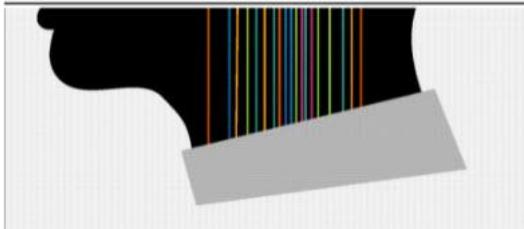




HOW TO HELP YOUR CHILD
DEVELOP NEW EMPOWERING
LEARNING SKILLS TO FLOURISH IN
SCHOOL

*Includes communication skills and fun learning
activities. For in-class and at-home remote learning.*

By Mike Aguilera



A Resource for Parents and Teachers.

This book helps students of all ages adapt and excel with in-class schooling and at-home remote learning.

By Mike Aguilera

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Introduction:

Learning does not have to happen only by reading a book, in a classroom setting, or during a video session. Your child (student of any age) can naturally and playfully learn beyond classroom and homework. With the proper mindset and creative learning skills, we learn when we are curious, playful and hungry for knowledge.

I've used this technique for many years to help me with creative ideas, solutions, and learning.

Enhance your child's critical thinking skills. You and your child will discover different ways of thinking and learning, which builds confidence and self-esteem.

Natural learning also develops an open mind by thinking of ideas and challenges with different perspectives towards a solution.

When a child has a sense of curiosity and playfulness like when wanting to walk, talk, ride a bike, play an instrument, play a sport, or anything that is of emotional interest to the child, this induces natural learning.

Have fun and experiment with different ways of learning and different ways to think about learning.

Chapter 1

Mindset and Language for Natural Learning

Thoughts are Things

-Napoleon Hill

As a parent, you naturally have the mindset to encourage, support, and motivate your child.

Keep in mind that your child can be under stress. Stress, not just from the pressure of learning or wanting to do their best, but also the stress and anxiety because of uncertainty.

This is also about mental health.

As you may have discovered from the 2020 Olympics, mental health is also a key factor towards success. It is not just about skill or talent.

Renowned super-star gymnast Simone Biles removed herself from a portion of the 2020 Olympic competition because of mental health. She was aware her mindset was not focused and she made major errors, impacting the team's group success and her own safety and well-being. There are many mindset life examples from various fields (top performers, athletes, professionals).

The words, conversations, and exercises in this book are all designed to help your child (and you) mentally and emotionally.

Let's begin with some words...

**There are words that will impact your child's
mindset and confidence.**

It is important to understand the negative impact certain words have on your child's motivation and confidence.

**The first word I want you to be cautious
with is Hope.**

Hope can be a word of doubt.

To give you an example of doubt, imagine your doctor saying, '*I hope* I can find what's wrong with you.'

There's doubt in that message and you'll probably say, 'I hope you can find another patient because I'm leaving.'

If you tell your child 'I hope you do well on that test,' Or 'I hope you do well with that subject,' you are in essence saying 'I don't think you will, but I hope you do.'

There is doubt in that statement. The same thing applies if your child says, ‘I hope I do well on the test.’ Or ‘I hope I do well with the subject.’ They are expressing doubt in their abilities.

Instead of using the word hope say or make a positive suggestion. You can say *‘you are going to do well on that test. I’m confident.’*

Also keep in mind, when your child says statements with hope (out loud or to themselves) like, ‘I hope I do well’, what is being expressed is concern and doubt. They are in a state of survival. Fight or flight. They are anxious, concerned, fearful.

Negative statements create a mindset of survival, doubt, fear, rather than a mindset of confidence, calmness, wanting to explore possibilities of new learnings, new ideas.

You need to shift your child into a positive emotional state of possibilities so they are in a learning zone.

What to say instead of Hope...

Either say a positive outcome/suggestion like ‘you are going to do great.’ Or, say something as direct as ‘Do your best.’ Just eliminate the word *hope* and make a positive statement.

The next word to be cautious with is Don't.

Don't is in the category of words referred to as a negation. You are asked not to think about something (negate it), however,

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you have to think about it in order to understand the communication. If I say *don't* think of a blue elephant. You must think of a blue elephant to process it, and then supposedly erase it out of your mind. Yes, at that point it's too late, you thought about a blue elephant.

If you say **don't worry** about the test, your child thinks and experiences worrying to make sense of what you said. Same as when you say, 'don't get upset.'

So, if you are making statements like these your child is evoking those negative emotions as part of the process to understand.

These type of statements are subtle; yet, they still create a negative train of thought.

Also consider the same thing if your child says statements to themselves, or to you, like: I don't want to mess up on this test, I don't want to flunk, I don't want to look dumb. They process and experience those negative thoughts which impacts their confidence and ability to learn.

What to say instead of Don't...

State what you want them to positively experience. Instead of saying don't worry, say I want you to relax and feel confident. State the desired outcome with different words.

Use positive statements of encouragement; words that can create a resourceful state.

You want him/her to feel confident. You want them to be centered, focused, and let those answers flow out naturally.

The next word to be careful using is Try.

“There is no try.”

-Yoda, Star Wars

You have probably heard this before. As a Yodaism. Yes, Yoda from Star Wars.

Try you mustn't, do you must. There is no try. To ‘try’, in essence, is to attempt and not commit to do.

If your child says I'm going to **try** to do my best or I'm going to try to do my homework today. They are saying I'm going to attempt and more likely not do.

If you say try to do your best, you are saying, just attempt but I don't expect you to do your best.

Be aware that if you say try to do your best or try to study tonight or try to do your homework by a certain time, you are saying to attempt.

What to say instead of Try...

Instead of saying ‘try to do your best’ say, ‘do your best.’

Instead of try to do your homework, say ‘finish your homework by this time...’

Use words of accomplishment. State as a sense of commitment and certainty. Replace try with words like; do, finish, accomplish, complete. Again, avoid saying try.

Two additional words for parents. The words you use to give feedback can influence the reception of your feedback or suggestion. There are two words I want you to be cautious of using...

These two words are **‘but’** and **‘should.’**

The word *but* negates everything before it.

BUT



Saying, 'It's a great day outside but I see a few clouds,' sends the message that it's not really a great day outside because of a few clouds.

The word *but* negates 'it's a great day outside....' The person will hear 'but I see a few clouds'

Use positive encouraging feedback or suggestions.

If your child says, 'I'm having a problem with this.' And you say okay, but are you doing your homework? Or, but are you paying attention? The word *but* in that reply is telling your child what they just said is not important or valid. His/her fears or concerns are not relevant. By not acknowledging the concern, you can create resentment.

Replace the word *but* with 'and' or 'on the other hand.'

Replacing *but* with 'and' implies acknowledgement and open to talking about suggestions to get past the concern.

You can say, 'I understand, and (rather than saying I understand, but...) what can you do to improve or to get better?'

On the other hand, implies that two ideas can exist at the same time.

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Replacing but with ‘on the other hand’ or ‘and’ reduces the abrasiveness and potential conflict. You want your child to be open to having a positive conversation with you.

For example, if your child says, I’m having a challenge with this.

Respond, “On the other hand (again, not but), you’re doing very good with other subjects. And you are focused and determined to excel.”

The other word to be careful with is **Should**.

The word should can create a negative reaction because it can imply being told what to do. And, if you point your finger at the same time you double the negative impact.

Should



And, don’t say “You should do...” (and, point at the same time)

Your child will probably get defensive and say, or think, that you're talking down to me and trying to control me. It will be considered an oppressive command, not a positive supportive suggestion.

Only if your child asks, what *should* I do? Then you can respond with should. You should do...

However, if your child says I'm having a problem or challenge with this. Don't say, this is what you should do. And, to avoid compounding the optional push back, do not point at the same time.

Have conversations to discover the challenge, not to only be right.

If your child says, I'm having challenges with this subject. And they show you what they are doing. **Ask discovery questions to understand** what the learning roadblock might be.

Before you give a suggestion, first start by asking your child discovery questions like these:

- What's going on?
- Tell me more.
- What have you done so far that's working?
- What do you think might help?
- Have you asked your teacher for help?
- Have you asked any of your friends for help?

Give positive acknowledgment to create a sense of possibilities and positive self-esteem.

Begin with asking, what have you done so far? When they answer, reply with a positive acknowledgment.

For example, after you say ‘what have you done so far’, and you look at the homework, you can say something positive like...

‘I like your answer to that question, good grammar.’
Acknowledge with a compliment to create positive emotions and possibilities.

The purpose for the positive statements is to shift your child’s emotions away from negative concerns and instead towards positive accomplishments and possibilities.

Make it their idea

Ask, ‘what do you think?’

When you ask, what do you think? they will say what their thought is and now it’s become their idea. Once it's their idea they are more likely to take action. If it's your suggestion or idea, they may challenge it.

Create empathy and acknowledgment by using this statement...

“I understand.”

Other phrases that you may hear can be ‘I’m not good at this’, ‘I’m not good at math, I’m not smart enough.’

When you hear their negative emotional statements, acknowledge them to make them feel heard. Honor their emotions.

Do not respond with ‘no, you’re going to do well.’ When you respond like that you are saying their feelings and emotions are wrong or not important.

One effective way to respond is by empathetically acknowledging their negative emotion by saying one simple phrase. The phrase is ‘**I understand.**’ It is important to make them feel that their emotions and fears are acknowledged.

After you acknowledge with ‘I understand’ you shift to a positive statement like, ‘I understand ...*you are concerned, do your best, you are smart.*’ Or, ‘I understand. What are your questions, maybe I can help?’

Positive words and statements of understanding can impact your child’s mindset, confidence, and influence them to think about solutions instead of being frozen in fear or concern.

Chapter 2

Storytelling for Learning Lessons

How to use storytelling to eliminate resistance and create understanding.

Storytelling can also help your child improve critical thinking. By guiding your child through a story (analogy or metaphor), they will experience complex subject learning with a different perspective and ultimately new understanding.

Can I tell you a story?

When I think of storytelling, I think back to when I was around the ages of 4, 5, 6 and being with my brothers and sisters huddled in bed with our mom. Our mom would read stories to us and we would listen to every word wanting to know what's going to happen next.

I also remember times at school sitting on the floor for story time with the teacher reading a story. We all sat quietly listening to the animated voices that changed with each character in the story. After listening to the complete story we would think about the learning lesson or message like; be friendly, be kind, do your best, be curious.

A story can create a magical learning lesson.

You can have your child experience a lesson by sharing a story with them rather than you being blunt, direct, saying ‘this is what you should do.’

I just shared with you a few of my experiences with storytelling. My fond memories with my mom, brothers and sisters, and with a schoolteacher.

You were probably reflecting on storytelling yourself when you were in that situation and experiencing it.

Within that story, I was telling you how there were messages and lessons that were being conveyed.

Just by my telling you how storytelling influenced me, you probably thought about your own personal childhood storytelling experience and what you learned from it.

To influence your child with stories, say these six magical words. Yes, six magical words.

These six words are ...**Can I tell you a story?**

At that point, your child will think, okay, it's a story not a criticism or demand. I'll sit down and listen to the story. Your child is now open to a conversation and not feeling defensive because now they're hearing a lesson through a story.

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You can then begin by saying, well, (if you are a mom), when I was a little girl, or I know a little girl. If you are a dad, you can say something similar like, when I was a little boy or I know a little boy like you, and tell the story.

Begin the story based on the lesson you want to convey.

You can naturally reference to your own learning lessons. For example, you can begin your story with, when I was a child or at your age, I would say, ‘I hope I don't mess up on this test, I hope I don't flunk. Or, I'm not good at this. I realized those words impact my energy, my thoughts, my mindset. I doubted myself because I was in an emotional state of fear and anxiety that caused me to struggle for answers.’

‘I realized I should be telling myself positive suggestions like ‘do your best. I realized when I focus on solutions instead of doubt I would remember more, have more fun learning and do better on tests.’

There are different ways to start a story. Use a story to begin opening their mind to hear the lesson.

Additional ways to begin a story:

- Can I share something?
- I heard about...
- I saw a movie that...
- I read a book...
- I just remembered...
- That reminds me of...

A lesson-story format can also be an analogy or metaphor.

Analogy: A comparison between two things, typically for the purpose of explanation or clarification.

Metaphor: A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. The most effective way to use a metaphor is by relating a lesson to their hobby or form of entertainment, like a video game, sport.

Analogy example can be sharing a story about history and how it relates to a video game they play. For instance, the struggle for power, leadership, strategy, government which are all elements in the video game they enjoy, can easily be made to connect with their history lesson. This helps create a deeper and natural sense of understanding with varied elements of history.

A metaphor example can be on the same subject and keeping it general. Something like, ‘the history lesson you’re working on reminds me of your video game and how elements of history apply to your game.’ They will either ask you how, why, or you can make the connection with a simple explanation.

Ultimately what you want to hear is “Can you tell me that story again?” This means they want to remember the story, the lesson.

Chapter 3

Resourceful State for Success

Your child's emotional state influences his/her learning capability, their mental health, their mindset.

We are all emotional creatures. If your child is under stress, anxiety, concerned, worried about the topic they are learning, or maybe do not have interest in that subject, any or all of these impact their ability to learn. Emotions are also influenced by life, the emotions and stress of friendships, relationships, wanting to fit in, self-esteem, social pressures.

Your child's emotional mindset, just like Olympic athletes, is a major part of the success formula.

I suggest a breathing exercise to help your child get centered, relaxed, focused.

Your breathing helps control your mind.

Shallow, upper chest breathing is part of the typical stress response.

The stress response can be reduced by consciously breathing using the diaphragm.

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Abdominal/diaphragm breathing helps to control the nervous system and encourages the body to relax, bringing about a range of health benefits for learning as well.

Guide your child in a 4-count diaphragm breathing so they can eventually do it on their own.

Instruct your child to...

Scan your body and release any tension.

Slowly breathe in through your nose for *4 seconds*.

Breathe into your belly. To help with proper breathing, you can place your hand on your belly to sense it rise and expand.

...Hold for 4 seconds.

Slowly breathe out through your *mouth for 4 seconds*.

Do 4 times ...and you will feel the relaxation and a sense of being centered and focused.

A centered, relaxed state ready for a test or class session.

Chapter 4

Condition for Success

How to condition good learning behavior. Or any good behavior.

This is based on human emotional drive to feel significant, to be acknowledged.

The way you condition good behavior is by praising your child casually and naturally throughout the day. **Not just once at the end of the day.**

Be aware that sometimes a child will do something bad just to get acknowledgement, to get attention.

The way you condition your child towards good habits is by praising sporadically throughout the day when they are doing something positive that is related to learning. Again, not just a single time at the end of the day.

For example, they could be reading a book, and you might say after they finished the book, ‘that’s great, you finished that book.’

However, to condition and encourage, you want to casually give a compliment, words of encouragement throughout the day at various times.

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For example, while they are reading a book, at that point say, ‘Oh, you’re reading a book. That’s great.’

Now you are acknowledging them. You’re giving them positive attention. You’re praising them for their positive behavior at that moment. It’s like giving a treat during a good behavior.

It could be about a zoom call with classmates. After the zoom call you say ‘It sounds like the session went well, and you appeared to be focused and engaged.’

You are acknowledging positive activity, giving attention about something you want them to continue doing. In the above example, the desired outcome is the behavior to continue being focused and engaged.

And when given positive attention for a specific activity, there is a tendency for your child to do more of that activity. This can help build self-esteem, because of the acknowledgement that they are, and can do, something right.

Utilize this to encourage good behavior, such as when they are doing an activity peacefully, and not being loud. They may be playing a video game or playing with a sibling, acknowledge them at that time and say, hey it was great to see you guys playing peacefully and quietly and getting along.

Don't overuse this technique because they may sense that you are up to something. It won't work all the time, however, give it a try, test it out.

Chapter 5

Mind Map

Active Learning

Mind Mapping is a learning technique to help your child accelerate the understanding of topics, a subject.

Mind mapping is primarily about creating a graphic organization of a central idea, a concept, or topic.

It can be used for note-taking to better understand a subject matter. Since mind mapping requires complete mind-body engagement, it can help avoid daydreaming, and increase learning retention.

You can ‘Google’ Mind Map to get a variety of illustrative ideas on how to create one.

I Can’t Focus

Suggest a Mind Map if your child ever says ‘I can’t focus during the class or during a Zoom session. **I daydream** about other things.’

The reason a mind map is so powerful and effective is because creating a mind map involves mind and body engagement.

It's mind engagement because of consciously thinking (mind) about what is being written and physically drawing. So the body is in motion while at the same time the mind is consciously thinking about what to include. All of that mind-body involvement creates a strong, unique sense of awareness and greater understanding about the subject. And your child now does not have time to daydream, because of the complete fun, creative entertaining engagement to create a mind map.

How to Create a Mind Map.

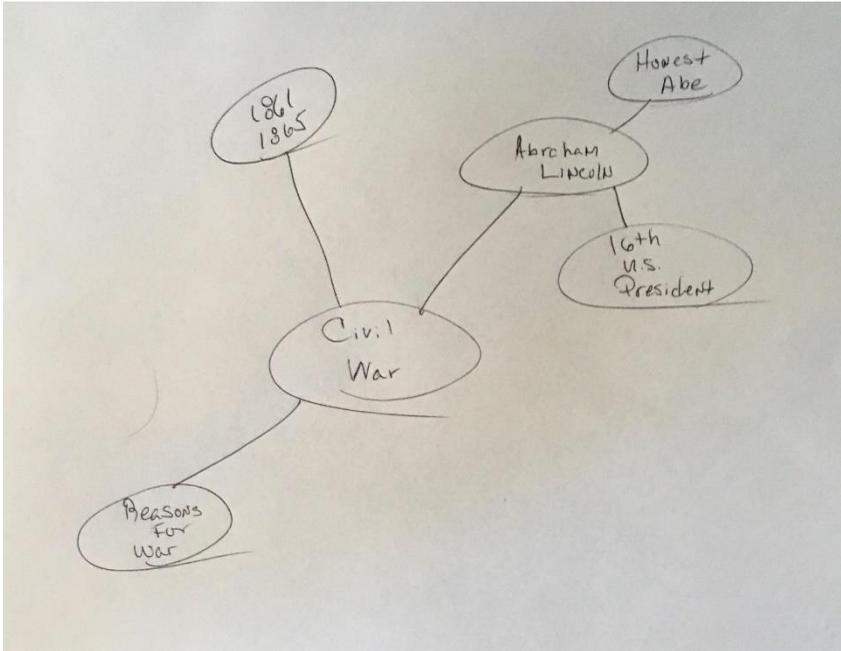
Let's say the topic is about the Civil War. Your child places a large circle in the center of the paper with the central idea where everything interconnects to that core subject. In the illustration example, all major learning elements connects to the core circle subject, the 'Civil War.' Draw a line that may be branching out from that to another circle that might be labeled Abraham Lincoln. And another line and circle that branches out to the date 1861 to 1865, the year of the Civil War (Example on next page).

Other branches can be for economic reasons, cultural values, political differences. From those circles other things will branch out. From Abraham Lincoln there could be another circle with William Booth and the assassination shooting of Abraham Lincoln. Or branch out from that with the date or some other important information.

All of these mind map connections can be created while listening to a lecture (live lecture or Zoom remote) or while reading. This makes note-taking engaging, memorable, and effective.

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This photo is a basic example on creating a mind map.



Allow your child to be creative, playful, engaged and have fun. Hand drawings can also be included like a flag or soldier illustration. Any inspired illustration that helps your child naturally make connections.

There are lots of different elements you can incorporate. It depends on what is important to learn and understand. What are the key concepts that you need to better understand or that are highlighted by your teacher as important? All placed on one single sheet of paper to be a visual cue reference.

Chapter 6

The Art of Creative Natural Learning

Apophenia:

The tendency to perceive meaningful connections between unrelated things.

How to help your child learn naturally when doing something outside of a structured learning environment. (i.e., classroom setting, zoom video session). Natural learning happens everyday, throughout the day, such as going to a grocery store, the mall, watching a TV program, movie, or playing a video game.

I discovered this as I was searching for a title for a new product I was about to release. I asked myself what would be a good title or word? As I was driving to a grocery store, I saw a billboard with a word that triggered an idea, a word that I eventually used. I made a connection.

Your child can make learning connections to accelerate learning while doing an activity unrelated to the subject.

When your child is going to do something, let's say watch a movie, tell your child; when you are watching the movie (or playing a video game, or any activity) tell yourself, 'While I watch this movie I want it to help me with insights, and

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understanding about science or any topic being studied.’ Now they’ll ask themselves that question and will naturally make learning-connections at a subconscious and conscious level as they watch the movie or do any other activity. This will help them discover new learnings or insights about science (again, any topic). For example, during a video game what may be experienced are ah-ha moments like, oh yeah, that reminds me of science solids and liquids. Or that character’s movements helps me better understand science motion, momentum.

This creative Apophenia learning concept can be applied while doing just about anything like; watching a sporting event where the subconscious mind can pick up numbers, ratios, percentages that help to better understand math. Or, while playing a video game the understanding of leadership and strategy will become more evident as it relates to history.

**Part of the reason why this works
because of your RAS.**

There is a part of your subconscious mind that is constantly scanning for what is important to you to help you thrive or protect you. It is called the Reticular Activating System (RAS).

Your RAS is always searching for what is important to you. If you put something in your mind that's important to you, you start to search for that and take notice. This can happen when you decide to buy a specific new car, and you start to see that car everywhere. You’ll notice the car more than ever before.

It's not that suddenly more cars have been built, it is you now searching and noticing it because your RAS has been activated to filter for that specific car.

Your reticular activating system kicks into gear and your subconscious mind creates a heightened sense of awareness for that car. You begin to see more of them on the road, in commercials, on the Internet. It is not that more have been built or more marketing is in place. It is now in your awareness of importance.

Learning-suggestions need to be driven with positive emotion to truly want the knowledge of a specific topic, otherwise the RAS will not engage.

**Have fun with that concept. Let the world,
the universe teach and inspire your child's
natural learning ability.**

Chapter 7

Subconscious Learning During Sleep

Use sleep time as learning time. Everyone's mind is still working while you sleep.

To begin, your child can dream (or even daydream) about being relaxed and confident during a test and passing it.

When you do that as a nighttime-dream suggestion, the mind will then focus on something to dream about and fall asleep faster, instead of laying in bed worrying about the test or worrying about understanding any subject.

Dreams can be about learning a new language, traveling to a historic location, flying to the moon. A dream about any subject.

Suggest to your child to dream the same dream 10, 15, or more times throughout that one night. If they wake up in the middle of the night suggest they go back to the dream. Again, this will create a positive focus that can accelerate going back to falling asleep. This can also help with insomnia because the mind has a positive focus instead of a typical worry or concern that causes sleepless nights.

You can't dream unless you sleep. Tell yourself to dream about success, acing a test, having great conversations with the teacher about the subject. Whatever it is, once you do that the

mind starts to focus on that to instantly help fall asleep and dream, telling your subconscious mind you will learn this or have this positive outcome.

A dream or even daydream is a form of rehearsal. This helps your child be more relaxed during class because it generates confident feelings of; this feels familiar. This is going to be something I can do, will learn, understand, master.

Main thing is that even if your child doesn't remember dreaming, the positive dream suggestion is telling the subconscious mind that it's going to be okay. I'm going to do well. This subject is important to me, and I will learn.

Now, the second powerful and effective sleep technique is to tell your child to instruct themselves how to wake up. **How to feel when waking up.**



A classic example: you are going to have an important early morning meeting or catch an early morning air flight. You told yourself I'm going to wake up at 5 a.m. in the morning to make sure I'm ready and in time for my flight. Amazingly you wake

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up right before the alarm goes off at 5 a.m. How does that happen?

I don't know if there's an internal body clock or what's going on subconsciously, however, it happens.

Use this technique to help your child stay focused, excited, motivated.

**The key is to tell your child what to positively feel
(not negatively dread) when he or she wakes up.**

Say to them, 'before going to bed tell yourself what you are going to dream about. Also, tell yourself how you are going to feel when you wake up.'

They can tell themselves, 'when I wake up tomorrow morning, I'm going to feel relaxed, excited, and confident about the test/subject.'

They will wake up with that intention and more than likely feeling great, because that's what they told themselves versus the opposite of what most people tell themselves. Such as; I am dreading waking up tomorrow morning because of the test. I'm going to do bad on that test. Thinking this, your child wakes up dreading and tossing and turning during the night, not wanting to get out of bed.

When they do get out of bed, they have that preprogrammed sense of dread, and start the day with a negative mindset.

Have a positive bedtime message and combine that with a morning wake up affirmation like; *‘today is going to be a great a day, focused, excited, confident.’*

Chapter 8

How to Create Positive Emotions and Focus with a Beverage

How to create focus, drive, energy, motivation
with a beverage.

This is based on a water experiment by Dr. Emoto. Eventually he published a book based on his experiment. The title of the book is *The Hidden Messages in Water*.

I came across this many years ago. It made me think of our mind, body, and energy connection. I modified Dr. Emoto's use and meaning slightly by shifting the purpose and use to motivation, focus, drive, and health.

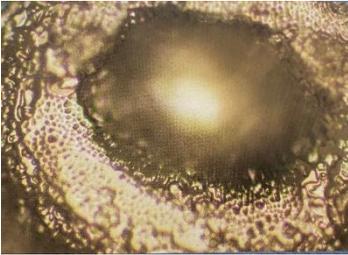
Dr. Emoto took water from a single source and poured it into two separate plastic empty water bottles.

He wrote a positive word on one water-filled bottle. A word like love. On the other bottle he wrote a negative word like hate. Again, both from the same water source.

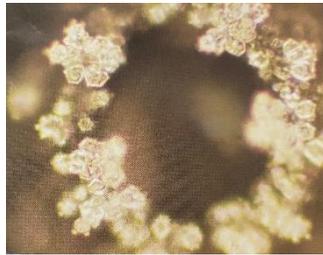
Then he refrigerated the water bottles and pulled them out when frozen. He would then take highly magnified photos of the water.

The water labeled with positive messages; love, peace, happiness looked like beautiful perfect snowflakes.

The other water bottle with the negative statements like; hate, I hate you, Satan. Those water photos looked distorted and ugly in different dark colors.



Hate



Love

We are made of around 45% - 75% water

The messages we tell ourselves impact our energy, our water crystals per se.

Could this be debated? Possibly. However, if it's true, great!

So my idea and what I'm suggesting is to label a beverage container to enhance focus and drive.

By labeling, I mean writing words or a message on your child's beverage container that will give him/her energy, focus, and drive.

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Words can impact your energy, your body, your physiology, your chemical reaction. For instance, imagine I have a lemon in my hand, cutting it in half. Then holding one half of the lemon in my hand, squeezing it. That waxy feel of the lemon, with a distinctive lemon zest smell. As I squeeze it, it squirts out lemon juice and begins to drip down my hand. Squeeze some more and the juices keep dripping down.



Then I decided to lick the lemon.

There is no lemon in my hand, however, if you were following along, you were imagining and reacting.

I was just *saying* the words. There is a lemon in my hand, juices, and I lick it. And you were probably reacting, either your mouth was salivating and/or you had a physical chemical reaction of cringing as you salivated.

As I said, “I lick it”, you probably cringed. You might have tightened up some of your muscles or jaw. However there is no lemon in my hand. Those were just words; waxy, zest, lemon. And you then translated that to the point where your body reacted.

Back to the messages. If you write a positive word or phrase on a beverage, you can imagine infusing the beverage with positive energy and drinking that energy into your body. Like what Dr. Emoto wrote in “The Hidden Messages in Water.”

The main thing is your child is constantly looking at that empowering word(s) written on the beverage container (water bottle, cup). Words like, curiosity, wonderment, mastery, confident, smart.



As the word/message is processed, the body goes through a chemical reaction of either being at peace, happy, thinking about curiosity, wonderment.

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Every time they see this cup/container on the table in front of them, every time they take a sip, they are influenced in a positive way. Either by drinking in that positive message to transform the body's water crystals, or just simply by looking at the message, it can lead to creating focus, motivation, positive thoughts.

Your message does not have to be hidden. Directly tell your child, I'm going to write a message, or a word on your water bottle, or any beverage container. You can write it on the container or write it on tape and stick it onto the container. Now every time your child looks at that word/message and takes a drink, it's a reminder of creating focus and positive energy. It's like seeing a billboard message or commercial message. It creates a train of thought. An emotional momentum.

Change the message daily or when you feel a change is needed. Don't hide the message, make it obvious so that they embrace it and experience a fun mind game.

Chapter 9

Natural Sensory Learning (V-A-K)

How to utilize our natural predominant senses to help with learning and understanding.

The senses I will be referring to are visual (seeing), auditory (sound), kinesthetic (feelings).

Your child (all of us) has a predominant learning and communication modality; visual, auditory, or kinesthetic.

It's not as if we only choose and want to either see things or hear things or feel things (VAK), it's just predominant. Like being right-handed or left-handed. You naturally use your predominate hand however, you also quickly use your other hand when appropriate.

First, I'm going to review how to identify them in your child.

This will also help you in identifying yours, because you tend to naturally explain things in a certain way, visual, auditory or kinesthetic.

A *visual* person is more sensitive and aware of *images* and use *picture* type words.

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An *auditory* person is more sensitive to *sounds* and will use *sound* type words.

A *kinesthetic* person is more sensitive to *feelings* and will use *feeling or emotion* words.

Visual - V

When someone is very *visual* they will use visual words. They will say phrases like, “that *looks* good” or “*picture this.*” And use visual gestures as if drawing a picture.

Auditory - A

If a person is highly *auditory* they will use auditory words like; “that *sounds* good.” Their gestures or hand motions will be more like those of orchestra conductors; rhythmic hand motions - up and down, side to side, as they talk. They don’t make pictures with their hands as visual people do.

Kinesthetic/Feelings - K

The *kinesthetic* person will make slower gestures. They tend to be touching, rubbing, wringing their hands, or rubbing their face or arms, as if experiencing and expressing emotions (positive or negative) about the conversation. They will use *kinesthetic words* like “How does this *feel* to you?” “This is a *solid* idea,” or “Do you get a *sense* of what I’m talking about?”

Identifying someone as V-A-K is not always obvious.

Most people have overlapping gradients versus an extreme of one or the other. The best thing to do is use all (V-A-K) if possible.

Keys to help you identify if a person is Visual, Auditory, or Kinesthetic by their language:

- Visuals will use visual words like “Picture this, beautiful, picturesque.”
- Auditory people will use sound based words like “It makes sense and sounds good to me.”
- Kinesthetic individuals will use feeling type words like “Solid idea, feels right, and the warmth of the room.”

Keys to help you identify if a person is Visual, Auditory, or Kinesthetic by their walk:

- Visuals walk fast, and in extreme cases they lean forward and walk on the balls of their feet.
- Auditory people walk in rhythm, and in extreme cases will walk with a swagger with a side to side motion.
- Kinesthetic individuals walk slowly.

Keys to help you identify if a person is Visual, Auditory, or Kinesthetic by their gestures:

- A visual person will make pictures with their hands in synchronization with what they are talking about or explaining.
- Auditory people will use very little hand gestures, however when they do, it is simple rhythmic hand motions similar to a timing device keeping the beat or rhythm.
- Kinesthetic individuals will make motions with their hands that are based on how they feel, or they will rub their face or hands, or touch or pat their arms.

Keys to help you identify if a person is Visual, Auditory, or Kinesthetic by the way they talk:

- Visuals talk fast as compared to auditory and kinesthetic people.
- Auditory people will talk monotone or with rhythm.
- Kinesthetic individuals typically talk very slow.

An Example of Language Preference

Consider the following descriptions of a house. Imagine for a moment that you are in the market to buy a house. Which of these houses interests you most?

***House 1** is beautiful. As you look around the outside of the house you will see that care has been taken to ensure year-round color. The landscape has brilliant hues and contrast wherever you look, and it has a bright open layout. You will see this as a home with a welcome glow all about.*

***House 2** is in a quiet area away from the noise of the city. Its interior is unique and subtle in its own way. You can quickly tell it has been well maintained like a fine-tuned instrument, and the grounds with added specials speak for themselves. It has the features that most people ask for, and you are told that the builder is well known and highly talked about for their quality.*

***House 3** is well constructed. Its warmth is conveyed through the many unique touches added to it by the previous owners. It has room to make you feel restful. It has a garden area to let you get your hands dirty, and space for just strolling around and enjoying the sense of country living. It is well built for comfort. This is a house that will grow on you quickly.*

**These are all about the same home described
slightly different (V-A-K).**

If you prefer house #1 you have a visual preference.

**If you prefer house #2 you have an auditory (sound)
preference.**

**If you prefer house #3 you have a kinesthetic (feeling)
preference.**

You can do this exercise with your child. You can read the
homes descriptions to your child and ask which description
they prefer. This can give you a sense of their V-A-K
preference.

Sample of VAK words

Visual

Appear	Perspective	Horizon	Landscape
Clear	Focus	Reflection	Color
Viewpoint	Lighting	Dawn	Movie
Picture	Look	Disappear	See
Fade	Pale	Decorative	Pretty
Hue	Bright	Light	Visual
Invisible	Opaque	Reveal	Enlighten
Dazzle	Beauty	Shade	Transparent

Auditory

Talk	Repeat	Hear	Say
Story	Dialogue	Deny	Dispute
Lecture	Loud	Argue	Cry
Word	Sound	Chatter	Whisper
Giggle	Belch	Rhythm	Shriek
Whimper	Criticize	Warble	Music
Call	Moan	Laugh	Thunder

Kinesthetic

Feel	Balance	Hard	Grasp
Take	Shocking	Tranquility	Lift
Excitement	Overturn	Dull	Openness
Attack	Assertive	March	Sleep
Love	Flutter	Replace	Tough
Work	Energize	Powerful	Transfer

Studying Tips

Visual

If your child is highly visual, make sure the television is off while studying. The images on television will distract.

If possible, have them face away from a window because an open window will be distracting by what's going on outside (more images).

One thing is to ask, 'what is your favorite color?' There is a positive emotional connection with that visual color. Let's say the color is blue. You can supply a blue pen to write and draw with. This will create a positive emotion with the words and images. Even with a math equation. Write the equation or parts of it in different positive emotional colors. Use colors to engage the mind consciously and subconsciously. Visual engagement.

Study Tips

Auditory

Since sound is influential to a predominately auditory person, keep music, TV, or any type of sound low or completely off while studying, because it can be distracting.

Use the influence of sound for natural learning. Have your child audio or video record the key lessons, and listen to them to review the key points. This helps them learn via audio. Give suggestions of positive self-talk. Self-talk affirmations like 'I am going to do this!', 'This is easy', 'I feel great and ready for

this test.’ ...Positive self-affirmations of success and encouragement.

Study Tips

Kinesthetic (feelings)

You want to make sure they are comfortable. You don't want them in an uncomfortable chair. Make sure they are sitting down in a comfortable area in a comfortable chair.

Other elements of feelings and sensations will be anything they can touch, feel. You can tell your child ‘this is your lucky shirt’ and they put it on (feel it on) when they know they have a challenge, or just to feel good.

You can suggest a lucky rock they can hold (feel). Or a lucky cup with a positive message written on it. As they grasp (feel) the cup/container, positive message will be read.

Anything you can do to create physical connection, even to the point of having an eBook or online subject material printed out to hold in their hands feeling the sensations of the book. They can highlight, write comments, and be more engaged in the learning material because of feelings, sensations.

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ALL - VAK

One way to incorporate all three senses is with flash cards. Flashcards apply to visual, auditory, and kinesthetic.

Feeling the the flash card. And your child could write what they learn which is also being physically involved by writing something, a word, an equation, a phrase.

They *see* it (V). They're *feeling* the card and engaging with it (K). And auditory by *saying* it, and *hearing* it out loud (A).

Chapter 10

Illusion of Choice to Create Action

How to give your child the illusion of choice. Or better yet, the illusion of control.

This is a language pattern that implies choice.

One choice is what you want them to do, to take a specific action. The other choice is just a distraction. The way it works is do X now or do you want to do it after Y.

It will sound like, ‘would you like to do your homework now or after dinner?’

Now they have an illusion of choice or a sense of control in their life. As human beings we all want to have a certain level of control. This is an emotional trigger. It will work with most people, however some will still be defiant.

Do you want to do your homework now or after dinner? They may even say, I’m not hungry, at that point you can say, okay, do your homework first and then eat when you’re hungry before bedtime.

It could be anything. Do you want to clean your room now or after you brush your teeth.

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Use sparingly.

The key is to not overuse it because it will become obvious.

Here's another example. “Do you want to sit down now and talk about school, or after you play one-hour of a video game? But only one hour.”

Chapter 11

Solution Thinking

How to get out of a stuck state. A state of frustration, fear, anxiety.

This solution-based thinking helps your child’s mental health and well-being. Builds confidence and self-reliance. A powerful, effective useful life-long skill.

This technique is based on the power of asking yourself solution questions.

The questions you ask others or yourself can help with new insights, solutions, breakthroughs. Wrong questions will amplify negative feelings and not come up with solutions.

The question is...

What else can I do to....

Example: “what else can I do to ...better understand this topic or get an A.”

“what else can I do...(fill in the blank).”

A question for a solution.

A bad question is ‘Why am I struggling?’ When you ask yourself this question, or when your child states this, the mind

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primarily comes up with reasons to justify the struggle. Reasons like; age, lifestyle, family. Nonsensical reasons to justify the reason for the challenge and not the solution.

When your child comes to you and states “I am not good at this, I don’t understand” This is a doorway to suggesting a solution question by responding to your child, ‘Okay, what can you do to help you understand?’ Your child may still say ‘I don’t know’ however, the process of searching for a solution has begun and reduces the stress.

Chapter 12

Summary

The foundation of this book is about your child's mindset, energy, and fun, creative, natural ways of learning. And, your supportive communication encouragement with your child.

Ultimately, to help your child develop new empowering learning skills to flourish in school.

Incorporate fun positive mind games and communication techniques that naturally help learning. Learning never stops.

Give activities (like the ones you've just discovered in this book) that engage curiosity, playfulness, and natural ability to easily learn.

It could be one, two, or more techniques that can create a breakthrough and learning transformation. Some techniques will help instantly, and some will take time.

Sprinkle positive ideas, suggestions when appropriate.

It is not about demanding and telling, it is about opening their mind to thinking and learning differently. A life-long skill to enhance positive personal development.

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It's about conditioning your child's mind to unconsciously search and notice things that can help with learning and having a better understanding of school subjects, or any learning experience.



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