

Application #7A – The Two-sides of the Coin

This tool exposes you to your mind's perceptual lens makeup. The relationship to what you 'see' – perception -- and what you 'want' – desire -- is demonstrated in this application. The worksheet and a sample worksheet for this exercise are at the end of this series entry.

Exercise 7A – How do I see _____? Or, the mind and heart are one thing.

Your perceptions and your desires are one thing. A change of perception brings about a change in desires; a change in desires brings about a change in perception. This is very similar to the relationship between electric fields and magnetic fields.⁴² Just as these changing fields make up one thing, *EMF* – (*Electro Magnetic Force*), so does your perceptions and desires constitute one thing.

An example of how one affects the other can be seen in the change from child to adult. Many things you wanted as a child you no longer want as an adult; simply because, you 'look' at things differently now.

This application exposes to you the relationship between your perceptions – what you 'see' (or do not see) -- and your desires – what you want (or not want).

Be advised that you can have perception without desire, but you can not have desire without perception. All desire is based on a perception of lack (or...lack of perception?). Even though that perception may not be clear, a perception of 'something else' is involved.

Again, (this cannot be repeated enough) the idea is to do this as a totally objective observation exercise and be careful about making any judgments/choices. Try to make none. Just watch yourself, as if you are looking at pieces while doing a jigsaw puzzle. "This piece is brown with a bit of green on it. This other piece is brown, but not the right shade. Oh, this piece over here is the right shade; and it fits."

This exercise begins as *Application 4* did. Look around the room and pick something, anything. Then, on the worksheet, write down what the object is and ask, "What do I see of _____?" Then, enter a short list of perceptions on the worksheet to answer the question. You can insert anything you want into the blank. Start with simple everyday items like the table, the wall, this finger, frying pan, etc. -- any subject is applicable. Fans are used as examples.

In fact, it is relatively important, when you pick something, to not to be exclusive; just like the truth perception exercise (#4 in the series). And, like

⁴² A change in an electric field creates a changing magnetic field; a change in a magnetic field creates a changing electric field. *IAMAI*, Chapter 3

that exercise; remember to give it the **K.I.S.S. (Keep It Simple Stupid)**. (Do not try to solve or 'see' everything.)

After doing this with simple objects first, you can expand this application in to life, God, the world as a whole, your culture or society, other people, mate, boss, friend, etc.

Once you have made a short list of perceptions on the worksheet – what you see, go through the perceptions on the list and ask the question: “What do I ‘want’ from the perception of _____?” That is the other half of the same question. “What do I see and what do I ‘want’ from what I ‘see’?” Your perceptions and desires are linked.⁴³

An example of this application is “What do I see from this table and what do I want from this table?” Remember, any subject is applicable.

You may be tired when doing this exercise. You may see a table as a thing to rest on. What the want it to do is prop you up. There are other things besides that like: not collapse when used, hold food, to write on, etc. And, that is all you may see right at that one moment; to hold your head up. There are other things besides that; are there not? There may be many other things. You are to record the things you see about that item you picked and are seeing in that one block of time.

The purpose of this exercise is for you to explore yourself; so, making a list can be relatively informative. This list can be your objective reference and help you increase your understanding around the spectrum of your perceptions and desires that you will explore.

After you ask, “What do I see _____,” and “what do I want from _____”; you ask, “what could there be that I do not see about _____?” So you can ask, “What could there be about this table that I do not see -- ~~see~~?”

An example is a knot in the wood of the table. Layers of the knot go through the table. You can see the rings of the knot. (And, there are rings in that knot that are imbedded in that table that you cannot see.) So, what is there about the table you do not see? You cannot see the fasteners holding the table together.

You may say, “I am using it to hold me up.” What you do not see right now is your use of it to hold your food up, or you use it to hold a piece of paper while you’re writing. Recognize there are aspects that you do not see.

If you saw a table as a thing to rest on and picked that one that was most important to you at that moment of time, this was your desire influencing your perception. What do you want from the table now?

⁴³ Every desire involves a set of perceptions, *I A M A I*, Chapter 4

That was what you wanted at that moment, for the table to hold you up. You saw other things, but you may have not actually focused on them, so that narrowed your vision. That would help illustrate how your perceptual lens works here. Your perceptions have a relationship to your desires.

This also shows how any subject is applicable. Honest answers will affect your lens focus-refocus, how you set up and program yourself. This relates to the programming aspects of Figure 4-4 (back of book) and Chart 4-4;⁴⁴ which, in turn, controls the perceptions and desires through the focus control.

After you have made a list of what you see and ~~see~~ along with what you want, then add to the list what you do not want – ~~want~~ – from what you see or ~~see~~.

Observation and inquiry are your only jobs in this application. The idea is to show you how your perceptions and desires lead to how you are programming your storages. For this to work, the only thing you need to do is to be honest and question. You have to be honest. Do not try to be too smart and fool yourself. Just be an observer. “I don’t know right now” is an excellent answer.

Because when these questions extended into a very large subject like God, life, the world or that which is at the very core of your being, of course you do not know; and you may have to ‘chew’ on them.

Again, no judgment/choice. Because with judgment, your own ignorance can lead you astray. Judgment plus is the same as judgment minus. Either way, plus or minus, the flow is going to go through the Judgment triangle of Figure 4-4.

“This is a good idea”; can be just as detrimental as judgments against. The more judgment (what you allow to recycle through your lens) the more things will pump through your perceptual choice mechanism, which then will affect your choice, which will affect your programming, etc., and it will go into a loop again.

An intention of this and later applications is to help you reduce or recognize some of the loops that sustains or can contain ~~truth~~ (T)⁴⁵ within you.

To review this exercise, pick anything in the room or around you, like the truth exercise. Just pick anything in the room and write down the subject on the worksheet. You can use anything that comes to your mind. Using what is immediately around you, makes it easier, generally speaking.

⁴⁴ *I A M A I*, Chapter 4

⁴⁵ *I A M A I*, Chapters 4 and 5

Each item is going to have a dedicated sheet of paper -- worksheet. Put one category-item at the top of each worksheet. Any item will do, it does not make any difference. An example used in this writing is a ceiling fan (the sample sheet uses a table fan).

What do you see of this fan? Some answers might be:

- I see a hub with four blades.
- I see these blades in rotation.
- I see this assembly suspended a distance from the ceiling (or floor).
- I feel it is cooling.
- Etc.

Start making a list on the left-hand side of the worksheet of what you see in the fan. The next step, after you have written what you do see, in the other column, start writing what you do not see -- ~~see~~. Like, you do not see the electricity. You do not see the magnetic fields.

With this list of what you see of the fan and what you do not see, then you start asking, "What do I want?" from each entry. Some of these can be nothing/zero right now. A partial list may be:

- I want to know what the laws of motion are that governs it. That is a 'want' around a 'see'.
- You want the wind.
- You want the coolness.

You may think wind or coolness are things that you do not see. That may not be entirely true. If physically feeling is something that is regarded as perception -- sight, touch, feel, smell, or hearing, these are all perceptions.

The idea is to work with perception here. You may not hear the sound or the electricity, or may not have any 'wants' about them. You may want to include the electricity with any appliance and yet have no immediate desires. And, you may not want to be 'zapped' by the electricity -- a ~~want~~,

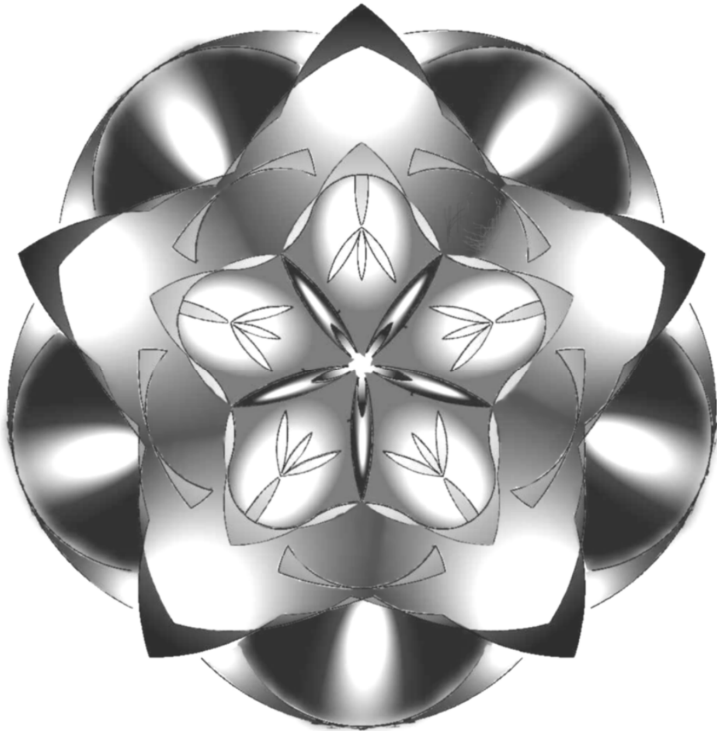
Like the concept of rotary, there may be no immediate wants. And, if the fan does not go around, it has not any effect, so you may have a 'want' about that. Or, you do not want to know what that rotary action would do if you stuck your hand there -- a ~~want~~,

The idea of this exercise is for you to see the connections between what you 'see' and what you 'want' -- perception/desire sets. That is the primary purpose of this application. The idea is to have you see that these connections exist within you and how your motivation is directly connected to what you want/~~want~~ from what you 'see'/'~~see~~'.

After you have done this exercise several times, you may want to apply it towards a broader subject. *Life* may be one, another one *God/Divine, people*, or you can pick *the world*.

To do this exercise:

- ***The assignment for this exercise is to do this seven times. Use the included worksheet.***
- ***Make a list of what you see about the items you pick; what you do not see about them***
- ***Write down what you want or ~~want~~ pertaining to what you see and see.***
- ***Do the same exercise once with a large concept like: Life, the world, God, yourself...***
- ***An extra assignment that will expand this exercise is to ask questions such as, "Where do I think I am?" or "When do I think I am?" and answering with the previous Space/Time Imagination applications.***



OBJECT: table fan

		SEE				SEE							
		Fan cage		body		(barely see) moving blades		electricity		Moving air		People who made the fan	
WANT	WANT	WANT	WANT	WANT	WANT	WANT	WANT	WANT	WANT	WANT	WANT	WANT	WANT
These to protect	To collect dust	Look good	To collect dust	Move air when needed	move air when not needed	To be quiet	To be quiet	The air to be cool	The air to be warm	Do it equal job of construct -ion	To be exploded		
	To rattle (vibration)	To be silent	To fall apart		Be dirty			Feel the moving to be cool					
		Ornate there			Come in contact with my body								
		Made of sound materials			Hit something like air								

OBJECT

SEE

SEE

WANT	WANT	WANT	WANT	WANT	WANT

WANT	WANT	WANT	WANT	WANT	WANT