



EXPERIENTIAL INTELLIGENCE BEFORE ARTIFICIAL INTELLIGENCE

LIMITLESS – JAMES KWIK

THIS SWPS™ 7 SERIES TOPIC - LIFETIME LEARNING LESSONS

SHARED WISDOM PATTERNS SNAPSHOTS (SWPS™) HOTSPOTS OF 2D <=> 3D INSIGHT

EXPERIENTIAL INTELLIGENCE (EI) & VALUES BELIEFS CONVICTIONS® (VBC'S)

EI includes everything experienced from "womb to tomb" that impacts & shapes human self identity Choose/Rank Judgment Patterns. VBC's® define your personal legacy of "senses driven" ability to perceive and interpret everything you experience 24/7 as either a Positive/Uncertain/Negative encounter in life. A SWPS™ 7 Portrait Series Choose & Rank Thinking Tool provides a comprehension leap forward in better understanding the influences on one's life with your EI/VBC's Judgement Patterns decisions.

(1) The constant autonomic (unnoticed) perspective shifting with 2D<=>3D perception greatly influences interpreted meaning of any digital or printed image.

(2) The merging of Human General Intelligence Q&A thought and reasoning (HGI) with AI generated Artificial General Intelligence (AGI) programmed Q&A "thought" that creates our thinking identity.

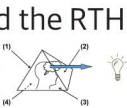
LIFETIME LEARNING LESSONS

This remarkable book, LIMITLESS, by Jim Kwik, takes words we use today to describe our past formal schooling experience – like "study", "lessons", "exams", "report card scores" and transforms our out-of-date ideas about "how to be taught" into immediately useful, powerfully progressive study strategies about "LEARNING". He lays out specific steps and clear instructions to help us all build better routines and rituals into lifetime positive habits of "teaching oneself how to learn better" with the results of greatly enhancing our memory and recall abilities.

HOW TO COMPLETE A SWPS SERIES™ FOR AWARENESS ENHANCEMENT

CHOOSE 4 SWPS PORTRAITS

Skim/read the statements positioned around the RTH thinking head clockwise, 1,2,3,4 (or 1-8).
Then scan the content in the Summation Boxes (SB) and Conclusion Boxes (CB) on each SWPS Portrait. Review all 7 SWPS Portraits in this series. Choose your 4 favorite SWPS Portraits and note this in the upper right hand corner of your chosen SWPS Portraits. 1st "✓" here to CHOOSE this SWPS ____



REASONS NOTES

What new interpretive EI/VBC's insights have appeared? Write what you deem important on the feedback lines at the bottom of each chosen SWPS portrait.

EI/VBC's Judgement Insights:

RANK YOUR 4 SWPS PORTRAITS 1-4

Was it more EI self-awareness satisfying NOW to use your evolved complete brain focus as you rank your 4 chosen SWPS Portraits, 1-4, of this series?

Rank given to this SWPS:

1__ 2__ 3__ 4__

Now RANK the 4 Summation Boxes (SB) on the 4 SWPS Portraits you chose.

Rank this Summation Box: 1__ 2__ 3__ 4__

Now RANK the 4 Conclusion Boxes (CB) on the 4 SWPS Portraits you chose.

Rank this Conclusion Box: 1__ 2__ 3__ 4__

RECORD/RETAIN

Now RECORD the choosing/ranking numbers (#'s) from completing this SWPS Series on the Response Report (page 10). RETAIN your 4 chosen SWPS Portraits and Response Report for future reviews to enhance your life success and satisfaction.



SHARE your recorded EI/VBC's Judgement pattern report with others. Email your 4 SWPS and Response Report with your comments to **INFO@EIB4AI.COM**

TAKE A MINUTE TO REFLECT

Were you aware of any 2D<=>3D mental intentional shifting as you read the RTH Thinking Head statements? Can you recognize if you engaged your whole brain to choose your 4 SWPS Portraits? Were you aware of your EI/VBC's Judgements forming in your thoughts? Did your reasoning go from left brain to right brain and back and forth as you ranked the SB's 1-4, CB's 1-4, on your 4 chosen SWPS?

Go to www.EIB4AI.com/NOWWHAT for further uses and suggestions.



LIMITLESS – JAMES KWIK

THIS SWPS™ 7 SERIES TOPIC - LIFETIME LEARNING LESSONS

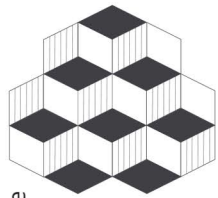
2D <=> 3D PERSPECTIVE SHIFTING OVERVIEW

Ready to evolve your reasoning habits in a way that enhances the benefits of using your Experiential Intelligence?

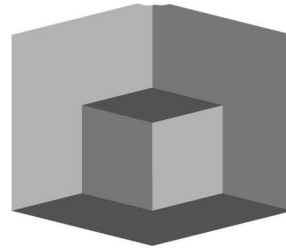
Connect with your self awareness to gain perspectives of your comprehension skills from whole brain, left brain, right brain that evolves complete brain thinking.

Automatic Perspective Shifting

Autonomous Reasoning

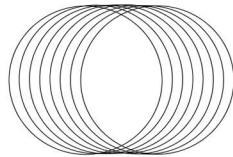


Black and White Cubes:
The figure reverses so that either 6 or 7 cubes are perceived.
(Sensation + Perception Page 321 Figure 17.15b Schiffman)



With continued inspection, the 2D drawing shifts from a cube with a corner missing to a cube in the corner. (Source unknown)

Friendly tip: Turn this page 90° to the right to enable quicker shifting.



Series of Rings: Either end of the series of rings may be seen at the near or far end of a tube.
(Sensation + Perception Pg 321, Fig 17.15d Schiffman)

Intentional Perspective Shifting

Rational/Intuitive Reasoning

SUMMATION BOX (SB):

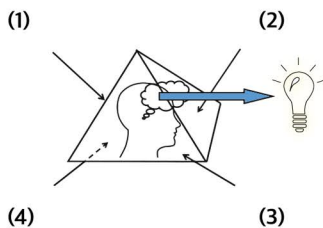
An introduction to the book's hotspot of the author's shared knowledge.

Reference
Book's
Pages

Read statements related to the hotspot topic clockwise, as they go around the 2D<=>3D RTH encapsulated thinking head.

4-sided RTH

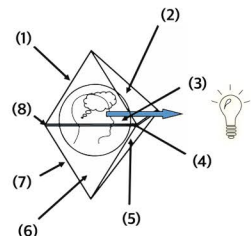
Thinking Head Commentary Collective



The RTH Thinking Head Commentary Collective (4 or 8 sided) transcends 2D<=>3D "this or that" perception habits and escalates a complete brain understanding for viewing. The SB and CB components of the SPWS Portrait allowing a Left to Right Brain - back and forth shifting.

8-sided RTH

Thinking Head Commentary Collective



CONCLUSION BOX (CB):

Insights that add guidance to take action or a decision making process.

Reference
Book's
Pages

Retain these "Complete Brain" insights of awareness-shifting as you choose/rank your 4 chosen SWPS™.

SUMMATION BOX (SB): *STUDY TACTICS ENHANCE CONTENT RECALL*

NOW TO STUDY BETTER – why are most of us restrained in our ability to study? Most people do not know how to study effectively, because they were never taught. The challenge is that most of the techniques you use now are old and ineffective. Many of them date back hundreds of years. Today, our requirements for learning are much different. But most of us were taught that studying was all about reviewing material over and over and over so we could spit it back out during a test. The most successful people in the world are lifelong students.

Book Pages
196, 197,
198, 199,
200, 201,
202, 203,
204, 205,
207, 208

Experience intentional 2D<=>3D shifting below: read statements clockwise around the RTH encapsulated thinking head

1. BUT WHAT ABOUT CRAMMING? – The all-nighter is an age-old study tradition that many people continue long after their school days are over. But many people also believe that cramming is the most effective form of preparation. Whether you're a high school junior with the goal of gaining acceptance to a top college or a corporate head faced with the need to stay on top of your rapidly changing industry, you're likely facing two challenges simultaneously: amount of information to scale, and little time in which to scale it. Here are 7 of my favorite simple habits to unlimit your studies.

8. HABIT 7: TAKE NOTE of TAKING NOTES – the ultimate advantage of taking notes is that they customize the information you need to retain to your vocabulary and your mode of thinking. I'd recommend hand writing your notes. Even if you're using a tablet computer to store your notes, use an electronic pen to do so. Most importantly, writing by hand requires you to start processing material immediately, and that has proven to be more effective. One study on this topic concluded "we found that students who took notes on laptops performed worse on conceptual questions than students who took notes longhand."

7. HABIT 6: LISTEN WITH YOUR WHOLE BRAIN – there is a very strong connection between listening and learning, and more than one quarter of us are auditory learners, meaning that the primary way in which we learn is through hearing something. The average adult listens nearly twice as much as he or she talks – most people stink at it. One of the reasons we don't listen well is that we tend not to apply all our brainpower. Use my acronym HEAR: think "H" is for Halt: think "E" is for Empathy: think "A" is for Anticipate: think "R" is for Review. (pages 204, 205)

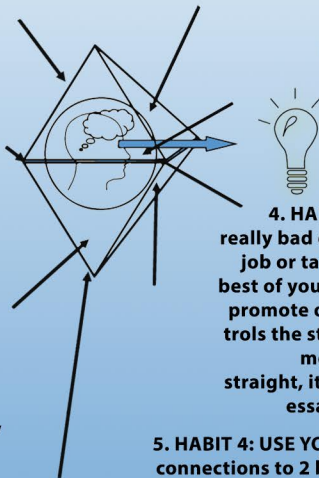
6. HABIT 5: MUSIC for the MIND – numerous studies link music to learning. The arousal and mood hypothesis, introduced by Dr. Schellenberg, identifies a connection between music and mood and the subsequent connection between mood and learning, suggesting that music can put us in conditions that improve your ability to learn.

2. HABIT 1: EMPLOY ACTIVE RECALL – active recall is a process through which you review material and then immediately check to determine how much of it you remembered. Most students do not realize how important it is to force themselves to recall. In part, this is because they are conditioned by multiple-choice tests to recall passively, that is recognize when the correct answers are presented, as opposed to generating the correct answer in the first place.

3. HABIT 2: EMPLOY SPACED REPETITION – "spaced repetition" is simple but highly effective because it deliberately hacks the way your brain works," says James Gupta, CEO of the online learning platform Synap. "It forces learning to be effortful and, like muscles, the brain responds to that stimulus by strengthening the connections between nerve cells." By spacing the intervals out, you're further exercising these connections each time.

4. HABIT 3: MANAGE the STATE YOU'RE IN – if you have a really bad day and were asked to give a presentation for your job or take a test, you most likely would not perform to the best of your ability. This is because your state of mind did not promote optimal performance. Also – your posture also controls the state in your mind. Sit as if you're about to learn the most crucial life-changing information. When you sit straight, it also facilitates breathing in the circulation of necessary oxygen to your brain and the rest of your body.

5. HABIT 4: USE YOUR SENSE of SMELL – the olfactory bulb has direct connections to 2 brain areas that are strongly implicated in emotion and memory: the amygdala and hippocampus. Interestingly, visual, auditory (sound), and tactile (touch) information do not pass through these brain areas. This may be why olfaction, more than any other sense, is so successful at triggering emotions and memories. If a particular scent can rocket us back to our childhoods, a different scent can be used to accelerate our recall. If you're studying for a big test, put a bit of a particular essential oil on your wrist while you're studying and then make sure you do the same thing before you take the test.



CONCLUSION BOX (CB): *ACTIVATE LEARNING SKILLS AWARENESS*

A TIP FOR UPGRADING YOUR NOTE-TAKING. If you want to make sure you're always getting the most from your note-taking, remember the mnemonic "TIP: T is for Think: before you begin any session taking notes, think about what you're hoping to retain most from this session. I is for Identity: listen carefully to the information being presented and identify what is most important in the context of your goal. P is for Prioritize: as you review your notes after the presentation, prioritize the information that is most valuable to you – adding additional notes as necessary to make the priority information clear or making an outline to highlight key points. BEFORE WE MOVE ON – reflect on what you have learned about "active recall", possibly find a music playlist that works for you. Try out your new note-taking tools.

Book Pages
196, 197,
198, 199,
200, 201,
202, 203,
204, 205,
207, 208

Gained EI/VBC's insights: _____

Rank this Summation Box: 1 ___ 2 ___ 3 ___ 4 ___

SUMMATION BOX (SB): *STUDY TACTICS ENHANCE CONTENT RECALL*

SPEED READING – Why is it so important to read? How do I increase my reading focus and comprehension? How can I get more out of every reading experience? Welcome to the age of data. Never in history has there been such an information surplus. More information has been produced in the past few decades than in the previous few thousand years. According to Eric Schmidt – former CEO of Google, "There were 5 Exabytes of information created between the dawn of civilization and 2003, but that much information is now created every two days." HOW READING MAKES YOUR BRAIN LIMITLESS – any plan to make your learning Limitless needs to include reading. Just as memory is foundational to nearly all brain function, reading is foundational to nearly all learning.

Book
Pages
237, 239,
240, 241,
242

Experience intentional 2D<=>3D shifting below: read statements clockwise around the RTH encapsulated thinking head

1. Reading Kicks Your Brain into Gear – When you read, you're using your brain for many functions at once – which is a vigorous and rewarding workout. Dr. Haskins at Haskins laboratories, points out, "parts of the brain that have evolved for other functions – such as vision, language, and associative learning – connect in a specific neural circuit for reading, which is very challenging. A sentence is shorthand for a lot of information that must be inferred by the brain."

8. The average person's reading speed can usually be found somewhere between 150 to 250 words per minute. This range varies with the difficulty of the material. Let's say a person reads 200 words per minute. This person reads and studies for four hours a day. A person who reads at 400 words per minute (twice as fast) needs only to study for half as much time. A faster reader – from this example – saves at least two hours each day.

7. **READING SELF-ASSESSMENT** – the first thing you must do is discover your present reading speed, also known as your base rate. This reading rate is measured in words per minute. In order to measure it, you'll need an easy reading novel, a pencil, and a timer. On book pages 241 & 242 follow the instructions to identify your current reading speed.

6. Reading Improves Understanding – learning comes in many forms, and learning as a successful tool has many elements. While agile thinking and mastery of skills are critical to success, empathy and understanding can't be overlooked. Reading exposes you to the lives you'd never known before, experiences you'd never imagined, and modes of thinking far different from your own.

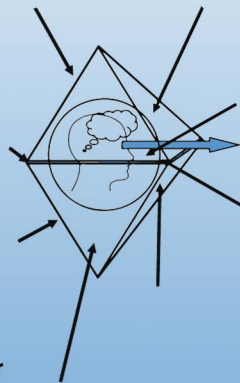
2. Reading Improves Your Memory – because you're giving your brain such a great workout when you read, your brain functions at a higher level. One significant benefit is having an impact on memory decline.

3. Reading Improves Your Focus – one of the things we do when we sit down with a book or even spend some dedicated time with a newspaper is train our focus on this one thing. When reading, we usually give the vast majority of our attention to what we're reading. This practice makes it easier to apply the same level of focus to other tasks.



4. Reading Improves Your Vocabulary – reading allows you to build vocabulary organically. The more you read, the more you're exposed to an expanded range of language and the use of that language in a variety of contexts. And because reading is such a superior focusing tool, you're absorbing a great deal of this, and it will be accessible to you as you need.

5. Reading Improves Your Imagination – if you were ever given a story prompt at school or at work, you know that it is often easier to think creatively when using a tool to get started. Reading is essentially one story prompt after another. A great imagination helps you see more possibilities in your life, and reading keeps your imagination on high alert.



Rank this Conclusion Box: 1 ___ 2 ___ 3 ___ 4 ___

CONCLUSION BOX (CB): *ACTIVATE LEARNING SKILLS AWARENESS*

People either don't read or choose to read very little for a variety of reasons. You worked long hours, and you're exhausted at the end of the day. It's easier to be entertained passively (through television, film, music, etc.) than to engage in the activity required to read. If you're going to work for your entertainment, you'd rather be playing a videogame. I hear you, but if you've absorbed the benefits I just listed above, you know that you need to fit some time into your day – every day – to read.

Book
Pages
237, 239,
240, 241,
242

Gained EI/VBC's insights: _____

Rank this Summation Box: 1 ____ 2 ____ 3 ____ 4 ____

SUMMATION BOX (SB): STUDY TACTICS ENHANCE CONTENT RECALL

SUBVOCALIZATION – one could say that "subvocalization" is a fancy word for your inner voice. Do you notice the voice inside that is saying the words as you read this? Subvocalization limits your reading speed to only a couple hundred words per minute. That means your reading speed is limited to your talking speed, not your thinking speed. In reality, your mind can read a lot faster. From reading skills taught by teachers when you were children – there was a lot of pressure for you to say words properly. As adults you made the association "if I want to understand a word when I am reading, I must say it correctly". You internalize that "reading voice," and most of us have been doing it ever since. In essence, you believe if you don't hear the words, then you won't understand the words. This is not the case, it is not necessary to say the words in order to understand.

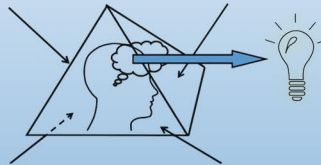
Book
Pages
244,
245

Experience intentional 2D=>3D shifting below: read statements clockwise around the RTH encapsulated thinking head

1. Take a minute and think about a specific car, yours or someone else's. What does it look like? What color is it? Do this now. What was it that you thought about? You might've said, "it is blue, has four tires, and brown leather seats."

Question: Did the words blue, tires, or leather appear in your mind, or did you picture a car with all of these things?

2. For most of us, our minds think primarily in images, and not words. As we discussed in the previous chapter on memory, words are just a tool we use to communicate our thoughts or pictures.



4. You don't need to pronounce those words, just as you don't need to pronounce filler words like "because, this, or the". You know that by sight, not by sound.

3. As you are reading, you can greatly increase both your speed and comprehension by visualizing the material. It is not necessary to "say" all of the words, as it takes too much time, just as you don't read and say "period, comma, question mark," when you see them in a sentence. You understand the punctuation marks are just symbols that represent various meanings.

Rank this Conclusion Box: 1 ____ 2 ____ 3 ____ 4 ____

CONCLUSION BOX (CB): ACTIVATE LEARNING SKILLS AWARENESS

It is the meaning of what the words represent that is important. And the meaning is usually better described and remembered in the form of pictures. Understanding this concept is the first step in reducing subvocalization.

Book
Pages
244, 245

Gained EI/VBC's insights: _____

Rank this Summation Box: 1 ____ 2 ____ 3 ____ 4 ____

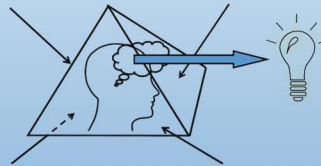
SUMMATION BOX (SB): *STUDY TACTICS ENHANCE CONTENT RECALL*

VISUAL PACER: GIVE YOUR READING THE FINGER – using your finger to read actually increases your reading speed because your eye is attracted to motion. It is one thing to know this intellectually; but it's another for you to experience it.

Book
Pages
247, 248,
249

Experience intentional 2D<=>3D shifting below: read statements clockwise around the RTH encapsulated thinking head

1. Studies show that the use of the finger while reading can increase your reading rate anywhere from 25% to 100% percent. The more you practice using this technique, the better your results will be. It may be a little awkward at first, just like it was when you first learn how to drive, but be patient and remember that it always takes more effort to sharpen your skills first than it does to bulldoze your way through learning later.



2. Reading with your finger also introduces another one of your senses, the sense of touch, into the learning process. Much as your sense of smell and sense of taste are closely tied, your sense of sight and sense of touch are also very closely linked.

4. Practice reading with your finger, this tool alone will significantly increase your speed and comprehension and will revolutionize your learning.

3. Using your finger also dramatically decreases REGRESSION, and is one of the reasons why your reading speed increases with this practice. Your eyes are naturally attracted to motion, so by moving your finger forward, your eyes are much less likely to regress backward.

Rank this Conclusion Box: 1 ____ 2 ____ 3 ____ 4 ____

CONCLUSION BOX (CB): *ACTIVATE LEARNING SKILLS AWARENESS*

Reading is like exercising – when you go to work out, you cannot expect your muscles to grow if you pamper them. You need to push your muscles to where they are a little uncomfortable in order for them to grow. The same applies to reading. If you push yourself to read faster, your "reading muscles" will become stronger, and what was once hard, becomes easy. You can read faster, simply by training yourself to read faster. Schedule your reading. Just as with exercising, you cannot expect to work out only one time and be done for life. You must read on a regular basis, otherwise your reading muscles will go weak.

Book
Pages
247, 248,
249

Gained EI/VBC's insights: _____

Rank this Summation Box: 1 ___ 2 ___ 3 ___ 4 ___

SUMMATION BOX (SB): *STUDY TACTICS ENHANCE CONTENT RECALL*

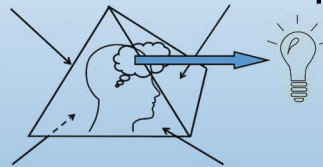
EXPAND YOUR PERIPHERAL VISION – your peripheral vision is the span of letters or words that your eyes can see in a single glance. By increasing your peripheral vision, you will be able to see and take in more words at a time. Most people were taught to read only one word at a time. But in fact you're capable of reading more than that.

Book
Pages
248, 250,
251

Experience intentional 2D<=>3D shifting below: read statements clockwise around the RTH encapsulated thinking head

1. One of the reasons why people have a limited reading speed is because they read one word at a time. But if you put the word "card" at the end of the word "report", you get REPORT CARD. These two words have their own distinct meanings, but your mind sees them as one unit.

2. Just as your mind is capable of saying these two words together, it is also capable of seeing groups of words at the same time. By doing so, you will take your reading speed to even greater heights. Just as you see the words and not the individual letters, skilled readers see groups of words (or ideas) and not the individual words.



4. People tend to remember and understand what they "SEE", more than what they "HEAR". This makes sense, as most people can recall someone's face they see, more than the name they hear.

3. COUNTING – by using the exercises I've outlined, the challenge of sub-vocalization will begin to decrease. The process of reading faster naturally makes it more difficult to say all the words, even inside your head. When you have passed a certain rate (about 300 to 350 words per minute), it will be impossible to sub vocalize all the words. As you hit this threshold, your brain will begin to make the shift from saying the words to seeing them more as images. Reading a book will be more like watching a movie.

Rank this Conclusion Box: 1 ___ 2 ___ 3 ___ 4 ___

CONCLUSION BOX (CB): *ACTIVATE LEARNING SKILLS AWARENESS*

By practicing these other exercises, your reading speed will improve because you are no longer saying every word. Your mind will grow bored of counting and will eventually stop. With practice, your comprehension will soon increase and expand because you will be able to more fully see and understand the material.

Book
Pages
247, 248,
249

Gained EI/VBC's insights: _____

Rank this Summation Box: 1 ___ 2 ___ 3 ___ 4 ___

SUMMATION BOX (SB): *STUDY TACTICS ENHANCE CONTENT RECALL*

MEMORY – what can I do to improve my memory right away? How do I keep a big chunk of information in my memory? How can I easily access this information when I need it?

Book Pages
211, 212,
213, 214,
215, 216,
217, 218,
219, 222,
224, 226,
234

Experience intentional 2D<=>3D shifting below: read statements clockwise around the RTH encapsulated thinking head

1. Your Brain is an organ. But it acts like a muscle. And it most significantly resembles a muscle in that it's a use it or lose it device. Our Brains stay fit only once we make a concerted effort to keep them fit. If we fail to keep our Brains in shape – either through laziness or being overly dependent on technology to do our thinking for us or by failing to challenge ourselves with new learning – it becomes "flabby". If you don't exercise your Brain regularly, it might not be at its best when you need it the most.

8. VISUALIZATION – your Visual Memory is very powerful. By seeing the pictures the story paints and not just the words that represent those pictures, you create a stronger means by which to remember. ASSOCIATION – this is the key to Memory and all of learning: in order to learn any new piece of information, it must be associated with something you already know. Your mind is constantly making countless Associations every minute, most of them without your conscious awareness. This is how you learn. EMOTION – if something is adventurous, action filled, humorous – we're much more likely to remember. LOCATION – if you can associate something with the place, you're more likely to remember.

7. RECALLING a GREAT DEAL of INFORMATION – let's talk about how to memorize a list of words – on page 219 of this book – we have provided you with a list of simple words. Your assignment is to memorize them in the order they are given. Rote Memory can be used to repeat the list of words over and over but the lesson I provided indicates if we turn the list into a story. And you go through that story in your mind and list as many of the words as you can remember, you're able to recall more of the words than you did previously using Rote Memory. The amazing thing is that once you start training your Memory in this way, you can use this tool to memorize vast amounts of information. Remember that there is no such thing as a good or bad Memory, only a trained Memory or an untrained Memory.

6. EASIER to remember someone's career is a "Baker" versus their last name is Baker. The chances remembering something increased dramatically if people can attach a reference point to the thing they are trying to remember. In one study, participants were shown photographs of faces, offered the names and various details about the people in the photographs, and then asked to later recall the names. The study showed that people had far more trouble remembering last names than they did occupation.

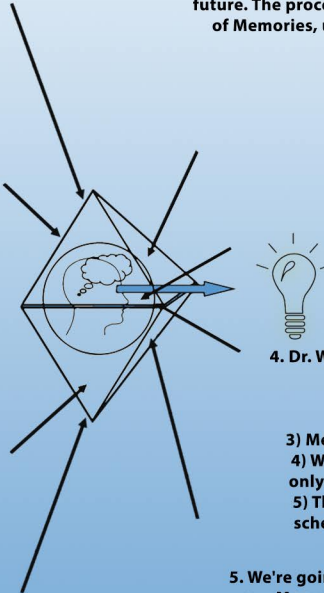
2. Memory is arguably the most important part of the learning process. If you could not remember, then you could not learn anything. There is no knowledge without Memory. Let me reassure you with a very important fact: there is no such thing as a good Memory or a bad Memory; there is only a trained Memory and an untrained Memory. Why is Memory so important if you're going to "Unlimit Yourself"? Because your Memory serves as the foundation for every action you take now and every one you will take in the future. The process of reasoning requires us to shift through our rich store of Memories, using tools that have proven useful in the past to make informed and productive decisions.

3. "It is possible to think creatively into the future without a sense of what is known," writes Dr. Eva Marder, Prof. of neuroscience. "We commonly say that we are looking for interdisciplinary and synthetic thinkers who can make connections between disparate fields and see new paths for discovery. I cannot imagine finding those Creative Leaders For The Future among the legions of students who forget everything they have learned because they can "just look it up". How does one know what to look up if one has forgotten so much?"

4. Dr. William R Klemm, whom we met in chapter 12, gives us five reasons why improving Memory is essential:

- 1) Memorization is discipline for the mind.
- 2) No, you can't always "Google it."
- 3) Memorization creates the repertoire of what we think about
- 4) We think with the ideas held in working Memory, which can only be accessed at high speed from the brain stored Memory.
- 5) The exercise of the memory develops learning and Memory schema that promote improved ability to learn. The more you remember, the more you can learn.

5. We're going to discuss some tools and techniques designed to train your Memory. The most fundamental of these, though, is this: always remember "MOM", a mnemonic device I created to kick up your Memory instantly. Think "M" is for Motivation – we are considerably more likely to remember things that we are motivated to remember. Think "O" is for Observation – most of the time, when we fail to remember something, this issue isn't "retention but rather attention"; think "M" is for Methods – this chapter will provide you with a set of tools that you'll be able to use when you want to remember something.



Rank this Conclusion Box: 1 ___ 2 ___ 3 ___ 4 ___

CONCLUSION BOX (CB): *ACTIVATE LEARNING SKILLS AWARENESS*

From the lessons in this chapter you should now see having a well trained Memory is an essential part of Unlimiting Yourself. When your Memory is finally tuned, you're exponentially stronger than if you're trying to get by with an untrained Memory. This book and related online memory training videos will greatly impact jumpstarting your Memory. Think about ways to provide yourself with greater motivation to remember. Consider ways in which you can try to be less influenced by distractions when you're in a situation where remembering something might be important. Try out each of the tools provided in this chapter. There's a good chance you'll see a noticeable difference in your Memory right away.

Book Pages
211, 212,
213, 214,
215, 216,
217, 218,
219, 222,
224, 226,
234

Gained EI/VBC's insights: _____

Rank this Summation Box: 1 ___ 2 ___ 3 ___ 4 ___

SUMMATION BOX (SB): *STUDY TACTICS ENHANCE CONTENT RECALL*

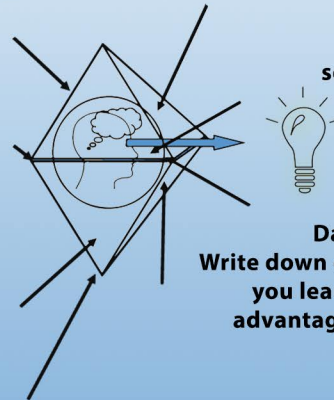
Here is a 10-day plan to help jump-start your Limitless journey. You can follow this plan or you can handpick three top tips you'd like to integrate from each main section: **MINDSET, MOTIVATION, and METHODS.** In this way you can focus on the areas where you feel you're currently lacking and need more support.

Book Pages
281, 282
283, 284,
285

Experience intentional 2D<=>3D shifting below: read statements clockwise around the RTH encapsulated thinking head

Day 1: LEARN FASTER – put the acronym (FASTER) into action on day one. "F"= Forget: remove/forget what distracts you. "A" = ACT: be more active in your learning "S"= STATE: your state of Being – snapshots of your emotions. Highly influenced by your thoughts and physical status of your body. Choose states of joy, curiosity, fascination "T"= TEACH: teach the info to someone else to learn faster. "E"= ENTER: enter blocks time on calendar "R"= REVIEW: re-view/reflect on learning session.

Day 2: KILL YOUR ANTS. Talk back to the "AUTOMATIC NEGATIVE THOUGHTS (ANTS)" of the voices in your head.



Day 3: QUESTION YOUR QUESTIONS. Identify dominant questions subconsciously in your head and counter them with empowering answers.

Day 8: OPTIMIZE YOUR STUDY. We are all lifetime learners. Set the optimal state to study and learn. Remove distractions. Use the HEAR acronym (HALT, EMPATHY, ANTICIPATE, REVIEW) method to watch TED videos never seen before and practice your listening skills. (Energize memory – reread the section starting on page 196).

Day 4: IMAGINE WHAT YOU WANT MOST. Write down disadvantages if you don't apply what you learned in this book. Now write down the advantages you will have when you apply what you learned.

DAY 7: GIVE YOUR BRAIN SOME ENERGY: eat one or more of the listed brain foods daily (page 284). Remember what you eat matters, especially for your gray matter. Is what you're eating energizing you or depleting you?

Day 5: CONSIDER YOUR PURPOSE. What is your Purpose when you relate to other people? Purpose is what you're here to share with the world. What is your Why?

Day 6: START A NEW HEALTHY HABIT: take Small, Simple Steps (S3) to create one new healthy habit that will lead you to success. Our daily decisions and habits have a huge impact on both our levels of happiness and success. If you're persistent you can achieve it, if you're consistent you can keep it.

Rank this Conclusion Box: 1 ___ 2 ___ 3 ___ 4 ___

CONCLUSION BOX (CB): *ACTIVATE LEARNING SKILLS AWARENESS*

Continuing with 10-Day KWIK START PLAN- **Day 9: ALWAYS REMEMBER MOM.** Before you begin any task, always check with your MOM (motivation, observation, methods). Also, check in with your why. What is your motive for remembering? What do you observe? Remember, most of your memory is not a retention issue; it's an attention issue. **Day 10: EMBRACE THE POWER OF READING.** Set a daily reading goal, even if it's just for 10 minutes a day. The key is consistency. Pick a book you've been wanting to read, put away the distractions, and practice reading with a "visual pacer". Then schedule your reading time for each day; put it on your calendar as an appointment with yourself. Leaders are readers. Remember, you can download decades of experience by reading just one book.

Book Pages
281, 282
283, 284,
285

Gained EI/VBC's insights: _____



AWAKEN YOUR EXPERIENTIAL INTELLIGENCE (EI) THINKING

LIMITLESS – JAMES KWIK

THIS SWPS™ 7 SERIES TOPIC - LIFETIME LEARNING LESSONS YOUR EI/VBC'S® JUDGEMENT PATTERNS RESPONSE REPORT

ENTER YOUR CHOOSING/RANKING NUMBERS BELOW THAT YOU RECORDED ON
YOUR 4 COMPLETED SWPS™ PORTRAITS LEFT TO RIGHT ORDER 1, 2, 3, 4 BELOW

4 OUT OF 7 SWPS™ SERIES CHOICES:
SWPS#__ SWPS#__ SWPS#__ SWPS#__

4 CHOSEN	___	SUMMATION	1	___
SWPS	___	BOX (SB's)	2	___
PORTRAIT	___	#'s RANKING	3	___
#'s	___		4	___

4 CHOSEN	___	CONCLUSION	1	___
SWPS	___	BOX (CB's)	2	___
PORTRAIT	___	#'s RANKING	3	___
#'s	___		4	___

RANK YOUR 4 SWPS CHOICES				
4 CHOSEN	___	SWPS	1	___
SWPS	___	PORTRAIT	2	___
PORTRAIT	___	#'s RANKING	3	___
#'s	___		4	___

EI/VBC'S® TRANSFORMS REASONING HABITS

This new method of thinking, "2D <=> 3D perception & perspective shifting," reveals insights as you record both obvious and hidden judgments while you recognize your choice-making patterns. Ultimately, you're using your personal legacy of VALUES BELIEFS CONVICTIONS® (VBS's) that influence and define all aspects of your daily identity.

Use your EI/VBC's Choose-Rank-Reasons-Record-Retain (CR4™) pattern-revealing report to communicate multiple dimensions of meaningful feedback. Articulate new or evolved questions and possible unforeseen answers/solutions, as this SWPS™ series prompts you.

NAME (optional): _____

AFFILIATION (optional): _____

OUR VISION: AN ONLINE SWPS™ PATTERN MATCHUP CENTER

Let's use AI to discover ways to meet humanity's needs and provide fulfillment. Together we can compel Change Agents and Influencers to build an online space where SWPS™ are correlated and matched-up by a beneficially focused algorithm. The possibilities for improving mental health at all ages of life are endless and may build an exciting new frontier of hope, positivity, and unity.

Yes! This SWPS™ Series motivated me to impact social media/digital tech's future development. I am sending my CR4™ response report & my selected 4 SWPS™ with my feedback/suggestions to the email below.

INFO@EIB4AI.COM