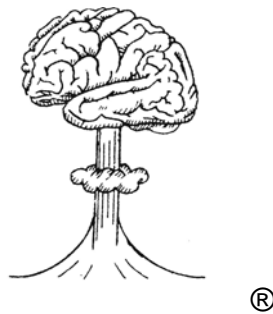


Brain In Nature Course



By Ron McComb
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This is a program in which the individual interacts with primal nature. Such interaction, when incorporated with basic neurology and critical thinking strategies, assists in the release of the individual's dormant brain circuits. This progressive self-growth toward 100% neuron-powered brain results in increased creative problem solving intelligence, moral goodness, and individual happiness.

The success of this program is based upon seven criteria: (1) the duration of the program--one year, (2) participation and bonding within a support group, (3) primal nature, (4) self-therapy, (5) availability of role models, (6) physical discipline, and (7) mental discipline within the realm of critical thinking.

PHILOSOPHY:

This course is designed to provide students with the opportunity to discover and reinforce problem solving skills within the context of primal nature. Through the study of the triune brain and its associated minds, students will be introduced to the problem solving strategies used by each mind. The student will thus learn how to increase the efficiencies of each separate triune brain in order to learn how to harmonize them into a complementary super system. By interacting with primal nature students are given the opportunity for an experiential education that not only helps in establishing a work ethic, but also reinforces the learning of critical thinking strategies. Moreover, when free of the distractions of the city each individual is given the opportunity to focus all of his or her energies on himself/herself so as to enhance self-fulfillment.

The wilderness philosophy prescribed to here is similar to the one upon which America was built in that it draws upon the philosophies of Emerson, Thoreau, Muir, Leopold, et al. Thoreau first recognized "the physical and mental renewal" that resulted from exposure to the wilderness. Supreme Court Justice William O. Douglas claimed that in the wilderness the individual can find relief from "mass tendencies." Clinical evidence also supports the idea that the wilderness experience is an important ingredient in the maintenance of mental health of people who are hard pressed by a continually

expanding civilization. Research has also shown that interacting within the context of primal nature provides the establishment of self-identity.

Students will begin the course by learning how the human brain works. They will learn brain self-control methodologies and aspects of one's personal intelligence. Each student will be nurtured to discover his/her full brain potential. Students will be guided through their self-discovery via Socratic dialogue, extensive writing practices, and assigned readings all within the context of primal nature. Each student will be actively involved in various physical activities throughout the year. These physical activities will include trips into the wilderness that will serve to integrate the "wild" with the "civilized" and, more importantly, to provide the student with a wilderness experience.

As the year unfolds, each student will reveal his/her own unique internal neurologic and genetic programs (according to the triune brain model), then he/she will delve into natural intelligence, creative problem solving, and ethical/moral behavior. Consequently, the student will derive more meaning from his or her environment and acquire a sense of self-responsibility. Furthermore, students will experience increased happiness as they see themselves in control of their actions. An increase in personal happiness should, then, decrease negative personal behaviors such as alcohol/drug addiction, violence, suicide, and teenage pregnancy. The ultimate goal is to transform each individual into a contributing member of our society.

GOAL I: PERSONAL INTELLIGENCE.

This phase of the program will develop the students' understanding of the logical operation of their own triune brains. Each brain computes different values, attitudes, and behavior. Each of the four minds (the physical, emotional, intellectual, and spiritual) maps to one of the three brains. When speaking of the spiritual, we mean spiritual not in the religious sense but rather in the aesthetic or Aristotelian sense. Each student will learn to integrate and harmonize each mind with the other in order to increase his/her problem solving successes.

Students will learn the elements of reasoning within a point of view as dictated by each of the four minds. First, the individual will learn to construct behavioral truth tables by making an assumption that he/she is functioning within a specific mind set. From this mind set the learner will decide how the initial problem state is perceived and resolved using the same mind set. Once a conclusion, solution, or interpretation has been inferred, then the student will determine the consequences/implications of his/her generated solution. The student will learn to look at a specific problem state and base decisions upon the best problem solution as dictated by the most **efficient** mind set; consequently, he/she will learn that it is the brain alone that determines how one interacts with the environment and that the individual alone is responsible for his/her actions. Each student will also be taught to identify his/her existing triune brain blockages and breakthroughs--e.g., going from aggressive antisocial behavior to cooperative social behavior.

Through the acquisition of personal intelligence the student will be able to clearly analyze his/her actions. The individual will also be given the tools with which to clarify one's own values and beliefs and to question deeply who he/she is and what the meaning of life is. Finally, by learning basic neurology each student will be able to explore and evaluate similarities and differences in resolving a specific problem via a different component of the triune brain.

OBJECTIVES:

- 1.1. Brain Self-Control
 - 1.1.a. Each student will demonstrate a basic understanding of how his/her brain works.
 - 1.1.b. Each student be able to clearly state what types of behaviors are associated with each of the triune brains.
 - 1.1.c. Each student will be able to distinguish and analyze his or her own thought processes, actions, emotions, and social behavior in a clear and accurate manner.
 - 1.1.d. Each student will be able to reason the consequences of both existing and future behavior.
 - 1.1.e. Each student will be able to clearly state and define how his or her brain produces pain/pleasure, happiness/unhappiness, and is the medium through which reality is perceived.

- 1.2. Philosophy of Life
 - 1.2.a. Each student will be able to clearly state his or her philosophy of Life.
 - 1.2.b. Each student shall be able to clearly answer the simple statement: "What do I want in my Life?"
 - 1.2.c. Each student should be able to adequately answer the compound statement (based on ancient philosophies):
 - "Who am I?"
 - "What is Life?"
 - "Where am I going?"
 - 1.2.d. Each student shall be able to consistently answer: "How shall I grow/improve myself a little each day?"
 - 1.2.e. Each student shall develop a perspective into his or her self by being able to precisely and accurately answer the question "What negative emotions, behavior, and memories are blocking me from growing/improving each day?"

- 1.2.f. Each student shall be able to analyze and evaluate his or her value and belief systems accurately.
- 1.2.g. Each student will be able to perform a self-analysis to clearly identify any negative "head tapes" which waste time/energy by constantly repeating themselves in order to fulfill lower level Maslowian need drives resulting from adolescent and child trauma memories--the result being antisocial and antiper-sonnel behavior.
- 1.2.i. Each student will clearly state in logical sequence all trauma memories incurred as an adult, adolescent, child and infant in temporal sequence beginning with the most recent.

1.3. Intellect

- 1.3.a. Each student will demonstrate critical thinking strategies as defined in Richard Paul's *Critical Thinking*, and applied them to individual behavior in. . .
 - 1.3.a.1. analyzing his/her problems.
 - 1.3.a.2. contrasting analogous situations.
 - 1.3.a.3. clarifying his/her values and standards.
 - 1.3.a.4. questioning deeply.
 - 1.3.a.5. analyzing actions.
 - 1.3.a.6. exploring similarities and differences.
 - 1.3.a.7. developing ones' perspective on his/her self/life.
 - 1.3.a.8. evaluating solutions to various problem states.
 - 1.3.a.9. analyzing arguments, interpretations, and beliefs.

1.3.b. Writing

- 1.3.b.1. Each student will keep a daily journal that will be used to. . .
 - 1.3.b.1.a. record positive and negative encounters incurred during the day.
 - 1.3.b.1.b. discharge negative daily encounters.
 - 1.3.b.1.c. perform self-therapy.
 - 1.3.b.1.d. record/perform other exercises as they pertain to the course.

1.3.c. Reading

- 1.3.c.1. Students will be required to read selected books. For example,
 - 1.3.c.1.a. Henry David Thoreau's *Walden*.
 - 1.3.c.1.b. Ralph Waldo Emerson's *Essays*.
 - 1.3.c.1.c. Walt Whitman's *Leaves of Grass*.

- 1.3.c.1.d. Aldo Leopold's *Sand County Almanac*.
- 1.3.c.1.e. Sigmund Freud's *Civilization and It's Discontents*.
- 1.3.c.1.f. other books deemed appropriate by the instructor.
- 1.3.c.2. Students will be taught to analytically discuss books as per the method found in Mortimer Adler's and Charles Van Doren's, *How to Read a Book*, in order foster the discussion of ideas.
 - 1.3.c.2.a. Classify book according to subject matter.
 - 1.3.c.2.b. State what the book is about as succinctly as possible.
 - 1.3.c.2.c. State the major parts of the book.
 - 1.3.c.2.d. State the authors major point or theme. Do you agree or disagree? Why?
- 1.4. Focused Concentration
 - 1.4.a. Students will be taught focused concentration techniques in order to. . .
 - 1.4.a.1. improve concentration.
 - 1.4.a.2. reduce stress.
 - 1.4.a.3. remain focused during time outs.
 - 1.4.b. Technique #1
 - 1.4.b.1. Assume a relaxed position.
 - 1.4.b.2. With eyes closed count backwards from 100 to 1 while breathing deeply.
 - 1.4.c. Technique #2
 - 1.4.c.1. Assume a relaxed position.
 - 1.4.c.2. Concentrate on breathing deeply.
 - 1.4.c.3. Close eyes and focus on the color patterns that appear on the inside of the eye lids (this may be difficult initially.)
 - 1.4.d. Technique #3
 - 1.4.d.1. Spend several minutes constructing sentences that describe what you perceive in your immediate environment. Begin each sentence with "I now. . ." or "At this moment. . ." This is especially effective while walking. Try to use all of your senses.

- 1.5. Self-guided Imaging and Goal Setting
 - 1.5.a. Students will be taught self-guided imaging techniques so as to . . .
 - 1.5.a.1. learn goal setting.
 - 1.5.a.2. define personal ideal models of behavior.
 - 1.5.a.3. build self-confidence and self-esteem.
 - 1.5.b. Technique based on Gawain's, *Creative Visualization*:
 - 1.5.b.1. Establish a goal that you would like to work toward, realize, or create. Start by choosing a goal that is easily realized. Then, with maturation, choose more challenging goals.
 - 1.5.b.2. Create an exact mental image of the situation that you desire. Always think of it as existing in the present. You may draw or paint an actual picture of what you want.
 - 1.5.b.3. Concentrate on you goal often, i.e. riding the bus, walking to school, etc.
 - 1.5.b.4. Affirm your goal in a positive, encouraging manner.
 - 1.5.b.5. Affirm in the present tense. "I am a good problem solver," not "I will be a good problem solver."
 - 1.5.b.6. Always state affirmations in the positive. State what you do want, not what you don't want.
 - 1.5.b.7. Keep it simple. The shorter and simpler, the better.
 - 1.5.b.8. Choose a goal that feels good to you. Choose words that you feel comfortable with.
 - 1.5.b.10. Remember that you are creating something new, and not trying to alter what already exists.
 - 1.5.b.11. Do not choose affirmations that change or contradict your feelings and emo-

tions. Do not try to suppress any feelings that may arise.

1.5.b.12. Believe that your goal can become a reality.

1.6. Creativity

1.6.a. Students will practice one of the below creativity exercises in their journal on a daily basis:

1.6.a.1. divergent.

1.6.a.2. convergent.

1.6.a.3. inversion.

1.6.a.4. substitution.

1.6.a.5. leaping.

1.6.b. Divergent--move outward in as many possible directions as possible.

1.6.b.1. Choose an object.

1.6.b.2. Relate all secondary objects/actions to the initial object. For, example, "how many uses can you think of for a pen? A paper clip? A brick?"

1.6.c. Convergent--move toward a single answer.

1.6.c.1. Choose a problem, i.e., propelling oneself across a body of water.

1.6.c.2. Generate as many ways as possible to solve the problem. These can be real (riding in a boat, swimming, etc.) and/or fantasy solutions (i.e., sitting on top of a skipping stone, riding a magic carpet, etc.)

1.6.d. Inversion--taking a thought, behavior, or object and flipping it into its unlikely opposite.

1.6.d.1. Choose an object, thought, or behavior.

1.6.d.2. Generate as many opposites as possible. For example, a pair of pants may be used for wearing over the head, wearing as a jacket, carrying potatoes in, etc.

1.6.f. Substitution--taking a normal relationship between objects and generating a new unique one.

1.6.f.1. Define your problem.

1.6.f.2. Break it down into a minimum of two elements.

1.6.g. Leaping--generating out from the initial problem state.

1.6.g.1. Choose an object.

1.6.g.2. Leap from the initial state into a new state, but one that is logically related to the previous state. For example, I am a water molecule. I reside in a body of water. I evaporate and become part of a cloud. I am fluffy, etc. Describe how it feel to experience such. Or, take a pencil. The pencil is a spaceship. Use it to travel into space. Describe what it is like.

1.3.g. Recording emotions

1.3.g.1. Students will be able to clearly quantify their subjective feelings by graphing their feelings three times daily on an "emotion curve."

GOAL II: NEURAL INTELLIGENCE.

This phase of the program will teach each student the skill of releasing and discharging his/her repressed adult, adolescent, child and infant trauma memories. When a specific trauma leaves the needs of a lower Maslowian need unresolved, say, the need for "love and belongingness," then the individual becomes stuck in recursive behavior in an attempt to fulfill the need. For example, an unresolved need of "love and belongingness" can lead to gang behavior. Accordingly, as individual energies are expended in the pursuit of lower level needs, then the higher level needs of "knowing and understanding" and the "aesthetic" are left unrealized. This aspect of the course attempts to help the student identify and fulfill his/her lower level needs so that he/she may pursue the higher level needs.

OBJECTIVES:

- 1.1. Release the least repressed adult trauma memories **via essaying** (stack--last in first out).
 - 1.1.a. The student will be able to clearly state each specific memory when his or her personal dignity and integrity were violated--physically, intellectually, emotionally, and/or spiritually.
 - 1.1.b. The student will be able to use specific uninhibited anger or compassionate understanding, which ever is more relevant to the situation, to clearly/precisely/accurately tell the evildoer what he or she now thinks of him/her for doing that pain-causing evil to him or her.

- 1.1.c. Repeat step 1.1.b. repeatedly until the individual excretes the emotional outrage that he or she feels against this injustice.
 - 1.1.c.1. Repeat this justice judgement until bored. Bored = Release.
- 1.1.d. Forgive the evil doer.
 - 1.1.d.1. The student shall be able to clearly explain to the evil doer--with loving intelligence--what he/she should have done in that Life-blocking episode. Forgiveness = Healing.
- 1.1.e. Re-write the script of that specific episode.
 - 1.1.e.1. The student shall be able to clearly and logically rewrite the episode as they perceive it should have happened. Revision = Re -Vision.
- 1.1.f. Repeat the memory in its revised positive form until bored.
 - 1.1.f.1. The student will consistently repeat the tape until it is felt to be a significant component of the individual's Life. Replacement = Growth.
- 1.1.g. Celebrate growth.
 - 1.1.g.1. The student will complete the cycle by celebrating in a way that he or she invents, and one that is relevant to the self.
- 1.2. The student will repeat the above process with the second most recent adult trauma memory. With a third. With all, until all adult trauma memories have been erased.
- 1.3. Repeat the above process with the slightly more repressed adolescent trauma memories.
- 1.4. Repeat the above therapizing process with repressed child trauma memories.
- 1.5. Finally, repeat the above brain re-matrixing process with deeply repressed infant/birth/gestation trauma memories.
- 1.6. Each student will be able to clearly and accurately state his or her understanding of the neural facts that define and drive his or her individual acts of behavior, and codify these facts so as to meaningfully synthesize them into their personal definition of their Self.

GOAL III: SOCIAL INTELLIGENCE.

This phase of the program will address the development of the students' social intelligence. Along with dispelling negative values, beliefs, and behaviors via the self-therapy procedure, the adolescent must also learn to constructively pursue his/her idealism and genetically coded social intelligence via social action. If an idealistic adolescent is not provided with a viable means of expression and the channeling of social intelligence, then the self quickly regresses into the automatic behavior of self-defense and counter-attack. Adolescent idealism that does express itself through genetically mandated social behavior and commitment quickly finds perpetual joy and meaning. By the maturation of social intelligence various acts of anti-social behavior will become antiquated. The joy and meaning found in participating in acts of social commitment will also replace the wants of participating in such escapist behaviors as drug use, alcohol abuse, and indiscriminate sex.

OBJECTIVES:

- 1.1. Students will be guided into inventing their own neural cybernetics philosophy and be able to:
 - 1.1.a. clearly state the nature of human nature,
 - 1.1.b. clearly state the nature of human motivation,
 - 1.1.c. clearly state the categorical behavior of acts driven by greed, violence, noncooperation, etc.,
 - 1.1.d. and clearly state the categorical behavior of acts driven by empathy, compassion, altruism, cooperation, etc.
- 1.2. Each student will be guided into inventing ways to defend the self from attacks upon his or her personal integrity and be able to:
 - 1.2.a. explain how he/she can protect himself or herself from the influences of peer pressure,
 - 1.2.b. create ways to filter others into his or her Brain Growth Family,
 - 1.2.c. clearly explain how to form an extended family of supporters,
 - 1.2.d. and clearly explain how to maintain an extended family of supporters.
- 1.3. Students will be guided into reinventing the "Great Society" by:
 - 1.3.a. choosing appropriate role models,
 - 1.3.b. being a role model themselves--each one teach one,
 - 1.3.c. creating a community of cooperative "fighters,"
 - 1.3.d. networking with similar communities,
 - 1.3.e. and being able to clearly state the characteristics of great leaders.
 - 1.3.f. stating clearly those virtues pursued by the "Great Society." Those being:
 - 1.3.f.1. Truth,
 - 1.3.f.2. Beauty,

1.3.f.3. and Goodness.

- 1.4. Altruism and community service.
 - 1.4.a. Each student shall be able to consistently state: "How can I make the world a better place to live each day?"
 - 1.4.b. Each student will be able to clearly define the various problems within the community, i.e.
 - 1.4.b.1. poverty,
 - 1.4.b.2. homelessness,
 - 1.4.b.3. drug use,
 - 1.4.b.4. alcohol abuse,
 - 1.4.b.5. crime,
 - 1.4.b.6. housing,
 - 1.4.b.7. teenage pregnancy,
 - 1.4.b.8. and AIDS.
 - 1.4.c. Students will select a problem area and clearly state a strategy of assistance.
 - 1.4.d. Students shall be able to clearly state how to contact community leaders.
 - 1.4.e. Students shall implement a plan.
 - 1.4.f. Some possible activities of participation:
 - 1.4.f.1. food drives,
 - 1.4.f.2. mentor/mentee programs,
 - 1.4.f.3. habitat for humanity programs,
 - 1.4.f.4. elderly programs,
 - 1.4.f.5. and health/medical programs.
- 1.5. Environment
 - 1.5.a. Each student will be able to clearly define the various problems within the environment, i.e.
 - 1.5.a.1. greenhousing,
 - 1.5.a.2. over-population,
 - 1.5.a.3. de-forestation,
 - 1.5.a.4. pollution,
 - 1.5.a.5. and the shrinking wilderness.
 - 1.5.b. Each student shall be able to clearly state a simple plan, and effective tactics needed to solve planetary survival problems and be able to:
 - 1.5.b.1. prioritize them,
 - 1.5.b.2. participate in global thinking,
 - 1.5.b.3. and invent their own environmental ethics.
 - 1.5.c. Some possible activities of participation are:
 - 1.5.c.1. trail maintenance,
 - 1.5.c.2. Arbor day activities,
 - 1.5.c.3. Earth day activities,

- 1.5.c.4. help establish/run recycling programs within the community and schools,
- 1.5.c.5. and outdoor clean-up.
- 1.6. Social Bonding Groups
 - 1.6.a. Each student will meet a minimum of three hours per week in order to:
 - 1.6.a.1. form a support group,
 - 1.6.a.2. form bonds with the group and with individuals within the group,
 - 1.6.a.3. take care of administrative business,
 - 1.6.a.4. receive assignments,
 - 1.6.a.5. go over assignments,
 - 1.6.a.6. and prepare for activities.

GOAL IV: PHYSICAL INTELLIGENCE.

The purpose for placing emphasis on the physical is many fold. By holding the student accountable for seeing to his/her own physical needs (i.e., food and shelter), the individual will develop a sense of self-responsibility and a work ethic. Participation in challenging physical activities will improve self-esteem and self-confidence. Also, when an individual is pushed to the brink of physical exhaustion, then his/her ego defense mechanisms are significantly lowered and more efficient self-therapy can take place. Students will also learn the presentation skills necessary for procuring a job in order to meet their physical needs. Finally, students will learn to reduce their stress levels through physical exercise and relaxation techniques in order to increase the efficiency of their body.

OBJECTIVES:

- 1.1. Students will be able to demonstrate the following skills in order to meet their physical needs while living within primal nature:
 - 1.1.a. personal hygiene,
 - 1.1.b. food preparation,
 - 1.1.c. shelter construction,
 - 1.1.d. building a fire,
 - 1.1.e. first aid,
 - 1.1.f. choosing proper attire,
 - 1.1.g. sanitation,
 - 1.1.h. water treatment,
 - 1.1.i. overcoming panic,
 - 1.1.j. plant identification (edibles, poison ivy, etc.),
 - 1.1.k. winter survival,
 - 1.1.l. avalanche awareness,
 - 1.1.m. mountaineering fundamentals,
 - 1.1.o. and the care of tools/equipment.
- 1.2. Students will demonstrate the following orienteering techniques:

- 1.2.a. map reading,
- 1.2.b. using a compass,
- 1.2.c. and using the sun and stars for direction.
- 1.3. Students will participate in the following types of activities for a minimum amount of time.
 - 1.3.a. One of the following shall be participated in for a minimum of two days per week, 90 minutes per day:
 - 1.3.a.1. orienteering,
 - 1.3.a.2. repelling,
 - 1.3.a.3. rope confidence course,
 - 1.3.a.4. physical conditioning,
 - 1.3.a.5. and any other material/subject determined to be appropriate by the instructor.
 - 1.3.b. One of the following all day activities will be participated in at least once every two weeks:
 - 1.3.b.1. 10-16 mile hike,
 - 1.3.b.2. Nordic skiing,
 - 1.3.b.3. outdoor clean-up, trail maintenance, etc.,
 - 1.3.b.4. or any outdoor physical activity requiring a minimum of 6 hours of participation.
 - 1.3.c. The student will spend 10-20 days during the fall or summer attending a wilderness camp or backpacking.
 - 1.3.d. Short backpacking trips may be held at the instructors discretion.
 - 1.3.e. The program will culminate with the student being given the opportunity to volunteer for a three day "solo."
- 1.4. Rewards and Punishment
 - 1.4.a. For each major offense (i.e., skipping, poor grades, fighting, etc.) incurred, the student will carry an additional ten pounds on the hikes. The weight shall not exceed the physical limitations of the student.
 - 1.4.b. For each minor offense incurred the student will do a set number of: push-ups, rope climbs, etc.
 - 1.4.c. Students will receive one positive token for each day they go without committing any offenses.
 - 1.4.c.1. 20 tokens will negate one major offense.
 - 1.4.c.2. 5 tokens will negate one minor offense.
 - 1.4.d. Local, state, and federal laws regarding corporeal punishment will apply and be adhered to at all times.
- 1.5. Economics
 - 1.5.a. Students will be able to state clearly the different vehicles that can be used to finance an education (i.e., work-study, grants, and scholarships).

- 1.5.b. Students will be able to state clearly a job search strategy.
- 1.5.c. Students will work to obtain financing for their winter ski trips, summer camps, and backpacking trips. Each student will be able to:
 - 1.5.c.1. write a marketing plan,
 - 1.5.c.2. make contacts within the business community in an attempt to acquire sponsorships,
 - 1.5.c.3. write press releases in order to notify the local media of upcoming **BANG!** events/activities,
 - 1.5.c.4. make contacts with local community leaders in order to get the community involved in certain events, i.e. Arbor Day activities,
 - 1.5.c.5. assist in the production of **BANG!** t-shirts,
 - 1.5.c.6. assist in the marketing of **BANG!** t-shirts as a fund raising event,
 - 1.5.c.7. and assist in the design and implementation of other types of fund raising activities.
- 1.5.d. Students will demonstrate the following interviewing skills:
 - 1.5.d.1. proper introductions,
 - 1.5.d.2. a firm handshake,
 - 1.5.d.3. correct posture,
 - 1.5.d.4. making eye contact,
 - 1.5.d.5. being an active listener,
 - 1.5.d.7. voice control:
 - 1.5.d.7.a. spend five minutes per day singing or speaking in as high a voice as possible,
 - 1.5.d.7.a. and spend five minutes per day singing or speaking in as low a voice as possible.
 - 1.5.d.8. proper enunciation and articulation:
 - 1.5.d.8.a. mouth and tongue exercises,
 - 1.5.d.8.b. read aloud for five minutes per day.
 - 1.5.d.9. breathing:
 - 1.5.d.9.a. inhale and exhale deeply just prior to the interview.
- 1.6. Physical Imaging
 - 1.6.a. Students will use physical imaging techniques in order to improve upon their gross motor skills.
 - 1.6.b. Technique
 - 1.6.b.1. Choose a physical act that you would like to improve upon.
 - 1.6.b.2. View an idealized model of the act via film, or by watching others.

- 1.6.b.3. Read about the specific mechanics involved in performing the act.
- 1.6.b.4. Very slowly go through all of the physical movements required for performing the physical act. If possible, have someone help you go through the actual movements by directing your body movements.
- 1.6.b.5. Whenever possible, imagine yourself performing the act in its idealized form. See yourself going through each of the physical movements. Try to visualize each muscle going through the act. Do not just run a head tape showing the act.

1.7. Relaxation

- 1.7.a. Students will demonstrate various relaxation techniques throughout the day in order to reduce both physical and mental stress.
- 1.7.b. Breathing
 - 1.7.b.1. Take a deep, slow breath.
 - 1.7.b.2. While exhaling, the diaphragm/stomach should protrude/extend.
 - 1.7.b.3. Exhale slowly.
 - 1.7.b.4. While exhaling, the diaphragm/stomach should be drawn in.
 - 1.7.b.5. Students can increase their concentration level by repeating to themselves "I breathe in, I breathe out," while inhaling and exhaling.
- 1.7.c. Muscles--Technique #1
 - 1.7.c.1. Concentrate on a specific muscle group, i.e. the shoulder muscles.
 - 1.7.c.2. How do the muscles feel?
 - 1.7.c.3. If they are tight then consciously relax them.
 - 1.7.c.4. Gently massage any tight or sore muscles.
- 1.7.c. Muscles--Technique #2
 - 1.7.c.1. Assume a comfortable position lying down or sitting. Close your eyes, place your hands to your sides, and breathe naturally.
 - 1.7.c.2. Tighten you right foot, then your right calf, knee and thigh as tightly as possible. While continuing to tighten the muscles, lift your leg off of the ground for 30 seconds. Drop you leg and feel the release of tension from your leg.

- 1.7.c.3. Repeat the above with the left leg.
 - 1.7.c.4. Tighten the muscles in your stomach and press the small of your back to the floor. Hold for 30 seconds and then relax. Again, focus on the release of tension.
 - 1.7.c.5. Take a deep breath and tighten your chest. Relax.
 - 1.7.c.6. Tighten your fists, forearms, and then your upper arms. Lift both arms, tighten them even more, and hold for 30 seconds. Relax.
 - 1.7.c.7. Partially tighten the area around your shoulders and neck. Hold for 30 seconds and then relax.
 - 1.7.c.8. Take a deep breath, and try to form the ugliest face possible by tightening/contorting all of your facial and scalp muscles. Hold for 30 seconds while the rest of your body remains relaxed. Slightly move your chin toward your chest. Relax.

 - 1.7.c.9. Repeat the above steps again, but this time use your conscious awareness. Place your consciousness in your foot and relax and massage your entire foot mentally. Move through the body using the above sequence and mentally massage each muscle.

 - 1.7.c.10. Focus on your breathing for a couple of minutes and then open your eyes.
- 1.7.d. Eyes
- 1.7.d.1. Practice focusing on a far object and then a near one. Repeat several times.
 - 1.7.d.2. Focus on a distant object, then slowly scan the edges of the object. Try to keep your vision focus while scanning.
 - 1.7.d.3. Rotate both eyes to the far left, the far right, up, and then down. Repeat several times.
 - 1.7.d.4. Gently massage the muscles around both eyes for several minutes.
 - 1.7.d.5. Place the palm of your right hand over your right eyes, and the palm of your left hand over

your left eyes. Gently press down both palms and hold for several minutes.