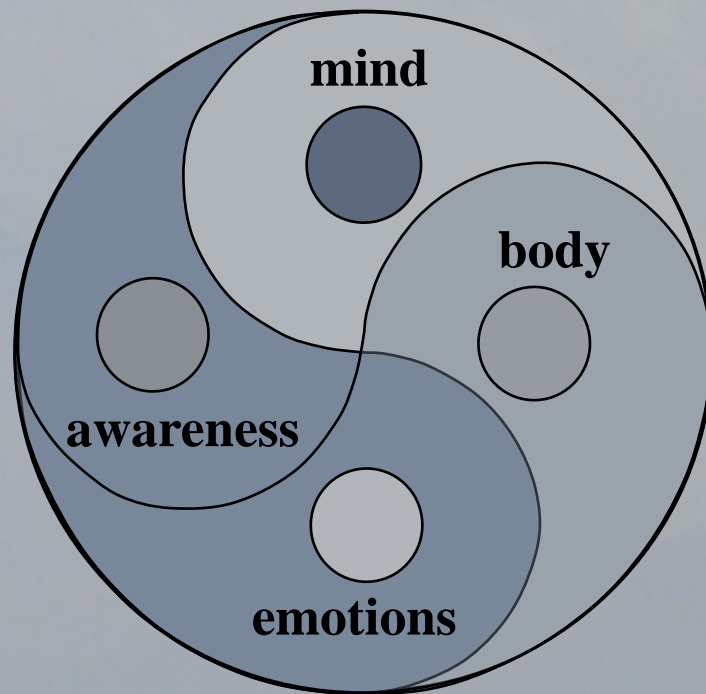


# **“BAGUBA” Psychology and Training Manual for All Athletes and Coaches**

-----

**Brutally Aggressive Guy (Gay, Girl) Uninhibited by Adversity  
(rev2024-05-10a)**



***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 of being first  
determined within the battlefield of the mind.***

**By: Andrew O. Jackson**

## 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).

*"BAGUBA" Psychology and Training 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: School of Hard Knocks*. 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/>

Special thanks to <https://getemoji.com/>

“🗂️ Copy and 📄 Paste Emoji 👍 No apps required”  
and to “Rabbit or Duck Illustration” copywrite use holder.

Author's Note: any needed fair use, licensing, or  
copywrite agreements for the use of these emojis and  
other illustrations need further exploration and research.

All Content © Andrew O. Jackson, 2024. All Rights Reserved

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.

***Section 0.0: The Mountain Exists as We Were Taught***

**(“For the Academic Inclined” Start Here)**

**(“Just the Essentials” start at page 27)**

***Revolution in Emotional Awareness***

***(What are Emotions?)***

Emotionally driven behavior has been the corner stone of humanity throughout history, since Homer’s “*Iliad*” written nearly 3000-years-ago. Aberrant and dangerous emotions drive destructive behavior and therefore emotions must be controlled, managed, and regulated by mind. But within the construction of evolution, a new harmony of cognitive-emotional behavior has developed. Good-feeling emotions, instead of being controlled by the mind, have evolved to guide cognitive activities towards health, well-being, and successful decision-making prowess and ability.

## **"BAGUBA" Psychology and Training Manual for All Athletes and Coaches**

*Practice is 90% physical, 10% mental. Competition reverses those numbers to 90% mental, 10% Physical. And emotions? They are subject to be mentally controlled, regulated, and managed.* How can the "mind-emotion muscle group" respond if they were only stressed to 10% capacity in practice and then in competition, they are pushed to the 90% capacity needed for success?

**BREAKING NEWS ALERT:** An athlete's symbiotic synergy between mind, body, and emotional awareness 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 of strength, speed, stamina, agility, cunning, health, well-being, and successful decision-making prowess and ability, as well as an athlete's emotional awareness 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 maybe emotionally driven in a book, movie, opera, play, song, or video, where aberrant and dangerous emotions drive destructive behavior and therefore, these emotions must be controlled, regulated, and managed, even with the use of pharmaceuticals. 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.

- 1) 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).
- 2) 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).
- 3) Instead of cognitive control of emotional behavior as currently taught in language and literary education by our primary and secondary school teachers (and adopted into psychology), emotions are used to guide and re-process cognitive behavior towards health, well-being, and success.

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 and re-process their own cognitive behavior towards physical health and well-being, and to be mentally effective and successful in decision-making prowess and ability.*

*With "BAGUBA" Training and Conditioning" 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. Because within an athlete's exhilaration and euphoria is their POWER.* 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

"BAGUBA" Strength and Conditioning Trainer

1971 DeForest H.S. Wrestling "BAGUBA" of the Year  
**Page 5**



## *PQ02*

*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.*

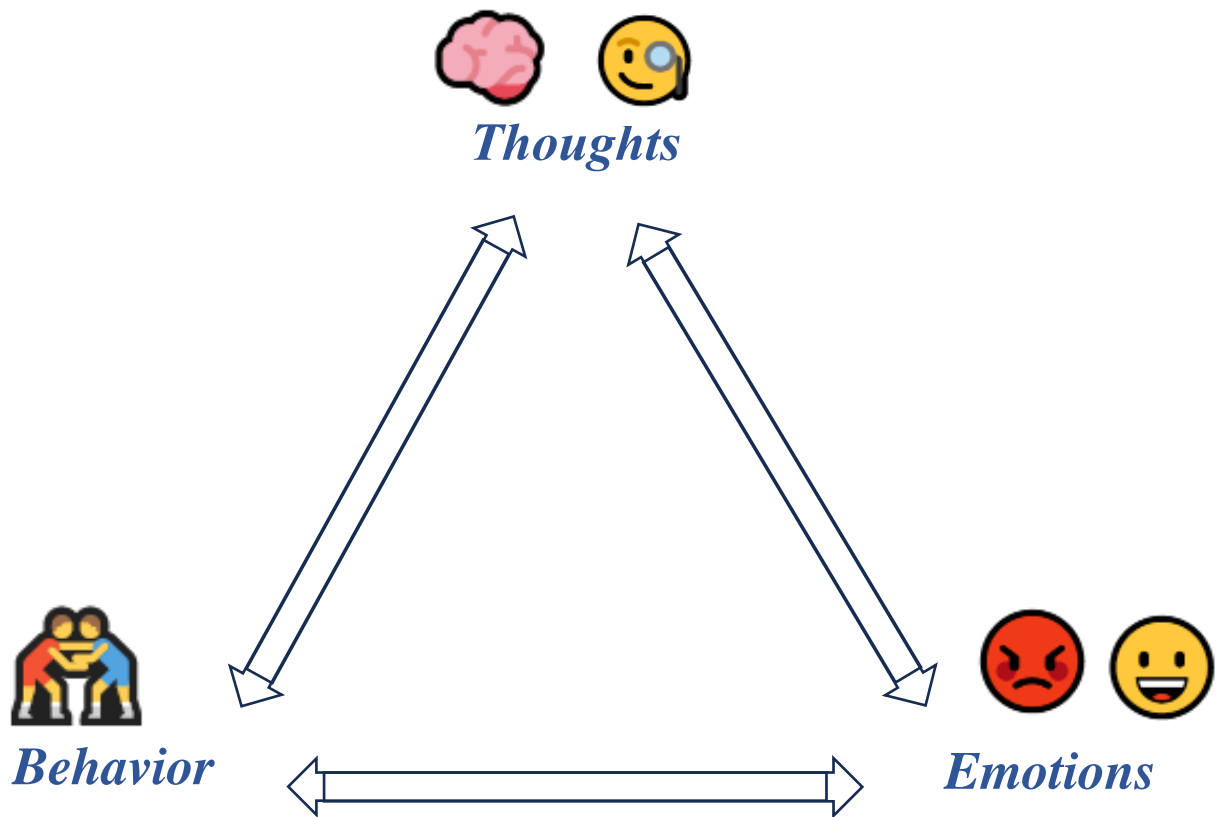
*PQ03*

*For the actuation of success, action must be  
with intent, purpose, and awareness... until  
the process becomes internalized,  
automatic, and instinctive.*

## *Section 0.0: The Mountain Exists as We Were Taught*

### *Revolution in Emotion Awareness (Just the Essentials Starts p27)*

#### **0.1 Traditional Psychological Cognitive Triangle (Bi-Directional Process Flow)**



#### ***“Iliad”***

Homer’s “Iliad” opens with the line, “Goddess, sing me the anger [wrath] of Achilles, Peleus’ son, that fatal anger [wrath] that brought countless sorrows on the Greeks and sent many valiant souls of warriors down to Hades, leaving their bodies as spoil for dogs and carrion birds: for thus was the will of Zeus brought to fulfilment”

(Homer. (2009) *Iliad* (A.S. Kline, Trans.). Benard Picart & Hendrick Goltzius. (Original work published ca. 800-700 BCE).

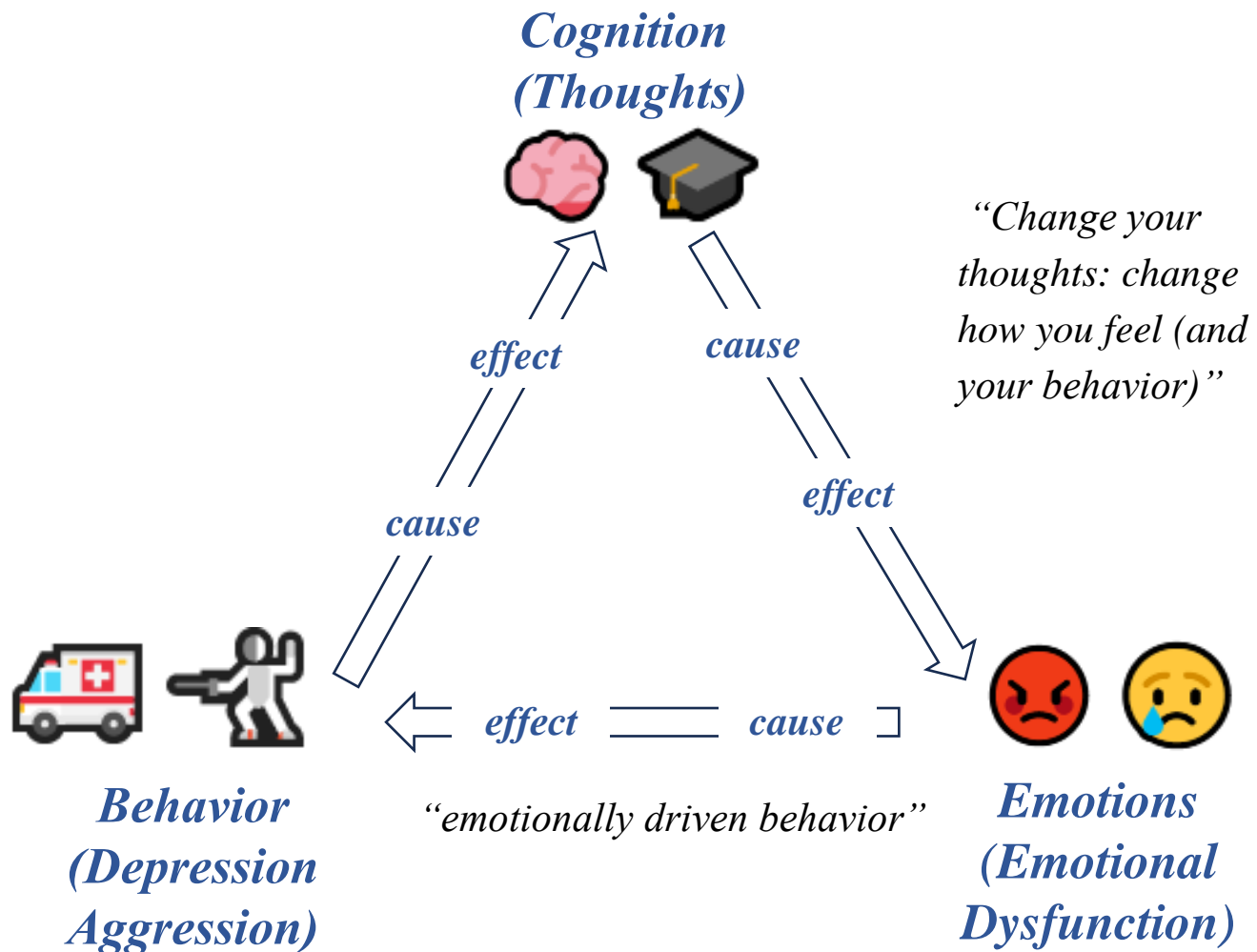
Achilles’ anger [wrath] brought countless sorrows. Achilles’ anger [wrath] sent many valiant souls to Hades. Homer inscribes the emotion of anger as causal; that is, *anger is the cause of Achilles’ behavior*.



## Section 0.0: The Mountain Exists as We Were Taught

### Revolution in Emotion Awareness (Just the Essentials Starts p27)

#### 0.2 Psychology and Literary Emotionally Driven Behavior Theory



#### 0.2.2 Modern Psychology (and Sports Psychology)

**Cognitive Behavior Modification Therapies:** “Change your thoughts and change how you feel (and your behavior).”

#### 0.2.1 Language and Literary Education

*(anger is the cause of Achilles’ behavior)*

A character in a book, movie, opera, play, song, or video is emotionally driven. Dangerous and destructive characters are driven by aberrant and dangerous emotions and therefore, these emotions must be controlled, regulated, and managed, even with the use of pharmaceuticals.

## *PQ04*

*An 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.*

## *PQ05*

*If your intent is “to win”, then your cognitive activities (thoughts, memories, imaginings, perceptions, and reasoning) must be around the good-feeling emotions, moods, attitudes, and feeling of success that precipitate an athlete’s evolutionary neurology, biochemistry, and physiology of strength, speed, stamina, agility, cunning, and successful decision-making prowess and ability.*

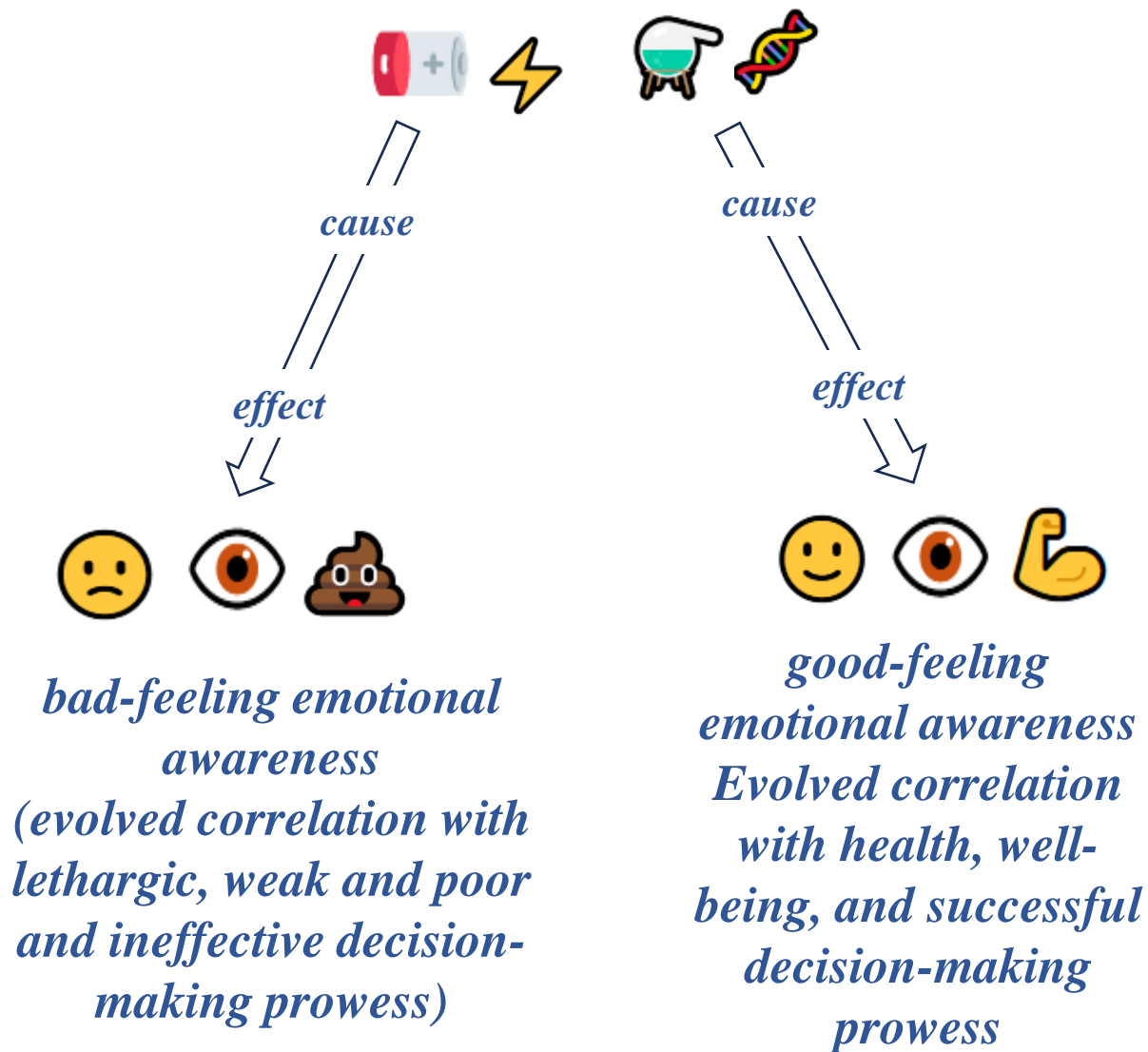
*Section 0.0: The Mountain Exists as We Were Taught*

*Revolution in Emotion Awareness (Just the Essentials Starts p27)*

**0.3 Adding Physiology: “Physiology-Emotion” Cause and Effect Chart: *WHAT ARE EMOTIONS?***

*Emotions are the perception of changes and states of physiology.*

*Changes and States of Neurology,  
Biochemistry, and Physiology*



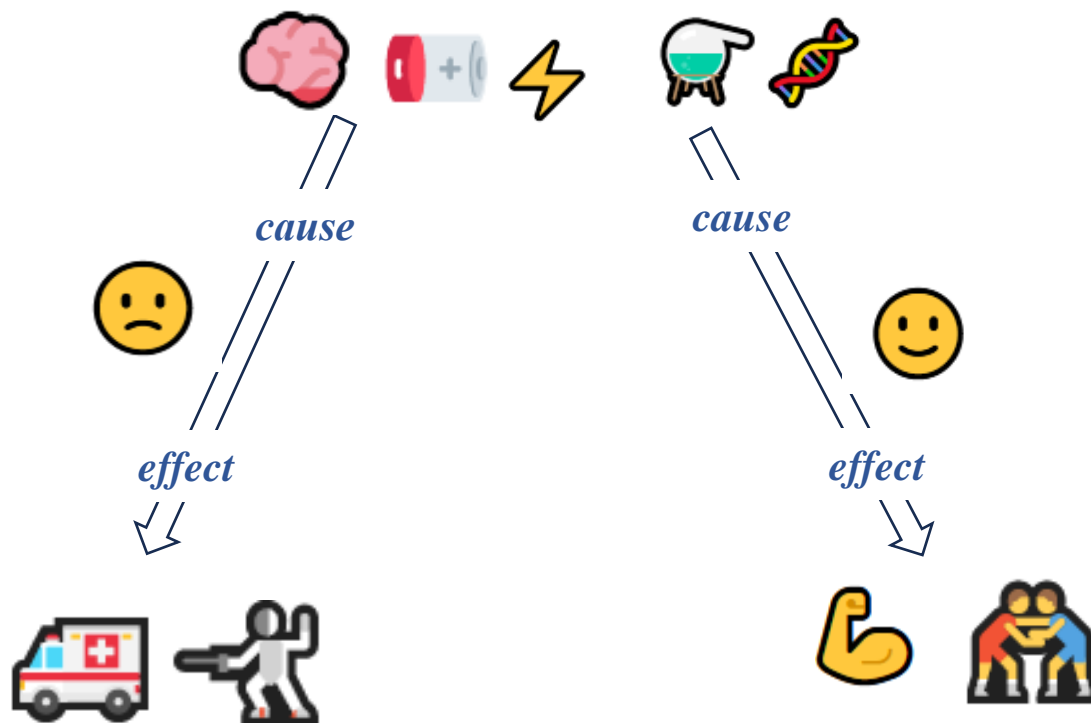
**If feeling-good emotionally did not evolve with strength, but with weakness, then being within the goodness and love of God would mean sickness, poverty, and the death of humanity. The goodness and love of God is not death, but life everlasting.**

## *Section 0.0: The Mountain Exists as We Were Taught*

### *Revolution in Emotion Awareness (Just the Essentials Starts p27)*

#### **0.4 Adding Physiology: “Physiology-Behavior” Cause and Effect Chart**

*Highly orchestrated changes and states of neurology, biochemistry, and physiology.*



*Depression and Aggressive Behavior*

*Exhilarating and Powerful Behavior*

#### **0.4.1 The brain is a highly refined processor**

*that orchestrates the changes and states of physiology that drive behavior*

#### **0.4.2 Awareness of bad-feeling emotions, moods, attitudes**

*have an evolved correlation with lethargic, weak and poor and ineffective decision-making prowess.*

#### **0.4.3 Awareness of good-feeling emotions, moods, attitudes**

*have an evolved correlation with health, well-being, and effective and successful decision-making prowess.*

## *PQ06*

*Success must be defined within an athlete's 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, and robust, physiology of the brain and body that leads to health, well-being, and effective and successful decision-making prowess and ability.*

## *PQ07*

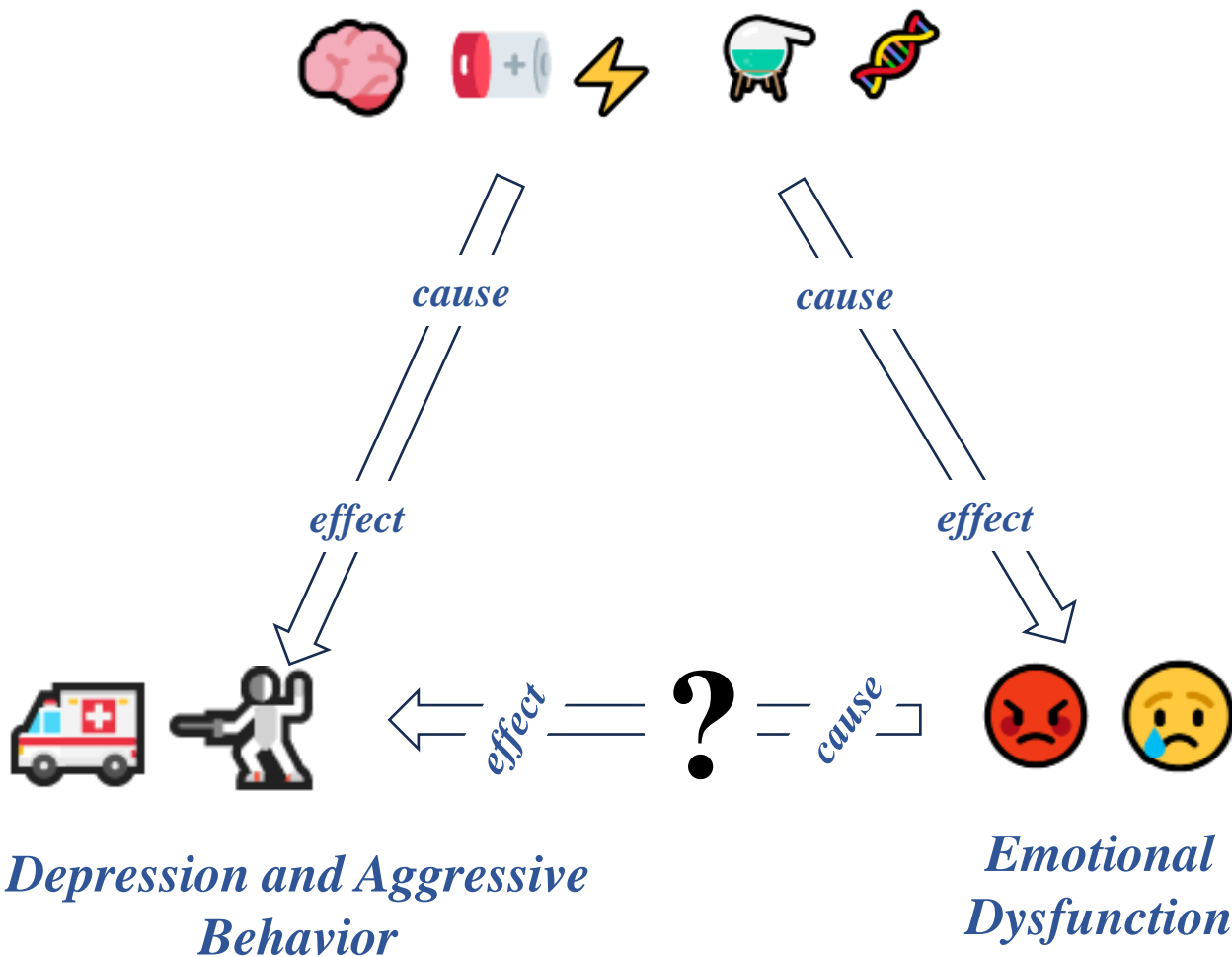
*The habits of thought that supported a reality and cause of misfortune, injury, and loss yesterday... those same habits of thought have the neuroplastic capacity in the brain to change today and to no longer have the capacity to support that unwanted, undesirable, and disharmonious reality and behavior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

*Section 0.0: The Mountain Exists as We Were Taught*

*Revolution in Emotion Awareness (Just the Essentials Starts p27)*

**0.5 “Physiology-Emotion-Behavior” (Negative) Cause and Effect Chart**

*Highly orchestrated changes and states of neurology, biochemistry, and physiology.*



**0.3.1 What drives behavior: Emotions Or Physiology?**

*(psychology and literary emotionally driven behavior theory)*



**0.3.2 Or both emotions and physiology? How do we diagram that?**

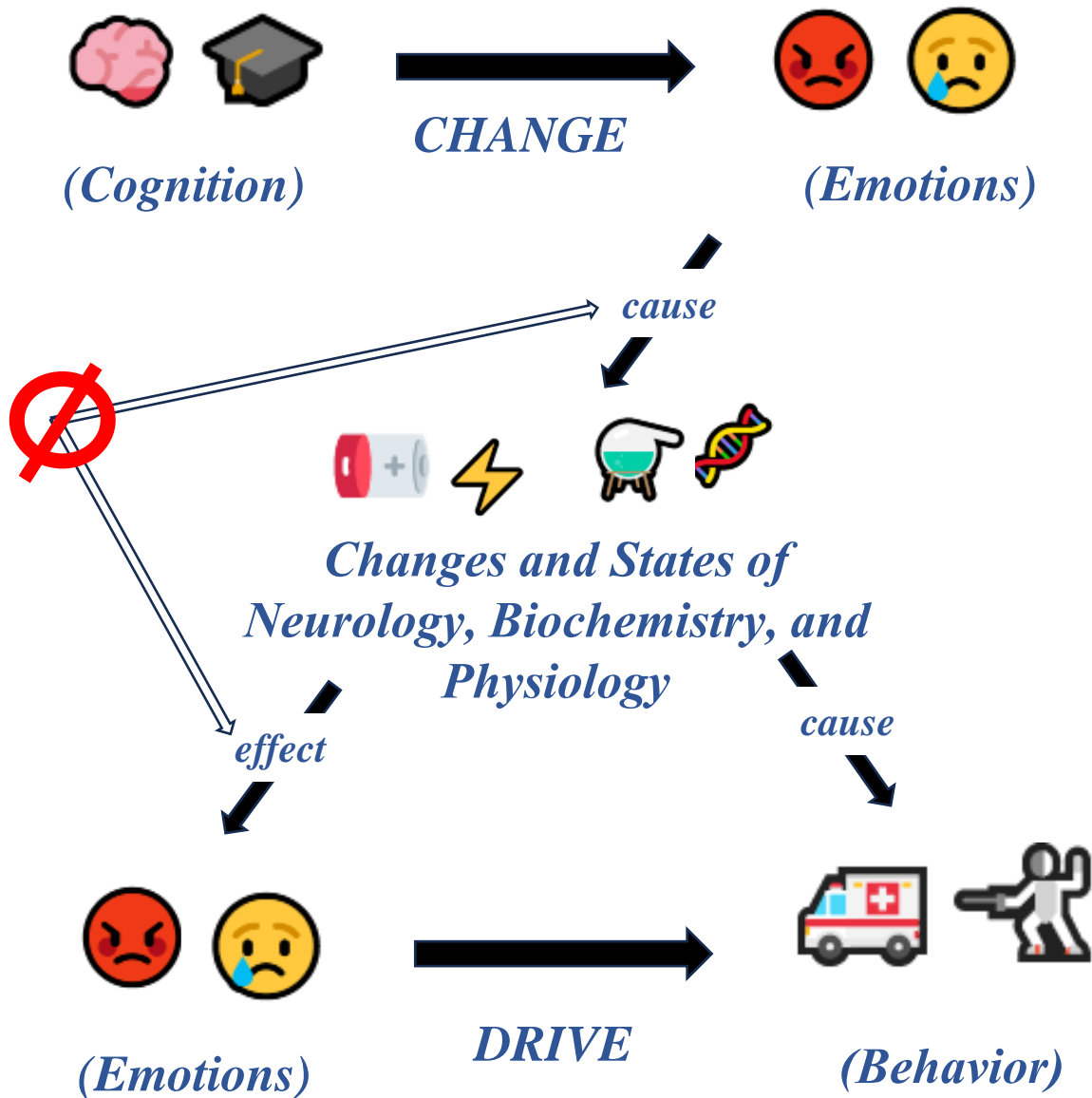


*Section 0.0: The Mountain Exists as We Were Taught*

*Revolution in Emotion Awareness (Just the Essentials Starts p27)*

**0.6 Illogical “Cognitive-Emotional-Physiology” Process Flow  
FUBAR Chart (Square Pegs and Round Holes)**

*Psychology; “change your thoughts and change how you feel”*



*Psychology and Literature: “emotionally driven behavior”*

**0.6.1 Emotions can not be both cause and the effect of changes in physiology simultaneously!  $\emptyset$**

## *PQ08*

*The success of any athletic training cannot be defined solely by the athlete's ability to win today; success must also be defined by the athlete's ability to achieve with (1) the presence of health, vigor, and joy along with (2) the necessary cognitive skills, abilities, and motivation to nurture these winning behaviors throughout life by (3) understanding **the actuation process** and by (4) employing **one's own evolved cognitive-emotional re-processing mechanisms.***

*PQ09*

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

*Section 0.0: The Mountain Exists as We Were Taught*

*Revolution in Emotion Awareness (Just the Essentials Starts p27)*

**0.07 Cognition precipitates the physiology that drives behavior and is perceived as emotion.**

*Cognition Precipitates*

*(Thoughts, memories, imaginations, perceptions, and reasoning)*



cause

effect



*The Neurology, Biochemistry,  
and Physiology that are*

cause

effect



*Drives Behavior*

cause

effect



*Perceived as Emotions*

*0.7.1 The mind precipitates the changes and states of biochemical and neurological physiology in the brain and body that drive behavior and are perceived as good (or bad) feeling emotions, moods, attitudes, and feelings.*

*Section 0.0: The Mountain Exists as We Were Taught*

*Revolution in Emotion Awareness (Just the Essentials Starts p27)*

**0.08 “Cognitive-Emotional” Process Flow Chart  
(Open-Loop Process Control)**

*Cognition Precipitates*

*(Thoughts, memories, imaginations, perceptions, and reasoning )*



*cause*

*effect*



*The Neurology, Biochemistry,  
and Physiology that are*

*cause*

*effect*



*Perceived as Emotions*

*cause*

*effect*



*Perceived as Emotions*

**0.8.1** *negative, bad-feeling emotional awareness has an evolved correlation with a dis-empowering physiology incapable of effective decision-making.*

**0.8.2** *Positive good-feeling emotional awareness has an evolved correlation with an empowering physiology capable of effective decision-making.*

## *PQ10*

*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.*

## *PQ11*

*The athlete 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.*

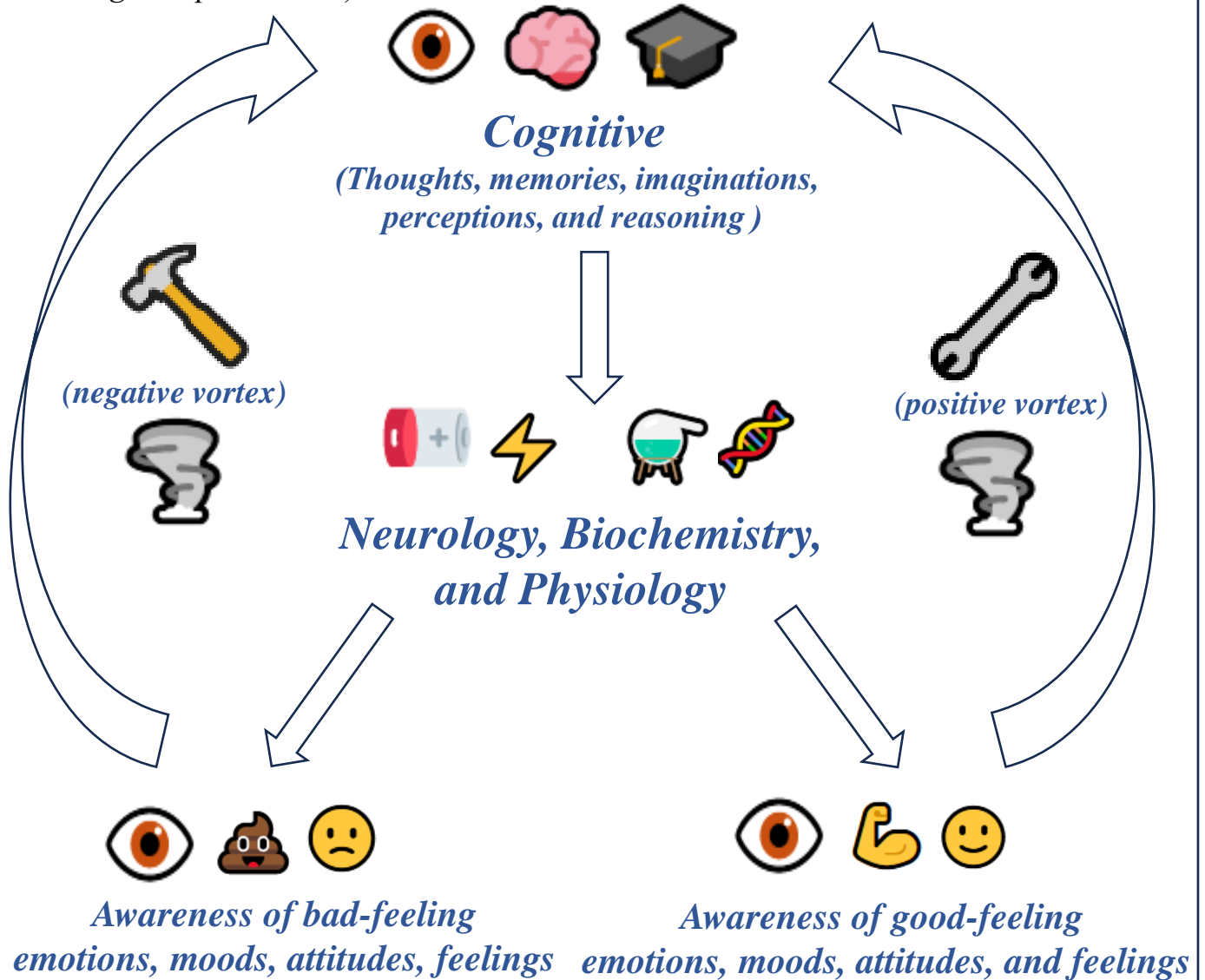
## Section 0.0: The Mountain Exists as We Were Taught

### Revolution in Emotion Awareness (Just the Essentials Starts p27)

#### 0.09 “Cognitive-Emotional” Re-Processing Flow Chart (Closed-Loop Process Control)

(natural operate conditioning:  
negative punishment)

(natural operate conditioning:  
positive reinforcement)



#### 0.9.1 Emotions have evolved as a natural bio-feed-back mechanism

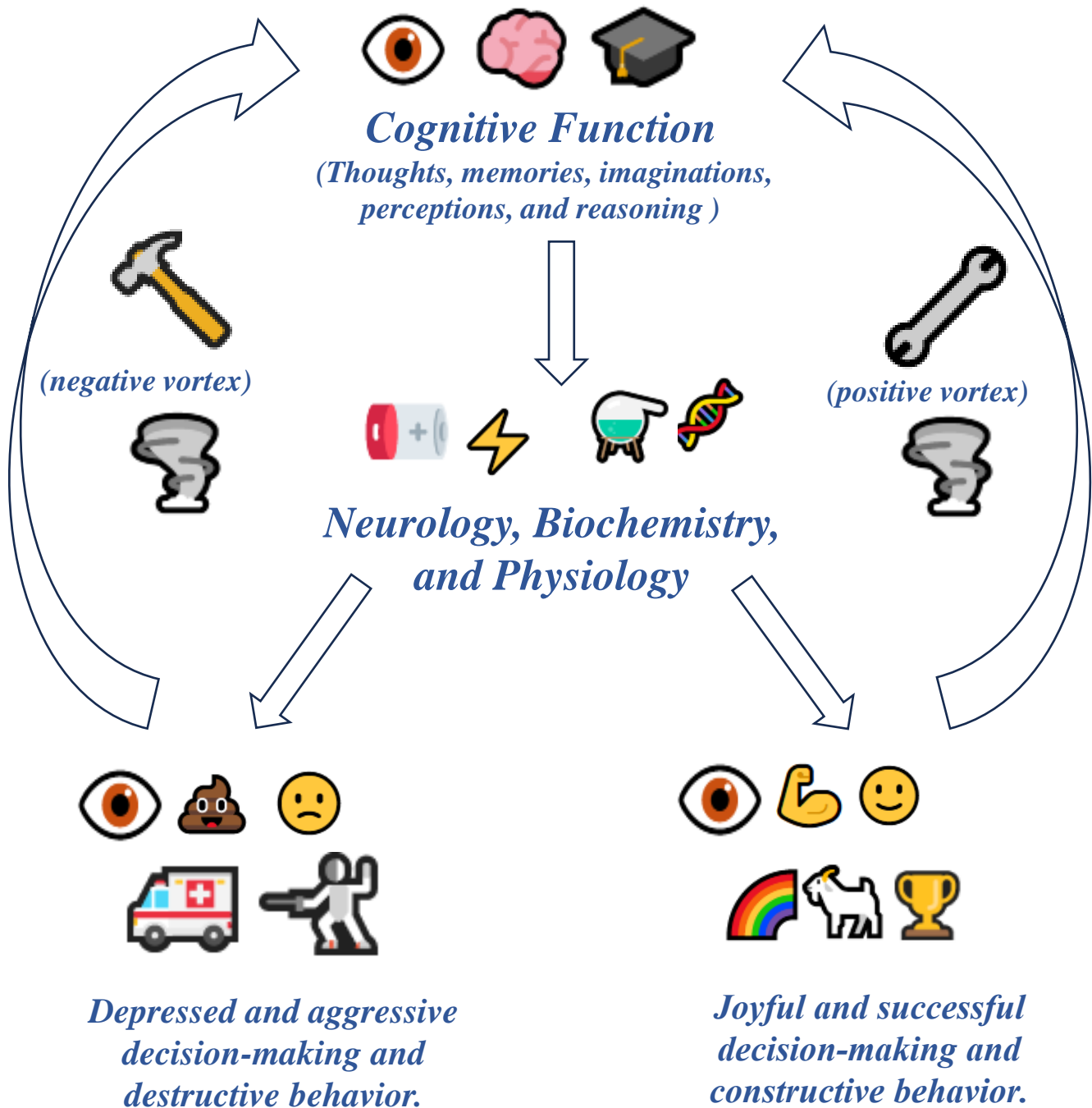
- 1) cognitive activities that precipitate a vortex of health, well-being, and a capable physiology for effective and successful decision-making prowess are reinforced with good-feeling emotions, moods, attitudes, and feelings.
- 2) cognitive activities that precipitate a vortex of weak, lethargic, and reduced decision-making capacity are punished with bad-feeling emotions, moods, attitudes, and feelings.



*Section 0.0: The Mountain Exists as We Were Taught*

*Revolution in Emotion Awareness (Just the Essentials Starts p27)*

**0.10 “Cognitive-Emotional-Behavior” Re-Processing Flow Chart  
(Closed-Loop Process Control)**



**0.10.1** *Emotions have evolved as a natural bio-feed-back mechanism to guide cognitive activities away from depressed and aggressive decision-making and destructive behavior and towards joyful and successful decision-making and constructive behavior.*

*PQ12*

*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.*

A scenic landscape featuring a range of mountains in the background, a dense forest of evergreen trees in the middle ground, and a calm body of water in the foreground. The scene is captured in a soft, hazy light, possibly during dawn or dusk. The text "Success is a state of being." is centered in the middle of the image.

*Success is a state of being.*

*PQ14*

*Practice is 90% physical, 10% mental.*

*Competition reverses those numbers to 90%  
mental, 10% Physical.*

*And emotions? What about emotions?*

*PQ15*

*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.*

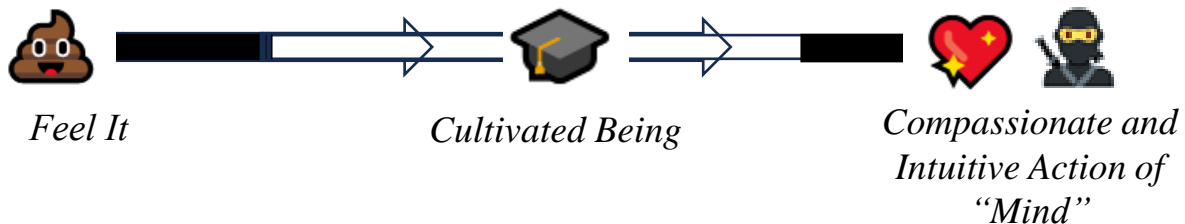
## Sections Preview

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



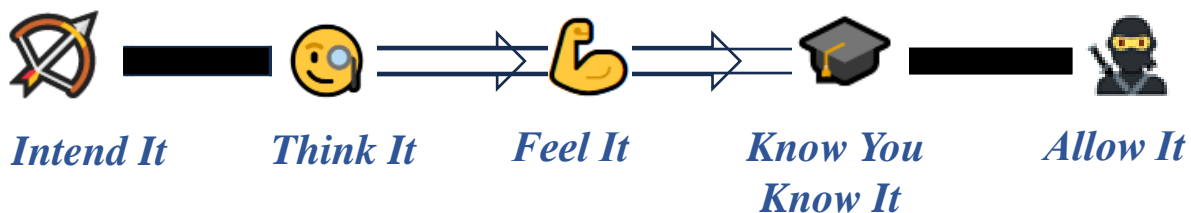
In **Section 8** the athlete will increase their *power of “mindless” awareness and action* to maximize competitive performance and to prevent injuries.

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



In **Section 7** the athlete will increase their *power of intuitive awareness and action of mind from emotional feelings and the other senses* to maximize competitive performance and to prevent injuries.

### Section 1.0: The Actuation Process of Success



**Section 1** is about an individual (or team) *always acting with intent, purpose, and awareness of the mechanics and techniques for the actuation of success* within a move, position, or play in a sport such as golf, tennis, basketball, baseball, football, hockey, wrestling, track, sailing, skiing, or what ever activity an individual is engaged within.

# Sections Preview

**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 \_\_\_

# Sections Preview

**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 \_\_\_



# Sections Preview

## 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 \_\_\_

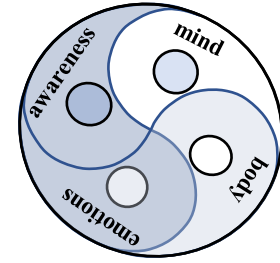
Know it: Y \_\_\_ N \_\_\_ Allow it: Y \_\_\_ N \_\_\_ Success: Y \_\_\_ N \_\_\_

## *PQ16*

*A “successful” athlete has the tools, skills, ability, and 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).*

## Sections Preview

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



In **Section 2** the athlete will increase their understanding and power and 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).

### ***Section 3.0: Definitions: Putting the Evolutionary Power and Energy Back Into Words***



In **Section 3** the athlete will learn that ***the mountain exists as it does because we have been taught to believe it so.*** The language of mind, body, emotions, and awareness defines who and what you are. That is, an athlete assembles their world in a vortex of words and their meaning.

### ***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).*

*PQ17*

*Biologically speaking; What feels-good-is-good  
and what feels-bad-is-bad.*

*PQ18*

*Activities of the mind generate the physiology of the  
brain and body that is perceived as emotion.*

## Sections Preview

### *Section 5.0: The Mind Precipitates Changes and States of Physiology in the Brain and Body that Are Perceived as Emotions*



In **Section 5** of this manual, each athlete will learn and understand that the mind precipitates the changes and states of physiology that are perceived as emotions.

1) *Dis-empowering activities of the mind* (thoughts, memories, imaginings, perceptions, and reason) precipitate disempowering biochemical, neurological and physiological changes and states of being in the brain and body that are perceived as bad-feeling emotions, moods, attitudes, and feelings.

2) *Empowering activities of the mind* precipitate empowering changes and states of physiology in the brain and body that are perceived as good-feeling emotions, moods, attitudes, and feelings

### *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*

In **Section 6** the athlete will develop the *tools, skills and ability to always have the power of choice* between feeling emotionally bad from the precipitation (and perception) of an unhealthy, weak, and dis-empowered physiology or feeling emotionally good from the precipitation (and perception) of a healthy, robust, and empowered physiology.

Cognitive-emotional re-processing is about “don’t think of a purple cow.” Meaning, re-processing is about developing the tools, skills, and abilities to re-focus mental activities onto something else that precipitates a more powerful, good-feeling physiology of the brain and body.

## *PQ19*

*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).*

## *PQ20*

*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).*

## Sections Preview



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

**WORK**

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

### **6.7 Self-Empowering 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 and where you can approach your “problems” from an empowered, better feeling place.

**6.7.1 Do something fun (Karaoke, camping, drive in the country...)**

**6.7.2 Meditation and Mindfulness (static) and Tai-Chi, Yoga, (active) plus ordinary hot-tub, sauna, running, rowing, biking**

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

**6.7.4 Acts of Kindness**

**6.7.5 Hobbies and Extra-Curricular Activities**

**6.7.6 Go Some Place (change of venue)**

**6.7.7 Creative writing**

**6.7.8 Music and the Arts**

**6.7.9 Religion**

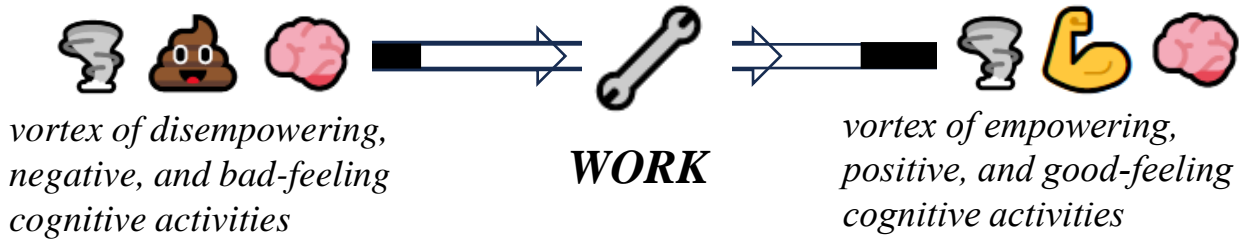
**6.7.10 Touchstones**

**6.7.11 “I am” Statements of Empowerment (Self-Talk)**

**6.7.12 Professional Therapy, Counseling, and Healing (note: never take medications without also having instructions in cognitive behavior modification activities)**



## Sections Preview



### ***6.8 Dangers, Hazards, and Liabilities of Ignoring our Cognitive-Emotional Re-processing Dynamics***

Cognitive-behavior therapies work because cognition changes the neurological and biochemical physiology in the brain and body that is then perceived as emotions. To ignore these dynamics has serious consequences:

- 6.8.1 Denial of emotion's role to guide cognitive behavior towards health, well-being, and success.***
- 6.8.2 Camouflaged aberrant cognitive behaviors***
- 6.8.3 Unrecognized defense against illness, infection, and disease***
- 6.8.4 Misguided "feels-good-is-good" morality.***
- 6.8.5 Suicide, depression, psychotic mania, mass-shootings, human degradation, war.***

### ***6.9 Causes of Cognitive-Emotional Dynamics Ignorance***

Humanity's evolved cognitive-emotional re-processing dynamic mechanism empowers individuals towards independence, freedom, health, well-being, and success, all of which would deny ruling authorities of their power and control over their audience.

- 6.9.1 No-Pain, No-Gain Doesn't work with Emotional Pain***
- 6.9.2 Cultural and peer pressure to "be tough"***
- 6.9.3 Assumptions made in psychology's emotional dysfunction theory.***
- 6.9.4 How emotions are used in language and literature***
- 6.9.5 Psychological and Pharmaceutical therapies controlling emotional behavior***
- 6.9.6 Mindfulness and Meditation***

*PQ21*

*“Success” means the athlete has the tools, skills, and ability to re-process, re-develop, and re-structure destructive, disempowering, negative and bad-feeling thoughts of failure into constructive, empowering, positive, and good-feeling thoughts of success.*

*PQ22*

*Success is a cognitive-emotional state of being lived  
each moment of the day, week, year, and life.*

*PQ23*

*For the actuation of success, action must be  
with intent, purpose, and awareness... until  
the process becomes internalized,  
automatic, and instinctive.*

**BAGUBA Training Seminars:** 9 Sections @ 30 presentation and 15min each. A day's workshop would be five sessions in the morning and 4 in the afternoon.

## *Table of Contents*

<b>0.0</b>	<b>The Mountain Exists as We Were Taught:</b> .....	<b>04</b>
	“BAGUBA” Psychology and Training Manual for All	
	Athletes and Coaches .....	05
0.1	Traditional Psychological Cognitive Triangle (Bi-Directional Process Flow) .....	08
0.2	The Cognitive Triangle (Uni-Directional Process Flow) .....	09
0.3	“Physiology-Emotional” Cause and Effect Chart .....	12
0.4	“Physiology-Behavior” Cause and Effect Chart .....	13
0.5	“Physiology-Emotion-Behavior” (Negative) Cause and Effect Chart .....	16
0.6	Illogical Cognitive-Emotional-Physiology Process FUBAR Flow Chart (Square Peg into a Round Hole) .....	17
0.7	Resolving Illogical Process Flow .....	20
0.8	“Cognitive-Emotional” Process Flow Chart (Open-Loop Process Control) .....	21
0.9	“Cognitive-Emotional” Re-Processing Flow Chart (Closed-Loop Process Control) .....	24
0.10	“Cognitive-Emotional-Behavior” Re-Processing Flow Chart (Closed-Loop Process Control) .....	25
	Sections Preview .....	30
	Table of Contents .....	45
	Section 1.0: Pre-Test .....	51
<b>1.0</b>	<b>The Actuation Process of Success</b> .....	<b>52</b>
1.1	Intend It: The Power of an Athletes Intent .....	53
1.2	Think It .....	56
1.3	Feel It .....	57
1.4	Know-You-Know It .....	58
1.5	Allow It to Happen .....	59
1.6	Cognitive-Emotional Actualization (Review) .....	62
1.7	General Offense Worksheet .....	63
1.8	General Defense Worksheet .....	64
1.9	Offense Actualization Play Sheet (Segment Intending) .....	65
1.10	Defense Actualization Play Sheet (Segment Intending) .....	66
1.11	Home Actualization Play Sheet (Segment Intending) .....	67
	Section 1.0: Post-Test .....	68

Section 2.0 Pre-Test.....	71
<b>2.0 The Symbiotic Synergy Between Mind, Body, Emotions, and Awareness.....</b>	<b>72</b>
2.1 Emotions.....	73
2.2 Cognition.....	73
2.3 Mind and emotions are not separate but intertwined via the body.....	73
2.4 Emotions, moods, attitudes, and feeling either feel-good or feel-bad.....	74
2.5 Negative, bad-feeling emotions, moods, attitudes, and feelings evolved correlation with disempowerment:.....	77
2.6 Positive, good-feeling emotions, moods, attitudes, and feelings evolved correlation with empowerment:.....	78
2.7 Disempowering Cognitive Focus:.....	79
2.8 Empowering Cognitive Focus:.....	80
2.9 Perceptions and Emotions.....	83
2.10 Cognition (Mind) and Emotions.....	84
2.11 Emotions and Evolution.....	86
2.12 The symbiotic synergy between mind, body, emotions, and consciousness.....	87
Section 2.0: Post Test.....	88
 Section 3.0: Pre-Test.....	 91
<b>3.0 Definitions: Putting the Evolutionary Power and Energy</b>	<b>92</b>
<b>Back into Words.....</b>	<b>92</b>
3.1 Power.....	93
3.2 Compassion.....	93
3.3 Cultivated wisdom.....	93
3.4 Cultivated and Compassionate.....	93
3.5 Intuitive Action of “Mind”.....	93
3.6 Cultivated and Compassionate Intuitive Action.....	93
3.7 Instinctive Reflexive Action of “No-Mind”.....	96
3.8 Cultivated and Compassionate Reflexive Action.....	96
3.9 Physiology/Physiological.....	96
3.10 Cognition/Cognitive (Mind).....	96
3.11 Emotions, moods, attitudes, and feelings.....	96
3.12 Cognitive-Emotional.....	97
3.13 Awareness.....	97
3.14 Meditation.....	97
3.15 Mindfulness.....	97
3.16 Cognitive-Emotional Mindfulness.....	97
3.17 Vortex.....	97
3.18 Precipitate / precipitation.....	98
3.19 Dis-empowerment.....	98
3.20 Empowerment.....	98
3.21 Intent, want, desire.....	88
3.22 Qi (or Chi).....	98

3.24 Synergy Relationship .....	99
3.25 Symbiotic Relationship .....	99
3.26 Feeling Stick.....	99
3.27 Cognitive-Emotional Re-Processing.....	99
3.28 Cultivated.....	102
3.29 Self-Indulgent.....	102
3.30 Pathological.....	102
3.31 Feed the Beast vs. Feed the Beast .....	102
3.32 Cognitive-Emotional Intentional Action of Allowing.....	102
3.33 Gut Awareness and Intuitive Action of “Mind” .....	103
3.34 “Mindless” Awareness and Reflexive Action .....	103
3.35 Quantum Being .....	103
3.36 Personal Power of Qi .....	103
3.37 Mo-Jo, Swagger, In the Flow is Being Lucky and “It Happens” .....	103
Section 3.0: Post-Test .....	104
Section 4.0: Pre-Test .....	107
<b>4.0 The Power of Emotions, Moods, Attitudes, and Feelings .....</b>	<b>108</b>
4.1 Emotions, Moods, Attitudes, and Feelings .....	110
4.2 The Evolutionary Grindstone.....	111
4.3 The Power of Wanting, Desire, and Intention.....	112
4.4 The Negative, Bad-Feeling Vortex of Weakness.....	115
4.5 The Positive, Good-Feeling Vortex of Power.....	115
Section 4.0: Post-Test .....	116
Section 5.0: Pre-Test .....	119
<b>5.0 The Mind Precipitates the Changes and States of Physiology in the Brain and Body that Are Perceived as Emotions .....</b>	<b>120</b>
5.1 Cognition.....	121
5.2 Physiology.....	121
5.3 Cognition precipitates the physiological changes and states that is perceived as emotion.....	122
5.4 Emotions have evolved to be trusted.....	125
5.5 What you are getting .... Comes from your vortex.....	126
5.6 <b>Self-Absorbed (Open-Loop) Cognitive-Emotional Process         Flow Chart .....</b>	<b>128</b>
5.7 Building Confidence and Determination: Managing Performance Anxiety .....	129
5.8 Short Memory vs. The Power of Focus.....	132
5.9 Focus in a Prevent Offense/Defense .....	133
5.10 Playing to Win vs. Playing Not to Lose.....	136
5.11 Fumble-itis, Interception-itis, Drop-itis, and Turn-Over <u>Can't</u> Make a Basket-itis.....	137
5.12 Play Within Your Parameters (Skill and Ability Level).....	138

5.13	Managing Disappointment in a Play, Practice, or Game .....	141
	Section 5.0: Post-Test .....	142
	Section 6.0: Pre-Test .....	145
<b>6.0</b>	<b>Cognitive-Emotional Re-Processing for Health, Well-Being, and Success.....</b>	<b>146</b>
6.1	Two Ends of the Same Stick .....	147
6.2	Focusing on that which is not wanted .....	148
6.3	Focusing on that which is wanted .....	151
<b>6.4</b>	<b>Cultivated (Closed-Loop) Cognitive-Emotional Re-Processing</b>	
	<b>Flow Chart .....</b>	<b>152</b>
6.5	The Power of Negative Thinking .....	152
6.6	Self-Empowerment During Practice or Game .....	153
6.7	Cognitive-Emotional Re-Processing Activities .....	154
6.7.1	Do Something Fun .....	154
6.7.2	Meditation, Mindfulness .....	155
6.7.3	Appreciation .....	155
6.7.4	Acts of Kindness .....	157
6.7.5	Hobbies and Extra-Curricular Activities .....	158
6.7.6	Go Places .....	158
6.7.7	Creative Writing .....	160
6.7.8	Music and the Arts .....	160
6.7.9	Religion .....	160
6.7.10	Touchstones .....	161
6.7.11	“I am” statements of Empowerment .....	161
6.7.12	Professional Therapy, Counseling, and Healing .....	161
<b>6.8</b>	<b>Dangers, Hazards, and Liabilities of Ignoring Our Cognitive-</b>	
	<b>Emotional Re-Processing Dynamics .....</b>	<b>162</b>
<b>6.9</b>	<b>Causes of Cognitive-Emotional Dynamics Ignorance.....</b>	<b>165</b>
	Section 6.0: Post-Test .....	168
	Section 7.0: Pre-Test .....	171
<b>7.0</b>	<b>Gut Awareness and Intuitive Action of “Mind” .....</b>	<b>172</b>
7.1	Gut Awareness .....	175
7.2	Gut Awareness and Intuitive Action .....	186
7.3	Camouflaging, suppressing, or ignoring emotional states of being .....	178
7.4	Feed the Beast vs. Feed the Beast .....	179
	Section 7.0 Post-Test .....	184
	Section 8.0: Pre-Test .....	187
<b>8.0</b>	<b>“Mindless” Awareness and Reflexive Action of Quantum Being.....</b>	<b>188</b>
8.1	“Mindless Awareness” of Quantum Being .....	189
8.2	“Mindless Action” of Quantum Being .....	191
8.3	Swagger: Being Lucky: Being in the Flow; “It Happens” .....	194
8.4	Building Team Qi and a reality vortex of SUCCESS .....	195



8.5	Affirming a REALITY of success: Hear, see, feel, smell, taste “IT” .....	199
8.6	Learn to Be Successful.....	202
	Section 8.0: Post-Test .....	204
	<b>Appendix A: Offense Actualization Play Sheet (Segment Intending) .....</b>	<b>206</b>
	<b>Appendix B: Defense Actualization Play Sheet (Segment Awareness) .....</b>	<b>211</b>
	<b>Appendix C: Home Actualization Home Play Sheet (Segment Intending).....</b>	<b>216</b>
	<b>The greatness of the human life experience:.....</b>	<b>221</b>
	<b>Qigong: The Cultivation of Energy .....</b>	<b>222</b>

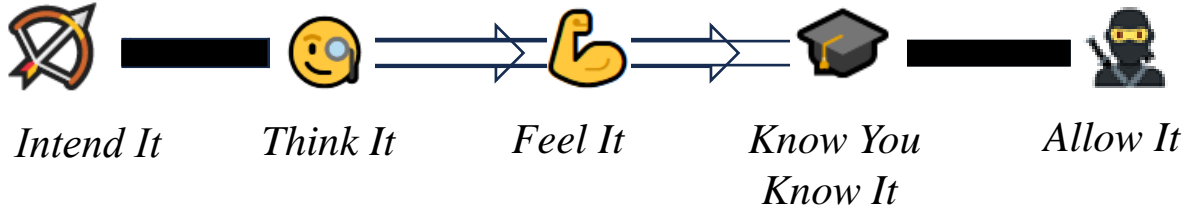
## *PQ24*

*If feeling-good emotionally did not evolve with strength, but with weakness, then being within the goodness and love of God would mean sickness, poverty, and the death of humanity. The goodness and love of God is not death, but life everlasting.*

*PQ25*

*Within the excitement and anticipation of a play, practice, or game lies an empowered physiology of strength, cunning, and capacity to perform.*

*Section 1.0: The Actuation Process of Success*



*Section 1.0: The Actuation Process*

*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 \_\_\_\_\_

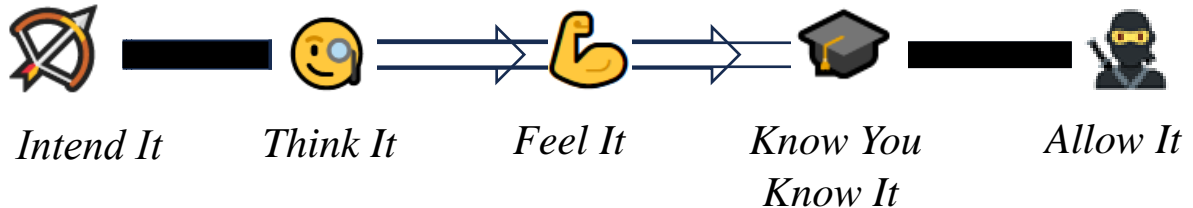
segment \_\_\_\_\_ intention \_\_\_\_\_

segment \_\_\_\_\_ intention \_\_\_\_\_

# Personal Power of Qi:

## “BAGUBA” Training and Conditioning Manual

### *Section 1.0: The Actuation Process of Success*



**Section 1** is about an individual (or team) *always acting with intent, purpose, and awareness of the mechanics and techniques for the actuation of success* within a move, position, or play in a sport such as golf, tennis, basketball, baseball, football, hockey, wrestling, track, sailing, skiing, or what ever activity an individual is engaged within.

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. Practice intent, think, feel, know, and then allow until it becomes an automatic and seamless structure within every segment of your game.

A “successful” athlete has the tools, skills, ability, and 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).



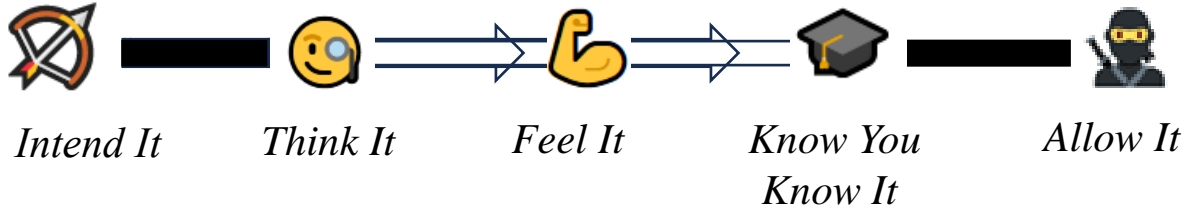
*PQ26*

*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.*

*PQ27*

*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.*

## Section 1.0: The Actuation Process of Success



### 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?

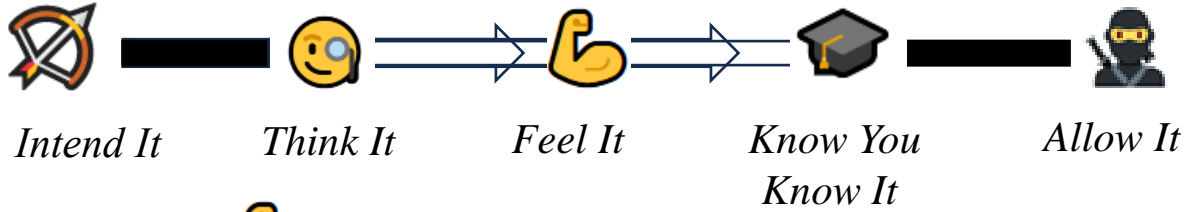
\_\_\_\_\_

H) Intent: \_\_\_\_\_ ; mechanics/techniques?

\_\_\_\_\_



## Section 1.0: The Actuation Process of Success





### 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 \_\_\_\_\_

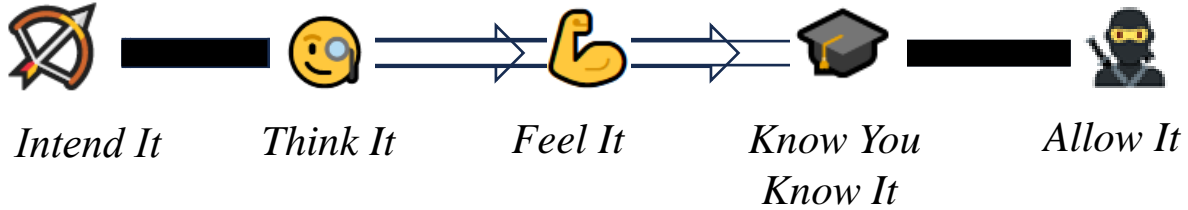
1.3.4 If you are a making a putt or \_\_\_\_\_, find the good feeling place of your intent and technique?

 YES \_\_\_\_\_  NO \_\_\_\_\_

1.3.5 \_\_\_\_\_

 YES \_\_\_\_\_  NO \_\_\_\_\_

## Section 1.0: The Actuation Process of Success



### 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) \_\_\_\_\_

## Section 1.0: The Actuation Process of Success



### 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.

- What is your intent? \_\_\_\_\_
- What is your technique? \_\_\_\_\_
- Do you feel it?    \_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_
- Do you “know you know” what you are doing?  
Yes \_\_\_\_\_ No \_\_\_\_\_



- 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”.



## *PQ28*

*If an athlete's intent is "to win" and "be a champion" then their mental activities (such as thoughts, perceptions, imagery, and reasoning) must be around the good-feeling emotions, moods, attitudes and feelings that generate the empowering physiology of strength, power, agility, cunning, and decision-making prowess of success .*

*PQ29*

*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.*

## 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.*

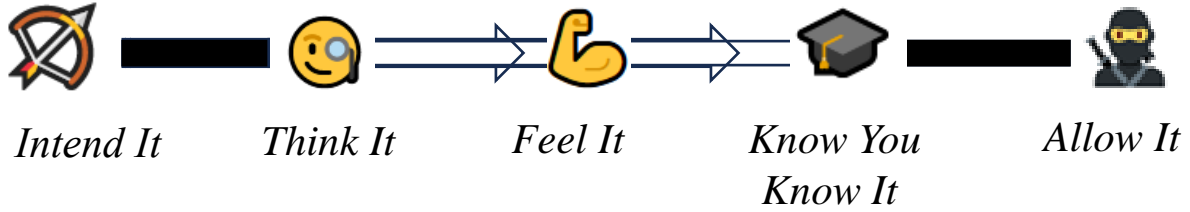
A self-assured, empowered, and combined feeling and knowing of the symbiotic synergy between mind, body, emotions, and consciousness.

“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 Actuation Process of Success*



**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:** 

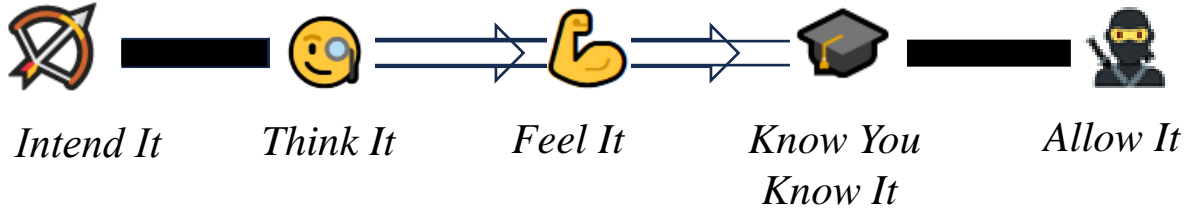
1. Quiet the mind of noise and allow:

YES \_\_\_\_\_ NO \_\_\_\_\_

f. **Successful Outcome?**

YES \_\_\_\_\_ NO \_\_\_\_\_

*Section 1.0: The Actuation Process of Success*



*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 \_\_\_\_\_





## 1.10 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: \_\_\_\_\_

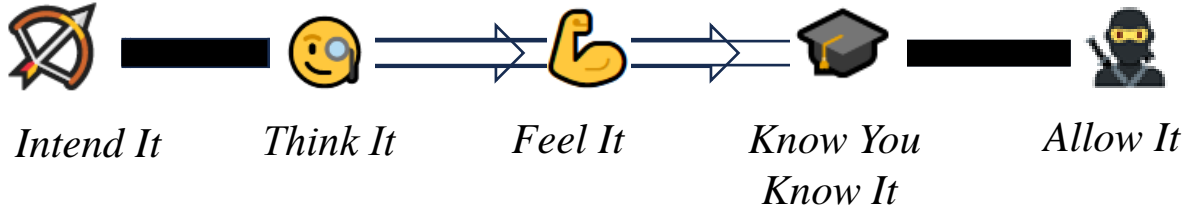
Think it: \_\_\_\_\_ Feel it: Y  N

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

Intent

Allow

***Section 1.0: The Actuation Process of Success***



***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\_\_\_\_\_

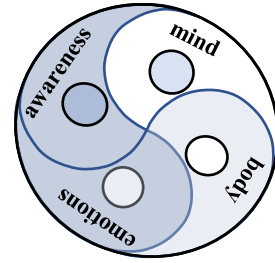
*PQ30*

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

*PQ31*

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

***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***

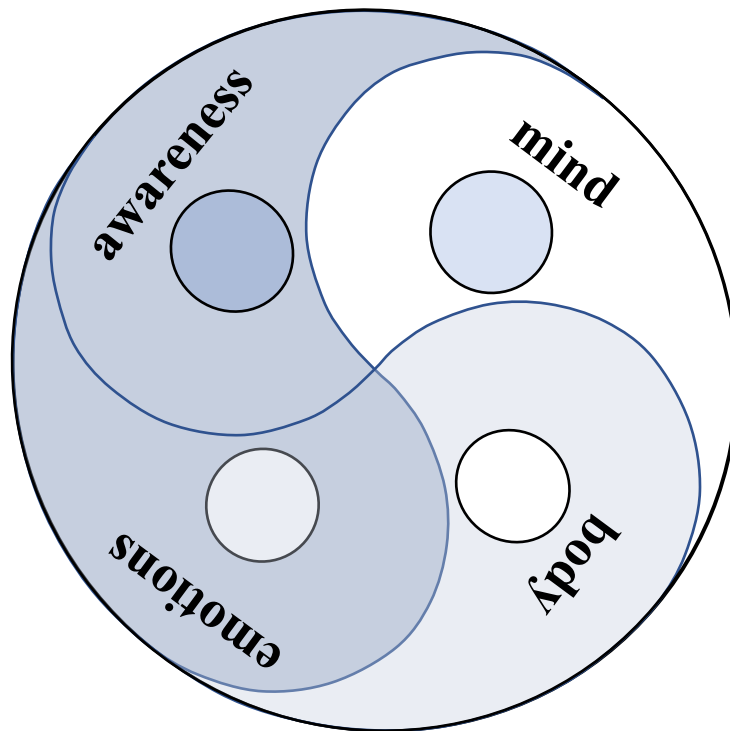
(Mark all that apply.)

- 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

# Personal Power of Qi:

## “BAGUBA” Training and Conditioning Manual

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

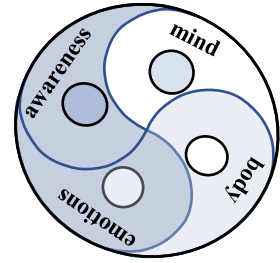


In **Section 2** the athlete will increase their understanding and *power of the symbiotic synergy between mind, body, emotions, and awareness*. Mind, body, emotions, and awareness are not separate, individual, and conflicting entities. They are an intertwined web that has evolved to work in synergistic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

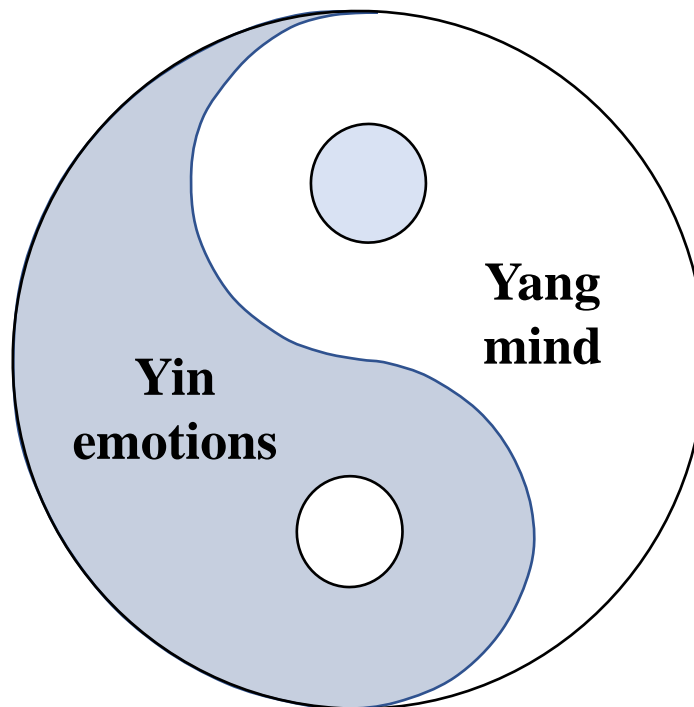


*Emotions are the perception of biological changes and states of the brain and body generated by cognitive activities of the mind. Emotions, moods, attitudes, and feelings either feel-bad or feel-good.*

### ***2.2 Cognition/cognitive:***



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

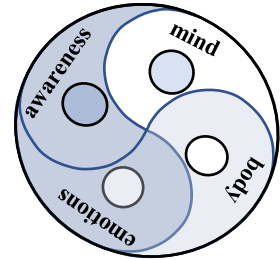


### ***2.3 Mind and emotions are not separate but intertwined via the body.***

***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.

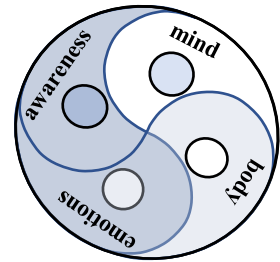
*PQ32*

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

*PQ33*

*Cognitive activities of the mind, not emotion, must be controlled, regulated, and managed to generate the powerful and successful physiology of a champion.*

## 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

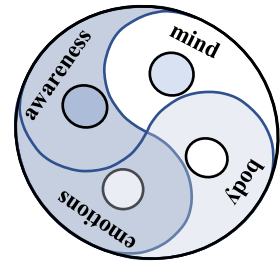


**2.5.3** *Ineptness*

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

**2.5.4** *Failure (poor decision-making ability)*

## 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

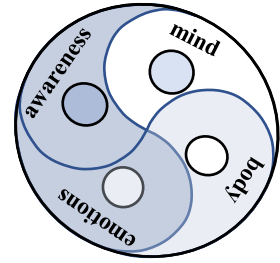
c) Stamina

d) Agility

e) Cunning

**2.6.4** Success (successful decision-making ability)

## 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: \_\_\_\_\_

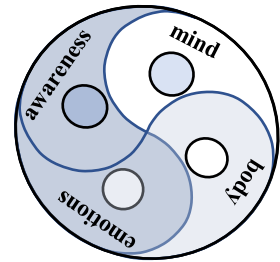
#### 2.7.3 Unpleasant logic and associations (I always play poorly on their court, field, rink, or mat):

- 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) \_\_\_\_\_



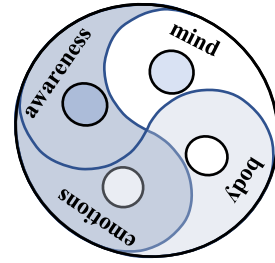
## *PQ34*

*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.*

## *PQ35*

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

## 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) \_\_\_\_\_

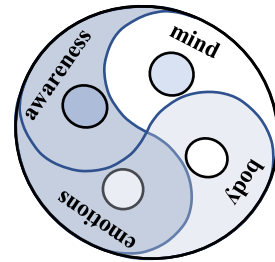
**2.9.4** When I hear something I **do like**, I feel: \_\_\_\_\_ good \_\_\_\_\_ bad

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:

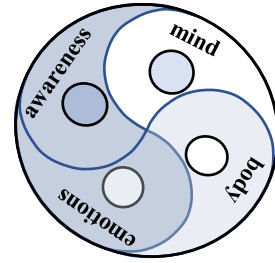
- a) \_\_\_\_\_ (when we lost to " \_\_\_\_\_ ") (a missed shot) \_\_\_\_\_  
b) \_\_\_\_\_

**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:

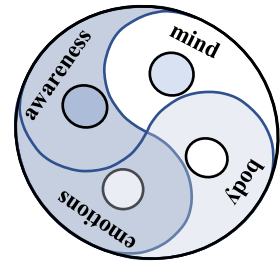
- i. \_\_\_\_\_ (he blew his route) \_\_\_\_\_ ( he didn't cover his man) \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

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:*

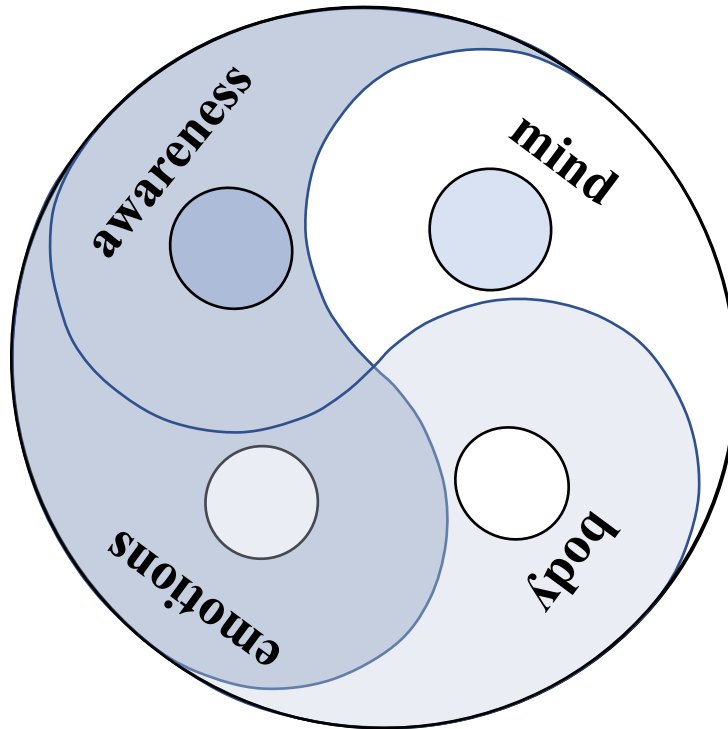
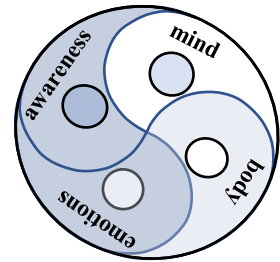
*2.11.1 Dis-empowerment:* 😞 💩

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).

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

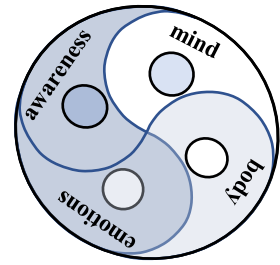


2.12 The symbiotic synergy between mind, body, emotions, and awareness.

**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.*

## 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 (Section 6)



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)



*PQ38*

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

*PQ39*

*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: Putting the Evolutionary Power and Energy Back Into Words*



### *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: Putting the Evolutionary Power and Energy Back Into Words*



*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.*


In **Section 3** the athlete will learn that *the mountain exists as it does because we have been taught to believe it so.* The language of mind, body, emotions, and awareness defines who and what you are. That is, an athlete assembles their world in a vortex of words and their meaning.

An athlete must learn *a language (and being) that empowers an athlete's relationship between the mind, body, emotions, and awareness.* Language (including the language of self-talk) is critical to developing, maintaining, and allowing one's own evolutionary powers of strength, speed, stamina, agility, cunning, and successful decision-making prowess and ability.

## *Section 3.0: Definitions: Putting the Evolutionary Power and Energy Back Into Words*



### 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

*PQ40*

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

## *PQ41*

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

## *Section 3.0: Definitions: Putting the Evolutionary Power and Energy Back Into Words*



### 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 essence 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: Putting the Evolutionary Power and Energy Back Into Words***



### **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: Putting the Evolutionary Power and Energy Back Into Words*



### 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: Putting the Evolutionary Power and Energy Back Into Words*



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



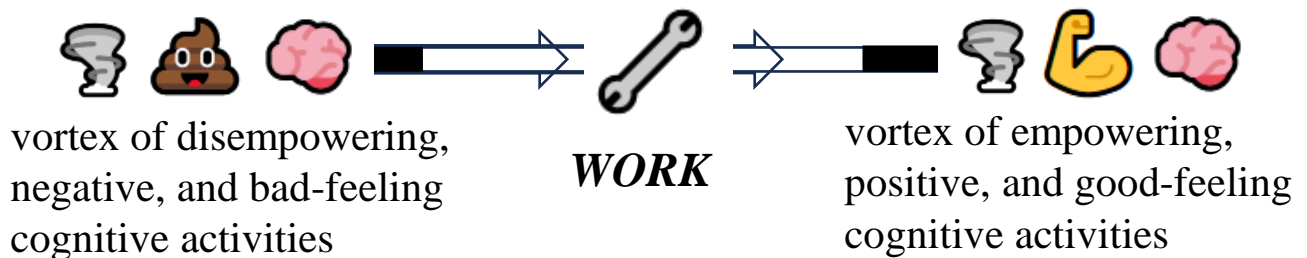
realization, to make real, to make happen

3.26 Feeling Stick:

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



3.27 Cognitive-Emotional Re-Processing:



*PQ42*

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

*PQ43*

*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 3.0: Definitions: Putting the Evolutionary Power and Energy Back Into Words*



### 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)

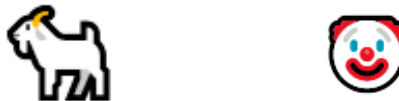
### 3.31 Feed the Beast



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

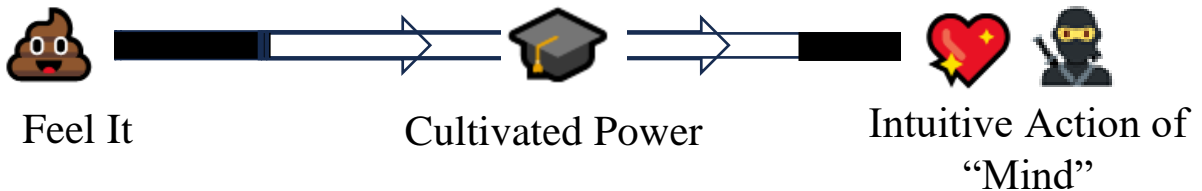
Allow It

## *Section 3.0: Definitions: Putting the Evolutionary Power and Energy Back Into Words*



### 3.55 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.

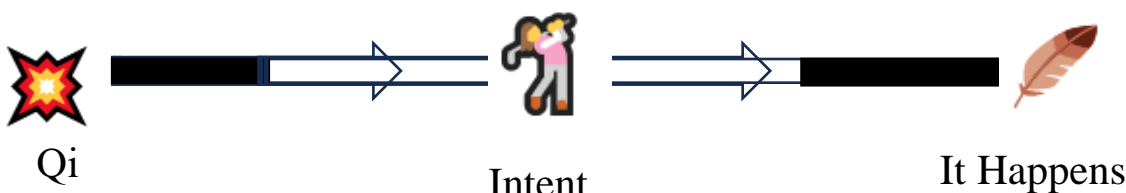
### 3.36 Personal Power of Qi



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: Putting the Evolutionary Power and Energy Back Into Words



### Section 3.0: Definitions

#### Post-Test

(mark all that apply)

- “Physiology” has to do with the:
  - how the body works
  - biochemistry
  - neurology
  - Emotions
- Feeling emotionally “bad” (  ) means:
  - disempowerment
  - weakness
  - focusing on what is wanted
  - focusing on what is not-wanted
- 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
- What is the meaning of :    ?
  - Feeling emotionally good
  - Healthy, robust, and strong physiology
  - Precipitates
  - empowerment



*PQ44*

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

*PQ45*

*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 that *emotions are the perception of neurological, biochemical, and physiological changes and states of being in the brain and body that either feel-good or feel-bad*. Good feeling emotions, moods, attitudes, and feelings have an evolved correlation with 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.” *Emotional awareness is 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).

*PQ46*

*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 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 \_\_\_\_\_.



*PQ47*

*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.*

*PQ48*

*Disempowering activities of the mind precipitate  
disempowering changes and states of physiology  
perceived as bad-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 a 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)

1. Emotions are the perception of the physiology of the brain and body.
  - a. True
  - b. False
2. Empowerment, health, and well-being with good, successful, and effective decision-making (and their actualization)  
\_\_\_\_\_ cannot be made \_\_\_\_\_ can only be made  
in a vortex of negative, bad-feeling emotions, moods, attitudes, and feelings.
3. 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.

*PQ49*

*The question is not “How do you feel?”*

*but*

*“How do you want to feel?”*

*PQ50*

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

## *Section 5.0: The Mind Precipitates Changes and States of Physiology in the Brain and Body that Are Perceived as Emotions*



*Bad-feeling emotions, moods, attitudes, and feelings as an awareness of disempowering activities of the mind precipitating disharmonious and disempowering changes and states of physiology*

*Good-feeling emotions, moods, attitudes, and feelings as an awareness of empowering activities of the mind precipitating harmonious and empowering changes and states of physiology*

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

### *Pre-Test*

(mark all that apply)

- Emotions change the physiology that drives behavior  
\_\_\_\_\_ True    \_\_\_\_\_ False    \_\_\_\_\_ Depends
- “Cognitive” activities of the mind include:
  - Thinking
  - Imagination
  - Reasoning
  - Sensory Perceptions
- Cognition and cognitive activities of the mind generate the physiology of the brain and body perceived as emotions.  
\_\_\_\_\_ True    \_\_\_\_\_ False    \_\_\_\_\_ Depends
- Negative, down-feeling cognitive activities (like not starting) means:
  - Your physiology is in a depressed state
  - Your physiology is prone to injury
  - You cannot perceive the subtleties of the game
  - You are hurting your teammates
- Feeling good when cheering on and encouraging the starters means:
  - You are empowering your own physiological being
  - You are more aware of what is going on around you
  - You are creating a more powerful team
  - You are hurting your chances of starting

# Personal Power of Qi:

## “BAGUBA” Training and Conditioning Manual

### *Section 5.0: The Mind Precipitates Changes and States of Physiology in the Brain and Body that Are Perceived as Emotions*



*Bad-feeling emotions, moods, attitudes, and feelings as an awareness of disempowering activities of the mind precipitating disharmonious and disempowering changes and states of physiology*

*Good-feeling emotions, moods, attitudes, and feelings as an awareness of empowering activities of the mind precipitating harmonious and empowering changes and states of physiology*

In **Section 5** of this manual, each athlete will learn and understand that the mind precipitates the changes and states of physiology that are perceived as emotions. Cognitive activities of the mind (such as thoughts, memories, imagination, reasoning, and perceptions) precipitate the neurology, biochemistry, and physiology of being of the brain and body that is perceived as emotion

*Dis-empowering activities of the mind (thoughts, memories, imaginings, perceptions, and reason) precipitate disempowering biochemical, neurological and physiological changes and states of being in the brain and body that are perceived as bad-feeling emotions, moods, attitudes, and feelings.* Meaning, the bio-chemical signature of depression must exist when the brain is forced or trained to continually dwell within negative, disempowering and “depressing” cognitions.

Conversely, *Empowering activities of the mind precipitate empowering 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 an unhealthy physiology) vanish when the athlete focuses on empowering cognitive thoughts and activities that are indicative of a healthy physiology.



## Section 5.0: The Mind Precipitates Changes and States of Physiology in the Brain and Body that Are Perceived as Emotions



*Bad-feeling emotions, moods, attitudes, and feelings as an awareness of disempowering activities of the mind precipitating disharmonious and disempowering changes and states of physiology*

*Good-feeling emotions, moods, attitudes, and feelings as an awareness of empowering activities of the mind precipitating harmonious and empowering changes and states of 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: The Mind Precipitates Changes and States of Physiology in the Brain and Body that Are Perceived as Emotions



*Bad-feeling emotions, moods, attitudes, and feelings as an awareness of disempowering activities of the mind precipitating disharmonious and disempowering changes and states of physiology*

*Good-feeling emotions, moods, attitudes, and feelings as an awareness of empowering activities of the mind precipitating harmonious and empowering changes and states of physiology*

### 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.

*PQ51*

*Cognitive activities of the mind (such as thoughts, memories, imagination, reasoning, and perceptions) precipitate the neurology, biochemistry, and physiology of being of the brain and body that is perceived as emotion.*

*PQ52*

*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 5.0: The Mind Precipitates Changes and States of Physiology in the Brain and Body that Are Perceived as Emotions**



*Bad-feeling emotions, moods, attitudes, and feelings as an awareness of disempowering activities of the mind precipitating disharmonious and disempowering changes and states of physiology*

*Good-feeling emotions, moods, attitudes, and feelings as an awareness of empowering activities of the mind precipitating harmonious and empowering changes and states of physiology*

*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.

\_\_\_\_\_ True                      \_\_\_\_\_ False

**Section 5.0: The Mind Precipitates Changes and States of Physiology in the Brain and Body that Are Perceived as Emotions**



*Bad-feeling emotions, moods, attitudes, and feelings as an awareness of disempowering activities of the mind precipitating disharmonious and disempowering changes and states of physiology*

*Good-feeling emotions, moods, attitudes, and feelings as an awareness of empowering activities of the mind precipitating harmonious and empowering changes and states of physiology*

*“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. \_\_\_\_\_

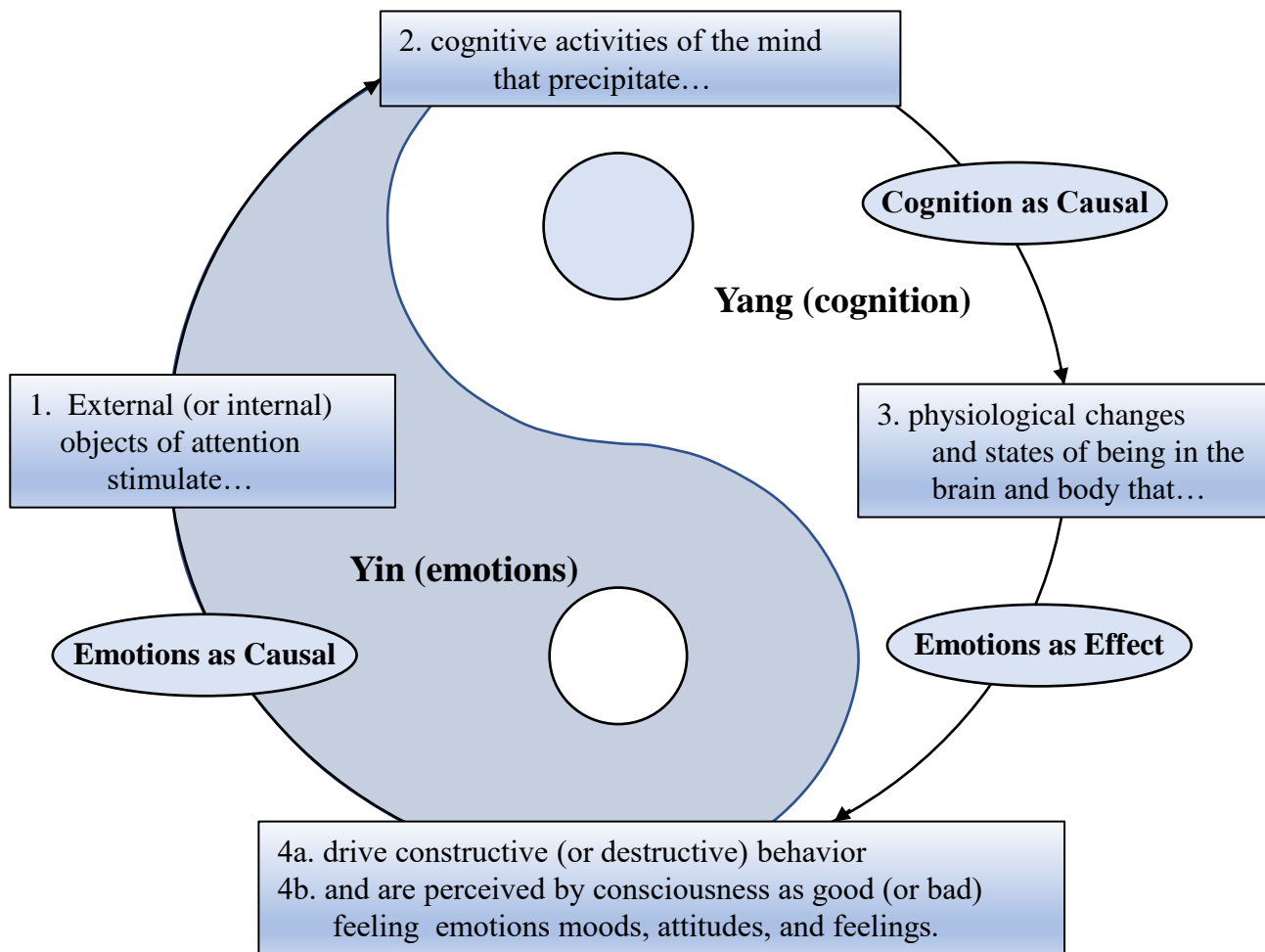
*PQ53*

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

**Section 5.0: The Mind Precipitates Changes and States of Physiology in the Brain and Body that Are Perceived as Emotions**



**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.



**Section 5.0: The Mind Precipitates Changes and States of Physiology in the Brain and Body that Are Perceived as Emotions**



*Bad-feeling emotions, moods, attitudes, and feelings as an awareness of disempowering activities of the mind precipitating disharmonious and disempowering changes and states of physiology*

*Good-feeling emotions, moods, attitudes, and feelings as an awareness of empowering activities of the mind precipitating harmonious and empowering changes and states of physiology*

**PQ69**

*Performance anxiety demonstrates a lack of skills, ability, and understanding to dwell and focus upon that which is wanted, desired, and intended.*

**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, swagger, knowing, and good feeling of success.

I can get into my place of POWER, STRENGTH, SPEED, AGILITY, 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).

*PQ54*

*Success must be defined within an athlete's  
skills, tools, and abilities to get off the train of  
pain and onto the train of gain..*

*PQ55*

*Biologically speaking; What feels-good-is-good  
and what feels-bad-is-bad.*

## Section 5.0: The Mind Precipitates Changes and States of Physiology in the Brain and Body that Are Perceived as Emotions



*Bad-feeling emotions, moods, attitudes, and feelings are an awareness of disempowering activities of the mind precipitating disharmonious and disempowering changes and states of physiology*

*Good-feeling emotions, moods, attitudes, and feelings are an awareness of empowering activities of the mind precipitating harmonious and empowering changes and states of physiology*

### 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: The Mind Precipitates Changes and States of Physiology in the Brain and Body that Are Perceived as Emotions



*Bad-feeling emotions, moods, attitudes, and feelings as an awareness of disempowering activities of the mind precipitating disharmonious and disempowering changes and states of physiology*

*Good-feeling emotions, moods, attitudes, and feelings as an awareness of empowering activities of the mind precipitating harmonious and empowering changes and states of physiology*

### 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. \_\_\_\_\_

*PQ56*

*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.*

*PQ57*

*Empowering activities of the mind precipitate  
empowering changes and states of physiology  
perceived as good-feeling emotions, moods, attitudes,  
and feelings.*

## Section 5.0: The Mind Precipitates Changes and States of Physiology in the Brain and Body that Are Perceived as Emotions



*Bad-feeling emotions, moods, attitudes, and feelings are an awareness of disempowering activities of the mind precipitating disharmonious and disempowering changes and states of physiology*

*Good-feeling emotions, moods, attitudes, and feelings are an awareness of empowering activities of the mind precipitating harmonious and empowering changes and states of physiology*

### 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: The Mind Precipitates Changes and States of Physiology in the Brain and Body that Are Perceived as Emotions



*Bad-feeling emotions, moods, attitudes, and feelings as an awareness of disempowering activities of the mind precipitating disharmonious and disempowering changes and states of physiology*

*Good-feeling emotions, moods, attitudes, and feelings as an awareness of empowering activities of the mind precipitating harmonious and empowering changes and states of physiology*

### 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: The Mind Precipitates Changes and States of Physiology in the Brain and Body that Are Perceived as Emotions



*Bad-feeling emotions, moods, attitudes, and feelings as an awareness of disempowering activities of the mind precipitating disharmonious and disempowering changes and states of physiology*

*Good-feeling emotions, moods, attitudes, and feelings as an awareness of empowering activities of the mind precipitating harmonious and empowering changes and states of physiology*

### 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. \_\_\_\_\_

*PQ58*

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

*PQ59*

*A Emotions have evolved as a natural bio-feed-back mechanism to guide cognitive activities away from depressed and aggressive decision-making and destructive behavior and towards joyful and successful decision-making and constructive behavior.*

## Section 5.0: The Mind Precipitates Changes and States of Physiology in the Brain and Body that Are Perceived as Emotions



*Bad-feeling emotions, moods, attitudes, and feelings as an awareness of disempowering activities of the mind precipitating disharmonious and disempowering changes and states of physiology*

*Good-feeling emotions, moods, attitudes, and feelings as an awareness of empowering activities of the mind precipitating harmonious and empowering changes and states of physiology*

### 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: The Mind Precipitates Changes and States of Physiology in the Brain and Body that Are Perceived as Emotions**



*Bad-feeling emotions, moods, attitudes, and feelings as an awareness of disempowering activities of the mind precipitating disharmonious and disempowering changes and states of physiology*

*Good-feeling emotions, moods, attitudes, and feelings as an awareness of empowering activities of the mind precipitating harmonious and empowering changes and states of physiology*

**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) \_\_\_\_\_

## *PQ60*

*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.*

*PQ61*

*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*

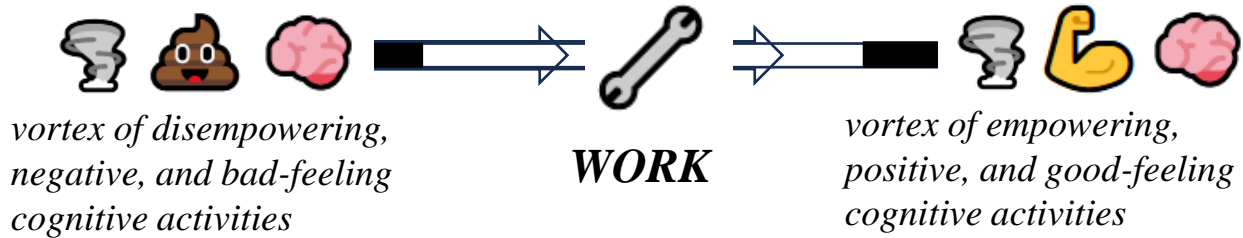
**Section 6.0: Cognitive-Emotional Re-Processing Pre-Test**

- 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:  
\_\_\_\_\_

# Personal Power of Qi:

## “BAGUBA” Training and Conditioning Manual

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



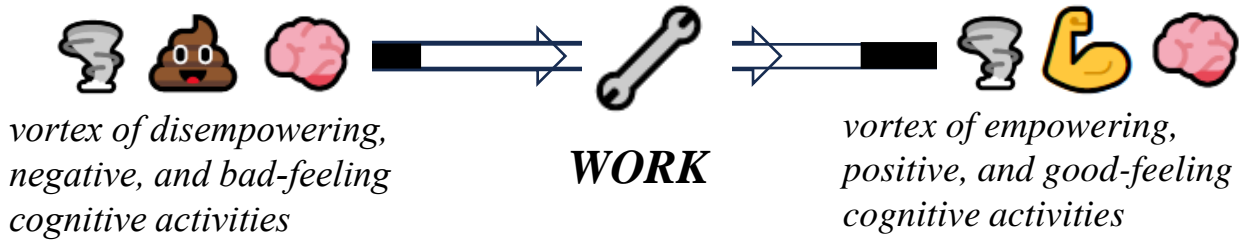
In **Section 6** the athlete will develop the *tools, skills and ability to always have the power of choice* between feeling emotionally bad from the precipitation (and perception) of an unhealthy, weak, and dis-empowered physiology or feeling emotionally good from the precipitation (and perception) of a healthy, robust, and empowered physiology.

Cognitive-emotional re-processing is about “don’t think of a purple cow.” Meaning, re-processing is about developing the tools, skills, and abilities to re-focus mental activities onto something else that precipitates a more powerful, good-feeling physiology of the brain and body.

Successful champions must develop their physical offensive and defensive moves **AND JUST AS IMPORTANT** train, practice, and develop their skills, tools, and abilities *to get off the train of pain and onto the train of gain.*

A successful, championship player has the skills, tools, and understandings to **RE-PROCESS, RE-STRURE, 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.




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



**6.1 Two Ends of the Same Stick**




That which you do not want?  
(feels bad)

That which you do want  
(feels good)

a)   




( drop a TD pass ) ( catch a TD pass )

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

b)   




( \_\_\_\_\_ ) ( \_\_\_\_\_ )

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

c)   

( \_\_\_\_\_ ) ( \_\_\_\_\_ )

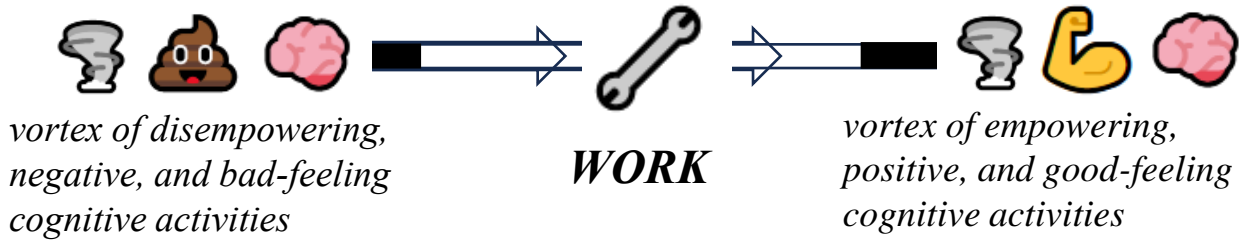
What do you not want? (feels bad)      What do you want? (feels good)

d)   

( \_\_\_\_\_ ) ( \_\_\_\_\_ )

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

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



**6.2 Focusing on that which is not wanted**

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

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

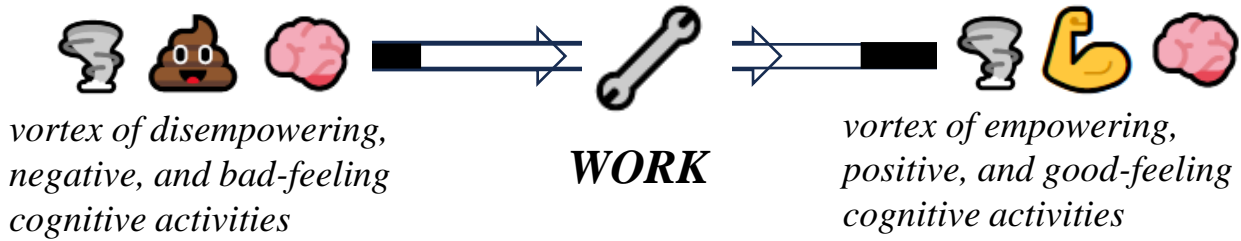
*PQ62*

*A focus of “not losing” creates a vortex of bad-feeling thoughts, perceptions, and imagery of losing within a weak and disempowered physiology.*

### *PQ63*

*An 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.*

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

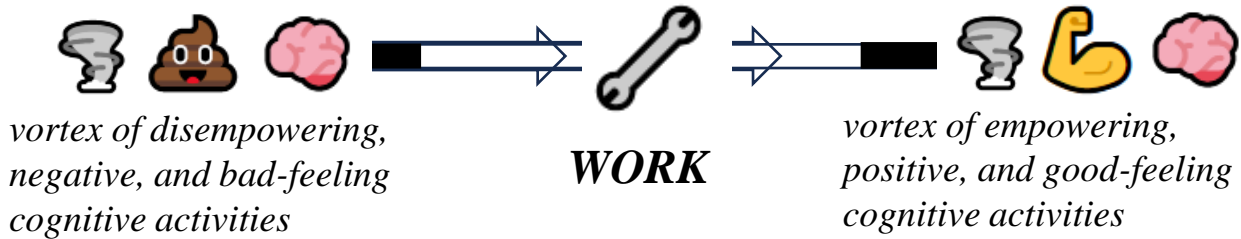


**6.3 Focusing on that which is wanted**

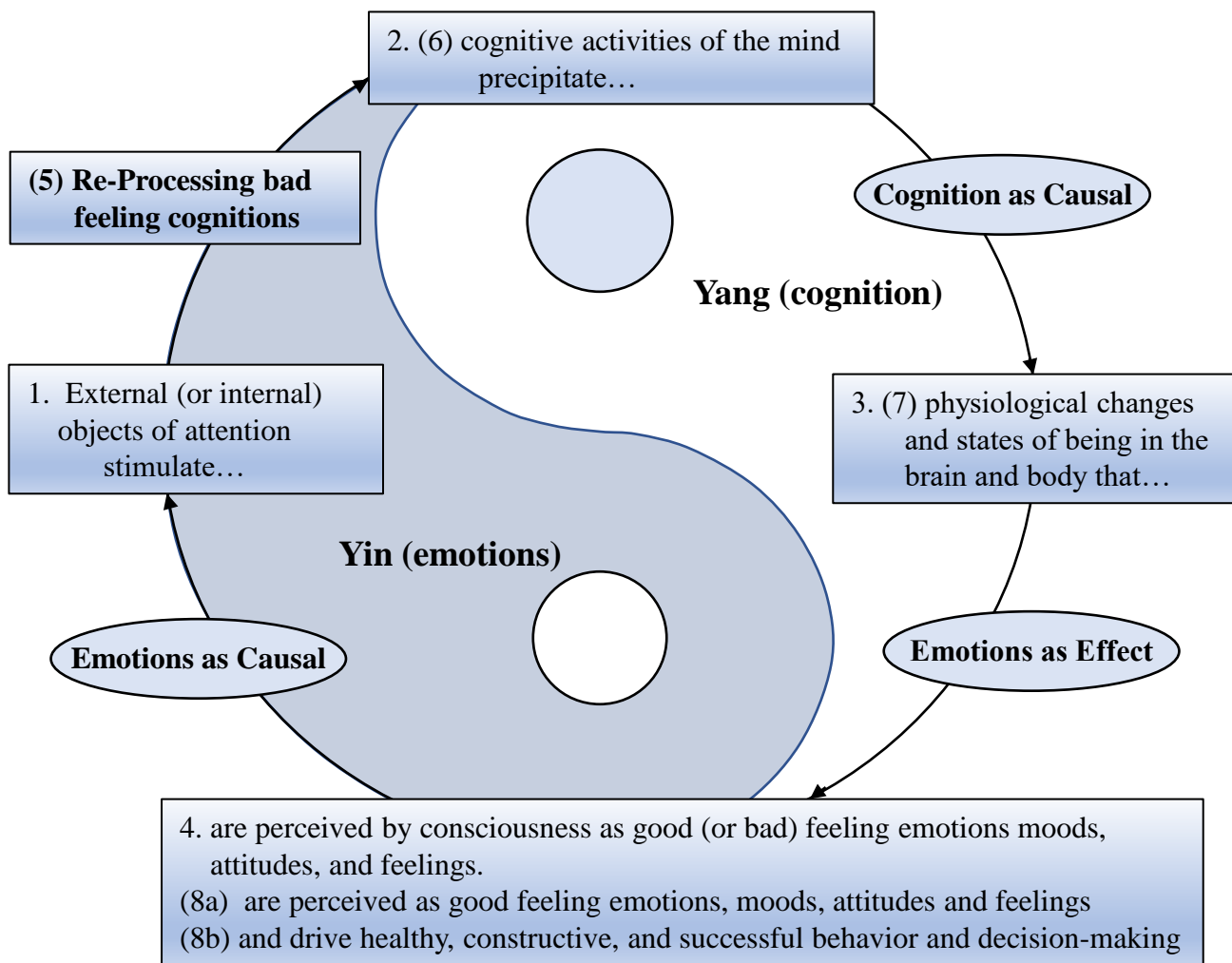
What do you **WANT**, desire, and intend that brings good-feeling emotions, moods, attitudes, and feelings?

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

## 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.)

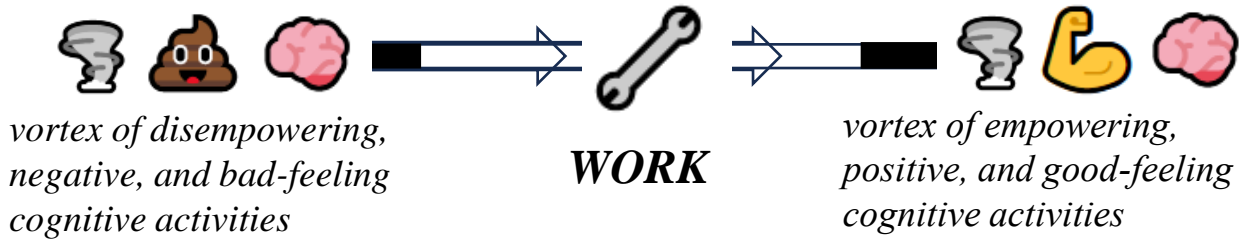
### 6.7 Cognitive-Emotional Re-Processing Activities

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) \_\_\_\_\_

*PQ64*

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

## 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) \_\_\_\_\_

## 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) \_\_\_\_\_

*PQ65*

*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***



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

**WORK**

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

### ***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 (Self-Talk)***

(statements of, or about, one’s self)

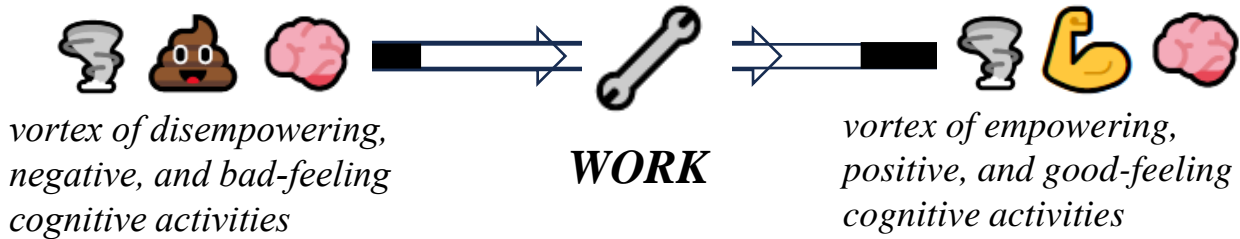
- a) I am strong, I am quick, I am smart, I am healthy \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

### ***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



### 6.8 Dangers, Hazards, and Liabilities of Ignoring Our Cognitive-Emotional Re-processing Dynamics

Cognitive-behavior therapies work because cognition changes the neurological and biochemical physiology in the brain and body that is then perceived as emotions. To ignore these dynamics has serious consequences:

#### 6.8.1 Denial of the cognitive-emotional biofeedback mechanism

Emotions have evolved to guide cognitive activities (that precipitate an athlete's physiology) towards health, well-being, and success can prevent the natural cognitive-emotional dynamic development.

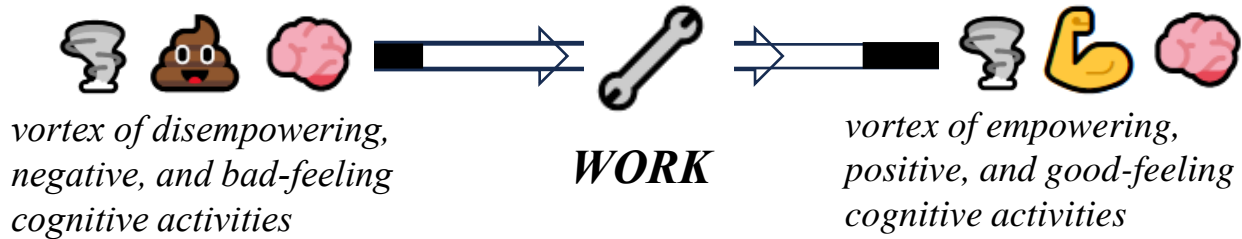
#### 6.8.2 Camouflaged aberrant cognitive behaviors

Aberrant and dangerous cognitive activities that are normally exposed by emotional behaviors are not “recognized” as destructive because the natural and evolved emotional feedback system has been disrupted with psychological and pharmaceutical therapies to control emotional behavior.

#### 6.8.3 Unrecognized defense against illness, infection, and disease

Because cognitive-emotional re-processing dynamics is about changing an athlete's physiology towards a more healthy biochemical and neurological composition, if this process is not used then the athlete is limiting their physiological make-up to a weakened state that has little resistance to prevent and to fight of illness, infection, and disease.

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



### 6.8.4 Misguided “feels-good-is-good” morality.

Without a proper cognitive-emotional health education curriculum, a student may be left with the impression that because feeling good means a healthier physiology, then “my” morality should be what “feels-good-is-good”.... and what “feels-bad-is-bad”.... right? Unfortunately this ideology dismisses the inter-connectedness of not only other people in a society, but the interconnectedness of everything on the planet that is needed for everyone’s survival, health, and well-being.

### 6.8.5 Suicide, depression, psychotic mania, mass-shootings, human degradation, war.

Humanity’s natural and evolved cognitive-emotional re-processing mechanisms exist as such to lead a person towards health, well-being, and effective and successful decision-making prowess and ability. When bad-feeling emotions, moods, attitudes, and feelings are NOT attributed to aberrant and dangerous COGNITIVE behaviors, cognitive activities of the mind such as thoughts, memories, and logic can all too easily be allowed to fester and explode into a uncontrolled psychotic disaster.

Also, the standard operation of cognitive-emotional re-processing is to get out of the negative behaviors within depression, anger, jealousy, and revenge where as within emotional dysfunction theory these emotions must be controlled, regulated, and managed, even with pharmaceuticals when all along the issue is cognitive dysfunction. and behavior.

*PQ66*

*With practice, the actualization process of success:*

*Intend It.....*

*Think It.....*

*Feel It.....*

*Know It.....*

*and Allow It*

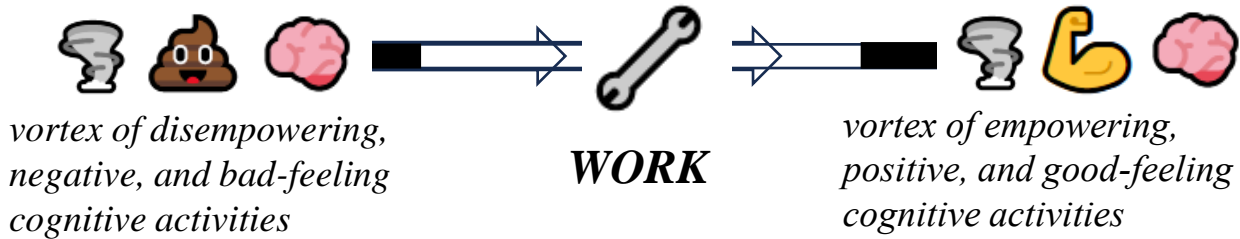
*will become automatic*

*(for every play, move, or race)*

*on the field of competition*

*and in the arena of daily life.*

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



### **6.9 Causes of Cognitive-Emotional Dynamics Ignorance**

Humanity's evolved cognitive-emotional re-processing dynamic mechanism empowers individuals towards independence, freedom, health, well-being, and success, all of which would deny ruling authorities of their power and control over their audience.

#### **6.9.1 No-Pain, No-Gain Doesn't work with Emotional Pain**

Athletes are well versed with the ideology that to get physically stronger, they must push tolerate a little discomfort. But ignoring the pain of a stress fracture or internal problem can lead to devastating consequences. Unfortunately, ignoring emotional pain has much less room for error. Like frost bite can quickly deaden any painful feedback warning signs of irreversible organic destruction, emotional pain can be too easily tolerated and ignored.

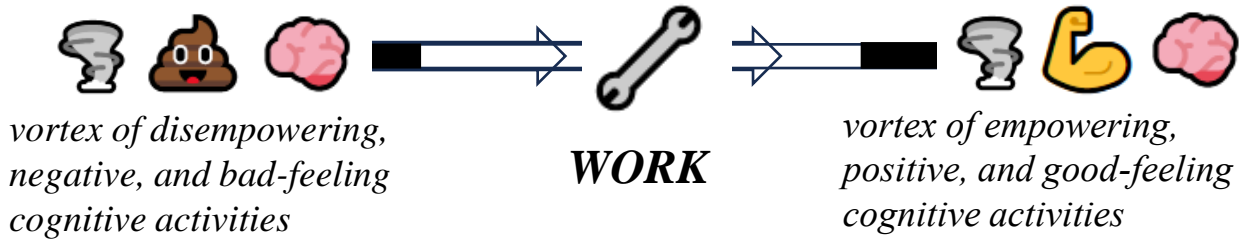
#### **6.9.2 Cultural and peer pressure to "be tough"**

A patriarch culture of "be a man", don't be so "weak" and "tough it out" can be part of a child's up-bringing and life at home. With this cultural pressure, a person will start ignoring the significance of bad-feeling emotions have on the brain and body's physiology. And any deteriorating physical signs, instead of cognitive-emotional dysfunction as being understood as cause, they are attributed to some physical cause.

#### **6.9.3 Assumptions made in psychology's emotional dysfunction theory.**

Well proven and extensively researched cognitive behavior modification therapies make an unproven assumption that emotions change the physiology that drives behavior. If this were so, we would have emotions changing physiology that is perceived as emotions, That is, emotions are both cause and effect of the same event (changes in physiology). This reasoning is illogical and not allowed in rational reasoning.

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



### 6.9 Causes of Cognitive-Emotional Dynamics Ignorance (continued)

#### 6.9.4 How emotions are used in language and literature

The very first sentence in Homer's *Iliad* has the emotion "anger" (sometimes translated as "wrath") as the cause of Achilles behavior on the Greeks. This was written nearly 3000 years ago and emotionally driven behavior has been the structure of language and literature ever since. But cognition, not emotion, precipitates the changes in physiology that drives behavior.

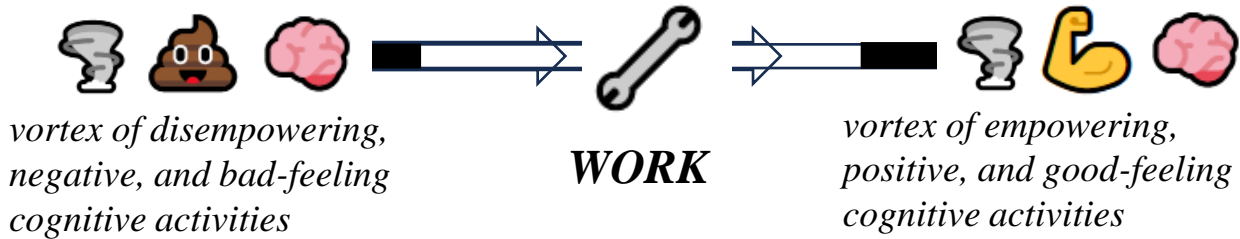
Emotions have evolved to guide the cognitive-emotional re-processing activities of the mind (such as thoughts, memories, imaginings, perceptions, and logic) towards health, well-being, and success. This depiction of humanity's cognitive-emotional dynamics is rarely portrayed in our language and literacy arts.

"Goddess, sing me the anger, of Achilles, Peleus' son, that fatal anger that brought countless sorrows on the Greeks and sent many valiant souls of warriors down to Hades, leaving their bodies as spoil for dogs and carrion birds: for thus was the will of Zeus brought to fulfilment" (Homer, 800-700/2009).

#### 6.9.5 Psychological and Pharmaceutical therapies controlling emotional behavior

Because psychology has adopted language and literary representation that emotions drive behavior, their therapies is based on control, management, and regulation of emotional behavior. But cognition, not emotion, precipitates the changes and states of physiology in the brain and body. Controlling emotional behavior runs contrary to emotions evolutionary role to guide conative behavior towards health, well-being, and effective and successful decision-making prowess.

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



### 6.9 Causes of Cognitive-Emotional Dynamics Ignorance (continued)

#### 6.9.6 Mindfulness and 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.

“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/>).

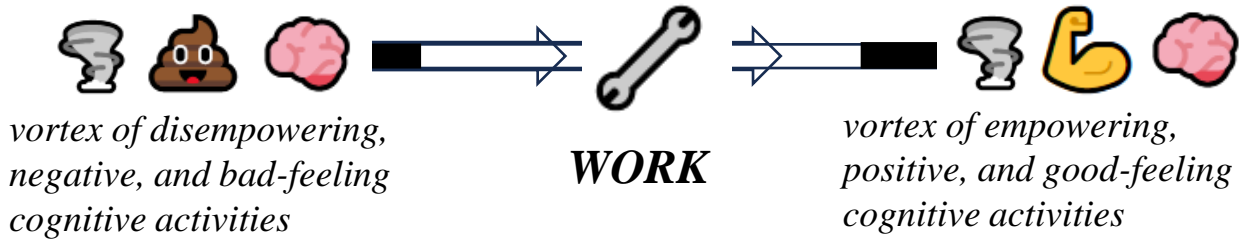
The concept of “*acceptance and without judgment*” runs contrary to humanity's natural and evolved cognitive-emotional dynamics. Cognitive activities of the mind (such as thoughts, memories, imaginings, perceptions, reasoning, and logic are ***SUPPOSE TO BE EVALUATED AND JUDGED!***

Positive, good-feeling emotions, moods, attitudes, and feelings have an evolved correlation with ***HEALTH, WELL-BEING, AND SUCCESSFUL DECISION-MAKING PROWESS AND ABILITY.***

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

Negative and positive feeling emotions ***MEAN SOMETHING!***

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



*Section 6: Cognitive-Emotional Re-Processing*

*Post-Test*

1. Before a practice or competition, do your wants, desires, and intentions bring empowering, good-feeling emotions, moods, attitudes, and feelings?

Yes \_\_\_\_\_ No \_\_\_\_\_

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 \_\_\_\_\_



*PQ67*

*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.*

*PQ68*

*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



*PQ69*

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

*PQ70*

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







## *PQ71*

*The success of any athletic training cannot be defined solely by the athlete's ability to win today; success must also be defined by the athlete's ability to achieve with (1) the presence of health, vigor, and joy along with (2) the necessary cognitive skills, abilities, and motivation to nurture these winning behaviors throughout life by (3) understanding **the actuation process** and by (4) employing one's own evolved cognitive-emotional re-processing mechanisms.*



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



**7.4 Feed the Beast**



**VS. Feed the Beast**



**7.4.1 Be the Wounded Hero**



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

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

---

---

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

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

---

---

*PQ72*

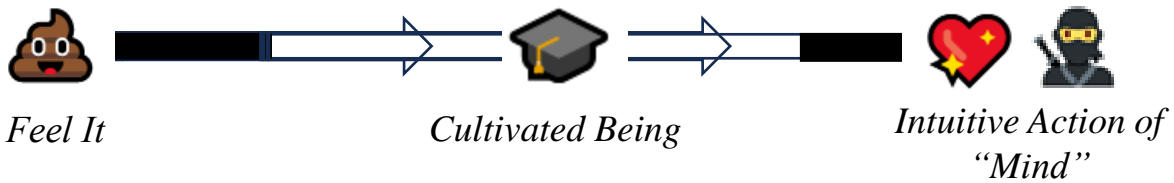
*An athlete cannot make good decisions or get  
good results from a negative feeling place.*

*PQ73*

*Focusing and dwelling upon success creates  
a vortex of more success*



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



**7.4.3 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: \_\_\_\_\_





*PQ74*

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

*PQ75*

*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 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.

#### *(1) Mindless Awareness*

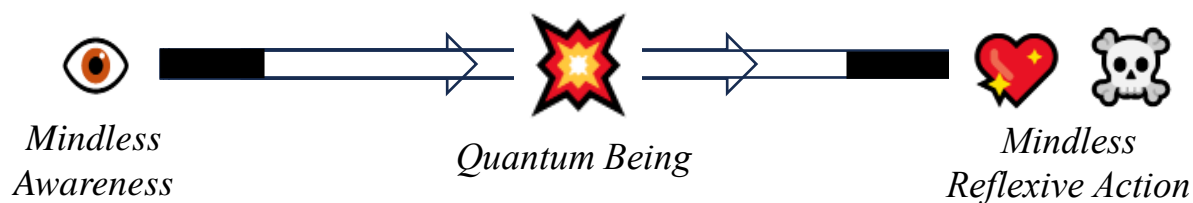
“As a child I was working in the fields with my father when he looked up at the sky. He had “heard” some geese. As a lifelong birder this would be normal. But I heard nothing. After several minutes past, the geese and their distinctive “honking” came into *my awareness*.”

#### *(2) Mindless Action*

“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 ordinary daily life. 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



### 8.1 “Mindless Awareness” of Quantum Being

Mindless awareness and reflexive action is a step beyond gut awareness and intuitive action of mind. It is the reflexive actuation process of intend it, think it, feel it, know you know it, and allow it (in a state of “empty mind” or “no mind”).

Describe and experience where you just knew it was going to happen and work out:

---

#### 8.1.2 Out of Time

“The world exists as we have been taught.” What if the world isn’t? What if the world is not as we have been taught. What does an athlete do if their world is turned upside down because new experiences say, “The world is not. The world is not what I know/knew it to be.” New realizations can be disturbing and one of the best methods for calming the nerves is pranayama, or breathing meditation.

#### 8.1.3 Breathing Meditation (Pranayama)

The basic idea of working with breathing technique is to calm the extraneous *nervous chatter of the mind that sabotages mindless awareness and reflexive action*. There are many, many different patterns of breath control and different areas of focus, such as on the chest, diaphragm, or abdomen. And there are different visualizations of how prana or energy (QI) flows through the body. Two patterns of breathing to start with are:

- a) breath in for 4 counts and breath out for 4 counts
- b) breath in for 4 counts; hold for 1 count; breath out for 4 counts. Hold for 1 count.

There are thousands of books and articles on breathing meditation practices for an athlete to explore on their own. The intent for breathing meditation here is to calm the mind and to stop one’s own nervous and depowering inner chatter. Take a moment, close your eyes and focus on your breathing in and breathing out. Now, give your breathing a count: In, 2, 3, 4 and out, 2, 3, 4. Repeat.

Did you find success in stopping your mental chatter? \_\_\_\_\_yes \_\_\_\_\_no

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



### 8.1.4 Linear Time vs. Spacial Time

Time flows from the past to the present and onward into the future. Language reinforces this concept with “tenses”. We can speak in past tense, “That was my experience in the past.” Or present tense, “That is my experience now.” And there is future, “That will be my experience in the future.” But what if that isn’t? What if your experience of time is different?

#### a) Days of Future Past

I was excited. I was in the home town of an author whose book I was reading. I was on my way to the local market for some shopping and I looked over and saw him. Or I thought I saw him. I was on a mission to get to the market and kept walking. That was in the spring of 1974 after I dropped out of college. Forty years later I started having this odd realization. That book I was reading wasn’t published until 1985. And I was first introduced that author and his works by one of my high school teachers I meant with in 1979....

#### b) The Future is Now; And So Is Now

I was teaching mechanical drafting, old school style with paper and a pencil. I was a high school industrial arts teacher between 1980 and 1986. One time in one of those years, say around 1983, I started experiencing moments of the future, now in the present. Events not to far in the future, just 30seconds or maybe a minute into the future were buzzing around in my head. I would hear students coming down the hallway towards my classroom, and then a moment later I would again have the experience of those students coming down the hallway. In class I experienced what a student was going to do, that is, he was going to raise his hand and ask this question. Then a few moments later I had the same experience again “for real”; he raised his hand and asked that question....

1. Would having the experience of what your opponent was going to do before it happened be an advantage? \_\_\_\_\_ yes \_\_\_\_\_no \_\_\_\_\_maybe
2. Could you handle that future awareness experience? \_\_\_\_\_yes \_\_\_\_\_no
3. How would you use foresight now? How can you practice “foresight”?

---

*When a puff of wind comes down the course in sailboat racing, the crew is set-up with a challenge to “guess” if the puff will be a “lift” or a “knock”.*

## 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?

---

---

*PQ36*

*The Mind...*

*shapes reality;*

*Emotions...*

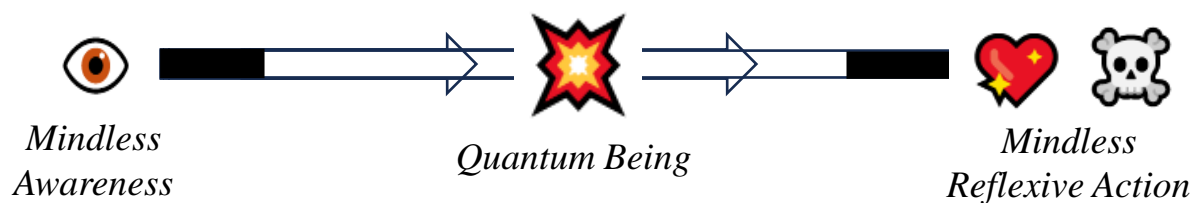
*indicate the desirability of that shape.*



*PQ37*

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

## 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 was 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.

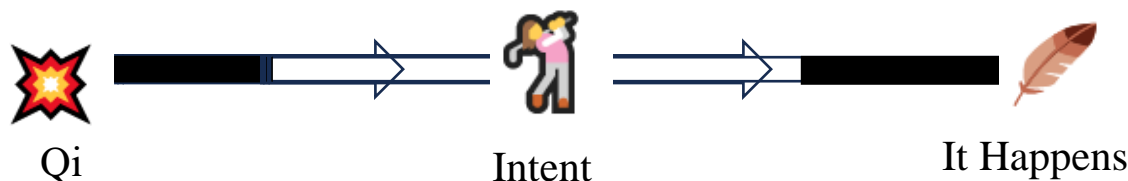
Describe a time or event you were “lucky.”

---



---

**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 Personal and 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”?

---

---

*PQ76*

*An athlete must take credit for “luck” and “being lucky” because they are doing something very important... they intend and allow success to happen.*

*PQ77*

*To reimagine and recreate your “best” performance  
may not bring the “best” performance you are  
capable of.*

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

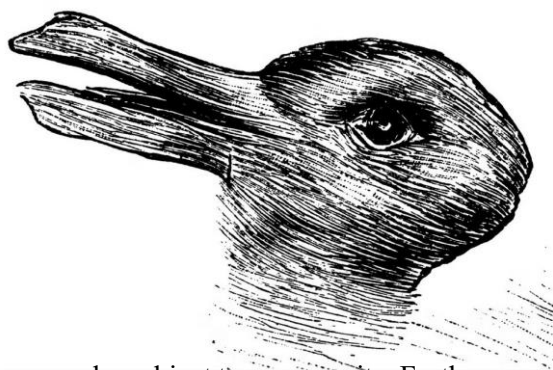


**8.4.3 Dominate Resonance:** When a dominating tuning fork starts vibrating, another weaker tuning fork will begin to resonate with that same frequency.

As a high school and college drafting instructor, I taught three dimensional writing classes. That is, how to express 3D ideas and objects into a 2D flat format or assembly that then could be manufactured and brought back into 3D life. As a teacher, I had to inspect my students’ 2D manufacturing drawings to “see” if they were following the required format. But, many times I would look at “their” drawings and get caught into their mistake and “see” theirs as drawn correctly. After I got caught into their illusion several times, I developed a procedure. Before even looking at their work, I would vigorously establish in my own mind the “proper and correct” drawing representation. Then I could bring them out of their “incorrect” illusion and into mine.

### *Do you see a duck or a rabbit?*

Your opponent may want you to see a rabbit and you want them to see a duck. You see yourself as successful, your opponent sees you as a failure. You know you will get the takedown, make the goal, put, or score. Your opponent knows you can not.



(Picture may be subject to a copywrite. Further research is needed.)

1) Whose vibrational feeling of success will be dominate “this” contest?

\_\_\_\_\_ *Yours (feeling good!)*                      \_\_\_\_\_ *Theirs (feelings of despair)*

2) How many hours have you spent practicing the power and good-feelings of success?

*Same as physical drills and practice*    \_\_\_\_\_yes    \_\_\_\_\_no

*Same as mental drills and practice*    \_\_\_\_\_yes    \_\_\_\_\_no

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



**8.5 Affirming a REALITY of success (with good-feeling emotions moods, attitudes, and feelings):**

*(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*

***Are your in a good mood with an exciting anticipation of the coming contest?***

*EXCITED!*                       *Nervous*

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?

*Dominance*                       *Incompetence*

*PQ78*

*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.*



*PQ79*

*The mind precipitates the physiology that is perceived as emotions. Therefore, an athlete is always exercising the mind, body, and emotions at the same time. The question is: Do they know it?*

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



**8.6 Learn to Be a Successful Being**



**8.6.1 Are you LUCKY?**

Bad-feeling cognitive-emotional activities and intentions bring unlucky events...AND good-feeling cognitive activities and intentions bring about lucky events.



**8.6.2 Synchronicity**



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

**8.6.3 Cognitive-Emotional Awareness:**



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

**8.6.4 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.

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



### 8.6 Learn to Be a Successful Being (continued)

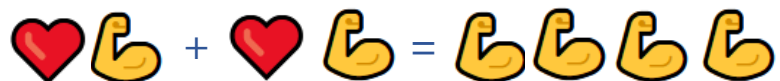


#### 8.6.5 Intent, want, desire:



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

#### 8.6.6 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.

#### 8.6.7 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.

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



## Section 8.0: “Mindless” Awareness and Reflexive Action 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

*PQ80*

*Success is a state of being.*

**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 \_\_\_

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 \_\_\_

## **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 \_\_\_

**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 \_\_\_

**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 \_\_\_

**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 \_\_\_

## **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: \_\_\_\_\_

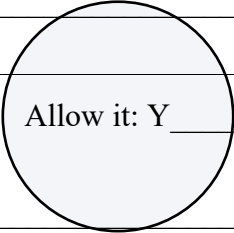
Think it: \_\_\_\_\_ Feel it: Y \_\_\_ N \_\_\_

Know it: Y \_\_\_ N \_\_\_ Allow it: Y \_\_\_ N \_\_\_ Success: Y \_\_\_ N \_\_\_

10 \_\_\_\_\_ Intent: \_\_\_\_\_

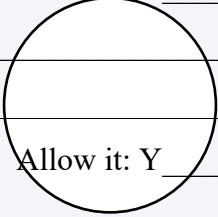
Think it: \_\_\_\_\_ Feel it: Y \_\_\_ N \_\_\_

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: \_\_\_\_\_

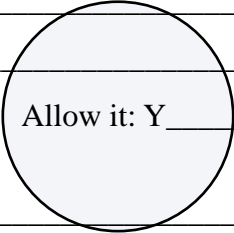
Think it: \_\_\_\_\_ Feel it: Y \_\_\_ N \_\_\_

Know it: Y \_\_\_ N \_\_\_ Allow it: Y \_\_\_ N \_\_\_ Success: Y \_\_\_ N \_\_\_

10 \_\_\_\_\_ Intent: \_\_\_\_\_

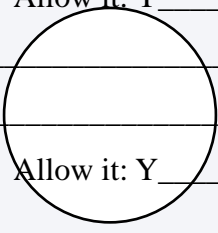
Think it: \_\_\_\_\_ Feel it: Y \_\_\_ N \_\_\_

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: \_\_\_\_\_

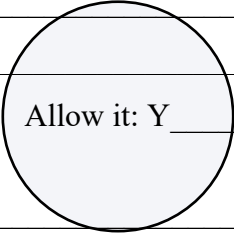
Think it: \_\_\_\_\_ Feel it: Y \_\_\_ N \_\_\_

Know it: Y \_\_\_ N \_\_\_ Allow it: Y \_\_\_ N \_\_\_ Success: Y \_\_\_ N \_\_\_

10 \_\_\_\_\_ Intent: \_\_\_\_\_

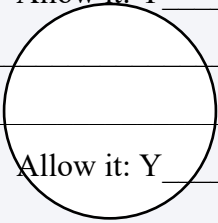
Think it: \_\_\_\_\_ Feel it: Y \_\_\_ N \_\_\_

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 \_\_\_

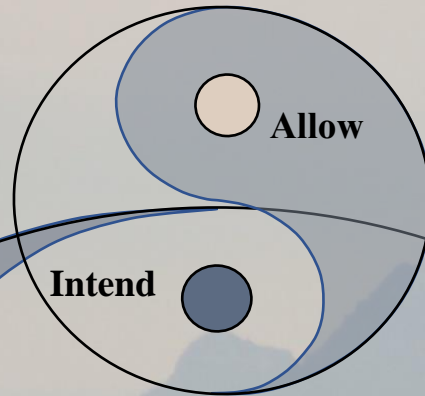
Intent

Allow

## *PQ81*

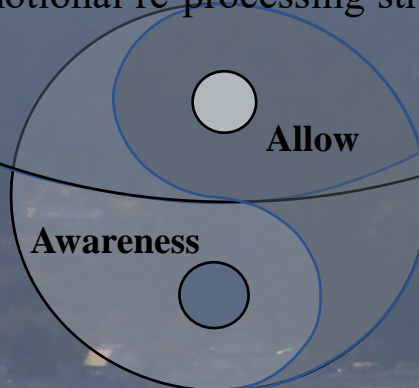
*The greatness of the human life experience emerges from the flames of individual desire arising out of hell's fiery conflicts on earth. Intention is forged in these fires. Emotion aligns our journey with these new intentions. Each succeeding generation will have its own mountains to climb and waters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

# OFFENSE



## Qigong: The Cultivation of Energy

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



# DEFENSE