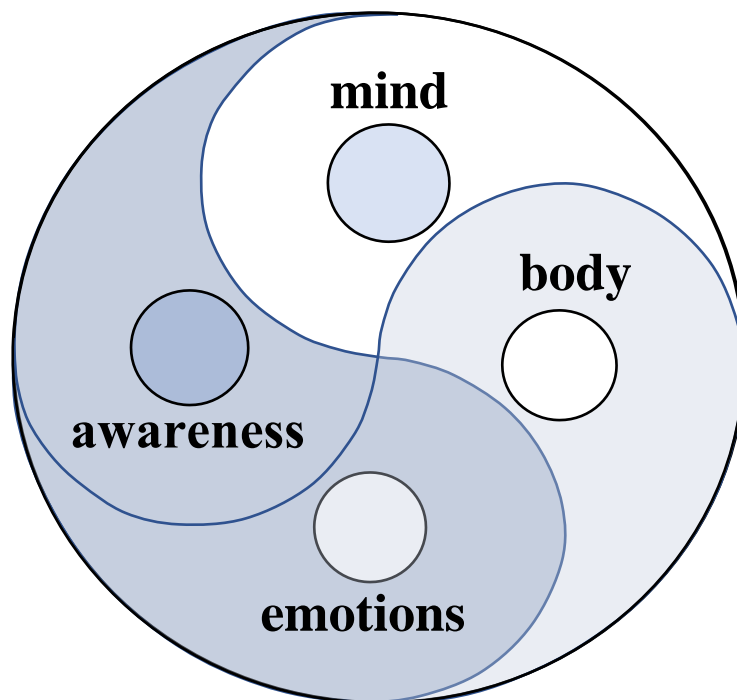


Personal Power of Qi: “BAGUBA” Training and Conditioning Manual for All Athletes and Coaches

Brutally Aggressive Guy (Gay, Girl) Uninhibited by Adversity
(rev2024-04-17b)

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.*

2024

Symbiotic Psychology Press

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Publications by Andrew O. Jackson

Cognitive-Emotional Re-Processing Control Paper with Supplements. Symbiotic Psychology Press

Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of Cognitive vs. Emotional Dysregulation (15,500-word paper)

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)

Cognitive-Emotional Theory: Three Articles and an Essay. Symbiotic Psychology Press

Emotional Feedback: An Evolved Human Cognitive-Emotional Re-Processing, Control, and Regulatory Mechanism (1,300-word article)

Cognitive-Emotional Development and Cultivation (700-word essay)

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

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

Cognitive-Emotional Health Education: A Primary and Secondary School Overview.

Symbiotic Psychology Press (53,700 words).

The Personal Power of Qi: An Athlete's Evolutionary Heritage of Strength, Speed, Agility, Cunning, and Success. Symbiotic Psychology Press (46,200 words).

Personal Power of Qi: "BAGUBA" Training and Conditioning Manual for All Athletes and Coaches. Symbiotic Psychology Press

The Yin-Yang of Cognitive-Emotional Dynamics and the Personal Power of Qi (Outline).

Symbiotic Psychology Press (4,400 words)

Dark Night of the Full Moon: A Memoir Short. Symbiotic Psychology Press (16,000 words).

All texts are freely downloadable as PDF files at: <https://symbioticpsychology.com/>

Published by:

Symbiotic Psychology Press

P.O. Box 930153

Verona, WI 53593 U.S.A.

<https://symbioticpsychology.com/>

This work is dedicated to University of Wisconsin
long distance runner

Sarah Shulze
2000-2022

We taught her how to run, but not how to live.

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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

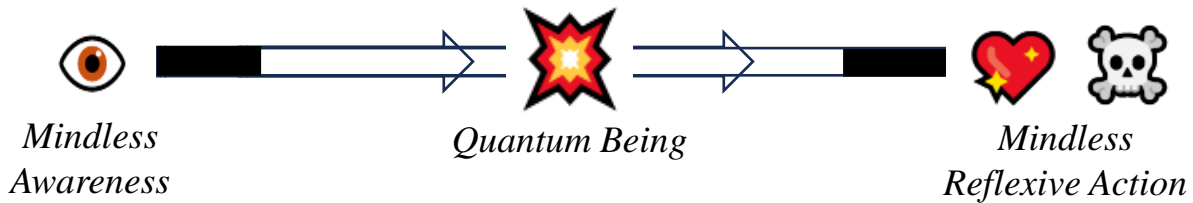


PQ4

*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 of Quantum Being



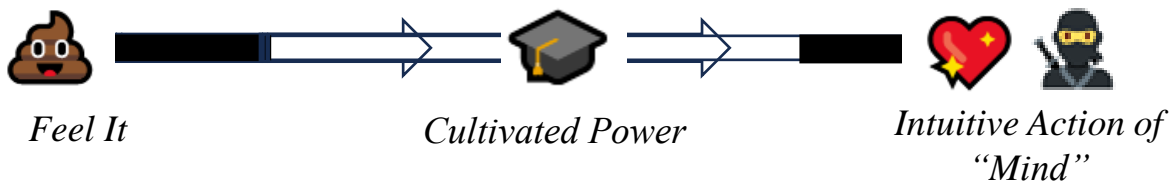
In **Section 8** the athlete will increase their power of “mindless” awareness and action to maximize competitive performance and to prevent injuries.

“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.”

“Mindless” awareness and action revolve around the exciting constructs of “Personal Power of Qi”, “Quantum Being” and “Follow Your Passion” which exist beyond our normal time, space, and physical worlds of boring daily life.

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



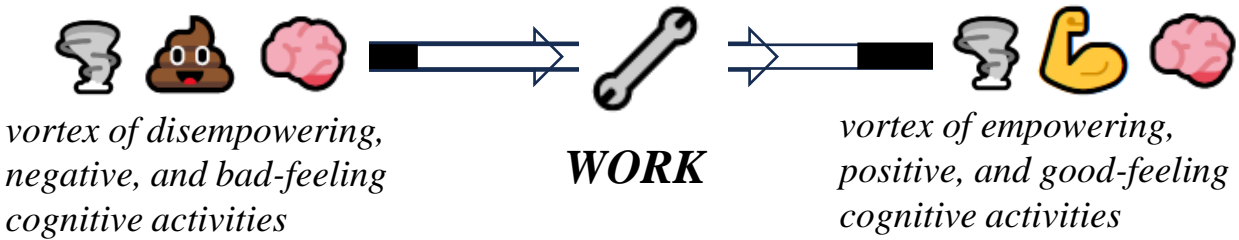
In **Section 7** the athlete will increase their power of intuitive awareness from the perception of emotions, ”feelings” and other senses (with the interpretive power of “mind”) to maximize competitive performance and to prevent injuries.

“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 and have a cooperative relationship with “mind” in competition for success.

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: Cognitive Behavior Precipitates Changes and States of Physiology in the Brain and Body (30min)



Activities of the mind precipitate the changes and states of physiology perceived as bad-feeling emotions, moods, attitudes, and feelings.

Activities of the mind precipitate the changes and states of physiology perceived as good-feeling emotions, moods, attitudes, and feelings.

In **Section 5** of this manual, each athlete will learn and understand that dis-empowering thoughts precipitate the changes and states of physiology in the brain and body that are perceived as bad-feeling emotions, moods, attitudes, and feelings. Conversely, empowering thoughts precipitate the changes and states of physiology in the brain and body that are perceived as good-feeling emotions, moods, attitudes, and feelings. Disempowering, negative, and bad-feelings (that are indicative of a unhealthy physiology vanish when the athlete focuses on empowering cognitive thoughts and activities that are indicative of a healthy physiology.

Sections Preview

Section 4.0: The Power of Emotions, Moods, Attitudes, and Feelings



*Feeling-bad emotions, moods, attitudes and feelings have an evolved correlation with dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and **injury**).*

Feeling-good emotions, moods, attitudes and feelings have an evolved correlation with 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, moods, attitudes, and feelings 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 any negative and bad-feeling emotions, moods, attitudes, and feelings like anxiety, depression, nervousness, 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).

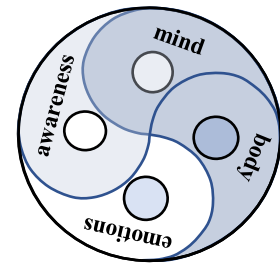
Section 3.0: Definitions (30min)



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. An athlete assembles their world in a vortex of words and their meaning. The mountain exists as it does because we have been taught to believe it so.

Sections Preview

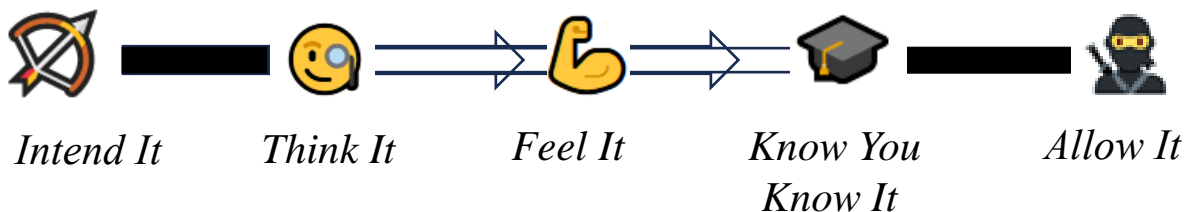
Section 2.0: The Symbiotic Synergy Between Mind, Body, Emotions, and Awareness (30min)



In **Section 2** the athlete will increase their understanding and power of the symbiotic synergy between mind, body, emotions, and awareness. Mind, body, emotions, and awareness are not separate, individual, and conflicting entities. They are an intertwined web that has evolved to work in synergistic harmony towards health, well-being, and successful decision-making prowess, ability (and their actualization).

Emotions have not evolved to be controlled, regulated, and managed by cognition, but to guide cognitive activities towards good-feeling healthy, strong, and robust physiology in the brain and body. Negative, bad-feeling 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: The Cognitive-Emotional Actuation Process: Allowing your Intent (30min)



Section 1 is about acting as an individual (or team) with intent, purpose, and awareness to allow the successful actualization of the mechanics and techniques of a move, position, or play in any sport such as in golf, tennis, basketball, baseball, hockey, wrestling, sailing, skiing, or what ever your sport may entail.

Actualization is a process beginning from an overall state of intent (to be victorious) and steps down through the localized segments of intent at each of the various stages (segments) of the competition. A player must cognitively know and emotionally feel (until they know they know) and then “allow” their want, desire, and intent *at each and every stage or segment* within their game, play, move, or “shot” to be successful. Until you “know you know it,” you can not “allow it” to happen and be successful. Intend, think, feel, know, and then allow.

PQ5

Success is a state of being.

PQ6

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

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PQ7

*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.*

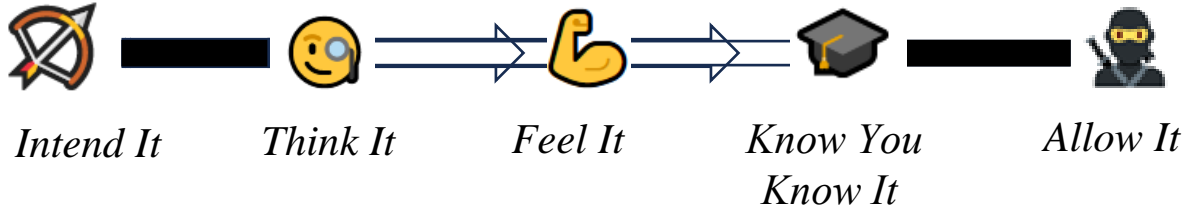
PQ8

*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.*

PQ9

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

**Section 1.0: The Cognitive-Emotional Actuation Process:
Allowing your Intent**



Section 1.0: Cognitive-Emotional Actuation Process: Allowing your Intent

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 _____

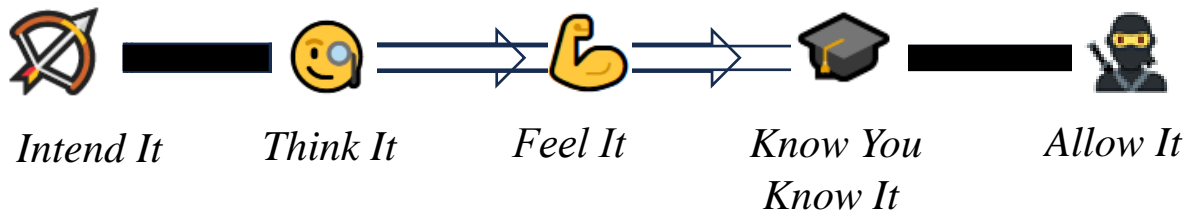
segment _____ intention _____

segment _____ intention _____

Personal Power of Qi:

“BAGUBA” Training and Conditioning Manual

Section 1.0: The Cognitive-Emotional Actuation Process: Allowing your Intent



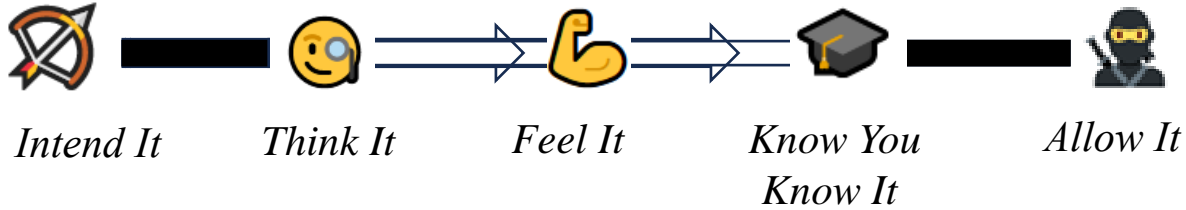
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Actualization is a process beginning from an overall state of intent (to be victorious) and steps down through the localized segments of intent at each of the various stages (segments) of the competition. A player must cognitively know and emotionally feel (until they know they know) and then “allow” their want, desire, and intent ***at each and every stage or segment*** within their game, play, move, or “shot” to be successful. Until you “know you know it,” you can not “allow it” to happen and be successful. Intend, think, feel, know, and then allow.

PQ10

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: The Cognitive-Emotional Actuation Process:
Allowing your Intent**



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 this 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. Visualization gets you to the door. Intention gets you through the door.

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)* _____

Intent: _____ *down block the left guard* _____

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

Intent: _____ *get open through a slant route* _____

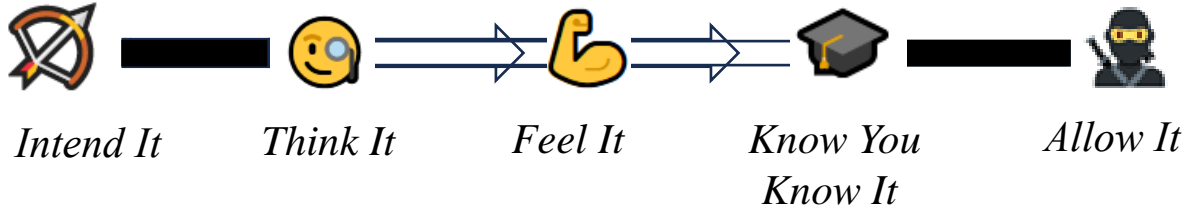
C) Segment of Time: _____ *exit after rounding a gate (alpine skiing)* _____

Intent: _____

E) Segment of Time: _____

Intent: _____

**Section 1.0: The Cognitive-Emotional Actuation Process:
Allowing your Intent**



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.



- A) Intent: bench press ; what are the mechanics/techniques?

- B) Intent: covering a receiver ; what are the mechanics/techniques?

- C) Intent: catching a punt ; what are the mechanics/techniques?

- C) Intent: making a basket ; what are the mechanics/techniques?

- D) Intent: making a putt ; what are the mechanics/techniques?

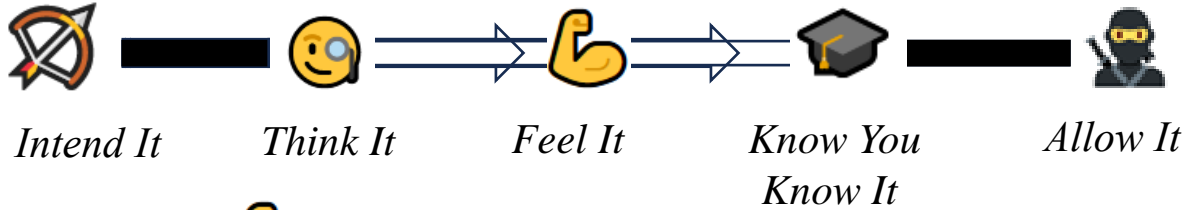
- E) Intent: _____ ; mechanics/techniques?

- F) Intent: _____ ; mechanics/techniques?

- G) Intent: _____ ; mechanics/techniques?

- H) Intent: _____ ; mechanics/techniques?

**Section 1.0: The Cognitive-Emotional Actuation Process:
Allowing your Intent**





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 feelings 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 intent and technique?

 YES _____  NO _____

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

 YES _____  NO _____

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

 YES _____  NO _____

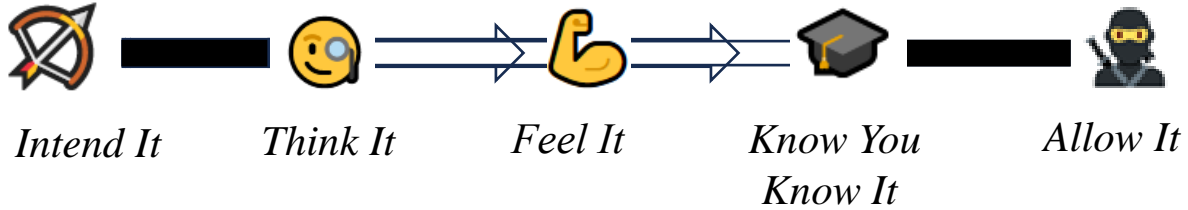
1.3.4 If you are a making a putt or _____, find the good feeling place of your intent and technique?

 YES _____  NO _____

1.3.5 _____

 YES _____  NO _____

*Section 1.0: The Cognitive-Emotional Actuation Process:
Allowing your Intent*



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) _____

PQ11

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: The Cognitive-Emotional Actuation Process:
Allowing your Intent**



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 _____



- e) 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 observer can watch a star basketball player do a beautiful step-back shot and basket, but the athlete 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. A slalom alpine skier goes rounds 60gates in 60sec. Each gate has three separate “intentions:” entry, rounding, exit. That is 180 actualization processes in one minute. The mind can’t capture that, but an athlete’s emotional state can and does “feel it”.



1.6 Cognitive-Emotional Actualization (Review)

1) *What is your intent?*

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

Visualization is “picture yourself climbing Mt. Everest”. Intent is “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, putting, driving, chipping etc., etc.

3) *Feel It*

Find the good-feeling place of power.

- i. 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, putting, driving, chipping 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” / “Its mine”

5) *Allow... it to happen*

- i. Do not “force” it. Do not “will” it. Do not “demand” it. “It happens.”
- ii. If “it” does not happen, the athlete **has not** resolved their negative, conflictive bad-feeling emotions, moods, or feelings (covered in Section 6).

*Section 1.0: The Cognitive-Emotional Actuation Process:
Allowing your Intent*



Intend It

Think It

Feel It

*Know You
Know It*

Allow It

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:** 

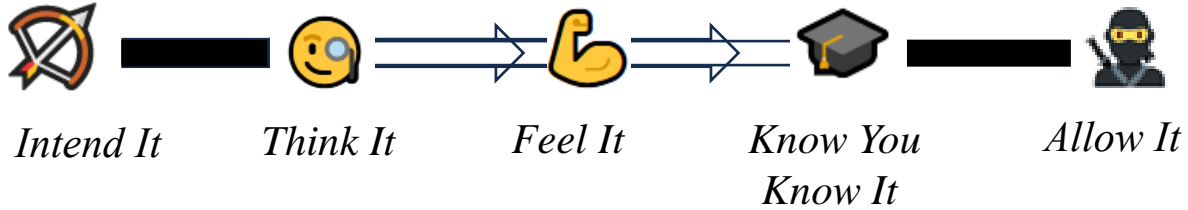
1. Quiet the mind of noise and allow:

YES _____ NO _____

f. **Successful Outcome?**

YES _____ NO _____

**Section 1.0: The Cognitive-Emotional Actuation Process:
Allowing your Intent**



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 (Offensive 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 (Defensive 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)

DEFENSE 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 being successful by intending and allowing events from a good-feeling place of being. Identify nine segments throughout the day 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: _____

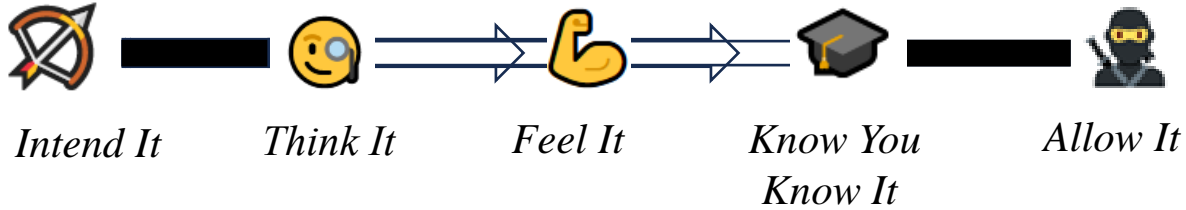
Think it: _____ Feel it: Y N

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

Intent

Allow

**Section 1.0: The Cognitive-Emotional Actuation Process:
Allowing your Intent**



Section 1.0: Cognitive-Emotional Actuation Process: Allowing your Intent

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? Are you an offensive or defensive player? What is your intention for each segment?

_____ offensive _____ defensive

segment _____ intent _____

segment _____ intent _____

segment _____ intent _____

segment _____ intent _____

segment _____ intent _____

segment _____ intent _____

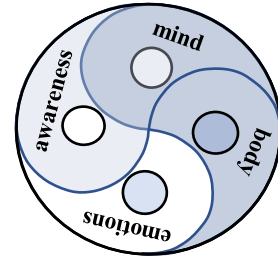
PQ12

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

PQ13

*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 Awareness



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

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

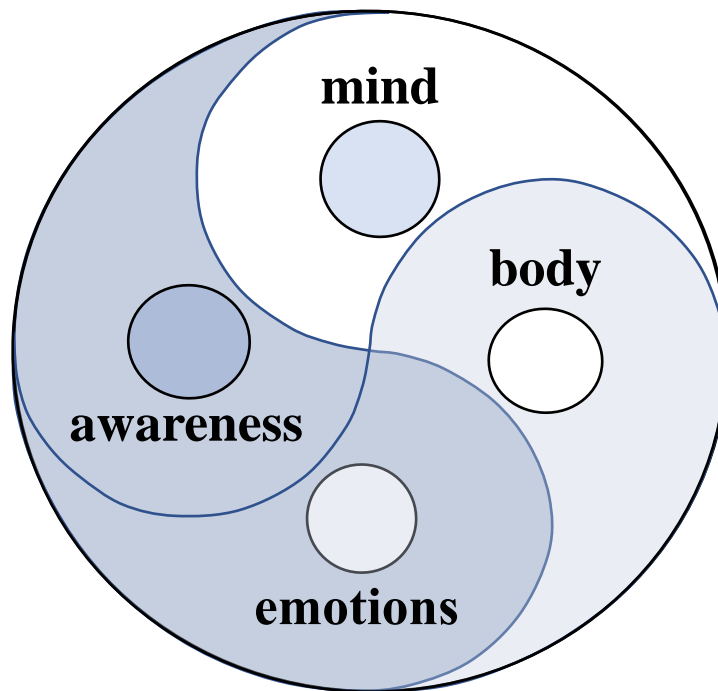
PQ14

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

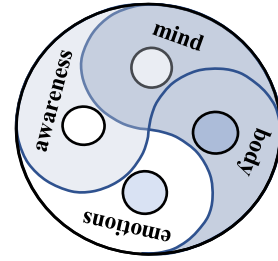
Section 2.0: The Symbiotic Synergy Between Mind, Body, Emotions, and Awareness



In **Section 2** the athlete will increase their understanding and power of the symbiotic synergy between mind, body, emotions, and awareness. Mind, body, emotions, and awareness are not separate, individual, and conflicting entities. They are an intertwined web that has evolved to work in synergistic harmony towards individual health, well-being, and successful decision-making prowess, ability (and their actualization).

Emotions have not evolved to be controlled, regulated, and managed by cognition, but to guide cognitive activities towards good-feeling healthy, strong, and robust physiology in the brain and body. Negative, bad-feeling 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 Awareness*



2.1 *Emotions (moods, attitudes, and feelings):*

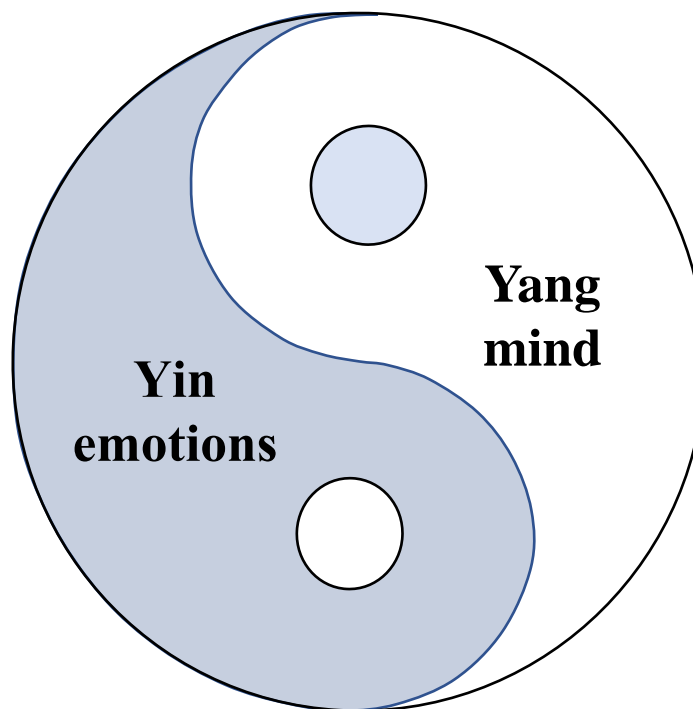


Emotions are the perception of biological changes and states of the brain and body generated by cognitive activities of the mind. Emotions, moods, attitudes, and feelings either feel-bad or feel-good.

2.2 *Cognition/cognitive:*



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

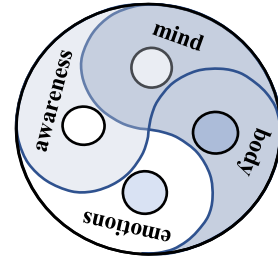


2.3 *Mind and emotions are not separate but intertwined via the body.*

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 Awareness



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.

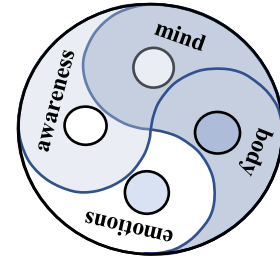


“Feeling bad” emotions, like anger, fear, fury, and rage have an evolved correlation with a temporary powerful (but long-term weakened) physiology of the body and brain. As an evolved ***last ditch survival mechanism*** (fight, flight, or freeze) the mind injects a powerful adrenalin boost into the body. 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.

PQ15

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 Awareness



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

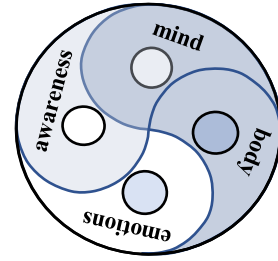
a) Weak, clumsy, slow, lethargic, dull witted,

2.5.4 Failure (poor decision-making ability)

PQ16

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 Awareness*



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

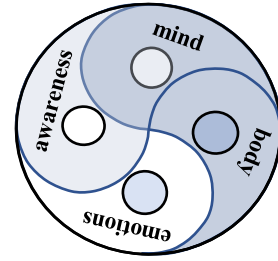
e) Cunning

2.6.4 Success (successful decision-making ability)

PQ17

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 Awareness



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: _____

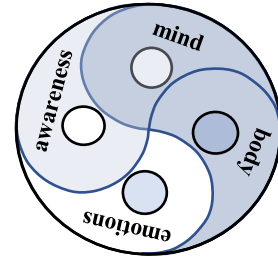
2.7.3 Unpleasant logic and associations (I always play poorly on their court, field, rink, or mat):

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

2.7.4 Unpleasant creativity and inspiration:

- a) _____

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



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: _____

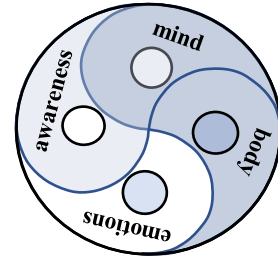
2.8.3 Likable logic and associations (I always play great on their court, field, rink, or mat):

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

2.8.4 Likable creativity and inspiration:

- a) _____

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



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) _____

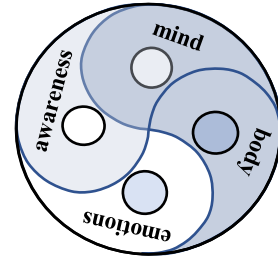
2.9.4 When I hear something I **do like**, I feel: _____ good _____ bad

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 Awareness



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:

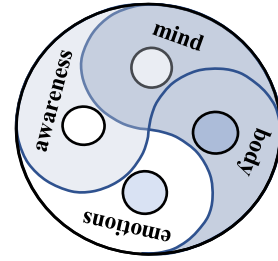
- a) _____ (when we lost to "_____") _____ (a missed shot) _____
- b) _____

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 Awareness



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:

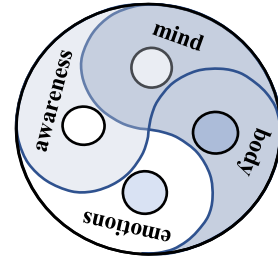
- i. _____ (he blew his route) _____ (he didn't cover his man) _____
- ii. _____
- iii. _____

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 Awareness



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:

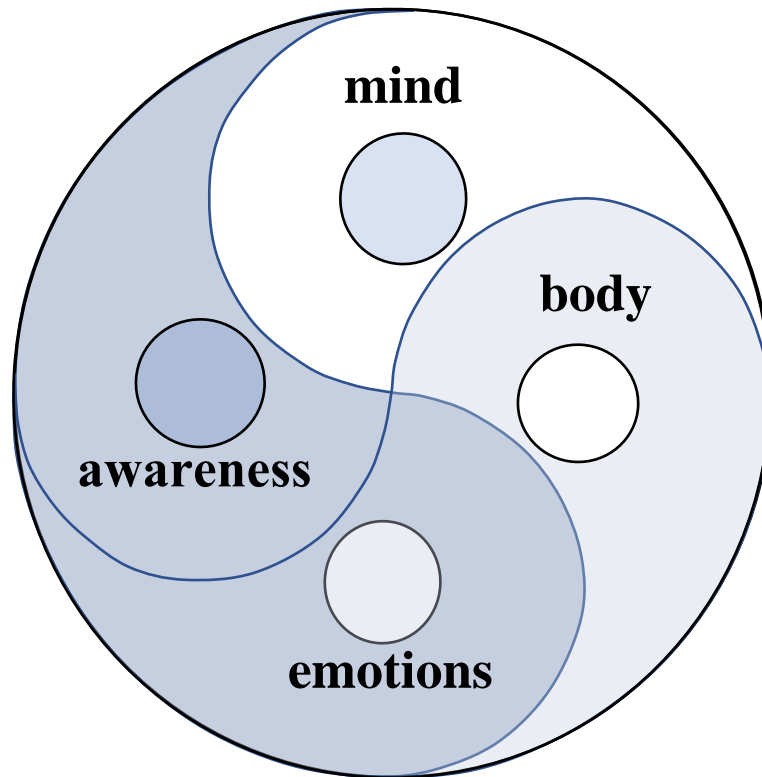
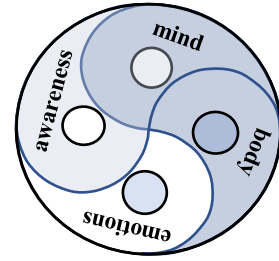


Positive, good feeling emotions, moods, attitudes, and feelings have an evolved correlation with health, well-being, and successful decision-making ability (and their actualization).

PQ18

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 Awareness



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

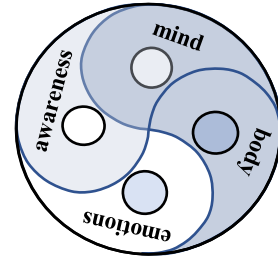
That is:

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

PQ19

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

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



Section 2: Mind, Body, Emotions, and Awareness

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)

PQ20

The Mind...

shapes reality;

Emotions...

indicate the desirability of that shape.

PQ21

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 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. An athlete assembles their world in a vortex of words and their meaning.


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 Powerful and strong physiology:

Strength, speed, stamina, agility, cunning, and successful decision making ability and the good feelings they bring. 

3.2 Compassionate / emotions

Having a cognitive-emotional concern for others and their well-being. This may evolve out of a “selfless” (how it concerns them) or “selfish” (how it concerns me) interest. Good-feeling compassion is empowering. Bad-feeling compassion is dis-empowering.

3.3 Cultivated / wisdom:

wise, educated, refined understanding and awareness (formal and informal)

3.4 Cultivated and Compassionate:

Awareness and behavior with wisdom and heart and understanding of how “team” and “cooperative” play benefits everyone where “your” well-being is also “my” well-being.

3.5 Intuitive Action of “Mind”

Intuitive action evolves out of cognitive-emotional awareness. “Intuitive action” is 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. The basketball player “allowed” the ball to swish the nets.

3.6 Cultivated and Compassionate Intuitive Action:

Allowing action / intuitive action with heart

Section 3.0: Definitions



3.7 Instinctive Reflexive Action of “No-Mind”



Instincts; without thought/mind and emotions; “no-mind”, “mindlessness”

3.8 Cultivated and Compassionate Reflexive Action:



Instinctive/reflexive action is cultivated out of the soil of cognitive-emotional intuitive action to carry the fragrance of humanity (to be human) and have a soul.

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 Awareness



Conscious; state of being aware; knowledge and understanding that something is happening or exists (Merriam-Webster).

3.14 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. Meditations range from a still mindlessness when focusing on breathing or a candle to a repetitive movement in biking, running, and swimming, to a more intensive motion of forms within yoga, tai-chi, and wushu.

3.15 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/>).

3.16 Cognitive-Emotional Mindfulness:



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

3.17 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



3.18 Precipitate / precipitation:



generates, makes, produces, brings on

3.19 Dis-empowerment:



Feeling emotionally bad; the precipitation of an unhealthy, weak, and frail physiology precipitated by dis-empowering cognitive activities.

3.20 Empowerment:



Feeling emotionally good; the precipitation of a healthy, robust, and strong physiology precipitated by empowering cognitive activities.

3.21 Intent, want, desire:



Resolved or determined to do (something) with conviction. 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).

3.22 Qi (or Chi):



Energy. An athlete uses their own thoughts, beliefs and intentions to mold and shape their energy of Qi into their reality.

3.23 Qigong:



The cultivation (refinement) of energy.

Section 3.0: Definitions



3.24 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

3.25 Symbiotic Relationship



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

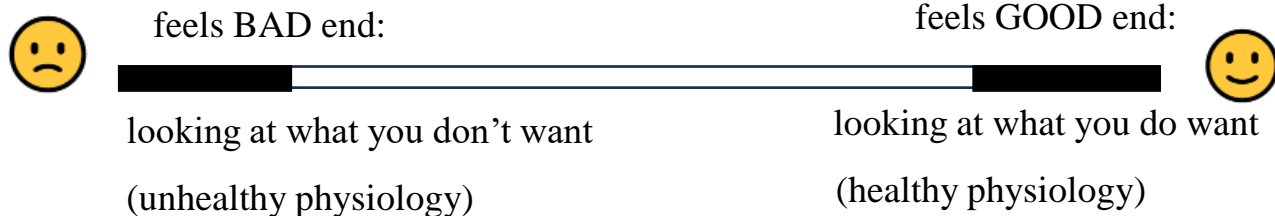
3.25 Actualization / actualize / actuation



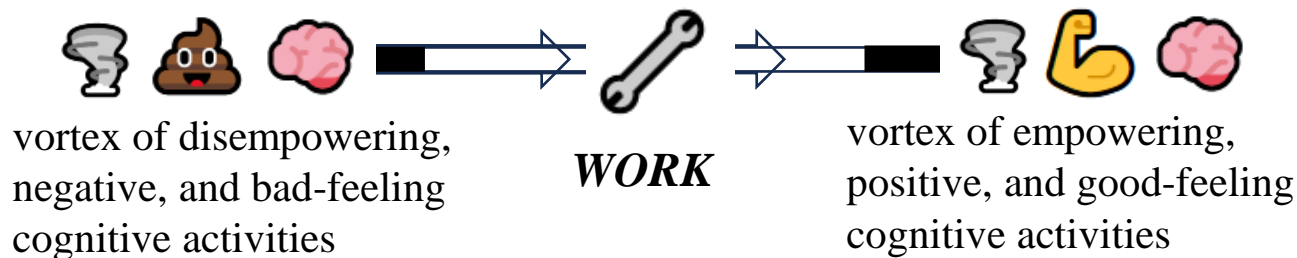
realization, to make real, to make happen

3.26 Feeling Stick:

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



3.27 Cognitive-Emotional Re-Processing:



Section 3.0: Definitions



3.28 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)

3.29 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)

3.30 Pathological



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

3.31 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.



3.32 Cultivated Actualization Process

acting with intent, purpose, and awareness



Intend It

Think It

Feel It

Know you
Know It

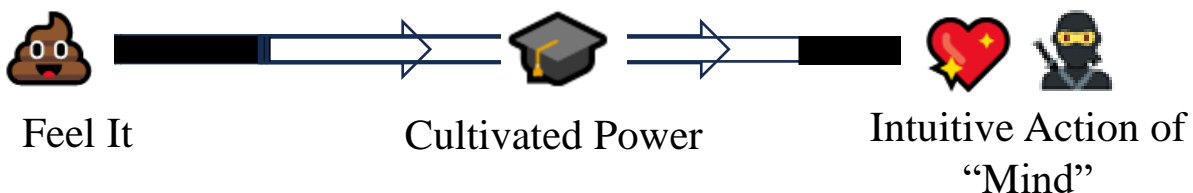
Allow It

Section 3.0: Definitions



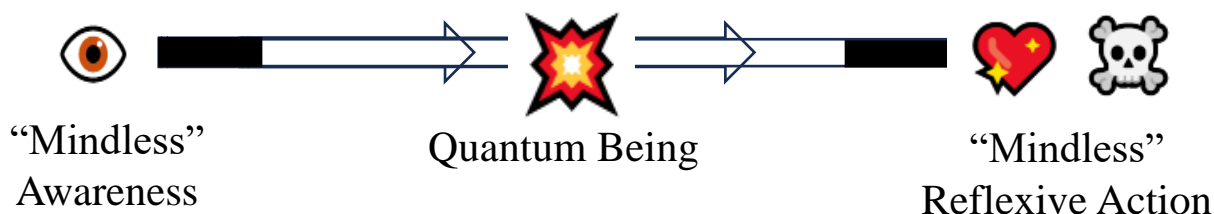
3.33 Gut Awareness and Intuitive Action of “Mind”

An athlete “feels something” in/with their body and the mind interprets that feeling into action.



3.34 “Mindless” Awareness and Reflexive Action of Quantum Being

An athlete “just knows” and “just acts”. Instincts; instinctive; reflexive.



3.35 “Quantum Being”



An athlete seemingly existing and performing outside of “normal” time, space, and ability with mindless awareness and reflexive action.

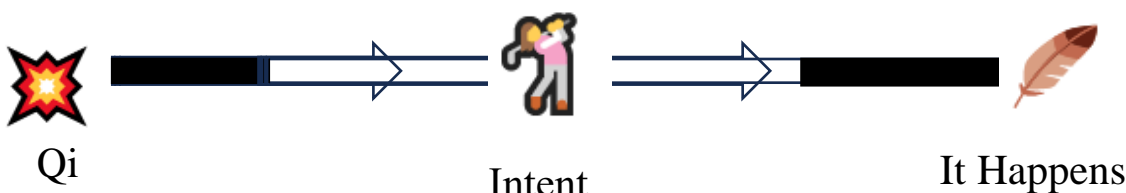
3.36 Personal Power of Qi



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

If your emotion is (choose one) 😁 ❤️ 😞 💔 😓 😡 😱 : Your reality is?

3.37 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:

- how the body works
- biochemistry
- neurology
- emotions

2. Feeling emotionally “bad” () means:

- disempowerment
- weakness
- focusing on what is wanted
- focusing on what is not-wanted

3. What is a “synergetic symbiotic” relationship?



- 1+1= 2, 3, 4, or more
- working together with others in harmony
- being something bigger than yourself
- feeling-good, power, strength

4. What is the meaning of :    ?

- Feeling emotionally good
- Healthy, robust, and strong physiology
- Precipitates
- empowerment

PQ23

When an individual gravitates towards that which brings about excitement, enthusiasm, and exhilaration, they are following their path of greatest success.

PQ24

*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, Moods, Attitudes, and Feelings



*Feeling-bad emotions, moods, attitudes and feelings have an evolved correlation with dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and **injury**).*

Feeling-good emotions, moods, attitudes and feelings have an evolved correlation with 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, Moods, Attitudes, and Feelings

Pre-Test

(mark all that apply)

1. Emotions Moods, Attitudes, and feelings:
_____ feel good _____ feel bad

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, Moods, Attitudes, and Feelings



*Feeling-bad emotions, moods, attitudes and feelings have an evolved correlation with dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and **injury**).*

Feeling-good emotions, moods, attitudes and feelings have an evolved correlation with 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, moods, attitudes, and feelings 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 any negative and bad-feeling emotions, moods, attitudes, and feelings like anxiety, depression, nervousness, 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).

PQ25

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

Section 4.0: The Power of Emotions, Moods, Attitudes, and Feelings



*Feeling-bad emotions, moods, attitudes and feelings have an evolved correlation with dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and **injury**).*

Feeling-good emotions, moods, attitudes and feelings have an evolved correlation with 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, Moods, Attitudes, and Feelings



*Feeling-bad emotions, moods, attitudes and feelings have an evolved correlation with dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and **injury**).*

Feeling-good emotions, moods, attitudes and feelings have an evolved correlation with 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, Moods, Attitudes, and Feelings



*Feeling-bad emotions, moods, attitudes and feelings have an evolved correlation with dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and **injury**).*

Feeling-good emotions, moods, attitudes and feelings have an evolved correlation with empowered, robust, and healthy physiology of the brain and body (that leads to strength, speed, stamina, agility, cunning, and successful decision-making).

4.3 The Power of Wanting, Desire, and Intention

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



When I dwell or focus on _____ I feel bad.

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

When I think about _____ I am weakening my body.

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



When I dwell or focus on _____ I feel good.

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.

To feel-good and to be strong, powerful, and ready for a competition, I dwell upon _____.

PQ26

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

PQ27

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.

Section 4.0: The Power of Emotions, Moods, Attitudes, and Feelings



*Feeling-bad emotions, moods, attitudes and feelings have an evolved correlation with dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and **injury**).*

Feeling-good emotions, moods, attitudes and feelings have an evolved correlation with empowered, robust, and healthy physiology of the brain and body (that leads to strength, speed, stamina, agility, cunning, and successful decision-making).



of “weakness and failure”

4.4 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).



of “power and success”

4.5 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 4.0: The Power of Emotions, Moods, Attitudes, and Feelings



*Feeling-bad emotions, moods, attitudes and feelings have an evolved correlation with dis-empowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and **injury**).*

Feeling-good emotions, moods, attitudes and feelings have an evolved correlation with 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, Moods, Attitudes, and Feelings

Post Test

(mark all that apply)

- Emotions are the perception of the physiology of the brain and body.
 - True
 - False
- 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.
- 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.

PQ28

The question is not “How do you feel?”

but

“How do you want to feel?”

PQ29

Intent,

free from conflict, bias, and discord,

allows

a complementary rendezvous of people,

places, and events.

PQ30

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: Cognitive Behavior Precipitates Changes and States of Physiology in the Brain and Body



Activities of the mind precipitate the changes and states of physiology perceived as bad-feeling emotions, moods, attitudes, and feelings.

Activities of the mind precipitate the changes and states of physiology perceived as good-feeling emotions, moods, attitudes, and feelings.

Section 5.0: Cognitive Behavior Precipitates Changes and States of Physiology in the Brain and Body

Pre-Test

(mark all that apply)

1. Emotions change the physiology that drives behavior
_____ true _____ false _____ depends
2. “Cognitive” activities of the mind include:
 - a. Thinking
 - b. Imagination
 - c. Reasoning
 - d. Sensory Perceptions
3. Cognition and cognitive activities of the mind generate the physiology of the brain and body perceived as emotions.
 - a. True
 - b. False
4. 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
5. 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

Personal Power of Qi:

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Section 5.0: Cognitive Behavior Precipitates Changes and States of Physiology



Activities of the mind precipitate the changes and states of physiology perceived as bad-feeling emotions, moods, attitudes, and feelings.

Activities of the mind precipitate the changes and states of physiology perceived as good-feeling emotions, moods, attitudes, and feelings.

In **Section 5** of this manual, each athlete will learn and understand that disempowering cognitive activities of the brain (thoughts, ideas, memories, dreams, thinking, reasoning, perceiving / perception) precipitate the changes and states of physiology in the brain and body that are perceived as bad-feeling emotions, moods, attitudes, and feelings. Conversely, empowering cognitive activities precipitate the changes and states of physiology in the brain and body that are perceived as good-feeling emotions, moods, attitudes, and feelings. Disempowering, negative, and bad-feelings (that are indicative of a unhealthy physiology vanish when the athlete focuses on empowering cognitive thoughts and activities that are indicative of a healthy physiology.

5.1 Cognition / Cognitive



Cognition and cognitive behavior are activities of the mind, that is, what goes on between the ears. Cognitive activities include an athlete’s thoughts, ideas, memories, dreams, thinking, reasoning, and perceiving and perception.

5.2 Physiology / Physiological:

Physiology means having to do with the body and how it works.



This includes neurology (having to do with nerves of the brain and body).



And biochemistry (having to do with the chemicals of the body and brain).



Section 5.0: Cognitive Behavior Precipitates Changes and States of Physiology in the Brain and Body



Activities of the mind precipitate the changes and states of physiology perceived as bad-feeling emotions, moods, attitudes, and feelings.

Activities of the mind precipitate the changes and states of physiology perceived as good-feeling emotions, moods, attitudes, and feelings.

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

Action from a negative, bad-feeling place has power and strength.

_____ True _____ False

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

If I want to change how I feel, I must change my thoughts.

_____ True _____ False

5.3.2 *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.*

If the movie I am watching is depressing, I can change the channel.

_____ True _____ False

5.3.3 *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.*

My negative-bad feeling thoughts can be used to find positive good-feeling thoughts.

_____ True _____ False

Section 5.0: Cognitive Behavior Precipitates Changes and States of Physiology in the Brain and Body



Activities of the mind precipitate the changes and states of physiology perceived as bad-feeling emotions, moods, attitudes, and feelings.

Activities of the mind precipitate the changes and states of physiology perceived as good-feeling emotions, moods, attitudes, and feelings.

5.4 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.

If I have a habit of thinking negative, bad-feeling thoughts, I can easily just stuff them.

_____ True

_____ False

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

Feeling bad because I am behind in the score will help me win.

_____ True

_____ False

5.4.2 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).

I have the wisdom, skills, and ability to change my thoughts to a better-feeling, healthier, and stronger place.

Page 82 _____ True

_____ False

Section 5.0: Cognitive Behavior Precipitates Changes and States of Physiology in the Brain and Body



Activities of the mind precipitate the changes and states of physiology perceived as bad-feeling emotions, moods, attitudes, and feelings.

Activities of the mind precipitate the changes and states of physiology perceived as good-feeling emotions, moods, attitudes, and feelings.

“Vortex of More Success”

“Vortex of More Failure”



Focus on successful play calls or scheme, great routes, effective blocking, good tackling, bewildering runs, pinpoint passing creates a vortex of more power and success.

Focus on a dropped ball, missed tackle, fumble, missed block, penalty, interception, blown coverage creates a vortex of more mistakes, errors, and failure.

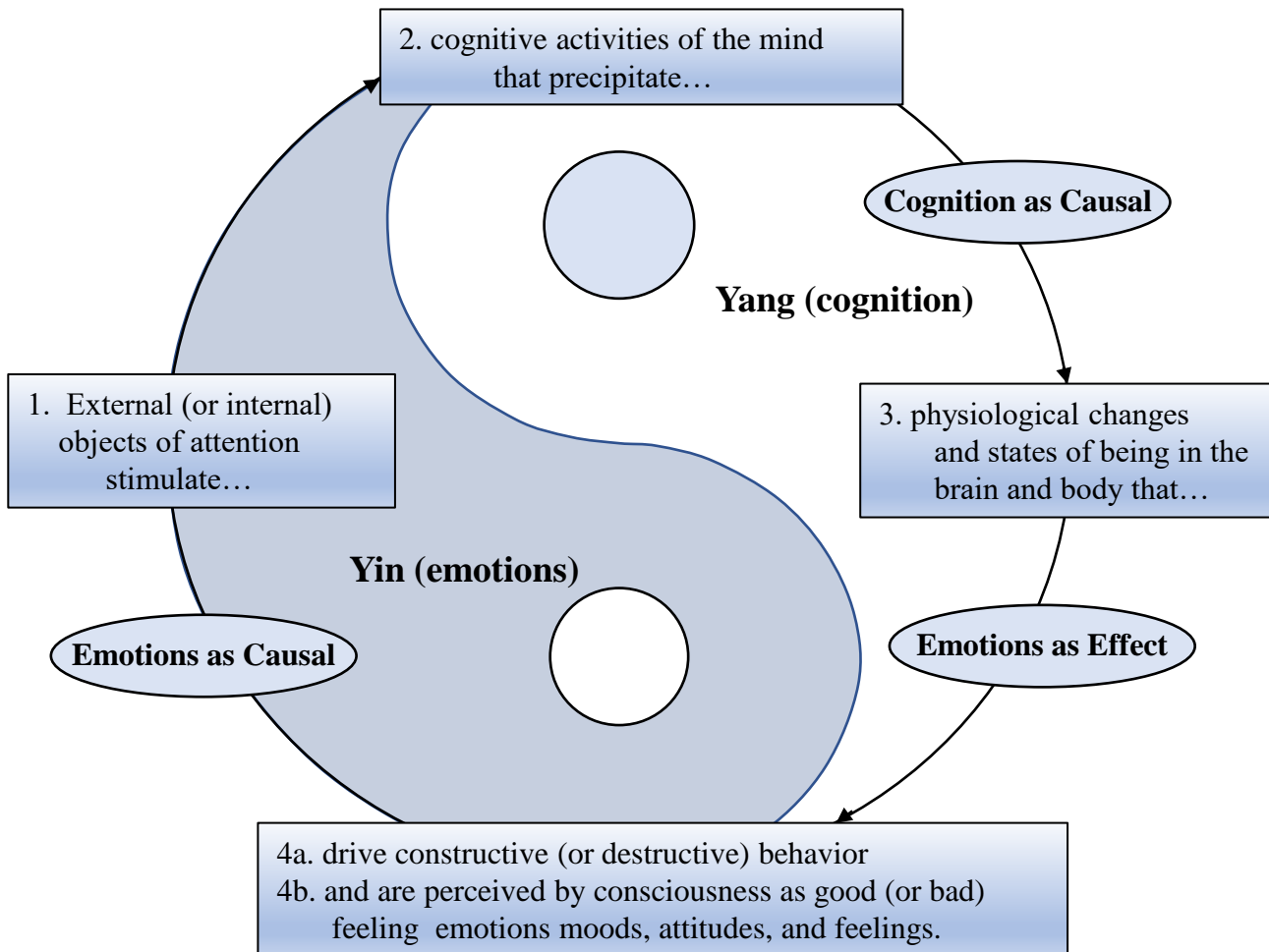
5.5 What you are getting.... comes from your vortex..... of what you are thinking and what you are feeling.

- 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: Cognitive Behavior Precipitates Changes and States of Physiology in the Brain and Body



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



5.6.1 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.

5.6.2 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.

PQ31

*Cognitive activities of the mind shape reality:
Emotions indicate the desirability of that shape.*

Section 5.0: Cognitive Behavior Precipitates Changes and States of Physiology in the Brain and Body



Activities of the mind precipitate the changes and states of physiology perceived as bad-feeling emotions, moods, attitudes, and feelings.

Activities of the mind precipitate the changes and states of physiology perceived as good-feeling emotions, moods, attitudes, and feelings.

5.7 Building Confidence and Determination: Managing Performance Anxiety

- a) Trust and focus on your training. Listen, embrace, and remember what your coaches and trainers are teaching about your performance capabilities.

Do I “know I know” what my coach has taught me.

_____ Yes, I can “feel it” _____ No, I don’t know the “feeling”

- b) Play and focus within your place of power: confidence, swager, knowing, and good feeling of success.

I can get into my place of POWER, STRENGTH, SPPED, AGILLITY, CUNNING, AND SUCCESS!

_____ Yes, I can “feel it” _____ No, I don’t know the “feeling”

- c) Play within your capacity. Trying to do more means a focus within lack.

_____ Yes, I can “feel it” _____ No, I don’t know the “feeling”

- d) You cannot make good decisions or get good results from a negative feeling place. Feel good, cheer, and congratulate your teammates success

_____ Yes, I can “feel it” _____ No, I don’t know the “feeling”

- e) When feeling the emotionally negativity...**STOP**...stop your train of pain and change your thoughts. Do *something* to get your mind into a better, good-feeling place (reference Section 6).

Section 5.0: Cognitive Behavior Precipitates Changes and States of Physiology in the Brain and Body



Activities of the mind precipitate the changes and states of physiology perceived as bad-feeling emotions, moods, attitudes, and feelings.

Activities of the mind precipitate the changes and states of physiology perceived as good-feeling emotions, moods, attitudes, and feelings.

5.8 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. _____

Section 5.0: Cognitive Behavior Precipitates Changes and States of Physiology in the Brain and Body



Activities of the mind precipitate the changes and states of physiology perceived as bad-feeling emotions, moods, attitudes, and feelings.

Activities of the mind precipitate the changes and states of physiology perceived as good-feeling emotions, moods, attitudes, and feelings.

5.9 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. _____

PQ32

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

Section 5.0: Cognitive Behavior Precipitates Changes and States of Physiology in the Brain and Body



Activities of the mind precipitate the changes and states of physiology perceived as bad-feeling emotions, moods, attitudes, and feelings.

Activities of the mind precipitate the changes and states of physiology perceived as good-feeling emotions, moods, attitudes, and feelings.

5.10 *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. _____

Section 5.0: Cognitive Behavior Precipitates Changes and States of Physiology in the Brain and Body



Activities of the mind precipitate the changes and states of physiology perceived as bad-feeling emotions, moods, attitudes, and feelings.

Activities of the mind precipitate the changes and states of physiology perceived as good-feeling emotions, moods, attitudes, and feelings.

5.11 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: Cognitive Behavior Precipitates Changes and States of Physiology in the Brain and Body



Activities of the mind precipitate the changes and states of physiology perceived as bad-feeling emotions, moods, attitudes, and feelings.

Activities of the mind precipitate the changes and states of physiology perceived as good-feeling emotions, moods, attitudes, and feelings.

5.12 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: Cognitive Behavior Precipitates Changes and States of Physiology in the Brain and Body



Activities of the mind precipitate the changes and states of physiology perceived as bad-feeling emotions, moods, attitudes, and feelings.

Activities of the mind precipitate the changes and states of physiology perceived as good-feeling emotions, moods, attitudes, and feelings.

5.13 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: Cognitive Behavior Precipitates Changes and States of Physiology in the Brain and Body



Activities of the mind precipitate the changes and states of physiology perceived as bad-feeling emotions, moods, attitudes, and feelings.

Activities of the mind precipitate the changes and states of physiology perceived as good-feeling emotions, moods, attitudes, and feelings.

Section 5.0: Cognitive Behavior Precipitates Changes and States of Physiology in the Brain and Body

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) _____

PQ33

*Cognitive activities of the mind shape reality:
Emotions indicate the desirability of that shape.*

PQ34

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



*vortex of disempowering,
negative, and bad-feeling
cognitive activities*

WORK

*vortex of empowering,
positive, and good-feeling
cognitive activities*

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:

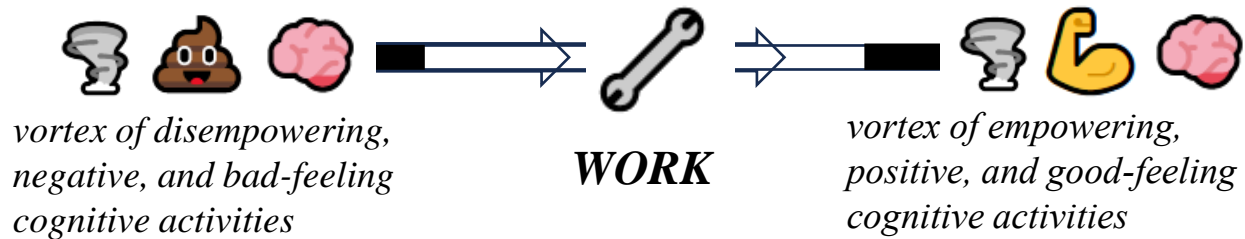
 - b) During:

 - a) After:

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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).

PQ35

*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



*vortex of disempowering,
negative, and bad-feeling
cognitive activities*



WORK



*vortex of empowering,
positive, and good-feeling
cognitive activities*

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)

(_____) (_____)

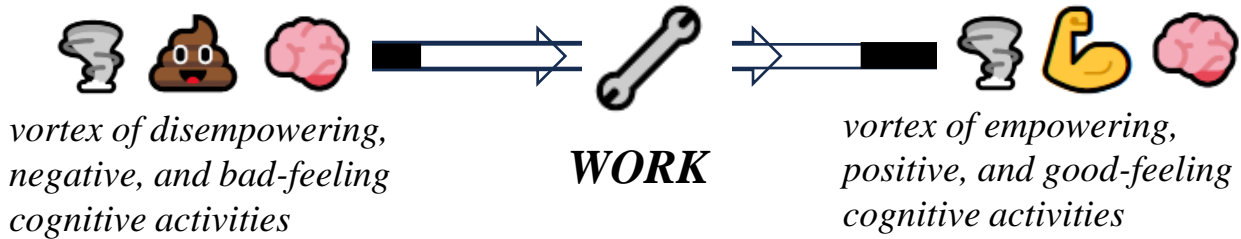
What do you not want?
(feels bad) What do you want?
(feels good)

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

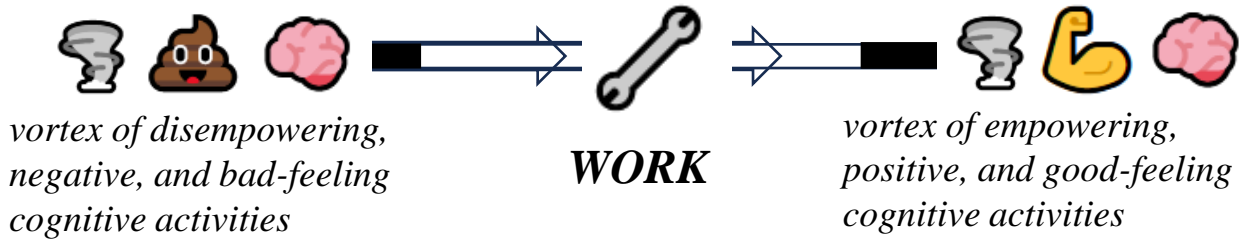
What do you **NOT WANT**, desire, and intend that brings bad-feeling emotions, moods, attitudes, and feelings?

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

PQ36

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

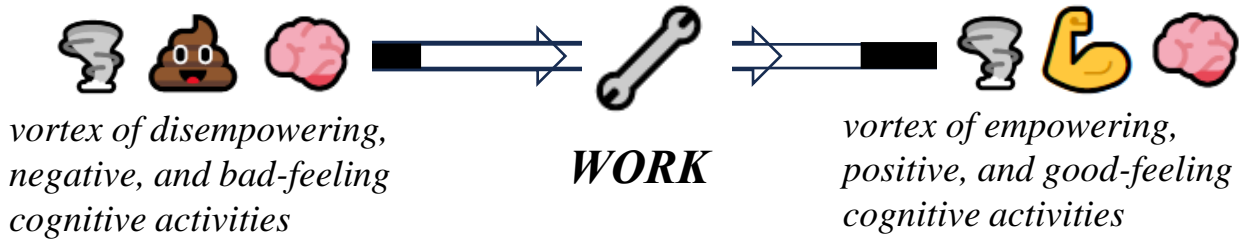
What do you **WANT**, desire, and intend that brings good-feeling emotions, moods, attitudes, and feelings?

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

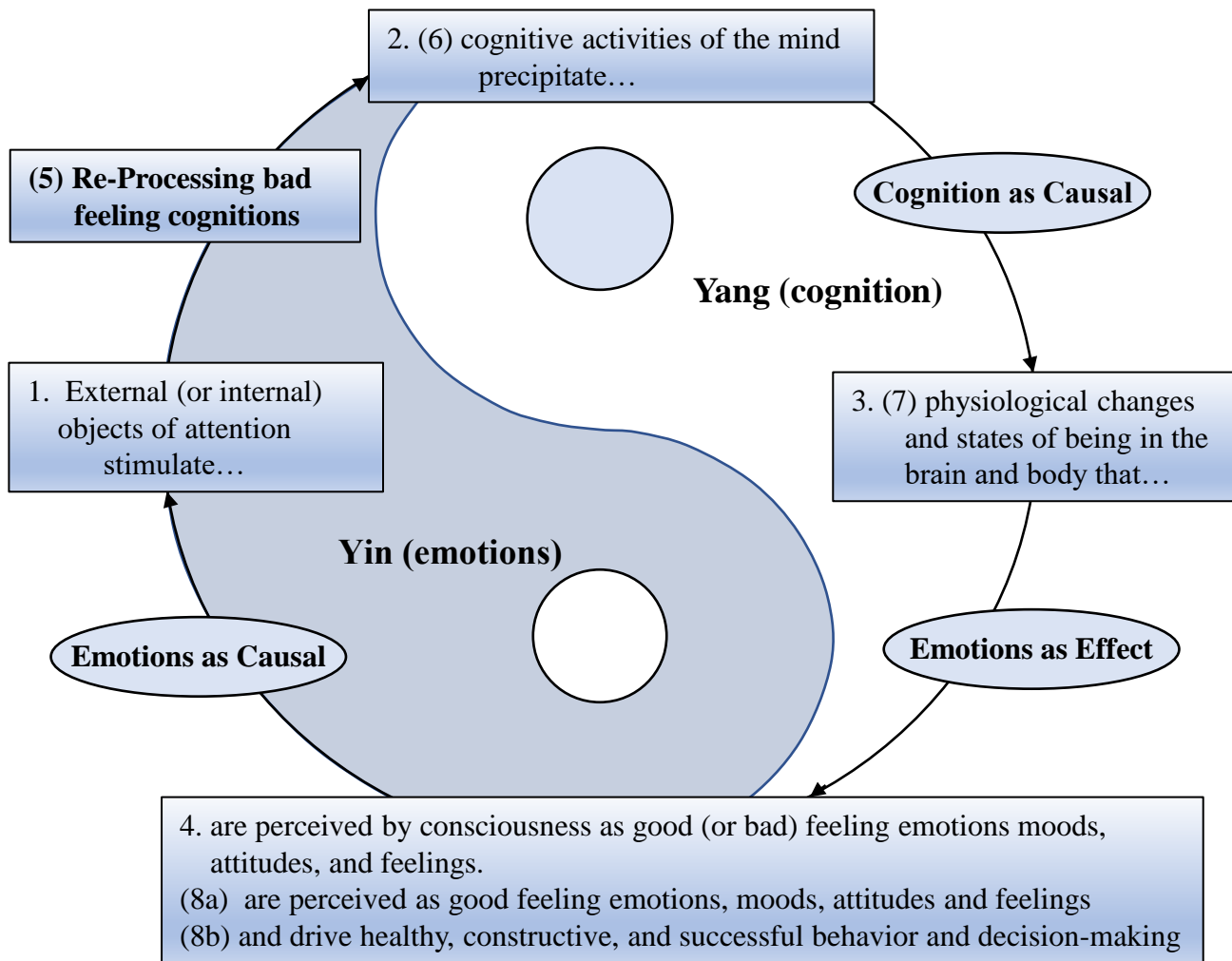
PQ37

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



vortex of disempowering,
negative, and bad-feeling
cognitive activities

WORK

vortex of empowering,
positive, and good-feeling
cognitive activities

(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



vortex of disempowering,
negative, and bad-feeling
cognitive activities

WORK

vortex of empowering,
positive, and good-feeling
cognitive activities

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

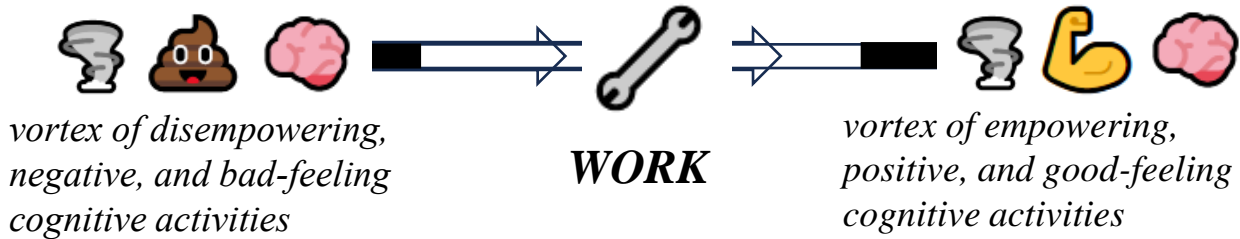
6.7 Self-Empowering Home Activities

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



vortex of disempowering, negative, and bad-feeling cognitive activities

WORK

vortex of empowering, positive, and good-feeling cognitive activities

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) _____

PQ38

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



vortex of disempowering,
negative, and bad-feeling
cognitive activities

WORK

vortex of empowering,
positive, and good-feeling
cognitive activities

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) _____

PQ39

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



vortex of disempowering,
negative, and bad-feeling
cognitive activities

WORK

vortex of empowering,
positive, and good-feeling
cognitive activities

6.7.7 Creative writing

- writing memoirs _____
- journal writing _____
- _____

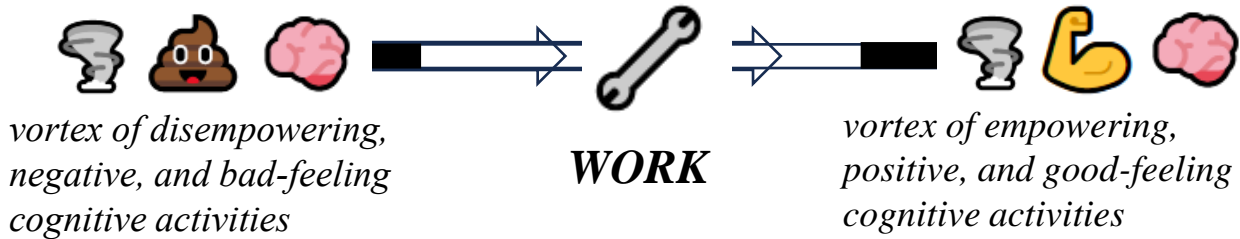
6.7.8 Music and the Arts

- play an instrument _____
- theater _____
- painting _____
- pottery _____
- _____
- _____

6.7.9 Religion

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

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



vortex of disempowering,
negative, and bad-feeling
cognitive activities

WORK

vortex of empowering,
positive, and good-feeling
cognitive activities

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 _____

1. 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) _____

5. What is your routine to get into your place of power?

Before practice: _____

Before a competition: _____

During a time-out, half-time _____

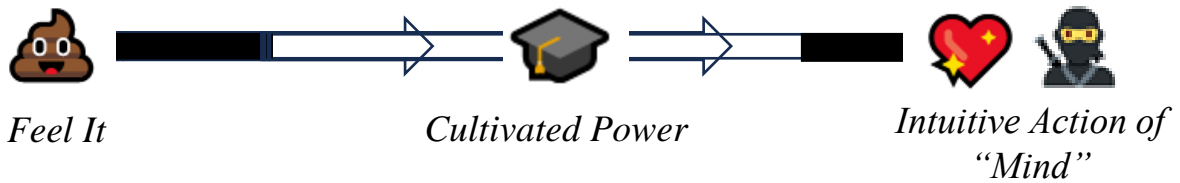
PQ40

*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.*

PQ41

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

5. Emotions, moods, and attitudes tell an athlete important information about their cognitive activities.
_____ True _____ False

6. An athlete must have good emotional feelings associated with their wants, desires, and intentions to be successful.
_____ True _____ False

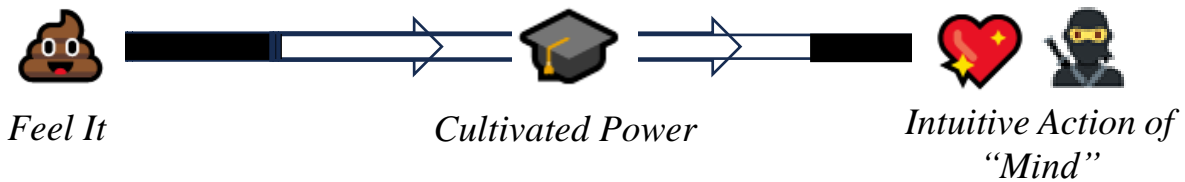
PQ42

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

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



In **Section 7** the athlete will increase their power of intuitive awareness from the perception of emotions, "feelings" and other senses (with the interpretive power of "mind") to maximize competitive performance and to prevent injuries.

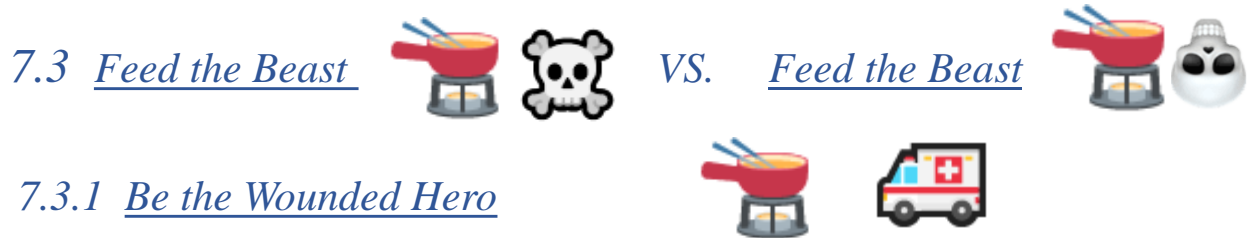
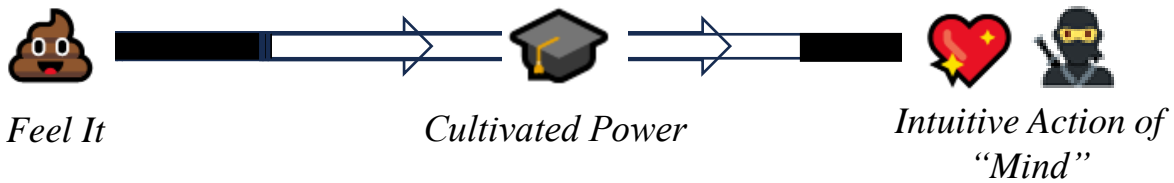
"While living in El Paso, TX, I went into the shower to clean off the desert grime. Something was wrong. I smelled the presence of death. Immediately I froze. I turned to my right and there I was naked and eyeball to eyeball with a scorpion."

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 and have a cooperative relationship with "mind" in competition for success.

PQ43

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”



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?

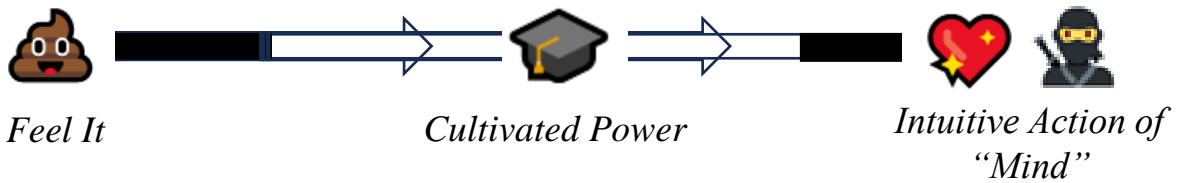
Another cause of injury is by being emotionally negative, up-set, depressed, or angry. An athlete can also be cognitive-emotionally “somewhere else” and not ready for competition. The physiology of the body is not at its natural peak for physical adversity.

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

PQ44

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

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*”.

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

What was the event? _____

What were the surroundings? People? Place?

What was going on in your mind?

What did you sense, smell, taste, or perceive that you can associate with the “Top 10” performance?

What did you feel? Before: _____

During: _____ After: _____

PQ46

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.

PQ47

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

Section 8.0: “Mindless” Awareness and Reflexive Action of Quantum Being



Section 8: “Mindless” Awareness and Reflexive Action of Quantum Being

Pre-Test

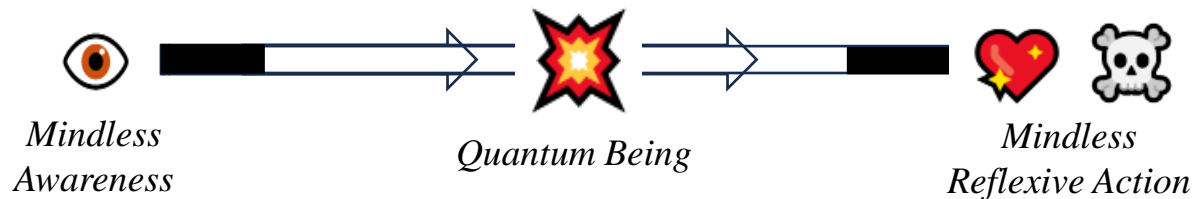
(mark all that apply)

1. “Mindless” awareness and action are a product of “Quantum Being”.
 True False
2. “Mindless” awareness and action exist beyond the boring world of time, space, and physical daily life.
 True False
3. An “empty mind” is in a state of awareness.
 True False
4. An “empty mind” is a state of action.
 True False
5. “Mindless reflex” is another term for “instinct.”
 True False

Personal Power of Qi:

“BAGUBA” Training and Conditioning Manual

Section 8.0: “Mindless” Awareness and Reflexive Action Of Quantum Being



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.”

“Mindless” awareness and action revolve around the exciting constructs of “Personal Power of Qi” ,“Quantum Being” and “Follow Your Passion” which exist beyond our normal time, space, and physical worlds of boring daily life.

PQ48

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 of Quantum Being



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 of Quantum Being



8.2 “Mindless Action” of Quantum Being

“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”.

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

2. What were the surroundings? People? Place?

3. What did you feel?

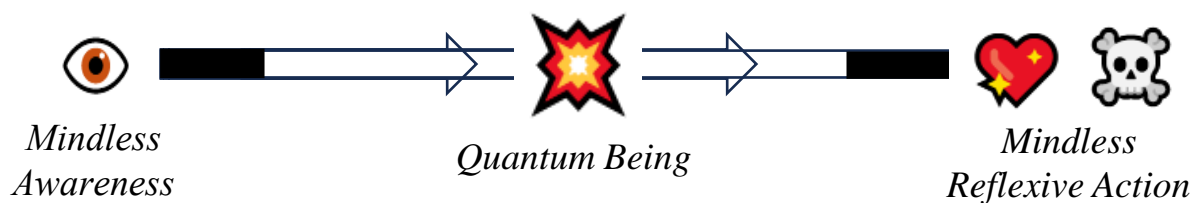
Before: _____

During: _____

After: _____

4. How will you get into that “place” in the future?

Section 8.0: “Mindless” Awareness and Reflexive Action of Quantum Being



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

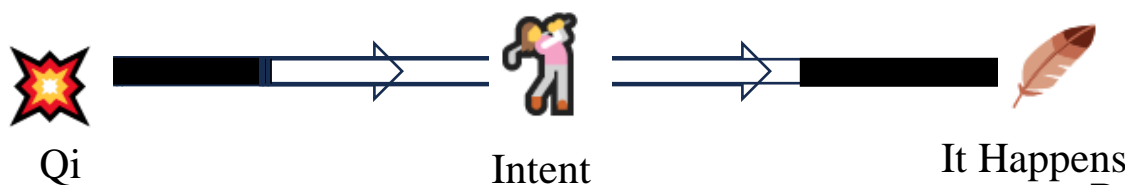
“I was on our middle school basketball team playing our un-beatable nemeses. We were down one, with little time on the clock, and our star missed his shot and we lost the rebound. I was tripping over my loose shoe laces and stopped to tie my shoe as the others scurried down to the other end. I looked 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.”

8.3.1 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.”

8.3.2 *All things being equal, the person (or 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 of Quantum Being



8.4 Building Team Qi and a reality vortex of SUCCESS.

8.4.1 The significance of passing the ball, puck, or pearl in basketball, soccer, hockey, or lacrosse is an affirmation of your own reality of success! Also, the team when building their own vortex of success, that vortex keeps the competition in a “hole” and from realizing their own reality of success. When passing the ball, puck, etc., pass to each other as 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.

8.4.2 NCAA women’s volleyball and softball teams exhibit a huge amount of team support, encouragement, and spirit. What can your team do to uplift each other into “quantum being”?

8.4.3 Dominate Resonance: When a dominating tuning fork starts vibrating, another weaker tuning fork will begin to resonate with that same frequency. Whose vibrational feeling of success will be dominate?

_____ yours _____ theirs

Section 8.0: “Mindless” Awareness and Reflexive Action of Quantum Being



8.5 Affirming a REALITY of success:

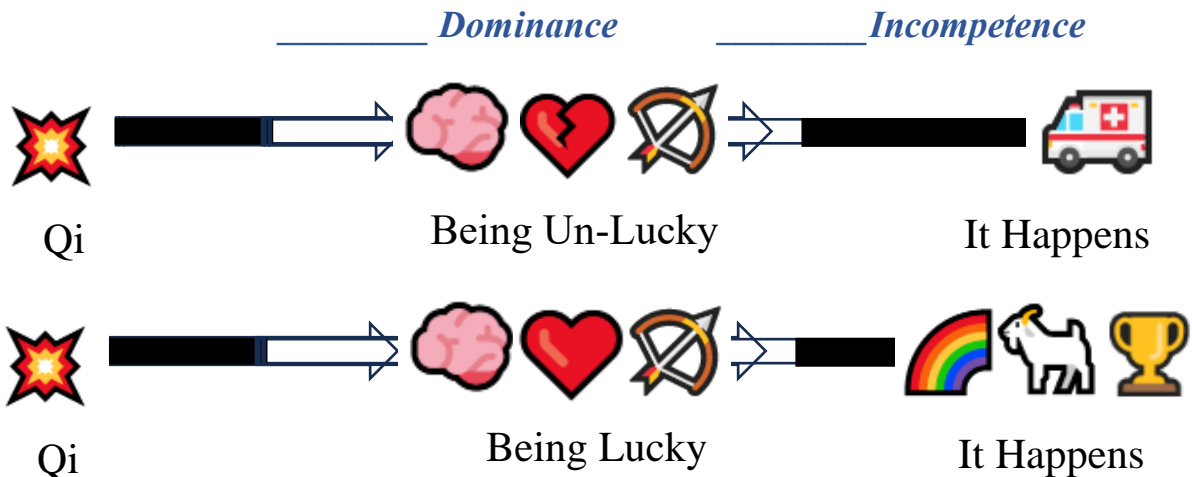
(Hear, see, feel, smell, touch, and taste “IT”)

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

Can you re-imagine and affirm your feeling of success....

- In practice? ___ *Yes* ___ *No*
- In pregame warm-up? ___ *Yes* ___ *No*
- In the actual competition? ___ *Yes* ___ *No*

Many time in basketball pregame warmups players are “just shooting the ball” seemingly without any actual resolve or intent for success. Are they affirming success or failure? This is the time for extreme mental discipline, to get “into the zone”, “feeling “it”, and getting into the cognitive-emotional place of success. Pre-game/pre-race warmup is the time to establish one’s own and the team’s symbiotic and internal cognitive-emotional dominance, confidence, and belief needed on the competitive field of play. During the very first few moments of a competition, are you performing with dominance or incompetence?



Section 8.0: “Mindless” Awareness and Reflexive Action of Quantum Being



8.6 Learn to Be Successful



8.6.1 Synchronicity



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

8.6.2 Cognitive-Emotional Awareness:



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

8.6.3 Champions Project Success:



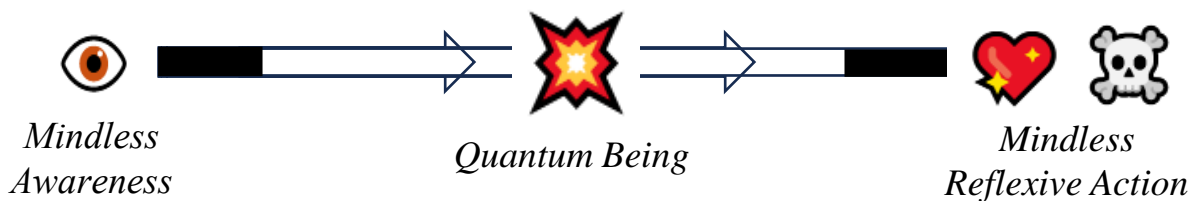
In sport or in life, champions prevail because their cognitive-emotional projection of reality becomes dominant and prohibits the competition from seeing the reality of their own success.

8.6.4 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).

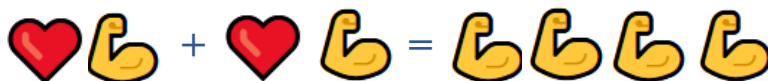
Section 8.0: “Mindless” Awareness and Reflexive Action of Quantum Being



8.6 Learn to Be Successful (continued)



8.6.5 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.

8.6.6 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 triumphant performance.

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



8.6.8

Success is a state of being.



Section 8.0: "Mindless" Awareness and Reflexive Action of Quantum Being



Section 8: Mindless Awareness and Reflexive Action of Quantum Being

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

PQ49

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.

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 ___

5 _____ 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 ___

5 _____ 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 ___

5 _____ 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 ___

5 _____ 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 ___

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OFFENSE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT MOVE: _____

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Think it: _____ Feel it: Y ___ N ___

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5 _____ 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 ___

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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: _____

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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 ___

PQ49

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.

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.

DEFENSE 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 ___

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

Allow

DEFENSE 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 ___

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DEFENCE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT MOVE: _____

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

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Think it: _____ Feel it: Y ___ N ___

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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

Allow

DEFENSE 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: _____

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

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

DEFENCE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT MOVE: _____

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SEGMENT MOVE: _____

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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 ___

PQ50

With practice, the actualization process of:

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 success by intending and allowing events from a good-feeling place of being. Identify nine segments throughout each day and intend and allow their 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 ___

Intent

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 ___

Intent

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 ___

Intent

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 ___

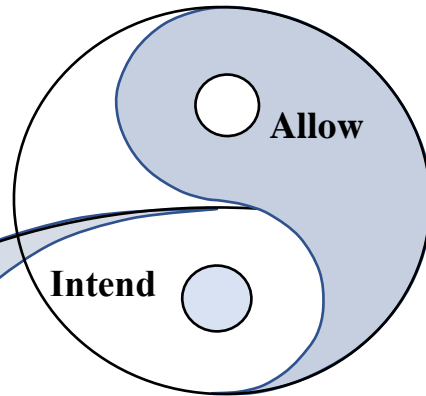
Intent

Allow

PQ51

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

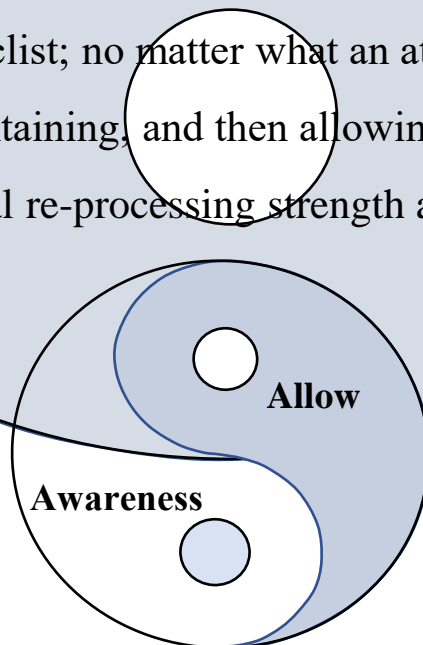


Qigong: The Cultivation of Energy

“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.

YANG
(MIND)

YIN
(EMOTIONS)



DEFENSE