

How to Captivate a Crowd with Kinesiology

by Sharon Promislow

Kinesiologists have wonderful skills to offer the private and public sectors as Professional Development speakers and change agents. We must simply confidently package, present and market our skills to varying audiences, using languaging accepted in the corporate world. A number of our basic kinesiology teaching strategies are easily adapted to make a maximum impact on large numbers of people in a minimum of time. Our intention must still remain to facilitate intimate personal insight and process for each participant, but we must do it in a way that widens our emphasis from individual skill building to a group experience.

I explore five "gotta haves" - the 'What?', 'Why?', 'How?', 'Who?', 'When and Where?' of effective presenting- in detail in *Express Expression: How to Quickly Tailor a Presentation to any Crowd*, Brain Gym Journal, Volume IX, Number 3, Dec. 1995/Jan. 1996 (Ref. 1). Today's journal article focuses and expands upon the HOW of it - colorful and dramatic demonstrations from kinesiology that capture a crowd's imagination every time.

The first step to powerful presenting is to remember that an effective presentation is a process involving:

A. (A GOAL) You must enroll the group's interest by having them identify a personal benefit from the information you are about to share. This can be as simple as brainstorming what positive outcomes people want in relation to your topic, and what blocks they feel they will encounter on the path to that goal. What would bring you happiness or fulfillment...? What's stopping you from achieving it? How would your life be improved if _____ was easy for you?

B. (PREAMPLIFICATION) You must whet their expectation that they will feel a difference before the end of the session/presentation. Perhaps a quick exploration of the stress response in each person's life: You will take them through a process of Noticing (Ref 2)

how their mind/body reacts to the goal, so they see how the physical body reacts to stress.

C. (RE-EDUCATION) You teach some balancing activities with supporting theory. Depending on the time you have, the re-education can be as simple as drinking water, cross crawl and Positive Points®. From there on, you can add other Brain Gyms®, or techniques as you choose.

D. (POST ACTIVITY) You have them notice the difference in their own bodies when they once again consider their issue. Make them recognize they are getting and feeling better. Make them "get" and experience the Brain Body Connection. Have them commit to use what they have learned in their lives, by setting an action plan to take home.

In my handbook, *The Top Ten Stress Relasers*, I have created a number of good group insight processes, including Goal setting, How to handle personal stressors, and a page on Taking Action. If you do not make people commit to consciously do something different in their lives after they leave you, you will not have achieved the impact that is possible with even a short presentation.

When we present to the general public, no matter what the topic, we are re-educating their neural response to stress in four basic areas: electromagnetic balancing, emotional stress release, brain/body integration, and sensory integration. The following are suggestions for fun group demonstrations and involvement in each of these areas.

☐ Electromagnetic Balancers

Buy an **Energy Ball** from any nature and science store to demonstrate to your group the reality of Energy flow through the individual's body and group energy. When a number of participants touch to form a circle, while two people touch the diodes on the ball, the ball lights and makes noise. When anyone

in the circuit breaks their connection, the ball shuts off. Have the group play at breaking the circuit, and then reconnecting. This is a very dramatic way of demonstrating that the body energy and circuitry we are talking about is tangible.

Consider using **Biodots** - an inexpensive stress biofeedback tool that I hand out at the beginning of stress management seminars, so participants can track changes between stressed and unstressed states, and can notice the physiological difference in their body reactions after they do the balancing activities we teach them. The little body temperature sensitive dots are placed between the thumb & index finger. They are available from Biodot International, P.O. Box 2246, Indianapolis, In. 46206 Tel: 1-800 272-2340.

□ Emotional Stress Release

Let the group experience at least one physical process where they can dramatically feel the difference our processes make. To demonstrate the power of Emotional Stress Release, I like to have people stand up, extend an arm forward, and swivel at the waist and visually mark the spot of maximum rotation. Then I have them hold positive points and imagine having the flexibility to rotate like a pretzel. They then do a post check - rotate again and notice their very extended range of motion. Wow!

□ Brain/Body Balancers

Those of us with Touch for Health training can find a volunteer to demonstrate the switching off of neck muscles as a cause of **Tension Headaches**, and how they switch on again with rubbing appropriate points and/or using Positive Points and Hookups.

The other demo I often use is to explain **Spindle Cells**, and have the group sedate their quadricep muscle where they sit, by pinching the belly of the thigh muscle, and pushing down to show the muscle is low gear and releases. I then have them turn the quad on again by pushing apart in the belly of the muscle and pushing the top of their leg again, to show the muscle is now high gear and firm. It's a grounded, physiological, real way of having them FEEL the concept of the

communication between the brain and the muscles, and that they can easily control it! Presenters need a good, fast, fun, hands-on demonstration of brain/body communication to excite a professional crowd, without needing to introduce traditional muscle checking. I teach Cross Crawl or Cross Patterning as an effective brain/body organizer.

Those who choose to go the route of demonstrating actual muscle checking would do well to use the model used by Dr. Jerry Teplitz, where in demo you ask for three people to volunteer from the audience. Ask the first person to resist as hard as he/she can, and weaken the arm by zipping down the meridian. Then demonstrate power of negative thought by having the second person think of something positive and then something negative. Have the third person say aloud "Yes" and "No" to demonstrate the power of language. Dr. Teplitz invites up anyone in the audience who thinks he is manipulating the demonstration through pressure. He then uses a pressure gauge to prove he is pushing even lighter when the arm is switched off or low gear.

He then invites anyone up who believes it is the power of suggestion, and has them close their eyes as he runs their meridian, and proves he gets the same results. He also demonstrates the effect of different types of music, and of fluorescent light. He then invites everyone in the hall to get up, get a partner, and experience the muscle check for themselves, following his instructions. This is very effective in breaking through a large group's belief system, and gets participants up and muscle checking quickly. I have participated with Dr. Teplitz several times in rallies of over 300 realtors, and was impressed with the fact that only a few people wouldn't participate, and there was enthusiasm and acceptance from the vast majority within half an hour. (Ref 3)

As I am basically presenting Stress Management, Goal Setting, Enhanced Learning and Professional Development presentations - not emphasizing food sensitivity or body work - I personally choose not to get a group involved in traditional muscle checking unless I have over three

hours, and even then more often choose to stick to Noticing, which I find an exceptionally powerful educational tool. It takes longer than a few hours to become a proficient muscle checker, and people can become accomplished noticers in less than 10 minutes.

☐ **Sensory Integrators**

Have the whole group experience the following Noticing pre-checks for eyes and ears: invite everyone to slowly and sensitively notice differences in range of motion and subtle muscle tension, either standing or sitting, as you talk the group through the following:

For Eyes:

- ☐ Have group experience an optical illusion to notice their ease of negative and positive perception
- ☐ Have everyone look eyes left, right, up, down, and straight ahead
- ☐ Cover or close right eye r Cover or close left eye
- ☐ Track with eyes 20 times, checking for skipping
- ☐ Look hand to wall
- ☐ Wave at sides near ears (peripheral vision)
- ☐ Read aloud
- ☐ Read silently

Follow the pre-checks with teaching of visual integrators such as Lazy Eights for Eyes from Brain Gym® (Ref 4) or Eye Points from Basic One Brain. After balancing, go to a postcheck: repeat all preactivities and have the group notice the differences.

For Ears

- ☐ Turn head to right and listen
- ☐ Turn head to left and listen
- ☐ Block right ear and listen
- ☐ Block left ear and listen
- ☐ Read aloud
- ☐ Repeat these numbers (or words)- about 7 of them - after me (short term memory)
- ☐ What you had for breakfast, your route to work this morning etc (recent memory)

- ☐ Your favorite toy as a child, or where you were born etc. (long term memory)
- ☐ Math (Add 3 and 5) and spelling (Spell a simple word)

Follow the pre-checks with rubbing of ears and other auditory integrating activities that you choose to teach, then go to a post check to have group notice the difference.

For Writing and the Kinesiological response

Have whole group do traditional Edu-K and/or One Brain prechecks for writing, and teach Alphabet Eights from Brain Gym® or Basic One Brain activities or other sources of knowledge depending on your certification. Obviously muscle checking would provide more profound results for all sensory prechecks, but it is amazing how people will start to notice very sophisticated and subtle differences when given the invitation to do so.

In summary:

Hopefully your interest has been whetted for the further development of your presentation skills and your possibilities as a professional speaker. As a preview of coming attractions, here is a summary of some of the most important concepts for you to consider :

Every presentation is a process for participants, with a goal, noticing how the body/mind responds, reeducation and noticing the difference in mind/body response. Always complete the personal process, and have people notice the difference and make a commitment to use what you've taught in their lives! Utilize the principles of accelerated learning: use novelty; create many beginnings and ends to help memory (no talking for longer than 20 minutes tops without audience movement and process!); honor and stimulate all of the seven intelligences; use visuals for your own confidence and to assist visual learners; use music. Always involve the audience - get participation via brainstorming, or questions or partnering. Always relate the topic back to the individual's experience. Make sure you use Brain Gym® or movement to provide breaks. If it is comfortable for you, dare to be an entertainer with humor and props. No matter how professional your

group, they would rather be amused than bored! Speak from your heart and caring, and you will be received on that level. Relax, be yourself and have fun, and success is sure to follow!

References:

1. For a reprint of this article send a self addressed envelope and \$1. to Enhanced Learning & Integration, 3584 Rockview Place, West Vancouver, B.C., Can. V7V 3H3

2. A key concept in Edu-K, The Noticing process is also explained in detail in *The Top 10 Stress Relasers*, p.29.

3. For further information contact Jerry Teplitz Enterprises, Inc., 219 53rd Street, Virginia Beach, Va 23451 1-800-777-3529

4 All Brain Gym® references are to *Brain Gym®*, Dennison & Dennison, 1986 Edu-Kinesthetics Inc., Ventura, Cal. Tel: (805) 650-3303, and processes from Educational Kinesiology.

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