

III. LIFE LEARNING TECHNIQUES FOR BRINGING OUT THE FULL POTENTIAL OF YOUTH AND TEACHERS

OLYMPIC ATHLETE EXAMPLE

U.S. Olympic pentathlete Marilyn King says flatly, “Potential is a state of mind.” King’s insight was forced upon her by an injury. Confined to bed in the months leading to the Olympic trials, King knew she had to keep training, **so she did in her imagination**. She won second in the pentathlon. Now, as president of Beyond Sports, King uses “applied Olympic thinking” to coach adults in power states of mind, to **help kids become world-class learners**. “Once a negative self-fulfilling prophecy begins to be replaced by a new script, a new film loop - watch out.”

AT-RISK HIGH SCHOOL MENTORING EXAMPLES

The F.A.M.E. Foundation uses its “Champion Vision” class to **mentor youth** in the fundamental skills of being successful and striving for their potential. “Champion Vision” classes focus on:

Relaxation and Breathing techniques
Affirmation and Visualization techniques
Developing a sense of purpose
Developing Dreams/Future Achievements
Charting current and future progress with goal-setting
Understanding Financial Literacy
Personality Recognition
Resume Crafting
Job Interview Preparation

Here are some quotes from students participating in Champion Vision.

“It (my thinking) changed by me thinking more about my future. How big I think. How small I think. It helped me to keep looking deep in myself. It helped me understand we can do it if we put our mind to it. The world is in my hands.”

“It (the class) helped me think about long-term goals and how to manage my money and how I can do anything I set my mind to. This class helped me to believe in myself.”

“This class has helped me in many ways. The way in which it helped me the most is that it has motivated me. It has made my goals easier to attain and has helped me better visualize my future.”

SCIENTIFIC RESEARCH EXAMPLE

“The brain’s cortex, the center of our intellectual functions, represents 85 percent of brain mass. The remaining 15 percent of the brain, the limbic system, handles our emotional functions. Researchers at McGill University in Montreal found that music functions as a key link between the cortex and limbic systems, suggesting that it’s virtually impossible to study or play a musical instrument without feeling a wide range of positive emotions such as joy, happiness, love and tenderness. From this research, Author Sharlene Habermeyer, in her book, *Good Music, Brighter Children*, concluded, “...and when we allow these emotions to be a part of the learning process, our education becomes richer, more meaningful, longer lasting, and has greater impact in our lives.”