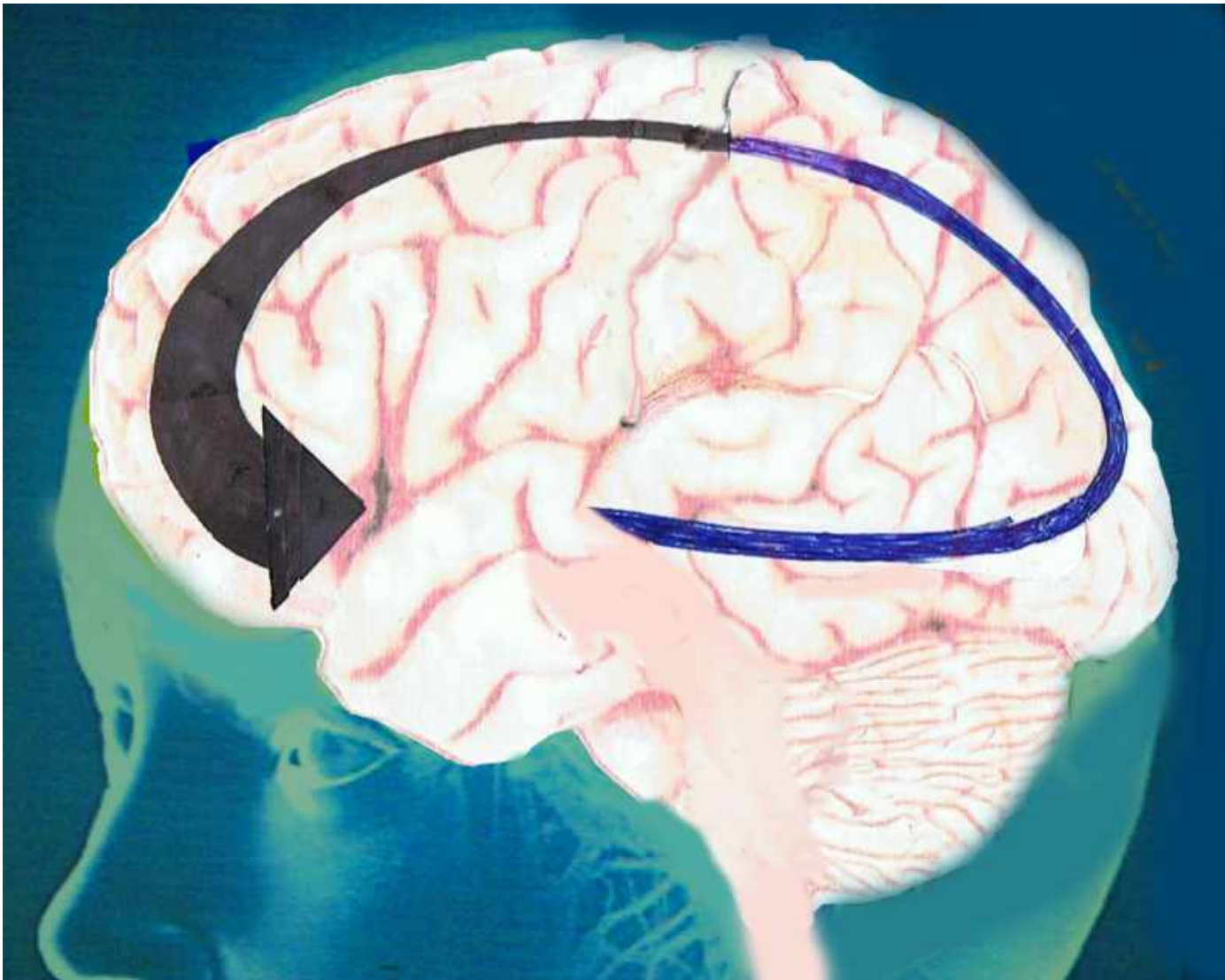


**Use it
or
lose it**

**The
Critical Phases
of the brain**



Whatever we learn gets stored on the 'hard disc' of the brain (called "cortex", meaning 'crust', the layer around the outside of the brain)

But when we are born, this disc is not ready for storage.

It matures bit by bit, **first around the backside of the head and then around the frontal lobe** (see arrow), reaching full maturation by the age of approximately 30.

Parts that are not used during their maturation, disappear for ever.

Their maturation is therefore called their "Critical Phase".

How do we know, which part is maturing and needs to be used?

Fortunately this is easy to know:



**There is no greater pleasure in life,
than using the part
that is about to mature!**

We are born as autodidacts,
that acquire,
by the mere pleasure of learning,
full body control
and the grammatically perfect
possession of a language,
faster than any teacher ever
is able to teach us later in life.

Following the pleasure driven
learning of the brain, is therefore
the fastest learning imaginable.

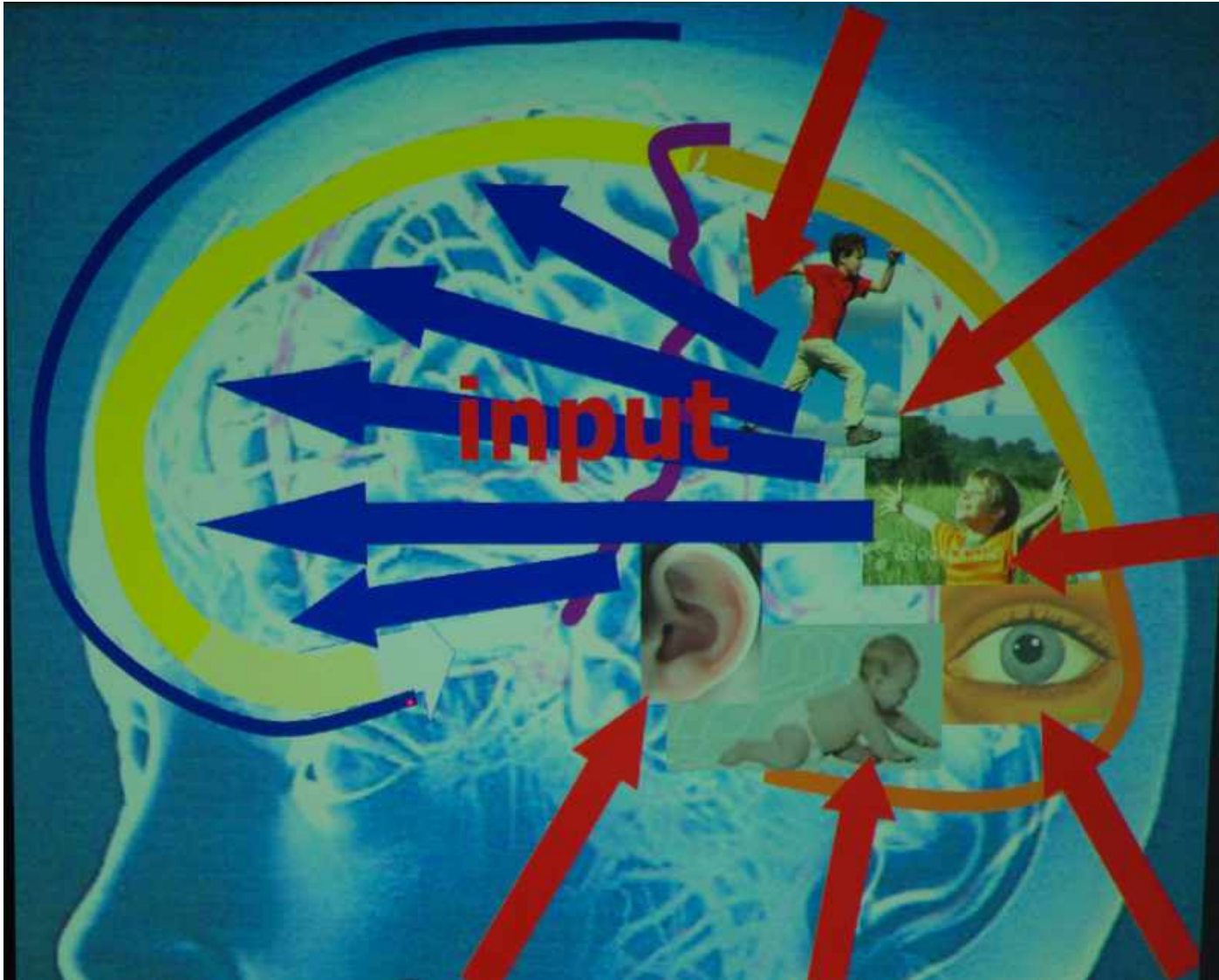
It starts with the hearing,
the sense of touch and the vision,
and moves on to using the arms,
then the legs and to
conquering the space around us,
up to the Central Sulcus,
the frontier between the back
and the front of the cortex.

The driving rule is:
**use your senses
to gain
as many experiences
as possibly!**

Therefore the “Critical Phases” are
also called the “Sensitive Phases”

Why
is the brain’s inherent drive
at that age, to explore the world
via the senses ?

The answer is simple:



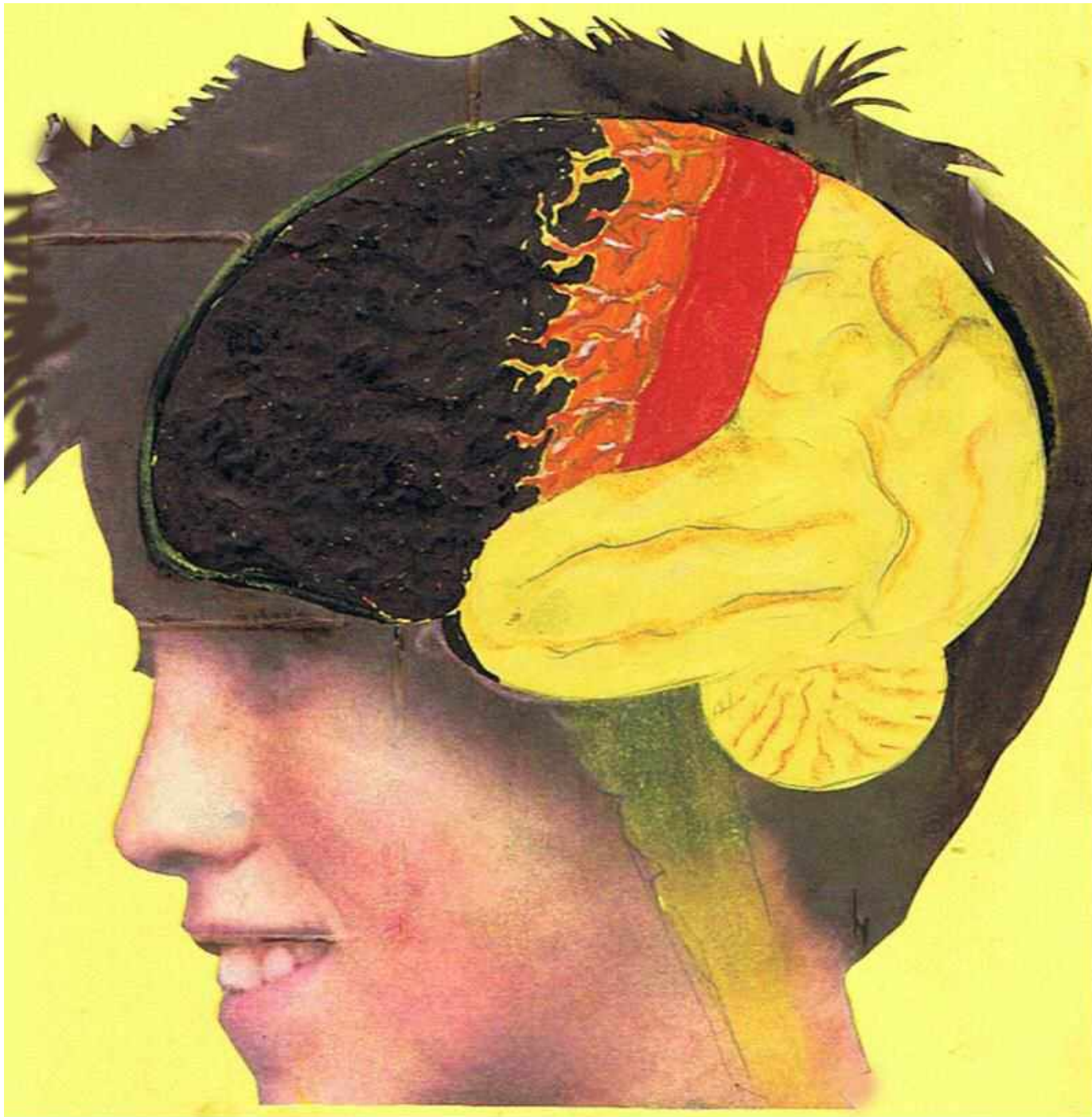
Real world impressions
that didn't come in
via the senses,
will never be processed
in the frontal lobe!

The IQ,
that is able to process things
from about puberty
in the frontal lobe,
receives only
brain-internal input!

The more senses are involved
when the child explores and
conquers its surrounding,
the larger the neuronal base
will be for later
intellectual processing.

What happens to a child's brain,
when the child is forced
to sit motionless on a chair,
to keep looking in one direction
and to try to follow
explanations ?

The answer is sad:



**It is ab-using the organ
that makes our species:**

At primary school
the frontal lobe has not yet matured.

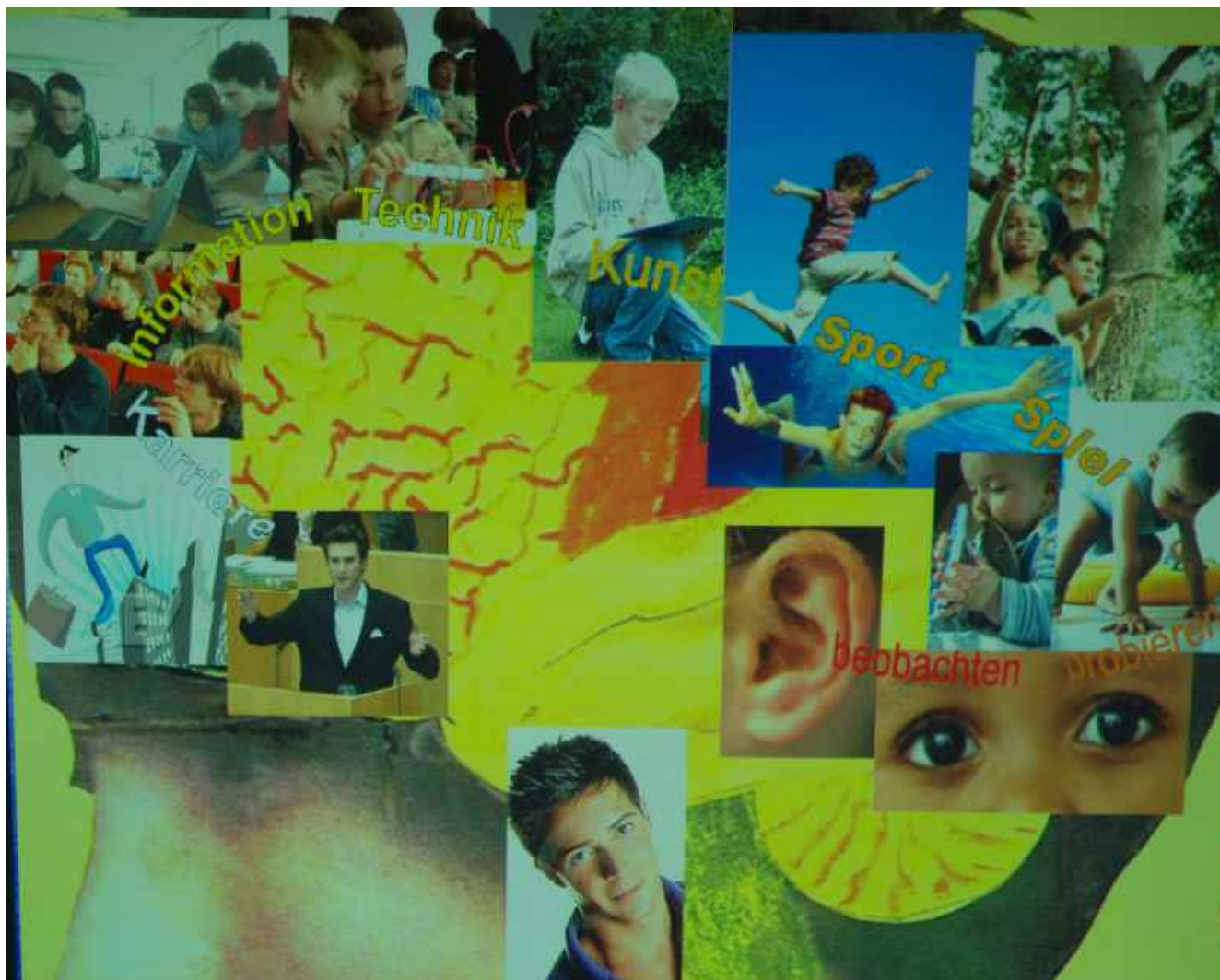
**Using it, is painful:
it works about 40 times slower**
than the child's back of the brain.

Spending 40 hours
on something,
their back end could achieve
via experience of arms, hands,
legs and senses
in 1 hour,
is not only painful
and not only waist of time.
Sitting and not using the cells
at the back end
means loosing them!

**They are dying
during their Critical Phase!**

Does this turn classrooms
into graveyard
of brain cells?

Examples may answer:



Alva Edison,
inventor of the light bulb,
has filed more than 2000 patents.
 Writing a patent is comparable to a
 doctorate. How is it possible
 to do 2000 of that
 within one life time ?!

Right after starting primary school,
 his teacher has sent him
 to a special school.
 His mother new that he wasn't daft.
 So she home-schooled him herself,
 following what the little brain
 was claiming for, in order to
use and not to loose
 the most precious
 cells at the back end.

Go and look it up your self
 in the biographies of people
 that brought good to the world:
 what did they do during primary school?

Or look at private schools,
 where parents spend over 30.000 \$
 on their child NOT going to school,
 but staying at home
 during the moths before exams.

They know:
following the pace of the own brain,
instead of the school bell,
creates dense, sustainable
and black-out-safe memory
as well as direct
and fast,
connections.
 (Mexica-Hat effect)

These pictures
 illustrate the age related development
 from the back to the front of the brain.