



# **The Case of the Conditioned Mind**

**A New Curriculum for Questioning Minds: Ages 9 -14**

by  
**Dr. Terrence Webster Doyle**  
with Adryan Russ

based on the  
Education for Peace Series books  
by Dr. Terrence Webster-Doyle

“Eliminate the impossible,  
and whatever remains,  
however improbable, must be the case.”

— Sherlock Holmes

### A Note to Teachers

It is important that your children read **Fighting the Invisible Enemy** as you progress through the lessons in this curriculum. You may read certain segments to them, then ask questions based on what you have read. The appropriate ages for understanding conditioning are most likely 10-14, although younger children can understand some basic concepts.

**Fighting the Invisible Enemy** can appeal to teenagers and young adults as much as it can to younger children, in that it is a basic introduction to conditioning. While the illustrations may appeal to younger children, the content is mature enough for older ones.

Before starting with the lesson plans, explain generally to students about conditioning (from reading the book first). Tell them they will:

- Embark on an "adventure" into understanding the roots of conflict.
- Need to deduce, from clues given to them, answers to the mystery of conditioning, like the famous detective, Sherlock Holmes.

Try to impart an air of mystery and excitement to evoke their sense of adventure. Even though the implications of conditioned thinking can be dangerous and have created tremendous suffering, one should approach the subject with young people in a way that is intriguing and thought-provoking.

# **THE CASE OF THE CONDITIONED MIND**

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## A WORD ABOUT OUR FORMAT . . .

Today, more than ever, young people need to understand that how they act depends on how they think. And that the way they think may be the source of their conflicts.

### **The Greatest Gift**

Every human being has a mind that has been conditioned in many ways. Once we have the ability to *see* our thinking and *understand how* we think, we have the option to *change* our thinking. Once we change our thinking, we are no longer acting from conditioned thinking. Helping our students achieve awareness of this option is one of the finest gifts we can give them.

Every lesson in this curriculum is devoted to helping students understand how a conditioned mind can create conflict. When we can recognize conflict inside us, we're better able to see how we create conflict outside us and in the world. By giving our students this kind of awareness, we provide them with the greatest gift of all — the ability to stop conflict *before* it starts.

### **The Truth Inside Us**

While exploring human thinking is exciting in and of itself, we wanted to make certain your students have the best time while absorbing new information. We've included activities, games, role-plays and stories, all meant to expand upon material provided in each lesson.

Finally, we've chosen to follow the tenets of Sherlock Holmes. \* Detective Holmes solves his mysteries by employing the principles of deduction — making direct observations and drawing conclusions by eliminating everything that could not possibly be the truth. So, the cause of our conditioned thinking will be a mystery which we will "deduce" by gathering information via our powers of observation — dynamic powers we must never underestimate.

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*\*Sherlock Holmes is a character vividly created by mystery novelist Sir Arthur Conan Doyle, a distant relative to Dr. Terrence Webster-Doyle, author of a variety of Atrium Society publications.*



Each of the following twenty lessons is divided into three categories:

- |                  |   |
|------------------|---|
| <b>Challenge</b> | As the first part of every lesson, the challenge is an invitation to the mystery of thinking something new. It dares us to face what lies before us in the lesson to come and entices us to participate in a new adventure.   |
| <b>Discovery</b> | The challenge gives us a place to spark new thinking. Once new and different thoughts fill our minds, we begin to make discoveries — sometimes very surprising ones — that come simply from looking closely at the world around us.   |
| <b>Question</b>  | Our discoveries will lead us to newly attained awareness — things we've not thought about before. Our sharpened minds will fill with questions. They're likely to be questions that have no immediate answers. Some of the most exciting questions are not always answerable, because they give us the opportunity to think them through and decide on answers for ourselves. |

We've had a wonderful time putting this adventure together for you. We hope, as you take this journey with us, that you'll take it upon yourselves to make sure that we've left no stone unturned and no clue uninvestigated.

## A WORD ABOUT ROLE-PLAY

### Why Use It?

Young people have many of the same problems as adults, and have to deal with conflict situations just as trying as ours, but they are not as verbal or intellectual as adults. Just as we adults better understand concepts when we see examples, young people need examples even more. When they "play out" examples, they get the information more easily. When very young children are playing house, with mommy, daddy and dolls, it is not idle play. They are learning what it is like to *be* a mother or father; they are acting out roles — role-playing parents.

Role-play is understood from age 6 up. The main objectives of role-play are:

- To create a safe, controlled and supportive atmosphere, where a young person can act out a threatening situation. This relieves the pressure and anxiety of conflict the young person has experienced.
- To give a young person the chance to create alternatives to their conflict encounters, creating a sense of power and mastery in similar threatening situations.
- To give the young person a chance to not only play out the role of the victim but also to play out the role of the aggressor. This gives the student the opportunity to step into the other person's shoes, so they can begin to understand why that person would want to be a bully. This helps relieve fear and promotes a more subjective, empathetic understanding of another person's plight.
- By creating, recreating or re-enacting a disruptive event, the young person may become more aware of his or her *own* contribution to the problem.
- To give the young person an opportunity to see how he or she could have prevented the situation from happening in the first place.

### How Do I Do It?

Much has been written, especially in Humanistic Psychology, about role-playing. You can find books in your local bookstores or library on role-playing and psychodrama that will help you. Role-playing and psychodrama can be very effective in helping people work out their fears. These are powerful tools and should be practiced carefully. Training from qualified teachers is recommended, and can be gotten from colleges, universities and other organizations.

Since our basic interest here is "kids fighting," the following are simple pointers to enable you to help them create alternatives to conflict situations.

There are two ways to do role-playing:

1. **Made Up Or Mock Situations.** The advantage here is that you are less likely to get too deeply into emotional problems behind their conflict. The disadvantage is that it is only play-acting. There is no real feeling behind it, and so learning is more at the surface level.

2. **Real Life Situations.** You might uncover emotional trauma a young person has beneath the surface situation. If you sense that a person is "emotionally disturbed," you may want to use mock situations with this person. You may want to let the parents know if you see any behavior that might warrant more professional help.

The advantage here is that real life situations are more real, and the student will have strong emotions around it. This usually helps motivate a person in understanding and wanting to do something about the problem.

## **The Process**

Most role-plays have a "bad guy" and a "good guy" — the Bully and the Victim. Neither is truly solely good or bad, but when we start with a black and white situation, it helps us learn about the grays.

It's good to ask for volunteers. Kids usually love to ham it up. I tell them what the role-play is about and sometimes hand out sheets that have role-plays already written out for them to read. Some include portions they read as if they were talking out loud to themselves, and some include only dialogue between two or more characters. To avoid confusion, it's advisable to give them an example of what you want, or to read a portion of the dialogue yourself to illustrate the kind of role-playing you are looking for. Get a good role-player by modeling one.

You may want to act as facilitator of each role-play situation or participate yourself. There will always be an audience for every role-play and, as such, they give valuable feedback to the volunteer role-players. They can also boo or cheer, which adds to the dramatic effect and include everyone in the role-play.

The role-plays offered in the Lesson Plans are for your convenience, to help students learn the lesson being taught. You are welcome, however, to create any role-play situation you think might help. For example, you might divide the students into two groups: The Bully Group and the Victim Group. Then, ask one volunteer to act or play out the role of a Bully or Antagonist. He or she comes up to the Victim and starts picking on him or her. The Bully goads the Victim on by pushing, shoving, grabbing (ask students to not get too physical). Try to keep the participants from moving too far away from the center of the group. At this point, the Victim can try out his or her way to walk away with confidence (12 ways to walk away with confidence will be found in Addendum #11). Tell the Bully ahead of time, on the side, not to give up too easily, or to not give up at all. There must be enough time to let the situation be real enough so that the Victim has to work at his/her role. This will create a more realistic situation. As the Victim ("good guy") is trying out a way to walk away with confidence, ask the Bully Group which one the Victim is using. This gets them involved in both sides of the situation.

When using real life situations, you will want more sensitivity. You don't want booing and yelling. It should be more thoughtful and serious. Ask for volunteers to raise their hands.

Listen to several stories and pick the easiest or safest first. Potential problem situations are best referred to a professional.

In real life situations, ask for a volunteer to be the Antagonist. It is sometimes best to let the volunteer victim pick his or her antagonist, but not always. Be sensitive to this process. You may have to do it for them. In real life situations, it is advisable that you stay in control of the game — be the "authority," gently supporting and guiding the process. Allow them to freely explore their feelings and situations independently, but also, and at the same time, be there for them if they need you.

On the following page are more techniques in role-playing that you can use. Some are already used in the Lesson Plans, and some are not.

## Additional Role-play Techniques

- o **Soliloquy.** The Victim speaks aloud about feelings he or she had before, during and after the conflict situation. This helps the student to identify his/her feelings as valid, ones that everyone at one time or another feels. It is helpful if YOU are HONEST about your own feelings — your fears, humiliations, and sadness. I usually tell the group about my personal experiences with conflict I had at their age — not as a lecturer, but as someone sharing with them that I know, from the inside, what they are going through.

- o **Mirroring.** One person imitates a Victim's behavior. This is an effective way to give feedback and understanding to the Victim as to how others see and react to him or her. It can give the Victim a new viewpoint on the situation. Be very careful that this is done with sensitivity — as a gift rather than a putdown. You might begin this technique by playing the role first yourself.

- o **Alter Ego.** The Alter Ego is the Victim's own invisible, unexpressed self. The main purpose is to help the Victim express emotions. Another is to provide support, give empathy and dramatize unexpressed feelings. It can help interpret the Victim's resistances and defenses. For example, if you get behind the Victim while he or she is playing out his or her role and say, "I feel scared. I just want to run and hide and cry" — this can help the Victim identify his or her own feelings. Again, care and sensitivity are very important.

- o **Role Reversal.** The Victim literally takes the place of the Bully — actively places him or herself in the other person's shoes, taking on *their* emotions, attitudes. This helps decrease anxiety and allows for greater empathy and understanding of the Bully.

- o **Imaging.** One good imaging process asks students to imagine themselves as animals — they pick one special animal they really like. Ask them to do some research on this animal: What are its habits? Where does it come from? How does it live? This works well for very young students. They imagine themselves as this animal — move like it, feel what it's like to be this animal, from the inside. This fantasy gives them the chance to develop psychological power, a "spirit" that can give them strength. They can talk about their animals as an ongoing process.

There are many more techniques — too many to include here. I recommend you read *The Centering Book — Awareness Activities For Children, Parents and Teachers* by Gay Hendricks and Russell Wills, for excellent exercises to do with your students to help them resolve conflict. They are easily adapted to your own or your students' situations.

## A Word About Levels of Conflict

The intention of this program is to help young people understand conflict — at the primary level — *before* it becomes conflict, so they can avoid it.

Most attention given to conflict is at the Tertiary Level — that is, when we must *manage* conflict that has become a physical confrontation — whether on the playground or, in the extreme, war.

Little attention is given to the Secondary Level — that is, when we can *resolve conflict* before it escalates to the physical (Tertiary) level.

Even more rarely is attention given to the Primary Level — the point at which young people can understand and therefore *prevent* conflict. That is what this curriculum and this program are about — to bring attention to understanding and avoiding conflict — that is, preventing it *before* it gets to the physical level.

The intent is to demonstrate that the root cause of conflict is “conditioning,” that habitualized state of mind that is imprisoned in dogmatic, antiquated, established belief systems — be they racial, religious, or nationalistic. Perhaps one of the best books written about conditioning is *Brave New World* by Aldous Huxley. The book *1984* also demonstrates the dark side of the power of conditioning in George Orwell's Stalinesque depiction of a society ruled by fear and misinformation.

When we study history we can see the terrible effects of conditioning in the horrible wars created by fragmentary thinking and action. Religious wars have been fought for thousands of years, each sect or group declaring that God is on their side, therefore justifying the terrors they inflict on each other. All war seems to be rationalized in a higher belief in some good. National, religious and racial ideals have been the causes of endless holocausts. What is the root of all this human suffering? Is it true that the human brain has been conditioned, “brainwashed” to create and defend against the enemy, that “outsider” who is different from one's own particular tribal, ethnocentric group?

This curriculum begins by inquiring into the basic structure of conditioned thinking and moves through a Sherlock Holmes “mystery” of clues to find out how conditioning affects the lives of young people each day, and how it affects the world around them in the adult realm. Our most desired goal is to evoke a questioning nature in young people, so that they do not immediately and unquestioningly accept established patterns of thinking in society — outmoded patterns handed down for millennia. The result of this questioning is to produce intelligence — not I.Q., but awareness of relationship, awareness of how peace is prevented by the way we think and believe. It is this active intelligence that has the capacity to understand and avoid conflict produced by fragmentary conditioned thinking and action.

**Please note: New evidence shows how gene-linked behavior is the source of human conflict.**

*“Most honest combat vets will tell you, in their own way, the same thing – essentially that combat is in our human DNA. The question is, can we humans evolve peacefully, or will we succumb to instincts that we can’t transcend?”*

– Quote from a former Marine Corp helicopter pilot in Vietnam

A new University of British Columbia study done by the Centre for Infant Cognition suggests nap-time may be the new frontier in the war on bullying. Bullied children may bring exclusion on themselves with gene-linked behavior, the study says. The episodes of bullying that mar early grade school years for hundreds of children may be a result of the victim’s DNA, the new study suggested. The behaviors that most often lead to exclusion and victimization in the classroom or schoolyard have their roots in a student’s genes, the study said, arguing that children’s genetic makeup has a direct impact on the quality of the interactions they enjoy with their peers. *The findings were published on the website of the journal Child Development.*

Hence the main objective in teaching this curriculum is to bring awareness to the role that biological, hence psychological conditioning, emanating from its genetic source plays in creating conflict. In other words in order to understand what creates conflict and what prevents peace, we have to look at the origins of conflict at the primary prevention level in the way we have been conditioned to think and act and how this creates war — from the playground to the battlefield.

In the curriculum to come, we focus mainly on psychological conditioning originally emanating from the primitive biological brain. It’s at this level in conditioned thinking that conflict is best recognized and more readily dealt with.



## Adventure 1 THINKING IS AN ADVENTURE

### Breakdown of Adventure 1:

CHALLENGE: There's a lot of conflict in the world today.  
DISCOVERY: A conditioned mind can cause conflict.  
QUESTION: Do you and I have conditioned minds?

### Materials Needed:

Two copies of THE ART OF DEDUCTION roleplay, pp. 9-12.

**Note to Teacher:** Welcome students to this new adventure. Emphasize that there are no "right" or "wrong" answers in this class — only possible solutions. Encourage students to speak freely about what they think.

**CHALLENGE:** There's a lot of conflict in the world today.

1. Ask students:

- ☐ There's a lot of conflict in the world today. What do you think your most powerful weapon is to deal with this conflict?
- ☐ A knife? A gun? A stealth bomber aircraft?
- ☐ Would you believe it's your beginner's mind? What is your beginner's mind? *Encourage all responses.*

2. Tell students:

- ☛ A beginner's mind looks at the world every day as if it were new and fresh. In the beginner's mind, there are many possibilities.
- ☛ We are about to go on an exciting adventure through a different kind of galaxy — one where we will see people, places and things with beginner's minds.
- ☛ Rather than travel to the far reaches of outer space, we're going to journey inside our minds and look at **the way we think**.

**Note to Teacher:** Go to THE QUESTION OF TRUE OR FALSE (Clue #1), p. 5.

**DISCOVERY:**     **A conditioned mind can cause conflict.**

1.     Tell students:

- ☛     A beginner's mind is a questioning mind — a mind that doesn't just accept everything it hears as true. It thinks for itself.
- ☛     The opposite of a questioning mind is a conditioned mind. While a questioning mind sees many possibilities, a conditioned mind sees few.
- ☛     All of us are human beings. We have minds that are partly questioning and partly conditioned. That's just a fact.
- ☛     Here's another fact. Our conditioned minds are the ones that create conflict.
- ☛     In this curriculum, we'll explore how to turn the conditioned part of our minds into questioning minds — which will strengthen our minds and reduce our conflict.

2.     Ask students:

- When was the last time you remember being involved in a conflict?  
*Encourage responses.*
  - Did you have a disagreement with a friend?
  - A fight with one of your parents?
  - Feel tension inside you about something that happened?
- What was the disagreement, fight or tension about?
- Did you try to stop the conflict, or did you get so caught up in it, it seemed impossible to stop?

3.     Tell students:

- ☛     Perhaps you've seen a setup in which hundreds of dominoes are standing up; then, triggered by only one falling domino, the rest fall down.

- ☛ That's how our thinking works. When we have a thought that creates conflict, then add another, and another, that thought can build into a war — which eventually knocks us down.
- ☛ With our super-sleuth minds, you and I will investigate how to stop conflict *before* it ever gets that big — *before* it even starts.

**QUESTION:**      **Do you and I have conditioned minds?**

4.      Tell students:

- ☛ Every lesson in this curriculum is designed to solve the mystery:  
**What do we think, and why do we think it?**
- ☛ To face this mystery together, in each lesson we will:
  - Face a particular challenge;
  - Uncover clues that lead to a discovery; and
  - Examine all evidence.
- ☛ This evidence will help solve an even bigger mystery:  
**How does what we think create conflict?**

**Note to Teacher:** Go to **WHAT DO I THINK? WHY DO I THINK IT?** (Clue #2), p. 7.

5.      Tell students:

- ☛ There's a detective in mystery novels named Sherlock Holmes. He solves mysteries using the "art of deduction."
- ☛ To "deduce" something means:
  - *To find an answer.*
  - *To examine all evidence until you find some truth.*
  - *To look at an effect and determine its cause.*
- ☛ You and I will use the art of deduction to solve our mysteries.

**Note to Teacher:** Go to **THE ART OF DEDUCTION** (Clue #3), p. 8.

**SUMMARY:**

- The most powerful weapon we have to deal with conflict in the world today is our mind — our beginner's mind.
- In the beginner's mind, there are many possibilities; in the conditioned mind, there are few.
- All humans have both beginner's minds and conditioned minds; our conditioned minds are the ones that create conflict.
- A single thought, not viewed by the insight of a beginner's mind, can build into a war.
- In this curriculum, we'll use our super-sleuth Sherlock Holmes minds and the art of deduction to solve the mystery of:
  - ★ What do we think and why do we think it? and
  - ★ How does what we think create conflict?

**Clue #1**  
**THE QUESTION OF TRUE OR FALSE**  
**(Activity)**

✓ **Tell students:**

- Let's begin with a suspicion.
- I suspect that  $1 + 1 = 3$

**Write on the blackboard:  $1 + 1 = 3$**

✓ **Ask students:**

- Do you think my suspicion is correct?  
*Encourage all responses.*
- Is there a "correct" answer?
- If so, what is it?
- Is it "2"?

✓ **Tell students:**

- I'm going to give you a situation in which  $1 + 1 = 3$ .

✓ **Ask students:**

- Can you guess what it is?
- How about: when you were born, your mother (1) plus your father (1) became 3. (Allow students to say, no, I was 4 or 5. So, then  $1 + 1$  can equal four or five!

✓ **Tell students:**

- Here's a chance to explore the way your mind works!

✓ **Ask students:**

- When you saw  $1 + 1 = 3$  on the board, were you absolutely sure that this equation is NOT correct?
- For those of you who felt sure, why did you believe it's not correct?  
*Encourage all responses.*
  - *It's a common math problem.*
  - *I've been taught since kindergarten that  $1 + 1 = 2$ .*
  - *$1 + 1 = 3$  is not mathematically correct.*
- Were you:
  - Going by what you've always believed (seeing few possibilities), or
  - Exploring all clues (seeing many possibilities) to help make your deduction?
- Once you saw a situation in which  $1 + 1$  could equal 3, did your thinking change? How?
- Were you presented with a new way of looking at this equation?
- Does this new information make " $1 + 1 = 2$ " NOT true? Or does it expand your thinking about the results of putting one and one together?
- Do you think it's possible that:
  - We sometimes answer a question without considering new possibilities?
  - A lot of our thinking relies on how we've been trained to think?
  - Responding without thinking can cause conflict?*Encourage all responses.*

✓ **Tell students:**

- Follow the clues! To understand a new concept, all you have to do is look at it in a different way than you've looked before.
- Every time you do, you've made a discovery about how your mind works.

✓ **Return to page 2.**

## Clue #2

### WHAT DO I THINK? WHY DO I THINK IT?

- ✓ Ask students:
  - Let's write on the board some conflicts you've experienced lately. Who wants to offer one? *Write four or five conflict situations. Keep them as simple as possible. For example:*
    - I wanted to see a movie that my parents didn't want me to see.
    - My brother hurt my feelings, and it made me angry.
    - Sometimes I'd like to punch a guy in my math class.
- ✓ Divide students into groups of three or four.
- ✓ Ask each group to select one of the conflict situations, which you write on the board. Use it to explore:
  - What exactly happened in this situation?
  - Who were the people involved?
  - What do you think each person wanted or needed?
  - What do you think caused the conflict between them?
  - What is the effect of the conflict between them?
- ✓ Give the groups five minutes to answer these questions. Then, call time.
- ✓ Ask one or two members from each group to report the outcome of the group's discussion (other members are invited to add anything that's left out).
- ✓ Congratulate students on their excellent sleuthing, and tell them:
  - ★ Investigating our thinking strengthens our minds the way that physical exercise strengthens our bodies.
  - ★ Once we see *how* we think, we develop an extraordinary power — to see how our thinking may be creating conflict in our lives.
  - ★ Finally you'll develop two of the greatest powers of all — **to question and to choose**. In any potential conflict situation, you'll learn to ask and decide:
    - Is *my* thinking creating conflict in my life?
    - Should I stay with my *current* thinking?
    - Do I need to *change* my thinking?
- ✓ Return to page 3.



**Clue #3**  
**THE ART OF DEDUCTION**  
**(Roleplay)**

**Note To Teacher:** Read **About Roleplay** in the **Introduction** to this curriculum, before roleplaying situations with students. This essential exercise can enhance students' learning more rapidly than classroom discussion, because students are physically and psychologically involved.

- ✓ Ask for two volunteers to read the parts of **Jan** and **Terry**. *For students' first roleplay experience, you may want to play one of the parts and choose a reading partner you know will read the other part with enthusiasm.* Give volunteers a moment to look over the roleplay.
- ✓ Tell students:
  - ☛ Here's a roleplay between two students. In a roleplay, you read the lines and act out the part of the person you're playing.
  - ☛ The idea is to do your best to BE the person you are roleplaying.
- ✓ **DO ROLEPLAY** beginning on the following page; then **RETURN** to this page.
- ✓ After the roleplay, ask students:
  1. How did Terry **deduce** why Jan had a toothache?
  2. Did Terry discuss personal experiences and come to a snap decision, or did Terry **ask specific questions** about **Jan's** experience with tooth decay?
  3. Do you think they talked about **cause and effect** — how the effect of a toothache had some specific causes?
  4. Do you think Jan benefited from this information? How?
  5. Do you think Jan had ever considered that it's possible to have some **control** over your own toothache and tooth decay — and that we often have the **power to prevent** something like tooth decay?
  6. Do you think Jan was **conditioned to believe** that the only way to deal with a toothache is to go to the dentist and get it drilled?
- ✓ **Return to page 4.**

**THE ART OF DEDUCTION**  
**(Roleplay)**

**TERRY**

Yo, Jan! How you doing?

**JAN**

Don't annoy me today, Terry. I have an awful toothache.

**TERRY**

You should tell your mom.

**JAN**

Naw! She'll just make an appointment to see a dentist. I hate going to the dentist.

**TERRY**

Me too. But you know, you gotta do it. Toothaches just don't go away by themselves.

**JAN**

Is that so! Well I had a headache a few days ago, and IT went away. Maybe this will too.

**TERRY**

No way. Teeth are different.

**JAN**

Okay, wise one, how are teeth different?

**TERRY**

Well, less-than-wise one, usually you get a toothache because your tooth is decayed. And if it's decayed, something's causing the decay, right?

**JAN**

Yeah, so?

**TERRY**

So, if something's causing decay, you probably have cavities. Those things eat away at your teeth and rot them. Then your teeth can fall out.

**JAN**

I'm getting tired of listening to this.

**TERRY**

If you're tired, get some sleep. If you have a toothache, go to the dentist.

**JAN**

Yeah, yeah.

**TERRY**

So, what do you think caused the toothache?

**JAN**

What?

**TERRY**

WHY do you think you have a toothache?

**JAN**

How would I know?

**TERRY**

Well, Dr. Watson — do you know Dr. Watson? He's Sherlock Holmes' sidekick. I am Sherlock Holmes, the famous detective who is here to help you solve this great mystery. Anyway, Dr. Watson, the truth is nobody would know why you have a toothache better than you. Let us proceed to deduce the reasons. What did you eat today?

**JAN**

I had a doughnut for breakfast, a glass of milk, and some cereal. Why?

**TERRY**

And what did you have for lunch?

**JAN**

A whopper sub sandwich and a super chocolate cookie-dough milkshake — with extra whipped cream. I can still taste it.

**TERRY**

Uh-huh. And what did you do after eating breakfast and after eating lunch?

**JAN**

What's this got to do with my toothache? Will you get to the point!

**TERRY**

Hey, detectives have to ask a lot of questions to get to the point. You will see my point if you bear with me. What did you do after eating these meals?

**JAN**

I was late for school after breakfast, so I grabbed my books and ran out the door. After lunch I played basketball and went to class. Okay? So what?

**TERRY**

Did you hit the bathroom at any time after eating breakfast or lunch?

**JAN**

Will you tell me why you...

**TERRY**

I am drawing your attention to the remarkable incident of brushing your teeth and flossing after eating.

**JAN**

I didn't brush or floss after eating.

**TERRY**

THAT is the remarkable incident.

**JAN**

What are you talking about?

**TERRY**

You gotta look at what CAUSED the toothache, Jan. If you don't look at what caused it, how are you gonna know how to PREVENT another toothache down the road? Use that brain, clunk-head. I know you've got one in there somewhere.

**JAN**

I don't carry a toothbrush to school. That's stupid! I brush my teeth before I go to sleep — sometimes.

**TERRY**

Carrying a toothbrush to school is not stupid, for your information. What about flossing?

**JAN**

(Quiet for a few seconds.) I don't floss. That's stupid. Besides, it makes me gag.

**TERRY**

Jan, you HAVE TO floss. I take that back. You don't have to floss. You don't have to do anything you don't wanna do. But here's the story: If you brush and floss, maybe *no more* toothaches. If you don't, maybe *a lot more* toothaches, and you lose your teeth. *Your* life, *your* choice.

**JAN**

(Starts to leave:) Goodbye, I'm out of here.

**TERRY**

(Shouts after Jan:) Go to the dentist, Jan. You know what's probably CAUSING the toothache. If you're looking for me after snack break, jug-head, I'll be brushing my teeth.

## Adventure 2 I AM A CREATURE OF HABIT

### Breakdown of Adventure 2:

CHALLENGE:     Conditioning is training of the mind.  
DISCOVERY:     There are three kinds of conditioning.  
QUESTION:       What's the meaning of psychological conditioning today?

### Materials Needed:

Challenging minds.

**CHALLENGE:     Conditioning is training of the mind.**

1.     Ask students:

- What's the most powerful weapon we have when it comes to dealing with conflict?
- Do our beginner's minds helps us see many possibilities or few?
- How about in our conditioned minds — are there many possibilities or few?

2.     Tell students:

- ☛     Let's use our beginner's minds to look at an experiment that a scientist named Pavlov did with some dogs.
- ☛     This experiment will help us see how conditioning trains the minds of dogs — and us.

**Note To Teacher:** Go to **Pavlov and His Dogs** (Clue #4), on page 17.

3.     Ask students:

- How are we like Pavlov's dogs in our conditioning?  
*Encourage all responses. There are no "wrong" answers.*
- Do we learn to think and act in certain ways and keep thinking and acting in those ways, even if circumstances change?

- What situations can you think of in your life that, like Pavlov's bell, trigger you to react in some way?
  - *Your parent's angry voice?*
  - *A song you used to like?*
  - *Your teacher asking too many questions?*

4. Tell students:

- ☛ You and I are conditioned to respond to a bell for conflict — sometimes even when there's no conflict there.
- ☛ The memory of a *previous* conflict causes us to react to a *present* conflict in the same way, even if the situation is different.
- ☛ Remember: Conflict exists in only one place — our minds.

**Note To Teacher:** Go to **The Performers and Their Audience** (Clue #5), on page 18.

**DISCOVERY:**     **There are three kinds of conditioning.**

5. Tell students:

- ☛ There are three kinds of conditioning:

**Biological.** We are biologically conditioned to crave food, water, shelter and sleep. We need these things to survive. Our bodies let us know when we need them.

- When we need food or water, how do we know?
- When we need sleep, how do we know?
- When it's raining or cold, and we're outside, what do we do?

**Physical.** Physical conditioning is training of our bodies. When we exercise, our muscles become conditioned to bending, stretching and moving in certain ways.



- When you do a new exercise, how do your muscles feel?
- After you've done that exercise for awhile, what happens?
- Do your muscles become "conditioned" to that exercise?

**Psychological.** This conditioning is training of the mind. We're psychologically conditioned to think and act in certain ways that eventually become habit.

- Do you stop for a red light? Is this psychological conditioning?
- How about brushing your teeth after meals or before bedtime?
- What about rooting for your team or your country?
- How about fighting for your country when it goes to war?

**QUESTION: What's the meaning of psychological conditioning today?**

6. Tell students:

- ☛ All conditioning comes from a basic human instinct: to survive.
- ☛ Long ago, when humans were cave creatures, living off the land, searching for food and fending off predators, our conditioning to survive was different than it is today.
- ☛ I'm going to read you a story about some cave creatures who lived back then.
- ☛ As you listen, picture in your mind what they're doing. Notice their conditioning. Is it biological? Physical? Psychological?

**Note To Teacher:** Go to **The Safety of Tribes** (Clue #6), p. 20. **READ** the story aloud to students. Use voice inflections to make the story come alive for your students.

7. Ask students:

- Do you think the cave creatures were mostly **biologically** and **physically** conditioned? Why?
- How are we different today? Do we have the same biological worries — having to hunt for food and shelter? Prey constantly stalking our physical being?
- Today, are we more concerned with **psychological** survival — afraid of people who bully us? Hurt by people who say or do things that trigger strong emotional reactions?

- Do you think we have **tribes** today? What kind? What about schools? Clubs? Religious groups? Political groups? Football teams? Companies? States? Countries?
- Do you think we humans still feel a need for groups?
- Can you see possible danger in creating groups or belonging to them for your psychological security and survival? What danger do you see?
- Do you think belonging to a group for psychological survival can separate the human race into opposing systems of belief — and then create conflict, and even war, among the divided groups?
- Do you think it's more important than ever for us to learn how to break through our conditioning and solve the mystery of how what to do about conditioned thinking?

#### SUMMARY:

- Conditioned thinking exists in only one place — our minds.
- There are three kinds of conditioning — biological, physical and psychological.
- When we're psychologically conditioned, the memory of a previous conflict often causes us to treat a present conflict the way we treated the previous one, even if the situation is different.
- Our ancestors were cave creatures who *needed* to belong to groups (tribes) to survive.
- Today, although they're somewhat different, we still have tribes.
- And we're *still* trying to survive — biologically, physically and psychologically.
- Does identifying with a group or "tribe" today give us security or safety, or prevent them?

## Clue #4 PAVLOV AND HIS DOGS

✓ **Tell students:**

1. Ivan Pavlov was a Russian scientist who made an important discovery about dogs, and about us.
2. Every time Pavlov prepared to feed his dogs, he would ring a bell to let the dogs know that food was coming.
3. Every time Pavlov rang the bell, he noticed that the dogs would salivate — literally drool — over the thought of food. Then they would eat.
4. Being a scientist, Pavlov questioned and decided to find out what would happen if he rang the bell even though it wasn't dinner time.
5. What he discovered is that every time he rang the bell, the dogs would salivate, even if no food was fed to them. The dogs were **conditioned** to expect food every time the bell rang.

✓ **Ask students:**

1. What does this tell you about the dogs?
2. Were they conditioned?
3. Biologically? Physically? Psychologically?
4. Since the bell would ring when they weren't really hungry, would you guess the conditioning was NOT biological?
5. Since salivating is a body reaction, would you say that they WERE physically conditioned?
6. Since their minds responded to the bell even though there wasn't any food, would you say they WERE psychologically conditioned?

## Clue #5

### THE PERFORMERS AND THEIR AUDIENCE

- ✓ **Tell students:**

Let's do our own experiment to check out our own conditioning.
- ✓ **Divide students into two groups — the Performers and the Audience.**
  1. Take the **Audience** aside and privately ask them to applaud every performer who takes a bow — except the **seventh** performer.
  2. Take the **Performers** aside and ask them to, one by one, walk up to the audience group and take a bow.
- ✓ The Performers are bound to clown around as they are taking bows. **Let the students enjoy this.**
- ✓ When the seventh student bows and nothing happens, **notice reactions around the room.**
- ✓ **Stop the students:**
  1. Ask the first six performers:
    - How did you feel being applauded?  
*Encourage all responses.*
    - Did you anticipate how applause was going to feel after hearing the person before you applauded?
    - Did you plan what you were going to do before your anticipated applause?
  2. Ask the seventh performer:
    - How did you feel NOT being applauded?
    - Were you surprised? Thrown off guard?
    - Did you think you had done something wrong?
- ✓ **Invite students to sit down. Then ask:**

1. Was the first Performer "conditioned" to expect applause? Why not?
2. How about the second? Third? Fourth? Fifth? Sixth?
3. Why were those Performers who followed the first Performer "conditioned" to expect applause?
4. Was the seventh Performer conditioned to expect applause?
5. What happened when the applause never came?

✓ **Tell students:**

1. We are easily conditioned to expect certain occurrences in our lives every day.
2. When they are repeated — like a bell signaling the dogs that it's time for food, or applause that we believe is coming — we become trained to anticipate them — *conditioned* to expect them.
3. Do you think this may apply to the way we respond to conflict? If someone is angry with us all the time, do we expect that person to be angry all the time?
4. If another country rings their war bell and declares war on our country, are we conditioned to accept that declaration and take part in that war? Or do you think we have alternatives?

## Clue #6 THE SAFETY OF TRIBES\*

The roar of the Sabertooth tiger rang ferociously in the dead black night. The human-like creatures huddled nervously in the small cave, their eyes alert. They grunted fearful sounds, in voices not loud enough for their predator to hear. The moon shone brightly on the thick undergrowth. The beast was coming closer, its scent in the air.

One of the human creatures started to move in panic. The others tried to stop this one from revealing their hiding place. Suddenly, the frightened one ran out of the shallow cave into the night, shrieking in terror. As this human creature tried to gain higher ground and reach the tall trees to climb for safety, out of the dense blackness a sudden leaping, fanged beast grabbed the human creature by the neck. The scream sent terror into the rest of the human creatures huddled in their temporary hiding place. Again, another of their group had been taken to its brutal and violent death.

Dawn came and there was no beast in sight. The air was damp with primeval mist. Large birds flew overhead, crying out their primitive calls, causing smaller prey on the ground to scurry into hiding for fear of attack.

The human creatures moved slowly and carefully out of hiding, sniffing the air for danger. These dark, stooped, hairy, creatures half-walked, half-crawled out into the new day.

Grunting noises of anticipation and alarm, the creatures cautiously crept toward the large water hole beyond the dense forest. Coming upon the water, the creatures suddenly charged down the small hill, shrieking as they descended. Smaller animals looked up quickly from their drinking and ran for the cover of the trees and the safety of their shelters.

The human creatures stood almost totally erect and made threats with their arms, waving them at the retreating animals. After some cautious scouting of the water hole, the small group sat down on their haunches to drink from the cool water, all the time carefully watching the edge of the forest for any intruders.

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*\*This story appears in Tug of War, an Education for Peace book, by Dr. Terrence Webster-Doyle. If you have the book, show students the illustration on p. 5.*

For a long while, these human creatures dominated this survival area, guarding it against any surprises. Sitting by the bank of the watering hole, they picked up small bits of grass and leaves, smelling and tasting each sample of wild growing plant.

Later in the morning, the group moved slowly off into the thick underbrush in search of more edibles. Coming upon a clearing, they found huge buzzards eating the flesh of a great elephant-like creature recently killed by an even larger animal. This half-eaten beast had attracted hungry scavengers who were fighting over the remains. The human animals ran toward the scavenging animals, screaming and driving them away from their food. They waved their arms, threw rocks, and challenged the others with sticks.

A saber-toothed cat and her two cubs were temporarily driven off. Meanwhile, a small pack of hyenas tried to close in to regain their prey. Even though the human creatures were smaller and no match for the saber-toothed cat and hyenas, they managed by working together as a tribe, to keep the larger and more fierce animals from their dinner. Perhaps this would be the last full meal for the human creatures for a long time.

They ate greedily while anxiously watching the other hungry animals — all of whom, given the chance, would kill them to get at the food. While they ate, they hunched down in a protective circle, cautiously remaining alert to any movement on all sides around them. They ate as fast as they could because the sun was falling, and at night there was always the chance that a powerful beast of prey — like the saber-toothed tiger — would return and make dinner out of *them*.



After the story, ask:

1. How did the human cave creatures know the beast was getting closer?
2. Why did the cave creatures shriek as they guarded the water? Were they conditioned to do so?
3. Was this water a **primary means of their survival**?
4. What else did they have to do to survive?  
*Keep a close watch.*                      *Hunt for food.*  
*Protect their territory.*                  *Fight other creatures for food.*
5. Did the human cave creatures work alone or together?
6. Do you think they were less afraid and found **strength in groups**?
7. Do you think each of these creatures were **conditioned to believe**

that they needed the group to survive?

8. Do you think they were conditioned to need some **identification with a group** and some **territory**?
9. What kind of conditioning is this — physical? **psychological**?
10. Do you think they created this need for **psychological** survival to make sure that they would survive **physically**?
11. Have you ever been psychologically conditioned to need a group, in order to survive physically?
12. Is this what we do when there's a conflict or a war? We join a group and find comfort by belonging to that group?

✓ **Return to page 15.**



### Adventure 3

## MY BRAIN IS A HUNGRY COMPUTER

#### Breakdown of Adventure 3:

- CHALLENGE: My brain is full of fear.  
DISCOVERY: Fear conditions me to think and act in certain ways.  
QUESTION: Is fear a force beyond my control?

#### Materials Needed:

A copy of MY BRAIN IS A HUNGRY COMPUTER, p. 27, for every student.  
Two copies of roleplay FIGHT OR FLIGHT?, p. 29.

**CHALLENGE: My brain is full of fear.**

1. Ask students:

- What are the parts of your body that collect information and feed it to your brain?
  - *Your eyes, ears, nose, mouth and fingers.*
- Are these the organs that provide you with your five senses? What are your five senses?
  - *Sight, sound, smell, taste and touch.*
- How do you think your brain organizes all the information you take in through your five senses?  
*Encourage all responses. There are no "right" or "wrong" answers.*

**Note to Teacher:** Pass out copies of MY BRAIN IS A HUNGRY COMPUTER, (Clue #7), the chart on p. 27, as you continue.

2. Tell students:

- ☛ Your five senses give you **direct experience** about the world around you.
- ☛ Your brain receives messages through your senses and **stores the information** in your memory, like a computer.
- ☛ Your memory **stores, sorts and organizes** millions of cells of information.

3. Ask students:

- Can you guess why your memory goes through all of this storing, sorting and organizing?
- Do you think your body is collecting this information for a reason?
- Do you think perhaps this information helps you make decisions and take actions, based on what you need to survive?

**DISCOVERY: Fear conditions me to think and act in certain ways.**

4. Ask students:

- Do you think, when you feel threatened or afraid, your reaction is to survive? Physically? Biologically? Psychologically?
- What happens to your body when you feel afraid?
  - *Do you sweat ?*
  - *Does your heart beat faster?*
  - *Do chills run up and down your spine?*
- Where do you feel fear first — in your body or your mind?
  - *Does your heart beat fast when you feel fear before your brain gets the message? OR*
  - *Does your brain get the message of fear, which then triggers your heart to beat faster?*
- What happens to your mind when you feel afraid?
  - *Is it difficult to think? To speak? To act?*
  - *Do your thoughts freeze?*
  - *Do many thoughts rush through your mind at once?*
- Do you think fear is a good thing? A bad thing? Why?  
*Encourage all responses. There is no "right" answer.*
- Do you think fear helps you survive? How?  
*By alerting you to possible danger.*

5. Tell students:

- ☛ Fear is a feeling as old as time. Everyone feels scared at one time or another.
- ☛ It's biologically-conditioned. We have little control over.
- ☛ What counts is what we DO with the fear once we feel it.
- ☛ Fear has both negative and positive factors:

- Negative: Fear may keep you from trying something new that could be beneficial for you; or
  - Positive: Fear may keep you from walking down a dark street late at night.
- ☛ So, although it may keep us from sticking our necks out, fear often helps us survive.

**Note to Teacher:** Go to **FIGHT OR FLIGHT?** (Clue #8), p. 28.

**QUESTION: Is fear a force beyond my control?**

6. Ask students:

- What are some of the things in this world that make you afraid? Use your Sherlock Holmes mind to figure them out.  
*Encourage all responses.*
  - *A bully?*
  - *News reports on television?*
  - *Not knowing what to say or do in a tough situation?*
- Have you heard the quotation — "The only thing to fear is fear itself" (by Franklin Delano Roosevelt)?
  - *What do you think it means?*
  - *Do you think that being afraid makes you weaker?*
  - *Do you think your fear is something you can do something about?*

7. Tell students:

- ☛ When we feel afraid, our instant reaction is to think that we must either:
  - Fight, or
  - Run away.
- ☛ These *psychological* reactions come from our drive to survive. We are always looking to save our physical being.
- ☛ However, neither of these reactions is very satisfying.

8. Ask students:

- If you fight, couldn't somebody get *physically* hurt? We've all been conditioned to fight for what we believe, but fighters sometimes are injured for life, or killed.
- If you ran away, do you think you'd feel weak? You may save your skin by running, but, psychologically, will you feel weak, cowardly and ashamed? Like a victim? A loser?

**Note to Teacher:** Go to **SPRING CLEANING THE BRAIN** (Clue #9), p. 31.

**SUMMARY:**

- Our brains are hungry computers that collect data from our five senses and stores it in our memory.
- Our brains store this information for one basic reason: to help us make decisions and take actions that help us survive.
- Fear is part of our biological conditioning. We have no control over it. It is a feeling as old as time. Everyone feels it at one time or another. What counts is what we DO with fear once we feel it.
- When we feel afraid, most of us believe we either have to fight or run away. However, neither of these reactions is very satisfying.

**Clue #7**  
**MY BRAIN IS A HUNGRY COMPUTER**  
**(Chart)**

**INPUT CENTER:**

My Five Senses

Seeing, hearing, touching, tasting and smelling.  
From my five senses I get direct experience about the world around me.



**COMMAND CENTER:**

My Brain

My brain receives messages through my senses.  
It hungrily stores the information in my memory.  
My memory stores, sorts and organizes millions of cells of information.  
I convert this information into thoughts.  
Based on these thoughts, I make decisions and take actions —  
all based on what I need, as a human being, to survive.



**OUTPUT CENTER:**

My Thoughts and Actions

When I believe I'm in danger, I instantly prepare to protect myself.  
The information I've accumulated has taught me how I'll do this.  
Everyone stores information in different ways.  
Sometimes I protect myself well and sometimes I don't.  
My brain can help me live a healthy, happy life,  
or it can create tremendous conflict.

**Clue #8**  
**FIGHT OR FLIGHT?**  
**(Roleplay)**

- ✓ Ask for two volunteers to read the parts of **Donnelly** and **Page**. Give volunteers a moment to look over the roleplay.
- ✓ Tell all students:
  - ☛ Here's a roleplay between two students who were both threatened by a bully. One of the students, Donnelly, got scared and saw an opportunity to run and hide behind a bush. Another student, Page, decided to face the bully and physically fight.
- ✓ **DO ROLEPLAY** beginning on the following page; then **RETURN** to this page.
- ✓ After the roleplay, ask students:
  1. Do you relate more to Page or to Donnelly? Why?
  2. Do you think, in this same situation, you would have fought the bully or run away?
  3. Do you think it's best to fight or to run away? Why?
  4. Did either student feel good about his thoughts or actions after the fight?
  5. Do you think you'd feel better fighting or running?
  6. Do you think it's impossible to feel good either way? Why?
  7. Are there other alternatives besides fighting or running away?
- ✓ **Return to page 25.**

**FIGHT OR FLIGHT?**  
**(Roleplay)**

**DONNELLY**

Hey, Page! Are you okay?

**PAGE**

Ow! My jaw is killing me. That idiot really punched me out.

**DONNELLY**

Let me help you stand up.

**PAGE**

Ow! No! Never mind. I can get up myself. If I ever get my hands on that clown again, I'm going to . . .

**DONNELLY**

What's the use? You'll just get into another fight, and another and another? Just forget it!

**PAGE**

How can I forget it? I get my jaw cracked, my nose is bleeding and my muscles are sore — all for no reason at all — and you want me to forget it? I'm going to find some way to pay that creep back.

**DONNELLY**

But, don't you understand? It won't do any good.

**PAGE**

Yeah, right. (Looks at Donnelly.) Well, you came out okay. Not a scratch on you. Where were you?

**DONNELLY**

I freaked out and ... well, I was behind that bush.

**PAGE**

You watched the whole thing from back there?

**DONNELLY**

(A little ashamed:) Yeah.

**PAGE**

Well, you're better off.

**DONNELLY**

I don't know about that. I should have helped you. I'm sorry.

**PAGE**

Forget it. Next time, we'll rip that fool's head off — together.

**DONNELLY**

My heart was beating so fast, I thought I was going to die just watching. I feel like I let you down.

**PAGE**

I said, forget it! You did the right thing. You would've gotten hurt if you'd stayed. I gotta go home and wash this off.

**DONNELLY**

The weird thing is, I feel like I did get hurt. I guess I'm just a coward. I hate fighting and I think it's stupid. Promise you won't tell anyone that I didn't fight?

**PAGE**

Are you crazy? I'm the one who should be scared to tell anyone what I did. I agree with you. Fighting IS stupid. C'mon, buddy. Let's go. Come to my house. We'll play with my video games and forget it — at least until the next time that moron crosses our path.



**Clue #9**  
**SPRING-CLEANING MY BRAIN**  
**(Activity)**

- ✓ Draw a picture of a head on the board with an empty space for the brain.
- ✓ Tell students you are going to create a new person by making a new brain, filling it with "the right stuff."
- ✓ Draw little boxes (half a dozen, or more if you wish) on the board. In each box, put the following label:

- **Name, address, phone number.**
- **Brother, sister, friend who bullies you.**
- **Anger with your parents for \_\_\_\_\_** (fill in the blank).
- **Math, science, language arts.**
- **Customs, habits, beliefs.**
- **How to remove conflict peacefully.**

Add more of these if you wish to make a point of the difference between information/knowledge that is practical and healthy and information that is hurtful and conflict-producing.

- ✓ Ask students:
  - What box of information do you want to put into the new "empty" brain? Why? (In this way, they can see that certain knowledge is necessary and other knowledge is unnecessary.)
  - What knowledge do you have in *your* brain that you would keep?
  - What knowledge do you have in *your* brain that you would get rid of — put in the "trash bin" on your computer?
- ✓ **Return to page 26.**

## Adventure 4: THE OPPOSING FORCES OF CONFLICT

### Breakdown of Adventure 4:

CHALLENGE:     Conditioning can create conflict — outside us and within us.  
DISCOVERY:     My symptom is conflict and its cause is fear.  
QUESTION:       When there's conflict, do I have more choices?

### Materials Needed:

A copy of CONFLICT EXAMINATION TREE, pp. 35-36, for every student.  
Two copies of roleplay, THE MAGNETIC ATTRACTION OF CONFLICT, pp. 37-41.

**CHALLENGE:     Conditioning can create conflict — outside us and within us.**

1.     Ask students:

- What is conflict?  
*Encourage student responses.*
  - *Is it a struggle? A battle? A war?*
  - *To oppose someone or something?*
  - *Pain you feel — physically or mentally — from opposition?*
- What's the difference between inner conflict and outer conflict?  
*Here are some examples:*
  - *Inner conflict: "I want to be a good person, but I feel bad."*
  - *Outer conflict: "Give me that knife before I rip you apart!"*
- Have you felt both kinds of conflict — inner conflict that sits inside you and gnaws at you — and outer conflict that comes between you and someone else?
- What's the difference between a personal conflict and a global conflict?  
*Here are some examples:*
  - *Personal conflict: You and I don't agree.*
  - *Global conflict: Your country and my country go to war.*
- What's the difference between positive conflict and negative conflict?  
*Encourage student responses before you give them answers. Here are examples:*
  - *Positive conflict: "I've been invited to two great parties, and they're on the same day at the same time."*
  - *Negative conflict: "I want to go to a party, but my parents don't want me to go."*

2.     Tell students:

- ☛ There are many different types of conflict.
- ☛ Like fear, everyone experiences conflict and, like fear, what matters is what you DO with the conflict once you're in it.

**Note to Teacher:** Go to **CONFLICT EXAMINATION TREE** (Clue #10), p. 35 -36.

**DISCOVERY:**     **My symptom is conflict and its cause is fear.**

3.     Tell students:

- ☛ Conflict is a symptom of fear. When I'm in conflict, I'm afraid of something or someone.
- ☛ When I'm afraid, I feel I either have to fight or have to run away, which is my biological conditioning.
- ☛ What I do with my fear is what matters.

4.     Ask students:

- To fight puts me in conflict with **another person**. What kind of conflict is this?
  - *Negative. Personal. Outer. Physical.*
- To run away puts me in conflict with **myself**. What kind of conflict is this?
  - *Negative. Personal. Inner. Psychological.*
- Do you think fighting and running away are our only alternatives?
- Are you hoping, as I am, that as super-sleuths we can come up with something better to deal with being scared?

**Note to Teacher:** Go to **THE MAGNETIC ATTRACTION OF CONFLICT** (Clue #11), p. 37.

**QUESTION:**     **When there's conflict, do I have more choices?**

5.     Tell students:

- ☛ If your symptom is conflict, and its cause is fear, then you have to LOOK AT your fear.
- ☛ Here's how we do that. We ask:
  - What am I afraid of?
  - Why do I want to fight or run away?
  - What to I gain by fighting or running away?
- ☛ Here's our Sherlock Holmes deduction:
  - I believe that when in conflict, I must fight or run away.
  - What I believe determines how I act.
  - What I believe can separate me from other people.

**Note to Teacher:** Go to **EXPLORING NEW OPTIONS TO CONFLICT** (Clue #12), p. 42.

#### **SUMMARY:**

- There are many different types of conflict.
- Like fear, everyone experiences conflict and, like fear, what matters is what you DO with the conflict once you're in it.
- Conflict is a symptom of fear. When we're in conflict, it's a sign that we're afraid — of something or someone.
- To deal with your fear, you have to look at it. To really see it, you have to ask:
  - What am I afraid of?
  - Why do I want to fight or run away?
  - What to I gain by fighting or running away?

**Clue #10**  
**CONFLICT EXAMINATION TREE**



**SYMPTOM:**

---

**POSSIBLE CAUSE:**

---

**SOLUTION (SHORT-TERM FIX):**

---

### PREVENTION (LONG-TERM PLAN):

---



**See next page for a filled-in sample Conflict Examination Tree.**

Clue #10  
CONFLICT EXAMINATION TREE



**SYMPTOM:**  
My symptom is conflict.  
My conflict is:

**POSSIBLE CAUSE:**  
The cause of any conflict is fear.  
I am afraid of:

**SOLUTION (SHORT-TERM FIX):**  
My short-term solution would be to:  
\_\_\_\_\_

**PREVENTION (LONG-TERM PLAN):**  
My long-term plan would be to:  
\_\_\_\_\_



**Clue #11**  
**THE MAGNETIC ATTRACTION OF CONFLICT**  
**(Roleplay)**

- ✓ Ask for two volunteers to read the parts of **Alex** and **Shamrock**. Give volunteers a moment to look over the roleplay.
- ✓ Tell all students:
  - ☛ Here's a roleplay between two students who are arguing and then suddenly remember their class on conditioning. They decide to prevent future disagreement by working to understand how their conflict began.
- ✓ **DO ROLEPLAY** beginning on the following page; then **RETURN** to this page.
- ✓ After the roleplay, ask students:
  1. Did Alex and Shamrock have a disagreement?
  2. Did they SEE that they had a problem and try to solve it?
  3. Do you think their conflict was first level? Second? Third?
  4. Did they examine the symptoms of their conflict?
  5. Did they trace their symptoms to possible causes?
  6. Do you think they found a workable solution?
  7. How would you have handled this situation? Continued to fight? Run away from the discussion?
  8. Would you have had fun with it like they did, or do you think you would have continued to fight?
  9. Once they admitted that they had both been afraid of something, did their solution start to happen faster?
  10. Do you think conflicts and wars of all kinds could be stopped if people were more willing to admit it when they're afraid?

**THE MAGNETIC ATTRACTION OF CONFLICT**  
**(Roleplay)**

**ALEX**

(Shouting:) That is not what I said!

**SHAMROCK**

(Shouting:) That is EXACTLY what you said! How can you stand there and lie to me like that?

**ALEX**

What I said is that I was going to the party and if you were around I'd stop by and get you and then we'd go over there.

**SHAMROCK**

Yes! And you also said that you'd come around at 12:30.

**ALEX** Yeah, so?

**SHAMROCK**

So I went to the store and planned to be back just before 12:30 to go with you. But you came by at 12:15 and I wasn't back yet!

**ALEX**

Okay, so I thought you'd already left!

**SHAMROCK**

How could you *think* that?

**ALEX**

Why *wouldn't* I think that?

**SHAMROCK**

You could have left me a note!

**ALEX**

You could have left ME a note!

**SHAMROCK**

(A little calmer:) Okay. Wait a minute. Are you taking the conditioning class at school?

**ALEX**

Yes. Are you?

**SHAMROCK**



Yes. Let's figure this out. Does what we're doing have anything to do with conditioning?

**ALEX**

Yeah, I'm conditioned to argue with you. It's all we ever do.

**SHAMROCK**

I'm serious. C'mon now.

**ALEX**

Okay. I remember something about symptoms and causes in the class, right?

**SHAMROCK**

Right. We're arguing. That's a definite symptom.

**ALEX**

Of what?

**SHAMROCK**

Either that we love to argue, or that we're afraid.

**ALEX**

Afraid? I'm not afraid. Upset maybe, but not afraid.

**SHAMROCK**

No, wait a minute. Yes. Afraid of something happening. Like maybe you're afraid I'll win the argument and you'll look stupid.

**ALEX**

Oh, yeah. I see. I feel stupid already, smart-aleck. And maybe you're afraid I purposely didn't wait for you or something.

**SHAMROCK**

DID you purposely not wait for me?

**ALEX**

No! I TOLD you!

**SHAMROCK**

This is reminding me of the time my dad left me at the circus and I got lost, and they had to announce over the loudspeaker that Shamrock Smith was at the lost and found center — would somebody please come and get Shamrock. Wonder why I'm thinking about that?

**ALEX**

That's it! That's it! When you got left at the circus — or you thought you were left — you got conditioned to believe that when people don't show up when they say they're going to, they don't like you, or something!

**SHAMROCK**

You think so? You think that happening only one time would "condition" me?

**ALEX**

Sure. You were pretty scared, right?

**SHAMROCK**

I was!

**ALEX**

That's it.

**SHAMROCK**

So, when YOU didn't show up, I felt abandoned — like I did at the circus.

**ALEX**

Precisely.

**SHAMROCK**

Feels good to be able to figure that out, doesn't it?

**ALEX**

Yeah. BUT... will it stick?

**SHAMROCK**

What do you mean.

**ALEX**

Well maybe you have to understand yourself.

**SHAMROCK**

How do I do that?

**ALEX**

We make another appointment. Only this time, I purposely don't keep it, and you get crazy again.

**SHAMROCK**

Get out of here! You repel me!

**ALEX**

Impossible. Opposites attract, you know. The north pole of a magnet always attracts a south pole.

**SHAMROCK**

Well, then, since opposing forces of a magnet always attract, maybe there's hope for us.

**ALEX**

Not to mention the rest of the world.

**Clue #12**  
**EXPLORING NEW OPTIONS TO CONFLICT**  
**(Activity)**

✓ Tell students:

- Think of a conflict that comes up fairly often with your family or with your friends.
- Think of how you usually think and act when that situation arises. Are you calm? Angry? Upset? Do you shout? Become very quiet? Run away? Fight?
- Now, clear your mind of how you usually act and what you usually say. Instead, think of something silly, crazy or funny that you could say in that situation — no matter how weird or senseless it seems!
- Come up with as many different ways to respond to that conflict as you can. What have you come up with?

✓ Ask students:

- Can you come up with some serious alternatives too?
- What if you were taught to believe that when there's conflict, you should do nothing? What would your thoughts be?
- Imagine the same conflict situation. Now, close your eyes and imagine yourself doing absolutely nothing. How does that feel? Good? Bad? Satisfying?
- Now, imagine, in your conflict situation, openly telling someone you know how scared you get in that situation.
- In your mind, tell that person that you want to welcome your fear and make friends with it. How does that feel? Good? Bad? Satisfying?

## Adventure 5: THE CONDITIONED FORCES OF CONFLICT

### Breakdown of Adventure 5:

CHALLENGE: To stop conflict before it starts.  
DISCOVERY: There are three levels of dealing with conflict.  
QUESTION: Can I solve third-level conflicts with third-level solutions?

### Materials Needed:

Two copies of roleplay, I SPY CONFLICT CLUES, pp. 47-50.

### CHALLENGE: To stop conflict before it starts

1. Ask students:

- Where does conflict happen in your life?  
*Encourage student responses.*
  - *At home — with your parents? Your brothers, sisters?*
  - *At school, in classes, in the schoolyard?*
  - *In your mind — thinking, worrying?*
- Do little conflicts in your mind grow into big conflicts before you're aware of it?
- Do you think you're *conditioned* to react that way — to wait until it's so big that you get upset or blow up?

2. Tell students:

- ☛ We talked earlier about **preventing** a cold by finding out what **caused** the cold. Remember?
- ☛ Perhaps we can apply this process to **preventing** conditioned thinking by finding out what's **causing** it. Let's try!

**Note to Teacher:** Go to **Stop! Conditioned Thinking Alert!** (Clue #13) on p. 46.

**DISCOVERY: There are three levels of dealing with conflict.**

3. Tell students:

- ☛ We deal with conflict at three different levels.
  - **Level #1: Understand (avoid or prevent) the conflict.** The moment that we LOOK AT our conflict, it stops. If we can look at it —*before* it grows — and take a moment to try to understand it, we might be able to *prevent* it. This seems the easiest level, but it's the one used the least.
  - **Level #2: Resolve the conflict.** If we don't see our conflict until a little later, after it's had time to brew, we can no longer prevent it. But we can *resolve* it by taking a moment to LOOK AT it, see its cause and stop it before it goes any further.
  - **Level #3: Manage the conflict.** If the conflict has brewed and we've done nothing about it and it's continued to grow until it's out of hand, we can't prevent it and we can't resolve it. All that's left to do is *manage* it.
- ☛ If we take out our Sherlock Holmes magnifying glasses and look at the conflict clues in our lives, we'll find out which of these three we use most often.

<p><b>Note to Teacher:</b> Go to I Spy Conflict Clues! (Clue #14) on p. 47.</p>
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**QUESTION: Can I solve third-level conflicts with third-level solutions?**

4. Ask students:

- Where are most of the conflict situations in your life? At home? At school? In the schoolyard?
- What do you think your part is in creating these conflicts? Do you start them? Do you contribute to them after someone else starts? Do you ever stop and look at your conflict?
- Why do you think you get into conflict situations?
- Are you afraid of something? What do you think you're afraid of in most of your conflict situations?
- Do you think that your fear conditions you to act that way?

- Given a second opportunity, would you act that way again? Why?
5. Tell students:
- ☛ You and I — we are **all** conditioned creatures.
  - ☛ We think and act based on what we've learned.
  - ☛ We try to solve most of our conflicts *after* they occur.
  - ☛ Most of our conflicts are **third-level conflicts** — we let them grow until they are out of hand.
  - ☛ Most of our solutions are **third-level solutions** — we most often have to manage conflict rather than understand or resolve it — when understanding and resolving are actually much easier.
  - ☛ When war breaks out, it's because two or more countries have escalated their disagreements to third-level conflict situations!

**Note to Teacher: Solving Third-Level Conflicts with The Right-Level Solutions** (Clue #15) on p. 51.

**SUMMARY:**

- There are three levels of dealing with conflict: We can understand (prevent) it, resolve it, or manage it.
- Most small conflicts grow into big conflicts before we're ever aware of what happened.
- Most of our conflicts are **third-level conflicts** — we let them grow until they're out of hand.
- Most of our solutions are **third-level solutions** — we try to solve them *after* they occur.

**Clue #13**  
**STOP! CONDITIONED THINKING ALERT!**  
**(Activity)**

- ✓ In this activity, you can divide students into small groups of four or five, or keep the entire class together.
- ✓ Tell students:
  - I'm going to ask for volunteers to tell us about a recent conflict you had. It can be about something that happened at home, at school, on the playground, out in the world — anywhere and anything.
  - Tell us the situation, who was involved, and what was said and done.
  - Then, as soon as anyone else hears or sees a symptom of conditioning thinking, raise your hand and say, "Stop! Conditioned thinking alert!"
  - Then, the person telling the story has to stop while the person who shouted "Stop! Conditioned thinking alert!" tells us what she or he heard.
  - Remember: If you stop the story, be prepared to tell us what you think the conditioned thinking is in this situation.
- ✓ Ask students:
  - Okay! Who wants to tell us about a recent conflict you had?
  - Tell us what the situation was, who was involved and what was said and done.
- ✓ Do this activity for as long as you like — giving as many students as time allows the opportunity to reveal their conflict situation.
- ✓ **Return to page 43.**



**Clue #14**  
**I SPY CONFLICT CLUES!**  
**(Roleplay)**

- ✓ Ask for two volunteers to read the parts of **Tiger** and **Kitty** in THREE different roleplays. Give volunteers a moment to look over the first roleplay.
- ✓ Tell/ask all students:
  - ☛ Our Volunteers will read three different roleplays, one at a time. As you listen to them, use your Sherlock Holmes clues to figure out whether each of these conflicts is Level 1, Level 2 or Level 3.
  - ☛ Does anyone need a review of the three levels and how they're different?
- ✓ **DO ALL THREE ROLEPLAYS**, beginning on the following page; then **RETURN** to this page after roleplaying and ask students:
  1. What level of conflict did we hear first? Why do you think so? What level did we hear second? What level did we hear third?
  2. How were these levels different? Were some more emotional? Longer? Shorter?
  3. Who stirred up the conflict in the first roleplay? Did both people continue to escalate their conflict?
  4. In the second roleplay, did they both escalate it, or did one person see what was happening and stop it?
  5. In the last roleplay, did anyone escalate the conflict? Did they both stop themselves?
  6. Which level of conflict do you think you'd prefer in your life? Why?
  7. Do you think most of us engage in conflict at one particular level more than at other levels? Which one?
  8. Why do you think we let our conflict get to that level? What do you think you can do to **prevent** yourself from getting to that level?
- ✓ Return to the curriculum, p. 44.

**Clue #14**  
**I SPY CONFLICT CLUES!**  
**(Roleplay)**

**CONFLICT #1**

**TIGER**

I can't believe you took Leo's radio when you promised you wouldn't!

**KITTY**

I didn't know that was Leo's radio!

**TIGER**

What do you mean, you didn't know it was Leo's radio!

**KITTY**

Just what I said! I didn't know!

**TIGER**

Where were you when I told you it was Leo's?

**KITTY**

You never told me!

**TIGER**

Yes, I did!

**KITTY**

No, you didn't!

**TIGER**

And I suppose it would've made a big difference if you DID know!

**KITTY**

As a matter of fact, it would! I never would have taken it!

**TIGER**

Yes, you would!

**KITTY**

No, I wouldn't!

**CONFLICT #2**

**TIGER**

I can't believe you took Leo's radio when you promised you wouldn't!

**KITTY**

I didn't know that was Leo's radio!

**TIGER**

What do you mean, you didn't know it was Leo's radio!

**KITTY**

Just what I said! I didn't know!

**TIGER**

Where were you when I told you it was Leo's?

**KITTY**

You never told me!

**TIGER**

Yes, I did!

**KITTY**

Listen, we can argue this thing forever, but for whatever reason, I didn't know it was his, and I didn't know he was coming to pick it up. I'm sorry, okay? What do you want me to do? Turn back the clock for you?

**TIGER**

Okay, okay. You're right. It's over and nothing can be done. But I don't think you listen to me sometimes.

**KITTY**

Well, I admit I had my mind on other things today. I flunked my math test.

**TIGER**

You're kidding!

**KITTY**

I wish I were. If I don't pass math, I might not graduate.

**TIGER**

Hey, come on. I'll help you go over the homework. It's not that hard.

**KITTY**

Yeah, right.

**TIGER**

(Laughs:) Well, YOU might find it easier than remembering whose radio you take.

**KITTY**

(Laughs:) Glad to hear it. I need all the help I can get.

**CONFLICT #3**

**TIGER**

I can't believe you took Leo's radio when you promised you wouldn't!

**KITTY**

I didn't know that was Leo's radio!

**TIGER**

Really? I thought I told you.

**KITTY**

Well, if you did, I didn't hear you. My mind's been on other things today. I flunked my math test.

**TIGER**

Ooooo. Sorry. Come on, let's go do the homework. I'll help you.

**KITTY**

Great! Thanks!

**Clue #15**  
**SOLVING THIRD-LEVEL CONFLICTS**  
**WITH THE RIGHT-LEVEL SOLUTIONS**  
**(Activity)**

- ✓ Tell students they will be tested on how to cope with a bully. The idea is to choose the "right" alternative to defeat the bully *without* fighting.
- ✓ If the responses do not feel natural or real to a student, allow the student to come up with his or her own way — especially on how to avoid a conflict.

Challenge	Response	What Level?
<b>#1</b>		
"Hey! Give me your lunch money, or I'll _____" (fill in the blank)	A. "No way! I'd rather fight!"	_____
	B. "Hey, okay. It's not worth getting beat up!"	_____
	C. "I'm tired of giving you my lunch money. Never again!"	_____
<b>#2</b>		
"That's my seat! Get out!"	A. "I don't see your name on it!"	_____
	B. "Who made YOU the boss? Get your own seat!"	_____
	C. "Okay, if you need it, it's yours."	_____
<b>#3</b>		
"You nerd! What a stupid looking _____!" (fill in the blank)	A. "Nerd" is only a word. It can't hurt me."	_____
	B. "You idiot! You're the stupid one!"	_____
	C. "That's the way you see it, but I don't see it that way."	_____

- ✓ Make up your own challenges and responses to fit your own group of young people.
- ✓ **Return to page 45.**

## Adventure 6

### THE THINGS I AM TRAINED TO BELIEVE

#### Breakdown of Adventure 6:

CHALLENGE: Conditioning is created by rules, regulations, rewards and punishments. We think of ourselves as "good" or "bad."

DISCOVERY: We're not good people or bad people; we're THE people.

QUESTION: As THE people, why can't we all get along?

#### Materials Needed:

A copy of WHY DO WE REWARD AND PUNISH?, p. 58 for all students.

**CHALLENGE: Conditioning is created by rules, regulations, rewards and punishments. We think of ourselves as "good" or "bad."**

1. Ask students:

- Who are some of the **people** in your life who condition you to think and act in certain ways?  
*Parents, teachers, friends, family.*
- What are some of the **things** in your life that condition you to think and behave in certain ways?  
*Television, movies, books, magazines, games, computers.*

2. Tell students:

- ☛ Parents, teachers, family and friends condition us to act in certain ways because:
  - This is how *they* were taught to think and act.
  - They believe these ways will help *us* survive in the world.
  - They believe our acting in these ways will help *them* survive in the world.
- ☛ There are positive rules and regulations and negative ones. Name a positive rule.  
*Encourage all responses.*
- ☛ Name a negative rule:  
*Encourage all responses.*

3. Ask students:

- Why do you think that rule is positive?
- Why do you think that rule is negative?

**Note to Teacher:** Go to **Why Does This Rule Exist?** (Clue #16) on page 56.

3. Ask students:

- What's the difference between a reward and a punishment?
- When you teach your new dog a trick and treat him with a biscuit for doing it well, is that a reward or punishment?
- When you scold your dog for wetting the carpet, is that a reward or a punishment?

4. Tell students:

- ☛ We're usually rewarded for being or doing something "good."
- ☛ And we're usually punished for being or doing something "bad."

5. Ask students:

- When you reward someone for doing something "good," whose idea of "good" are you using?
- When you punish someone for being "bad," whose idea of "bad" are you using?
- Do you think that you and I could have different concepts of "good" and "bad"?
- When was the last time someone yelled at you (punished you) to get you to do something?
- When was the last time you smiled, acted friendly, gave your attention, love, respect (rewarded someone) — so that he or she would do something for you?

**Note to Teacher:** Go to **Why Do We Reward And Punish?** (Clue #17) on page 57.

**DISCOVERY: We're not good people or bad people; we're THE people.**

6. Ask students:

- Do you think people are either angels or a devils? How about your mother or father? How about your sister?
- Do you think people are either heroes or villains? What about your younger brother?
- Do you think people are either good or bad? What about your teacher?

**QUESTION: As THE people, why can't we all get along?**

7. Tell students:

- ☛ We are not "good" people or "bad" people.
- ☛ We are all simply THE people.
- ☛ We all have some successes and we all have some failures. Successes and failures are not opposites — they are part of the same process! An activity that makes someone look "good" could also make that person look "bad."
- ☛ How that person looks to us depends on our conditioning.

**Note to Teacher:** Go to **A Quote To Note** (Clue #18) on page 59.



**SUMMARY:**

- We are conditioned by parents, teachers, family and friends to think and act in certain ways.
- Some of the rules we are conditioned by are positive, and some are negative.
- We're usually rewarded for being or doing something "good" and punished for being or doing something "bad."
- Rather than "good" people or "bad" people, we are all THE people.

**Clue #16**  
**WHY DOES THIS RULE EXIST?**  
**(Activity)**

- ✓ **Divide students into groups** of three or four.
- ✓ **Write the questions** (that begin with dots) at the bottom of this page on the blackboard. Tell students:
  1. There's a lot of pressure in our culture to "follow the rules." As children we're given a lot of do's and don'ts.
  2. Originally rules are usually based on reasons that make sense — so, we follow them. Then, time passes and things change. The original reasons for setting up these rules may no longer exist, but the rules are still there. So, we continue to follow them.
- ✓ **Ask students:**
  1. Is there a rule you follow that, to you, seems to have no reason? Pick one of those rules and discuss:
    - If you had to guess, why do you think this rule exists?
    - Is this a rule that you think helps the society you live in?
    - Is this a rule that keeps you thinking or acting creatively?
    - If you break this rule, will you be doing anything illegal or unethical?
    - What do you think are the advantages of this rule? Disadvantages?
    - Do you think it's good to challenge rules? Why?
    - Do you think challenging rules gives you the opportunity to examine other approaches, some that might be more appropriate?
- ✓ **Congratulate students on their great detective work.**
- ✓ **Return to page 53.**

**Clue #17**  
**WHY DO WE REWARD AND PUNISH?**  
**(Activity)**

- ✓ Pass out copies of the following page to all students. Make sure each student has a pencil or pen.
- ✓ Ask students to come up with as many different situations as they can for each reward or punishment listed on the following page.
- ✓ Give students 5-10 minutes. Then, call time and talk about them.
- ✓ **Return to page 54.**

**The Reward or Punishment****A Possible Situation**

---

1. Smiling at you
2. Staring at you
3. Patting you on the back
4. Giving you candy
5. Making you dessert
6. Giving you a spanking
7. Offering you money
8. Giving you a bad grade
9. Giving you a hug
10. Refusing to talk to you
11. Fighting with you
12. Giving you a present
13. Complimenting you
14. Declaring war on you
15. Taking away your possessions
16. Putting you in jail
17. Throwing you a party
18. Shouting at you
19. Playing with you
20. Giving you a trophy

**Clue #18**  
**A QUOTE TO NOTE**  
**(Quotation)**

"A man's errors are his portals of discovery."  
— *James Joyce, Author*

- ✓ Ask students:
  1. What does this quotation mean to you?
  2. What do you think it says about making mistakes?
  3. Does it make errors seem like something positive?
  4. What do you think you can learn from your mistakes?
  5. Have you ever learned from your mistakes before?
  6. What did you learn?
  7. The next time you make a mistake, congratulate yourself. Say, "Wow! Look at that! This is a different outcome! I wonder what good can come of this!"
- ✓ **Return to page 55.**

## Adventure 7

### CREATING SIMILARITY INSTEAD OF DIFFERENCE

#### Breakdown of Adventure 7:

CHALLENGE:     Conditioning can divide the human race and keep us apart.  
DISCOVERY:     Who we are is based on our surroundings.  
QUESTION:       Do we have more similarities than differences?

#### Materials Needed:

A copy for each student of MY HERITAGE, p. 63.  
Two copies of roleplay, MAKING THE STRANGE FAMILIAR, pp. 66-67.

**CHALLENGE:     Conditioning can divide the human race and keep us apart.**

1.     Ask students:

- What are some of the factors that determine how we grow up?
  - *Place of birth?*
  - *Languages spoken in your household?*
  - *Religious beliefs?*
  - *Social traditions?*
- Do you think some of these factors can create conflict? How?  
*Encourage all responses.*
- Can they divide us into separate groups?  
*Encourage all responses.*

**Note to Teacher:** Go to MY HERITAGE (Clue #19), p. 63 and do the HERITAGE HUNT, p. 64.

**DISCOVERY:     Who we are is based on our surroundings.**

2.     Tell students:

- ☛     Who we are is based on beliefs that have been passed to us from our parents, grandparents and great-grandparents, such as:
  - *Habits*
  - *Traditions*
  - *Customs*
  - *Values*



Let's talk about some of these:

- A **habit** is a behavior that we learn and repeat so often, it becomes second nature — like brushing your teeth. What are some other habits?
- A **tradition** is a belief or practice handed down by word of mouth or by example, from one generation to another — like lighting a candle for someone who's died. What are some traditions in your family?
- A **custom** is a long-established practice which people treat as an unwritten law — like giving Christmas presents. What are some customs you know about?
- A **value** is the worth or importance people attach to other people or things — like doing well in school, or owning lots of property. What are some values at your house? Do you share those values?



All these beliefs make up our **psychological conditioning**. They represent who we are and how we think.

**Note to Teacher:** Go to **MAKING THE STRANGE FAMILIAR** (Clue #20), p. 65.

**QUESTION:** Do we have more similarities than differences?

3. Ask students:

- ☐ When we see more differences than similarities in other people, are we like cave creatures sticking to our tribes?
- ☐ Do you think that our fear of survival is triggered when we see people who are different from us — from different tribes?
- ☐ Do we need our tribal identity to survive today?
- ☐ Do you think that tribal identity today can get us into a lot of trouble? How?

4. Tell students:



When we're born, we're born as an individual person, not a tribe.

- ☛ Every person has a distinct personality, distinct characteristics and unique abilities.
- ☛ When you look at another person as "different," and you **judge** that difference as something threatening or bad, you create conflict in your mind between that person and you.
- ☛ When you create that conflict in your mind, you create a **separation** from that person.

<p><b>Note to Teacher:</b> Go to <b>WHAT DO WE HAVE IN COMMON?</b> (Clue #21), p. 68.</p>
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5. Ask students:
- What kinds of questions can you ask a person to discover what you have in common?
  - Do you think a person you meet for the first time may present you with some exciting opportunities? Like what?
  - Can a new person show you how you may be creating conflict in your relationships with other people?
  - Can a new person teach you some things you never knew before?



**Clue #19**  
**MY HERITAGE**  
**(Activity)**

- ✓ **As you pass one copy of the Heritage Hunt (on the following page) to each student, tell them:**
  1. The world keeps getting smaller and smaller.
  2. People of many heritages now live in countries other than the one in which they were born.
  3. In this classroom, we have students whose families come from many different countries and who have brought rich cultural traditions with them.
  4. Let's find out how many different heritages we have represented in this classroom and explore some differences between them.
- ✓ **Go over the Heritage Hunt with students and ask them to take a few minutes to fill it out.**
- ✓ **Give students 5-10 minutes.**
- ✓ **Call time and ask for Volunteers to read aloud.**
- ✓ **Afterward, ask students:**
  1. When you hear about someone else's heritage, do you think about how yours is different?
  2. Do some features of this heritage seem strange to you? Serious? Funny? Fascinating?
  3. Does hearing about someone else's heritage make you more interested in that person? More interested in finding out more about that particular culture?
- ✓ **Return to p. 60.**

## HERITAGE HUNT

1. My name is \_\_\_\_\_.
2. I was born in \_\_\_\_\_.
3. My parents were born in \_\_\_\_\_.
4. The language(s) I speak is (are) \_\_\_\_\_.
5. The family religion is \_\_\_\_\_.
6. Some of my family's traditions include \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Some other aspects of my heritage are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
8. Some traditional family foods and recipes include \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**Clue #20**  
**MAKING THE STRANGE FAMILIAR**  
**(Roleplay)**

- ✓ Ask for two volunteers to read the parts of **Sage** and **Philo**. Give volunteers a moment to look over the roleplay.
- ✓ Tell all students:
  - ☛ Here's a roleplay between two students who meet for the first time and discover that they have different family traditions.
- ✓ **DO ROLEPLAY** beginning on the following page; then **RETURN** to this page.
- ✓ After the roleplay, ask students:
  1. Do you relate more to Philo or to Sage? Why?
  2. Did you see any signs of conditioning? Where? On whose part?
  3. How did Philo seem conditioned? How did Sage seem conditioned?
  4. Did Philo believe Sage couldn't be a good person if Sage did not go to church?
  5. Did Sage turn Philo down, at first, to go to the Easter party, refusing to go to church?
  6. Do you think there was conflict between Sage and Philo at first? What kind of conflict? Biological? Physical? **Psychological**?
  7. Do you think they were creating that conflict between them by talking up their differences?
  8. What do you think of how they resolved their situation?
  9. Did they use their differences as an opportunity to learn something about one another?
  10. How did they use their differences to learn how they might be creating conflict in their relationship?
- ✓ **Return to page 61.**

**MAKING THE STRANGE FAMILIAR**  
**(Roleplay)**

**PHILO**

Hi. My name is Philo. I live around here. I've seen you in classes and in the neighborhood. Are you new here?

**SAGE**

Yes. We just moved into town two weeks ago. My name is Sage. Glad to meet you.

**PHILO**

I just wanted to let you know that on Sunday there's going to be at a party and I thought you'd like to know about it. You should come.

**SAGE**

What kind of party?

**PHILO**

It's an Easter party. We all go to church on Sunday, and then afterward we kind of celebrate the Lord's return.

**SAGE**

Oh. Well, I really appreciate your telling me about it, but I probably won't be going. I don't go to church.

**PHILO**

What do you mean?

**SAGE**

I mean, I don't attend any church services.

**PHILO**

You don't?

**SAGE**

No. My family prays in a different way.

**PHILO**

But if you don't go to church, how do you absolve yourself of all your sins?

**SAGE**

My family believes that humans are basically not sinful beings but simply creatures who are on a learning path and that we are

instantly forgiven all our mistakes if we can learn from them and grow from them.

**PHILO**

But if you don't go to church, you're just not a good person.

**SAGE**

I hope you don't really believe that's true. Do you?

**PHILO**

Well, I don't know.

**SAGE**

Where did you learn that?

**PHILO**

I don't know. I've just always known it.

**SAGE**

In my family, we try to find out what creates conflict in the world. We want to understand what prevents peace and how people separate themselves into different beliefs and oppose each other. What do YOU think?

**PHILO**

Do you think we are separating ourselves from other people and creating conflict?

**SAGE**

Think about it. Why do we need beliefs to just live? Why can't we just get along as one whole human race? I mean, that is what we are. Let's look at our similarities and see that our differences keep us apart. Maybe you might want to come over to my house and we can talk about this.

**Clue #21**  
**WHAT DO WE HAVE IN COMMON?**  
**(Activity)**

- ✓ **Ask students to form a circle.**
- ✓ **Ask for a Volunteer to go first. Tell Volunteer:**
  1. Select someone in the room you will walk up to.
  2. Walk up to that person and say:  
"One thing that you and I have in common is....."
  3. Then, fill in the blank.
- ✓ **Ask the person approached to then approach someone new and say the same thing.**
- ✓ **Continue until all students have had an opportunity to express at least one similarity.**

## Adventure 8

### HOW I CREATE THE ENEMY

#### Breakdown of Adventure 8:

CHALLENGE:     Conditioning based on tribal identity creates the enemy.  
DISCOVERY:     We can alter our enemy-making thought patterns.  
QUESTION:       Is there such a thing as an enemy?

#### Materials Needed:

A copy of THE WAR IN MY BRAIN, p. 73, for each student.

**CHALLENGE:**     **Conditioning based on tribal identity creates the enemy.**

1.     Ask students:

- Is there anyone you can think of who you see as an "enemy"?
- How did that person *become* an enemy?
- Did it start when you saw him/her as "different" from you?
- How about in the military? Are people conditioned to think of other people as "enemies" in the military? Why do you think so? Do you think it has anything to do with survival?

2.     Tell students:

- ☛     If you are angry with me, or afraid of me, and we happen to meet on the street, before you ever approach me, there's a **conflict** going on.
- ☛     That conflict is going on in only one place — **your mind**.
- ☛     Inside your brain, you are blaming me for something that **you believe** is my fault.
- ☛     Before we even speak, there's a war going on. In your mind, you've created me as your enemy and my difference from you as that war.

**Note to Teacher:** Go to THE WAR IN MY BRAIN (Clue #22), p. 72.

**DISCOVERY:**     **We can alter our enemy-making thought patterns.**

3. Ask students:

- What are some enemy-making thought patterns?
  - *You don't share my beliefs.*
  - *You are a stranger — different from me.*
  - *You are a bad person — you are wrong.*
  - *You belong to a rival tribe.*

4. Ask students:

- Who is someone in your life who doesn't **share your beliefs**?  
*Encourage all responses.*
- Does that person belong to a **rival "tribe"**? In what way?
- Are you **conditioned** to think of that person as **different**?

5. Tell students:

- ☛ Think for a moment about how you and that person are alike:
  - Perhaps you **both** see the other as an "enemy."
  - Perhaps you **both** get angry easily.
  - Maybe you **both** have been conditioned in the same way.
- ☛ It's always **possible** to turn an enemy into a friend. It doesn't always work, but the **possibility always exists** — and possibility is what having a beginner's mind is all about.

<p><b>Note to Teacher:</b> Go to <b>ENEMY INTO FRIEND</b> (Clue #23), p. 74.</p>
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**QUESTION:**      **Is there such a thing as an enemy?**

6. Ask students:

- If you believe your thoughts, traditions, habits and customs are "good," does that have to mean that mine are "not good" — and, therefore, "bad"?
- If you believe that I made you feel bad, are you making an enemy out of me?
- Am I really an enemy? Or does the image of enemy exist in only one place? What's that place?



7. Tell students:

- ☛ When you and I think of one another as enemies, **we create conflict** between us.
- ☛ When we take our conflict to our respective tribes — maybe you take yours home to your family, neighborhood or country, and I take mine home to my family, neighborhood or country — **the conflict grows**. Now we have maybe five people on your side and five people on mine.
- ☛ If, next week, one half of your neighborhood or town has joined **your "side"** of the conflict, and the other half has joined **"my side,"** the molehill conflict has grown into a mountain.

8. Ask students:

- What level conflict do we have now? First? Second? Third?
- Are we beyond **preventing** the conflict?
- Are we **solving** it? **Managing** it?
- Do you think this is how wars are started?

<p><b>Note to Teacher:</b> Go to <b>THE HOLE IN MY THINKING</b> (Clue #24), p. 75.</p>
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**SUMMARY:**

- Enemies are not born, they're created — in our minds!
- The possibility of turning an enemy into a friend always exists.

**Clue #22**  
**THE WAR IN MY BRAIN**  
**(Activity)**

- ✓ **Divide students into groups of three or four.**
- ✓ **Pass out copies of the following page, one copy to each student.**
- ✓ **Tell students:**
  1. In your groups, take 5 minutes to write down on this form as many "wars" as you can think of that you've participated in. These wars can include arguments you've had with a friend, a family member, a war inside your head.
  2. When I call time, each of you will take a moment to tell the others in your group about one of your wars — who the enemy was and the reason you think the war started. If there's time, you can tell more than one.
  3. Then, we'll return to our regular seats and ask ourselves some questions.
- ✓ **Do exercise.**
- ✓ **Call time, return students to their seats, then ask and encourage all responses:**
  1. In your group, were some of the reasons for your wars the same, or were they different?
  2. Did you have different kinds of enemies, or were they similar?
  3. Where did most of your wars come from:
    - Fear?
    - Lack of information?
    - Being tired or already upset?
    - Conditioning of some kind? If so, what kind?
- ✓ **Congratulate students on their excellent thinking and their beginner's minds.**
- ✓ **Return to p. 70.**

## THE WAR IN MY BRAIN

**THE WAR** \_\_\_\_\_

**What was the battle about?**

**MY ENEMY** \_\_\_\_\_

**Who was the battle with?**

**THE REASON** \_\_\_\_\_

**Why did the battle begin?**

**Clue #23**  
**ENEMY INTO FRIEND**  
**(Activity)**

- ✓ Write the following quotations on the board:

"Love your enemies, for they tell you your faults."  
— *Benjamin Franklin*

"Who can refuse a sneer?"  
— *William Paley*

"An intelligent enemy is better than an ignorant friend."  
— *North African saying*

"Love your enemy — it'll drive him nuts."  
— *Oscar Wilde*

- ✓ Select any or all of them for a student discussion. Have fun with them.
- ✓ **Return to p. 70.**

**Clue #24**  
**THE HOLE IN MY THINKING**  
**(Activity)**

✓ **Tell students:**

1. Sometimes we talk about the "hole" in our thinking. Have you ever heard that expression?
2. The "hole" refers to an absence in our thinking and it's often talked about as a negative thing: "There's a hole in your thinking. You're not making sense."
3. Those of us who have beginner's minds LIKE holes in our thinking. To us, a hole is a space, a private space in our minds, where we can stop and reflect for a fleeting moment.
4. In this space is where our possibilities exist. It is where we make our decisions: Is this person really an enemy, or is my conditioned thinking making him so?
5. Let's look at the exciting holes in our thinking.

✓ **Tell students (slowly, in a peaceful, calm voice):**

1. Close your eyes, take a deep breath, and relax.
2. Clear your mind as much as you possibly can of anything that's been sitting in there and clouding your thinking.
3. Now, think of one of the people you've considered your enemy. Do you see that person? Hold the image of your enemy in your mind. Just allow it to be there. Don't judge it right or wrong. It's okay for the image of this enemy to be there.
4. Say to yourself: "That's my enemy. I see him. I see her."
5. What's happening is that, as soon as you notice — as soon as you are AWARE — that you are creating an enemy out of this person, your thoughts of opposition or war STOP. Did you see that? (Repeat this one more time).
6. That place where your war thoughts stopped — that's the hole!
7. Once you're in the hole, you have the power to ask:

Is this person really my enemy?  
Is this enemy just a creation of my mind?  
How do I benefit from naming this person my enemy?

8. Take a moment now and answer these questions to yourself (repeat the questions from no. 7).

✓ **Ask students to stay relaxed, but to open their eyes. Ask:**

1. Do you feel any differently about this "enemy" person?
2. Did you experience the "hole"?
3. Do you think this is a helpful exercise? In what way?

✓ **Return to p. 71.**

## Adventure 9 EVERY ENEMY NEEDS A HERO

### Breakdown of Adventure 9:

CHALLENGE: As conditioning creates the "enemy," so does it create the "hero."  
DISCOVERY: We create a hero to defend against the enemy.  
QUESTION: Do we need heroes to survive?

### Materials Needed:

Challenging minds.

**CHALLENGE:** As conditioning creates the "enemy," so does it create the "hero."

1. Ask students:
  - ☐ What is a hero or a heroine?
  - ☐ Someone admired for his or her achievements and qualities?  
Someone who shows great courage and strength of character?
  - ☐ Is a hero simply someone who's in the right place at the right time?
2. Tell students:
  - ☛ The times we feel a need for a hero are when we're frightened.
    - If you're trapped in a fire, you want a fire fighter to save you.
    - If you're burglarized, you want the police to help you.
    - When you're scared, you want someone to comfort you.

**Note to Teacher:** Go to **FEEL THE FEAR AND FIND A HERO** (Clue #25), p. 80.

**DISCOVERY:** We create a hero to defend against the enemy.

3. Ask students:
  - ☐ When you watch a scary movie or a thriller on TV or in a movie theater, do you get anxious waiting for the hero to show up?
  - ☐ What has made you want to see a hero?

- Has the sight of an "enemy" or the occurrence of a scary situation triggered your desire for a hero?
- Do you think we'd need heroes if we had no enemies?

4. Tell students:

- ☛ Movies give us the impression that there are two kinds of people in the world:
  - **Enemies** we must fight or run away from.
  - **Heroes** who must come and rescue us.
- ☛ These two impressions imply that we must be threatened or be saved — that we cannot take care of ourselves.

5. Ask students:

- Do you think this kind of thinking helps us resolve conflict or conditions us to rely on others?
- Do you think it prevents us from thinking for ourselves?
- Do you think violent movies condition us to be violent? How?
- Do you think it's difficult for your brain to tell the difference between images of war on TV and real war?

**Note to Teacher:** Go to **THE BOY WHO THOUGHT HE COULD FLY** (Clue #26), p. 82.

**QUESTION: Do we need heroes to survive?**

6. Tell students:

- ☛ Did you know that your "old (biological) brain" produces fear when you see war on TV and your body responds with "fight or flight" reactions, as if the threat were real? It's true!
- ☛ Your heart pumps fast and energy is produced to help you fight or run away.
- ☛ While the threat is only psychological, your brain sees it as an actual physical need to protect yourself — to be a warrior.



- ☛ Your "old (biological) brain" produces fear when you see war on TV. Dangerous movie images create and reinforce the feeling that you're surrounded by "enemies."

7. Ask students:

- Do you think your brain wants to resolve these threats, but can't?
- Why can't it?
- Is it because there is no real threat there? Is it because the threat is in only one place? What is that place?
- Do these feelings create conflict inside you? What kind?
- Is it conflict between who you are and the image you think you'd like to be?

**Note to Teacher:** Go to **CONDITIONING MY BRAIN** (Clue #27), p. 83.

**SUMMARY:**

- The times we tend to feel a need for a hero are when we're scared.
- Movies give us the impression that there are two kinds of people in the world — enemies we must fight or run away from, and heroes who must rescue us.
- Heroes and enemies give us the impression that we're not capable of taking care of ourselves.
- Your "old (biological) brain" produces fear when you see war on TV. Dangerous movie images create and reinforce the feeling that you're surrounded by "enemies."
- If we had no enemies, we'd have no need for heroes.

**Clue #25**  
**FEEL THE FEAR AND FIND A HERO**  
**(Pick A Strip)**

- ✓ **On the following page you will find numbered "fear" situations. Photocopy the situations, cut them into strips and put the strips in a hat or box.**
- ✓ **Tell students:**
  1. In this box are strips of paper with particular fears written on them.
  2. Pick one strip of paper and don't look at it — just hold on to it.
  3. When it's your turn, look at the paper, read it aloud and, without thinking, instantly blurt out the kind of hero you'd like to have in this situation.
  4. This is a beginner's mind situation! You must say the first thing that comes to mind!
- ✓ **Point to a student to begin, ask for a Volunteer, or set up a pattern of how students will respond. Or, for complete spontaneity, call students' names randomly.**
- ✓ **Have fun with this exercise. No hero is too outlandish or too meek. Every one is right on and fun!**
- ✓ **Return to p. 77.**

## "FEAR I FEEL" STRIPS

1. I'm afraid when people I don't know talk to me.
2. When I'm home alone, I'm afraid that someone I don't know will try to get into the house.
3. Sometimes when I'm walking home from school, I'm scared that a bully might come and beat me up.
4. I'm afraid of telling my parents what I really think sometimes.
5. I'm scared of high places and falling off them.
6. When it's dark and I wake up in the middle of the night, I'm afraid to get up and walk around.
7. When I have a bad dream, I'm scared that the dream is true.
8. I'm afraid of failing tests in school.
9. I get scared whenever I watch a TV program that's very violent.
10. Sometimes I just get scared of being scared.
11. I'm afraid, sometimes, that people I like won't like me back.
12. I get scared sometimes by my own evil thoughts.
13. When I'm taking an exam, I'm always afraid that I won't remember anything I've learned.
14. When I have to talk in front of people, I get scared that I'll forget what I'm supposed to say.
15. I get scared of the kids who hang out near the school who look tough.
16. I'm afraid of not being smart enough.
17. I'm afraid of not being tough enough.
18. I'm not afraid of anything!
19. I'm afraid of everything!

**Clue #26**  
**THE BOY WHO THOUGHT HE COULD FLY**  
**(Story)**

- ✓ **Read students the story, "The Boy Who Thought He Could Fly," on page 36 of *Fighting The Invisible Enemy*.**
- ✓ **Afterward, ask students:**
  1. What was the boy conditioned to believe?
  2. Where did he get the idea that he could fly?
  3. Do you think the boy was very lucky?
  4. If this boy could have been conditioned to think that he could fly — just by watching a TV program — what kind of conditioning do you think he could be subjected to today on TV or at the movies?
  5. If this boy watches so-called heroes — as well as villains — carrying around and using guns of all shapes and sizes — do you think he could become conditioned to believe that guns are good?
  6. Do you think guns are good? Why?
  7. Do you think that today sometimes "heroes" — represented in the movies, for example — are just as violent as the "villains"?
  8. Do you think anyone is really just a hero or just a villain?
  9. Do you think anyone is really all bad or all good?
  10. Do you think, instead of there being good people or bad people, we're all THE people?
- ✓ **Return to p. 78.**

**Clue #27**  
**CONDITIONING MY BRAIN**  
**(Activity)**

- ✓ This exercise shows one way the brain gets conditioned by how we think. It's called the "Association Game." It demonstrates how certain thoughts "trigger" other conditioned thoughts — how one thought *reminds* you of another related one.
- ✓ Some of the "conditioned associations" are considered *positive* and some are considered *negative*. Both nevertheless comprise "conditioned" thinking — that is, fixed habits in the brain.
- ✓ Write "Trigger" on the board. Ask students to come up with as many "triggers" as they can think of. Then write "Associations" on the board and ask students to either verbalize or come up to the board and write an association with that trigger, as follows:

**TRIGGER**

**ASSOCIATION(S)**

Pepper  
Up  
In  
Christmas  
Love  
Enemy  
Bad  
Peace  
Black Belt  
Gang  
Drugs

- ✓ Feel free to use other "triggers" you believe can evoke certain associations your students may make at their age, in their homes, in their communities.
- ✓ Discuss why the brain has been conditioned this way and what, if any, problems this causes.
- ✓ **Return to page 79.**

## Adventure 10

### MY NEED TO SURVIVE

#### Breakdown of Adventure 10:

- CHALLENGE: Conditioning creates the need for psychological survival.
- DISCOVERY: In the past, survival meant fighting; in the present, humans are still fighting. Today we fight for psychological reasons.
- QUESTION: Do you think that if we have the technology to go to Mars, we should have the ability to learn how to live with others without conflict?

#### Materials Needed:

Challenging minds.

**CHALLENGE:** Conditioning creates the need for psychological survival.

1. Ask students:

- Can you think of a time when you treated someone badly? Why did you do it? Have you always treated that person badly?
- Can you think of a time you were so thirsty, you *had* to have a glass of water? Why did you need it? Do you always crave water?
- Were you **conditioned** to respond the way you did — both to treating someone badly and needing water?

2. Tell students:

- ☛ Our "**old brain**" — the brain that was part of ancient human creatures who lived in isolated tribes and hunted for food — is completely focused on surviving **biologically** — **physically**. Surviving biologically or physically is a matter of getting enough food, water, shelter and sleep.
- ☛ Our "**new brain**" — which holds our intellectual and emotional identity — is concerned with surviving **psychologically**. **Conditioning** also exists in our new brain and causes us to focus on psychological survival.

**Note to Teacher:** Go to Old Brain/New Brain (Clue #28) on page 87.

**DISCOVERY: In the past, survival meant fighting. In the present, humans are still fighting. Today we fight for psychological reasons.**

3. Tell students:

- ☛ Thousands of years ago, human creatures lived in isolated tribes which hunted and killed animals for food to **survive**.
- ☛ Drought and famine caused tribes to move, sometimes onto hunting grounds of other tribes, which caused war between them.

4. Ask students:

- Do you think those wars were fought for **biological** reasons?
- Were the human creatures hungry, thirsty, tired and in search of a place to call home — some kind of shelter?

5. Tell students:

- ☛ Today we produce huge quantities of food and we house millions of people — in homes much more comfortable than caves and shelters made from tree branches.
- ☛ But we're still fighting.

6. Ask students:

- Do you think we're fighting today for biological reasons? Physical reasons?
- Do you think we still have tribes? What about Russian, American and Japanese tribes? What about Catholic, Protestant, Muslim and Jewish tribes?
- When one tribe wanders into the territory of another, what happens sometimes?
- Do the tribes go to war?

**Note to Teacher:** Go to **We're Still Fighting** (Clue #29) on page 88.

**DISCOVERY:**     **Today we fight for psychological reasons.**

7.     Tell students:

- ☛     Today we fight for psychological reasons.
- ☛     Instead of food and shelter, today we fight over:
  - Who gets the *most* food and the *best* house
  - Whose belief system is *right* and whose is *wrong*
  - Who is the *winner* and who is the *loser*

<p><b>Note to Teacher:</b> Go to <b>Renewing Our Brain</b> (Clue #30) on page 89.</p>
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**QUESTION:**     **Do you think that if we have the technology to go to Mars, we should have the ability to learn how to live with others without conflict?**

8.     Ask students:

- Did you know that there are more people living on Earth now than there have ever been in the history of mankind?
- Do you think that if humans intend to survive, we're going to have to learn how to get along *without* fighting?
- History has demonstrated what fighting brings and what fighting solves. Do you think we learn from the wars we've fought?
- Do you think we're so conditioned that we'll always have war?
- Do you think modern humans, with all our technology, are still very primitive, tribal?



**Clue #28**  
**OLD BRAIN/NEW BRAIN**  
**(Activity)**

- ✓ **Divide students into two groups:** The Old Brainers **and** The New Brainers. (You can divide them into four groups if two groups have too many people.)
- ✓ Give students paper and pencil and tell them:
  1. This group — The Old Brainers — come up with as many "old brain" concerns as you possibly can and write them down (or on the board). Think of yourselves as cave creatures or on a jungle safari. What are some of the challenges you'll face? What conditioning will you be most concerned with?
  2. This group — The New Brainers — come up with as many "new brain" concerns as you possibly can and write them down (or on the board). Think of yourselves as living in a big city. What are some of the challenges you'll face? What kind of conditioning will you be most concerned with?
- ✓ **Give students time to make a list — perhaps 5 to 10 minutes.**
- ✓ **Call time. Return students to their seats. Ask:**
  1. Okay, Old Brainers — name one concern you have on your mind.
  2. What kind of conditioning triggered that concern?
  3. Are you thinking about whether you're going to wear Nikes or Reeboks? Whether you play football or basketball? Whether you'll go to a movie or rent a video?
  4. Okay, New Brainers — what concern do you have on your mind?
  5. What kind of conditioning triggered that concern?
  6. Are you thinking about hunting for your food today? Whether the tribe you saw yesterday will fight you for the deer you caught? Are you going to spend the day searching for shelter from the snow?
- ✓ **Return to page 84.**

**Clue #29**  
**WE'RE STILL FIGHTING**  
**(Activity)**

- ✓ **Divide students into 10 groups, so there are two to three students in each group.**
- ✓ **Assign each group one of the following categories:**
  - In your mind
  - Between you and one other person
  - Amongst your family
  - Between your family and others
  - In your neighborhood
  - Between your neighborhood and other neighborhoods
  - In your town or city
  - Between your town/ city and other towns or cities
  - Between your state and other states
  - Between your country and other countries
- ✓ **Ask each group to come up with as many FIGHTS as they can think of that happen today in their particular category.**
- ✓ **Give students about 5 minutes.**
- ✓ **Call time and ask students to report, in the order listed above, as many fights as they can. If you keep the pace quick, you will feel the momentum grow as the battles get bigger and bigger.**
- ✓ **Every minute or so, ask:**
  1. What kind of conditioning caused this fight?
  2. How do you think the conditioning got there?
- ✓ **Congratulate students on their good work. Return to p. 86.**

**Clue #30**  
**RENEWING OUR BRAIN**  
**(Activity)**

✓ **Ask students:**

1. Remember the different FIGHTING we just discussed in our previous exercise?
2. Remember how much conflict they cause, both inside us and between us and others?
3. Have all the fights you've participated in caused you pain — both physical pain and psychological pain?

✓ **Tell students:**

1. Let's renew your brain!
2. Who wants to volunteer to be first?

✓ **Ask your first Volunteer to describe a fight that he or she is thinking about. Then ask:**

1. If you got the chance to face that fight situation again, would you do anything differently? What would you do?
2. If you had the opportunity to stop the fight, how would you do it?
3. Do you think that by "renewing" your brain you'd feel less conflict? Less pain?
4. Even though you can't really go back and renew that situation, do you think this might help you the next time the potential for a fight comes up? How will this help you?

✓ **Do the same with as many volunteers as time allows.**

✓ **Congratulate students on their renewed brains and beginner's mind thinking!**

✓ **Return to p. 86.**

## Adventure 11

### SURVIVAL AT GLOBAL PROPORTIONS

#### Breakdown of Adventure 11:

- CHALLENGE:     Conditioning can blind us from seeing a problem.  
DISCOVERY:     We need to be able to see potential conflict before it begins.  
QUESTION:       In global situations, isn't level 1, prevention, the only way?

#### Materials Needed:

Challenging minds.

**CHALLENGE:     Conditioning can blind us from seeing a problem.**

1.     Ask students:
  - Do you think conditioning can keep you from being aware of a problem?
  - How can it do that? What's an example?  
*Encourage student responses.*
  - When we're blinded from seeing a potential problem, what's our level of ability to **prevent** it from happening?

**DISCOVERY:     We need to be able to see potential conflict before it begins.**

2.     Tell students:
  - ☛     In order to prevent a conflict, we need to see potential conflict **before** it begins.
  - ☛     If your parents tell you that you're grounded for the weekend, you must know that if you protest — even though you really want to — there's likely to be conflict.
  - ☛     If you do as you're asked, and stay at home for the weekend, there's not likely to be a conflict — at least not with them.
3.     Ask students:
  - Where might there be a conflict? In your mind?
  - Is that a conflict you can do something about?
  - What would you do to prevent conflict in this situation?

**Note to Teacher:** Go to **Where Does This Conflict Exist?** (Clue #31) on page 93.

4. Ask students:

- Remember the three levels for dealing with conflict we discussed? What were they?
  - Was Level 1: **prevent** conflict?
  - Was Level 2: **resolve** conflict?
  - Was Level 3: **manage** conflict?
- Do you recall the differences between them?
  - At **Level 1** we understand the conflict that's brewing and **prevent** it before it becomes conflict.
  - At **Level 2** the conflict already exists. We can only **resolve** it. All we can prevent is making the existing condition worse.
  - At **Level 3** the conflict has grown to enormous proportions. We cannot prevent it or resolve it. We can only **manage** it.

**Note to Teacher:** Go to **Through The Eyes Of Peace** (Clue #32) on page 94.

**QUESTION:** In global situations, isn't level 1, prevention, the only way?

4. Ask students:

- Have you ever considered what war costs — in lives as well as money?
- In global situations, isn't level 1 — prevention — really the only alternative we have?

**Note to Teacher:** Go to **The Cost of War** (Clue #33) on page 97.

5. Ask students:

- Did you know that this much money is spent on war?

- What do you think about this spending?
- If you were leader of a country, what would you do to end this terrible cost of human lives and resources?
- Can you see that this kind of conflict starts with each person — with each one of us?

**SUMMARY:**

- Conditioning can blind us from seeing a problem.
- In order to prevent conflict, we need to *see* potential conflict before it begins.
- Seeing it before it begins is not as difficult as one might think. All you have to do is keep your beginner's mind open and tuned to what's happening in your own brain, and the source of conflict and war.
- Among the three levels of conflict, there's only one that can prevent conflict.
- Among the three levels of conflict, there's only one that works in global situations.
- Preventing conflict is up to you and me.

**Clue #31**  
**WHERE DOES THIS CONFLICT EXIST?**  
**(Activity)**

✓ **Tell students:**

Let's look at a larger conflict. Let's say, we've just been told that a country near us has taken over another country near us. The country that has been taken over has been a close ally of ours for many years. We want to help that country.

The country that has taken over our ally has asked us not to interfere in its plans. We want to help our neighbor and yet we do not want to anger our other neighbor. We know that one of our responses could cause conflict, and another response might not.

The President of our country has just called upon you and me to help make this important decision.

✓ **Divide students into three groups. Tell students:**

- Group 1.      What are some of the beginner's mind questions you would ask in this situation? Talk about them. Write them down.
- Group 2.      What information, as a good detective, do you need to make a proper decision? Talk about this. Write down your ideas.
- Group 3.      Based on the information you have, what steps would you take? Talk about your steps. Write them down.

✓ **Give students 5 to 10 minutes. Call time and ask each group to report. Ask Groups 2 and 3 to listen to the group decisions that come before them and to use any new information that might help their own reports.**

✓ **Congratulate students on their superb thinking!**

✓ **Return to page 91.**

**Clue #32**  
**THROUGH THE EYES OF PEACE**  
**(Activity)**

- ✓ **Read to students the story "Through The Eyes of Peace," which begins on the following page.** (Also appears in *Tug of War: Peace Through Understanding Conflict*, p. 18.)
- ✓ **Afterward, ask students:**
  1. Did you see any signs of Level 3 conflict in this story?
  2. Is there not only conflict, but conflict that has grown to enormous proportions?
  3. Were the representatives so far beyond conflict that they could not see what had started their disagreement in the first place?
  4. Were they simply trying to manage a problem that had gone beyond resolution?
  5. Do you think they were trying to figure out how their disagreement got started and trying to learn how to prevent it from happening again?
  6. Do you think their conflict is beyond prevention now?
  7. What about Level 2 behavior? Did you see any signs in the story of anybody working to resolve the conflict after it had already surfaced?
  8. What about Level 1? Did you notice anyone who seemed to understand the conflict?
  9. Did the girl's father attempt to understand the conflict even though he wasn't able to do anything about it?
  10. Who do you think saw the conflict for what it was — people shouting at each other who couldn't possibly be enemies because they look and sound exactly alike?
- ✓ **Return to p. 91.**



## THROUGH THE EYES OF PEACE

Representatives of two countries were standing in a large hall in a major city in the United States. They had come from far away, from lands that were at war. Their countries had been battling for centuries — the same war over and over, family after family dying for the same cause: freedom. As far back as recorded history goes, they had been at war with each other.

Now they were face to face in the same space. They began walking nervously around the room. They were meeting without their usual weapons and uniforms, and it was hard to recognize who was who without their military regalia. No one had rank. No one wore medals. They were dressed in similar clothing — shirts, pants, jackets in the style of the United States or Europe.

But neither side saw the similarities. They only saw their differences. And they argued in the great hall.

“YOU are the terrorists! WE are the freedom fighters!” one side would say.

“No! No! WE are the freedom fighters! YOU are the terrorists!” the other side would retort.

They were rattling off rapid, anxious words — like machine gun bullets.

“It is OUR claimed Holy Land. Our Holy Scriptures tell us that this land is OURS.”

“WE are the Chosen Ones!” the other side would reply.

“No! Our forefathers were here before yours. See, it says so in our Holy Book. God is on OUR side!”

“Your God is false. Our God is the only true God!” the other side shouted back in anger. “Anyone not believing that the land belongs to us is the enemy and must die!”

“No, no. Our law says that YOU are the enemy!”

And on and on they went for weeks in these “negotiations,” discussions designed to generate an agreement. But there was no agreement.

There was world news coverage of the goings on. “Experts” interviewed both sides, then wrote news reports and best-selling books on the subject. These experts spoke on television, radio, at colleges and universities, discussing complicated reasons why the negotiations were not working. They were rewarded with money and honors around the world for their analysis. In the meantime, however, the arguing continued and the war went on.

One day a young girl visited the negotiations with her father, who was in military service. This was her first time, and she was surprised by all the arguing.

"Daddy, why are they so afraid of each other?" she asked.

"They're not afraid," her father said, embarrassed by her comment.

"What are they shouting about?" she inquired.

"Each one believes in their God and their country, and they are trying to solve the problems of war," the father replied.

"Oh," said the girl. "I thought they hated each other."

"Oh, no, they are trying not to be enemies."

"How could they be enemies?" asked the girl. "They look and sound exactly alike?"

**Clue #33**  
**THE COST OF WAR**  
**(Activity)**

- ✓ Read any or all of these facts and figures to students, or make a chart of them so that students can allow this information to sink in.

**The Cost Of Past Wars (1900 - 1992)**  
**In Human Lives**

Over **100 million human beings** have been killed between 1900 - 1992 in war. That is over **one million per year**.

<u>War</u>	<u>People Killed</u>
World War I	19,600,000
World War II	38,400,000*
Vietnam	2,958,000
Korea	2,889,000
Cambodia	2,156,000
China	2,000,000
Nigeria	2,000,000

\*Almost 500,000 (1/2 million) people were killed when *one* atomic bomb was dropped in Japan during World War II, consisting of approximately 1.5 megatons. We now have atomic bombs worldwide totalling in excess of 18,000 megatons, which is the equivalent to 6,000 World War IIs.

**Death Caused By Two Men**

Adolph Hitler (Germany)	6,000,000 Jews
Joseph Stalin (Soviet Union)	20,000,000 Soviets

**The Cost Of Present War Planning**  
**In U. S. Dollars**

In addition to human lives, war costs a lot of money. The United States *alone* will spend over \$3,000,000,000,000 (3 trillion dollars) in just 10 years planning for war. Can you conceive of how much one trillion dollars is? One-tenth of one percent of this amount is \$1 billion (\$1,000 million). It is one million dollars a day for the next 2,730 *years*. If you could count a trillion \$1 bills, one per second, 24 hours per day, it would take 32,000 *years*.

One trillion dollars could buy a \$100,000 furnished house for every family in Kansas, Missouri, Nebraska, Oklahoma and Iowa. Then you could put a \$10,000 car in

the garage of each house. There would still be money left to build ten \$1 million libraries and ten \$1 million hospitals for 250 cities in those states, and there would still be enough money left to build ten \$1 million schools for 500 communities.

Would you believe that there would still be enough money left in the bank to pay 10,000 nurses and teachers just from the interest alone, plus give a \$5,000 bonus to every family in those states each year — forever?

Twenty-five percent of the \$1 trillion spent could solve the following human and environmental problems:

<u>Problems On Earth</u>	<u>Cost Of Repair</u>
Stop ozone depletion	\$ 5.0 billion
Eliminate illiteracy	5.0 billion
Stop deforestation	7.0 billion
Prevent global warming	8.0 billion
Prevent acid rain	8.0 billion
Stabilize population	10.5 billion
Provide health care	15.0 billion
Eliminate starvation/malnourishment	19.0 billion
Provide shelter	21.0 billion
Prevent soil erosion	24.0 billion
Retire developing nation's debts	30.0 billion
Provide renewable energy/efficiency	50.0 billion
Provide safe, clean water	50.0 billion

### Did you know:

- One modern fighter plane can cost \$50 million to build?
- Five percent (5%) of the military budget could take *every* child out of poverty?
- The U.S. Army spends over \$6,000 just to *recruit* one new soldier?
- The present budget for the Peace Corps is less than what the United States military spends on its marching band?

Who do you think pays the bill for this incredible spending? You may be surprised to discover that we all do, which includes your parents, your teachers, and your adult friends. When you are old enough to earn a living, you will be paying for it too. All earning adults are required by law to pay taxes to the government from the money made in day-to-day work. The government spends large chunks of this money

on weapons and the military. You and I have been conditioned to believe that this spending is necessary.

**Who is directly or indirectly responsible  
for the proliferation of weapons in preparation of war?  
You and I.  
Why?  
Because we cannot resolve our conflicts!**

## **The Cost Of Future Wars In U. S. Dollars**

The cost of human life in future wars is frightening to ponder. It is difficult to imagine that there would be any life left on the planet at all. Yet, our government continues to spend money developing nuclear weapons that are capable of destroying every living thing on earth.

The following amounts, in U. S. dollars, are to be spent on “protecting” us from future attacks:

Trident - cleanup	\$ 100,000,000,000
S D I (Star Wars)	\$ 2,900,000,000

### **Questions:**

1. Did you know this much money was being spent on war?
2. What do you think about this spending?
3. Do you feel that this money is worth it?
4. Do you think that we ought to continue spending these sums of money on wars and weapons?
5. If it were up to you to spend \$1 million today on something beneficial for our country, what would you spend the money on?
6. If it were up to you to spend \$5 million today on something beneficial for our planet, what would you spend the money on?

## National And Global Security: Some Cost Comparisons\*

SPENDING PRIORITIES	COST
• Trident II submarine and F-18 fighter plane program	\$100 billion
• Cleanup of 10,000 worst hazardous waste dumps in U.S.	\$100 billion
• 1991 research of SDI, "Star Wars program"	\$2.9 billion
• Approximate cost of fully immunizing 33 million children	\$2.5 billion
• Pentagon spending on defense/biological weapons in 1988	\$58.8 million
• Federal government spending on vaccine for AIDS in 1988	\$53.9 million
• Money paid to top five military contractors in 1989	\$28.5 billion
• Annual cost of eliminating poverty in the U.S.	\$26.7 billion
• One B-2 "Stealth" bomber	\$530 million
• One day's approximate interest on U.S. national debt	\$500 million
• One U.S. nuclear test	\$12 million
• Approximate cost to train 40,000 community health workers in the developing world	\$12 million
• Cost of creating 75,700 jobs through military spending	\$ 1 billion
• Cost of creating 139,000 jobs through health spending	\$ 1 billion
• Two days global military spending	\$4.8 billion
• Annual cost of U.N. proposed action to halt third world desertification over 20 years	\$4.8 billion
• Three days global military spending	\$6.5 billion
• Five years of funding for United Nations Tropical Forest Action Plan	\$6.5 billion
• Two weeks of world military spending	\$30 billion
• Annual cost of the proposed U.N. Water and Sanitation Decade	\$30 billion
• One-year research on MX Rail Garrison and Midgetman missiles	\$680 million
• Medicaid for all poor and near-poor families	\$500 million

\* from Physicians for Social Responsibility

## Adventure 12

### HOW I SEE ME

#### Breakdown of Adventure 12:

- CHALLENGE:     Conditioning can create false images of myself.  
DISCOVERY:     Sometimes I am not who I am.  
QUESTION:       Have I been conditioned to feel I'm not good enough?

#### Materials Needed:

Two copies of roleplay, THE PERSON IN THE MIRROR, beginning on p. 104.

**CHALLENGE:     Conditioning can create false images of myself.**

1.     Ask students:

- ☐     What does it mean to have a "false image" of yourself?
- ☐     Do you think you've ever had a false image of you?
- ☐     Why do you think you'd have a false image?
- ☐     Do you think you may have been conditioned to see yourself in this way?
- ☐     Do you think this false image may be creating conflict in you?  
How?

2.     Tell students:

- ☛     While many of us are alike in many ways, each one of us is an **individual** person. We have likes and dislikes; we think and act in certain ways because of how we live and what we believe.
- ☛     Each of us has a perception of how other people see us. Someone may say to you, "You're too talkative." "You're too quiet." "You don't read enough." "You fool around too much."
- ☛     When these words are programmed into your memory, they can affect how you see yourself.
- ☛     And how you think affects how you act. If other people tell you often enough that you're stupid, no matter how smart you are, there's a good chance you'll start to believe them.

**Note to Teacher:** Go to **The Person In The Mirror** (Clue #34) on page 104.

**DISCOVERY:** Sometimes I am not who I am.

3. Ask students:

- Are there times when you know you're just not being yourself?
- Do you think it's because of some conflict going on inside you? Like what? *Encourage all responses.*
- Is it possible that other people's judgment of you can make you feel unsure of yourself?
- Do you think this uncertainty can create conflict? What kind?
- Inner? Outer? Personal? Global? All of these?
- If two people, who are self-conscious and unsure of themselves, come into conflict with each other because of the inner conflict they feel, do you think conflict is likely to arise?

**Note to Teacher:** Go to **Out Of Place — Out Of Time** (Clue #35) on page 107.

4. Tell students:

- ☛ A self-image is a picture you have of you.
- ☛ Sometimes the picture is positive; sometimes it's negative. It can be different on different days. It can even change from one minute to the next.
- ☛ Conditioning plays a big part in how you see yourself. You may be conditioned to see yourself as dumb when you're really smart. You may be conditioned to see yourself as weak when you're really strong.

**QUESTION:** Have I been conditioned to feel I'm not good enough?

1. Ask students:

- Can you think of some situations that would cause you to not be who you are?



- Do you think people dress to match the image they have of themselves? Or to "belong" to a group?
- Do you think you're conditioned to believe that you have to think and act differently than you would like to, because you're afraid you won't be accepted for who you are?
- Who am I without an image of myself?

**Note to Teacher:** Go to **Living A Lie** (Clue #36) on page 108.

**SUMMARY:**

- Conditioning can create false images of myself.
- Other people can say things that affect the way we see ourselves.
- A self-image is a picture we have of ourselves.
- Sometimes the picture is positive; sometimes it's negative.
- When we're conditioned to feel "not good enough," we feel conflict inside us — out of place and out of time.
- If I have a false image of myself, there's a good chance I'm going to have a false image of everyone around me.
- A conditioned false self-image limits me and keeps me from being who I really am.

**Clue #34**  
**THE PERSON IN THE MIRROR**  
**(Roleplay)**

- ✓ Ask for two volunteers to read the parts of **Swifty** and **Sherlock**. Give volunteers a moment to look over the roleplay.
- ✓ Tell all students:
  - ☛ Here's a roleplay between two people who don't know each other very well. As you listen to them, think about whether they are being themselves or whether they're putting on a front.
- ✓ **DO ROLEPLAY** beginning on the following page; then **RETURN** to this page.
- ✓ After the roleplay, ask students:
  1. Do you relate more to Swifty or Sherlock? Why?
  2. Do you think Sherlock was being him/herself? Why do you think so?
  3. Do you think Swifty was being him/herself? Why do you think so?
  4. What are some things you noticed about Swifty that let you know he/she wasn't being his/her true self?
  5. What about the sunglasses indoors?
  6. Do you think Swifty was conditioned to believe that coming from another town was a bad thing?
  7. How did Swifty get that way?
  8. Do you think Sherlock was conditioned to notice someone who seemed to be in distress? Why do you think so?
  9. Do you think Swifty was conditioned to believe that friendship costs money?
  10. What other signs of conditioning did you see?
- ✓ **Return to page 102.**

**THE PERSON IN THE MIRROR**  
**(Roleplay)**

**SHERLOCK**

So, tell me, Swifty — you say your name IS Swifty, isn't it?

**SWIFTY**

Yep.

**SHERLOCK**

Why do you wear those sunglasses indoors? It must be very difficult to see through those in here?

**SWIFTY**

Nope.

**SHERLOCK**

And you don't want any of the other students to know you're from out of town, is that right?

**SWIFTY**

You better not tell 'em, Sherlock, or you're gonna get pulverized.

**SHERLOCK**

I wouldn't dream of revealing your secret. But I'd just like to understand WHY you don't want them to know.

**SWIFTY**

If they think I'm from out of town, they'll treat me different.

**SHERLOCK**

I don't think so. Why should it matter that you're from. . .

**SWIFTY**

Never mind!

**SHERLOCK**

I think it's fascinating to be from someplace else. I'd much rather be from someplace else than be from here.

**SWIFTY**

Get outta here!

**SHERLOCK**

Honest!

**SWIFTY**

This guy I once knew.... Naw, never mind.

**SHERLOCK**

Tell me!

**SWIFTY**

This guy I once knew — he was in the club I belonged to — he punched me out. He said if I wasn't born here that I didn't belong here and wasn't as good as everyone else who lived here.

**SHERLOCK**

What a terrible thing to say! I hope you don't belong to that club anymore. Did you punch him back?

**SWIFTY**

Naw. He was bigger than me.

**SHERLOCK**

Well, I guess that's for the best. He probably would have just punched you more. He was pretty stupid to say that, you know.

**SWIFTY**

Naw.

**SHERLOCK**

He was! It's simply not true. If anyone ever says that to you again, I'll stand up to him with you. You just call me.

**SWIFTY**

Really? You'd do that?

**SHERLOCK**

I would.

**SWIFTY**

How much would I have to pay ya?

**SHERLOCK**

Pay me!??? Nothing! Where did you get the idea that you'd have to pay me?

**SWIFTY**

Well, in this other club I belonged to, there was this guy who punched me once . . . .

**Clue #35**  
**OUT OF PLACE — OUT OF TIME**  
**(Activity)**

✓ **Ask students:**

1. Has anyone ever said to you, "Hey, you! Stupid!" or "Hey, you! Fatty!" or "Hey, you! Ugly!" or any other insulting name?
2. How did you feel when you were called that name?
3. Did you feel bad? Did you feel off-center — thrown off balance?

✓ **Tell students:**

1. When this happens, we feel "out of place — out of time." Our thoughts are no longer in the present. They go to our hurt feelings or to memories when we were hurt before.
2. Then, we feel conflict inside. And you know what happens once you feel conflict **inside**! If you continue to feel it, there's a good chance you're going to make that inner conflict **outer** conflict!
4. Here's an exercise you can do to stay "in place/in time."  
(As you describe the following in a calm voice, ask students to do it with you.)
  - Sit in a comfortable place and close your eyes.
  - Take a deep breath and feel the air filter through you.
  - Look at those hurt feelings and unhappy thoughts you have.
  - It's okay for them to be there, because you're not going to do anything but look at them right now.
  - Just look at them as if they were a TV program you're watching.
  - Now you are in that empty space we've been in before.
  - This is the space where you can think about what YOU want to think and what YOU want to do.
  - Rather than react to what someone else says and does, you can act based on your own thinking.
5. Okay, now, based on your being in your empty space, how will you act in response to being called this name?

✓ **Ask students to open their eyes and ask for some volunteer responses.**

✓ **Return to page 102.**

**Clue #36**  
**LIVING A LIE**  
**(Activity)**

✓ **Ask students:**

1. Have you ever lived a lie? Or watched someone else live a lie?
2. If you could live a lie for a day, what would it be?
3. Have you pretended to be something or someone you aren't? Most of us human beings do this, but sometimes it's hard to admit that we do.
4. Think about a time when you lived a lie — pretended to be someone other than who you are. How did you feel?
5. What do you think caused you to do it?
6. Do you think conditioning had anything to do with it?
7. What kind of conditioning?
8. Do you think that when people try to be someone other than who they are that they may be afraid that who they are isn't good enough?
9. Have you ever felt not good enough? When?
10. What makes you feel "not good enough"?
11. Why do we judge ourselves? Why do we judge others? What do we get from judging ourselves or others?
12. What can you do, do you think, to help yourself when you're thinking that you're "not good enough"?

✓ **Return to page 103.**

## Adventure 13

### HOW I SEE OTHERS

#### Breakdown of Adventure 13:

- CHALLENGE: Sometimes I blame other people for problems in my life.  
DISCOVERY: I compute new information based on the old.  
QUESTION: Can I combine my old and new information?

#### Materials Needed:

A copy of LASHING OUT strip 'n clip phrases, p. 112, to be cut into strips.

**CHALLENGE: Sometimes I blame other people for problems in my life.**

1. Ask students:

- ☐ If we're conditioned to create false images of **ourselves**, do you think we're conditioned to create false images of **other** people?
- ☐ Have you ever blamed someone else for a problem in your life?
- ☐ Who wants to volunteer a situation? What happened?
- ☐ Do you think you were **conditioned** to blame someone else for something they didn't do? How?

2. Tell students:

- ☛ If you've ever incorrectly blamed someone else for a problem in your life, you created a false image of that person.
- ☛ When you create a false image in this way, you create conflict.
- ☛ Then, when you come in contact with that person, there's already a war going on between you and that person.
- ☛ That war exists in only one place — your mind — until you lash out at that person! Then, the war exists everywhere!

**Note to Teacher:** Go to **Lashing Out** (Clue #37) on page 112.

**DISCOVERY: I compute new information based on the old.**

3. Tell students:

- ☛ Your brain computes new information based on information already in there. It likes to put a label on it.
- ☛ If your brain doesn't have a "label" for something it takes in for the first time, it picks a label that comes closest to what it knows.
- ☛ For example, if the first tree I see in my life is a pine tree, I may decide that every tree in the world is a pine tree.
- ☛ This is **prejudgment**. This kind of prejudgment is harmless.

4. Ask students:

- Is it a harmless judgment if I've met one foreigner who is warlike and **prejudge** that probably all foreigners are warlike?
- Is it a harmless prejudgment if I hold on to this belief without examining it?
- Can this prejudgment cause conflict? How?

**Note to Teacher:** Go to **Seeing New Situations With Old Eyes** (Clue #38) on page 114.

**QUESTION:**      **Can I combine my old and new information?**

5. Ask students:

- Have you ever categorized or labeled someone into a certain group?
- Did you attribute characteristics to this person that may not be accurate?
- How does this cause conflict?
- Have you ever repressed a thought or feeling — pretended it didn't exist?
- Do you think this can create conflict? What kind? Inner?



- Do you think some feelings bottled up inside you might come from **judging yourself**?

6. Tell students:

- ☛ There are many different ways that we compute new thoughts, new feelings, new information.
- ☛ As we already know, many are based on conditioned thinking.
- ☛ We can, however, learn to take in new information and base it on fresh, **beginner's mind thinking**.
- ☛ If we do, we prevent prejudgment (prejudice) — all our old thinking — that creates conflict.

**Note to Teacher:** Go to **Seeing With Beginner's Eyes** (Clue #39) on page 115.

**SUMMARY:**

- Blaming someone else for the problems in my life creates a false image, which creates conflict — first in my mind, then between that person and myself.
- If I can prevent myself from prejudging situations or prejudging people, I can prevent conflict — personally and globally.
- There are many different ways that we compute new thoughts, new feelings and new information. Many are based on conditioned thinking.
- We can, however, learn to take in new information and sort it based on beginner's mind thinking.
- If we do, we prevent prejudgment (prejudice) — all our old thinking — that creates conflict.

**Clue #37**  
**LASHING OUT**  
**(Activity)**

- ✓ Before class, make a copy of the list of "lashing out" incidents on the following page. **Feel free to add any to the list that you feel might apply to your particular students.**
- ✓ Cut the incidents into strips, put them in a hat or container.
- ✓ In class, pass them around the room so each student can select one.
- ✓ Ask for two Volunteers: **The Lasher** and **The Lashee**.
- ✓ Tell Volunteers:
  1. The Lasher will read what's on the strip of paper in a gruff, angry voice so that the Lashee feels intimidated.
  2. The Lashee will then respond immediately, spontaneously — without thinking — about who's to blame.
- ✓ Give as many Volunteers as possible the opportunity to be Lasher or Lashee.
- ✓ Ask Lashees respond, ask students:
  1. Do you think that person was really to blame?
  2. What did the Lasher get out of blaming the Lashee?
  3. When did the war start between the Lasher and Lashee?
  4. How do you think that Lasher was conditioned?
  5. Do you think the Lashee was conditioned? In what way?
- ✓ **Ask students to hold on to their strips because we're going to use them again.**
- ✓ **Return to page 109.**

### **Lashing Out Incidents (Clip 'n Strip)**

1. I loaned you my bicycle and now the tire is flat! What's the matter with you! How could you borrow my bike and get a flat tire!
2. You said you were going to meet me on the corner in five minutes! I waited half an hour for you and you never showed up!
3. You told me you couldn't go see the movie with me because your family was going out of town, but I saw you at the store. You lied!
4. You told me the math answer was 346, but it was 364! I got a "D" on my math exam, you idiot!
5. You think just 'cause you're older than I am that you can get away with bullying me around? You can't tell me what to do!
6. The club I belong to says that the people who belong to your club are crazy and that you're trying to take over this town!
7. Our neighborhood voted to have more police hired and your neighborhood voted against it! What's the matter with you people!
8. Your brother is dangerous! He's been seen all of town threatening people with a knife! Why don't you get him locked up?
9. I can't believe you let your dog stay out all night! Can't you hear him barking and keeping the whole neighborhood awake!
10. The people of your country are weird and ignorant! Why can't you people learn to do things our way?
11. You worship traditions that are strange and foreign. Why can't you people believe in what we do?
12. You believe in not going to war. Why can't you see that the only way to have peace is through war?

**Clue #38**  
**SEEING NEW SITUATIONS WITH OLD EYES**  
**(Activity)**

- ✓ Using the strips from Clue #37, ask students:
1. Was this a new situation, probably one that hadn't happened before?
  2. How did the Lasher feel about this situation?
  3. What kind of conditioned thinking was going on in the Lasher's mind, do you think?
  4. Was the Lasher seeing the situation with new eyes or old eyes?
  5. What about the Lashee? Was the Lashee seeing the situation with new eyes or old eyes?
  6. What do you think is the difference between seeing with new eyes and old eyes?
  7. How many times a day do you think you see the world around you with new eyes?
  8. How many times a day do you think you see the world around you with old eyes?
  9. Do you think there are advantages to seeing everything with new eyes? With old eyes? What are the advantages?
  10. What does it take to see new situations with new eyes?
- ✓ **Return to page 110.**

**Clue #39**  
**SEEING WITH BEGINNER'S EYES**  
**(Activity)**

- ✓ Again, using the strips from Clue #37, ask students:
1. How would you look at this situation with beginner's eyes?
  2. Would you look at it as if you'd never seen it before?
  3. Would you examine all the evidence about the situation for what it is, rather than base your conclusions on any other situation that may have happened before?
  4. Even if this situation reminded you of some other incident that happened awhile ago, would you make your best effort to examine only the clues before you?
  5. Do you think it would help to go into that special empty place we've talked about before — the "hole" in our thinking (see p. 75) ?
  6. Does it help you stay in the present moment when you go into that hole?
  7. Is it in that hole where you find many possibilities?
  8. Is a beginner's mind empty and ready for any situation — no matter what other situations have happened in the past?
  9. Since our brains like to put labels on information that we gather, do you think that a beginner's mind keeps our brains from labeling information incorrectly? How?
  10. Do you think it's a pretty high goal to see new situations with new eyes all the time? Why?
- ✓ **Return to page 111.**

## Adventure 14

### MY BRAIN IS A PRISONER

#### Breakdown of Adventure 14:

CHALLENGE:     Conditioning is a form of knowledge that prevents discovery.  
DISCOVERY:     The seeds of war are in my brain!  
QUESTION:       What changes behavior — knowledge or insight?

#### Materials Needed:

Five or six copies of QUOTES TO NOTE, p. 121, depending on number of students.

**CHALLENGE:     Conditioning is a form of knowledge that prevents discovery.**

1.     Ask students:

- If you are conditioned to believe that all red-headed people are crazy, then, when you meet a red-headed person, what's the first thing you're going to think?
- Will your conditioned mind allow you to discover for yourself whether this particular red-headed person is crazy or sane? Will your beginner's mind?
- Will your conditioned mind automatically free itself of the conflict of this belief, or do you think it's up to your beginner's mind to adjust your thinking?

**SUSPICION:       There are two kinds of learning.**

2.     Tell students:

- ☛     There are two kinds of learning:
  - **Accumulation of knowledge.** Like studying math, music or learning binary codes, or the scientific method; and
  - **Direct observation or insight.** Seeing behavior as it happens — right now, in the moment.
- ☛     Direct observation (or insight) has nothing to do with knowledge. It's a kind of learning that happens without studying.

<b>Note to Teacher:</b> Go to <b>Direct Observation</b> (Clue #40) on page 119.
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**DISCOVERY:     The seeds of war are in my brain!**

3.     Ask students:

- Do you think a person can look at another person and, by direct observation, decide that the other person is an enemy?
- Do you think that people who have a strong sense of nationalism — perhaps they've been **beaten in many wars** — might be conditioned to see other people as a threat?
- If they see others as a threat, are they **creating** an enemy?
- Where does this enemy exist?

**Note to Teacher:** Go to **The Seeds of War** (Clue #41) on page 120.

**QUESTION:     What changes behavior — knowledge or insight?**

4.     Ask students:

- What are the seeds of war in *your* brain? In any brain?
- How does conflict begin?
- If you learn how it begins, can it be prevented?
- Can your behavior change? Do you think the brain is insightful enough?

5.     Tell students:

- ☛     No matter a person's nationality, race or origin — the brain is the brain.
- ☛     If there's prejudgment (or prejudice) in the brain, insight or direct observation must be very powerful to overtake it.

6.     Ask students:

- Do you think that just **memorizing** the fact that conflict creates war is enough to stop people from getting into conflict?
- When people learn and take in the **knowledge** that smoking is bad for them, do they stop smoking?

**Note to Teacher:** Go to **The Weeds of War** (Clue #42) on page 122.

6. Tell students:

- ☛ I apologize if this information frightens you, but we believe that showing you the facts of a situation is better than pretending that the facts do not exist.
- ☛ We believe that if you show you the kind of harm conflict and war does, perhaps you'll be more inclined to do everything in your power to help prevent it from happening.

**SUMMARY:**

- Conditioning is a form of knowledge that **prevents** discovery.
- To be good detectives, we need to be able to make discoveries and to think with our beginner's minds.
- There are two kinds of learning — accumulation of knowledge, and direct observation or insight. One comes from studying information; the other, from looking at life around you.
- Whatever a person's nationality, race or origin, there is no Russian brain or American brain or Chinese brain. There is only THE brain.
- Whenever we observe ourselves engaging in prejudgment, stereotyping or any other kind of judging, power is within us to change that conditioned thinking.



**Clue #40**  
**DIRECT OBSERVATION**  
**(Activity)**

- ✓ Have students observe objects in the room, or go on a walk and ask students to observe particular aspects of nature.
- ✓ Ask each student to select on object in particular to observe for about a minute.
- ✓ Call time and then ask for Volunteers. Ask:
  1. What do you know about that object, just by looking at it?
  2. Is that something you learned from a book?
  3. Is that something somebody told you about this object?
  4. How did you come up with this information?
  5. What senses did you use to make this determination?
  6. Do you trust that this information is correct?
  7. What if an expert came along and argued with you and said that what you've determined isn't true, and that the opposite is true? What would you say?
  8. Would this expert change your thinking about this object?
  9. Do you think direct observation makes full use of your beginner's mind? How?
  10. Do you think you have all the facts about this object by using direct observation only?
- ✓ **Return to p. 117.**

**Clue #41**  
**THE SEEDS OF WAR**  
**(Activity)**

- ✓ Divide students into four or more groups.
- ✓ Give each group a copy of one of the quotations on the next page. *It might help to give each a few copies of the quote to share.*
- ✓ Ask students to spend five minutes discussing the quotation amongst their group members, talking about what the quote means to them.
- ✓ Return to p. 117.

## Quotes To Note

"The space in a needle's eye is sufficient for two friends, but the whole world is scarcely big enough to hold two enemies."

— *Ibn Gabirol*

"Man's chief enemy is his own unruly nature and the dark forces pent up within him."

— *Ernest Jones*

"Love your enemies, for they tell you your faults."

— *Benjamin Franklin*

"We have met the enemy, and he is us."

— *Walt Kelley*

"Upon peace the very life of the world depends, perhaps even the progress or decay of our entire civilization."

— *Maria Montessori*

"I bring out the worst in my enemies, and that's how I get them to defeat themselves."

— *Roy Cohn*

"You can't hold a man down without staying down with him."

— *Booker T. Washington*

**Clue #42**  
**THE WEEDS OF WAR**  
**(Activity)**

- ✓ Write the following on a board or chart where all students can see:

**The Weeds of War Pattern**  
**(Conditioned Thinking and Action)**

Other Person = Enemy

Enemy = Fear

Fear = Protect = Defend = Eliminate

- ✓ Tell students:
1. This is how we create conflict by the way we think and then act.
  2. This is actually a **mechanical process** in the human brain — the brain of all human beings.
  3. When we feel fear, the program is activated, the enemy is created, the need for protection from the enemy is stimulated and — the war is on.
  4. The weeds of war are you and me. They are the conditioned brain.
  5. The weeds of war can lead to terrible destruction. Here's how.
- ✓ Read to students: "**One Atomic Bomb**" which begins on the following page. (This story can also be found in *Operation Warhawks*.)
- ✓ Return to page 118.

# One Atomic Bomb

It is common for us to hear about when our country or another country is building atomic bombs, or increasing its supply of them. We barely look up in surprise when television news broadcasts make the announcement. We have been conditioned to think of an atomic bomb as a weapon of defense —something we need to represent our strength.

Because it is indeed a mighty weapon, it is essential for you to know exactly what would happen if one atomic bomb hit your town today. There is a good chance no one has ever described this to you. In order to understand war in this day and age, it is essential that you know. Please understand that the reason the description is so graphic is because every word is true, and I want you to understand the truth.

✈ In the first few milliseconds of the dropping of an atomic bomb in your town, you see an enormously blinding light, as if the sun were a few hundred yards away — brighter than any light you could ever see or imagine.

✈ A second later, a great heat forms a fireball, like a gigantic blow torch that reaches 17 to 30 million degrees Fahrenheit, vaporizing everything in a circle about 1/2 mile in all directions from the center. People are reduced to ashes instantly, leaving only shadows on the ground.

✈ Two seconds after the explosion, four miles from the explosion, everything turns to fire.

✈ Four to five seconds later, a great blast, a great force, as if the sky itself is landing on you with the force of a weight unimaginable, crushes you on the ground with winds starting at 500-700 miles per hour. At a distance of six to seven miles from the center (Ground Zero), a person standing in his or her living room, looking through a closed window towards the flash of light, will suddenly experience these windows turning into a wave of thousands of pieces of glass, traveling at hundreds of miles per hour, chewing up anything or anyone in its path to shreds.

✈ Ten to sixty minutes after the blast, fires are widespread from the intense heat, exploding gas stations, collapsing buildings, burning the countryside to a crisp. A huge mushroom cloud rises up like a gigantic tornado, sucking up into it human ashes, the dust that was once men, women and children.

✈ Two hours after the blast, people stagger around in shock, with burned strips of flesh hanging off them. All medical aid is destroyed, and hospitals are in flames. There is no electricity or water. Civilization as we know it is gone. Cities and towns are reduced to nothing.

✈ Twelve hours after the blast, there are massive deaths. Blast shelters have become crematoriums, people in them dry-roasted like peanuts in a can by the fire, or

crushed or choked to death. Radioactive dust settles, drifting down from the mushroom-shaped cloud, that will kill people for years.

✈ Days and weeks after the blast, people who survived are now dying from wounds, infections, bleeding, psychological stress. Robberies, murders, and cannibalism happen at random. People who have survived are trying to stay alive at any cost. All your friends, family, your school, home, are gone in an instant — in the most horrifying way ever imagined. Your town no longer exists.

There are over 60,000 nuclear warheads active today that could wipe out every man, woman and child twenty times over. Biological warfare, which uses micro-organisms as disease germs to destroy humans, animals and plants, could do the same.

## Adventure 15

### VIRTUAL FACT AND REALISTIC FICTION

#### Breakdown of Adventure 15:

CHALLENGE:     Conditioned thinking creates the ideal of perfection.  
DISCOVERY:     Who I think I should be conflicts with who I am.  
QUESTION:       Am I good? Am I bad? Am I just WHO I AM?

#### Materials Needed:

Beginner's minds.

**CHALLENGE:**     **Conditioned thinking creates the ideal of perfection.**

1.     Ask students:

- Do you think conditioned thinking is what makes people want to be perfect?
- How do you define "perfect"?
- Do you know anyone who's perfect?
- If you've ever tried to be perfect, has doing so created conflict inside you? How? *Encourage student responses.*

**DISCOVERY:**     **Who I think I should be conflicts with who I am.**

2.     Tell students:

- ☛     When you cannot accept the person you are — and believe you should be different, or better, or smarter — you create conflict.
- ☛     The place you create that conflict is where?
- ☛     When you can **see** the **fact** (via direct observation) of who you are, you won't need to think about whether who you are is "good."
- ☛     Instead of thinking, "I am good" or "I am bad," you simply think, "This is who I am."
- ☛     When you can stay with the fact, without any judgment, you eliminate any conflict that comes from trying to be "perfect."

**Note to Teacher:** Go to **I Am Who I Am** (Clue #43) on page 128.

3. Ask students:

- There are millions of people on this planet. Is that a fact or a belief?
- Each person is unique. Is that a fact or a belief?
- Who I am is different from who you are. Is that a fact? Yet, you and I are alike. Is that a fact too?

4. Tell students:

- ☛ At one time, people **believed** the world was flat. Since we've explored outer space and seen photographs of Earth, we now **know** that it's round.
- ☛ So, something that was once a **belief** can turn out to be **not true**.
- ☛ Something that was once thought to be a **fact** has turned out to be a **belief**.

5. Ask students:

- What does that tell you about the world?
- Does it tell you that "good" to one person might not be "good" to another person?
- Do you think one country's idea of "good" might be another country's idea of "bad"?

**Note to Teacher:** Go to **What's Good?** (Clue #44) on page 130.



**DISCOVERY: I'm not good; I'm not bad. I just AM.**

6. Tell students:

- ☛ It's often difficult, even for the most intelligent person, to clearly distinguish between good and bad, or fact and fiction.
- ☛ It's most often **more important** to determine **what IS** (the fact) without judging someone or something as good or bad, positive or negative, right or wrong.
- ☛ By learning how to look at people or things (actually rather than idealistically) **for who or what they are** — including yourself — you reduce the conflict in your life!
- ☛ Whenever you catch your brain judging yourself or anyone else, just tell it: "I'm not good. I'm not bad. I just am!"

7. Ask students:

- Do you think that's too difficult?
- Do you think it's more difficult to think simply than to complicate your thoughts with judgments?
- Do you think there's any hope for human beings to free ourselves of judgment and conflict?

<p><b>Note to Teacher:</b> Go to <b>Staying With the Fact</b> (Clue #45) on page 131.</p>
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**SUMMARY:**

- When we can't accept the person we are — and believe we should be different, better, or smarter — we create conflict.
- When we can stay with the fact of who we are, without any judgment, we eliminate any conflict that comes from trying to be "perfect."
- Something that was once a belief can turn out to be not true.
- It's more important to determine what IS, without judging someone or something as good or bad, or right or wrong.

**Clue #43**  
**I AM WHO I AM**  
**(Activity)**

- ✓ Write on the board, or give each student a copy of, the quotations on the following page.
- ✓ Divide students into groups of three or four.
- ✓ Ask students to create a quick short story based on these quotations. They can use two or more characters, and the story can be about anything they choose.
- ✓ Give them about 10 to 15 minutes and tell them, when you call time, that each group can volunteer to read their story to the others.
- ✓ **DO EXERCISE.**
- ✓ Call time. Ask for a Volunteer to read the story from his/her group.
- ✓ After the story is heard, ask:
  1. Does this story acknowledge that these people are who they are and are neither good or bad people?
  2. Did any thoughts of conflict come up while you heard this story? What are they?
  3. Did you hear conflict in this story? What was it?
  4. Did you hear any conditioned thinking in this story?
  5. Why do you think the conditioned thinking was there?
  6. Did you see signs of beginner's mind thinking? What were they?
  7. What does this story mean to you?
- ✓ **Return to p. 126.**

**Clue #43**  
**Quotes for the Story**

"I would prefer even to fail with honor than to win by cheating."  
— *Sophocles*

"The greatest failure is the failure to try."  
— *William A. Ward*

"Success is a public affair. Failure is a private funeral."  
— *Rosalind Russell*

"Only those who dare to fail greatly can ever achieve greatly."  
— *Robert F. Kennedy*

**Clue #44**  
**WHAT'S GOOD?**  
**(Activity)**

- ✓ Divide students into two groups — **The Personals** and **The Globals**. Give each group one or two pieces of paper and a pencil or pen, and designate one **Writer** in each group. Then tell both groups:
  1. Conditioned thinking creates the ideal of perfection based on judging our behavior as bad.
  2. This kind of thinking creates conflict between who we actually are and what we think we should be.
- ✓ Tell **The Personals**:
  1. Think of as many **personal** situations as you can where you are most inclined to judge your behavior as "bad." Personal situations are those that happen between you and one or two other people.
  2. The Writer will write these situations on one side of the page.
  3. Note the kind of conflict that's created in these situations between who you are and who you think you should be.
  4. The Writer will write these on the other side of the page.
- ✓ Tell **The Globals**:
  1. Think of as many **global** situations as you can where you are most inclined to judge a behavior as "bad." Global situations are those between one town or country and another town or country.
  2. The Writer will write these situations on one side of the page.
  3. Note the kind of conflict that's created in these situations between what you think is right (good), or what *should be*, and what you think is wrong (bad), or what *should not be*.
  4. The Writer will write these on the other side of the page.
- ✓ Give students about 10 to 15 minutes. Call time and ask for Volunteers to read what each group has discovered.
- ✓ **Return to p. 126.**

**Clue #45**  
**STAYING WITH THE FACT**  
**(Activity)**

✓ Tell students:

1. Sometimes the best detectives can confuse facts and beliefs. These days it's often difficult to tell the difference.
2. Also, something that we consider a **fact** today could turn out to be a **belief** in the future. For example, we used to believe that eating lots of protein was good for us. Turns out, while we do need some protein, the human body doesn't need as much as we used to think it does.
3. Think, for a few moments, about the concept of staying with the fact. Write down, or just remember, what are all the advantages you can think of for staying with a fact once you learn it, and all the disadvantages of staying with the fact once you learn it.

**Example:**

Staying with the fact and not judging anything or anyone can be an **advantage**.

Staying with the fact when information about the fact has turned it into a belief could be a **disadvantage**.

- ✓ Give students 5 minutes or more.
- ✓ Call time and ask for Volunteer responses.
- ✓ Conduct a discussion of their responses.
- ✓ Congratulate students on their beginner's mind thinking!
- ✓ **Return to p. 127.**

## Adventure 16 ROBOT THINKING

### Breakdown of Adventure 16:

CHALLENGE:     Conditioning makes us accept false statements as truth.  
DISCOVERY:     Clear understanding comes from observing and questioning.  
QUESTION:       Can I have insight into the truth?

### Materials Needed:

A copy of MILITARY DOUBLESPEAK QUIZ, p. 138, for each student.

**CHALLENGE:**     **Conditioning makes us accept false statements as truth.**

1.     Ask students:

- ☐     Do we agree that conditioned minds think, speak and act in certain ways?
- ☐     When we think, speak and act in these ways, do we do it out of habit, sort of like a robot?
- ☐     If we're acting like robots, out of habit, are we taking the time to question for ourselves whether what we're saying and doing is appropriate?
- ☐     Is brushing our teeth after meals appropriate behavior?
- ☐     Is being suspicious of a stranger appropriate behavior? *This question is not so easily answered.*

2.     Tell students:

- ☛     There are times when you and I act like robots. We do what we're told because we've been taught to believe we should.
- ☛     That conditioning can keep us from knowing who we are.
- ☛     When we can understand each other and one another's conflict, and question what we don't understand, our minds are clear.
- ☛     A clear mind is a peaceful mind.

<b>Note to Teacher:</b> Go to <b>What If?</b> (Clue #46) on page 135.
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**DISCOVERY: Clear understanding comes from observing and questioning.**

3. Ask students:

- What's "double-talk"? Have you heard of it?
- Does it take familiar words and put them together in a way that makes them difficult to understand?
- What does this sentence mean:  
"The victim passed away in an uncontrolled contact with the ground."
- Does it mean: The traveler died in an air crash?
- Why do you think people use double-talk or double-speak?
- To be able to talk about something that makes it seem less harmful, more complicated, better than it really is?

4. Tell students:

- ☛ Double-talk is like propaganda. You've seen propaganda on television. Advertisers try to get you to buy their product by making it sound special, important or necessary.
- ☛ They say things like:
  - *"This product is the best."*
  - *"This product gives you more."*
- ☛ When you hear propaganda like this, you have to ask yourself:
  - *More what?*
  - *Do I need more of that?*
  - *The best for what? Or for whom?*

**Note to Teacher:** Go to **Learning To See Through** (Clue #47) on page 137.

**QUESTION: Can I have insight into the truth?**

1. Tell students:

- ☛ The clearest understanding of life comes from **insight** or **direct observation** and from your own first-hand **thinking** about what you see and hear.
- ☛ Double-talk dulls our senses and takes away the reality of the feeling of a situation. It puts us to sleep because we can't grasp what's being said, let alone understand it.
- ☛ Some authorities or "experts" may know a lot about a particular subject, but a questioning mind thinks for itself.

**Note to Teacher:** Go to **One Easy Lesson** (Clue #48) on page 139.

**SUMMARY:**

- There are times when you and I act like robots. We do what we're told because we've been taught to believe we should.
- That conditioning can keep us from knowing who we are.
- The clearest understanding comes from observing, thinking and questioning — that is, insight.
- Double-talk puts us to sleep because we can't grasp what's being said, let alone understand it.
- Some authorities or "experts" may know a lot about a particular subject, but a questioning mind thinks for itself.
- If we can be conditioned to information that's false, can we have insight into the truth?



**Clue #46**  
**WHAT IF?**  
**(Activity)**

✓ **Ask students as a group:**

Have you ever played "What If?"

✓ **Tell students:**

1. It's a lot of fun.
2. The following are some "What if..." questions.
3. When I ask a "what if" question and look at you, answer it with **anything at all** that comes into your mind. There are no restrictions!
4. Then, once you've answered, anyone can raise his/her hand and tell us what kind of conflict he or she sees in your mind!
5. Are you ready?

✓ **Go to "What If" questions on next page. Feel free to make up some of your own, or ask students to make them up.**

✓ **After each question, ask for Volunteers to speculate on what conflict is going through that person's mind.**

✓ **Return to p. 133.**

## **"What If" Questions**

1. What if you had a fight with a bluebird and the bluebird won?
2. What if a bee stung you and you couldn't sting it back?
3. What if, every time you had a fight someone, you smelled like a skunk?
4. What if you met someone with eight fingers on one hand — how would you act?
5. What if a dog bit you and then apologized?
6. What if the weather reporter said the sun would not be coming up tomorrow?
7. What if your father wanted you to grow up and be a tree?
8. What if your mother kissed you every time you got into trouble?
9. What if there were a hailstorm every time someone shot someone?
10. What if some supernatural voice warned everyone on Earth that the next time there's a war, the Earth would cease to exist?
11. What if someone hurt your feelings and didn't apologize?
12. What if you were an idea instead of a person?
13. What if you were a house about to be demolished and didn't want to be?
14. What if you were a flower about to be trimmed?
15. What if there were no wars?
16. What if you had to plant a tree every time you went to see a movie?
17. What if you were me?
18. What if there were no more hunger on Earth?
19. What if you were never afraid?
20. What if everyone always spoke the truth?

**Clue #47**  
**LEARNING TO SEE THROUGH**  
**(Activity)**

- ✓ **Have ready one copy for each student of the Military Doublespeak Quiz on the following page.**
- ✓ **Tell students:**
  1. Here's an example of double-speak. An MX missile with multiple nuclear atomic warheads was named "Peace Keeper." That's because the people who named it believe that the only way to bring about peace is through a strong military defense.
    - What do you think an MX missile with multiple nuclear warheads should be named?
    - Who or what do you think we should name "Peace Keeper"?
- ✓ **Give one copy of the Quiz to each student.**
- ✓ **Tell students:**
  1. I'm passing out copies of a Military Doublespeak Quiz.
  2. See how many double-speak phrases you can match up with their real meanings.
  3. You have 5 minutes to match them up!
- ✓ **Call time and go over responses together.**
- ✓ **The correct responses are:**

1-G   2-O   3-J   4-N   5-I   6-B   7-K   8-C   9-D   10-M  
11-E   12-F   13-H   14-L   15-A
- ✓ **Return to p. 133.**

### Military Doublespeak Quiz

- |  |                           |
|--|---------------------------|
| 1. Protective reaction strike                                      | A. Bullet hole            |
| 2. Eliminate with extreme prejudice                                | B. War Department         |
| 3. Engage the enemy on all sides                                   | C. Poison the vegetation  |
| 4. Tactical redeployment   | D. Bombs fell on target   |
| 5. De-establish a government                                       | E. Atomic bomb            |
| 6. Defense Department  | F. Atomic bomb            |
| 7. Radiation enhancement device                                    | G. Bombing                |
| 8. Defoliation   | H. Riot control           |
| 9. Effective delivery  | I. Overthrow a government |
| 10. Predawn vertical insertion                                     | J. To ambush              |
| 11. Strategic weapon   | K. Neutron bomb           |
| 12. Tactical weapon  | L. Poisoning              |
| 13. Confrontation management                                       | M. Invasion               |
| 14. Resources control program                                      | N. Retreat                |
| 15. Ballistically-induced aperture in the subcutaneous environment | O. Kill                   |

**Clue #48**  
**ONE EASY LESSON**  
**(Activity)**

**From Fear to War In One Easy Lesson**

**FEAR**  
**a conditioned reaction**

leads to

**CONFLICT**  
**a conditioned reaction**

leads to

**WAR**  
**a conditioned reaction**

✓ **Write this on the board. Ask students:**

1. What would be an UNconditioned response to these reactions?
2. What could we decide to feel instead of fear?
3. What action could that feeling lead to take?

✓ **Tell students:**

1. "Might is right." "An eye for an eye." "My country, right or wrong."  
These are all beliefs that have been around for centuries. A lot of people hold them to be true. What do **you** think?
2. Do you think they promote positive human relations?  
Do they provoke conflict and violence?
3. Do you think they come out of fear? Why do you think so?  
*Encourage all responses.*

✓ **Return to p. 134.**

## Adventure 17

### HAVING INSIGHT INTO THE TRUTH

#### Breakdown of Adventure 17:

- CHALLENGE: Understanding my thinking leads me to the truth.  
DISCOVERY: To know the truth means to constantly observe my thinking.  
QUESTION: Is the truth simply behind a wall that I have built myself?

#### Materials Needed:

Open, inquisitive minds.

**CHALLENGE: Understanding my thinking leads me to the truth.**

1. Tell students:

- ☛ In a conflict situation, fear sends your brain a message that you are about to get hurt.
- ☛ Your "old" brain reacts in a biologically conditioned way in order to survive — which is —
  - *I have to fight, (or)*
  - *I have to run away.*
- ☛ But these are a double-edged sword — both sides can hurt you.
- ☛ Fortunately, they are not your only choices.

**DISCOVERY: To know the truth means to constantly observe my thinking.**

2. Ask students:

- In a conflict situation, when you decide **not** to fight, and **not** to run away — is there fear?
- In that moment, is there a fearless space — a space in which you are thinking — how do I prevent this fight? How do I prevent conflict? How do I respond to this threat intelligently?

3. Tell students:

- ☛ Imagine yourself not doing anything for a moment.
- ☛ You STOP, LOOK and UNDERSTAND.
- ☛ You decide how you're going to **ACT rather than REACT**.
- ☛ You call up, from your computer brain: **understanding, insight and intelligence.**

**Note to Teacher:** Go to **A Fearless Space** (Clue #49), p. 143.

**QUESTION:**      **Is the truth simply behind a wall that I have built myself?**

4.      Ask students:

- ☐ Do you think it's possible to walk away from a threat with confidence?
- ☐ Do you think it's possible to walk away from a potential conflict situation without judging yourself as "good" or "bad"?
- ☐ What are some ways you think you could walk away with confidence from a threatening situation? *Encourage all responses. There are no "right" or "wrong" answers.*

5.      Tell students:

- ☛ There are several different ways to walk away from a threat.
- ☛ Using these ways helps you understand what the conflict is all about.
- ☛ Using these ways to walk away with confidence helps you understand your own thinking and perhaps the thinking of another person with whom you may be in conflict.

**Note to Teacher:** Go to **Nonviolent Alternatives** (Clue #50), p. 144.

**DISCOVERY:**      **To know the truth means to constantly observe my thinking.**

6.      Ask students:

- Does each of these alternatives force you to think for yourself?
- Are any of these ways based on conditioned thinking?
- How are they different from conditioned thinking?
- Do they require us to go into our fearless space and solve a mystery?

8. Tell students:

- ☛ There are some things in your life that you believe — right now — that are not true.
- ☛ It is also possible to spend your entire life believing something that isn't true.

**Note to Teacher:** Go to **Day of the Bee Sting** (Clue #51), p. 145.

**SUMMARY:**

- In a conflict situation, fear sends your brain a message that you are about to get hurt.
- Your "old" brain reacts in a biologically conditioned way to survive — which is — I have to fight, or I have to run away.
- But these reactions are a double-edged sword — both sides can hurt you. Fortunately, they are not your only choices.
- There are several different ways to walk away from a threat. Using them helps you understand your own thinking and that of another person with whom you may be in conflict.
- It is possible to spend your entire life believing something that isn't true! Is the truth simply behind a wall we've built ourselves?



**Clue #49**  
**A FEARLESS SPACE**  
**(Activity)**

- ✓ **Ask students to sit quietly and close their eyes.**
- ✓ **Tell them — in a calm, slow-moving, relaxed voice:**
  1. Think of a conflict situation you were in recently. Think about who was in it and what was going on.
  2. Take a deep breath. Listen to the air fill your lungs and then go out of your lungs.
  3. Look at your thoughts. Whatever you're thinking is okay. Let your thoughts just be there.
  4. Think of how you'd like to act in that situation. Rather than RE-act to someone else's behavior, you'd like to ACT in a certain way.
  5. Call up from your brain: Understanding, insight and intelligence.
  6. In your computer brain there's a file called INSIGHT. This file allows you to spot conditioned behavior right as it's happening!
  7. You sit quietly observing your thinking, slowing your thoughts. Now you are inside your Fearless Space.
  8. The space becomes a mirror, where you can look at, be aware of and observe YOU.
  9. Your computer bell beeps! Don't judge YOU! Just LOOK! There are no good thoughts or bad thoughts. Just thoughts.
  10. In this Fearless Space — your beginner's mind — one begins to understand the root of conflict — that is, conditioning.
- ✓ **Ask students to calmly open their eyes.**
- ✓ **Ask them how they feel.**
- ✓ **Thank students for being top-notch new thinkers, and return to p. 141.**

**Clue #50**  
**NONVIOLENT ALTERNATIVES**  
**(Activity)**

- ✓ **Make a copy of the following nonviolent alternatives, cut them into strips and put them in a hat or other container.**
- ✓ **Divide students into pairs. Have one member of each pair pick a strip.**
- ✓ **The pairs will then have 5 minutes to confer and work out a roleplay in which the non-violent alternative they picked is used.**

Make friends with a bully

Use humor with a mean person

Use trickery on a potential thief

Walk away from a threatening person

Agree with a bully

Refuse to fight someone who picks a fight

Scream/yell to scare a bully and get away

Make friends with a stranger

Use trickery — your "creative imagination" — to stop conflict *before* it starts

Agree with an attacker

Use humor to escape

Walk away with confidence

- ✓ **Give students time to act out their roleplay. Then, after each roleplay, ask:**
  1. Do you think that nonviolent alternative works? In what way?
  2. What conditioned behavior do you see?
- ✓ **Return to page 141.**

**Clue #51**  
**THE DAY OF THE BEE STING**  
**(Story)**

When I was a kid growing up just outside New York City, I was bullied a lot. I am now fifty years old and I still remember how it felt. I sometimes feel the hurt, anger and fear from those incidents that happened many years ago. Some forty years later, some of the effects of bullying are still with me.

I remember two bullies in particular: Dickie M. and Vinnie B. I won't mention their last names in case they're still around. Maybe I'm still nervous that they'll get me now! It seemed that almost every day one of these two tough boys bullied me. They would make me do things I didn't want to do. They made fun of me, and at times beat me up — just for the fun of it.

I was a kid who hated to fight, and Dickie knew it. He would get me on the ground, with his knees on my arms, pinning me down. I always felt frustrated and angry and wanted to cry, but I didn't want him to see any of this. I just let him beat me up without doing anything back. No adults ever stopped those beatings, although I wish they had.

One day, Dickie had pinned me down and was beating me up in the neighbor's yard. Without warning, I was stung by a bee in the back. This sudden shock made me jump up fast. Since I was bigger than Dickie, my leaping up threw him across the yard. I was stunned to see him lying there, shaken up. He looked at me and I looked at him, and we both saw the truth in that moment: I was the stronger of the two. From that day on, he never beat me up again, although he did bully me verbally, calling me names and ridiculing me.

His older brother hurt me badly twice, once knocking out my front tooth, and once running into me with his bike on purpose — which threw me into the air, causing me to hit my head on a curb. I had to go to the hospital on both occasions, first to have my tooth and split lip attended to, and second and more seriously, to have my head (near my left temple) sewn up. This hit to the head almost took my life; the doctor said that if the hit had been a little more in the temple area, I would probably be dead. I still feel the effects of that injury.

✓ **Return to page 142.**

**Adventure 18**  
**BREAKING DOWN THE WALLS BETWEEN PEOPLE**

**Breakdown of Adventure 18:**

- CHALLENGE:     Conditioned thinking creates barriers that are passed from one generation to the next.  
DISCOVERY:     Self-images turn into values.  
QUESTION:       If I tear down the wall, can I see the root of my conflict?

**Materials Needed:**

Open, inquisitive minds.

**CHALLENGE:     Conditioned thinking creates barriers that are passed from one generation to the next.**

1.     Ask students:
  - How do you feel when you pass a person on the street who looks unlike you, dresses uniquely, and speaks with an accent?
  - What do you think puts that feeling inside you?
  - Is that feeling attached to a particular thought? What thought? How did that thought get into your mind?
  
2.     Tell students:
  - ☛     The walls that separate people are constructed of words, ideas and actions.
  - ☛     These words, ideas and actions are pieces of the conditioned-thinking puzzle.
  - ☛     Understanding your conditioned thinking helps you understand that you use these walls to hide what you're afraid of.

<p><b>Note to Teacher:</b> Go to <b>Walls Hide My Fears</b> (Clue #52), p. 149.</p>
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**DISCOVERY:     Self-images turn into values.**

3.     Ask students:

- How have we learned what we believe?
- Does most of what we've learned comes from family, friends, our school, our environment?
- What is one kind of learning that can end this inheritance from our ancestors?
- Is it: **Direct observation? Thinking for yourself?** Going into your fearless space and making a decision in the moment?

4. Tell students:

- ☛ As we get older, how we decide to dress, or think tends to expand into more than just a way of dressing or combing our hair.
- ☛ Our "identities" develop into **values** and **beliefs** which, over a period of time, become ingrained **habits** and **traditions**.
- ☛ Most of us think we have good reasons for our beliefs. Most of our beliefs are unquestioned assumptions.
- ☛ The problem is — those assumptions sometimes create conflict between people.

**Note to Teacher:** Go to **My Unquestioned Assumptions** (Clue #53), p. 150.

**QUESTION:**      **If I tear down the wall, can I see the root of my conflict?**

5. Tell students:

- ☛ Any time you look at an assumption and SEE that it may not be true, you can make a decision, right there and then, to change it.
- ☛ Any time you look at a person and SEE that you may have misjudged him/her, you can correct your thinking.
- ☛ You can go inside your fearless space and decide not to jump to any conclusions, or assumptions.
- ☛ You can be aware, right then, that it's your conditioned thinking making you see a difference instead of a similarity — creating conflict instead of harmony.

**Note to Teacher:** Go to **Tearing Down The Wall** (Clue #54), p. 151.

6. Tell students:

- ☛ The keys to solving conflict are to:
  - Become more aware of **who you are**.
  - **Understand** how your brain has been conditioned to think and act in certain ways.
  - Explore the **causes** of your conflicts. **Observe** the many conditioned thoughts and feelings that invade your brain.
- ☛ Ask yourself:
  - What am I doing to this relationship when I focus on **differences**?
  - What would happen if I were to focus on **similarities**?

**SUMMARY:**

- The walls that separate people are constructed of words, ideas and actions. These words and actions are pieces of the conditioned-thinking puzzle.
- Understanding our conditioned thinking helps us understand that we use these walls to hide what we're afraid of.
- Most of our beliefs are unquestioned assumptions. The problem is — those assumptions can create conflict between people.
- You can be aware, at any time, that it's your conditioned thinking making you see a difference instead of a similarity — creating conflict instead of harmony.

**Clue #52**  
**WALLS HIDE MY FEARS**  
**(Activity)**

- ✓ **Ask students:**
  1. Name a wall that you have built in your life — a word, an idea or something you did that caused separation between you and another person.
  2. Maybe someone accused you of being dumb, skinny, nerdy, fat, thoughtless — whatever — and you got angry.
  3. Maybe you weren't feeling good about yourself one day and took it out on someone else.
- ✓ **When a student volunteers, listen to the student's story. Then ask:**
  1. What fear do you think caused that wall to be built?  
*Encourage all responses.*
  2. What was he/she afraid of, do you think?
  3. What makes you think so? What are your clues?
  4. Have you ever felt afraid like that?
  5. What did you do when you felt afraid like that?
- ✓ **Ask for more wall-building stories and follow-up with the same questions.**
- ✓ **Give any volunteer student the opportunity to tell a wall-building story and any student the chance to name the fear that may be behind it.**
- ✓ **Return to p. 146.**

**Clue #53**  
**MY UNQUESTIONED ASSUMPTIONS**  
**(Activity)**

✓ **Tell students:**

- When I came to this school, I assumed \_\_\_\_\_ (fill in the blank).  
*Tell students some of your own assumptions.*

✓ **Ask students:**

- What are some assumptions you've had in your life?  
*Encourage all responses.*

✓ **Use the following blanks, or let students tell their own:**

1. When I first came to this school, I assumed \_\_\_\_\_.
2. When someone bullied me, I assumed \_\_\_\_\_.
3. The first time I heard someone angry with me, I assumed \_\_\_\_\_.
4. The first time I saw a war movie, I assumed \_\_\_\_\_.
5. When I heard that a politician had lied, I assumed \_\_\_\_\_.
6. When I was told to protect my country, I assumed \_\_\_\_\_.
7. When I was told to believe in a life in the hereafter, I assumed \_\_\_\_.
8. When I was told that our race is superior, I assumed \_\_\_\_\_.

✓ **Create some of your own.**

✓ **After each assumption, ask:**

1. Have you ever questioned that assumption? Why? Why not?
2. Did you always believe it just had to be true, because someone you know told it to you?
3. Do you think there's value in questioning assumptions? What value?

✓ **Return to p. 147.**



**Clue #54**  
**TEARING DOWN THE WALL**  
**(Activity)**

✓ **Write on the board:**

- My assumption was:
- As a result, the wall I put up was:
- Behind my wall, I was scared of:
- I think the way to tear down that wall is:

✓ **Ask students:**

1. Who wants to volunteer to give us one of her/his assumptions?

✓ **When a student volunteers, ask:**

2. Your assumption was...?
3. And as a result, the wall you built was...?
4. Behind your wall, what do you think you were scared of?
5. Did you feel any conflict? What kind? Do you have any thoughts on the possible root of your conflict? What caused it? How did it get there?

✓ **When the volunteer has answered all questions, ask other students:**

6. Does anyone else have any other thoughts on the root of her/his conflict?  
Let's help our friend tear down her/his wall.

✓ **Repeat the process as many times as students are willing to volunteer and as much as time allows.**

✓ **Return to p. 148.**

## Adventure 19

### SEEING THE ROOTS OF MY CONFLICT

#### **Breakdown of Adventure 19:**

**CHALLENGE:**     Conditioned thinking creates serious problems — individually and globally.  
**DISCOVERY:**     Seeing and questioning the roots of conflict can prevent it.  
**QUESTION:**       Am I learning how to stop the war in my brain?

#### **Materials Needed:**

Open, inquisitive minds.

**CHALLENGE:**     Conditioned thinking creates serious problems — individually and globally.

1.     Ask students:

- When you see someone as "different" from you, and that difference grows between the two of you, are you creating conflict? What kind?
- When someone attacks you, physically or psychologically, and you decide to fight, or you decide to run away, are you creating conflict? In what way?
- When you carry on conditioned thinking that has been part of your family or your race, nation, or religion for many years, and don't do anything to change it, are you contributing to more and more conflict — not only inside you but in the world?
- What do you think happens to conflict that just festers inside you and isn't allowed to breathe, or to escape?

**DISCOVERY:**     Seeing and questioning the roots of conflict can prevent it.

2.     Tell students:

- ☛     You can end your conflict before it begins. You now have the INSIGHT and understanding to do so.
- ☛     You have the power to see the root of your conflict and to question why it's there.

- ☛ In the very moment that you begin to SEE and QUESTION, you are already stopping the conflict!

**Note to Teacher:** Go to **Learning In The Moment** (Clue #55), p. 155.

3. Ask students:

- When you SEE conditioned thinking as it happens, do you learn in the moment — right now, as it's happening? Why is that?
- Are there any facts to memorize or any "right" or "wrong" answers to think about?
- Do you have to trust your own observation? Do you see that you're acting in a conditioned way and ask yourself why? And how?

4. Tell students:

- ☛ This class is meant to teach you to question any information that comes before you — including the lessons in this curriculum.
- ☛ We have succeeded if, when you are involved in any conflict, you ask yourself — how can I change that?

**Note to Teacher:** Go to **How Can I Change That?** (Clue #56), p. 156.

5. Ask students:

- What steps can you take to understand how a conflict *began*?
- When you have a fight with someone, no matter the outcome, what steps can you take to prevent *future* disagreements?
- Will you look at the symptoms and choose a "quick fix" or look at the cause and find a way to prevent the problem from happening again? Why? What's the difference?
- Which choice gives you more satisfaction now? Which choice will give you more satisfaction in the long run?

Tell students:

- ☛ When you can stop any fire before it ignites, you **prevent** it!
- ☛ When you see an argument about to start between you and another person, you can **prevent** it.
- ☛ If an argument is already under way and it's too late to prevent, you can **stop** it.
- ☛ If a house is already on fire, or a war has already begun — we cannot prevent it and cannot stop it — but we can still do something valuable.
- ☛ We can look at what happened and prevent it from happening again!

**Note to Teacher:** Go to **The Right Use of Strength** (Clue #57), p. 158.

**SUMMARY:**

- We have the power to see the root of our conflict and to question why it's there.
- In the very moment that we begin to SEE and QUESTION, we are already stopping the conflict!
- This class is meant to teach us to question any information that comes before us — including the lessons in this curriculum.
- We have succeeded if, when involved in any conflict, you say to yourself, "That didn't feel right. How can I change that?"
- If a house is already on fire, or a war has already begun — we cannot prevent it and cannot stop it — but we can still do something valuable. We can look at what happened and prevent it from happening again!

**Clue #55**  
**LEARNING IN THE MOMENT**  
**(Activity)**

✓ **Write on the board:**

- I see...
- I question...

✓ **Ask students:**

1. Who wants to volunteer to tell me something in the room you see — anything.
2. What do you question about this? Any question is good.
3. Who else wants to volunteer to tell me something in the room you see — anything at all.
4. What do you question about it? Any question works — any question at all.
5. Who wants to tell me something in our neighborhood that you see — anything?
6. What do you question about it?
7. Who wants to tell me something in our state that you see? Anything.
8. And what do you question about it?
9. Who wants to tell me something in our country that you see?
10. What do you question about it?
11. Who wants to tell me something in the world you see?
12. And what do you question about it?

✓ **Tell students:**

**Congratulations on thinking in the moment, on your feet! Good work!**

✓ **Return to p. 153.**

**Clue #56**  
**HOW CAN I CHANGE THAT?**  
**(Activity)**

✓ **Tell students:**

- I'm going to give you some situations, then ask how you think I can change the way I'm thinking or acting. Respond freely.

✓ **Read these to students (with animation) and let them shout what they think:**

1. Someone just walked up and punched me. I'm on the ground and I'm really ticked off. I want to punch back. Is this conditioned thinking? How can I change that?
2. My parents just grounded me for the weekend because I forgot to do the chores I was supposed to do over the weekend. I want to protest and break the rules. Am I creating conflict? How can I change that?
3. My so-called friends just totally ignored me as if they didn't see me, and I'd like to forget they exist. Is this conditioned thinking? How can I change that?
4. I just got a "D" on my math test, and I really need to pass math to graduate. I feel like just throwing in the towel. Am I creating conflict? How can I change that?
5. I really want to play basketball but I'm not tall enough to be on anyone's team. I feel like throwing my basketball away. Am I creating conflict? How can I change that?
6. I've been watching TV and the news is scaring me. I can't believe all this violence is happening all around us — some even in my neighborhood. I want to run away. Is this conditioned thinking? How can I change that?
7. I want to belong to this club, but my parents think it's dangerous and will get me in with what they call the "wrong" people. I want to join the club behind their backs. Am I creating conflict? How can I change that?
8. I think that because people who are different from me and my friends are a threat, I should learn to defend myself. Is this true?
9. I have been taught that my race, religion and nation are superior to all others. Am I just creating more conflict thinking this?
10. I have been told that I should join the armed forces and fight for peace. Will I just create more conflict? How can I change that?

- ✓ Repeat these to students who have not responded, or make up some new ones of your own.
- ✓ Congratulate students on their beginner's minds!
- ✓ Return to p. 153.

**Clue #57**  
**THE RIGHT USE OF STRENGTH**  
**(A Quote To Note)**

"Greatness lies not in being strong, but in the right use of strength."

— *Henry Ward Beecher*

✓ **Write this quote on the board.**

✓ **Ask students:**

1. What does this quotation mean to you?
2. Don't you believe that greatness lies in being strong?
3. What does Beecher mean by "the right use" of strength?
4. Do you think those who can see the root of their conflict are strong?
5. Do you think those who cannot are not strong?
6. Do you think the roots of your conditioned thinking are becoming clear to you?
7. In what way do you feel them becoming clearer?
8. If you could end one problem — any problem — before it starts, what would it be?
9. How would you do it?
10. Would you end war forever — both in your brain (at the root) and in the world (outside your brain)?

✓ **Return to p. 154.**



## Adventure 20

### MASTERING THE WAR IN MY BRAIN

#### Breakdown of Adventure 20:

- CHALLENGE:     Conditioning can end. You are the world.  
DISCOVERY:     Conditioned thinking isn't your problem or my problem —  
                         it's THE problem.  
QUESTION:       Am I the same creature of habit I was when this  
                         curriculum began?

#### Materials Needed:

One copy of I RECOGNIZE YOUR THINKING — STRIPS, p. 155.

**CHALLENGE:     Conditioning can end. You are the world.**

1.     Ask students:
  - Do you understand that you can stop conditioned thinking in your mind?
  - Do you think you can survive without blaming, fighting, creating conflict?
  - If every person in the world stopped all their conditioned thinking at the same time, what do you think would happen?
  - Do you think we must forgive ourselves and everyone for not being aware of how our conditioning has hurt us and each other?
2.     Tell students:
  - ☛     But forgiving is only the first step.
  - ☛     The next step is to **recognize** conditioned thinking and to **prevent** it.

**Note to Teacher:** Go to I Recognize Your Thinking! (Clue #58), p. 162.

**DISCOVERY:     Conditioned thinking isn't your problem or my problem.  
                         Conditioning is THE problem.**

1.     Ask students:

- Can I **blame you** for the conditioned thinking that you grew up with?
- Can you **blame me** for the conditioned thinking that I grew up with?
- Can you blame a child who grows up in **another country** how he or she was brought up?
- If people in a country different from ours live and act in ways that are different from ours, can we blame them for what they've learned from **their** parents and friends?

2. Tell students:

- ☛ Conditioning isn't your problem or my problem — it's **THE** problem.

**Note to Teacher:** Go to **Seeing THE Problem** (Clue #59), p. 164.

**QUESTION:**      **Am I the same creature of habit I was when this curriculum began?**

3. Ask students:

- What does it mean to be conditioned?  
How have YOU been conditioned that you're aware of today?
- What are some effects of your conditioning? Can you see them? At home, at school, in your community, nation, the world?
- What are some active steps you think you can take to change your conditioning at home? At school? In your community? In your nation? In the world?

5. Tell students:

- ☛ These are all powerful questions.
- ☛ Keep in mind that any answer you give could be based on conditioned thinking.
- ☛ BE AWARE of what you think.
- ☛ ALSO BE AWARE that what you think may change as time passes.
- ☛ You are a human being who has been conditioned — we all are. If you simply stay aware of how conditioning affects you, you can master the war in your brain — and, hopefully, any war you ever have to face.

**Note to Teacher:** Go to **Staying Aware** (Clue #60), p. 165.

**SUMMARY:**

- Every one of us has a conditioned mind — but it doesn't have to stay that way.
- Stay aware of your thinking!
- Use your beginner's mind!
- Think for yourself!
- Search! Explore! Deduce!
- And remember to love the questions!

**Clue #58**  
**I RECOGNIZE YOUR THINKING**  
**(Clip A Strip)**

- ✓ **Cut into strips the words on the following page and put them in a hat or container.**
- ✓ **Walk around the room with the container and ask students to each pick one strip without looking at it.**
- ✓ **Tell students:**
  1. Each strip has one word — a single word — on it.
  2. When it's your turn, open the strip, look at the word and try to tell us a story using only that word.
  3. You can say the word as many times as you like, but only that word.
- ✓ **Ask for a Volunteer to go first.**
- ✓ **After each Volunteer tells his/her story, ask students:**
  1. What was her/his thinking? Did you recognize it?
  2. Was it conditioned? Or was it real?
  3. Was he/she angry? Sad? Excited? Happy? Upset? Disturbed? How was it conditioned? What makes it conditioned?
  4. What do you think she/he was communicating? Where does the conditioned thinking come from? Home? School? Nation? Religion? Race?
- ✓ **Ask the Volunteer what she/he actually was thinking.**
- ✓ **Did the students guess correctly?**
- ✓ **Give as many students as possible the opportunity to perform this exercise.**
- ✓ **Return to p. 159.**

## **I Recognize Your Thinking — Strips**

<b>Fight</b>	<b>Blame</b>	<b>Judge</b>
<b>Enemy</b>	<b>War</b>	<b>Hero</b>
<b>Conflict</b>	<b>Afraid</b>	<b>Tough</b>
<b>Robot</b>	<b>Double-talk</b>	<b>Truth</b>
<b>Nonviolent</b>	<b>Race</b>	<b>Deduction</b>
<b>Nation</b>	<b>Religion</b>	<b>Roots</b>
<b>Conditioned</b>	<b>Image</b>	<b>Survival</b>
<b>Brain</b>	<b>Primitive</b>	<b>Illusion</b>
<b>Prisoner</b>	<b>Fact</b>	<b>Fiction</b>
<b>Habit</b>	<b>Beginner</b>	<b>Question</b>
<b>Challenge</b>	<b>Adventure</b>	<b>Sherlock</b>

**Clue #59**  
**SEEING THE PROBLEM**  
**(Activity)**

✓ **Throw the following questions up for grabs. Ask students:**

1. Carlos calls Miguel a name and Miguel threatens to beat him up. What's THE problem? What's the conditioned thinking?
2. Sasha comes up behind Lee and scares him. Lee punches Sasha. What's THE problem? What's the conflict?
3. Anne gets upset because Karen forgot her birthday. What's THE problem? What's the conflict and where does it exist?
4. Simon has a lunch appointment with Liam and forgets to call and cancel it because something has come up. Schuster stands on a cold wintry corner and waits, and gets angry. What's THE problem? What's the fear?
5. A television ad says that I've got to get their product or I won't be happy. What's THE problem? What's the conflict? Where does it exist?
6. Rosa decides that she wants to join a gang because she says it will give her security. What's the fear? What's the conflict? What's the conditioned thinking?
7. Reverend Hudson tells his congregation that they will have to repent for their sins or suffer in the after-life. What's THE problem? What's the conditioned thinking?
8. Dr. Gnosis says that you have only one year to live. What's THE problem? What's the conflict? That you probably had better settle your affairs?
9. General Patterson tells his troops to take the hill from the enemy. You suddenly feel that war doesn't make sense. What's THE problem? What's the conditioned thinking?
10. President Tyler says that in order to be a good citizen, you have to give a lot of your hard-earned money to develop weapons to defend against the enemies of your country. What's THE problem? What's the conditioned thinking?

✓ **Return to p. 160.**

**Clue #60**  
**STAYING AWARE**  
**(A Quote to Note)**

"We have met the enemy, and he is us."  
— *Pogo* (Walt Kelly)

✓ **Ask students:**

1. What does this quote mean to you?
2. Why is the enemy us?
3. Do you think the answer is simple?
4. Rather than giving you an answer your brain can just file away in some dusty file, does this answer cause you to ask more questions?
5. What kind of questions does it make you think?
6. Do you think it's important to not just settle for pat answers? Why?
7. Can pat answers sometimes be just conditioned thinking?
8. Does your brain feel active and exercised when it has questions to think about?
9. Are you more aware than ever of what you think?
10. Do you love the questions?

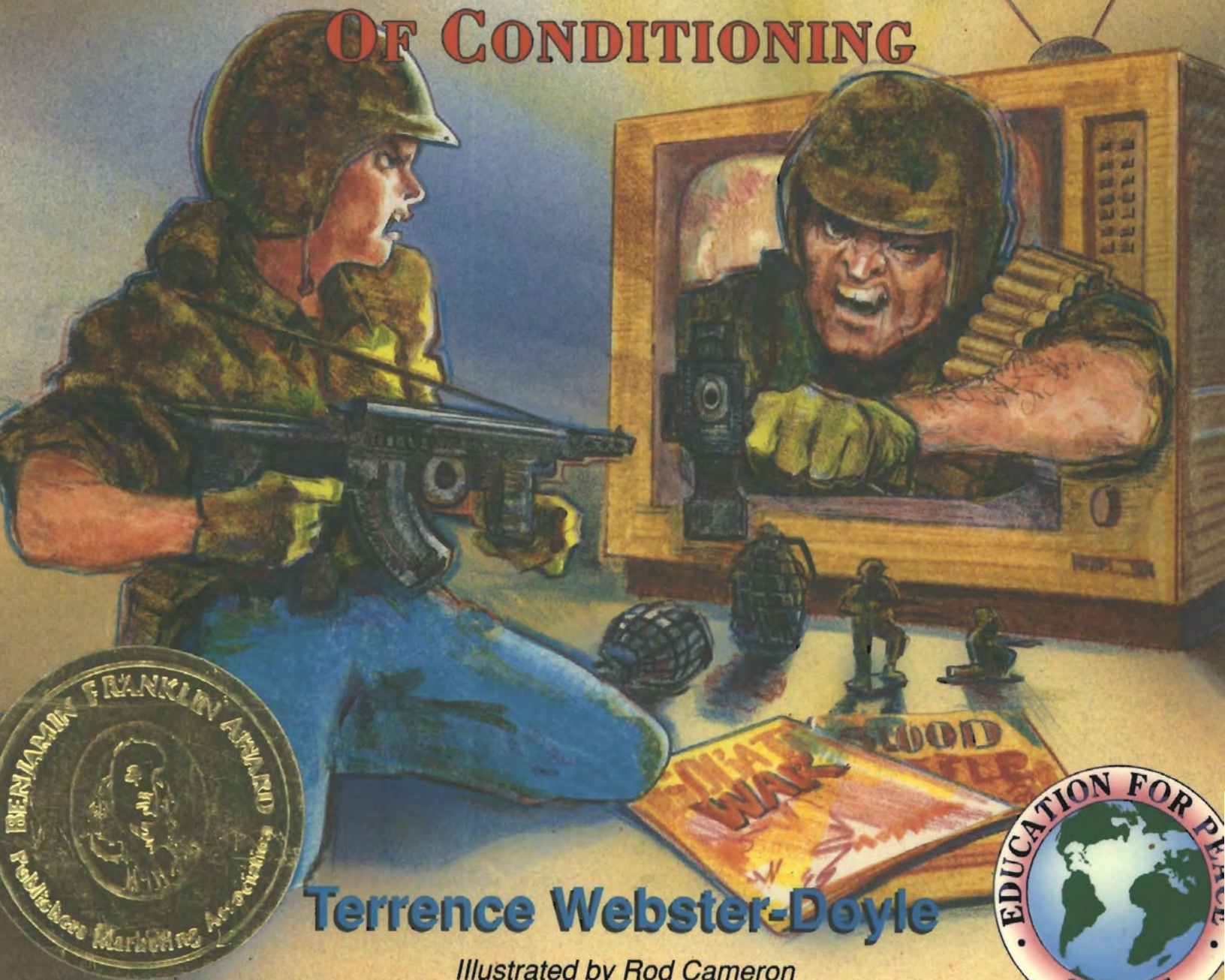
✓ **Return to p. 161.**



FOR YOUNG PEOPLE

# FIGHTING THE INVISIBLE ENEMY

UNDERSTANDING THE EFFECTS  
OF CONDITIONING



**Terrence Webster-Doyle**

*Illustrated by Rod Cameron*