



Jim Kwik

Jessica Ortner: Welcome to the Tapping World Summit 2020. This is your host, Jessica Ortner. By listening to this interview, you agree to the terms located at TheTappingSolution.com/disclaimer. We hope this interview helps you become a healthier and a happier you.

Within this Summit, you are learning transformational information. You are having your own a-ha moments, but what if, in a few days from now, you just don't remember? The ability to focus and remember things is essential to our growth. Have you ever heard the saying "knowledge is power"? Well, if that's true, then learning is a super power. So to teach us this super power, to teach us how to improve our memory, focus, and ability to learn, we are speaking to Jim Kwik from JimKwik.com.

Jim is a world expert in speed reading, memory improvement, and optimal brain performance. He is also a close friend, and has had a profound impact on my life, so I am thrilled that he is making his Tapping World Summit debut today. Welcome, Jim.

Jim Kwik: Jessica, thank you so much, and thank you everybody who is joining us and listening. I'm so excited about this session.

Jessica: So am I! You teach so many tools, and tapping is something that you've become passionate about. So I'd love to start by just hearing your experience with tapping, and why you think this is such an important tool.

Jim: Amazing, I first, like many people who are listening, was first exposed to tapping at the actual premiere of your documentary.

Jessica: That was a long time ago, Jim.

Jim: This was, this was. I knew the Ortner's pre-tapping, so it was amazing. I'm always looking for the top, cutting-edge tools to be able to remove blocks and to be able to optimize performance, especially when it comes around learning. Tapping is a tool. We referred your books and your Summit to our clients because they can learn a technique on how to speed read or learn a language, or remember names, but where I see tapping as being an accelerator and an obstacle remover is in two areas. One is



around beliefs because, for example, I could teach somebody techniques on how to improve their memory and focus. But if they have a belief that they are not smart enough, if they have a belief that somehow they, like I did, like I grew up having these beliefs about how I can't focus, I have a horrible memory. So belief change is extremely valuable, and the other area is actually state management, meaning the emotions around certain behaviors.

So I could teach somebody how to study, but if they suffer from test anxiety, that's going to be a challenge for them. I can teach somebody how to remember a speech so they could give a TED Talk or a toast at a wedding. They could remember it long-term and they could remember it quickly. But if they have a fear of public speaking, that will inhibit the actual results. So I think in those two areas it's been the most profound. With our online clients, we've had yourself and Nick speak at our events, they have been on our podcasts, and so those two areas, in limiting beliefs, changing and reframing limiting beliefs, and also the emotions that are maybe disempowering, holding them back from actually performing.

Jessica: Yes, that makes a lot of sense. Jim, when I first met you, I made this assumption that you must have always been the smartest kid in the class, and that memory was something that was just a natural ability that you had. But the more that I got to know you, I realized that is not the case at all. Can you tell us a bit about your background and how these beliefs impacted you?

Jim: Absolutely. My inspiration really was my desperation. I had... when people see me on stages that you and I have shared, I do these demonstrations because I want to shake up their limiting beliefs. I will, maybe in an audience of a thousand people, have the first few rows stand up and introduce themselves to the whole entire audience, maybe 100 people. And I'll memorize their names in real time. They'll give me 100 words or 100 numbers and I'll memorize them forwards and backwards. But I always tell people, I don't do this to impress you. I really do this to express to you what's possible, because the truth is, every single person who is listening to this, you could do that and a lot more.

Now automatically, when I say that, I know it sounds very bold but I know this because we just weren't taught. If anything, I feel like we were taught a lie that somehow our intelligence, our potential, our memory is somehow limited, like our shoe size. But we've discovered more about the human brain, more in the past 20 years, than the previous 2,000 combined. And what we've found is we're grossly underestimating our own capabilities. The reason why I know this is because I grew up with learning challenges that stemmed from a brain injury I had in kindergarten



class. I had a very bad fall. I hit my head, and I was rushed to the hospital. This was when I was about five years old. I was five and where before my parents would describe me as very energized and very curious, after that my mom said that I was more shut down. Where it showed up the most was actually in school. I had trouble learning, like all the other kids. Teachers would repeat themselves over and over again, and I just would pretend to understand, but I didn't really understand.

I would have very poor focus. My attention would wander everywhere. I couldn't remember things. It actually, when it came to reading, which is such an important skill, it took me an extra three-and-a-half years just to learn how to read. And I learned how to actually read by reading comic books late at night when my parents thought I was sleeping. So that's why I always talk about superpowers and superheroes, because I think we all have the potential to be a superhero, a modern-day superhero. And not somebody who flies and shoots lasers out of their eyes, but maybe a mental superhero, someone who flies through books, maybe somebody who has laser focus. That was my thing, but it was really hard. I remember at the age of nine, a teacher was a little frustrated with me not getting it, the lesson, and pointed to me in front of the whole class and said that's the boy with a broken brain.

Even when I say that, it still brings up a little bit of angst inside of me, but adults have to be very careful of their external words because they become a child's internal words. That's where I feel like a lot of what we were imprinted with early on. You know, we're not born with all these, with any beliefs. We're a blank slate, but they get imprinted on us. I remember every single time I didn't do well on a test, which was often, every time I didn't get picked for sports, which was all the time, I would always say to myself it's because I have the broken brain. That became my self-talk.

I always tell people, if you fight for your limitations you get to keep them. When people come to me at events or on social media, and they say, "Oh, I have a horrible memory, I'm too old, I'm just not smart enough," we have to be very mindful of those words because the words have impact when it comes to our brains.

Jessica: Yes, absolutely. Just this past weekend I was talking to Nick, and we were having this conversation about teachers because we all now have young kids. And I have so many memories of struggling in school. Nick said to me, "I can't believe you remember all this stuff." I was talking about these different things that teachers had said. And I thought about it, and I said to him, "I think I had so much anxiety, that's why the memory is imprinted, because it's attached to such a strong emotion." We carry those things with us and unless we address them and release some of the



panic, it's very different. There's a difference between what you're doing now, remembering that time and how it felt, and being in a current situation and reliving what it felt like for the teacher to say that you have a broken brain. Or not trying, because you're scared someone might say he's not smart enough. So we limit ourselves for the fear of experiencing that pain that we felt in the past.

Jim: That's so interesting because I feel like where I have applied tapping very early on, I wanted to go to these two areas around beliefs and behaviors and feelings, and I had this... so it helped me to remove the residual effects of that broken brain. Because even as an adult, unless you go and apply a tool, there's a lot that lingers. Even when it comes to public speaking. I remember I did, early on, a session with you where, being the boy with the broken brain, I was not only introverted, but I was just... that was something I was. My family was very introverted. I became painfully shy, which is different.

Shyness is a feeling that maybe you're not enough, you can't express yourself. That really was my superpower growing up as a child. It was being invisible. I didn't want the spotlight. I didn't want to be called on in class. I remember I had a book report to give in high school, because I was failing high school English. They called my parents in and they said, "I'm going to give you one last chance." The teacher said to do an extra credit report on Albert Einstein, and I want you to do this so you can pass this class. I promised the teacher, I promised my parents I would give my all. And I worked on it for weeks. I'd always go to the library after school, back when people went to libraries.

I wrote it, and I remember I spent weeks on it. I had it even professionally bound, I was so proud of it. It had an almost leather bound, and the day it was due I brought it in and class goes on as usual. And at the end of class, the teacher was like, "I have a surprise for everybody. Jim, come to the front of the room and give your book report." I panicked! I was like... because I didn't think I had to talk about it on top of, I just thought I had to write it. I was so nervous, because I had never spoken even in class. I don't think a lot of the students even knew I was in class, because I sat all the way in the back and never spoke up. I was so nervous. My heart was beating out of my chest and I looked at the teacher and I said, "I didn't do it." And you could see the disappointment in her face. After the class cleared, everyone left, I was the only one there and on the way out I remember taking my book report out of my backpack and I threw it in the trash. Metaphorically, it felt like I was throwing away my potential, but that's how scared I was of public speaking.

It's kind of interesting. The universe has a sense of humor because my two biggest



struggles growing up were learning and public speaking, which is what I do all the time, I public speak on this thing called “learning.” But I remember the session that I did with you, because I would get nervous. It wouldn’t matter if it was an audience of 10,000 people or if it was a second grade class of people, of 7-year-olds, I would still get nervous. So tapping helped me in that area as well. I think a lot of that nervousness came from my inability to read. Remember you would get in those reading circles? It’s so horrible, and just thinking about it, you would pass around that book and that book would get closer and closer, and you’d have to read a paragraph or something. When that book came to me, the words didn’t mean anything and I would just pass the book on without reading it. But I think a lot of public speaking, fear of that, which is obviously a big challenge for a lot of people, was installed there.

Jessica: Yes, I remember when we were forced to do spelling bees within class and one of the rules was that you had to say the word out loud, and then spell it. If you didn’t say the word out loud, then you immediately got it wrong. That was the rules. I knew that was the rules, so I would purposely not say the word and start spelling it so that I could go, “Oops, I didn’t say the word,” and I could quickly sit down and be disqualified. I share that story as well because as people are listening, I am sure that they have their own story. And having this conversation, people are probably reflecting to the time when they felt this way. Maybe they have a specific memory or maybe just by having this conversation they’re feeling some physical anxiety. They’re remembering how that physically felt.

What I’d love to do, Jim, is, let’s do some tapping on this, on the belief that you’re not smart enough. The way that we have built evidence. When you have a belief, you will find evidence. You will fight for your limitation, as you said earlier. So by addressing how we’re feeling, the evidence that we bring up when we say we’re not smart enough, once we let go of the emotional charge, we can take a step back and look and realize, “That’s not who I am anymore. I was smart in different ways.” We can become our adult self, because like you mentioned, if you don’t do this work and you are invited to speak in a meeting, or you are invited to go on stage, you are not the adult Jim. You are that Jim in the reading circle, if you haven’t done the work.

Jim: I agree, and a primer for that, is I have a new belief that it’s not how smart you are. It’s not how smart you are, or how smart your kids are, or how smart your partner is, it’s how are they smart. It’s not how smart you are, it’s how are you smart. There are definitely multiple forms of intelligence.



Jessica: Yes, absolutely. So let's do some tapping around this belief and we'll also target memories from school. I'm going to keep it general. I'll cater it a bit to your experience, but for those who are going to tap along, even if it doesn't completely resonate with you, do the tapping because your mind does create the connections. And yeah, let's just start now by taking a nice, deep breath. And think to yourself, "I'm not smart enough." How true does that feel? So for those who are listening, how true does that feel on a scale of zero to ten? So ten is yeah, it's a fact, I don't feel smart enough. Zero is you don't feel it at all. I also want you to notice any anxiety that you have in your body. And measure that, the strong anxiety when you think about those past experiences, when you think about just this topic of learning and intelligence, do you feel a bit uncomfortable? Rate that from zero to ten.

We're going to do some tapping together. So Jim, I'm going to say out loud where to tap, and would you be my echo voice?

Jim: Absolutely. This would also apply for people who have a challenge with their memory. So even if people say they're not smart enough, they also might have some kind of correlating belief that "I have a bad memory."

Jessica: Yes, definitely. Let's put that in there, too. So tapping on the side of the hand, repeat after me.

Side of Hand Even though I have this belief
That I'm not smart enough
I honor how I feel
And I give my body permission to relax

Even though I have this belief
That I don't have a good memory
I accept myself
And I'm open to a new way of thinking

Even though I have all this anxiety
When I think about learning
I accept myself and how I feel

Eyebrow All of these beliefs
Side of Eye I'm not smart enough
Under Eye I don't have a good memory
Under Nose And I feel a lot of anxiety



Under Mouth When it comes to learning
Collarbone When it comes to remembering things
Under arm I remember how anxious I felt in school
Top of Head I remember how hard it was

EB I was the kid with the broken brain
SE I wasn't smart enough
UE And I had to hide it from my peers
UN And that created a lot of anxiety
UM So I learned that it was safer
CB To play small
UA To hide
TH To not put myself out there

EB Because I don't feel smart enough
SE I often don't try
UE Because I don't want to feel disappointed
UN I don't want to be embarrassed
UM So I'd rather not try
CB I'd rather not put myself out there
UA I'd rather play small
TH Because I don't want people to know

EB That I'm not smart enough
SE I recognize this pattern
UE I see how it's showing up in my life
UN And as I allow my body to relax
UM I realize I'm not that little kid anymore
CB It's not about how smart I am
UA It's about what kind of smart I am
TH I am smart in a lot of ways

EB I excel in different ways
SE And I begin to see my strengths
UE I am smart
UN I have come so far
UM I have gone through so much
CB And I honor how far I've come
UA I am showing up
TH I am ready to see my strengths



EB	Releasing this anxiety
SE	Seeing my gifts
UE	I am safe
UN	It's safe to try
UM	It's safe to experiment
CB	It's safe to make mistakes
UA	It's safe to learn as I go
TH	It is safe to be me

Okay, take a deep breath in. So I want you to start by noticing what you feel in your body. Notice if your shoulders are a little lower, or maybe by doing the tapping some other emotions came up. You began to really notice what you're feeling, and then this is an invitation to keep doing the tapping, to honor what's coming up, give it a voice and simply tap on these points.

I want to share quickly, Jim, that I ended the tapping meditation with, "I allow myself to make mistakes, I allow myself to try, I allow myself to experiment," because I have found that when you have this belief that "I'm not smart enough", we never allow ourselves to try. The same way that you didn't allow yourself to stand up and show your classmates that book report, we don't even try when we have this fear because we're so scared of being embarrassed. Yet, when we try, there are moments that we are going to fumble and make mistakes as we figure it out. If we don't learn a new way to treat ourselves in those moments, when things don't go perfectly, then we'll never have the courage to take that next step forward. Does that make sense, and do you find that to be true?

Jim: I do. I feel like it's so interesting, because you can look at a child when they're first learning how to walk; they could fall so many times, but they never say to themselves, "Oh, I'm not going to walk!" Sometimes as adults, we're afraid of making mistakes because of how it's going to look from other people. So that's definitely, I would imagine that's very true for a lot of people.

Jessica: I remember when you were telling me about your courses, my immediate reaction was anxiety because I didn't want to take something – I struggled in school as well and my fear was, "I don't want to try and then be disappointed and embarrassed again," because I had gone through that in school. By doing this work, you can begin to give yourself permission to experiment and to try. Then we realize that it's so much easier than we thought, without that anxiety, without that heavy weight of those beliefs and those emotions. So with that, Jim, you've taught me so much. I am



so good at remembering names now, and I can't tell you how many times I'm at a party and someone is like, "Oh, I can't believe you remember my name." And I go, "Well, I have this friend, Jim Kwik..."

The only reason that I've been able to take in the tools that you share, I believe, is because I've been able to do this work on how traumatic my life in school was. I'd love to learn a tip now. Like, we just did some tapping; we're feeling a little more open; we're definitely going to do more tapping, but when it comes to our memory, can you give us some information on how to improve it?

Jim: Absolutely. So there are three Ms that come to mind whenever we need to perform, or whenever we need to create a new result in our life, whether it's remembering names, whether it's public speaking, whether it's creating a great relationship or more wellness. I feel like the three Ms go from Mindset, to Motivation, to Mechanics. So what we're talking about a lot right now with the tapping is dealing with the mindset of things like our identity, the mindset of our beliefs, of also what's possible. So the mindset actually allows us, it's the upper limit of what is possible in our world. So that's why I think tapping is wonderful, to be able to help remove some of those obstacles or those limits.

Once you know what's possible, you need motivation. So even, so for example, remembering names, a lot of people aren't really tapped into their motivation. Where mindset opens up possibility, motivation is really purpose. So something simple everyone could do when they're meeting somebody, and it's so simple, so many people won't do it because it's simple, is asking yourself, "What's my purpose in remembering this name? What's my motivation?" So like, "Why do I want to remember this person's name?" Maybe it's to show the person respect. Maybe it's to show that I care. Maybe it's to practice these things that I learned in this Summit. Because if you can't come up with one reason, you probably won't get the result, because reasons reap results and so just having that motivation where you care, and then you're going to remember the name more. Then this is true, because we don't remember all names, most people. But we certainly don't forget everyone's name either.

I believe genius leaves clues, that if somebody... if you remember names, there's probably a reason or a motivation, some inherent purpose. Maybe it is to do some business with them. Maybe you'll remember their name because you're attracted to them, there's some kind of motivation. So I would say to really tap into your motivation when you're meeting somebody.



Then the final M, after you know what's possible in terms of mindset and you've overcome those limiting beliefs about how smart you are, and you have the motivation to do so, then the third M are the mechanics. These are the tools, and so if we have... the mindset is the what's possible, the motivation is the purpose, the mechanics really is the procedures, if you will. What do you do to remember someone's name? So one of the things you could do is just remember this acronym. You want to be suave, be suave.

So next time you go to a wedding or a social function or you're going to a business conference, when you're checking yourself in the mirror, you're checking what you're wearing, your makeup and everything, I want you to say to yourself, "I'm going to BE SUAVE." And it's an acronym, very easy to remember. The B is for "Believe", and we've already talked about that. If you believe you can, or believe you can't, either way you're right. Henry Ford said that. I believe that your brain is like a supercomputer, and your self-talk is a program that will run. So if you tell yourself you're not good at remembering names, you won't remember the name of the next person you meet because you programmed your supercomputer not to.

If people truly knew how powerful their mind was, I don't think they would say or think something they didn't want to be true. That's not to say you have one negative thought and it ruins your day any more than just eating that one junk food does, but it's the consistency of it. So part of managing your beliefs and your self-talk is just self-awareness. Notice that it's happening, and then check yourself. So, if you say to yourself, "I'm not good at remembering names," you find yourself saying that in the here and now, add the word "yet" at the end. "I'm not great at remembering names yet," because it opens up that possibility. So reduce those what they call ANTs, Automatic Negative Thoughts, and obviously tapping is an amazing tool to do that.

The E in BE SUAVE stands for Exercise. I don't mean physical exercise, though people who are more physically active will do better on mental acuity tests, focus, and memory, because what's good for your heart is going to be good for your head. When you're exercising, you have more blood flow, which means more oxygen to your brain. And so I don't mean exercise in that context, I mean practice, because practice makes progress. Practice makes progress. So you need to practice this, just like anything else – learning how to type, learning how to ride a bike, learning how to drive a car. You practiced it and then you had that capability. Same thing with names. It's a capability, it's an ability that you could learn how to do. So the bad news is it takes effort. The good news, it doesn't take as much as you think.

For as good as I am at remembering names, which I think is one of the most



important skills to have in your work, in your life, because it's hard to show somebody you're going to care for their wellness, their future, their finances, their family, whatever it is you have to offer them. If you don't care enough just to remember their name, as good as I am at that, I've never improved much more than the first 30, 60 days. Because once you know how to ride a bike, you know a ride a bicycle, so I would say practice this each day. How many times do we have an opportunity to do that? Whenever you meet a new person, whenever you're watching television and there are new characters being introduced, or a talk show, or Dancing with the Stars, practice these tools. Then the SUAVE, the S is when you learn somebody's name. They tell you their name, the S is Save A Name. Repeat the name back to them, and that means you get to hear it twice, which helps you with your verbal recall. You get to hear it from them, and then you get to hear it from yourself. That's your auditory memory.

Also you want to say it because it means you heard it correctly. Sometimes you're in a noisy environment and you didn't hear it properly, and you don't want to have a 20-minute conversation with Ted and say, "Goodbye, Ed." You want to get corrected up front. So you say it. The U is you Use The Name. Use it, and you don't want to use it – if you use it too much, it's an abuse. It's like you add the A and the B in front of use, Jessica, it's so good to talk to you. Jessica, do you want to grab lunch? Jessica, how has it been? That would be abuse. But you want to use it three or four times in the context of the conversation.

The A in SUAVE stands for Ask. This is a wonderful, simple tool you could use when you meet somebody, especially if the name is different, a name that you haven't heard before. What can you ask about a person's name? Like maybe people are thinking about it, how do you spell it?

Jessica: Does it have a special meaning?

Jim: Exactly! Or who were you named after? What's the origin? Where is it from? So those are the kind of questions you could ask. I remember I was doing a training for a group company, and the training director, there was about 100 people in the audience, the training director's name was Nankita. And I was like, "Wow, that's a beautiful name, where is it from, how do you spell it? What does it mean?" And she paused, and I was like, "What does it mean?" And she looked at all her coworkers, and she says, "It means 'graceful falling waters'." And I was like, "Wow!" Yeah, and a lot of her coworkers did the same thing, right? Based on their reaction, I was like, "How long have you worked here, Nankita?" She was like, "Four or five years, with a lot of these people, yes. Many of them are good friends, they were at my



wedding.” I said, “Raise your hand,” to the audience, “Raise your hand if you knew that’s what her name meant.” And out of 100 people, how many people raised their hand? None, none, nobody raised their hand. Remember that saying, “Their name is the sweetest sound to a person’s ears.” So get the names, ask about a person’s name.

Then the V in SUAVE stands for Visualize. This is a fun technique, because we tend to remember more what we see than what we hear, meaning you remember the face. You go to somebody and you say, “I remember your face, but I forgot your name.” You never go to someone with the opposite. You never go up to them and say, “I remember your name, but I forgot your face.” That wouldn’t make a lot of sense, because there’s a Chinese proverb that says, “What I hear, I forget. What I see, I remember. And what I do,” going back to practice, “I understand.” What I heard I forgot, meaning I heard the name, I forgot the name.

What I see, I remember. I saw the face, I’ll remember the face. So if you tend to remember what you see, then the V stands for visualize. Then try to visualize what you want to remember. So it’s a little game where if a person is... you take the name and you try to come up with a picture to help remind you of the name. It’s similar to when people forget a name. Have you ever done this, Jess, where you get someone’s name and you forget it? But then you start going through the alphabet, does it start with an A? Does it start with a B? Does it start with, and you get really nervous around W, because there’s not a lot of letters past that, but sometimes it works, right? Does it start with a D? Oh yeah, it’s David.

But what if actually instead of a letter D, you use a slingshot. Imagine you meet someone named David and you take a slingshot in your mind and hit him on the nose with it. And all of a sudden, 20 minutes later, you’re saying goodbye to David, and you’re like, “Oh what did I do to him? I hit his nose with a slingshot, what’s his name? David,” for David and Goliath. So if a person’s name is Matt, you can imagine using their tie as a doormat. This is in the privacy of your own mind. You’re not sharing this with the person, right? But it is a technique to be able to overcome what I call the six-second syndrome. Six-second syndrome means you heard the name. You have six seconds to do something with that name, otherwise it’s going to disappear. We’ve all had that experience. You break the handshake, and the name just falls right through the floor.

So if a person’s name is Carol, imagine they’re Christmas caroling. You’re like, “That’s so childish!” But who are the fastest learners? Children, right? Children make fun of names. With a name like Kwik I got made fun of so much growing up, but that’s how children learn. They use their imagination, they add emotion to it. If a



person's name is Mary, you can imagine them getting married or imagine they're carrying two lambs underneath their arms while they're eating that hummus dip in the corner there. You imagine that and you won't forget that a half an hour later. You'll never forget that if that really happened. The mind doesn't know the difference between something you vividly imagine and something that's real. So the technique for visualization, the V, is to turn the name into a picture. An easy TIP, TIP, Turn Into Picture. Now you've heard the name, you see the name, and then if you add some emotion in it, then you feel the name also. Those are the three ways, primary learning systems, our learning styles. We learn through seeing and feeling and also through hearing. But when you can use all three in this technique, it's going to last a lot longer.

Finally, the E in SUAVE is End, because what you want to do is when you say goodbye, say goodbye using their name. "Nick, have a great day." "Alex, this has been a real pleasure." You know, "Jess, we have to do this again." Because if you can walk into let's say a room and meet 15 strangers, and leave saying goodbye to every single one of them by name, who are they all going to remember? They're all going to remember you, and that's a standout skill.

Jessica: Yeah, as someone who uses this technique, I will say for those who are listening, it is so much easier when you put it into practice. Obviously you have to talk it out, and it seems like a lot of steps, but now... the other day I met up with you in New York, and I got to the event before you did. I was just introducing myself to strangers because I walked in by myself. I was like "Okay, I took a deep breath, and I'm like okay, I'm going to meet some people." And I was able to do this technique and for me, the biggest strange, you said it from the start, is it's about your beliefs, about your state. And for me, learning something in the past would always, again, remind me of struggling in my childhood, that I wouldn't want to try.

What you've taught me to do is to take this and make it fun and experiment so that we don't have to get it right the first time, and it can be a fun game. And although I don't do it perfectly, I have a really good time going to parties and just trying this. Sometimes I succeed, and sometimes I don't, but the playful spirit around it is so helpful. And you made such a good point, who learns the best? It's the kids, who are playful and use their imagination.

Jim: And I love that word "play", because I used it the other day on stage and I was like, you know, children learn well because they play. They're not afraid of making mistakes, and they have positive emotions associated with that. Somebody said, "Well, I stopped playing because I grew older, I matured." I was like, "No, you



grew older because you stopped playing.” It keeps you young, and you’re right, it’s a mindset, this play. So you could play the name game and then challenge yourself each time. We know when we make something fun we’re more likely to – don’t go out there trying to memorize 50 people’s names. Start with one and then two, you build up, just like anything. Little by little, a little becomes a lot.

Jessica: Yes, absolutely. What you just taught us here, can we implement some of these tools with memorizing other things? For example, people have these ten days, they’re listening to the Summit, and they want to remember. (Side note, I think people remember the Summit more than other events because, since we’re doing the tapping, it is such an emotional experience, that I feel like the emotions create an anchor to remember things.) But is there anything else that we can... the mechanics of remembering something or how we can support ourselves through the Summit, as we’re learning new things?

Jim: There are many things everyone can do to be able to remember more in this Summit. I’ll go through maybe a few things, just right now. One of the things that would help is just remembering if you want to learn faster, remember this acronym, FAST. I like acronyms because remember back in school, those are like the only things I did remember? When it was like the Great Lakes, it was HOMES. You’d picture homes on all these lakes, and HOMES remind you H was Lake Huron, O was Ontario, M was Michigan, E was Lake Erie, and S is Lake Superior, right? So these things, like Roy G Biv for the colors of the rainbow, red, orange, yellow, green, blue, indigo, violet.

So remember FAST. As you’re going through the Summit, or you want to learn anything faster, it helps to remember these four things, FAST. The F is to learn something faster, what I start with is I Forget. And you’re like, Jim, you’re the memory guy. Why are you forgetting? Why are you telling me to forget? Well I think a lot of people, they don’t learn something because they feel like they already know it, right? Maybe they had some kind of exposure to this before and their cup is full. So I would temporarily forget what you know about the subject, so you could have an empty cup, because it’s cliché, but like a lot of clichés it’s true.

Your mind is like a parachute and it only works when it’s open. This is the state of the beginner’s mind you hear about in Zen, where you can learn so much more. So you temporarily forget what you know about it, so you can learn something from that instructor, because they might have a different point of view, of explaining it, and if we’re so locked into our point of view, we’re not going to learn something new. The second thing I would forget, while we’re on the subject, is forget about



situational things that are going on in your life because, as you're listening to the Summit, some people will do other things, and I would really recommend you don't do that. Sometimes we listen to audio books or we listen to podcasts or summits like this, and I would recommend that you schedule that time and just be fully devoted to that, because you'll get more out of it.

Sometimes if you're doing this, or you're doing something else, or you're thinking about something else, if a thought comes into your mind and you're thinking about the kids or you're thinking about something you need to do later that day, a great tool is a pad and paper. Just write it down, so you capture it, so your mind can release it. You don't want to fight not thinking about it because you're just going to think about it more. So forget about what you know about a subject, so you can look at another point of view as you're going through the Summit. Forget about situational things that aren't really important, and if something does come to your mind, just write it down so you can deal with it later.

The third thing I would say forget, forget about in terms of what your limits are. That's the whole point, it's kind of meta talking about the Summit because the Summit will help you overcome a lot of those limitations, but forget what's possible or what you believe is possible in the moment because it will open up whole new universes for you.

The A in FAST, to learn something faster and to remember it, is to be Active. I think that's why your Summit has the longevity it's had for so long. It was like the first, and it's every single year, is because it's interactive. Learning is not a spectator sport. And yet, going through a traditional education, a lot of us had the experience of a teacher lecturing to us all the time. The assumption was that you were just receiving it, and the human brain doesn't learn best through consumption. It actually learns the best through creation, through creativity, through getting involved in something, and co-creation with other people, like what you do with this Summit. So I would say to get more out of this Summit, is to make sure you do, you're active.

A big part of being active is to actually do the tapping along with. A big part of being active is taking notes. When you're not doing the Summit, like we're not doing the actual tapping itself, and how I take notes is very simple. It's a whole brain way of taking notes. I take a piece of paper, and I'm very analog. I believe that when you write things down, you encode it differently than if you record it digitally. And also one of the reasons why is most of us could type as fast as somebody could talk but we can't write that fast. So when you're forced to write, it forces you to start



using filters to qualify what you're listening to, so you're not just taking full transcription of something, that's not very useful, where you're actually filtering for the most important, practical things.

Jessica: I never thought of it that way, yes.

Jim: All the studies, when they talk about people taking notes, handwritten versus digitally, they'll do better on test when they are handwriting notes. So what I do is I take a pad of paper, put a line down the middle of the page, and on the left side I capture, and on the right side I create. Now, what's the difference? On the left side, I would be note-taking and on the right side I'm note-making. It's subtle, but it's fundamentally different. On the left side, I am capturing and note taking, the BE SUAVE and FAST, and I'm writing down what I'm learning there. On the right side, I am writing my impressions of what I'm taking on the left side, meaning that maybe I'm writing something on the left side about how to remember names, and on the right side if my mind is going to go somewhere else, sometimes it wanders, I want it to wander on the right side of the page. I'm writing like, "How am I going to use this, how does this relate to what I already know about this?" So you're actually making new notes, and plans, and such. That's another way of being active, so I would encourage you, when you're going through it, you'll get so much more out of it by doing it, doing the tapping every single time, even if you feel like it's something that you know already. I would still do it to be really, because how you do anything is how you do everything. If you train yourself to be active, you're going to be doing it even beyond the Summit. Then taking notes, also as well.

The S in FAST stands for State, and state is just, we could describe that as a snapshot of our mood, of our mind and our body, how we're feeling. State is very... all learning is state-dependent and that's why tapping is such an incredible tool, to be able to up-level our state, or to be able to reduce negative feelings, to be able to, so we can behave in the way that we want to be able to produce results. And so knowing that all learning is state-dependent, as you're listening to this, I would be conscious of, and aware of, how you're feeling throughout the process, because one of the keys to a long-term memory is adding emotion to something. Because information by itself is very forgettable, but information times emotion becomes more of a long-term memory.

That could apply towards even school. Most people felt in school boredom, or they felt anxiety, and that really shunts the learning process. So that's why maybe we could do a tapping around state.



Jessica: Yes.

Jim: Then finally, the last letter, T, in FAST, where F is Forget, A is being Active, S is State, T stands for Teach. And one of the best recommendations I could give you to be able to retain more and be able to actually use it, to take the knowledge and turn it into real power, is to learn with the intention of teaching somebody else. So if you could go through this Summit and learn, and think about somebody that you love, somebody that you care about, that you feel would get benefit, that you wish was going through this with you, learn with the intention of teaching that person. Because I feel like the best teachers are the best students, and vice versa. So if you learn with the intention of teaching, if you had to give a presentation on this conversation we're having right now in a couple of days, would you focus differently? Would you take notes differently? Would people be posting different questions on social media? So learn with the intention of teaching, because again, when you teach something you get to learn it twice.

Jessica: Yes, that has all been incredibly helpful. From the very beginning, you said that you love tapping because of the way it helps with beliefs, and also state management. We did some tapping earlier on beliefs, and just to recap quickly, what's so powerful is to give a voice to the memories that we have. You can imagine speaking to a friend and just tapping while you talk through what happened in second grade, and how it felt. Just by giving it a voice, you'll notice your body begin to relax. You'll notice some relief. Then I love to bring in some more positive statements, and you've given us so many things to think about, like how it's not how smart you are, it's what kind of smart you are. We have intelligence in different ways, so honoring the areas in our lives where we do excel.

So with that, I would love to fit in some quick tapping on this state management. Jim, when you are working with someone and you know that they need to shift their state, where do they start and where do you want to lead them? What's ideal?

Jim: So states that we talk about that really are embodied by children, states of play and, you know, because a lot of people don't associate enjoyment to the process of learning because of how they processed it through traditional education. They felt like maybe half a room feels like school was boring, the other half was, they were totally confused, and those are the states they associate to learning. I would say on the opposite side, states that are enriching are states of playfulness, states of focus and creativity, states of confidence and boldness, because if you feel that level of confidence you're more likely to risk making mistakes. So those are some of the states, states of curiosity and fascination.



There's that Rumi quote that says, "Sell your cleverness for bewilderment." How's that for a statement? When is the last time we felt bewildered about something? So confidence, curiosity, a sense of playfulness and fun, a sense of focus, determination. All those are states that will lead to us retaining information better and showing up more for ourselves, as opposed to the states that can hold us back, these states of doubt, these states of being in fear, fear of being criticized, a fear of what other people would think.

Jessica: Yes, absolutely. So let's do some tapping, and now, this tapping is going to be ideal before putting yourself in a situation where you want to learn. So the tapping we're doing now is probably going to help you with the next Summit presentation. It's so powerful to be in the moment, to release the stress and anxiety. Then we're going to bring in this new way of thinking that you've just shared. So let's just simply take a deep breath in now, and get ready for the process. And if you'd like, you can measure any stress or tension. We talked about being bored and confused. Maybe you're not feeling that right now, but maybe you can remember a time when you were setting yourself up to learn something and you already felt a bit intimidated, a bit confused, or a bit overwhelmed, whatever it is. Let's start tapping on the side of the hand, and repeat after me.

Side of Hand Even though I struggle remembering things
I acknowledge this belief
And I am open to a new way of thinking

Even though in the past
I felt a lot of pressure and anxiety around learning
I honor how hard that was
And I am open to a new way

Even though learning has been boring or confusing
I honor this past experience
And I'm ready to move forward in a new way

Eyebrow This pressure to learn
Side of Eye Any remaining anxiety
Under Eye And I remember how bored I was
Under Nose School was either confusing
Under Mouth Or boring
Collarbone No wonder I have trouble remembering



Under arm	I honor how hard this has been
Top of Head	And I've created beliefs around this
EB	That I don't have a good memory
SE	That I'm not that smart
UE	I'm beginning to question these beliefs
UN	And I now understand why I felt this way
UM	I can have more compassion for myself
CB	I have more compassion for that little kid
UA	That struggled in school
TH	And with this new compassion
EB	I become more curious
SE	Maybe this can be easier than I thought
UE	Maybe this could even be fun
UN	I release the need to be perfect
UM	I am simply open to the experience
CB	And I focus on making this more fun
UA	I replace my self-criticism
TH	With curiosity
EB	How can I make this more fun?
SE	What inspires me?
UE	How can I feel this bewilderment?
UN	I am open to these new emotions
UM	I am open to making this fun
CB	I am open to experimenting
UA	I am open to playing
TH	And sharing everything I'm learning
EB	I am really smart
SE	I am capable
UE	I release the pressure
UN	To do things perfectly
UM	And I allow myself to experiment
CB	I release the need to know everything
UA	I am open to learning new things
TH	And to look at things differently
EB	This new bewilderment



SE	This new curiosity
UE	This new sense of joy
UN	I am exploring
UM	I love adventure
CB	And learning is the new frontier
UA	I am open to making this fun
TH	This is a new adventure for me

Take a nice, deep breath in. Great, and notice how you feel. Let's just future pace a little bit. Let's think ahead, feeling this new curiosity, this new sense of adventure, this new playfulness. What's it feel now when you think about learning something new? Remembering things, experimenting with all the acronyms that Jim has taught us? Suddenly it becomes more fun, more exciting, and there is this willingness to have the experience. Jim, how is that for you?

Jim: I feel lighter, and I feel like, anticipating. I love this challenge, it's like you can't wait to play this game.

Jessica: Exactly. You know, you have taught us so much. I can imagine people going back to this interview, now with this new knowledge, listening again, being playful, being curious, talking to their friends about it, and we're really able to approach things in this new way. I want to thank you so much. Like I said earlier, you have made such an impact on my life and I am so thrilled that you are sharing your tools and your heart with our community. Thank you so much for being with us.

Jim: Thank you so much Jessica, and thank you everybody for being on this journey.