



BP – Whole Mind Learning Project

The Whole Mind Learning Project was a two-year demonstration project (co-sponsored by MN State Department of Education, US Bank (formerly First Bank), and the Hubert Humphrey Institute of Public Affairs) which trained public school teachers and parents statewide in the **background research and classroom applications of imagery, biofeedback, self-regulation and self-relaxation strategies. Over 300 participants were trained to use these strategies in their personal lives, then to apply them when teaching children and young adults, K-12.** 1984-'86

WML incorporates strategies that are used by many professionals in the medical, scientific, sports, and business worlds to increase concentration, comprehension and memory, while learning how to reduce stress.

The results of this Project show that WML improves student learning and self-esteem. Teachers and parents using WML have found that students:

- are relaxed, more focused on the assignment or activity, and concentrate for longer periods of time
- show increased enthusiasm, interest, and enjoyment in their learning
- learn more quickly, demonstrate greater depth of understanding, and need less repetition of new information
- generate more creative and original ideas
- show improvement in general comprehension and in the quality of completed assignments
- participate more actively in their learning and are more willing to express their unique thoughts, ideas, opinions, and feelings
- are more cooperative and exhibit greater self-discipline
- demonstrate greater self-confidence, and higher expectations to succeed
- are able to relate subject matter to their own experiences
- show respect for and trust of themselves, peers and teachers



CONTINUUM CENTER

The teacher logs, evaluations, and interviews yielded many pages of positive and encouraging results that students experienced as a result of Whole Mind Learning. illustrating the many applications for WML in the classroom.

As a result of better concentration, most students performed better. Their attention span was longer, and they retained more. As a high school teacher at St. Francis Alternative High School commented, relaxation and visualization “seemed to be very effective in planting new concepts.”

Concepts were retained better with imaging. This is clearly illustrated in the experience of a fourth grade teacher in Watertown, Minnesota:

“To teach the digestive system, I had my students imagine they were a bite of hot dog. Using the terms for each part of the process, I guided them through the whole system, asking them to experience with all their senses each part of the process as they were moving through it. The kids’ understanding and retention of the terms I used was excellent. They did much better on the test than any other year I’ve taught.”

Many commented on the importance of self-esteem. How the students felt about themselves had a huge impact on their performance.

The examples throughout this discussion have shown that WML can be, and has been, successfully applied to teaching math, reading, writing, and art. Teachers have had positive in the following subject matter areas as well:

Science: biology, physics, chemistry

Health: body systems, nutrition, exercise, stress

Social Studies: history, geography, government, environment

Literature: reading, drama, classic, print, visual media

Languages: foreign, writing, speaking

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