



Boost Your Brain Power - How to Improve Your Memory, Focus and Ability to Learn Easily

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The ability to focus and remember things is essential to our growth. Learning is a super-power, and you can be a super-hero with just a few “tricks”.

We'll learn about them in a moment, but I first want to say a word about Tapping. 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 to learning, and Tapping is one of the best tools I have come across. You see, people 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 can't focus, then they're hindering their own success. So changing your beliefs is extremely valuable. The other area where tapping is so important is in state management, meaning the emotions that we feel around certain behaviors.

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.

We've discovered more about the human brain in the past 20 years, than in the previous 2,000 combined, and what we've found is that we're grossly underestimating our own capabilities.

Let's start right off with some tapping on the belief that you're not smart enough. When you have a belief, you will find evidence, you will fight to prove your limitation, so by addressing how you're feeling, the evidence that you bring up when you say you're not smart enough, you can take a step back and realize that's not who you are anymore. You are actually smart in different ways. Remember, it's not how smart you are, it's how are you smart. There are multiple forms of intelligence.



When you think of this belief that “I’m not smart enough,” what does it bring to your mind?

We’ll also target memories from school. What memories do you have, that lead you to believe you were not smart enough, or not as smart as the other kids?

Let’s start now by taking a nice, deep breath, and think to yourself, how true does that feel? How true does that feel on a scale of zero to ten? ____

Also notice any anxiety that you may have in your body, and measure that, the strong anxiety when you think about those past experiences, when you think about this topic of learning and intelligence; do you feel a bit uncomfortable? Rate that from zero to ten. ____

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

Take a deep breath in, and notice what you feel in your body. Notice if your shoulders are a little lower, if you're a little more relaxed, or if any other emotions came up. Write down what you noticed:

What is your new level of intensity? ____

And as you begin to notice what you're feeling, keep doing the tapping, to honor what's coming up, give it a voice and simply tap on these points.

The Three Ms

Whenever we need to perform, or create a new result in our life, whether it's remembering names, finding the confidence for public speaking, creating a great relationship or more wellness, I use the method of the three Ms: Mindset, Motivation, and Mechanics.

Mindset refers to our identity, our beliefs, our belief in what's possible. Our mindset defines the upper limit of what is possible in our world. That's one of the reasons why I think tapping is wonderful, because it helps us to remove some of those obstacles or those limits.



Once you know what's possible, you need **Motivation**. Where mindset opens up possibility, motivation determines your purpose. Something simple everyone could do when they're meeting somebody new is asking yourself, "What's my purpose in remembering this name? What's my motivation?" "Why do I want to remember this person's name?" Maybe it's to show the person respect. Maybe it's to show that you care. Maybe it's just to practice these things that you've learned in this Summit. If you can't come up with one single reason, you probably won't get the result, because reasons produce results. So just having the motivation is going to help you remember more.

And 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 – is **Mechanics**. These are the tools, the procedures.

The Best Acronym

What do you do to remember someone's name? One of the best things you can do is 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." It's an acronym, very easy to remember.

The B is for "Believe". We've already talked a little about that. Henry Ford once said, "Whether you believe you can, or you believe you can't, you're right." You see, your brain is like a supercomputer, and your self-talk is a program that it 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've programmed your supercomputer not to.

Part of managing your beliefs and your self-talk is simply 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." It opens up that possibility. So make an effort to reduce those ANTs – Automatic Negative Thoughts – and once again, tapping is an amazing tool to help you do just that.

The E stands for Exercise. This doesn'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) but instead it means practice,



because practice makes progress. You need to continuously practice this; it's an ability that you can learn. The bad news is that it takes effort; the good news, however, is that it doesn't take as much as you may think. So whenever you meet a new person, or you're watching television and there are new characters being introduced, or a talk show, or whatever it may be, practice using these tools.

The S is for Save A Name. This is where you learn somebody's name. They tell you their name, you 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.

You also want to repeat it back to them to make sure 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 for Use The Name. Use it, but be careful not to abuse it. 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? For example, how do you spell it? Or does it have a special meaning? Or who were you named after? What's the origin? Where is it from? Remember the saying, "Their name is the sweetest sound to a person's ears." So get the name, and then ask about the name.

The V in SUAVE stands for Visualize. This is a fun technique, which we need because we tend to remember more what we see than what we hear; you remember the face, but not the name. So try to visualize what you want to remember. It's a little game where you take the name and you try to come up with a picture to help remind you of the name.

Say you meet someone named David, you could visualize him using a slingshot, as in David and Goliath. Or imagine you take a slingshot and hit him on the nose with it. All of a sudden, 20 minutes later, you're saying, "Goodbye David." If a person's name is Matt, you might imagine using his tie as a doormat. Or if a person's name is Carol, imagine she's Christmas caroling. This is in the privacy of your own mind, of course! 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.

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.” “Jess, we have to do this again.” Because if you can walk into 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.

F. A. S. T.

Another great acronym for a trick to learn things faster!

The F means I must first **Forget!** This is because a lot of people don’t learn something because they feel they already know it. Maybe they had some kind of exposure to this before and their cup is full, so you need to temporarily forget what you know about the subject and start again with an empty cup.

Remember, your mind is like a parachute: 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, which allows you to 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 about are 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.

If a thought comes into your mind while you’re listening to this Summit – you think about the kids, or about something you need to do later that day – a great tool is a pen and paper. Just write it down, so you capture it, and 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 what you know about a subject, so that 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. And then also forget what your limits are. 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 is to be **Active**. 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, but the human brain doesn't learn best through consumption. It actually learns best through creation, through creativity, through getting involved in something, and co-creation with other people.

A big part of being active is to actually do the tapping in this Summit, and also taking notes. How I take notes is very simple: it's a "Whole Brain" way of taking notes. I take a piece of paper and write on it. When you write things down, you encode it differently than if you record it digitally. One of the reasons for this is that most of us could type as fast as somebody could talk, but we can't write that fast. When you 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.

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". 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 may write like, "How am I going to use this, how does this relate to what I already know about this?"

The S in FAST stands for **State**. We could describe this as a snapshot of our mood, of our mind and our body, how we're feeling. 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, 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, 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.

Then finally, the T stands for **Teach**. One of the best recommendations I can 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 benefit, learn with the intention of teaching that person. Because the best teachers are the best students, and vice versa. So learn with the intention of



teaching, because again, when you teach something you get to learn it twice.

So once again, FAST:

F is Forget,
A is being Active,
S is State,
T is for Teach.

Let's do a round of tapping on state management. 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. Let's just take a deep breath in now and get ready for the process.

One of the most common states in learning is being bored or 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. Make a note of it here:

And now measure any stress or tension, zero to ten: ____

Let's start tapping on the side of the hand:

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, 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 does it feel like now when you think about learning something new, remembering things, experimenting with all the acronyms that you've learned? Hopefully it becomes more fun, more exciting, and you have a new willingness to have the experience.



JIM KWIK, his real name, is the widely recognized world expert in memory improvement, brain optimization and accelerated learning. After a childhood brain injury left him learning-challenged, Kwik created strategies to dramatically enhance his mental performance. He has since dedicated his life to helping others unleash their true genius and brainpower. For over two decades, he has served as a brain coach to students, seniors, entrepreneurs, and educators. His work has touched a who's who of Hollywood's elite, professional athletes, political leaders, and business magnates, with corporate clients that include Google, Virgin,

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Through keynote speeches, he reaches in-person audiences totaling more than 200,000 every year, as well as online videos totaling hundreds of millions of views. Kwik is regularly featured in media, including Forbes, HuffPost, Fast Company, Inc., and CNBC. He is the host of the acclaimed "Kwik Brain" podcast, which is consistently the top educational training show on iTunes. KwikLearning.com's online courses are used by students in 195 countries. Kwik is an advocate for brain health and global education, with philanthropy ranging from Alzheimer's research to funding the creation of schools from Guatemala to Kenya, providing health care, clean water and learning for children in need. His mission: No brain left behind.