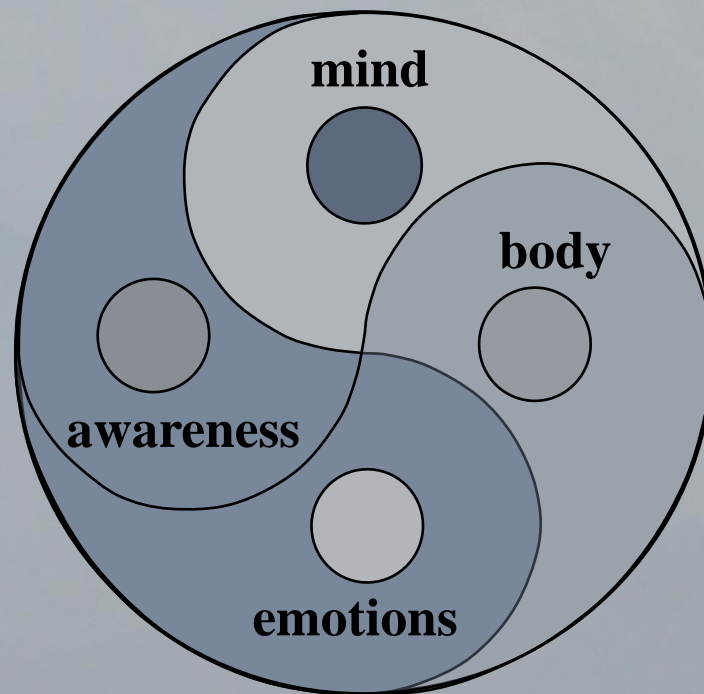


“BAGUBA” Psychology and Training Manual (VII) for All Directors, Athletes, and Coaches

Brutally Aggressive Guy (Girl) Uninhibited by Adversity
(rev2024-07-04a)



*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).
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Dark Night of the Full Moon: School of Hard Knocks. Symbiotic Psychology Press (16,000 words).

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*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.*

"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? How many exercise does the athlete have for emotional strength and conditioning. 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 may be 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. Although, all of that will be an outcome. 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, or 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



This work is dedicated to University of Wisconsin
long distance runner, who committed suicide:

Sarah Shulze
2000-2022

We taught her how to run, but not how to live.
As Athletic Directors, Coaches, and Educators, we have
a responsibility and duty to teach, train, and develop the
whole person, not just the athlete.

“BUGUBA” Psychology and Training Manual (VII) ***for All Directors, Athletes, and Coaches***

“BAGUBA” Training Seminars: 8 Lectures @ 50minutes each. Plus, a following 50min discussion-lab for each lecture. A 2day workshop would be two (2) lectures and (2) discussion labs each morning and two (2) each in the afternoon.

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

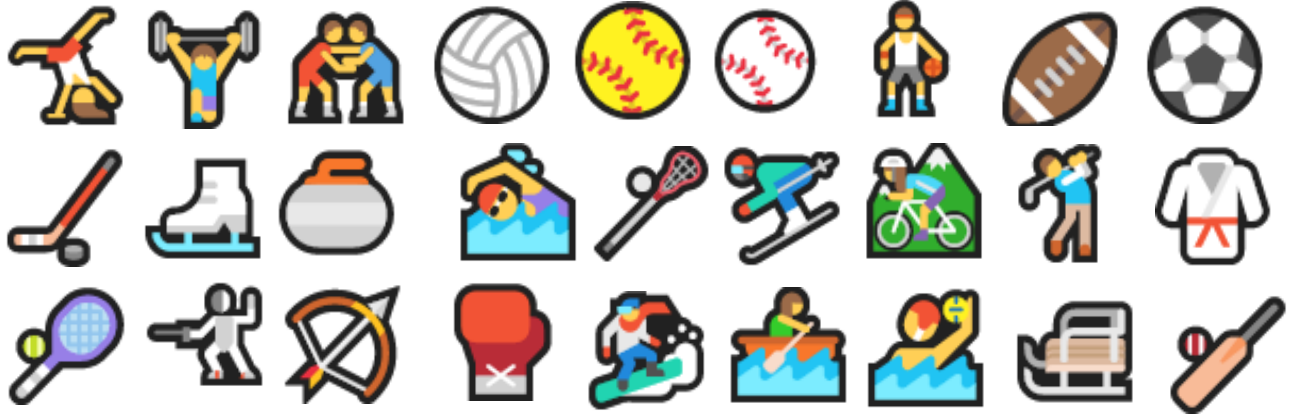
1.0A Ascent of Mt. Everest:

Do you know how to maintain “your house” for success?

1.1 What is “your house”?



“The mountain exists as you have been taught.”



1.2 Do you know how to maintain your house?

(Do you have the right tools?)



1.3 Your house of success: mind, body, emotions, and awareness!



(What have you been taught about your mind, body, emotions, and awareness maintenance and well-being for success?)

1.0A Ascent of Mt. Everest:

Do you know how to maintain “your house” for success?

1.4 House Maintenance



PQ02

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. (Although, all of that will be an outcome.)



Is your house in order?

PQ03

*A “BAGUBA” is brutally aggressive in utilizing their own emotional awareness to guide and re-process their own cognitive behavior towards **the good-feeling physiology of** (1) strength, power, speed, and agility, and of (2) effective and successful decision-making prowess and ability.*

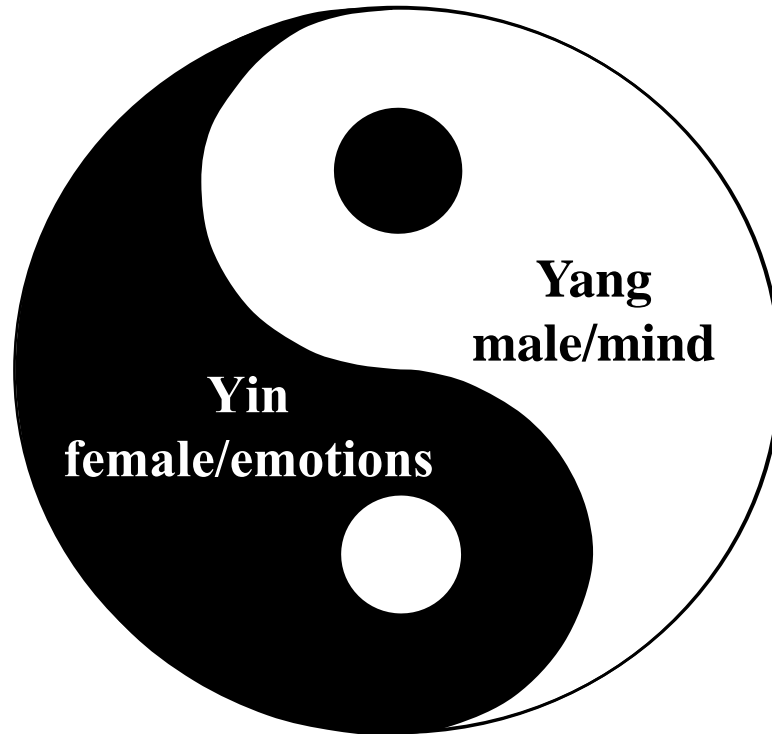


Is your house in order?

1.0A Ascent of Mt. Everest:

Do you know how to maintain “your house” for success?

1.4 House Maintenance



The symbiotic synergy between mind and emotions.

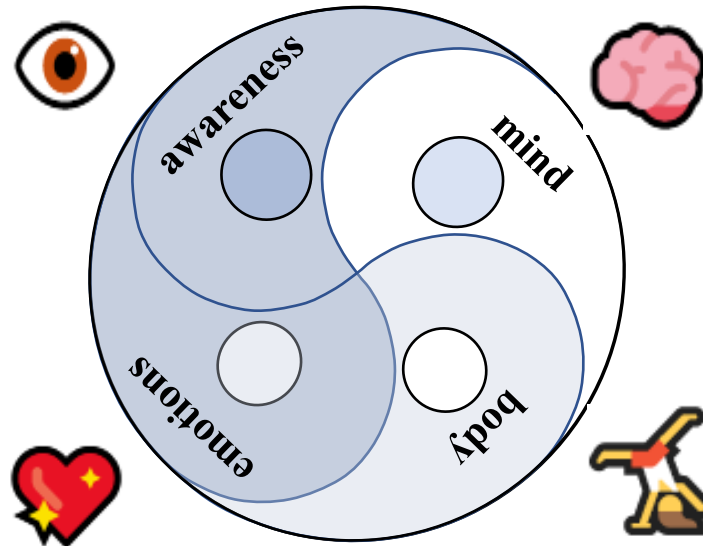


Yin/yang is the harmonious ballet between light and shadow gracefully dancing across the mountain as the sun progresses across the sky throughout the day.

1.0A Ascent of Mt. Everest:

Do you know how to maintain “your house” for success?

1.5 Symbiotic Psychology: The synergy between mind, body, emotions, and awareness.



- 1) Evolved, integrated, and cooperative inter-relationships.*
- 2) It is **YOUR** mind, body, and awareness that **YOU HAVE AND ARE** going to use to climb your mountain of success.*
- 3) What is the ultimate, the peak, the pinnacle, in competitive performance, capacity, and capability within the mind, body, emotions, and awareness?*



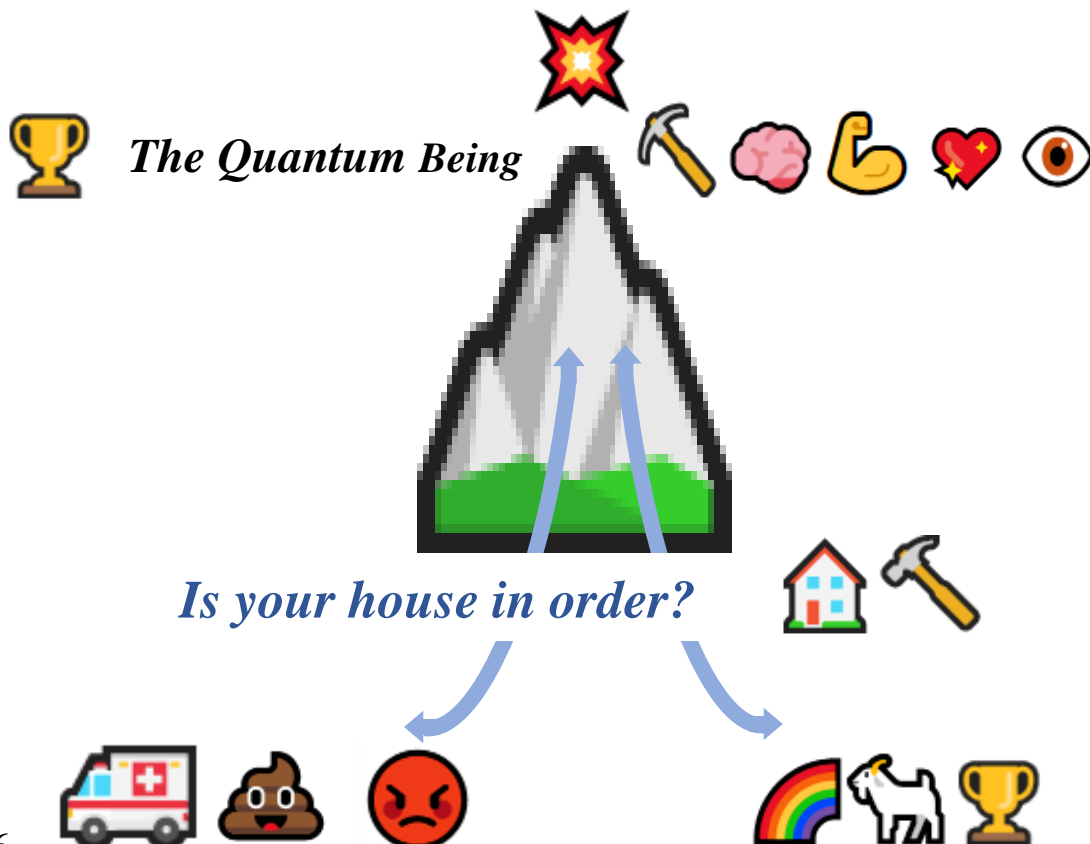
1.0A Ascent of Mt. Everest:

Do you know how to maintain “your house” for success?

What is the peak... the ultimate in competitive performance capacity and capability?

1.6 The Quantum Being

State of “no-mind”/ “mindlessness”/ “without mind”



1.0A Ascent of Mt. Everest:

Do you know how to maintain “your house” for success?

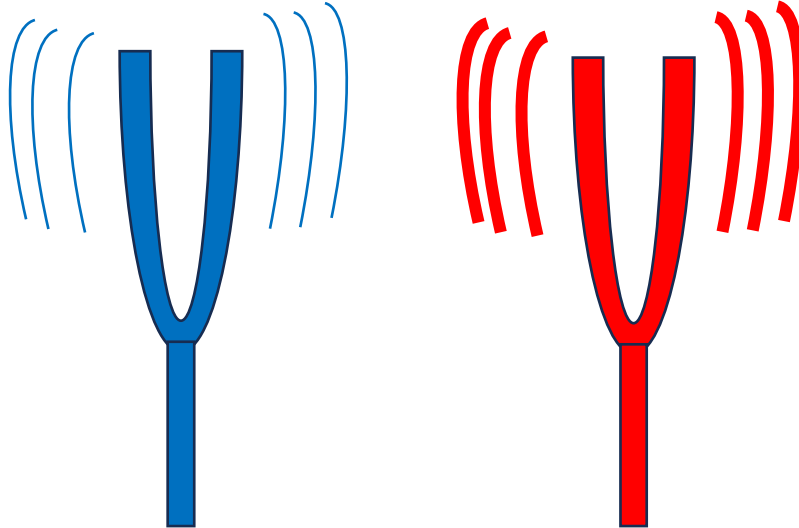
1.6 The Quantum Being



PQ04

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.

Principle of dominate resonance.



*Visualize: “I am the
winner of this match”*

*Intent: “I am the
winner of this match”*

PQ05

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

1.0A Ascent of Mt. Everest:

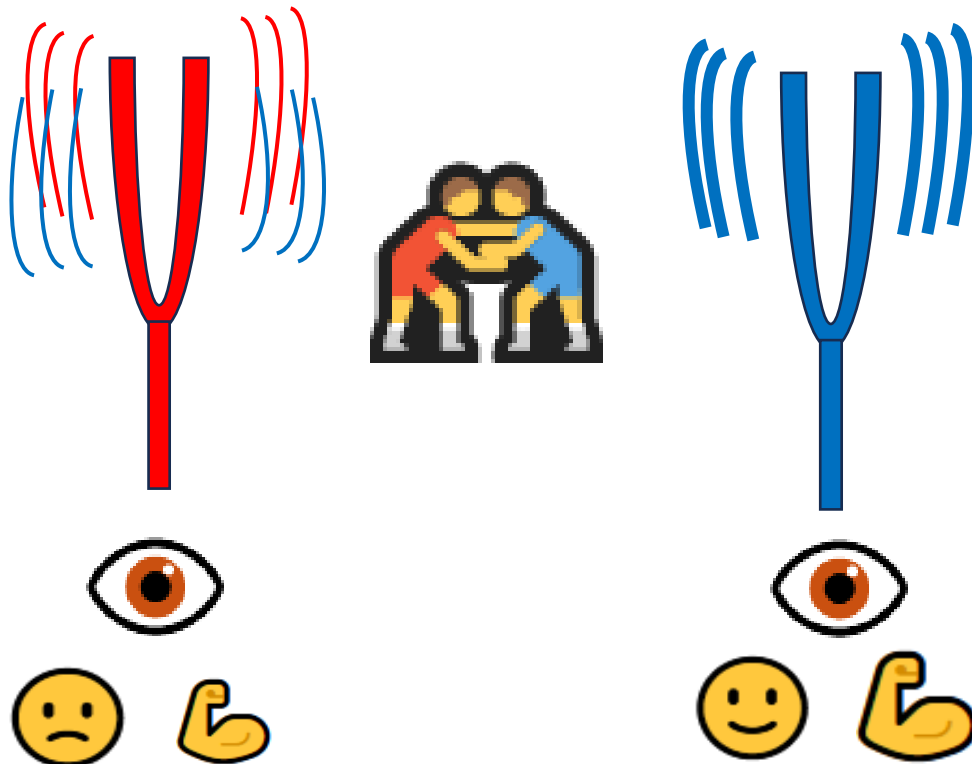
Do you know how to maintain “your house” for success?

1.6 The Quantum Being



PQ06

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.



1.0A Ascent of Mt. Everest:

Do you know how to maintain “your house” for success?

1.6 The Quantum Being



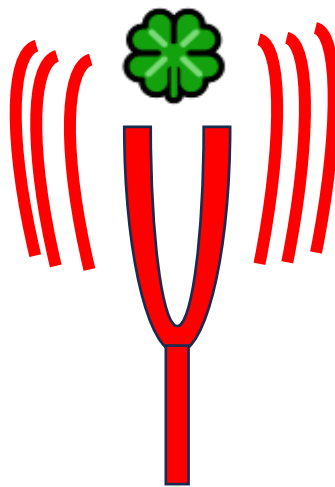
Do you believe in luck?

*What is luck but a present, in the now, synchronizing of
past and future events.*



PQ07

*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.*



*We are vibrational, Quantum Beings (metaphor?) that
“reach” through time and space, into the past and future.*

1.0A Ascent of Mt. Everest:

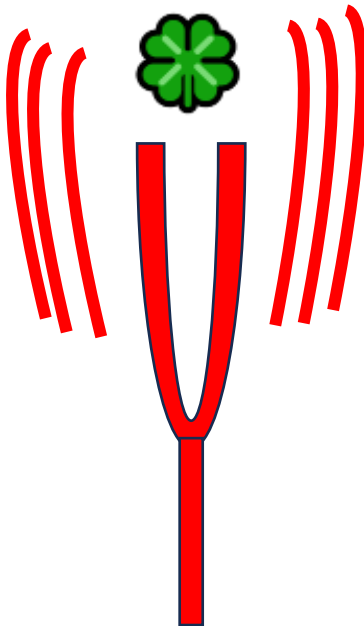
Do you know how to maintain “your house” for success?

1.6 The Quantum Being



PQ08

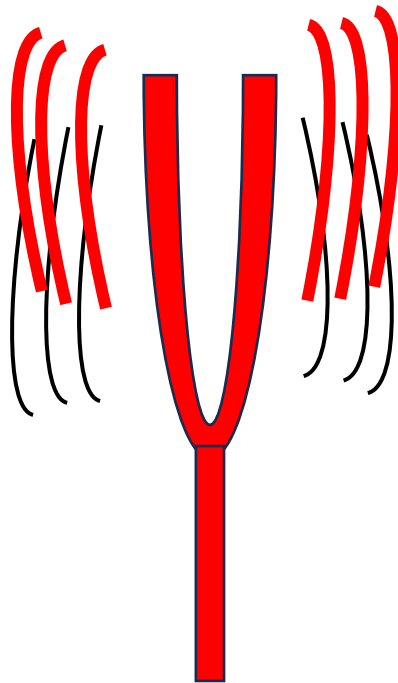
*An athlete must take credit for “luck” and “being lucky”
because they are doing something very important... they
intend and (in their joy) allow success to happen.*



1.0A Ascent of Mt. Everest:

Do you know how to maintain “your house” for success?

1.6 The Quantum Being



PQ09

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 of objects and linear cause and effect and become the master he so desired to be.

1.0A Ascent of Mt. Everest:

Do you know how to maintain “your house” for success?

1.7 The Intuitive Being

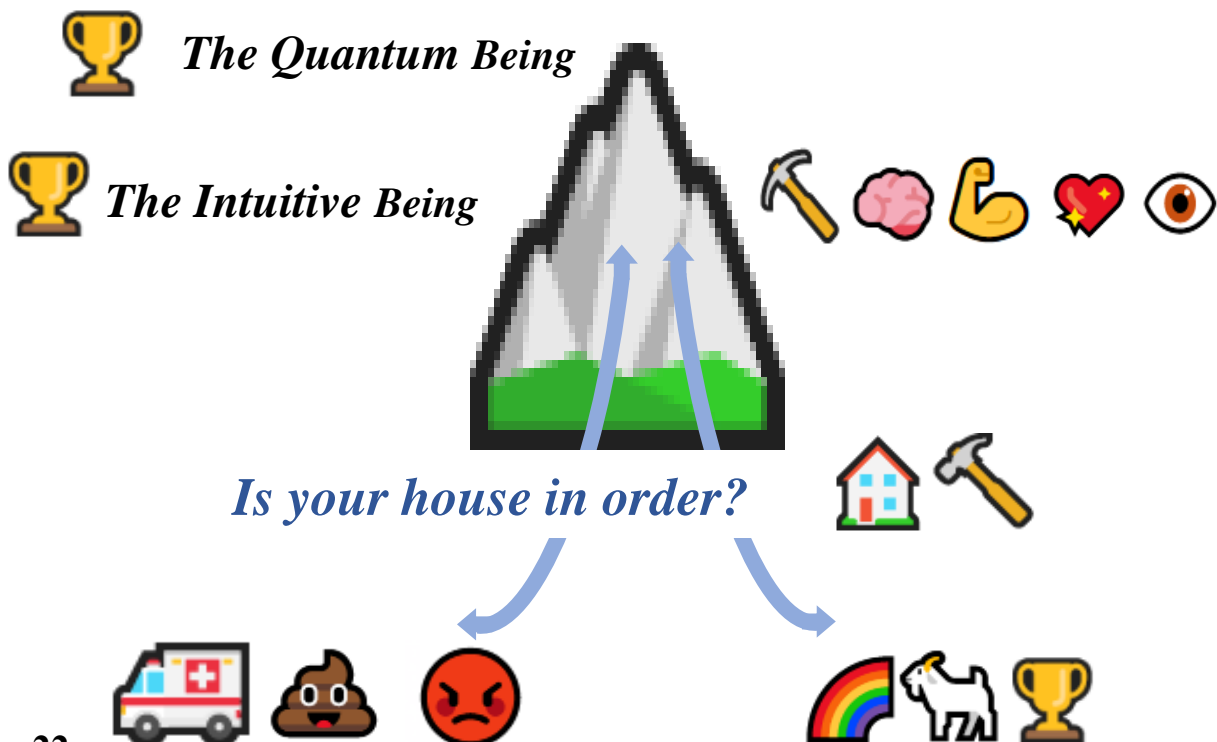


Gut Awareness and Intuitive Action of “Mind”

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

Being emotionally aware of (and acting on) the unconscious physical subtleties within the match/opponent. Your emotions know.

- 1) The smell of their body chemistry.
- 2) The slight twitches of their muscles
- 3) The glance of their eyes
- 4) The position of their arms, hands, fingers.



1.0A Ascent of Mt. Everest:

Do you know how to maintain “your house” for success?

1.7 The Intuitive Being



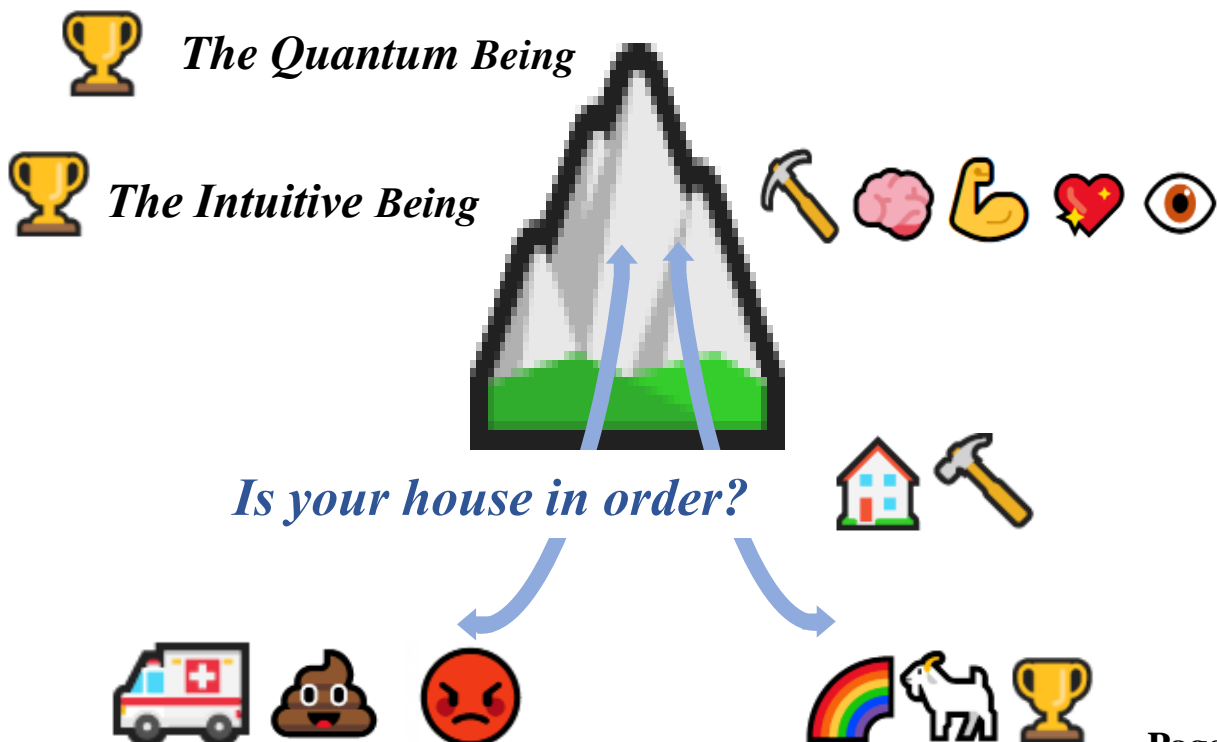
Gut Awareness and Intuitive Action of “Mind”

“Gut” Awareness involves EMOTIONS!!

A player cannot know (or act on) the subtleties playing out within the game, match, move, or play if they are:

- (1) Camouflaging their emotional state with mental chatter,*
- (2) Drowning out their emotions with music blaring through your mind*
- (3) Actively suppressing, ignoring, or controlling their emotional state of being, or*
- (4) preoccupied by being mindfully aware of their thoughts and emotions with “acceptance and without judgment”*

(An athlete must use, evaluate, and judge their emotional awareness.)



1.0A Ascent of Mt. Everest:

Do you know how to maintain “your house” for success?

1.8 The Process Being



The Actuation Process of Success

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

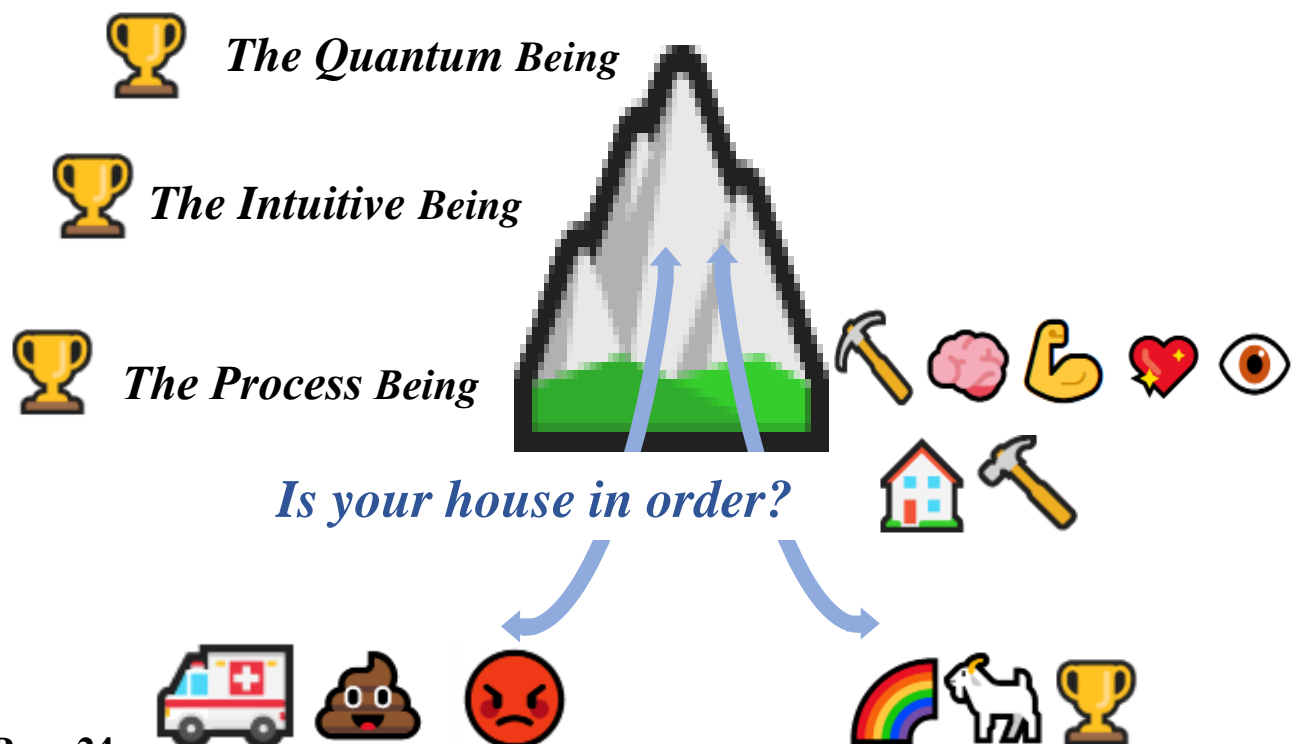


a) Intent calibrates an athlete's emotional guidance

- (1) Your emotions are now calibrated (with good and bad-feeling reactions) to provide feedback on activities of the mind (thoughts, memories, imaginations, perceptions, and reasoning)
- (2) What is the emotional difference between an ice axe and a claw hammer? If repairing your house?

(b) Sets off a chain of retro-causal events to actualize the future intent.

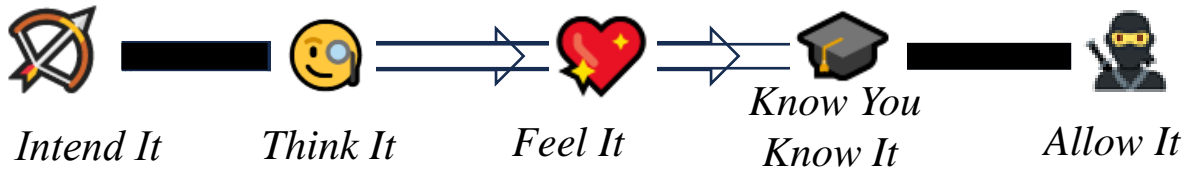
- (1) Set an intention to climb Mt. Everest next May (future event)



1.0A Ascent of Mt. Everest:

Do you know how to maintain “your house” for success?

1.8 The Process Being

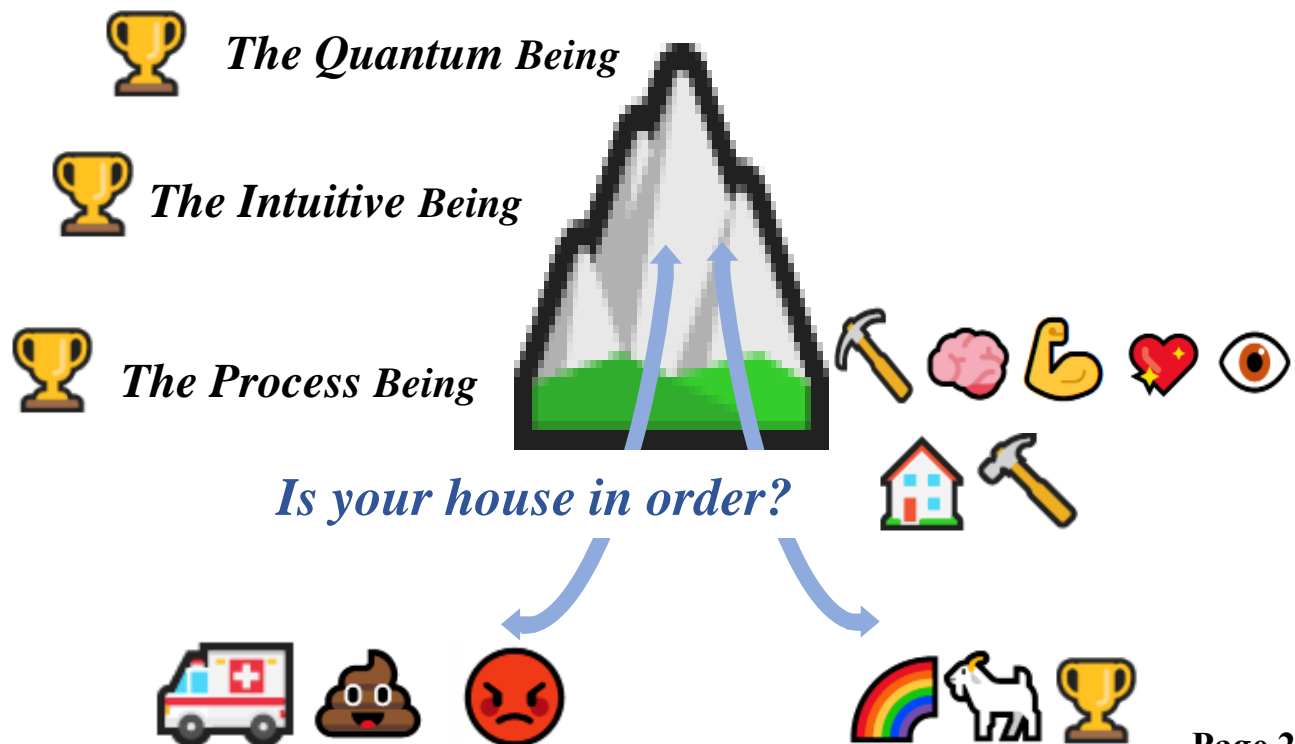


The Actuation Process of Success

1.8.2 Think It



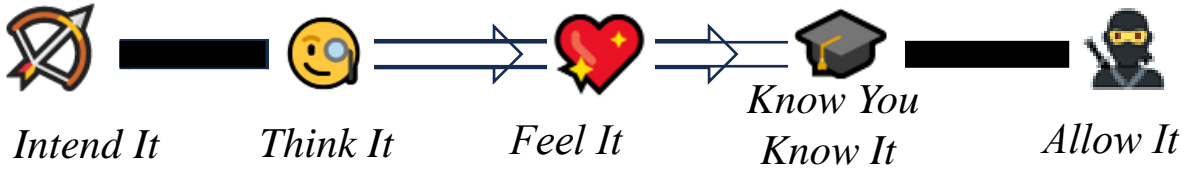
- a) What are the mechanics/technique of your intent (assignment, move, shot) you? (This is using your cognitive mind.)
- b) Technique must become automatic through practice and drills.
- c) There is a thought process while learning that must be recognized and acknowledged.



1.0A Ascent of Mt. Everest:

Do you know how to maintain “your house” for success?

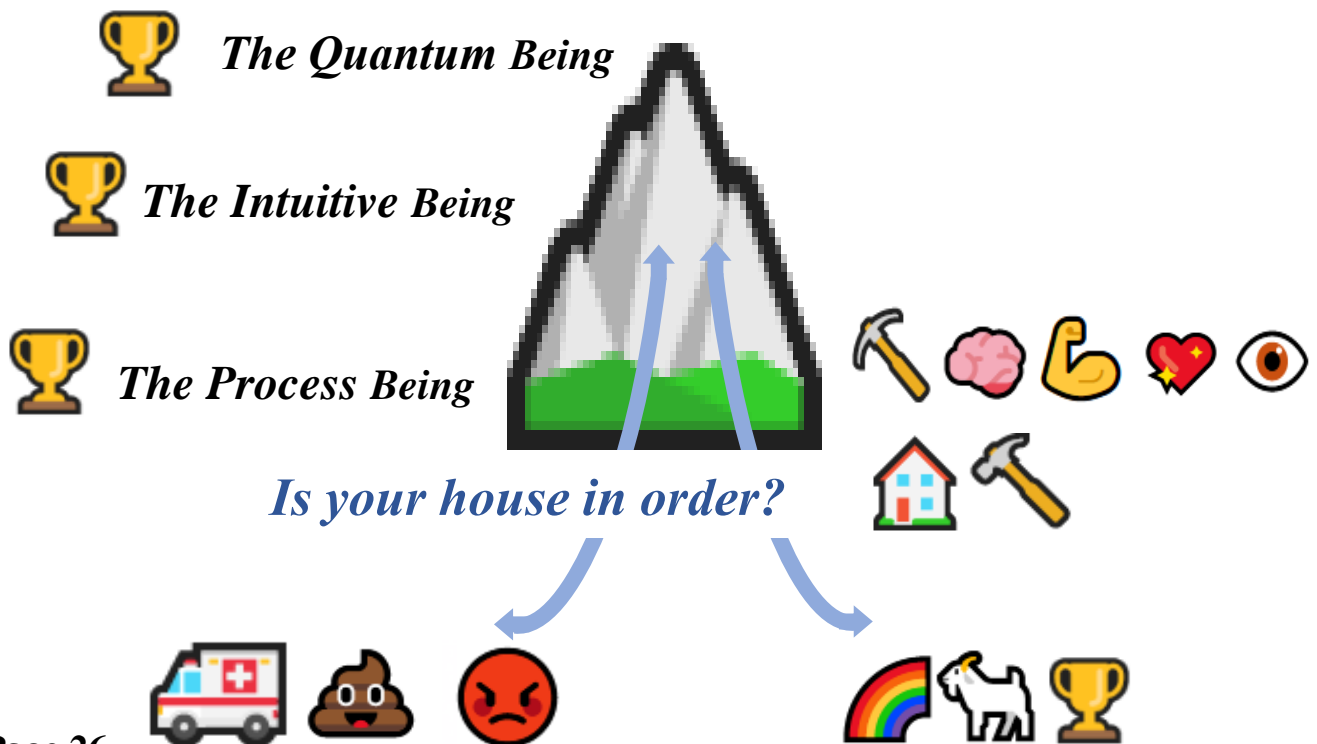
1.8 The Process Being



The Actuation Process of Success

1.8.3 Feel It

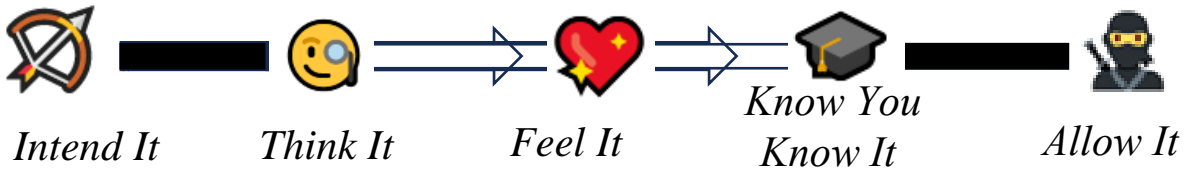
- a) Find the good-feeling place of power. Good feeling emotions, moods, attitudes, and feelings are indications and alignment with a healthy, strong, and robust physiology.
- b) What is the feeling-place of your assignment, move, shot?



1.0A Ascent of Mt. Everest:

Do you know how to maintain “your house” for success?

1.8 The Process Being



The Actuation Process of Success

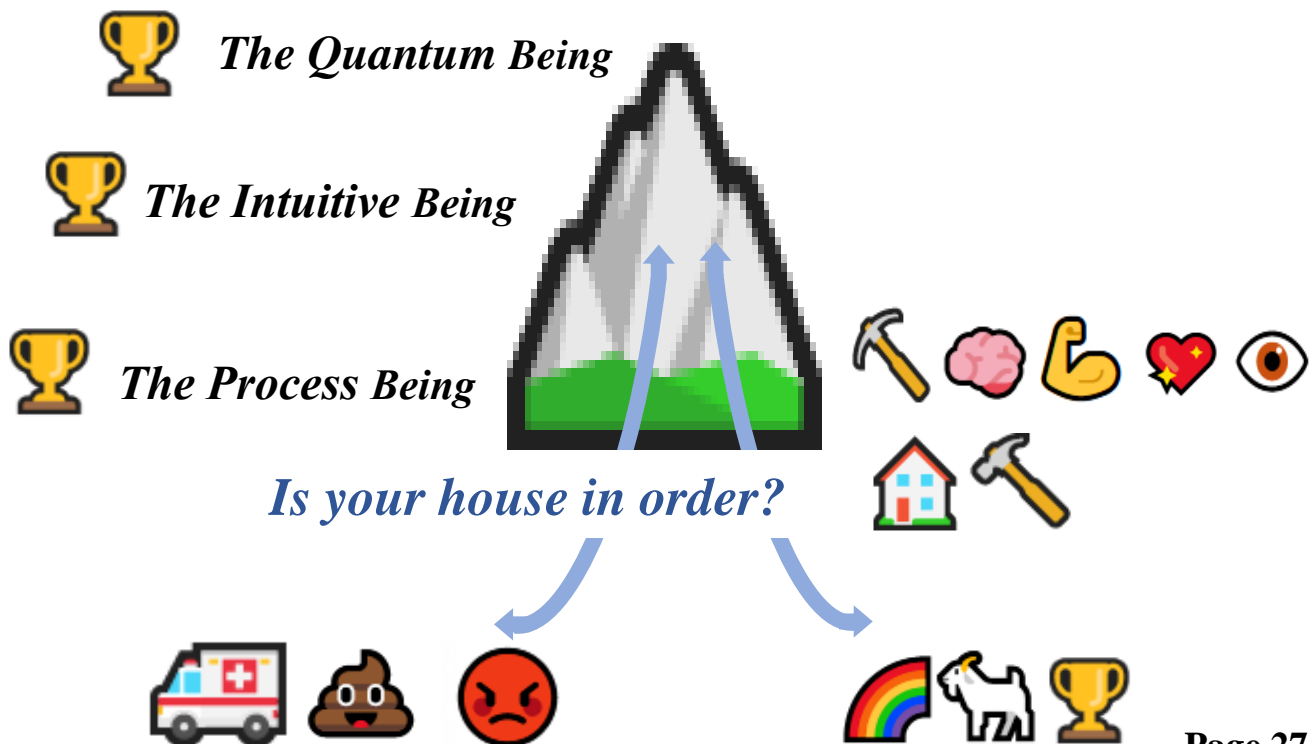
1.8.4 Know It.



A cognitive-emotional knowing of success

“You know you know it.”

- a) “I got it”
- b) “Mo-jo”
- c) “confidence”
- d) ”swagger”



1.0A Ascent of Mt. Everest:

Do you know how to maintain “your house” for success?

1.8 The Process Being

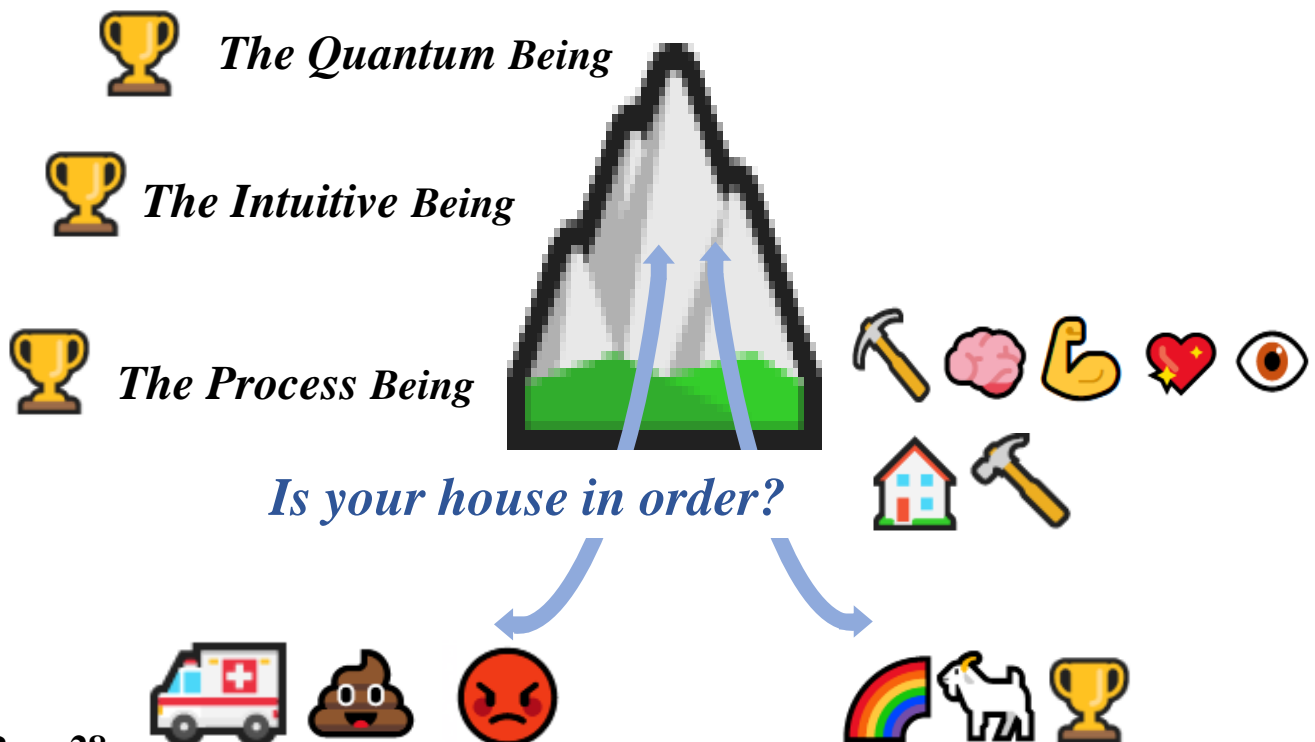


The Actuation Process of Success

1.8.5 : Allow It to Happen.



- “It happens” means an athlete is not “forcing” it. You are not “willing it”. You are not “demanding it”. You are allowing it to happen; like holding your arm out and allowing it to drop by your side.
- Allowing also means lack of conflicting cognitive activities as indicated by any emotionally negative (bad-feeling) awareness. Ideally, allowing happens in a state of exhilarating excitement.



1.8.6 The Actuation Process of Success: Offensive Segment Intending

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

OFFENSE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

2 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

3 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

4 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

OFFENSE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

2 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

3 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

4 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

1.8.7 The Actuation Process of Success: 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 C)

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 ___

1.8.8 The Actuation Process of Success: Home 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 D)

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

1.0B Is your house in order?

Do you know how to maintain “your house” for success?

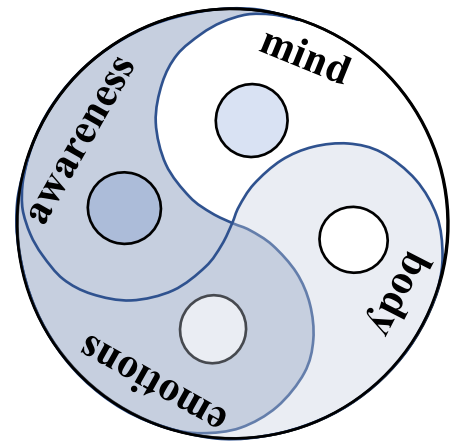
1.9 House Maintenance for Success



Practice is 90% physical, 10% mental. Competition reverses those numbers to 90% mental, 10% Physical.

And emotions? What about emotions?

(How many exercises and drills for emotional development?)



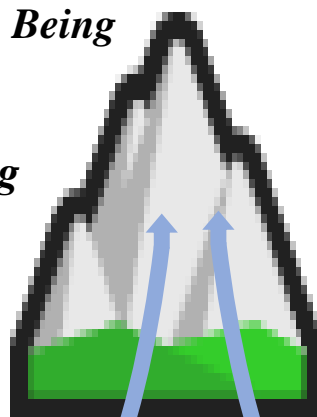
The Quantum Being



The Intuitive Being



The Process Being



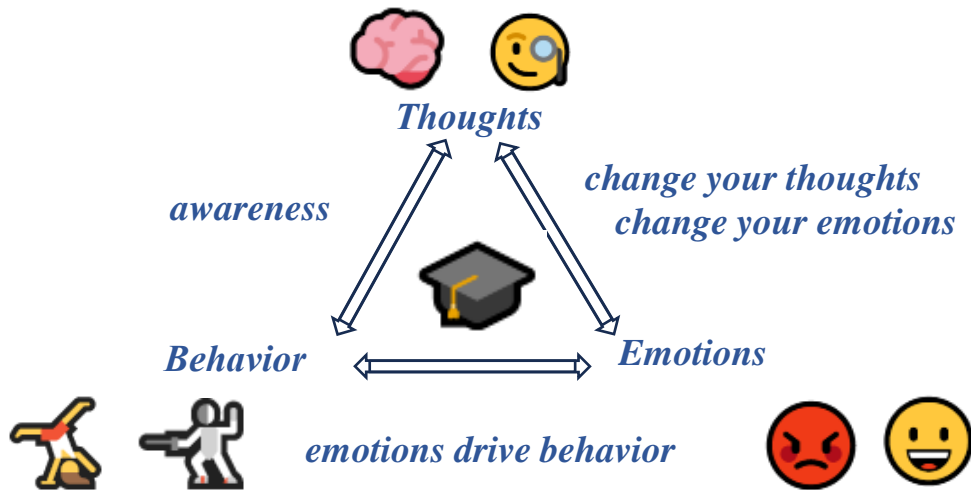
Is your house in order?



1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.10 The Mountain Exists as You Are Taught: (The Cognitive Triangle)



1) Homer's "Iliad" (800-700BCE) (think Brad Pitt's "Troy" (2004))

- Achilles' fatal rage brought countless sorrows upon the Greeks.
- 3000 years of a language and literature of "emotions drive behavior."
- And, aberrant and dangerous emotions drive destructive behavior.

2) Therefore, beginning with the Ancient Greek Philosophers (600-300BCE): The supremacy of "mind" and "reason".

- Emotional dysfunction and disorder
- Emotion regulation and control by mind (reason vs. emotion debate)
- Similar religious debate between thoughts, emotions, and behavior:
 - The Torah 450-350 BCE
 - The New Testament 50-120 CE
 - The Quran 609-632 CE
 - Buddhism 400 BCE

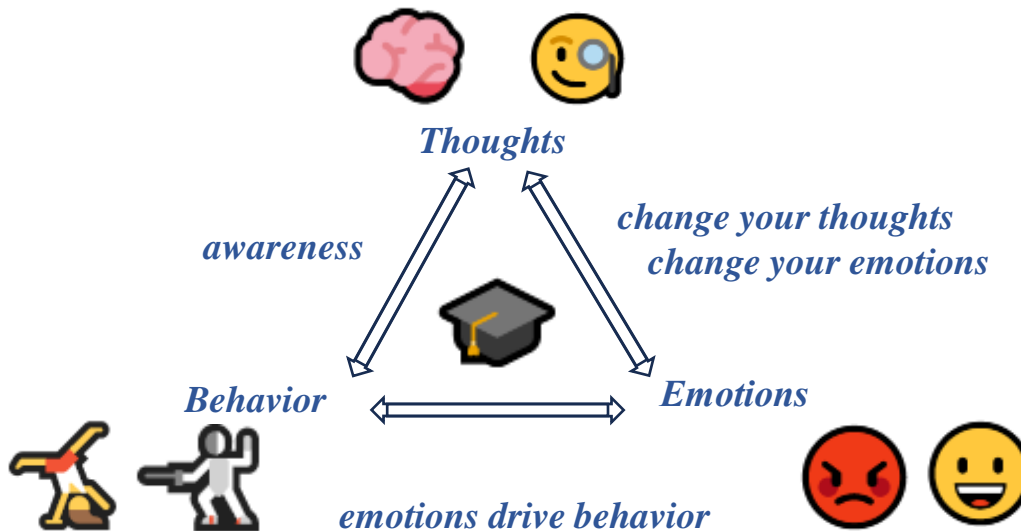
3) Modern psychology of emotional dysfunction and disorder.

- Emotions must be controlled, regulated, and managed by mind.
- Success of cognitive behavior modification therapies
- Success of pharmaceuticals
 - mental illness (like depression, mania, schizophrenic tendencies) are a biochemical imbalance caused by emotional dysfunction
 - pharmaceuticals are used in attempt to regain biochemical balance

1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.11 Today’s Performance Psychology (The Cognitive Triangle)



1) Mental Toughness and Focus

- a) Tolerate or ignore physical and emotional pain*
- b) Focus on physical strength, training, and abilities*

2) Mindfulness

- a) awareness of one’s internal state and surroundings*
- b) without judging or reacting to them (APA)*

3) Realistic Visualization

- a) Imagining your successful behavior/outcome (in your sport)*

4) Positive Self-Talk

- a) offshoot of cognitive behavior modification therapy (CBT)*

And emotions?

- 1) aberrant and dangerous emotions driving destructive behavior.*
- 2) emotional dysfunction under cognitive control*
 - a) mindfulness training (don’t react, don’t judge)*
 - b) mental toughness (tolerate emotional pain)*
 - c) change thoughts/change emotions (visualize something good)*

And intuitive and instinctive awareness and spontaneous action?

- 1) Physical training and repetition: (don’t think...act)*

And emotions?

1.0B Is your house in order?

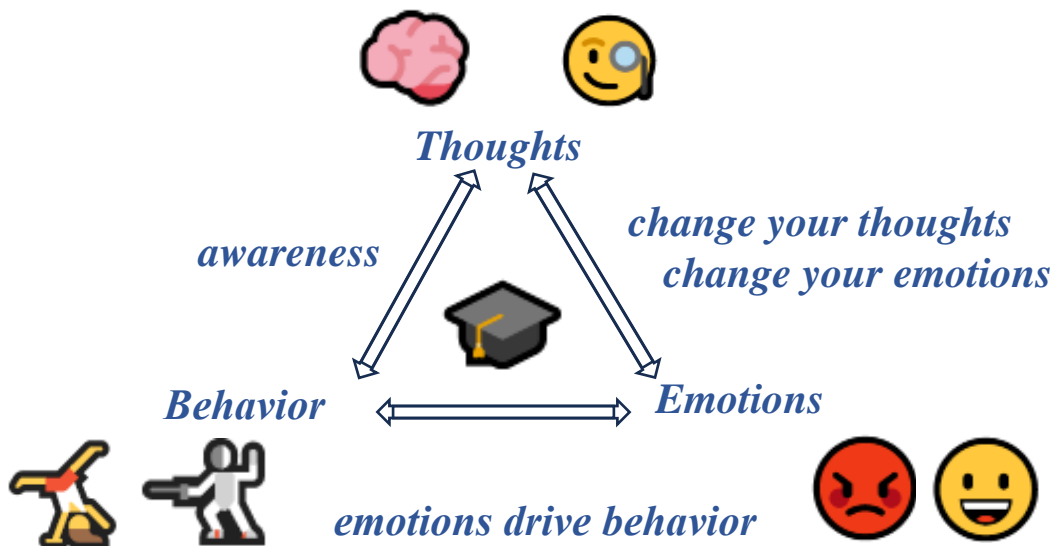
Do you know how to maintain “your house” for success?

1.12 How do you know what you are doing?

(What have you been taught?)



1) mental toughness, 2) visualization, 3) mindfulness, 4) positive self-talk, 5) physical strength, conditioning, and training.



Something went wrong!?

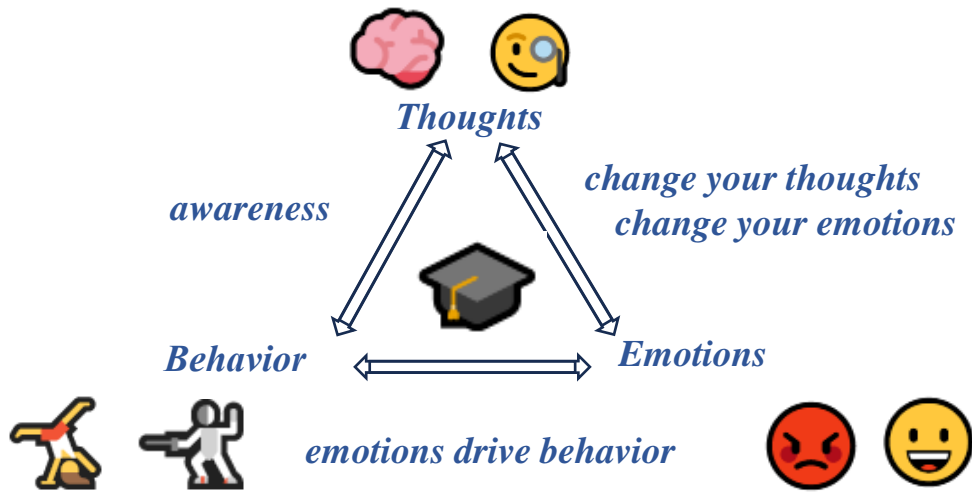


Something went amiss for long distance runner Sara Shulze (2000-2022) in our world of highly advanced, researched, and academically grounded mental toughness, visualization, mindfulness, and positive self-talk conditioning and training.

1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.13 Can we improve The Cognitive Triangle?

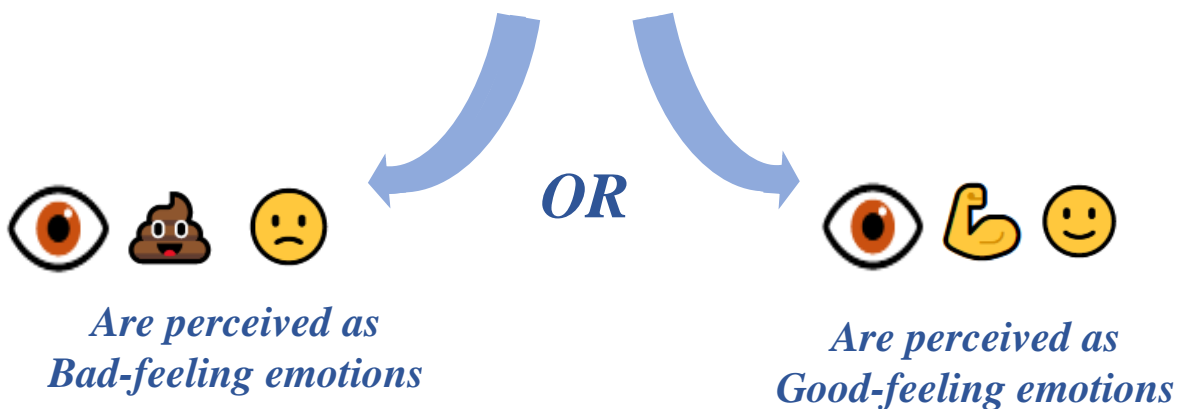


1) Add changes in physiology:

- Emotions (moods, attitudes, and feelings) are the perception of changes and states of physiological being in the brain and body.



Neurology, Biochemistry, and Physiology



- Emotions (moods, attitudes, and feeling) either feel- good or feel-bad.

1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.13 Can we improve The Cognitive Triangle? (cont.)

2) Add effects of millions of years of evolutionary struggle, hardship, conflict, and battle.



- Bad-feeling emotional awareness has an evolved correlation with an un-healthy physiology.



- Good-feeling emotional awareness has an evolved correlation with healthy physiology.

Imagine early humanity surviving by climbing trees for fruits and nuts, crossing steams, or living on the African savannahs. Would their gathering and hunting be successful if:

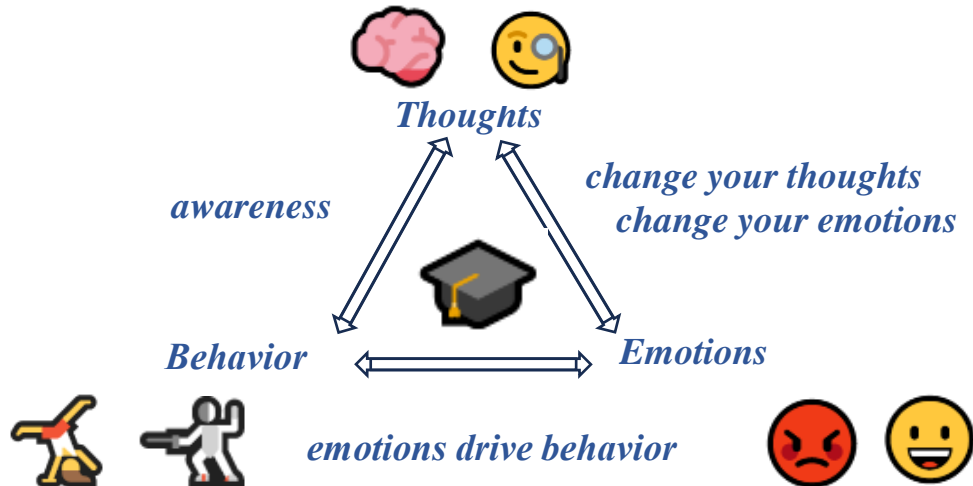
- 1) Felt emotionally good, but was physically weak...*
- 2) Felt emotionally bad, but was physically strong...*
- 3) Felt emotionally good, and was physically strong...*


Imagine a modern day, good feeling drunk stumbling into their car to get across town during rush-hour traffic....

1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.13 Can we improve The Cognitive Triangle? (cont.)




Cognition (thoughts, memories, imaginations, perceptions, and reasonings)

precipitates



the changes and states in neurology, biochemistry, and physiology

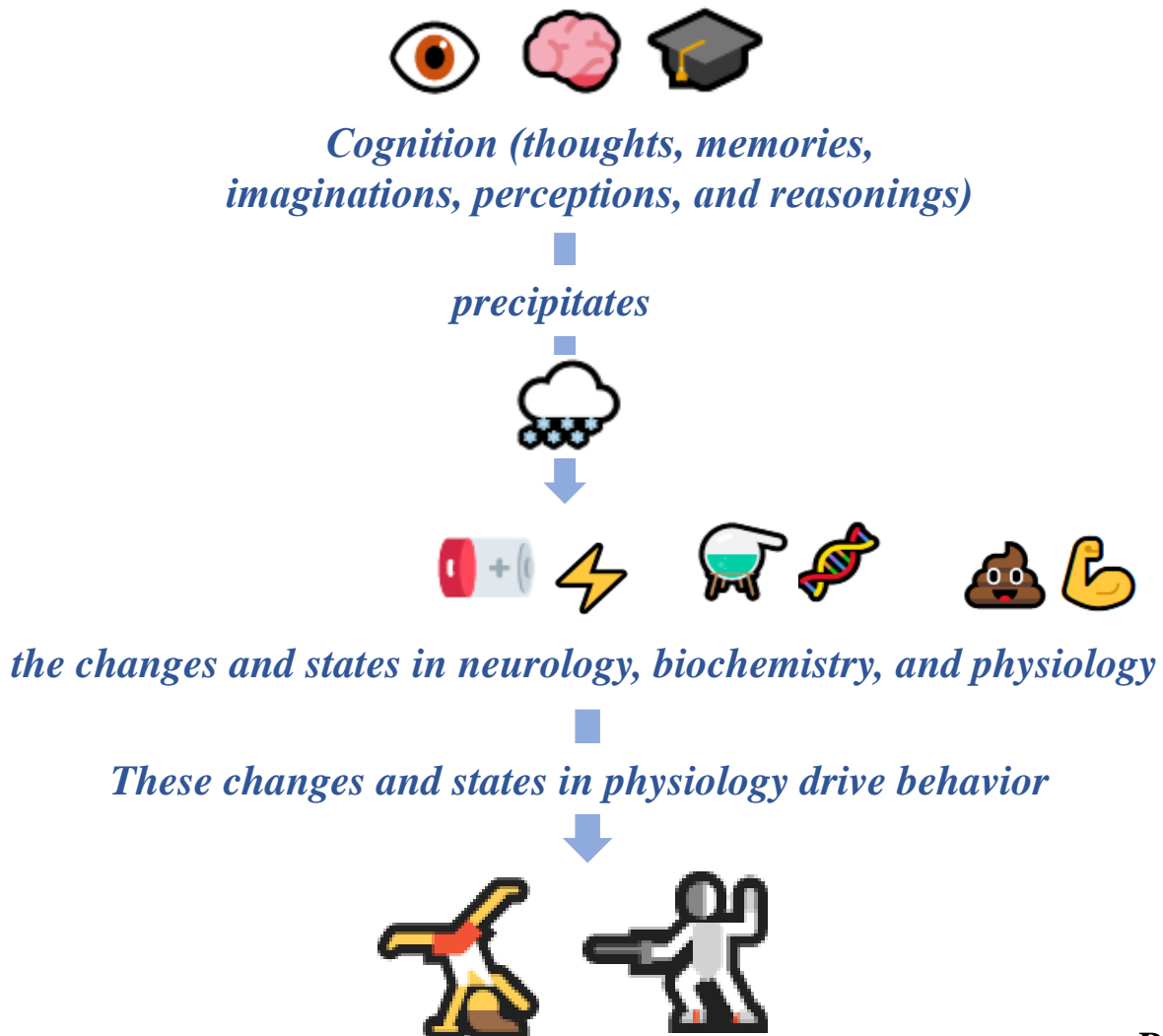
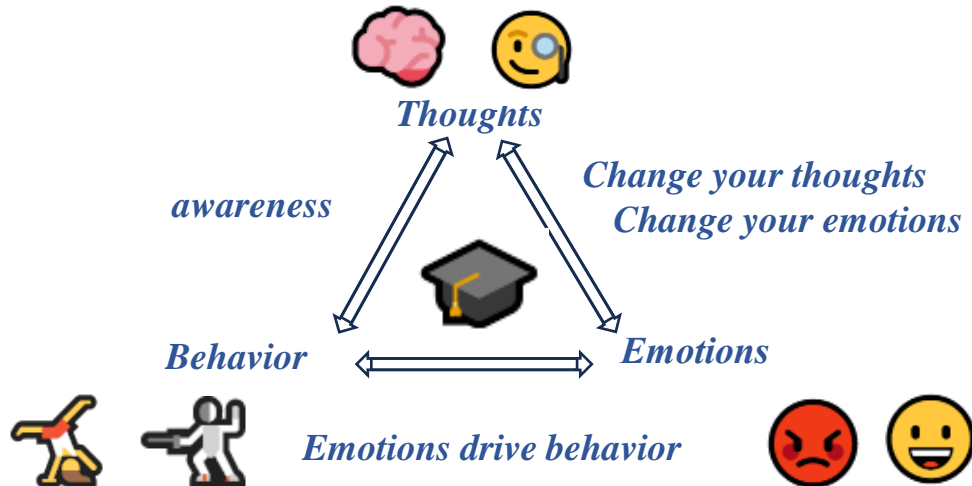
that are perceived as good- and bad-feeling emotions



1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.13 Can we improve The Cognitive Triangle? (cont.)



1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.14 Cognition-Emotional Re-Processing

cognitive activities



(thoughts, memories, imaginations, perceptions, and reasonings)

precipitate



the Neurology, Biochemistry, and Physiology



is perceived as



Bad-feeling emotions evolved correlation with unhealthy physiology and depressed and aggressive decision-making and

destructive behavior.

Good-feeling emotions evolved correlation with healthy physiology and joyful and cooperative decision-making and constructive behavior.

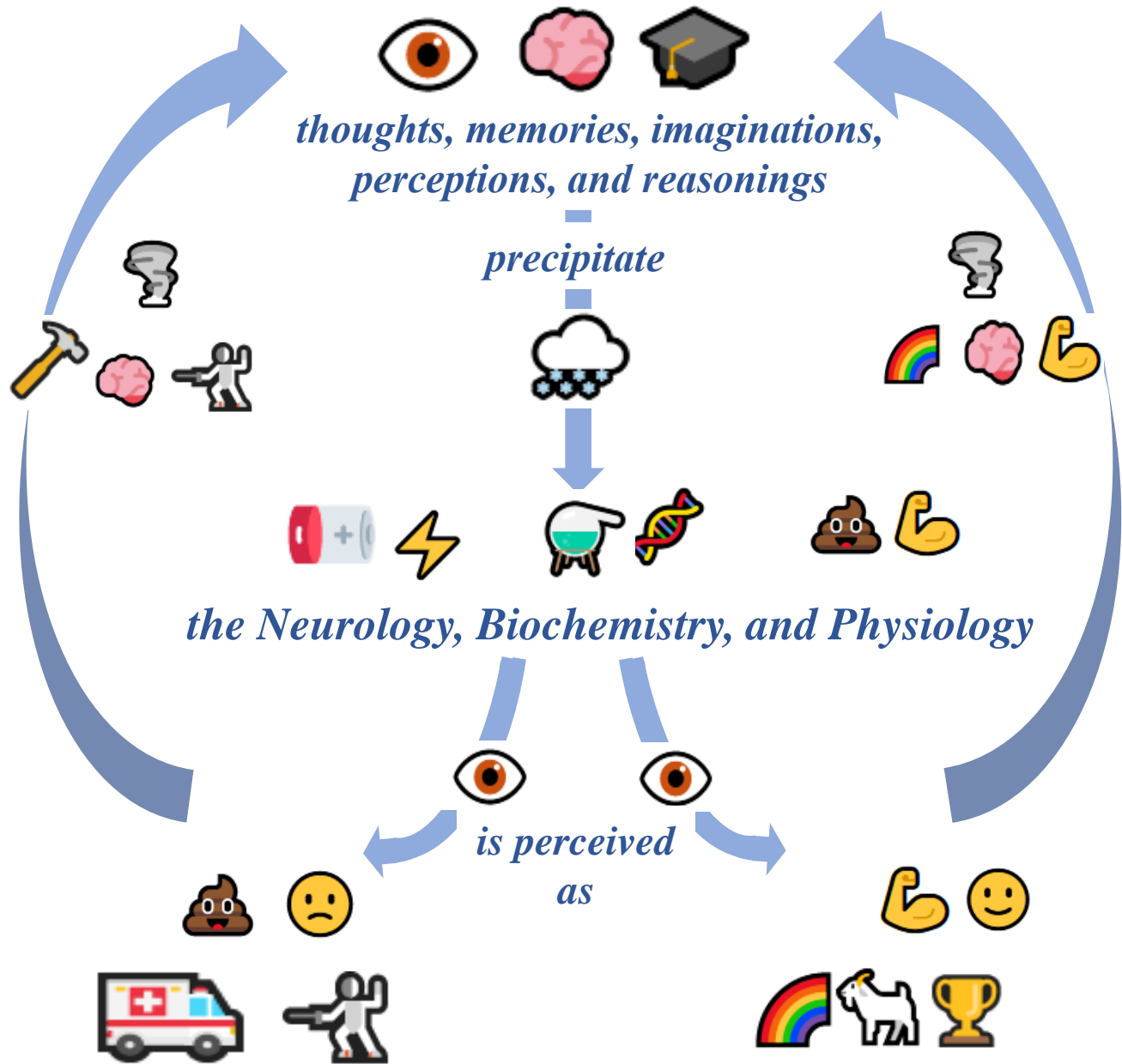
1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.14 Cognition-Emotional Re-Processing

Natural and Evolved Operant Conditioning

Find better feeling cognitive activities



thoughts, memories, imaginations, perceptions, and reasonings

precipitate

the Neurology, Biochemistry, and Physiology

is perceived as

Bad-feeling emotions:
unhealthy physiology and depressed and aggressive decision-making and destructive behavior.

Good-feeling emotions:
Healthy physiology and joyful and cooperative decision-making and constructive behavior.

1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.15 Step 1: Cognition-Emotional Distracting Exercises

Your work is to distract and refocus your mind away from “the problem” and **to get into a good-feeling place of power** and to re-energize yourself for your next practice or game, AND from this place of power, to re-construct, re-process, re-frame, and modify any emotionally bad-feeling cognitive activities into emotionally good-feeling cognitions.

1) Do something fun

2) Meditation, Mindfulness, Breathing Exercises

3) Appreciation (dwell and focus upon the good feeling aspects of “what ever”)

4) Acts of Kindness

5) Hobbies and Extra-Curricular Activities

6) Go Places

7) Creative writing

8) Music and the Arts

9) Religion

10) Touchstones

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

12) Professional Therapy, Counseling, and Healing

Note: The “Black Dog Institute” in Australia uses student “anxiety” in primary schools as an indicator of potential future mental health issues. That is, if a student doesn’t have the skills to move out of “anxiety” now....

1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.16 Step 2: Cognitive-Emotional Re-Processing Exercises

A director’s, athlete’s, and coaches’ natural and evolved cognitive-emotional re-processing mechanisms are used to re-structure and to re-format their cognitive activities (thoughts, memories, imaginations, perceptions, and reasoning) towards emotionally good-feeling health, well-being, and effective and successful decision-making prowess and ability.

1) Warm-up:

- 1) Get into a positive good-feeling place before tackling your emotional land mines. “You can’t get there from here.”**
 - 1) Cognitive-emotional distracting activities**
 - 2) Realize that your own cognitive behaviors are causal to how you feel. (Cognition precipitates the physiology perceived as emotions.)**
 - 3) Work from general overall desires to more specific.**
 - 1) Spiral from the outside general outside into the more specific center.**
 - 2) Find the good-feeling place of what is working.**
 - 3) What are some “things’ that are working for you?**
 - 1) _____
 - 2) _____
 - 3) _____
- 4) Remember your goal is to get into and dwell within the good-feeling place of success.**

1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.16 Step 2: Cognitive-Emotional Re-Processing Activities (continued)

- 2) Cognitive-Behavior Re-Processing Skills and Techniques**
 - 1) Find a better feeling thought (and other cognitive activities).**
 - 2) Re-state and re-focus from an “unwanted” to a “wanted” desire and intended outcome.**
 - 3) Re-framing: make lemonade out of lemons. (I learned from this defeat.)**
 - 4) Re-evaluate wants, and desires: re-establish or re-think intent/intentions**
 - 1) Intent sets calibrates the emotional guidance on what feels-good and what feels-bad.**
 - 2) If climbing Mt. Everest, I want an ice-axe (feels-good), not a claw hammer (feels-bad).**
 - 3) Maybe this is not the year to climb Mt. Everest. That is, no matter what you do, you can’t get into the good-feeling place for *that* ascent.**
 - 5) Re-assess inherited personal, institutional, and religious beliefs and logic.**
 - 6) Use religious and secular teachings of compassion, love, and forgiveness.**
 - 7) Learn to “STOP”; don’t start down the negative, bad-feeling rabbit hole.**
 - 1) Use the “not wanted” to define what “is wanted”**
 - 8) Meditate and dwell within the good-feeling place of success.**

1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.16 Step 2: Cognitive-Emotional Re-Processing Activities (continued)

3) Pre-Cautions

- 1) Don't get caught up in a never-ending vortex of blame.**
- 2) Choose your “battles” and “wars”.**
- 3) When on this path, doing what you are doing, and the “good-feeling place of success” is never attained, it is time to step-back and re-evaluate your current intentions.**

1) Maybe you are not on the right path.

4) When you “make a decision” or “call a play” *MAKE IT* the “right decision”; *LET IT BE* the “right decision”.

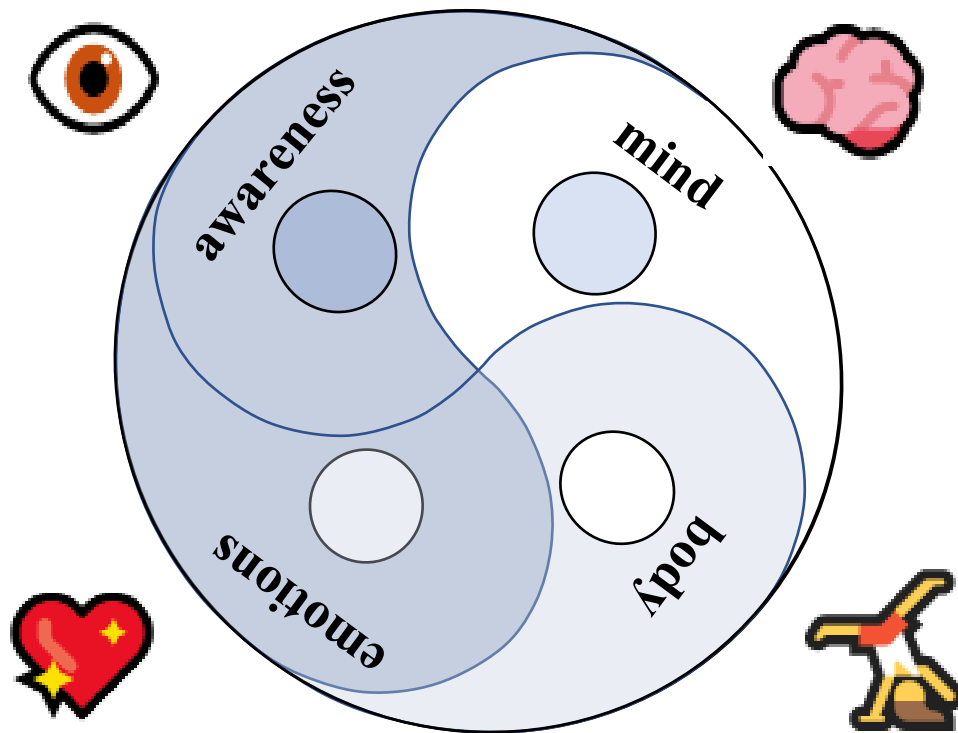
- 1) Make it real (your decision).**
- 2) Don't second guess your-self**
- 3) Stay out of “what if it is wrong”, “what I made a mistake”**
- 4) Play it out and you will find success (or not).**
- 5) Keep in the good-feeling place and vortex of success that will draw together the people, places, and events to actualize that successful decision.**

5) Be passionate about being passionate, feeling good, and being in a place of health, well-being, and successful decision-making prowess. That is, attaining and maintaining a state of being that supports success in competition and in a life outside of sports.

1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.17 Maintenance Review



***The Symbiotic Synergy Between Mind, Body,
Emotions, and Awareness***

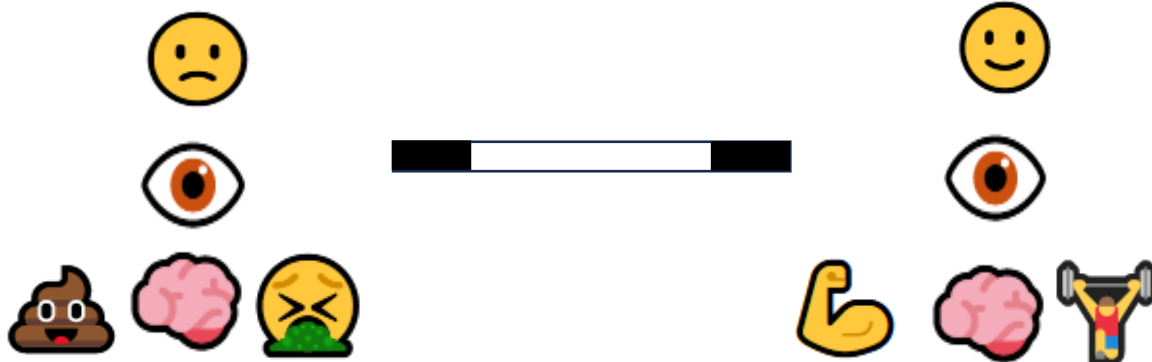
PQ10

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).

1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.17 Maintenance Review



PQ11

Bad-feeling emotions, moods, attitudes, and feelings have an evolved correlation with an un-healthy physiology of weakness, lethargy, clumsiness, ineptness, and an ineffective decision-making capacity.

PQ12

Good-feeling emotions, moods, attitudes, and feelings have an evolved correlation with a healthy physiology of strength, power, speed, agility, and cunning and an effective and successful decision-making prowess.

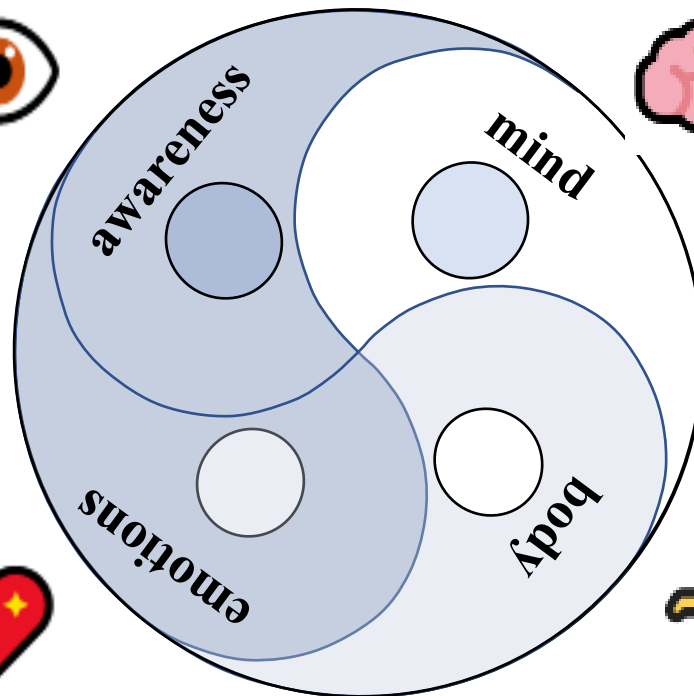
PQ13

Cognitive-emotional reprocessing skills training is a necessary aspect of pharmaceutical therapies and prescriptions.

1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.17 Maintenance Review



The Symbiotic Synergy Between Mind, Body, Emotions, and Awareness

PQ14

The symbiotic synergy between mind, body, emotions, and awareness is the foundation of today’s successful, well researched evidenced based cognitive-behavior modification therapies.

PQ15



Cognitive-behavior modification therapies work because the mind precipitates the neurological, biochemical and physiological changes and states of being in the brain and body that drives behavior and is perceived as emotions.

1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.17 Maintenance Review

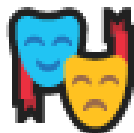


How do we define success?



PQ16

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 the presence of health, vigor, and joy (along with the necessary cognitive skills, abilities, and motivation to nurture these winning behaviors throughout life).



University of Wisconsin Head Football Coach Luke Fickell could very well have been a World and Olympic Champion wrestler, but choose football for its camaraderie.

1.0B Is your house in order?

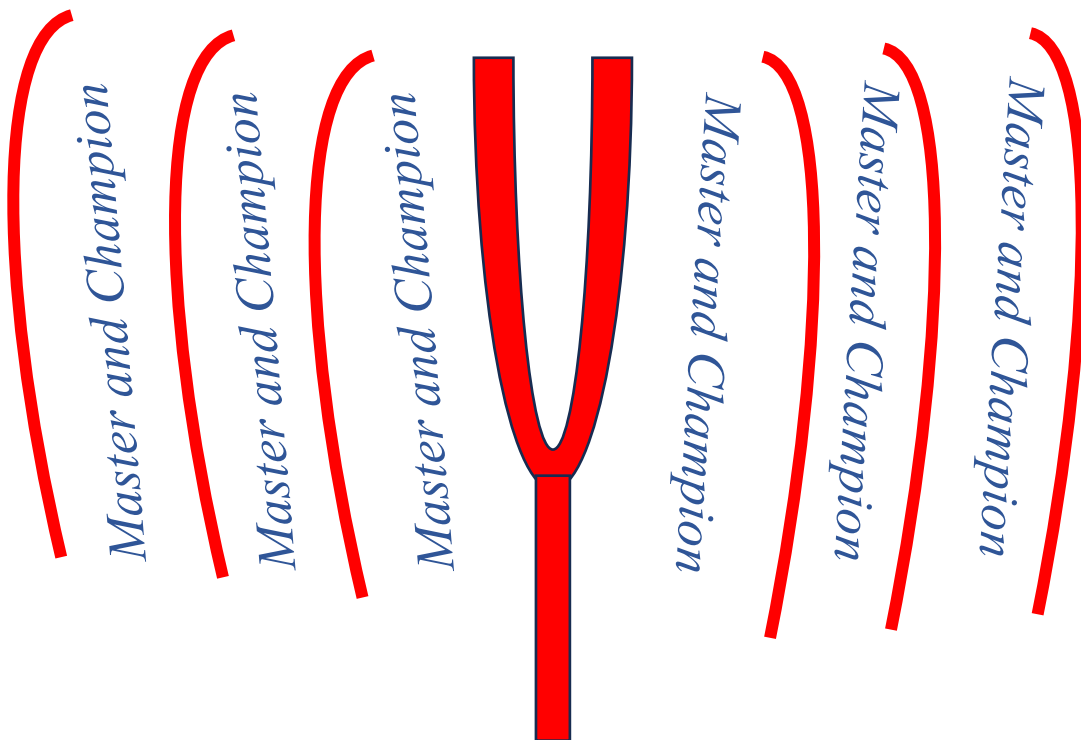
Do you know how to maintain “your house” for success?

1.17 Maintenance Review



PQ17

An athlete who fails to resolve the emotional dissonance brought on by the conflicts within their mind will never find the internal peace and harmony needed to move beyond the world of objects and the confines of a physical universe of time, space, and linear cause and effect to reach the power that exists within and become the master and champion they so desire to be.



Success is a State of Being

Be It!

1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.17 Maintenance Review

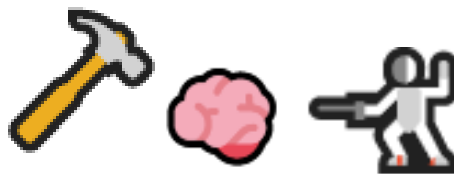


What is “*mental toughness*” or
to be “*mentally strong*” and to “*tough it out*”?



PQ18

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 physical injury, mental illness, and death.



1.0B Is your house in order?

Do you know how to maintain “your house” for success?

1.17 Maintenance Review



PQ19

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. (Although, all of that will be an outcome.)



Is your house in order?

PQ20

*A “BAGUBA” is brutally aggressive in utilizing their own emotional awareness to guide and re-process their own cognitive behavior towards **the good-feeling physiology of** (1) strength, power, speed, and agility, and of (2) effective and successful decision-making prowess and ability.*



Is your house in order?

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 sky is filled with soft, white clouds. The text is centered over the image.

Success is a state of being.

Be it!

PQ21

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





PQ22



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 Emotions: The Perception of Physiological Changes and States of Being in the Brain and Body



*disharmonious and disempowering
physiology emotionally feels bad*

*harmonious and empowering
physiology emotionally feels good*

Section 2.0 Emotions: The Perception of Physiological Changes and States of Being in the Brain And Body

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 Emotions: The Perception of Physiological Changes and States of Being in the Brain and Body



*disharmonious and disempowering
physiology emotionally feels bad*

*harmonious and empowering
physiology emotionally feels good*

In **Section 2** 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 disempowering, weak, and sluggish physiology of the brain and body (that leads to poor decision-making, performance, and injury).

And the athlete will learn and understand how *power, strength, speed, stamina, agility, cunning, and success have evolved with positive, good-feeling emotions, moods, attitudes, and feelings*. That is, feeling emotionally good is the perception of a healthy, robust, and empowered physiology of the brain and body (that leads to health, well-being, and successful and effective decision making prowess and ability).

Section 2.0 Emotions: The Perception of Physiological Changes and States of Being in the Brain and Body



*disharmonious and disempowering
physiology emotionally feels bad*

*harmonious and empowering
physiology emotionally feels good*

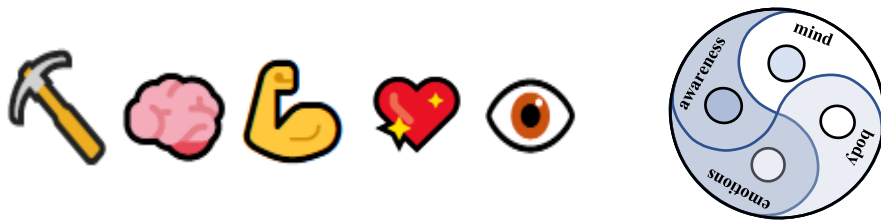
Is your house in order?



Practice is 90% physical, 10% mental. Competition reverses those numbers to 90% mental, 10% Physical.

And emotions? What about emotions?

(How many exercises and drills for emotional development?)



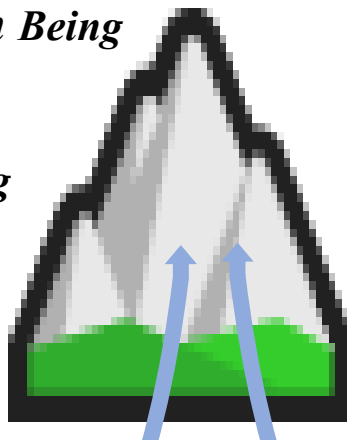
The Quantum Being



The Intuitive Being



The Process Being



Is your house in order?



Section 2.0 Emotions: The Perception of Physiological Changes and States of Being in the Brain and Body



*disharmonious and disempowering
physiology emotionally feels bad*

*harmonious and empowering
physiology emotionally feels good*




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

2.1.1 Degrees of feeling-good

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




2.1.2 Degrees of feeling-bad

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




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



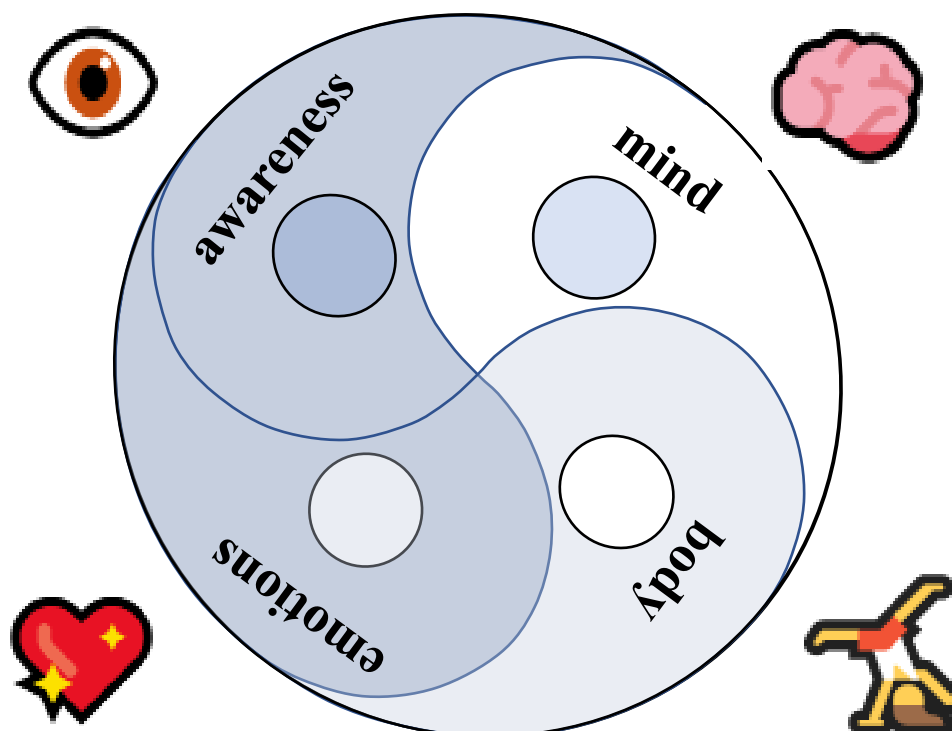
“Feeling bad” emotions, like anger, fear, fury, and rage have an evolved correlation with a temporary powerful (but long-term weakened) physiology of the body and brain. As an evolved ***last ditch survival mechanism*** (fight, flight, or freeze) the mind injects a powerful adrenalin boost into the body.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

Section 2.0 Emotions: The Perception of Physiological Changes and States of Being in the Brain and Body



*disharmonious and disempowering
physiology emotionally feels bad*

*harmonious and empowering
physiology emotionally feels good*



2.2 The Symbiotic Synergy Between Mind, Body, Emotions, and Awareness

PQ23

2.2.1 A dis-empowered, weak, and sluggish physiology of the brain and body feels-bad and leads to poor decision-making, performance, and injury.

PQ24

2.2.2 an empowered, robust, and healthy physiology of the brain and body feels-good and leads to strength, speed, stamina, agility, cunning, and successful decision-making.

Section 2.0 Emotions: The Perception of Physiological Changes and States of Being in the Brain and Body



*disharmonious and disempowering
physiology emotionally feels bad*

*harmonious and empowering
physiology emotionally feels good*

2.3 Emotions are the perception of states and changes of physiology



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

- 1) Sickness, injury, and poor decision-making*
- 2) Weak physiology*
- 3) Ineptness*

- a) Weak,
- b) clumsy,
- c) slow,
- d) lethargic,
- e) incompetent

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

Section 2.0 Emotions: The Perception of Physiological Changes and States of Being in the Brain and Body



*disharmonious and disempowering
physiology emotionally feels bad*

*harmonious and empowering
physiology emotionally feels good*



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

- 1) Health, well-being, and successful decision-making***
- 2) Healthy, strong, and powerful physiology***
- 3) Powers of***
 - a) Strength,
 - b) Speed,
 - c) Stamina,
 - d) Agility,
 - e) Cunning,
- 4) Success (successful decision-making ability)***

Section 2.0 Emotions: The Perception of Physiological Changes and States of Being in the Brain and Body



*disharmonious and disempowering
physiology emotionally feels bad*

*harmonious and empowering
physiology emotionally feels good*

2.3.3 The Evolution of mind, body, emotions, and awareness

(mark success, failure, or depends)

- 1) 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.....
- 2) 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.....
- 3) 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 2.0 Emotions: The Perception of Physiological Changes and States of Being in the Brain and Body



*disharmonious and disempowering
physiology emotionally feels bad*

*harmonious and empowering
physiology emotionally feels good*

2.3.3 The Evolution of mind, body, emotions, and awareness (cont.)

4) If you emotionally feel-good 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.....

7) If you emotionally feel-good BUT you are not strong, healthy, and agile:

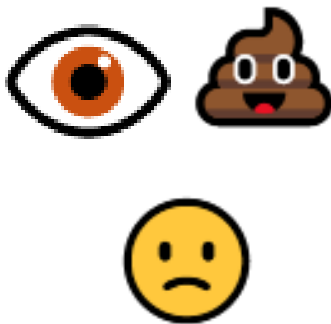
- i. Will you survive when crossing a fast moving stream over the rocks?
Success.....failure.....depends
- ii. Will you survive when climbing a tree for fruit or nuts?
Success.....failure.....depends.....
- iii. Will you survive when hunting across the savannahs of Africa?
Success.....failure.....depends.....

8) If you emotionally feel-bad, and you are not 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.....
- iv. Will you survive the evolutionary mill?
yes.....no.....depends.....

PQ25

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.



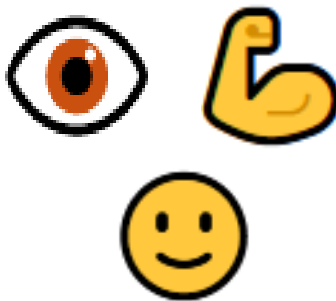
PQ26

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



PQ27

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



PQ28

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



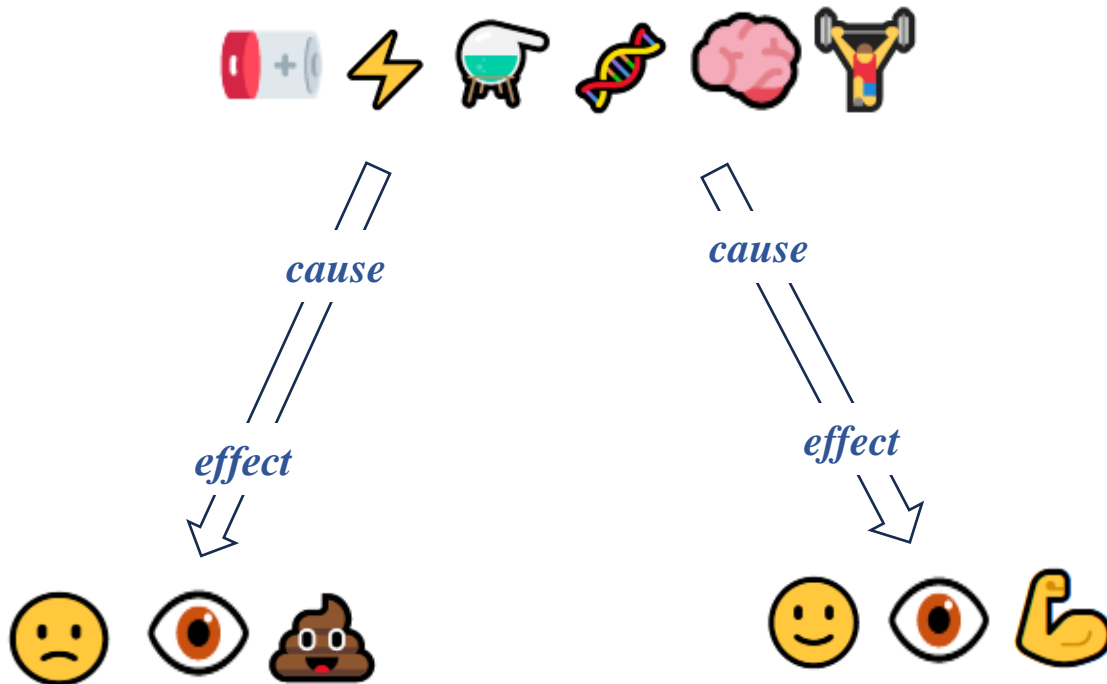
Section 2.0 Emotions: The Perception of Physiological Changes and States of Being in the Brain and Body



*disharmonious and disempowering
physiology emotionally feels bad*

*harmonious and empowering
physiology emotionally feels good*

2.4 Emotions are the perception of neurological, biochemical, and physiological changes and states in the brain and body.



2.4.1 Bad-feeling emotional awareness is the perception of dis-empowering, weak, and sluggish physiology of the brain and body that leads to poor decision-making, performance, and *injury*.

2.4.2 Good-feeling emotional awareness is the perception of empowered, robust, and healthy physiology that leads to strength, speed, stamina, agility, cunning, and successful decision-making.

Section 2.0 Emotions: The Perception of Physiological Changes and States of Being in the Brain and Body



*disharmonious and disempowering
physiology emotionally feels bad*

*harmonious and empowering
physiology emotionally feels good*

2.5 The “Emotional” Vortex



of “weakness and failure”

2.5.1 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”

2.5.2 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 2.0 Emotions: The Perception of Physiological Changes and States of Being in the Brain and Body



*disharmonious and disempowering
physiology emotionally feels bad*

*harmonious and empowering
physiology emotionally feels good*

2.6 Emotions, Moods, Attitudes, and Feelings Awareness

Difference between emotions, moods, attitudes, and feelings =
different mix of emotions, physiology, and cognitions

2.6.1 emotions, moods, attitudes, and feelings: either they feel-good or they feel-bad

1) Partially red-green color blind analogy:

-The first question I am always asked is “What does the color
“red” look like to you?

3) Physical Pain Scale analogy: rate your pain from 1-10 :

difference between growing up in different social-economic
groups.

- if your maximum pain was scrape on the sidewalk vs

- snapping a few bones, impaled on a nail, stepped on by a
horse, sleeping in rooms just above freezing (in the 30’s)

4) Emotional Pain: Feels-good or feels-bad?

- What does the emotion of “guilt” feel like to you?

- Or is “guilt” even an emotion?

- When a psychologist wants to know how depressed you are:

Beck Depression Inventory

Center for Epidemiologic Studies Depression Scale

EQ-5D

Hamilton Depression Rating Scale

Montgomery-Åsberg Depression Rating Scale

Social Problem-Solving Inventory-Revised Rating Scale

Behavior Assessment System for Children (BASC)

Children’s Depression Rating Scale

2.6.2 Black Dog Institute in Australia:

_____anxious _____not anxious

2.6.3 Your emotions, moods, attitudes and feelings, do they

_____feel good _____feel bad?

PQ29

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).



PQ30

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



PQ31

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



PQ32

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



Section 2.0 Emotions: The Perception of Physiological Changes and States of Being in the Brain and Body



*disharmonious and disempowering
physiology emotionally feels bad*

*harmonious and empowering
physiology emotionally feels good*

Section 2.0 Post Test

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.
4. 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?

PQ33

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.

PQ34

*Disempowering activities of the mind precipitate
disempowering changes and states of physiology
perceived as bad-feeling emotions, moods, attitudes,
and feelings*

Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



*disharmonious and disempowering
changes and states of physiology*

*harmonious and empowering
changes and states of physiology*

Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions

Pre-Test

(mark all that apply)

1. Emotions change the physiology that drives behavior
_____ True _____ False _____ Depends

2. “Cognitive” activities of the mind include:
 - a. Thinking
 - b. Imagination
 - c. Reasoning
 - d. Sensory Perceptions

3. Cognition and cognitive activities of the mind generate the physiology of the brain and body perceived as emotions.
_____ True _____ False _____ Depends

4. Negative, down-feeling cognitive activities (like not starting) means:
 - a. Your physiology is in a depressed state
 - b. Your physiology is prone to injury
 - c. You cannot perceive the subtleties of the game
 - d. You are hurting your teammates

5. Feeling good when cheering on and encouraging the starters means:
 - a. You are empowering your own physiological being
 - b. You are more aware of what is going on around you
 - c. You are creating a more powerful team
 - d. You are hurting your chances of starting

Personal Power of Qi:

“BAGUBA” Training and Conditioning Manual

Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



disharmonious and disempowering changes and states of physiology

harmonious and empowering changes and states of physiology

In **Section 3** 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, imaginations, 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 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



disharmonious and disempowering changes and states of physiology

harmonious and empowering changes and states of physiology

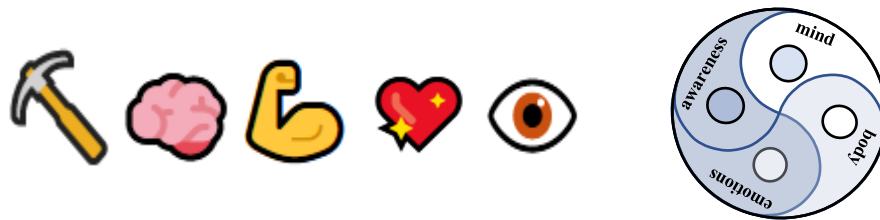
Is your house in order?



Practice is 90% physical, 10% mental. Competition reverses those numbers to 90% mental, 10% Physical.

And emotions? What about emotions?

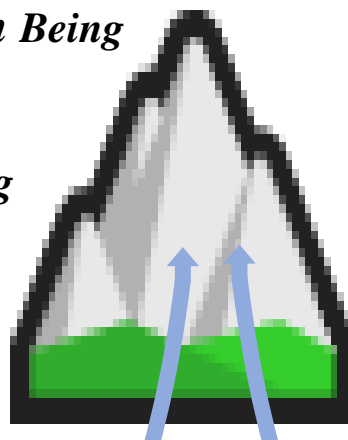
(How many exercises and drills for emotional development?)



 **The Quantum Being**

 **The Intuitive Being**

 **The Process Being**



 **Is your house in order?**



Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



*disharmonious and disempowering
changes and states of physiology*

*harmonious and empowering
changes and states of physiology*

3.1 Perception and Emotions

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

3.1.1 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) _____

3.1.2 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) _____

3.1.3 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) _____

3.1.4 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 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



*disharmonious and disempowering
changes and states of physiology*

*harmonious and empowering
changes and states of physiology*

3.2 Cognition (Mind) and Emotions

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

3.2.1 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) _____

3.2.2 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) _____

3.2.3 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) _____

2.2.4 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 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



*disharmonious and disempowering
changes and states of physiology*

*harmonious and empowering
changes and states of physiology*

3.2 Cognition (Mind) and Emotions (continued)

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

What are some imaginations that I feel bad about:

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

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

What are some imaginations that I feel good about:

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

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

What are some imaginations that I feel bad about:

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

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

What are some imaginations that I feel good about:

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

Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



*disharmonious and disempowering
changes and states of physiology*

*harmonious and empowering
changes and states of physiology*

3.3 The Power of Wanting, Desire, and Intention

3.3.1 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.

3.3.2 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.

3.3.3 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.

3.3.4 Positive and empowered good-feeling emotions, moods, attitudes, and feelings have an evolved correlation with 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

_____.

PQ35

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

PQ36

The question is not “How do you feel?”

but

“How do you want to feel?”

PQ37

Cognitive Activities of the Mind

(such as thoughts, memories, imaginations, perceptions, and reasoning) precipitate the changes and states of physiology that are perceived as emotions and drive behavior.

Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



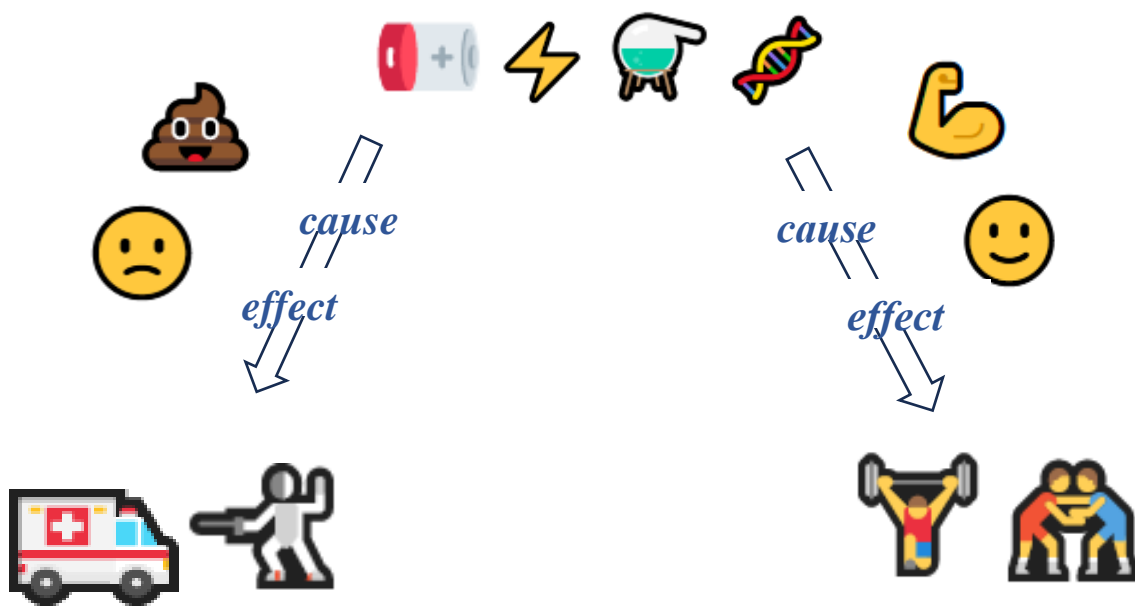
disharmonious and disempowering changes and states of physiology

harmonious and empowering changes and states of physiology

3.4 *The brain is a highly refined processor* that orchestrates the changes and states of physiology that drive behavior



changes and states of neurology, biochemistry, and physiology in the brain and body.



Depression and Aggressive Behavior

Exhilarating and Powerful Behavior

Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



disharmonious and disempowering changes and states of physiology

harmonious and empowering changes and states of physiology

3.5 Behavior as a function of Cognition

Cognition Precipitates Thoughts, memories, imaginations, perceptions, and reasoning

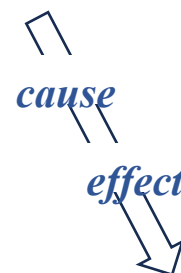
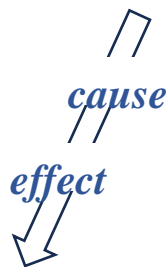


changes and states of neurology, biochemistry, and physiology in the brain and body

Dis-empowering physiology emotionally feels-bad



Empowering physiology emotionally feels-good



Depression and Aggressive Behavior

(bad-feeling, disharmonious, and disempowering changes and states of physiology that drive behavior)

Exhilarating and Powerful Behavior

(good-feeling, harmonious, and empowering changes and states of physiology that drive behavior)

Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



disharmonious and disempowering changes and states of physiology

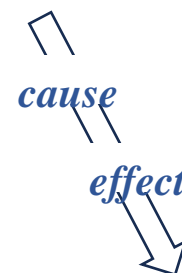
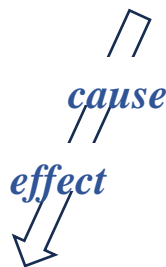
harmonious and empowering changes and states of physiology

3.6 Emotions as a Function of Cognition

Cognition Precipitates Thoughts, memories, imaginations, perceptions, and reasoning



changes and states of neurology, biochemistry, and physiology in the brain and body



PQ36

Bad-feeling emotional awareness has an evolved correlation with lethargic, weak and poor and ineffective decision-making prowess.



PQ37

Good-feeling emotional awareness has an evolved correlation with health, well-being, and effective and successful decision-making prowess.

Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



disharmonious and disempowering changes and states of physiology

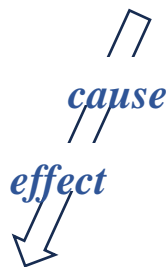
harmonious and empowering changes and states of physiology

3.7 Emotions, Moods, Attitudes, and Feelings as a function of Cognition

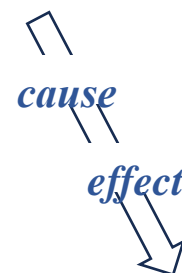
Cognition Precipitates Thoughts, memories, imaginations, perceptions, and reasoning



changes and states of neurology, biochemistry, and physiology in the brain and body



Awareness of bad-feeling emotions, moods, attitudes
have an evolved correlation with lethargic, weak and poor and ineffective physiology and decision-making prowess and behavior.



Awareness of good-feeling emotions, moods, attitudes
have an evolved correlation with health, well-being, and effective and successful physiology and decision-making prowess and behavior.

Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



disharmonious and disempowering changes and states of physiology

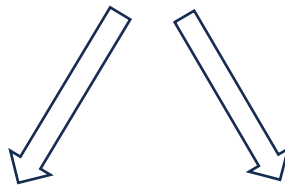
harmonious and empowering changes and states of physiology

3.8 Cognitive-Emotional Evolution

Cognition Precipitates



changes in physiology



Awareness of bad-feeling emotions, moods, attitudes
have an evolved correlation with lethargic, weak and poor and ineffective physiology and decision-making prowess and behavior.



Awareness of good-feeling emotions, moods, attitudes
have an evolved correlation with health, well-being, and effective and successful physiology and decision-making prowess and behavior.

Think of a good-feeling drunk, clumsily getting into his car to drive across town in rush-hour traffic... it is not going to happen.

PQ38

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 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



disharmonious and disempowering changes and states of physiology

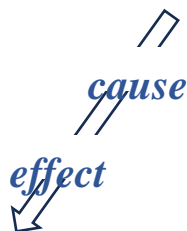
harmonious and empowering changes and states of physiology

3.9 Behavior and Emotions as a Function of Cognition

Cognition Precipitates Thoughts, memories, imaginations, perceptions, and reasoning



changes and states of neurology, biochemistry, and physiology in the brain and body.



Drives Behavior



Are perceived as Emotions

Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



*disharmonious and disempowering
changes and states of physiology*

*harmonious and empowering
changes and states of physiology*

3.10 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

3.10.1 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

3.10.2 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

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

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

_____ True _____ False

Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



*disharmonious and disempowering
changes and states of physiology*

*harmonious and empowering
changes and states of physiology*

3.11 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)

1) Unpleasant Perceptions:

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

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

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

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

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

4) Unpleasant creativity and inspiration:

- a) _____

Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



*disharmonious and disempowering
changes and states of physiology*

*harmonious and empowering
changes and states of physiology*

3.12 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)

1) Likable things I perceive:

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

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

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

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

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

4) Likable creativity and inspiration:

- a) _____

PQ39

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.

Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



*disharmonious and disempowering
changes and states of physiology*

*harmonious and empowering
changes and states of physiology*

3.13 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.

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

_____ True _____ False

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

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

_____ True _____ False

3.13.2 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).

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

_____ True _____ False

Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



disharmonious and disempowering changes and states of physiology

harmonious and empowering changes and states of physiology

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

3.14.1 “Vortex of More Success”

3.8.2 “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.

3.14.3 midway test

- a) What are you getting? What is happening “to you” on the field?
Success _____ Failure_____
- b) What are you thinking? What are you focusing on?
 - i. _____
- c) What are you feeling?
 - i. _____
- d) Where is ***your*** place of power? Where is ***your*** focus when feeling good?
 - i. _____

PQ40

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

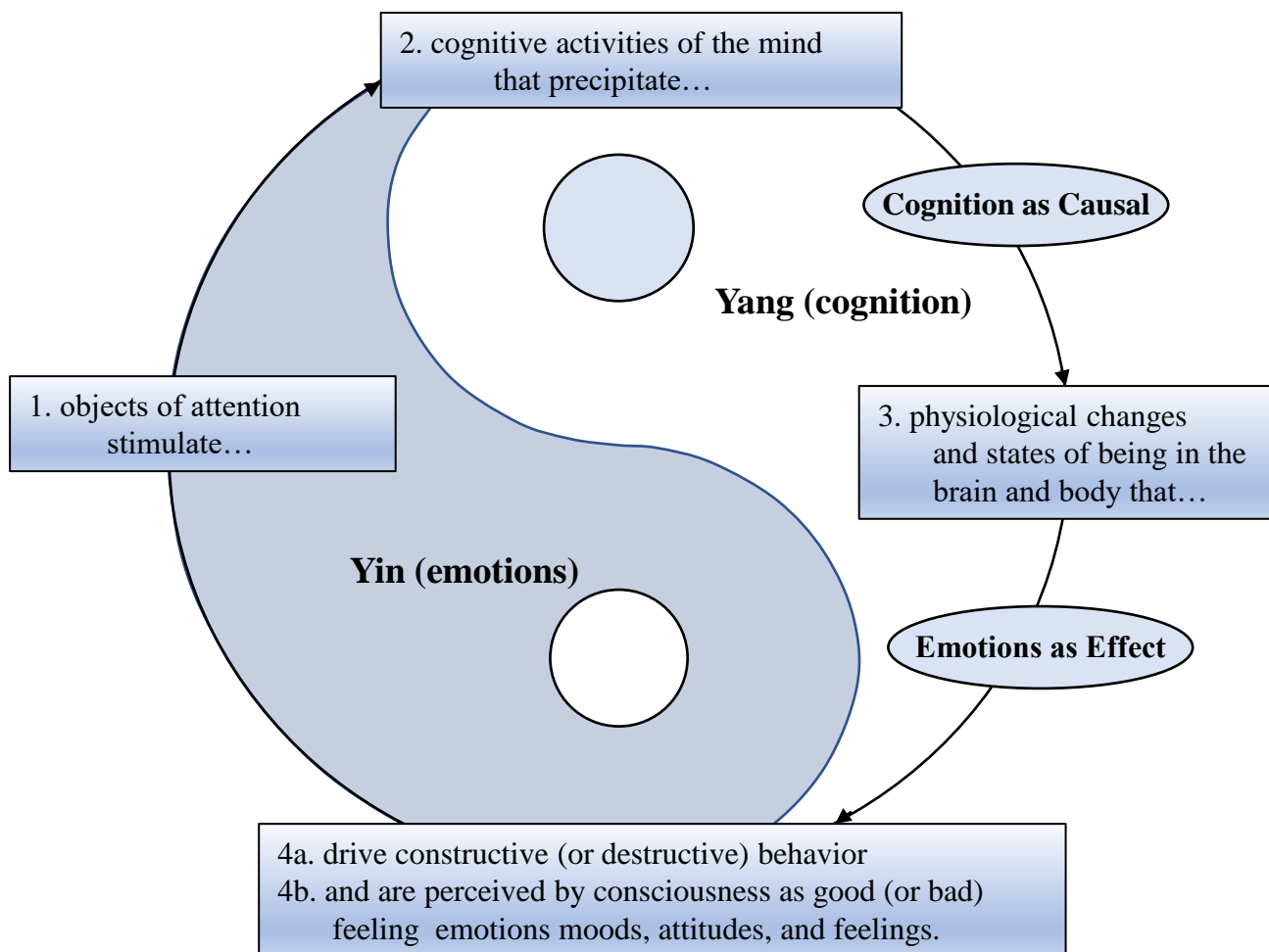
Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



disharmonious and disempowering changes and states of physiology

harmonious and empowering changes and states of physiology

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



3.15.1 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.
5.15.2 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 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



*disharmonious and disempowering
changes and states of physiology*

*harmonious and empowering
changes and states of physiology*

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

3.16.1 Managing performance anxiety by building confidence and determination when focusing and dwelling upon that which is wanted, desired, and intended:

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

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

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

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

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

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

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

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

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

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

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

PQ41

*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..*

Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



*disharmonious and disempowering
changes and states of physiology*

*harmonious and empowering
changes and states of physiology*

3.17 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 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



*disharmonious and disempowering
changes and states of physiology*

*harmonious and empowering
changes and states of physiology*

3.18 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. _____

PQ42

Ignorance of the evolved correlation between positive, good-feeling emotions, moods, and feelings and a person's healthy, strong, and robust neurology, biochemistry, and physiology sabotages a necessary desire and motivation to pivot off of negative, bad-feeling cognitive-emotional dynamics and their incapacity to ward off sickness, illness, and injury.

PQ43

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

Section 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



*disharmonious and disempowering
changes and states of physiology*

*harmonious and empowering
changes and states of physiology*

3.19 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 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



*disharmonious and disempowering
changes and states of physiology*

*harmonious and empowering
changes and states of physiology*

3.20 Fumble-itis, Interception-itis, Drop-itis, and Turn-Over Cannot 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 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



*disharmonious and disempowering
changes and states of physiology*

*harmonious and empowering
changes and states of physiology*

3.21 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. _____

PQ44

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

PQ45

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 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



*disharmonious and disempowering
changes and states of physiology*

*harmonious and empowering
changes and states of physiology*

3.22 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 3.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions



*disharmonious and disempowering
changes and states of physiology*

*harmonious and empowering
changes and states of physiology*

Section 3.0 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) _____

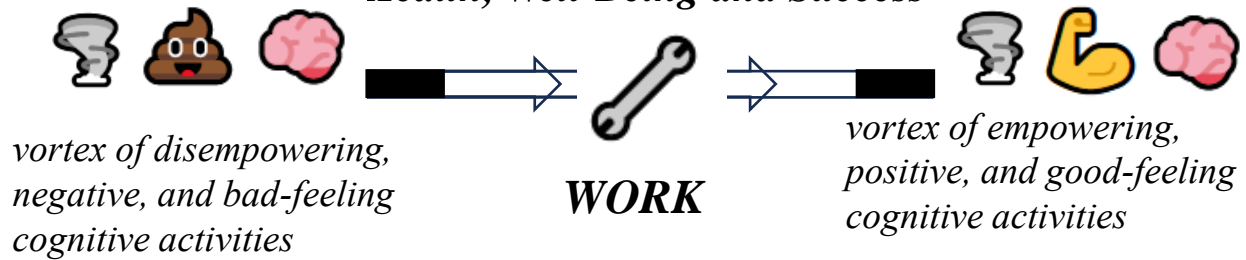
PQ46

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

PQ47

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

Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



Section 4.0 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:

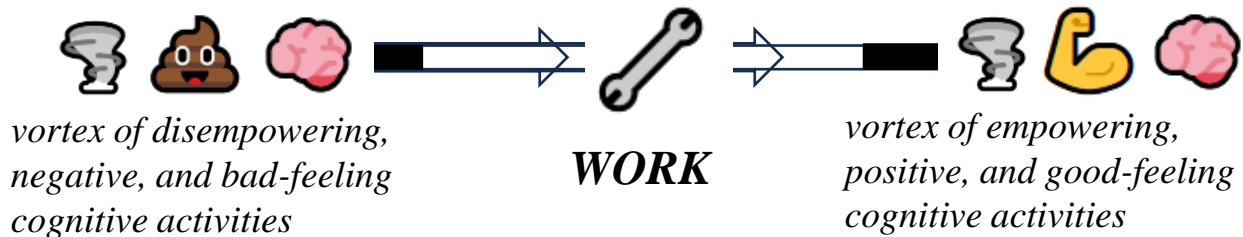
 - b) During:

 - a) After:

Personal Power of Qi:

“BAGUBA” Training and Conditioning Manual

Section 4.0 Cognitive-Emotional Re-Reprocessing for Health, Well-Being, and Success



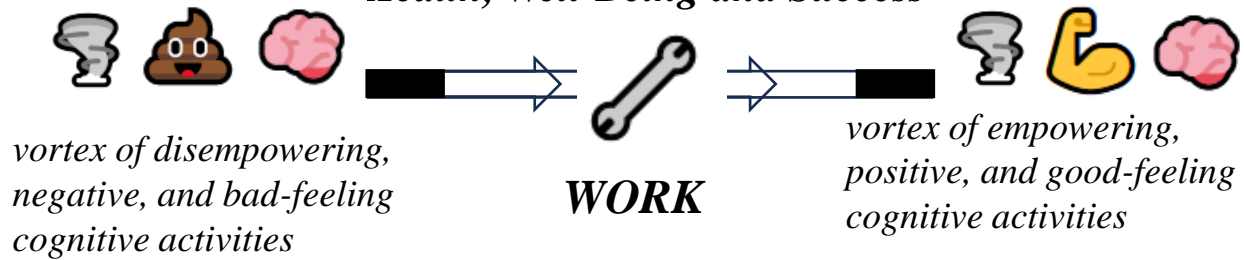
In **Section 4** the athlete will develop the *tools, skills and ability to always have the power of choice* between feeling emotionally bad from the precipitation (and perception) of an unhealthy, weak, and dis-empowered physiology or feeling emotionally good from the precipitation (and perception) 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 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



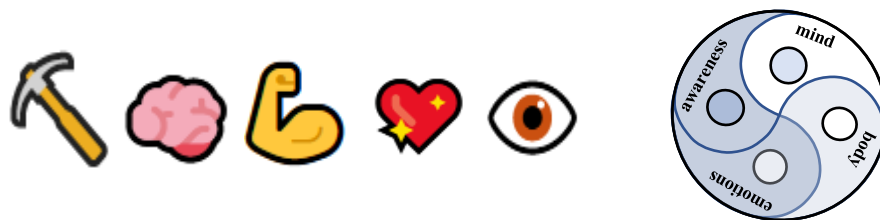
Is your house in order?



Practice is 90% physical, 10% mental. Competition reverses those numbers to 90% mental, 10% Physical.

And emotions? What about emotions?

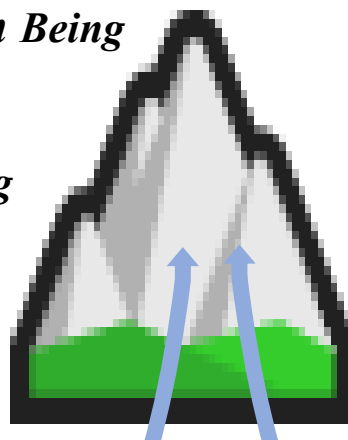
(How many exercises and drills for emotional development?)



 **The Quantum Being**

 **The Intuitive Being**

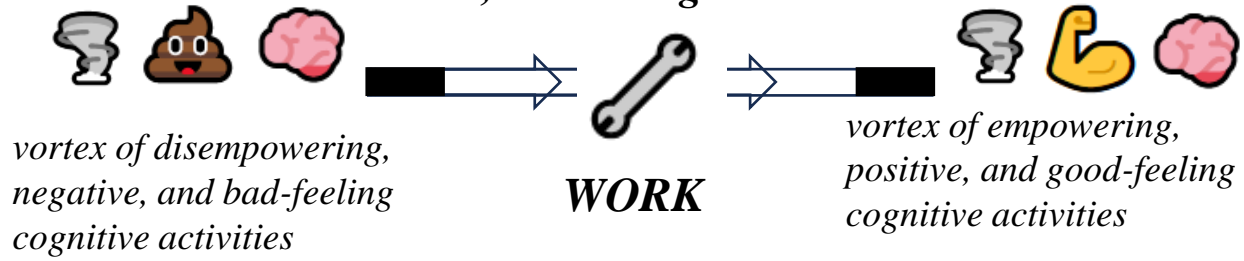
 **The Process Being**



 **Is your house in order?**



Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



4.1 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)

(_____) (_____)

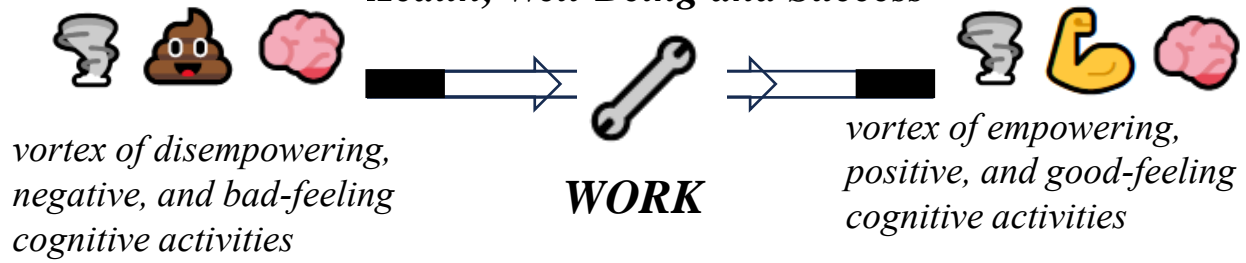
What do you not want? (feels bad) What do you want? (feels good)

d)

(_____) (_____)

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

**Section 4.0 Cognitive-Emotional Re-Processing for
Health, Well-Being and Success**



4.2 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) _____

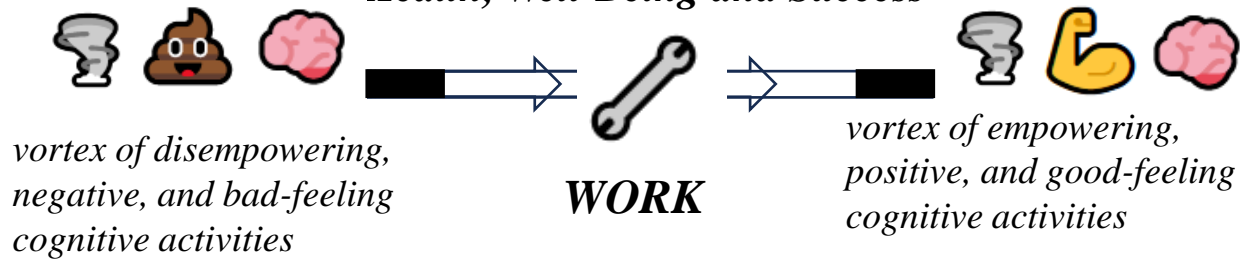
PQ48

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

PQ49

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

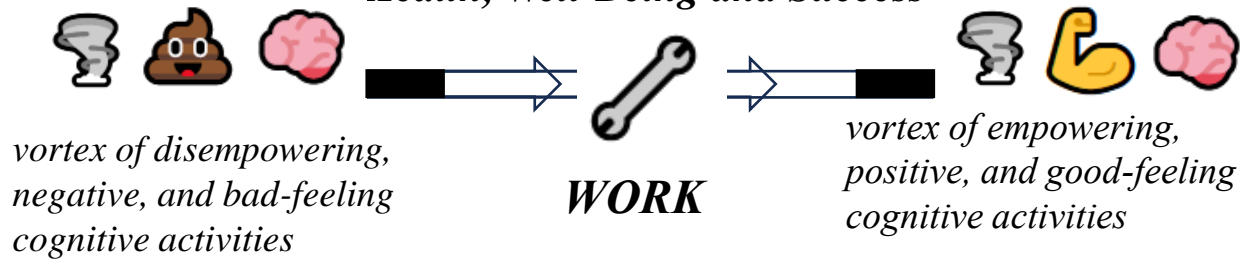


4.3 Focusing on that which is wanted

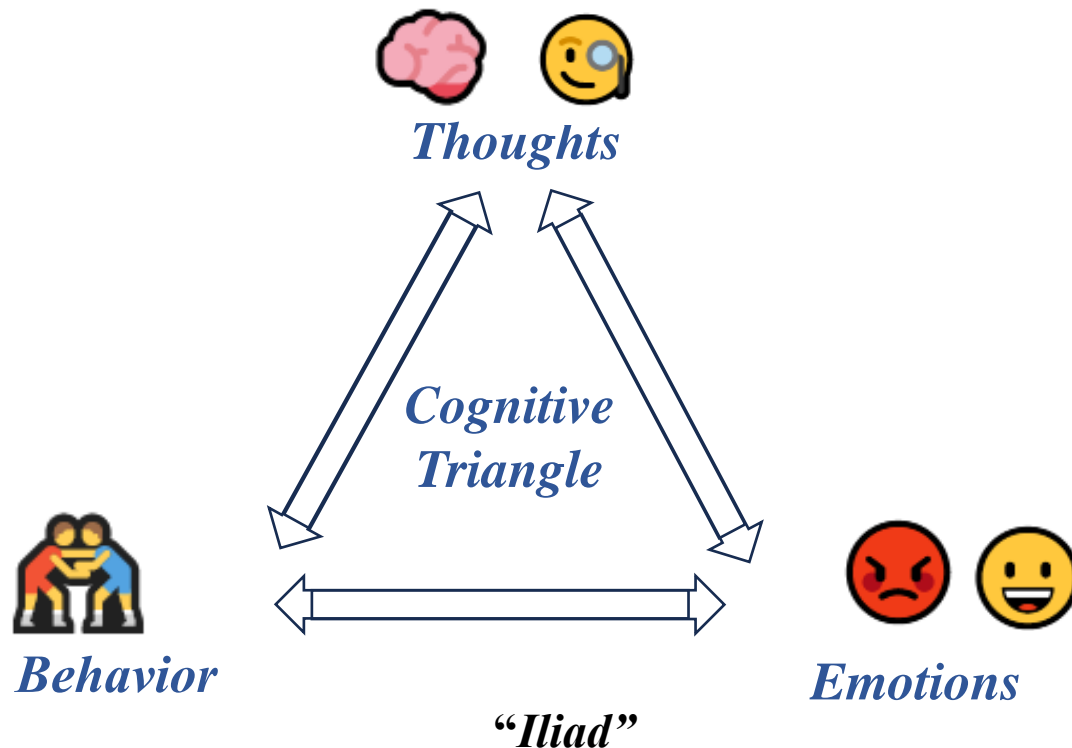
What do you **WANT**, desire, and intend that brings good-feeling emotions, moods, attitudes, and feelings?

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

Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



4.4 The idea of emotional dysfunction and disorder and therefore, emotional control, management, and regulation.

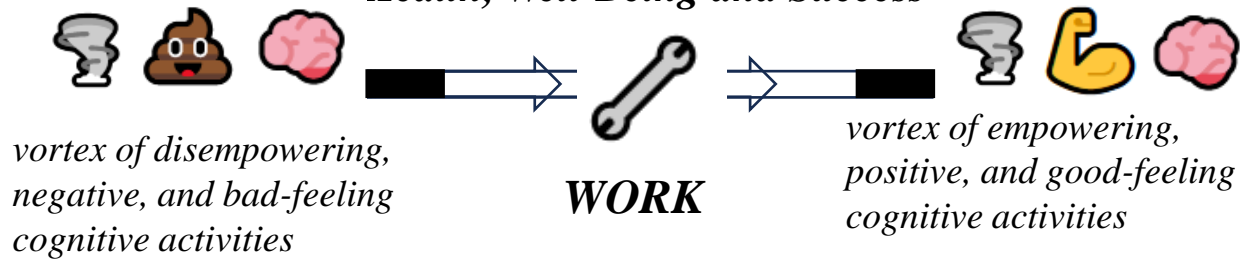


Homer’s “Iliad” opens with the line, “Goddess, sing me the anger of Achilles, Peleus’ son, that fatal anger that brought countless sorrows on the Greeks and sent many valiant souls of warriors down to Hades, leaving their bodies as spoil for dogs and carrion birds: for thus was the will of Zeus brought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

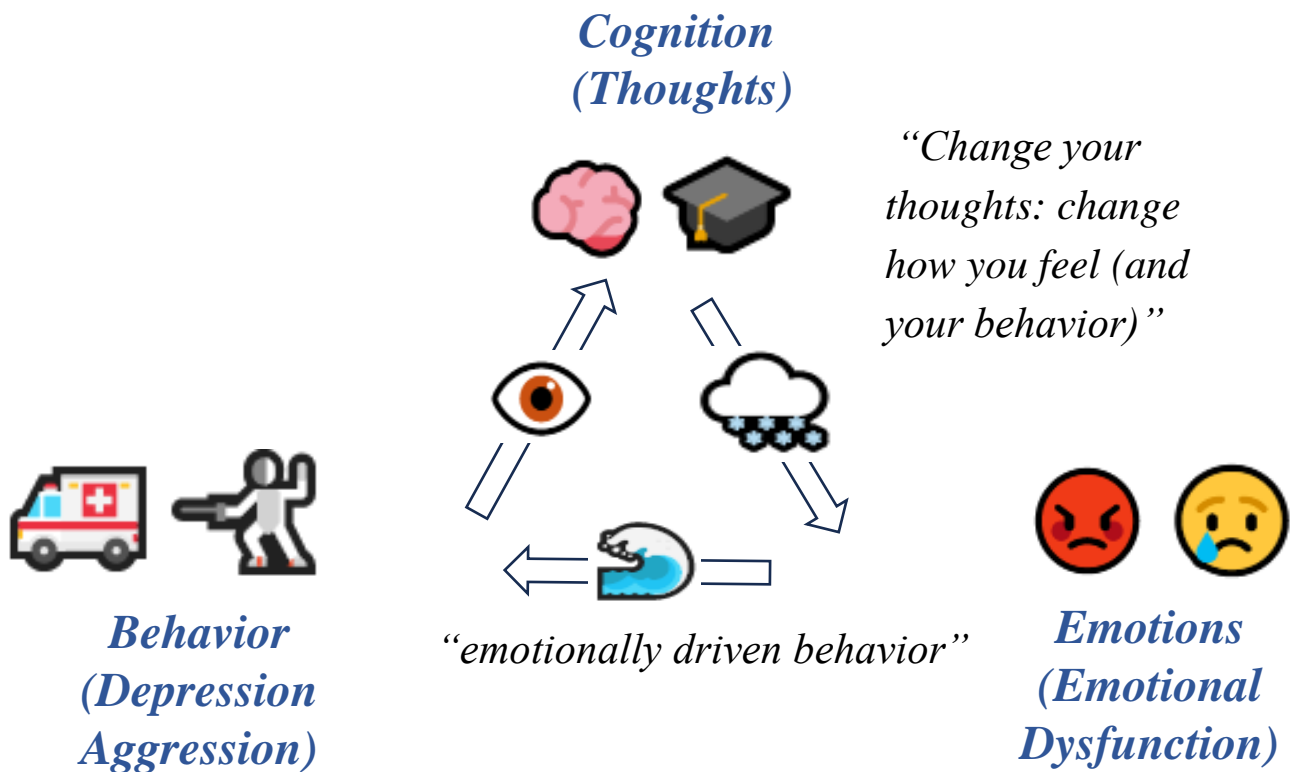
(Homer. (2009) Iliad (A.S. Kline, Trans.). Benard Picart & Hendrick Goltzius. (Original work published ca. 800-700 BCE).

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

Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



4.5 Psychology and Literature's Limited Theory of Emotionally Driven Behavior



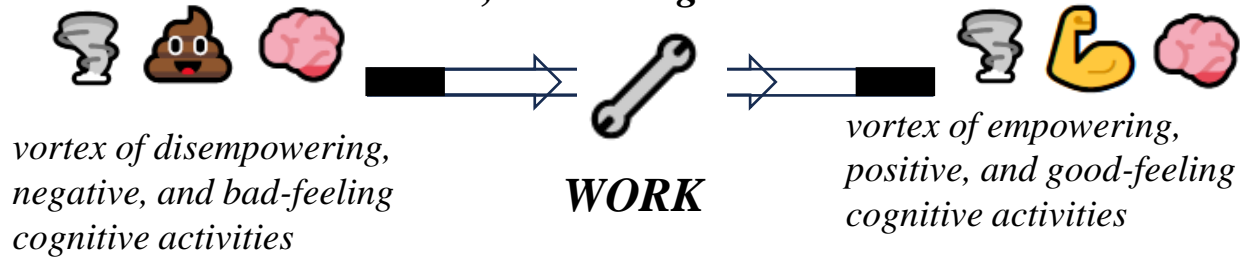
4.5.1 Language and Literary Education (anger is the cause of Achilles' behavior)

A character in a book, movie, opera, play, song, or video is emotionally driven, that is emotions drive behavior. And, 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.

4.5.2 Modern Psychology (and Sports Psychology)

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

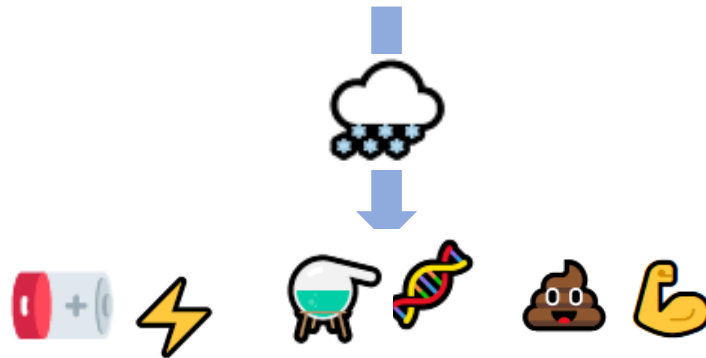
Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



4.6 Cognition Precipitates

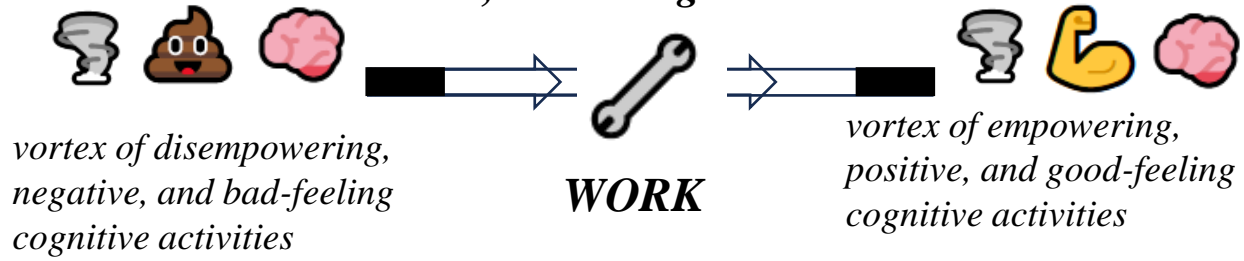


(thoughts, memories, imaginations, perceptions, and reasonings)

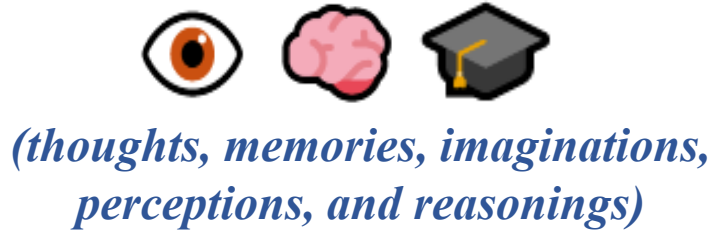


Changes and States of Neurology, Biochemistry, and Physiology

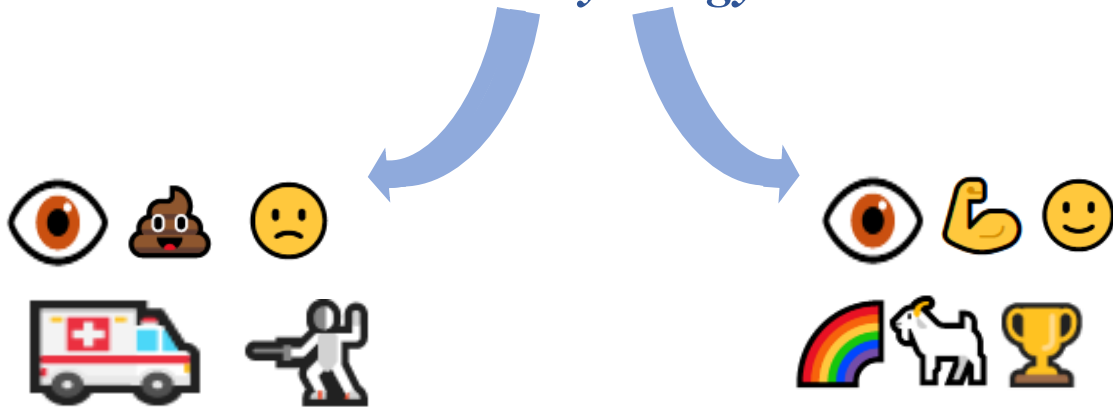
Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



4.6 Cognition Precipitates



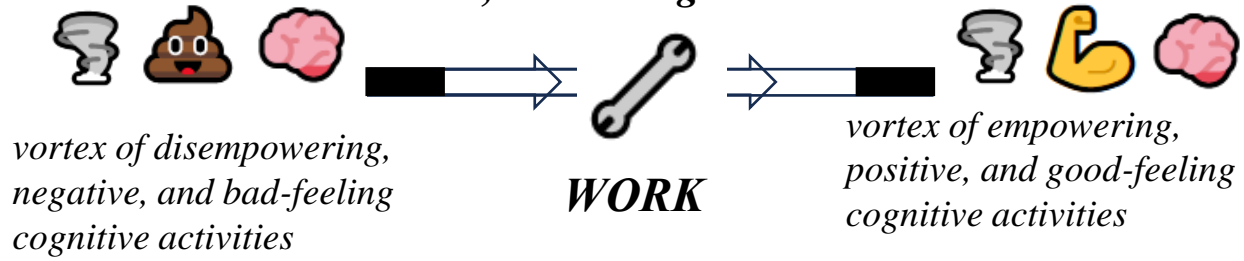
Changes and States of Neurology, Biochemistry, and Physiology



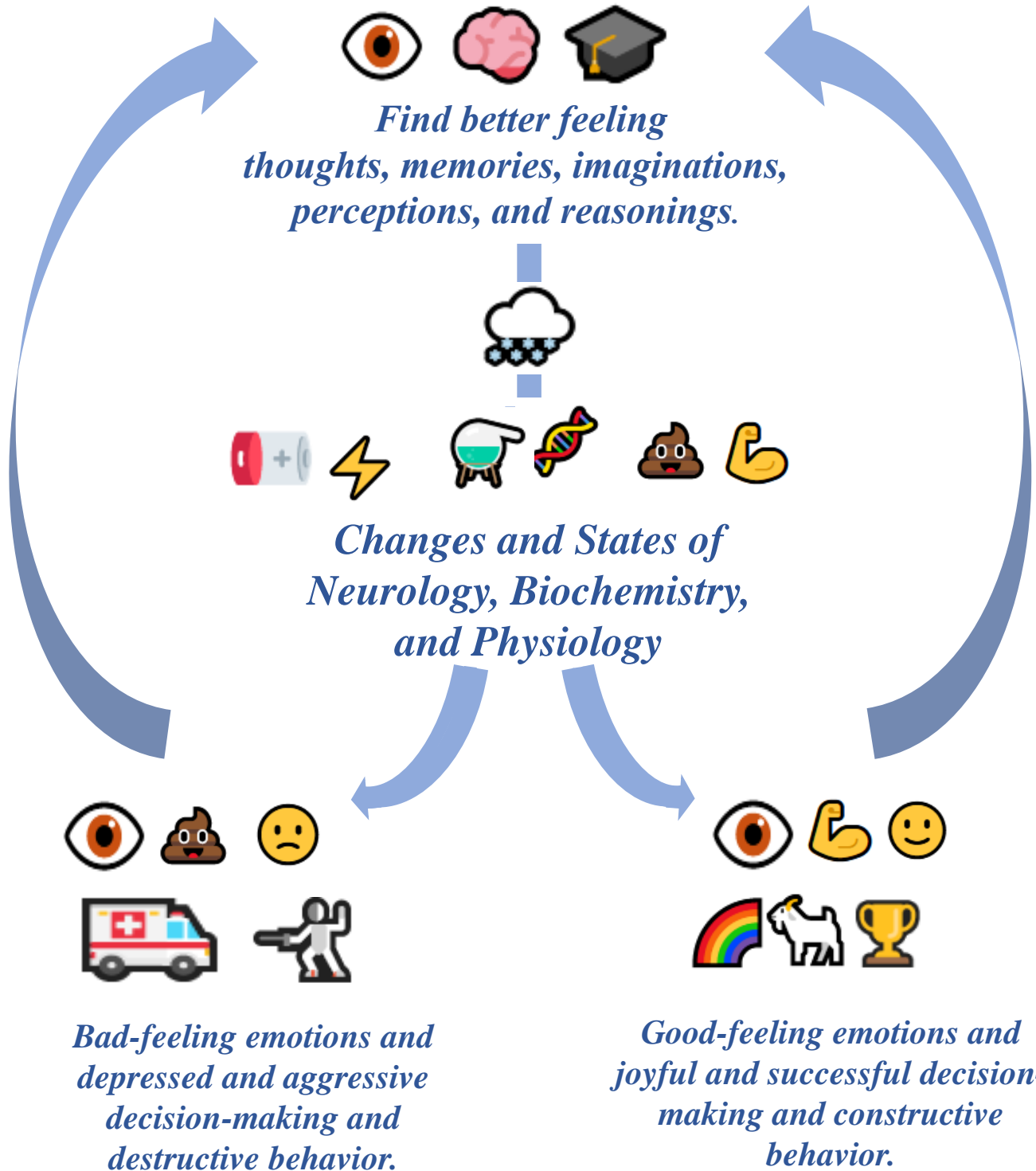
Bad-feeling emotions and depressed and aggressive decision-making and destructive behavior.

Good-feeling emotions and joyful and successful decision-making and constructive behavior.

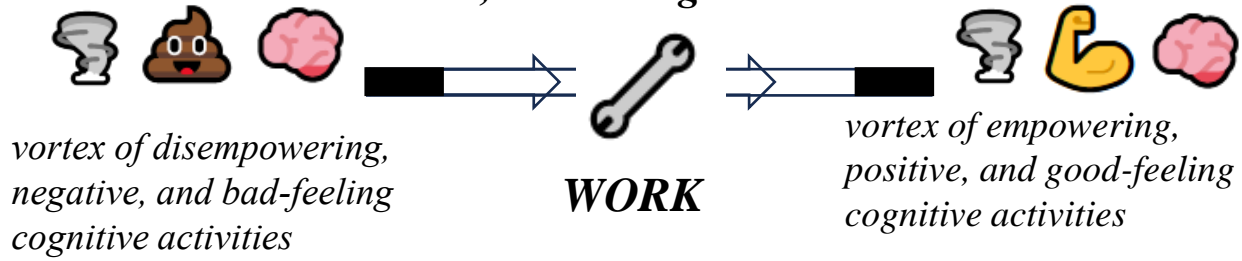
Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



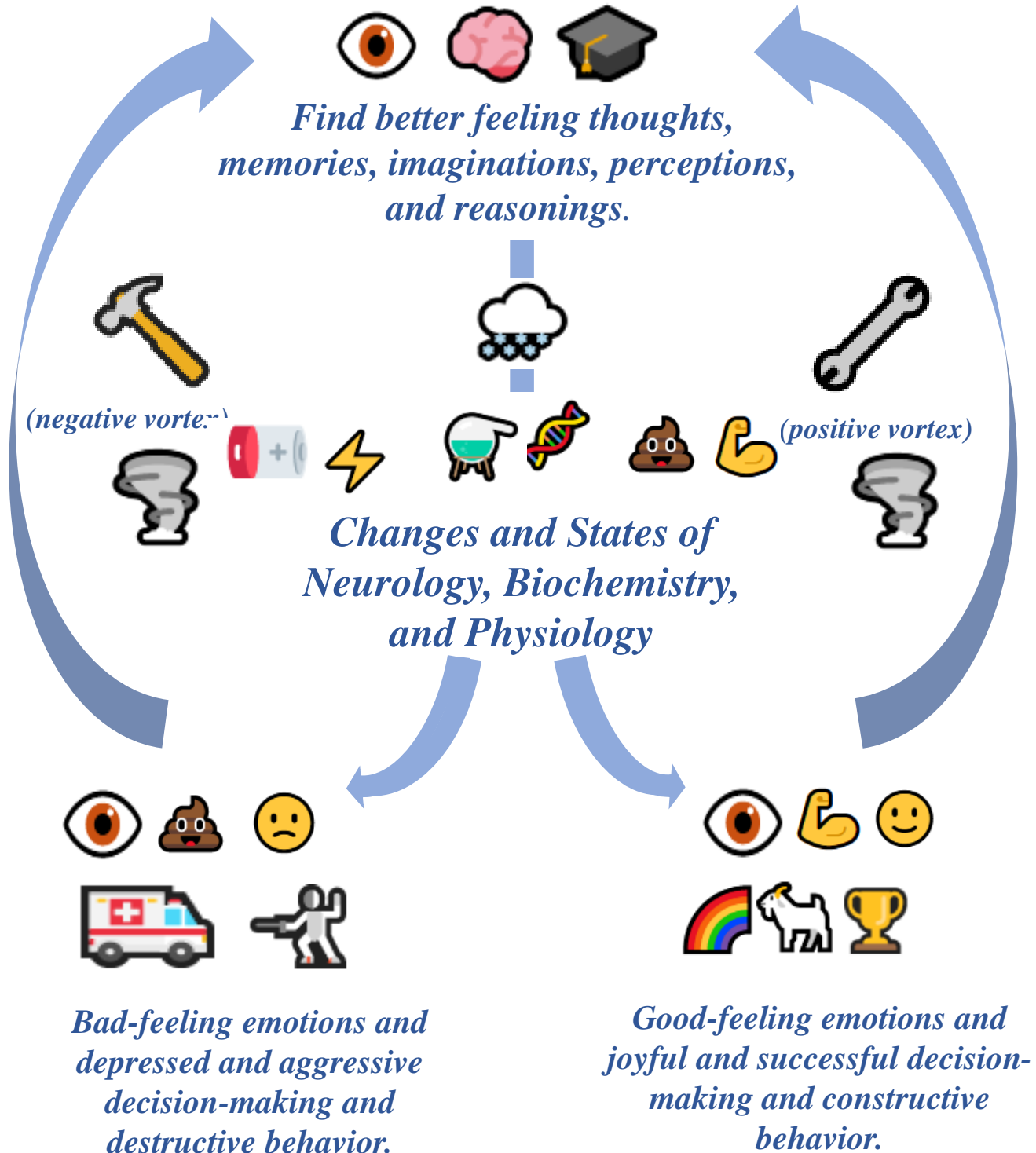
4.7 Cognitive-Emotional Re-Processing



Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



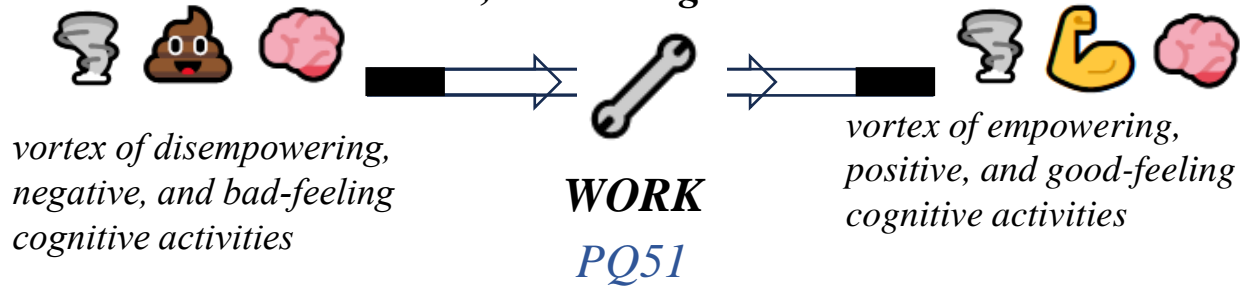
4.7 Cognitive-Emotional Re-Processing



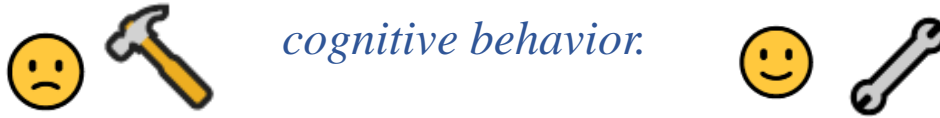
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The objective of formal psychological and pharmaceutical therapy is to re-establish and re-develop an athlete's cognitive-emotional re-processing skills, tools, and understandings.

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Cognitive-Emotional Re-Processing is the athlete's evolved and natural operate conditioning mechanism to guide cognitive behavior.



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Emotions have evolved to guide the re-processing of disempowering, negative, and unhealthy bad-feeling cognitive activities into empowering, positive, and healthy good-feeling cognitive activities.

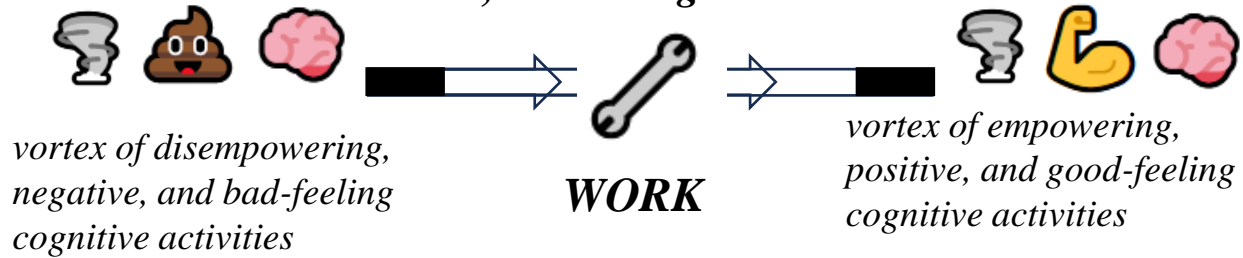


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Every moment of the day is a segment of time and an opportunity to re-process emotionally negative cognitive activities into emotionally positive cognitions that signify health, well-being, and successful decision-making prowess (and their actualization).

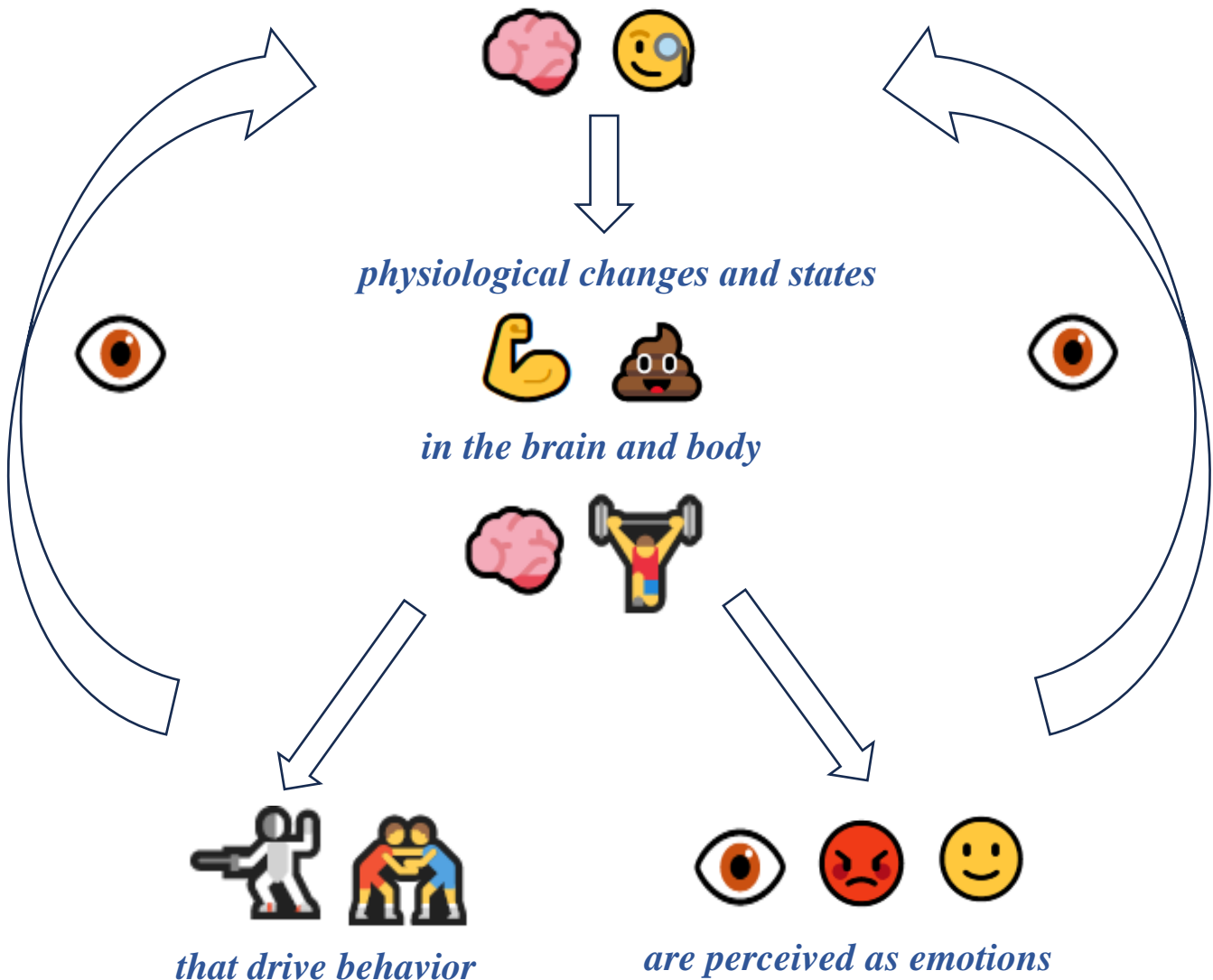


Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



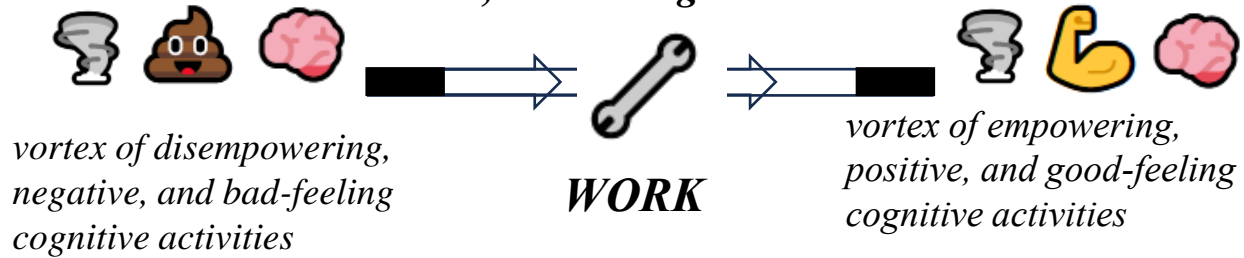
4.8 Cognitive-Emotional Re-Processing (Review)

*Cognitive activities of the mind bring about
(Thoughts, memories, imaginations, perceptions, and reasoning.)*

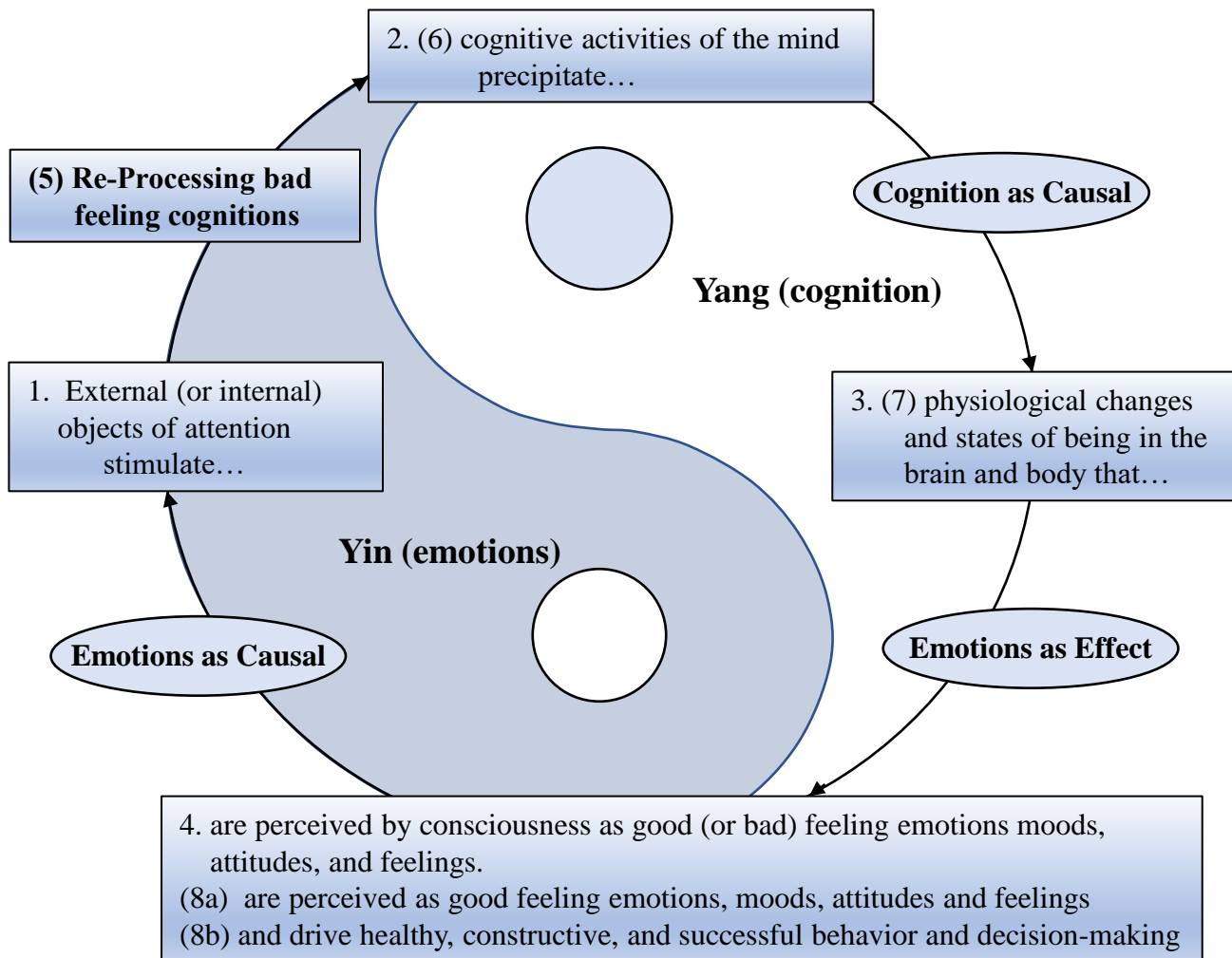


4.6.1 *The mind precipitates the changes and states of biochemical and neurological physiology in the brain and body that drive behavior and are perceived as good (or bad) feeling emotions, moods, attitudes, and feelings.*

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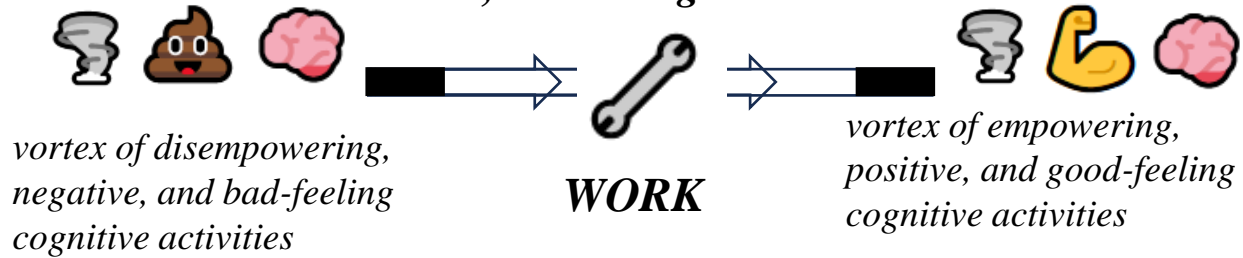
4.9 Cultivated (Closed-Loop) Cognitive-Emotional Re-Processing Flow Chart



4.9.1 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 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



(fill in the blanks)

4.10 Self-Empowerment During Practice or Game

4.10.1 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) _____

4.10.2 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: _____

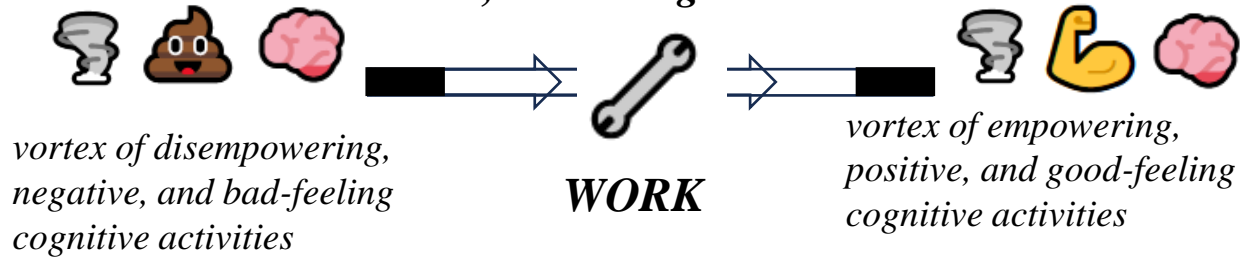
During Pregame (match/meet/race): _____

During game (match/meet/race): _____

4.10.3 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!

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

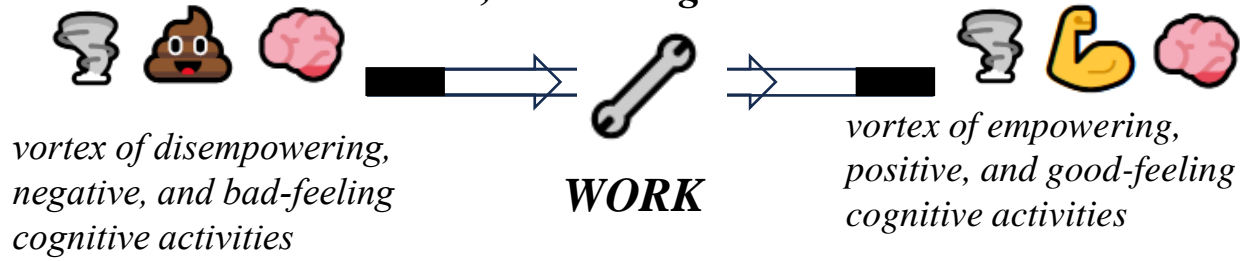
4.11 Cognitive-Emotional Distracting Exercises

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.

4.11.1 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

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4.11.2 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.

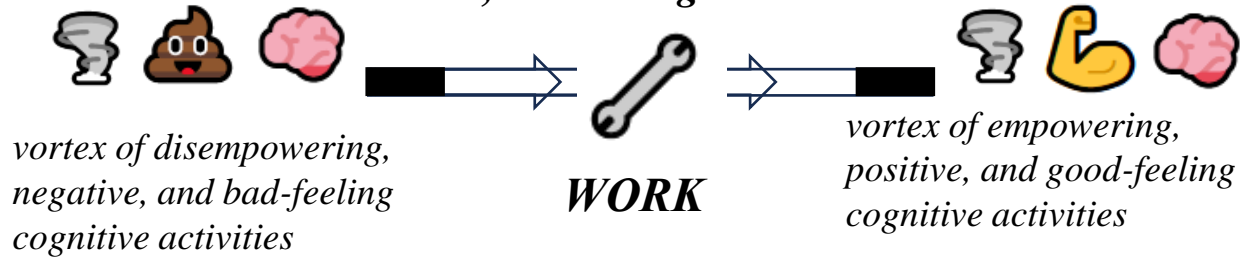
- a) let thoughts and emotions pass like clouds across the sky
- b) Focus on: breathing, a candle flame, music, or _____
- c) Dwell silently within moving meditations such as tai-chi, yoga, running, biking, lifting weights, or _____

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

4.11.3 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) _____

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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) _____

4.11.4 Acts of Kindness

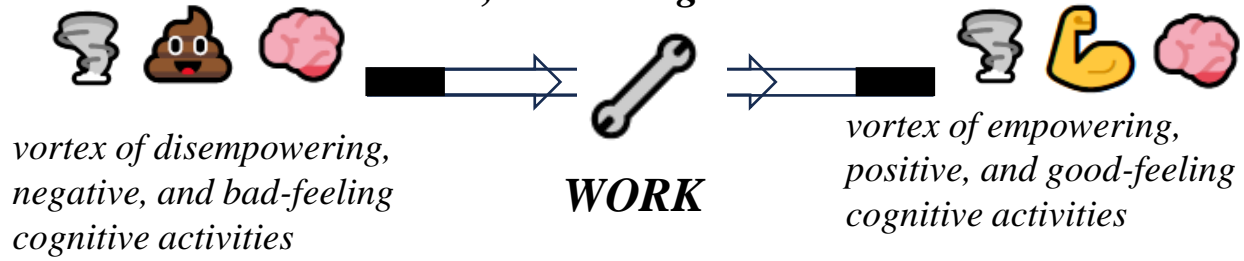
a) Do something for a friend

b) Pet a dog or cat

c) _____

d) _____

Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



4.11.5 Hobbies and Extra-Curricular Activities

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

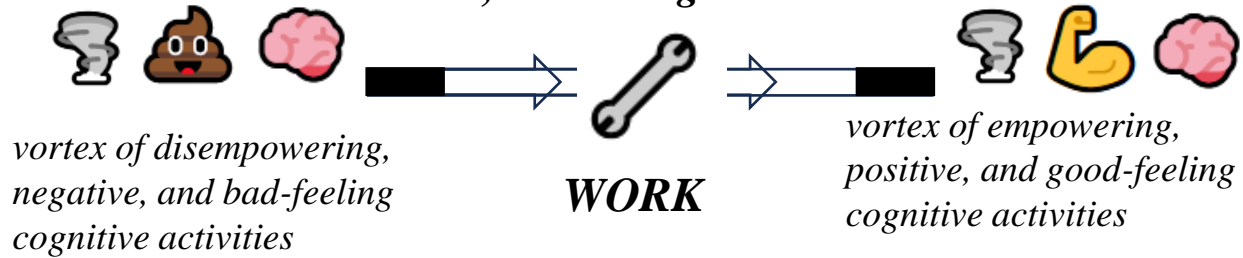
4.11.6 Go Places

- 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) _____

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We no longer live in a world of conflict between mind and emotions, but in a world of cognitive-emotional cooperation where cognitive re-processing activities are guided by emotional awareness.

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4.11.7 Creative writing

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

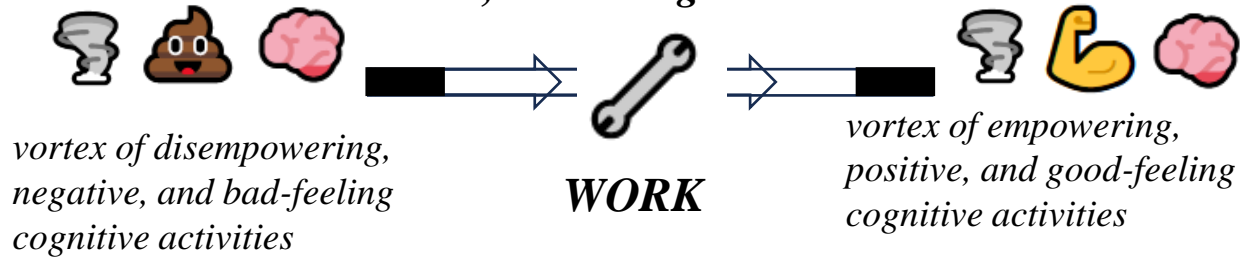
4.11.8 Music and the Arts

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

4.11.9 Religion

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

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4.11.10 Touchstones

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

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

(statements of, or about, one’s self)

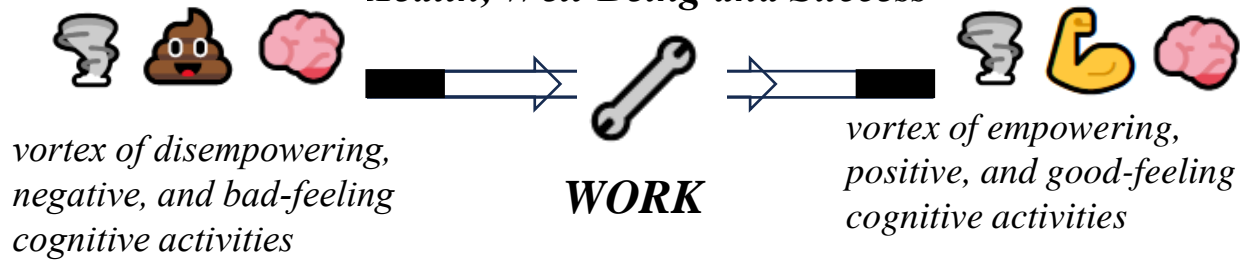
- I am strong, I am quick, I am smart, I am healthy_____
- _____
- _____

4.11.12 Professional Therapy, Counseling, and Healing

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

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



4.12 Step 2: Cognitive-Emotional Re-Processing Exercises

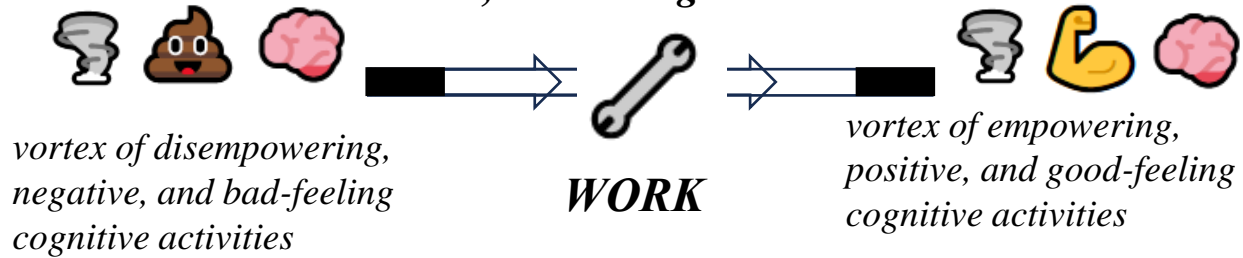
A director's, athlete's, and coaches' natural and evolved cognitive-emotional re-processing mechanisms are used to re-structure and to re-format their cognitive activities (thoughts, memories, imaginations, perceptions, and reasoning) towards emotionally good-feeling health, well-being, and effective and successful decision-making prowess and ability.

4.12.1 Warm-Up

To ignore bad-feeling emotions, moods, attitudes and feelings is to ignore a weakening of a healthy physiology that has an evolved correlation with health, well-being, and effective and successful decision-making.

- 1) Get into a positive good-feeling place before tackling your emotional land mines. "You can't get there from here."
 - 1) Cognitive-emotional distracting activities
- 2) Realize that your own cognitive behaviors are causal to how you feel. (Cognition precipitates the physiology perceived as emotions.)
- 3) Work from general overall desires to more specific.
 - 1) Spiral from the outside general outside into the more specific center.
 - 2) Find the good-feeling place of what is working.
 - 3) What are some "things" that are working for you?
 - 1) _____
 - 2) _____
 - 3) _____
- 4) Remember your goal is to get into and dwell within the good-feeling place of success.

Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



4.12 Step 2: Cognitive-Emotional Re-Processing Exercises (cont.)

4.12.2 Cognitive-Behavior Re-Processing Exercises and Techniques

1) Find a better feeling thought (and other cognitive activities).

- “idea” _____ ”better idea ” _____
- “idea” _____ ”better idea ” _____

2) Re-state and re-focus from an “unwanted” to a “wanted” desire and intended outcome.

- “unwanted” _____ ”wanted” _____
- “unwanted” _____ ”wanted” _____

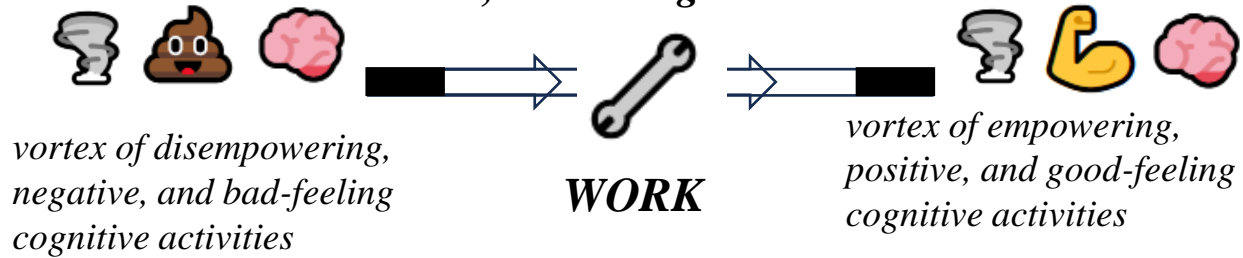
3) Re-framing: make lemonade out of lemons. (I learned from this defeat.)

- “lemons” _____ ”lemonade” _____
- “lemons” _____ ”lemonade” _____

4) Re-evaluate wants, and desires: re-establish or re-think intent/intentions

- 1) Intent sets calibrates the emotional guidance on what feels-good and what feels-bad.
- 2) If climbing Mt. Everest, I want an ice-axe (feels-good), not a claw hammer (feels-bad).
- 3) Maybe this is not the year to climb Mt. Everest. That is, no matter what you do, you can’t get into the good-feeling place for *that* ascent.

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4.12 Step 2: Cognitive-Emotional Re-Processing Exercises(cont.)

4.12.2 Cognitive-Behavior Re-Processing Exercises and Techniques (cont.)

5) Re-assess, reframe, inherited personal, institutional, and religious beliefs and logic.

- “belief” _____ ”better belief” _____
- “belief” _____ ”better belief” _____

6) Use religious and secular teachings of compassion, love, and forgiveness.

- “compassion” _____
- “love” _____
- “forgiveness” _____

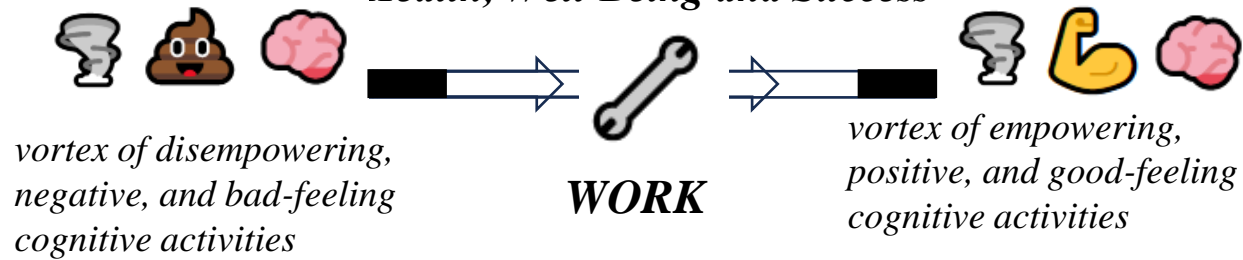
7) Learn to “STOP”; don’t start down the negative, bad-feeling rabbit hole.

- “rabbit hole” _____
- “rabbit hole” _____

8) Meditate and dwell within the good-feeling place of success.

- “good-feeling place” _____
- good-feeling place” _____
- good-feeling place” _____
- good-feeling place” _____
- good-feeling place” _____

Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



4.12 Step 2: Cognitive-Emotional Re-Processing Exercises (cont.)

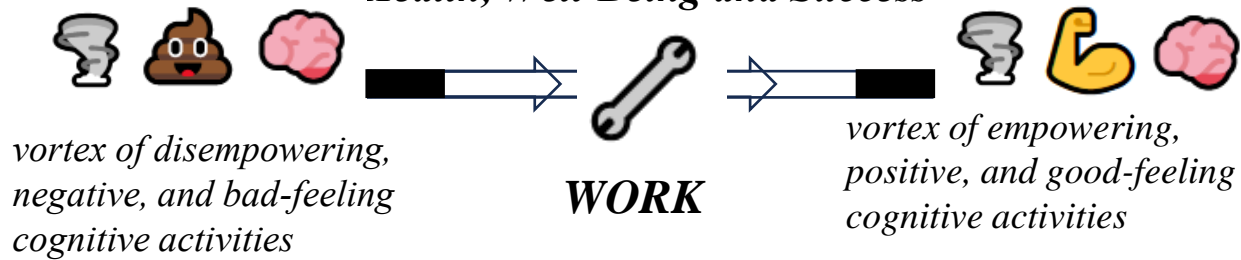
4.12.3 Pre-Cautions

- 1) Don't get caught up in a never-ending vortex of blame.
- 2) Choose your “battles” and “wars”.
- 3) When on this path, doing what you are doing, and the “good-feeling place of success” is never attained, it is time to step-back and re-evaluate your current intentions.
- 4) Maybe you are not on the right path.

4.12.4 When you “make a decision” or “call a play” **MAKE IT** the “right decision”; **LET IT BE** the “right decision”. Make it real (your decision).

- 1) Don't second guess your-self
- 2) Stay out of “what if it is wrong”, “what I made a mistake”
- 3) Realize that the good-feeling place and vortex of success will draw together the people, places, and events to actualize that successful decision.
- 4) **Be passionate about being passionate**, feeling good, and being in a place of health, well-being, and successful decision-making prowess. That is, attaining and maintaining a state of being that supports success in competition and in a life outside of sports.
- 5) Play it out and you will find success (or not).

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

Cognitive-behavior modification 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:

4.13.1 Weakness, ill-health, lack of well-being, and ineffective and erroneous decision-making capacity and being prone to injury.

To ignore bad-feeling emotions, moods, attitudes and feelings is to ignore a weakening of a healthy physiology that has an evolved correlation with health, well-being, and effective and successful decision-making.

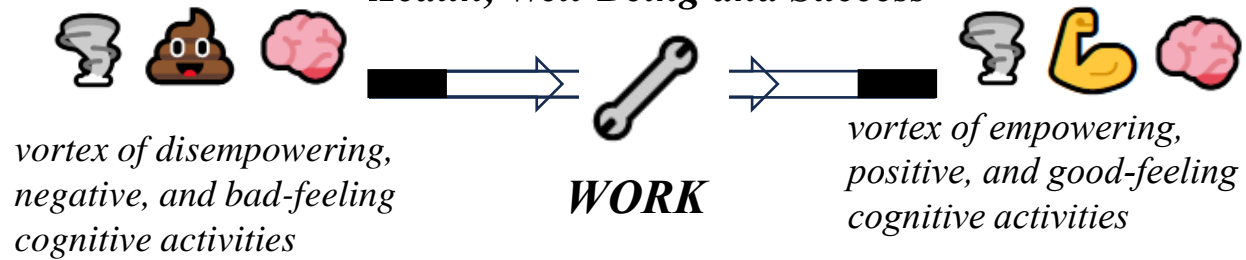
4.13.2 Unrecognized defense against illness, infection, and disease

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 of being that has less resistance to prevent and to fight of illness, infection, and disease.

4.13.3 Mis-diagnosis and treatment of basic cognitive dysfunction as “emotional dysfunction and disorder.” (Burnt-hand disorder.)

The physiology of depression and other “emotional disorders” are the natural evolved state of being when emotionally negative, bad-feeling *cognitive activities* are ignored by being “mentally tough” or camouflaged with drugs and other medications. (Note: always follow medical advise.)

Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



4.13.4 Biased and skewed cognitive, emotional, and physiological research.

When a study does not account for humanity's natural and evolved cognitive-emotional reprocessing and operant conditioning mechanisms that promote a healthy and good-feeling physiology, then cognitive, emotional, and physiological studies will be biased and skewed.

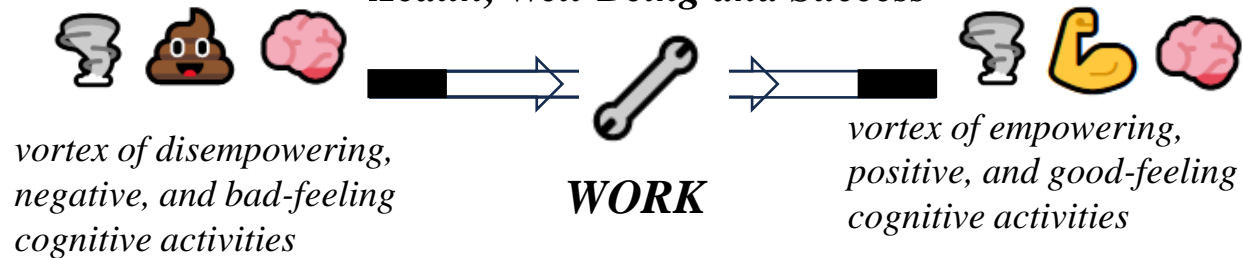
4.13.5 Camouflaged aberrant cognitive behaviors

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.

4.13.6 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.

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4.13.7 Criminal “justice” is not just when based on faulty “emotionally driven behavior” language and literary linguistic dynamics.

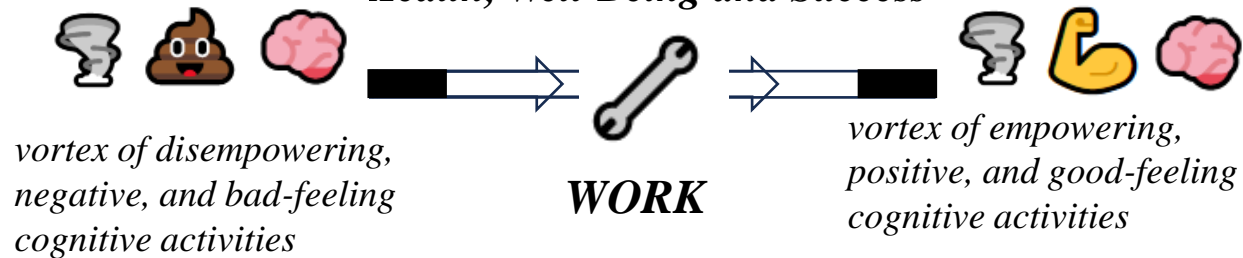
If the logic and reasoning for the understanding and application existing criminal justice is faulty, how can such “justice” be “just”? The foundation of our criminal justice is based on an erroneous linguistics of emotionally driven behavior first inscribed nearly 3000 years ago in Homer’s *“Iliad”* when concepts of evolution and biochemical, neurological, and physiological understandings of human behavior were non-existent. The effects of current criminal justice practices on our natural and evolved cognitive-emotional dynamics must be understood and accounted for within any laws and consequences outlined in those laws. Justice based on falsehood is itself false and unjust.

4.13.8 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.

The natural action within cognitive-emotional re-processing is to pivot out of the negative behaviors associated with 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.

Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



4.14 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.

4.14.1 No-Pain, No-Gain Doesn't work with Emotional Pain

Athlete's 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.

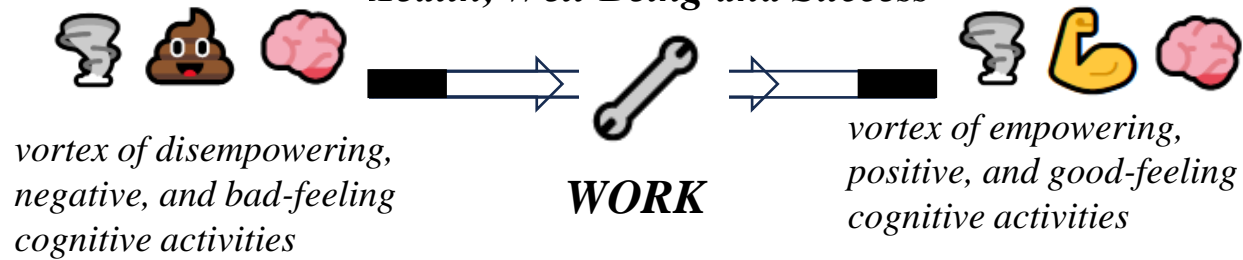
4.14.2 Cultural and peer pressure to "be tough"

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.

4.14.3 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.

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4.14 Causes of Cognitive-Emotional Dynamics Ignorance (continued)

4.14.4 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.

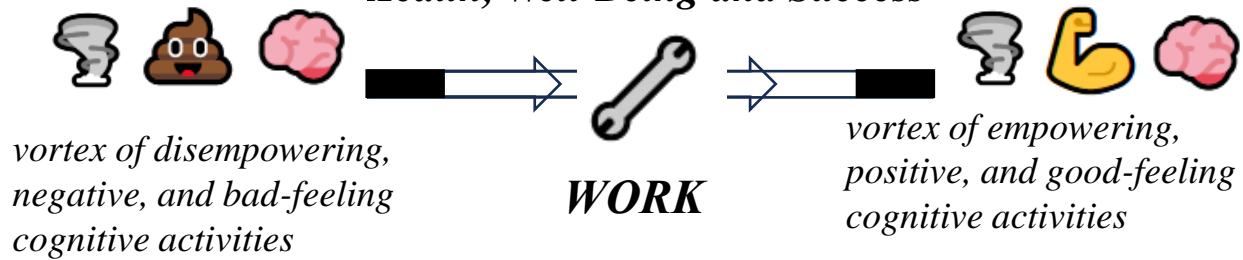
Emotions have evolved to guide the cognitive-emotional re-processing activities of the mind (such as thoughts, memories, imaginations, perceptions, and logic) towards health, well-being, and success. This depiction of humanity's cognitive-emotional dynamics is rarely portrayed in our language and literacy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

4.14.5 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.

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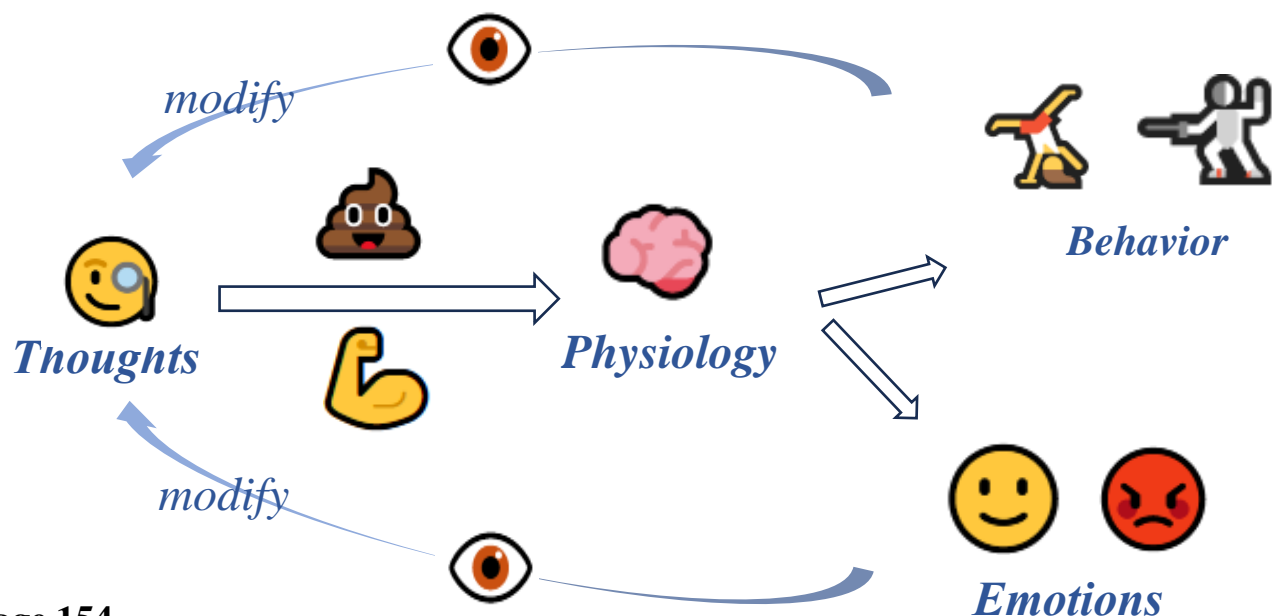


4.14 Causes of Cognitive-Emotional Dynamics Ignorance (continued)

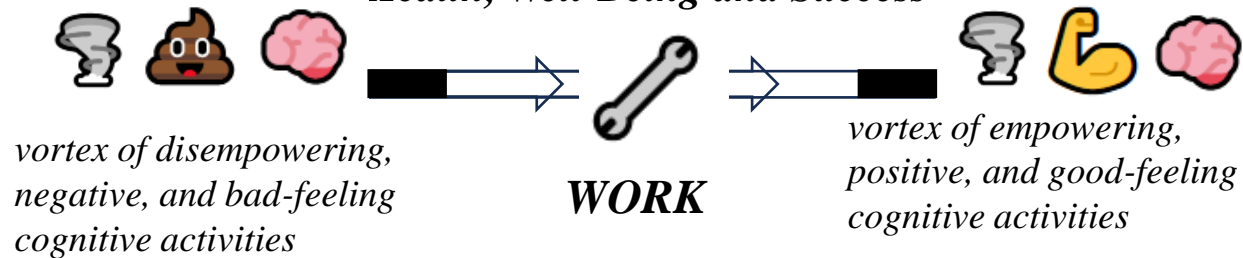
4.14.5 Cognitive-Emotional Evolutionary Dynamics

A character is driven in a book, movie, opera, play, song, or video by highly orchestrated changes and states of physiology of the brain and body precipitated by cognitive activities of the mind. And therefore, cognition, not emotion, must be controlled, regulated, and managed, (even with the use of pharmaceuticals).

Emotional control, management, and regulation, especially with pharmaceuticals, sabotages emotions evolutionary role to guide cognitive activities towards health, well-being, and successful decision-making prowess and ability.



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4.14 Causes of Cognitive-Emotional Dynamics Ignorance (continued)

4.14.6 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, imaginations, 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!***

PQ56

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



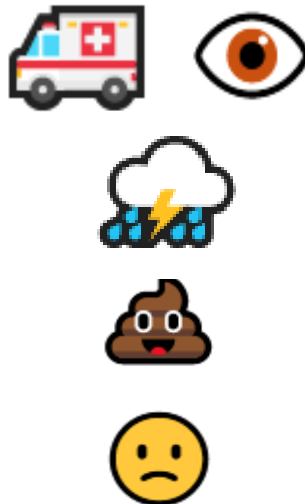
PQ57

Focus and dwelling upon a successful play, great route, effective blocking, good tackling, a bewildering run, or pinpoint passing creates a vortex of more power and success.



PQ58

*Dwelling upon that which you **DO NOT** want, desire, and intend generates negative, bad-feeling emotions, moods, attitudes, and feelings from an unhealthy and depressed physiology vulnerable to sickness, injury, and ineffective and poor decision-making, behavior, and failure.*



PQ59

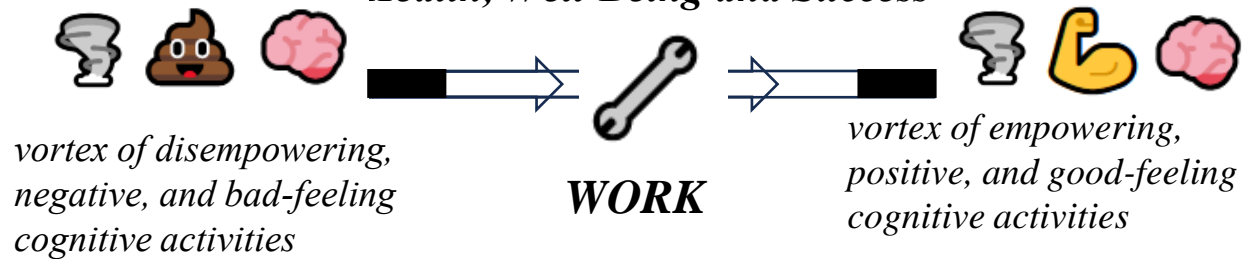
*Dwelling upon that which you **DO** want, desire, and intend generates positive, good-feeling emotions, moods, attitudes, and feelings from a healthy and powerful physiology that supports effective and successful decision-making prowess, behavior, and their actualization.*



PQ60

How reliable are existing psychological research studies, papers, and books in literature, sociology, psychology, medicine, philosophy, religion, and law if variation within an a population's capacity for re-processing, re-structuring, and re-organizing their own cognitive-emotional dynamics is unaccounted for?

Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success

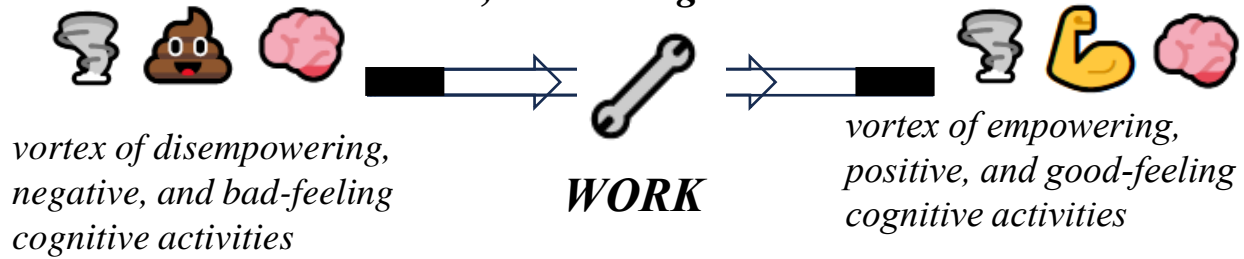


4.15 Review: Step 1) Find and dwell within a good-feeling place of power:

- 1) Do something fun***
- 2) Meditation, Mindfulness, Breathing Exercises***
- 3) Appreciation (dwell and focus upon the good feeling
aspects of “what ever”)***
- 4) Acts of Kindness***
- 5) Hobbies and Extra-Curricular Activities***
- 6) Go Places***
- 7) Creative writing***
- 8) Music and the Arts***
- 9) Religion***
- 10) Touchstones***
- 11) “I am” Statements of Empowerment (Self-Talk)***
- 12) Professional Therapy, Counseling, and Healing***

Note: The “Black Dog Institute” in Australia uses student “anxiety” in primary schools as an indicator of potential future mental health issues. That is, if a student doesn’t have the skills to move out of “anxiety” now....

**Section 4.0 Cognitive-Emotional Re-Processing for
Health, Well-Being and Success**

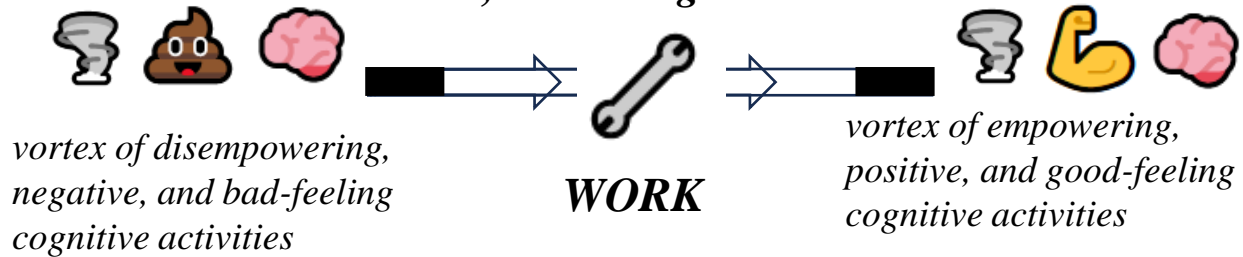


4.16 Review: Step 2) Cognitive-Emotional Re-Processing

1) Warm-up:

- 1) Get into a positive good-feeling place before tackling your emotional land mines. “You can’t get there from here.”**
 - 1) Cognitive-emotional distracting activities**
 - 2) Realize that your own cognitive behaviors are causal to how you feel. (Cognition precipitates the physiology perceived as emotions.)**
 - 3) Work from general overall desires to more specific.**
 - 1) Spiral from the outside general outside into the more specific center.**
 - 2) Find the good-feeling place of what is working.**
 - 3) What are some “things’ that are working for you?**
 - 1) _____
 - 2) _____
 - 3) _____
- 4) Remember your goal is to get into and dwell within the good-feeling place of success.**

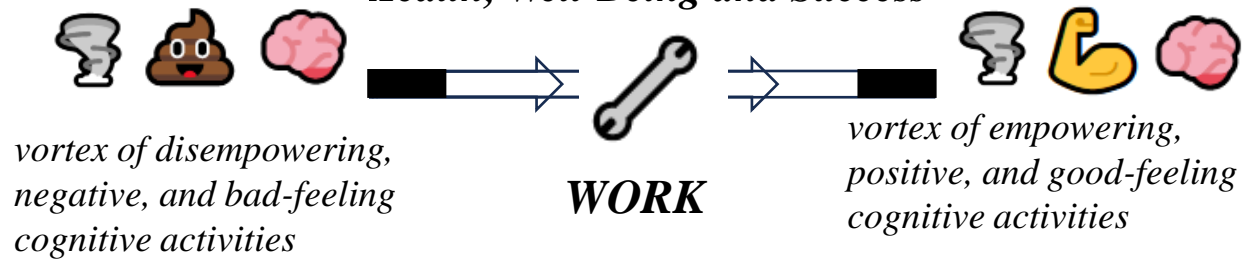
Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



2) Cognitive-Behavior Re-Processing Skills and Techniques

- 1) Find a better feeling thought (and other cognitive activities).
- 2) Re-state and re-focus from an “unwanted” to a “wanted” desire and intended outcome.
- 3) Re-framing: make lemonade out of lemons. (I learned from this defeat.)
- 4) Re-evaluate beliefs, wants, and desires.
 - 1) Re-establish or re-think intent/intentions
 - 1) Intent sets calibrates the emotional guidance on what feels-good and what feels-bad.
 - 2) If climbing Mt. Everest, I want an ice-axe (feels-good), not a claw hammer (feels-bad).
 - 3) Maybe this is not the year to climb Mt. Everest. That is, no matter what you do, you can’t get into the good-feeling place for *that* ascent.
 - 5) Re-assess inherited personal, institutional, and religious beliefs and logic.
 - 6) Use religious and secular teachings of compassion, love, and forgiveness.
 - 7) Learn to “STOP”; don’t start down the negative, bad-feeling rabbit hole.
 - 1) Use the “not wanted” to define what “is wanted”
 - 8) Meditate and dwell within the good-feeling place of success.

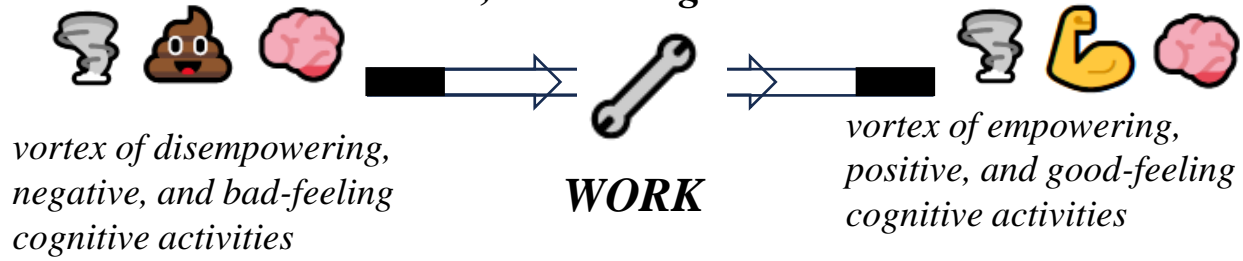
Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



3) Pre-Cautions

- 1) Don't get caught up in a never-ending vortex of blame.
- 2) Choose your "battles" and "wars".
- 3) When on this path, doing what you are doing, and the "good-feeling place of success" is never attained, it is time to step-back and re-evaluate your current intentions.
 - 1) Maybe you are not on the right path.
- 4) When you "make a decision" or "call a play" make it/let it be the "right decision".
 - 1) Don't second guess your-self
 - 1) Stay out of "what if it is wrong", "what I made a mistake"
 - 2) Play it out and you will find out.
 - 2) That is, keep in the good-feeling place and vortex of success that will draw together the people, places, and events for that successful decision.
 - 3) Learning when to "bail out" and do a "re-think" is a matter of experience and time.
 - 1) Make the call and let it be right.... Unless....
 - 2) Maybe I should make a new plan or decision?

Section 4.0 Cognitive-Emotional Re-Processing for Health, Well-Being and Success



Section 4: 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 _____

PQ61

*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.*

PQ62

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

PQ63

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

PQ64

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.

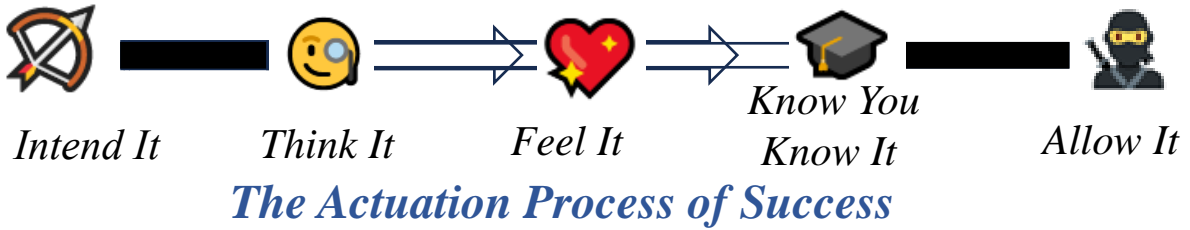
PQ65

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.

PQ66

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 5.0 The Process Being



Section 5 The Process Being

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 5.0 The Process Being



The Actuation Process of Success

Section 5 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).

Section 5.0 The Process Being



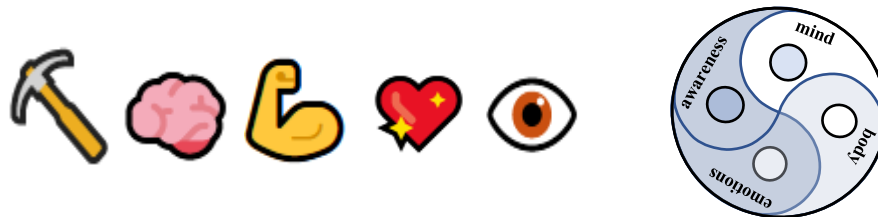
Is your house in order?



Practice is 90% physical, 10% mental. Competition reverses those numbers to 90% mental, 10% Physical.

And emotions? What about emotions?

(How many exercises and drills for emotional development?)



 *The Quantum Being*

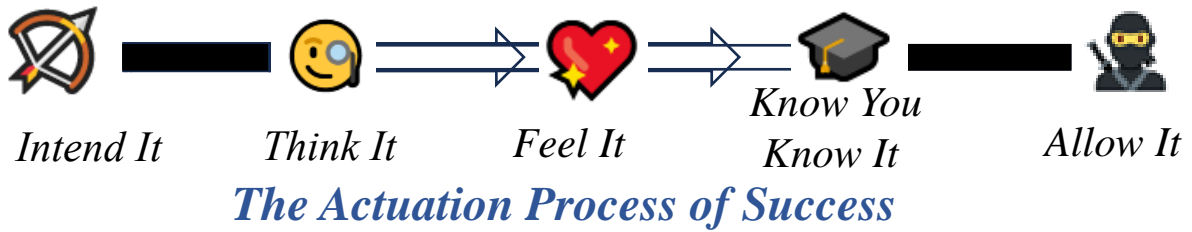
 *The Intuitive Being*

 *The Process Being*

 *Is your house in order?*

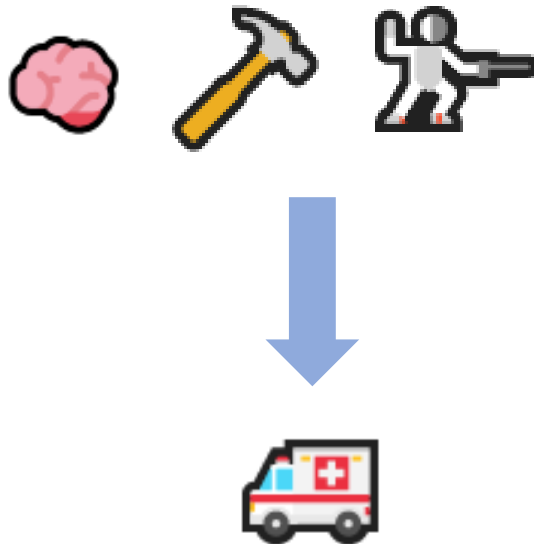


Section 5.0 The Process Being

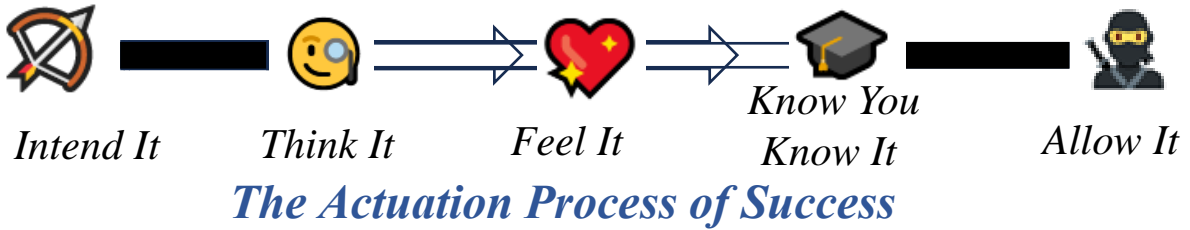


PQ67

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.

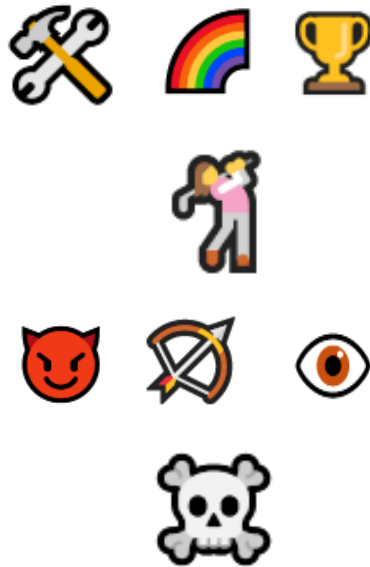


Section 5.0 The Process Being

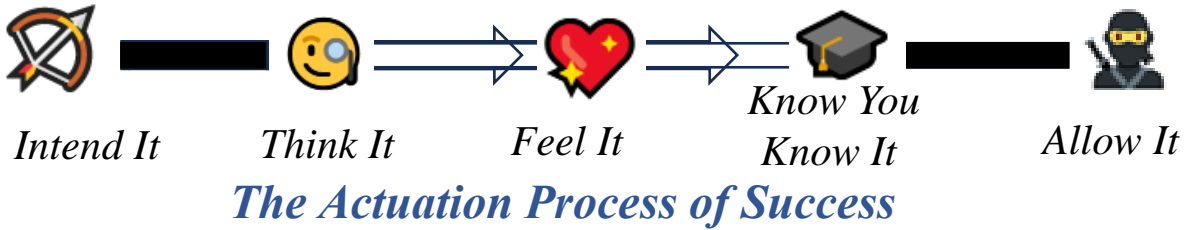


PQ68

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



Section 5.0 The Process Being



5.2 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 5.0 The Process Being





The Actuation Process of Success

5.3 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 5.0 The Process Being



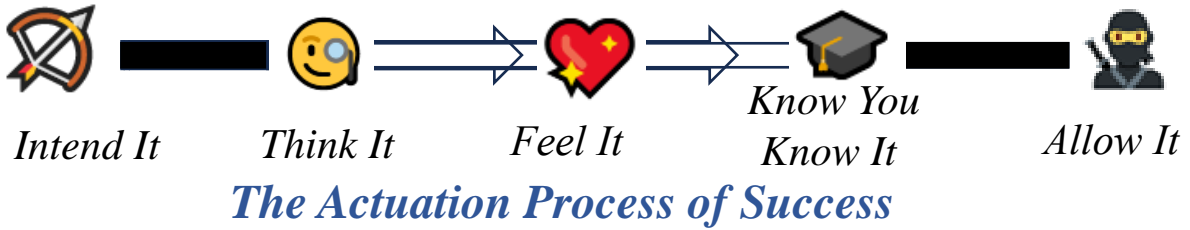
5.4 Know You Know It.



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 5.0 The Process Being



5.5 : 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”.



PQ69

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.

5.6 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 5.0 The Process Being



Intend It

Think It

Feel It

*Know You
Know It*

Allow It

The Actuation Process of Success

5.7 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:** 

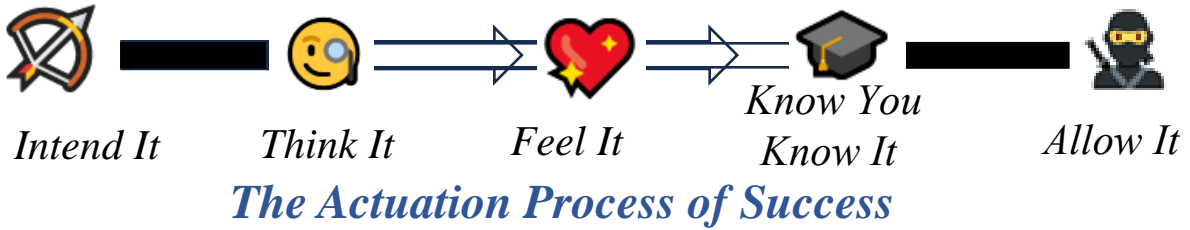
1. Quiet the mind of noise and allow:

YES _____ NO _____

f. **Successful Outcome?**

YES _____ NO _____

Section 5.0 The Process Being



5.8 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 _____

5.9 Offense Actualization Play Sheet (Offensive Segment Intending)

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

OFFENSE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

2 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

3 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

4 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

OFFENSE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

2 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

3 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

4 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

5.10 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 ___

5.11 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: _____

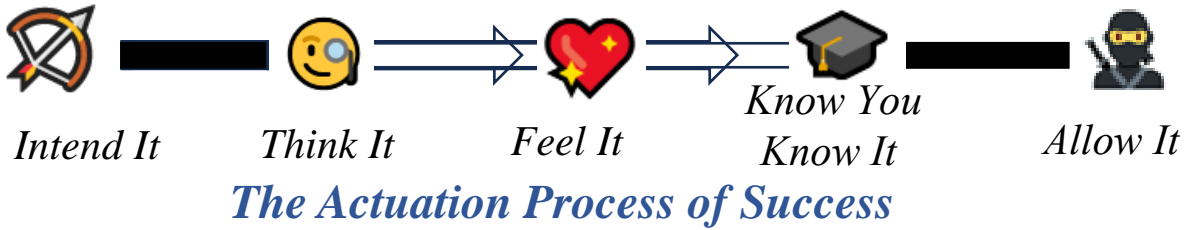
Think it: _____ Feel it: Y N

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

Intent

Allow

Section 5.0 The Process Being



Section 5.0 The Process Being

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_____

PQ70

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.

PQ71

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 .

Section 6.0 The Intuitive Being



Feel It

(Intuitive Awareness of Emotions)

Acti on It

(Intuitive Action of “Mind”)

Gut Awareness and Intuitive Action of “Mind”

Section 6: The Intuitive Being

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

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Feel It

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(Intuitive Action of “Mind”)

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In **Section 6** 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.

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

A player cannot know (or act on) the subtleties playing out within the game, match, move, or play if they are:

- (1) camouflaging their emotional state with mental chatter,*
- (2) actively suppressing, ignoring, or controlling their emotional state of being, or*
- (3) preoccupied by being mindfully aware with “acceptance and without judgment” (an athlete must judge, evaluate, and use their emotional feedback.)*

Emotions have evolutionary survival meaning and have a cooperative relationship with “mind” for the actuation of success. An athlete on defense is dependent on “awareness.” What an athlete on defense must develop is an *emotional awareness* of the very fine subtleties, or signals, within the offensive stance of an opponent, team, or opposition perceived through cognitive activities of perception of the mind, either visual and, in the case of wrestling, touch or even smell. Cognition precipitate changes and states of neurology, biochemistry, and physiology that are perceived *emotionally* as long as one’s own *intent* has been previously established, such as a football defensive back’s intention is to block the catch, a lineman’s intent to protect his quarterback. One exercise to develop the mind-emotion connection is, before the moment to react, *guess* what the offensive action is going to be, or what he is going to do.... just guess.

1) *guess* _____ ? *Success* ____ *yes* ____ *no*

Page 192 2) *guess again* _____ ? *Success* ____ *yes* ____ *no*

Section 6.0 The Intuitive Being



Feel It

(Intuitive Awareness of Emotions)

Acti on It

(Intuitive Action of "Mind")

Gut Awareness and Intuitive Action of "Mind"

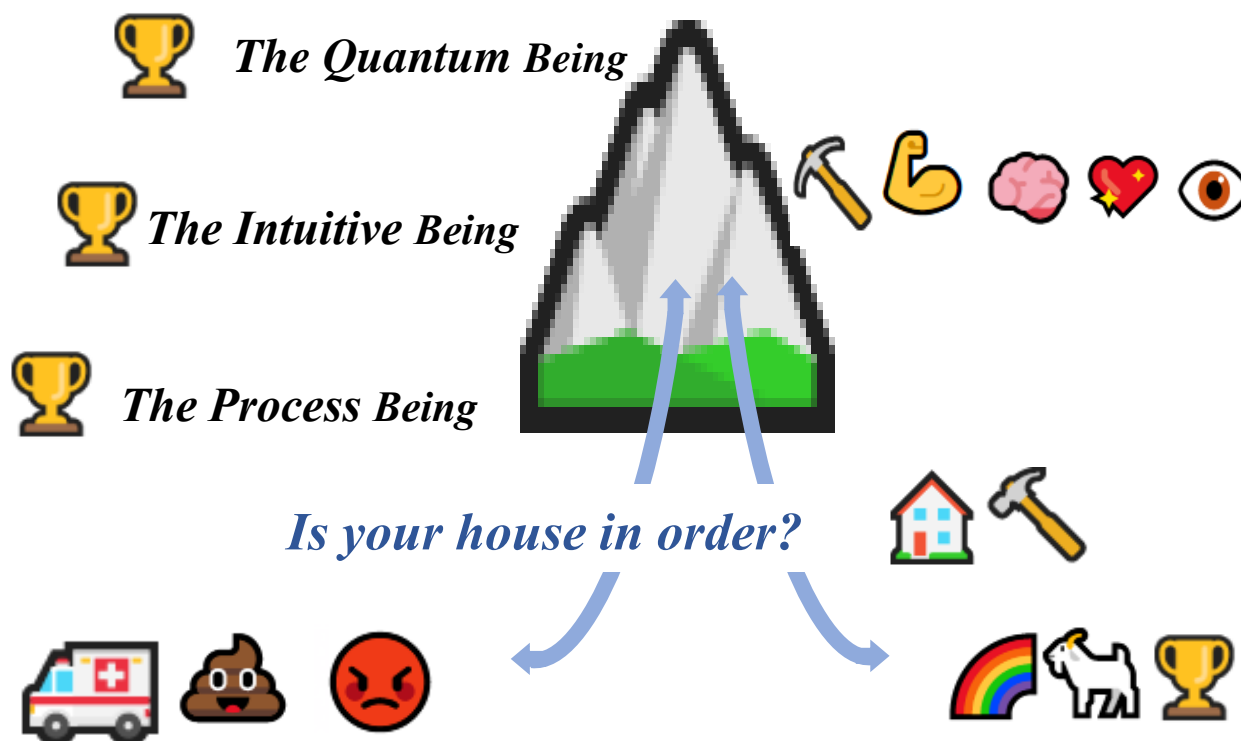
"Gut" Awareness involves

EMOTIONS!!

A player cannot know (or act on) the subtleties playing out within the game, match, move, or play if they are:

- (1) Camouflaging their emotional state with mental chatter*
- (2) Droning out their emotions with music blaring through their mind*
- (3) Actively suppressing, ignoring, or controlling their emotional state of being (mental toughness, drugs, or whatever...)*
- (4) Preoccupied by being mindfully aware of their thoughts and emotions with "acceptance and without judgment"*

(An athlete must use, evaluate, and judge their emotional awareness.)



PQ72

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

PQ73

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

Section 6.0 The Intuitive Being



Feel It

(Intuitive Awareness of Emotions)

Acti on It

(Intuitive Action of “Mind”)

Gut Awareness and Intuitive Action of “Mind”

6.1 Gut Awareness

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

The process of gut awareness and intuitive action of “Mind” is to be highly sensitive and aware of the events going around you in a game and specifically during a play *AND* where your emotional awareness can “speak” to you on the significance and meaning of your cognitive activities.

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

Describe 2 events where you acted on your “gut” awareness.

1. _____

Section 6.0 The Intuitive Being



Feel It

(Intuitive Awareness of Emotions)

Acti on It

(Intuitive Action of “Mind”)

Gut Awareness and Intuitive Action of “Mind”

6.2 Gut Awareness and Intuitive Action

6.2.1 *Feel*

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

6.2.2 *Cultivation*

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

6.2.3 *Cultivated Intuitive Action*

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

Describe 2 events where you had “feelings” of where to go and what to do.

1. _____

2. _____

PQ74

*Your power is in your ability to focus on what is wanted,
desired, and intended.*

Section 6.0 The Intuitive Being



Feel It

(Intuitive Awareness of Emotions)

Acti on It

(Intuitive Action of “Mind”)

Gut Awareness and Intuitive Action of “Mind”

6.3 Camouflaging, suppressing, or ignoring emotional states of being

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

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

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

6.3.4 *The importance of negative emotional awareness.*

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

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

How did you act on that feeling?

Section 6.0 The Intuitive Being



Feel It

(Intuitive Awareness of Emotions)

Acti on It

(Intuitive Action of “Mind”)

Gut Awareness and Intuitive Action of “Mind”

6.4 Feed the Beast



VS. Feed the Beast



6.4.1 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.

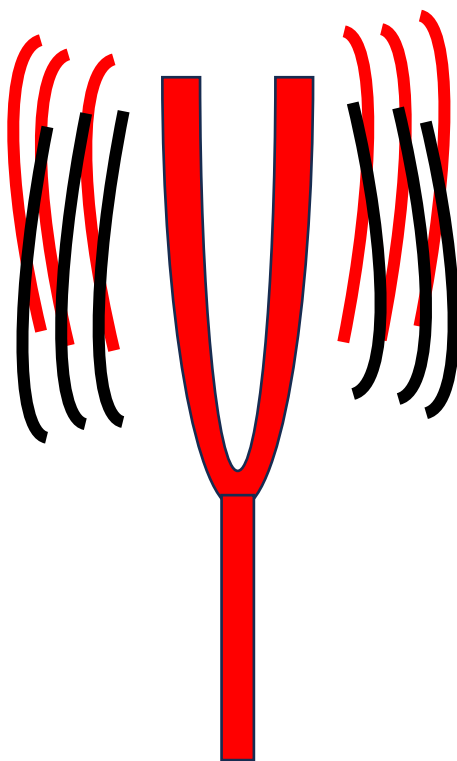
Describe a time when you had an injury. Can you interpret what your cognitive-emotional state was?

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?

PQ75

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



PQ76

*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 of
objects and linear cause and effect and become the master he
so desired to be.*

PQ77

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

Section 6.0 The Intuitive Being



Feel It

(Intuitive Awareness of Emotions)

Acti on It

(Intuitive Action of “Mind”)

Gut Awareness and Intuitive Action of “Mind”

6.4.2 *Be the Fool (or the Jester?)*



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

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

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

Section 6.0 The Intuitive Being



Feel It

(Intuitive Awareness of Emotions)

Acti on It

(Intuitive Action of “Mind”)

Gut Awareness and Intuitive Action of “Mind”

6.4.3 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: _____

Section 6.0 The Intuitive Being



Feel It

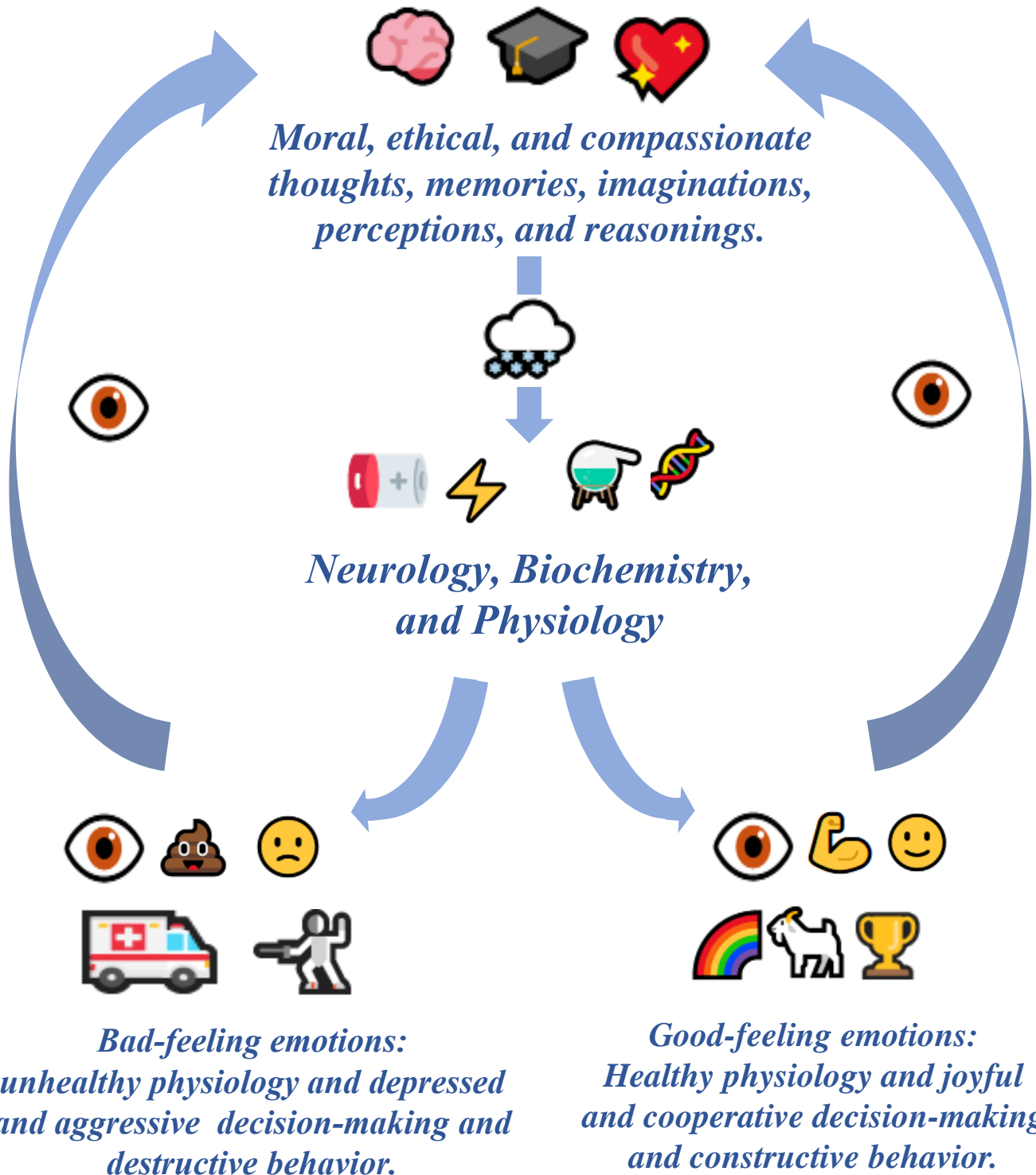
(Intuitive Awareness of Emotions)

Acti on It

(Intuitive Action of "Mind")

Gut Awareness and Intuitive Action of "Mind"

6.5 What feels-good-is-good, what feels-bad-is-bad (biologically)



Section 6.0 The Intuitive Being



Feel It

(Intuitive Awareness of Emotions)

Acti on It

(Intuitive Action of “Mind”)

Gut Awareness and Intuitive Action of “Mind”

Section 6: The Intuitive Being

Post-Test

(mark all that apply)

1. “Intuitive action” evolves out of the emotions, moods, attitudes and feelings of the body and “mind”.

_____ True _____ False

2. Gut awareness always needs immediate action.

_____ True _____ False

3. An athlete can intuitively feel to be in the right spot and the right time doing the right thing.

_____ True _____ False

4. An athlete must suppress their negative feeling emotions.

_____ True _____ False

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

_____ True _____ False

6. An athlete must have a good feeling wants, desires, and intentions to be successful.

_____ True _____ False

PQ78

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

PQ79

*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 7.0 The Quantum Being



Section 7: The 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:

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Section 7.0 The Quantum Being



In **Section 7** 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*.”

“We were sitting out in our backyard with our cat Mindy about 10ft away. A falcon came diving in, missed Mindy, and flew off. What really happened is when the falcon was about 5ft from Mindy, time stopped and the falcon and I looked eyeball to eyeball and I commanded, “No!” And he flew off.

(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.

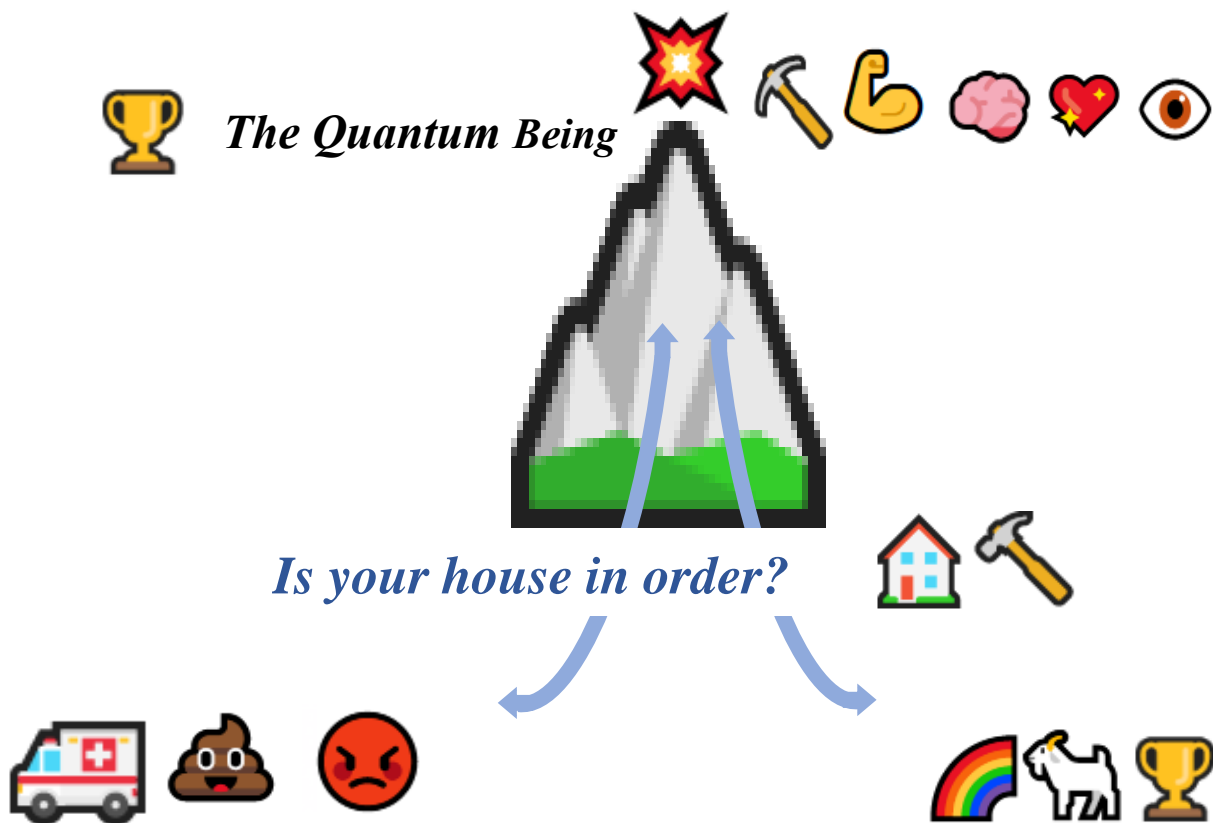
Section 7.0 The Quantum Being



PQ80

He who speaks does not know.

He who knows, can not speak.



Section 7.0 The Quantum Being



PQ81

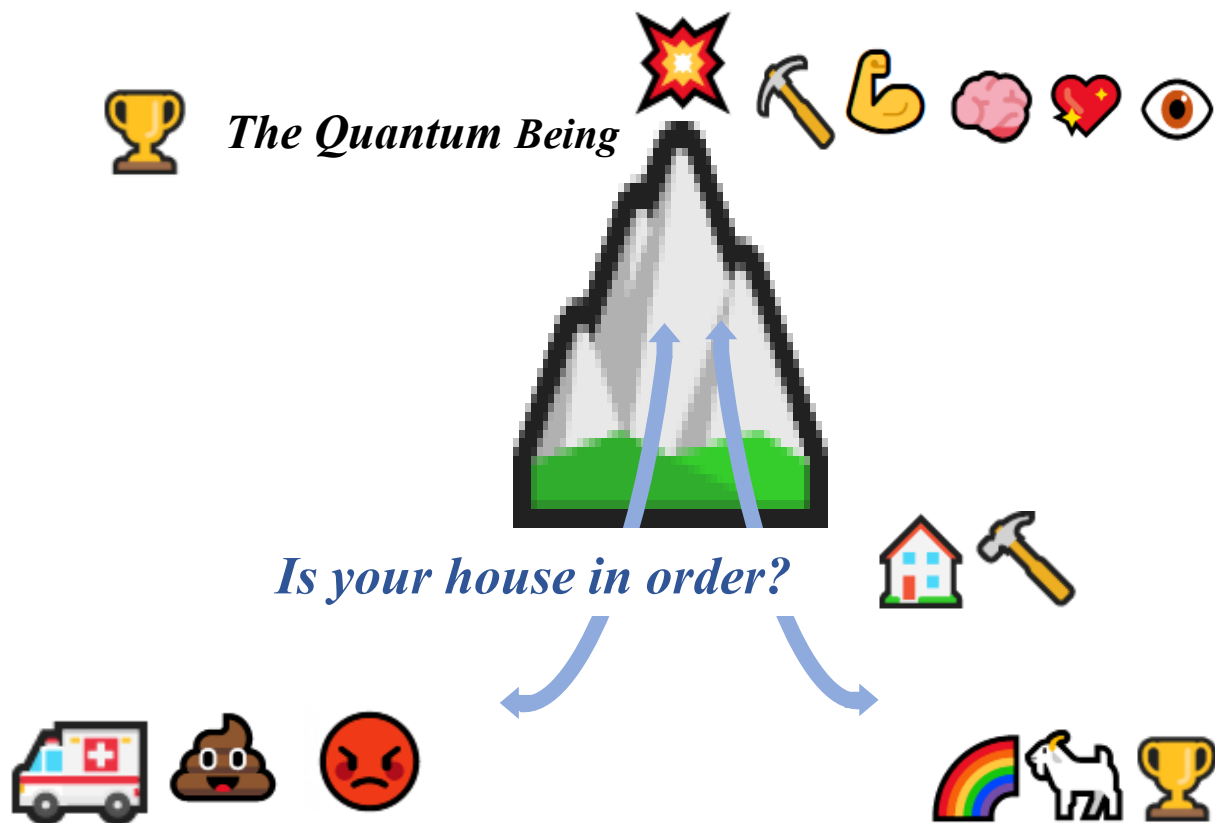
*The state of "no mind" lies within the heart,
a state of peaceful love of life where all-is-good and well.*

*Meditation, silencing the mind to dwell
within the good-feeling love*

and peace of the heart,

*is the means to mindless heightened and expanded
awareness beyond logical time and space.*

*And only within the heart can the mindless power of
instant and explosive action of pure intent be free to exist.*

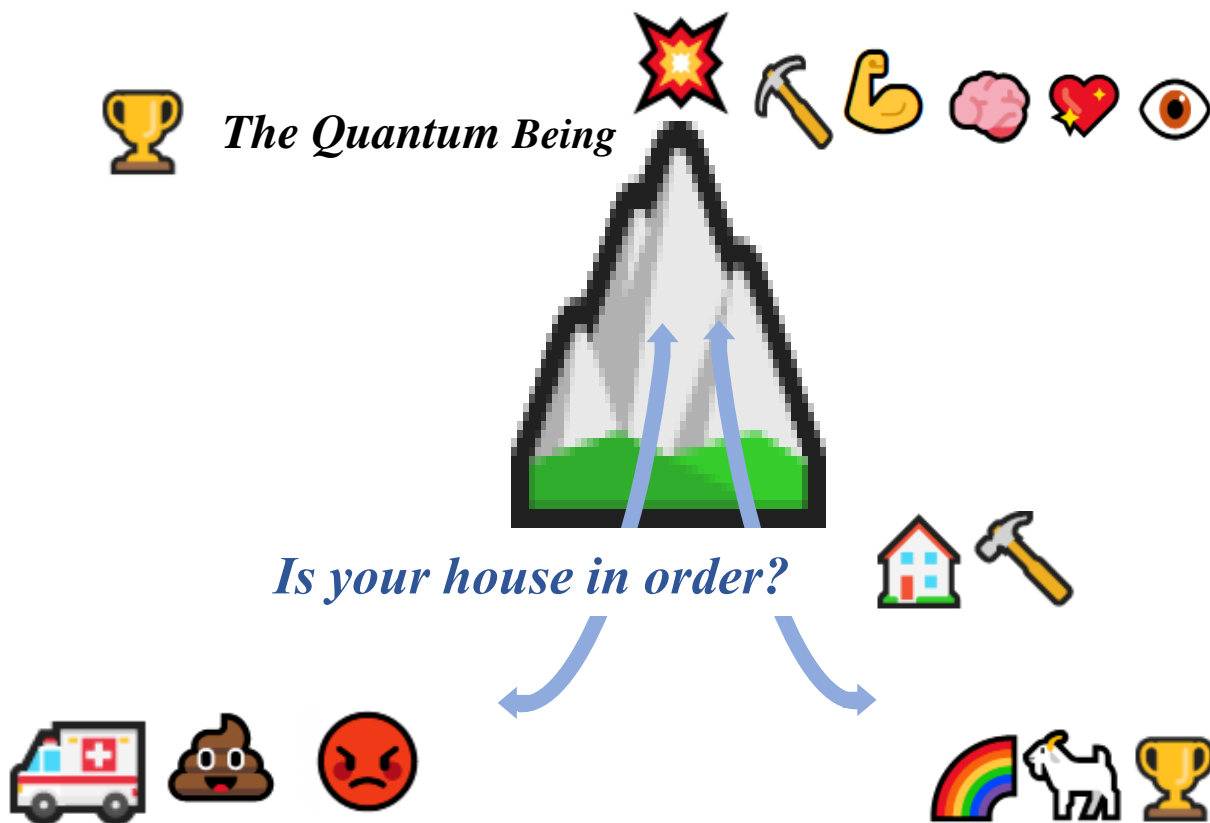


Section 7.0 The Quantum Being



The Paradox of Quantum Mechanics and a Vibrational Universe

- 1) *Time and events lose order and sequence*
 - a) *what comes first, the chicken or the egg?*
- 2) *Linear cause and effect breaks down*
 - a) *an event down –stream (future) causes an event up-stream (past)*
- 3) *Physics as you have been taught and know breaks down.*
 - a) *gravity and mass = magnetic forces*



Section 7.0 The Quantum Being



7.1 “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:

7.1.2 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.

7.1.3 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.

Section 7.0 *The Quantum Being*



7.1.4 *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 1984. And I was first introduced that author and his works by one of my high school teachers I met with on a notable occasion in 1979....Yet, I “knew” the author and his book in 1974?!

b) The Future is Now; And So Is Now

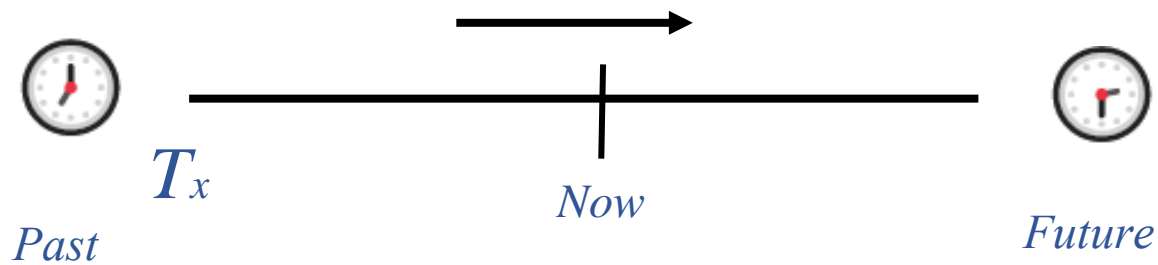
I was teaching mechanical drafting, old school style with paper and a pencil. I was a high school industrial arts teacher between 1980 and 1986. One time in one of those years, say around 1983, I started experiencing moments of the future, now in the present. Events not too far in the future, just 30seconds or may be 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....

When a puff of wind comes down the course in sailboat racing, the crew is set up with a challenge to “declare” a coming puff: is a “lift” or is a “knock”. (Lon)

Section 7.0 The Quantum Being



c) The hard to utilize "time line".



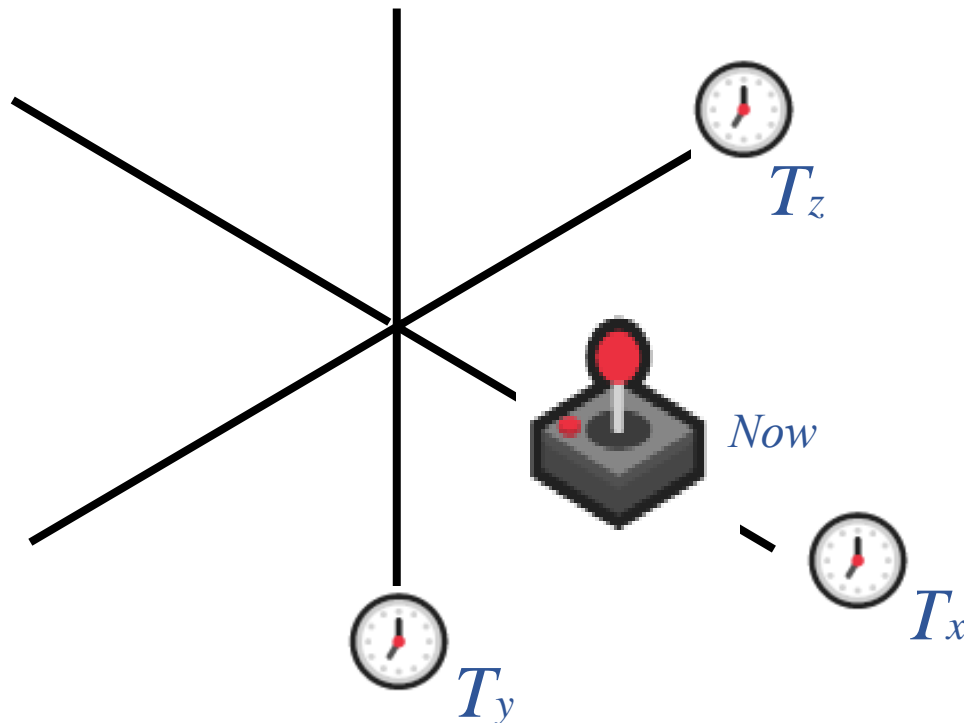
Quantum Time of Synchronicity

A future event in New Orleans, creates a change in the past up in Minneapolis that effects St. Louis now.

Section 7.0 The Quantum Being



d) In a "time space" of Quantum Mechanics, synchronicity is easier to grasp because "now" can exist on T_x ; but be the future on T_y ; and the past on T_z .



1. Would having the experience of what your opponent was going to do before it happened be an advantage?
2. _____ yes _____ no _____ maybe
3. Could you handle that future awareness experience?
4. _____ yes _____ no
5. How would you use foresight now? How can you practice "foresight"?

6. Have you ever had an experience where time "stopped"

Section 7.0 The Quantum Being



7.2 “Mindless Action and Power” 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: _____

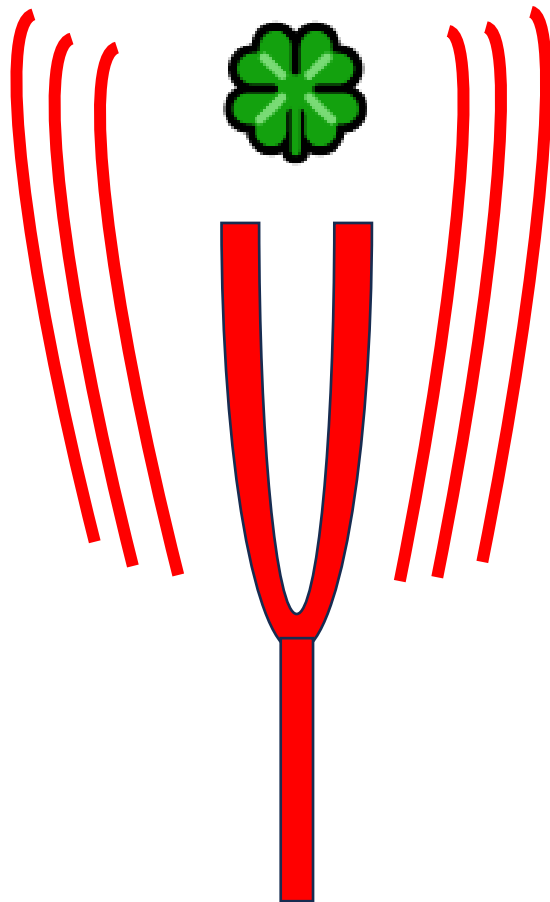
During: _____

After: _____

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

PQ82

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



PQ83

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



PQ84

The Mind... shapes reality;



Emotions... indicate the desirability of that shape.

PQ85

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



Section 7.0 The Quantum Being



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

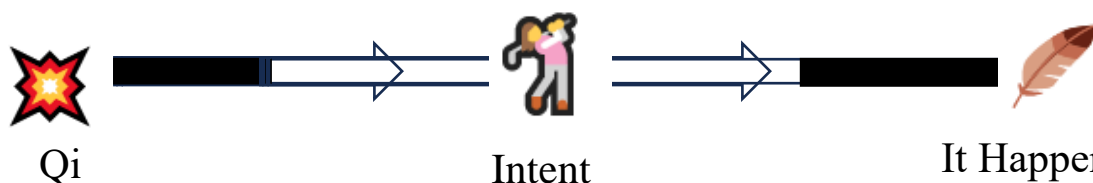
“I was on our middle school basketball team playing our un-beatable nemeses. We were down one, with little time on the clock, and our star missed his shot and we lost the rebound. I was tripping over my loose shoe laces and stopped to tie my shoe as the others scurried down to the other end. I looked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

7.3.1 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.

7.3.2 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.”

7.3.3 *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 7.0 The Quantum Being



7.4 Building Personal and Team Qi and a reality vortex of **SUCCESS**.

7.4.1 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.

7.4.2 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”?

PQ86

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



PQ87

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



Section 7.0 The Quantum Being

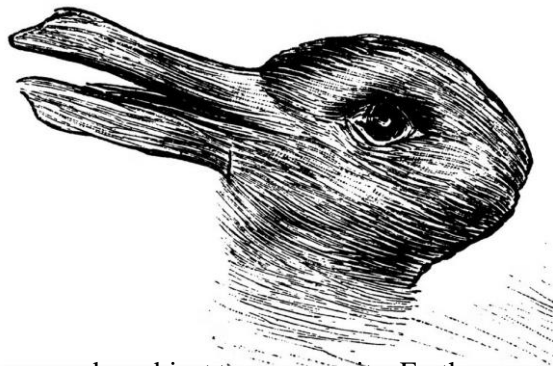


7.4.3 Dominate Resonance: When a dominating tuning fork starts vibrating, another weaker tuning fork will begin to resonate with that same frequency.

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

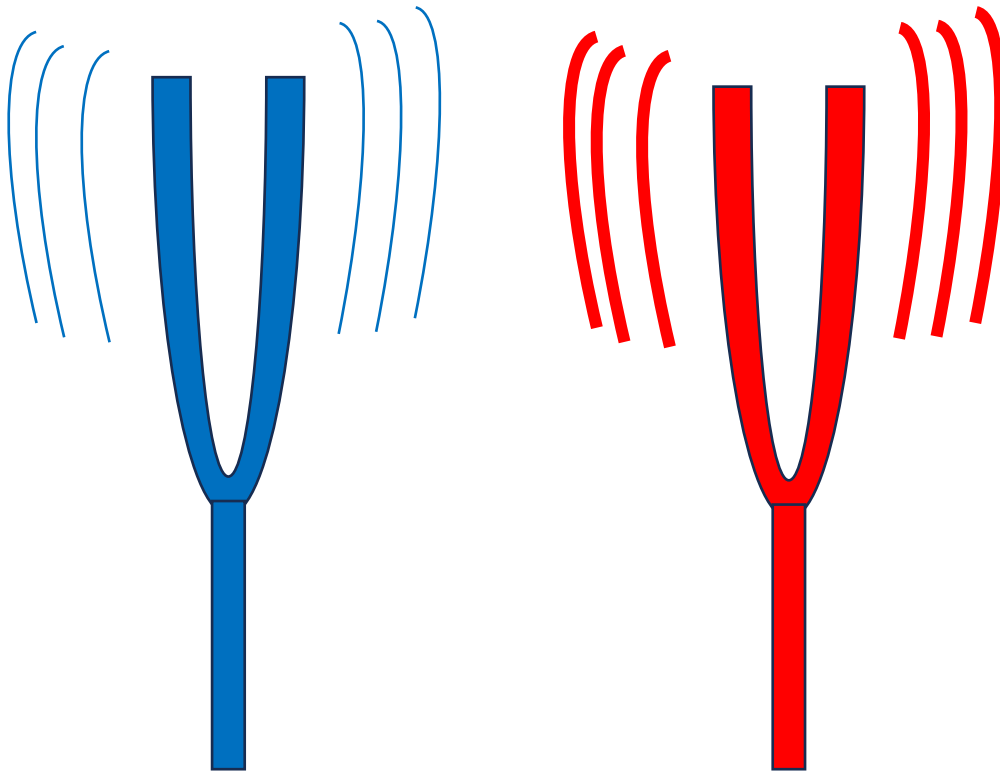
Section 7.0 The Quantum Being



PQ88

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.

(Principle of dominate resonance.)



*Visualize: “I am the
winner of this match”*

*Intent: “I am the
winner of this match”*

Section 7.0 The Quantum Being



7.5 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 you 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?

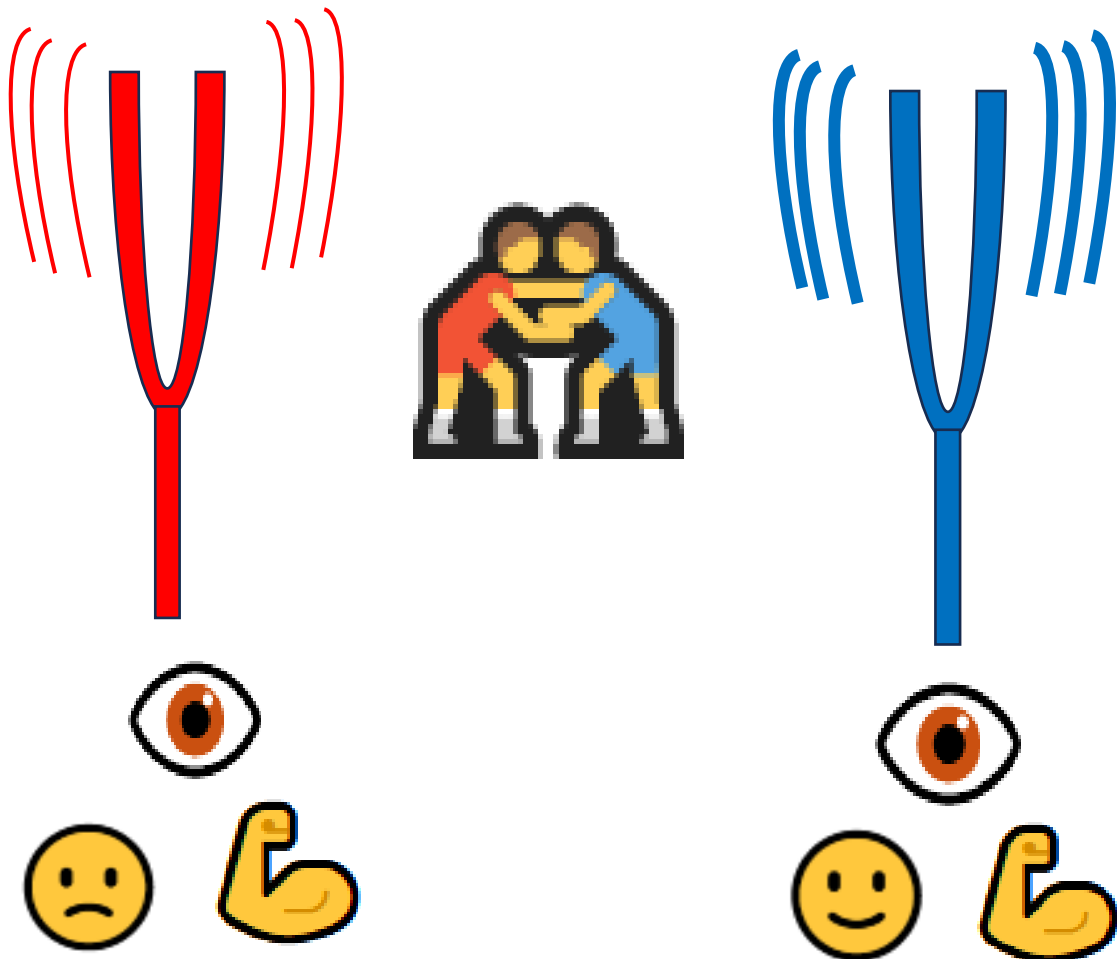
 Dominance *Incompetence*

Section 7.0 The Quantum Being



PQ89

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.

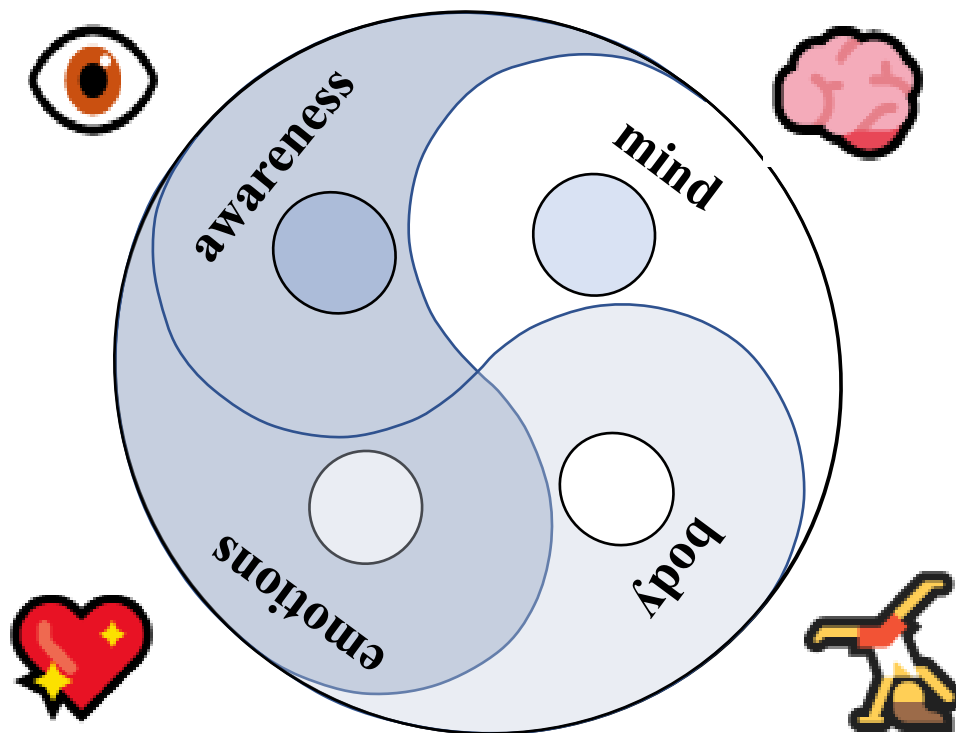


PQ90

How reliable are existing psychological research studies, papers, and books in literature, sociology, psychology, medicine, philosophy, religion, and law if variation within an a population's capacity for re-processing, re-structuring, and re-organizing their own cognitive-emotional dynamics is unaccounted for?

PQ91

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 7.0 The Quantum Being



7.6 Learn to Be a Successful Being



7.6.1 Are you LUCKY?

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



7.6.2 Synchronicity



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

7.6.3 Cognitive-Emotional Awareness:



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

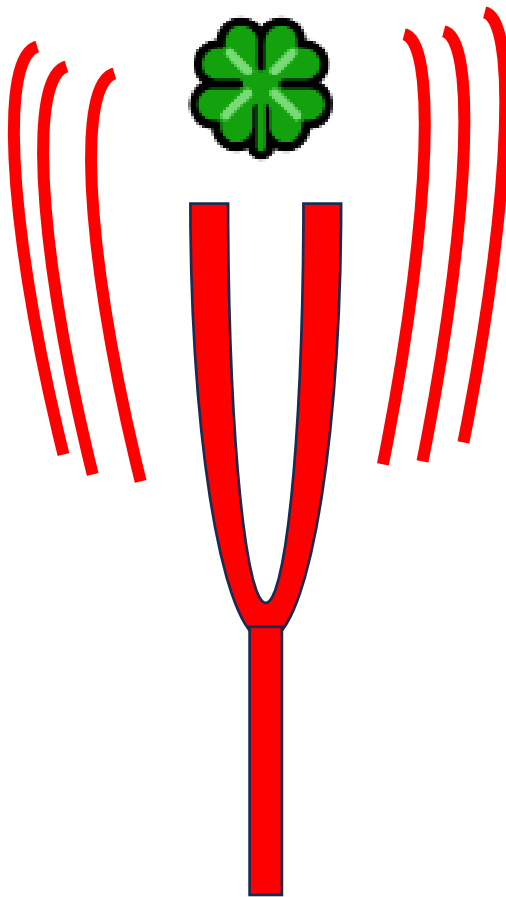
7.6.4 Champions Project Success:



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.

PQ92

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.



We are vibrational Quantum Beings (metaphor?) that “reach” through time and space, into the past and future.

Section 7.0 The Quantum Being



7.6 Learn to Be a Successful Being (continued)

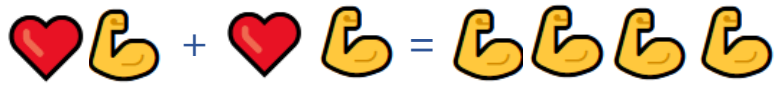


7.6.5 Intent, want, desire:



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).

7.6.6 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.

7.6.7 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.

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



Section 7.0 The Quantum Being



Section 7: The 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



Success is a state of being.



Be it!

Appendix

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Appendix A
***Definitions: Putting the Evolutionary Power and
Energy Back into Words***



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.


PQ93

*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.*

Appendix A: Definitions: Putting the Evolutionary Power and Energy Back into Words



1) *Powerful and strong physiology:*

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

2) *Compassionate / emotions /feeling it*

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) *Cultivated / wisdom:*

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

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.

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.

6) *Cultivated and Compassionate Intuitive Action:*

Allowing action / intuitive action with heart

Appendix A: Definitions: Putting the Evolutionary Power and Energy Back into Words



7) Instinctive Reflexive Action of “No-Mind”

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

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.

9) Physiology / Physiological:



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



10) Cognition / Cognitive (Mind):



what goes on between the ears

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



11) Emotions, moods, attitudes, and feelings:

the perception of physiological (body) states of being



They feel bad  (the perception of a weakened physiology)  “doo-doo”

OR

They feel good  (the perception of a strong physiology)  “strong”

Appendix A: Definitions: Putting the Evolutionary Power and Energy Back into Words



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

13) Awareness



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

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.

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/>).

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.

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.

Appendix A: Definitions: Putting the Evolutionary Power and Energy Back into Words



18) Precipitate / precipitation:



generates, makes, produces, brings on

19) Dis-empowerment:



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

20) Empowerment:



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

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).

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.

23) Qigong:



The cultivation (refinement) of energy.

Appendix A: Definitions: Putting the Evolutionary Power and Energy Back into Words



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

25) Symbiotic Relationship

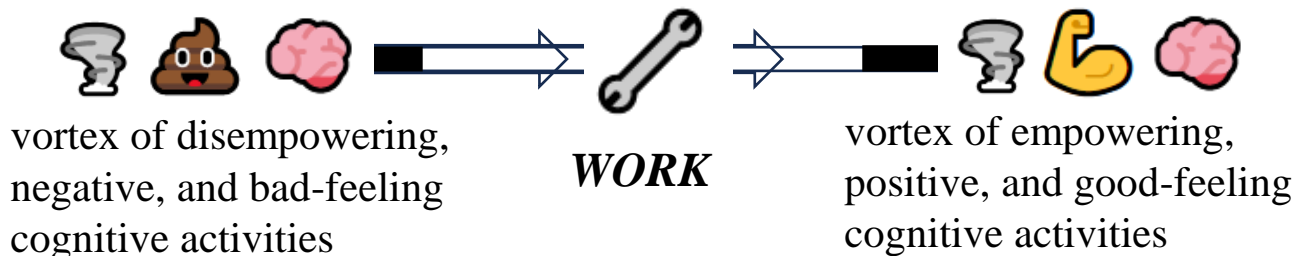
the mind, body, emotions, and consciousness cooperative and harmonious relationship

26) Feeling Stick:

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



27) Cognitive-Emotional Re-Processing:



Appendix A: Definitions: Putting the Evolutionary Power and Energy Back into Words



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)

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)

30) Pathological



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

31) Debilitating and aggressive behavior



32) Exhilarating and Powerful Behavior



Appendix A: Definitions: Putting the Evolutionary Power and Energy Back into Words



33) *Feed the Beast*



VS. *Feed the Beast*

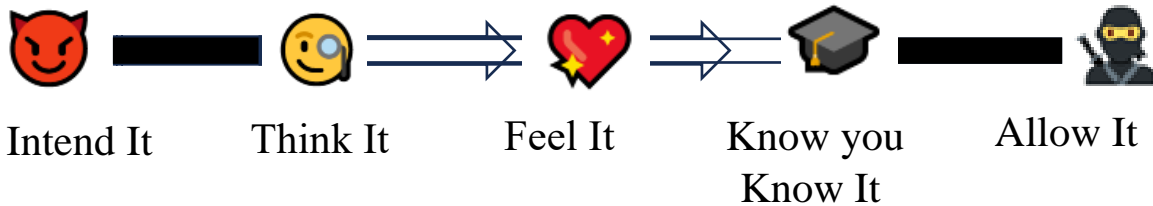


The difference between *feeling good cultivated* intuitive and reflexive action versus *feeling good self-indulgent* intuitive and reflexive action is the difference between being the GOAT and being the Clown.



34) *Cultivated Actualization Process*

acting with intent, purpose, and awareness



35) *Gut Awareness and Intuitive Action of “Mind”*

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



Appendix A: Definitions: Putting the Evolutionary Power and Energy Back into Words



36) “Mindless” Awareness and Reflexive Action of Quantum Being

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

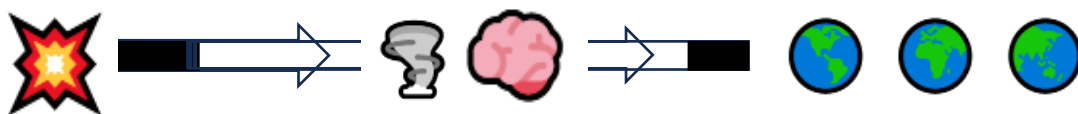


37) “Quantum Being”



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

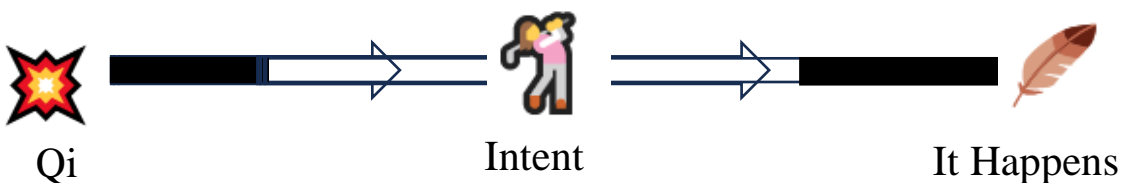
38) Personal Power of Qi



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

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

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



Appendix A: Definitions: Putting the Evolutionary Power and Energy Back into Words



40) Putting your house in order

generates, makes, produces, brings on



43) Body



41) Actualization / actualize / actuation

realization, to make real, to make happen



42) Action, Behavior:

Movement, doing, Do-It., conduct



43) Success

actualize that which is wanted (with joy)



Appendix B:
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 ___

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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 ___

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2 _____ Intent: _____

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

4 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

5 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

OFFENSE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

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OFFENSE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT MOVE: _____

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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:
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 ___

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4 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

5 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

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 ___

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5 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

DEFENCE ACTUALIZATION PLAY SHEET PLAY: _____

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Think it: _____ Feel it: Y ___ N ___

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

5 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

Awareness

Allow

DEFENSE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

2 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

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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: _____

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

2 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

3 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

4 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

5 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

Awareness

Allow

Appendix D:

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: _____

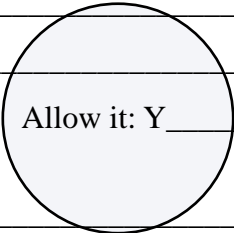
Think it: _____ Feel it: Y ___ N ___

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

10 _____ Intent: _____

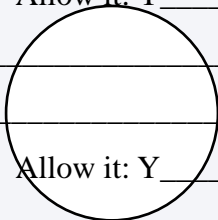
Think it: _____ Feel it: Y ___ N ___

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 ___

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4 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

5 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

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

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

*Appendix E:
The Mountain Exists as We Were Taught*

Revolution in Emotional Awareness

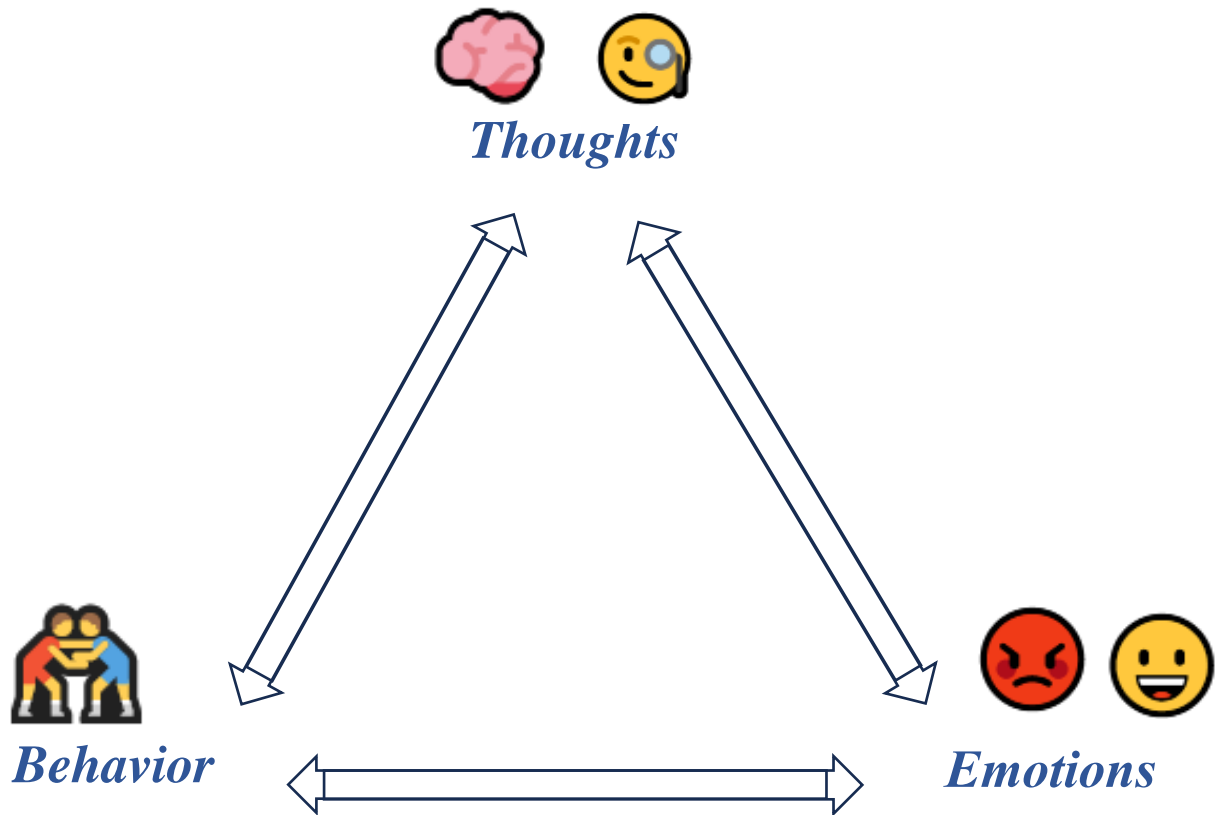
(What are Emotions?)

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.

Appendix E: The Mountain Exists as We Were Taught

Revolution in Emotion Awareness

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”

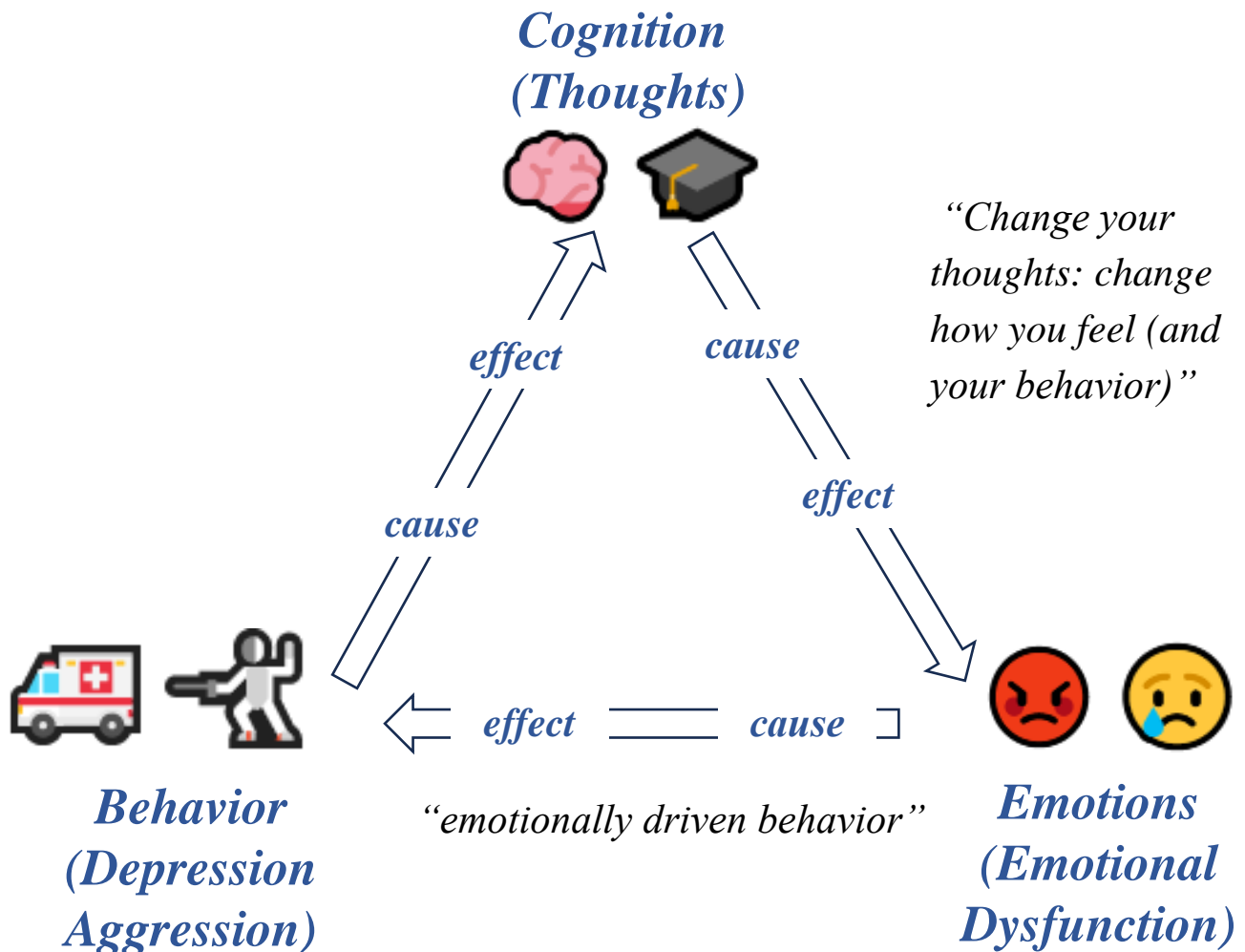
(Homer. (2009) *Iliad* (A.S. Kline, Trans.). Benard Picart & Hendrick Goltzius. (Original work published ca. 800-700 BCE).

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*.

Appendix E: The Mountain Exists as We Were Taught

Revolution in Emotion Awareness

2) Psychology and Literary Emotional Behavior Theory



a) 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.

b) Modern Psychology (and Sports Psychology)

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

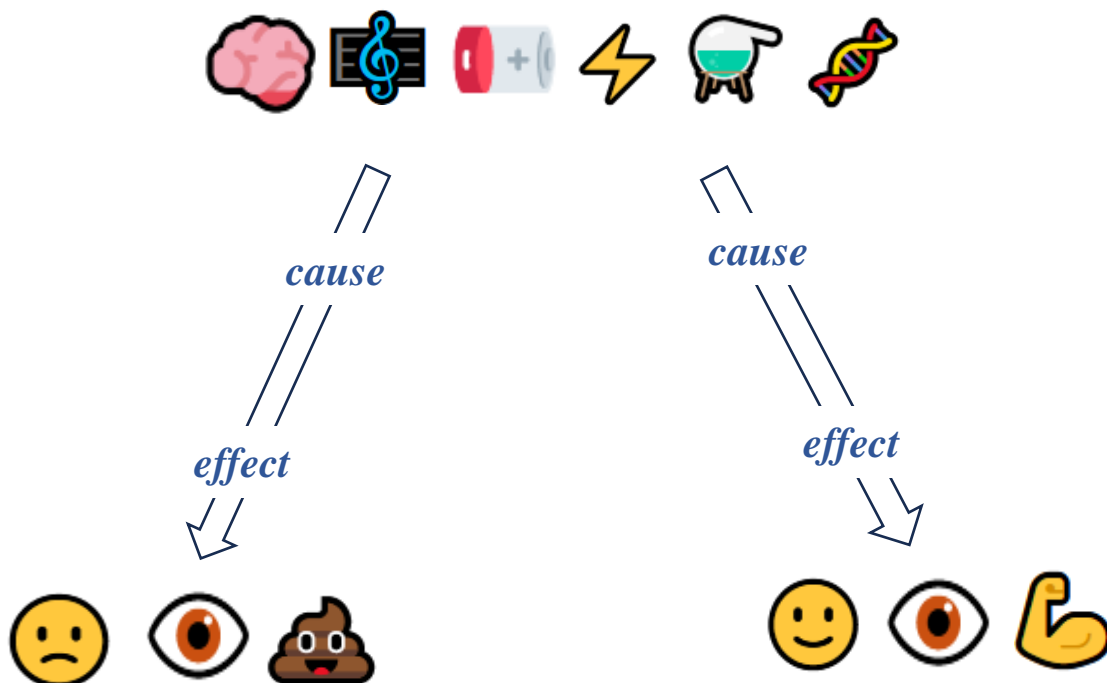
Appendix E: The Mountain Exists as We Were Taught

Revolution in Emotion Awareness

3) “*Physiology-Emotion*” Cause and Effect Chart

WHAT ARE EMOTIONS? Emotions are the perception of changes and states of physiology.

Highly orchestrated changes and states of neurology, biochemistry, and physiology by the brain.



Bad-feeling emotional awareness has an evolved correlation with lethargic, weak and poor and ineffective decision-making prowess.

Good-feeling emotional awareness has an evolved correlation with health, well-being, and effective and successful decision-making prowess.

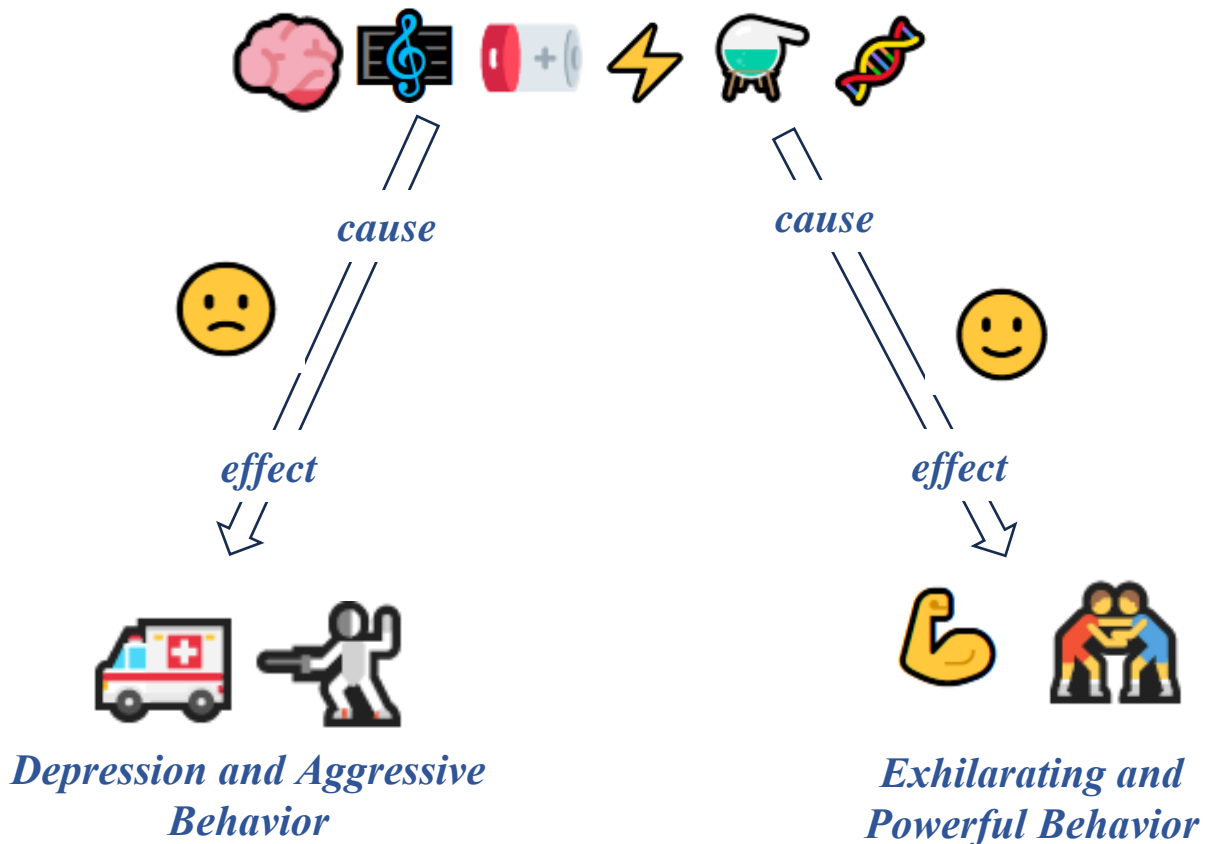
If feeling-good emotionally did not evolve with strength, but with weakness, then being within the goodness and love of God would mean sickness, poverty, and the death of humanity. The goodness and love of God is not death, but life everlasting.

Appendix E: The Mountain Exists as We Were Taught

Revolution in Emotion Awareness

4) “*Physiology-Behavior*” Cause and Effect Chart

Highly orchestrated changes and states of neurology, biochemistry, and physiology by the brain.



a) The brain is a highly refined processor

that orchestrates the changes and states of physiology that drive behavior

b) Awareness of bad-feeling emotions, moods, attitudes

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

c) Awareness of good-feeling emotions, moods, attitudes

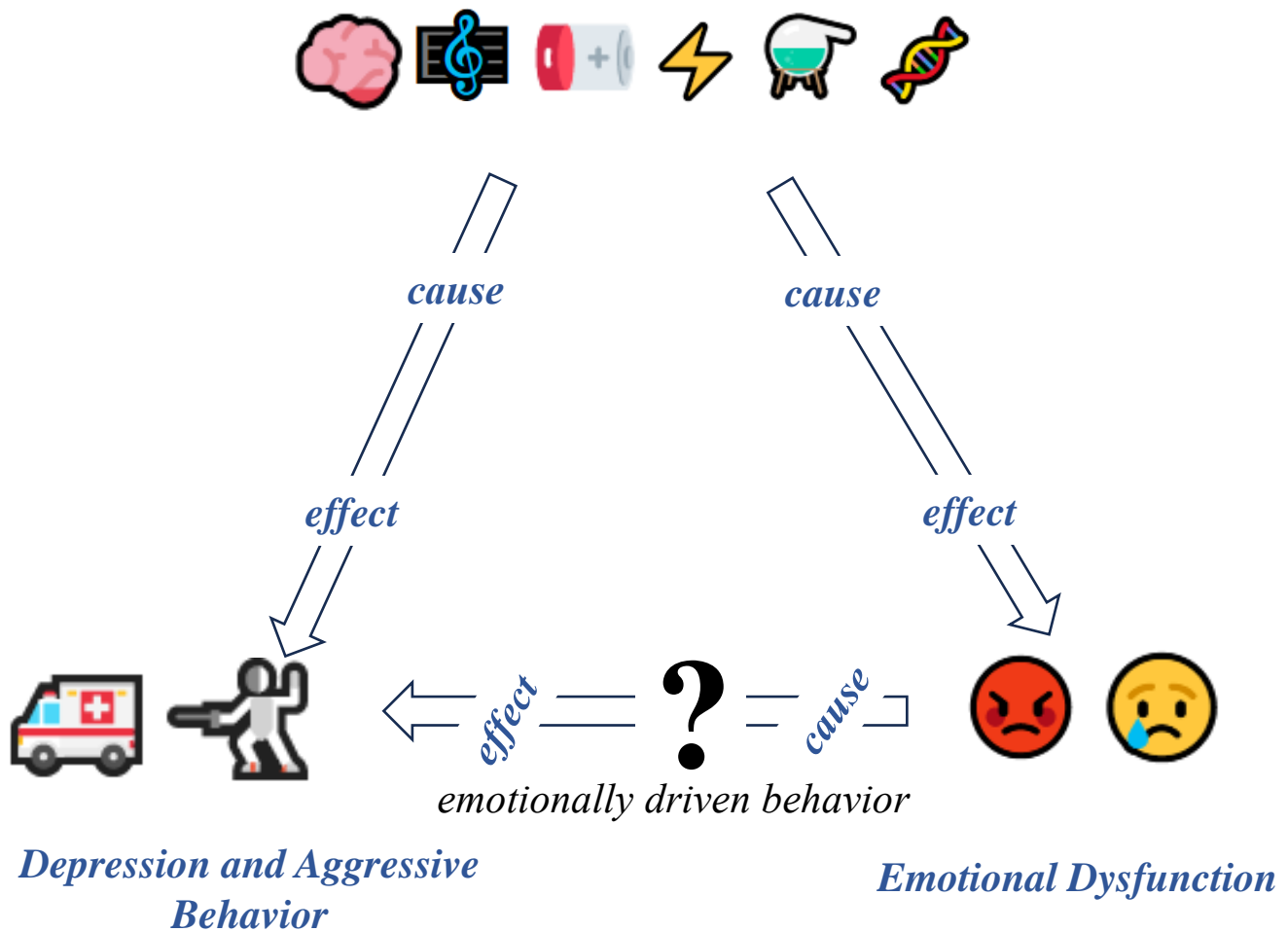
have an evolved correlation with health, well-being, and effective and successful decision-making prowess.

Appendix E: The Mountain Exists as We Were Taught

Revolution in Emotion Awareness

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

Highly orchestrated changes and states of neurology, biochemistry, and physiology by the brain.



a) **What drives behavior: Emotions Or Physiology?**
(psychology and literary emotionally driven behavior theory)



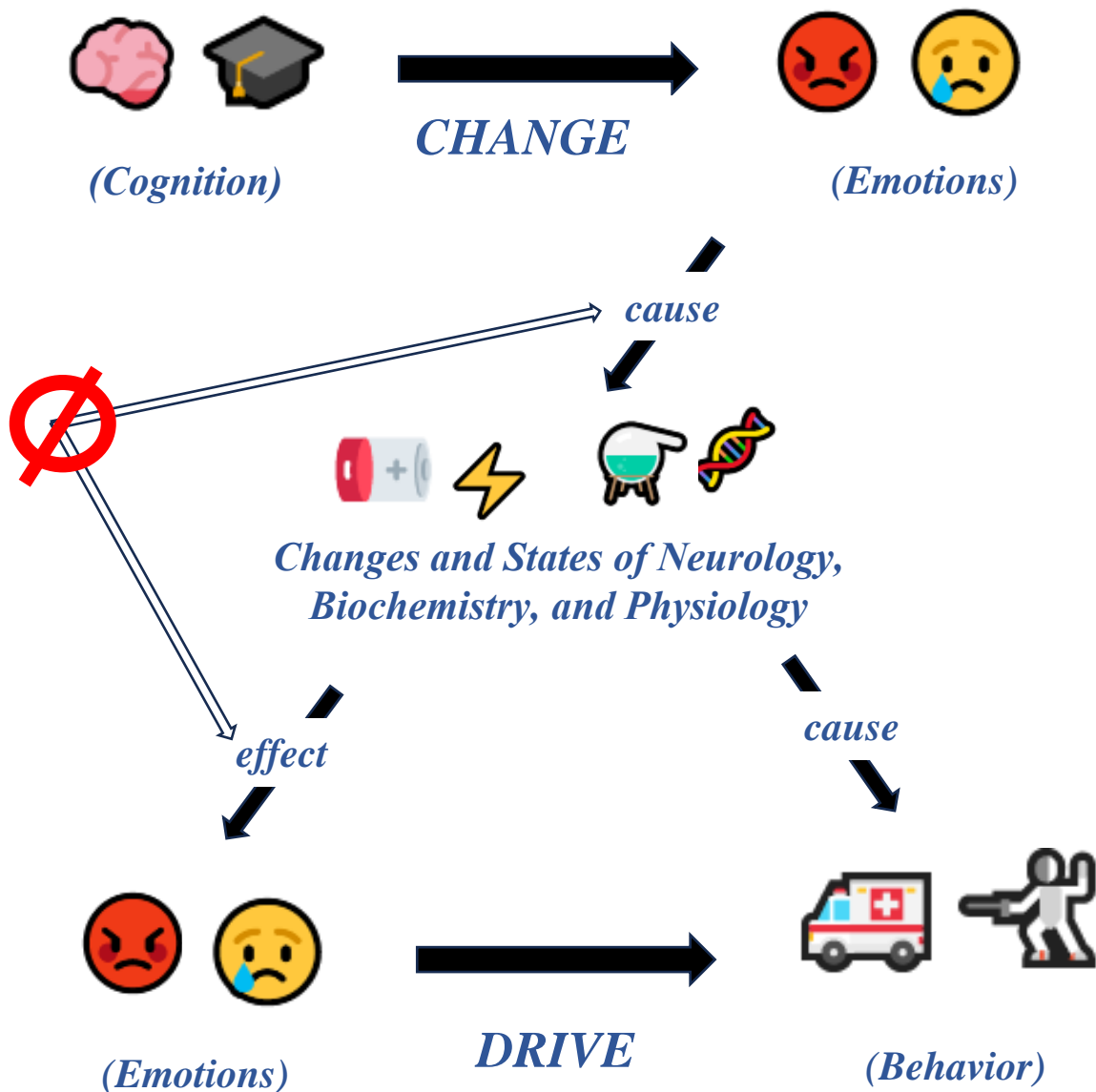
b) **Or both emotions and physiology? How do we diagram that?**

Appendix E: The Mountain Exists as We Were Taught

Revolution in Emotion Awareness

**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”

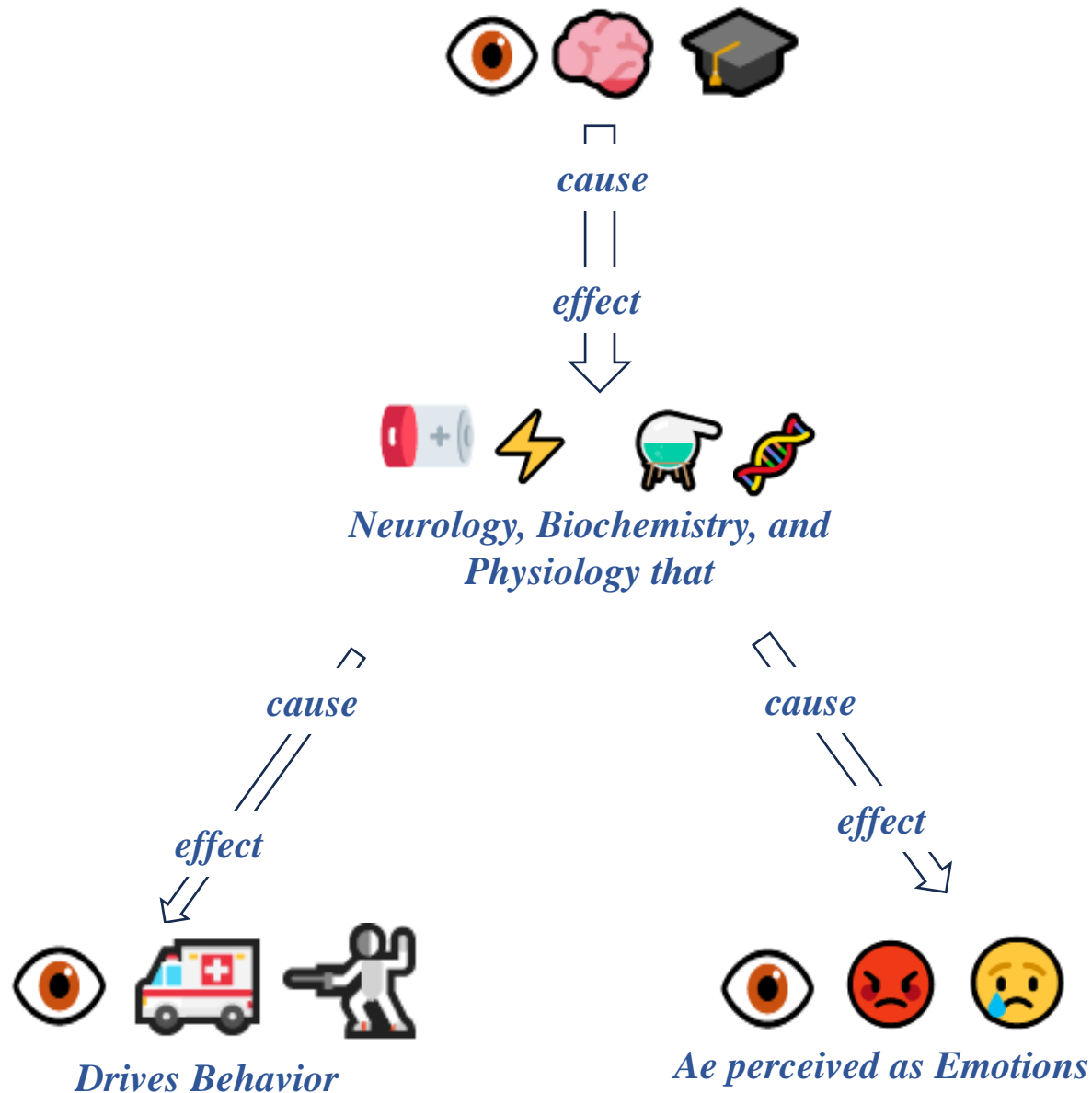
**a) Emotions can not be both cause and the effect of
changes in physiology simultaneously! $\cancel{\circ}$**

Appendix E: The Mountain Exists as We Were Taught

Revolution in Emotion Awareness

7) Cognition precipitates the physiology that drives behavior and is perceived as emotion.

*Cognition Precipitates changes and states of
(Thoughts, memories, imaginations, perceptions, and reasoning)*



a) *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.

Appendix E: The Mountain Exists as We Were Taught

Revolution in Emotion Awareness

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

Cognition Precipitates
(Thoughts, memories, imaginations, perceptions, and reasoning)

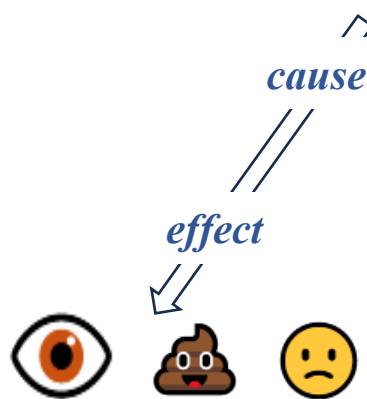


cause

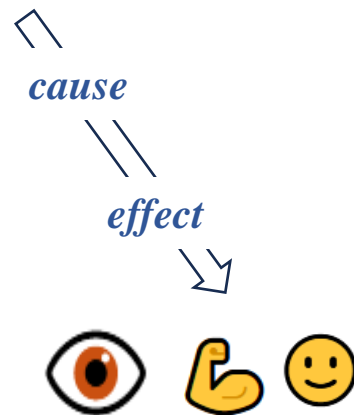
effect



*The Neurology, Biochemistry, and
Physiology that are*



Perceived as Emotions



Perceived as Emotions

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

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

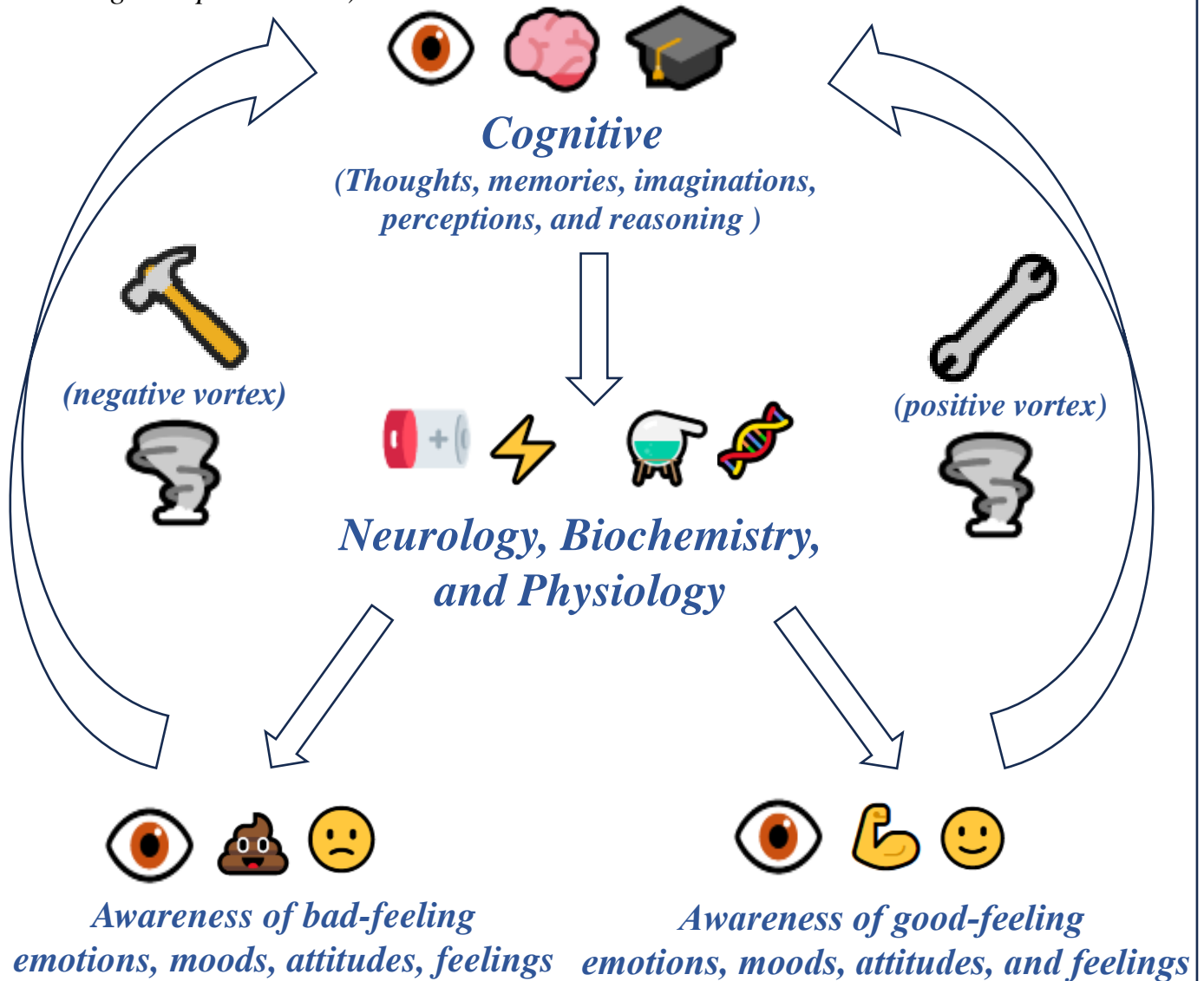
Appendix E: The Mountain Exists as We Were Taught

Revolution in Emotion Awareness

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

(natural operate conditioning:
negative punishment)

(natural operate conditioning:
positive reinforcement)



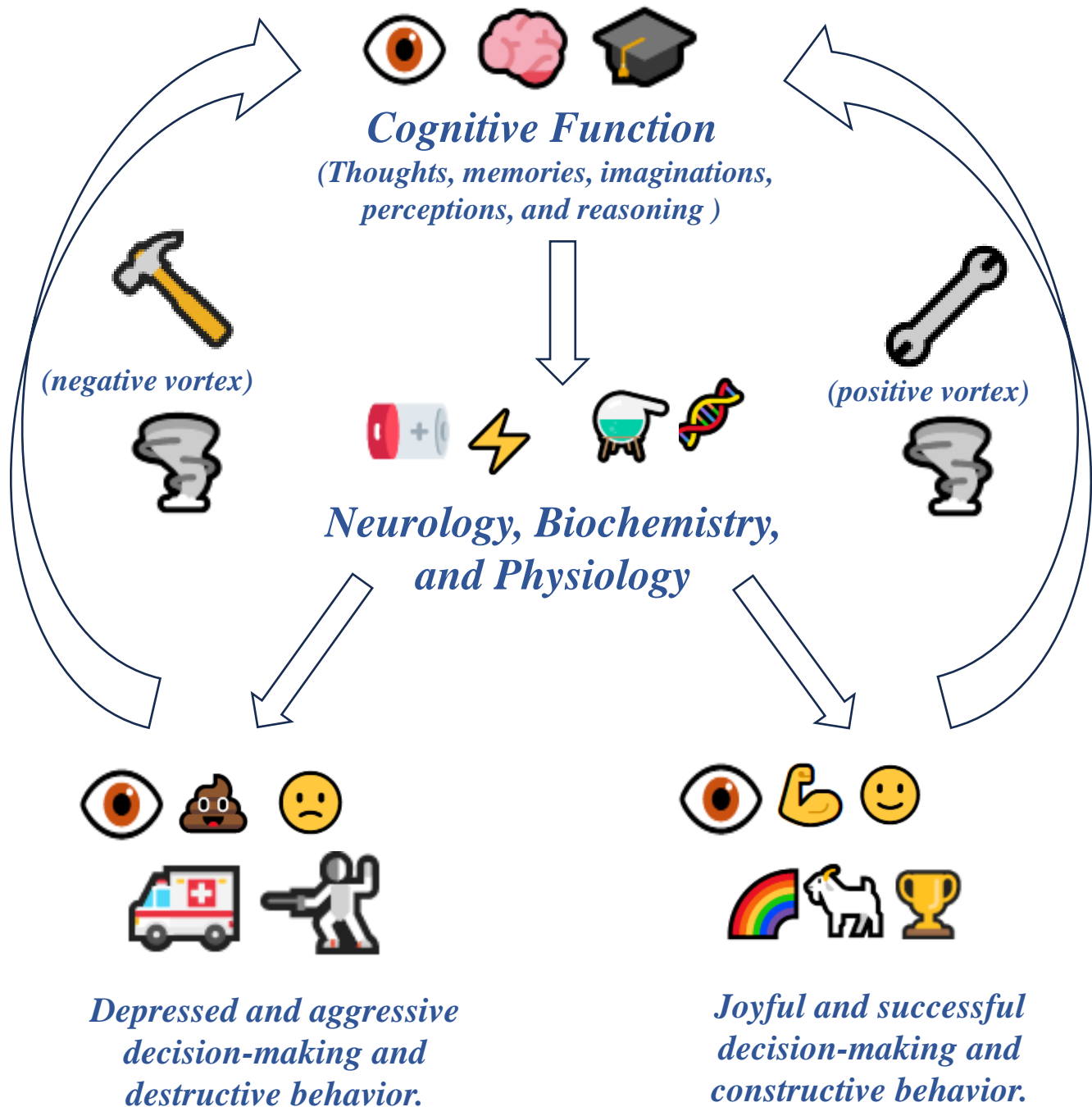
a) Emotions have evolved as a natural bio-feed-back mechanism

- i) 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.
- ii) cognitive activities that precipitate a vortex of weak, lethargic, and reduced decision-making capacity are punished with bad-feeling emotions, moods, attitudes, and feelings.

Appendix E: The Mountain Exists as We Were Taught

Revolution in Emotion Awareness

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



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.

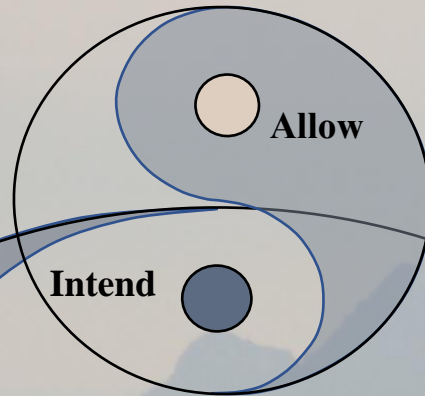
PQ94

Emotions have evolved to be trusted in symbiotic harmony with mind, body, and consciousness and to guide and re-process cognitive behavior towards the joyous, good feeling emotions, moods, attitudes, and feelings indicative of a healthy, robust, and powerful physiology

PQ95

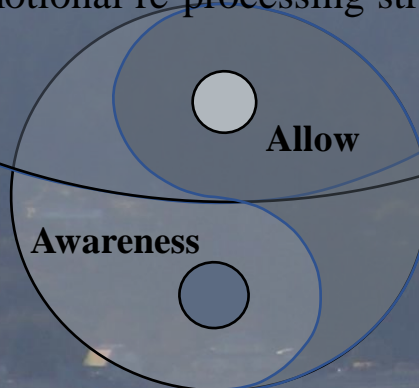
The greatness of the human life experience emerges from the flames of individual desire arising out of hell's fiery conflicts on earth. Intention is forged in these fires. Emotion aligns our journey with these new intentions. Each succeeding generation will have its own mountains to climb and waters 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