties as you actually use what you have learned. If you prepare for the ups and downs, then you will not be easily put off when you meet a difficulty.

  Stumbling blocks can be expected when you try something new. They are part of life and should be seen as helpful feedback, not as negative events.

  You could turn stumbling blocks into stepping stones when you see them in this way. You learn to ask the all-important question: "What can I learn from this, to be better next time?"

- Allows for self-assessment. You decide what you regard as success. ("I will know I have succeeded when…") This is an **essential** part of being responsible for your own learning.

  You can work out your own standards by asking yourself, "What could I do if I was really competent at this?" That's the standard to aim for.

- Allows for rewards for success. Do you remember the importance of "Catching yourself doing it right"? You need to recognize and reward yourself for every success. Then learning becomes a pleasurable habit.

- Includes your future plans. Learning never stops. Each new piece of learning opens up other possibilities. When you review your own performance with this type of Personal Plan, you are on the alert for new opportunities.

"In order to succeed, double your failure rate."

Thomas Watson
Founder of IBM

Only one creature ever sat down to succeed. A chicken!

"Aman grows tired by standing still."

Chinese proverb

Good administration without vision is like straightening the deck chairs on the Titanic.

Author Stephen Covey suggests there are several characteristics of highly successful people. We would suggest that three characteristics stand out above all others.

1. They know how to make a clear vision of what success will be like.

That vision brings with it commitment, determination and a plan.

In other words they:

START WITH THE END IN MIND

2. They take personal responsibility for all their actions.

You may not choose what happens to you – but you **always** have a choice of how to react.

You can choose to be calm or to be angry. You can choose kindness over being hurtful. You can choose to be active or passive. You can choose to build your abilities, or you can choose not to bother.

In other words, they know:

IF IT'S TO BE, IT'S UP TO ME

3. They create the habit (it's not a natural gift!) of reflecting on what they have done. Then they draw lessons for the future.

In other words they:

LEARN FROM THEIR OWN MISTAKES

PUSHING YOUR COMFORT ZONE

One of the main messages from this course is that you learn well and easily when you **start** by playing to your strengths. However, you really start to "accelerate your learning" when you use all your senses and all your intelligences. In other words, your full potential.

If someone were to finish this program and label himself or herself as "just a visual learner" or a person who "can only learn well if they can use their physical and inter-personal intelligence" – we will have failed.

When we put labels on ourselves, we start to restrict ourselves. We can cut ourselves off from new ideas, new methods and new subjects because they don't fit into our image of what we **think** we can do.

Yet the techniques that initially seem the least comfortable may be the very tools you need to use to ensure that you overcome potential "blind spots" and develop your full potential.

Success comes when you move the edge of your comfort zone and attempt something new and challenging. Meeting and overcoming challenges is what personal development is about.

Some of our happiest moments are when we stretch ourselves to reach new heights and develop new skills. Which would you enjoy more: to play a game you win easily, or to play a game you have to stretch every nerve to win?

If you become aware of your preferences and strengths, and use them, you'll find learning is easier and faster. If you push to the edge of your comfort zone and build a wide range of learning techniques, including challenging ones, if you use the **whole** range of your intelligences, then you will have equipped yourself for lifelong learning and success.

You will have truly become an Accelerated Learner!

It's when you reach out and stretch yourself that you grow as a person.

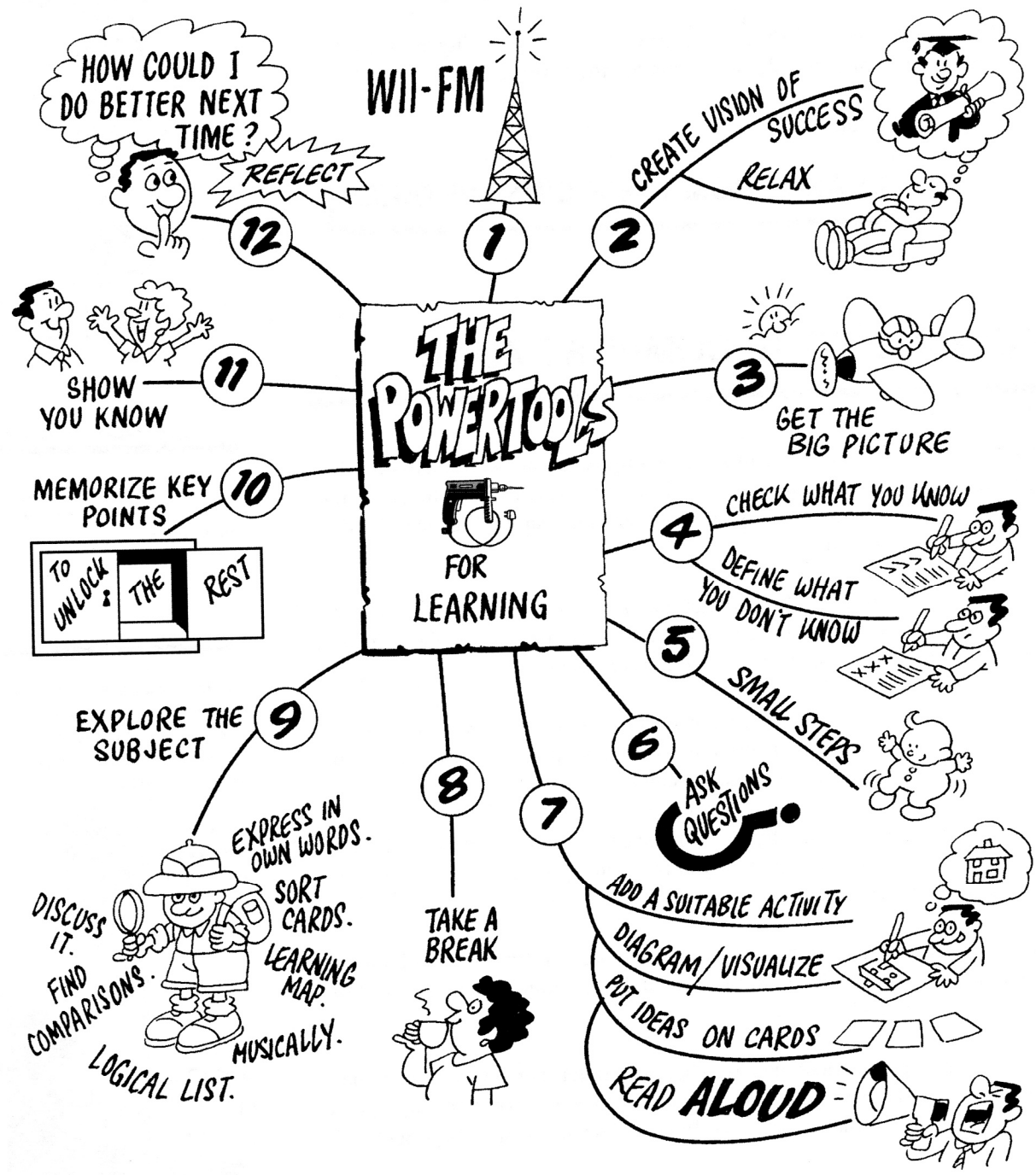
Use this program as a foundation stone for all your future progress.

In the final analysis, all great achievements have been accomplished by people acting on the conviction of their own vision.

Have you ever seen a park with a statue dedicated to a committee?

It takes courage to move from your comfort zone – but the rewards can be dazzling!

A LEARNING MAP OF WHAT WE'VE LEARNED!



THIS IS IMPORTANT **Notice something? These are all things you can learn how to do.**

In other words good learners are made, not born. That's why *Accelerated Learning Techniques* will work for you. It doesn't depend on your past performance; instead, it gives you skills for the future.

SOME ISSUES
YOU MAY WANT TO CONSIDER

The aim of this program is to accelerate **your** learning. But, in addition, the ideas that underlie the program have social implications. You may wish to ponder the following questions:

1. Has this program changed any of your attitudes to learning? To education? To training? If so, how?

2. Is there anyone else you know who would benefit from the ideas and methods in this program? Have you discussed the program with friends? Colleagues? Teachers? Trainers?

3. Should the way we teach and train be broadened to include these ideas? Would more people succeed if it was? Would more people enjoy learning if it was?

4. Do you believe that we often set our sights too low?

5. If the first seven years of life are key in establishing usable brain capacity, shouldn't we have help in developing a truly rounded ability in our children?

You will have gathered that we ourselves are not neutral about these questions. We believe that there is huge potential inside each one of us. We also believe that too many people fail in our current system and that need not be so.

If you have your own ideas, or would like to be kept up to date on Accelerated Learning, we could love to hear from you.

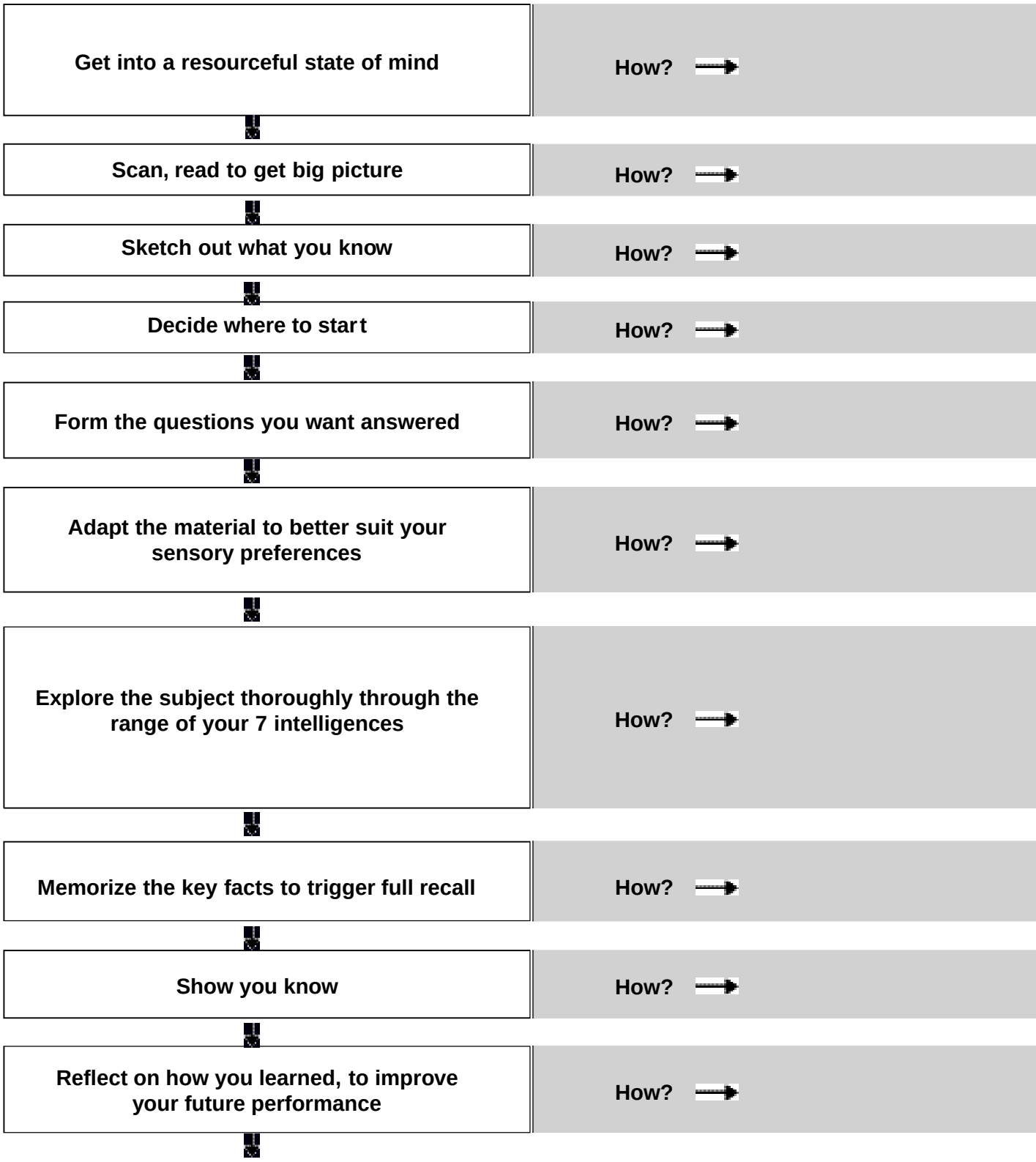
Colin Rose

Think of your true potential like a combination lock. It is the unique combination of how you like to use your senses and seven intelligences that accounts for your own natural and individual approach to learning!

"Every day is a new life to a wise man!"

Bertrand Russell

A SYSTEMATIC PLAN OF ACTION TO ADAPT…



…TO YOUR OWN PREFERRED LEARNING STYLE

[Check the techniques you intend to use]

	Decide WII-FM ☐ Create a vision of success ☐ Write down your goals ☐ Create an action plan ☐ Plan your time ☐ Create a positive study environment ☐ Replay an image of past success ☐ Use affirmations ☐ **Relax!** ☐ Take frequent breaks ☐
	Check the contents page/subheads/illustrations/opening paragraphs ☐
	Make a preliminary learning map ☐ Other form of notes ☐ Define what you **don't** know ☐
	Start with the easiest section ☐ Start with most interesting part ☐
	Turn every heading into a question ☐ Ask "What does this **mean**? Do I agree? What can I conclude?" ☐ Interrogate the author (e.g. Does this make sense? What's the evidence for this?) ☐
V. A. P.	Highlight in color ☐ Diagram ☐ Learning map ☐ Visualize it ☐ Make a poster ☐ Read aloud dramatically ☐ Make an audio tape ☐ Explain it to someone else ☐ Write and circle key points ☐ Make notes on postcards ☐ Make a model/learning map ☐
E X P L O R E	Discuss/Teach it to someone else. Compare notes ☐ Create a learning map or poster. Visualize it as a TV documentary ☐ Act it out/Role play/Model it/ Use postcards to order your thoughts ☐ List main points in logical order. Analyze it (A.E.I.O.U.) Create a flow chart ☐ Consider how this relates to what you already know and why it matters to you ☐ Summarize it in your own words ☐ Write a jingle, song or rap. Play background (classical) music as you learn ☐
	Create an interactive image ☐ Create a mnemonic ☐ Memory flash it ☐ Do a review concert ☐ Review the material on a **regular** basis ☐
	Test yourself through learning maps or flash cards ☐ Practice through role play or mental rehearsal ☐ Keep a learning log ☐
	Use a personal progress plan ☐ Push your comfort zone ☐ Create a learning action circle ☐

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