

What is the

I Create What I Believe!

Self-Awareness Art Program?

The *I Create What I Believe!* program, based on documented scientific research, is an innovative approach to drawing that helps children become learning-ready, more self-aware, and skilled at managing their own behavior in- and outside the classroom.

Why do we recommend its use?

In a world of ever-increasing stress, children are often expected to perform and conform regardless of their personal stress levels. This program allows children to identify and defuse stress and, consequently, maximize their learning capacity in a fun and simple way.

What kind of changes have we seen?

With skilled and consistent application, a teacher will see children demonstrate more cooperative and peaceful behavior. This unique approach to drawing, which focuses on the process instead of the product, can also help an individual strengthen their motor skills, develop a positive self-concept, and uncover their natural learning style.

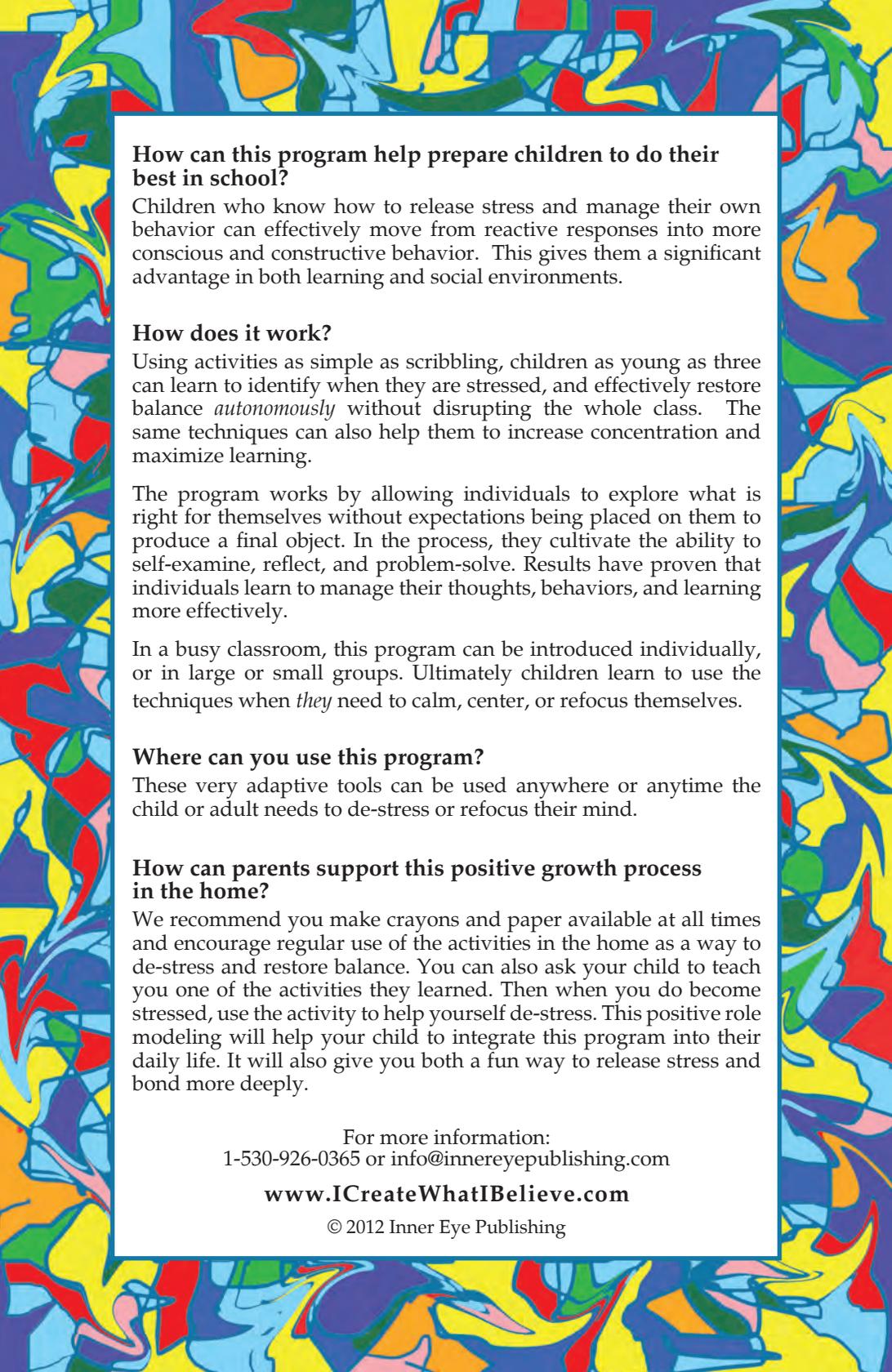
Who can benefit from this program?

There is no right age or time to start this program.

The increased educational and work demands of our fast-paced world have created a need for *everyone* to find innovative ways to deal with stress. This program can help students, teachers, parents or anyone who wants to reduce stress, rediscover a sense of peaceful wellbeing, and learn to refocus their attention on relevant learning objectives.

When teachers incorporate the scientific concepts and activities into their personal lives, they can feel firsthand the power of this program and reap its benefits.

When students are taught and encouraged to use this program, they learn to take control of their own lives, actions, and learning. They also learn how to ignite and foster the natural joy in *all* learning. This inner enthusiasm for learning creates life-long learners.



How can this program help prepare children to do their best in school?

Children who know how to release stress and manage their own behavior can effectively move from reactive responses into more conscious and constructive behavior. This gives them a significant advantage in both learning and social environments.

How does it work?

Using activities as simple as scribbling, children as young as three can learn to identify when they are stressed, and effectively restore balance *autonomously* without disrupting the whole class. The same techniques can also help them to increase concentration and maximize learning.

The program works by allowing individuals to explore what is right for themselves without expectations being placed on them to produce a final object. In the process, they cultivate the ability to self-examine, reflect, and problem-solve. Results have proven that individuals learn to manage their thoughts, behaviors, and learning more effectively.

In a busy classroom, this program can be introduced individually, or in large or small groups. Ultimately children learn to use the techniques when *they* need to calm, center, or refocus themselves.

Where can you use this program?

These very adaptive tools can be used anywhere or anytime the child or adult needs to de-stress or refocus their mind.

How can parents support this positive growth process in the home?

We recommend you make crayons and paper available at all times and encourage regular use of the activities in the home as a way to de-stress and restore balance. You can also ask your child to teach you one of the activities they learned. Then when you do become stressed, use the activity to help yourself de-stress. This positive role modeling will help your child to integrate this program into their daily life. It will also give you both a fun way to release stress and bond more deeply.

For more information:
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