

How to

Bring Out Your Child's Genius

in just

Ten Minutes a Day

An introduction to

Right Brain Education

from

right
brain kids  .com



How to
Bring Out Your Child's Genius
in just
Ten Minutes a Day

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Welcome!

Dear Reader,

This program was designed by a collection of parents and Montessori teachers looking for a joyful acceleration for children who were hungry to learn from a very early age. It is called *Right Brain Education*, but we lovingly, playfully like to call it **Wink** (for older children) and **TweedleWink** (for children ages zero to six). From very humble beginnings, our programs have spread throughout the country and — thanks to the onset of the internet — the world.

As we've grown, our customers and students have encouraged us to continue and not to stop until this view of education has been instituted in educational systems across the globe. Unless you've experienced it for yourself, it will be difficult to describe how rewarding Right Brain Education can be. The best feedback we can give you is that our teenage and adult children are now thanking us for giving them this loving head start in life. It has made it possible for them to achieve their highest potential. We are thrilled to be able to share this method with you.

Before you begin, it is important that you understand what Right Brain Education is, and is not. It *is* a powerful tool to strengthen your family relationships and give your children the means to achieve what they desire in life. It *is not* a program geared toward producing results like “super” children (although the results are truly amazing). We want you to relax and have fun with these methods and not be concerned about the results.

In fact, the very environment of joy and limitless freedom is vital for success.

Although our own understanding of the benefits of Right Brain Education keep growing, we have found two definitions which remain constant:

- **RIGHT BRAIN EDUCATION IS AN ACCELERATION.**

By planting the seeds of math, music, spoken and written languages, science, art, cultures (*and more!*) early in life, your child's mind will have rich subconscious library of information. Your child will naturally crave to learn more about the world around him, eagerly building his growing mental library. And when high-quality input is combined with joyful play, imaginative exploration and critical thinking activities, both hemispheres of the brain are stimulated, resulting in an incredible whole-brain acceleration.

- **RIGHT BRAIN EDUCATION IS AN AWAKENING.**

This is because the right brain pathway opens with love. A right brain classroom is full of hugs and praise, smiles and cheer, giggles and deep sighs of relaxation. The more parents and teachers experience Right Brain Education for themselves through relaxation techniques and positive thinking, the more transformed they become. They tell us that we have changed their lives personally and professionally. (What an honor that is for us.) Children raised in a heart-based program become sensitive, wise, passionate, curious, loving and kind human beings.

What more could we wish for?

We believe that **TweedleWink** can change the world —
one heart at a time.

Welcome to our growing global family!

— *Pamela and Wennie*

Introduction

In a research laboratory in California in the late 1960's, Dr. Robert Ornstein and Dr. Roger Sperry changed the course of how mankind understands the brain. In short, they found two vastly different functioning brains within the outer part of the brain — the right and the left hemisphere. They found that each hemisphere contains a distinct personality, or set of characteristics, opposite from the other.

At the same time, a physical therapist was doing some experimentation of his own. Glenn Doman, of Philadelphia, Pennsylvania, began working with stroke victims and discovered that certain movements stimulated brain development. In a short amount of time, he went from working with brain-injured adults to brain-injured children to “normal” children with dramatic results. Combining flashcards of words and “math spots” with visual stimulation and physical movement, Doman accelerated development in children beginning in infancy. Doman founded *The Institutes for the Achievement of Human Potential* and wrote ground-breaking books on how to teach infants math as well as to read, to be physically superb, and to have encyclopedic knowledge!

Meanwhile, the discovery made by Ornstein and Sperry gave fuel to other brain researchers and new information about the brain was being discovered at an incredible rate. Cutting-edge educators, eager to apply these new findings to the classroom, led the way for new brain-building techniques that began to tap both sides of the brain. The accelerated learning movement was born with

forerunners Ivan Barzakov, Tony Buzan, Edward de Bono, Barbara Meister Vitale, Colin Rose, Don Campbell, Betty Edwards and Eric Jensen leading the way. Soon, we had books at our fingertips to use for speed reading, mnemonic memory tricks, instant math calculation, foreign languages, art, creative writing and super-effective study techniques.

When these cutting edge writings reached the other side of the world, a Japanese tutor, Makoto Shichida, began to use these methods and accelerated learning techniques with very young children, beginning prenatally. He found that young children quickly assimilated all forms of information when given in specific “right-brain friendly” ways. His children were speed reading, solving complicated equations, composing music and other amazing feats well before six years of age. His methods were so successful that in the late 1980's, Shichida's discoveries were purchased by a businessman who created a franchise of over 350 Shichida Child Academies in Japan.

In 1993, we heard about Shichida's right brain educational methods. We had been teaching at Montessori International, a progressive Montessori school in Montana. This environment was ideal for an experiment to prove Shichida's theories outside Japan. Our school included children ages zero to twelve, and had already implemented the methods of Dr. Maria Montessori along with the methods mentioned above. So Shichida's method was a natural evolution. For four years the method was practiced, and modified, and finally, a new form of “Right Brain Education” emerged.

In 2003, we published our first Right Brain Education kit, called **Wink**. It is designed for children who have “bridged” over to left-brain thought, which can occur as early as preschool years. Later that year, we released the first DVD in the series of twelve DVDs for children age from zero to six called **TweedleWink**.

We hope that by the end of the book you will have learned...

- How you can boost your child's (*or your!*) brain development *in just 10 minutes a day*;
- A brief overview of brain research that impacts what we teach and why;
- How to plant the seeds of language, math, science, and other knowledge-builders in your child;
- What the six stages of development are, how to teach to each developmental stage, and how to teach to the stage where your child currently resides;
- How to know when to teach, and when to just relax; and
- How to *get started right now, using nothing more than what you already have.*

CHAPTER 1

Today's Child

Today's child is a wonderful, magical mixture of sense-abilities. In the past 20 years, science has unlocked the door to the infant mind, giving parents logical proof that their children have genius-like learning abilities in the first three years of life. Research studies substantiate that brain development in the womb and during the first 36 months of life is *incredibly* rapid. Cell growth during this time also surpasses all future growth cycles.

We are encouraged to do all we can for our children in the hopes that the knowledge they gain and the positive learning habits they form during this time will influence and enhance their learning and quality of lives throughout their lifetime.

But what science has not yet connected the dots for us pertains to what happens when a child is given a host of wholesome learning stimulus during this time. They have not yet shared the totality of what the infant heart-mind connection can really do once lovingly activated. Once they do, they will uncover a new generation with astonishing abilities.

This is our story to tell, and our joy to impart to you — the truth about today's child and his impact on our future. We have become pioneers in the infant classroom who, inspired by the possibilities, have dedicated time and energy to raise our children with exciting learning materials and accelerated learning techniques. We have incredible belief in their potential!

In order to fully understand the traits of this new generation, we learned that we needed to *resonate* with them, as the Bible and many other holy texts have encouraged mankind to become like a little child. Only after doing so, can we finally come to understand that this is today's child:

- Today's child picks up information at an incredibly fast rate. He is wired to continually gather information and connect, or link, it to what he already knows.
- Today's child is a multi-sensorial being, absorbing information beyond the five physical senses. He can sense and discern subtle differences of light (color), sound (pitch), and electrical currents and electromagnetic fields. He is keen to the emotional climate of a room and can size-up people — their thoughts, feelings and intentions — in an instant.
- Today's child seeks clarity and balance. He is extra sensitive to his physical environment, including clothing and furniture textiles, bedding, building materials, food, colors, temperature, lighting, and sound. He thrives on pure food, water, air, organic materials and nature.
- Today's child responds to love and unconditional acceptance. His potential flowers in an atmosphere of limitless understanding of his potential free from expectation or stress. He blossoms in a joyful, stimulating environment that meets his individual needs.
- Today's child can bring mental images to life. He can see mental images clearly, three-dimensionally, with all of his senses. He has the ability to imagine, invent, and create a positive future for us all.

If you think that today's child cannot possibly be a portrait of your children or grandchildren, think again. Today's children are all around you. All it takes to see them is an open mind, a listening heart, and a willingness to see.

Instant Replay

Three-year-old Derrick is an avid sports fan, just like his Dad. He will watch Sunday afternoon football with his father and older brother, who both share a favorite team.

One afternoon, he surprised his mother, Carol, with the amount of information he had absorbed from his exposure to the game.

Carol set Heinz 57 ketchup on the table for lunch.

Derrick settled himself at the table and said, "57! I know who he is!" He excitedly stated the name of player 57 on his father's favorite team. Then, without skipping a beat, he followed with fifteen other numbers and names.

Carol stared in amazement.

"Wow, Derrick," she said.

"You're an expert!"

Derrick, fueled by the complement, told her all about his favorite player and demonstrated a recent play, running through the room, catching an imaginary football, and running into the end zone for a touchdown.

During his presentation, Carol heard the tea kettle whistling and turned away to lower the heat on the stove.

"Mommy!" Derrick exclaimed, "You didn't see all of it! Now you need an instant replay!" And he repeated the whole play, exactly as before, only this time in slow motion — just as he had seen instant replays on television.

That's today's child — continually absorbing information in their environment, encouraged and easily influenced by the passions of those he loves. (*You!*) If poetry and drama are in the home,

he will learn it. If seven world languages are in his daily environment, he will soak up seven languages. If math and science are passions of his parents and spoken of often — and practiced — he will learn that, too.

The Sponge

Sandra greeted the 16-month-old twins, Kara and Kevin, and invited them to sit down for her small right brain class. Kara obediently sat down on the little carpet, while Kevin toddled around the room seeking toys to touch and hold. Their mother, Jane, sat down next to Kara.

Sandra began with loving statements and then began flashing the various sets of math, phonics, and vocabulary picture/word cards. She flipped through the math cards with one to ten strawberries. Then, went on to phonics. Kara was glued to every card. Kevin looked up from time to time, but was mainly interested in play.

The last set of cards was a new set of pictures depicting sports objects, such as “bat,” “baseball,” “football,” “helmet,” “tennis racket,” “tennis ball,” etc.

Once finished, Sandra graduated to a few more stimulation games and then led them to another classroom where the children could explore while she discussed the week’s suggested follow-up home activities with Jane.

Afterward, their attention went to the children, who were busily enjoying the learning toys on the shelves. Kara had found the kitchen set and had set about washing dishes in the sink... and putting them in the oven to dry! Kevin was pointing at the plastic fruit on the shelf.

“Three apples,” he said.

Jane motioned to Sandra, “Did you hear that?” she whispered.

There were three apples.

Kevin quickly toddled from the fruit to the cars and trucks to the blocks and then to the dress-up corner.

(continued on the next page)

“Helmet,” he said, putting the child-size knight helmet on his head.

“How did he know that word?” Jane quietly mused.

“It was one of the new vocabulary words,” Sandra replied.

“But...,” Jane continued in, “he wasn’t even looking at the cards!”

That’s today’s child — spontaneously developing his own unique genius at a fast rate with as much as is available to him. He learns peripherally, holistically. He is continually seeking knowledge at every level, seeking meaningful connections.

Peas, Carrots and Math

27-month-old Harrison was sitting at the dinner table older brothers were doing their homework.

“5 times 3 equals...” began 10-year-old Michael, showing 8-year-old Kyle a multiplication flashcard.

“15,” Kyle responded.

“Okay. 7 times 2 equals...” continued Michael, showing the next card.

“14,” Kyle responded.

“Good,” Michael said and he held up the next card in the deck.

“3 times 6 equals...”

Kyle opened his mouth, about to reply...

“18!” Harrison shouted above his cooked veggies.

Michael and Kyle looked at each other in disbelief.

That’s today’s child — observing and learning from the actions, speech, even thoughts of everyone around him.

Love Knows No Distance

On a quiet afternoon, 31-month-old Ben suddenly looked up from his building blocks.

“Mommy, Grandma wants to talk to you,” he announced and returned to his tower.

Moments later, the telephone

rang.

“Hello?” his mother said as she picked up the telephone.

“Oh. Hi, Grandma,” she managed with a surprised glance at her little boy now deeply absorbed in play.

That's today's child — whose sensitivity knows neither time nor space.

Math Spots

Janice used flashcards to teach her baby math. She had read that it was possible. Now, through practice with her first child, four-month-old Henry, she knew it was true. However, Carol, Janice's mother, didn't believe it. She had to see it for herself. So during Grandma's next visit, Janice was happy to oblige. At a point when Henry was ready for flashcards, Janice put him in his bouncy chair and took out the math cards.

“Ready, Henry?”

Henry was looking straight ahead, happily drooling on his Winnie-the-Pooh bib.

“11...” (showing a card with eleven spots).

“...plus 4...” (showing a card with four spots).

“...equals 15!” (showing a card with fifteen spots).

Henry's small hands curled up as he waved them in the air, smiling and squealing with delight.

“Now watch this,” she whispered to her mother. “Ready, Henry?”

“11...” (showing a card with eleven spots).

“...plus 4...” (showing a card with four spots).

“...equals... Which one?”

(continued on the next page)

She held up one card with fifteen dots and one card with seventeen dots. Henry's eyes quickly became fixed on the card with fifteen dots.

Carol gasped. She picked-up Henry and cuddled him. "Good job! That's right! $11+4=15!$ "

And this is what happens when we combine what we know about today's child with effective, gentle, playful learning methods — allowing their unique genius to unfold. What a wonderful way to begin life.

The question that now needs to be asked is this: if these are today's children, then how do *we* need to evolve in order to successfully raise and nurture them?

This is a question that, when we answer it fully, will genuinely affect the whole world. After defining the new generation, we are compelled to set our sights on a new way of nurturing — one which will change and transform us individually as well as collectively.

As you will discover, the parents and teachers of today's children need to be...

Adventurous • Understanding • Playful • Intuitive
Flexible • Honest • Centered • Willing to be wrong
Tender • Patient • Creative • Childlike
Courageous • Open-minded • Firm
Strong • Kind • Prepared • Educated

...and able to continually reassess, reassess, reassess our parenting methods.

We need to share information with and support one another.

We need to reach out, find and explore new, innovative methods to continually challenge and delight the hungry minds of our children.

We also need to be aware of the predominant patterns children typically go through during the early years of development so that we can adapt and change our children's learning environment, materials, and our teaching techniques to meet their evolving needs.

In short, successfully raising today's child requires that we, ourselves, rise up.

CHAPTER 2

Neurobiology

Do we really have to know about brain development in order to teach today's child? Yes, in a general sense. Understanding your child's growth helps you quickly determine his specific needs and meet them. There are six key concepts which make a substantial impact on what and how we interact with children from the earliest moments of life.

Concept #1: Start now

The infant brain develops rapidly from the earliest moments of life. Learning can and does begin as early as prenatally — while the child is still in the womb.

When Italian educator Maria Montessori was asked, “When should education begin?” she answered, “Nine months before birth.”

Modern science confirms her convictions showing today's parents that their child can begin his education in the womb. Dr. Thomas Verny, M.D., author of *The Secret Life of the Unborn Child* writes, “The fetus can see, hear, experience, taste and... even *learn* in utero (i.e., in the uterus before birth).”

Dr. Niels H. Lauersen, M.D. agrees. In his book *Childbirth with Love*, Lauersen explains that “...babies can hear, respond to sounds, and discriminate between light and darkness several months before they are born... Vibrations and sounds reach

the unborn baby through the few inches of skin and amniotic fluid that keeps the baby safe inside the mother's abdomen... From the sixth month on there is evidence that the unborn child not only senses but responds to external sensations in a remarkably discriminating way..."

There are further studies documenting maternal stress on unborn children confirm that infants are greatly affected by the mother's thoughts and feelings during pregnancy. Indeed, all areas of development are influenced from every experience felt from the earliest moments of life.

HOW THIS RESEARCH IMPACTS OUR PROGRAM

Loving parent-child bonding and gentle educational learning methods begin prenatally.

Concept #2: Make connections

Brain circuitry develops and grows through connecting cells with information links. The more information links, the more learning capacity.

During the first three years, the creative, highly photographic, sensitive brain is wide open to impressions of all kinds.

"Every second, a massive information exchange is occurring in your body," writes Dr. Candace Pert, author of *Molecules of Emotion*. She continues, "Imagine each of these messenger systems possessing a specific tone, humming a signature tune, rising and falling, waxing and waning, binding and unbinding."

The brain quickly scans, catalogs and links all new information to the stored images where an association can be found.

Tony Buzan, MENSA member and author of several accelerated learning how-to books, including *Make the Most of Your Mind*, describes this awesome mental network:

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

Connections (synapses) are formed at supersonic speed supplying and further fortifying wonder and curiosity in the mind of a child.

HOW THIS RESEARCH IMPACTS OUR PROGRAM

Associations are encouraged by feeding information to every sense possible, reintroducing the material periodically at each new stage of development, using many different types of accelerated teaching techniques.

Concept #3: Quality stimuli

The rate of brain regeneration and growth decreases after an infant has reached about twelve months of age. Any cells that are not used will gradually, naturally die off. Overall neurological capacity is determined at a very early stage in life.

Eric Jensen, researcher, author and lecturer on accelerated learning techniques, cites the following in his book *The Learning Brain*:

RESEARCH SUMMARY

University of Chicago neurobiologist Peter Huttenlocher discovered critical information about brain growth. His research showed just how fast the early brain grows. A 28-week-old fetal brain tissue sample showed 124 million brain connections. A newborn brain tissue had 253 million connections, and an eight-month-old infant had 572 million.

But the growth of the number of connections, Huttenlocher soon learned, slowed down by the end of the first year and stabilized at about 354 million per tissue sample. He says,

“It was strange... The number of connections kept going up and up, then they started to go down.”

His research proved that the fetal brain overproduces cells and that unless they find a connection or a “job” to do in the body, they die off. He says that under stimulation and lack of interaction with the outside world causes the cell death. The future number of brain cells could vary by as much as 25 percent depending on the quality and quantity of enrichment offered to the learner.

HOW THIS RESEARCH IMPACTS OUR PROGRAM

High-quality educational methods and loving bonding techniques are given as early as possible to utilize this precious pocket of time.

Concept #4: Teach both brains

The brain is divided laterally into two hemispheres — and although they are designed to work together, each has a vastly unique personality and abilities.

In the late 1960's, an exciting discovery lay in store for Drs. Robert Ornstein and Roger Sperry of the California Institute of Technology. They set out to see what would happen if the corpus callosum — a wide band of nerve fibers which connect the left and right hemisphere — was severed. What they found astonished the medical world. Each hemisphere continued to function independently in distinctly different ways.

Their “split-brain” research has shown that the left side of the brain processes linear, concrete factual information and is the key in language and logic, while the right side of the brain processes random, creative, intuitive, multi-sensorial images. Subsequent studies by those who have carried on their work have revealed that each hemisphere contains some of the abilities of the “other side.”

Now we know that when an ability that is linked to one hemisphere is developed or activated, the entire brain is activated and all areas of mental performance improve.

Each side of the brain exhibits certain characteristics:

Left brain	Right brain
Conscious awareness	Subconscious awareness
Logical thought	Abstract thought
Short-term memory	Long-term memory
Slow input	Fast input
Detail analysis	Gestalt (<i>whole picture</i>)
Linear, sequential, reason	Creative, imaginative
Relies on physical senses (<i>sight, sound, taste, resonance with touch, smell</i>)	Relies on intuition (<i>subtle frequencies</i>)
Likes repetitive input	Soaks up information like a sponge
Uses words, lists	Uses rhythm, shapes, numbers and picture images
Processes data one piece at a time	Processes data all at once
Practical, works well under stress	Emotional, works well when fully relaxed

HOW THIS RESEARCH IMPACTS OUR PROGRAM

In order to nurture the balanced emotional and intellectual development of children, we continually seek to effectively utilize and involve both hemispheres in learning.

Concept #5: Maximize the right brain window

The outer cortex of the brain develops from right to left, providing a window of time where an infant is primarily functioning with the right hemisphere.

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

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

Now we've reached the conscious thinking mind — and that's where this information really clicks...

The right brain window

As the neocortex develops, the midbrain links to the right hemisphere first.

- Meanwhile... the corpus callosum is still developing and “bridges” the right and the left brain at about two years of age.
- Meanwhile... the left brain is not fully utilized until a child is between four and six years of age.
- This means that... the right brain is *w-i-d-e o-p-e-n* for learning input between the ages of zero to three.

After age three, children begin to actively shift to the logical left hemisphere of the brain. At this point, if the right hemisphere is left unchallenged or unused — or if a child is in a predominately left-brain learning environment — then the left hemisphere will dominate.

The “bridging” effect

The time when a child’s brain links to the left hemisphere is called “bridging.” You can tell that your child’s brain has “bridged” when he is speaking full sentences, using logic, beginning to read, write, count and understand time. Before “bridging” happens, anything is possible!

Children in the right-brain mode know no limits. Incidentally, this holds true for brain-injured children and adults whose development has been delayed. We encourage parents to take heart, and see this as an *extended learning opportunity!*

More good news

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

HOW THIS RESEARCH IMPACTS OUR PROGRAM

We teach two distinctly different programs, with some overlap in-between.

Infants and toddlers

The **TweedleWink** Gentle Early Learning Program is designed to make the most of the zero to three year right brain window with ample loving, high-quality educational input.

Children and adults

After the “bridging” effect has occurred, we focus on keeping the right brain pathways in the brain open and strong with **Wink: Right Brain Education** — a powerful collection of right brain learning activities. *We have found that these whole brain stimulation techniques can be applied to any learning curriculum — from preschool to the university level.*

A SPECIAL NOTE ABOUT THE AGES MENTIONED IN THIS SECTION

Each child develops at his own pace. These ages are merely milestones that have been documented by clinical researchers. We've seen children develop the link to the left brain much earlier and much later. Some educators believe that Albert Einstein did not experience the “bridging” effect until age nine!

Concept #6: Be happy

**The brain is sensitive to subtle frequencies:
light waves, sound, thought and emotion.**

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

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

Light

We can see about 40 percent of the colors contained in sunlight. These are the colors of the rainbow: red, orange, yellow, green, blue, indigo and violet. The remaining electromagnetic spectrum — radio waves, infrared, ultraviolet, x-rays and gamma rays —

are imperceptible to the outer senses. In Right Brain Education, we use light frequencies to stimulate the eye-brain neurological pathway with the use of full-spectrum light and use of vibrant color. Activating this pathway strengthens photographic memory and mental imaging.

Sound

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

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

Thought

As proponents of positive thinking can tell you, thoughts are powerful. Napoleon Hill, author of *Riches Within Your Reach*, says,

“If you can conceive it, and you can believe it, you can achieve it.” Children are especially sensitive to thoughts. If you remember only one thing from this book, let it be this: it is *crucial* for the success of each child that we continually maintain a positive, loving image of them actively reaching their fullest potential without limits!

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

Brain waves	Characteristics	Frequencies
Beta	Fully conscious and awake	14–30 Hz
Alpha	Semiconscious, deeply relaxed	8–13 Hz
Theta	Light sleep	4–7 Hz
Delta	Deep sleep	0.5–3.5 Hz

The right brain functions optimally when in the alpha wave, semiconscious, deeply relaxed state. This is why all right brain work is preceded by loving relaxation techniques. It is also why right brain learning can occur through passively listening to audiotapes before bed.

Thought is a significant right brain tool. With it, we can create new worlds, experience memories in full detail, and even communicate with each other!

Emotion

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

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

HOW THIS RESEARCH IMPACTS OUR PROGRAM

We teach to all the senses — whether we fully understand them or not. Parents and teachers alike learn how to center their emotional states to reflect peace, calm and love toward the children in our care. We also learn how to consciously shift our thought frequency to that of a little child so that we may best serve and understand them.

PLEASE NOTE

This brief condensation of neurobiological research is meant to give parents and teachers a reader-friendly understanding of some of the research behind our methods.

We have taken time to cull main points to present a simple understanding for all. However, if you find that you need more in-depth information than was presented here, we would like to recommend the following books.

The Learning Brain

by Eric Jensen

Left Brain, Right Brain:

Perspectives from Cognitive Neuroscience

by Sally P. Springer and Georg Deutsch

Magical Trees of the Mind

by Marian Diamond, Ph.D.

The Secret Life of the Unborn Child

by Thomas Verny, M.D.

Zen and the Brain

by James H. Austin, M.D.

CHAPTER 3

Right Brain Education

Unicorns are real. All things are possible in the mind of a child. This happy state of innocence is the key to learning with Right Brain Education. When we think of abilities like photographic memory, speed reading, computer-like math calculation, most of us either freeze up in panic or shrug it off thinking that those are reserved for the gifted few. But they are meant for all — and the only thing we need to access these wonderful abilities is to let go and believe...

What are “right brain” abilities?

By teaching with the right brain in mind, we have discovered an area of unbelievable genius attainable to every child. What we understand to be more “right brain” abilities than left, are those which have been uncovered not from neurological essays, but from the classroom — the children. Through stepping up lessons to a fast-pace, and utilizing all of the senses in learning, this is what we have discovered is capable when the right-brain is involved:

- Photographic memory
- Speed reading
- Computer-like math calculation
- Multiple language acquisition
- Three-dimensional mental imagery
- Observation training
- Alpha-wave relaxation

This was discovered when adult accelerated learning techniques, such as photo-memory and speed reading, were experimentally presented to children at a very early age. Unlike doubting adults, most children under eight who are still blessed with an unfettered believing mind, will readily accept and practice the principles of right brain learning.

How can we access the right brain?

Tapping the right brain involves relaxing the mind to the alpha wave state. Infants, toddlers and young children are often in this state, and as they grow and develop their left brain, they switch back and forth between beta and alpha wave. Teaching older children Right Brain Education simply involves showing them how to get back into the innocent, trusting alpha wave state. Innocence is the key.

For children, it is a natural evolution to learn sounds and letters at a slow pace, and then quickly graduate to words, then to slow reading of books, and finally to speed reading volumes of text. And because their memory is image based, photographic memory games are a breeze. They can create and recreate three-dimensional spaces — we say, “spaces,” because they are neither pictures nor photographs — but places in the mind where they can adapt, modify and change any aspect at will, and experience them with every sense.

We believe that the more you encourage access to the right brain, the more holistic a child's education and the more genius-like abilities can be accessed.

Albert Einstein is a case in point. He was diagnosed as developmentally delayed, and only began to speak coherently at the age of nine. His apparent development delay only had to do with left brain development. This delay was a blessing in disguise, as his right brain was whirling with inspired thoughts and internal imagination development — an attribute to which he credits most of his discoveries. Once his left brain had effectively linked to express his right brain thought, he was able to bring forth some of the greatest ideas of our time.

And yet, this fantastic creative mind is also very innocent and fragile. Abilities decrease substantially, exponentially, when the child perceives any stress. Remember that the right brain is sensitive to frequency. This means that stress can be in the form of all things material and energetic. A skeptical, doubting person can create a cloud that affects the child's ability to image.

While it is true that something as simple as coarse, synthetic clothing, or carpeting, can distract a highly sensitive child from letting go and leaping into a lesson — and that temperature, lighting, diet (!), time of day, weather, odors, electrical currents, and more can interfere with learning — we have come to recognize that the most dramatic influence over a child's ability to embrace learning is his bond with his primary caregivers.

When a child senses unconditional love and can make the normal mistakes of childhood in an upbeat positive way, charging forward to continue his discovery and love of his world, then he feels good about himself. This foundation allows him to charge ahead with learning in a dramatically passionate way.

How the brain develops in a left-brain society

Infants actively use the right brain to learn about their environment. What most people do not know, however, is that they also use this brain to communicate to those in their environment. When an infant tries to communicate using the right brain, the information is transferred to his parents through thought and emotion.

Left-brain parents who respond only to speech ignore the nuances of intuitive reception. They are waiting for the baby's first words. Therefore, the child is forced to develop the left brain for mere survival. When the left brain begins to actively link to the right hemisphere, the child begins to speak and communicate his needs and emotions with his parents. If the right brain is not respected or understood, then their use of intuitive communication and perception diminishes through lack of use.

When the right brain is kept active as the conscious left-brain develops and matures, then the whole brain will be used in all activities.

How the brain develops in a whole-brain society

The right brain thrives when parents strive to meet their children halfway through cultivating their own intuition. An infant who tells his parents that he desires a certain food, activity, rest, toy, music, or attention through thoughts and feelings and is met with an immediate response or answer, is encouraged to keep this pathway open.

The left brain still develops in a healthy, normal manner, in its own time, and when it does, the right brain is happy

to welcome it and begins to interconnect its use of intuition and logic. The child grows up using his intuition and a grounded use of common sense. He is able to dream, imagine and create powerful images for the future and put them into action. All this is possible through the powers available to him through the balanced marriage of the right and left hemispheres of the brain.

Our program

After years of developing the Right Brain Education program — *as excited as we are about how this program has heightened enjoyment of life and learning for ourselves and our own children* — we've not really known what to call it. When a new parent asks about our program, the terms, “speed reading,” “computer-like math calculation,” and “photographic memory” come over mighty strong. Unless they are supercharged about cutting edge educational techniques, it sounds overpowering.

The first question they ponder is, “Why does my child need to learn this?”

The second question which comes sooner or later is, “Will this accelerate my child so much that he will be out-of-place among his peers?”

It sounds intimidating.

Yet children who grow up with this program learn emotional and intellectual balance. Out of the respect given them, they learn to respect all life — they can play and learn with peers their own age, and even those younger and older, with great harmony. They naturally develop the sides of their genius that they instinctively know they will need for their course in life. It complements

their basic nature and enhances their lifelong potential as a human being.

Once in the program, parents comment how wonderfully fun it is.

There is more joy in the home, enthusiasm about learning, and self-esteem as each child (and parent) reaches a new plateau. The trepidation no longer exists and the only questions that remain go something like, “Why don’t more people know about Right Brain Education?” “How can I tell my family and friends?” “Speed learning is fun — and not at all what I expected. Why isn’t this in my child’s school system?”

So we soon went to task to develop a title for the program that depicted the fun, freedom and joy involved in Right Brain Education. Our marketing friends were the ones who came up with the name — **Wink**. It was perfect. It encompasses the speed learning concept (in the wink of an eye) as well as the upbeat, playful side (a loving wink). Hence, **Wink** — and **TweedleWink** for our zero to three program — were born.

Wink and TweedleWink

Children are unique. Every child we’ve taught has had a different set of learning styles, interests and abilities. This means that we’ve had to make our teaching methods just as unique as they are — with enough flexibility to reach each child from the start. The program grows and develops along with the child. Information is written into the program to allow parents to shift from technique to technique until they find the ones which ignite their child’s interest, and therefore motivation to learn. We can tailor activities to each student by knowing what they truly need — according to age, development, attention span and brain dominance profile.

While this book primarily outlines basic techniques for teaching children during the first three years, we thought that you would be excited to have an overall glimpse of the program in its totality.

TweedleWink is designed around loving,
high-quality input, input, input!

Once the child is old enough to begin using the left brain, we commence the **Wink** program to keep both hemispheres actively communicating with one another.

Teens, parents and teachers are encouraged to play **Wink** games in order to reconnect with their right brain abilities — and the results are equally amazing!

In a nutshell, here is an overview of our lifelong Right Brain Education program from **TweedleWink** to **Wink**.

Step 1: Prenatal, newborns, infants and toddlers
(up to 36 months)

Program: TweedleWink

- The infant's right brain is wide open and ready for input without any distraction from the logical left brain. He can absorb an amazing amount and a wide variety of information through all of the senses, including the intuitive senses.

Main educational focus

- Loving input, designed to maximize the opportunity of the open right brain window
- Using the **6-6-6-12** formula (*as explained in the next chapter*).

Step 2: Preschool (ages three to six years)

Program: TweedleWink and Wink (a blended program)

- The young preschooler's right brain is still open and active, yet the developing left brain is now beginning to express itself. At this time it is *imperative* that the child be exposed to activities that encourage use of both sides of the brain — together.

Main educational focus

- Continue loving exposure to information while playing fun games designed to anchor concepts learned in the zero to three age period.
- Keep right brain pathway alive by using gentle speed learning techniques.
- Encourage both hemispheres to actively work together.

Step 3: Children, teens and adults

Program: Wink

- At this point in development, children, teens and adults have established learning behaviors and patterns unique to them. Dominance patterns appear where the student shows a more active use of one side of the brain — or one type of learning style to another. It is in this period that we help the student acknowledge and make the most of his learning style.

Main educational focus

- Continual reconnection with the relaxed alpha wave state.
- Loving support and encouragement to recognize his unique talents and learning style and to maximize his lifelong learning potential.
- Keep right brain and left brain pathways open and actively working together through fun-filled play designed to stimulate the following areas:
 - **Alpha Relaxation**
 - **Eye Exercises**
 - **PhotoEyeplay™**
 - **Mental Imaging**
 - **Observation Training**
 - **Memory Linking**
 - **Photographic Memory**
 - **Speed Reading**

Our goal is to provide *as much early stimulation as possible* — with loving thoughts and feelings so that when the child accesses the memories stored, they are pleasant and nurturing — inviting! This way, later right brain memory retrieval is associated with **love**.

Most learning curricula use left-brain practices and environments to teach young children. This can slow, and even stop, right brain development.

Right Brain Education is a rewarding experience

Sharing our philosophy and showing you how to implement Right Brain Education in your classroom or home is important, but it would be an incomplete picture without also sharing the precious stories from our classrooms. Our classroom anecdotes — and those from students around the world — will be sprinkled throughout the book.

Some will amaze you. Some will delight you. And some will humor you. Our hope is that all will inspire you — and to encourage you — that *you, too, can do this!*

May Ng Wong, one of the earliest graduates of our Right Brain Education Program began a right brain learning center in her home in Singapore. Using **Wink** and **TweedleWink**, combining it with a simple Montessori classroom, she has been able to influence the lives of children ages zero to six — and now older children and adults — in her local community.

In her words...

“Some of my students can remember the Memory Cards of 100 pictures within a short time, and the more adventurous ones do it backwards.

“They can actually tell you which card (color or picture) is coming out next in our intuitive game. If you ask them how do they know, their reply is usually “I just know” or ‘The answer is there (they will point at somewhere in space) — can’t you see?’ And give you the *‘Are you dim?’* type of look.

“Not all children respond the same way. The results I get depend greatly on their home environment as well.
That is so-o-o-o important.

“I use flash cards (reading and general knowledge), dot cards (for math), *PhotoEyeplay*[™] imaging cards to activate and strengthen their photoreceptive neurons and photographic memory, relaxation cds and cards to do intuitive play. The exercises for eye-stimulation (speed reading) are very useful.

“We play photographic memory and speed reading games, but you can never tell if the child is remembering the images and words, or if their intuition is taking over. So we’re learning that memory and intuition are closely linked.

“Children approach new challenges with total innocence and curiosity. That is how I lead the parents into right brain training. I tell them to approach it with a “childlike” curiosity and not to expect anything but just enjoy what they are doing.

“Don't worry about getting it wrong. Let go, nobody is judging or watching you. Before you know it you will find that there is an inner clarity in doing things that you never knew existed. Call it coincidence or just pure luck but it is the other-than-conscious mind (your “inner mind,” or your *right brain*) responding to your call and make the information available to you without stress.”

Quotes from classroom experiences

And this collection of quotes is from our classroom diary.

Whenever we experience a precious moment during a class, we try to write it down. As you can imagine, things move pretty quickly, so documenting these whimsical and sometimes profound experiences takes some doing... and we don't always catch them all!

There are longer stories throughout this book — and in our Right Brain Education program manuals — designed to paint a picture of our classroom and to teach others about the nuances of each aspect of right brain learning. Yet, these short quotes teach quite a bit by themselves.

We hope you enjoy them!

(The quotes begin on the next page.)

“Do you *play all day*?!”

— Boy, age 4, to instructor after class

“Your thoughts look like pictures in my mind.”

— Boy, age 7, to his mother during mental imaging play. He said that her thoughts *interrupted* his imaging!

“This tickles my brain!”

— Girl, age 5, during speed reading eye “races”

“The Force was with me.”

— Boy, age 6, *Star Wars* fan, after seeing six assorted colored/dotted/striped fish accurately in a photographic memory game

“My head has a mind of its own.”

— Girl, age 7

“Close your eyes, Mommy.

Now, what do you see?”

— Boy, age 5, while waiting for his lesson. He was asking his mother to close her eyes and to recall everything on the back of a magazine.

“25.”

— Younger brother, age 3, when older brother was asked how much “ 5×5 ” equaled ... (*smile!*)

“I see God.”

— Girl, age 5, after three minutes of silence during mental imaging

“He looks very happy. But he has a big nose.”

— Same girl, after being asked, “What does he look like?”

“May.”

— Boy, age 10 months, when pointing at eye. (“Me,” pronounced “*may*,” is the Japanese word for “eye.”)

“I’ll *race* ya!”

— Boy, age 6, during a mental imaging journey after the instructor invited him to mentally “come back to the classroom”

“If you turn that upside-down, it would be nine.”

— Boy, age 5, while looking at six *Math Spots*

“It makes my eyes go faster.”

— Boy, age 7, who moved his tongue in the same direction as his eyes during eye exercises

“Apple.”

— Boy, age 2, when holding up two word cards and being asked, “Which card says ‘dog?’” (The other word card was “apple!”)

“You should put a door there.”

— Girl, age 6, after the fourth mental imaging journey where she went through the ceiling before flying through the sky on an adventure

“You mean *you* can’t see it?”

— Girl, age 4, during photographic memory play when asked how many giraffes were in the zoo picture. *Her* eyes were closed; *ours* were open!

CHAPTER 4

The TweedleWink Program

TwedleWink is a simple, yet very powerful, early learning program designed to augment any existing preschool program or stand-alone in a homeschool setting with children ages zero to six.

Our program was initially developed in a Montessori school that incorporated flashcards to teach early reading, math and encyclopedic knowledge, brain-building exercises and a number of accelerated learning techniques. Children entered the classroom at about three to six months of age, and graduated to the pre-school program at age three with the fundamentals of math, reading, music and language. About 50 percent of the infant-toddler graduates were reading using phonics, 100 percent could recognize a basic set of whole words, and all children had a wonderful grasp of math, naturally and joyfully embracing the Montessori math materials in the preschool.

However, our methods were not rigorous. They have always been playful.

Our motto is *relationship before results.*

And when we stay true to this maxim, the children feel no stress, and their playful curiosity expands and ignites, fueling an eagerness to learn and explore their learning environment and any learning materials we offer along the way.

The formula

Our basic **TweedleWink** teaching formula is “**6-6-6-12.**”

That is, to teach...

6 wholesome learning curricula *to the*
6 senses of the child *at*
6 unique stages of their development *with*
12 accelerated learning techniques.

A wholesome curriculum

You can apply this learning system to anything you would like to teach a child. The main six educational areas are:

1. **Self-esteem**
2. **Physical health**
3. **Math**
4. **Language arts**
5. **Classical music**
6. **Fine arts**

By listing the areas in this order, our intent is to place development of EQ, or emotional quotient, before IQ. When you place a child's self-esteem and physical health before the academic components of math, language arts, classical music and fine arts, the child knows that his needs come first.

As a teacher, it is always in your best interest to do so, even if it means skipping or cutting short a lesson. For example, a flashcard lesson with an infant who has not had enough rest, or quality

quiet time with his mother, will be fruitless. His basic needs cloud over his countenance, he is miserable, and far less likely to learn anything presented. This is because the right brain (also known as the emotional brain) will not absorb any academic concepts unless it is free from all known stress.

When all the child's emotional and physical needs are met, he will crave intellectual stimulation. When the child is hungry for math (including computer-like math calculation), language arts (including multiple language acquisition), classical music (including perfect pitch), and fine arts, then we are ready with developmentally appropriate learning games and techniques.

What are the six senses?

The six senses include:

1. **Sight**
2. **Sound**
3. **Smell**
4. **Touch**
5. **Taste**
6. **Resonance**

Incorporating the five physical senses requires little explanation: when teaching about an apple, you encourage a child to look at it, touch it, to feel and hold it, to taste it and to smell it. In order to incorporate the sixth sense, you may ask him how he *feels* about the apple. Or what he thinks about it. He may also receive impressions from you about your thoughts and feelings about the apple and the lesson overall.

Here is the part that we really wish to help all parents and teachers understand: if you are feeling a negative emotion while teaching — such as feeling sad, frustrated, angry or uncomfortable — then while the child learns about the apple, there is a feeling of sadness, anger, frustration or uncomfortability that is *blended into the lesson at the subconscious level*. The child will feel it. He might even act-out during the lesson in response to it.

On the other hand, when you are feeling positive about the lesson, life in general and especially about the child before you, he will feel this sense of unconditional respect and acceptance and that will color his impressions about the apple.

Teaching to the six senses allows us to take stock of how we think and feel, knowing that it is a real, tangible lasting part of everything we teach to impressionable young children.

What are the six stages?

We developed six stages around *practical application of the lessons*. Over time we noticed distinct stages and signs whereby we knew that the child was ready for a new aspect of the program.

These characteristics have guided us on to how we proceed with our early learning program. For example, when an infant begins to crawl and explore his world, we know that we have to modify how we present flashcards, for he is no longer a stationary newborn. When a toddler is able to match, we know that cognitive development is grounded enough to start playing simple games to anchor the concepts previously learned through the flashcards.

Each time a child reaches a milestone characterized by the characteristics in the overview table shown in your **TweedleWink** manual, you know that he is ready for the next step.

The **TweedleWink** teaching formula reflects how to adapt your teaching method to your child as he develops during their first six years. It can also be adapted to *children with special needs and developmental delays* based upon the stage your child is currently in.

Stage age ranges

1. **Prenatal** **0–9 months in utero**
2. **Newborn** **0–9 months**
3. **Infant**..... **10–18 months**
4. **Infant/toddler** **19–27 months**
5. **Older toddler**..... **29–36 months**
6. **Preschool** **3–6 years**

Knowledge yields patience. Being aware of the stages helps you recognize where your child is on the developmental timetable. Each stage has a different set of typical learning behaviors we have come to know and associate with a certain time. Knowing these behaviors reassures the parent in knowing that their child's actions — such as distraction and disinterest, not being able to sit still, engaging in power struggles — are absolutely normal for the developmental cycle. In the next section of the book, we will give you tips to use to continue learning techniques while supporting the growing independence and other various needs of your child.

Please note that the ages listed above are guidelines only. Your child is unique. If, after reading the developmental descriptions for each stage you find that your child is “behind” or “ahead,” be at peace. If your child is “behind,” remember that this is a time of great opportunity because your child is still in the *right brain window* allowing deeper connections to be made within the brain. If your child is ahead, remember to follow

the guidelines of the program so that you can keep the right brain pathway actively functioning along with all other development.

The twelve accelerated learning techniques

There are twelve techniques in the **TweedleWink** program. As you may know, our program was developed in a Montessori school for children beginning at three months of age. The addition of flashcards, audio learning tools for world languages, classical music, visual stimulation and infant exercises was a big hit — not just because they produced results at an early age of reading, writing, confident speech and expression and math skills, but also because the infants and toddlers were *happy*. They *loved* early morning circle time and its repeat performance after lunch each day. By creating an environment that kept their minds and bodies active and happy, we gave them a sense of empowerment and purpose. *Imagine the importance of having that so early in life!*

The following twelve techniques are purposeful and fun. Each technique has a job to do, and fits in within a beautiful overall developmental plan for your child.

We introduce each technique based upon where the child is developmentally. We do not judge where they are, for we believe in their body's own wisdom and inner timetable. For example, *when* a child learns to crawl is based not just upon external encouragement and the opportunity provided, but also on an internal motivation and urgency rising from within the child.

Each teaching technique is introduced as your child develops and grows, based upon that inner timetable. When a child is in one stage longer than others, we maximize the opportunity by including all the techniques available to the child at that stage.

As a brief overview, the twelve accelerated learning techniques are:

1. Love

Loving contact and communication
with parent and teacher

2. Image

Mentally imaging success, health and happiness
for your child, supporting and strengthening
three-dimensional imagination

3. Flash

Showing high-quality flash cards at a one second
per card rate to teach math, science, art, and basic
language concepts (such as vocabulary building
and reading with whole words, and phonics)

4. Listen

Playing high-quality audio at optimum times
of the day (including world languages, classical
music, perfect pitch, and loving affirmations)

5. Talk

Fun verbal sound play with phonics, words,
songs and conversation

6. Track

Visual tracking stimulation, following moving
objects and exposure to black and white contrast-
ing images, bright colors and flashes of light

7. Move

Left-right body movement that integrates
both sides of the brain

8. Think

Matching, sequencing, organizing information

9. Draw

Writing and drawing shapes, pictures, letters, and words

10. Do

Arts and crafts, and practical home life

11. Read

Word-building, sentence-building, reading books, and working with organized language and math activity books

12. Fly!

Beginning right brain games, such as photographic memory, memory linking and speed reading; transition to **Wink** activities

There is *much* more information regarding each of these techniques explained in great detail in our training programs.

It is important to note that we do not always use all techniques at one lesson or in one day. This is to keep the stress-level down, and because each child will grow to have “favorites,” and ask for information to be given a certain way for a certain period of time.

TweedleWink is the springboard from which our children can develop and grow as happy, healthy, compassionate and kind people who have equal amounts of IQ and EQ — intellect and creativity — at their disposal.

Building the TweedleWink pyramid

The twelve techniques are simple, yet powerful. This is very good news for busy parents and teachers. The ultimate goal of this program is to help the child develop both sides of the brain.

We teach right-brain techniques first. Left-brain techniques are taught as the left hemisphere develops in order to continually encourage communication between the two hemispheres.

The twelve techniques are organized into four categories.

Right brain builders

The techniques in this category are the four points of the base of the pyramid — foundational to learning at all future levels of the program.

The techniques are...

LOVE, IMAGE, FLASH AND LISTEN

These four techniques can be used beginning prenatally. They set the foundation for learning through the frequencies of love, thought and emotion, and the vibratory resonance with visual images and sound patterns.

Corpus callosum “bridge” builders

The techniques in this category build the band of nerve fibers that connect the right and left hemisphere of the brain. By creating a strong connection, the brain is able to combine the strengths of each hemisphere into balanced, whole brain genius.

The techniques that boost the synchronization and communication of both sides of the brain — and hence stimulate the development of the corpus callosum “bridge” — are...

TALK, TRACK AND MOVE

These three techniques combine to encourage the development of optimum communication between the right and left hemispheres of the brain.

Left brain builders

The techniques in this category are the four points near the top of the pyramid — foundational to cognitive whole-brain development, self-confidence and self-expression.

The techniques are...

THINK, DRAW, DO AND READ

These four techniques are a part of most preschool curricula and are wonderful ways to develop the left brain in combination with the right brain.

The capstone — *Fly!*

The final technique is actually a complete program in and of itself. It is the graduation of the child to the **Wink** program — a collection of simple activities designed to keep right brain absorbency open, and continually combining their creative faculties with their ongoing left brain development.

It involves beginning right brain games, such as photographic memory, memory linking and speed reading. It is a transition time to the next program: **Wink**.

This program begins when a child's left brain cognitive faculties are strong. By incorporating **Wink** at this time, the right brain is encouraged to continue to participate in learning, and gives the child access to two ways of learning: one through speed-reading/speed scanning — almost magically absorbing material as it is given and recalling it in large quantities when relaxed; and one through repetitive, logical, methodical learning where information is savored at a slower pace on a conscious level.

Older children, teens and adults who have access to both sides of the brain when going through school and higher institutes of learning find that learning can be more playful, less labored and much more passionate.

CHAPTER 5

Putting It All Together

So now that we've covered brain development, why we teach what we teach during the child's first six years of life, the *six stages + six senses = twelve accelerated learning techniques* teaching model, as well as how the program develops as your child grows and changes, it's time to roll up our sleeves and get started!

The learning triangle

Creating a successful early learning program in your classroom or home demands that you prepare three areas ahead of time: the environment, materials, and caregiver — *you!* Inspired by Italian educator Maria Montessori, we call this working trio the “learning triangle.” Each area of the learning triangle feeds and supports the other.

Whether you're teaching one child or a class full of children, your learning program will need:

TEACHER

A positive, knowledgeable, organized, experienced, child-like *you!*

ENVIRONMENT

A well-prepared, comfortable, beautiful, relaxing space

MATERIALS

Fun, safe, exciting, attractive effective learning tools

Becoming an awesome Right Brain Education teacher

Training to become a Right Brain Education teacher is a marvelous journey. It involves a unique process of loving yourself so that you can impart this self-confidence and self-appreciation to others. Of course, there are the nuts and bolts of knowing the lessons and how to teach them effectively, but the foundation will always be based upon love.

BECOME INTUITIVE, LIKE A LITTLE CHILD

To take time for yourself, center in the heart, relax, switching to the alpha wave frequency in order to effectively resonate with and understand your child's needs.

To relearn the positive language of the right brain, which is also the language of the heart. Learn how to combine positive speech with positive thought images in helping your child achieve his highest potential.

To learn how to create a positive emotional climate so that all who come to you for nourishment of the mind also feel surrounded with unconditional love.

GAIN KNOWLEDGE

To know how to effectively communicate love and teach your child in six distinct learning stages which occur during the first three years.

To input as much information as possible so that the right brain can create a quality subconscious library of facts, tips and methods.

To maximize learning gently without overpowering the senses of your child.

GET ORGANIZED

To provide left-brain structure with learning charts and strategic placement of materials in the environment so that you will have what you need, continually see your selection of learning choices and be able to act upon them.

PRACTICE, PRACTICE, PRACTICE!

To develop an intimate understanding of your child's unique likes and dislikes.

To practice flexibility so that you may follow your child's changing needs — day by day, moment by moment.

Creating your environment

The environment sets the stage for all the magic that occurs in the classroom. When a child enters the class, and smiles or giggles in anticipation of all the joy and fun that he will have, then we know we've done our job.

You can see the student's body instantly relax, as if it's saying, "Wow! I'm home." or "I'm safe — it's okay to open up and trust." All of these factors are vital in allowing the mind to completely relax and allow the right brain to blossom and shine.

Creating an effective environment also means different things for children at each stage of development. The environment needs to grow and change right along with your child. If you have a classroom, then you will find that you will need to create more than one space: one for the infant-toddler stage, and one for the older children.

In the prenatal and newborn stage, when your child is fully dependent upon you for his needs, preparation will focus more on the parent than the materials or environment.

Then, as your infant grows from day to day and seeks out information from his surroundings, materials and environment will become important.

When the environment is well-prepared with a large variety of learning activities and safe to explore, older infants, toddlers and preschoolers will become self-directed, naturally gravitating toward the activities they need. You will simply be there to guide and support their natural development.

A well-thought-out environment will support you in all your teaching efforts. It may take some modifying from time to time, based on your individual needs and teaching program, but when it is right it feels good to be there and it allows the lessons to be fun, fun, *fun*.

Gathering effective materials

As teachers, we consider our teaching materials as our “tools of the trade.” Just as a carpenter has a multitude of tools to use for different uses — cutting, planting, nailing, gluing, or sanding — we, also, have materials which stimulate children in different ways.

Learning Tools in Action!

Cute little 16-month-old John came into our classes last fall with a big smile! He went from lesson to lesson, and *fully* experienced each carefully placed set of colored sailboats, blocks, cards, fruit, teddy bears, cups and balls on the lesson shelves.

He held them (*tactile input*), touched them to his mouth or cheeks (*oral input*), dropped or threw them (*weight, physics*), gave them to his mother to name for him (*auditory input*) ...and went on to the next form of stimulation.

He went through the entire

classroom in a matter of minutes, then he was ready to go out the door! Only when he had multiple sources of input (*foreign languages on in the background, or flashcards while he played*), did he slow down.

We patiently walked with him and described everything.

“That is a blue ball, John.

Oh, you’re rolling it now. That red cube doesn’t roll, does it?!

Yes, that star is blue, too...”

After one 30-minute lesson, John had experienced every flashcard, toy, and learning tool in the classroom through every one of his senses.

There are many things to consider when gathering effective tools to use in the classroom. Children’s needs and desires change from day to day, moment to moment, so you need to have a wide variety of materials and store them wisely for quick access.

Also, when choosing toys and multimedia products, you need to know which are entertaining as well as functional in stimulating your child’s education. This can be challenging.

Your training experience

Once you get started with this program, you may want to know more. **TweedleWink** online courses and live telecourses are designed to do just that. Parents and teachers ourselves, we take great joy in sharing what we know, helping others make the most of their time and resources.

We'll show you how to...

- Focus on fun educational materials that continually excite learning
- Make the most of the three types of learning opportunities — active lesson time, video time, and rest time
- Organize your materials so that you can gently, easily, yet effectively maximize exposure to math, music, language and art each day

Teacher + Environment + Materials = Success

This Right Brain Education learning triangle will give you a solid foundation for your own successful program. Once you have fully prepared yourself as teacher, your environment and gathered effective learning materials for your program, you will have a powerful doorway through which your students may enter the magical wonderland of the right brain.

**“Come, my friends — ’tis never too late
to seek a newer world.”**

— *Tennyson*

How to present a quick ten-minute lesson

In the **TweedleWink** program, there are twelve techniques used to maximize each child's full potential. Prenatal education uses the first four techniques. Newborns and infants use seven techniques. And more are added as a child grows and develops until all twelve are utilized at the preschool stage.

	Prenatal	Newborn	Infant	Infant/ Toddler	Older Toddler	Preschool
Right brain builders						
1. Love	♥	♥	♥	♥	♥	♥
2. Image	♥	♥	♥	♥	♥	♥
3. Flash	♥	♥	♥	♥	♥	♥
4. Listen	♥	♥	♥	♥	♥	♥
"Bridge" builders						
5. Talk		♥	♥	♥	♥	♥
6. Track		♥	♥	♥	♥	♥
7. Move		♥	♥	♥	♥	♥
Left brain builders						
8. Think				♥	♥	♥
9. Draw				♥	♥	♥
10. Do				♥	♥	♥
11. Read					♥	♥
12. <i>Fly!</i>						♥

You can give your child a high-quality right-brain enrichment class in as little as ten minutes a day utilizing the first four techniques. These four techniques are foundational to the program, and continue throughout each stage of development.

Ready, set, go!

Here is how to present a ten-minute lesson utilizing the first four techniques. As you can see, they're really simple. (*You can do this!*)

Here's how your lesson will go...

Step 1: Love

First, you will send love to your child with a hug, and embrace, a smile or an encouraging word.

PREPARE AHEAD

Thoughtfully choose your learning environment. Create a loving space for flashcard lessons in a cozy corner of your classroom or home.

Step 2: Image

Next, as you are sending love to your child, visualize the highest images of health, happiness and success for him or her.

Step 3: Flash

When you feel that your child is ready, show your child flashcards depicting any subject of your choice. (Pregnant moms can meditate upon high quality images of art, science, etc.)

PREPARE AHEAD

Download the following free flashcards from our website:

- Math (numbers one through ten)
- Colors
- Musical notes

Step 4: Listen

If you have a CD player or computer handy, play a piece of classical music and/or an audio clip of a world language of your choice. You can also use an instrument (or tuning forks) showing each musical note flashcard as you sound its tone.

PREPARE AHEAD

Classical music CDs, world language CDs/DVDs, an instrument and/or tuning forks.

That's it!

It's gentle. It's powerful. It's benefits last a lifetime. And, best of all, it begins and ends with love and respect.

As you grow confident with this four-point foundation, then you can add more techniques to your repertoire.

Step 5: Talk, Step 6: Track, Step 7: Move...

...and more can be added as your passion and enjoyment of your lesson time together grows.

Ten minutes...

You will soon see how a loving lesson, given in as little as ten minutes a day, fuels your child's passion for learning. And, if your children are like ours, you will constantly find yourself searching for more and more flashcards and learning CDs to keep up with their ever-expanding curiosity and desire to learn!

As this happens, let us know. We're here!

For more information about how we can help you with your special journey as parent to your little one, please visit us at www.rightbrainkids.com.

We look forward to meeting you!

— *Pamela and Wennie*