

## The Element in You

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### ABSTRACT

This research is aimed at enabling all a sundry to discover the element in them as it will enable them grow to the peak of their carrier. The element is the place where our truest talents are meeting up with our deepest passions. It is the place where we feel most like ourselves and perform at our peak. Naturally everyone is blessed with talent. This talent affects our likes and dislikes towards the things that we do. Our perfection in the things that we do is affected by the hidden talent in us. This talent synchronizes with the passion to do such jobs. Our inability to discover the element in us becomes a great barrier to the outstanding success in our carrier. The barriers are circles of constraint. These circles of constraint include personal challenges, social or cultural activities, self-doubt, fear, circumstances and opportunities. Logical and creative thinking, intelligent quotient, sound power of imagination, hobbies, good mentors, minds and body connection are methods employed to discover once element. Personalized dynamic curriculum that is fluid among disciplines rather than subject oriented in isolation should be adopted. Creativity should be induced in educational curriculum as it enhances discovering once element.

**Keywords:** Element, Talent, Intelligent quotient, Creativity, Imagination, Mentors, education, imaginative power, Barriers, Zone, Reasoning, Knowledge

### INTRODUCTION

Dare to be an atom is the only way to discover our element in life. This work is aimed at exposing everyone on the need and the how to discover their “element” so that they can perform well in their academics, career, and so on. In this paper a few examples shall be used to describe the zone of everyone’s element. The first example is a life experience of a little girl who was sent to school but showed strange attitude towards her studies. Her tutor became distracted and disturbed toward her ill attitude. She used to lose concentration on her studies. Sometimes she interacted with her colleagues and other times she stared at things through the window. She was obviously not actually getting on with lectures. Her tutor invited her mother and advised her to see a psychologist who should be able to asses her and find out her problems so that she may be taken to a school where special assistance would be given to her. The mother responded and invited a psychologist to her house who had a few word with them. The psychologist requested that her mother came with him, excused her child and went out of the house in pretence. As soon as they stepped out he suggested that they tip toe to the house, hide and observe what the child would do in their absence. To their utter dismay, the little girl put on the sound system, played music and started dancing gracefully. At this point, the psychologist told the mother that nothing was wrong with her child. She was only a natural dancer and suggested that she be taken to a musical school. She was transferred to a musical school. She graduated and worked in a famous musical company where she served as a soloist, got married to an artist who collaborated with her to act a famous movie of our time. Today she is a great actress doing very well in the UK.

other examples narrated the story of Matt. Groening and Dr. Paul Samuelson. Matt Groening was sent to school where he performed well in his studies but was bored. He was a strong and bright student but was always bored and so decided to stop going to school. He however developed interest in cartoon and produced some of the best cartons of modern time. His father never liked his son's interest in cartoon and always advised him to return to school. He wanted his son to do something different from what he was doing. Matt. Groening nevertheless continued and today he is one of the best cartoonists in the world. He created the cartoon popularly known as "The Simpsons".

Dr. Paul Samuelson a well known, highly influential economist who describes what he does as "pure fun" practically exposes the light that radiates from the element. It all began at the University of Chicago. He had this problem of indecision. He thought of attending either distant tertiary school or a closer one and was worried about what to do in school. Fortunately, the first lecture he had in school was economics. He appreciated it and inferred that he had found what he liked doing. He found his element. He sees economic as fun. He progressed in his academics in the field of economics and graduated as an economist. Today he is a renowned economist in the world.

The case of the first two characters is different from that of the third. The bottom line is that the three characters buttress the importance of the "elements". They took advantage of their talent and explored greatly in the area of their interest. They discovered that very place where their truest talents coincide with their deepest passions. If we are allowed to study, work, and do what we like doing, which harmonizes with the talent in us, then we will excel to the peak of our career. This is the point of our element

In view of this fact, the paper talks about the element and education. The main argument here is that people's experience in the education system tends to greatly reduce their ability to perform well. This is as a result of the fact that the Educational systems still reflects the outdated emphasis on industrialism. The curriculum does not give our students the opportunity to discover their creative ingenuity. Consequently, we are left with a hierarchy of subjects that equate intelligence with logical analysis. Our educational system dwells so much on logical analysis, throwing away the value of scientific and industrial application. They are theoretical oriented and practically handicapped. They don't give the student the opportunity to design their own curriculum that suit the element in them. Creativity is sacrificed for uniformity. The urge to meet up with the traditional curriculum do not allow for creativity. Our educational systems are created to be "teacher proof" with emphasis placed on assessment.

## **LITERATURE REVIEW**

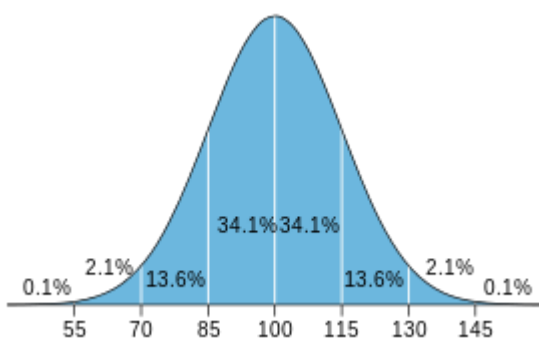
The work is about the pillars of enlightenment, product of "element" discovery. During the seventeenth and eighteenth centuries, "philosophers and scholars aimed to establish a firm basis for human knowledge. To be able to achieve this they developed pillars for this new movement. The pillars are geared towards developing logical reasoning, critical reasoning, reason and evidence. These pillars ultimately led to the development of the Scientific method of today (Robinson, 2009)

The issue of intelligent quotient testing in mass education (Feinberg ,1941) came in the light of the industrial Revolution, for which reason the need for mass education to meet growing demands arose. Educators needed a quick way to assess students and the IQ test was developed (Gregory, 2009 and Sidhu, 2005). The acronym IQ simply means intelligent quotient. The test was meant to categorise the intelligent quotient of the entire student. It is aimed at rating level of reasoning. IQ classification is practiced by IQ test publishers by designating IQ score ranges as various categories with labels such as "superior" or "average" (Kaufman,2010).

Interestingly, the test's creator, Alfred Binet, Originally created the test to identify children with special needs and had not intended the purpose of the test to be associated with identifying "degrees of intelligence" or

“mental worth”. Some children naturally demand special care and attention in school to enable them assimilate and understand the subject of discuss. The IQ test was originally introduced to identify these students and give close attention to them while teaching. Everybody does not have the same level of reasoning (Richardson, 2003). The ability to identify students below certain level of reasoning will confine such students to areas where special attention will be administered to them. The IQ test does not consider the “element” in the individual. It underrates him and adjudges him competent or otherwise, mentally weak or strong. His creative ability is underscored. Although these tests were able to measure certain types of intelligence, they did not come close to measuring all types (Dodge et al. 2006, Haywood and Lidz 2007).

Therefore, the work explores how intelligence can be measured. The society has incorrectly associate intelligence with numbers and that instead of asking the question “how intelligent are you,” we should begin to ask “how are you intelligent”. This simple flip in sentence structure allows us to view humans more positively, holistically, and realistically. It seems that “human intelligence is diverse and multifaceted”. It is also unique to each individual. Our intelligence is spread across diverse areas and knowledge configured naturally to solve unlimited problem that suits the element in us (Sternberg & Grigorenko, 2002).



Normalized IQ distribution with mean 100 and standard deviation 15.

### Power of Imagination

The power of imagination sets us apart from all other species. So it is surprising how imagination tends to come in second place to “traditional” examples of intelligence that are more rooted in math and science. Other animals have certain level of imaginative power. Human being is naturally gifted with the greatest imaginative power. We can imagine positively and negatively. This imaginative power is a factor of creativity and intelligence. It is the power of imagination that sets us apart from all other species (Remez Sasson, 2010).

Imagination is the power to bring to mind things that are not present to our senses. Albert Einstein once said that imagination is more valuable than knowledge. Through imagination, we can visit the past, contemplate the present, and anticipate the future. We can also do something else of profound and unique significance. We can create so many ideas and innovation. We can conceive good ideas, nurture and develop it to an imaginable invention. Great scientists that ever lived griped the awesome privilege, explored and invented things, propounded theories, developed formulae and many more. It is the foundation of everything that is uniquely and distinctively human. It is basis of language, the arts, the sciences, systems of philosophy, and all the vast intricacies of human culture” (Kirkwood, 2012)

### Creativity and Intelligence

The research reveals the unrelatedness between creativity and intelligence was explored by (Kaufman S. 2014). The relationship between creativity and intelligence is the ability to acquire and utilize knowledge (Christensen, 2013). *Creativity* is the highest form of intelligence because it goes beyond knowledge recall and extends into knowledge creation (Dance, 2008). An individual can be very good at both. This is to say that some persons can be very intelligent but not be creative while some are naturally creative but not intelligent. In some cases, some people can be both intelligent and creative. These schools of thought expose

us to the need of rejecting the traditional method of education that favors only the intelligent aspect of our lives. It has no room for those that are naturally creative but not intelligent. Our educational system should embrace creativity and intelligence. This will allow those who are naturally intelligent to have a place to demonstrate the elements that exist in them. These intelligence only finds expression at the discovery of the individual's element.

### **Imagination and Creativity**

Though related, imagination and creativity are not nearly the same thing. Creativity is the combination of imagination and application. In other words, putting action to your ideas is what constitutes creativity (Vygotsky, 2004). You are, in essence, creating something that you imagined first (Jauk et al. 2012). For instance, thinking of converting industrial waste to wealth. The idea of how to use rice husk ash a waste product in rice mill industries, as partial replacement for gypsum in the construction of POP boards. If I put my thought to action by gathering the rice husk, burning them at the required temperature, partially replace them with gypsum at varying proportion, mix them properly, prepare the releasing agent and apply it on the prepared or desired mould, apply the mixture on the mold, and release them then my thought will become a reality. The whole process is the action that makes it possible for me to produce the imagined desired board. Imagination and creativity revolve around the element and they only come alight at the ignition of the element. They are analogous to the electron on the outermost shell of the atom, ready to jump out of orbit.

### **DISCOVERING YOUR ELEMENT**

It is now imperative to discuss how you can find your element. Many people who have found their element speak of the experience as if a light went off in their hands. People refer to finding their element as an epiphany. It is regarded as the moment we suddenly catch the insight or understanding of the hidden talent in us. This paper gives us the language and, in a sense, the permission to take this epiphany more seriously

### **Logical and creative thinking**

Let us compare logical thinking to creative thinking. In line with the thoughts of Gretchen 64, (2011) Logical thinking is being linear. Logical thinking dominates western view of intelligence which borders so much on causes and effects. Much emphasis is placed on this type of thinking in schools. On the other hand, creative thinking is considered as non-linear. It sees things through connections and similarities. Creative thinking is divergent or lateral. It is always thinking of metaphors and seeing in analogies. Yet the two types of thinking are not opposites. "Creative thinking goes beyond linear and logical thought which involve all areas of our minds and bodies". Research findings *on* Logical thinking abilities among form 4 students in the Interior Division of Sabah, Malaysia showed that the overall mean of students' logical thinking abilities were low (Fah ,2009). The performance of these students will improve if greater percentage of creative thinking to logical thinking is included in their curriculum. But, just imagine that our creativity is what allows us to liberate ourselves from our current situations and imagine what our lives could be like if we take a different path. Our imaginative abilities empower us to reconstruct situations and take on different perspectives. The sphere of logical and creative thinking exhumes a satisfying reality of our "element". It provides the surge that heightens this discovery. It asks the question "how do I solve the problem within my environment?" answering this question challenges your imaginative power.

### **Zone of the element**

Now, let us consider the zone of the element. The zone of our element is described as being the "deep heart of the Element". What does it look like when you are in this zone? We become focused and intent. We live in the moment. We become lost in the experience and perform at our peak. Our breathing changes, our minds merge with our bodies, and we feel ourselves drawn effortlessly into heart of the element. Satisfaction and fulfillment in our life is reminiscent in the zone of the element. For instance this is a true story about my tutor, Mrs Nadia who took a tour to her zone where she became focused and intent. She was lost in the experience she admires and likes the most and so performs at a peak. Mrs Nadia wanted to put certain prints

in her bedroom in a frame and do a very beautiful interior decoration. She went to the shop at five thirty P.M after a stressful day work. She was privileged to see virtually all the colors of the items she need but wanted to match them to her taste. Interior decoration is her zone of the element in her. In view of this fact she did not know when she spent an hour and thirty minute. It was the sales manager that called her attention to closure. The shop has a standing order to close work at that moment being seven thirty. All these happened because she was in her zone of the element.

Therefore, when you are in the zone of the element time feels different. Two hours can feel like twenty minutes to you. A sense of freedom and authenticity emerges. You are more likely to feel centered in our true sense of self. At that moment good ideas come more quickly in the screen of your memory. You become an instrument of your own expression. Unimaginable energy induces into your body and you feel more “alive”.

Interestingly, if you want to find your element then you have to ask yourself certain question. A good question to ask is “If left to my own devices, if I do not have to worry about making a living or the thoughts of others about me, what am I most likely to be doing?” Another helpful hint is to try to find your *tribe*. Your tribe is the group of people that share your passion. You can feed off each other’s energy and support one another’s enthusiasm.

Is it luck to find your element? Describing ourselves as lucky or unlucky suggests that we are simply the beneficiaries or victims of chance circumstances. Lucky people are good at creating, noticing, and acting upon chance opportunities. They trust their intuition, full of themselves and fulfilling prophecy. They are not overwhelmed by ill fortune. Always expect to be lucky and trust your intuition.

### **Mentors**

Being lucky is not enough to escalate to the peak of your carrier. You need a good mentor. Mentors can offer windows into new and exciting worlds. Worlds we are naturally drawn to but don’t know how to enter. Mentors should raise your self-esteem and sense of purpose. Mentors play numerous roles in what are pivotal to great achievement in our carrier. They give us prestigious recognition, encourage us to strive further in the mist of crises, assist in facilitating the job that seem difficult to us. They give us a promising future. Some times they stretch us beyond bounds to make us stronger and work under serious pressure. Mentors can assist you with finding your element. They show us next steps and encourage us to take them.

### **What to do in the zone of your element**

Importantly, you have to create great creative team. It is said that bird of the same feathers flock together. In addition to being assigned tasks that allow them work in their element, great creative teams gingers their morale to work tirelessly. They enjoy element of diver’s body of knowledge. People with different but complementary talents rub mind and work together effectively and efficiently. Creative teams find ways of using their differences as strength, not weaknesses. This quality makes them dynamic in executing their job. Being distinct, creative team has a distinctive personality and come together to do something specific. Members are not merely there representing specific interest on a committee.

### **Barriers to finding your element**

However, there are barriers to finding your element. The barriers are called circles of constraint. These circles of constraint can be personal, social or cultural. All three involve expectations that we and others place on us. Most people have to face internal obstacles of self-doubt and fear as much as any external obstacles of circumstance and opportunity. The great barrier could be oneself. Not being believing in oneself is the greatest obstacle to self worth. Always say I am able.

### **DISCUSION**

Is it too late to find your element? Is it too late to achieve your dreams? Some dreams are truly ‘impossible dreams’. However, many don’t know the difference is often one of the first steps to finding their element, because if they can see the chances of making a dream come true, they can also likely see the necessary next steps they need to take toward achieving it. Even if it is not realistic to go back to school or begin a new career, it is never too late to take on a new hobby with great passion and interest.

The element in an individual may be discovered through hobbies. You don’t need to necessarily find your element in your career though people who do are certainly going to be happier in their jobs. Just carving out time for yourself to do the types of things that take you there to your excited state can have a huge positive impact on the rest of your life, including your job. You can enter into your Element in recreational activities (not to be confused with the more passive leisure activity). Your objective should be to try and find a balance between making a living and making a life.

Consider age as it affects our carrier. While physical age is absolute as a way of measuring the number of years that have passed since you were born, it is purely relative when it comes to health and quality of life. This is the best news yet. Creativity does not die. It may live dormant within us for many years but it will never disappear. In addition, different capacities express themselves in stronger ways at different times in our lives. We can still discover our element that lifts us up to the height of our dreams, our age notwithstanding.

Mind and body connection play major role in the element. Because they are very much connected! Our most dangerous mistake is to think otherwise. The saying “you are what you are” is common sense that we tend to forget. Seeing ourselves as holistic beings is important to helping us achieve finding our Element. Believe in yourself. Believe in what you can do. Believe that no one can do it like you. It is important to note that in this world there is no other you like the you that is in you. You are just the unique you that is destined to develop to the peak of your career if you can identify your element, develop yourself in it, stay long in it and work in it. You are just like that electron in the outermost shell of an element which when excited flies off to the next energy level.

## **SUMMARY**

Let us cast our mind back to education. Education worldwide is being reformed for two main reasons. Firstly, is our shared economic challenge of finding out how to educate students to “find work and create wealth”. secondly, communities want to “take advantage of globalization” without losing their own cultural identities. So educators continue to focus on curriculum and assessment without looking at how and what we teach. (Pedagogy). We should interview young children, assist them to identify their elements and encourage them to explore opportunities in the zone of their elements.

We are more and more teaching to the test rather than taking the time to allow our students become aware of their strengths and passions. Education curriculum must be tailored at discovering the child’s element if the effort is to be innovative and creative. The corpus and primacy of our system must expose the “element “

## **CONCLUSION**

Conclusively, most of the stories highlighted throughout this work speak of how educational system has failed to help inspire the student to lean on their strengths and find their passions and talents. The answer is to create a personalized, dynamic curriculum that is fluid among disciplines rather than subject oriented in isolation. Education curriculum must be laid on the path of discovering of element. Expose them to creative thinking. This will ginger their morale to sail through the ocean of creativity, extend their tentacle in using their elements to go for a catch and might end up catching great creative opportunity no one has ever thought of. The main thing is to encourage children to follow anything they have enthusiasm for. Allow them to choose the carrier they have interest in. This is because they might just be advancing toward the right track. They might be craving toward discovering their destined element. Stopping them, you might divert them

from discovering their element. The earlier they discover their element and stay longer in the zone of their element the much better they will excel. Encourage them to find a good mentor that will groom them in their carrier.

Many great icons today in the world had their negative beginning because of the problem of constraining them with logical thinking alone instead of integrating it with much aspect of creative thinking. They were able to wither the storm because they discovered their elements, took the advantage and escalated to the peak of their endeavor because they were in the zone of their elements. In this zone, they got excited easily, gained sufficient energy that moved them from their present energy level to a higher energy level. This was how they kept growing until they became great icons. Many great scientist, doctors, engineers, philosophers, and other have had these great privileges because they stayed long in the zone of their element. Examples of these people include Albert Einstein, Thomas Edison, Dr Ben Garson, Isaac Newton, Michael Faraday, Achemedis, Aliu Dangote, Dr Paul Samuelson, Matt Groening, Bill Gate, Barrack Obama and so on.

Discover your element today. Technology in Africa will find possibilities irrespective of negative past, physical challenge, and so on. Break through in technology in Africa lies in the discovering of the element in the native African. As Africa savors the beauty of great possibilities that awaits her, it is the continents success, honor and great value that looms large in the screen of our memory.

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