"The Tao of Athletic Success" Certification Workbook of Section Questions

(rev2026-10-26a)

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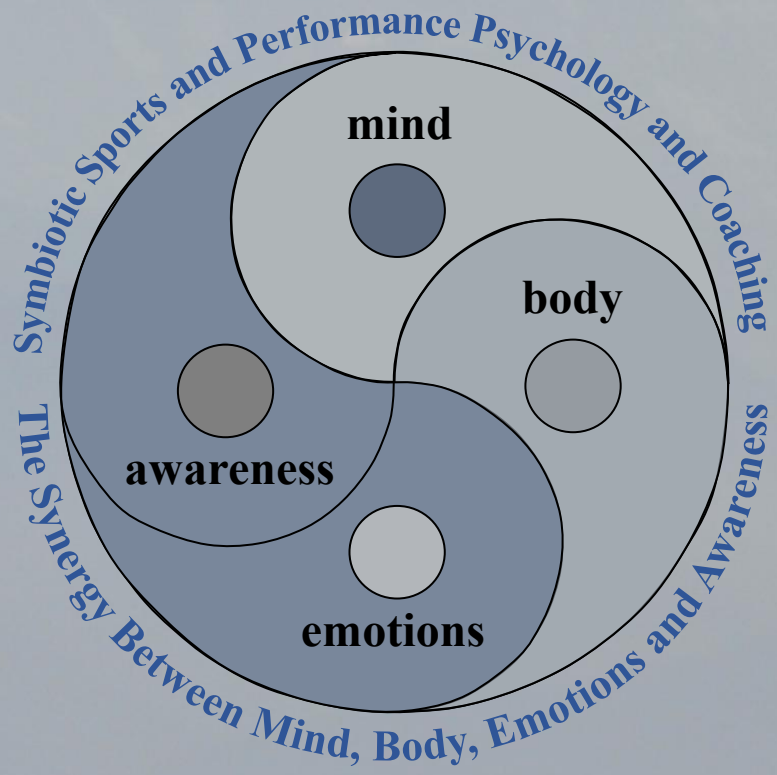

Success or failure in competition (or in life itself) is a mental-emotional state of being first determined within the battlefield of the mind.

*Name: First*_____ *MI*_____ *Last*_____

*City, State:*_____ *Sport:*_____

*Phone #:*_____ *Date:*_____

Coach: _____ *Phone #*_____

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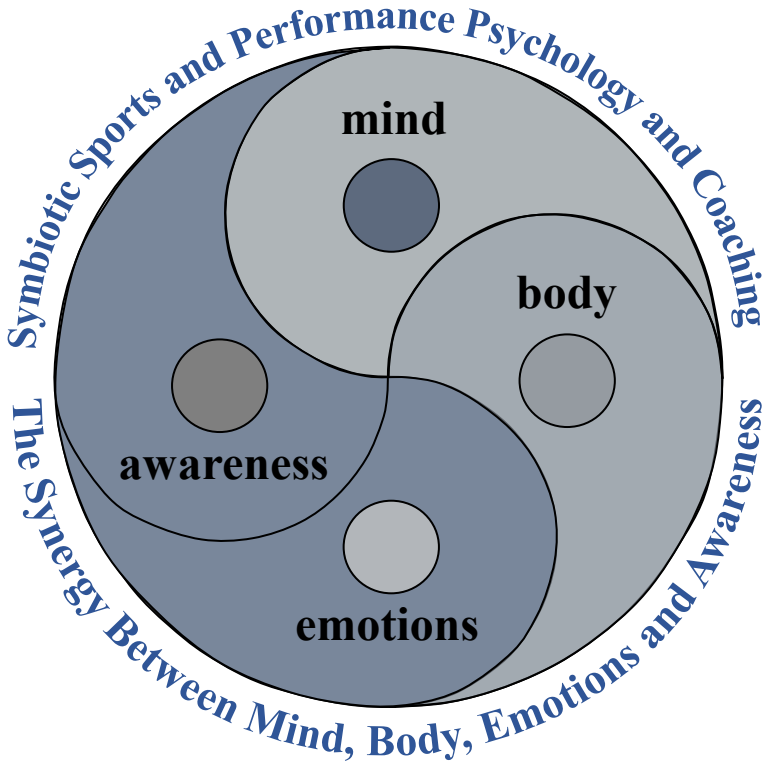

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M.S. Technology Education

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

Sarah Shulze
2000-2022

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

No pain, no gain of a good physical workout does not work with emotional pain. Ignoring emotional pain is like ignoring an infection; to do so will destroy you, if not kill you first.

A Taoist teacher, standing in front of his students, was pointing to the moon and stars beyond. The students just stared at the man's broken and mangled hand. He gently spoke to his class:

"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."

The words, diagrams, and pictures in this book are the broken and mangled hand. They are not the message but point towards the message, which will only be heard within the silence of the Tao.

Are circumstances dictating your emotional state of being?

The play of the game reflects your emotional state of being.

If play is going well….feel the joy. If play is going poorly…

get into a better feeling place!

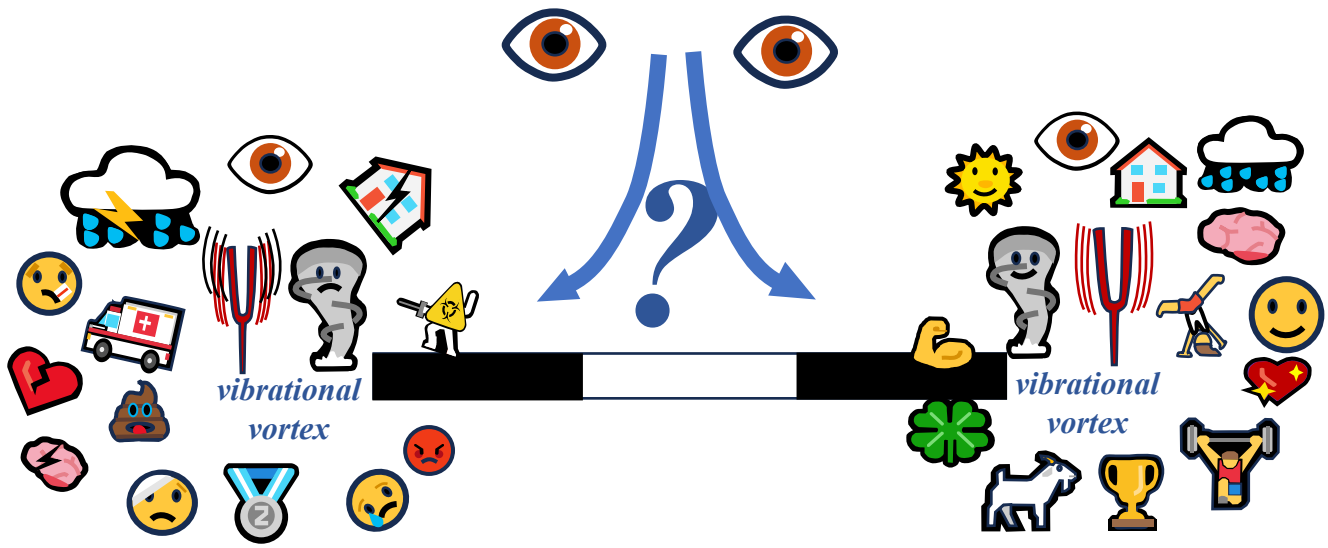
Don't let the game play you. You play the game.

Have fun with it.

Your success, and your team, depend on

YOUR feeling good and healthy state of being within a

cognitive-emotional vortex of success.



Which end of the stick are you hanging on to?

Notes:

"The Tao of Athletic Success Workout"
Introduction Text
(rev2026-05-01a)

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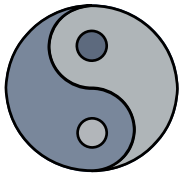
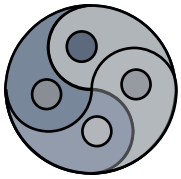


1.0 Why learn from "The Tao of Athletic Success"?



"Introduction to "The Tao of Athletic Success Workout"

Part 1: Why learn from "The Tao of Athletic Success"?

Pre-Test (Mark all that apply.)

1) Good feeling emotions, moods, attitudes and feelings are indications of a movement towards _____ physical being.

   a) stronger
   b) quicker
   c) more agile
   d) less suspectable to illness, injury, and accidents

2) Bad-feeling emotions , moods, attitudes and feelings have an evolved correlation with…

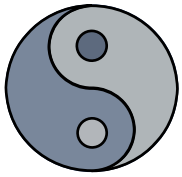
   a) weakness
   b) injury
   c) poor decision-making
   d) strength

3) Negative bad-feeling, destructive emotions should be controlled, managed, and regulated with mental toughness.

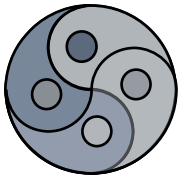
   a) True
   b) False

4) The adrenalin boost from anger makes an athlete:

   a) Stronger
   b) More successful
   c) Weaker
   d) Less successful



1.0 Why learn from "The Tao of Athletic Success"?



"Introduction to "The Tao of Athletic Success Workout"

Part 1: Why learn from "The Tao of Athletic Success"?

Post-Test (Mark all that apply.)

1) When in a symbiotic team relationship:
   a. each player is for themselves
   b. different and separate entities work harmoniously together
   c. everyone benefits
   d. there is a team comradeship

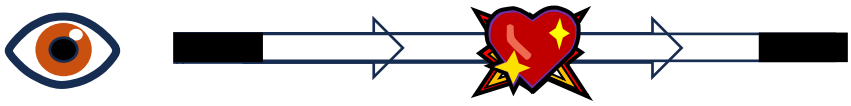
2) When synergy develops, a team:
   a. has a problem and needs a team meeting
   b. is getting stronger:
   c. they are greater than the sum of their parts
      (1+1 is greater than 2; maybe 3, 4, or more)
   a. has a greater capacity to succeed

2) Bad-feeling emotions, moods, attitudes and feelings have an evolved correlation with…
   a) weakness
   b) injury
   c) poor decision-making
   d) success

3) Negative, bad-feeling, and dangerous emotional awareness should be controlled, managed, and regulated with mental toughness.
   a) True
   b) False

4) The adrenalin boost from anger makes an athlete:
   a) stronger
   b) more successful
   c) weaker
   d) less successful

2.0 The Quantum Being and Your Personal Power of Qi



Mindless Heightened and Expanded Awareness

Heart-Centered Peaceful State of "No-Mind" Potential

Mindless Instantaneous and Explosive Action

"Introduction to "The Tao of Athletic Success Workout"

Part 2: "The Quantum Being and The Personal Power of Qi"

Pre-Test (Mark all that apply.)

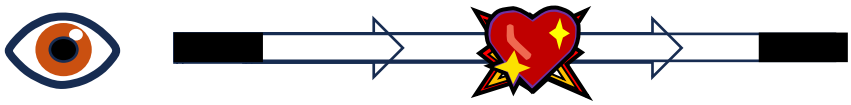
1) The Quantum Being is about
   a) good and bad-feeling energy
   b) a state of being in the heart
   c) heart-centered mindless awareness
   d) mindless action from a state of peace and well-being

2) Heightened awareness means:
   a) need for a greater discipline to control mental activities
   b) a necessity to attain and maintain feeling-good states of being
   c) having a greater ability to choose when to act or not to act….
   d) maintaining a greater harmony between mind, body, emotions, and awareness

3) The outcome of a competition, or conflict in life itself, matches the mental-emotional state of being of:
   a) the victor
   b) the loser

4) Champions, in sport or in life, prevail because:
   a) they have worked harder, longer, and more often
   b) of their own cognitive-emotional reality
   c) their projection of reality is dominant
   d) their own reality prohibits the competition from seeing success

2.0 The Quantum Being and Your Personal Power of Qi



Mindless Heightened and Expanded Awareness

Heart-Centered Peaceful State of "No-Mind" Potential

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"Introduction to "The Tao of Athletic Success Workout"
Part 2:"The Quantum Being and The Personal Power of Qi"
Post-Test (Mark all that apply.)

1) The Quantum Being is about
   a) good and bad-feeling energy
   b) a state of being in the heart
   c) heart-centered mindless awareness and action from a state of peace and well-being

2) Heightened awareness means:
   a) having greater discipline to control mental activities:
   b) it's necessary to attain and maintain feeling-good states of being
   c) having a greater ability to choose when to act or not to act….
   d) maintaining harmony between mind, body, emotions, and awareness

3) The outcome of a competition, or conflict in life itself, matches the mental-emotional state of being of:
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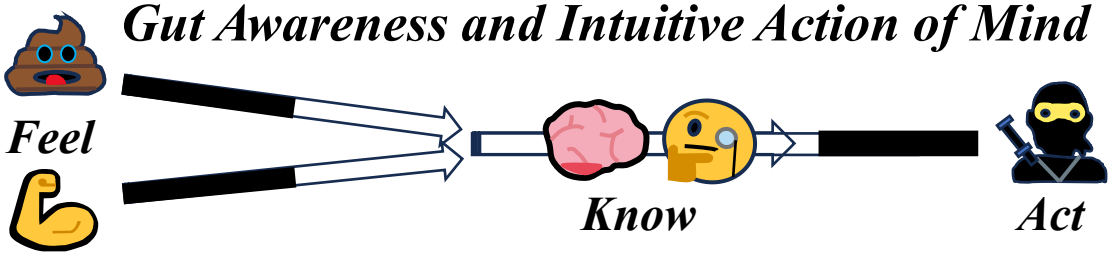
3.0 The Intuitive Being:
Gut Awareness and Intuitive Action of Mind



"Introduction to "The Tao of Athletic Success Workout"

Part 3: The Intuitive Being" Gut Awareness and Intuitive Action of Mind"

Pre-Test (Mark all that apply.)

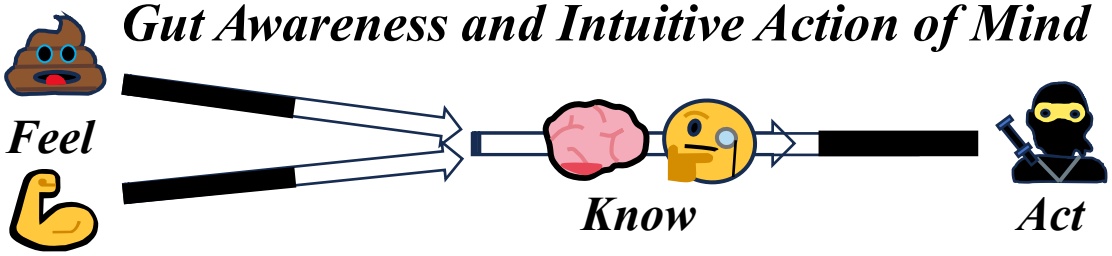
1) The Intuitive Being is about
   a) good and bad-feeling energy
   b) a journey into the perception of emotional awareness
   c) knowing from emotional awareness
   d) acting from emotional awareness

2) Knowing from Emotional Awareness means:
   a) a quiet mind that listens to the subtleties of emotional awareness
   b) a mental interpretation of the intricacies of emotional awareness
   c) acting from an emotional good-feeling place
   d) acting from an emotional bad-feeling place

3) A bad-feeling emotional awareness means:
   a) something, a situation, is and exists that is bad
   b) something, a situation, is and exists that is not wanted

4) Champions, in sport or in life, prevail because:
   a) they are emotionally aware
   b) they can successfully act from their emotional awareness
   c) they pivot from their bad-feeling knowing and understanding of what is not wanted to an awareness of what is wanted
   d) action is towards good feelings of what is wanted rather then from bad feelings of what is not wanted

3.0 The Intuitive Being:
Gut Awareness and Intuitive Action of Mind



"Introduction to "The Tao of Athletic Success Workout"
Part 3: The Intuitive Being" Gut Awareness and Intuitive Action of Mind"
Prost-Test (Mark all that apply.)

1) Acting on an intuition or hunch means:
   a) action can come from a bad-feeling place
   b) action can come from a good-feeling place

2) Action from a good or bad-feeling place of emotional turmoil:
   a) will tend towards success if in a good-feeling place
   b) will camouflage significance, interpretation and meaning
   c) will tend towards unsuccess
   d) is a good time for mindfulness meditiation

3) An outcome of an action matches the mental-emotional creative vortex of the coach, team, and player.
   a) true
   b) false
   c) depends on the personal power of the player.

4) Champions, in sport or in life, prevail because:
   a) They can act on a feeling
   b) rationalize their feeling
   c) control their feelings
   d) disregard their emotional feeling states of being because they aren't reliable

4.0 The Process Being: The Actuation Process of Success

"Introduction to "The Tao of Athletic Success Workout"

Part 4: The Process Being: The Five Step Actuation Process of Success

Pre-Test (Mark all that apply.)

1) Emotionally Feeling-Bad:
   a) has nothing to do with an athlete's physical health
   b) no-pain, no-gain….it's just an emotional pain
   c) an athlete should be "mentally tough" and ignore bad-feelings
   d) affects decision-making prowess

2) Learning a move, play, or skill:
   a) involves the mind, thought, and thinking
   b) can become automatic with drills
   c) is not about emotional feelings
   d) is a harmony between mind, body, emotions, and awareness

3) When would a carpenter's claw-hammer feel emotionally-good:
   a) when intending to climb a mountain
   b) when intending to repair a house

4) Learning and using the 5-Step Process will reduce injuries:

   True_____ False _____

5) Learning hundreds of moves boils down to one good feeling, mental-emotional awareness… "I got this!"

   True_____ False _____

4.0 The Process Being: The Actuation Process of Success

"Introduction to "The Tao of Athletic Success Workout"

Part 4: The Process Being: The Five Step Process of Success

Post-Test (Mark all that apply.)

1) Emotionally Feeling-Good:
   a) has nothing to do with an athlete's physical health
   b) has evolved with a strong, powerful, and healthy physiology
   c) an athlete should be "mentally tough" and ignore feelings
   d) affects decision-making prowess for the better

2) Learning a move, play, or skill:
   a) involves the mind, thought, and thinking
   b) can become automatic with drills
   c) is not about emotional feelings
   d) is a harmony between mind, body, emotions, and awareness

3) When would a carpenter's claw-hammer feel emotionally-good:
   a) when intending to climb a mountain
   b) when intending to repair a house

4) Learning and using the 5-Step Process will reduce injuries:

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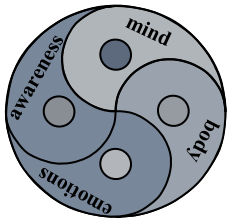
   True_____ False _____

5.0 Evolution of the Mind, Body, and Emotional Symbiotic Harmony



"Introduction to The Tao of Athletic Success Workout"

Part 5: How have the body and emotions evolved to work together?

Pre-Test (Mark all that apply.)

3) Bad-feeling emotions, moods, attitudes, and feeling have an evolved correlation with the physiology of weakness, fragility, and naivety susceptible to illness, injury, and accidents.

Yes _____ No_____ If he is lucky_____

1) How many times a day can an athlete succeed in going from an unhealthy, emotionally bad-feeling state of being to a healthy, emotionally good-feeling state of being necessary for a championship performance?

a) Once: before competition
b) Thrice: at the beginning of the day, before practice, and before a competition
c) I am always in a feels-good healthy state of being
d) As many times a day as an athlete emotionally feels down

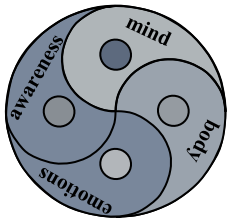
2) Imagine a feeling good, but sick early humanoid…going out on a hunt on the plains of Africa. Will he survive?

Yes _____ No_____ If he is lucky_____

4) Disassociating, ignoring, or camouflaging any unaddressed emotionally negative bad-feelings will be revealed within:

a) a substandard performance
b) within an injury.
c) weakness
d) mistakes

5.0 Evolution of the Mind, Body, and Emotional Symbiotic Harmony



"Introduction to The Tao of Athletic Success Workout"

Part 5: Evolution of the Mind, Body, and Emotional Symbiotic Harmony

Pre-Test (Mark all that apply.)

1) Will an athlete in an emotional bad-feeling place because of life's challenges at home, reach their potential in athletics?

   Yes _____ No_____ If they're lucky_____

2) How many MENTAL-EMOTIONAL workouts have you had today to strengthen your PHYSICAL body?

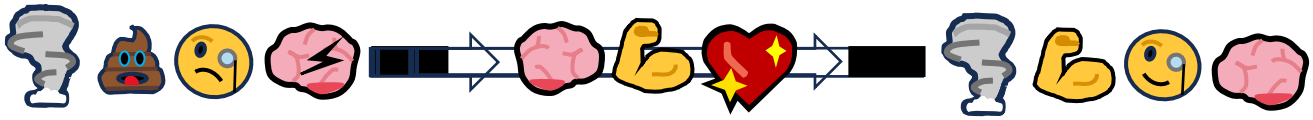
   a. None:
   b. Once: at the beginning of practice,
   c. I am always in a feels-good healthy state of being
   d. I don't mentally-emotionally workout my body.
   e. I don't believe a mental-emotional workout gives me a stronger, quicker, and healthier body with more endurance?

3) Right now, what is the state of your being?
   a. FEELS-GOOD
   b. FEELS-BAD

4) Right now, what is the state of physiology are you headed?
   a. Weak, unhealthy, fragile
   b. Strong, healthy, robust

5) Right now, are you more suspectable to injury or more conducive to success and winning?
   a. suspectable to injury
   b. conducive to success and winning

6.0 The Mental-Emotional Being



vortex of disempowering, unhealthy, and bad-feeling mental activities

Discipline, Work, Strength, & Conditioning

vortex of empowering, healthy, and good-feeling mental activities

"Introduction to "The Tao of Athletic Success Workout"

Part 6: The Mental-Emotional Body: Strength & Conditioning

Pre-Test (Mark all that apply.)

1) Emotionally feeling-good means movement TOWARDS :
   a) a stronger, healthier neurological, biochemical, and physiological balance in the brain and body
   b) a weaker, un-healthier neurological, biochemical, and physiological balance in the brain and body

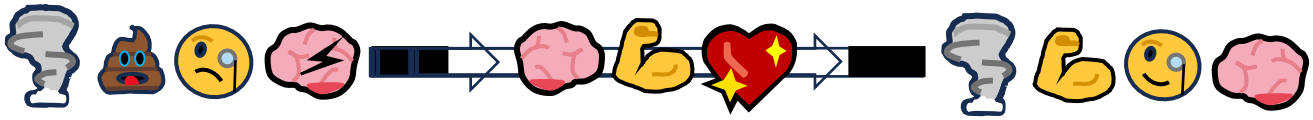
2) How many mental-emotional success have you had today?
   a) One
   b) Two
   c) Three
   d) Many

3) The mind-body-emotion-awareness symbiotic relationship has evolved over millions of years of evolutionary struggle, hardship, conflict, battle and survival of the fittest, most powerful, agile, and clever.

   _____True _____False

4) Action from a bad-feeling place
   a) Will create more poo!
   b) Emotions don't affect my decision-making ability
   c) I am mentally tough; there is no place of emotions and decisions
   d) I get into a good-feeling place before acting

6.0 The Mental-Emotional Being



vortex of disempowering, unhealthy, and bad-feeling mental activities

Discipline, Work, Strength, & Conditioning

vortex of empowering, healthy, and good-feeling mental activities

"Introduction to "The Tao of Athletic Success Workout"

Part 6: The Mental-Emotional Body: Strength & Conditioning

Post-Test (Mark all that apply.)

1) What is mental-emotional strength and conditioning?
   a. Being emotionally aware
   b. Using bad-feeling mental activities to find good-feeling activities
   c. Reprocessing bad-feeling mental activities into good-feelings
   d. Exercising and moving towards a healthier physiology

2) What is the purpose of mental-emotional distracting activities?
   a. To distract the mind away from disempowering mental activities
   b. To get into a better feeling place of power
   c. To not physically react to bad-feeling emotions
   d. To regroup, prepare, and act from a good-feeling place of power

3) What does "turn pain into gain" mean?
   a. Find a better feeling, more powerful thought
   b. Re-state and refocus from an unwanted to wanted desire and intent
   c. Re-frame: turn lemons into lemonade
   d. Belief modification: reason out better feeling ideas and concepts

4) What does "buyer beware" mean?
   a. Some sales and marketing are false, untrustworthy, and deceptive
   b. Emotional good-feeling decisions can be unfortunate
   c. Value one's own mental-emotional place of being
   d. Sometimes the only way to success is to be unfortunate

"The Tao of Athletic Success Workout" Exploration Text (rev2026-05-01a)

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

Bad-feeling, unhealthy, weak, fragile, and imbalanced physiology

Good-feeling, healthy, strong, robust, and balanced physiology

"The Tao of Athletic Success Workout"

Section 7.0 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

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

Bad-feeling, unhealthy, weak, fragile, and imbalanced physiology

Good-feeling, healthy, strong, robust, and balanced physiology

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

a. Degrees of feeling-good

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

b. Degrees of feeling-bad

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

c. 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 weakening) 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.

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

Bad-feeling, unhealthy, weak, fragile, and imbalanced physiology

Good-feeling, healthy, strong, robust, and balanced physiology

7.2 The Evolution of Mind, Body, Emotions, and Awareness

("You" are an early, pre-historic humanoid. 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…….

7.2 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…….

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

Bad-feeling, unhealthy, weak, fragile, and imbalanced physiology

Good-feeling, healthy, strong, robust, and balanced physiology

7.6 Emotions, Moods, Attitudes, and Feelings: A Difference in Cultural Experiences

a. Physical Pain Scale analogy: rate your pain from 1-10 :
There is a difference between growing up within different social-economic experiences if your maximum pain was:
- scrape on the city sidewalk or bruise on a playground vs
- breaking different bones while growing up on a farm

b. When a psychologist wants to know how depressed you are, their academic background makes things rather complicated:
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

a. Black Dog Institute in Australia just want to know if a student is:

_____anxious ____not anxious

b. Within "The Tao of Athletic Success"….just wants to know if your emotions, moods, attitudes and feelings:

____feel better? ____feel good? ___feel less bad ? ____feel bad?

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7.8 Perception and Emotions

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

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) ____(turnover) (missing a shot) (allowing an opponent's shot)

b) _____

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) 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) _____

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) _____

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7.9 Thoughts and Emotions

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

1) When I think about something I **don't like** I feel: _____good _____ bad

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

a) _____(losing) _(missing a shot) (classes?)_____

b) _____

2) 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) 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) _____

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) _____

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

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7.9 Thoughts and Emotions (continued)

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. _____

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. _____

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. _____

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. _____

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

Bad-feeling, unhealthy, weak, fragile, and imbalanced physiology

Good-feeling, healthy, strong, robust, and balanced physiology

7.10 The Power of Want, Desire, and Intention

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.

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

When I dwell or focus on_____ I feel good.

4) 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

_____

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

Bad-feeling, unhealthy, weak, fragile, and imbalanced physiology

Good-feeling, healthy, strong, robust, and balanced physiology

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

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

_____True _____False

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

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) ***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

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

Bad-feeling, unhealthy, weak, fragile, and imbalanced physiology

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7.17 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)_____

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

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Good-feeling, healthy, strong, robust, and balanced physiology

7.18 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) imaginations:_____

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)_____

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

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Good-feeling, healthy, strong, robust, and balanced physiology

7.19 The Mental-Emotional Body

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

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

_____True _____False _____Sometimes

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

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

_____True _____False

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

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

_____True _____False

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

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Good-feeling, healthy, strong, robust, and balanced physiology

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

Which end of the stick are you hanging onto?

"Vortex of More Success"

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.

"Vortex of More Failure"

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

1) 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. _____

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

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Good-feeling, healthy, strong, robust, and balanced physiology

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

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

1) 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"

2) 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"

3) 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"

4) 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"

5) 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).

Bad-feeling, unhealthy, weak, fragile, and imbalanced physiology

Good-feeling, healthy, strong, robust, and balanced physiology

7.23 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. 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. _____

Bad-feeling, unhealthy, weak, fragile, and imbalanced physiology

Good-feeling, healthy, strong, robust, and balanced physiology

7.24 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."*

1) What are you getting? What is happening "to you" on the field?

   _____

2) What are you thinking? What are you focusing on?

   _____

3) What are you feeling? (Your power is NOT in a place of negative, bad-feelings, and focus on what is "not wanted".)

   _____

4) Where is ***your*** place of power? Where is your focus when feeling good?

   _____

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

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7.25 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 .

1) What are you getting? What is happening "to you" on the field?

_____

2) What are you thinking? What are you focusing on?

_____

3) What are you feeling? (Your power is NOT in a place of negative, bad-feelings, and focus on what is "not wanted".)

_____

4) Where is ***your*** place of power? Where is your focus when feeling good?

_____

Bad-feeling, unhealthy, weak, fragile, and imbalanced physiology

Good-feeling, healthy, strong, robust, and balanced physiology

7.26 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*"?

1) What are you getting? What is happening "to you" on the field?

_____

2) What are you thinking? What are you focusing on?

_____

3) What are you feeling? (Your power is NOT in a place of negative, bad-feelings, and focus on what is "not wanted".)

_____

4) Where is ***your*** place of power? Where is your focus when feeling good?

_____

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

Bad-feeling, unhealthy, weak, fragile, and imbalanced physiology

Good-feeling, healthy, strong, robust, and balanced physiology

7.27 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.

1) What are you getting? What is happening "to you" on the field?

   _____

2) What are you thinking? What are you focusing on?

   _____

3) What are you feeling? (Your power is NOT in a place of negative, bad-feelings, and focus on what is "not wanted".)

   _____

4) Where is ***your*** place of power? Where is your focus when feeling good?

   _____

Bad-feeling, unhealthy, weak, fragile, and imbalanced physiology

Good-feeling, healthy, strong, robust, and balanced physiology

7.28 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"*?

1) What are you getting? What is happening "to you" on the field?

_____

2) What are you thinking? What are you focusing on?

_____

3) What are you feeling? (Your power is NOT in a place of negative, bad-feelings, and focus on what is "not wanted".)

_____

4) Where is ***your*** place of power? Where is your focus when feeling good?

_____

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

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Section 7.0 Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions

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) _____

8.0 The Mental-Emotional Being

vortex of disempowering, unhealthy, and bad-feeling mental activities

Discipline, Work, Strength, & Conditioning

vortex of empowering, healthy, and good-feeling mental activities

Discipline & Work: Returning to a Vortex of Power

Step 1: Develop Healthy Mental-Emotional Distracting Activities

Intent is to purposely distract the mind and get off an emotionally bad-feeling place and into a better (or-less bad) feeling-good place of power.

1) ***Learn to "stop", at the edge before you fall in. Don't go there: change the subject***
2) ***"Hop-skip-jump": focus on breathing, where and what you feel inside, and look around all at the same time***
3) ***Deliberate focused breathing: 4-4 timing (4in-4out); 4-2-4 timing (4in- hold2-4out); 2-4 timing (2in-4out); experiment and see what works.***
4) ***Do something passionate…. for yourself…. that excites, delights, and ignites.***
5) ***Go for a run, exercise, wear yourself out***
6) ***Song and Laughter***
    a. ***Listen to music, watch videos,***
    b. ***get a laugh, sing a song.***
7) ***Go some place comforting, exciting, or peaceful, etc.***
8) ***Go on a rampages of appreciation. Or just look around and appreciate…***
9) ***Acts of Kindness; Do something nice for a friend; Pet a cat (dog, rabbit..); ?***
10) ***Get busy with your hobby(s) or some extra-curricular activity***
11) ***Do some creative writing, keep a journal… but don't wallow in the mud.***
12) ***Dwell within, meditate within, a (your) feeling-good Higher Power***
13) ***????***

Note: The "Black Dog Institute" in Australia uses student "anxiety" in primary schools as an indicator of a potential future of "mental health problems". That is, if a student doesn't have the skills to move out of "anxiety" now… they won't have the capacity to re-process bad-feeling and unhealthy mental activities in their teen and adult years when life brings much greater challenges.

8.0 The Mental-Emotional Being

vortex of disempowering, unhealthy, and bad-feeling mental activities

Discipline, Work, Strength, & Conditioning

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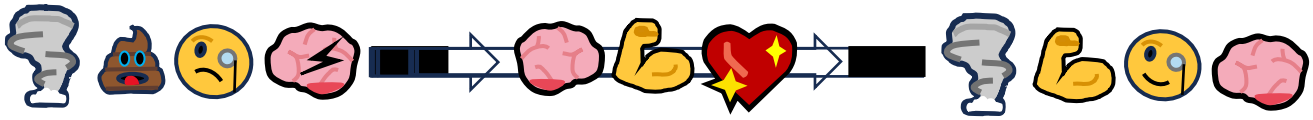
Discipline & Work: Returning to a Vortex of Power

Step 2 Exercises: Develop Mental-Emotional Re- Processing Skills, Abilities, and Understandings to get into a better (or less-bad) feeling place of power.

The intent is to turn pain into gain. How fast can an athlete re-process, re-structure, or re-develop emotionally debilitating, unhealthy and bad-feeling *mental activities* into healthy, strong, powerful, and good-feeling *mental activities*? mental activities: thoughts, memories, beliefs, imaginings, perceptions, reasoning.

1) ***Find a better feeling (or "less-bad") thought.***
2) ***Re-state and re-focus from "unwanted" to the "wanted" desire and intended outcome: "I am not going to throw an interception" to "I will complete this pass".***
3) ***Re-framing, Lemons into Lemonade: This storm means an inside workout, but the crops can use the rain. Or… I learned something important from this defeat.***
4) ***Modify beliefs: reason out a better feeling idea, concept, or belief that "expands, excites, and ignites".***
5) ***Attitude of Gratitude for Lessons Learned: From this failure, I learned how to be better and will succeed next time.***
6) ***Appreciate the moment: Can "feels-good" be found here?***
7) ***Forgiveness: forgiveness is not about pardoning another's transgressions, but to free oneself from one's own own bad-feeling, unhealthy, and destructive mental activities.***
9) ***Re-evaluate wants, and desires: re-establish or re-think intent/intentions***
10) ***Find, meditate and dwell within the good-feeling place of success***
11) ***Re-assess inherited personal, institutional, and religious beliefs and logic.***
12) ***Use religious and secular teachings of compassion, love, and forgiveness.***
13) ***Learn to "STOP"; don't start down the negative, bad-feeling rabbit hole.***
14) ***Use the "not wanted" to define what "is wanted"***
15) ***Seek professional Therapy, Counseling, and Healing. (personal note: never take any medications without also including some sort of cognitive behavior modification therapy)***

8.0 The Mental-Emotional Being



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Discipline, Work, Strength, & Conditioning

vortex of empowering, healthy, and good-feeling mental activities

Section 8: The Mental-Emotional Body: Strength and Conditioning

Pre-Test

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

   Yes _____ No_____

2. Are you focusing on that which is wanted, desired, and intended?

   Yes _____ No _____

3. What cognitive activities do you focus on that bring about empowering good-feeling emotions, moods, attitudes, and feelings?

   a) _____

   b) _____

   c) _____

4. What physical activities do you do that bring about empowering good-feeling emotions, moods, attitudes, and feelings?

   a) _____

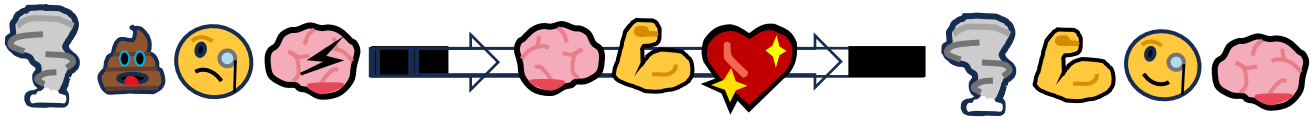
   b) _____

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

   Before practice: _____

   Before a competition: _____

   During a time-out, half-time _____



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8.5 Two Ends of the Same Stick

That which you do not want?
(feels bad)

That which you do want
(feels good)

1)

(drop a TD pass)
What do you not want?
(feels bad)

(catch a TD pass)
What do you want?
(feels good)

2)

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

(_____)
What do you want?
(feels good)

3)

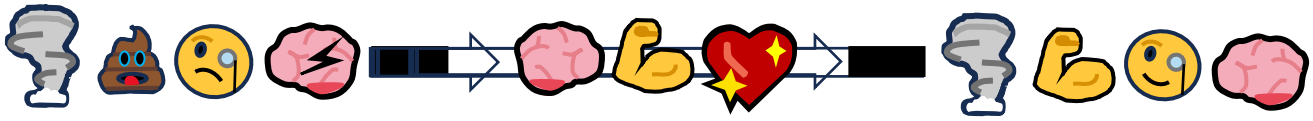
(_____)
What do you not want?
(feels bad)

(_____)
What do you want?
(feels good)

4)

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

(_____)
What do you want?
(feels good)



vortex of disempowering, unhealthy, and bad-feeling mental activities

Discipline, Work, Strength, & Conditioning

vortex of empowering, healthy, and good-feeling mental activities

5) 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) _____

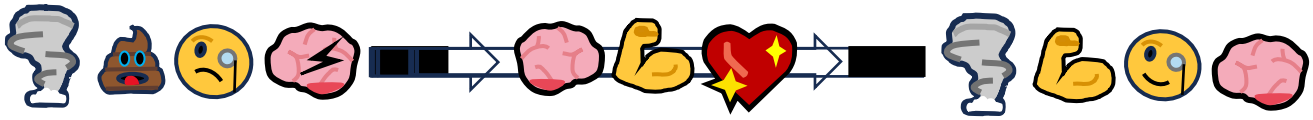
c) _____

d) _____

e) _____

f) _____

g) _____



vortex of disempowering, unhealthy, and bad-feeling mental activities

Discipline, Work, Strength, & Conditioning

vortex of empowering, healthy, and good-feeling mental activities

8.7 Cognition-Emotional Re-Processing (cont.)

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) _____

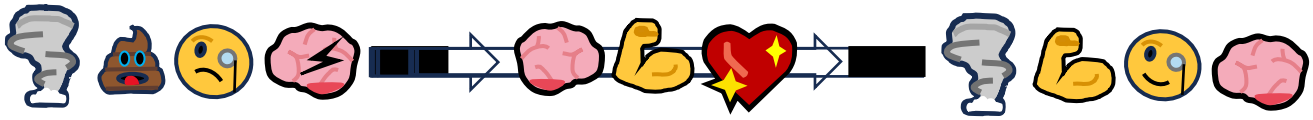
e) _____

f) _____

g) _____

To be misinformed is to speak of desire itself as the cause of suffering rather than understanding that it is the continual cognitive activity upon the lack of that which is desired that is the cause of suffering. It is the dysregulation of cognition, not emotion, that is causal to the aberrant changes in an individual's biochemical physiology that leads to suicidal depression, psychotic mania, and dysfunctional biochemical physiology susceptible to disease and illness. Cognitive-behavior therapies work because cognition changes the biochemical physiology that is then perceived as emotions.

8.0 The Mental-Emotional Being



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8.8 Cognitive-Emotional Re-Processing (Review)

(fill in the blanks)

Self-Empowerment During Practice or Game

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) _____

2) Re-establish your intent and expectation

What do you 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): _____

_____

3) Your better feeling place of power:

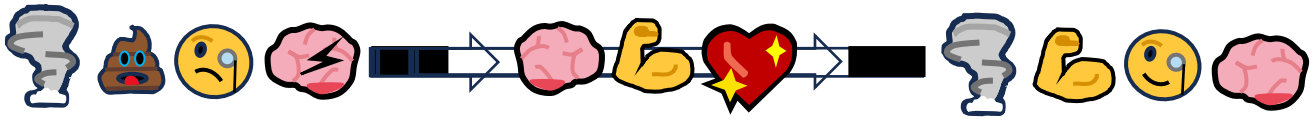
a) Dwell and focus on what you want to happen!

Yes____ No_____

b) Feel good (because you are focusing on what you want!)

Yes____ No_____

8.0 The Mental-Emotional Being



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(fill in the blanks)

8.10 Self-Empowerment During Practice or Game

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. _____

2) Re-establish your intent and expectation

What do you 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): _____

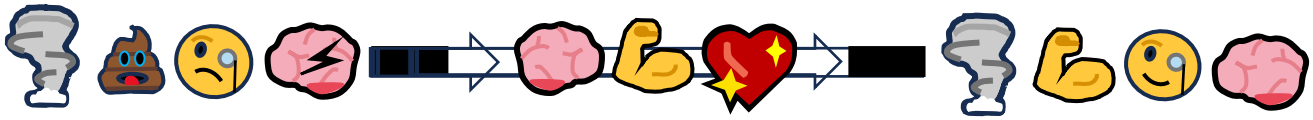
_____

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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8.11 Step 1: Warm-Up: Healthy Mental-Emotional Distracting Exercises – Get into a better feeling place!

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. Fill in the blanks with potential possibilities for yourself or N/A (not applicable).

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: _____

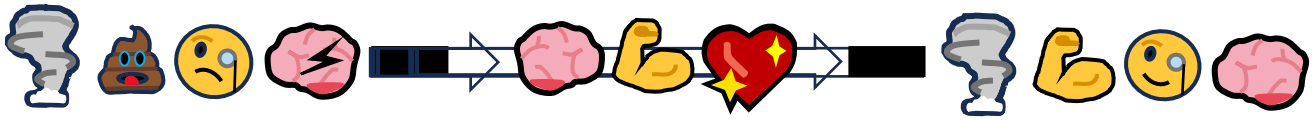
h) go out to dinner: _____

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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8.11 Step 1: Warm-Up: Healthy Mental-Emotional Distracting Exercises – Get into a better feeling place! (cont.)

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.

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) _____

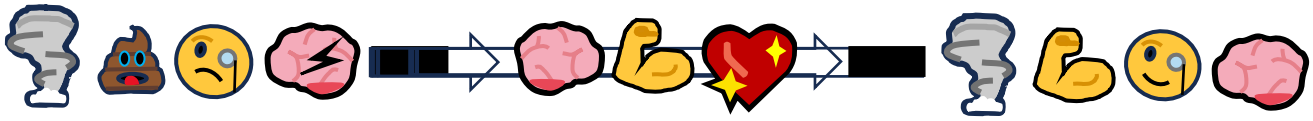
iii)_____

b) Friends (name some friends and what you like to do with them.)

i) ___(talk with your friends)_____

ii) _____

iii)_____ _____



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8.11 Step 1: Warm-Up: Healthy Mental-Emotional Distracting Exercises – Get into a better feeling place! (cont.)

a) Teammates, 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) _____

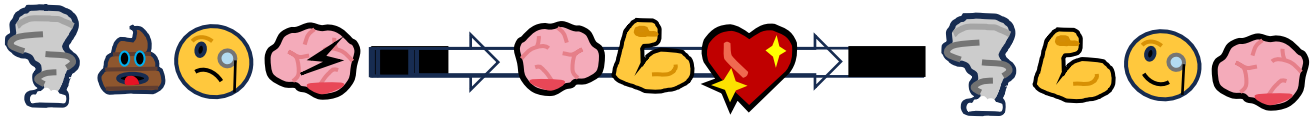
4) Acts of Kindness

a) Do something for a friend_____

b) Pet a dog or cat_____

c) _____

d) _____



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8.11 Step 1: Warm-Up: Healthy Mental-Emotional Distracting Exercises – Get into a better feeling place! (cont.)

5) Hobbies and Extra-Curricular Activities

a) _____

b) _____

c) _____

6) Go Places

a) Home:

i. Food on the table _____

ii. Place to sleep at night _____

iii. _____

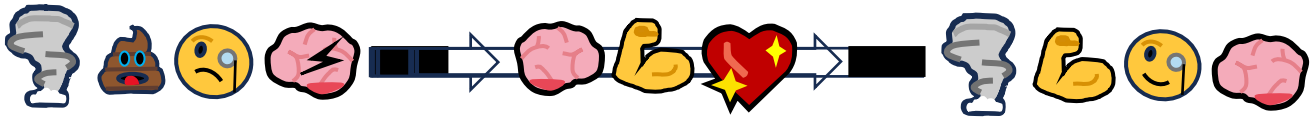
b) Camp Randal Stadium

i. _____

c) Parks, Rivers, Mountains:

i. _____

d) _____



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8.11 Step 1: Warm-Up: Healthy Mental-Emotional Distracting Exercises – Get into a better feeling place! (cont.)

7) Creative writing

a) writing memoirs _____

b) journal writing _____

c) _____

8) Music and the Arts

a) play an instrument _____

b) theater _____

c) painting _____

d) pottery _____

e) _____

f) _____

9) Religion

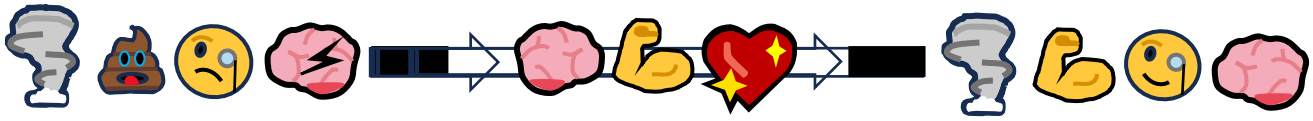
a) Seek out the strength of your church, synagogue, mosque, temple, or other place of worship

b) Mantras: Short, empowering, sound or saying repeated to self

c) Prayer, song, worship, ritual, faith

d) _____

e) _____ _____



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8.11 Step 1: Warm-Up: Healthy Mental-Emotional Distracting Exercises – Get into a better feeling place! (cont.)

10) Touchstones

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

b) _____

c) _____

11) "I am" Statements of Empowerment (Self-Talk)

(statements of, or about, oneself)

a) I am strong, I am quick, I am smart, I am healthy_____

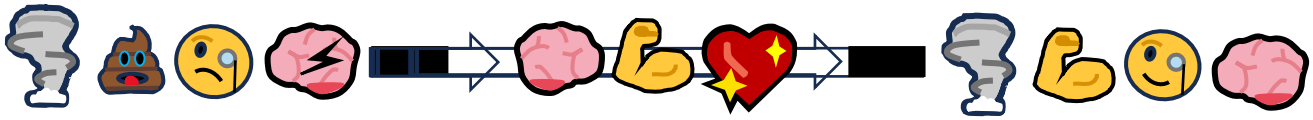
b) _____

c) _____

12) Professional Therapy, Counseling, and Healing

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

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



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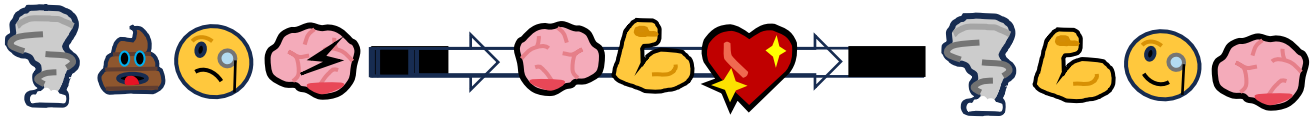
8.12 Step 2: Strength & Conditioning: Mental-Emotional Re-Processing Skills, Abilities, and Understandings

Intent is to turn pain into gain . 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-Ups: distractions to get into a better feeling place):**
    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.**



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8.12 Step 2: Cognitive-Emotional Re-Processing Exercises (The Heavy Lift)

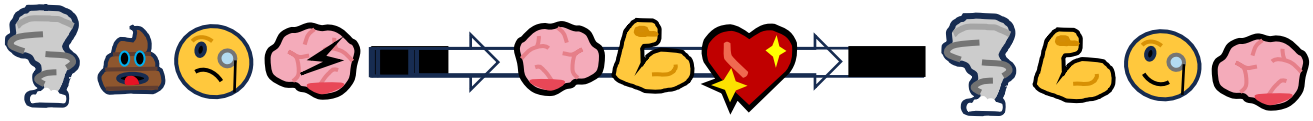
1) Find a better feeling thought (and other cognitive activities).
   "idea" _____"better idea "_____
   "idea" _____better idea "_____
   (do something just for yourself, everyday, that will get yourself into a better feeling place. Or maybe, it is just a "less-bad" feeling place. Eventually "less bad" will change to a "good-feeling".

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) Modify beliefs: reason out a better feeling idea, concept, or belief that "expands, excites, and ignites"
   "belief" _____"exciting belief "_____
   "belief" _____"exciting belief "_____

5) Develop an "attitude of gratitude" for lessons learned.
   "failure"_____
   "lesson"_____



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8.12 Step 2: Cognitive-Emotional Re-Processing Exercises (The Heavy Lift)

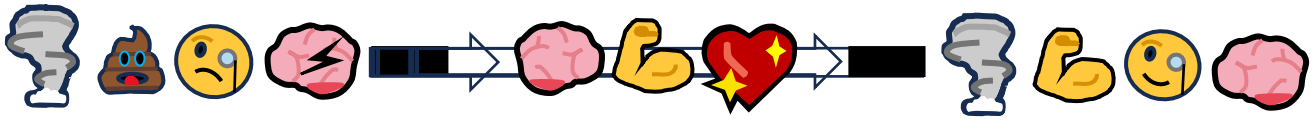
6) Appreciate the moment: Look around, beyond, the horizon:
   "find something good"_____
   "find something good"_____

7) Use religious and secular teachings of compassion, love, and forgiveness. What/who can I "forgive" to get into a better place?
   "forgive" _____
   "forgive" _____

8) Re-evaluate wants, and desires: re-establish or re-think intent/intentions:
   i. Intent sets calibrates the emotional guidance on what feels-good and what feels-bad.
   ii. If climbing Mt. Everest, I want an ice-axe (feels-good), not a claw hammer (feels-bad).
   iii. 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.

   "intent" _____"new intention"_____
   "intent" _____"new intention"_____

9) Meditate and contemplate: quiet the mind for inspiration
   quiet mind? _____ YES _____NO
   "inspiration"_____
   "inspiration"____ _____



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8.12 Step 2: Cognitive-Emotional Re-Processing Exercises (The Heavy Lift)

10) Re-asses inherited personal, institutional and religious beliefs and logic

"inherited belief"_____

"re-assessed belief"_____

11) Use religious and secular teachings of compassion, love, and forgiveness. What/who can I "forgive" to get into a better place?

"forgiveness" _____

12) Learn to "STOP"; don't start down the negative, bad-feeling rabbit hole.

"rabbit hole" _____

"rabbit hole" _____

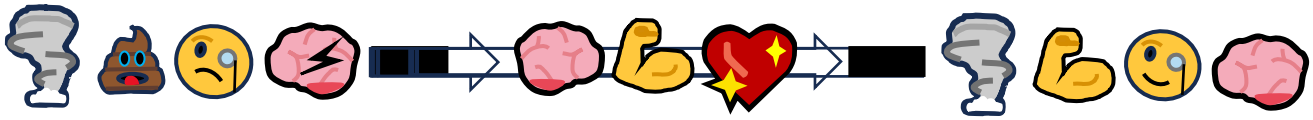
13) Use the "not wanted" to define what "is wanted"

"what I don't want"_____

"what I do want"_____

14) Is it time to see professional help? _____

Bad-feeling emotions, moods, attitudes, and feelings lead to an un-healthy and imbalanced physiology susceptible to poor decision-making, illness, mistakes, injury, and worse. Is it time to seek professional help? (Of personal note, any pharmaceutical therapy must include cognitive-emotional behavior modification therapy. Don't be told otherwise.)



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Section 8.0 Mental-Emotional Body: Strength and Conditioning Post-Test

(Mark all that apply.)

1) Which are mental-emotional distracting exercises?
   a) "Stop", don't go there: change the subject
   b) Deliberate focused breathing
   c) Listen to music, watch videos
   d) Do something fun (that which expands, excites, and ignites

2) I feel this way because of:
   a) What they are doing.
   b) What I am doing.
   c) My mental activities.
   d) Their mental activities.

3) What are some mental-emotional reprocessing skills:
   a) Find a better feeling thought
   b) Re-state and focus off "what is not wanted"
   c) Re-frame (make lemonade out of lemons)
   d) Re-evaluate inherited personal beliefs

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

5) I must tolerate my emotions with mental toughness.

True_____ False _____

9.0 The Process Being: The Actuation Process of Success

Section 9 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 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_____

9.0 The Process Being: The Actuation Process of Success

Intend It *Think It* *Feel It* *I Know I Know It* *Allow It*

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

Which is more powerful?

a) "Visualize a picture of you climbing Mt. Everest"
"Visualize a picture of you making a basket"

vs.

b) "My intent is to climb Mt. Everest next May"
"My intent is to make this basket"

1) What is intent?

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

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

a. Segment of Time :___*(name of play)*_____

Intent: _____*down block the left guard*_____

b. Segment of Time: ___*(name of play)*_____

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

c. Segment of Time: _____*exit after rounding a gate (alpine skiing)*__

Intent: _____

d. Segment of Time:_____

Intent: _____

9.0 The Process Being: The Actuation Process of Success

Intend It *Think It* *Feel It* *I Know I Know It* *Allow It*

9.2 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.

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

_____

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

_____

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

_____

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

_____

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

_____

6) Intent: _____; mechanics/techniques?

_____

7) Intent: _____ ; mechanics/techniques?

_____

8) Intent: _____ ; mechanics/techniques?

_____

9) Intent: _____ ; mechanics/techniques?

_____

9.0 The Process Being: The Actuation Process of Success

9.3 Feel It

Find the good-feeling place of power. Good feeling emotions, moods, attitudes, and feelings are indications and alignment with a strong, healthy, 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) If you are lifting weights or _____, find the good feeling place of your intent and technique?

YES_____ NO_____

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

YES_____ NO_____

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

YES_____ NO_____

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

YES_____ NO_____

5) _____

YES_____ NO_____

9.0 The Process Being: The Actuation Process of Success

9.4 I Know I 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"?

1) "I got it"
2) "mojo"
3) "confidence"
4) "swagger"
5) _____
6) _____
7) _____

9.0 The Process Being: The Actuation Process of Success

Intend It *Think It* *Feel It* *I Know I Know It* *Allow It*

9.5 : 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&hammer 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.

1) What is your intent?_____
2) What is your technique?_____
3) Do you feel it? ____Yes _____No_____
4) Do you "know you know" what you are doing?
   Yes _____No_____

e) Allow "it" to happen, without thought and effort.
   Did it "just happen"? Yes _____No_____

Note: At first, running through these processes takes effort and time. But, with practice, the effort and time to go through the steps will become automatic. An observer can watch a star basketball player do a beautiful step-back shot and basket, but the athlete goes through all the steps. They have just become automatic. A similar case is a short-stop in baseball catch a bouncing grounder, wheel around in the air and throw the ball for an out at first. They go though 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".

9.6 Cognitive-Emotional Actualization (Review)

1) What is your intent?

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

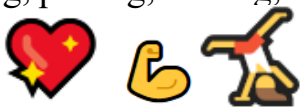
Visualization is "picture yourself climbing Mt. Everest". Intent is "My intent is to climb Mt. Everest next May". Intent calibrates your emotional guidance. Feel the emotional difference between scuba tanks and climbing oxygen cylinders. Intent sets off a chain of retro-causal events to actualize a future event.

a. Overall Intent: I am climbing Mt. Everest
b. Specific Intent: I am obtaining the gear to climb Mt. Everest
c. More specific intent: I am getting needed survival gear.

2) Think It

What are the mechanics of your intent.

a. If you are lifting weights, how do you do it?
b. If you are intercepting a pass, how do you do it?
c. If you are catching a punt, how do you do it?
d. 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.

a. Good feeling emotions, moods, attitudes, and feelings are indications, and alignment with a strong, healthy, 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" /"Mojo" /"Complete confidence"/ "Its mine"

5) Allow… it to happen

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

9.0 The Process Being: The Actuation Process of Success

9.7 General Offense Worksheet

1) **Intent:** **(offensive play call):**_____

2) **Think IT**:

   1. describe your assignment (the mechanics)

      _____

3) **Feel IT:**

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

      YES_____ NO_____

4) **I Know I Know IT:**

   1. State of knowing success
   2. Can do attitude

      YES_____ NO_____

5) **Allow IT**:

   1. Quiet the mind of noise and allow:

      YES_____ NO_____

6) **Successful Outcome?**

   YES_____ NO_____

9.0 The Process Being: The Actuation Process of Success

9.8 General Defensive Worksheet

1) Intent: **defensive play call/move):**_____

2) Think IT:

1. describe your assignment (the mechanics)

_____

3) Feel IT:

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

YES_____NO_____

4) I Know I Know IT

1. State of knowing success
2. Can do attitude

YES_____NO_____

5) Allow IT:

1. Quiet the mind of noise and allow:

YES_____NO_____

6) Successful Outcome?

YES_____NO_____

9.9 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 11 play/player 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:_____

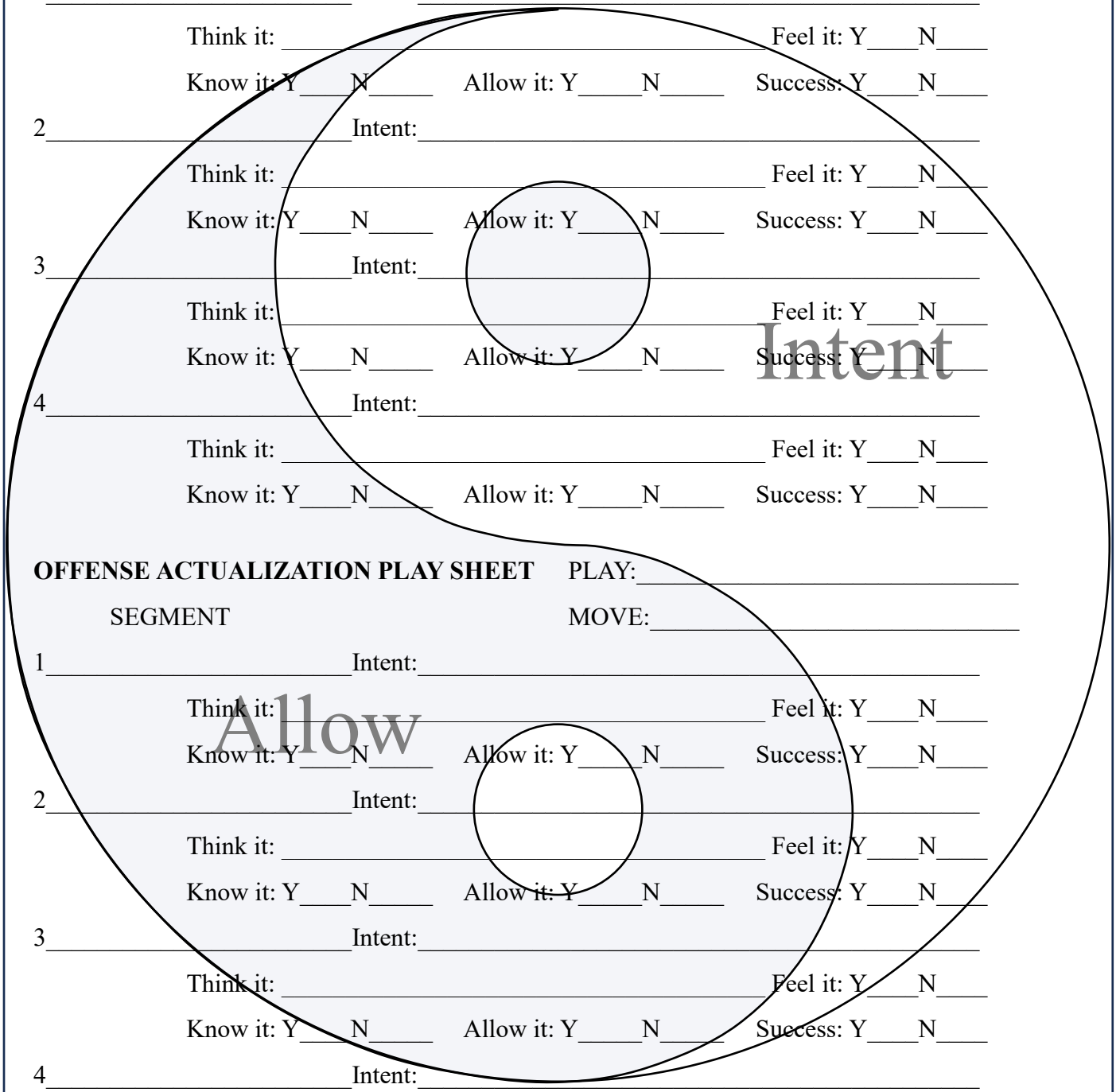
Think it: _____ Feel it: Y____N____

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____



9.10 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 11 play/player 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____

Awareness
Allow

9.11 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:

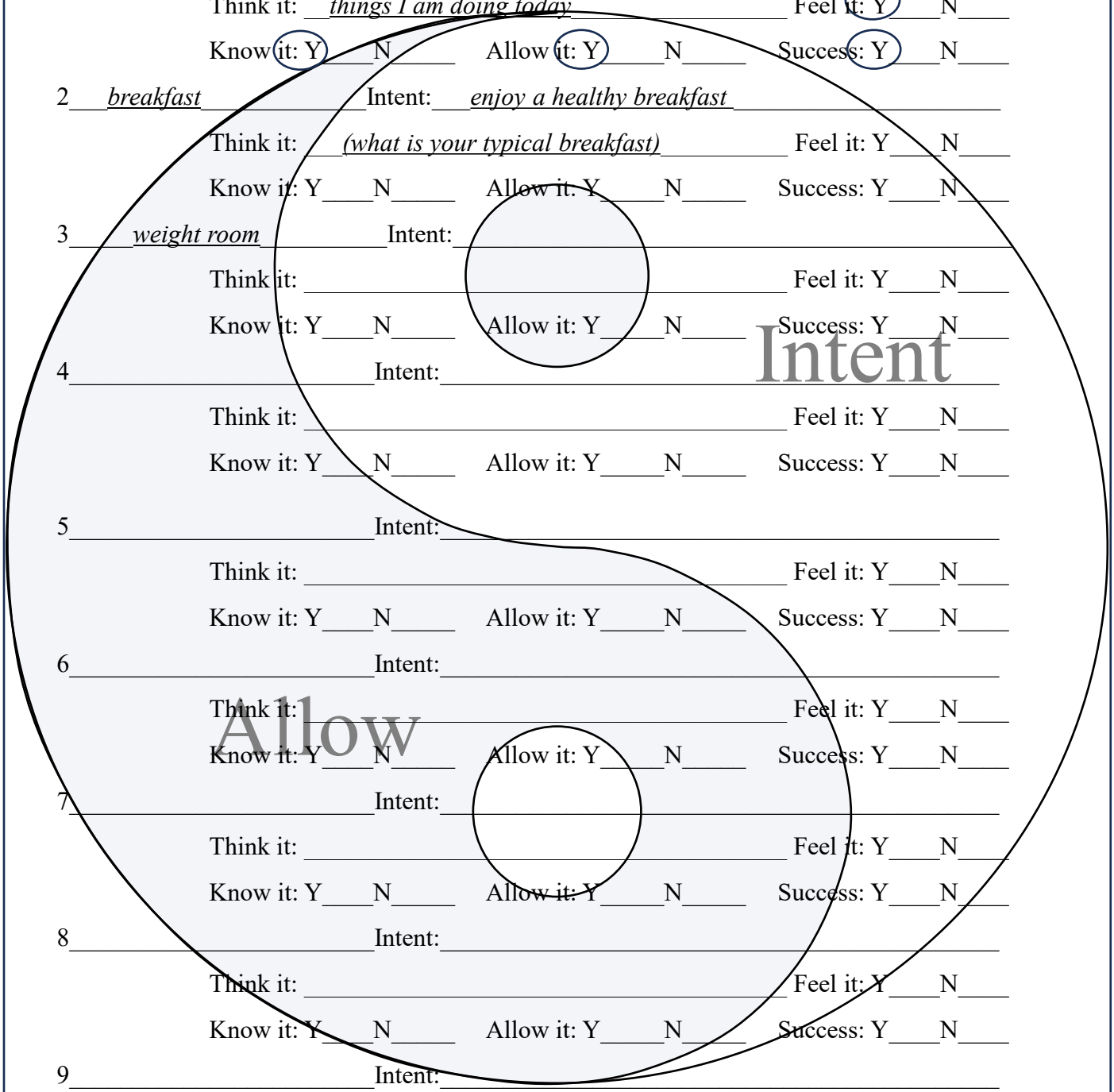
Think it: Feel it: Y N

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



9.0 The Process Being: The Actuation Process of Success

Section 9.0 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 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_____

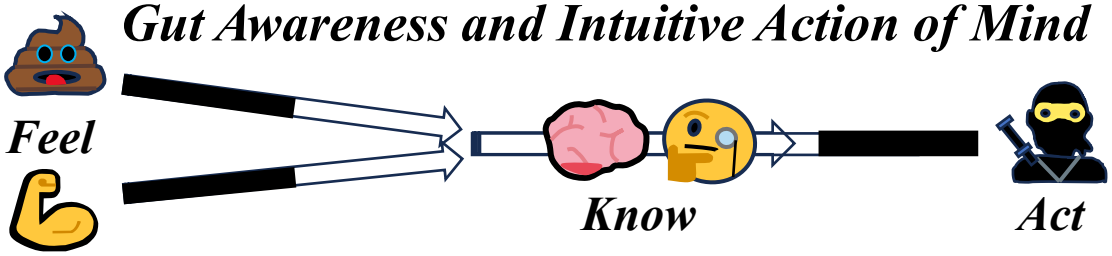
segment_____intent_____

segment_____intent_____

segment_____intent_____

segment_____intent_____

10.0 The Intuitive Being:
Gut Awareness and Intuitive Action of Mind



Section 10: The Intuitive Being

Pre-Test

1. Some athletes are "lucky".
   _____ 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

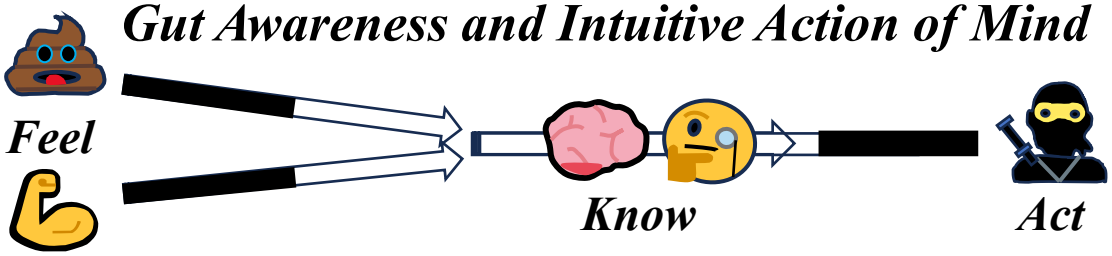
6. An athlete must have good emotional-feelings associated with their wants, desires, and intentions to be successful.

   _____ True _____False

1) guess_____? Success ____yes ____no

2) guess again_____? Success ____yes ____no

10.0 The Intuitive Being:
Gut Awareness and Intuitive Action of Mind



10.1 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 good-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.

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

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.

3) Once the mind and emotions are quiet of all their "louder chatter", you can *hear*, *smell* ,or *feel* your cognitive-emotional signals.

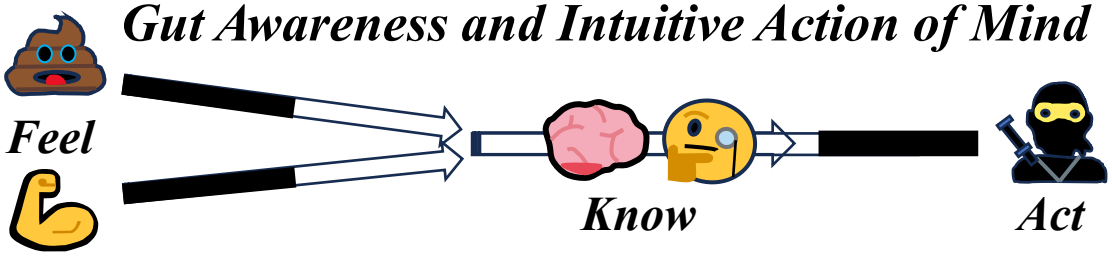
a. I "feel something"
b. Something is "off"
c. I can feel in my gut that I need to act.
d. I FEEL and KNOW I am in the right spot at the right time.

Describe 2 events where you acted on your "gut" awareness.

_____

_____

10.0 The Intuitive Being:
Gut Awareness and Intuitive Action of Mind



10.2 Gut Awareness and Intuitive Action

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.

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.

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.

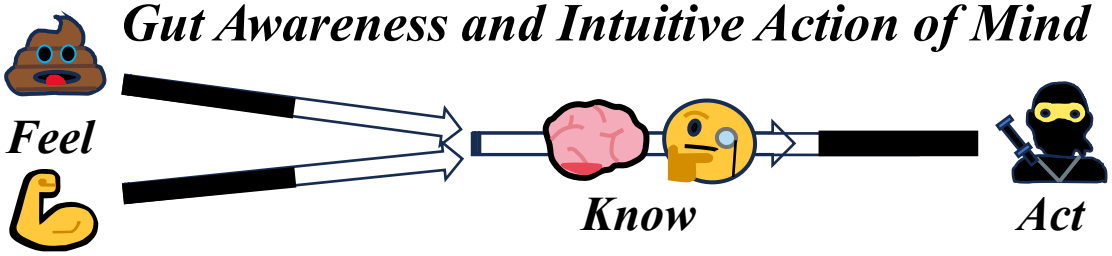
_____

_____

_____

_____

10.0 The Intuitive Being: Gut Awareness and Intuitive Action of Mind



10.3 Camouflaging, suppressing, or ignoring emotional states of being

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.

2) *"Feeling " that something is off"* or I "feel something is afoot" can only be processed into a "knowing" if you are "feeling."

3) *The skill of quietly feeling* that something is off is being aware and *to k*now what is happening. And then act on that knowing.

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":

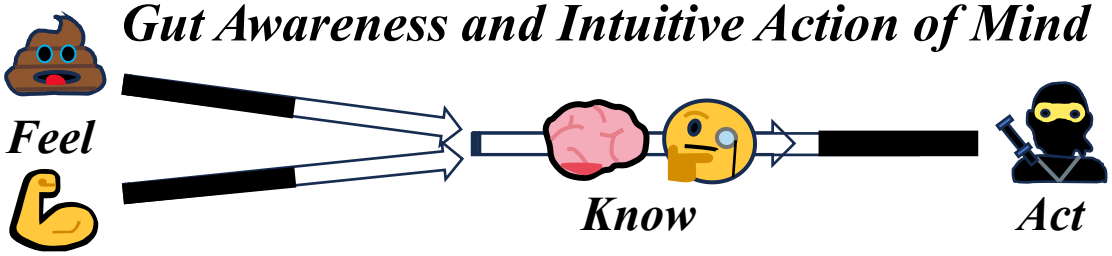
_____

How did you act on that feeling?

_____

_____

10.0 The Intuitive Being:
Gut Awareness and Intuitive Action of Mind



10.4 Feed the Beast VS. *Feed the Beast*

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?

_____

_____

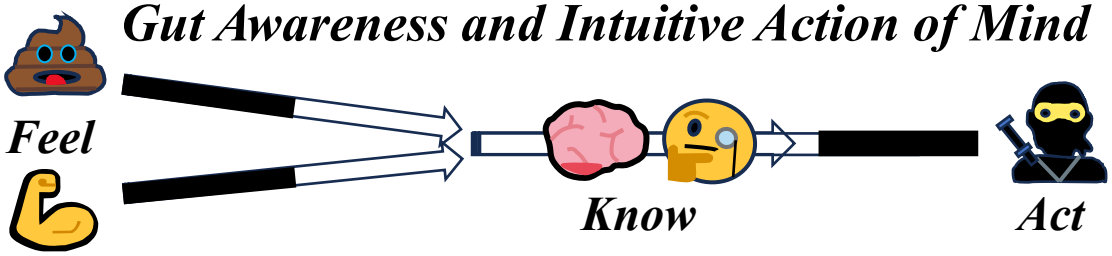
Another cause of injury is by being emotionally negative, up-set, depressed, or angry. An athlete can also be cognitive-emotionally "somewhere else" and not ready for competition. The physiology of the body is not at its natural peak for physical adversity.

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

_____

_____

10.0 The Intuitive Being:
Gut Awareness and Intuitive Action of Mind



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.

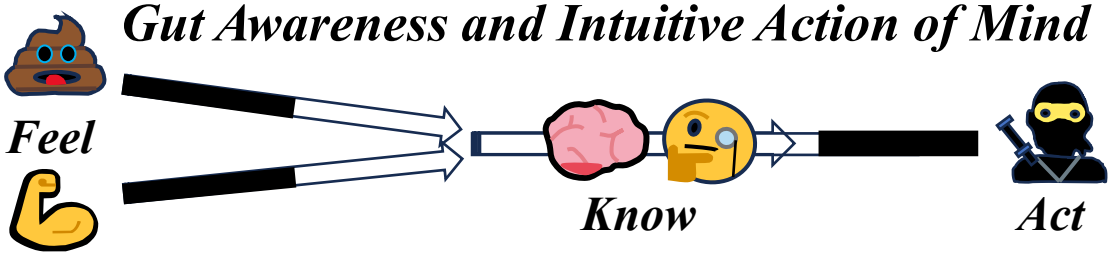
Describe a time when you showed off. Did it energize the audience and the team to success?

_____

_____

_____

10.0 The Intuitive Being:
Gut Awareness and Intuitive Action of Mind



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?

_____

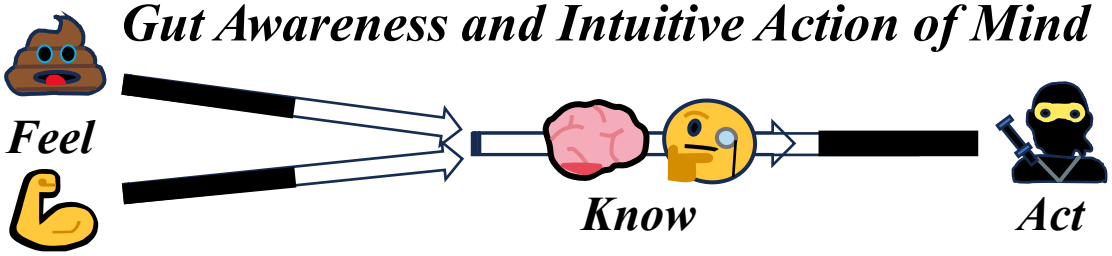
What did you sense, smell, taste, or perceive that you can associate with the "Top 10" performance?

_____

What did you feel? Before: _____

During: _____After:_____

10.0 The Intuitive Being:
Gut Awareness and Intuitive Action of Mind



Section 10: 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

11.0 The Quantum Being and Your Personal Power of Qi

Mindless
Heightened and
Expanded Awareness

Heart-Centered
Peaceful State of
"No-Mind" Potential

Mindless
Instantaneous and
Explosive Action

Section 11: 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

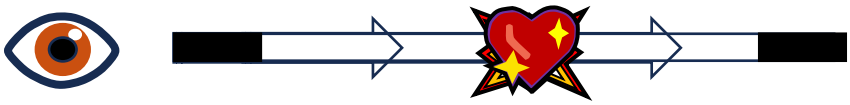
4. An "empty mind" is a state of action.

   _____ True _____False

5. "Mindless reflex" is another term for "instinct."

   _____ True _____False

11.0 The Quantum Being and Your Personal Power of Qi



Mindless
Heightened and
Expanded Awareness

Heart-Centered
Peaceful State of
"No-Mind" Potential

Mindless
Instantaneous and
Explosive Action

11.1 "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:

_____

1) 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 up-side 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.

2) 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 pattens of breath control and different areas of focus, such as on the chest, diaphragm, or abdomen. And there are different visualizations of how prana or energy (QI) flows through the body. Two patterns of breathing to start with are:

a) breath in for 4 counts and breath out for 4 counts

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

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

Did you find success in stopping your mental chatter? _____yes _____no

11.0 The Quantum Being and Your Personal Power of Qi

Mindless Heightened and Expanded Awareness

Heart-Centered Peaceful State of "No-Mind" Potential

Mindless Instantaneous and Explosive Action

11.2 "Mindless Action and Power" of Quantum Being

"In high school wrestling practice, 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: _____

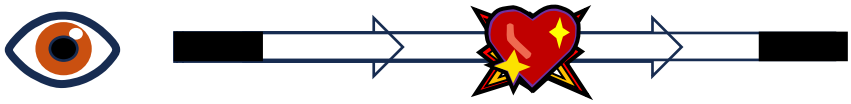
After:_____

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

_____

_____

11.0 The Quantum Being and Your Personal Power of Qi



Mindless Heightened and Expanded Awareness

Heart-Centered Peaceful State of "No-Mind" Potential

Mindless Instantaneous and Explosive Action

11.3 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 shoelaces 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."

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.

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."

_____

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.*

Qi

Intent

It Happens

11.0 The Quantum Being and Your Personal Power of Qi

Mindless Heightened and Expanded Awareness

Heart-Centered Peaceful State of "No-Mind" Potential

Mindless Instantaneous and Explosive Action

11.4 Building Personal and Team Qi and a reality vortex of SUCCESS.

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 the ball 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.

_____

_____

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"?

_____

_____

11.0 The Quantum Being and Your Personal Power of Qi

Mindless
Heightened and
Expanded Awareness

Heart-Centered
Peaceful State of
"No-Mind" Potential

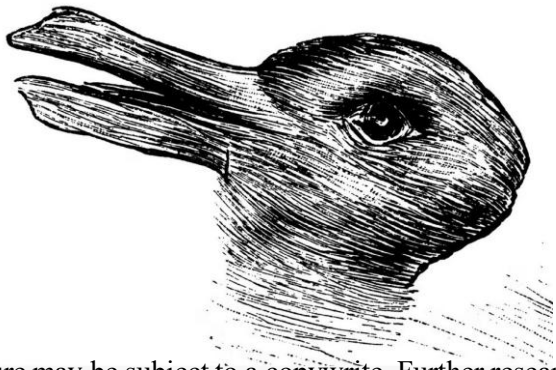
Mindless
Instantaneous and
Explosive Action

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?

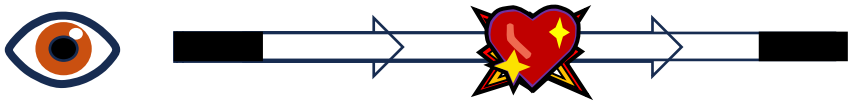
_____ *Yours (feeling good!)* _____*Theirs (feelings of despair)*

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*

11.0 The Quantum Being and Your Personal Power of Qi



Mindless Heightened and Expanded Awareness

Heart-Centered Peaceful State of "No-Mind" Potential

Mindless Instantaneous and Explosive Action

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

(Hear, see, feel, smell, touch, and taste "IT")

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

_____

_____

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

In practice? ____ ***Yes*** ____ ***No***

In pregame warm-up? ____ ***Yes*** ____ ***No***

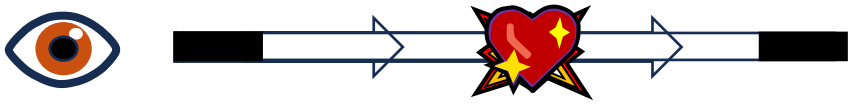
In the actual competition? ____ ***Yes*** ____ ***No***

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

_____***EXCITED!*** _____***Nervous***

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

_____ ***Dominance*** _____***Incompetence***



Mindless Heightened and Expanded Awareness

Heart-Centered Peaceful State of "No-Mind" Potential

Mindless Instantaneous and Explosive Action

Section 11: 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

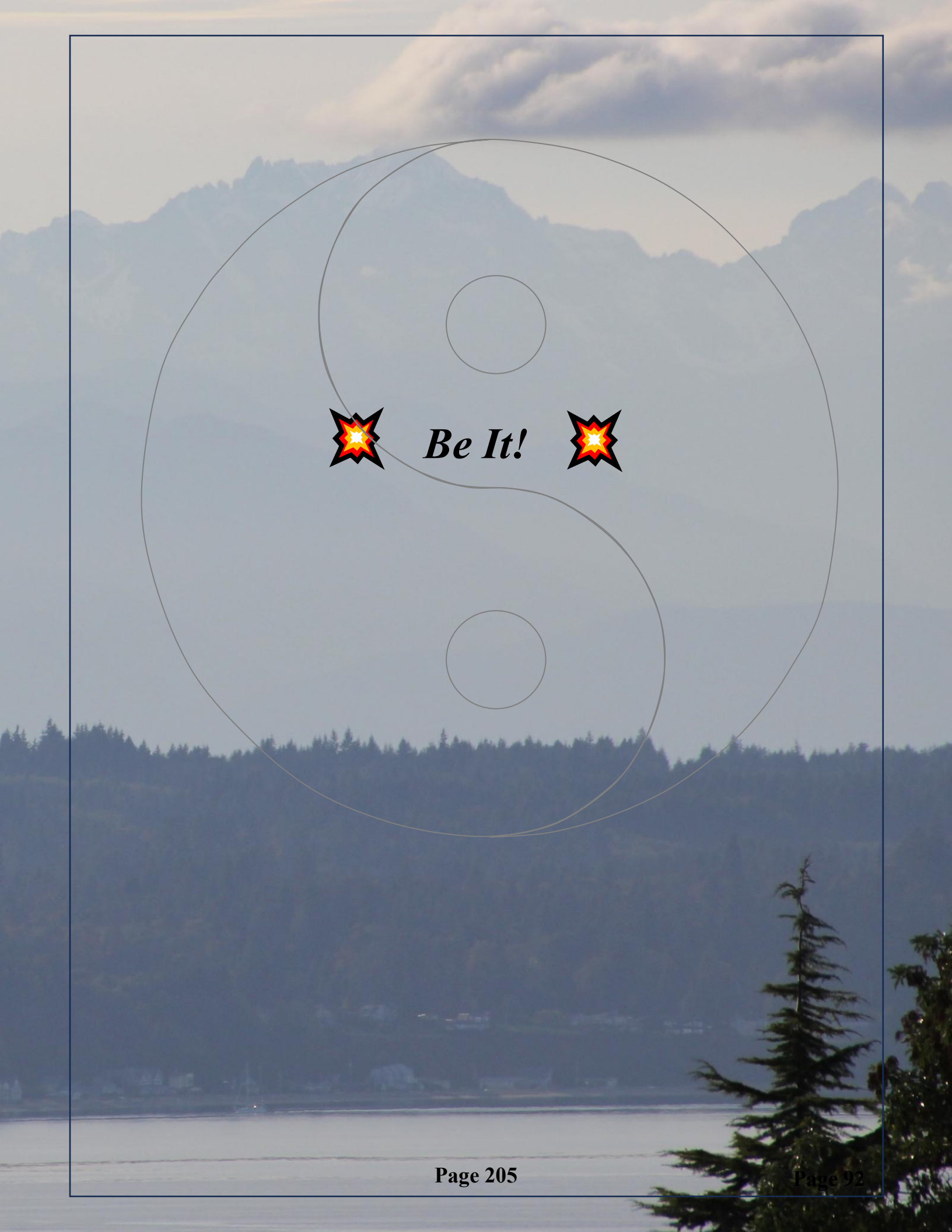
5. An athlete can intuitively be in the right spot and the right time doing the right thing.

   _____ True _____False

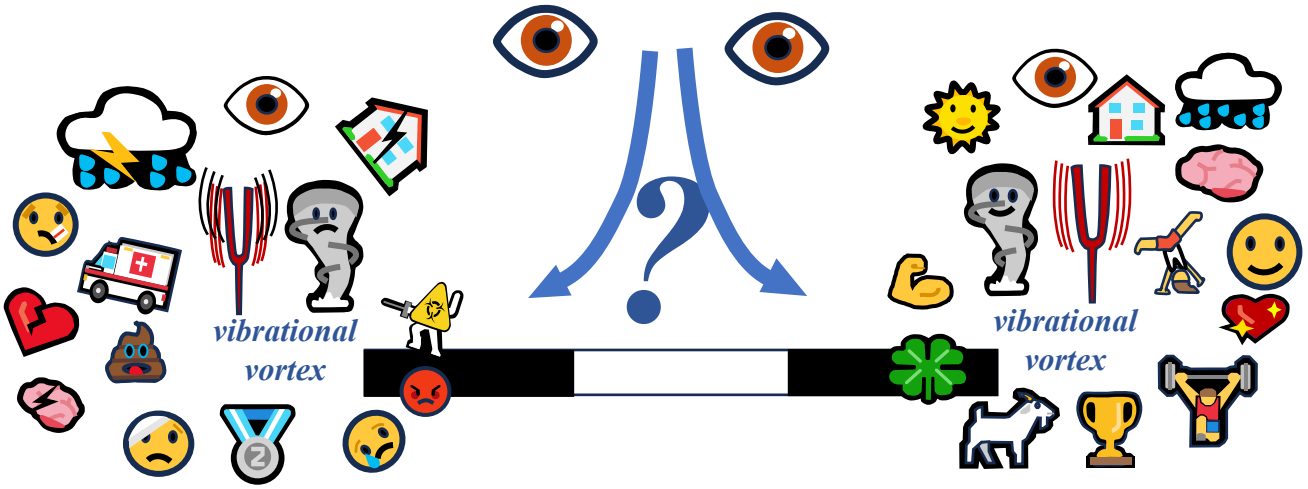
6. Do you, as an athlete, "know you know" you are a successful being in all your adventures? Can you "feel it" in your bones?

   _____ Yes _____No

Success is a (feeling-good, healthy) state of being.


Be It!

Appendix A: Definitions: Putting the Evolutionary Power and Vibrational Energy of Qi 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 vibrational 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.

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 Vibrational Energy of Qi 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) Heart Centered

Having a cognitive-emotional universal identity, that is, a concern for your own and others health, well-being, and success. This does not lead to "sameness" because every being has a different accumulation and interpretation of their own life experiences/lessons.

3) Cultivated / wisdom:

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

4) Cultivated/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) Gut Awareness & 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 receiver's hands. The basketball player "allowed" the ball to swish the nets.

6) Cultivated and Compassionate Intuitive Action:

Allowing action / intuitive action with heart

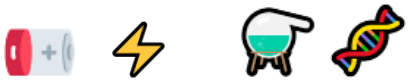
7) *Instinctive Reflexive Action of "No-Mind"*

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 (Activities of the Mind):*

Activities of knowing and awareness; what goes on between the ears (thoughts, memories, beliefs, imaginings, perceiving / perception reasoning,)

11) *Emotions, moods, attitudes, and feelings:*

the perception of physiological (body) states of being

They feel bad (the perception of a weaken physiology) "doo-doo"

OR

They feel good (the perception of a strong physiology) "strong"

Note: the use of "good' and "bad" is not in a religious or moral sense, but in a "How do you feel?" as a general sense of body awareness."

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 intentional 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) Vibrational Vortex:

Existing in a vibrational whirling focus and concentration of mental activities (that are attracting more and more cognitions of the same nature) and where any "outside" awareness is limited or non-existent.

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:

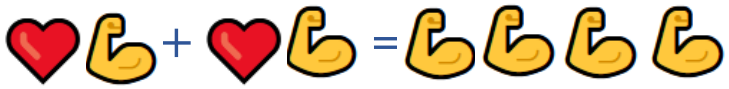
Resolved or determined to do (something) with conviction. Note: intent sets up (or calibrates) the emotional guidance. If you want to climb Mt. Everest, you want climbing oxygen tanks (feels good), not scuba diving tanks (feels bad).

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.

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

looking at what you don't want (unhealthy physiology)

looking at what you do want (healthy physiology)

27) Cognitive-Emotional Re-Processing:

vortex of disempowering, unhealthy, and bad-feeling mental activities

Discipline, Work, Strength & Conditioning,

vortex of empowering, healthy, and good-feeling mental activities

Appendix A: Definitions: Putting the Evolutionary Power and Vibrational Energy of Qi 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)

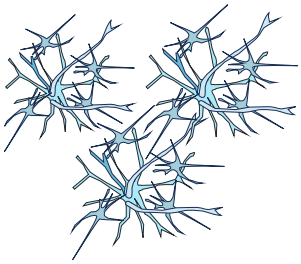
31) Debilitating and aggressive behavior

32) Exhilarating and Powerful Behavior

33) Neurogenesis and a Neuroplastic Brain

The brain is highly evolved biological neuro network processor made of billions of neurons (nerves) organized into networks that send and receive bio-electric signals throughout the brain and body. These signals are responsible for our 1) mental activities (thoughts, memories, beliefs, imaginings, perceptions, and reasoning.), 2) behavior, and 3) emotions. These networks grow stronger and are reinforced with habitual usage (neurogenesis and neuroplasticity) leading to a "hard-wired" programmed cognitive-emotional rigidity that can be difficult to change. This is especially apparent in our language and literary linguistic behavior. As a child advances in their education, they become more reliant on a previously programmed linguistics.

Neuroplastic Brain



Nurons (nerves) organized into networks

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

34) 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.

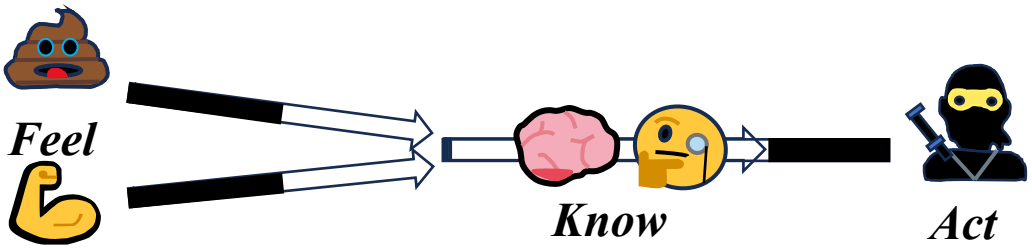
35) Cultivated Actualization Process of Success

acting with intent, purpose, and awareness

The Process Being: The Actuation Process of Success

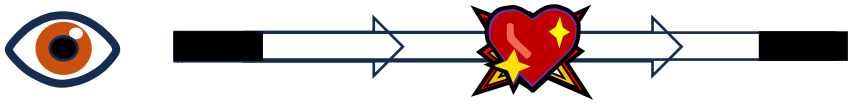
36) Cultivated Gut Awareness and Intuitive Action of "Mind"

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



37) "Mindless" Awareness and Reflexive Action of Quantum Being

An athlete "just knows" and " just acts". Instincts; instinctive; reflexive.



Mindless Heightened and Expanded Awareness

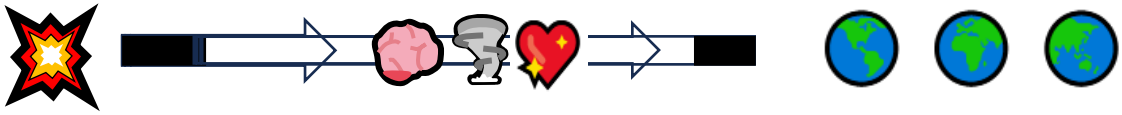
Peaceful State of Heart-Centered "No-Mind" Potential

Mindless Instantaneous and Explosive Action

38) "Quantum Being"

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

39) 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?

40) Mojo, Swagger, In the Flow is Being Lucky and "It Happens"

Intend Qi It Happens

41) Putting your house in order

fixed up, repaired, and ready for anything

42) Body

43) Actualization / actualize / actuation

realization, to make real, to make happen

44) Action, Behavior:

Movement, doing, Do-It., conduct

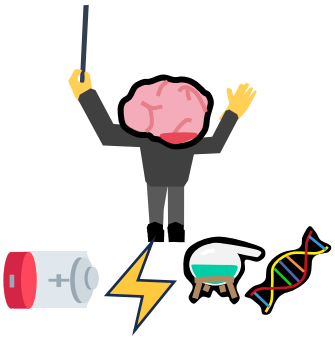
45) Emotionally Driven Behavior:

The 3000yr-old linguistic belief that emotions drive behavior directly when it is cognitive's perception of emotional states and consequential changes in mental activities that precipitate the physiology that drives behavior,

Our "modern" psychology of emotionally driven behavior was derived before the conception of 1) evolution, 2) changes and states of neurological, biochemical, and physiological being, and 3) neurogenesis and neuroplasticity of a biological neural networking brain.

46) Physiological Driven Behavior:

The understanding that the brain is a highly evolved biological neural network processor that orchestrates the changes and states of neurological, biochemical and physiological being that drives behavior.



47) Cognitive Driven Behavior:

The understanding that cognitive activities of the mind precipitate changes and states of neurological, biochemical, and physiological being that drives behavior.

48) Success

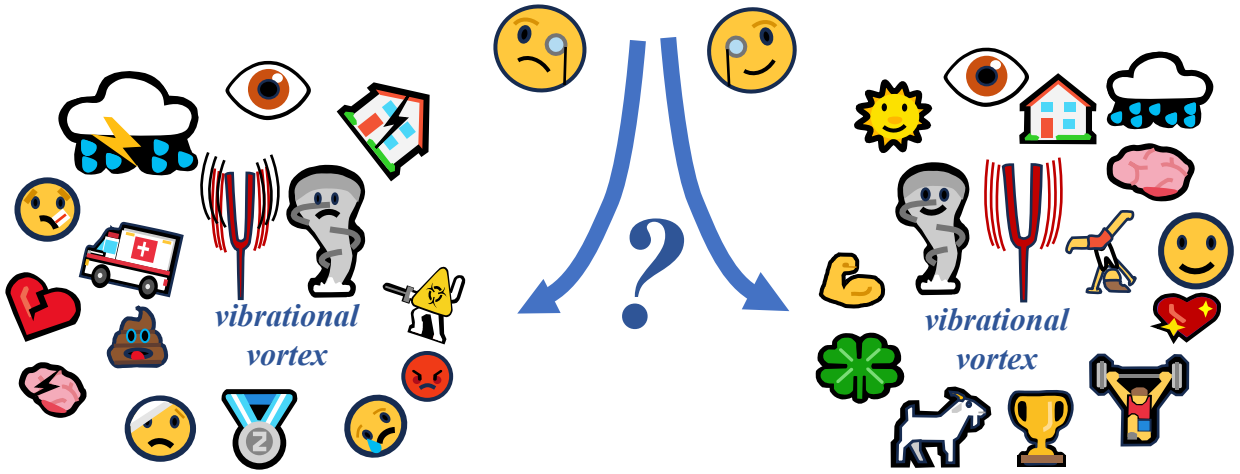
actualize that which is wanted (with joy)

49) Decision-making prowess

the ability to make sound, effective, and timely choices, often in complex or challenging situations. It encompasses various skills and qualities that contribute to successful decision-making, such as problem-solving, critical thinking, and the ability to gather and analyze information (Google AI). In the Tao of Athletic Success, decision-making prowess includes cultivated instinctive and intuitive spontaneous action of the heart.

50) Vibrational Vortex of empowering, healthy, and good feeling mental activities

51) Emotions Have Significance!

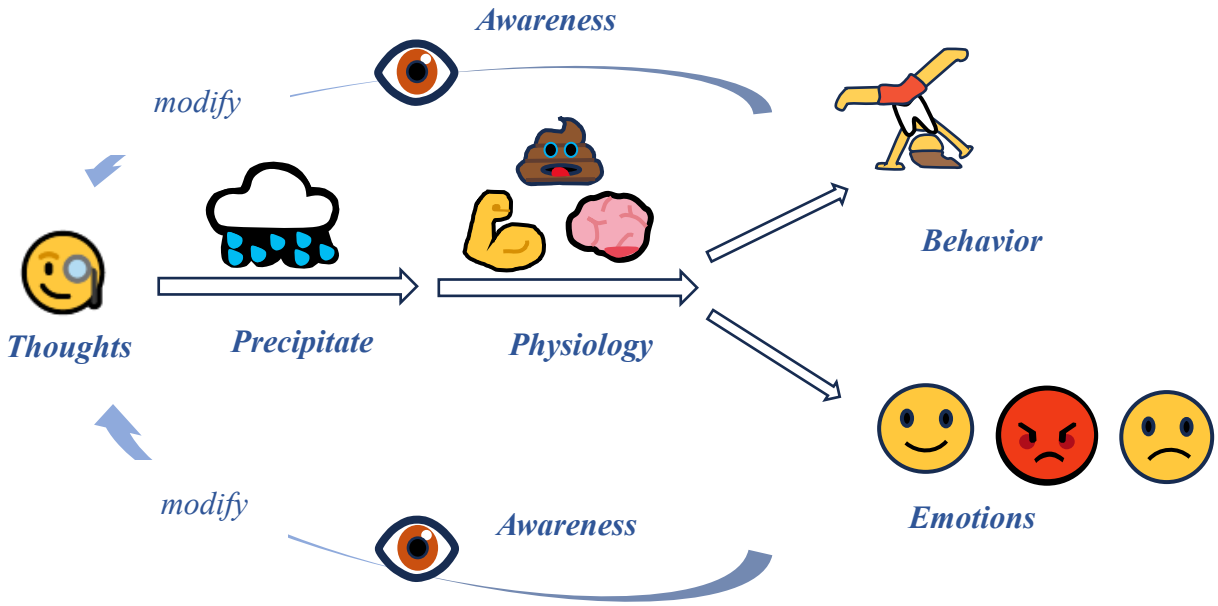


Feeling-bad, unhealthy and weak physiology is susceptible to illness, injury, and accidents

Feeling-good, healthy and strong physiology is conducive to strength, power, and success

An athlete must perceive, evaluate, and respond to their emotional state of being! Which vibrational vortex are they coming into in harmony with? Which vibrational vortex do they want to come in harmony with?

52) Cognitive-Emotional Re-Processing



Appendix B:

Offense Actualization Play Sheet

(Segment Intending)

These "play sheets" are set up for defense or offence because an offensive play begins with actuating their own "intention". A defensive play begins with an "awareness" of the offensive intention.

On the offensive play sheet 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. Or, on the defensive play sheet, name the defensive counter plays.

Then use following sections to break each play or move into its segments of learning or as a single intent/play and state the intent and following “think it?”, “feel it?”, “know you know it?” and “allow it?” and finally was the play/move successful?

An athlete can self-evaluate 11-moves on a sheet. Or, as I was able to put 11 positions on a sheet, a football coach can use the "Actuation Sheets" to evaluate every position of a single play. Or a basketball coach can use 5 rows for what each player should accomplish within a play, or 9 for the soccer coach, etc.

OFFENSE ACTUALIZATION PLAY SHEET PLAY:_____

SEGMENT –I INTENTION 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____

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____

11_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

Intent

Allow

OFFENSE ACTUALIZATION PLAY SHEET PLAY:_____

SEGMENT –I INTENTION 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____

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____

11_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

Intent

Allow

OFFENSE ACTUALIZATION PLAY SHEET PLAY:_____

SEGMENT –I INTENTION 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____

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____

11_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

OFFENSE ACTUALIZATION PLAY SHEET PLAY:_____

SEGMENT –I INTENTION 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____

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____

11_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

Intent

Allow

Appendix C:

Defense Actualization Play Sheet

(Segment Intending)

These "play sheets" are set up for defense or offence because an offensive play begins with actuating their own "intention". A defensive play begins with an "awareness" of the offensive intention.

On the offensive play sheet 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. Or, on the defensive play sheet, name the defensive counter plays.

Then use following sections to break each play or move into its segments of learning or as a single intent/play and state the intent and following “think it?”, “feel it?”, “know you know it?” and “allow it?” and finally was the play/move successful?

An athlete can self-evaluate 11-moves on a sheet. Or, as I was able to put 11 positions on a sheet, a football coach can use the "Actuation Sheets" to evaluate every position of a single play. Or a basketball coach can use 5 rows for what each player should accomplish within a play, or 9 for the soccer coach, etc.

DEFENSE ACTUALIZATION PLAY SHEET PLAY:_____

SEGMENT –I INTENTION 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____

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____

11_____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 –I INTENTION 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____

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____

11_____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 –I INTENTION 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____

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____

11_____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 –I INTENTION 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____

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____

11_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

Awareness
Allow

A safe "prevent defense" or a safe "prevent offence" does not work when the team, player, or coach focuses on what they "don't want to happen" rather than on what they "do want to happen.

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.

There are the "physical" segments as in "make a good breakfast", "make it a great day", "get to my first class", "get homework done", etc., etc. There are also many mental-emotional segments of the day to get into a better feeling place. Such as a segment where a person intends to "stop going into that emotionally bad-feeling place", or a segment of "looking around to find something nice to distract myself". And then there are the segments of intent to re-processing beliefs, judgements, thoughts to a better felling place.

And finally, the best segment intention of all. "I am going to find something to do or dwell upon that excites, ignites, and delights!" Or maybe the segment intent is to do something just for yourself that gets you into a "less-bad" feeling place.

HOME ACTUALIZATION PLAY SHEET DATE:_____

SEGMENT

1_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

2_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

3_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

4_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

5_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

6_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

7_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

8_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

9_____Intent:_____

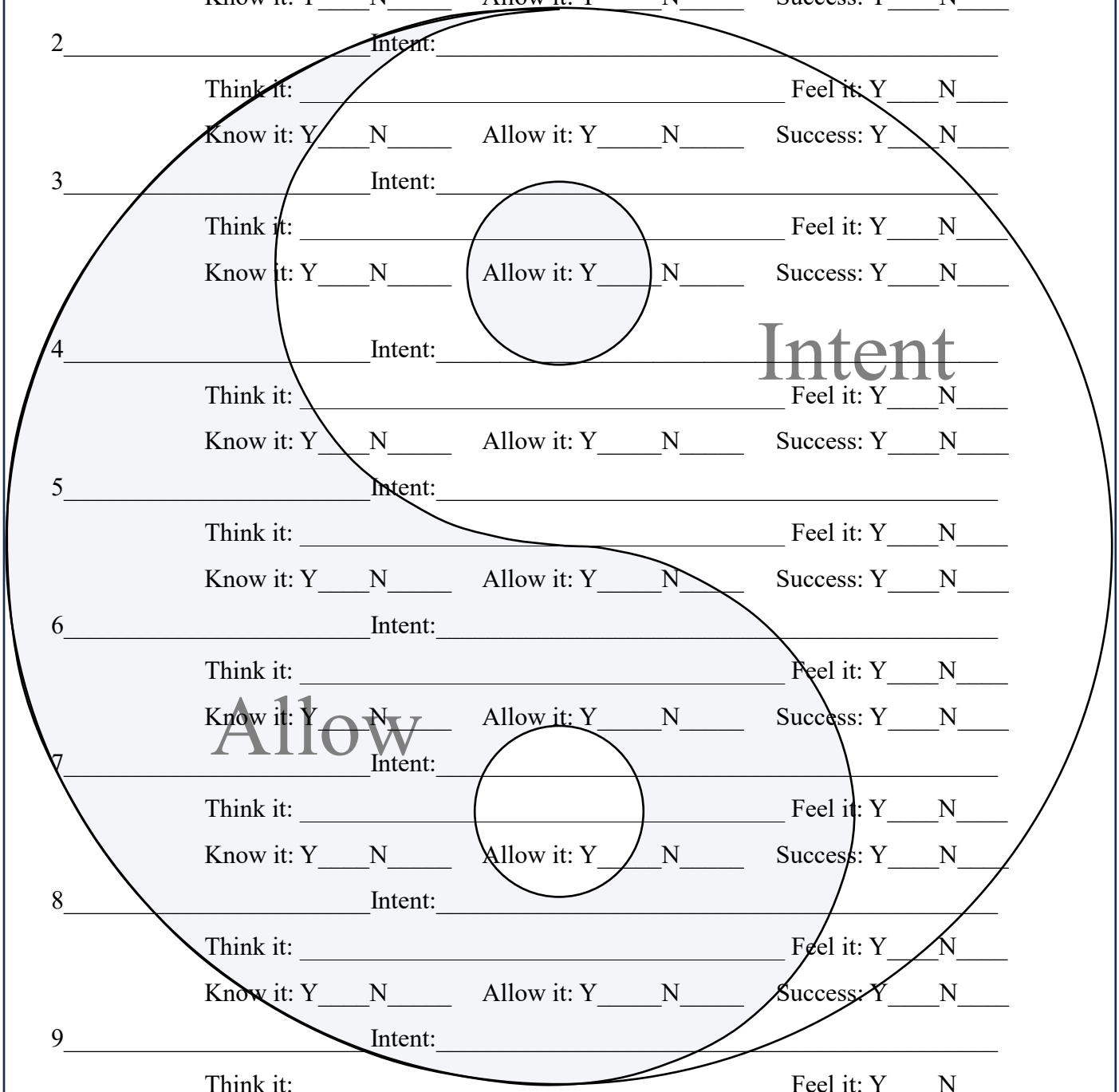
Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

10_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____



HOME ACTUALIZATION PLAY SHEET DATE:_____

SEGMENT

1_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

2_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

3_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

4_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

5_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

6_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

7_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

8_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

9_____Intent:_____

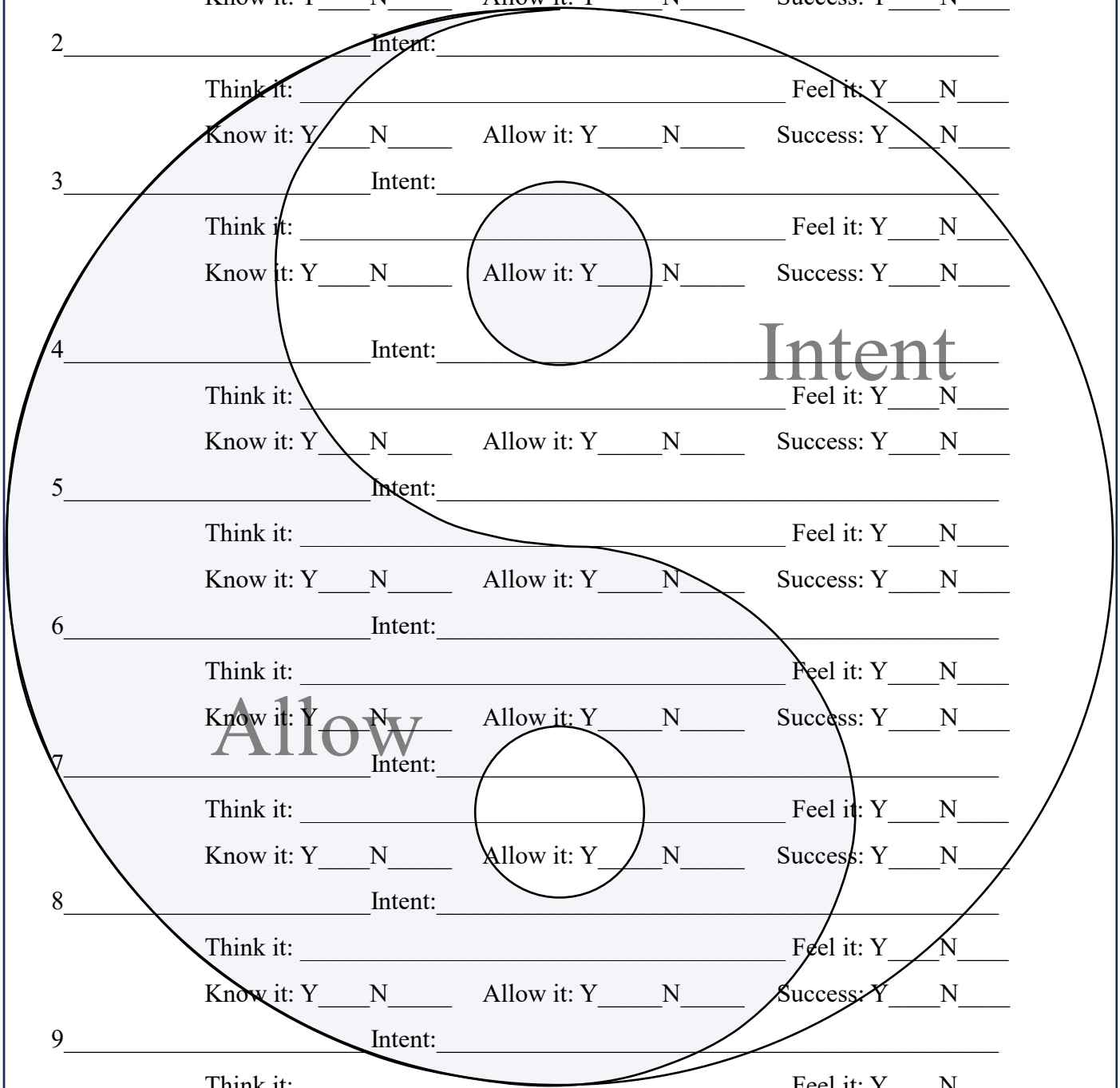
Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

10_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____



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:_____

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Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

8_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

9_____Intent:_____

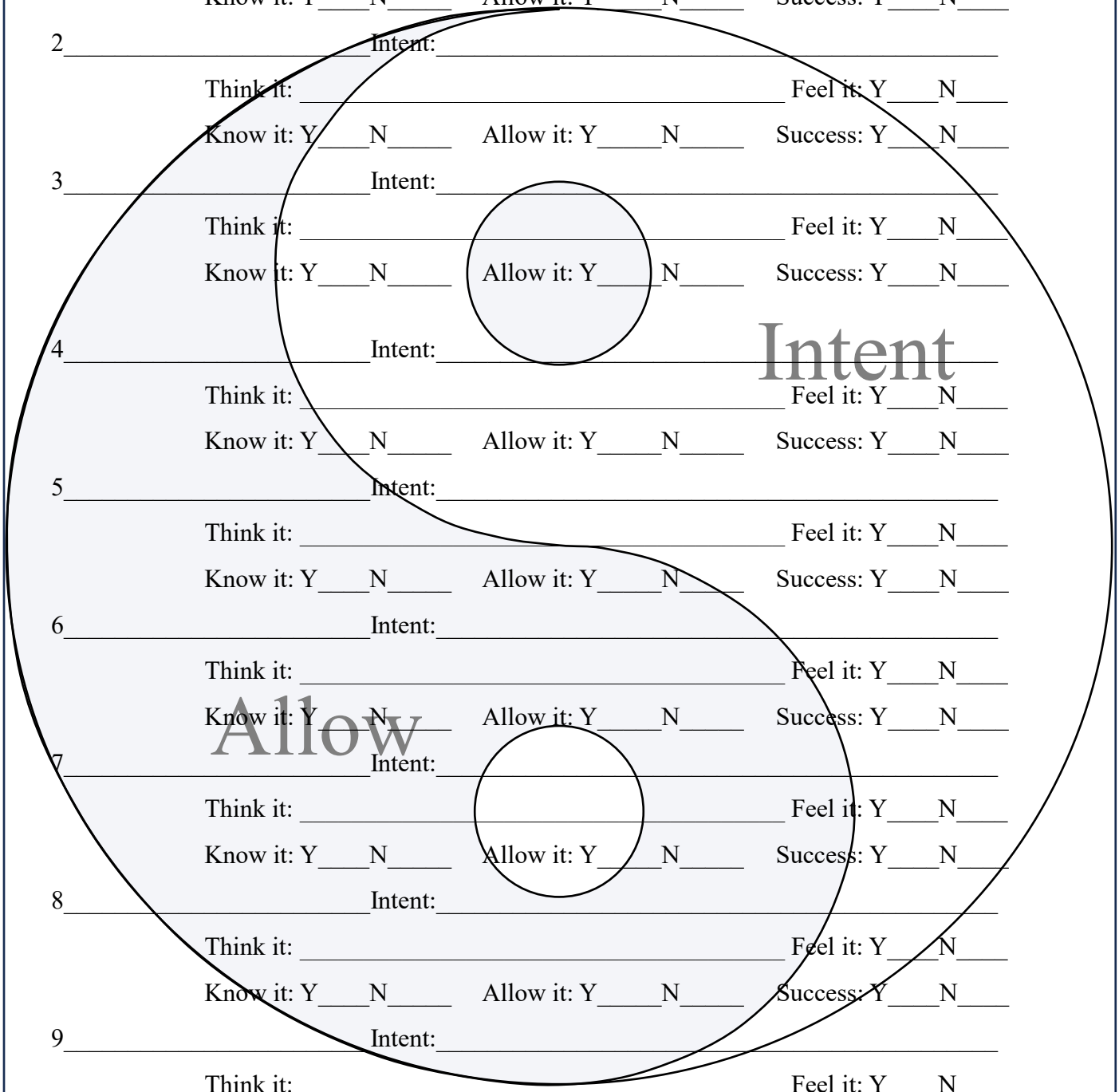
Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

10_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____



HOME ACTUALIZATION PLAY SHEET DATE:_____

SEGMENT

1_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

2_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

3_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

4_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

5_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

6_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

7_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

8_____Intent:_____

Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

9_____Intent:_____

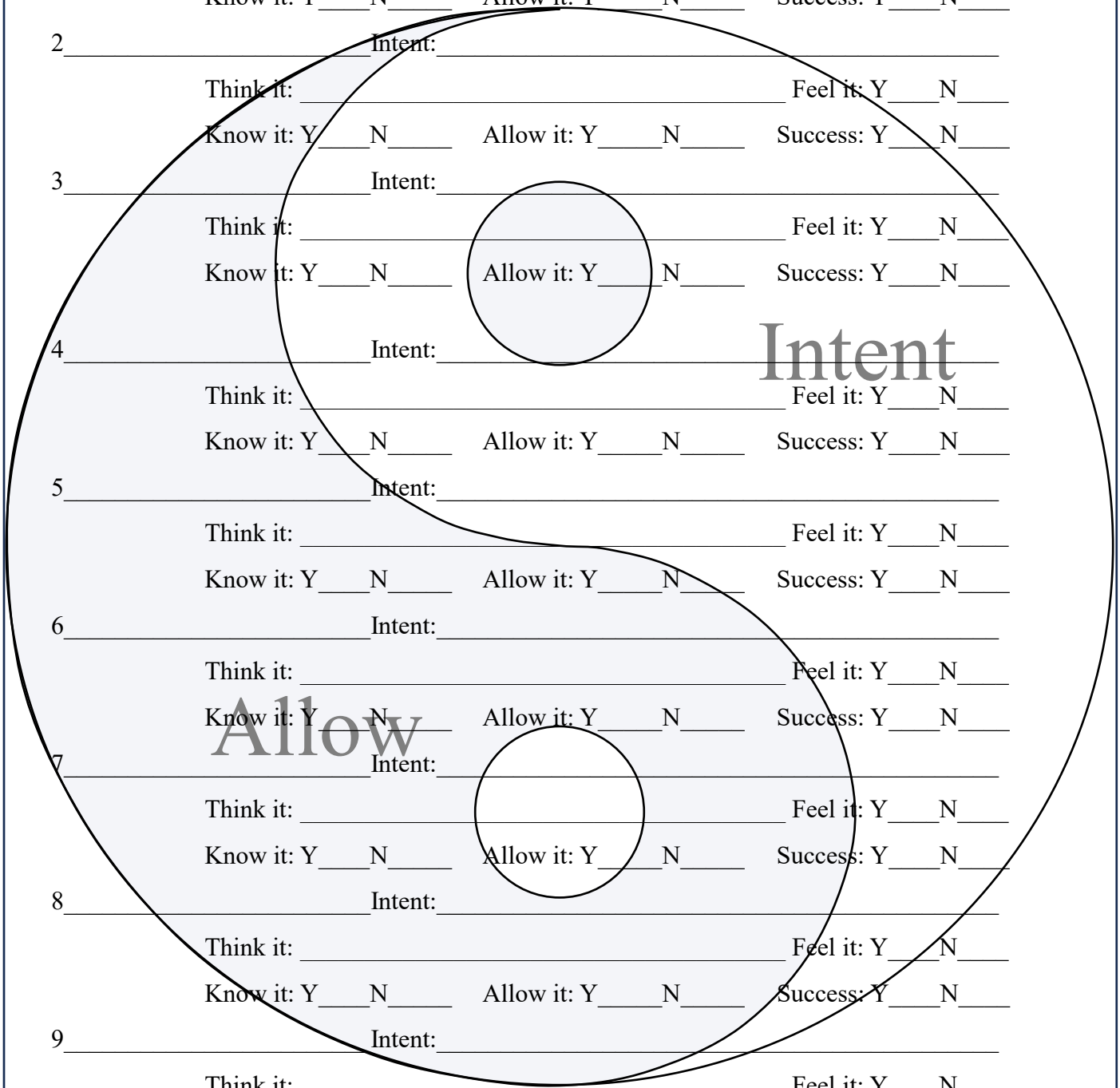
Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

10_____Intent:_____

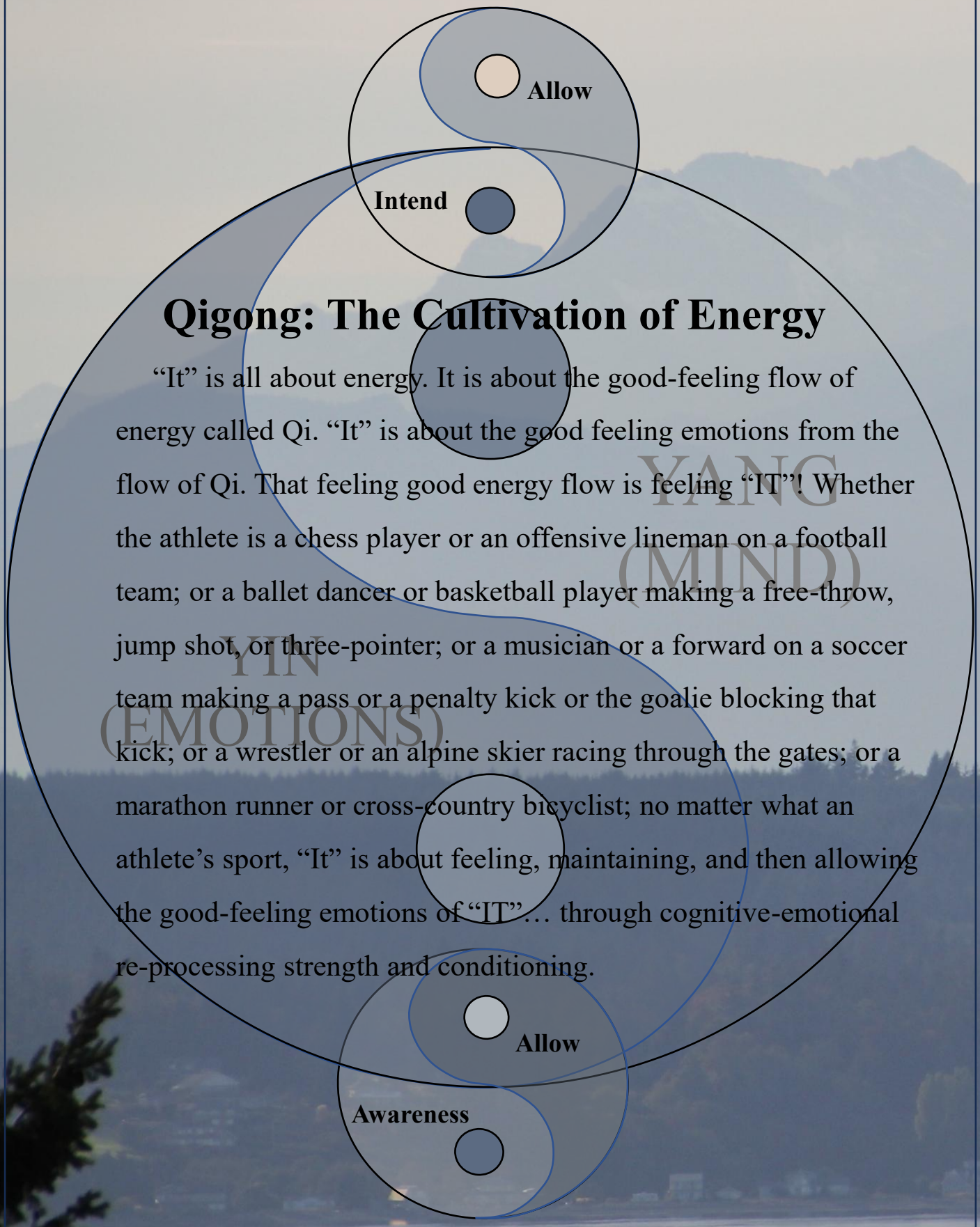
Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____



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 the good-feeling flow of energy called Qi. "It" is about the good feeling emotions from the flow of Qi. That feeling good energy flow is 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 the good-feeling emotions of "IT"… through cognitive-emotional re-processing strength and conditioning.

DEFENSE