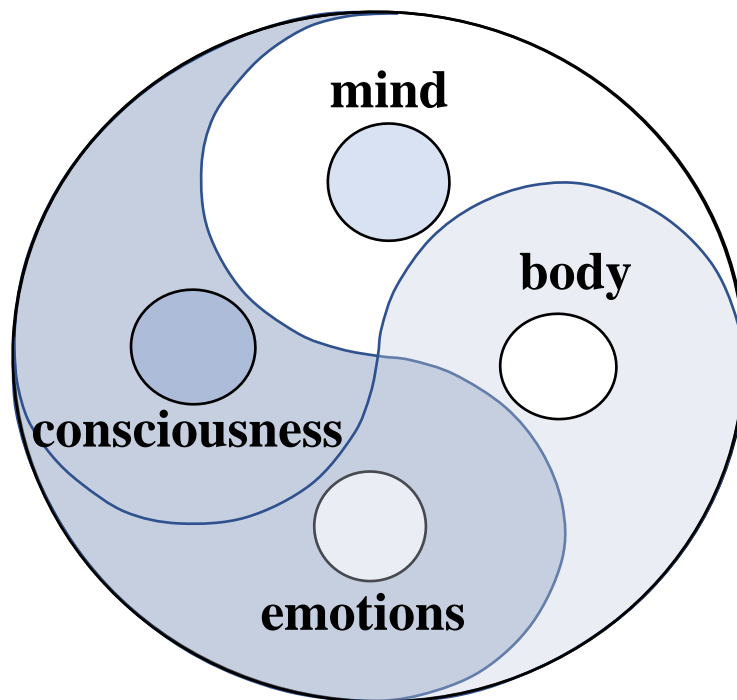


Personal Power of Qi: “BAGUBA” Training and Conditioning Manual for All Athletes and Coaches

**Brutally Aggressive Guy (Gay, Girl) Uninhibited by Adversity
(rev2024-03-28a)**

Andrew O. Jackson



***Unlock the power hidden in well researched and evidenced
based cognitive behavior modification therapies.***

PQ1

***Success or failure in competition (or in life itself)
is a cognitive-emotional state first determined
within the battlefield of the mind.***

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Dangers and Hazards of Homer's Theory of Emotionally Driven Behavior (2,000-word supplement)

Cognitive-Emotional Re-Processing Gymnasium: Unleashing a Student and Athlete's Evolutionary-Self of Strength, Stamina, Cunning, and Success (8,000-word supplement)

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Spock's Reason vs. Emotion: A Fictitious and Dangerous Linguistic Construct of the Human Mind (1,600-word article)

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PQ2

Strength, speed, stamina, agility, cunning, and success come from positive, good-feeling emotions, moods, attitudes, and feelings when powerfully (and singularly) focused upon that which is wanted, desired, and intended.

PQ3

*Champions, in sport or in life, prevail
because their cognitive-emotional
projection of reality becomes
dominant and prohibits the
competition from seeing the reality of
their own success.*

Becoming a “BAGUBA” (Brutally Aggressive Guy (Girl, Gay) Uninhibited by Adversity)

Becoming a “BAGUBA” is **NOT** about brutally dominating the opposition – physically, emotionally, and mentally. Nor is a “BAGUBA” about tolerating and playing through pain, injury, and adversity. A “BAGUBA” is brutally aggressive in utilizing their own emotions to guide their own cognitive behavior towards health, well-being, and effective and successful decision-making prowess and ability. A “BAGUBA” develops and dictates (within their personal power of Qi) a focused and conscious state of desire, want, and intent to **allow** the forces of nature to rendezvous in a most spectacular and victorious competition.

An athlete’s biology has evolved over millions of years of survival of the fittest, most powerful, strongest, and agile of bodies as well as survival of the most clever, creative, and cunning minds that ever have lived on this planet. An athlete’s evolutionary heritage has survived billions upon billions of battles, conflicts, and encounters and is now at the pinnacle, the top, the summit of the highest peaks.

A character may be emotionally driven in a book, movie, opera, play, song, or video, but in science emotions do not drive behavior. Cognition, not emotion, precipitates the changes and states of neurological, biochemical, and physiological being in the brain and body that drives behavior. Emotions are the perception of these changes and states of physiological being. This is the evolved cognitive-emotional foundation within humanity that allows well researched and evidenced based cognitive behavior modification therapies to work and to be successful.

Teachers in academic education (language, literature, psychology, sociology, philosophy, and law) and coaches (athletics and sports) can and must work together in developing a student’s evolved cognitive-emotional dynamics. Within the following pages, each athlete is going to learn how to use the power of their emotions to develop, maintain, and allow their evolutionary heritage of strength, speed, stamina, agility, cunning, health, well-being, and successful decision-making prowess and ability.

Each athlete will become an unstoppable and instinctive force on the field of play (and throughout their life) no matter the hardships, difficulties, and set-backs because they will have the tools, understandings, and skills to attain, maintain, and allow their evolved joyous being. And in their joy is their Personal Power of Qi. Each athlete will mentally, physically, and emotionally dominate the competition. They just need to learn how and make-it-so.

Passionately,

Andrew O. Jackson
M.S. Technology Education
M.S. Management Technology
Ph.D. School of Hard Knocks
“BAGUBA” Strength and Conditioning Trainer
1971 DeForest H.S. Wrestling “BAGUBA” of the Year

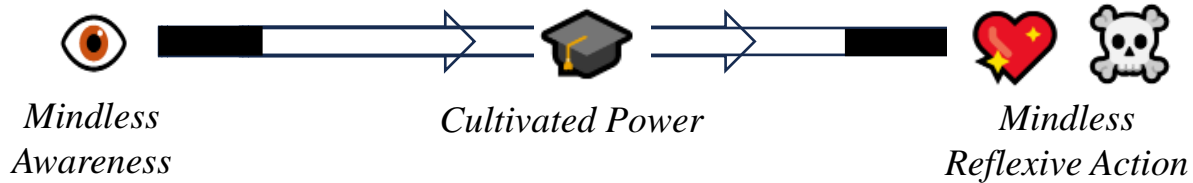


PQ4

*To re-create the cognitive-emotional
state of being
of one's past, best performance
is one step closer to creating now,
a new best performance.*

Sections Preview (30min)

Section 8.0: Mindless Awareness and Reflexive Action

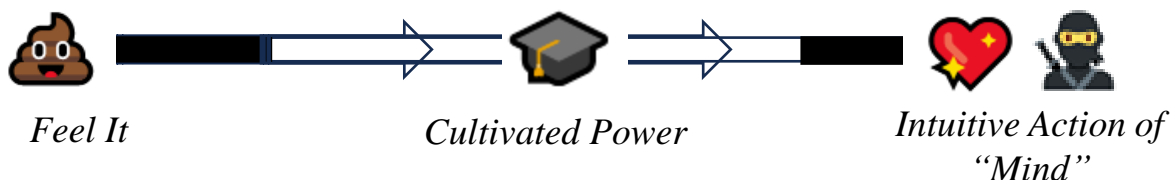


In **Section 8** the athlete will increase their power of mindless awareness and action to maximize competitive performance and to prevent injuries.

“As a child I was working in the fields with my father when he looked up at the sky. He had “heard” some geese. As a lifelong birder this would be normal. But I heard nothing. After several minutes past, the geese and their distinctive “honking” came into my awareness.”

“I was in a wrestling match I was supposed to win. Action stopped with 10 seconds to go and I was 1pt behind. I was on top. Again I thought, “I am supposed to win this match!” The whistle blew and my mind went blank. My body just acted on its own.... cross-body ride, thrust forward, chicken wing his arm to a near fall....2points. I had never used that move before.”

Section 7.0: Gut Awareness and Intuitive Action of “Mind”



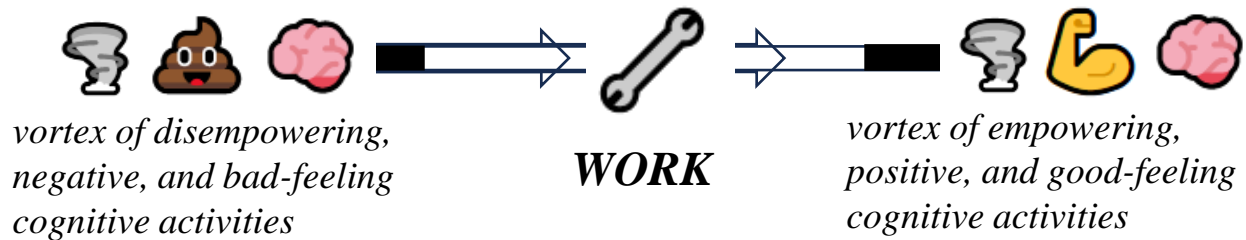
In **Section 7** the athlete will increase their power of intuitive awareness, reflexes, and their power of “mind” to maximize competitive performance and to prevent injuries.

“While living in El Paso, TX, I went into the shower to clean off the desert grime. Something was wrong. I smelled the presence of death. Immediately I froze. I turned to my right and there I was naked and eyeball to eyeball with a scorpion.”

A player cannot know (or act on) the subtleties playing out within the game if they are (1) camouflaging their emotional state with mental chatter, (2) actively suppressing, ignoring, or controlling their emotional state of being, or (3) preoccupied by being mindfully aware with “acceptance and without judgment”. Emotions have evolutionary survival meaning that must be utilized in competition.

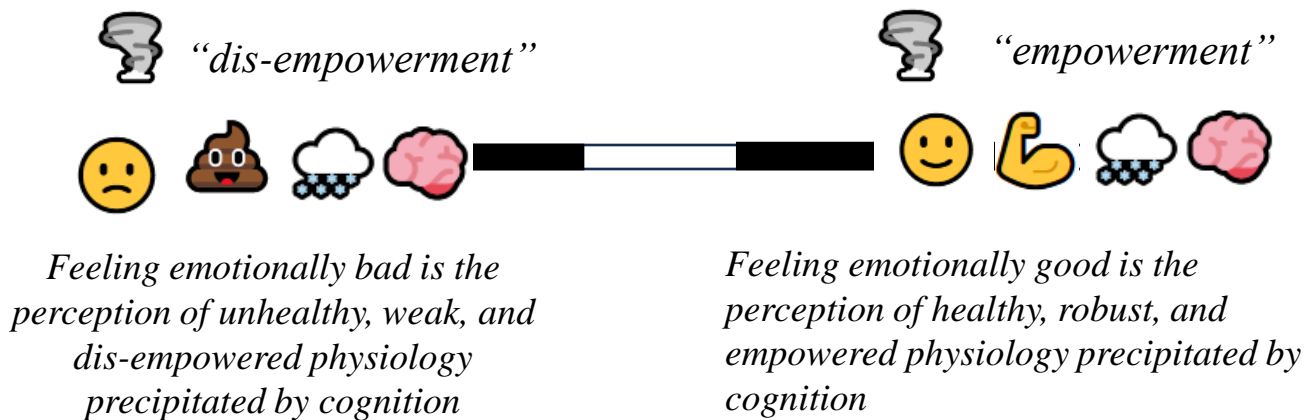
Sections Preview

Section 6.0: Cognitive-Emotional Re-Processing for Health, Well-Being, and Success (30min)



In **Section 6** the athlete will develop their skills, tools, and abilities to re-process, re-structure, and re-develop dis-empowering negative, bad-feeling, and unhealthy cognitive behaviors into positive, good-feeling cognitions that correlate with a powerful, strong, robust, and healthy physiology of the brain and body. The athlete will develop the skills and ability to have the power of choice between feeling emotionally bad (and the perception of an unhealthy, weak, and dis-empowered physiology) or feeling emotionally good (and the perception of a healthy, robust, and empowered physiology).

Section 5.0: The Power of Focus and Its Vortex of Reality (30min)



In **Section 5** of this manual, each athlete will learn, practice, and understand how dis-empowering, bad-feeling thoughts are useful to identify what an athlete does and does not want and how disempowering, negative, and bad-feelings (that are indicative of a unhealthy physiology) vanish when the athlete focuses on empowering thoughts and activities that precipitate good-feelings (that are indicative of a healthy physiology).

Sections Preview

Section 4.0: The Power of Emotions (30min)



*dis-empowering, weak, and sluggish
physiology of the brain and body (that
leads to poor decision-making,
performance, and injury).*

*Empowered, robust, and healthy
physiology of the brain and body (that
leads to strength, speed, stamina, agility,
cunning, and successful decision-making).*

In **Section 4** of this manual, the athlete will learn and understand how good feeling emotional awareness has evolved to correlate with their health, well-being, and successful decision-making physiology of the brain and body.

Emotions are not about what others and the world are doing “to you.” Emotions are about what “you” are doing to “yourself”. The athlete will learn and understand how negative and bad-feeling emotions, moods, attitudes, and feelings like anger, jealousy, and revenge have an evolved correlation with a dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and injury). And the athlete will learn and understand how power, strength, speed, stamina, agility, cunning, and success have evolved with positive, good-feeling emotions, moods, attitudes, and feelings.

That is, feeling emotionally good is the perception of a healthy, robust, and empowered physiology of the brain and body (that leads to health, well-being, and successful and effective decision making prowess and ability).

Section 3.0: Definitions (30min)



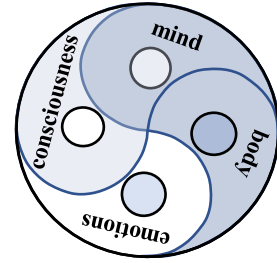
In **Section 3** the athlete will learn about the language of the mind, body, emotions, and awareness. Learning and understanding the language and relationships between the mind, body, and emotions are critical to developing, maintaining, and allowing one’s evolutionary powers of strength, speed, stamina, agility, cunning, and success.

PQ6

*The mountain exists as it does because
we have been taught to believe it so.*

Sections Preview

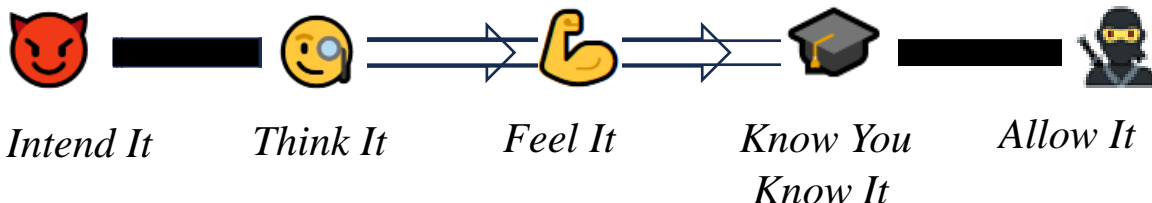
Section 2.0: The Symbiotic Synergy Between Mind, Body, Emotions, and Consciousness (30min)



In **Section 2** the athlete will increase their understanding and awareness of the symbiotic synergy between mind, body, emotions, and consciousness. Mind, body, emotions, and consciousness are not separate, individual, and conflicting entities, but are an intertwined web that has evolved to work in synergistic harmony.

Emotions have not evolved to be controlled, regulated, and managed by cognition, but to guide cognitive actualization of an emotionally feels-good healthy, strong, and robust physiology in the brain and body. Negative, feels-bad cognitive activities have an evolved correlation with an unhealthy, weak, and frail physiology prone to sickness, injury, and poor decision-making capacity. This is the foundation of today's successful, evidenced based cognitive behavior modification therapies.

Section 1.0: Cognitive-Emotional (Segment) Actualization (30min)



Section 1 is about the overall intent and actualization of a team scheme, play, and coverage as well as the mechanics and techniques of a position and individual play in any sport such as in golf, tennis, basketball, baseball, hockey, wrestling, sailing, or skiing.

Actualization is a process beginning from an overall state of intention and down through the localized segments of intention at each of the various stages (segments) of the competition. A player must emotionally feel, know, and “allow” their want, desire, and intent at each and every stage and segment within their game, play, move, or “shot” to be successful.

PQ7

*Not until the illusion of emotions is understood
will the power of emotions be revealed.*

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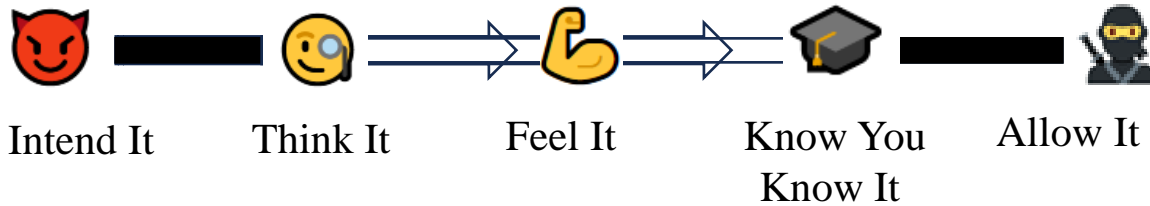
PQ5

*The outcome of a competition,
or conflict in life itself,
matches the cognitive-emotional state of being
of the victor and the loser.
The play of the game is just an opportunity to
determine who has the greater capacity to
remain in which state.*

PQ8

*To cognitively will and force behavior
while ignoring one's own
emotional state of being
is to ignore one's own
physical and mental health and well-being
with possibly disastrous consequences,
including injury.*

Section 1.0: Cognitive-Emotional (Segment) Actualization



Section 1.0: Cognitive-Emotional Actualization

Pre-Test (mark all that apply)

- 1) A bench warmer wants to start in the big game, what do they do?
 - a) Imagine (visualize, hear, smell, and taste) and feel good about starting
 - b) Intend to be the starter
 - c) Re-process emotionally negative cognitions into good-feeling cognitions
 - d) Cheer on the current starters
- 2) Negative, bad-feeling cognitive activities (like not starting) means:
 - a) An athlete's physiology is in a depressed state
 - b) An athlete's physiology is prone to injury
 - c) An athlete cannot perceive the subtleties of the game
 - d) The athlete is hurting their teammates
- 3) What are the some key segments of your position or sport? What do you do at each segment? What is your intention for each segment?

Segment kick the ball intention make a goal

segment _____ intention _____

segment _____ intention _____

segment _____ intention _____

segment _____ intention _____

segment _____ intention _____

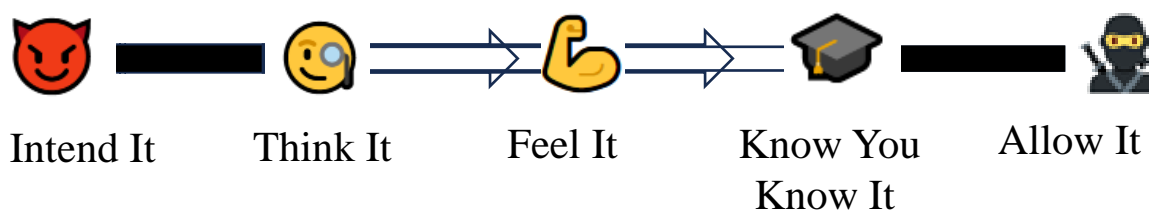
PQ11

*Visualization takes you to the basket,
Cognitive-emotional actualization makes the basket.*

Personal Power of Qi

“BAGUBA” Training and Conditioning Manual

Section 1.0: Cognitive-Emotional (Segment) Actualization



Section 1 is about the overall intent and actualization of a team scheme, play, and coverage as well as the mechanics and techniques of a position and individual play in any sport such as in golf, tennis, basketball, baseball, hockey, wrestling, sailing, or skiing.

Actualization is a process beginning from an overall state of intention and down through the localized segments of intention at each of the various stages (segments) of the competition. A player must emotionally feel, know, and “allow” their want, desire, and intent at each and every stage and segment within their game, play, move, or “shot” to be successful.

PQ12

Each athlete has a responsibility to re-process their own cognitive-emotional behavior into a healthy, more competitive, and better feeling place of strength, speed, power, agility, cunning, and successful decision-making ability.

Section 1.0: Cognitive-Emotional (Segment) Actualization



Intend It

Think It

Feel It

Know You

Allow It

Know It

1.1 Intend It: The Power of An Athlete's Intent



Which is more powerful?

- a) “Visualize a picture of you climbing Mt. Everest”
“Visualize a picture of you making a basket”

VS.

- b) “My intent is to climb Mt. Everest next May”
“My intent is to make a basket”

1.1.1 What is intent?

Intent calibrates an athlete's emotional guidance (the emotional difference between scuba tanks and climbing oxygen cylinders) and sets off a chain of retro-causal events to actualize a future event.

In the blanks below, state what you want, desire, and intend at each segment of a play, move, or assignment. (Do not state what you “*do not*” want.)

A) Segment of Time : _____ (name of play) _____

Intention: _____ down block the left guard

B) Segment of Time: _____ (name of play) _____

Intention: get open through a slant route

C) Segment of Time: rounding a gate (skiing)

Intention: _____ at entry, rounding, at exit _____

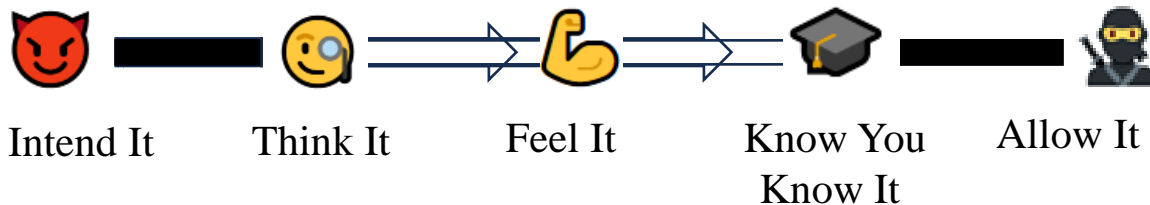
E) Segment of Time: _____

Intention: _____

F) Segment of Time

Intention:

Section 1.0: Cognitive-Emotional (Segment) Actualization



1.2 Think It 🧠

What are the mechanics/technique of your intent (assignment) you need to remember? This is using your cognitive mind. The mechanics/technique should become automatic through practice and drills. But before they become automatic, there is a thought process involved that must be recognized and acknowledged.



(Example 1) Intent: lifting weights; what are the mechanics/techniques?

(Example 2) Intent: covering a receiver; what are the mechanics/techniques?

(Example 3) Intent: catching a punt; what are the mechanics/techniques?

(Example 4) Intent: making a basket; what are the mechanics/techniques?

(Example 5) Intent: making a putt; what are the mechanics/techniques?

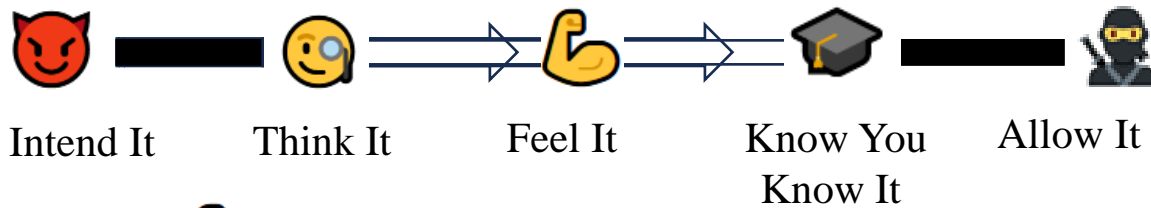
(Example 6) Intent: _____; mechanics/techniques?

(Example 7) Intent: _____; mechanics/techniques?

(Example 8) Intent: _____; mechanics/techniques?

(Example 9) Intent: _____; mechanics/techniques?

Section 1.0: Cognitive-Emotional (Segment) Actualization



1.3 Feel It

Find the good-feeling place of power. Good feeling emotions, moods, attitudes, and feelings are indications and alignment with a healthy, strong, and robust physiology.

What are the feeling of your intent (assignment)? This is using your emotional awareness. Emotional awareness of the mechanics of your intent should become automatic through your practice and drills. But before they become automatic, there is a process involved that must be recognized and acknowledged to find the good-feelings of success.

1.3.1 If you are lifting weights or _____, find the good feeling place of your intention and technique?



YES _____



NO _____

1.3.2 If you are catching a pass or _____, find the good feeling place of your intention and technique?



YES _____



NO _____

1.3.3 If you are making a basket or _____, find the good feeling place of your intention and technique?



YES _____



NO _____

1.3.4 If you are a making a putt or _____, find the good feeling place of your intention and technique?



YES _____



NO _____

1.3.5 _____

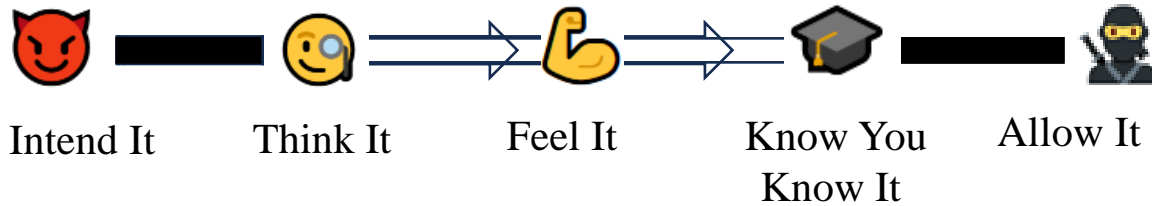


YES _____



NO _____

Section 1.0: Cognitive-Emotional (Segment) Actualization



1.4 Know You Know It.



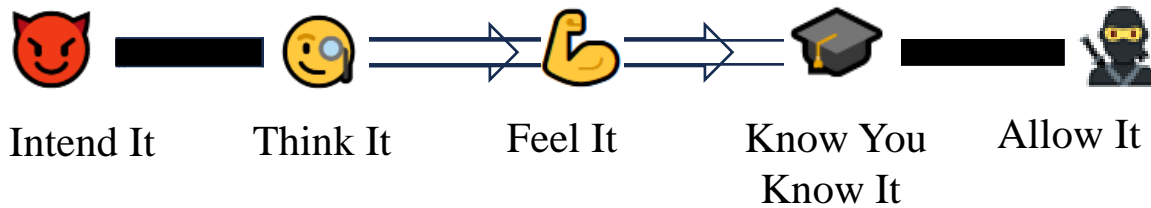
A self-assured, empowered, and combined feeling and knowing of the symbiotic synergy between mind, body, emotions, and consciousness. The feeling/knowing of “know you know it” is something you must seek and find for your self. I can only allude to its existence. “Know you know it” means you will not fail. You are assured of success. You have “written it.” How do you describe/feel **your** “knowing of success”?

- a) “I got it”
- b) “mo-jo”
- c) “confidence”
- d) ”swagger”
- e) _____
- f) _____
- g) _____

PQ13

If an athlete learns how to harmonize their cognitive activities with their emotions to feel good, they have the capacity to reach through time and space and attract the necessary ingredients and circumstances for their success, including luck.

Section 1.0: Cognitive-Emotional (Segment) Actualization



1.5 : Allow It to Happen.



“It happens” means an athlete is not “forcing” it. They are not “willing” it. They are not demanding it. They are allowing it to happen; like holding your arm out and allowing it to drop by your side.

Allowing “it” to happen means an athlete doesn’t have any negative, bad-feeling emotions (resistance) about their desires for a successful and intended outcome.

- a) What is your intent? _____
- b) What is your technique? _____
- c) Do you feel it? ____ Yes _____ No _____
- d) Do you “know you know” what you are doing?
Yes _____ No _____



- a) Allow “it” to happen, without thought and effort.

Did it “just happen”? Yes _____ No _____

Note: At first, running through these processes takes effort and time. But, with practice, the effort and time to go through the steps will become automatic. An athlete can watch somebody like LaBron James do a beautiful step-back shot and basket, but he goes through all the steps. They have just become automatic. A similar case is a short-stop in baseball catch a bouncing grounder, wheel around in the air and throw the ball for an out at first. They go through the steps and allow “it” to happen.

1.6 Cognitive-Emotional Actualization (Review)

1) *What is your intent?*

Visualization takes you to the door. Intent gets you through.

Visualization: “picture yourself climbing Mt. Everest”. Intent: “My intent is to climb Mt. Everest next May”. Intent calibrates your emotional guidance. Feel the emotional difference between scuba tanks and climbing oxygen cylinders.

Intent sets off a chain of retro-causal events to actualize a future event.

- i. Overall Intent: I am climbing Mt. Everest
- ii. Specific Intent: I am obtaining the gear to climb Mt. Everest
- iii. More specific intent: I am getting needed survival gear.

2) *Think It*

What are the mechanics of your intent.

- i. If you are lifting weights, how do you do it?
- ii. If you are intercepting a pass, how do you do it?
- iii. If you are catching a punt, how do you do it?
- iv. Breaking through the line; throwing the pass, handing off the ball, blocking, tackling, etc., etc.

3) *Feel It*

Find the good-feeling place of power.

Good feeling emotions, moods, attitudes, and feelings are indications, and alignment with a healthy, strong, and robust physiology. Find the good feelings emotions, moods, attitudes, and feelings of: lifting weights; intercepting a pass; catching a punt; breaking through the line; throwing the pass; blocking; tackling, etc., etc.

4) *Know you know it.*

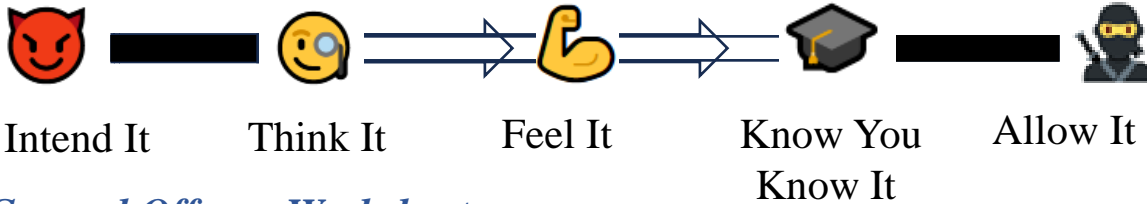
A self-assured, empowered, and combined feeling and knowing of the symbiotic synergy between mind, body, emotions, and consciousness.

“I got it” “Mo-jo” “Complete confidence”

5) *Allow... it to happen*

- i. Do not “force” it. Do not “will” it. Do not “demand” it. It happens.
- ii. Resolve any negative, conflictive, bad-feeling emotions (covered in Section 6).

Section 1.0: Cognitive-Emotional (Segment) Actualization



1.7 General Offense Worksheet

a. **Intent:**  (offensive play call): _____

b. **Think IT:** 

1. describe your assignment (the mechanics)

c. **Feel IT:** 

1. get into the good-feeling place of your assignment

YES _____ NO _____

d. **Know You Know IT:** 

1. State of knowing success
2. Can do attitude

YES _____ NO _____

e. **Allow IT:** 

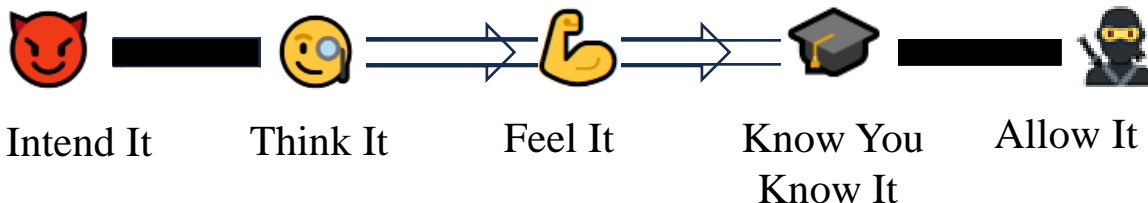
1. Quiet the mind of noise and allow:

YES _____ NO _____

f. **Successful Outcome?**

YES _____ NO _____

Section 1.0: Cognitive-Emotional (Segment) Actualization



1.8 General Defensive Worksheet

a. **Intent:**  (defensive play call/move): _____

b. **Think IT:** 

1. describe your assignment (the mechanics)

c. **Feel IT:** 

1. get into the good-feeling place of your assignment

YES _____ NO _____

d. **Know You Know IT** 

1. State of knowing success
2. Can do attitude

YES _____ NO _____

e. **Allow IT** 

1. Quiet the mind of noise and allow:

YES _____ NO _____

f. **Successful Outcome?**

YES _____ NO _____

1.9 Offense Actualization Play Sheet (Segment Intending)

On the top, name the play, move, or action (making a put, goal, shooting a jump shot, rounding a gate, etc.) in your sport. Then use following sections to break each play or move into its segments and fill in its actualization process. (Additional sheets in Appendix A.)

OFFENSE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT

MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

2 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

3 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

4 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

OFFENSE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT

MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

2 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

3 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

4 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

1.10 Defense Actualization Play Sheet (Segment Intending)

On the top, name the defensive play, move, or action to prevent a goal, tackle, jump shot, kick, etc. in your sport. Then use following sections to break each defensive play or move into its segments and state the intent and the success (or not) of allowing of each segment. (Additional sheets in Appendix B)

DEFENCE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT

MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

2 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

3 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

4 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

DEFENCE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT

MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

2 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

3 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

4 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

1.11 Home Actualization Play Sheet (Segment Intending)

Each segment of a day is an opportunity to practice intending and allowing events from a good-feeling place of being. Identify 9 segments throughout the today and fill in their actualization process.

(Additional sheets in Appendix C)

DATE: _____

SEGMENT

1 wake up Intent: make it a great day

Think it: things I am doing today Feel it: Y N

Know it: Y N Allow it: Y N Success: Y N

2 breakfast Intent: enjoy a healthy breakfast

Think it: (what is your typical breakfast) Feel it: Y N

Know it: Y N Allow it: Y N Success: Y N

3 weight room Intent: _____

Think it: _____ Feel it: Y N

Know it: Y N Allow it: Y N Success: Y N

4 _____ Intent: _____

Think it: _____ Feel it: Y N

Know it: Y N Allow it: Y N Success: Y N

5 _____ Intent: _____

Think it: _____ Feel it: Y N

Know it: Y N Allow it: Y N Success: Y N

6 _____ Intent: _____

Think it: _____ Feel it: Y N

Know it: Y N Allow it: Y N Success: Y N

7 _____ Intent: _____

Think it: _____ Feel it: Y N

Know it: Y N Allow it: Y N Success: Y N

8 _____ Intent: _____

Think it: _____ Feel it: Y N

Know it: Y N Allow it: Y N Success: Y N

9 _____ Intent: _____

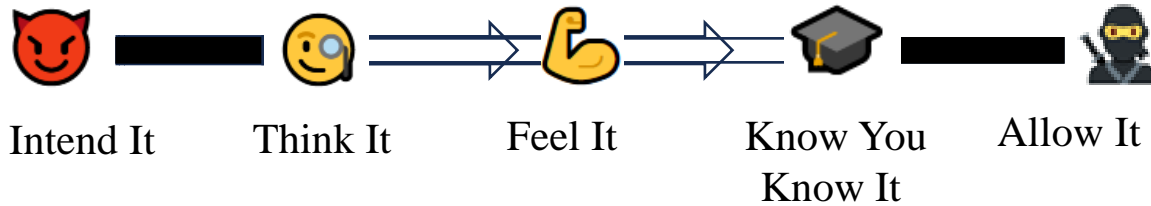
Think it: _____ Feel it: Y N

Know it: Y N Allow it: Y N Success: Y N

Intend

Allow

Section 1.0: Cognitive-Emotional (Segment) Actualization



Section 1.0: Cognitive-Emotional Actualization

Post-Test (mark all that apply)

- 1) You want to start in the big game, what do you do?
 - a) Imagine (visualize, hear, smell, and taste) and feel good about starting
 - b) Intend to be the starter
 - c) Re-process emotionally negative cognitions into good-feeling cognitions
 - d) Cheer on the current starters
- 2) Negative, bad-feeling cognitive activities (like not starting) means:
 - a) Your physiology is in a depressed state
 - b) Your physiology is prone to injury
 - c) You cannot perceive the subtleties of the game
 - d) You are hurting your teammates
- 3) What are the some key segments of your position or sport? What is your intention for each segment

segment_____intention_____

segment_____intention_____

segment_____intention_____

segment_____intention_____

segment_____intention_____

segment_____intention_____

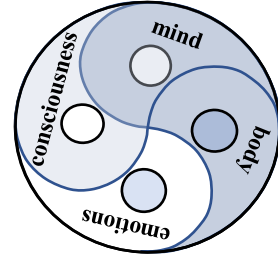
PQ9

*When joy and good feelings permeate
your life, practice, and competition...
good things happen.*

PQ10

*Good and effective decisions
and their actualization
cannot be made in a vortex of negative
emotions.*

Section 2.0: The Symbiotic Synergy Between Mind, Body, Emotions, and Consciousness



Section 2.0: The Mind, Body, Emotions, and Consciousness ***Pre-Test***

(Mark all that apply.)

- 1) Good feeling emotions have an evolved correlation with...
 - a) Power
 - b) Strength
 - c) Weakness
 - d) Cunning
- 2) Bad-feeling emotions have an evolved correlation with...
 - a) Weakness
 - b) Injury
 - c) Poor decision-making
 - d) Strength
- 3) Negative bad-feeling emotions should be controlled, managed, and regulated.
 - a) True
 - b) False
- 4) The adrenalin boost from anger makes an athlete:
 - a) Stronger
 - b) More successful
 - c) Weaker
 - d) Less successful

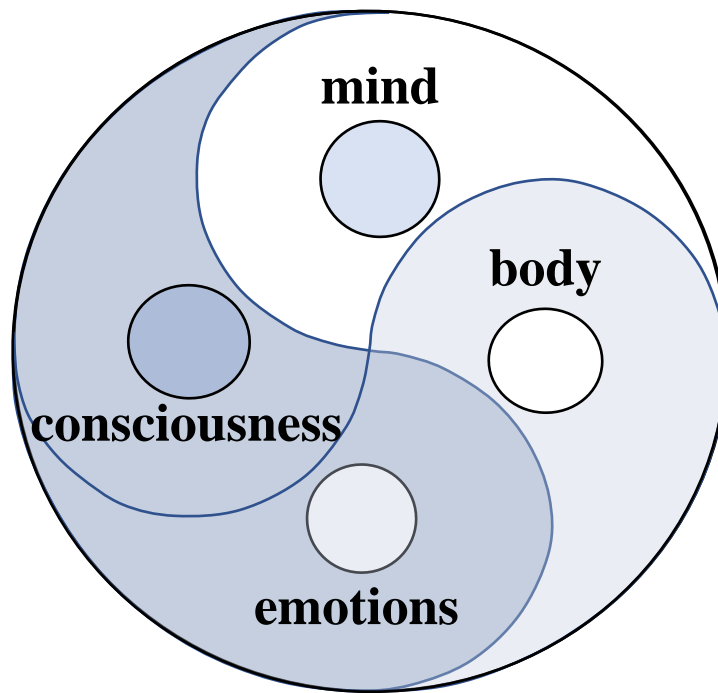
PQ15

To ignore one's own emotional state of being is to ignore one's own physical health and well-being with possibly disastrous consequences, including injury.

Personal Power of Qi

“BAGUBA” Training and Conditioning Manual

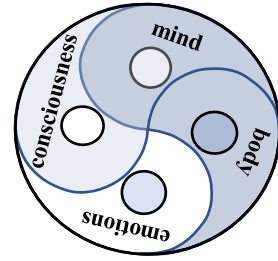
Section 2.0: The Symbiotic Synergy Between Mind, Body, Emotions, and Consciousness



In **Section 2** the athlete will increase their understanding and awareness of the symbiotic synergy between mind, body, emotions, and consciousness. Mind, body, emotions, and consciousness are not separate, individual, and conflicting entities, but are an intertwined web that has evolved to work in synergistic harmony.

Emotions have not evolved to be controlled, regulated, and managed by cognition, but to guide cognitive actualization of an emotionally feels-good healthy, strong, and robust physiology in the brain and body. Negative, feels-bad cognitive activities have an evolved correlation with an unhealthy, weak, and frail physiology prone to sickness, injury, and poor decision-making capacity. This is the foundation of today’s successful, evidenced based cognitive-behavior modification therapies.

Section 2.0: The Symbiotic Synergy Between Mind, Body, Emotions, and Consciousness

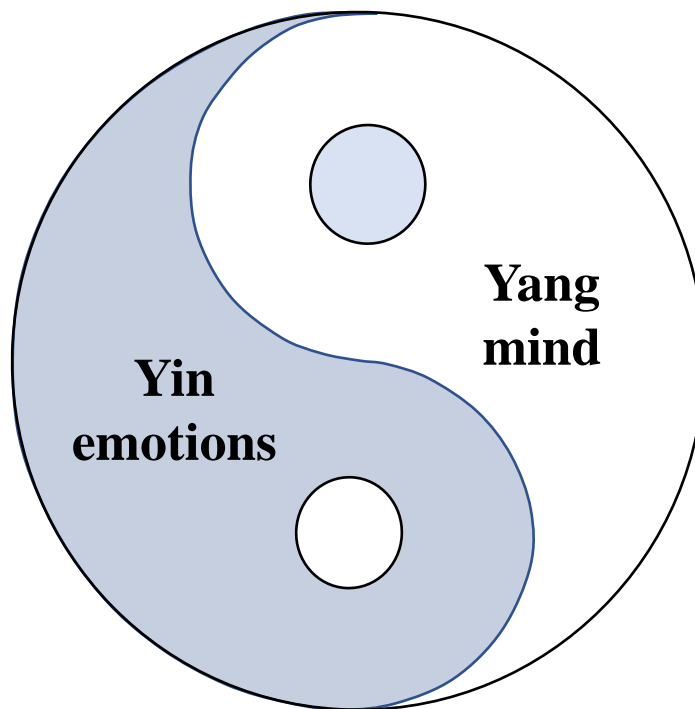


2.1 Emotions

Emotions are the perception of biological changes and states of the brain and body generated by cognitive activities of the mind.

2.2 Cognition:

Cognition activities of the mind such as awareness of thoughts, memories, imagination, perceptions, plus reason and logic.

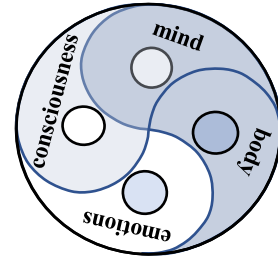


2.3 Mind and emotions are not separate but intertwined via the body.

2.3.1 Yang: *The mind (cognition) generates changes in the brain and body's biochemical, neurological, and physiological makeup.*

2.3.2 Yin: *Emotions are the perception of the brain and body's biochemical, neurological, and physiological makeup.*

Section 2.0: The Symbiotic Synergy Between Mind, Body, Emotions, and Consciousness



2.4 Emotions, moods, attitudes, and feelings either feel-good or feel-bad:

2.4.1 Degrees of feeling-good

Good-----great-----Oh WOW



2.4.2 Degrees of feeling-bad

Bad-----miserable-----suicidal



2.4.3 Anger, fear, fury, rage,feel bad but with a last gasp adrenalin boost for survival.

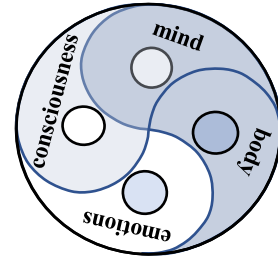


“Feeling bad” emotions, like anger, fear, fury, and rage have an evolved correlation with a temporary powerful (but long-term weakened) physiology of the body and brain. As an evolved ***last ditch survival mechanism*** (fight, flight, or freeze) the mind injects a powerful adrenalin boost into the body. This provides a short term survival opportunity but in the long run, fear and anger states are harmful to the body and brain and create a negative vortex of behavior and events.

PQ16

Cognitive activities of the mind bring about the physiological changes and states in the brain and body that are consciously perceived as emotions.

Section 2.0: The Symbiotic Synergy Between Mind, Body, Emotions, and Consciousness



2.5 Negative, bad-feeling emotions, moods, attitudes, and feelings have an evolved correlation with disempowerment:



2.5.1 Sickness, injury, and poor decision-making

2.5.2 Weak physiology

- a) Biochemistry
- b) Neurology
- c) Physiology

2.5.3 Ineptness

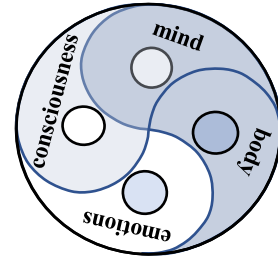
- a) Weak, clumsy, slow, lethargic, dull witted,

2.5.4 Failure (poor decision-making ability)

PQ17

Bruce Lee never resolved the emotional dissonance brought on by the conflicts within his mind and thus was never able to move beyond the confines of a physical universe and become the master he so desired to be.

Section 2.0: The Symbiotic Synergy Between Mind, Body, Emotions, and Consciousness



2.6 Positive, good-feeling emotions, moods, attitudes, and feelings have an evolved correlation with empowerment:



2.6.1 Health, well-being, and successful decision-making

2.6.2 Healthy, strong, and powerful physiology

- a) Biochemistry
- b) Neurology
- c) Physiology

2.6.3 Powers of

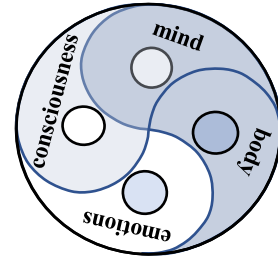
- a) Strength
- b) Speed
- c) Stamina
- d) Agility
- e) Cunning

2.6.4 Success (successful decision-making ability)

PQ18

Disassociating, ignoring, or camouflaging any unaddressed emotionally negative feelings will be revealed with a substandard performance and, even more dramatically, with an injury.

Section 2.0: The Symbiotic Synergy Between Mind, Body, Emotions, and Consciousness



2.7 Disempowering Cognitive Focus

Cognitively focusing or dwelling upon things you do not like, want, or intend have an evolved correlation with dis-empowering, negative, and bad-feeling emotions, moods, attitudes, and feelings.



(fill in the blanks with “things” I DO NOT like)

2.7.1 Unpleasant Perceptions:

- a) See: _____
- b) Hear _____
- c) Taste: _____
- d) Touch: _____
- e) Smell: _____

2.7.2 Unpleasant thoughts (in pictures, words, self-talk, music):

- a) Thought: _____
- b) Memory: _____
- c) Imaginings: _____

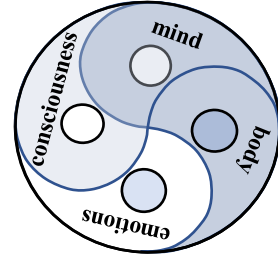
2.7.3 Unpleasant logic and associations (I always play poorly on their court, field, rink, or mat):

- a) Logic: _____
- b) Associations: _____

2.7.4 Unpleasant creativity and inspiration:

- a) _____

Section 2.0: The Symbiotic Synergy Between Mind, Body, Emotions, and Consciousness



2.8 Empowering Cognitive Focus:

Cognitively focusing or dwelling upon things you do like, want, or intend have an evolved correlation with empowering,, positive, and good-feeling emotions, moods, attitudes, and feelings.



(fill in the blanks with “things” I do like)

2.8.1 Likable things I perceive:

- a) See: _____
- b) Hear: _____
- c) Taste: _____
- d) Touch: _____
- e) Smell: _____

2.8.2 Likable thoughts (in pictures, words, self-talk, music):

- a) Thought: _____
- b) Memory: _____
- c) Imaginings: _____

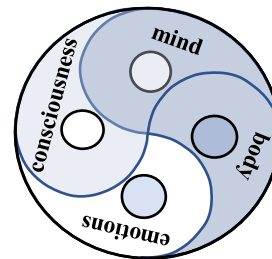
2.8.3 Likable logic and associations (I always play great on their court, field, rink, or mat):

- a) Logic: _____
- b) Associations: _____

2.8.4 Likable creativity and inspiration:

- a) _____

Section 2.0: The Symbiotic Synergy Between Mind, Body, Emotions, and Consciousness



2.9 Perception and Emotions

(fill in the blank).....(mark good or bad)

2.9.1 When I look at something I **don't like**, I feel: _____ good _____ bad

What are some things I see I don't like:

a) _____ (our turn over) (missing a shot) (allowing an opponent's shot)

b) _____

2.9.2 When I look at something I **do like**, I feel: _____ good _____ bad

What are some things I do like:

a) _____ (making a shot) (blocking their shot) (their turnover)

b) _____

2.9.3 When I hear something I **don't like**, I feel: _____ good _____ bad

What are some things I hear that I feel bad about:

a) _____ (complaints) (excuses) (noisy, screaming crowds)

b) _____

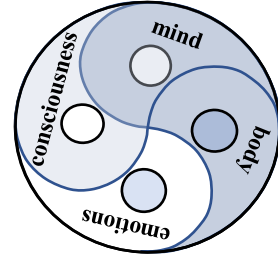
2.9.4 When I hear something I **do like**, I feel: _____ good _____ bad

What are some things I hear that I feel good about:

a) _____ (compliments) (noisy, screaming crowds)

b) _____

Section 2.0: The Symbiotic Synergy Between Mind, Body, Emotions, and Consciousness



2.10 Cognition (Mind) and Emotions

(fill in the blank).....(mark good or bad)

2.10.1 When I think about something I **don't like** I feel: _____ good _____ bad

What are some things I think about that I feel bad about:

- a) _____ (losing) _____ (missing a shot) _____ (classes?) _____
- b) _____

2.10.2 When I think about something I **do like** I feel: _____ good _____ bad

What are some things I think about that I feel good about:

- a) _____ (ice cream) _____ (weight training) _____ (competition) _____
- b) _____

2.10.3 When I remember something I **don't like**, I feel: _____ good _____ bad

What are some memories I don't like:

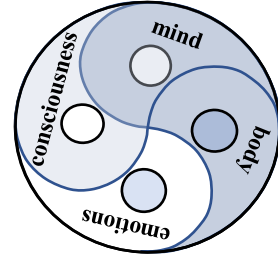
- a) _____ (when we lost to "_____") _____ (a missed shot) _____
- b) _____

2.10.4 When I remember something I **do like**, I feel: _____ good _____ bad

What are some memories I do like:

- a) _____ (beating "_____") _____ (block that setup a winning shot) _____
- b) _____

Section 2.0: The Symbiotic Synergy Between Mind, Body, Emotions, and Consciousness



2.10 Cognition (Mind) and Emotions (continued)

2.10.5 When I imagine something I **don't like**, I feel: _____ good _____ bad

What are some imaginings that I feel bad about:

- i. _____ (losing) _____ (blowing a route)
- ii. _____
- iii. _____

2.10.6 When I imagine something I **do like**, I feel: _____ good _____ bad

What are some imaginings that I feel good about:

- i. _____ (winning) _____ (making a great tackle)
- ii. _____
- iii. _____

2.10.7 When I analyze an outcome I **don't like**, I feel: _____ good _____ bad

What are some imaginings that I feel bad about:

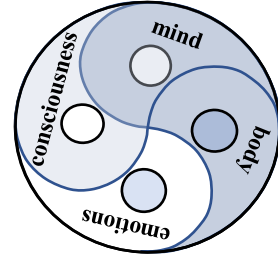
- i. _____ (he blew his route) (he didn't cover his man)
- ii. _____
- iii. _____

2.10.8 When I analyze an outcome I **do like**, I feel: _____ good _____ bad

What are some imaginings that I feel good about:

- i. _____ (he ran a great route) (he made a great defensive play)
- ii. _____
- iii. _____

Section 2.0: The Symbiotic Synergy Between Mind, Body, Emotions, and Consciousness



2.11 Emotions & Evolution: emotions have an evolved correlation with physiology such that:

2.11.1 Dis-empowerment:



Negative, bad feeling emotions, moods, attitudes, and feelings have an evolved correlation with the negation of health, well-being, and successful decision-making ability.

2.11.2 Empowerment:

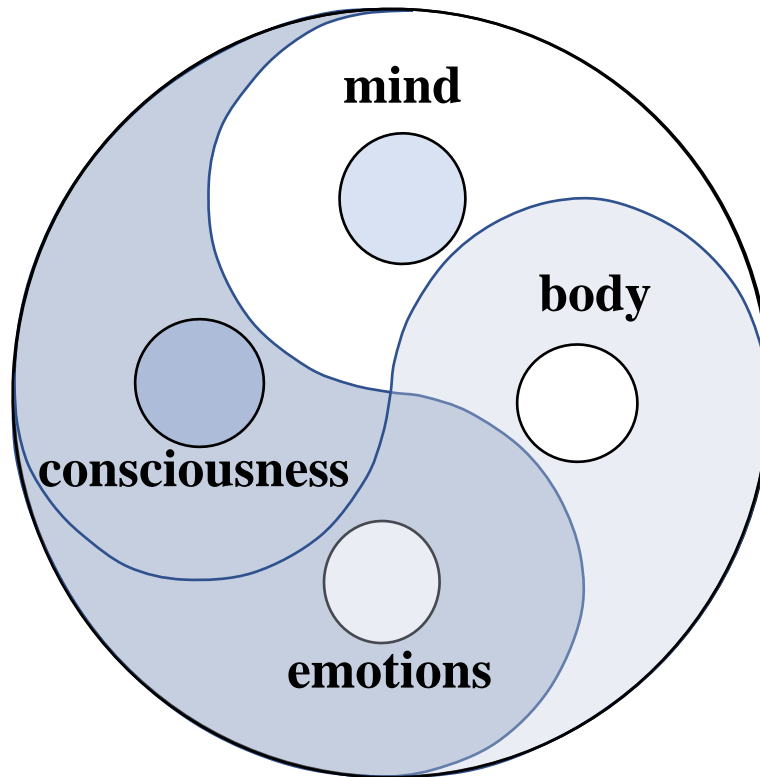
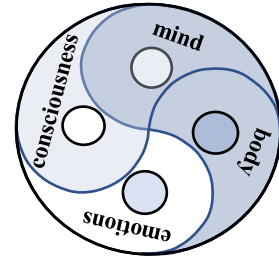


Positive, good feeling emotions, moods, attitudes, and feelings have an evolved correlation with health, well-being, and successful decision-making ability (and their actualization).

PQ19

The habits of thought that supported a reality and cause of misfortune, injury, and loss yesterday; those same habits of thought have the capacity in the brain to change today and to no longer have the capacity to support that unwanted, undesirable, and disharmonious reality and behavior tomorrow.

Section 2.0: The Symbiotic Synergy Between Mind, Body, Emotions, and Consciousness

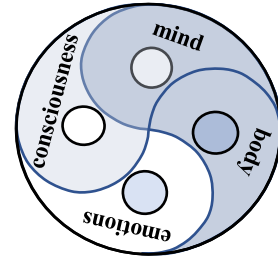


2.12 The symbiotic synergy between mind, body, emotions, and consciousness.

That is:

- a) Cognitive activities of the mind*
- b) bring about the harmonious and balanced physiological changes and states in the brain and body*
- c) that are consciously perceived*
- d.) as emotions.*

Section 2.0: The Symbiotic Synergy Between Mind, Body, Emotions, and Consciousness



Section 2: Mind, Body, Emotions, and Consciousness

Post Test

1. Do you want to achieve and maintain the empowering, positive, and good-feeling emotions, moods, and attitudes of health, well-being, and successful decision-making?

YES _____ NO _____

2. Do you want to achieve and maintain the dis-empowering, negative, and bad-feeling emotions, moods, attitudes, and feelings of sickness, injury, and poor decision-making?

YES _____ NO _____

3. What do you do to get out of a negative, destructive, and disempowering state of being and into a positive, constructive, and empowering state of being?

Cognitive-Emotional Re-Processing



taking disempowering, negative, and bad-feeling thoughts (and other cognitive activities)

and with work

transforming them into empowering, positive, and good-feeling thoughts (and other cognitive activities)

PQ14

The Mind...

shapes reality;

Emotions...

indicate the desirability of that shape.

PQ20

To have the physiological capacity for situational awareness, comprehension, and response,

that is,

to have the neurological and biochemical physiology demanded by a world-class performance,

emotions, moods, attitudes, and feelings must be in a feeling good state of awareness.

Section 3.0: Definitions



Section 3.0: Definitions

Pre-Test

(mark all that apply)

1. “Emotions” have to do with:
 - a) weakness, sluggishness, clumsiness, and failure
 - b) moods, attitudes, and feelings
 - c) strength, speed, stamina, agility, cunning, and success
 - d) Physiology of the body

2. “Cognition” has to do with the:
 - a) mind
 - b) body
 - c) Physiology of the body
 - d) “what goes on between the ears”

3. Some “cognitive activities” are:
 - a) thinking
 - b) feeling
 - c) reasoning
 - d) imagining

Personal Power of Qi

“BAGUBA” Training and Conditioning Manual

Section 3.0: Definitions



In **Section 3** the athlete will learn about the language of the mind, body, emotions, and awareness. Learning and understanding the language and relationships between the mind, body, and emotions are critical to developing, maintaining, and allowing one’s evolutionary powers of strength, speed, stamina, agility, cunning, and success.

PQ22

*Do not fixate on the broken and mangled hand,
for it is indeed a soreness to any beholder.
The message is not within the hand, nor within the
moon and stars at which it points,
but rather lies within another Universe that
surrounds us known only through its quiet
revelations.*

Section 3.0: Definitions



3.1 Power:

strength, speed, stamina, agility, cunning, and successful decision making ability

3.2 Compassion:

having a concern for others

3.3 Cultivated, wisdom:

wise, educated

3.4 Cultivated and Compassionate:

behavior with wisdom and heart

3.5 Allowed Action

action (and intuitive action) not “forced”; an athlete does not “will” it; an athlete does not “demand it; an athlete ‘allows’ it to happen. “The QB allowed the ball to drop into the receivers hands.”

3.6 Cultivated and Compassionate Allowed Action:

Allowing action and intuitive action with heart

Section 3.0: Definitions



3.7 Reflexive Action



reflex / reflexive; without thought, mind; “no mind”, “mindlessness”

3.8 Cultivated and Compassionate Reflexive Action:



Cultivated and compassionate reflexive action

3.9 Physiology / Physiological:



having to do with the body and how it works (includes neurology and biochemistry)



3.10 Cognition / Cognitive (Mind)



what goes on between the ears

(thoughts, ideas, memories, dreams, thinking, reasoning, perceiving / perception)

3.11 Emotions, moods, attitudes, and feelings:

the perception of physiological (body) states of being



They feel bad



(the perception of a weakened physiology)



OR

They feel good



(the perception of a strong physiology)



Section 3.0: Definitions



3.12 Cognitive-Emotional

Cognition and Emotions are not separate entities: emotions are the perception of physiological changes and states of the body precipitated by cognition

3.13 Meditation:



The purpose of meditation is to quiet the mind (with acceptance and without judgement, desire, wanting, or intent) and to stop the negative and disempowering chatter of the mind.

3.14 Mindfulness:



“Mindfulness means living in the present moment. Essentially, it means being (intentionally) more aware and awake to each moment and being fully engaged in what is happening in one's surroundings – with acceptance and without judgment” (<https://youmatter.world/>).

3.15 Cognitive-Emotional Mindfulness:



Being aware of one's mental activities and corresponding emotional state with judgement and desire for a better feeling cognitive-emotional state.

3.16 Vortex:



Existing in a whirling focus and concentration of thoughts and ideas (that are attracting more and more thoughts and ideas of the same nature) and where any “outside” awareness is limited or non-existent.

Section 3.0: Definitions



3.17 Precipitate / precipitation:



generates, makes, produces, brings on

3.18 Dis-empowerment:



feeling emotionally bad; the precipitation and perception of an unhealthy, weak, and dis-empowered physiology

3.19 Empowerment:



Feeling emotionally good; the precipitation and perception of a healthy, robust, and empowered physiology

3.20 Intent, want, desire:



resolved or determined to do (something). Note: intent sets up (or calibrates) the emotional guidance. If you want to climb Mt. Everest, you want climbing oxygen tanks (feels good), not scuba diving tanks (feels bad).

Section 3.0: Definitions



3.21 Synergy Relationship:   +   =    

1+1= 2, 3, 4 or even more! “The whole is greater than the sum of the parts.”

working in harmony together to create something bigger than you could separately

3.22 Symbiotic Relationship



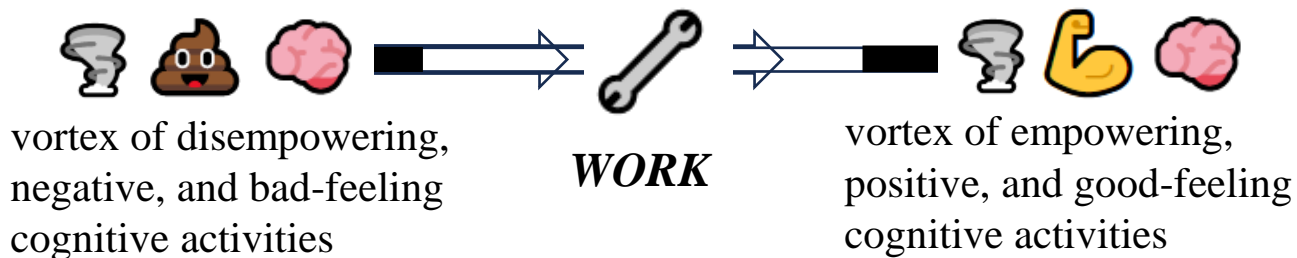
the mind, body, emotions, and consciousness cooperative and harmonious relationship

3.23 Feeling Stick:

feeling good or feeling bad are two ends of the same stick



3.24 Cognitive-Emotional Re-Processing:



Section 3.0: Definitions



3.25 Cultivated



empowered, disciplined, skilled, trained, successful, compassionate
intelligent action and reflexive instincts and intuition;
(closed loop process (see section 6.4): capacity to focus and to re-process bad
feeling, unhealthy physiology into good feeling and healthy physiology)

3.26 Self-Indulgent



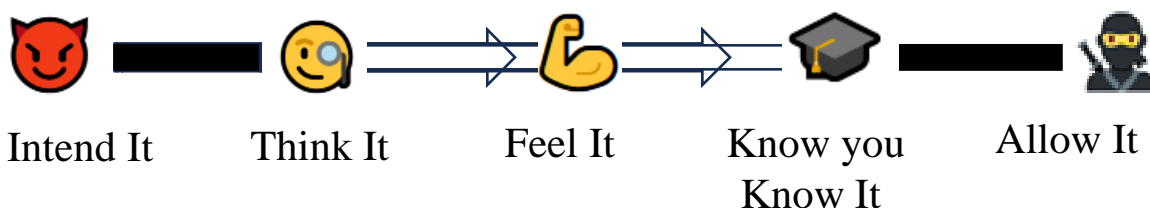
reactionary, undisciplined, impulsive, unruly; focus on what ever comes by
(Squirrel!) for good OR bad;
(open loop process (see section 5.1): makes worse existing healthy OR unhealthy
cognitive-emotional behavior)

3.27 Pathological



tyrannical, destructive, callous, apathetic (open or closed loop cognitive-
emotional apathetic behavior to dominate, control, and self-empower)

3.28 Cultivated Actualization Process



3.29 Feed the Beast



VS. Feed the Beast



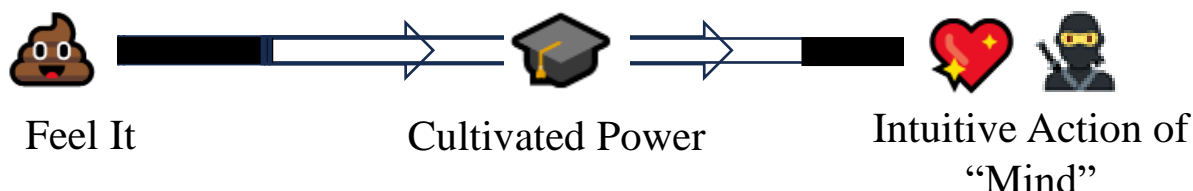
The difference between *feeling good cultivated* intuitive and reflexive
action versus *feeling good self-indulgent* intuitive and reflexive action is the
difference between being the GOAT and being the Clown.



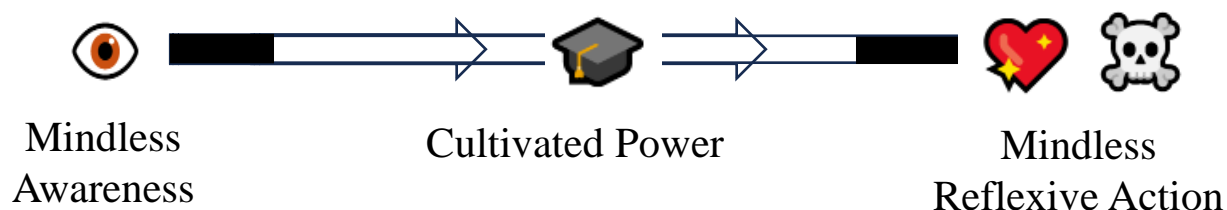
Section 3.0: Definitions



3.30 Gut Awareness and Intuitive Action of “Mind”



3.31 “Mindless” Awareness and Reflexive Action



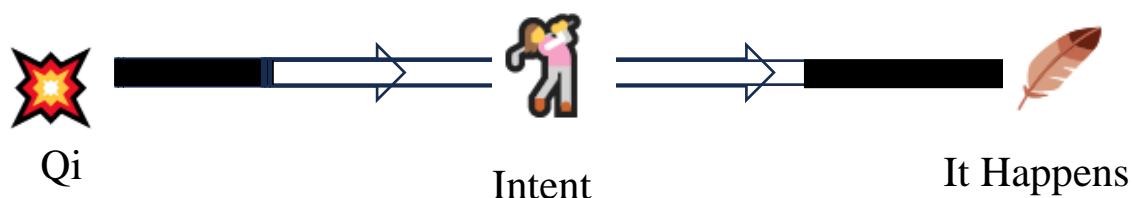
3.32 Personal Power of Qi



With Qi, the mind shapes reality; emotions indicate the desirability of that shape.

if your emotion is        your reality is ?

3.33 Mo-Jo, Swagger, In the Flow is Being Lucky and “It Happens.”



Section 3.0: Definitions



Section 3.0: Definitions

Post-Test

(mark all that apply)

1. “Physiology” has to do with the:
 - a. how the body works
 - b. biochemistry
 - c. neurology
 - d. feelings

2. Feeling emotionally “bad” means:
 1. disempowerment
 2. weakness
 3. focusing on what is wanted
 4. focusing on what is not-wanted

3. What is a “synergetic symbiotic” relationship?
 1. $1+1=2$, 3, 4, or more
 2. working together with others in harmony
 3. being something bigger than yourself
 4. feeling-good, power, strength

PQ21

*An individual's outward reality and experience
are but a reflection of their inner
cognitive-emotional state of being.*

PQ23

*Disassociating, ignoring, or
camouflaging any unaddressed
emotionally negative feelings will be
revealed with a substandard
performance and, even more
dramatically, with an injury.*

Section 4.0: The Power of Emotions



dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and injury).



Empowered, robust, and healthy physiology of the brain and body (that leads to strength, speed, stamina, agility, cunning, and successful decision-making).

Section 4.0: The Power of Emotions

Pre-Test

(mark all that apply)

1. Emotions are?
 - a. What others are doing to you
 - b. What the world is doing
 - c. What you are doing to yourself
 - d. Is the how you feel about that
2. Negative, bad-feeling emotions, moods, attitudes, and feelings mean:
 - a. Your physiology dis-empowered, weak, and sluggish
 - b. Your physiology is prone to injury
 - c. Your physiology supports good decision-making capacity
 - d. You are hurting your teammates
3. Positive, good-feeling emotions, moods, attitudes, and feelings mean:
 - a. Power
 - b. Strength
 - c. Agility
 - d. Cunning
4. An athlete can change how they feel, and therefore, their performance capability?

_____TRUE

_____FALSE

Personal Power of Qi

“BAGUBA” Training and Conditioning Manual

Section 4.0: The Power of Emotions



dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and injury).



Empowered, robust, and healthy physiology of the brain and body (that leads to strength, speed, stamina, agility, cunning, and successful decision-making).

In **Section 4** of this manual, the athlete will learn and understand how good feeling emotional awareness has evolved to correlate with their health, well-being, and successful decision-making physiology of the brain and body.

Emotions are not about what others and the world are doing “to you.” Emotions are about what “you” are doing to “yourself”. The athlete will learn and understand how negative and bad-feeling emotions, moods, attitudes, and feelings like anger, jealousy, and revenge have an evolved correlation with a dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and injury). And the athlete will learn and understand how power, strength, speed, stamina, agility, cunning, and success have evolved with positive, good-feeling emotions, moods, attitudes, and feelings.

That is, feeling emotionally good is the perception of a healthy, robust, and empowered physiology of the brain and body (that leads to health, well-being, and successful and effective decision making prowess and ability).

PQ24

Cognitive activities of the mind shape reality:

Emotions indicate the desirability of that shape.

Section 4.0: The Power of Emotions



dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and injury).



Empowered, robust, and healthy physiology of the brain and body (that leads to strength, speed, stamina, agility, cunning, and successful decision-making).

4.1 Emotions, Moods, Attitudes, and Feelings

4.1.2 Positive, good feeling emotions, moods, attitudes, and feelings have an evolved correlation with:

- a) health
- b) well-being, and
- c) successful decision-making ability
- d) and their actualization.

4.1.2 A healthy physiology means:

- a) Power
- b) Strength
- c) Speed
- d) Stamina
- e) Agility
- f) Cunning
- g) Success

4.1.3 Negative, bad feeling emotions, moods, attitudes, and feelings have an evolved correlation **with the negation** of health, well-being, and successful decision-making ability.

4.1.4 If these correlations were not so, humanity would not have survived the evolutionary grindstone to pass on their genes to the next generation.

Section 4.0: The Power of Emotions



dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and injury).



Empowered, robust, and healthy physiology of the brain and body (that leads to strength, speed, stamina, agility, cunning, and successful decision-making).

4.2 The Evolutionary Grindstone

(mark success, failure, or depends)

- a. If you feel strong, healthy, and agile AND you are strong healthy and agile:
 - i. Will you survive when crossing a fast moving stream over the rocks?
Success.....failure.....depends
 - ii. Will you survive when climbing a tree for fruit or nuts?
Success.....failure.....depends
 - iii. Will you survive when hunting across the savannah of Africa?
Success.....failure.....depends.....
- b. If you feel strong, healthy, and agile BUT you are not strong healthy and agile:
 - i. Will you survive when crossing a fast moving stream over the rocks?
Success.....failure.....depends
 - ii. Will you survive when climbing a tree for fruit or nuts?
Success.....failure.....depends.....
 - iii. Will you survive when hunting across the savannahs of Africa?
Success.....failure.....depends.....
- c. If you do not feel strong, healthy, and agile BUT you are strong healthy and agile:
 - i. Will you attempt to cross a fast moving stream to hunt and gather?
yes.....no.....depends.....
 - ii. Will you attempt to climb a tree for fruits or nuts?
yes.....no.....depends.....
 - iii. Will you attempt to hunt across the savannahs of Africa?
yes.....no.....depends.....

Section 4.0: The Power of Emotions



dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and injury).



Empowered, robust, and healthy physiology of the brain and body (that leads to strength, speed, stamina, agility, cunning, and successful decision-making).

4.3 Understanding the Power of Emotions

4.3.1

Dwelling upon that which you do not want, desire, and intend generates negative, bad-feeling emotions, moods, attitudes, and feelings.

4.3.2

Negative, bad-feeling emotions, moods, attitudes, and feelings have an evolved correlation with an unhealthy and depressed physiology.

4.3.3

*Dwelling upon that which you **do want, desire, and intend** generates positive and empowered good-feeling emotions, moods, attitudes, and feelings*

4.3.4

Positive and empowered good-feeling emotions, moods, attitudes, and feelings that are indicative of the strength, speed, stamina, agility, cunning, and successful decision-making ability needed to thrive within the evolutionary mill.

Section 4.0: The Power of Emotions



dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and injury).



Empowered, robust, and healthy physiology of the brain and body (that leads to strength, speed, stamina, agility, cunning, and successful decision-making).

4.3.5

Cognition precipitates the physiological changes and states of being that is perceived as emotion.

4.3.6

Because cognition precipitates the physiological changes and states of being that is perceived as emotion, cognition (not emotion) drives behavior.

4.3.7

Emotions do not drive behavior as you read in books, hear in music and song, or see in movies, TV, and videos. Emotions are an effect, cognition is the cause.

4.3.8

Emotions have evolved, not to be controlled, managed, or regulated, but to guide the re-processing of disempowering, negative, and unhealthy bad-feeling cognitive activities into empowering, positive, and healthy good-feeling cognitive activities.

Section 4.0: The Power of Emotions



dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and injury).



Empowered, robust, and healthy physiology of the brain and body (that leads to strength, speed, stamina, agility, cunning, and successful decision-making).

4.3.9

Emotions have evolved to be trusted in symbiotic harmony with mind, body, emotions, and consciousness and to guide and re-process cognitive behavior towards the joyous, good feeling emotions, moods, attitudes, and feelings.

4.3.10

Good-feeling emotions, moods, attitudes, and feelings are indicative of health, well-being, and successful decision-making prowess (and their actualization).

4.3.11

An individual or athlete's physiological capacity to succeed in sports or in life correlates with their cognitive-emotional skills, tools, and understandings to re-process, re-structure, and re-organize dis-empowering, negative, and bad feeling cognitive behavior into empowering, positive, and good-feeling cognitive activities (see Section 6).

Section 4.0: The Power of Emotions



dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and injury).



Empowered, robust, and healthy physiology of the brain and body (that leads to strength, speed, stamina, agility, cunning, and successful decision-making).

Section 4.0: The Power of Emotions

Post Test

(mark all that apply)

- 1) Emotions are the perception of the physiology of the body and brain.
 - a. True
 - b. False
- 2) Cognition and cognitive activities of the mind generate the physiology of the brain and body perceived as emotions.
 - a. True
 - b. False
- 3) Negative, down-feeling cognitive activities (like not starting) means:
 - a. Your physiology is in a depressed state
 - b. Your physiology is prone to injury
 - c. You cannot perceive the subtleties of the game
 - d. You are hurting your teammates
- 4) Feeling good when cheering on and encouraging the starters means:
 - a. You are empowering your own physiological being
 - b. You are more aware of what is going on around you
 - c. You are creating a more powerful team
 - d. You are hurting your chances of starting

PQ25

*Intent,
free from conflict, bias, and discord,
allows
a complementary rendezvous of people,
places, and events.*

PQ26

A person who never resolves the emotional dissonance brought on by the conflicts within their mind will never find the internal peace and harmony needed to move beyond the confines of a physical universe of objects and linear cause and effect and reach their power that exists within.

Section 5.0: The Power of Focus and Its Vortex of Reality

 “dis-empowerment”

 “empowerment”



Feeling emotionally bad is the perception of unhealthy, weak, and dis-empowered physiology precipitated by cognition

Feeling emotionally good is the perception of healthy, robust, and empowered physiology precipitated by cognition

Section 5.0: The Power of Focus and Its Vortex of Reality

Pre-Test

(mark all that apply)

- 1) Empowerment, health, and well-being with good, successful, and effective decision-making (and their actualization)

_____ cannot be made _____ can only be made

in a vortex of negative, bad-feeling emotions, moods, attitudes, and feelings.

2. Empowerment, health, and well-being with good, successful, and effective decision-making (and their actualization)

_____ cannot be made _____ can only be made

in a vortex of positive, good-feeling emotions, moods, attitudes, and feelings.

PQ27

The body's movement, motion, and action must feel good to be effective, successful, and repetitive.

Personal Power of Qi

“BAGUBA” Training and Conditioning Manual

Section 5.0: The Power of Focus and Its Vortex of Reality

 “dis-empowerment”




Feeling emotionally bad is the perception of unhealthy, weak, and dis-empowered physiology precipitated by cognition

 “empowerment”




Feeling emotionally good is the perception of healthy, robust, and empowered physiology precipitated by cognition

In **Section 5** of this manual, each athlete will learn and understand how dis-empowering, bad-feeling thoughts are useful to identify what an athlete does and does not want and how disempowering, negative, and bad-feelings (that are indicative of a unhealthy physiology) vanish when the athlete focuses on empowering thoughts and activities that precipitate good-feelings (that are indicative of a healthy physiology).

 “success”



Focus on: successful play call or scheme, great routes, effective blocking, good tackling, bewildering runs, pinpoint passing.

 “failure”

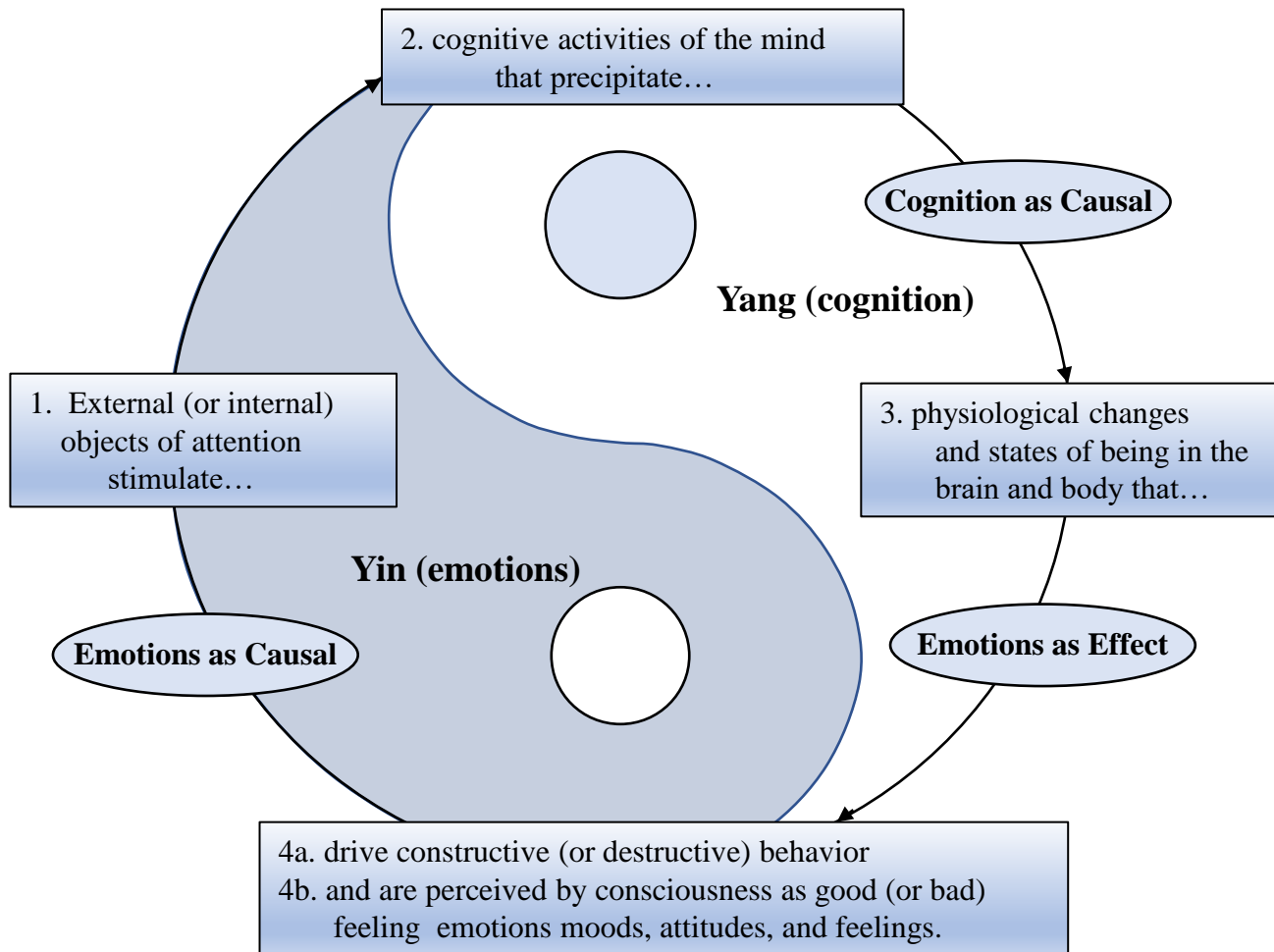


Focus on: dropped ball, missed tackle, fumble, missed block, penalty, interception, blown coverage

Section 5.0: The Power of Focus and Its Vortex of Reality



5.1 Self-Absorbed (Open Loop) Cognitive-Emotional Process Flow Chart



5.1.2 Dwelling upon that which you do not want, desire, and intend generates negative, bad-feeling emotions, moods, attitudes, and feelings that have an evolved correlation with an unhealthy and depressed physiology vulnerable to sickness, injury, and ineffective and poor decision-making.

5.1.3 Dwelling upon that which you do want, desire, and intend generates positive, good-feeling emotions, moods, attitudes, and feelings that have an evolved correlation with a healthy and powerful physiology that supports effective and successful decision-making prowess and abilities.

Section 5.0: The Power of Focus and Its Vortex of Reality



Feeling emotionally bad is the perception of unhealthy, weak, and dis-empowered physiology precipitated by cognition

Feeling emotionally good is the perception of healthy, robust, and empowered physiology precipitated by cognition

5.2 The Negative, Bad-Feeling Vortex of Weakness

Empowerment, health, and well-being with good, successful, and effective decision-making (and their actualization) ***CANNOT BE MADE*** in a vortex of negative, bad-feeling emotions, moods, attitudes, and feelings (that have an evolved correlation with a weak, unbalanced, and sluggish physiology of the brain and body).

5.3 The Positive, Good-Feeling Vortex of Power

Empowerment, health, and well-being with good, successful, and effective decision-making (and their actualization) ***CAN ONLY BE MADE*** in a vortex of positive, good-feeling emotions, moods, attitudes, and feelings (that have an evolved correlation with strong, balanced, and vigorous physiology of the brain and body).

Section 5.0: The Power of Focus and Its Vortex of Reality



Feeling emotionally bad is the perception of unhealthy, weak, and dis-empowered physiology precipitated by cognition

Feeling emotionally good is the perception of healthy, robust, and empowered physiology precipitated by cognition

5.4 Building Confidence and Determination: Managing Performance Anxiety

- Trust and focus on your training. Listen, embrace, and remember what your coaches and trainers are teaching about your performance capabilities.
- Play and focus within your place of power: confidence, swagger, knowing, and good feeling of success.
- Play within your capacity. Trying to do more means a focus within lack.
- You cannot make good decisions or get good results from a negative feeling place. Feel good, cheer, and congratulate your teammates success
- When feeling the emotionally negativity...**STOP**....your thoughts and do **something** to get your mind into a better, good-feeling place..

5.5 What you are getting.... comes from your vortex..... of what you are thinking and what you are feeling.

- What are you getting? What is happening “to you” on the field?
 - _____
- What are you thinking? What are you focusing on?
 - _____
- What are you feeling? (Your power is NOT in a place of negative, bad-feelings, and focus on what is “not wanted”.)
 - _____
- Where is **your** place of power? Where is your focus when feeling good?
 - _____

Section 5.0: The Power of Focus and Its Vortex of Reality



“dis-empowerment”



“empowerment”



Feeling emotionally bad is the perception of unhealthy, weak, and dis-empowered physiology precipitated by cognition

Feeling emotionally good is the perception of healthy, robust, and empowered physiology precipitated by cognition

5.6 Short Memory vs. The Power of Focus.

Your power is in your ability to focus on what is wanted. A “short memory” negates the power of negative thinking in understanding and clarifying that which you do not want, desire, or intend. Then a new vortex of thoughts, ideas, and perceptions builds up and becomes more powerful when now focusing on that which is wanted, desired, and intended.

- a) What are you getting? What is happening “to you” on the field?
 - i. _____
- b) What are you thinking? What are you focusing on?
 - i. _____
- c) What are you feeling? (Your power is NOT in a place of negative, bad-feelings, and focus on what is “not wanted”.)
 - i. _____
- d) Where is **your** place of power? Where is your focus when feeling good?
 - i. _____

PQ28

*The question is not “how do you feel?”
but “how do you want to feel?”*

Section 5.0: The Power of Focus and Its Vortex of Reality



“dis-empowerment”



“empowerment”



Feeling emotionally bad is the perception of unhealthy, weak, and dis-empowered physiology precipitated by cognition

Feeling emotionally good is the perception of healthy, robust, and empowered physiology precipitated by cognition

5.7 Focus in a Prevent Offense/Defense

The reason that a prevent offense/defense doesn't work is because of a focus on that which is not wanted....on *what you want to prevent*. A prevent offense/defense will work if the players focus on what is wanted, desired, and intended. That is, is a defensive back focused on preventing the receiver from “*catching the ball*” or on “*knocking the ball down*.” Is a quarterback focused on not “*throwing an interception*” or “*completing a pass*”. Is the offense and defensive coordinators focused on not “*losing*” or on “*winning*.”

- a) What are you getting? What is happening “to you” on the field?
 - i. _____
- b) What are you thinking? What are you focusing on?
 - i. _____
- c) What are you feeling? (Your power is NOT in a place of negative, bad-feelings, and focus on what is “not wanted”.)
 - i. _____
- d) Where is **your** place of power? Where is your focus when feeling good?
 - i. _____

PQ29

Because joy has an evolved correlation with health, well-being, and successful decision-making abilities, we have evolved to be joyous beings.

Section 5.0: The Power of Focus and Its Vortex of Reality



“dis-empowerment”



“empowerment”



Feeling emotionally bad is the perception of unhealthy, weak, and dis-empowered physiology precipitated by cognition

Feeling emotionally good is the perception of healthy, robust, and empowered physiology precipitated by cognition

5.8 Playing to Win vs Playing Not to Lose

Again, where is your focus? A focus of “*not losing*” creates a vortex of thoughts, perceptions, and imagery of losing within a weak and disempowering physiology. If your intent is “*to win*”, then your thoughts, perceptions, and imagery should be around the good-feelings of success and the associating and empowering physiology of strength, power, and imagery of success .

- a) What are you getting? What is happening “to you” on the field?
 - i. _____
- b) What are you thinking? What are you focusing on?
 - i. _____
- c) What are you feeling? (Your power is NOT in a place of negative, bad-feelings, and focus on what is “not wanted”.)
 - i. _____
- d) Where is **your** place of power? Where is your focus when feeling good?
 - i. _____

PQ30

Champions, in sport or in life, prevail because their cognitive-emotional projection of reality becomes dominant and prohibits the competition from seeing the reality of their own success.

Section 5.0: The Power of Focus and Its Vortex of Reality



“dis-empowerment”



“empowerment”



Feeling emotionally bad is the perception of unhealthy, weak, and dis-empowered physiology precipitated by cognition

Feeling emotionally good is the perception of healthy, robust, and empowered physiology precipitated by cognition

5.9 Fumble-itis, Interception-itis, Drop-itis, and Turn-Over Can't Make a Basket-itis

Focus, focus, focus.... on that which is wanted, desired, and intended! Is the athlete focused on the positive and empowering good feelings of “*securing the ball*” or on the negative and disempowering bad-feelings of “*not fumbling*”? The same is for the quarterback, receiver, defensive lineman or for any other member of the team and the team as a whole. Where is their power of focus? Is it within the negative, bad-feeling, and disempowering physiology of what they “*don't want*” or on good-feeling and empowering physiology of what they “*do want*”?

- a) What are you getting? What is happening “to you” on the field?
 - i. _____
- b) What are you thinking? What are you focusing on?
 - i. _____
- c) What are you feeling? (Your power is NOT in a place of negative, bad-feelings, and focus on what is “not wanted”.)
 - i. _____
- d) Where is **your** place of power? Where is your focus when feeling good?
 - i. _____

Section 5.0: The Power of Focus and Its Vortex of Reality



“dis-empowerment”



“empowerment”



Feeling emotionally bad is the perception of unhealthy, weak, and dis-empowered physiology precipitated by cognition

Feeling emotionally good is the perception of healthy, robust, and empowered physiology precipitated by cognition

5.10 Play Within Your Parameters (Skill and Ability Level)

Trying and attempting to play beyond your abilities and what your coach has asked of you is to bring into play the focus of lack of “*not good enough*”, that is, that you do not have the capacity to do your job. This focus on lack and inability only diminishes further your capabilities. Focus on lack and the negative, bad-feeling emotions are indications of a depressed and weakened physiology prone to injury and poor decision-making capability.

Now, this is all reversed if your coach’s challenge motivates you into a challenging, good-feeling and excitement of doing more. The empowering, good-feelings are indications of an empowered physiology and a focus on that which is wanted, desired, and intended.

- a) What are you getting? What is happening “to you” on the field?
 - i. _____
- b) What are you thinking? What are you focusing on?
 - i. _____
- c) What are you feeling? (Your power is NOT in a place of negative, bad-feelings, and focus on what is “not wanted”.)
 - i. _____
- d) Where is **your** place of power? Where is your focus when feeling good?
 - i. _____

Section 5.0: The Power of Focus and Its Vortex of Reality



“dis-empowerment”



“empowerment”



Feeling emotionally bad is the perception of unhealthy, weak, and dis-empowered physiology precipitated by cognition

Feeling emotionally good is the perception of healthy, robust, and empowered physiology precipitated by cognition

5.11 Managing Disappointment of a Play, Practice, or Game

Within the excitement and anticipation of a play, practice, or game lies an empowered physiology of strength, cunning, and capacity to perform. Any mishap, hiccup, or screw-up must be seen as an opportunity to re-focus on your task at hand with a new determination. Again, focus, focus, focus.... on that which is wanted, desired, and intended. Where is your power? Is it within the negative, bad-feeling, and disempowering physiology of what you “*do not want*” or is it within the good-feeling and empowering physiology of what you “*do want*”?

- a) What are you getting? What is happening “to you” on the field?
 - i. _____
- b) What are you thinking? What are you focusing on?
 - i. _____
- c) What are you feeling? (Your power is NOT in a place of negative, bad-feelings, and focus on what is “not wanted”.)
 - i. _____
- d) Where is **your** place of power? Where is your focus when feeling good?
 - i. _____

Section 5.0: The Power of Focus and Its Vortex of Reality



“dis-empowerment”



“empowerment”



Feeling emotionally bad is the perception of unhealthy, weak, and dis-empowered physiology precipitated by cognition

Feeling emotionally good is the perception of healthy, robust, and empowered physiology precipitated by cognition

Section 5.0: The Power of Focus and Its Vortex of Reality Post Test

- 1) Name 2 activities you do to get into the positive, good-feeling place of a strong, robust, and powerful physiology of the mind and body at home.
 - a) _____
 - a) _____
- 2) Name 2 activities you do to get into the positive, good-feeling place of a strong, robust, and powerful physiology of the mind and body during practice.
 - a) _____
 - a) _____
- 3) Name 2 activities you do to get into the positive, good-feeling place of a strong, robust, and powerful physiology of the mind and body during a game.
 - a) _____
 - a) _____
- 4) What do you do if, no matter what you do or try, you **can not** get into a good-feeling place of power?
 - a) _____

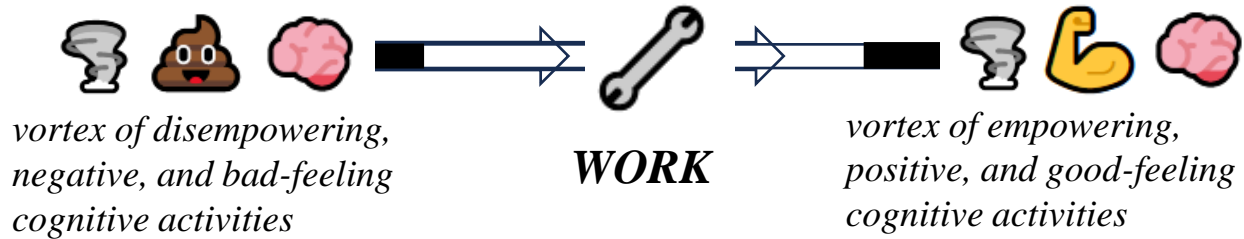
PQ31

Empowerment, health, and well-being with good, successful, and effective decision-making (and their actualization) can only be made in a vortex of positive, good-feeling emotions, moods, attitudes, and feelings.

PQ32

*Negative, bad feeling emotions,
moods, attitudes, and feelings have an
evolved correlation with the lack of
health, well-being and effective and
successful decision-making prowess and
their actualization.*

Section 6.0: Cognitive-Emotional Re-Processing for Health, Well-Being and Success



Section 6.0: Cognitive-Emotional Re-Processing Pre-Test

- 1) What are your thoughts (and their feelings) before practice?
 - a) Day of:

 - b) Moments before:

 - a) During:

- 2) What are your thoughts (and their feelings) before a game, match, or event?
 - a) Day of:

 - b) Moments before:

 - a) During:

- 3) What are your thoughts (and their feelings) when taking “your shot”?
 - a) Before:

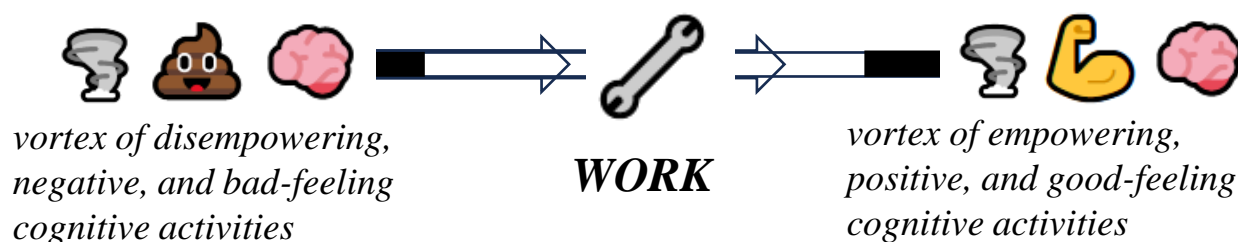
 - b) During:

 - a) After:

Personal Power of Qi

“BAGUBA” Training and Conditioning Manual

Section 6.0: Cognitive-Emotional Re-Reprocessing for Health, Well-Being, and Success

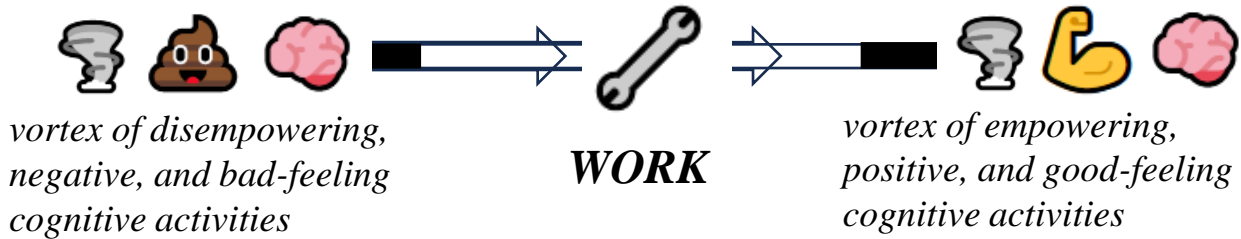


In **Section 6** the athlete will develop their skills, tools, and abilities to re-process, re-structure, and re-develop dis-empowering negative, bad-feeling, and unhealthy cognitive behaviors into positive, good-feeling cognitions that correlate with a powerful, strong, robust, and healthy physiology of the brain and body. The athlete will develop the skills and ability to have the power of choice between feeling emotionally bad (and the perception of an unhealthy, weak, and dis-empowered physiology) or feeling emotionally good (and the perception of a healthy, robust, and empowered physiology).

PQ33

*Cognitive-emotional re-processing means to change
destructive, disempowering, negative and bad-feeling thoughts
of failure
into constructive, empowering, positive, and good-feeling thoughts
of success.*













Section 6.0: Cognitive-Emotional Re-Processing for Health, Well-Being and Success



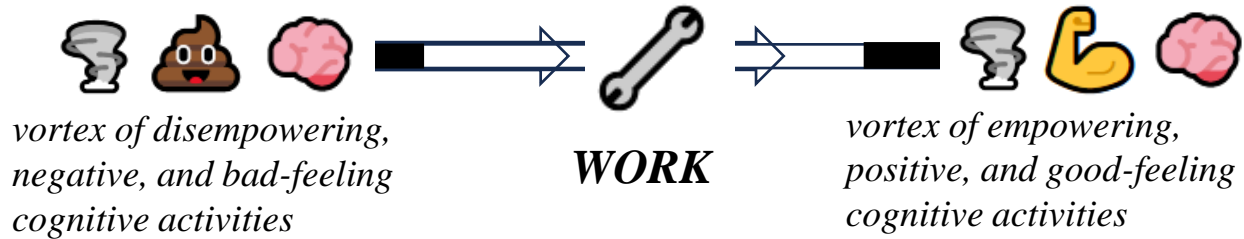
6.1 Two Ends of the Same Stick

That which you do not want?
(feels bad)

That which you do want
(feels good)

- a)   
 (drop a TD pass) (catch a TD pass)
 What do you not want? (feels bad) What do you want? (feels good)
- b)   
 (_____) (_____)
 What do you not want? (feels bad) What do you want? (feels good)
- c)   
 (_____) (_____)
 What do you not want? (feels bad) What do you want? (feels good)
- d)   
 (_____) (_____)
 What do you not want? (feels bad) What do you want? (feels good)

Section 6.0: Cognitive-Emotional Re-Processing for Health, Well-Being and Success



6.2 Focusing on that which is not wanted

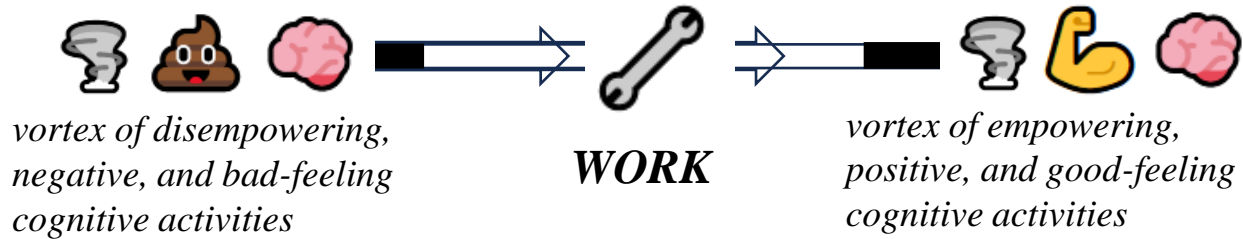
What do you **NOT WANT**, desire, and intend that brings bad-feeling emotions, moods, attitudes, and feelings?

- a) miss a block that ends up with my QB sacked
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____

PQ34

To cognitively will behavior while ignoring one's own emotional state of being is to ignore one's own physical and mental health and well-being with possibly disastrous consequences, including injury.

Section 6.0: Cognitive-Emotional Re-Processing for Health, Well-Being and Success



6.3 Focusing on that which is wanted

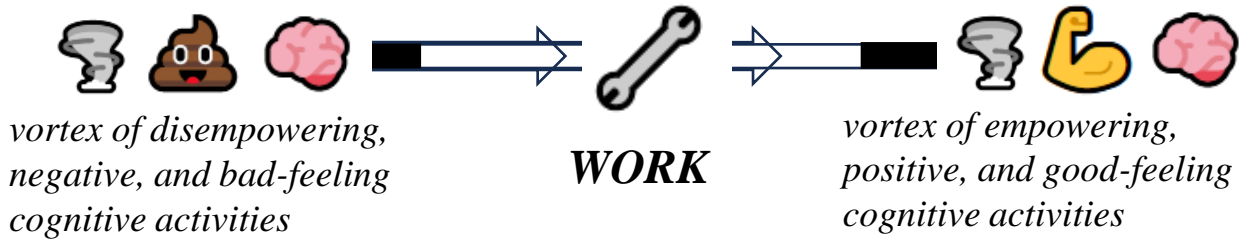
What do you **WANT**, desire, and intend that brings good-feeling emotions, moods, attitudes, and feelings?

- a) _____ our defense makes a goal line stand _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____

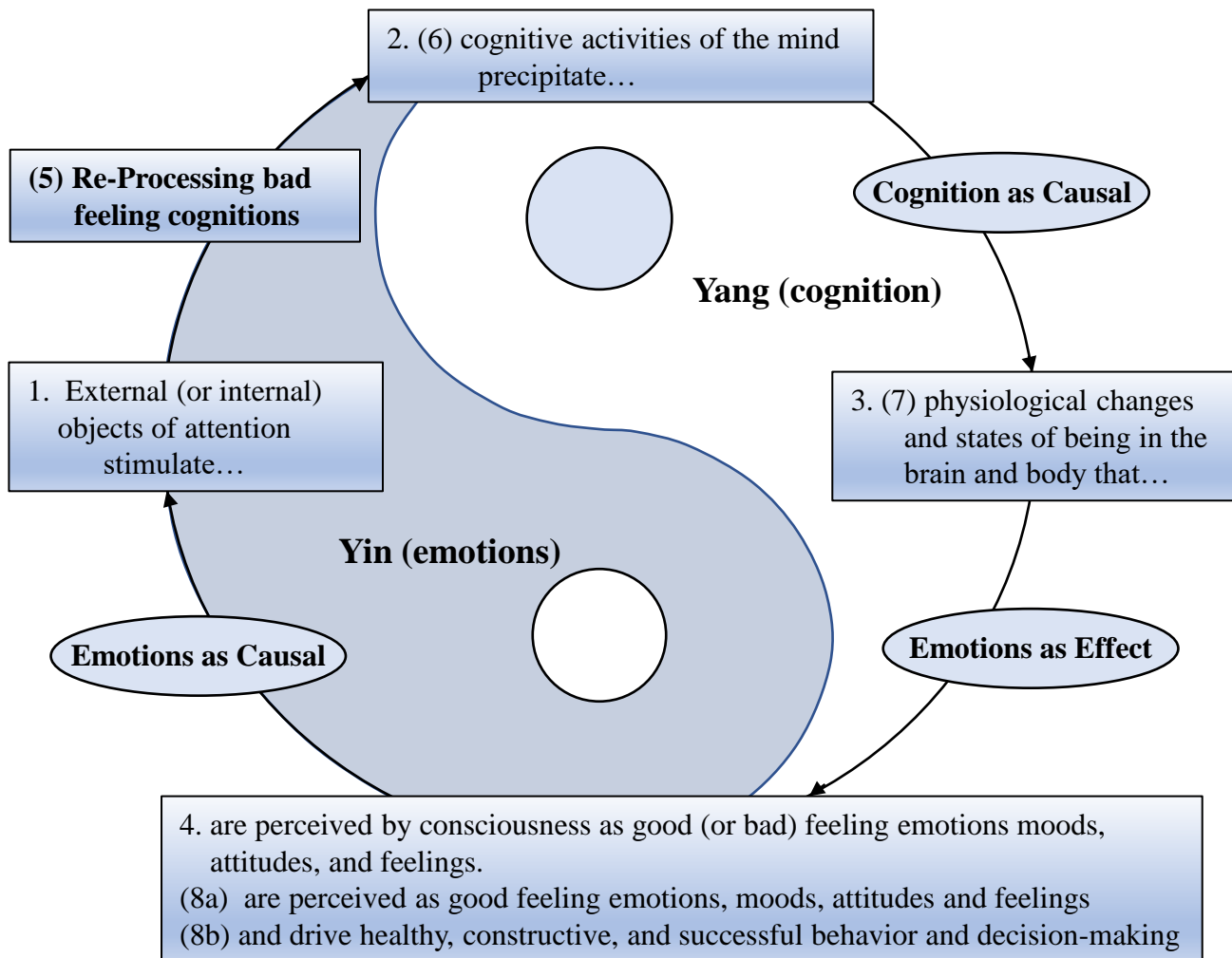
PQ35

To have the physiological capacity for situational awareness, comprehension, and response (that is, to have the neurological and biochemical physiology demanded by a world-class performance) emotions, moods, attitudes, and feelings must be in a feeling good state of being.

Section 6.0: Cognitive-Emotional Re-Processing for Health, Well-Being and Success



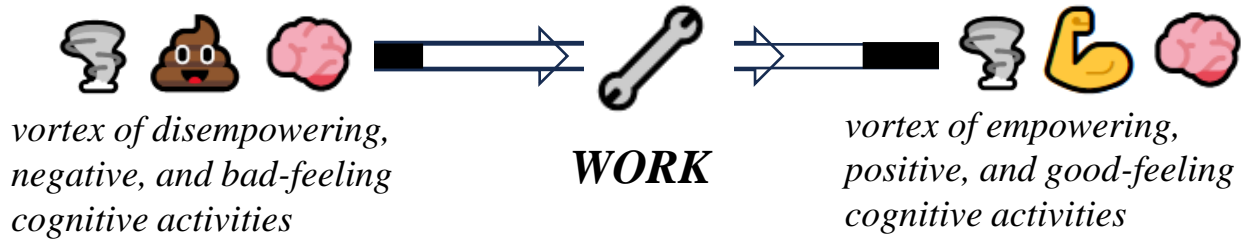
6.4 Cultivated (Closed Loop) Cognitive-Emotional Re-Processing Flow Chart



6.5 The Power of Negative thinking

Dwelling upon that which you do not want, desire, and intend is used as a springboard towards clarifying, defining, and understanding exactly what you do want, desire, and intend.

Section 6.0: Cognitive-Emotional Re-Processing for Health, Well-Being and Success



(fill in the blanks)

6.6 Self-Empowerment During Practice or Game

6.6.1 Realize the emotional negative place of ***what you do not want***: What went wrong? (Utilizing the power of negative emotions to identify and clarify that which you do want.)

- a) _____
- b) _____

6.6.2 Re-establish your intent and expectation

What you do want to happen (that means success)? (Understand and know your power of positive good-feeling emotions evolved correlation with a strong, robust, and powerful physiology.)

During Practice: _____

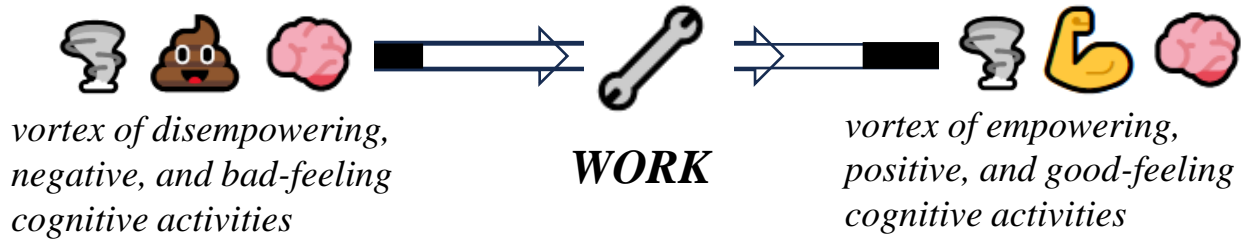
During Pregame (match/meet/race): _____

During game (match/meet/race): _____

6.6.3 Your better feeling place of power:

- a) Dwell and focus on what you want to happen!
- b) Feel good (because you are focusing on what you want!)
- c) Let your teammates and coaches re-energize you!

Section 6.0: Cognitive-Emotional Re-Processing for Health, Well-Being and Success



(fill in the blanks with your own ideas. Note: there are good and valuable resources for all these activities.)

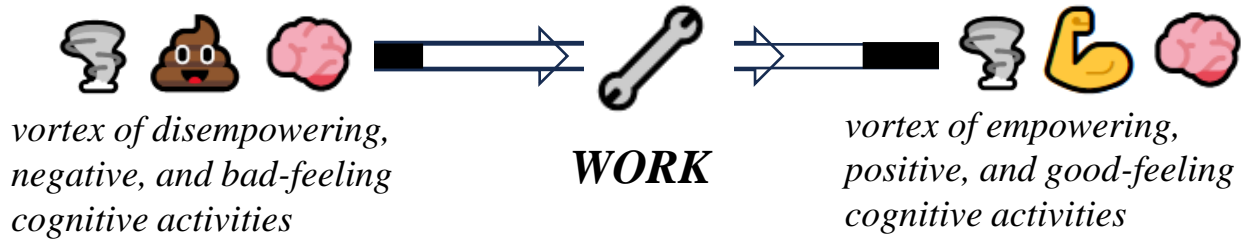
6.7 Self-Empowering Home Activities

Your work is to distract your mind away from “the problems” and get into a good-feeling place of power and re-energize yourself for your next practice or game.

6.7.1 Do something fun:

- a) go to a movie: _____
- b) watch a video: _____
- c) play a video game: _____
- d) listen to music: _____
 - i. music I like: _____
 - ii. music I like: _____
- e) go for a walk/run: _____
- f) Places to run: _____
- g) go and exercise: _____
- h) go out to dinner: _____
 - i. restaurants I like: _____
 - ii. be careful to avoid addictive comfort eating
- i) go out to the bars: _____
 - i. be careful to avoid addictive comfort drinking

Section 6.0: Cognitive-Emotional Re-Processing for Health, Well-Being and Success



6.7.2 Meditation and Mindfulness

The purpose of meditation and mindfulness is to quiet the mind (with acceptance and without judgement) and stop the negative and disempowering chatter of the mind that keeps your focus and vortex of energy on that which is **NOT** wanted, desired, nor intended. Strive to be nonjudgmental and to accept what is (with the absence of want, desire, and intent) to obtain a good feeling place.

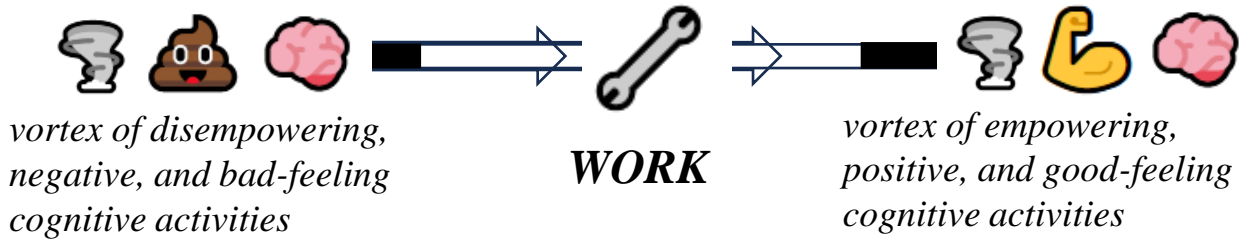
- a) let thoughts and emotions pass like clouds across the sky
- b) Focus on: breathing, a candle flame, music, or _____
- c) Dwell silently within moving meditations such as tai-chi, yoga, running, biking, lifting weights, or _____

Note: There are many types of meditation practices and plenty of people, books, and videos to guide you.

6.7.3 Appreciation (dwell and focus upon the good feeling aspects of)

- a) Family (name some “family” and what you like to do with them.)
 - i) _____
 - ii) _____
 - iii) _____
- b) Friends (name some friends and what you like to do with them.)
 - i) (talk with your friends) _____
 - ii) _____
 - iii) _____

Section 6.0: Cognitive-Emotional Re-Processing for Health, Well-Being and Success



- a) Team mates, Coaches (name and what you like to do with them.)
 - i) (talk to your coaches and teammates)
 - ii) _____
 - iii) _____
- b) Professors (name and what you like to do with them.)
 - i) _____
 - ii) _____
- c) Role Models
 - i) _____
 - ii) _____
 - iii) _____

6.7.4 Acts of Kindness

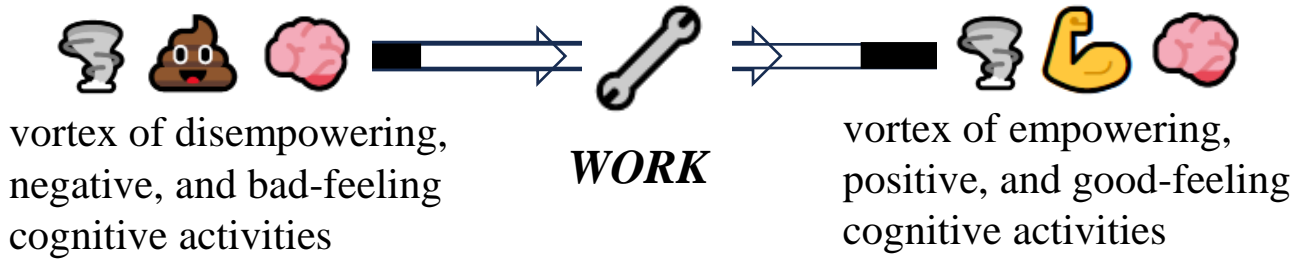
- a) Do something for a friend
- b) Pet a dog or cat
- c) _____
- d) _____

PQ36

*To re-charge, re-power, and re-group for the
next play, practice, or game takes work!*

Don't think it. Think and feel it!

Section 6.0: Cognitive-Emotional Re-Processing for Health, Well-Being and Success



6.7.5 Hobbies and Extra-Curricular Activities

- a) _____
- b) _____
- c) _____

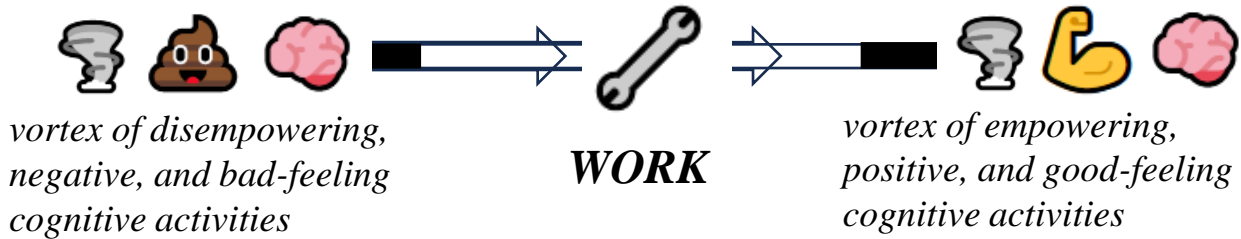
6.7.6 Go Places

- a) Home:
 - i. Food on the table _____
 - ii. Place to sleep at night _____
 - iii. _____
- b) Camp Randal Stadium
 - i. _____
- c) Parks, Rivers, Mountains:
 - i. _____
- d) _____

PQ37

When an athlete emotionally feels good, they are allowing a synergistic harmony of the mind, body, and consciousness that then has the capacity to respond to the demands needed for those extra-ordinary performances required in competition.

Section 6.0: Cognitive-Emotional Re-Processing for Health, Well-Being and Success



6.7.7 Creative writing

- a) writing memoirs_____
- b) journal writing_____
- c) _____

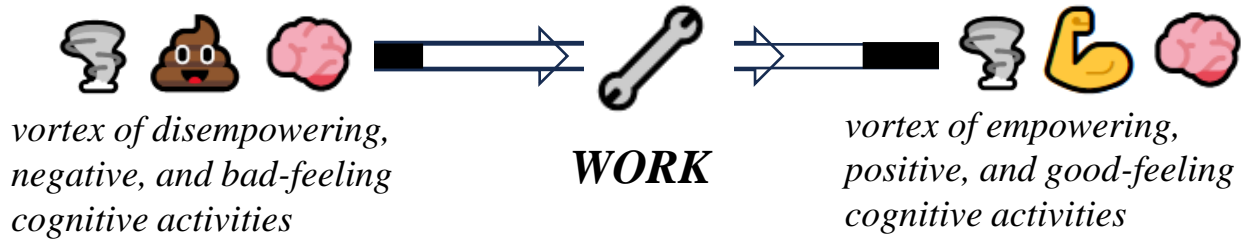
6.7.8 Music and the Arts

- a) play an instrument_____
- b) theater_____
- c) painting_____
- d) pottery_____
- e) _____
- f) _____

6.7.9 Religion

- a) Seek out the strength of your church, synagogue, mosque, temple, or other place of worship
- b) Mantras: Short, empowering, sound or saying repeated to self
- c) Prayer, song, worship, ritual, faith
- d) _____
- e) _____

Section 6.0: Cognitive-Emotional Re-Processing for Health, Well-Being and Success



6.7.10 Touchstones

- a) Places, people, events to bring you back to a feeling-good place
- b) _____
- c) _____

6.7.11 “I am” Statements of Empowerment

(statements of, or about, one’s self)

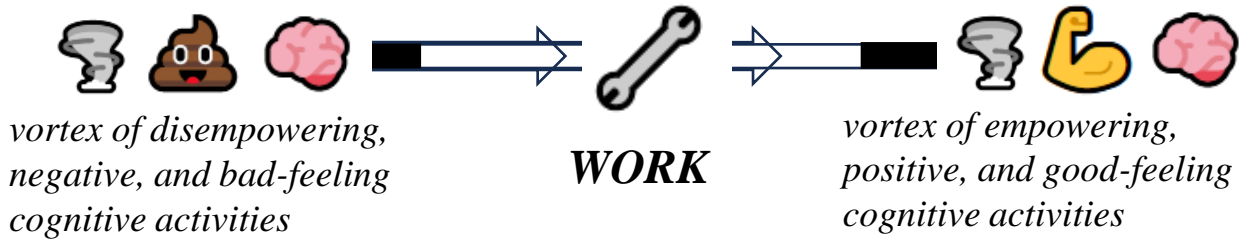
- a) I am strong, I am quick, I am smart, I am healthy
- b) _____
- c) _____

6.7.12 Professional Therapy, Counseling, and Healing

(Unable to re-focus on that which is wanted.)

- a) Seek professional help to become self-sufficient in re-focusing away from your emotionally negative, bad-feeling thoughts and cognitive activities and onto positive, good-feeling thoughts and cognitive activities. Note: prescribed medications should only be used if absolutely necessary as a temporary crutch while an athlete develops their own powers of cognitive-emotional re-processing.

Section 6.0: Cognitive-Emotional Re-Processing for Health, Well-Being and Success



Section 6: Cognitive-Emotional Re-Processing

Post-Test

1. Before a practice or competition, do your wants, desires, and intentions bring empowering, good-feeling emotions, moods, attitudes, and feelings?
YES _____ NO _____
2. Are you focusing on that which is wanted, desired, and intended?
YES _____ NO _____
3. What cognitive activities do you focus on that bring about empowering good-feeling emotions, moods, attitudes, and feelings?
 - a) _____
 - b) _____
 - c) _____
4. What physical activities do you do that bring about empowering good-feeling emotions, moods, attitudes, and feelings?
 - a) _____
 - b) _____

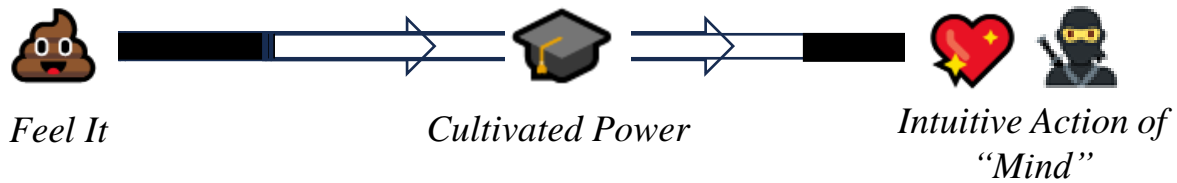
PQ38

*Dwelling upon that which you **do want, desire, and intend** generates positive and empowered good-feeling emotions, moods, attitudes, and feelings that are indicative of the strength, speed, stamina, agility, cunning, and successful decision-making prowess needed to thrive on the field of sports competition and in life.*

PQ39

*Each person has a responsibility to re-process their
own cognitive-emotional behavior into a healthy,
more competitive, and better feeling place.*

Section 7.0:
Gut Awareness and Intuitive Action of “Mind”



Section 7: Gut Awareness and Reflexive Action of Mind

Pre-Test

1. An athlete can create their own luck.
_____ true _____ false
2. An athlete can intuitively be in the right spot at the right time doing the right thing.
_____ true _____ false
4. An athlete must control and manage their emotions.
_____ true _____ false
4. Emotions, moods, and attitudes tell an athlete important information about their cognitive activities.
_____ true _____ false
5. An athlete must have good emotional feelings associated with their wants, desires, and intentions to be successful.
_____ true _____ false

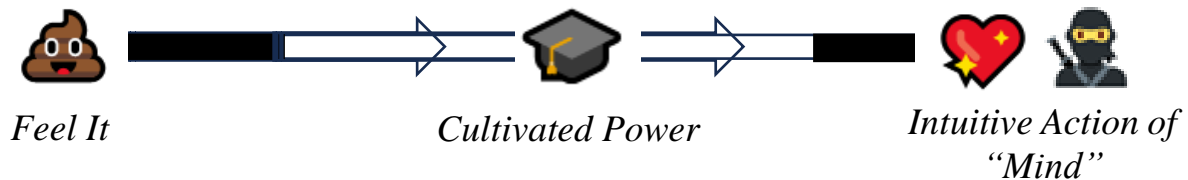
PQ40

***Enjoying life (and the competitive game) is
necessary for the actualization of that which is
wanted, desired, and intended.***

Personal Power of Qi

“BAGUBA” Training and Conditioning Manual

Section 7.0: Gut Awareness and Intuitive Action of “Mind”



In **Section 7** the athlete will increase their power of intuitive awareness, reflexes, and their power of “mind” to maximize competitive performance and to prevent injuries.

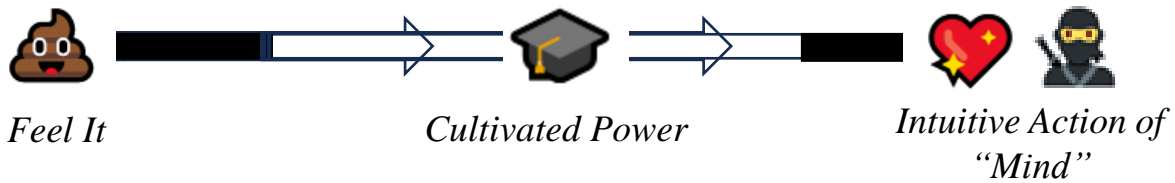
“While living in El Paso, TX, I went into the shower to clean off the desert grime. Something was wrong. I smelled the presence of death. Immediately I froze. I turned to my right and there I was naked and eyeball to eyeball with a scorpion.”

A player cannot know (or act on) the subtleties playing out within the game if they are (1) camouflaging their emotional state with mental chatter, (2) actively suppressing, ignoring, or controlling their emotional state of being, or (3) preoccupied by being mindfully aware with “acceptance and without judgment”. Emotions have evolutionary survival meaning that must be utilized in competition.

PQ41

Emotions, attitudes, moods, and feelings are leading indicators of the desirability (or un-desirability) of a coming rendezvous of people, places, and events.

Section 7.0: *Gut Awareness and Intuitive Action of “Mind”*



7.1 *Gut Awareness and Intuitive Action*

7.1.1 *Feel*

With a calm and highly aware mental state, an athlete can feel the subtle emotional energies through-out their body. Learn what body feelings go with what thoughts of awareness and their meaning.

7.1.2 *Cultivated Intuitive Action*

When an athlete get an impulse of knowing or awareness, the difficulty is learning to give it an appropriate value. Is “this” something to act on “NOW!” or is “this” not quite yet understandable. But with practice, an athlete will develop confidence and their “knowing” will guide them to be in the right spot at the right time.

7.1.3 *Cultivated Intuitive Action*

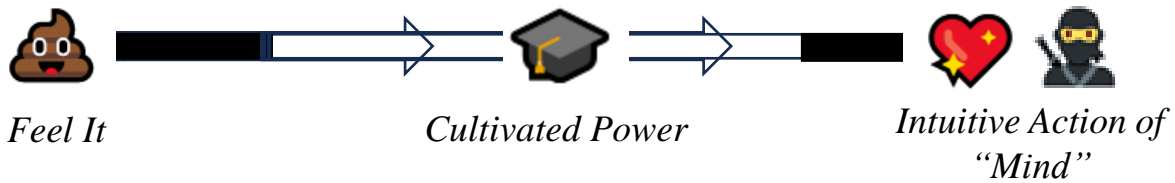
I was driving on Mexico’s back roads after dark on a very stormy night. We had separated from the caravan several days earlier to adventure on our own. Now we had to rendezvous with the group before morning at a soccer field in a major city to continue our tour together. I “just knew” where the field was and how to get there. “Turn right here.” “Turn left there.” “Take this road.” “Now the field will be on your right”.

Describe 2 events where you just ‘knew’.

1. _____

2. _____

Section 7.0:
Gut Awareness and Intuitive Action of “Mind”



7.2 *Camouflaging, suppressing, or ignoring emotional states of being*

7.2.1 *If an athletic is camouflaging their emotions* by suppressing and ignoring their emotional state of being *they cannot know or act* on the subtleties playing out within the game. Stuffing emotional awareness does not mean an athlete has a quiet mind and heart. Rather it prevents them from hearing the quieter fluctuations in their emotions.

7.2.2 *“Feeling “ that something is off”* or I “feel something is afoot” can only be processed into a “knowing” if you are “feeling.”

7.2.3 *The skill of quietly feeling* that something is off is being aware and *to know* what is happening. And then act on that knowing.

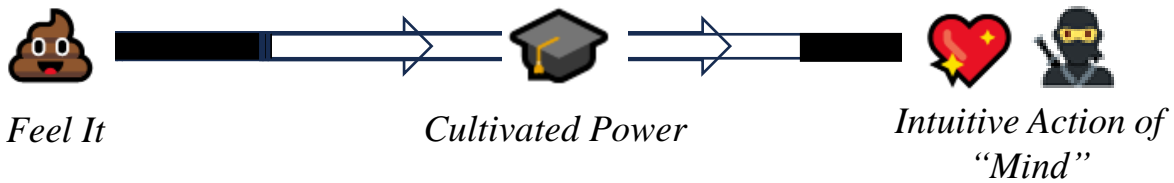
7.2.4 *The importance of negative emotional awareness.*

We were canoeing and camping for a week in the Boundary Waters Canoe Area of northern Minnesota. The day was late with a long day of paddling and we needed to find a camp site. Paddling up to an available site, I felt uneasy about stopping here. But we were both too tired to adventure further. Setting up camp was going well when I heard a “pop” and an “oh, sh**” and I looked up just in time to see a fiberglass tent pole spinning 20feet into the air, out over the water, and splash.

Describe an event in life or in a competition where you “felt uneasy”:

How did you act on that feeling?

Section 7.0: *Gut Awareness and Intuitive Action of “Mind”*



7.3 Feed the Beast VS. Feed the Beast

7.3.1 Be the Wounded Hero



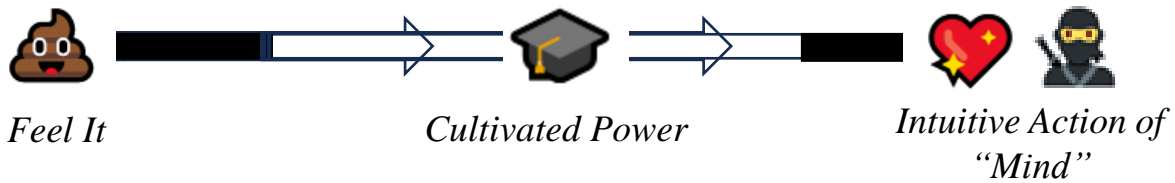
Now if an athlete is dominating, not because they are allowing the flow of Qi through their body, but because they start “pushing” themselves through negative, bad-feeling cognitive-emotional resistance, or forcing themselves to play beyond their natural capacity “for the team”, then accidents, and injuries are more likely to occur. These athletes need a time out.

Describe a time when you had an injury. Can you interpret what your cognitive-emotional state was?

Another cause of injury is by being emotionally negative, up-set, depressed, or angry. An athlete can also be cognitive-emotionally “somewhere else” and not ready for competition. The physiology of the body is not at its natural peak for physical adversity.

Describe a time when you had an injury. Can you interpret what your cognitive-emotional state was?

Section 7.0: *Gut Awareness and Intuitive Action of “Mind”*



7.3.2 Be the Fool (or the Jester?)

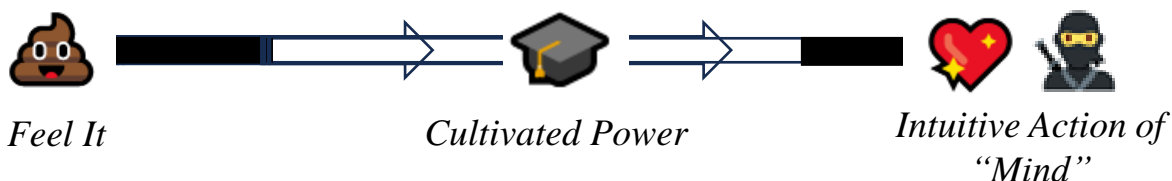


Then there is the manic high of the clown. The athlete’s good feeling reflexes and intuitive actions are from a self-important high. The good feelings come **NOT** from a cultivated intent of a successful action like, “*Make this basket.*”; “*Make this catch.*”; “*Make this putt.*”; “*Make this block.*”; but from a pathological intent of how others will see me as “*Being a hero*”.

But, the jester in medieval times had the role of cheering up the King, of distracting him from the woes of the day. The jester had a purpose to help the King get out of the vortex and attraction of negativity and into the vortex and attraction of positive, good feeling events, circumstances, and people. The line between the Clown and the Jester is very delicate and to error could be very costly. But the benefits could mean a rejuvenation of a successful mission.

Describe a time when you showed off. Did it energize the audience and the team to success?

Section 7.0: *Gut Awareness and Intuitive Action of “Mind”*



7.3.3 *Be the Goat*



The difference between *feeling good cultivated* intuitive and reflexive action versus *feeling good self-indulgent* intuitive and reflexive action is the difference between being the *GOAT* and being the *Clown*. Cultivated action starts with an intent to succeed and to make the perfect play, move, or shot, for the reward of its accomplishment for “me” and “the team”. Self-indulgent, self-important intent and action is to highlight just “*ME*”.

“In wrestling, we had a drill called “King of the Mat.” A wrestler stayed “in” wrestling all the wrestlers round-robin, one by one, in his group until he lost. Then a new king was crowned, and they stayed in until they lost. One practice, I was hot! And as the “King of the Mat” drill progressed, instead of tiring out and getting weaker, I got more and more energy and was getting stronger, faster, and more dominating with every move. I wore out every challenger from all weight classes, including our 3x, undefeated state champion. Once upon a time, that one day, I was feeling it; I was feeling good; I was connected; I was hot; I was “The King”; “The GOAT”.

Describe an event at home, practice, or in a competition where you had an “unreal” amount of energy and/or skill and made fantastic “TOP 10” plays.

What was the event? _____

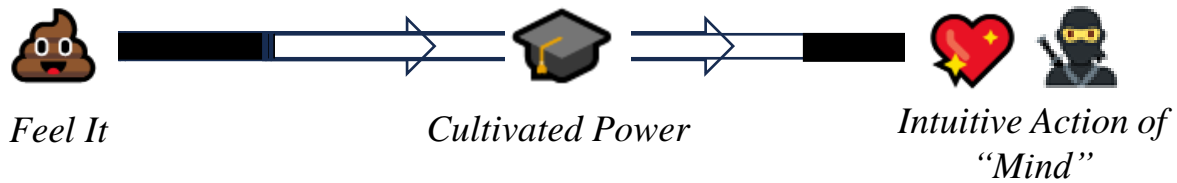
What were the surroundings? People? Place?

What did you feel? Before _____

During? _____ After _____

Be able to reimagine the event for another, repeat “performance”!!!

Section 7.0:
Gut Awareness and Intuitive Action of “Mind”



Section 7: Gut Awareness and Reflexive Action of Mind

Post-Test

(mark all that apply)

1. Gut awareness always needs immediate action.
_____ true _____ false
2. An athlete can intuitively feel to be in the right spot and the right time doing the right thing.
_____ true _____ false
4. An athlete must suppress their negative feeling emotions.
_____ true _____ false
4. Emotions, moods, and attitudes tell an athlete important information about their cognitive activities.
_____ true _____ false
5. An athlete must have a good feeling wants, desires, and intentions to be successful.
_____ true _____ false

PQ42

We have evolved to be joyous beings (and in our joy is our power).

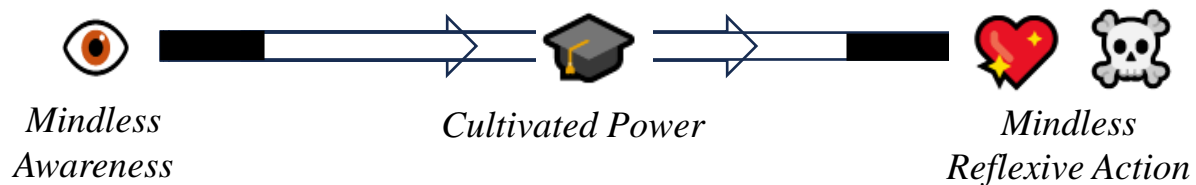
PQ43

When an athlete takes the time and effort to emotionally feel good, they are allowing a synergistic harmony of the mind, body, and consciousness that then has the capacity to respond to the demands needed for those extraordinary performances required in competition.

PQ44

The success of any athletic training cannot be defined solely by the athlete's ability to win today; success must be defined by the athlete's ability to achieve with the presence of health, vigor, and joy along with the necessary cognitive skills, abilities, and motivation to nurture these winning behaviors throughout life by employing one's own evolved cognitive-emotional re-processing mechanisms.

Section 8.0: “Mindless” Awareness and Reflexive Action



Section 8: “Mindless” Awareness and Reflexive Action

Pre-Test

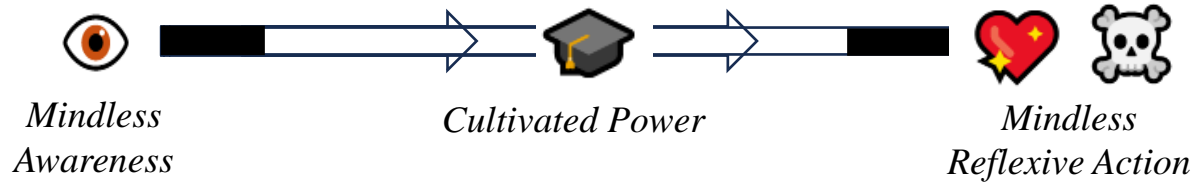
(mark all that apply)

1. An athlete can create their own luck.
_____ true _____ false
2. An athlete can empty their mind and know.
_____ true _____ false
4. An athlete must control and manage their emotions.
_____ true _____ false
4. Emotions, moods, and attitudes tell an athlete important information about their cognitive activities.
_____ true _____ false
5. An athlete must have good emotional feelings associated with their wants, desires, and intentions to be successful.
_____ true _____ false

Personal Power of Qi

“BAGUBA” Training and Conditioning Manual

Section 8.0: “Mindless” Awareness and Reflexive Action



In **Section 8** the athlete will increase their power of mindless awareness and action to maximize competitive performance and to prevent injuries.

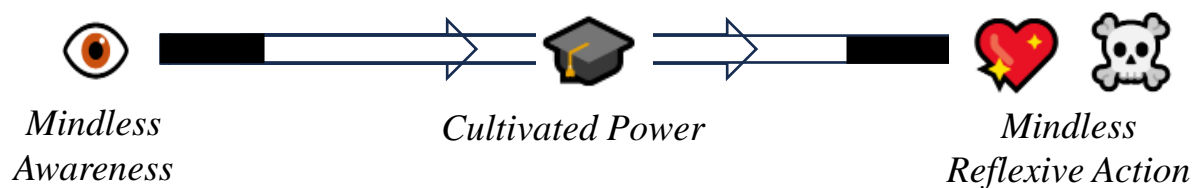
“As a child I was working in the fields with my father when he looked up at the sky. He had “heard” some geese. As a lifelong birder this would be normal. But I heard nothing. After several minutes past, the geese and their distinctive “honking” came into my awareness.”

“I was in a wrestling match I was supposed to win. Action stopped with 10 seconds to go and I was 1pt behind. I was on top. Again I thought, “I am supposed to win this match!” The whistle blew and my mind went blank. My body just acted on its own.... cross-body ride, thrust forward, chicken wing his arm to a near fall....2pts. I had never used that move before.”

PQ45

If an athlete learns how to harmonize their cognitive activities with their emotions to feel good, they have the capacity to reach through time and space and attract the necessary ingredients and circumstances for their success, including luck.

Section 8.0: “Mindless” Awareness and Reflexive Action



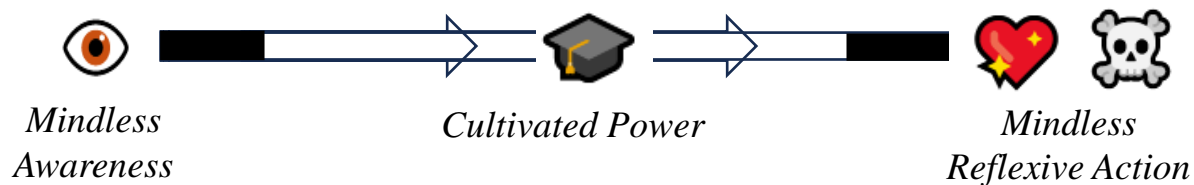
I felt that today was special. I could feel it. Several of us ski instructors piled snow up and made a jump. I was going to do my first flip on snow skis. I *just knew* I could do it. On the run to the jump, my mind went blank and I launched myself into the air, did a single forward flip, and landed cleanly. I came back to reality and whooped with joy. I had done it!

8.1 Reflexive Action of “No-Mind”

The process of using your natural reflexes and intuitive action of “No-Mind” is to be highly sensitive and aware (without thought and emotion) of the events going around you in a game and specifically during a play. Then your emotional awareness can “speak” to you on the significance and meaning of your cognitive activities.

- 8.1.1 Consciousness can not be fully aware of all the thoughts, memories, plans, and training that you have learned over your years in a sport. But your emotions can tell if your cognitive activities are in alignment (or not) with intent.
- 8.1.2 You can not be aware and act upon the subtleties playing out in the the events around you if your gut is focused in anger, jealousy, revenge, or any other powerful good or bad feeling emotions, moods, and feeling.
- 8.1.3 Once the mind and emotions are quiet of all their “louder chatter”, you can *hear*, *smell*, or *feel* your cognitive-emotional signals.
 - a. I “feel something”
 - b. Something is “off”
 - c. I can feel in my gut that I need to act.

Section 8.0: “Mindless” Awareness and Reflexive Action



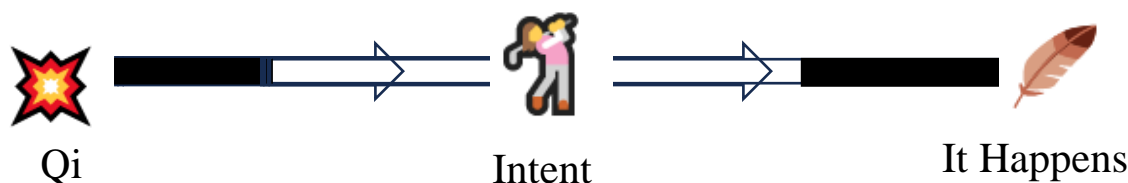
8.2 *Swagger; Being Lucky; Being in the Flow; “It Happens.”*

“I was on our middle school basketball team playing our un-beatable nemeses. We were down one, with little time on the clock, and our star missed his shot and we lost the rebound. I was tripping over my loose shoe laces and stopped to tie my shoe as the others scurried down to the other end. I looked up. They also missed and we got the rebound. There I was under the basket to receive a long pass for a winning layup (Luck). I missed that layup three times before I was tied up and game over (Unlucky). Later, I was teased endlessly. In high school I became a wrestler.”

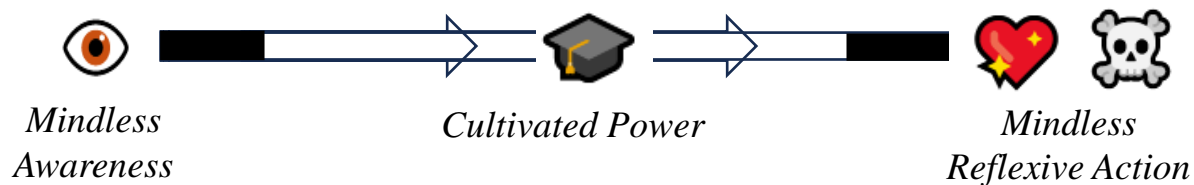
Luck is being at the right place at the right time for the rebound, fumble, basket, penalty call.... to go “your” way. Subtle cognitive-emotional messages of *being connected, lucky, and in the flow* can readily be seen in soccer. How did a striker just happen to be in the right place at the right time for some “errant” ball to land at their feet where they can effortlessly kick it for a goal. Or how about a half-court “buzzer beater.” Or an eagle in golf. “Miraculous” plays that “just happen” and are seen every week.

An athlete must take credit for “luck” and “being lucky” because they did something very important... *they intended and allowed success to happen*. They didn’t force it. They didn’t have conflicting cognitive-emotional activities. It didn’t “just happen.” They intended success to happen with no belief (at that very moment) that it would not happen.

Describe a time or event you were “lucky.”



Section 8.0: “Mindless” Awareness and Reflexive Action



8.3 Building Team Qi and a reality vortex of SUCCESS.

8.3.1 Significance of passing the ball (puck, or?) in soccer, hockey, lacrosse, etc. as an affirmation of a reality of success!

When passing the ball, puck (or?), pass to each other with an *affirmation of your reality, feeling, and knowing of success*:

“This is our victory”

“This is our court” (even if away game);

“We dominate”

“Our success”

“ Our win”

“Our house and our ball”

(and it doesn’t bounce randomly, it bounces to us!)

Make up some affirmations you and your team can use when passing the ball (puck), or during a drill, play, move, etc.

8.3.2 All things being equal, the team who builds and maintains their own cognitive-emotional knowing and good feeling of well-being and success will win because they are allowing the events, conditions, and circumstances of their intent.

Section 8.0: “Mindless” Awareness and Reflexive Action



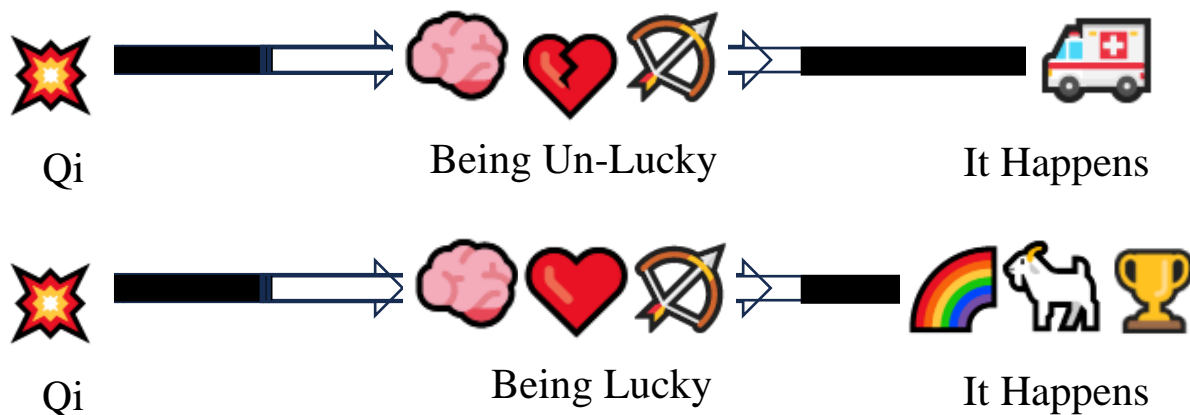
8.4 Affirming a *REALITY* of success: *Hear, see, feel, smell, taste “IT”*

When a basketball player makes a 3pt shot, they usually affirm their successful feeling of reality with a “3 finger salute.” An alpine ski racer can affirm the feeling of success with each hit of a gate. How do you affirm your goal, basket, shot, etc. and its feeling of success?

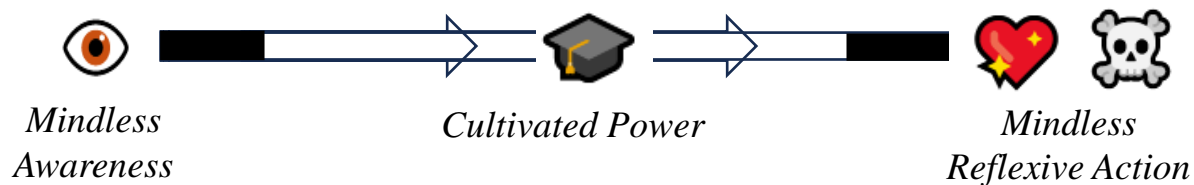
Can you re-imagine your affirmation feeling of success in practice or pregame warm-up? Yes No

In basketball pregame warmups I see players “just shooting the ball” seemingly without any actual resolve or intent for success. In pre-game/pre-race warmups, are you affirming success or failure?

 Success Failure



Section 8.0: “Mindless” Awareness and Reflexive Action



8.5 Learn to Be Successful

8.5.1 Positive, good-feeling cognitive-emotional activities allow the rendezvous of people, places, and events in harmony with your intent.

8.5.2 The mind shapes reality. Emotions indicate the desirability of that shape

8.5.3 Champions, in sport or in life, prevail because their cognitive-emotional projection of reality becomes dominant and prohibits the competition from seeing the reality of their own success.

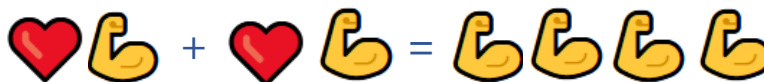
8.5.4 Intent, want, desire:



resolve and determine to be successful

Note: intent sets up (or calibrates) the emotional guidance. If you want to climb Mt. Everest, you want climbing oxygen tanks (feels good), not scuba diving tanks (feels bad).

8.5.5 Synergy Relationship:



1+1= 2, 3, 4 or even more! “The whole is greater than the sum of the parts.” Learn the joy of working in harmony together to create something bigger than you could separately.

8.5.6 Symbiotic Relationship



Understand and utilize the mind, body, emotions, and consciousness cooperative and harmonious relationship. An athlete has their own internal “I” team to bring together for a fantastic and celebratory performance.

8.5.7 *An individual’s outward reality and experience are but a reflection of their inner cognitive-emotional state of being*



Section 8.0: “Mindless” Awareness and Reflexive Action



Section 8: Mindless Awareness and Reflexive Action

Post-Test

(mark all that apply)

1. An athlete must cognitively know and understand “reality” to be successful?
☐ true ☐ false
2. An Olympic 100m runner was disqualified for anticipating the gun because the “computer” said he left the blocks too soon. Was he anticipating the gun or had he heard the gun?
☐ anticipating ☐ heard
3. Can a defensive player “know” where the play is going before the offensive player?
☐ yes ☐ no
4. An athlete can create their own luck.
☐ true ☐ false
5. An athlete can intuitively be in the right spot and the right time doing the right thing.
☐ true ☐ false
6. Do you, as an athlete, “know you know” you are a successful being in all your adventures? Can you “feel it” in your bones?
☐ yes ☐ no

PQ46

Cognitive activities of the mind bring about the physiological changes in the brain and body that drive behavior and are consciously perceived as emotions

Appendix A:
Offense Actualization Play Sheet
(Segment Intending)

On the top, name the play, move, or action (making a put, goal, shooting jump shot, kicking the ball, catching and throwing the ball, rounding a gate, etc.) in your sport. Then use following sections to break each offensive play or move into its segments and state the intent and the success (or not) of allowing of each segment.

PLAY: _____

MOVE: _____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

~~Know it: Y N Allow it: Y N Success: Y N~~

Know it: Y___N___ Allow it: Y___N___ Success: Y___N___

Know it: Y___N___ Allow it: Y___N___ Success: Y___N___

Know it: Y N Allow it: Y N Success: Y N

~~PLAY:~~_____

MOVE: _____

Know it: Y___N___ ~~Allow it: Y___N___~~ Success: Y___N___

Know it: Y___N___ \ Allow it: Y___N___ Success: Y___N___

~~Know it: Y___N___~~ ~~Allow it: Y___N___~~ ~~Success: Y___N___~~

Know it:	Y	N	Allow it:	Y	N	Success:	Y	N
----------	---	---	-----------	---	---	----------	---	---

Know it: Y N Allow it: Y N Success: Y N **Rejection:**

ACTUALIZATION PLAY SHEET

PLAY: _____

SEGMENT

MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

2 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

3 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

4 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

5 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

ACTUALIZATION PLAY SHEET

PLAY: _____

SEGMENT

MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

2 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

3 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

4 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

5 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

PLAY: _____

MOVE: _____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

~~Know it: Y___N___~~ ~~Allow it: Y___N___~~ ~~Success: Y___N___~~

Know it: Y___N___ / Allow it: Y___N___ Success: Y___N___

Know it: Y___N___ Allow it: Y___N___ Success: Y___N___

Know it: Y N Allow it: Y N Success: Y N

~~PLAY:~~_____

MOVE: _____

Know it: Y___N___ ~~Allow it: Y___N___~~ Success: Y___N___

Know it: Y___N___ \ Allow it: Y___N___ Success: Y___N___

~~Know it: Y N Allow it: Y N / Success: Y N~~

Know it: Y N Allow it: Y N Success: Y N

Know it: Y N Allow it: Y N Success: Y N

ACTUALIZATION PLAY SHEET

PLAY: _____

SEGMENT

MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

2 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

3 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

4 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

5 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

ACTUALIZATION PLAY SHEET

PLAY: _____

SEGMENT

MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

2 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

3 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

4 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

5 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

PQ47

*We have evolved to be joyous beings (and in
our joy is our power).*

Appendix B:
Defense Actualization Play Sheet
(Segment Awareness)

On the top, name the defensive play, move, or action to prevent a goal, tackle, jump shot, kick, etc. in your sport. Then use following sections to break each defensive play or move into its segments and state the intent and the success (or not) of allowing of each segment.

DEFENCE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

2 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

3 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

4 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

5 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

Awareness

DEFENCE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

2 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

3 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

4 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

5 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

Allow

DEFENCE ACTUALIZATION PLAY SHEET

PLAY: _____

SEGMENT

MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

2 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

3 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

4 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

5 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

Awareness**DEFENCE ACTUALIZATION PLAY SHEET**

PLAY: _____

SEGMENT

MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

2 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

3 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

4 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

5 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

Allow

DEFENCE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

2 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

3 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

4 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

5 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

Awareness

DEFENCE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

2 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

3 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

4 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

5 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

Allow

DEFENCE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

2 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

3 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

4 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

5 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

Awareness

DEFENCE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

2 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

3 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

4 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

5 _____ Intent: _____

Think it: _____ Feel it: Y____N____

Know it: Y____N____ Allow it: Y____N____ Success: Y____N____

Allow

PQ48

With practice, the actualization process...

Intend It.....

Think It.....

Feel It.....

Know It.....

and Allow It

will become automatic

and successful

(for every play, move, or race)

on the field of competition

and in the arena of daily life.

Appendix C:

Home Actualization Play Sheet

(Segment Intending)

Each segment of a day is an opportunity to practice intending and allowing events from a good-feeling place of being. Identify 9 segments throughout each day and intend and allow a good-feeling outcome.

HOME ACTUALIZATION PLAY SHEET

DATE: _____

SEGMENT

1 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

2 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

3 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

4 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

5 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

6 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

7 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

8 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

9 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

10 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

HOME ACTUALIZATION PLAY SHEET

DATE: _____

SEGMENT

1 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

2 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

3 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

4 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

5 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

6 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

7 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

8 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

9 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

10 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

Intend

Allow

HOME ACTUALIZATION PLAY SHEET

DATE: _____

SEGMENT

1 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

2 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

3 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

4 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

5 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

6 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

7 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

8 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

9 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

10 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

HOME ACTUALIZATION PLAY SHEET

DATE: _____

SEGMENT

1 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

2 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

3 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

4 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

5 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

6 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

7 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

8 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

9 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

10 _____ Intent: _____

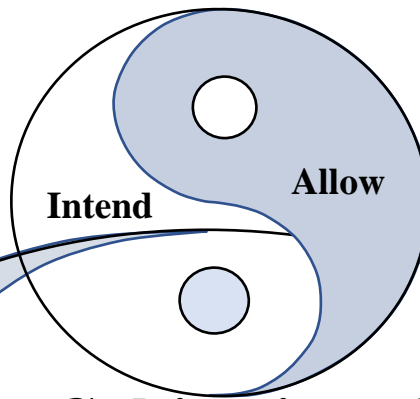
Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

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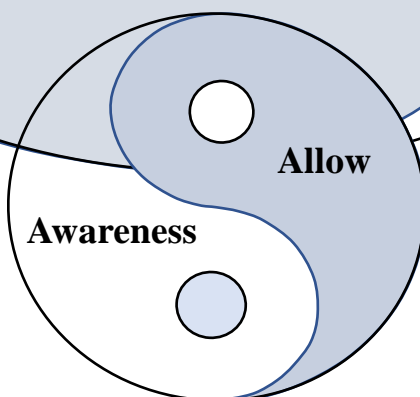
The greatness of the human life experience emerges from the flames of individual desire arising out of hell's fiery conflicts on earth. Intention is forged in these fires. Emotion aligns our journey with these new intentions. Each succeeding generation will have its own mountains to climb and waters to cross with their own stars to navigate towards. Intent is that guiding star and our emotions perceive its light. The more joyous the feeling, the more harmonious and powerful the wonders revealed through life's journey.

OFFENSE



Qigong: The Cultivation of Energy

“It” is all about energy. It is about feeling the energy. “It” is about the good feeling emotions from the flow of energy. “It” is about feeling “IT”. Whether the athlete is a chess player or an offensive lineman on a football team; or a ballet dancer or basketball player making a free-throw, jump shot, or three-pointer; or a musician or a forward on a soccer team making a pass or a penalty kick or the goalie blocking that kick; or a wrestler or an alpine skier racing through the gates; or a marathon runner or cross-country bicyclist; no matter what an athlete’s sport, “It” is about feeling, maintaining, and then allowing “IT”... through cognitive-emotional re-processing strength and conditioning.



DEFENSE