

Brain-Boosting Strategies for Focused Learning



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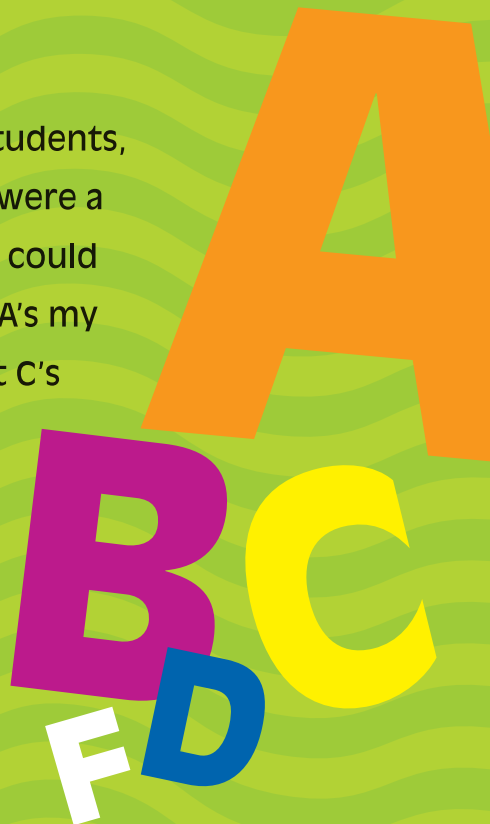


Empower Your Child to Discover the Power of His Brain

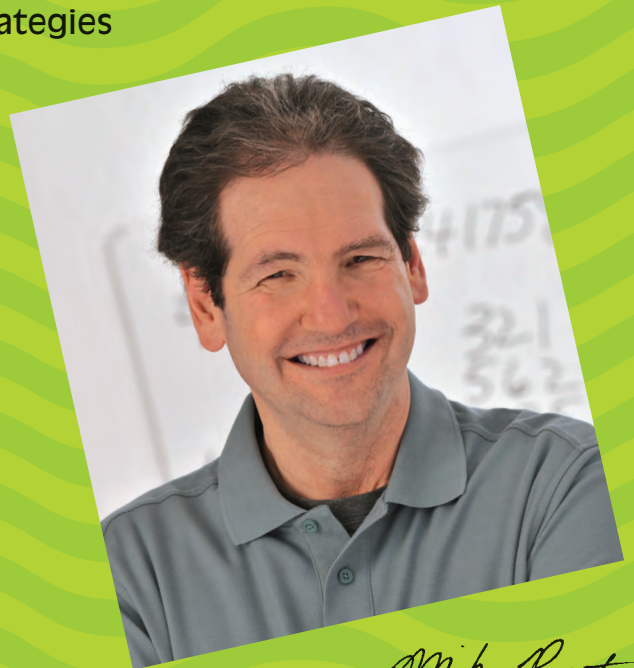
If your child hates taking tests and is frustrated with the grades he is receiving, it doesn't mean that your child isn't smart or capable. If your child is gifted but lacking motivation and is unable to reach his full potential, it is not your fault. The problem is that your child is being taught WHAT to learn not HOW to learn.

No matter what type of learner your child is—visual, auditory, or tactile—Brainetics will help your child learn how to get information, memorize information, organize their thoughts, and recall that information when it is needed most—at test time.

When I travel around the country sharing Brainetics with students, one of the questions I get asked all the time is, "When you were a kid, did you get straight A's in math?" Nothing in the world could be further from the truth. I might have gotten one or two A's my entire life in math. I did get a couple of B's, but mostly I got C's and a couple D's, even an F. What changed is that I learned to train my brain to work in a way that works best for me. With Brainetics, your child can learn to do the same.



I've always said parents are the most important element in the education process. Teachers change from year to year but parents and grandparents remain the same. Children get all the information they need to know at school, but they get their learning habits and strategies at home. So, parents, you are the rock stars in your child's education. Every child in a class learns the same content at school. It's what he learns at home that sets him apart. I encourage you to read through the *Brain-Boosting Strategies for Focused Learning* with your child if he is old enough. Or read through it and select the learning strategies that you feel will most benefit your child based on need and learning style.



Mike Byster

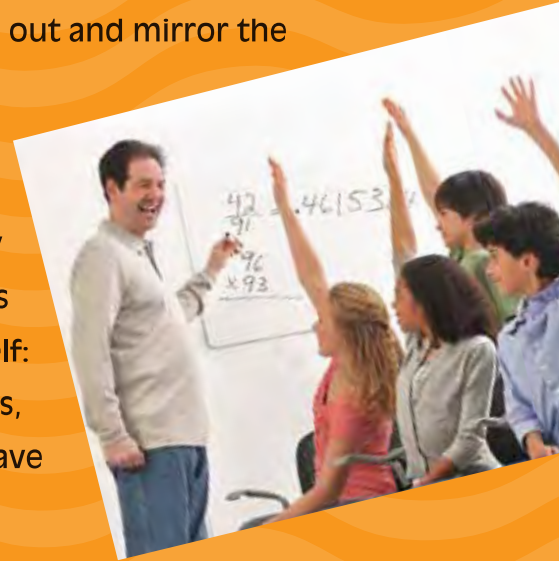
Mike Byster
Creator of Brainetics

Your child is in school for 13 years, 6 hours a day, and almost never gets a memory course, focus course, or concentration course.

Can Brainetics Really Make My Child a Better Student?

A couple of years ago, I had enough history with my work at Brainetics to hunt down kids I had taught more than a decade earlier. I wanted to know what happened to them. Did they excel in their academic pursuits and graduate with honors from high school? Did they make it to college? To elite ones? Or did they fizzle out and mirror the average dropout rates nationwide?

We managed to find a handful of those first students, and the outcomes astounded even me. All of them had not only graduated from high school but also gone on to prestigious universities, from MIT to Berkeley. So I then had to ask myself: Did the lessons I taught them in how to exercise their brains, take notes, focus and concentrate, and remember things have a tremendous impact in their overall success? Did I have anything to do with their achievements?



Many of them attributed much of their success to the techniques and strategies I taught them, which helped them cruise through all sorts of different classes and subjects. One woman said she had to learn all of the bones in the body during a particularly tough college course, and she did so using the strategies she had learned from me more than a decade before. Suffice it to say, I was very proud.

Now, you are probably assuming that I taught a highly gifted group of kids who were well on their way to grand futures regardless of my lessons. I will say that these weren't kids enrolled in gifted programs, and I wasn't targeting private or prep schools. I don't say this to gloat or to toot my own horn. There is one thing that my experience has demonstrated to me over and over again: No matter what kind of brain you are born with and regardless of genetic intelligence traits, the brain is a muscle that can be made stronger with exercise.

What is the Brainetics secret?

Learn to memorize the relevant information while ignoring the unnecessary information.

Encourage Your Child to Think Differently

Most people think I was born with a turbo-charged brain but the truth is between first and second grade, I was told that I was developmentally delayed in what is called gross motor and motor planning skills, which means I had a hard time understanding how my body operated in the space around me.

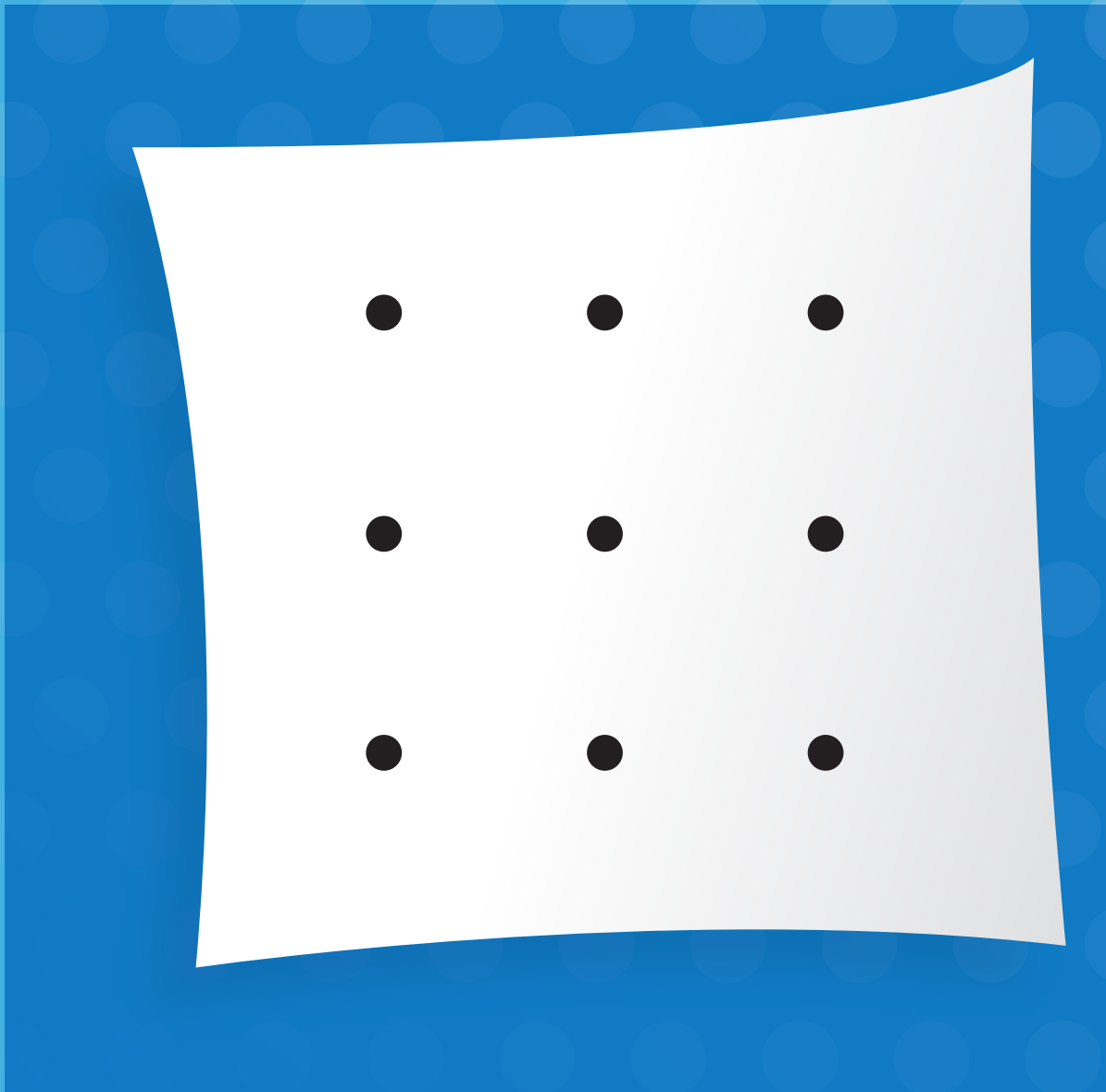
I like to tell people, kids especially, about my developmental challenges because my own life proves that such a label doesn't necessarily affect one's ability to adapt and succeed. Success also doesn't necessarily have anything to do with whether or not someone can develop a fast and furious brain to rival the genius minds.

My developmental delays made it essential for me to do things a tad differently and approach problems or tasks from an unusual angle or perspective. From the time I was a young child, my mother always encouraged me to think **"outside the box"** and offered me new ways to tackle daily problems. I'm going to nudge you to encourage your child to think outside the box, too—to think more creatively, be more resourceful, be different.

**Play to
your strengths
and work on your
weaknesses. Don't do
yourself an injustice
by abandoning
areas you find
challenging.**

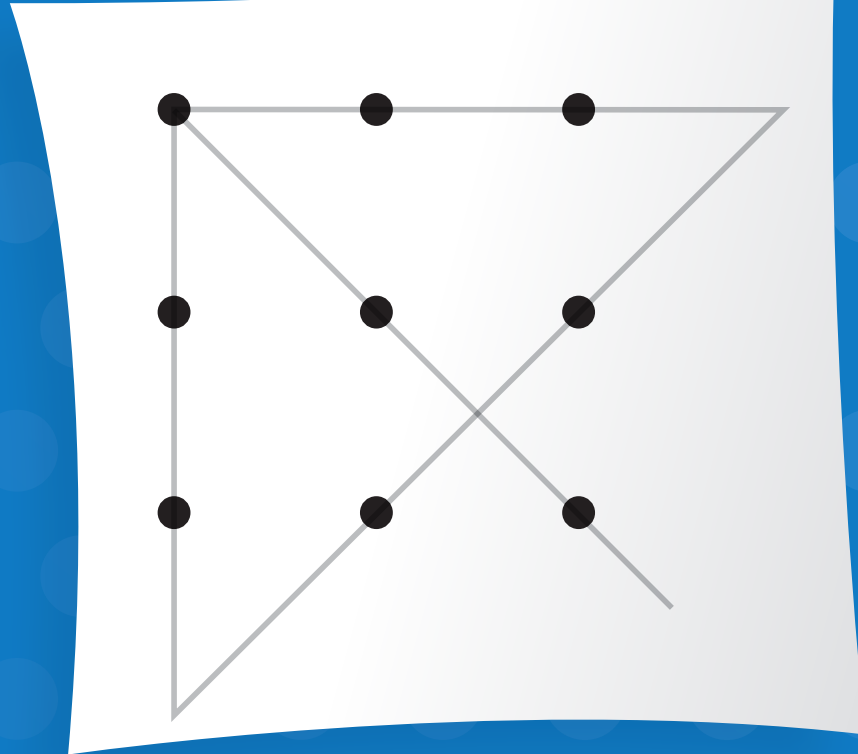
The Nine Dots Puzzle

Let's start with a classic puzzle: the Nine Dots. See if you can find a way to link all nine of the following dots using four straight lines or fewer, without lifting your pen and without tracing the same line more than once.



Here is just one way to solve the puzzle.

(Indeed, there is more than one solution to this puzzle.)



How difficult did you find this now-famous puzzle? I like the puzzle because it shows how you have to go beyond the boundaries to link all the dots in four straight lines.

I am constantly encouraging and training kids to think outside the box. What I am up against, though, are the “rules” that they have learned. Although the very nature of education is supposed to foster kids’ creativity and teach them how to use their own independent minds to arrive at solutions, I frequently find that the very nature of education also encompasses customs and habits that inhibit the creative spirit. Rather than being encouraged to think differently and break tradition by coming up with their own solutions to problems, kids are instead taught that if they don’t follow certain rules they will fail. So let’s see how far your child can flex his mind and how much permission he can give himself to seek different pathways to solving problems.

Overcoming Mental Blocks

Parents cannot understand why their children can perform so well in everyday schoolwork but then fall to pieces on the actual test day. One of the first things I tell people is that the brain works so much better when it is not under pressure. This may seem obvious, but I have to remind people all the time about the value of being comfortable and relaxed when they are put to the test.

I see kids get really upset over one bad grade or one disheartening comment from a teacher or other adult. But if children can tell themselves that they will be OK no matter what—even if they falter a few times first—then they will pull ahead of the pack and achieve success at some point.

I wholeheartedly believe that the only thing that can hurt any of us is not having confidence in ourselves. What often happens is that when we lose confidence, we also lose our logic. Our minds can sense danger or imminent failure, and quickly spur catastrophic thoughts. (I'm going to fail! I'm a loser! I'm never going to succeed! I'm never going to be good enough!) How illogical are those statements?! Even when we are good at something, we can have a bad day. And what separates those who endure those bad days from those who never get back up again is confidence. Don't expect anyone to give you confidence. It must come from within.

What I want you to keep in mind as we move forward here is that it is OK to feel uncomfortable when you are put to the test. In addition to doing all the techniques in the Brainetics product, play games like Trivial Pursuit and Jeopardy. Prove to your child that anyone can memorize lots of information when the pressure is off.

**Change
your attitude
from one that says,
"I'm an idiot because
I can't figure this out" to
"I'll eventually get it right.
I know I will."
See your mistakes
as opportunities
to grow.**



What Kind of Learner is Your Child?

There are three main types of learners: visual, auditory, and tactile (also known as kinesthetic.) The problem is information is not always presented in your child's type of learning style. But that is OK because no matter your child's learning style, she can excel using memory tools and strategies to enhance what she is being asked to learn. I am going to help you identify your child's learning style, and then give both you and your child different memory techniques and learning strategies to be used for any class, subject, or test.

Have your child answer the questions below:

1. How do you prepare for a test?

- a) Read notes, read titles and subtitles in textbooks, and look at charts and illustrations.
- b) Repeat key facts out loud or silently to yourself, or have someone quiz you on a question.
- c) Write essential points out on index cards.

2. When listening to music, do you:

- a) Visualize images that match the lyrics.
- b) Sing or hum along out loud or silently.
- c) Tap out the beat with your hands or feet.

3. If you wanted to learn how a cell phone worked, would you rather:

- a) Watch a video.
- b) Listen to an explanation.
- c) Take the phone apart.



4. You have just entered a museum. What is the first thing you will do?

- a) Locate a map and plot out your day.
- b) Ask the museum guide about the exhibits.
- c) Walk the museum until you find an exhibit that interests you.

5. Which is your favorite class at school?

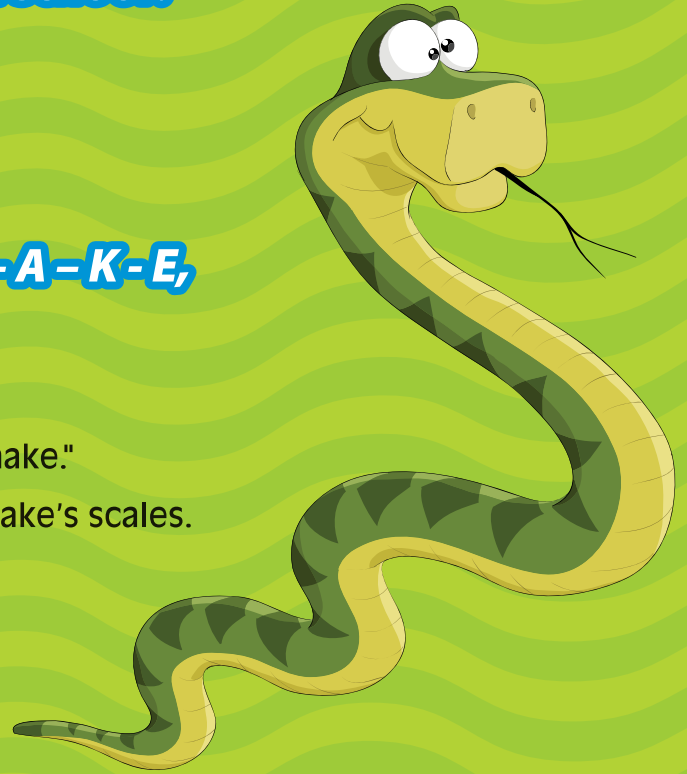
- a) Art.
- b) Music.
- c) Gym.

6. When you see the word S-N-A-K-E, what do you do first?

- a) Visualize an image of a snake.
- b) Say out loud or silently the word "snake."
- c) Sense the feeling of touching the snake's scales.

7. When you are trying to concentrate, what do you find the most distracting?

- a) Visual distractions.
- b) Noises.
- c) Other issues like uncomfortable clothes, being hungry, thinking about plans with friends.



Total your a's, b's, and c's to determine if you may be a visual, auditory, or tactile learner.

Mostly A's: You tend to be a **VISUAL** learner.

Mostly B's: You tend to be an **AUDITORY** learner.

Mostly C's: You tend to be a **TACTILE** learner.

Below are suggestions to help your child succeed based on learning style.

VISUAL LEARNER

Learns best by seeing and looking

- Sit in the front of class so you can clearly see everything.
- Visualize images for difficult concepts or items hard to remember.
- Watch a video about the concept.
- Benefit from illustrations and presentations that use color.
- Retain information better by writing key words and concepts on a whiteboard or flip chart in your home study area.
- Include visuals and graphics whenever possible.
- Write out the answers to test questions to help recall information better.



AUDITORY LEARNER

Learns best by hearing and listening

- Sit where you can hear well.
- Focus attention on specific words you hear rather than visual presentation.
- Benefit from class discussion periods.
- Ask questions to help clarify the concept.
- Retain information better by reading aloud, and then silently.
- When given a preference, try to create small study groups. Invite a couple of kids over to discuss the material and then share a pizza!
- Listen to an audio presentation about the concept you are learning.



TACTILE LEARNER

Learns best by doing and touching

- Create a project, build a model, or put on a skit to help you reinforce concepts.
- Make studying more physical. Work while standing at your desk. Pace while memorizing. Read while on an exercise bike. Chew gum, mold a piece of clay, or squeeze a tennis ball while studying.
- Jump rope, pace, or walk while discussing the text or content with a buddy.
- When reviewing new information, copy key points onto a chalkboard, easel board, or other large writing surface.
- As often as possible, draw stories or designs to help you connect to the material. For example, if you are studying a world war, draw pictures of important people—or a battle scene—from the conflict and label them.



Spelling Made Easy

Different types of learners can benefit from different spelling strategies.

Tips for Visual Learners

Visual learners tend to be able to recognize how a word is spelled simply by how it looks. If your child finds it easier to see a word than hear it, follow these four suggestions:

1. **Break the word into syllables.** This is especially helpful for longer words like “television” (te-le-vi-sion).
2. **Group similar-looking words together.** List words that look alike together such as “ea” (hear, fear, near), “ei” (weight, their, sleigh), and “ie”(relief, field, believe).
3. **If the length of a word does not look correct, add or subtract.** If the word appears too long or too short, it probably is. Take or add a letter.
4. **Create spelling acronyms.** The following mnemonics are sentences or phrases in which the initial letters of the words spell out a word.

For example:

BECAUSE

Big Elephants Can Always Understand Small Elephants

ARITHMETIC

A Rat In The House May Eat The Ice Cream

RHYTHM

Rhythm Helps Your Two Hips Move

NECESSARY

Not Every Cat Eats Sardines (Some Are Really Yummy)

OCEAN

Only Cats' Eyes Are Narrow

EMBARRASS

Emily's Mother Broke A Red Rocker As She Sat

Tips for Auditory Learners

Auditory learners tend to be able to recognize how a word is spelled simply by hearing how it sounds. If your child finds it easier to hear a word than see it, follow these four suggestions:

- 1. Learn phrases to tell the difference between homonyms** (words that sound alike but are spelled differently). For example:

Accept or Except – I will accept anything except excuses!

Desert or Dessert – Don't desert your homework for a dessert full of sweet stuff.

Dual or Duel – Dual is an adjective, but a duel will end the fight.

Emigrate or Immigrate – If you emigrate you exit the country, but if you immigrate you come in to the country.

Grate or Great – I ate the cheese you grated. It was great to eat with you!

Pair or Pear – Pears are delicious to eat! A pair of great shoes makes you feel like you are walking on air.

Principal or Principle – The principal is your pal, but a principle is a rule.

Stationary or Stationery – It is stationary like an anchor. I need stationery like an envelope.

Stake or Steak – Steak is meat, but a stake makes it stay.

- 2. Say the word aloud.** Many times the sound of the word will help auditory learners spell the word. When the words are not phonetically exact due to words with silent letters, say the word out loud, but silently say the word as it is spelled. For example, when learning the word "whistle," say "whisle" out loud, but silently say "whistle."
- 3. Say words easily mispronounced aloud correctly.** Hearing the correct pronunciation of the words will sometimes make it easier to spell, such as words like "arctic," "athletic," "mischievous," or "government."

- 4.** Say spelling rules aloud. Hearing a spelling rule usually makes it easier to remember.

- a.** Use i before e except after c or when sounded as "a" as in "neighbor" and "weigh."

Examples

believe, chief, piece, and thief; deceive, receive, weigh, and freight

COMMON EXCEPTIONS:

efficient, weird, height, neither, ancient, caffeine, foreign

- b.** When two vowels go walking, the first one does the talking. This rhyme may need a little explaining. In a two-vowel combination such as "ai," "ea," or "ue," the first vowel is pronounced and the second one is silent. For example, like in "flea," you hear the long "e" but the "a" is silent.

- c.** Drop the final "e" before a suffix beginning with a vowel (a, e, i, o, u) but not before a consonant.

Examples

slide + ing = sliding
guide + ance = guidance
hope + ing = hoping
entire + ly = entirely
like + ness = likeness
arrange + ment = arrangement

COMMON EXCEPTIONS:

truly, noticeable

- d.** Change a final "Y" to "I" before a suffix unless it begins with "I."

Examples

defy + ance = defiance
party + es = parties
pity + ful = pitiful
try + es = tries
try + ing = trying
copy + ing = copying
occupy + ing = occupying

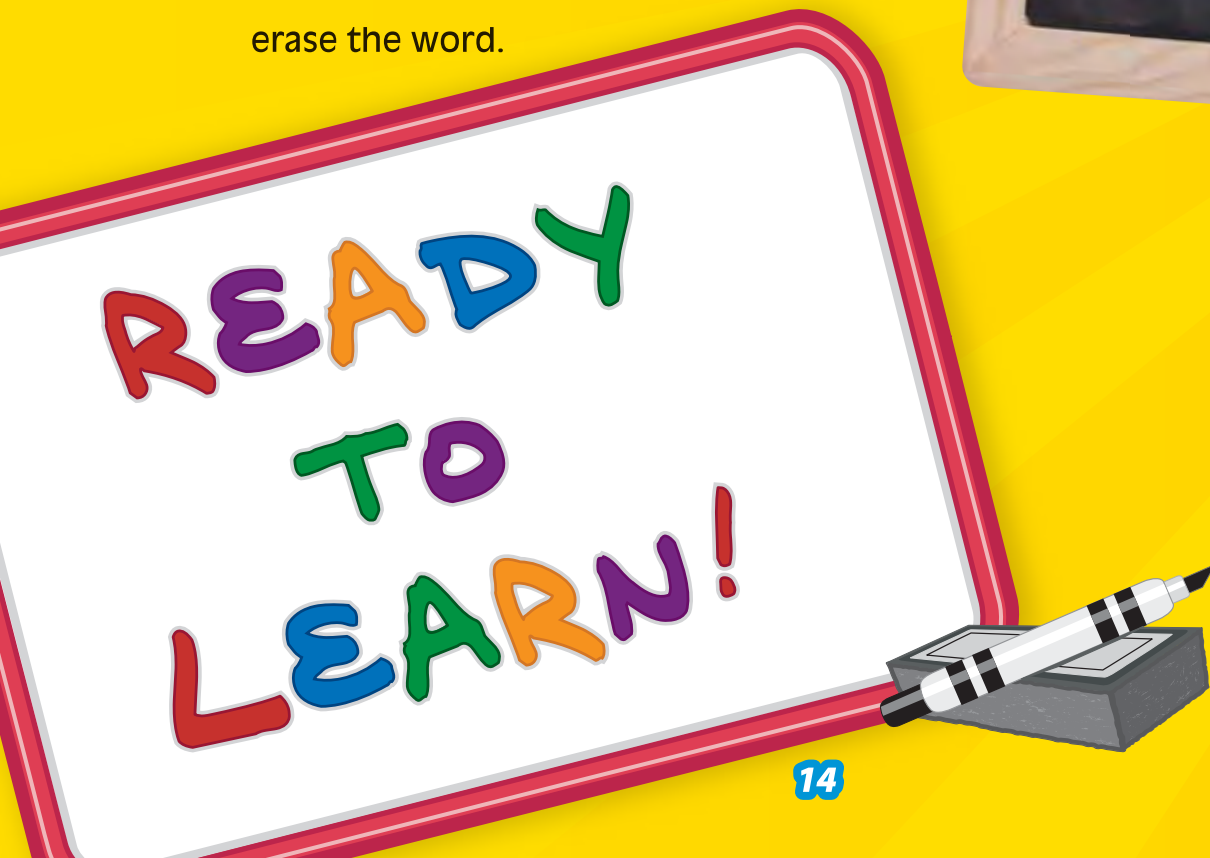
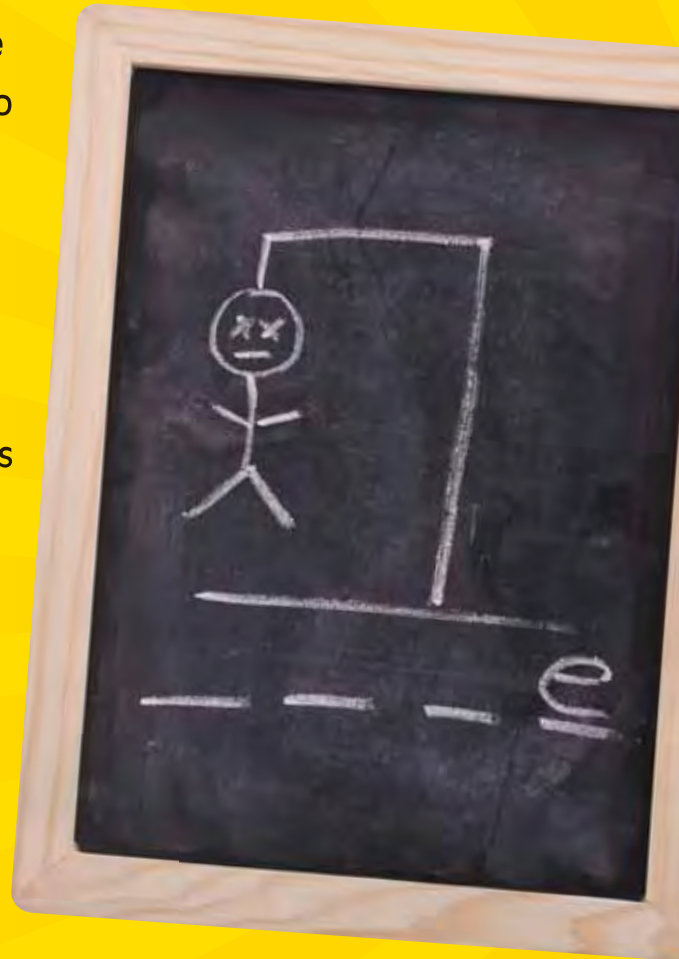
COMMON EXCEPTIONS:

journeying, memorize

Tips for Tactile Learners

Tactile learners tend to be able to recognize how a word is spelled if they incorporate movement into the learning process such as writing the word on a piece of paper, in sand, or in the air. Below are three suggestions:

1. Make a game out of spelling words. Use the words in a hangman or crossword puzzle to make spelling more physical and engaging.
2. Write the words with different materials. Let your child experiment with a variety of materials. Use string to follow the shape of the word, trace different colored crayons over the written word, and form spelling words with cutout letters or even alphabet noodles.
3. Write spelling words on a dry erase board. Underline each letter and then erase the word.



Most Common Misspelled Words

Keep this list handy as a reminder of how to spell the words below.

again	dropped	looked	their
all right	every	many	then
always	February	money	there
an	first	morning	they
and	for	mother	they're
animals	friend	name	things
another	friends	named	thought
around	frightened	off	threw
asked	from	once	through
babies	getting	our	to
beautiful	going	people	together
because	happening	pretty	too
before	hear	received	tried
believe	heard	running	two
bought	here	said	until
came	him	school	very
caught	interesting	some	wanted
children	its	something	went
clothes	it's	sometimes	were
coming	jumped	started	when
course	knew	stopped	where
cousin	know	surprise	with
decided	let's	swimming	woman
didn't	like	than	would
different	little	that's	you're



Focus on Your concentration and concentrate on Your Focus

Focus and concentration are the keys to keeping your children's confidence intact, to thinking logically, to avoiding those catastrophic "I can't do it" thoughts, to learning to relax, and to reaching their full potential.

Many of the games I play with students are all about following directions—obeying five or six sequential steps that involve punching numbers into a calculator. But rarely do I have a session with kids where at least half a dozen don't arrive at the wrong answers because they missed a step in the instructions. It only takes a fraction of a second to be distracted and then go down the wrong road. I'll make students aware of this, show them where they went wrong, and then encourage them to try again until they get it right.

What we're going to do next is:

1. Test the **strength** of your child's focus and concentration.
2. Make your child more **aware** when she is losing focus and concentration.
3. Develop ways to **build** your child's ability to focus and concentrate.

How Well Can Your Child Concentrate?

Ask your child to read the sentence below once and concentrate on what it says while counting the number of f's.

Alert: This exercise is only meant to be done once—right now—and that's it!

**A scientific study
of fossils was
conducted in the
laboratory of
Jonathan Frank.**

Now have your child look away from this page and recall the number of f's in the sentence. One? Two? Three? Four?



The purpose of this exercise is to show how hard it can be to force the brain to perform two different tasks at the same time: comprehend and count. If you're like most people, you may have found two or three f's. But there are actually five. It's common to miss a few of these f's, especially to skip ones in the small words, such as "of." The mind is naturally inclined to skip the small words and focus on the large words. The larger words will represent the important part of the sentence—they are what provide the key thoughts, where as the little words are the links, the trivial connectors. Additionally, it's human nature to think of the "of" as an "uv" rather than a word with a sharp-sounding "f." When people say "of," in their minds it sounds like they are saying "uv." So they hear a "v" and forget that it's in fact an "f"!

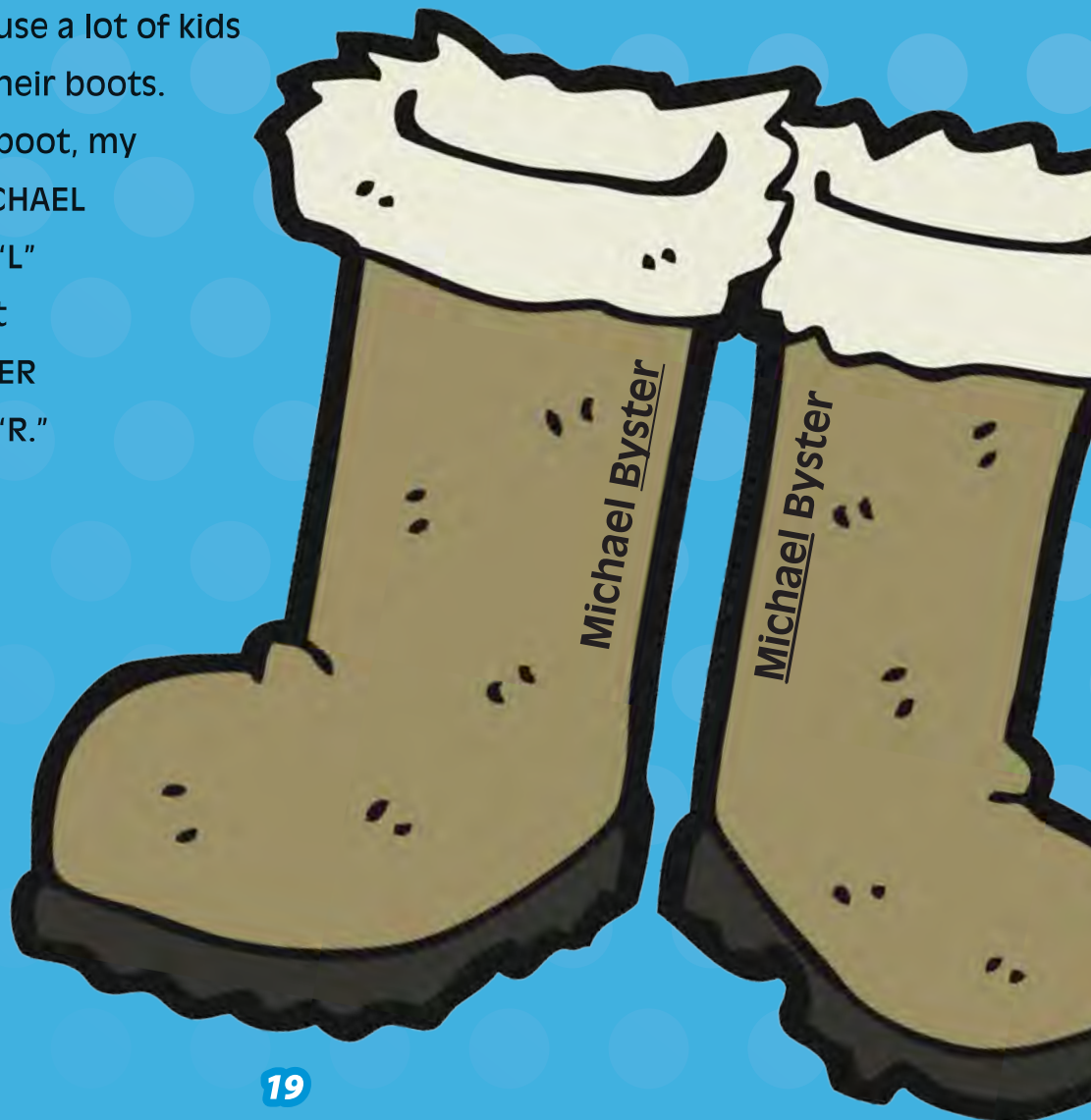
But there's something else going on here that I want you to notice: Did you find it hard to focus on the meaning of the sentence while counting the f's? Right now, can you explain what the sentence conveyed? Or do you have to go back and reread the sentence, this time without counting anything?

Why can't you count the f's and soak up the meaning of the information? As it turns out, these two tasks start to compete with each other when you simultaneously count and comprehend. It's hard to do both at the same time.

**The secret
to peak
performance:
being able to
pay attention
one sequence
at a time.**

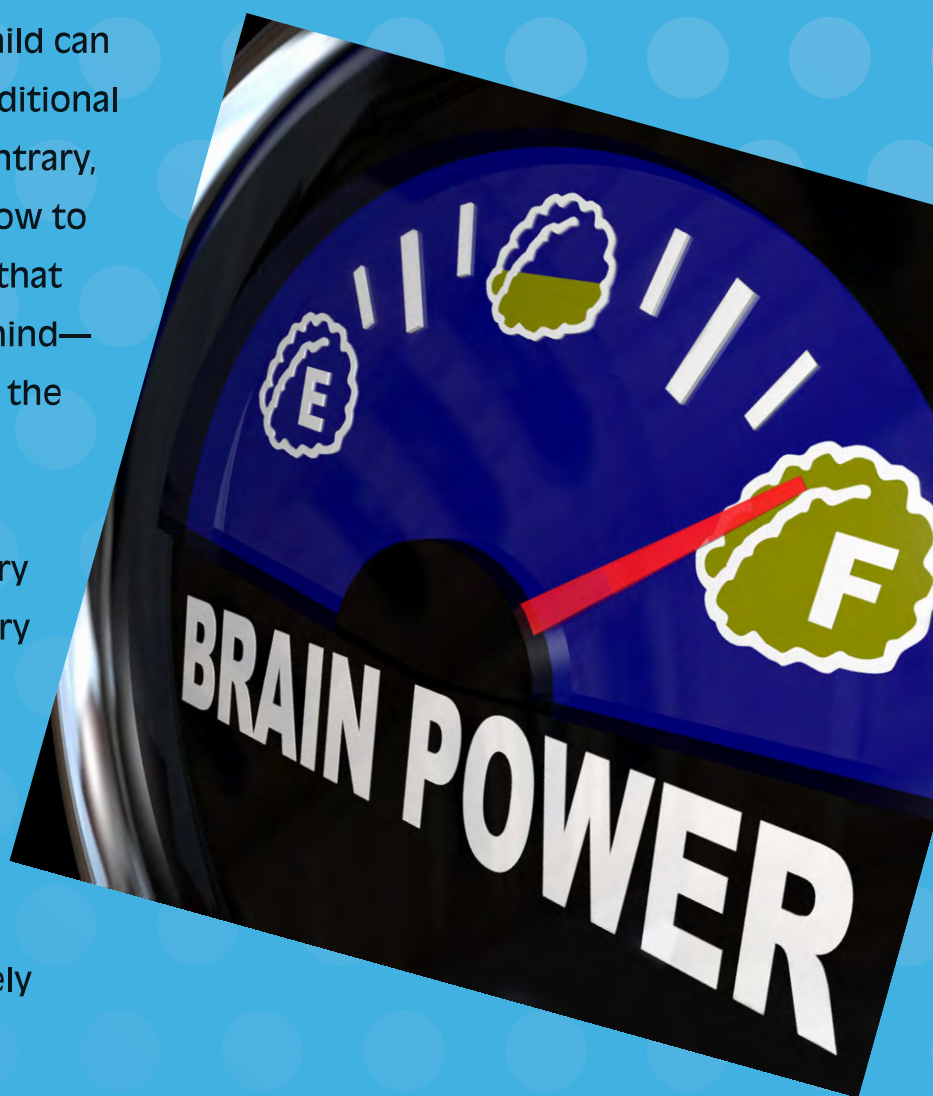
Increasing Mental Capacity Through Association

When I was seven or eight years old, I had an incredibly difficult time distinguishing my left boot from my right boot during those long Chicago winters. I often ended up with my boots on the wrong feet. My teacher at the time wasn't the nicest of people, and she would terrorize me over my boots being mixed up. My mother had an idea: She suggested that we put an "L" in the left boot and an "R" in the right boot. But I told her that it would be embarrassing if anyone saw that because everyone else could tell their left boot from their right boot (and I knew that my teacher would continue to be mean about it). So my amazing mom then came up with a better solution. She wrote my entire name in each boot, MICHAEL BYSTER, which was fine because a lot of kids had their names in their boots. However, in the left boot, my mom underlined MICHAEL because it ended in "L" and in the right boot she underlined BYSTER because it ended in "R."



This experience taught me at a very young age that there are many different ways to tackle a problem, and it gave me the confidence to know that it is OK to try another path to a solution. It also marked one of the first times that I really understood the power of association. Making a connection between my name and my boots (and my feet) that made sense to me proved to be another pivotal point in my life. Of course, I would come to adapt a lot of things in life to my personal challenges, and just knowing that adaptation was how to get things done would also become a huge confidence builder. But the art of association has become one of my strongest skills in keeping my brain on the genius track.

Increasing mental capacity or expanding how much information your child can retain can be done without traditional memorization. Much to the contrary, I'm going to show your child how to activate memory skills in ways that allow you to develop a faster mind—literally. Remember, memory is the basis of mental capacity and of learning itself. In the past your child may have equated memory with memorization; but memory goes much further than that. Memory is also more than “a good memory”—it is the means by which people perform the largest share of their mental work and ultimately solve problems big and small.



Creating Original Memories

When people say, “I forgot,” what really happened is that they never stored the memory in the first place. The solution to remembering: Create strong original memories and you can never forget it!

There is a difference between what the eyes see and what the mind observes. If your child’s mind is absent when performing an action, there can be no observation; more important, there can be no awareness of the action (learning) and subsequent creation of the memory. But how does a child create original awareness, especially when it comes to random events and abstract dates? Using associations takes care of this, but the key to making memorable associations is to construct associations in the mind that are meaningful to your child. It is always easier to remember things that have meaning to your child than it is to remember things that do not.

Your child has been using associations since birth—the baby associating a bottle with food and satisfying hunger or the child who hears the familiar bells of the ice cream truck rolling down the street and begins to crave a treat. Now your child just needs to expand the ability to create associations.

Our senses hold big keys to our memories, and they often provide the glue that cements an association in our minds. Everything we see, hear, touch, smell, and taste can factor hugely into our ability to make associations.

The Art of Association

Many people try to remember things by rote memorization—repeatedly saying the information in their heads and hoping that it eventually sticks. When people memorize something by rote, they are not really aware of what it is they are memorizing and it often remains an abstract construct. Anything that stays abstract and intangible cannot reach the areas of people's brains where the information can sink in for future use.

So here's a basic rule to all memory training: Children can remember any new piece of information if they can associate it with something they already know or remember. One of the most abstract things people are trained to memorize very early on is the alphabet. And how do we recall it? By associating it with a song. Right now, you can probably hear the alphabet song playing in your head.



If you ever took music lessons, then surely someone told you that the ideal way to remember the notes that ascend the lines of the treble clef—E, G, B, D, and F—is to think of the phrase Every Good Boy Deserves Fudge. The first letters of the words correspond to the notes. The ascending notes for the spaces between the lines are F, A, C, and E, which can easily be remembered, since they spell the word “FACE.” Your music teacher wasn’t making this stuff up. These sentences have been used for a long time to teach abstract information, and they follow the basic memory rule: Associate the information with something you already know or at least understand—in this case, a simple sentence—and the information will stick.

A mnemonic (“mindful”) device uses advanced patterns to remember things. “Spring forward, fall back” helps us remember which way the clocks move at the beginning and end of daylight saving time.

“Every Good Boy Deserves Fudge” is another example of a mnemonic device.

Creating Associations for New Subjects and Dates

The solution to most memory problems is to break things down into two steps:

- 1. Stop and think about what it is your child wants to remember, which helps create that original awareness.**

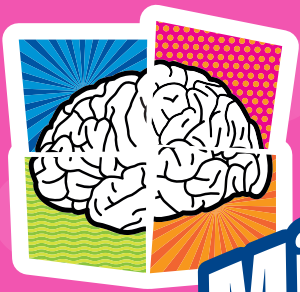
Create that original awareness.

Figure out a creative way to associate that thing you are trying to remember with something that is memorable to you.

- 2. Figure out a creative way to associate that thing your child is trying to remember with her own life, or at least with something that is memorable to her. The second step can entail using substitute words or phrases and conjuring mental pictures that are outrageous enough to be unforgettable.**

Here is an example:

Your child needs to remember that the first breakthrough in antibiotics came with the discovery of penicillin by Alexander Fleming in 1928. The key pieces of information are "antibiotics," "Fleming," and "1928." Create a bizarre and memorable statement: "My phlegm in February is antisocial." This somewhat disgusting phrase gives your child a mental picture of suffering from a cold in winter and dealing with congestion. The word "Fleming" sounds close enough to "phlegm," and since February has 28 days in it (excluding leap years), your child can figure out "1928." From the word "antisocial," which begins with the letter "a," your child can get "antibiotics."

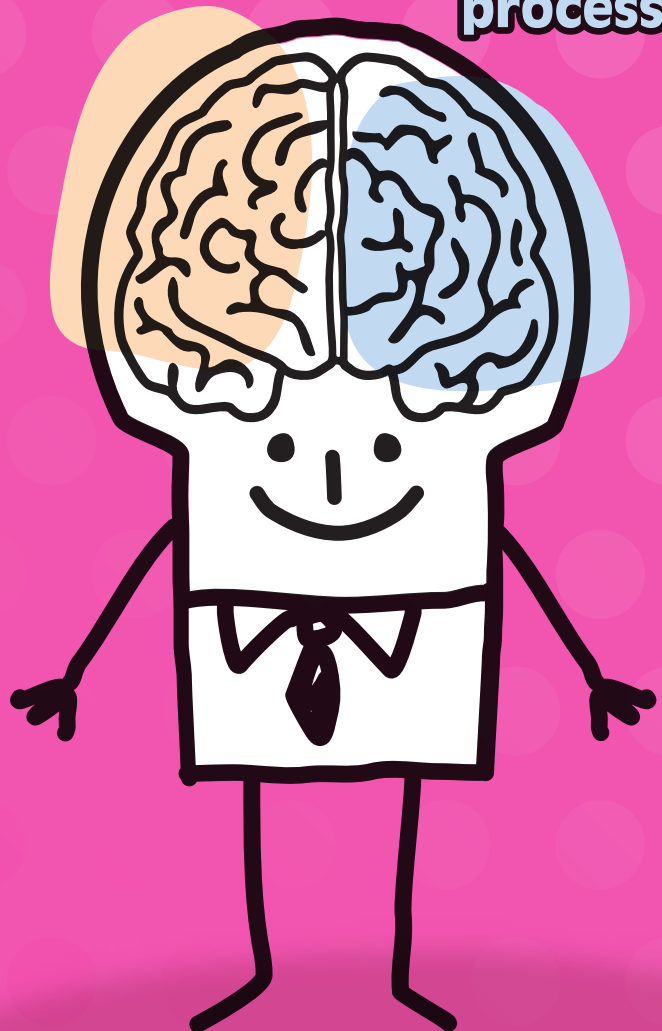


Mike's Seven Memory Techniques to Memorize Almost Anything

Think of the brain as having two “regions”—one part memorizes information while the other part sorts and processes new information. Training these different regions to work simultaneously yet independently is what will allow your child to have a really fast and sharp brain. On the following pages, I have given my seven favorite memory techniques to memorize almost anything.

memorizes

processes



1

Apply the Power of Peg

This system gets its name from the fact that the peg words act as mental “pegs” on which your child can hang the information that insert needs to be remembered. It’s easy to use. One example is the nursery rhyme “One, Two, Buckle My Shoe.” In rhyming pegs, your child remembers items that are supposed to rhyme with the numbers 0 through 10:



0 = hero



1 = bun



2 = shoe



3 = tree



4 = door



5 = hive



6 = sticks



7 = heaven



8 = straight



9 = vine



10 = hen

To use this system:

1. **Visualize the pegs.** Visualize each item as you make the rhyme.
2. **Draw.** The act of drawing helps your child remember the rhyme, creating a strong mental association between the numbers and words.

Once your child has formed an association between the numbers and the words that rhyme with them, the pegs can be easily recalled.

2

Chunk It Down: Think in Fives and Tens

Why do phone numbers have hyphens in them? It is a foregone conclusion: it is much easier to remember information that is grouped into smaller chunks.

Groupings allow your children to organize information and sometimes apply other memory strategies, such as keywords, a peg system, or a code they totally make up using their imagination. There are no rules to this technique. It is just a matter of breaking up information as they see fit and then finding a way to work with those chunks that are relevant to them.

A great example of chunking it down into sets of five is All the Presidents. The following set of sentences, each of which reflects a bizarre statement, is how I remember all the presidents of the United States.

Remember, this is my way of doing it, but it doesn't have to be your child's way. Use this as an example—a model. See what strategy your child's own wild imagination can create.



***If you want to watch a
video of All the President's go to
www.brainetics.com/presidents
or snap the QR code.***



All The Presidents

a. GEORGE AND JEFF MADE MONEY.

- | | | |
|-----------|---|-------------------|
| 1. GEORGE | = | GEORGE Washington |
| 2. AND | = | John ADAMS |
| 3. JEFF | = | Thomas JEFFERSON |
| 4. MADE | = | James MADISON |
| 5. MONEY | = | James MONROE |



b. QUICKLY, JACK drove the VAN to HARRY'S TIE shop.

- | | | |
|------------|---|------------------------|
| 6. QUICKLY | = | John QUINCY Adams |
| 7. JACK | = | Andrew JACKSON |
| 8. VAN | = | Martin VAN Buren |
| 9. HARRY'S | = | William Henry HARRISON |
| 10. TIE | = | John TYLER |

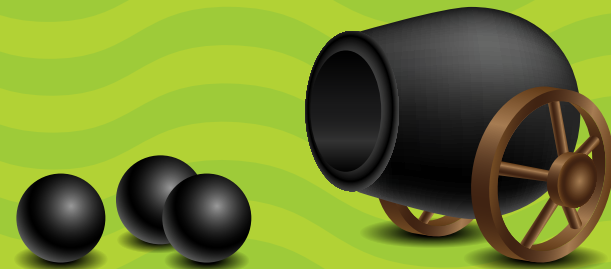
c. He POKED ZACH and said, "FILL up the PAIR of CANNONS."

- | | | |
|-------------|---|------------------|
| 11. POKED | = | James POLK |
| 12. ZACH | = | ZACHARY Taylor |
| 13. FILL | = | Millard FILLMORE |
| 14. PAIR | = | Franklin PIERCE |
| 15. CANNONS | = | James BUCHANAN |



d. ABE and JOHN were GRANTED a HAYFIELD.

- | | | |
|-------------|---|---------------------|
| 16. ABE | = | ABRAHAM Lincoln |
| 17. JOHN | = | Andrew JOHNSON |
| 18. GRANTED | = | Ulysses S. GRANT |
| 19. HAY | = | Rutherford B. HAYES |
| 20. FIELD | = | James GARFIELD |



e. ARTHUR went to CLEVELAND with HARRY. CLEVELAND, no KIDDING.

- | | | |
|---------------|---|-------------------|
| 21. ARTHUR | = | Chester A. ARTHUR |
| 22. CLEVELAND | = | Grover CLEVELAND |
| 23. HARRY | = | Benjamin HARRISON |
| 24. CLEVELAND | = | Grover CLEVELAND |
| 25. KIDDING | = | William McKINLEY |

f. TEDDY ate TAFFY with WILL. HARDLY COOL.

- 26. TEDDY = THEODORE Roosevelt
- 27. TAFFY = William H. TAFT
- 28. WILL = Woodrow WILSON
- 29. HARDLY = Warren G. HARDING
- 30. COOL = Calvin COOLIDGE



g. WHO did FRANK tell the TRUTH to? HOWARD and KENNY.

- 31. WHO = Herbert HOOVER
- 32. FRANK = FRANKLIN D. Roosevelt
- 33. TRUTH = Harry S. TRUMAN
- 34. HOWARD = Dwight D. EISENHOWER
- 35. KENNY = John F. KENNEDY

h. JOHN NICKED the FORD CAR AGAIN.

- 36. JOHN = Lyndon B. JOHNSON
- 37. NICKED = Richard NIXON
- 38. FORD = Gerald FORD
- 39. CAR = Jimmy CARTER
- 40. AGAIN = Ronald REAGAN

It is easy to remember the last four presidents: BUSH CLINTON BUSH OBAMA
for George H. BUSH, William CLINTON, George W. BUSH, and Barack OBAMA.

The Thirteen Colonies

Remembering the thirteen colonies is a much easier task when it is chunked down into fives. Your child just has to remember the following three sentences:

- **GEORGE and MARY were on the VERGE of CUTTING a DEAL.**
- **He received THREE NEW ROAD MAPS.**
- **She received TWO CARS and a PEN.**

From these sentences, can your child guess the connection to all thirteen colonies? I'll list them here, and I'll bet your child will "see" the connection soon enough:

- **Georgia, Maryland, Virginia, Connecticut, Delaware**
- **New Hampshire, New Jersey, New York, Rhode Island, Massachusetts**
- **North Carolina, South Carolina, Pennsylvania**

If you want to watch a video of thirteen colonies, go to www.brainetics.com/13colonies or snap the QR code.



3 Don't Be Detail-Oriented

Facts are not the same as details. When trying to figure out the important parts to retain, it is critical that your child separate the genuine facts from the distracting details. Otherwise it is similar to shoving too many things into the X-ray machine while going through airport security. To really see individual items, each object—some of which is filled with other objects—needs to be individually placed on the conveyor belt with a few inches of space in between. If several items are shoved through the machine at once, nothing can really be seen and the whole machine gets jammed and breaks down.

4

Once Upon a Time: Don't Forget the Power of Story

Stories make things memorable—and organizable—because they allow people to paint pictures and produce movies in their minds. For example, my son Josh sometimes still meets tough challenges in his studies with subjects he is not very enthusiastic about, and history happens to be one of them. When he came to me for help in preparing for a test on the Roman Empire, I guided him through a process of mentally “seeing” the key takeaways from each paragraph in his textbook and relating them to a sentence, vignette, or image. The secret is to learn the content thought by thought rather than verbatim. So for Josh to remember a whole section about the Romans’ lifestyle, he had only to remember the sentence “The plumber got a job at the hotel.” This signified to him that “plumbers”—the engineers who constructed numerous aqueducts to carry water and serve thousands of people—played an important role in Roman life at the height of the Roman Empire.

In one of the more memorable moments of my presentations to both adults and kids, I give people a list of 10 items and ask them to sit and listen to the list. They are not allowed to write anything down. Then, after a few seconds, I ask audience members to get out a piece of paper and try to recall all ten items. The vast majority of people get at least half of the items, but few can recall eight or nine. Once in a blue moon someone manages to come up with all 10. But that’s a rare moment, and when it happens it is usually because that person applied some kind of memory strategy.

**The plumber
got a job at
the hotel.**



Let's try a little experiment. I want your child to read the following list of 10 items once—just once. It should take no more than 15 seconds. Then ask your child to take a two-minute break. When the two minutes are up, ask your child to come back and write the items on a piece of paper.

OK, ready? Here's the list:



How many words did your child remember?

This exercise is much harder than it appears at first, and it's nearly impossible to remember all 10 items if your child doesn't employ some strategy.

If you want to watch a video of 10 words, go to www.brainetics.com/10word2 or snap the QR code.




The main technique to use here is storytelling. It helps to make up a story as your child hears the words, and if your child can fabricate a funny and eccentric story, that's all the better. I'll share the story that I have fashioned out of these words as an example. It goes like this:

Now take out a piece of paper and have your child try to write down the 10 items. How many did your child remember?

Whenever I tell this story and then have my audience members try to recall those 10 items a few minutes later, guess what? The vast majority of them can get all 10. Their minds finally have a few scenes they can mentally flip through like a movie to retrieve the words.

The words are less abstract and more memorable. Your child can use this technique to remember any list of words, no matter how random they are.



I had a dream last night in which I was working at a restaurant and thinking about my date later that evening. While walking to a table, I carried a SILVER TRAY on which I balanced SIX CRYSTAL GLASSES. I took a step and landed on a BAR OF SOAP. I didn't want to break the glasses, so I rebalanced myself quickly with my other foot and stepped on a BANANA. I then fell down and into a gigantic bathtub filled with CHOCOLATE PUDDING. I panicked. I ran home as fast as I could and put my clothes in the washer, adding a box of LAUNDRY DETERGENT. Later, I retrieved my pants and shirt from the dryer and prepared to go to the store. But the only store that was open was on top of a huge hill. So I pulled myself up the hill using a big roll of DENTAL FLOSS. I went into the store and bought a LOAF OF BREAD. (Yes, I am a cheap date!) As I was leaving the store, I figured my date was a special lady, so I decided to buy her a RED ROSE. I went to the flower shop window, stuck my hand in, and pulled out what I thought was a red rose, but it was a red TOMATO.