

# Think Smarter, Not Harder!

by Sharon Promislow

*Our kinesiological work brings the 'hardware'. — our mind/body organism, to its highest level of functioning. But what's the good of having a superb mind/body organism which cannot be used to its full potential? To use the analogy of a computer; no matter how sophisticated the model, without effective, state of the art programming, the computer is just a non-functioning pile of circuitry. As Specialized Kinesiologists we have been trained to be highly skilled in helping people clear their brain/body circuitry. There is much congruency to our next helping them acquire the skills to maximize the new possibility to learn quickly and easily that which has been blocked in the past. The Creative Learning skills mentioned in this paper can be considered the 'software' to use that sophisticated, high tech mechanism to its highest potentiality.*

## **The need for new Mindware for the 21st Century** (ref. 1)

For about 6 million years change in our species evolved almost infinitesimally as we became erect, learned to communicate and make tools. The last 100 generations from the birth of Christ has seen us move from the ox cart to the space age and beyond, and most of that development has occurred within the last 3 generations as the upward spiral irrevocably accelerates yet again.

Now change is taking off at a rocket trajectory, and the totality of human knowledge is doubling every 12 months to 2 years. Our old approaches to processing information and understanding our world are no longer adequate — a new paradigm is called for. We can no longer train people for specific jobs, because the jobs that will exist in 10 years haven't been invented yet. Knowledge and 'truth' itself is constantly evolving. We must instead train children and ourselves — how to learn, how to joyfully see new connections, how to willingly embrace the new, rather than failing with old fixed visions. The world is a living, evolving organism, and every individual, every organization, government and education system must reflect that.

To thrive in the 21st Century, we must embrace the imagery mind, and reward people for productivity and creativity; letting go of the harness of linear thinking that has historically been rewarded by society. We will shift from the old paradigm of control, to support and nourish ownership of the group energy. The people who make these shifts must have new models for how to use their minds.

Researchers now state that we use only an infinitesimal percentage of our brain. As kinesiologists we are already in the forefront of helping people to achieve their maximum potential by re-educating their body/brain's neural response to stress allowing them to access a whole brained state. We now need to take the next step of helping them to make better use of their new possibilities. We can do this by building up the necessary pillars that support Creative Learning (ref. 2).

**We must:**

- 1. LEARN TO LEARN — How to handle and process information effectively, and improve memory.**

**What we already know:**

- \* How to use specialized kinesiology to integrate two dimensional learning to the three dimensional body/brain, particularly with Brain Gyms® to anchor new information into high gear (ref. 3), and Three in One Concept work to clear learning blocks.
- \* How the brain functions: here again the models of the Brain learned in Educational Kinesiology and Basic One Brain gives us profound understanding of current brain research — why and how what we do works.
- \* That there are no limitations to the mind. It has been proven by researchers that everything is actually remembered, and the issue is that of recall — having made the memory traces deep enough for easy retrieval.

### What we can add:

- \* How to use our knowledge of how the brain learns and handles input, to support more effective study skills, review strategies and performance.
- \* Learn Rapid Information Processing and other effective learning tools (ref. 4).
- \* Be able to offer easy models to support recall through reviewing and break strategies, and by providing sensory, emotional (adrenal) and associational hooks.
- \* Whole brained note taking strategies developed as a response to the psychology of learning and remembering (ref 5).

### 2. LEARN TO KNOW – How to access our inner awareness and think intuitively.

#### What we already know:

Kinesiology is a vital key to this area. The muscle check in itself means we can access our inner truth at any juncture. The work of Three in One Concepts particularly honors our imagery mind, through the use of images and symbols and the 'telling of the story' out-pictured from our very bodies.

#### What we can add:

We are an imagining species. Most successful human societies have had a rich heritage of handing down knowledge through stories. We should become comfortable with, and heighten our use of, the imagery mind using parables and fables, images and symbols. We can learn meditation techniques to know our own mind and subconscious, or to enhance our visualization skills with focus and imagery. We can consciously and deliberately open ourselves to creativity and our inner awareness by flexing and practising these new ways of communicating and understanding.

### 3. LEARN TO THINK – How to break free from old thinking patterns, and how to get people to think cooperatively.

The classic way we have been taught, and for which we have been rewarded, is linear thinking –

understanding new information through our old patterns, hanging our new knowledge onto the framework of what is already known – our mindset.

Like rivulets of rain rut in pathways, and puddles establish in one place, the brain is always simplifying, forming patterns from information. After a while it only takes a bit of new information to activate an entire, old brain pattern. This is the pattern recognition and pattern completion process. To make our life easier, the mind automatically corrects and completes the information to select and activate a preset pattern. **The same rutting in of patterns which allows us the ease of automatic response in everyday life, can limit our possibility to make mental leaps.** Creativity can only occur when we force some of the water (information) to flow into new channels and to make new connections.(ref 6).

#### What we already know

- \* How to prevent the self limiting, back brained stress response that nullifies the possibility of new ideas.
- \* Basic concepts of Brainstorming and honoring creativity

#### What we can add

- \* Better skills in managing group creative energy and team building.
- \* Learn and practise specific thinking strategies to break established mindsets, by deliberately breaking down old patterns of thought, and consciously creating stepping stones to go off in tangential directions.
- \* Go beyond Brainstorming. Experience and practice a group thinking strategy that recognizes the variety in thinking styles, solicits every one's participation and harvests group ideas in a safe, respectful manner. This skill transforms and opens the group energy to creative problem solving, rather than the self limitations of an immediate critical process. We can all benefit from a model of thinking that honors that every individual is capable of creativity, not just the born genius, and that creativity does not have to be serendipitous: it can be planned (ref 7).

#### **4. LEARN TO ACHIEVE – Reach new levels of peak performance**

##### **What we already know**

Our kinesiology work leaves us well trained in this arena. Our techniques to clear the brain/body blocks to accomplishment are leading edge. Our simple, yet profound methods of stress release and mental rehearsal allow us to help people powerfully set and clear for goals. Our muscle testing assures the body and senses are totally aligned to support our mental goals and establish personal priorities.

##### **What we can add:**

- \* Specific skills training for peak performance – attitude and personal habits
- \* Crystallize even further goal setting skills and how to create action plans.
- \* Practise ever deeper uses of imagery mind in mental rehearsal.

#### **5. LEARN TO VISION – to creatively project forward into a desired outcome.**

##### **What we already know:**

- \* How to balance the body/brain system: electro-magnetics, polarity, hydration, meridian energy, integration of the whole brain to allow stressless new choice making.
- \* Visualization techniques from our stress release work, including infusion and future progression skills from Three in One Concepts to anchor in and preview Success outcomes.

##### **What we can add**

- \* Imagery and musical keys to master creative visualization and readily access alpha state.
- \* The work of Drs. Geraldine Schwartz and Desmond Berghofer on how to more powerfully design our preferred future, and how to translate that vision into action.

#### **PUTTING IT TOGETHER: Learning to Think Smarter, Not Harder.**

Combining our kinesiological skills for physically balancing the energy of the brain and senses with these advanced learning and thinking

skills, is an assured way of catapulting our capabilities to the level necessary to create the next stage of our human journey.

I encourage you to read the books I have referred to in this paper, and I invite you to join me as I incorporate these concepts into our specialized kinesiology framework, making them even more powerful with the identification and anchoring tool of muscle checking. More specific learning strategies and facilitation techniques are explored in the book "What's Stopping You?" (ref. 8) and in my new "Creative Mindware – Learning to Think Smarter, Not Harder" workshop.

#### **References**

1. Concepts gleaned from Dr. Desmond Berghofer and Dr. Geraldine Schwartz, Applied Creativity Workshop, Creative Learning International, #503 - 1505 W. 2nd Ave., Vancouver, BC V6H 3Y4
2. Ibid. In the same way that there is strength in the synthesis of kinesiological techniques, where the sum is greater than the parts, Drs. Schwartz and Berghofer have, through their synthesis of brain research, learning skills, and effectiveness techniques, come up with a powerful approach to Creative Learning training. The highlighted pillars mentioned in this article are directly from their work.
3. Dennison, Paul E. & Gail E., *Brain Gym® Teacher's Edition*, Edu Kinesthetics Inc., Ventura, CA, 1989
4. From *Creativity Applied Facilitator Program*, by Dr. Desmond Berghofer and Dr. Geraldine Schwartz.
5. Many models exist, but the most fully realized is the brilliant Mind Mapping work of Tony Buzan; see reference in Recommended Reading section.
6. From Joyce Wycoff, *Mind Mapping*, Berkeley Books, New York, 1991, p.11.
7. The work of Edward De Buono – *6 Hat Thinking* and *Lateral Thinking* – is of great interest to those desiring to develop these skills. See suggested reading.
9. Sharon Promislow, *What's Stopping You*, available winter, 1994.

### **Recommended Reading**

Armstrong, Thomas: *7 Kinds of Smart: Identifying and Developing Your Many Intelligences* Penguin Books, 1993

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