

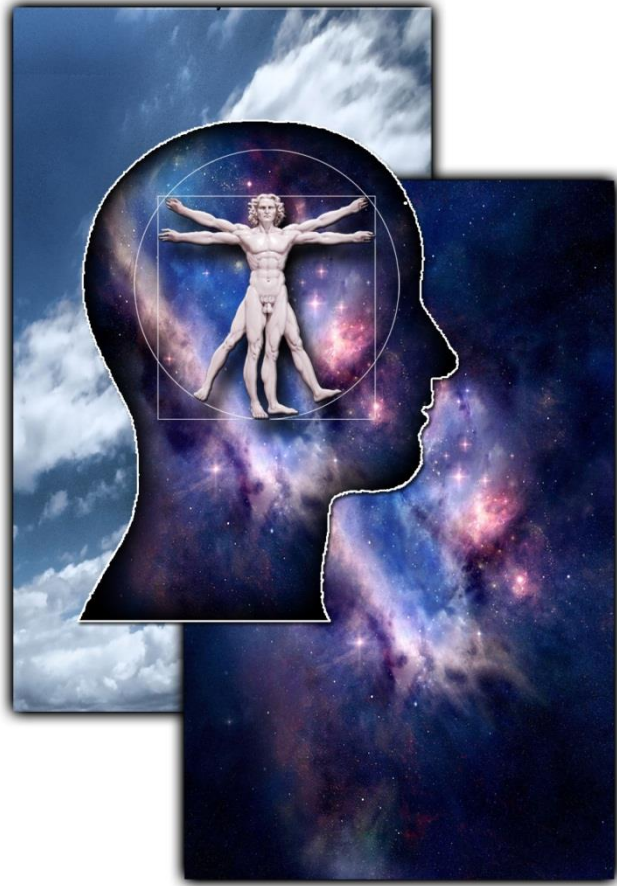
Improve Your Memory

&

Mind Speed

(Part 2)

PLASTIC



paulraath – course director

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About the Author

If you should ask if I was one of the brightest students in my class, the answer is a definite NO. In fact, I was not even amongst the class average, but way below and used to pass merely by flying by the seat of my pants. I always had a “learning problem” and I was most definitely not “the brightest light on the Ferris Wheel”. As for College or University, I did not even qualify, therefore the furthest thing from my mind.

So, some ten odd years after having left school I realised that if I did not study further, my family and I were going to face a bleak future. I was married, had two kids and only half a lifetime ahead of me to get somewhere in life. I was approaching the 30 year mark and saw that I was being left behind when it came to promotion time. Desperation can do strange things to a person. Well, I got the “wakeup” call, even though it was a bit late in life.

I was again faced with the same frustrations as before and also like most of the students – did not know how to study. I did however have one thing in my favour, and that was more time, as I no longer had to compete against the clock as students in various educational institutions have to.

I started to study for a period of some twenty years plus and obtained numerous qualifications and commendations. Lack of proper learning skills however, forced me into a direction of devising techniques assisting with my studies.

With new, as well as older ideas in technology towards study sessions, I learned all about NLP, brain waves, sound effects that stimulate concentration, mind maps, speed reading, note taking, brain storming, brain dumping, goal setting and time frames, sleep stages, setting ground rules and ideas of mind enhancement along with relaxation techniques.

Over the years, what I had learned, I have compiled into a study course creating something so unique that it is way ahead of other study courses. This course has been taught to university students at classroom level, and due to popular demand, has now been designed and presented as an internet study course.

Twenty years of self-practice, research and development, has benefited many students from a wide spectrum of Schools, Colleges, Universities and other Institutions in accomplishing their goals. It's not uncommon for an increase in results of 20%, and in a lot of cases even more, depending upon the attitude taken by the student towards their studies. The techniques taught in this course are elementary in principle and by following the course format, NLP happens spontaneously without any effort.

From Robin Sharma's book “The Monk who sold his Ferrari”: ‘When the Student is ready, the Teacher appears’

Who is this course designed for?



This study course has been comprehensively designed to assist *anyone* who is undertaking any kind of academic study.

Whether you are a university student, a senior scholar or studying to become a tutor you will benefit from this program.

Whatever your field of study towards an educational level, this study course is what you need, to

prep you for your scholarship in whatever direction you might wish to take.

This course, designed for anyone over the age of 16 who is studying for any kind of exams, is not subject specific and will be a valuable tool for anyone, from a budding high school science pupil to a language major at university level!

What is the Plastic study method?

The Plastic emblem consists of the human head, Leonardo da Vinci's "Vitruvian Man", the sky and the universe. Many appropriations of the Vitruvian man utilize him as representative of mankind; in general, he is often called "The Universal Man". Leonardo da Vinci believed in a world on the brink of

revolutionary change...the quest for knowledge has never been greater.

Leonardo da Vinci was passionate about investigating the body of man – in order to *understand* the body and its relation to the cosmos. The Vitruvian Man is a combination of ancient wisdom and new knowledge.

As stated by Robin Sharma, "The only one thing that we have absolute dominium over is our mind".

Within the human skull exists a unique system for classification, storage analysis and recall of information - outclassing any computer ever designed, in capacity, speed and versatility.

From the stage of infancy, the brain controls all the body

functions, consciously or unconsciously.

As there only exists a trained or untrained mind, the course material advances the student's learning ability to heights he/she has never known before.

What is meant by the word “plastic”? We need only look at the many uses of this wonder material known as Plastic to understand how versatile it is. Plastic can be moulded or shaped into any form, and made to last a lifetime.

In the terminology of Neuro-anatomists, the Brain is referred to as the “Plastic Organ”, which is designed to expand its capabilities, depending on the demands we place on it.

“PLASTIC” is the acronym for “Planned Learning And Study Technique In Cohesion”.

Taken from the Collins Cobuild Essential English Dictionary, it means: “A way of achieving results by obtaining knowledge of facts, whilst spending time learning something by means of a particular method, in which all the parts fit together and form a united whole”.

This is the opportunity of learning how to study the correct way and become the master of your own destiny.

About the Course



The course has been compiled in such a way to make your studies an enjoyable experience and provide you with the gift of improving your memory beyond your wildest dreams. It leads you through a series of easy to follow exercises, which take place spontaneously without any effort and by following the tips provided; your study time is reduced dramatically, giving a balance between study and other activities.

As several elements are needed for successful study, our course looks into all the areas required to assist you for the task ahead. No other course is in existence that equips you with such vast information, yet, information already contained within the scope of your abilities.

Getting back to basics will surely help you perform even better. Read, make notes, revise,

concentrate, relax - body - mind - and eyes, think, assess, plan and execute. All the elements needed - so what is new?

Welcome to your future.

What is NLP?

Neuro Linguistic Programming –

NLP started out in the early seventies primarily as the study of excellence in Human Behaviour. The initial question was about how to understand the difference between somebody who is competent about something and someone who is able to excel at something.

The study of Subjective Reality and the Modelling of Excellence opened up a new doorway into human possibilities. Two men are at the forefront of the initial studies which has since blossomed into thousands of skilled students and practitioners

all across the world. The first two were John Grinder a Linguistics Professor and Richard Bandler, a Mathematician, musician and Computer Scientist.

That first question on excellence were the studies of people who were known to operate in excellent ways, such as Milton Erickson, Virginia Satir, and Fritz Perls - all of which were recognized for their pivotal knowledge and excellence in the field of therapy.

Those studies opened the doorway to discovering their Internal Representations engendered a model to understand how we as humans perceive the world, how we organize our thinking, feeling, skills and behaviours.

These initial studies have in many ways changed the way new possibilities for how we can more effectively understand people in

every area. Areas including: Therapy, Business, Sports, Learning, Relationships and Life.

The 'Neuro' acknowledges the fact that we process information about the world neurologically, using the brain and the nervous system, through our five senses: sight, hearing, touch, taste and smell.

'Linguistic' refers to the verbal language that we use to communicate with each other both intrinsically and extrinsically with our internal thoughts and our external 'body language'.

'Programming' relates to the 'programs' or patterns of behaviour we all demonstrate: it's the internal yet unconscious strategy that we use as we organize our thoughts and our behaviours in producing our outcomes.

NLP is about how we work as a whole new paradigm of thinking. It is about helping people make effective and empowering change and to enhance peak states of performance. It is a set of guiding principles, attitudes, knowledge, skills, techniques and a sort of magic in how greatly it enhances our human possibilities.



NLP offers you some of the most powerful communication skills available. Much of our success in life depends on our ability to communicate effectively to others and within ourselves.

NLP provides a beacon light that can enable you to uncover, change and transform old behaviours and present interferences into new and resourceful beliefs and successful behaviours. It can move you to make positive and far reaching changes that will affect your life in positive ways and can usually do it in a quicker and more elegant manner than almost anything else has been able to do.

NLP is built around the idea that all thought, belief and behaviour is inseparable from our neurology (Neuro). The way we recognize it and stabilize it is with language (Linguistics) and the internal strategies we use, the sequence of mind/body events is the (Programming). Learning and knowing how this works for you and others gives you a set of immensely priceless and

powerful tools for more effective and precise outcomes.

The human brain and the body are inseparable and operate very much like a mega-computer. Using information that is programmed into it through life experiences and the adapted behaviours created in each moment, it will operate or react with the same adapted responses until the original programming is replaced.

It is widely known that the majority of all our dominant programming has already happened in the formative years of 0 to 6 years old. Although we don't want to believe that we are basically operating on automatic and that we are so directed and controlled by earlier programming, denying it doesn't make it not so.

Unfortunately we didn't come with an owner's manual at birth so we don't actually know how we operate. For the most part we operate out of a "consensus trance" like reality and without taking determined and courageous steps to understand it. We basically go on thinking and acting in the same old programmed behaviours throughout our lives and believe that it is "just the way I am".

It is good to know that with NLP change for most people can happen easily, painlessly and fast.

We are often told that our brain is the most amazing computer on the planet, but nobody ever gave us an instruction manual on how to use it. The good news is that Neuro Linguistic Programming was created as a set of tools (software for the mind/body) to update our data and to be able to

move toward a truly conscious life with far more excellence and satisfaction that would happen otherwise.

NLP offers the tools to make excellence and more satisfying behaviours easily attainable. It can happen by modelling, detailing and replicating areas where you are achieving excellence or have satisfying behaviours. Or if someone else is achieving excellence or satisfying behaviours, then it can be modelled, detailed, replicated, and enjoyed by you.

Before Getting Started...



Ground Rules

The format and sequence of the course material is important, therefore each session should be well grasped and understood.

1. Follow the instructions to the letter
2. Do not make notes whilst listening to the audio
3. Do not indulge in medicines, alcohol or heavy eating before going through a session
4. Follow the sequencing of sessions, as each session is a vital follow on of the previous session
5. Take a fifteen minute break between sessions
6. Never leap out of a session - do it gradually
7. Most of all, do not argue mentally - JUST DO IT.

Audio Sessions

In making the layout and sessions more understandable, we have

written down the session presentations in sequence with some examples where necessary. It is suggested that you read through the material **before** going onto the audio sessions, so it is clearly understood what is expected.

DO NOT PROCEED ONTO THE NEXT SESSION UNTIL EACH SESSION CAN BE ACCOMPLISHED WITHOUT DIFFICULTY AND IT IS HAPPENING SPONTANIOUSLY, AS THIS IS THE BASIS OF NEURO LINGUISTIC PROGRAMMING.

NOTE: There are examples given in Sessions 4, 8 and 9. These have been prepared to assist and guide you in your design and setting up of your documents. Please feel free to make use of it as you see fit.

“Are you prepared for the carpet ride... or do you just see the rug?”

Course Format

As each session is a follow on of the previous session, the sequence should be followed as listed and it is of utmost importance that each session is understood and spontaneous reaction is accomplished before moving on to the next session.

THIS IS VITAL.

The time frames listed below, are the recommended number of days per session. However, should spontaneous reaction not take place according to the guidelines, **do not become despondent, repeat the session.** Response may differ from person to person, depending on previous mind training. With time frames as set out, you should get through the course in about 12 days, and a course time of about 20 hours. This does not include your subject study time nor the time of the few exercise you are to complete

Sequence and Time Frames

DAY 1

Session 1 x 1 SENSORY EXERCISE (DAY 1 ONLY)

DAY 2 TO 4

Session 2 x 1 RELAX EXERCISE (DAY 2 ONLY)

Session 3 x 3 DESENSITISATION (DAY 2, DAY 3, DAY 4)

Session 4 x 1 MIND FILING (DAY 4)

DAY 5 TO 11

Session 5 x 3 MEMORY ENHANCEMENT (PRELIMINARY) (DAY 5, DAY 6, DAY 7)

Session 6 x 2 MEMORY ENHANCEMENT (ADVANCED) (DAY 8, DAY 9)

Session 7 x 2 MEMORY RECALL (DAY 10, DAY 11)

DAY 12

Session 7 MIND MAPPING (DAY 12)

Session 8 PRESENTATION (DAY 12)

The more you practice Mind Mapping and the Presentations, the easier it becomes, hence no time frames indicated.



SESSION 1

SENSORY EXERCISE

Our bodies are used to being dictated to by the conscious mind, which means that total relaxation cannot be automatically attained. For this reason it is advised that this session be repeated until total relaxation becomes spontaneous.

To get through this session rapidly, only two sessions a day can be done. This session conditions the muscles and mind.

There should however be a lapse of one hour between sessions.

Find yourself a comfortable place to lie down. A bed, relaxer chair or sho

Lie down, on your back without crossing your arms or legs. The position should be one in which you will be comfortable for approximately an hour.

When you are comfortable and ready, turn on the audio marked “Session 1”.

Close your eyes and follow the instructions.

Audio Session 1

When you have completed this session and total relaxation can be attained, move on to Session 2.



SESSION 2

RELAXATION EXERCISE

The object of the preceding session was to acquire a new sensory perception. It was not meant to be physical exercise, but in fact the reverse.

The general attitude of the mind in performing sessions 1 and 2 should be to take it easy.

Do not attempt to hurry or rush, because mentally you must remain fully attentive.

It must be clear that the relaxation exercises are a means of quietening and subduing mental and emotional concerns. Messages can then be passed more effectively into the subconscious mind, where storage of information is kept in the long-term memory.

As this session is a stress reliever, it can also be used at any stage after the course has been completed.

This session should also be repeated until total relaxation can be attained spontaneously.

Again position yourself as in Session 1.

This session does not include muscle tensing and only concentrates on the aspect of relaxation. Therefore you should only lie back, take three deep breaths, exhale, close your eyes, and allow yourself to drift off into a feeling of total peace and relaxation. Allow this feeling to envelope your body and mind.

When you are comfortable and at ease, turn on Session 2.

Audio Session 2

When you have completed this session, proceed to Session 3.

SESSION 3

DESENSITISATION

What was learned in the previous two sessions all comes together in this final lesson of relaxation and stress relief.

Desensitization is a “Quick Fix” to a sudden stress situation. You can within a few seconds, defuse stress and place your mind in a frame of concentration.

By now you should be able to understand the concept of systematic relaxation. If you however still find difficulty in relaxing, session two has not been mastered, and should be repeated again.

In this session, you should be seated. The comfort of the seat is not relevant. The body will ignore the situation of discomfort and take it's commands from the brain. To test this, use a chair and table or desk which will be similar to the classroom scenario.

Support your back against the backrest or you could lean your forearms on the table to support and stabilize your upper body. Do not cross your legs, but place your feet slightly apart, wider than the hips. The knees should not sway from side to side, but rather tend to hang inwards. This in turn keeps the lower body in a stable position on the chair.

This sound session is done in the first person, therefore just follow the instructions in your mind. It is advisable to work through this session three times.

This is the first session in Mind Enhancement. DO NOT PUT UP A MENTAL ARGUMENT - JUST DO IT !!!!!
Once you are seated, close your eyes and turn on “Session 3”.

Audio Session 3

After having done this session and you feel comfortable that it has been mastered, move on to session 4.

SESSION 4

MIND FILING



Prepare a list of all the subjects you will study this year. Indicate the main subjects under the alphabetical values, and the breakdown under the numerical values. It is advised that the subjects be prioritized from weakest to strongest, in order to improve the weakest subjects first.

This exercise is vital in the process of filing studied

information in the correct way. Copy the sample pages indicated as “Semester Subjects” and “Subject...” Use the following idea when taking or writing your notes.

The 2-6 Method

The 2-6 Method refers to the way you divide the space on your notepaper, i.e 2 by 6 columns. (the sheet marked “Subject”).

An A4 page is 21 cm wide. Mark a red line 7 cm from the left to divide the page into two columns. Then, when you take notes in class, use the smaller “2 column” on the left as a highlighting system and the wider “6 column” on the right for the notes.

Write main headings and important points on the left, including material you think you will be tested on. When you're finished, you should have a comprehensive page of information that you can quickly scan for important points.

It is advisable to use the draft documents to assist you with your note taking. Make copies of them and insert the notes into your various subject files. Read your notes as often as possible as this will refresh your memory, especially just prior to the exams. These pages you will use at a later stage during your studies in session 5.

Make use of the samples included on the next two pages or you can make up your own pages to suite your own style.

For all future purpose, it is wise to try and remember where a book is removed from in a library - e.g. which area in the library and from which shelf. This forms a vital part in searching for information during any examination. Visualize the book, where it is kept, the mind's eye will also reveal the contents which were studied.

SEMESTER SUBJECTS (Session 4)

A.

1.

2.

3.

B.

1.

2.

3.

C.

1.

2.

3.

D.

1.

2.

3.

Session 4 – “2-6 Method”

[illegible]

SESSION 5

MEMORY ENHANCEMENT (PRELIMINARY)

The previous sessions have prepared your body for spontaneous relaxation.

You have finally reached the session where cohesion takes place, and mind training “lifts you over all your fences, to where you’ve never gone before.”

This forms the core of the PLASTIC course where everything comes together. You will be taken through a relaxing stage, into a mind enhancement stage, into the physical study (approx. one to one hour and fifteen minutes), back into the relaxing stage and finally to the alert stage.

Session Preparation:

1. Study material of the subject you are about to study - marked with bookmarks where you are to start and end the study. An estimated study time of one to one hour and fifteen minutes should be marked off in your study text book.
2. Your pre-prepared sample files as indicated in the session on mind filing. (Sample sheets on the subject, chapter number and specific item within the chapter you are dealing with.)
3. Note paper on which your short notes can be added to the files.
4. Pen or pencil.
5. Study desk or table with chair.
6. Comfy chair close to study area.

This session makes constant use of mental suggestions, be open-minded, - follow the instructions and discover how your studies become committed to memory.

This audio session is also done in the first person, where action becomes spontaneous - GO AHEAD, JUST DO IT!!!

Take up your position in the comfy chair, close your eyes, turn on Session 5 and follow the instructions.

Audio 5

It is suggested that this session be repeated four times to stimulate and condition the mind in the same way as the body was conditioned in sessions 1, 2 and 3. You need however not repeat the material you have studied, as it will be committed to memory.

When this session has been mastered, continue with Session 6, which is an abridged technique of memory enhancement.

SESSION 6

MEMORY ENHANCEMENT (ADVANCED)

The concept of memory enhancement as dealt with in session 5 should by now be simple routine - we will therefore start build-up to actual study time more rapidly. If rapid build-up cannot be attained during this session, it is advised that session 5 be repeated until it can be done spontaneously without effort. The length of time to attain rapid build-up is not important at this stage, as with more practice the mind adapts to the instructions it is given, and later merely becomes routine.

You should now also have your filing system down to a fine art. Again, you can change your filing system to suite yourself - providing you have a system to refer to when doing revision. It is also recommended that you read through your file notes as often as possible, as each time you go through it, your recall process becomes automatic and more vivid in your mind.

In this session we no longer make use of the relaxer chair, but place yourself on the chair directly at your desk. The process of relaxation should be effortless and can be attained in any position that the body is placed. You will now make use of the prompts which were indicated in session 5, to condition you for your studies. Follow the instructions as they are passed to the brain.

When seated, close your eyes. This time, turn your eyes down inside their sockets as if you would be looking at your toes. With practice, you will experience a haziness enclosing your mind. This condition speeds up the process of passing messages more rapidly to the brain. When your eyes become tired, just relax them gradually. Take your seat, close your eyes and turn on Session 6.

Audio 6

SESSION 7

MEMORY RECALL

Reflecting back over your recent study sessions, most of your studied material will automatically come to mind given a little thought.

This session takes you into the files of studied material - your mental, as well as your physical files. It will even take you further than you could possibly imagine. - You will even have access to the actual books you have studied.

If you have a questionnaire relating to your studies, the effect of this session will become clear. Should you be unable to obtain an old exam questionnaire, ask one of your fellow students, or your lecturer to prepare one for you.

Place yourself at your desk with your questionnaire, writing material and a pen.

When ready, take three deep breaths, close your eyes turning them downwards in their sockets as in the previous session, and turn on Session 7.

Audio 7

This session can be used in preparation of every future examination to condition the mind for the full recall process.

SESSION 8

MIND MAPPING

In as much as we have a backup tape to our computer, we also have a backup to memory enhancement. This technique is known as Mind Mapping.

The art of mind mapping is simple, yet very effective, and serves where the need of a backup system is necessary.

All that is needed is a sheet of paper with the main topic centralized and circled on the paper. We now branch outwards with lines linking the main topic to sub topics also circled, relevant to the main topic. In turn we now use the sub topics with lines flowing from them, again linking the sub topic to additional information in respect of that sub topic. The more information added, the more the map starts looking like a spider web.

This flow of linking topics with sub topics also assists us with subjects not so well known or not well studied. The secret behind mind mapping is to link as many known items to each other until the mind is depleted of knowledge on the particular topic.

You will be surprised to see the amount of knowledge contained within the mind map, and how much you can actually write on a subject which you thought you knew very little about.

Once you have done a few mind maps of your own, you will soon discover how effective this tool is and what can be accomplished.

It is however suggested that this only be used as a last resort during exam time as time is of the essence and this system is time consuming. Make sure that you have permission from the attending supervisor that you may do this exercise during the examination.

Session 8 Example

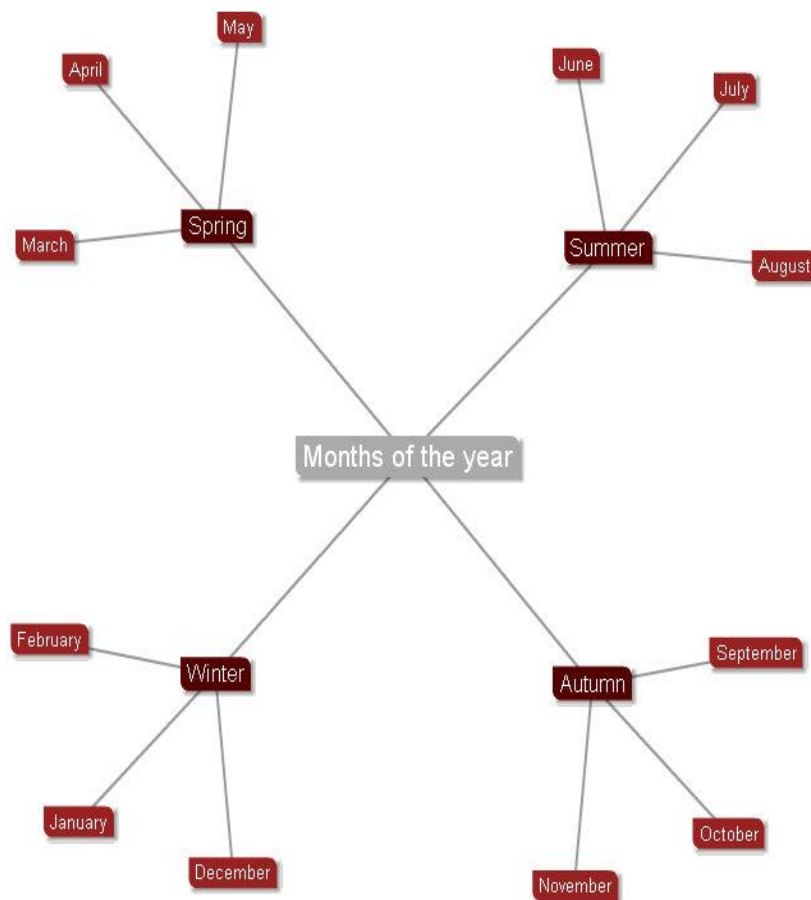
This is an example of what the Mind Map looks like.

It starts off with the Main idea which is centralized, then goes to the next idea, which is then broken down into smaller areas. It can even be broken down further into weeks, further into days, further into day and night, further into hours, minutes and seconds.

This is merely a very easy way of explaining what it is and what it looks like, and the breakdown in how it can be done.

There are many different ways of doing a mind map, and there are many sites on the internet should you wish to investigate further into the ways it can be done. However, if the above example is used, it can assist in breaking down any problem of which very little is known.

By using this technique, many points can be written down and which can help in writing a lot about any given subject. Also refer to **Part 2** of this course under the chapter of **“Mind Mapping”** for a more comprehensive explanation.



SESSION 9

QUICK PRESENTATION

Students are often asked at short notice to do an oral presentation on a subject which they have studied. The presentation is normally limited to a time span of 10 to 15 minutes, and with the same time span in which to do the preparation.

There are three basic rules which you should follow in doing the presentation. These same basics are used when a television presenter or radio broadcaster presents the news.

E.g. the news reader gives a brief account of his News topics (The News Preview) and then elaborates on the items in the news preview. He then ends his news bulletin with a short summary, which is similar to the news preview.

In preparing your presentation you will need **six prompt cards** in total.

Select a maximum of **five** main points for the given topic or subject and write them down in order of importance onto a prompt card. Number the points from 1 to 5 allocating each point its own line and Hi-lighting them with a different colour.

In this way, the points can be found easily with a quick glance at the prompt card. Try to restrict yourself to no more than two words per point.

Your opening phrase could be something like: "What I am about to discuss is the etc.

For each of your main points of discussion, prepare a prompt card in the same colour code as the main point. Use no more than three items as prompts on this card and restrict yourself to a maximum of four words in each of the three lines. Again each line of reference should be marked with a number to keep track of where you are in your discussion. For example, **1a, 1b, 1c**. You can now elaborate on the prompts.

By sliding the top card to the bottom each time, you again end up with the preview card on top. This card is again used as your summary of what you have presented.

Your closing phrase can be something like: "As you can see, I

have dealt with.....”

This method of short presentation has saved many embarrassing situations in classrooms as well as boardrooms. An example of the

Prompt Card System can be found at the bottom of this section.

This system can also be used in doing a quick check on material which you have just studied.

Never throw away your prompt cards if they are used as a study check, as they come in handy

when you do revision before examinations and tests. Keep them in your files.

For Examples of the prompt cards, go to the next pages.

Prompt Cards

Main Prompt Card			
1	Point 1	Cue Word 1	Cue Word 2
2	Point 2	Cue Word 1	Cue Word 2
3	Point 3	Cue Word 1	Cue Word 2
4	Point 4	Cue Word 1	Cue Word 2
5	Point 5	Cue Word 1	Cue Word 2
Final Prompt			

Prompt Card 1			
1a	Point1	Cue Word 1	Cue Word 2
		Cue Word 3	Cue Word 4
1b	Point 2	Cue Word 1	Cue Word 2
		Cue Word 3	Cue Word 4
1c	Point 3	Cue Word 1	Cue Word 2
		Cue Word 3	Cue Word 4

Prompt Card 2			
2a	Point1	Cue Word 1	Cue Word 2
		Cue Word 3	Cue Word 4
2b	Point 2	Cue Word 1	Cue Word 2
		Cue Word 3	Cue Word 4
2c	Point 3	Cue Word 1	Cue Word 2
		Cue Word 3	Cue Word 4

Prompt Card 3			
3a	Point1	Cue Word 1	Cue Word 2
		Cue Word 3	Cue Word 4
3b	Point 2	Cue Word 1	Cue Word 2
		Cue Word 3	Cue Word 4
3c	Point 3	Cue Word 1	Cue Word 2
		Cue Word 3	Cue Word 4

Prompt Card 4			
4a	Point1	Cue Word 1	Cue Word 2
		Cue Word 3	Cue Word 4
4b	Point 2	Cue Word 1	Cue Word 2
		Cue Word 3	Cue Word 4
4c	Point 3	Cue Word 1	Cue Word 2
		Cue Word 3	Cue Word 4

Prompt Card 5			
5a	Point1	Cue Word 1	Cue Word 2
		Cue Word 3	Cue Word 4
5b	Point 2	Cue Word 1	Cue Word 2
		Cue Word 3	Cue Word 4
5c	Point 3	Cue Word 1	Cue Word 2
		Cue Word 3	Cue Word 4

Thank You!

I hope you enjoyed reading this eBook and I hope this will assist you as much as it did all my other clients. Thank you for your continued support of the Plastic course and I look forward to bringing you more great ways to help yourself in future.

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