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The “Truth” is What We Believe It Is

Our Beliefs Define Us



OVERVIEW

That picture we hold of ourselves in our subconscious gives us a standard at which we regulate our behavior. This picture, this definition, of who we are – our thoughts and feelings – make up our beliefs, the “truth” about us. The creative subconscious makes sure that we behave in accordance with the picture. Our beliefs are the fuel that drives the engine that is us.

OBJECTIVES

By the end of this unit, I will understand:

- I regulate my behavior at my belief level.
- how to recognize when I’m above or below my standard of what is good enough for me.
- I must change the picture of what is good enough, in order to live and perform to my potential.

*We self-regulate at the level of our beliefs,
not at the level of our potential.*

LouTice

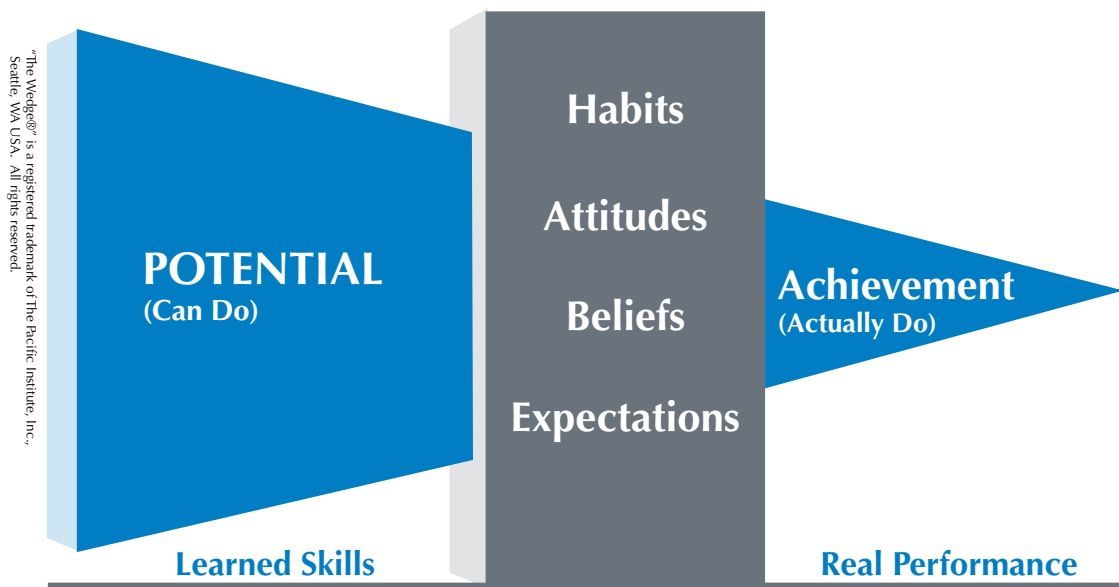
KEY CONCEPTS

Belief(s): An emotional acceptance of a proposition, statement, or doctrine.

Conscious: The aspect of mind that encompasses all that one is momentarily aware of; that is, those aspects of mental life that one is attending to.

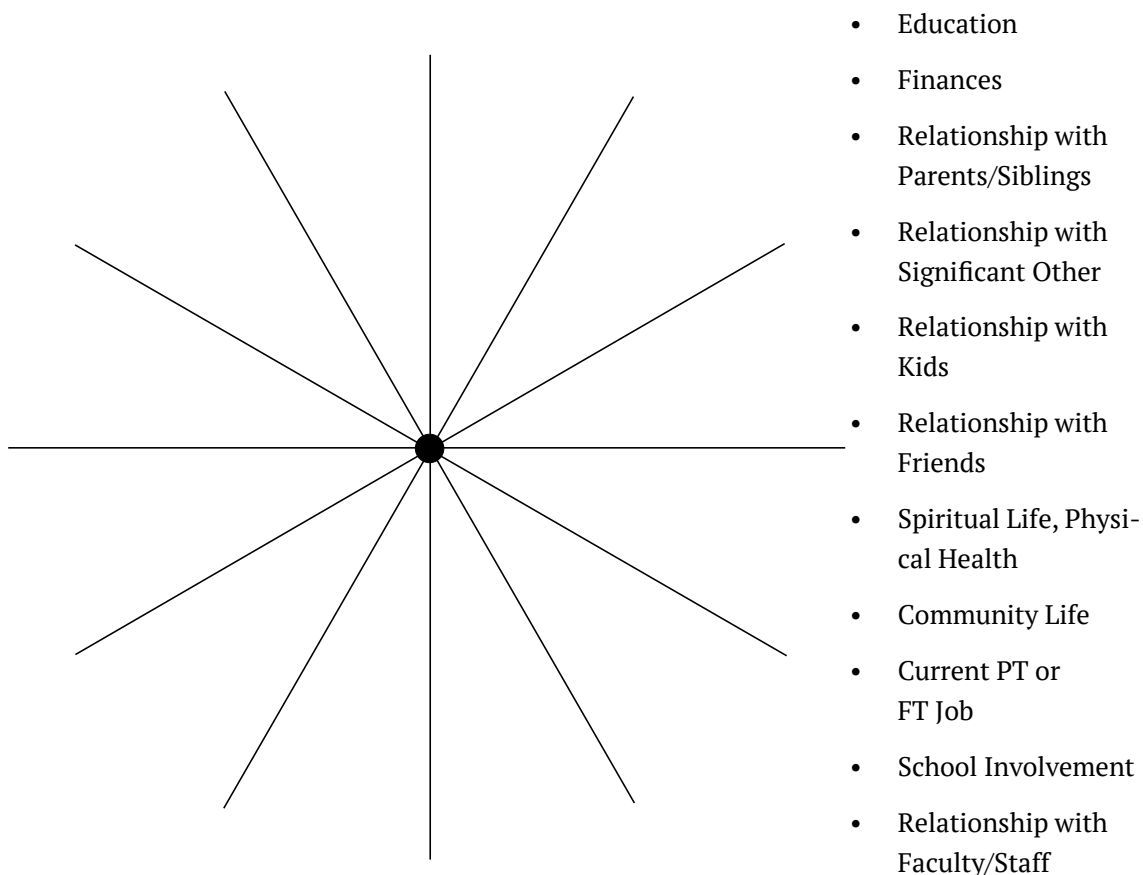
Sanction: To give approval to; to agree with.

Creative Subconscious: The source of mental processes that leads to solutions, ideas, conceptualizations, artistic forms, theories, or products that are unique and novel. A self-regulating mechanism.



EXERCISE: Balance Wheel

1. Please consider the Balance Wheel below as a visual representation of the most important corporation in the world to you, Me Inc. In each of the slotted spokes, please identify the key functional areas of your life that are most important to you. If the sample works, please use it. If not, replace some of the suggestions with key functional areas more appropriate to you.
2. Next, please reflect on your personal satisfaction that you feel currently in your life with regard to each functional area. On a scale of 1 (lowest) to 10 (highest), please place a dot within each key functional area that represents your current satisfaction within that area of your life.



3. Next, please connect the dots to your wheel.
 - Does this give you any insights? Are you balanced? How smooth would the ride be if this was a real wheel?
 - In the areas of your Balance Wheel that are most important to you, what truths or beliefs have you sanctioned that may be holding you back from releasing your true potential?

EXERCISE: Imagination²

Everybody has had embarrassing moments, situations where the negative emotions about school and education are all you seem to remember. For this exercise, in the left-side column, take a moment to list a few of those moments and the negative emotions associated with them. Then, in the right-side column, list scenarios that you could put yourself into that would reverse the negative emotion into a positive one.

NEGATIVE MOMENTS	REPLACEMENT EMOTION/SITUATION
<p>Example: Raised hand to answer question, and forgot what I was going to say. Felt stupid.</p>	<p>During class discussions, make short notes of my thoughts and refer to them with confidence when answering questions.</p>

SUMMARY: Fundamentals

All that information that we have been gathering about ourselves, since we were very little, has been stored in our Subconscious and our Subconscious is like a hard drive that cannot be erased. Now, how did we get all that information in the first place? Well, we got it from the look of the house we grew up in; we got it from the neighborhood. A lot of it we got from the people who were, and probably still are, important to us – our parents, brothers and sisters, grandparents, teachers and coaches.

The challenge with all of this information we accepted, or gave sanction to, we took in and labeled “Fact.” What we didn’t realize is that most of these “facts” were actually only opinions. But once we accept these opinions, they might as well be facts because we believe them and they become a part of who we are – how we define ourselves.

Studies have shown that the ages of 3 to 5 are critical in our acceptance of information coming our way, all the way up to age 11. This is sometimes referred to as the “First 4000 Days.” And most of the information we get is from those people closest to us, with their opinions that we take as fact. And facts are pretty difficult to change.

As we learned in the first unit, once we lock on to one way of thinking, we lock out – or build a scotoma to – anything that doesn’t match. We just don’t see it. This is also our Creative Subconscious making sure we stay the same, reinforcing “reality” or “sanity” for us. This can be beneficial if we know we are forgetful. We don’t have to wake up every morning, and remember to remind ourselves we are forgetful. We are just forgetful!

So, are we stuck with these beliefs forever? Not if we don’t want to be. You see, at the very foundation of our beliefs are our thoughts. Our thoughts accumulate to become beliefs. So, if we change our thoughts, then we should be able to change our beliefs. We can write over those old files on our hard drive, and get more effective results from our thought process searches.

And once we change our beliefs, then the behaviors that are reflections of those beliefs will change as well.

One last piece: You know how important the self-concept is, the self-image is. I’m going to show you how it’s created, and then I’m going to keep showing you how to change it. Have you ever seen anybody under hypnosis, watch it on TV or anything like that? Under hypnosis you go past the Conscious right into the Subconscious. I would just tell you that this chart weighed 500 pounds. So, under hypnosis you’d probably believe that. Once I get you convinced it’s the truth, that it weighs 500 pounds, I’d say “I’ll give you a thousand dollars if you just come over and pick it up.” It would be worth a try, wouldn’t it, for a thousand dollars? So, you come, and you try to lift this with your arms, and it won’t come up. Now, why won’t it come up? It doesn’t weigh more than about 4 or 5 pounds.

If we attached electrodes to your biceps, we might show that you’re lifting with 75 pounds of energy up, and this only weighs 5 pounds, and it won’t come up. Tell me, why is it staying down? Now watch, sanity is more important than being successful, having a good relationship, having a good future, having

people treat you well. Sanity is more important. Sanity means what I know to be true needs to happen in my life all the time. If it doesn't, my Creative Subconscious corrects for mistakes. Got it?

Now, I know I'd get a thousand dollars if I lift this, but I believe it weighs 500 pounds. I'm lifting and we're measuring 75 pounds of energy. It still stays down. Here's why: My brain, my Creative Subconscious, sends a message to the muscles at the back of my arm called my triceps that I use for pushing. So, while I'm lifting with my biceps for a thousand dollars, without knowing it (I have a scotoma) I'm pushing with the muscles at the back of my arm. I'm pushing with at least 75 pounds of energy down. I'm doing what's called an isometric contraction. I'm lifting and pushing at the same time. But I don't know I'm pushing. All I know is how hard I'm working.

If you ever work “real hard” at something with no results, change your mind about how good you are, whether it's hard, or what you're capable of. Because what you'll do is you'll try hard, try hard, try hard, with no success and just get frustrated. The process between the Subconscious and the Creative Subconscious always tries to make “the truth” happen.

So, your job is to do what? Change the truth.

There is one more vital piece of information that you need to know: We think in pictures. Let me prove it to you. Close your eyes. What do you see when I say the word “apple”? OK, now what do you see when I say, “green apple”? Did your picture change? Our beliefs are just that easy to change.

SUMMARY: Application

It was the 10th grade. I'm walking into Algebra II/Accelerated. Now, how did I wind up in Algebra II/Accelerated – algebra with the “smart kids”? Somehow, somehow, I had proven to be worthy of this class. As I was walking into the class, I looked off to my right, and there was Mr. M – 6'2”, 215 pounds and a former Marine. Sculpted, intimidating stature of a man. He crooked his finger at me and said, “I've been waiting for you.”

So, I approached him and he pointed to a desk, right in front of him, and said, “That will be your seat.” See, Mr. M was going to take care of me. He had had my father as a teacher, and I do believe he liked my dad.

As the class started, I was having difficulty in this class, to say the least. But I had certain HABEs (habits, attitudes, beliefs and expectations) inside of me. You see, my parents were both teachers, so the HABEs I had gotten from both of them was, I really understood the role of a teacher. And I understood my expectations of being a good student was getting good grades. So, when Mr. M started to teach, and I didn't understand, I would raise my hand. See, when my father taught me “there are no dumb questions,” I believed him. If you believe “there are no dumb questions,” then you have a tendency to ask.

So, I would ask the question, and what would happen is that Mr. M would move to his next teaching technique: he would approach my desk, get as close as he could, and then he would say the same thing, a little bit louder. I'm starting to get a little bit intimidated by the approach, but I still have

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a problem: I don’t understand. Because of the HABEs inside of me, I’m trying to figure out whether or not I asked the question correctly. Maybe he didn’t understand what I don’t understand, so therefore, I tried to figure out another way of asking.

Mr. M, because I am asking the same question again – just maybe a little differently – is getting a little bit more frustrated with me. So now, he would answer the question – in my perception pretty much the same way – but now he would whip chalk off the sides of the room. So, now there is exploding chalk off of the side walls of the room, in answer to my question.

This whole scene is now starting to bring on a little attention from the other students in class, so I’m starting to feel a little bit more uncomfortable. At the same time, I’ve got a growing problem here. Just because Mr. M is now yelling and whipping chalk at the walls, does not mean that I understand better now, or that I understand and am going to be OK. I still didn’t understand.

For the life of me, and why I did this I don’t know, but I raised my hand – again. This time, it was the final, killing blow for me. “Get to the board!” A healthy dose, from Mr. M, of embarrassment and humiliation, in front of a classroom full of my peers. I still get that warm feeling today.

I believed I no longer did math. I no longer did algebra. I just went into survival mode. It wasn’t about learning anymore, it was about passing the class. It was about doing what I needed to do, just to get by. But because of that experience, how did it influence my academic career? At the end of the year, when I met with my guidance counselor, Mr. S says to me, “Scott, you are college prep material. You going to college?” Yes sir. “So what math are you taking?” No sir. He looked at me and said, “Scott, you need to take geometry to graduate from high school.” So I said, fine give me geometry, because I do expect to graduate from high school. So, I got straight C’s in geometry. I didn’t have very high expectations for myself.

The next year, I was wise. When I walked down to talk with the counselor, he said, “Scott, you are college prep material.” Yes sir. “What math are you taking?” No sir. I listened last year. I don’t care if you give me a study hall, I’m not taking another math! But he said, “Scott, aren’t you going to college?” Oh, yes sir! “You are going to have to take math there.” Yes sir, and I will worry about it then! Why in the world would I willingly put myself into a situation that I don’t have to?

That experience, there is no question, greatly affected my belief in myself, of what I was capable of doing. But honestly, I was as much a contributor as the teacher. Just because I didn’t see it the same way that Mr. M was teaching it, it was my perception and what I locked onto about what I couldn’t do, that held me back. Therefore, if I wanted to change it, it was up to me. Trust me, just like many of you, I still had math to take in the future.