

**Teaching Self-Discovery Science  
with Biofeedback and Electromagnetism  
Suggested Lesson Plans for Grades 5 Through 12  
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**The contents of the CD include the following:**

**An Electromagnetic Spectrum Chart** in different colors to demonstrate the relationships between the frequencies of humans and those of the Sun, Moon and sound. The **4 .jpg** files that form this chart **must be printed in color** on four 8 1/2" X 11" pages. When the pages are taped together in the proper order, they become the one-meter long EM chart required for the lessons on Electromagnetism in Chapter One. You can protect the finished chart from the heavy use it may get in the classroom if you laminate it, though that is not necessary. The colors on the chart are important for the youngest students, so they can see right away how their own energies fit in. We are most grateful for the helpful advice and corrections made by these experts:

Joe Kamiya, Ph.D., R. Timothy Scully, Ph.D., and James R. Johnston, Ph.D.

**Lesson plans** to facilitate *"Teaching Self-Discovery Science."* There are **8 .doc** files of lessons plans and references that make up a 76-page booklet, when printed out or installed on your own computer or web site. In addition, there are **6 .doc** files of supplementary information. We have found and collected these reports from 16 teachers and researchers over a period of many years. They are among those who have shared our passionate belief that biofeedback (introduced into public education), could improve the present systems of public education and health care in basic fundamental ways. These teachers have worked quietly and without fanfare to advance these ideas. They did their own research and brought their own biofeedback equipment into their classrooms. Some papers were published in small newsletters and conference proceedings, and we owe much gratitude to all those who recorded these important observations so they would not be lost. Their stories describe the need to re-organize our basic concepts about what "teaching" is and what it might become. Many now agree that both the educational and health care systems have become seriously broken. Both systems need complete conceptual overhauls to prepare all of us for the major challenges of the 21<sup>st</sup> Century. The concepts presented on this CD provide the theory along with the practical information to jump-start this much-needed major shift in consciousness. Before placing so much stress on the unprepared intellect of our children, let us provide them with the tools for self-discovery; for learning how their own thoughts affect their health; for learning how the food they eat can influence their moods; for learning how to increase their ability to focus attention; for learning how they are connected in energy to the whole world. As they learn to focus, they learn to become more intelligent. As their ability increases, their self-esteem increases, along with their desire to participate in their communities and in their world. (Earlier, smaller versions of this material were printed out with different titles. This expanded collection has new reports and more color on a CD for easy access for any who are interested. Share it with others freely.)

**Rationale for needed change:** The brain and nervous systems are electro-chemical systems. Our current emphasis on health care **focuses on the chemical part with expensive pills** - at great cost and some danger to the average consumer. Our politicians and newscasters fearfully report how this country might become bankrupt over the staggering costs of health care, especially for our seniors and children. Prevention of these major expensive illnesses is now the only rational way out. We must begin to **focus on the electrical part – for both energy medicine and energy education**. Many of these illnesses are caused by the unrelieved habits of stress that children learn very early and very well. Why? The answer can be found in every inner city with violent neighborhoods, overcrowded classrooms and hungry children. Answers can be found also among top students competing for college entrance, with the anxiety of too much "testing" at the expense of less in-depth learning, and even less attention to wholesome self-discovery. **The creative and destructive energies are equal in our electro-chemical systems**. When the creative energies are blocked, as it is so often in many classrooms, the destructive energies take over. Drugs and guns are freely available for the expression of that unrelieved anger. Why not have Biofeedback and Neurofeedback freely available to show teachers and students how to manage all that energy creatively? This CD shows you how to start. Who among you might be willing to help spread this information about the need to install biofeedback equipment and trainers in all public schools across the country?

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