

## CONTENTS ... The Internal Eyescan

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The use of the pronouns he, him, and his is for simplicity rather than he/she, him/her etc  
Sorry about that girls!

## INTRODUCTION

Everyone has six basic eye movements, which operate at a subconscious level and play a major role in information intake, storage and recall, this includes blind people. The eye movements and this technique are based on the work of Bandler and Grinder who founded the 'new' science of Neurolinguistic Programming. (NLP).

Aspects of their research were adapted and developed at the Edinburgh Centre For Accelerated Learning (ECAL) in the mid eighties and ECAL Techniques now make the learning of tables and spellings infinitely easier. They can also be used to learn Dates, Equations, Formulae, French Verbs, even Calculus. Indeed, anything which has to be learned.

### The Brain

The brain has three evolutionary segments, the Reptilian, the Limbic and the Neo-Cortex. The neo-cortex has two hemispheres, Left and Right, joined by the Corpus-Callosum.

### Left Hemisphere

Thinking on this side of the brain is mechanical, linear and sequential. The speech centres are mainly to be found here, though females also have well developed speech centres on the right side. Generally the thinking of the left hemisphere is masculine, manual, sound based and limited. Computers are based on the workings of this side and are already outstripping it. If our conscious mind exists anywhere in the brain it will be here. Interestingly the whole of our education system is based on this side too, thus its limited success.

It is however, particularly useful in terms of structuring our information in order that we can understand it more easily and therefore be able to make better use of it. It provides the necessary discipline to drive the phenomenal power of the Right Hemisphere in a meaningful direction.

### Right Hemisphere

Thinking here is generally automatic, creative and virtually unlimited. It's where our creative intelligences are located, and is governed not by sound but by pictures and a free ranging imagination. It's 1600 times more powerful than the left hemisphere, handling up to one and a quarter million bits of information a second as opposed to only 40 bits (yes, forty), on the Left Hemisphere. However even creative intelligence, indeed, especially creative intelligence, becomes infinitely more powerful when it's structured, using the Left Hemisphere 'slave'.

### Integrated Intelligence

We should all be striving for the ideal situation which is Left and Right Hemispheres working in unison. This is achieved via:

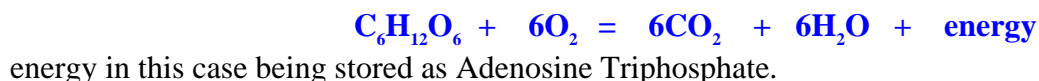
## Wholebrain Learning

Predominately Right Hemisphere dominant and therefore *visual* with Left Hemisphere backup (i.e. **sound**).

All ECAL techniques are designed to promote Wholebrain Learning and develop both hemispheres, especially the 'slave' Left....our *Information Organiser*.

**Chemistry/Biology**

Let's take the equation for Aerobic Respiration, i.e.



To learn the equation we chunk it into stages and learn each one at a time. *(The number of stages can be less than those shown below, depending on the individual student.)*

Stage one is:  $\text{C}_6\text{H}_{12}\text{O}_6$  so we:

**Look at it. Say it 3 times. Take a picture. Look UP Left. Say it 3 times and check it.**

Stage two is:  $+ 6\text{O}_2$  We learn as stage one.

**Check** that you know stages 1 and 2 before carrying on to stage 3.

Stage three:  $= 6\text{CO}_2$  Learn as stage one.

Stage four:  $+ 6\text{H}_2\text{O}$  Learn as stage one.

Stage five:  $+ \text{energy}$  Learn as stage one.

Now **check** stages 3, 4 and 5.

Stage six: Put it all together. You can even play around with it backwards if you like. It's more difficult with equations and not so necessary, but it's fun if you can manage it, so try it!

To learn the line:

...energy in this case being stored as Adenosine Triphosphate...

reduce it to:

...energy stored as Adenosine Triphosphate,

**Look at it. Say it 3 times. Take a picture. Look UP Left. Say it 3 times and check it.**

If you don't know how to spell Adenosine Triphosphate, learn each word separately via the I.E.S., spelling them forwards and backwards.

**Success and Achievement in Life ALWAYS includes some Failure along the way. Overcoming failures is one of the best ways of learning and maturing.**

## DEFENCE MECHANISMS

Our lives are run primarily by our subconscious mind. The choices we make consciously on a daily basis are in fact given to us by our subconscious. Much, if not most of our daily lives are merely pattern repeats. A major function of our subconscious is to defend us from harm; physical, emotional or mental.

It will already have several mechanisms in place to minimise the pain of failure for the student. Fear of failure will encourage the student **not** to get into areas where he might fail and therefore look stupid in front of parents, friends or peers. That will include everything from truanting to not answering questions in class, avoiding homework and daydreaming in class to alleviate the boredom of information delivery and the reinforcing of the 'fact' that he is 'stupid' by not being able to take the information in.

All these defence mechanisms are beyond the control of the student, indeed of any of us, because we all have them of one sort or another. What we must do is recognise the fact that they are there, not of our conscious making, and that they have to be overcome. And that can only be done by demonstrating to the subconscious that we have discovered a way round the problem of, in this case, **Information Intake**.

It could take months or even years to break down all of the defences, depending how badly the student has been hurt in the past and how low his **Information Base** currently is.

### **Pre-Programmed Brains**

Our brains are programmed to learn. Our intellect grows via constant stimulation, we crave it. We hate routine and boredom, though interestingly, many people have routine as a defence mechanism, it's just a more organised form of being in a rut. So if anyone doesn't want to learn, especially young people, there is a reason, always defensive, either defence against Boredom, coming from the poor delivery of the teacher, or Fear of Failure.

TWELF/TH

THIR/TEEN/TH

FOUR/TEEN/TH

FIF/TEEN/TH