

WHY ARE WE ALWAYS PICKING ON EACH OTHER?

A Special Curriculum
To Help Young People Understand Global Conflict

Ages 9-14



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

Personal Note to the Teacher From Dr. Terrence Webster-Doyle

Bullying started a long time ago — many, many years before we were born. Bullying means to get something you want by force either physically or mentally or both. Bullying has continued on for all these years because people didn't really know how to deal with it in a way that worked. The way they did try to deal with it was through punishing people who bullied and rewarding people who didn't. But this didn't help people understand what caused bullying. That's what we are going to do in this program—help you understand what causes bullying, in yourself and in the world because bullying on the playground is the same as bullying on the battlefield.

Most everyone has been bullied at some time their lives. It usually starts on the playground at school but it can also be at home, and in your community. Some people get bullied worse than others. Some people suffer from it worse than others. Some people are so terribly bullied that they become bullies themselves and turn around and hurt others. And sometimes these people kill others as we have seen in schools where some kids who were bullied have out of rage shot the ones that bullied them. There are also kids who turn that hurt, hate and rage in at themselves and take their own lives because that self-hate and rage that gets stored up in them has no outlet. That's because most people, especially adults, don't know how to prevent bullying from happening; many adults and young people just pretend it's not happening and don't do anything to help the kids who have been bullied to let out that hurt, rage and hate in a safe and constructive way.

Now that you are taking this course on bullying, on resolving conflict peacefully, you are taking a big step towards helping yourself and others to understand the causes of bullying, the causes of conflict. It all starts in the way you have been “conditioned” to think and act. The word conditioning is very important in understanding why people bully. “Conditioning” means to do something automatically, like a computer program. A computer program is information that has been put into the computer and will act automatically when we push a certain button. Your brain, everyone's brain, is something like a computer. There is programmed into it certain information that helps us survive, like knowing where you live, calling 911, knowing what foods to eat and even how to protect yourself from harm.

Have you noticed when you are riding in a car that when the driver sees a red light that he or she automatically puts their foot on the brake. This is “positive conditioning” because it helps you survive. It is an automatic reaction that happens because it has been “programmed” into the brain of the driver. It is a habit. There is also “negative conditioning” that gets programmed into our brains that causes conflict and is harming our chances for survival. This “negative conditioning” can also be called “prejudice” and acts the same way “positive conditioning” does. “Negative conditioning” creates conflict because it puts into our brain information that, like a computer, acts automatically without understanding why it does this or what the effects it may have on yourself and other people.

Both “positive conditioning” and negative conditioning” is information or knowledge that gets programmed into the brain. The information is the disk and the brain is the system that operates the disk. Can you see just by this simple example that information (a “disk”) creates who we are? In other words, we are what we think. And what we think is also what we feel because thinking and feeling are connected in the brain by a bundle of nerves. And then what we are programmed to think and then feel creates they way we act. And this in turn triggers our hardwired, built in fight or flight system that reacts based on the message of fear sent to it so we feel that the threat is very real when it may only be an image, a frightening conditioned thought that was programmed into our brains at one time in our lives, a pre-judgment that when activated later on reacts like a “knee jerk” reflex. It just happens because it is apart of the programmed system of thought that we were conditioned into. So it is very important not only to see how this all works in the brain but to also see the information being put into the brain on the “disk.” so we can see what it is doing to us and others, especially when the “disk” contains a “virus” of “negative information” that can corrupt the system and cause a breakdown of it’s function.

The malfunctioning of the computer (the brain as the “system”) can cause a malfunction in our relationships. Prejudice, or “negative conditioning” is just that. It is information that has been programmed into our brain without us knowing that it causes conflict in relationship. If you study history you will see how prejudice (“negative conditioning”) has caused tremendous suffering and conflict as when a dictator like Adolph Hitler created his view of the perfect race and how he killed millions that did not fit this “program” or view. This “negative conditioning” has been programmed into us for thousands of years; old prejudices that have been carried over from past bullying experiences and have now programmed new generations with old tribal hates and revenges.

What I am trying to say and what I want to do with this course is to help you understand that we have been conditioned or programmed with hurtful and hateful information (and feelings) that keep the hurt and hate going on for years and years. The good news is that you can do something about this—for yourself and for others. And all it takes is a willingness to understand how we have all been programmed. And this means that you will have to understand the 3Es.

The 3Es stand for how you learn. The first “E” stands for “Explanation” like what I am doing here telling you about negative conditioned thinking. It is merely a definition, a description. It describes the problem but does not resolve it. The second “E” stands for “Example” like when you say, “Oh, I have done that. I remember when my negative conditioned thinking (prejudice) created conflict between that new kid at school when I thought he was weird just because he came from another country.” You went from just the general explanation or definition of negative conditioned thinking to seeing how it actually created conflict in your life sometime in the past. This is called “hindsight” which means remembering something that happened to you before. Both of the above “Es” are memory and therefore in the past. In order to understand what I am saying here about negative conditioned thinking you will have to have some knowledge of it. The same is true of the personal Example in your life of negative conditioned thinking (and feeling).

It is the last “E” of Experience, not the “past experience” but Experiencing the information that has been programmed into the brain as it reoccurs or re-happens in the moment that is the process that can free you from it. This is called “insight” and it is this insight that sees the conditioned thinking/feeling as it is happening and in that awareness of

it the conditioned thinking/feeling doesn't operate like it did in the past. Whereas before you didn't see the negative conditioning and it just automatically operated and caused conflict, now you are aware of the "programmed disk" and don't act out of it. This is where the conditioned thoughts/feelings end because they are seen for what they are—destructive negative information that was programmed (the "disk") into us (the "system" or brain). It's like turning on a light where in the past it was dark. Then you "see" the conditioning and you, in that moment, are free of it. And if you keep up this awareness, this "Experiencing" the program on the disk will eventually die out from lack of use. And this means that you have the opportunity not to take this "virus" of "negative conditioning" into your adult life where it can cause greater and greater conflict such as war. But remember, the word is NOT thing; the "thing" (conditioned thinking and feeling) has to be seen, observed for it to stop. The Explanation or the Example are only words and therefore cannot change your behavior, cannot stop the negative conditioned thinking that causes conflict.

So where do we start and what do we need to understand in order begin to prevent this bullying, these conflicts, from spreading like a computer virus?

Where did this information come from and how did it get programmed into our brains? In this course we will cover the six areas of bullying starting with What Causes Us to Bullying. From there we will go into how we beat ourselves up inside our head. This is called Why Am I Always Picking On Myself? The other areas are called Why Is Everybody Always Picking On Me?, which is bullying on the playground and then Why Do We Always Let the Bullies Pick On Them? The Bystander: Victor or Villain and then we go to Why Is Everybody Picking On Us?, which is group prejudice and the final area is called Why Are We Always Picking On Each Other? which is concerned with bullying on the battlefield or what we call war.

So we start with the causes of bullying and then the inner bully inside your head and move from there to the schoolyard bully, the bystander then on to group prejudice and then finally on to the battlefield bully. Please remember that all this bullying starts in the brain and if left unchecked it will go on to create bullying at school, in the community and the world. And remember too that all this bullying has the same mechanical structure, like a computer, and therefore if you understand the basic program in your brain that starts off the bullying then you will be able to understand all of it – you will then see that bullying that creates conflict, from the playground to the battlefield, is not "my problem" or "your problem" -- it is THE problem in the way the human brain has been conditioned to conflict and like a virus has infected the whole of the human race.

Like anything new you may have some difficulty with what is being said here in this course. Remember to look at this simply like it is a mechanical devise, like a computer and you will see how really simple it is to understand negative conditioned thinking that causes bullying at it's basic foundation.

As someone once said, "The unexamined life is not worth living."
I wish you well on this incredible journey in self-understanding, the greatest journey of all!

With care,

Dr. Terrence Webster-Doyle

A Word or Two About “Cognitive Distortions”

One of our goals in creating the course on bullying and conditioned thinking is to help educate people, especially young people, about the basic factors that create conflict in their behavior. It is our hope that we can help students see — really SEE — these factors before their behavior becomes a serious problem.

Whether inside an individual or among a group, bullying on the playground or bullying on the battlefield, conflict begins with conditioned thoughts — thoughts we think on an ongoing basis every day — and thoughts that we simply never question. It is those initial conditioned thoughts that set off a chain reaction that instantly triggers fearful emotions — causing us to either want to fight or run away — which produces a powerful reaction of conflict. This conflict, which begins inside us, then develops into conflict outside us, creating struggles with others.

When we are exposed to this succession of conditioned reflexes in our brain, we can begin to become aware of the nature of our conflict at a primary prevention level. This awareness enables us to prevent conflict from happening in the first place — which is our greatest goal.

When an event occurs that disturbs us, automatic thoughts enter our minds. These mechanical thoughts happen so fast that we don't notice them! And if we don't notice them, we certainly won't question them. Still, these thoughts affect our attitude, our mood, our body and our ability to function clearly — and our relationships. These thoughts are often referred to as “cognitive distortions” and are the basis for what is called “Cognitive Behavioral Therapy.” My approach to shedding new light on this conditioned way of thinking is to change the focus from a “therapy” which I consider a “reactive, remedial approach” (in other words, after the problem has occurred) to an “education” which is a “proactive, preventive approach” (in other words, preventing the problem that this type of thinking can create before it becomes a problem). I call this educational approach BioCognetics™ — Cognitive Emotive Bio-reactive Conditioning.

What this means is that when a conditioned thought gets “triggered” by an outside stimulus (such as a bully approaching you) it in turn triggers or stimulates our emotions (fear in this case) and then that thought and feeling combined trigger or stimulate the “Bio-reactive” fight or flight survival system in the old brain. In this educational way we can observe the total process of how a conditioned image (of a bully) can, like a row of dominos, set off a “chain reaction” in the brain to protect oneself. That is a necessary and helpful process if we are actually being threatened by a real bully and really need to defend ourselves.

But the problem occurs when this chain reaction is stimulated or triggered by an “image” of what may have been or might be a threatening situation. In this situation the threat is not imminent but the brain is reacting to it as if it were when in fact it only a supposed one. And this is where we get into trouble. If we are preparing ourselves to fight or flee from a supposed threat stimulated by an image of what represents to us a threat then we are unnecessarily reacting. This is what can be labeled a “cognitive distortion” in that it is based on a false perception of reality. This reacting to a supposed threat, on a false perception of reality, occurs not only in bullying situations but also in daily life with many “cognitive distortions” that cause us unnecessary conflict in our lives.

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Learning To Roleplay

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 — roleplaying parents.

Roleplaying is understood from age 6 up. The main objectives of roleplaying 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, thus 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 "get into" the other person's shoes, so they can begin to understand why that person would want to be the 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 roleplaying. You can find books in your local bookstores or library on roleplaying and psychodrama that will help you. Roleplaying 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 roleplaying:

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 roleplays 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 roleplay is about and sometimes hand out sheets that have roleplays 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 roleplaying you are looking for. Get a good roleplayer by modeling one.

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

The roleplays offered in the Lesson Plans are for your convenience, to help students learn the lesson being taught. You are welcome, however, to create any roleplay 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 nonviolent alternative. Tell the Bully ahead of time, on the side, not to give up too easily, but to give up at some point, so the Victim can learn how to win. 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 an alternative, 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 roleplaying that you can use. Some are already used in the Lesson Plans, and some are not.

Additional Roleplay Techniques

- **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, and clarify those that everyone at one time or another feels. It is helpful if YOU are HONEST about your own feelings -- your fears, humiliations, 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.
- **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.
- **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.
- **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. The helps decrease anxiety and allows for greater empathy and understanding of the Bully.
- **Imaging.** One good imaging process ask 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. You might ask them to be their animal during basics and katas.

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 Russel 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.

**EXERCISES & ACTIVITIES
FOR CURRICULUM**

**WHY ARE WE ALWAYS
PICKING ON EACH OTHER?**

by
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with Adryan Russ

based on the Award-Winning Atrium Society Publications
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Lesson 1

The Beginner's Eye

Breakdown of Lesson #1:

Mental strength comes from being more aware.
The world is not ordinary.
Everyone has a beginner's eye.

Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Enough blindfolds for every two students (scarves, masks are okay). As long as students cannot see through the blindfold, whatever you use is fine.
- C. KEEP ALL OF THE FOLLOWING HIDDEN FROM STUDENTS UNTIL ACTIVITY TIME: A table, or a course with markers, consisting of stops or areas — where set out, in a series, are:
Station #1: sandpaper; Station #2: something furry; Station #3: a piece of silk; Station #4, a plastic bag; including such other station items as feathers, suede, a stone, a piece of metal, flower petals — use your imagination. The *one essential item* at the end of the course is a large bowl of water (with towel or paper towels).
- D. Copies of Activities 1A, *What's New?*, and 1B, *Ways of Thinking*, for every student.
- E. Start a Chart: **Ways of Thinking**

Introduction

1. Welcome to this new curriculum. Because we want you to get the most out of it, we cannot stress enough how important it is for you to read through each lesson BEFORE class so that you can be fully prepared for what is to come. Thank you! And we wish you a wonderful journey.
2. *Welcome students to class by greeting them and asking each student to introduce her/himself by name and announce his/her primary hope for what this curriculum will teach. Encourage all responses, and accept each answer with interest as you write them on the blackboard, noting how each response is*

different from the one(s) before. Treat each one with the respect you would give to any honored friend. Begin by saying:

This curriculum “War — What Is It Good For?” is designed to help us look at the world in a new way. For millions of years, we humans have been fighting each other. You and I are going to find out why. When we understand why, we will make an exciting discovery — that you and I have the power to put an end to conflict and an end to war! We will become super sleuths, super investigators – in search of the truth!

2. The main questions we seek to answer in this curriculum are:

**What causes war?
What prevents peace?**

3. Our job in this class is to act like the famous detective, Sherlock Holmes, and do our best to deduce why, after centuries of existence, human beings can grow food, build skyscrapers, find cures for diseases, and send spaceships to the moon, but still find it difficult to live in harmony with our fellow human beings.
4. Sherlock Holmes, known for his “brilliant deductions,” does it this way. He begins with a fact or idea that is already known and accepted. Then he uses that fact or idea to find out something new. He starts with a thought that is **general**, and then “deduces” a new piece of information that is **specific**.

EXAMPLE

General Concept:

We have had war in this world ever since we’ve had human beings.

Specific Deduction:

Therefore, can we deduce that human beings must be responsible for war?

- What’s the general concept?
 - What’s the specific thought deduced from this concept?
 - When we deduce, do we know yet if what we have deduced is absolutely true? Is there proof?
5. Some things we know for sure; i.e., the world is round. We didn’t always know this, but we know it now.

Some things we do *not* know for sure. We cannot declare something to be true when we do not know for certain that it is. So, we deduce. We assume. We guess. We think about. We look for an answer.

When we deduce, we are *in search of the truth*.

6. This curriculum is about searching for answers. When your mind is open to searching, it gets stronger. Keep your mind open like a newly plowed field. If your field is fertile, the seeds will grow.
7. If it is true, that human beings create war, perhaps the best way to begin our search for the truth is to ask:

**What are human beings doing that creates war?
What are human beings doing that prevents peace?**

8. We can even get more specific and ask *ourselves*:

**What am I doing in my life that creates war?
What am I doing in my life that prevents peace?**

9. In this curriculum, we will search for answers to these two questions. We begin by looking at the two main parts of human beings that create either war or peace: **our bodies** and **our minds**.
10. Some of us humans spend a lot of time working on strengthening our bodies. It is important to have a strong, healthy body.

- What are some of the things we do to strengthen our bodies?
Use the following as suggestions, if you wish:

<i>Aerobics</i>	<i>Walking</i>
<i>Dance lessons</i>	<i>Running</i>
<i>Martial arts</i>	<i>Stair climbing</i>
<i>Weight lifting</i>	<i>Swimming</i>
<i>Sports</i>	<i>Skiing</i>

- What are some of the things we do to strengthen our minds?
Use the following as suggestions, or make up some of your own:

<i>Read</i>	<i>Discuss things</i>
<i>Go to school</i>	<i>Study</i>

Encourage all responses, such as: read, think, listen to others' perspectives.

Mental Strength Comes From Being More Aware

1. A balanced human being has a strong mind as well as a strong body.
 - What is a strong mind?
Ask students to define this. Encourage and acknowledge all responses.

A mind that can think clearly.

A mind that can make decisions.

A mind that sorts through information.

A mind that listens and learns.
 - Who do you know, or know about, who has a strong mind?
Allow students to name some people.
 - Why did you choose this person? How can you tell he/she has a strong mind?

My father always says exactly what he thinks.

Martin Luther King, Jr. helped the cause of peace, risking his life.

A fire fighter entered a burning building to save my sister.

My mother has a hard job, but she does it really well.

*A man called a policeman some pretty awful names,
and the policeman didn't hit him.*
2. When we develop a strong mind *along with* a strong body, our strength increases.
 - Do you think a strong mind has to do with how well you do math, or how easily you grasp astrophysics?
 - Do you think a strong mind is one that is AWARE of its surroundings and open to learning new things?
3. Being aware comes from paying attention to the world around us, listening to feelings inside of us, and to those feelings of others.
 - Does it take practice to throw a terrific football pass?
 - Do you think it takes practice to listen to feelings and be aware of them?

The World Is Not Ordinary

1. Every day our life consists of two main activities:
We speak words.
We take actions.
2. We are so accustomed to what we say and do, that often we are not aware of the *effect* our words and deeds can have.
3. When we become more *aware*, we begin to see the world in new ways. The following activity is designed to help us do this.

Activity: **Beginner's Touch.** *This activity demonstrates how we, as creatures of habit, sometimes forget that "ordinary" things aren't ordinary at all. It should be done as fun, with enthusiasm, and students must be assured that there is no danger.*

- ✓ Divide students into pairs. Bring out the blindfolds, and give one to each pair.
- ✓ Ask pair to decide quickly who will be the Leader and who will be the Follower. Ask the Followers to put on the blindfold.
- ✓ Announce that the Leaders will lead their Followers through a pre-planned course.
- ✓ Tell Followers they will touch and feel whatever their Leaders guide them to. Stress that there is nothing dangerous (weird perhaps, but not dangerous). Stress that they can speak, but they must not say anything that gives anything away to those behind them.
- ✓ *NOW, let unblindfolded students see the course, or table, you have prepared for this activity, that you have kept hidden until now. Conduct students through this course quickly so there is time only for them to experience, not think or act.*
- ✓ Line the pairs up. Start the first pair at the first marker. Then have the pairs follow, in order. Allow students to experience each station and then move on, quickly. The bowl of water should be last.
- ✓ Pay special attention to how students respond when putting their hands in the water. Are they surprised?

- ✓ After all the pairs have gone through the course, ask all the Followers to go through the course again WITHOUT blindfolds.

Discussion:

When all the Followers have gone through the course a second time, invite students to sit. Ask:

1. While wearing your blindfold, what was your reaction when you first touched the water?
2. Why were you surprised? What was it about the water that made you respond differently? *The water was new; you had no expectation.*
3. When you touched the water without your blindfold, did you react in the same way? Why? *You knew what to expect.*
4. Which experience was more exciting? Why, do you think?
5. Do you think that experiences are more exciting when you *don't* know what to expect?
6. Are you sometimes frightened when you don't know what to expect?
7. How often do you look at life around you without expecting anything?

Walking to school gets boring — the same route every day.

We'll probably argue at the dinner table. We always do.

My summer vacation days are always the same.

8. When was the last time you looked at something that's around every day, and were surprised by it?
9. Do you think we sometimes react to people, places and things around us in a way that makes them old, familiar, dull?
10. Why do you think it might be important to look closely at people, places and things around you, with no expectation, as if they were brand new?

**Assignment 1:
What's New?**

Pass out copies of Exercise 1A, "What's New?" to all students. Read instructions out loud. Tell students you are going to do the exercise too. We encourage teachers to do exercises with students.

Everyone Has a Beginner's Eye

1. We are here to develop our understanding of what creates war, and what prevents peace. To develop a new understanding, it's helpful to look at the world with a "beginner's eye."
 - What do you think it means to have a "beginner's eye"?
Write short responses on blackboard. Guessing is all right.
 - Would you agree that it's looking at people, places and things in a different way than you have before?
 - What are some of the ways you have seen the world through a "beginner's eye"? *Explore this. Give students hints if they need them:*
 - How did you feel when you first saw a plane take off?*
 - When you first saw a sunset?*
 - When you did a science experiment that worked?*
 - When you received a gift you didn't expect?*
 - When you were so happy, you cried?*
 - Do you think some people do NOT have a "beginner's eye"?
 - Do you think we all have a "beginner's eye" but don't use it often?
 - What are the advantages to seeing the world with a "beginner's eye"? *Encourage responses. Give hints, if necessary:*
 - There is always something new to learn.*
 - You are never bored.*
 - Every moment becomes a new opportunity.*
 - We see things more clearly.*
 - We develop new levels of understanding.*
 - How does a person with a "beginner's eye" see differently from other people? *Encourage responses. There are no "right" or "wrong" answers.*
 - What do you think having a "beginner's eye" can do for you? At home? In school? On the street? *Encourage any and all responses.*

2. Here is an equation to look at with your beginner's eye:

Write on the blackboard:

$$1 + 1 = 3$$

- Is this correct? *Encourage responses.*
What is the "correct" answer? 2?
 - Is it true that when a man and woman decide to have a child, $1 + 1 = 3$?
 - Is it therefore possible that $1 + 1$ can equal 3?
3. Here is a chance to use your Sherlock Holmes minds.
- When I wrote $1 + 1 = 3$ on the blackboard, were you absolutely positive this equation was not correct?
 - Why did you believe that it was wrong?
 - Were you going by what you've always believed about $1+1$?
 - Do you think you observed all possible clues to help you make a brilliant deduction?
 - Did your thinking change once I gave you the example of two people having a child? How did it change?
 - Were you presented with a *new way* of looking at this equation?
4. This new information does not make $1+1=2$ *not* true. It merely expands your thinking about what can happen when you put one and one together!

**To understand this new concept of $1+1=3$,
all you have to do is look at it
IN A DIFFERENT WAY THAN YOU LOOKED BEFORE.**

5. When you have a "beginner's mind," you are continually looking at yourself, your thoughts, your actions in a different way than you looked at them before. This can be very exciting!

**We sometimes think of a beginner
as someone without information, someone who *doesn't know*.
But with a beginner's mind, we can *look* at the world as if it were new,
and *see* things other people don't see.**

6. To understand what causes war and what prevents peace, we need to look at the world with a "beginner's mind."

Start a Chart: *Pass out copies of Exercise 1B, which has the first entry already filled in. Let's Start a Chart that we will keep throughout this course, called "Ways Of Thinking." We'll make an entry on this chart every time we find a new way of looking at the world around us.*

Old Way

$$1 + 1 = 2$$

New Way

$$1 + 1 \text{ sometimes equals } 3.$$

Keep a large, visible chart in class so that additions can be made any time a student has discovered a new way of thinking.

Summary of Lesson 1:

1. Our focus in this curriculum is to understand what causes war, and what prevents peace.
2. We will strengthen our minds, which is just as important as strengthening our bodies.
3. To understand a new concept, it is often important to look at things in a different way than we have before.
4. Ordinary things are not always as "ordinary" as they appear.
5. When we use our "beginner's eye," we see the world in new and different ways.
6. We are learning to think the way Sherlock Holmes did — and to inspect, reason, figure out, *deduce* specific information by observing general information we already know.
7. Every day we speak words and we take actions.
8. We often are not aware of the power behind our words and

actions and how they affect peace in our lives.

9. Every day there is a world full of new ideas and objects for us to see. We can use our beginner's minds to see them!
10. A beginner's mind is something we want to have all our life! It helps us see concepts and solutions many others do not see, and makes our mind more powerful.

Preview Of New Findings

In our next lesson, we use our detective minds to explore:

- ☆ What is conflict?
- ☆ We humans are more than we think!

Don't forget your assignment: **What's New?**



Lesson 2

Discovering the Wise Master

Breakdown of Lesson 2:

We are more than we think we are.
When we don't trust ourselves, we create conflict.
What is conflict?

Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. A hidden mirror, either large floor size, or hand-mirror, large enough for a person to see his or her face. This mirror **MUST** be hidden so that only **ONE STUDENT AT A TIME** sees it at the designated time.
- C. Copies of Exercises 2B, *What Is Conflict?*; 2C, *The Conflict Around Me*; and 2D, *We Create Conflict!* for every student.
- D. Start a Chart: *The Things I Don't Trust About Myself*.

Review: Welcome students to class. Conduct a small, quick review. Ask:

- ☛ What two activities do we engage in every day that affect whether we have war or peace in our lives?
- ☛ What does it mean to have a "beginner's eye"?
- ☛ Is it good to be a beginner? Why do you think so?
- ☛ What does it mean to have a strong mind?
- ☛ How do we figure out what's best? What part of our bodies must we use to determine the best way?

Presentation of Assignment 1:

"What's New?"

Ask for volunteers to go first. If there are none, ask students, one by one, to stand and read their discoveries; or YOU can go first. After

each student reads, encourage students to applaud this new discovery.

After all are read, ask:

1. Were some people's discoveries similar to other people's discoveries? Which ones?
2. Were some of our discoveries very different from others? How were they different?
3. Did this assignment cause you to look at the world around you in a new way?
4. Can you see any benefits from seeing the world in a new way?
5. Do you think looking at the world in a new way could help prevent war? In what way?

We Are More Than We Think We Are

Activity: **The Wise Master**

- ✓ Announce that today you have a special treat for the students. You are going to introduce them, one by one, to a great Wise Master.
- ✓ Ask the students to form a neat and orderly line.
- ✓ Have a wall mirror hidden behind a curtain or door, or place a hand-mirror, face down, on a table behind a curtain or door. Choose a mirror that cannot be recognized as a mirror from the back. This will heighten the surprise, which is an important element.
- ✓ Send one student at a time to either look at the wall that has something on it, or lift up the object that is face-down on the table. Ask students to look at the Master for about 30 seconds. Then ask them to not make any noise, to please keep the secret. Tell them you will ring a bell, or make some sound, when it's time for them to come out.
- ✓ Ask students who return to not reveal anything about their meeting with the Wise Master. When they return, ask them to please sit quietly until everyone has had a turn. If they come out giggling or embarrassed, encourage them to remain quiet — to keep the secret.

Discussion: After each student has been to see the Wise Master, and once they are all seated, ask:

- What did you think of the Wise Master?
- Do you feel like a Wise Master? Why?
- Why would any person in this room be more of a Wise Master than you are?
- Why do you think it's possible that you ARE a Wise Master?
- Do any of you find it difficult to respect yourself as worthy of being a Wise Master? Why?
- Do you find it difficult to respect others as worthy of being Wise Masters? Why?
- Do you think it may be difficult to show respect toward others without respect for yourself? Why do you think so?

1. A Wise Master is someone who:

Is aware
Thinks for him- or herself
Can handle conflict in a positive way

- Do these qualities describe YOU?
- Are you looking at yourself with a beginner's eye?
- If these qualities do NOT describe you, do you think that they COULD describe you?

2. A Wise Master understands that we all make mistakes, and that life is an opportunity to learn and grow from our experiences.

- Do these qualities describe YOU?
- Do you think these qualities describe all of us, at one time or another?
- Do you think that someone else can be a Wise Master FOR you? Would that work?

3. In order to understand conflict for ourselves, we need to be our own Wise Master. Doing the following activity will help us begin to prepare.

Story: Read aloud “The Test Of The Wild Horse,” Exercise 2A. (This story also appears in *The Eye Of The Hurricane*, by Dr. Terrence Webster-Doyle, p. 29. Show illustration, if you have the book.)

Explore The Story:

1. How did the first student get to the other side?
2. How did the second student get to the other side?
3. What did the third student do that was different?
4. Did she copy what the students before her had done?
5. Did she think for herself?
6. What was the source of the first two students’ power?
7. What was the source of the third student’s power?
8. Did the third student call upon her own personal resources to get to the other side?
9. Did she trust in her own abilities?
10. Did she act like a Wise Master?

When We Don’t Trust Ourselves, We Create Conflict

Start a Chart: The Things I Don’t Trust About Myself (Exercise 2B)

Let’s put together a chart listing one quality each that we don’t like about ourselves. *Ask students to raise hands or shout out one quality at a time that you can write on the board or chart. Then go down the list and ask:*

1. *Say this in a joking manner:*
Look at this list of terrible qualities! Aren’t we awful?
2. Does it make you feel good or bad to see this quality about yourself?
3. By not trusting yourself, do you feel inferior?
4. What or who has made you feel inferior? Someone you know? You?

5. When you do not trust in yourself, do you create conflict in your mind?
6. What is the conflict you feel?
7. How does not trusting or honoring yourself create conflict in you?
8. Is the conflict between accepting who you are and trying to be someone you are not?

What Is Conflict?

1. Conflict is a human feeling. It's not bad, but it doesn't help us be our best self. When we are in conflict, we cannot focus our total attention on who we are and where we are. *Pass out copies of Exercise 2C, What Is Conflict?, to all students.*

2. Conflict is being in two places at the same time:

I'm here talking to you, but I'm upset about an argument I had with my father yesterday.

You're telling me good news, but I'm worried about how well I did on my math exam.

3. Inner conflict is a division in your brain:

I'm bad, but I want to be good.
I want to please my parents, but I want to do what I want.

4. When I try to get rid of what I think is the "bad" part of me, I create more conflict, because that "bad" part of me is me! I can't get rid of it!

I *won't* think these bad things!
I *won't* have a strong desire to hurt that bully!
I *won't* yell at my brother, because my parents will get angry!

Activity: **The Conflict Around Me.** *The purpose of this activity is to help students begin to identify conflict in others and verbalize what it means to be in conflict.*

- ✓ *Pass out copies of Exercise 2C, The Conflict Around Me, to all students.*

- ✓ *Read through each item and ask students to fill in the blanks. There are no “right” or “wrong” answers. The only answer anyone can give is an honest one.*
- ✓ *Give students 10 minutes to fill these in. When you call time, ask each student to select one of the conflicts and go around the room so that each student contributes one conflict situation. Then ask:*
 1. What are some signs you’ve seen that tell you this person is in conflict?
 2. Are there physical signs? Mental signs? Can you tell from the words they speak? The actions they take?
 3. What does conflict sound like?
 4. What does conflict feel like?
 5. Do you think that the people involved in this conflict have been acting in their best possible way?
 6. Have they apparently been in two places at the same time?
 7. When you are in the middle of a conflict, how do you usually respond?

Inner Conflict Can Lead to Outer Conflict

1. If I judge myself to be bad, do you think:
 - I will not judge others?
 - I will judge others to be good?
 - I will judge others to be bad?

2. When we judge *ourselves* to be bad, there is a good chance we will judge others in the same way. Inner conflict leads to outer conflict.
 - When we are faced with any situation that looks dangerous, what is our immediate response?
 - When we immediately want to escape, can we always do so?

- When we cannot escape, what do we do?

Encourage all responses; there are no wrong answers, only honest answers from real-life experiences:

We look for any way out we can find.

We want to be winners, and we look for a way to win.

We lie.

We refuse to accept responsibility.

We blame others.

- 3. When we blame others in order to “save” ourselves, we create conflict.

- Does saving ourselves generally mean also saving others?
- Does saving ourselves generally mean blaming others?
- Does blaming others create conflict in our mind?
- Does blaming others create conflict between ourselves and anyone we blame?
- How do you feel when someone blames you for something you do not feel responsible for?
- Have you stopped to think WHY someone might be blaming you?
- What advantages do you think there are in examining WHY someone might be blaming you?

- 4. There are four ways that we blame others. All of them create conflict:

- Scapegoating
- Prejudice
- Stereotyping
- Projecting

Let's take a look at them!

Scapegoating. Our brain thinks that something *outside itself* is the cause of its problems. It blames others for its own suffering.

"You (person, country, religion, group) are the reason I feel this way." We use that person or thing as a "scapegoat."

Prejudice. Many of us are conditioned to believe that some people are better than others and some people are worse. We *pre-judge* people because we have an image "stuck" in our brain, and through that prejudiced image, we look at the world.

"You (color of skin) people are bad."

Stereotyping. This is conditioned thinking that *labels and categorizes* people. The brain gathers information about one person, then bases its judgment of others in the same group by this one.

"You (group of people) are all stupid."

Projecting. Just as a movie is projected onto a movie screen, this form of thinking *projects* what we have said or done onto someone else. Often it's something we don't like in ourselves that we want to get rid of. Our brain accuses others to hide our own feelings of guilt.

"You (person, country, religion, group) are people who hate others who are different from you. Therefore, you are the enemy!"

5. These thought patterns have been lodged in our brains for years. This knowledge is so much a part of us that we often cannot separate ourselves from it.
6. We forget that there are at least two sides to any conflict, and that we are often one-half of it. We put the blame on "him," "her" or "them," instead of looking at what part WE played in the situation. When we do this, we create conflict.
 - Can you see how blaming someone else creates conflict?
 - Do you think you have created conflict by blaming someone for something?
 - Can you see how blaming someone could start a war?

Assignment #2:

We Create Conflict!

*Pass out copies to all students of Exercise 2D, We Create Conflict!
Read instructions out loud.*

Summary of Lesson #2:

1. Each of us can be a Wise Master. We are more than we think we are.
2. A Wise Master is someone who is aware, who can think for her- or himself and can handle conflict in a positive way.
3. We all make mistakes, and we all have room for improvement. When we make mistakes we have an opportunity to look at what we have done and learn from it.
4. Each of us has inner power that we do not always use; when we do, we are the Wise Master.
5. We all have many things we don't trust ourselves about, and every time we feel this lack of trust, we create conflict in our minds.
6. Conflict is a human feeling that is not bad, but does not help us be our best self.
7. Inner conflict is a division in our brain between where we are now and something that happened in the past, or something we fear might happen in the future.
8. When we try to eliminate what we consider our "bad" characteristics, we create more conflict!
9. Inner conflict leads to outer conflict. Feeling inner conflict, we project, stereotype, show prejudice, blame others by scapegoating.
10. There are two sides to every conflict. It is helpful to become aware of what part WE play in a conflict situation.

Preview Of New Findings

In our next lesson, we use our detective minds to explore:

- ☆ How are we similar to early human cave creatures?
- ☆ Why do human earthling creatures like to fight?

Don't forget your assignment: **We Create Conflict!**



Lesson 3

Our Old Brain: It Fights for Survival!

Breakdown of Lesson 3:

The instinct we all have in common.
Are we like our early human creature ancestors?
The things we do to survive.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Copy of book, *Tug Of War*, by Terrence Webster-Doyle.
- C. A hat or bowl filled with slips of paper, on each of which is written a situation that threatens survival. (See Exercise 3A, "I Want To Survive!" for suggestions, or create your own!)
- D. Copies for each student of Exercises 3A, *I Want To Survive!* (add your own entries, if you like), and 3B, *My Survival Techniques!*
- E. Start a Chart: Competition — Does It Help or Hinder? (Exercise 3C)

Review: Welcome students to class. Ask:

- ☛ Name a Wise Master you know!
- ☛ What is a Wise Master capable of doing?
- ☛ What is inner conflict?
- ☛ How does inner conflict affect outer conflict?
- ☛ What's the most important thing to remember when we are involved in a conflict situation?

THOUGHT FOR THE DAY:

We are what we think.
What we think creates the world.

**Presentation of Assignment 2:
We Create Conflict!**

Ask for volunteers. Then, ask each student to read his/her assignment. Write any "new ways of thinking" on the board, and add them to the Chart (Exercise 1B). Encourage applause and congratulations to each student as new thinking is presented. After all have read, ask:

1. What can you deduce about scapegoating that you never thought of before?
2. Do you believe prejudice is something people learn or something they are born with?
3. What do you see are the dangers of stereotyping someone? What kind of conflict does it cause?
4. What is one reason you think you might project something you believe onto someone else without really knowing what that other person believes?
5. Do you think these four causes of conflict could cause a situation to escalate into a war? How?

The Instinct We All Have in Common

1. We humans spend a lot of time looking at how other people are different from us. But there are many ways we are the same.
2. No matter who we are, and no matter what information is stored in our brains, the things we say and do are based on a basic human instinct we all have in common. What do you think it is?
 - When you are hungry, what do you want? *Food.*
 - When you are thirsty, what do you want? *Water.*
 - Why do you want food and water? *I'm hungry. I'm thirsty.*
 - Why do you want to feed that hunger and thirst?
To stay alive. To survive.
3. When we are in conflict — within ourselves or with another person, when we compete in sports, when one gang fights another gang, when our country goes to war with another country — all we want to do is: Win! Stay alive! Survive!

4. The basic human instinct we all share as human beings is: to survive! This is a good instinct! But there is more to life than surviving!
5. Each of us has an old, primitive brain, perhaps passed down to us from the very beginning of human beings — the same brain that developed in cave creatures long ago. This old brain doesn't ask questions. It wants food when your body is hungry, water when your body is thirsty, and safety when your body feels it is in trouble. It helps you survive, but it has no idea how to help you relate to other people!

**Your old brain is a survivor.
It's not a peacemaker!**

Discussion: Let's say that a bully is coming toward you. You feel afraid and don't know how to handle this situation. You believe that all you can do is run away or try to stand up to the bully by fighting. You feel your heart beating fast and your palms sweating. You want to run or fight, but you are too afraid to move. You are afraid of being hurt, so you want to survive by running or fighting.

This is the primitive brain — the old brain — operating. What it doesn't show you is how you can get out of the potential conflict without fighting or running!

1. Have you ever felt like this? How did it feel?
2. Do you think this kind of "fight or flight" reaction helps resolve the conflict successfully? Why do you think so?
3. Can this kind of reaction create global conflict between nations? How?
4. Do you think there might be a way of getting out of this kind of potential conflict without fighting, and without running away?
5. Do you think, if we keep up our Sherlock Holmes sleuthing, we'll find the answer?

Story: I am going to read a story called "The Saber-Toothed Tiger's Revenge." It takes place millions of years ago, when Planet Earth had little more than animals, earth and sky. Human creatures didn't have much to protect them, and had to be alert constantly just to stay alive. Every minute of every day was a battle for survival. *As you read the story, (Tug of War, p. 4), bring it to life with*

your interpretation, making it as real as possible for the students. Show students the illustration.

Explore The Story: After reading the story, ask:

1. Is the atmosphere of this story one of war or peace?
2. Were these creatures afraid? What were they afraid of?
3. Did the human creatures protect each other?
4. How did they sense danger?
5. How did they behave when on the attack?
6. Did the human creatures rest much? Why?
7. Do you think they had “beginner’s eyes”?
- 8.. Did they use their “beginner’s eyes” more than we do? How?

Are We Like Our Early Human Creature Ancestors?

1. It’s hard to believe that modern humans were once the ape-like creatures in the story you just heard.
2. It has taken *millions* of years for this evolution from those creatures to the creatures we are today.
3. We are different, but let’s look at some of their ways that have stayed with us. *Write these on the board as you discuss them.*

We protect our families.

- Did the cave beings protect their families?
- Do we protect our families?
- How do we protect our families? *Encourage responses from students, giving them hints if they need them:*

“Be careful crossing the street.”

“Wear a coat — it’s cold outside.”

“Don’t go out alone — it’s not safe.”

We are territorial.

- Were the cave creatures territorial — protective of their land and property?
- Are we territorial?
- How are we territorial? *Encourage responses from students, giving them hints along the way, if needed:*

“Tell him not to play with MY toys!”

“This is MY house. You don’t belong here.”

“I always sit on this chair at dinner. You get another.”

We compete with other members of our own species.

- Did the cave creatures compete with members of their own species — for food, for territory?
- Do we compete with members of our own species?
- What are some examples of one person competing with another?

“MY radio is better than YOUR radio.”

“I could do that better than HE could any day!”

“WE have more in our group than YOU do.”

- Do you think it’s unusual for one person to compete with another?

It happens in sports.

It happens in families.

It happens in school classrooms.

It happens between companies.

It happens between countries.

Start a Chart: Competition — Does It Help Or Hinder? (Exercise 3A)

Do you think there are good times to compete, and other times that are not so good? What are some examples of both? *Write the following titles on the board or on a large chart. Let students call entries.*

Positive Competition

Negative Competition

2. Although hundreds of thousands of years have passed since the days of cave creatures, these three aspects of human behavior — protect our families, protect our land, and compete with members of our own species — have remained. A familiar thread runs through these.
- Why do you think we are protective of our families?
To keep them safe.
 - Why do you think we are so territorial about our belongings and property? *To make sure nothing happens to them.*
 - Why do you think we compete with each other? *To be best!*
 - Do you see a common thread running through all of these?
 - Is it possible that they all have as their basic instinct: survival?

The Things We Do To Survive

1. Think of something you did today, and there will be a good chance that you did it to win, to overcome, to survive.
- Ask students to name something they did today.
Ate food.
Stopped at a red light.
Did my homework.
Did what my mother told me.
Ran away from a bully.
Took out the trash.
 - How did this help you survive?
 - Tell students what YOU did to survive today:
Took vitamins.
Locked the door before I left home.
Put on my seat belt in the car.
Wore a raincoat/warm coat/cool cotton clothing.
Bought homeowner's insurance.
Showed up to teach class.
2. Much of our day-to-day activity is based on surviving:
We go to school to learn, partly so that we can find work.
We go to work so we can pay our bills.
We clean our houses so they don't decay or fall apart.
We buy clothes to protect us from heat, cold, being arrested.
We sleep at night to get enough rest to keep us healthy.

3. Would you agree that our major instinct is to survive?
4. If it's true that our major instinct is to survive, why do you think we fight?

ANOTHER THOUGHT FOR THE DAY:

**Is global conflict created by
the way we identify with particular groups?**

- When you argue with a family member or friend, does your arguing have anything to do with survival? In what way?
 - Is this a different kind of survival?
 - What specifically do you want to survive? Your body? Brain?
 - Do you want your opinion to survive? Why?
 - Could it be that if you don't "win" an argument, your opinion fails and you feel useless, as if you've been destroyed?
 - How does it feel to "lose" an argument? *Encourage all responses. Communication about feelings of loss are not often discussed. Tell students that it's okay to guess about how losing feels. Words about feelings don't always come easy.*
5. What about fighting, winning and losing on a larger scale — a global scale?
 - What do you guess would happen if five of us disagreed, each of us wanted to survive, and we argued about which of us deserved to win our argument?
 - What do you guess would happen if five *million* of us who wanted to survive argued and fought? Is there a difference?
 - Do you think an argument among five people can lead to an argument between five million?
 - Do you think deciding to go to war is about survival? How?
 - Do you think many people believe we won't survive if we *don't* go to war?

- ❑ What's the difference between how you feel when you've "lost" an argument and how our government feels when its leaders have "lost" an argument with another country? Do you think the outcome would be different? How?

Activity: **I Want To Survive!** *In this activity, students will be required to respond instantly to crisis situations to determine what methods they use to survive.*

- ✓ Fill a hat or bowl with slips of paper, on each of which is written a situation that threatens survival. (*See Exercise 3B "I Want To Survive," for suggestions, but it's important to add at least one more page of your own!*)
- ✓ Ask one student at a time to select a slip of paper. Read it aloud and respond immediately with:

"I want to survive! In this situation, I will....."
- ✓ Go around the room and make certain that each student gets a turn at this activity.
- ✓ Write on the blackboard a short summary of the way each student handles the situation. *Ran away, fought, used trickery, got help.*
- ✓ Ask students to throw their slips of paper back into the hat. *We will use them again in Lesson 5.*

After the activity, ask:

1. What is your first thought when you are in danger?
2. Where do you get the information you have that helps you decide what to do to survive?
3. Is your solution usually spontaneous, or do you think things through first?
4. Is your solution usually something you were taught by your family or someone in school?
5. How do you decide what you will do? *Get several responses! Write them on the blackboard.*
6. Do you see any patterns in our responses? What are they?
7. Do you think some people lie to survive?

8. Do you think some people blame other people in order to survive?
9. How far would you go to survive?
10. What does survival mean to you?

**Assignment 3:
My Survival Techniques!**

*Pass out copies of Exercise 3C, "My Survival Techniques!" to all students.
Read instructions out loud.*

Summary of Lesson 3:

1. We are different from cave creatures who lived millions of years ago, but we have kept some of their ways.
2. We still protect our families, we are territorial, and we compete with members of our own species.
3. There is positive competition and negative competition.
4. Almost everything we say and do relates to the fact that we want to survive.
5. Whenever we are in danger, our first instinct is survival.
6. Our "old" brain is more concerned with finding us a way to survive than finding a peaceful resolution to our conflict.
7. Some people lie to survive; and some people will blame others in order to survive.
8. We fight when we get into conflict, but fighting doesn't help our survival — fighting threatens it.
9. We fight because we believe we'll "lose" something if we don't.
10. Global conflicts are started by people who fight individual ones.

Preview of New Findings:

In our next lesson, we use our detective minds to explore:

- ☆ The difference between heaven and hell!
- ☆ How our mind is like a computer!

Reminder: Don't forget to bring your assignment: **My Survival Techniques!**



Lesson 4

I Am What I Think

Breakdown of Lesson 4:

The difference between heaven and hell.
Our brain is like a computer.
The insight we have in common.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Copy of *Why Is Everybody Always Picking On Me?* by Terrence Webster-Doyle.
- C. One easy-to-peel orange for every four students. (Any substitution that makes use of all five senses is acceptable.) Paper towels/napkins.
- D. (Optional) Pieces of carrots, an apple, a grapefruit.
- E. Copies of Exercises 4A, *Your Brain Is Like A Computer*, and 4B, *Earth to Command Center: Come In!* for each student.

Review: Welcome students to class. Ask:

- ☛ What is the basic instinct we all have in common?
- ☛ How long have we human beings had this instinct?
- ☛ Are we like our early human creature ancestors? In what specific ways?
- ☛ Why do we human beings compete with each other?
- ☛ Can competition threaten our survival rather than help it?

Presentation of Assignment 3: "My Survival Techniques!"

Ask for volunteers to go first. If there are none, ask students, one

by one, to stand and read their survival technique; or YOU go first.

After each student reads, ask:

1. Are some people's techniques similar to other people's techniques? Which ones?
2. Are some of our techniques very different from others' techniques? How are they different?
3. Did this assignment make you more aware of how you handle a conflict situation?
4. Did you get any insight as to whether you feel comfortable with the way you handle a conflict situation?
5. Can you see benefits in handling conflict situations the way you do?

The Difference Between Heaven And Hell

Story: Read the half-page story, "The Difference Between Heaven and Hell," in *Why Is Everybody Always Picking On Me?*, p. 102. Show students the illustration, p. 100.

Explore The Story:

1. What did the warrior say was the secret of life he wanted to know?
2. How did the wise man respond?
3. Was the wise man polite and respectful?
4. How did the warrior respond to the wise man's insulting words?
5. What did the wise man show him was hell?
6. What did the wise man show him was heaven?
7. How do you interpret this story?
8. Do you think "heaven" is responding to someone in a peaceful way even if that someone has been insulting?
9. Do you think it's difficult to respond to someone in a peaceful way when that person has been disrespectful?

10. Can you see any benefit in responding to someone in a peaceful way peaceful way when that person has been disrespectful?

Our Brain Is Like a Computer

Every day you and I make decisions that make life either heaven or hell. The decisions we make are based on information we have in our brain. Our brain, which is like a computer, is always taking information in, and putting information out. This is how it works:

Input Center

1. You can probably guess that an input center is one that takes information in.
 - How do you think your body take information in? *Encourage all responses. Allow students to figure this out. Give them hints that will help them realize their FIVE SENSES are what enable them to take information in:*
 - Do you take information in through your stomach? Your feet? Your eyes? Your hands?
 - What are your five senses? *Sight, sound, touch, taste, smell.*
 - What is an orange? Have you seen one? Touched one? Tasted one? Let's describe it, without actually seeing one, using our five senses. *Encourage students to describe an orange. Write responses on the board.*

AFTER asking the above questions, pass out however many oranges you have brought to class. Allow students to divide each orange into portions so each student can smell, touch, taste, examine the orange (or bring in oranges you've already cut into small sections. Ask:

 - Can you add anything to our description of the orange that you didn't notice before? Have we noticed everything about the orange?
 - Do you think there is an advantage, in describing the orange, to have it right in front of you? What is it?
2. **Direct experience** is what we get from our five senses. When we get direct experience, we have immediate, face-to-face contact with a person, place or thing — and that's what gives us the direct experience. *Ask:*

- ❑ Do you think that the best way you can learn about an orange is to have *direct* contact with it? Why?
- ❑ Is direct experience with an orange going to teach you more about an orange than someone telling you about it?

3. Once you have direct experience with a person, place or thing, like the orange, your brain takes in information about it. All the time this information is going in, your brain reviews it. This is called **Thinking**. That computer in your brain is inputting everything you see, touch, taste, smell and hear.

The beginner's eye feeds information to the brain.

4. If I were to pass out some carrots, your computer brain would take in the same kind of information it took in about the orange. Only NOW, your brain would go one step further.

- Can you guess what it would do?
- Would your brain make comparisons?

This is called **Thought**. When your brain begins to make comparisons between the orange and the carrot, and starts to answer the following questions, your mind is engaged in thought:

- How is an orange LIKE a carrot?
Color.
- How is an orange DIFFERENT FROM an apple?
Color. Shape. Skin texture. Taste.
- How is an orange SIMILAR TO a grapefruit?
Skin texture. Shape.
- Is what I like about the orange the SAME quality I like about the carrot?
- How is thought different from direct experience?
Encourage all responses. Help students grasp the concept by asking questions, rather than giving them answers.
- Do you think **direct experience** (your five senses) has a single focus, while **thought** (your brain) gathers information and makes comparisons and, therefore, has more than one focus?

Now that we've taken a good look at our Input Center, let's move further inside our brain and visit the Command Center, where all the information we get from direct experience is going.

Command Center

1. *Pass out copies of Exercise 4A “Your Brain Is a Computer.”* Through your Input Center (your five senses), you send messages to your brain, which we call the Command Center of your body. Your brain stores information and sorts it.

Why would it be important to store and sort all the information your brain takes in? *Explore this question. Encourage all responses.*

Do you think we all sort information in the same way?

Example: Let’s say you and I are in an auto accident — you are in one car and I am in the other car. Do you think we will sort the information about this accident in the same way?

Why would we sort this information differently?

Do you think some factors might be:

Point of view?

Level of fear and anxiety?

A strong competitive desire to be “right”?

Once we sort our information, each in our own way, do you think there’s a chance we are going to disagree? Why?

Can you see how understanding *why* we sort information differently might help us in such situations as auto accidents? How?

Can you see how understanding *why* we sort information differently might help prevent conflict? How?

We have visited our brain’s Input Center, and the central Command Center. Now, let’s move to our Output Center, where we take the information we’ve gathered and put it out in the world.

Output Center

1. Everything we say and do is based on the information stored and sorted in our minds.

Example: The day of our car accident, you may say to me, “That accident was *your* fault! You didn’t signal when you turned!”

I may say, "The accident was *your* fault. You're the one who wasn't looking where you were going!"

- ▼ At this point, are we at peace? No! There is a war going on between two people who were involved in the same accident.
- ▼ Could it be that we are both "right"?
- ▼ Could it be that we are both "wrong"?
- ▼ Is it possible that we share responsibility and must be willing to look at each of our roles in this accident?

Discussion: How could we witness the same accident with our five senses, send messages to our command centers about the same accident, and wind up with totally different output?

1. What do you think has suddenly put us on two opposing sides? *Encourage all responses. Gather all opinions. There are no "wrong" answers.*
2. Could this disagreement have something to do with information that's been stored in our brains at another time? *Encourage all responses.*

Assignment 4:

Earth To Command Center: Come In!

Pass out Exercise 4B, "Earth To Command Center!" Read instructions out loud. Instructors are encouraged to do assignments with students!

The Insight We Have in Common

Activity: **Listening to Our Intuition.** *This activity is designed to help students listen to their inner voices, what some call "intuition" or "insight."*

- ✓ *Tell students:* There is a lot of information stored inside our brains. Inside us is an inner voice that speaks information to us. Most of us are so busy listening to our brains and to what other people tell us, we don't often hear that inner voice. This voice can help us strengthen our minds. This voice can help us see which words and actions make peace and which make war. So, it is beneficial for us to learn to listen to this voice inside.

- ✓ *Ask students to sit in a circle of chairs, or simply sit comfortably wherever they are. Tell them:*

- I am setting a timer for five minutes during which time we will begin our study of “Our Secret Self” — the self we all have in common.
 - It is best if you just sit and don’t say anything. You can close your eyes or leave them open. But focus on listening to your *inner voice*. Pay attention to what it’s saying.
 - If you get uncomfortable with the silence, let yourself get uncomfortable. Notice how it feels to be uncomfortable. Allow yourself to feel whatever comes up and think whatever comes up. Above all, listen to the voice inside you.
- ✓ *Set the timer, and sit for five minutes, listening to your own inner voice.*
- ✓ *When the timer goes off, ask students:*
- What was racing through your mind as we were sitting? *Encourage all responses. Each response will tell you what each mind was doing — whether it was focused outside itself or inside itself. Common responses could be:*
I kept wanting to burst out laughing.
I wanted to scream.
It was too quiet. I couldn’t stand it.
It was peaceful. I enjoyed it.
I could hear my thoughts. It was scary.
 - How many of you found the silence disturbing? Why?
 - How many enjoyed the silence? Why?
 - What did you learn in this five-minute period?
Encourage any and all responses.
 - Did you use your five senses? How?
 - Does everything have to be quiet for you to hear your “intuitive” self?
 - Do you think some people would rather not listen to their inner voices? Why?
 - Is it scary to listen to your inner voice? Why?

- ❑ Do you think if more people listened to their inner voices there would be less conflict? More conflict?
- ❑ Do you think there is something you can do when your inner voice disagrees with what your outer person is doing?
- ✓ Find some time at home, early in the morning when you wake up, before you go to sleep, or some other convenient time, to spend a few minutes listening to your inner voice — your intuitive self.

THOUGHT FOR THE DAY:

**You cannot hear your inner thoughts
unless you are silent.**

Discussion: Is this the first time you've been aware that you have inner thoughts? What are some inner thoughts you were having during our five minutes of intuition time? *Encourage responses.*

1. Do you think people listen to their inner thoughts very often? Why?
2. Do you believe it might be helpful to people to listen to inner thoughts more often?
3. How do you think looking at your inner thoughts and thinking about them might help you when you need to make a decision?
4. Do you think we've been encouraged to ignore our inner thoughts and to depend instead on rules and regulations we've been taught?
5. Why would we be taught to *ignore* our inner thoughts?
6. Is it possible to learn something without asking questions, without hearing someone tell you answers, or what to do?
7. What can you learn about this room and the people in it without speaking or hearing a word?
8. Can you tell if someone is happy? Angry? Strong? Timid?

9. Can you tell if someone is about to attack you or hurt you?
10. Do you sometimes have trouble understanding your thoughts and feelings?
11. Do you believe it might help you to listen to your “secret” self inner voice?
12. Do you think it’s possible to understand who you are without spending time listening to your inner voice?

Have you noticed any “New Ways Of Thinking” we can add to our chart (Exercise 1B)?

Summary of Lesson 4:

1. The difference between heaven and hell in our lives often depends on how we handle a situation.
2. How we handle things depends on the kind of information we have stored in our brains.
3. Our brain is like a computer — it has an input center, a command center, and an output center.
4. Direct experience comes from our five senses, which are sight, sound, taste, smell, touch.
5. Thought is what happens when we review our experience. Our brain stores information and sorts it out.
6. What we think is reflected in our words and actions.
7. The way one person speaks and acts is different from the way another person speaks and acts.
8. Understanding why we sort information differently can help us understand why we speak and act differently and how speaking and acting differently can get us into conflict.
9. There is a self inside us that we all have in common — no matter how different we are. That is our intelligent, intuitive, insightful self.
10. This self cannot be seen, is silent when you speak, and speaks only when you are silent!

Preview of New Findings

In our next lesson, we will use our detective minds to explore:

- ☆ How does our conditioning affect our words and deeds?
- ☆ How is being in conflict a threat to our survival?
- ☆ What does survival mean today?

Don't forget your assignment: **Earth to Command Center!**



Lesson 5

Survival Begins in My Mind

Breakdown of Lesson 5:

What is conditioning?
Conditioning creates beliefs.
How do we become conditioned?
What does survival mean today?

Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Copy of *Why Is Everybody Always Picking On Me?* by Terrence Webster-Doyle.
- C. Start a Chart: War Words (Exercise 5A)
- C. Copies of Exercises 5B, 5D, 5E and 5F for each student; copy and cut 5C into strips, adding some of your own topics.

Review: Welcome students to class. Ask:

- ☛ What is the difference between heaven and hell in our lives?
- ☛ What determines the way we handle things in any situation?
- ☛ Why is it important to understand why different people sort the same information differently?
- ☛ Can listening to our inner voice help us understand ourselves?
- ☛ Do you think understanding ourselves can help us understand others?

Presentation of Assignment 4:

Earth to Command Center: Come In!

Make a list on the board or on a large chart under the headings: Driver A and Driver B. Ask for a Volunteer. Read yours first if there are no immediate volunteers. As each student takes a turn, write abbreviated responses under the proper heading. If two listings are the same, combine them. Give everyone a turn. Afterward, ask:

1. Which of the following did you use to determine what each driver might be thinking: Your beginner's eye? Your brain? Direct experience? Deductive thinking? Your inner voice? Survival techniques?
2. Did you feel you got to know the thoughts and feelings of each driver?
3. Did you understand both drivers' positions and see how each one thought he was "right"?
4. Did you tend to agree more with one driver than the other?
5. If you were a judge in a courtroom, how would you settle their disagreement?

Story: Read aloud the story "Do You Mind If I Warm Up?," *Why Is Everybody Always Picking On Me?*, p. 56. Create a mood as you read it. Show the illustration.

Explore The Story: After reading the story, ask:

1. Why was the bully picking on the smaller boy?
2. Would you have acted as the younger boy did, or would you have acted differently?
3. What is the difference between the way the young boy acted and the way you would have acted?
4. If you would have run away instead of acting as the young boy did, do you suppose the difference between you is the ways you have been taught to respond to a threat?
5. Has someone taught you to *run away* in the face of danger?
6. Have you been taught to *fight* in the face of danger?
7. Is either of these ways "right" or "wrong"?
8. Every family teaches its children to respond in different ways. What does your family believe is the best way to act when threatened?

What Is Conditioning?

1. We do not live in a peaceful time. There are battles going on around us everywhere in the world — some very close to home.
 - What are some examples you see every day?
 - Television news broadcasts*
 - People in line at the supermarket*
 - People battling on city streets*
 - Fights between neighbors, families and friends*
 - Fights in the school yard*
 - Bomb scares and terrorist acts*
 - Do you sometimes feel there are so many battles going on, that war never stops?
2. Because the times in which we live are not peaceful, there are battles going on around us, and battles going on *inside* us.
 - Are there people telling you to be one way, and other people telling you to be another?
 - Do you sometimes struggle between doing what's expected of you and doing what you want to do?
 - Do you feel you want to live your life in a certain way, and you are definitely NOT living it that way?
 - Do you get upset having to wait in long lines — at the airport, the grocery store?

Start a Chart: War Words

Pass out copies of Exercise 5A, War Words. Tell students: Let's call out some war words or phrases that cause us to flare up —at home, at school, on the street — something that somebody says to you that makes you want to explode. What are some phrases that really make you angry? Offer some examples to trigger their thinking, and invite them to come up and write their responses in a left-side column:

War Words

"Get a haircut, you freak!"

"Don't be stupid!"

"Get out of here, you bum!"

"You don't know what you're talking about!"

"Why can't you be like your brother?"

"Can't you understand anything?"

As they call them out, write as many as you can on the board or chart.
Ask:

- What happens inside you when you hear these words?
 - Why do you think these words upset you? They are only words, right?
 - What do you think of the statement: "Sticks and stones may break my bones, but words will never hurt me!"?
 - Do certain words make you want to fight? Go to war? How can words make you want to do that?
 - Do you think you may be *conditioned* in some way to respond to these words in this way?
3. The reason you experience conflict when you hear these words is that you have been *conditioned* to respond to these words in this way. If you had been brought up to believe that "Get a haircut, you freak!" is a kind, gentle way of talking to someone, that phrase would not bother you. But most of us have been *conditioned* to believe that those are fighting words.
4. Let's look at what conditioning is.

To condition means to teach or train.

5. We've all been *conditioned* to stop when a traffic light turns red, to brush our teeth, to turn out the light before we go to sleep.
- How many times do you think you had to be told to stop for a red light before you were actually "conditioned" to do it yourself?
 - How many times did you have to be told to brush your teeth before you did it without being told? Are you still being told?
6. We are all creatures of habit who have been *conditioned* to walk, talk, think and act in certain ways — some differently than others. Perhaps "Carlos" has been conditioned to say "Gracias" when someone does him a favor. Perhaps "Yuki" has been conditioned to bow in the same situation.
- How many things can you think of that we do every day that we've been conditioned to do? *The list is endless.*

Encourage all responses. Write them on the blackboard as they are spoken. Tell students things you have been conditioned to do.

- Why do you think we are conditioned to do these things?
Encourage all responses. There are no wrong answers.
- Do you think it might have something to do with that instinct we all have in common — survival?
- How would the ways we are conditioned relate to survival?

7. There are three kinds of conditioning — three ways we are trained to think and act:

BIOLOGICAL CONDITIONING. From the day we are born, our bodies are naturally conditioned to need certain things. We are *biologically* conditioned to crave certain things to stay alive. We get these cravings automatically. We have no control over them.

- What are these things that we all crave, automatically, without having to think about them?

Food
Water
Sleep

- Do you have to think about getting hungry or thirsty or sleepy?
- Do these cravings help us survive? How?

PHYSICAL CONDITIONING is training of the body. When you work out in gym class — you stretch, bend, jump, run. When you participate in sports, you condition your body to perform certain moves. Frequent exercise or working out *conditions* your body.

- After running for awhile, or participating in a sport on a regular basis, your performance of these physical activities often gets better. Why do you think this happens?
- Do your muscles get *conditioned* to bending, stretching, and jumping so that these exercises seem easier?

PSYCHOLOGICAL CONDITIONING. Psychological conditioning is training of the mind. Psychological conditioning isn't as obvious to the naked eye as biological conditioning or physical conditioning. That's why we live a lot of our lives totally

unaware of it. Yet it is the kind of conditioning we need to be most concerned with, because:

**Psychological conditioning has to do with
how we interact with each other.
How we interact with each other determines
whether there is going to be war or peace.**

- When you stop for a red light, what part of your body has been *conditioned* to respond to that red light? *Your mind.*
- Do you think this is positive conditioning? Is it good to be conditioned to stop for a red light?
- Do you think this psychological conditioning contributes to your survival? How?
- When you meet someone for the first time, and for some reason immediately dislike that person, what part of your body has been conditioned to *dislike*? *Your mind.*
- Do you think this is positive conditioning? Is it good to be conditioned to dislike a person you've never met?
- Do you think this psychological conditioning contributes to your survival? How?
- What are the differences between these two conditionings?
- Does one contribute to your survival in a positive interaction and the other help you survive in a negative interaction?

7. Not all psychological conditioning is positive.

**Sometimes we are conditioned
to think and act in ways that help us,
and sometimes in ways that do not.
What's important is that we learn
to tell the difference!**

Our Conditioning Determines How We Think

In our daily lives, we are conditioned by the things we see, and by the people we know. (*Pass out copies of Exercise 5B, Our Conditioning Pattern, a diagram of this section, and go over it by asking:*)

- At home, who are the people who condition your thinking?
- At school, who conditions your thinking? *Teachers, classmates.*

- ❑ How do these people condition your thinking?
Encourage detailed responses.
- ❑ Why do you think these people might want to condition your thinking?
For your protection
To help you survive
To make life simpler for them

How We Think Determines How We Act

How we are conditioned determines how we think. And, how we think determines how we act.

- ❑ If I *think*: “Everybody at home is awful and absolutely worthless,” how am I going to *act* when I’m at home?
- ❑ If I *think*: “I’m a respectful person and I like to treat others with respect,” how am I going to *act* toward you?
- ❑ If I am head of my country, and I *think*: “War is the answer to all problems between countries,” how will I *act* when another country refuses to do what my country wants it to do?

Activity: **War Words’ Inspiration Defined!**
Invite students to suggest what kind of thinking inspired these war words and to then come up to the board or chart and write, opposite a war phrase, what that thinking might be. Example:

War Words

“Get a haircut, you freak!”

Inspiration

Conditioned to believe that only females can wear long hair.

Conditioning Creates Beliefs

1. We all have thoughts and ideas that we believe in. A problem arises when there are conflicting beliefs. Conflicting beliefs separate people; and when people are separated, wars begin.

Individual Example:

You want to get a job after school. Your parents do not want you to work after school, because they *believe* your grades will suffer.

- What is the conditioned thinking on the part of your parents?
- Is it possible they are right? Not right?
- Is it likely you will be in conflict with them over this?

Global Example:

A country's inhabitants regularly perform a ritual that has been passed down over centuries. When some of these inhabitants move to a new country, they are told by locals that this ritual is old-fashioned and unnecessary.

- What is the conditioned thinking on the part of the inhabitants who perform this ritual?
- How did this conditioning come about?
- How do beliefs give security to each group?
- What has been the outcome of differing beliefs over the centuries?
- How does conditioned thinking, in the form of established "belief systems," divide people and create conflict?

Activity: I Am a Conditioned Human Being!

- ✓ Divide students into groups of five or six.
- ✓ Pass around a hat or bowl that is filled with topics (*see Exercise 5C for some suggested topics, or create your own*).
- ✓ Ask each group to take a topic and list as many different ways as they can that they, or others they know, have been conditioned with regard to this topic, either positively or negatively.
- ✓ One student in each group can be appointed note-taker.

- ✓ After 5-10 minutes, call time and ask a representative from each group to quickly read the list. After reading the lists, ask:
 - Are we conditioned human beings?
 - Are you surprised to realize how much we are a product of our conditioning?
 - Do you wonder how you got to be conditioned in this way?

Tell students:

1. When we are able to recognize our conditioning, we have taken the first step in developing our understanding of what creates war.

When we can point to words we say and actions we take that reflect our conditioning and see how this conditioning may create conflict in our *individual* lives, we can understand how wars get started!

2. For many of us, war is the only behavior we know. The reason? It's everywhere we look. We are surrounded by conflict and have been *conditioned* to accept war as an honorable solution to conflict.
 - Where have you seen signs of conflict and war lately?
 - Television news broadcasts*
 - Television movies; movie theaters*
 - War comics*
 - Action toys and video arcades*
 - On the streets of our cities and towns*
3. If we buy toy weapons, read comic book stories in which people kill each other, watch violent TV programs, watch people we know be abusive, do you think all this can cause us to think and act violently? Does violence become more acceptable if we see it all around us?

How Do We Become Conditioned?

1. People condition us, and we condition others. Let's look at how this happens.
2. If you have a dog, perhaps you have trained or conditioned your dog to roll over, bark, or sit.
 - How do you get your dog to obey your command?

- Does the dog obey in order to get the cookie or dog biscuit?
 - Is this the dog's *reward* for performing on command?
3. You condition your dog to obey by giving your dog a reward.
- Can you think of another way to condition your dog that also works?
 - What happens if the dog wants his dog biscuit but won't perform?
 - Can you refuse to give him the biscuit?
 - Is this your dog's *punishment* for not performing on command?
4. When we want people to act in a certain way, we do the same thing — we REWARD or PUNISH them. Instead of dog biscuits, we offer them our love, or we take it away. We offer them gifts, or we threaten them. We are kind to them, or we show our anger.
- When you are “good” at home, does your family *reward* you with attention?
 - When you do something you are not supposed to do, do they frown at you and *punish* you with anger, harsh words, or ground you for the weekend?

Assignment 5

Rewards & Punishments:

*Pass out copies of Exercise 5D, Rewards & Punishments to all students.
Read instructions out loud.*

What Does Survival Mean Today?

1. Because of our conditioning, we have all been hurt. When we are hurt, we feel conflict. Being in conflict is a threat to our survival.
- When was the last time you were hurt about something?
Tell the last time YOU were hurt.
 - Did you feel conflict?
 - Was it a threat to your survival? How?

2. To help resolve that conflict we feel, we need information. This information can come to us in one of two ways. We can:

- Ask others for help and listen to advice. (This is information we actively go after.)
- Listen to our inner voice. (This is information we allow to come in.)

Activity: Inner Survival

In this activity, students will re-do the activity they performed in Lesson 3, with one slight difference.

- ✓ Fill a hat or bowl with the same slips of paper used in Lesson 3, on each of which is written a situation that threatens survival. (See Exercise 3B. "I Want To Survive!")
- ✓ Ask one student at a time to select a slip of paper, read it, consult his/her inner voice for 15 SECONDS, then respond, on cue, with:

"I want to survive! In this situation, I will...."

- ✓ Go around the room giving each student a turn, quickly.
- ✓ Write on the blackboard a word or two about the way each student handles the situation: *considers both sides of the situation; looks for a resolution; acts peacefully.*

After the activity, ask:

1. Was your response different from your first response in Lesson 3? How?
2. What did your inner voice tell you? Something different from what would be your normal, *conditioned* response?
3. Did you feel any benefit in consulting your inner voice before responding? What was it?
4. Are there any patterns in all of our responses? How do they compare to our previous patterns?
5. Where does survival begin? In your arm? Your leg? Your stomach? Your body? Your mind!

Start a Chart: We're going to start a new chart today that we will add to throughout this curriculum. By the time we finish the curriculum, this chart will give us a basic formula for understanding war. The opening entry is based on the feeling that motivates us all to say the words we say and do the things we do. Can you guess what it is?

BASIC FORMULA FOR UNDERSTANDING WAR
Today's Opening Entry:

- 1. I want to survive!**
(Our old biological brain in action!)

Write this on the new chart. (See Exercise 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)

Summary of Lesson 5:

1. There are battles going on around us all the time.
2. There are battles going on *inside* us too.
3. Most of our battles occur because of our conditioning.
4. We are creatures of habit who have been conditioned to walk, talk, think and act in certain ways.
5. There are three kinds of conditioning: biological, physical and psychological.
6. Psychological conditioning determines how we interact with others.
7. How we interact with others determines whether there will be war or peace between us.
8. Conditioning creates beliefs, some of which create conflict.
9. When we are able to recognize our conditioning, we have taken the first step in developing our understanding of what creates war.
10. When we are hurt, we feel conflict; being in conflict is a threat to our survival. Survival begins in our mind.

Preview of New Findings:

In our next lesson, we use our detective minds to explore:

- ☆ How we perpetuate conflict and fuel its fire.
- ☆ The importance of using our minds in the face of conflict.

Don't forget your assignment: **Rewards and Punishments!**



Lesson 6

Do I Fight, or Do I Run?

Breakdown of Lesson 6:

Conflict starts with one, but it takes two.
Should I fight or should I run?
Stop! Think!
There are alternatives to fighting and running.

Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Copy of book, *Tug Of War*, by Terrence Webster-Doyle.
- D. Make two copies of Exercise A, and two copies of Exercise B. Make copies for all students of Exercises 6C, 6D, 6F and 6G.
- D. One copy of Exercise 6F, *Act Or React!* to be cut into strips and put in a hat or bowl.
- E. A photo of Earth, from the astronauts' perspective.

NOTE: Read Exercise 6A, *Learning to Roleplay*, before class. If you are not already familiar with roleplay, be sure to go over this Exercise before working with students.

Review: *Welcome students to class. Ask:*

- ☛ Is it true that we are all creatures of habit who have been conditioned to speak and act in certain ways?
- ☛ What are the three basic kinds of conditioning?
- ☛ Which kind of conditioning do we have no control over — the kind that simply comes with being human?
- ☛ Which conditioning is responsible for helping us understand ourselves and other people as well?
- ☛ Which conditioning is most responsible for conflict between

us today? What are some ways that conditioning can create conflict?

**Presentation of Assignment 5:
Rewards And Punishments!**

Ask for a Volunteer to go first. Make certain every student has a chance to read or say something, and that you read yours too. After each individual reading, ask:

1. What is the conditioning in this situation?
Can we recognize it? Understand it?
2. Where do you think this conditioning comes from?
3. Why do you think you rewarded that person for doing what you wanted?
4. Why do you think you punished that person for NOT doing what you wanted?
5. What do rewards and punishments have to do with our survival?

Story: We are going to read a story called "Sergeant Stone's Revenge." It takes place in the middle of a bloody war, where, every second, troops are faced with the fact that they may not survive. *As you read the story (Tug Of War, p. 53), bring it to life with your interpretation, making it as real as you possibly can. Show students the illustration.*

Explore The Story: After reading the story, ask:

1. Do you see signs of "old brain" in this story? What are these signs?
2. How do you respond to the Sergeant's cry, "Kill them and let God sort 'em out!"? Are these war words to add to our chart?
3. What do you think of the values of people who kill each other with bombs, guns, bayonets, in order to take over a hill?
4. They said they killed the enemy in the name of peace. What do you think of killing in the name of peace? Is Dillon a hero?
5. After seeing a movie like this, do you want go to war and be a hero too, or do you want to get away from war and thoughts of war as fast as you can?

Conflict Starts with One, but It Takes Two.

Internal Conflict

1. A war is started by one point of view that is in opposition to another.
2. Some wars exist in a physically small but expansively huge place called "the mind." These are "internal wars." Our mind splits in half, and one side argues with the other side. For example:

Single Point Of View:

"I want to go to the party tonight."

- Do you see any conflict in this thought?
- Is it just a simple expression of desire?

Opposing Points of View:

"I want to go to the party tonight. If I don't go, my friends will think I'm a sissy. But my parents are against it, because it's a school night and I have to get up early tomorrow."

- Do you see conflict here? Is there more than one?
- Is there conditioned thinking in this conflict? What is it?
- Is the conditioned thinking positive or negative?
- What would be your response to this conflict?
Forget the party and just sulk about not going?
Argue and convince your parents you'll be fine?
Go the party and not tell them?
Talk to your parents and make a real effort to understand their concern?

3. Being in conflict can make us want to go fight, or run away. As soon as we WANT to fight, and as soon as we WANT to run away, there is already conflict going on.
 - When you get the feeling that you want to run away, where is the conflict you feel? *In your mind.*
 - When you feel you want to fight someone, where is that conflict? *In your mind.*

External Conflict

1. When we feel internal conflict in our mind, we can feel like a piece of dynamite ready to explode.
2. If we do explode, and yell at someone else, the conflict is no longer only internal. It has become a full-fledged *external* war — a war with one or more other people.
 - How many people does it take to *start* a war? *One!*
 - How many people does it take to keep a war going? *Two!*
 - Do you think it would be good if all wars were fought between two designated people rather than between thousands of troops?

Activity: **A Stupid Thing!**

- ✓ Introduce roleplay to students if they've never done it. (See *Learning to Roleplay* in the introductory pages of this curriculum). Explain that roleplay is a way to learn how to understand conflict.
- ✓ Ask for two Volunteers to play the parts of Andy and Billie in a brief roleplay. Give each a copy of Exercise 6A, *A Stupid Thing!*
- ✓ Ask them to read it to themselves, and then aloud to the class, really getting into their parts.
- ✓ After they have read, thank the Volunteers for helping, and ask:
 - Is this a war? Who started this war?
 - How did Andy start it?
 - Do you think there was already an internal war going on in Andy's mind before speaking with Billie? How could you tell?
 - Do you think Billie was hurt? Angry?
 - Which word or words do you suppose created conflict inside Billie? (*Add them to "War Words" Chart.*)

- ❑ Do you think Billie then wanted to “get back” at Andy?
- ❑ Did Billie’s reaction make Andy more peaceful or more angry?
- ❑ Did Billie continue the war that Andy started? How?
- ❑ Do you think Billie could have stopped the war? How?
- ❑ Do you think it’s difficult to be peaceful when someone shouts at you or accuses you of being stupid? What makes it difficult? What would make it easier?

THOUGHT FOR THE DAY:

**It takes one person to start a war.
It takes two to keep it going.**

Should I Fight or Should I Run?

1. If you’ve ever watched a dog and cat when they first meet, you know that the first thing they do is freeze. Then, suddenly, the cat may run away, or, if the dog approaches to sniff the cat, the cat may claw the dog. The cat either fights or runs.
2. This reaction is called the “fight or flight” response. Today, even though we don’t live in caves and aren’t threatened by wild animals, we still have a strong “fight or flight” response deep in our “old” brain.
3. When our “old brain” is sparked, the warrior in us comes out — just like Jan sparked the warrior in Dale when Jan called Dale “stupid.” Here’s another example:

Activity: “Hey, Dumbell!”

This activity consists of two short roleplays. Dialogue 1 shows the fight response, and Dialogue 2 shows the flight response.

- ✓ Ask two more Volunteers to read the parts of Andy and Billie in Exercise 6B, “Hey, Dumbell!” — **Dialogue 1.**

- ✓ Ask the Volunteers to read as if they were the tough characters in this roleplay, but to not really strike the other person — only pretend!
 - ✓ Ask the Volunteers to roleplay **Dialogue 2**. After the Volunteers perform Dialogues 1 and 2, thank them and ask the class:
 - ❑ Did we hear any words that we could add to our War Words chart? What are they? (*See Exercise 5A.*)
 - ❑ How do you feel when you are approached by someone like Andy?
 - ❑ When you are struck by fear, what happens to your body?
 - ❑ Does your heart beat faster? Do you sweat? Do your hands and feet get cold? Does your mind get confused?
4. You will recall that how we think determines how we act.
- ❑ When you're afraid, do you feel stronger or weaker?
 - ❑ When you're afraid, how do you act?
 - ❑ Where do you think fear comes from?
 - ❑ Do you think fear is a *conditioned* response?
 - ❑ Is fear a part of our biological conditioning? Physical conditioning? Psychological conditioning?
5. There is no "right" or "wrong" to the way we act when we feel afraid. How we act is based on:
- A. Our biological conditioning, which happens spontaneously, without our being able to control it.
 - B. Our psychological conditioning, which is how we have been taught to act. If we have been taught to be afraid in certain situations, this is the only behavior we know.

Assignment 6: The Ways I Survive!

Pass out copies of Exercise 6C, The Ways I Survive, to all students. Read through the assignment together.

Add To Chart: Let's add to our Basic Formula Chart (*Exercise 5E*). Read the previous entry as you add to the Basic Formula.

BASIC FORMULA FOR UNDERSTANDING WAR

Today's Entry is #2:

1. I want to survive!
(Our old biological brain in action!)
2. **I'm afraid! I have to fight or run — to survive!**
6. Whether we fight or whether we run, we have a problem: Either response puts us in conflict.
 - If we fight, is there conflict? What kind?
 - If we run away, do we feel conflict? What kind?
 - Do we feel good about ourselves?
 - Do we feel MORE conflict?
7. Think of the last time you saw or participated in a physical or verbal fight.
 - Did the fight end or correct the conflict?
 - Did the fight increase the conflict?
 - Do you think fighting is a resolution to conflict?
8. Think of the last time you ran away from a confrontation.
 - Did running away end or correct the conflict?
 - Did running away increase the conflict?
 - Is running away a solution to conflict?
9. There is a third alternative to the situation between Andy and Billie, and to every conflict we are part of. We never know how this alternative is going to work, but it IS an alternative, and you can always decide to try it.

Stop! Think!

Activity: Stop! Think!

Ask the same Volunteers to read the same parts of Andy and Billie in **Dialogue 3**, reading their parts to themselves first. Remind them to really get into the parts of Andy and Billie.

After the parts are read, ask students:

- What's the difference between Dialogue 3 and the other two dialogues?
- Did they start off exactly the same, with Andy calling Billie a dumbell, and asking for money?
- What did Billie do differently this time?
- Did Billie *react* to Andy, or did Billie *act* based on some independent thinking?
- Was Billie's response based on conditioned thinking, or do you think Billie did some "beginner's mind" thinking?
- Did Billie's response surprise you? Why?
- Do you think it's unusual for someone to be kind to someone who has been mean?
- What do you think of this response?
- Is this new thinking that we ought to add to our New Way Of Thinking chart (*Exercise 1B*) ?
- Do you believe this approach might be worth trying? Why do you think so?

Tell students:

1. We have seen the "Fight" response and the "Flight" response. This time, the victim did not fight and did not run away. This time the victim **stopped** and **thought**.
2. In these few seconds of stopping and thinking, Billie decided not to REACT to Andy's threat, but to ACT from new thinking.

When you Stop! Think!, you have a moment to make a decision between reacting and acting.

- What's the difference between acting and reacting?
 - When you "react," are you responding to something that you heard, or saw — something said or done by someone else? Something you have been conditioned to respond to in a certain way?
 - When you "act," are you responding based on what *you* think or feel, regardless of what anyone else says or does? Are you listening to your inner voice? Are you making a Sherlock Holmes deduction? Are you using your Wise Master beginner's mind?
3. Pass out copies of *Exercise 6D, Do I Fight or Do I Run?* to all students. Read through it out loud.
4. In this moment of "Stop! Think!" several things happen:
- You stop the momentum of what has been going on.
 - Instead of reacting to the situation, you think about how *you* want to act, based on who you are and what you really think.
 - You act, starting a new momentum.

Billie, anxious to stop running away from Andy and anxious to *not* fight, decided to stop the momentum of what was going on, and think about what needed to be done. Billie then acted.

Activity: Act Or React!

This activity is designed to allow every student to experience the difference between acting and reacting. In *Exercise 6E, Act Or React* cut dialogues into strips of paper.

- ✓ Divide the students into groups of four.
- ✓ Have ready a hat or bowl with strips of paper that have brief dialogues on them (see Exercise 6E).
- ✓ Pass the hat once to each group. Persons 1 and 2 in each group will perform the dialogue. Person 3 will be designated the Actor or Reactor. Person 4 will be the Shouter, who will say either "Act!" or "React!"
- ✓ Ask the dialogue readers to be sure to roleplay their parts with enthusiasm.

- ✓ Ask each group to discuss whether Person 3 acts or reacts appropriately.
- ✓ Call time and ask them to rotate. If your number was 1, you are now 2; if you were a 3, you are now 4. If you were a 4, you are now 1.
- ✓ Make sure everyone gets a turn to be every number. Rotate them as quickly as possible.

After the activity, ask:

1. When you fight, or when you run, are you acting or reacting?
2. Can fighting be an action as well as a reaction?
3. Can running away be an action as well as a reaction?
4. Which feels better: acting or reacting?
5. When you Stop! Think!, are you more likely to act or react?
6. Do you feel more powerful or less powerful when you act?
7. Which makes more use of your beginner's mind: acting or reacting?
8. Do you feel more or less conflict when you act?
9. How do you think knowing the difference between acting and reacting can help you in your life?
10. Do you think wars are started more by people who act or by people who react?

**In an already existing war,
we either fight or run.
It is *before the war starts* that there is
an opportunity to stop and understand.**

There Are Alternatives to Fighting And Running

1. When a threat comes, and the "old brain" triggers the response "Fight!" or "Run!" and your "new brain," which you are developing in this class, asks, "Can I handle this threat?" — the answer can be "Yes!"

2. This “Yes!” comes from having confidence. What can give you this confidence is being prepared with alternatives to fighting or running away.

Pass out copies to everyone of Exercise 6F, Nonviolent Ways to Protect Yourself. Go over the list together. This list provides some workable suggestions for handling conflicts without fighting.

Activity: Staying Empty!

Pass out copies of Exercise 6G-1 to all students. Keep a copy of Exercise 6G-2 for you only.

- ✓ Ask for two Volunteers to play the parts of Chris, the Bully and Dana, the Victim, and do the roleplay.
 - ✓ Ask the Volunteers to read the same roleplay again. This time, stop the Volunteers at each point in Exercise 6G-2 where there is an indication of a threat or a nonviolent alternative, and ask:
 - ☐ Is this a threat?
 - ☐ Is this an alternative?
4. Using these nonviolent responses well, like anything we do well, takes practice, which we will do. In the meantime, know that:
- ▼ You *can* do something when under attack.
 - ▼ You do *not* have to be a victim.
 - ▼ You do *not* have to fight.
 - ▼ You can use your brain instead of your brawn.

Your mind is the greatest weapon you have.

5. We have been conditioned to believe that we must fight to survive. *Show students photograph of Earth, from the astronauts’ perspective.* Ever since astronauts from the USA and cosmonauts from Russia have seen our planet from a totally new perspective — from outer space — they have been trying to teach us a new way of thinking. That new way is:

**For all of us to survive on this planet,
which is our home,
it is important for us to NOT fight.**

Summary of Lesson 6:

1. Conflict begins with one person or idea, but it takes two to keep a war going.
2. There are two kinds of conflict: internal and external.
3. An internal war can begin with a single thought.
4. Human beings have been fighting and running away for millions of years. Psychologists say our “old brain” creates this “fight or flight” response in us.
5. The problem with “fighting” or “fleeing” is that they both are a result of conflict. And continuing to fight or run prolongs the conflict!
6. There is a third choice: “Stop! Think!”
7. Stopping and thinking enables us to act instead of react in a given situation.
8. There are nonviolent alternatives to fighting and running away, and using them can prevent war!
9. Your mind is the greatest weapon you have!
10. For all of us to survive on this planet together, it is important for us to NOT fight!

Preview of New Findings:

In our next lesson, we use our detective minds to explore:

- ☆ How our brain decides we should join a group to survive!
- ☆ Traditions that affect our thinking!

Don't forget your assignment: **The Ways I Survive!**



Lesson 7

I'll Join a Group!

Breakdown of Lesson 7:

The groups we belong to.
Groups are a means of survival.
We are all creatures of habit.
The kind of groups that can truly help us.

Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Copy of *Fighting The Invisible Enemy*, by Terrence Webster-Doyle.
- C. Copies of Exercises 7A, *Getting to a Resolution*; 7B, *Traditions in My House*; and 7C, *The Conflict I Know Best*.

Review: *Welcome students to class. Conduct a small review by asking:*

- ☛ How many people does it take to start conflict?
- ☛ What is internal conflict? External conflict?
- ☛ Is our conflict finished when we fight or run?
- ☛ What does it mean to "Stop! Think!"?
- ☛ When we are in danger, what are some nonviolent alternatives?

Presentation of Assignment 6: The Ways I Survive!

Ask for a Volunteer to go first. If no one offers, you can begin with yours. After students have read aloud the ways they survive at home, at school and in the world, ask:

1. Do you see any patterns in the way we all survive?
What are they?
2. What's the difference between noticing and judging the ways we survive?

3. Do you feel different when you notice than when you judge? How so?
4. Do you think most of the ways you and I survive are more likely to help promote peace or help create war?
5. Do you think you could change a way you survive that would be more in the interest of peace?

Story: Read aloud the story, "The Beating You Know You Will Get," *Fighting The Invisible Enemy*, p. 113. Be sure to read with feeling so that students experience the tension of the story.

Explore The Story: *After reading the story, ask:*

1. What did Eric and his buddies want?
2. Do you think they wanted more than the money?
3. Which nonviolent alternative did the Victim use when first attacked by Eric?
4. Is the Victim in conflict? What kind? Have the Victim's parents contributed to the Victim's conflict or relieved it?
5. Have you been in a situation like this one? What did *you* do?
6. What do you think is the best solution for a situation like this one?

The Groups We Belong To

1. When we are attacked or in trouble, our immediate inclination is to get help. We convince ourselves that we cannot survive on our own. We look for people who "know," people who can protect us, people who can give us answers. We join a group!
2. Each one of us is a member of several different groups. Let's see how many we can name. *Ask students to call them out as you write them on the blackboard.*

Family
School
Social Club

Religious organization
Employment organization
Gang

Political group *Business group*

- Is anyone here a member of a social club or a gang?
 - Why do you belong to this group?
 - What do you get out of being a member of this group?
3. Early human creatures joined groups too. These were called “tribes.” The reason they traveled in groups was to hunt animals for food and protect themselves from other tribes.
- When the tribe grew larger, and there was not enough food around, what do you think the tribe did?
 - When the tribe traveled to new territories, and wandered into the territory of other tribes, what do you think happened?
4. Today, we have come a long way since the time of cave creatures.
- Do we still hunt animals for food?
 - Do we feel we have to protect ourselves from other tribes?
 - Do we have examples today of one tribe wandering into the territory of another tribe?
 - Do nations sometimes wander into the territories of other nations?
5. Let’s add to the chart we started in Lesson 5, Exercise 5E, which will give us a basic formula for understanding war. Today’s entry is based on the feeling that motivates us to find help when we are in trouble.

BASIC FORMULA FOR UNDERSTANDING WAR

Today’s Entry is number 3:

1. I want to survive. (My old biological brain in action!)
2. I’m afraid! I have to fight or run — to survive!
3. **I need help to survive! I’ll join a tribe! A gang! A nation!
(My old brain thinks this is what I need to survive.)**

As you write this on the new chart, read the entries that precede it. (See Exercise 5E for sample chart. Keep this chart in a place where

students can always see it, and where it can be easily added to.)

Groups Are a Means of Survival

We join groups because of our basic instinct for survival. Religious groups like to bring in new members to ensure a large membership, i.e., their survival. Political groups know that a large membership creates strength and — survival.

1. Joining a group can be a very helpful thing to do. When you join a political group, you meet other people who think the way you do, and you have an opportunity to share your ideas.
2. When you join a gang, sometimes you find support for who you are, which you may not get elsewhere. Gang members are sometimes more supportive of who you are, or who you want to be, than your family members appear to be.
3. Joining a religious group sometimes makes people feel spiritually strong. Members of a religious group pray together.
4. When group members get along, and when one group gets along with other groups, there are no problems. Problems occur, however, when conflict arises between groups or between group members. For example:

- ▼ **One group decides that it is “right” and that an opposing group is “wrong.”**

Example:

People against abortion call themselves “Pro-Life.”
People in favor of a woman’s right to choose abortion call themselves “Pro-Choice.” Each believes the opposing group is “wrong.”

- ▼ **One group decides it has “less” than another group, and demands to have “more.”**

Example:

During a series of riots, South Central Los Angeles looters believed they had the right to take, without paying, property being sold in South Central Los Angeles stores.

- ▼ **One group decides that is the “rightful owner” of a place or thing, and believes that the present owner must give up this property.**

Example:

The battle between the Israelis and Palestinians over particular land areas has been going on for years.

- ▼ **Group A decides that Group B's habits are having an ill effect on Group A and that Group A's "bad" habits must stop.**

Example:

Non-smokers say that smokers contribute to non-smokers' bad health and ban smokers from certain public locations, such as airplanes and restaurants.

Activity: Getting to a Resolution

- ✓ Divide students into pairs, or ask them to pair off.
 - ✓ Give each pair a topic from Exercise 7A, "Getting to a Resolution!" and ask each member of the pair to take an opposing point of view.
 - ✓ Ask students to think for a couple of minutes about why they disagree with their counterpart. Then, ask them to debate their issues for 10 to 15 minutes, focusing on major points only.
 - ✓ While debating, they must write down:
 1. Their differences — the things that separate them.
 2. Their similarities — the points they agree on.
 3. The issues they have no hope of resolving.
 4. The issues they have negotiated and have found a solution for.
 5. Which nonviolent alternatives they used in their negotiations, if any.
1. Call time, and ask each pair to state:
 - ▼ Their issue.
 - ▼ Their differences.
 - ▼ Their similarities.
 - ▼ Their issues of "no hope"
 - ▼ Their solutions and resolutions.
 - ▼ Which alternatives they used, if any.

2. After listening to each group's problem and solution, ask:
 - Did you see and make an attempt to understand one another's issues?
 - Did you look at one another's differences with a beginner's eye?
 - Did you look at your differences as: I vs. You, or did you see them as: We vs. Them?
 - What happened when you reached an impasse?
 - Did you give up, or continue to find a solution?

3. Every day people negotiate the way you just did. Some of them find solutions, and some don't. No matter how the negotiations come out, it's important to:
 - ▼ See through your conditioning.
 - ▼ Find solutions from which *both sides* can benefit.

4. Let's think of two groups that might be in conflict — the Arabs and Israelis, doctors and patients, labor and management, parents and children.
 - Do you think most groups in conflict look at how *both sides* can benefit?
 - What do you think about this concept?
 - Do you believe that finding solutions from which both sides can benefit is a way to resolve conflict?

We Are All Creatures of Habit

1. You already know that we believe in certain things because we've been "conditioned" to believe them. For example, many of us believe war is the answer to our problems of global conflict.
2. There are many methods we use to try to condition others to see our point of view, and many methods others use to try to condition us. We already know about reward and punishment.
3. We are all creatures of habit. As we grow up, we spend most of our lives in surroundings that condition us psychologically.

4. People condition us to think, act and speak in certain ways — some of which have been around for centuries. Our grandparents pass these down to our parents, and our parents pass them down to us. Many of these practices determine exactly how we think and act, often without our even being aware of how they condition us. Some of these are:

◆ **Habit**

- What is a habit?
A manner of behavior we learn and repeat until it becomes second nature.
- Name some habits you see among your family or friends.
- Is brushing your teeth before you go to bed a habit?
- Is drinking alcoholic beverages a habit?
- Is walking two miles every morning a habit?

◆ **Tradition**

- What is a tradition?
A belief or practice handed down by word of mouth, or by example, from one generation to another.
- What are some traditions in your family?
- Is spending Christmas with your family a tradition?
- Is fighting between the Arabs and the Israelis a tradition?

◆ **Custom**

- What is a custom? *A long-established practice which people treat as an unwritten law. Similar to tradition.*
- Have you ever traveled to a different area or different country and noticed different customs from yours?
- It is the custom in some countries to value male children over female children. What do you think of that custom?

- It is a custom in some parts of South America to celebrate your saint's day. Does this happen in your country?

◆ **Value**

- What is a value? What do we mean when we say people have certain values? *The worth or importance that people attach to other people or things.*
- Have you ever heard people refuse to say or do something because they hold certain values that would keep them from doing so?
- Do some people refuse to fight in a war because they hold certain values?
- Do some people decide to join the armed forces because they hold certain values?
- Can these values create possible conflict?
- What are some values you've seen — both positive and negative?

◆ **Belief**

- What is a belief? *A state of mind in which trust is placed in some person or idea.*
- Where have you seen trust placed in a belief?
- Do you think trusting in a belief is always a positive thing to do?
- Do you think there is potential for conflict when people blindly trust in a belief without learning about the belief first?
- What is something you believe in strongly? Why? Can this belief create conflict in your home? At school? In your community? How?

5. Habits, traditions, customs, values and beliefs make up our psychological conditioning. They are instilled in us for positive reasons: Our families want us to carry on traditions that have been around for centuries.
6. On the other hand, a variety of habits, traditions and beliefs sometimes make us see people as *different* from us. When we begin to focus on differences, conflict is not far away.

**Assignment 7:
Traditions in My House!**

Pass out copies of Exercise 7B, Traditions in My House, to each student. Read assignment aloud as students follow, and answer any questions students may have.

The Groups We Need to Belong To

Sometimes the groups we belong to separate us from other people.

- Do you think we need to belong to groups that bring us together? Why?
- What can we do to help these groups bring people together rather than separate them?
- What can we do to change our own thinking from “we vs. them” to “us” (all of us)?

**Activity:
The Conflict I Know Best!**

Pass out copies of Exercise 7C, The Conflict I Know Best, to all students. Read aloud. Then give students 10 minutes to fill in. Afterward discuss their answers.

THOUGHT FOR THE DAY:

**When I meet a person different from me,
and I see a difference between myself and this other person,
I create a separation that divides us.
This creates conflict.**

**When I meet a person different from me,
and I see a way this person and I can communicate,
I have the opportunity to learn something new.
This creates understanding.**

Summary of Lesson 7

1. Most of us belong to many different groups.
2. What we get from these groups is support for our beliefs, protection and a means of survival.
3. Joining a group can help us, but it can also create conflict.
4. We often focus on the differences between us rather than the similarities.
5. Differences separate us, and similarities bring us together.
6. Sometimes people at war with each other believe they are very different when, in reality, they are not.
7. Methods of conditioning within groups include offering rewards, offering punishment, sticking to habits, traditions, customs, values and beliefs.
8. It is important to understand what your group represents.
9. It is important to be aware of whether or not your group represents *your* beliefs.
10. It is important to not let group beliefs separate you from other human beings.

Preview of New Findings:

In our next lesson, we will use our detective minds to explore:

- ☆ What winners and losers have in common.
- ☆ How a group's belief system becomes our own.

Don't forget your assignment: **Traditions in My House!**



Lesson 8

My Group Knows Best!

Breakdown of Lesson 8:

When there is conflict, there are only losers.
There is a structure to conflict.
My group knows best.
How we handle conflict determines the outcome.

Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Copies of Exercises 8B, *My Conflict Is Built!*; 8C, *An Analysis Of My Conflict*; 8D, *The Conflict In My Group!*; and 8E, *Win And Lose*, for every student.

Review:

Welcome students to class. Conduct a small review, asking:

- ☛ Why do we join groups?
- ☛ Can being a member of a group create conflict?
- ☛ What happens when we focus on differences?
- ☛ What are some signs of negative conditioning to look for in groups?
- ☛ Why is it important to understand what your group represents?

Presentation of Assignment 7: Traditions in My House!

Ask for a Volunteer to begin. As students discuss traditions, habits, customs, values, beliefs at their home, write on the blackboard or chart the following categories:

1. Tradition, habit, custom, value, belief:

2. Person(s) who believe(s) in these:

3. Sign(s) of conditioning behind these:
4. Sign(s) of conflict because of these:
5. Potential points for discussion with family members:

Briefly explore each student's situation:

- ▼ Is your family aware of the conflict that is caused by this particular tradition, habit, custom?
- ▼ Is it easy to discuss conflict situations in your home?
- ▼ Do you think there is anything you can do to promote this kind of discussion and make it easier for those involved?
- ▼ How would you approach such a discussion?
- ▼ Do you think your approach would promote a peaceful resolution?

Story: Read story, "Winning by Losing," in Exercise 8A (this story is also found in *The Eye Of The Hurricane*, by Dr. Terrence Webster-Doyle, p. 53). Explain: This story is about students who study the martial arts. The students' *gis* are the clothing they are wearing in the illustration (show, if you have book). Ask students to imagine the situation as you read.

Explore The Story: After reading the story, ask:

1. At first, what were the students' opponents?
2. Have you ever fought the rain and wind?
3. Do you suppose the fight was different when the students had the storm at their backs and went *with* the storm?
4. When the students stopped resisting and began to go *with* the storm, did their circumstances improve? How?
5. Since the story is called "Winning by Losing," what do you guess the story means? *Encourage all responses.*
6. Do you think you can "win" by "losing?" How?
7. When you "lose" in this situation, are you really losing?
8. Is this a new way of thinking (Add to chart, Exercise 1B)?

When There Is Conflict, There Are Only Losers

1. In a conflict between two people, usually someone “wins,” and someone “loses.”
 - When you “win,” how do you feel?
 - When you “lose,” how do you feel?

2. Winners are usually happy. They deduce that, since they “won,” fighting really works for them.
 - When a hockey team wins a game, are they sad?
 - When you “win,” do you want to continue the fight?
 - Do you believe this fight has made you happy?
 - Do you think you believe in fighting and you will probably fight to win again?

3. Losers are angry and, as a result, they want to fight again. They deduce that, since someone “won,” and it wasn’t them, they need to fight again and win.
 - Have you ever seen a happy “loser”?
 - When football players lose a game, are they thrilled?
 - When a country loses a war, are its inhabitants happy and ready to be friendly toward the winner?

4. Winners and losers *both* believe that fighting is necessary in a conflict situation.
 - Do you believe fighting is the answer to conflict? Why?
 - Do you think that if there is a winner and a loser, the fight is over?

**When there is conflict, both sides are losers,
because their disagreement continues,
and the people involved remain in conflict.**

- ❑ Can you see how conflict continues when there is a winner and a loser?
- ❑ Can you see that in order to RESOLVE a conflict, both sides need to feel that they are winning *something*?
- ❑ Do you think it would help to know the STRUCTURE of conflict in order to understand how to give each side of a conflict something that makes it feel like a winner?

There Is a Structure to Conflict

In order to further understand conflict so that we get better at resolving it, let's take a look at the *structure* of conflict.

1. If you watch TV, and your parents want you to do your homework, is there conflict between you?
2. If you want to see a movie, and your friend, who's spending the day with you, wants to go bike riding, are you in conflict?
3. Conflict is a war that happens in our minds. It can start out small and disappear, or it can start out small and grow into a major war.
4. Every conflict has a basic structure — like a house. You know that a house has an inner structure — a foundation, a frame — which determines how the outer structure will look.
5. The *inner* structure of your conflict determines how it will be expressed. The inner structure (foundation) of your conflict is the *cause* of your conflict.

Example: Your feelings are hurt, and you are angry,
The *cause* (foundation) of your anger is
your hurt feelings.

6. The *outer* structure of your conflict is your expression of the conflict you feel inside. The outer structure of your conflict is the *result* — the symptom — of your hurt feelings.

Example: Your feelings are hurt, and you are angry.
The *result* (symptom) of your hurt is your anger.

**Whenever you feel angry, or you see someone who is angry,
you can deduce that you or this person has hurt feelings.**

7. This is an important piece of information to have. In any conflict situation, most of us see the symptom but don't always see the cause. Looking at the cause helps us understand the conflict.
- Why would it be important to know, when someone is angry, that this person has hurt feelings?
 - If you do *not* understand that an angry person has hurt feelings, how are you inclined to respond to that angry person?
 - If you *do* understand that an angry person is someone who has hurt feelings, will you respond differently to that person?
 - Do you think such an understanding could be the difference between war and peace? Why?
 - Do you think such an understanding is equivalent to Stop! Think!? How?
 - Do you think learning to understand the causes for people's behavior can be helpful in group situations? How?

Activity: My Conflict Is Built!

The purpose of this activity is to give immediate action to what your students have learned about cause and effect with regard to conflict.

- ✓ Divide students into pairs.
- ✓ Pass out copies of Exercise 8B, *My Conflict Is Built!*, to all students.
- ✓ Assign one of the topics to each pair, asking each pair to discuss and write the following about each conflict:
 1. The cause or *foundation* of the conflict.
 2. The *effect* of the result.
 3. The probable *conditioning* underlying the foundation.
 4. Possible *nonviolent alternatives* to this conflict (review them, if necessary, *Exercise 6F*).
 5. A beginner's-eye way of looking at this situation.
- ✓ Give the teams 10 minutes to do this exercise.
- ✓ Ask one member of each team to read their results. Encourage students to applaud one another for good work!

My Group Knows Best

1. When we can see cause and effect in conflicts between individuals, we can begin to see them in group conflicts as well.
2. When we join a group, a club, a gang, an organization — we generally *identify* with that “tribe” psychologically. We believe what the group believes.
3. When we totally give ourselves over to what OUR group believes, we tend to feel safer and to think that our conflict is finally over.
4. Let’s add this to our Basic Formula Chart (Exercise 5E). *As you add this to the Basic Formula Chart, read through all the entries, 1 - 4.*

BASIC FORMULA FOR UNDERSTANDING WAR

Today’s Entry is number 4:

1. I want to survive. (My old biological brain in action!)
2. I’m afraid! I have to fight or run — to survive!
3. I need help to survive! I’ll join a tribe! A gang! A nation! (My old brain thinks this is what I need to survive.)
4. **I become one with my tribe — school, gang, nation — identify with it, get conditioned to its patterns. The tribe’s belief system becomes my belief system. I believe my conflict is over.**

Ask students:

- Do you think this becoming one with your “tribe” is an example of positive thinking?
- Can this kind of thinking create conflict? What kind?
- When you do not agree with something your group believes in, do you feel inner conflict?
- If you voice your disagreement within the group, is conflict created? What kind?
- If there is outer conflict between group members and you, is this a positive situation?

- ❑ Is it possible that the people who disagree can learn something from this disagreement?
 - ❑ Do you think learning something new could turn this into a positive situation?
5. One of the things we forget, when we are in the heat of disagreement, is that we all can learn something, if our minds are open and aware.
 6. We get so concerned with winning and losing that our beginner's eyes often miss an opportunity to discover new information.
 7. The world is constantly changing all around us. Something that is true one day may not be true in 10 years — or even in 10 days.

Examples:

- ▼ People used to believe that the world is flat.
- ▼ There used to be a Berlin wall: one day it was there, and the next, it was gone.
- ▼ People in Russia used to live under communism: one day it was there, and the next it was gone.
- ▼ Many people today believe that if you “lose” an argument, you have nothing. You and I are starting to see that this is not necessarily true.

The one constant is that there will always be change.

How We Handle Conflict Determines the Outcome

Let's take this opportunity to understand a real conflict you are experiencing in a group situation — in school, at home, in a club or organization.

Activity: Analysis of My Conflict

- ✓ Pass out copies of Exercise 8C, “Analysis of My Conflict,” to all students. *Go over this exercise with them, question by question. Emphasize that there are no right or wrong answers, only honest responses.*

- ✓ Give students 10-15 minutes to fill this out.
- ✓ Call time and ask for a Volunteer to read through his or her analysis. After each Volunteer reads, ask:
 - ❑ Do you recognize the structure of this conflict? What is it?
 - ❑ What is a recognizable symptom of this conflict?
 - ❑ What do you think is the cause?
 - ❑ Does it help you to know the cause? Why?
 - ❑ Does knowing the cause give you information you didn't have before?
 - ❑ Does this new information change your thinking?

Assignment 8(a)
The Conflict in My Group!

Pass out copies of Exercise 8D, The Conflict in My Group!, to all students. Read it over together.

1. We used to think battlefields existed only in military war. Today, battlefields are evident in school, at home, at work, on the street. Sometimes, we fight to be first in line, or to get a parking space. We fight to get compensated or recognized for the work we do, or for being the person we are. We fight to stay safe, healthy, alive. Life sometimes feels like one big fight.
2. The main problem with fighting is that it causes *separation*. When there is separation, there is no chance for resolution to our conflict. The more we can learn about NOT fighting, the closer we get to ending the separation that is caused by conflict.
3. We do anything to win, sometimes refusing to see the truth of a situation. We hold onto our belief, no matter what it is, and work hard to make it fit. When our first belief doesn't work out, we create a second belief to support the first one! Then, a third belief to support the first two! Sometimes it's like trying to fit a square block into a circular hole!
4. Let's take a look at a conversation between Charlie and Charlie's teacher and see if we can figure out whether Charlie is able to see the truth of the situation.

Example:

Charlie

I think I should quit school. I'm not very smart.

Teacher

Actually you *are* smart. You just haven't given this good news to your brain.

Charlie

It would take too long for me to catch up with all the stuff I never learned. I'm too slow.

Teacher

You could catch up in one summer school session, if you applied yourself.

Charlie

When you're not smart and too slow, there's no hope.

Ask students:

- Do you think Charlie sees the truth of this situation?
- What do you think winning really means to Charlie?
- Do you think Charlie might be scared of a challenge?
- Do you think Charlie might be frightened of not winning?
- What kind of survival are we concerned about when we fear that we will not win?
- How do you think Charlie could resolve this conflict?
- Do you think it's possible to survive AND find a mutually satisfying resolution to conflict? How?

Activity: The Win/Win Situation

This activity gives students the experience of coming up with a situation in which everyone wins.

- ✓ Divide students into groups of four.
- ✓ Ask students, within each group, to come up with a conflict situation that is real for members of that group. Ask them to take about 5 minutes to come up with a topic that is subject for disagreement among them (two vs. two is best).

- ✓ Call time. Ask a representative from each group to tell us their topic of discussion. Write each topic name on the blackboard.
- ✓ Give students 15 minutes to work out an agreement that allows both sides to “win.” Let students know you are available if they need help. Walk around and monitor the activity, but offer suggestions only if they ask.
- ✓ Call time and ask for a Volunteer group to present their work. Each group should select one representative to explain what they have come up with; other members of the group are invited to add anything they feel is necessary.

After all work has been presented, ask:

1. What did you learn about conflict resolution?
2. Was this a different approach from the one you usually take when conflict arises?
3. Do you see benefits to the plan you worked?
4. Do you see any disadvantages?
5. What’s the best thing that happened as a result of your work?
6. Do you think this kind of work can be applied to other disagreements you have had?
7. Do you think you will apply this kind of thinking to future disagreements you have?
8. What are the most important elements of working out a disagreement in this way?

**When we can DISCUSS how we create conflict
and ADMIT our conflict-making thoughts to one another,
we will have a basis for WORKING TOGETHER to end conflict.**

1. If you have violent, warlike feelings inside you, and you know a friend or two who have violent, warlike feelings inside them, there must be hundreds of thousands of people who have violent feelings in the world.

2. We are a world of people who are running, fighting and competing — one against the other — person against person, nation against nation — “we” vs. “them” — in a violent struggle for survival.

THOUGHT FOR THE DAY:

**Using our beginner’s minds
we can come up with a positive approach
to encourage a new method of survival
that allows both sides in a conflict to win.**

Assignment 8(b):

Win & Lose!

Pass out copies of Exercise 8E, Win & Lose, to every student. Read the instructions aloud.

Summary of Lesson 8

1. Conflict is a war that happens in our minds. It can start small and disappear, or grow into a major war.
2. Every conflict has a basic structure, like a house.
3. The inner structure of conflict is the cause of your conflict (hurt feelings).
4. The outer structure of conflict is your expression of the conflict (anger).
5. Seeing the structure of our conflict enables us to better understand why the conflict exists.
6. When we understand why a certain conflict exists, there is a good chance we can put an end to the conflict.
7. The more we can learn about NOT fighting, the closer we come to ending fighting, which causes separation.
8. How we handle our conflict determines how things will turn out. You and I are responsible for how things turn out.
9. Nonviolent alternatives help us accept our responsibility by encouraging us to take action to make things turn out well.
10. We have been conditioned to not share our conflict-making thoughts with one another. However, by sharing our conflict-making thoughts, honestly, we have a basis for working together to end conflict — which is essential for our survival.

Preview of New Findings:

In our next lesson, we will use our detective minds to explore:

- ☆ What is an enemy? How are enemies created?
- ☆ What is respect?

Don't forget TWO assignments: **The Conflict In My Group** and **Win and Lose!**



Lesson 9

The Enemy: Someone Who's Different

Breakdown of Lesson 9:

- What is an enemy?
- How do we create an enemy?
- Recognizing similarities instead of differences.

Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Copy of *Fighting The Invisible Enemy* by Terrence Webster-Doyle.
- C. Copies of Exercises 9A, *Enemy Images*, and 9C, *I Respect You Like Crazy*, for every student; three copies of Exercise 9B, *The New Kid*.

Review: Welcome students to class. Ask:

- ☛ What does it mean to win by losing?
- ☛ Why are both sides losers when there is an ongoing conflict?
- ☛ Every conflict has a structure. What is the basic structure?
- ☛ If we see the cause of our conflict, does this help us? How?
- ☛ What are some of the things we must look at with a beginner's eye when we join a group?
- ☛ Who and what determine the outcome of a conflict?
- ☛ Are there any new ways of thinking in these concepts that we should add to our chart (Exercise 1B)?

Presentation of Assignment 8(a) The Conflict in My Group!

Ask for a Volunteer to read his/her *The Conflict in My Group!* (Exercise 8C). Write the seven categories on the blackboard, then fill them in as each student reads from his/her worksheet. Encourage questions and remarks from other students. Make sure everyone gets a turn to read, and move through these as quickly as possible. Afterward, ask students:

1. Do you agree with the resolution proposed?
2. Which points do you think need to be focused on for resolution?
3. Which points of agreement do you think will help?

Presentation of Assignment 8(b)

Win And Lose!

Ask how many groups are presenting (Exercise 8D) so you know how to budget your time. Ask for a Volunteer to go first. Then make certain every group presents. Discuss any issues that come up, but move through these as quickly as possible. Ask:

1. How did you enjoy creating a roleplay?
2. Do you think your roleplay adequately defined the situation?
3. What is the structure of the conflict you presented?
4. What do you think is the conditioning behind this conflict?
5. Do you see other paths to resolution that might also work?

Congratulate students on their good work!

Story: Read story, "I Will Fight No More Forever," in *Fighting the Invisible Enemy*, p. 61. Read with animation and clarity so that students grasp the meaning of the story.

Explore The Story: After reading the story, ask:

1. Were the Indians — those we now call Native Americans — a people who lived in harmony with the land?
2. What was the conditioned thinking on the part of the Europeans who participated in reducing the Native American population from 1,000,000 to 237,000?
3. Were the European settlers heroes? Enemies?
4. Putting yourself in the place of the Native Americans, how would you feel, after living all your life on open land, being restricted to live on a "reservation"?
5. Who is the enemy in this situation?

What Is an Enemy?

1. Remember the story "Sergeant Stone's Revenge," where Private Dillon seeks revenge for his Sergeant's death by throwing a grenade at advancing enemy troops? Remember that this was a movie, and at the end of the movie you were moved to either run away in fear and disgust, or find a gun and go to battle?
2. People in military battles are trained to think of other people as "enemies."
 - Why do you think they are trained in this way?
For survival
In war, a soldier must kill or be killed.
 - Do you think military training carries over into our lives sometimes?
3. You and I don't fight military battles, but we sometimes become involved in other conflicts that can become just as serious. If you are angry with me and we happen to pass one another on the street, before we ever speak there is a conflict going on between us.
 - Where is that conflict going on?
 - Is some inner cause in your mind blaming me for something you believe is my fault?
 - Is there a war going on BEFORE we ever greet each other?
4. When anyone outside our system of beliefs — someone who may think or feel differently than we do — becomes a threat to us, that person becomes an "enemy."
 - How do you think this happens?
 - Do you think this is a physical reaction? Psychological?
 - Do you think this is a biological reaction of our old brain?
 - How does someone get to be an "enemy"?

How Do We Create an Enemy?

1. When your brain creates an “enemy,” it goes through certain patterns of thought that separate you from another person. Here are some examples:

Example: You are different from me.

We humans differ from one another in many physical ways. What are some of them?

- ▼ Skin color/shape of facial features
- ▼ The way we talk and languages we speak
- ▼ The way we move our bodies
- ▼ Where we live
- ▼ Where our family comes from
- ▼ The clothes we wear

These differences make for variety in human culture.

- Are these differences conflict-producing?
- If so, what makes these differences conflict-producing?
- Do these differences have to be conflict-producing?

Example: You are a stranger.

As soon as we label a human being “stranger,” we create a separation between us. Cowboy movies always have a line like, “Who’s that stranger?” — meaning “foreigner” or “outsider.” These words put forth an attitude of “me (us) vs. you.”

- If we *think* of someone as a stranger, how are we going to act toward that person?
- If we act toward someone as if he or she is a stranger, do we create conflict before we’ve even met the person?

In today’s world, it is common to be wary of “strangers” — and with good reason. Especially in large cities, we are not encouraged to open our doors to people we do not know. The example we are discussing, however, is one in which we are officially meeting a new person in a non-threatening situation.

Example: You are a bad person.

When we make someone “bad,” we blame them.

- If we *think* someone is “bad,” do we know for sure that the person really is “bad”?
- Is it possible that we may have a need to make this person *look* “bad” so that we can look “good”?
- Is it possible that we may have met someone in the past who was “bad” and this new person reminds us of that past experience?

Example: You are the devil in disguise.

People at war use this approach.

- Do you think that by making an “enemy” appear inhuman or evil, it may be easier to kill that person?
- In “Sergeant Stone’s Revenge,” the warrior called his enemies “gooks.” Do you think he degraded and humiliated these people in order to be able to kill them?

Example: You are a horrible, frightening creature.

We can crush a spider, shoot a rat, or stone a snake if we believe they are poisonous, dangerous and threaten our survival.

- Do you think we turn people into enemies for our own survival?
- Do you think creating enemies helps us survive?
- What do you think about this method of survival?
- Is it an “old brain” method of surviving?
- Do you think creating enemies is the only way to survive?

Activity: How I Create the Enemy

This activity is designed to help students become aware of the “old brain” process that happens when our survival is threatened.

- ✓ Pass out copies of Exercise 9A, *Enemy Images*, to all students.
- ✓ Ask students to spend 10 minutes filling in this form.
- ✓ Call time, and ask for volunteers to read their responses. Make certain everyone has a chance to respond.
- ✓ After each student reads, ask:
 - ❑ Do you think the differences between you and this person could potentially create conflict between you?
 - ❑ What kind of conflict?
 - ❑ How does it make you feel when you look at someone and think: “different,” “stranger,” “bad”?
 - ❑ Do you think you have power over your thinking and can turn your thinking around?
 - ❑ What would happen if you looked at this person and thought “different,” “fascinating,” “someone I might like to get to know”?
 - ❑ What approach would you take with this person?
 - ❑ Are you willing to take a chance and find out how this might work?

THOUGHT FOR THE DAY:

**When we see differences between ourselves and others
as reasons to separate, we create conflict.**

**When we see differences between ourselves and others
as interesting, we are more likely to get together,
and learn something new.**

Activity: The New Kid! A Roleplay

Ask for two Volunteers to roleplay Bobbie and Yehudi. Give each of them a copy of *Exercise 9B, The New Kid!* Keep one for yourself so you can follow along. Ask them to read the roleplay carefully so they understand their roles. Then ask them to perform the roleplay. After the roleplay, ask:

1. Where did the conflict start? *In Bobbie's mind.* Did it start as inner conflict and then become outer conflict?
2. How did Bobbie make an enemy out of Yehudi?
3. Did Yehudi contribute in any way to the conflict?
4. Did you see any signs of conditioning on Bobbie's part that may have contributed to Bobbie's inner conflict?
5. Does Bobbie believe people need to "look" a certain way?
6. Does Bobbie believe since one stranger was a thief, all strangers are thieves?
7. Do you think Yehudi did everything possible to make friends?
8. Would you do anything differently than Yehudi did?
9. If you were Yehudi, would you give up on Bobbie, or would you continue to be friendly?
10. Do you think Bobbie has a beginner's mind?

Recognizing Similarities Instead of Differences

1. Use your beginner's mind to look around the room at everyone. Think, for a minute, of five ways that everyone in the room is the same. It could be physical appearance, mental ability, background.
 - Who can name one way?
 - Who can name another?
2. Let's make a list. *Ask a Volunteer to go to the board or chart and write these as the students call them out.*

3. When we find similarities between ourselves and other people:
- Are we more likely to feel respect for them?
 - When we have respect for people, are we less likely to get into conflict with them?

Assignment 9:

I Respect You Like Crazy!

Pass out copies of *Exercise 9C, I Respect You Like Crazy!*, to all students. Read the directions together.

Activity: The Giver And The Seeker

This activity allows students to ask for respect and have the experience of getting it.

Ask students to close their eyes and think of three ways they would like to be respected. *Give them a minute to settle down and get comfortable.*

- ✓ Ask students to each choose a partner, or pair them off yourself.
- ✓ One of each pair is the Giver and one is the Seeker. Ask them to decide who is who, quickly.
- ✓ The Seeker closes his/her eyes and says: "I would like to be respected in the following way": (fill in the blank). Then the Seeker opens his/her eyes.
- ✓ The Giver listens attentively to the Seeker's request and then responds to the Seeker in a positive way.

Examples:

1. I think you have every right to be respected in this way, and I hope you get it.
 2. Maybe I can help you get this kind of respect.
 3. I don't know if you will be able to get this kind of respect, but I hope you do, because I think you deserve it.
- ✓ Give the Seeker a moment to bask in his/her respect.

- ✓ Then the Giver bows to the Seeker as a sign of his or her own personal respect.

Once the Giver has bowed, the partners change places, so each has a turn at being both the Giver and the Seeker.

After the activity is performed for the second time, ask students to return to their seats.

Discussion:

1. How did it feel to speak your desire to the Giver?
2. Did you enjoy being the Giver? Why?
3. Did you enjoy being the Seeker? Why?
4. Did one role feel better than the other? Why?
5. Did you feel truly respected by the Giver?
6. Do you think the Giver really listened to you?
7. What do you think the Giver could do to be a better giver?
8. Did you really listen to the Seeker? Did you focus your total attention on the Seeker? Why?
9. Do you think it's difficult to give attention when someone really wants it? Why?
10. Do you think we people in the world today need more attention? Why do you think so?

Thinking in a New Way:

The next time you most want respect, try something new. This is part of your assignment this week, and you will see it on your assignment sheet (*Exercise 9C, I Respect You Like Crazy!*):

- ▼ Give respect to the person you want it from.
- ▼ Instead of *seeking* respect, *offer* it to someone.
- ▼ Sometime this week, do this — at home, at school, somewhere. When you feel yourself *wanting* respect, *give* it instead!

Respecting Yourself Conquers Fear

1. In order to respect other human beings, it is important to respect yourself.
2. By giving respect to another person, you are respecting yourself, because you are *acting* out of respect, as opposed to *reacting* to someone else's lack of respect.
3. Accept yourself for who you are, whoever that is. Acknowledge that who you are is neither "good" nor "bad." Whoever you are is a simple fact of life.
4. Respect yourself for who you are.
 - How does it make you feel to accept yourself for who you are?
 - Do you see respect as something you give to yourself as well as to others?
 - What nonviolent alternative are you using with yourself by accepting yourself for who you are?
 - Do you think it's easier to respect others if you respect yourself first?
 - When you are worried about things that have happened to you, do you think you can clear your mind to make room for respect?

Summary of Lesson 9:

1. When someone becomes a threat to us, we think of that person as an enemy, because we believe our survival is threatened.
2. We create an enemy in our minds, thinking such thoughts as: "You are different from me." "You are a stranger." "You are a bad person." "You are the devil in disguise." "You are a horrible, frightening creature."
3. Thinking of another person as an enemy creates a distance between you and that person.
4. When we see differences between ourselves and other people as interesting, rather than scary, we have an opportunity to learn something new — about the other person, and about ourselves.

5. Our beginner's mind gets good exercise when we recognize similarities as well as differences.
6. When we find similarities between ourselves and others, we are more likely to feel respect toward them.
7. Sometimes we can get the respect we want by asking for it from other people.
8. Sometimes we can get the respect we want by giving it — to others, and to ourselves.
9. If we are going to understand how we prevent peace and how we create war, we can begin with respecting other people — all people.
10. Military training prepares warriors to think of other people as enemies. When we can stop thinking of others as "enemy," perhaps we will be able to put an end to war.

Preview of New Findings:

In our next lesson, we will use our detective minds to explore:

- ☆ So, you want to be a hero!
- ☆ Acting like a hero can sometimes create conflict!

Don't forget your assignment: **I Respect You Like Crazy!**



Lesson 10

The Hero: Someone We Want to Be

Breakdown of Lesson 10:

What is a hero?

Is the world made up of heroes and villains?

Do we create conflict by trying to be “good”?

The meaning of good.

Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Copy of *Why Is Everybody Always Picking On Me?* and *Fighting The Invisible Enemy*, both by Terrence Webster-Doyle.
- C. Copies of Exercises 10A, *My Role Models!*; 10B, *Conditioned To Be “Good!”*; 10C, *Nobody’s Perfect!*, and 10D, *I Want To Be Good!*, to all students.

Review: Welcome students to class. Conduct a review, asking:

- ☛ When someone becomes a threat to us, why do we get scared?
- ☛ Are there other ways to survive besides making enemies out of people?
- ☛ What are some of the thoughts we get in our minds when we are creating enemies in there?
- ☛ What’s a beginner’s-mind way of thinking about someone we are scared of? *There are no wrong answers.*
- ☛ Why is it important to focus on similarities between people rather than differences?
- ☛ What’s the best way to get respect?

**Presentation of Assignment 9:
I Respect You Like Crazy!**

Ask for a Volunteer to begin Part A. Then, give everyone a turn. Ask:

1. Who is this person with whom you are in conflict?
2. Is this a conflict in your mind, or a conflict you have experienced verbally with this person?
3. What are three ways this person is the same as you?

After each student has had a turn, ask:

1. When you look at the three ways you are the same as this person with whom you are in conflict, do your feelings about the person stay the same? Why?
2. Are you working on a solution to end the conflict between you? Why?
3. Are you learning anything new from this conflict? What are you learning?

Ask for Volunteers to respond to Part B, giving respect to someone.

After each Volunteer responds, ask:

1. How did it feel to give respect to the person you wanted it from?
2. Did that person respond any differently toward you?
3. Do you think this is a good approach to life?

Story: Read story, "The School Of No Sword" in *Why Is Everybody Always Picking On Me?*, p. 47. Show illustration.

Explore The Story: After reading the story, ask:

1. What does the school of "no sword" mean?
2. Why did Bokuden say he carried a sword?
3. How was Bokuden different from the boastful Samurai?
4. Would you say that the Samurai was a bully? Why?
5. Would you say that Bokuden was a victim? How so?

6. What kind of nonviolent alternative did Bokuden use to avoid fighting?
7. What is the difference between “defeating others” and “not being defeated”?
8. Do you see ways you could resolve your own conflicts the way Bokuden did? How?
9. Do you think Bokuden was a coward? Why?
10. Do you think Bokuden was a hero? Why?

What Is a Hero?

1. A hero is admired for his or her achievements and qualities, someone who shows great courage and strength of character.
 - When we talk about “hero,” who is a person who comes to mind for you? *Encourage any and all responses. Make a list on the board or chart.*
 - What qualities do you most admire about these heroes you have named? *Encourage all responses, writing them across from the named hero.*
2. Because our society is always changing and very different from the way it was 20 or more years ago, television and movies have changed too. As a result, the kinds of “heroes” we have are also different.
 - Who are some characters who are considered “heroes” you’ve seen on television or in the movies lately?
 - How is this hero different from, say, a fire fighter who saves a child from a burning building?
 - How is this hero the same?
3. Heroes used to be the people who overcame violent and destructive “villains.” Today, some of the “heroes” we see, and some we watch on TV and in the movies, are very violent themselves. These “heroes” use fists, knives, and guns, the same weapons the “bad” guys use.
 - Do you think they are fighting fire with fire? Using violence to fight violence?

- Do you think this is an effective way of resolving their differences?
4. We have become *conditioned* to look upon violence as acceptable.
- Do you think that by watching violent movies, we learn to BE violent?
 - When we watch violence every day in movies, on TV and on the news, do you think we become *conditioned* to be violent?
 - What's one way you think we've become conditioned to be violent?

Is the World Made Up of Heroes and Villains?

1. Whenever we are faced with an "enemy," we necessarily create the need for a "hero."
- Why do you think this is true?
 - Do we need someone who will fight and conquer the enemy?
 - Are we concerned that we will not survive unless we have a hero to save us?
 - Do we believe that we cannot survive on our own?
2. We are *conditioned* to believe that the world is made up of heroes and villains.
- Do you believe the world is made up of heroes and villains?
 - Do you think some people are all good and some people are all bad?
 - Do you think we have been *conditioned* to believe that someone can really be bad ALL the time?
 - Do you think we are *conditioned* to believe that people can actually be perfect ALL the time?

Activity: My Role Models!

This activity will help students see what makes them act out unconscious roles that may cause them conflict.

- ✓ Pass out copies of Exercise 10A, *My Role Models!*, to all students.
- ✓ Tell students: A character is defined by his or her:
 - A. **Physical characteristics**, such as how the character walks, talks, looks, clothes, what languages he/she speaks.
 - B. **Influences**, such as mental and psychological make-up of the character, including how he/she feels, thinks, acts.
- ✓ Tell students: Write down, in the next 10 minutes, names of people who influence you. These are people whom you look to for advice, information, guidance, whether at home, here at school, on television and in the movies, community leaders, national leaders.
- ✓ Write down, next to each name, whether you consider that person a hero, a villain, an average person.
- ✓ Write down why you admire each person — they are kind to you, they help you, they represent the kind of person you would like to be.
- ✓ *Call time and ask for Volunteers to read what they have written. Encourage EVERYONE to take a turn.*

Afterward ask:

1. Do you try to be like that person?
2. Do you dress like that person or act like that person?
3. Do you *condition* yourself to identify with that person?
4. Do you feel any conflict in trying to be like that person? What kind?
5. Do you feel being like that person is difficult, because you are *not really* like that person?
6. Do you think trying to be like someone else requires more energy than just being yourself? Why?

7. Do you think trying to be like someone else could cause confusion in understanding who you are?
8. What do you stand to gain by being like someone else rather than being yourself?
9. What do you lose by being like someone else rather than being yourself?
10. Do you think the losses outweigh the gain?

Do We Create Conflict by Trying to Be “Good”?

1. Sometimes we ourselves dream of being a hero.
 - Have you ever wanted to be a hero?
 - What would being a hero do for you? *Encourage all responses.*
2. Trying to become a hero — someone admirable, someone “good” can create conflict in our minds.
 - Can you see how conflict might be created by trying to become a hero?
 - Is becoming a hero, in essence, trying to be someone else?
 - Would trying to act like a hero, trying to be “good” all the time, create conflict between who you actually are and who you (and others) think you should be?
 - Do you think it’s possible to be who you are and still act heroically?
 - How would you go about being yourself and still act heroically? What would it mean to be a hero in this way?

3. By creating an image in our minds of “hero,” we create a concept of “good” that suggests that we feel we do not measure up to that image, that we are NOT good.

- Do you think this can create conflict in our minds?
- When you put someone on a pedestal, do you create a difference between who that person is and who you are?
- Is there a difference between admiring someone and thinking of someone as superior to yourself?
- If you make a decision that turns out to be a bad one, does that mean you are not “good”?

THOUGHT FOR THE DAY:

**We ALL are human beings,
and human beings are not perfect.**

4. We are all good, caring people, but sometimes we make mistakes, bad decisions, act uncaringly toward people.

- Do you feel “bad” when you do something that does not live up to your family’s expectations?
- When you do something you consider “bad,” do you try to make up for it? How?
- Do you think you can learn from situations in which you have not acted your best?
- What steps do you think you could take to learn from these situations?

Activity: Conditioned to Be “Good”!

This activity can help students be more aware of how we are conditioned to be “good.”

- ✓ Pass out copies of Exercise 10B, *Conditioned to Be Good*, to all students. Read aloud the newspaper quotation, in italics, (also found in *Fighting The Invisible Enemy*, p. 108).
- ✓ Show students the illustration on pp. 106-107 of *Fighting The Invisible Enemy*.

- ✓ Read instructions aloud on Exercise. Afterward, ask aloud the questions posed.
- ✓ Then ask:
 - ▼ Would it surprise you to know that John Parsons was a straight “A” student?
 - ▼ Would you be surprised to know that he was an altar boy at his church?
 - ▼ Would you be surprised to know he was captain of the Junior Varsity Football team, and President of his class? That he was kind to older people and everyone liked him?

Discussion:

Studies of young people like John often reveal that underneath their “perfect” behavior, they are angry, disturbed and violent *because they hide their true feelings, afraid that family and friends will not accept them for who they are.* To release themselves from “wrong” or “bad” feelings, they commit violent acts.

- Are there times when you feel violent?
- What’s going on in your mind when you feel violent?
- Have you taken violent actions?
- What are some thoughts that would make you so angry you would commit a violent act?

Allow 5 minutes for an open discussion, permitting students to think about and discuss personal experiences, giving them the opportunity to speak up about, their own violent feelings. Let them know it’s okay to talk about these feelings — that we all have them.

**Assignment 10:
Nobody’s Perfect!**

Pass out copies of *Exercise 10C, Nobody’s Perfect*, to all students. Read instructions together. Ask students to fill in and bring back to your next class, prepared to read their responses to the class. They are welcome to bring in more than three examples, but three is the minimum.

Activity:
I Want to Be Good!

Ask students to pair off, or you can pair them if you think it's more beneficial.

- ✓ Pass out copies of Exercise 10D, *I Want To Be Good!* to all students.
- ✓ Give them a few seconds to decide who will roleplay Lee and who will roleplay Daryl.
- ✓ Ask them to act out the roleplay, quietly. (There will be many reading at once.)
- ✓ When they are done, ask them to switch parts and do the roleplay again.

Afterward, ask:

1. What did you think of this roleplay?
2. Did it bring any new thoughts to mind?
3. Do you think friends can give you ideas about how to deal with problems?

Activity: **You Be Me!**

- ✓ Divide students into groups of three or four.
- ✓ Ask the group to discuss among themselves one problem that each of them is having that they would like to roleplay in order to seek assistance with their problem. Give the groups 10 minutes (2-1/2 minutes per person) to briefly relate their individual problems.
- ✓ Call time, and ask the groups to decide which problem they feel is most pressing right now. Give groups 5 minutes to decide. Encourage them to make a decision based on need rather than on preference.

- ✓ Call time. Ask the person whose problem has been chosen (Person A) to select a group member (Person B) to play him- or herself. Person B will then roleplay Person A and present the problem to the group. All group members, including Person A, will contribute possible solutions to the problem. Give the groups 15 minutes for this exercise (an extra 5 if they need it).

- ✓ Call time. Ask:
 1. Will one person from each group give us a summary of what happened in your group?
 2. Did you uncover any new information for the problem?
 3. How did Person A feel having your problem worked on by friends?
 4. Did you feel you were given good attention?
 5. Do you believe the attention was helpful to you? In what way?
 6. How did everyone else feel helping someone with a solution to his/her problem?
 7. Even though you were helping someone else, do you feel that YOU learned something too?
 8. What did you learn?
 9. Did your group session help you see that everyone has problems and nobody is perfect?
 10. What do you believe being “good” means? *Encourage all responses.*

The Meaning of “Good”

Ask students to:

1. Remain in your groups. We are going to take 10 minutes to work on a definition for “being good.” No fair using the dictionary! We are going to create our own definition!

2. When you have come to a definition, write it on the board. *Call time after 10 minutes.*
3. Look over the various definitions.
4. Let's work together to come up with one final definition that takes all the definitions into consideration. *Take another 5-10 minutes.*
5. Creating "good" is similar to creating an enemy. Does anyone know how?
 - When we create an enemy, do we create conflict?
 - Where is this conflict?
 - Is this conflict in our minds?
 - Can you see how when we create the image of "good," we are also creating conflict?
 - Where is this conflict? Is it also in our minds?
 - Do you think that when we create the concept of "good" this may be another way we create conflict, and war?
 - Do you think it's possible that wars have started because people were conditioned to be "good"? How?

Summary of Lesson 10

1. We all admire people we consider heroes, but heroes have changed over the years.
2. Heroes today seem more violent than they used to be.
3. Today, we accept violence as an everyday thing.
4. Faced with an "enemy," we necessarily create the need for a "hero" — someone to conquer the "enemy."
5. We all have role models — people whose words, actions and appearance we emulate and want to be like.
6. We have been conditioned to believe that the world is made up of heroes and villains, and that we ought to "be good" — be heroes.
7. By making people heroes in our minds, we create a certain

concept of “good” that suggests we do not measure up, that we are NOT good. This creates conflict in our minds.

8. We have more to lose than gain by trying to be someone we are not.
9. Rather than striving to “be good,” we can benefit more from learning from those situations in which we did NOT act our best.
10. We can help one another by talking about and roleplaying our problems. With help, we still may not be perfect, but we’ll understand our problems better!

Preview of New Findings:

In our next lesson, we will use our detective minds to explore:

- ☆ What do bullies want more than anything?
- ☆ What kind of bully are you?

Don’t forget your assignment: **Nobody’s Perfect!**



Lesson 11

The Bully: A Person with Problems

Breakdown of Lesson 11:

- What is a bully?
- What is a victim?
- How does bullying affect us?
- Who are the bullies in disguise?
- How bullies can become winners.

Materials needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. One or two sheets of paper / pen or pencil for every four students.
- C. Copy of *Why Is Everybody Always Picking On Me?* by Terrence Webster-Doyle.
- D. Read before class Exercises 11A and 11B, to prepare! Make two copies of Exercise 11C, *What a Clown!*

Review: Welcome students to class. Ask:

- ☛ What is a hero?
- ☛ What creates the need for a hero?
- ☛ How can making someone a hero create conflict?
- ☛ What do we gain by emulating a “hero” and trying to think and act like this person?
- ☛ Do you think sometimes you are torn between who you think you should be and the reality of who you are?

Presentation Of Assignment 10:

Nobody’s Perfect!

Ask for Volunteers to read ways they’ve been conditioned, followed by conflict this conditioning has caused. After each Volunteer speaks, ask:

1. When you feel conflict because of your conditioning, what is your first thought? What do you want to do about it?
2. Do you think this would be a wise solution to the problem?
3. Can you think of anything else you could do — an alternative — to resolve this conflict?
4. Is there someone you would consider discussing this conflict with?
5. How do you think this person would react?
6. What is a confidant? Someone you can confide in?

Activity: My Confidant! *Pass out copies of Exercise 11A, My Confidant, to all students. This is an essential activity, because students will create their own roleplay situations, which will help them build confidence to speak to someone they consider a close friend. Be sure to ask the questions in this exercise!*

Story: Read story “Boys Will Be Boys” in *Why Is Everybody Always Picking On Me?*, p. 1. Show illustration.

Explore the Story: After reading the story, ask:

1. Can we name each and every bully in this story?
They ALL are bullies:

<i>“You”</i>	<i>Jason, the Brother</i>	<i>Rambo</i>
<i>Jack</i>	<i>The Sister</i>	
<i>Mrs. Potter</i>	<i>The Father</i>	

2. Why is each one of these characters a bully?
*Mrs. Potter bullied with commands and threats.
The Sister bullied by making fun of her brother.
Jason, the brother, bullied by being sly.
The Father bullied his family by getting drunk and violent.
(The Mother is busy in the business world and doesn’t seem to be there at all.)*
3. Are these characters anything like people you know in your own life? In what ways?

What Is a Bully?

1. Bullies come in all shapes, sizes, ages and nationalities. They can be rich or poor, educated or ignorant, male or female. Every bully is distinct, but what all bullies have in common is that they:

- ▼ Are hurt, angry, afraid and frustrated.
- ▼ Are people with problems.
- ▼ Verbally and /or physically pick on others.

2. If you have ever been bullied, you know that it doesn't feel good. It's frightening and can be harmful, both physically and mentally.

3. The bully has many faces, but there are two main kinds:

What do you think an "extrovert" bully is like?

Outgoing, aggressive, active and expressive, they want to be on top, in control. They are rebels, usually rough-and-tough, angry, mean on the surface. Inside, they may feel inferior, insecure, unsure of themselves. They reject rules and regulations to achieve a feeling of superiority.

What do you think an "introvert" bully is like?

They don't want to be recognized. They hide. Never rebel. They find other ways to be in control, sometimes by smooth-talking, saying the right thing at the right time, or by misleading, lying, saying and doing whatever they think someone wants to hear, just to get their way.

- What does a bully look like? What are a bully's facial expressions? Write on blackboard as students call out responses.

Extrovert

*Angry
Bossy
Frowning
Hard
Cold
Nasty
Mean*

Introvert

*Smiley
Smug
Cold
Deceptively friendly
Sly
Deceptively polite
Aloof*

- What does a bully's body look like? Ask a Volunteer to stand in front of everyone and imitate an extrovert or introvert Bully.

Extrovert

*Shaking or pounding fists
Hands on hips
Arms crossed on chest*

Introvert

*Calm and smooth
Well dressed
Chest out, chin forward*

Legs spread apart

Swaggering walk

- ❑ What kind of language does a bully use?

Words that are cutting, hurtful, mean

Words that frighten, harass, embarrass or tease

"Punk," "Jerk," "Chicken," "Four eyes," "Shorty,"

"Nerd," "Dork" (use up-to-date slang expressions)

Words that say, "I'm better than you"

Words that say, "I deserve more than you"

- ❑ Should we add some of these to our War Words chart?

4. What all bullies have in common is that they:

- ▼ Think exclusively of personal needs.
- ▼ Want and need attention.
- ▼ Crave recognition and power.
- ▼ Use other people to get what they want.
- ▼ Have a need for an "old brain" trait — revenge.
- ▼ Create war — and are the *result* of war.

Activity: **What Kind of Bully Are You?** *Read the contents of this exercise, 11B, What Kind of Bully Are You, and perform this activity with your students. Our purpose is to give students more independence in coming up with situations that are real for them, so we can help them see that they are powerful enough to solve difficult problems. After this activity, return to the discussion below.*

Discussion: How many of you have been bullied by an adult, or by someone your own age? How did it feel to be bullied? Did the experience make you angry? Did you cry or feel like crying? Were you embarrassed? Did you want to act one way but wind up acting in another way? Did you find it difficult to be yourself? *Encourage all responses.*

1. Talking about inner feelings helps strengthen your mind.
2. When you can talk about what you feel, your mind learns what you need to feel good about yourself.
3. Any time you can learn what helps to make you feel positive about yourself, you strengthen your thinking.
3. When your mind learns what you need in order to strengthen yourself, you become more powerful.

4. Power comes from more than a strong body — it comes from a strong mind.

What Is a Victim?

1. A victim is a person who is picked on by a bully.
 - How do we recognize a victim? What does a **victim's face** look like? *Write responses on board.*

<i>Fearful</i>	<i>Timid</i>	<i>Shy</i>
<i>Fragile</i>	<i>Weak</i>	<i>Sad</i>
 - What does a **victim's body** look like? *Ask for a Volunteer to imitate a Victim. Or, you can do it.*

<i>Arms limp by side</i>	<i>Shoulders drooped</i>
<i>Shaking, legs trembling</i>	<i>Head bowed down</i>
<i>Knees knocking</i>	<i>Feet turned inward</i>
<i>Looking down at the ground</i>	<i>Crouched</i>
 - What **language** does a victim use?

"I'll give you anything, just don't hit me."
"I'll tell my mother on you."
"I guess I am a nerd. Now can I have my hat back?"
Words that say: "I feel inferior to you"
Words that say: "You are better or stronger than I am."
 - Are these words to add to our War Words chart? Could these words ever be construed as powerful enough to create conflict? In what way?
2. What all victims have in common is that they:
 - ▼ Think of their own needs last
 - ▼ Want and need attention, but do not ask for it
 - ▼ Do not like to be recognized
 - ▼ Are used by other people
 - ▼ Are the subject of war, the greatest sufferers of war
 - ▼ Many victims become bullies

Discussion:

1. Why do you think there are bullies in this world?
2. When a person bullies another person, what do you think that bully needs?
3. What do you think *you* need when you bully someone?

4. Do you need attention? Respect? Acknowledgement for who you are? A friend?
5. Do you think a bully has become a bully for good reasons?
6. Do you think bullies become bullies because they were treated badly? Is it possible that they may have been made to believe they are not worthy people?
7. When you've been a bully, did you enjoy it? Why? When you've been a victim, did you enjoy it? Why?
8. Do you think you will continue to bully people and be bullied by people? Why?
9. Do you think people's bullying other people has anything to do with their instinct to survive? Is their "old brain" telling them this is the only way they can assert their power?
10. Do you think we are born bullies?
11. Do you think we learn how to be bullies from other people?
12. Do you think kid bullies turn into adult bullies?

How Does Bullying Affect Us?

Story: Read another story, "The Day Of The Bee Sting," in *Why Is Everybody Always Picking On Me?*, p. 23.

Explore the Story: After reading the story, ask:

1. The person telling the story is an adult and is still afraid to mention the names of the bullies. Would you say that the storyteller's experience has had a long-term effect?
2. Did the victim in this story fight back? Why not?
3. What happened that changed the relationship between this bully and victim?
4. What did the victim realize?

Activity: What A Clown! *This roleplay can show students how to use some nonviolent alternatives in a bully/victim situation. Ask for two*

Volunteers to roleplay Exercise 11C, What A Clown! Then ask the questions below.

After the roleplay:

Ask Bully:

- How did it feel to bully the Victim around?
- When the Victim did what you wanted, did you feel good? Powerful? Happy?

Ask Victim:

- How did it feel to be yelled at by the Bully?
- Each time you tricked the Bully, how did you feel afterward? Good? Powerful? Happy?

Ask all students:

- What did you learn by watching the Bully and the Victim?
- Was the Bully someone you admired?
- Was the Victim someone you admired?
- Which nonviolent alternatives did the Victim use?
- Did the Victim act, or react?
- Did the Victim use his/her beginner's mind? In what way?
- Did you see any conditioned thinking? What was it?
- Do you think this is a favorable way of handling a bully rather than simply doing exactly what the bully says?
- What would you do differently?

Who Are the Bullies in Disguise?

1. All of us are bullies in disguise. At one time or another, we all are bullies, whether we are aware of it or not.
2. Sometimes we are bullied by **bullies in disguise** — people we do not immediately recognize as bullies — “introvert bullies” — people who have been victims of conditioned thinking for so long, that they cannot see any other way than their own. For example:
 - Have you ever lived in a town where most of the people thought a certain way, and you didn’t?
 - Have you ever been a member of a group where a majority of the people had one opinion and you had a different one?
 - How did it make you feel to be pointed up as “different”?
3. In the story, “The Day of the Bee Sting,” the victim was bullied physically. Sometimes we are bullied *mentally*. People try to bully us into believing that who they are and what they do is somehow “better” than who *we* are and what *we* do.
4. Let’s look at some of the ways people do this.
 - Do you think the way people dress can turn them into bullies or victims? What are some examples?
 - Do you think people’s job titles can turn them into bullies or victims? What are some examples?
 - Do you think some people’s age can turn them into bullies or victims? Can you think of examples?

**Kids are not born bullies.
Being very smart, we learn fast!**

**We imitate what we see!
We learn how to be bullies from others, usually adults.
Then WE grow up to become adult bullies.**

Assignment 11: We Learn to Be Bullies!

Pass out copies of Exercise 11D, We Learn to Be Bullies!, to all students. Read instructions aloud.

How We Can Stop Bullying

1. To stop bullying, we all need to **take an interest** in stopping it. This interest is not something somebody can give you. It can come ONLY from you — from your beginner’s mind.
2. To stop bullying, we all need to **learn to understand why people bully**. When we understand why a bully thinks and acts the way he/she does, we are less likely to want to “get back” and more interested in finding a way to reach an agreement.
3. At the very least, we can learn what we can do to protect ourselves against bullies. We can become more familiar with **nonviolent ways** of handling them.
4. Here are some situations that could turn *you* into a bully:
 - Someone makes fun of you or embarrasses you.
 - You’ve been treated roughly, and you want to strike back.
 - You want something somebody else has.
 - You feel empty or hurt and want to hurt back.
 - You want to hide that you’re scared.
 - Somebody wants to control you, or make you do something *they* want you to do.
 - You have a need to control someone, or make them do something *you* want them to do.
 - You are jealous of someone.
 - You want to be better than someone.
 - You are hanging out with a crowd that isn’t bringing out the best in you.
 - You want to protect yourself from abusive people.
5. Situations like these happen every day. We are all humans. We all experience them at one time or another.
6. We all have primal instincts — survival, revenge, anger, fear! When we are young, adults often teach us to be “good” — to live our lives in an “ideal” way. This can cause us to deny those instincts, like revenge, anger and fear, which are — right or wrong — human and real.
 - What happens when we deny our primal instincts?
 - How do you feel when you cannot express your anger?
How do you feel when you cannot express your fear?
 - Do you think we create our own stress? How?
 - Do you think you can express your anger and fear in a

nonviolent way? How?

Let's add to our Basic Formula Chart (*Exercise 5E*):

BASIC FORMULA FOR UNDERSTANDING WAR

Today's Entry is #5:

1. I want to survive. (My old biological brain in action!)
2. I'm afraid! I have to fight or run — to survive!
3. I need help to survive! I'll join a tribe! A gang! A nation!
(My old brain thinks this is what I need to survive.)
4. I become one with my tribe — school, gang, nation — identify with it, get conditioned to its patterns. The tribe's belief system becomes my belief system. I believe my conflict is over.
5. **I deny my primal instincts. The belief I've adopted becomes my "ideal." I judge anything or anyone not my "ideal" to be wrong, bad. This creates conflict in me between the ideal and the actual.**

How Bullies Can Become Winners

1. If you have felt anxious, helpless, worthless, powerless, out of control, unfairly punished, hurt, ashamed, angry, frustrated, and a number of other negative feelings:
 - Have you felt like a bully, or like a victim?
 - Do you think both bullies and victims have had these feelings?
2. Bullying is a lose/lose situation.
 - Have you ever had the thought: If everyone thought and acted the way I do, the world would be a better place?
 - Have you taken the thought a step further and tried to *force* someone into thinking and acting the way you do?
 - What happens when we try to do this, or when someone tries to do this to us?
 - Do we create conflict?
 - Can you see how a victim loses self-esteem, and a bully loses self-respect?

3. One way to put an end to bullying is by using and strengthening our *minds*: **We have the power to change negative thoughts into positive thoughts.**
4. The conflict you feel as a bully comes from your being in two places at once. You are re-living past experiences in your mind that are causing you pain, and you are living your day-to-day existence.

Activity: Negative to Positive!

This activity helps students learn how to turn negative thoughts into positive ones. Strengthening the mind, it can be done any time!

Ask students to close their eyes, sit comfortably and focus on a negative thought they've had. Speak softly, soothingly. Some examples might be: "I'm not a good person." "I really messed up today." "Sometimes, I can really be stupid."

Tell students:

- ✓ **Become aware** of when you are thinking negative thoughts about yourself and how you feel when you think this way.
- ✓ **Allow** the "negative" or "bad" thoughts and feelings to just be there. Don't judge them. Don't do anything about them.
- ✓ **Look** at these "negative" thoughts and feelings. Just let them be there.
- ✓ **Decide to talk** to someone about your negative thoughts and feelings — someone you trust. Pick someone in your mind, even if you feel scared about trusting anyone.
- ✓ **Notice** that your thoughts and feelings have to do with something that happened in the past. Therefore, they do *not* have to interfere with who you are *now*.
- ✓ **Focus** on the things in your life that are good now, instead of on past hurts. Start with one good thought. Focus on one thing or person in your life that makes you feel good, happy to be yourself.
- ✓ **Allow** other good, positive thoughts to filter in.
- ✓ **Think** truthful, positive thoughts and feelings about yourself and your special talents. Everyone has something to offer. Think about what *your* special something is. Rather than deny that you have something to offer, just focus on some possible talents you have to offer, even if you believe they are minor, or insignificant. Find that positive thought and focus on it for a whole minute — starting *now*. (Give them a minute.)

Allow students to dwell on this final note for a minute or two. Then ask them to open their eyes.

THOUGHT FOR THE DAY:

**Life doesn't judge you.
YOU judge you.**

Discussion:

If you are a bully, or you have been bullied, what are some things you can do? *Encourage all responses and add the following:*

1. Talk to someone about how you feel (parents/friends).
2. Request family time when you can talk together.
3. Talk about ways you can get what you want without hurting people.
4. Practice these ways on your own or with friends.
5. Appreciate yourself for doing things you feel proud of.
6. Help family and friends instead of teasing them.
7. Communicate in ways that make you feel good.
8. Acknowledge that you are not perfect.
9. Find friends who support your positive feelings.
10. See the world as fresh, new. Live in this time period called "now."

Summary of Lesson 11:

1. Everyone, at one time or another, has been a bully and a victim. Bullies and victims come in all shapes, sizes, ages and nationalities.
2. What all bullies have in common is that they verbally or physically tease other people; they are hurt, angry, afraid and frustrated people with problems they haven't been able to resolve.
3. There are two kinds of bullies: extrovert and introvert. We can recognize "extrovert" bullies by their facial expressions, body language and verbal expression. Introvert bullies require more awareness on our part — more beginner's eyes.
4. Many victims become bullies — for survival! Bullies are not only the result of war; they create war.
5. A bully's attack can keep us fearful for many years, even into adulthood.
6. We learn how to be bullies from others, usually adults.
7. We can begin to stop bullying merely by taking an interest in stopping.

8. Bullies AND victims can learn to handle one another in nonviolent ways.
9. It is best that we not deny our primal instincts. This denial causes us to be divided between the “ideal” and the “real.” We can allow our primal instincts to simply be there — and to notice them, without judging them to be good or bad.
10. We can help ourselves be neither bully nor victim by practicing how to turn our negative thoughts into positive ones.

Preview of New Findings

In our next lesson, we use our detective minds to explore:

- ☆ Our only true enemy: fear.
- ☆ We all have a place in us that has no fear.

Don't forget your assignment: **We Learn to Be Bullies!**



Lesson 12

Fear: The Only Enemy We Have

Breakdown of Lesson 12:

The first thing I think or do.
From fear to war, in one easy lesson.
We all have a place in us that has no fear.
Respect is the act that conquers fear.

Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Copy of *Fighting The Invisible Enemy*, by Terrence Webster-Doyle.
- C. Read ahead Exercise 12A, *The First Thing I Do*; add to it for your students.) Make a copy of Exercise 12C for every student.
- D. Start a Chart: I Am Who I Am.

Review: Welcome students to class. Ask:

- ☛ What's the difference between a bully and a victim? How are they the same?
- ☛ What are the two kinds of bullies, and which are more difficult to spot?
- ☛ Why do people become bullies? Are some people born bullies?
- ☛ What are our "primal instincts" and how can they cause us to be divided between what's real and what's ideal?
- ☛ Can we stop bullying each other? How?

Presentation Of Assignment 11:

We Learn to Be Bullies!

Ask students to pull out their assignment sheets. Ask for a Volunteer to name a group, then tell how this group influences him/her to become a bully. After all students have contributed their entries, ask:

1. Do you think all of these groups contribute an equal amount of bullies?
2. Do some groups tend to contribute more bullies than others?
3. What's one way you can think of that might reduce the number of bullies in each of these groups? *Encourage all responses.*
4. Do you think nonviolent alternatives could help? Which ones?

The First Thing I Think or Do

Activity: The First Thing!

Copy the Exercise 12A, The First Thing! And cut the page into strips. Fold strips and put into a basket or box. Add your own entries that you think relate best to your students. Add a new page of entries, if you like! This activity is designed to make students aware of how quickly we humans become our own enemy.

- ✓ Ask one student at a time to pick a strip, to read the sentence out loud and then respond, without thinking, with the first thing they think or do.
- ✓ Ask students to respond spontaneously — to say the first thing that comes to their minds. There are no “right” or “wrong” answers. Only honest, spontaneous responses. *Have fun with this exercise. Enjoy it!*

After going through the list, including a few ideas of your own, ask students:

1. Why do you think you responded the way you did?
2. To feel good? Safe? Heroic? Like a bully?
3. Did survival have anything to do with how you responded?
4. What triggered the desire to survive?
5. Were you frightened?
6. Is there something in back of your mind that tells you that, when someone yells at you or hits you, you must yell or hit back?
7. Why do you think people believe in revenge? What do we gain from revenge?

8. When people avenge something bad that happened to them, are they creating war?
9. Who is “the enemy” in such situations?
10. What does it mean to be “your own enemy”? What happened the last time you were your own enemy?

From Fear To War, in One Easy Lesson

1. When our survival is threatened, mentally or physically, our “old brain” reaction is to feel instant fear.
2. We have two choices when we feel fear. Do you know what they are?
 - ▼ We can feel the fear, and either fight or run away; or
 - ▼ We can feel the fear, and face it — do our best to overcome it and take an action that isn’t fighting or running away.
3. In working to overcome fear, there is an inner battle between the part of you that feels afraid and weak, and the part of you that feels sure and strong.
 - Have you considered using nonviolent alternatives on yourself?
 - Which nonviolent alternatives do you think you could use on yourself to overcome your fear in a situation? *Humor? Making friends? Standing up to yourself? Reasoning with yourself?*
4. Learning how to overcome fear in yourself could prevent a fight between you and someone else.
 - Can you see how?
 - If you stay fearful in a threatening situation, are you likely to either run away or fight?
 - What is this syndrome called?
 - If you decide to *act* rather than *react* to the fearful situation, do you think you will fight? Run away?
 - What are you likely to do in a threatening situation, if your mind feels strong?

5. If you face your fear, there's a chance you will be able to prevent a fight between yourself and another person.
6. If you allow your fear to keep you under the spell of negative conditioned thinking, you will feel inner conflict.
 - Once we feel inner conflict, if we don't resolve it, what happens?
 - Will we be upset, angry, discouraged?
 - Will we take out our inner conflict on someone else?
 - Is there a chance we will instigate some outer conflict?
7. Imagine everyone in the world feeling inner conflict and letting it all out in outer conflict, all over the world, all at the same time!
 - Is there a name for this?
 - Is this war?

From Fear To War, In One Easy Lesson

Fear

leads to

Negative Conditioned Thinking

leads to

Inner Conflict

leads to

Outer Conflict

leads to

Global Conflict

8. Fear creates conflict, and conflict creates war. It's that simple!

Fear

a conditioned response

leads to

Conflict

a conditioned response

leads to

War

a conditioned response

Activity: The Way I React

This activity is meant to help students become aware of their conditioned responses when they are afraid, and understand that they have the ability to change these responses if they want to.

- ✓ Divide students into groups of three or four.
- ✓ Ask each group to develop a short roleplay that presents a person who acts negatively toward another person, creating "an enemy." The roleplay should show us how the person's negative actions are motivated.

Afterward, as each roleplay is presented, ask students:

- Why do you think this person acted this way?
- Do you think any of these reasons are based on fear?
- What would you guess that fear might be?
 - Afraid of looking bad?*
 - Not being "good enough"?*
 - Afraid of something "different"?*
 - Afraid of losing something?*
- Do you think conflict resulted because of this fear?
- What kind of conflict was it?
- If you had to name three possible solutions for this fearful reaction that has caused conflict, what would they be?

Assignment 12:
The Only Enemy We Have

Pass out copies of Exercise 12B, The Only Enemy We Have, to all students. Read instructions aloud.

1. There is no such thing as fear unless our minds create it.
2. There is no such thing as an enemy unless our minds create one.
3. Enemies are created whenever people are afraid. The fear says, "You are different." "You are strange." "You are an enemy."
4. By strengthening our minds, we fear less. The less we fear, the less we are inclined to create enemies.
5. The less we create enemies, the less we have war.
6. Let's add to our chart, Basic Formula For Understanding War (Exercise 5E).

BASIC FORMULA FOR UNDERSTANDING WAR

Today's Entry is #6:

1. I want to survive. (My old biological brain in action!)
2. I'm afraid! I have to fight or run — to survive!
3. I need help to survive! I'll join a tribe! A gang! A nation! (My old brain thinks this is what I need to survive.)
4. I become one with my tribe — school, gang, nation — identify with it, get conditioned to its patterns. The tribe's belief system becomes my belief system. I believe my conflict is over.
5. I deny my primal instincts. The belief I've adopted becomes my "ideal." I judge anything or anyone not my "ideal" to be wrong, bad. This creates conflict in me between the ideal and the actual.
6. **The fear I've created in my brain is what I project outside myself. As a result, anyone outside my tribal belief becomes a threat — an enemy. I forget that I am the one who created the fear! And I am the one who created the enemy!**

Read aloud the entries that precede #6. (See Exercise 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)

We All Have a Place in Us That Has No Fear

Activity: **Nothing Blocks the Moon!**

The following is a quotation intended to help students find a place inside themselves that has no fear. Write on the board the following quotation.

“My storehouse having been burned down,
Nothing blocks the view of the bright moon.”
— *Masahide*

Tell students:

- ✓ Read this quotation and think about it for a moment. *Give them a moment to think about it.*
- ✓ Imagine that you live in a storehouse. It is your home — the only home you have.
- ✓ You come home one night and discover it has burned to the ground, along with all your belongings.
- ✓ Close your eyes and imagine the situation.
 - ❑ How do you feel? *Encourage spontaneous responses.*
 - ❑ Are you frightened? Sad? Why?
 - ❑ What can you do with this fear you feel?
- ✓ Imagine that you sit down in the middle of what used to be your home. Close your eyes and imagine what you see. What do you see? *Encourage responses.*
- ✓ How does it make you feel to look at — the trees, the stars, the moon, the grass, the ashes — whatever you are looking at?
- ✓ Which one are you focusing on? The trees? The bright moon? The stars? Describe what you are focusing on. Raise your hand if you want to volunteer a response.
- ✓ What shape is the moon? The tree? The star? What color?
- ✓ Now open your eyes.
 - ❑ Do you feel less frightened? Why?
 - ❑ Did you shift your focus from your burned house to the bright moon, the twinkling stars or the tall trees?
 - ❑ Has the situation changed? Can you do anything about the fact that your house has burned down?
 - ❑ Have you found a space inside of you, however, that is more calm, in the face of this tragedy?
- ✓ This place you have found is the space inside you that has fear. We all have this place. We can learn to find it when we

need it.

Add to Chart: Pull out chart, “Ways Of Thinking,” Exercise 1A, and ask for suggestions of what to add to this list based on this exercise.

Activity: **Break the Enemy Image! Break the Fear!** Go to Exercise 12C. *This activity is meant to help students become aware that they have the power to remove an enemy image from their own minds.*

- ✓ Invite students to write their responses on the copies you distribute. Read through each number, one at a time, and give students a set number of minutes to respond to each number. Give them enough time to think each situation through, but move as quickly as you can!
- ✓ After the last situation, call time and ask for volunteer responses.

Breaking The Enemy Image

1. When we are *physically* threatened — an oncoming car, someone coming at us with a knife or a gun — the threat is immediate. We are forced to act quickly. In these threatening situations, there may not be time to break the enemy image, and we must do whatever we can to survive.
2. When we are *mentally* threatened — someone calls us a name, a dog frightens us, we are scared by the presence of someone who dresses or acts differently — the threat is not actually happening now.
3. What IS happening now is that we are being reminded of something that happened in the past that was like this situation. Therefore, we do NOT have to act quickly. We can LOOK at this threat, without judging it, and know that there is a way to resolve it.

THOUGHT FOR THE DAY:

A physical threat is now. We must act on it NOW.

***A mental threat is based on past experience.
We can think about it BEFORE we act!***

4. The place inside us that has no fear is the place we need to get to in order to break the enemy image.

Brain Pattern #1

Situation:	There is a stranger.
Fear:	This stranger is bad and will harm me.
Conditioned response:	I better run away.

Brain Pattern #2

Situation: There is a stranger.
Fear: This stranger is bad and will harm me.
Conditioned response: I better get ready to fight.

5. If these brain patterns are part of a *physical* threat to your life, your decision may very well be to run or fight, as in Brain Patterns #1 and #2.
6. If you are *mentally* threatened — there is no immediate danger, but you are experiencing fear. This is your opportunity to break the enemy image, as in Brain Pattern #3.

Brain Pattern #3

Situation: There is a stranger.
Fear: This stranger is bad and will harm me.

BREAK THE PATTERN!

Notice the fear: I'm scared. I feel threatened.
Stop! Think!: Should I run away? Should I fight?
Break enemy image: Maybe we can talk.

7. Here is an approach to a global conflict, patterned after the situation in Brain Pattern #3:

Approach to Resolution Of a Global Conflict

Situation: Our country is threatened by another.
Fear: That country is bad, and wrong.

BREAK THE PATTERN!

Notice the fear: Our country is frightened by that country.
Stop! Think!: Will we have to defend and protect ourselves against this country?
Break the enemy image: Let's discuss what creates our differences, so we are not separated by mental boundaries.

Summary of Lesson 12:

1. Sometimes our greatest enemy is ourselves.
2. When we can resolve conflicts inside us, we are more likely to get better at resolving conflicts outside us.
3. We have two choices when we feel fear: fight or run away, or face the fear and take action.
4. From fear to war, in one easy lesson: Fear → Negative Conditioned Thinking → Inner Conflict → Outer Conflict → Global Conflict.
5. Fear creates conflict, and conflict creates war. All of these are *conditioned* responses: fear, conflict and war.
6. There is no fear unless our minds create it.
7. There is no enemy unless our minds create it.
8. Whenever we notice differences between ourselves and another person, we are creating a potential enemy.
9. We all have a place in us that has no fear.
10. The place inside us that has no fear is the place we must get to in order to break the enemy image.

Preview of New Findings:

In our next lesson, we use our detective minds to explore:

- ☆ What is real?
- ☆ Respect: the act that conquers fear!

Don't forget your assignment: **The Only Enemy We Have!**



Lesson 13

Creating Similarities Instead of Differences

Breakdown of Lesson 13:

Focusing only on survival creates conflict.
What is real?
Respect: the act that conquers fear.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Copy of *Tug Of War*, by Dr. Terrence Webster-Doyle.
- C. One copy, Exercise 13A, *Suggested Facts Or Beliefs*, cut in strips.
Copies for all students: Exercise 13D, *The Ways We Are the Same*.
- D. Copies for half the students: Exercise 13C-1, *Angry Faces*
Copies for other half: Exercise 13C-2, *Arrow and Cross*.

Review: Welcome students to class. Ask:

- ☛ Who is our greatest enemy? Why?
- ☛ How does solving conflicts inside us reduce the chance of war?
- ☛ What's the one single element that creates conflict?
- ☛ What do we notice about another person that makes that person a potential enemy?
- ☛ How can we break the enemy image?

Presentation Of Assignment 12:

The Only Enemy We Have!

Ask students to pull out their assignment sheets. Ask for a Volunteer to recite a conflict situation at home, school or elsewhere. As each student reads, ask other students to pay close attention to the three possible actions the reader is proposing to relieve the fear in the situation. Then ask:

1. Do you think these actions will help resolve this conflict situation?
2. Why do you think so?
3. If you were on the other side of this conflict situation, would you feel good about this potential resolution? Why?

Story: Read aloud the story "Through The Eyes Of Peace," in *Tug of War*, p. 18.

Explore the Story: After reading the story, ask:

1. Who were the terrorists?
2. Who were the freedom fighters?
3. Do you think the two factions were scared of each other?
4. Were both sides creating enemies of the others?
5. What did you think of the "experts"? Did they resolve anything?
6. What did the young girl see that no one else saw?
7. How did her father respond to what she saw?
8. What did you think about the girl's response?
9. Have you seen other situations like this one? Where?
10. What do you think the two opposing factions would have to do to stop the conflict between them?

Focusing Only on Survival Creates Conflict

1. If we cannot resolve conflict between us in our everyday relations with other people, one-to-one, parent and child, classmate and classmate, teacher and student — what hope do we have of resolving wars between countries?
2. When our "old brain" rules our thinking, our focus is only on our survival:
 - When we fight or run away from a conflict situation without trying to work it through, our "old brain" is in charge.

- When our focus is on “winning” then someone has to lose, and this does not resolve the conflict. **To resolve conflict, everyone must win something.**
 - Negative competition creates conflict. Positive competition encourages everyone to win in some way.
 - When our *feelings are hurt*, it is common for us to think only of surviving these hurt feelings. **Resolving** these feelings is a different action from **surviving** them.
 - ❑ When you are hurt by something somebody says or does, do you hide it? Lash out at the person? Fight the person? Refuse to talk to the person?
 - ❑ When you are hurt by something somebody says or does, do you ask yourself: What can *I* do to resolve this difference between us? Or do you wait for the other person to make the first move? Why?
 - When we are *scared*, it is common for us to think only of surviving our fear.
 - ❑ Do you try to hide the fact that you’re scared? What do you do to hide it? Yell at the person who scares you? Run away?
 - ❑ Do you create separation between you and that person? Create separation in your own mind between what you want to feel and what you really feel?
 - ❑ When you are scared, do you talk to yourself? Do you ask: What can I do to resolve this fear inside me?
 - ❑ Does pretending not to be scared really help me be less scared?
 - ❑ Is it important to remind yourself that you’re a human being, and that human beings get scared? What can you do to lessen your fear and develop your strong mind?
3. Let’s add to our chart, Basic Formula For Understanding War (Exercise 5E).

BASIC FORMULA FOR UNDERSTANDING WAR

Today's Entry is #7:

1. I want to survive. (My old biological brain in action!)
2. I'm afraid! I have to fight or run — to survive!
3. I need help to survive! I'll join a tribe! A gang! A nation! (My old brain thinks this is what I need to survive.)
4. I become one with my tribe — school, gang, nation — identify with it, get conditioned to its patterns. The tribe's belief system becomes my belief system. I believe my conflict is over.
5. I deny my primal instincts. The belief I've adopted becomes my "ideal." I judge anything or anyone not my "ideal" to be wrong, bad. This creates conflict in me between the ideal and the actual.
6. The fear I've created in my brain is what I project outside myself. As a result, anyone outside my tribal belief becomes a threat — an enemy. I forget that I am the one who created the fear! And I am the one who created the enemy!
7. **I create conflict between myself and others by creating differences and separation — which begin in my own**

mind.

As you write #7 on the chart, read the entries that precede it. (See Exercise 5E. Remember to keep this chart in a place where students can always see it, and where it can be easily added to.)

4. Conflicts most often begin because of *words* people say.
 - How do we use words? What do they describe?
Persons, places and things.
 - In addition to persons, places and things, do we use them to communicate — to inform and understand each other?
 - If I say the word "automobile," do you connect that word with the object that it's in your driveway or parked in your garage, or in front of where you live?
5. Words help us give directions, teach new ideas, explain our thinking and get things done.

6. Words, however, sometimes create conflict. It's difficult to understand conflict if WE MISINTERPRET the words someone uses to communicate with us. Just as we are using beginner's eyes to learn more about the world around us, we must listen with beginner's ears to the words people say to us.

What Is Real?

Activity: A Fact or a Belief?

Make a copy of Exercise 13A for every student. This activity is designed to help students look at and listen to words in a new way, enhancing their experience in determining whether the words they hear provide a fact or a belief. Tell students:

- ✓ The following is something your parents may say to you to encourage you to get a better education:

“If you go to college, you can earn a degree.
Then you’ll be able to find a good job.”
- ✓ Is this a fact or a belief? *Allow time for discussion, revealing the first sentence is a fact — if you go to college, it is certainly possible to earn a degree. The second sentence is a belief — there is no guarantee you will find a job if you go to college.*
- ✓ When adults pass their *beliefs* on to us, they don't usually say, “This is not a fact; this is what I believe.” Often they express their beliefs as if they were facts. This conditioning can be misleading. They don't intend to mislead us, but are merely passing along a strong belief they have.
- ✓ What do you think the purpose of going to college is?

*To learn all you can.
To be better able to understand yourself and others.*
- ✓ Pass around a hat or bowl with strips cut from *Exercise 13A, A Fact or a Belief?* Add your own entries! When you use your own, you can make them more specific to your particular students.
- ✓ Ask for a Volunteer to begin by selecting one of the slips of paper. Ask student to read the slip of paper and then ask:
 - Is it a fact or a belief?
 - Why do you think so? How do you know?
 - If it is a belief, do you believe it too? Why?
 - What does your inner voice tell you?

- ✓ After each Volunteer has had at least one turn, ask:
 - ☐ What's the difference between a fact and a belief?
 - ☐ Is a belief something some people hold to be true and others do not?

**Example: The world is flat.
(At one time, people believed this.)**
 - ☐ Is a fact something we all understand to be the truth — something that has been proven?

**Example: The world is round.
(We have seen the world and know it is round.)**

- ✓ Pull out chart, *Ways of Thinking*, Exercise 1B; ask for suggestions of what to add to the list based on what we've learned in this lesson.

Respect: The Act That Conquers Fear

1. In order to decide whether we are dealing with a fact or a belief, we need to have the ability to see all sides of a story. A Sherlock Holmes mind looks at ALL sides of a story before it reaches a conclusion.
2. When we are frightened by a situation or a person, our tendency is to NOT look at all sides of the situation or the person, but rather to focus exclusively on our own side — on OUR survival.
3. When we are scared, we look almost exclusively at DIFFERENCES between ourselves and another person.
4. To strengthen our minds, we need to teach ourselves to look at SIMILARITIES between ourselves and others — to see how we FIT INTO a situation, rather than how we don't belong.
5. The young girl in the story, "Through The Eyes Of Peace," saw the warring people as the same — something they did not see in themselves.
 - Have you been in a situation where you've seen people fighting with each other, and you know that basically they are not that different from one another, if it all?
 - Have you seen political candidates debate and felt that they were saying the same thing, but in different ways?
 - When you are in conflict with someone, do you focus on the differences between you, or do you look for points you agree on and ways you are the same?
 - Do you use those similarities between you to find a way to resolve your differences?

Assignment 13: Ways We Are the Same

Pass out copies of Exercise 13B, Ways We Are the Same, to all students, and read aloud.

1. When your focus is on finding a *resolution* to a conflict between you and another person, it's important to focus on the ways you are the same, rather than on the ways you are different.
 - When you focus on your differences, what will happen?

- When you focus only on your survival, your escape, or your victory, what will happen?
 - When you are focused on being “right” or “good,” what will happen?
2. When your focus is on the ways you are the same, rather than on the ways you are different, your point of view changes.
- Do you think you will feel better or worse focusing on similarities?
 - Do you think the other person will feel better or worse focusing on similarities?
 - Do you think you will feel like fighting when you focus on similarities?
 - Do you think you will feel frightened, focusing on similarities?
3. Focusing on what we have in common is an act of respect.
- What is respect? *Encourage all responses.*
 - Caring about another person.*
 - Thinking about other people instead of ourselves.*
 - Honoring someone.*
 - Accepting people for who they are.*
 - Being considerate, attentive.*
 - Admiring people for the special gifts they have.*
 - Is respect something you want?
 - How do you feel when someone respects you? Do you like the feeling?
 - Would you guess that everyone enjoys being respected?
 - How do you feel when you respect someone else?
 - How does it feel to respect someone, genuinely, without being told to do it?
4. The act of respect not only feels good to you when you get it, and feels good to you when you give it, but has an added benefit: the act of respect conquers fear! When we can respect one another for

who and what we are, there will be no reason to be frightened of one another. Isn't that amazingly simple?

THOUGHT FOR THE DAY:

**Respect is the act that conquers fear.
When we can genuinely respect one another,
we have nothing to fear.**

Summary of Lesson 13:

1. When our “old brain” rules our thinking, our focus is only on our survival.
2. The kinds of thoughts our “old brain” comes up with are: I’m scared! I want to win! I have to run away! I have to fight!
3. Such thoughts create conflict between ourselves and others.
4. Conflict comes about when we focus on differences, which creates separation.
5. These thoughts of differences and separation are not created outside us; they are created in our own minds.
6. An awareness of words and the things people say help us decide whether what we hear is a fact or a belief.
7. There is always more than one side to a story. A Sherlock Holmes mind examines ALL sides of a story before coming to any conclusions.
8. It is mind-strengthening to look at how we are the same.
9. When in conflict with another person, focusing on our similarities, focusing on how we fit in to a situation, helps resolve the conflict.
10. Focusing on what we have in common is an act of respect; and respect is the act that conquers our fear. If our fear is conquered, there is no enemy, and, therefore, no conflict.

Preview of New Findings:

In our next lesson, we will use our detective minds to explore:

- ☆ The real source of our power.
- ☆ The source of our best thoughts and solutions.

Don’t forget your assignment: **The Ways We Are the Same**



Lesson 14

The Real Source of Power

Breakdown of Lesson 14:

Where does our power come from?
What are the real symbols of power?
Who must we trust to be powerful?
The structure of power.

Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Copy of *Why Is Everybody Always Picking on Me?*, by Dr. Terrence Webster-Doyle.
- C. Copies for all students of Exercises 14A, *The Structure of Power*; 14B, *Power!*; and 14C, *The Source of My Power!*
- D. Two cloth belts, hats or scarves. Read activity “Instant Official” and decide!

Welcome students to class. Conduct a small review, asking:

- ☛ What kinds of thoughts does our “old brain” come up with?
- ☛ Do these thoughts help us create differences and separation from one another?
- ☛ What must we focus on in order to resolve our conflict?
- ☛ What is respect?
- ☛ How does respect break the enemy image?

Presentation Of Assignment 13:

The Ways We Are The Same

Ask students to pull out their assignment sheet, Exercise 13B. Ask for Volunteers to read responses to the questions asked. After each person reads, conduct a short question period in which you ask:

1. What do you think about the resolutions to this conflict?
2. Do you think finding the similarities helped the situation?
3. Would you add any suggestions to the steps for resolution?

Story: Read aloud the story “The Day Of The Bee Sting,” in *Why Is Everybody Always Picking On Me?*, p. 23. Show illustration.

Explore the Story: After reading the story, ask:

1. The storyteller experienced this when he was a young boy. He is now in his 50s and is still nervous telling the story. Do you think this incident had a strong effect on him?
2. Was the storyteller someone who enjoyed fighting?
3. Did the storyteller fight back?
4. On this particular day, when the bully had the storyteller pinned down, what happened that changed the relationship between them?
5. Was the bully surprised by what happened? Why?
6. Was the storyteller surprised by what happened? Why?
7. What did the storyteller find out about himself that he didn't know before?
8. Is it possible that the storyteller was always powerful and just didn't know it?
9. How could it happen that someone like the storyteller wouldn't know his own strength?
10. Do you think *conditioning* might have something to do with the storyteller not knowing his own strength?
11. Have you ever felt weak even though somewhere deep inside of you, you knew that you have strength?
12. Do you think we have to wait to be stung by a bee to find out our own strength?
13. What can you do to find your own inner strength?
14. Is there anything we can do as a group to help find our inner strength?

Activity: Instant Official

This activity is meant to show students how we've been taught to believe that power comes from something outside ourselves.

- ✓ Choose two students, one to be President for the Day, and another to be Vice-President for the Day.
- ✓ Give each of them a special belt, scarf or hat to wear that makes them "official officers." Have a one-minute ceremony that officially appoints them as officers.
- ✓ Give these students no further duties as President and Vice-President. Just let them wear their belt, scarf or hat proudly.
- ✓ Keep an eye on these students during the course of this class to see whether they may act a bit more powerfully than usual. Perhaps they will speak with a bit more authority, or want to participate more in class activities, or want to answer questions more often than in the past. Give them the opportunity to do so.

Where Does Our Power Come From?

1. We are often encouraged to do what we are told rather than make a decision for ourselves.
 - What does such encouragement imply to you? That you are smart? That you are dumb? That you don't matter?
 - When you are instructed to do what you are told, rather than asked your opinion, how do you feel? Does it depend on the situation?
 - Are you encouraged to do any thinking for yourself?
 - When you know that someone else is taking care of a situation, what happens in your mind?
 - Does your mind shut down? Do you leave the thinking to someone else, just like you would leave the driving to the driver?
2. We live in a world of "experts." There are experts all around us — on television, in the movies, writing articles in newspapers and magazines.
 - When was the last time you saw or heard an expert?

- What was the situation?
 - What did you think of this expert?
 - Did this expert speak with authority?
 - Did the expert give you information you didn't already know?
 - Did the expert give you information you agreed with?
 - Why do you think this person was considered an expert?
3. While there are many intelligent, well-informed people in our world, when we leave the thinking to them, we are more inclined to not do any thinking for ourselves.
- Do you think of yourself as an expert? Why?
 - On what subject could you possibly be an expert?
 - Do you think you are an expert on your own thoughts and actions?
 - Are you an expert on your study capabilities?
 - Are you an expert on what it's like to be someone your age in school?
 - Do you think it's possible that you are definitely an expert on *something*?
4. Year after year, we can become more and more of an expert on who we are, as individuals, and what is right for us in our lives. The more we determine what's right for us, the more we are able to decide whether what those "experts" tell us is really best for us.
5. The more you LISTEN to your inner voice, the more you become AWARE of your own thoughts and actions. This enables you to FOCUS on why you think the way you do, and how your thoughts trigger the actions that you take.
6. The more AWARE you become of your own thoughts and actions, the more you develop your ability to read *other* people's thoughts and actions.

7. The more you are able to identify other people's thoughts and actions and zero in on your own, the more powerful you become!
8. We join groups because we believe that a group provides us with power. We believe the group's beliefs give us an ideal. But your power does not come from the group. Real power comes from inside you.

**THOUGHT FOR THE DAY:
Real power begins in my mind.**

The Structure of Power

Pass out copies of Exercise 14A, The Structure Of Power, to all students.

1. To better understand power, let's take a look at its structure.
2. Power has an inner structure that determines how your expression of it will look.
3. **Your attitude** — what you think — is the first ingredient of your power.
 - What kind of attitude do you think creates power?
 - Angry and tough?
 - Quiet and timid?
 - Focused, with beginner's eyes and ears?
4. **Your form** — how you move, the way you take action — which is based on what you think — is the second ingredient.
 - What kind of form do you think creates power?
 - Bungling and off-balance?
 - Tight muscles and stiff movements?
 - Smooth and self-assured?
5. **Your response** — the action you will take. When you are focused, with beginner's eyes and ears, moving smoothly and with natural self-assurance, you expend the **least energy** and yet maintain the **highest level of awareness**.
6. **Your power** — the strength of your response. With the highest level of awareness you can attain, you have all the power you can possibly achieve.

Your Attitude + Your Form = Your Response = Your Power

7. A strong mind is the most powerful weapon you have.

Activity: Power!

This activity helps increase students' awareness of the structure of power.

- ✓ Divide students into teams consisting of three to five people in each group. Give each student a copy of *Exercise 14B, Power! (two pages)*
- ✓ Assign one case to each team.
- ✓ Ask the team to determine, from each case situation (write these on the blackboard):
 - ❑ What is the primary attitude of this person?
 - ❑ Describe this person's form.
 - ❑ What results do you think this person will achieve? Why do you think so?
 - ❑ How would you measure this person's level of power?
- ✓ Give the teams 10-15 minutes to do this exercise.
- ✓ Call time. Ask members of each team to read their results.
- ✓ Congratulate students on their excellent work!

What Are The Real Symbols of Power?

1. What are some things we have all been conditioned to believe are symbols of power? *Encourage responses.*

<i>Guns, knives</i>	<i>Muscles</i>
<i>Karate moves</i>	<i>A loud voice</i>
<i>Money, property</i>	<i>Fame</i>
2. What emerges in your mind, as a result of the activity we just did, as *real* symbols of power. Let's make a list. *Encourage all responses. Write them on the board as they are called out.*

<i>Awareness</i>	<i>Perception</i>
<i>Attention</i>	<i>Insight</i>
<i>Knowing myself</i>	<i>Focus</i>
<i>A positive attitude</i>	
3. In order to feel and be powerful, it is essential to keep working and developing your beginner's mind.

4. Developing a strong mind means being aware of:
 - What's happening around you
 - How you are being treated
 - How you are treating others
 - What makes you angry and why
 - Who makes you feel uncomfortable and why
 - The importance of self-respect
 - The importance of respecting others
5. Part of being aware is listening to your feelings and the feelings of others. Many of us have been conditioned to not trust our feelings, but our feelings are real and need to be acknowledged.
6. It takes practice to listen to feelings, just as it takes practice to become a great soccer player, a great writer, or an accomplished musician.

Activity: Listening to Feelings

This activity is designed to help students become aware of other people's body language and expression of feelings.

- ✓ Ask for three Volunteers: Two Bullies and one Victim.
- ✓ **Instruct the Bullies:** *Take the Bullies out of the room. Tell them: Whisper to each another about how you are going to make fun of the Victim, pin his arms back and shout at him (or her), threaten him if he doesn't give you the pen in his pocket, or the watch on his wrist.*

Tell them they will NOT actually do this, but they will whisper about it. Tell them they MUST NOT BE HEARD, but they must USE THEIR HANDS AND FACES to express what they plan to do, and to be as threatening as they can without actually being physical with the Victim. Bring them back into the room.
- ✓ **Instruct the Victim:** *Give the Victim a pen to put in his/her pocket. Tell Victim: Do nothing but carefully WATCH THEM and WATCH YOUR FEELINGS. As you do this roleplay, keep in mind what you SEE AND FEEL. Take notes.*

✓ **Instruct the class:** Watch the Bullies and the Victim carefully.
I will ask you about your awareness of what the Bullies are going to do and what you believe the Victim is thinking.

✓ Ask the Bullies to begin.

1. After the roleplay, thank the Volunteers, and ask the Victim:

What was running through your mind as the Bullies whispered to one another? How did you feel? Were you scared? Did you think they would hurt you?

Were they communicating what they were going to do you? What did you feel?

What signals did you read that made you feel the way you do?

2. Ask the class:

What did the Bullies communicate to you they were going to do?

Can you think of times when you saw a fight about to happen? What signs did you see that it was going to happen?

Why do you think it may be important to be AWARE of body language — the movements people make with their hands, face, eyes?

Who Must We Trust in Order to Really Be Powerful?

1. Ask the President and Vice-President of the class to stand before the class. Ask:

How are you doing today?

Did you feel any different today from the way you usually feel in this class?

Did you feel more powerful?

Where did you get this power from?

2. Ask the two students to return the belt, scarf or hat to you, and thank them for their participation.

3. Hold up the belts, scarves or hats to the students and ask:
- What do you see in these? Power? Strength? Wisdom? Energy?
 - Where does this great power or strength come from?
 - If this is only some kind of cloth, as I believe it is, where does the power and strength come from?
 - How did our minds get this image of power and strength from these objects?
 - Is there real power, real strength, real wisdom in these?
 - What is the purpose of these belts? *To hold up our pants!*
What is the purpose of this hat? *To keep our hair from blowing!*
What is the purpose of this scarf? *To keep us warm!*
4. To be powerful, the first person we must trust is our self.
- Where does our real source of power begin?
 - Once we feel this power, will we show it?
 - Is this power something that makes us feel superior to other people?
 - Are we powerful because of something that comes from outside us?
 - Is this power a sense that we can solve problems?
 - Is it a sense that we can understand our own feelings and the feelings of other people?
 - Is it a feeling of self-respect as well as a feeling of respect for people around us?

Assignment 14: The Source of My Power!

Pass out copies of *Exercise 14C, The Source of My Power!*, to all students. Read instructions aloud.

Summary of Lesson #14:

1. Can experiences we have when we are very young continue to have an effect on us — even when we are adults?
2. Is it possible that we are more powerful than we give ourselves credit for?
3. We are often encouraged to do what we are told rather than make a decision for ourselves.
4. We live in a world of experts, but it is best to not leave all the thinking to them, but rather to learn to think for ourselves.
5. Listening to our inner voices helps strengthen our minds.
6. A lot of power is physical; but real power begins in our minds.
7. Attitude + Form = Response = Power. What you think, plus how you move equals the action you will take, which determines the strength of your response.
8. The real symbols of power are different from those we are brought up to believe. These symbols include awareness, perception, insight, attention, knowing yourself, focus, and a positive attitude.
9. It takes practice to listen to feelings, just as it takes practice to play football, master the martial arts or play the saxophone.
10. When we can trust and respect ourselves, we are truly powerful.

Preview of New Findings:

In our next lesson, we use our detective minds to explore:

- ☆ How our self-image can cause conflict.
- ☆ The mechanical error in our brain's computer!

Don't forget your assignment: **The Source of My Power!**



Lesson 15

Does Your Brain Know Who You Are?

Breakdown of Lesson 15:

- What is a self-image?
- What kind of self-image causes conflict?
- Is there a mechanical error in our brain's computer?
- How important is it to know yourself?

Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Copy of *Fighting The Invisible Enemy*, by Dr. Terrence Webster-Doyle.
- C. Copies for all students of Exercise 15A, *The Image That Set Me Off!*, 15B, *This Is Who I Am*; 15C, *A Doublespeak Quiz* (*don't copy answers!*)
- E. Start a Chart: Double-talk Samples (*See Exercise 15D*).
- E. Photographs of yourself when you dressed differently many years ago. Be brave!

Welcome students to class. Conduct a small review, asking:

- ☛ Why is it dangerous for us to rely on a world of "experts"?
- ☛ What is the real source of your power?
- ☛ What is the point in listening to your inner voice?
- ☛ What determines the strength of your response in any given situation?
- ☛ What are the real symbols of power?

Presentation Of Assignment 14: The Source of My Power!

Ask students to pull out their assignment sheets. Ask for a Volunteer to respond to the questions on the sheet. Your participation is helpful. After each Volunteer answers the questions, ask the rest of the class:

1. Can you add any insights to this situation?
2. Do you agree with the recommendations that have been made regarding this situation?
3. Do you believe the recommendations are done in a respectful way? If not, what do you think could help?

What Is a Self-Image?

1. A self-image is a picture you have of yourself in your mind.
2. Sometimes your self-image is positive (I am who I am!), and sometimes it's negative (I'm not good enough. I wish I were like...). It can vary from day to day — sometimes hour to hour.
 - Are there times when you look in the mirror and don't like what you see?
 - Are there times when you look in the mirror and think, "I guess I look okay today." Or, "Wow! I look terrific!"
 - Do you think the way you feel about how you look has anything to do with your face? Your body? Your skin? Your hair? Your clothes?
3. Perhaps there are times when you wish you could be someone else.
 - If you could be someone else, who would you be?
 - Would you be a rock star? A great athlete? Someone you know personally?
 - Do you find yourself dressing to present a certain image of who you'd like to be?

4. Most people don't fit completely into a stereotype, but many people fit certain images. Do you know anyone who fits these images:

- The California Surfer
- The Preppy Class President
- The Punk Rock Star
- The Popular Cheerleader
- The Super Jock
- The Nerdy Brain

Can you think of other "looks"?

Show illustration in "Fighting The Invisible Enemy," pp. 88-89.

5. We often dress to match an image because we believe it makes a statement about who we are.

6. We believe this gives us a sense of belonging to a particular group or "clique."

7. It is common for people to experiment with these looks, especially young adults, changing from one to another in an exploration of who you are.

Activity: My Clothes Tell the Story!

This activity will help students become more aware of how they use clothing to help define who they are.

- ✓ Divide students into groups of three to five.
- ✓ Ask students in each group to select one willing Volunteer who dresses to create a particular image.
- ✓ Remind students that we want to discuss people's images in a respectful way. We don't mean to judge anyone, only to take notice of the images we project.
- ✓ In a group discussion, each group needs to determine (Write these on the board):
 1. What is the self-image projected by this person?
 2. Does the image match the real person?
 3. Why do you think this person dresses this way?

4. Have you asked this person why s/he dresses this way?
5. What kind of image do you get from this person that might be different from the image projected?
8. Sometimes our exploration of who we are continues long after we are out of school. People dress a certain way to get a position they want or to become part of a particular group or organization.
 - Can you think of a way someone might dress to get a certain job?
 - Can you think of a way someone might dress to get into a particular organization or group?
9. As we get older, we often change our image because it no longer represents who we are or who we want to be.
10. There are many corporate executive “preppies” who dress in expensive suits who used to dress like punk rockers. *If you have photographs of yourself in your earlier days, bring them in! Show students! Ask them to bring in photos of their parents or grandparents to illustrate how differently people dress.*

What Kind of Self-Image Causes Conflict?

1. A problem with self-images is that they can cause conflict.
 - Can you think of a situation in which a self-image might cause conflict? *Encourage all responses.*
 - When we believe that our image is superior to someone else’s image, do we cause conflict?
 - If you are a punk rocker and you decide you don’t like preppies, no matter who they are, are you creating conflict?
 - If you have a certain image in your mind about how an English teacher ought to look, and your new English teacher walks in looking entirely different and you are unhappy about that, are you creating conflict?
 - Where is all this conflict first created? *In your mind.*
 - Does this kind of thinking create harmony in your mind?

- Does this kind of thinking create harmony between you and this person?
2. Imagine that the color RED looks at the color BLUE and decides not to like it because it isn't RED.
- Does that sound as strange to you as it does to me?
 - Why is this an impossible situation?
 - Can red be any other color than what it is?
3. Imagine that Bridget, the punk rocker, looks at Malcolm, the preppy, and decides to not like Malcolm because he isn't a punk rocker.
- Does this sound just as strange?
 - Is it the same situation?
 - If Malcolm is a preppy, and that's who Malcolm is, who are we to ask Malcolm to be any different?
4. Now, imagine that our country declares war on another country because the other country doesn't want to act the way our country does.
- Is this the same situation?
 - Is this a more serious situation? Why?
 - Can you see the danger in believing that there is a "right" image and a "wrong" image?
 - What is that danger?

Assignment 15:
The Image That Set Me Off!

Pass out copies of *Exercise 15A, The Image That Set Me Off!*, to all students (two pages). Read instructions aloud.

Discussion:

1. Why do *you* think kids sometimes make fun of how other kids dress or act?
2. What do you think causes a kid to think his or her way of dressing

or acting is any better than someone else's way?

3. Do you think fear has anything to do with it?
4. What role does conditioned thinking have to do with it?
5. Do you believe this is "old brain" thinking? Why?
6. How would you change your "old brain" thinking to "beginner's mind" thinking in such a situation? What would be a new way of looking at this situation?
7. What would a Wise Master do in this situation?
8. What would Sherlock Holmes do in this situation?
9. What would YOU really like to do in this situation?

Is There A Mechanical Error in Our Brain's Computer?

1. Just as we create conflict by identifying with a movie character we see — that character is just an image, not someone real — we also create conflict by trying to live up to any image that is not us.
 - Why would you want to be someone you are not?
 - Remember how we talked earlier about our brain being like a computer?
 - Is it possible that there is a mechanical error in this computer?
 - Would you consider it a malfunction in your computer if it randomly selected: An "enemy"? A scapegoat? Villain? Only one way to be? A "wrong" way? A "right" way?
 - Would you consider it a malfunction if the brain in your computer decided that the "right" way for you to be was entirely different from the way you want to be?
2. Trying to live up to an image that is not us is living a lie.

The most important problem
in trying to live up to an image
is that it limits us.
It keeps us from being who we really are.

3. Trying to be someone we are not causes us pain. We want to

be like her, but we can't because we are NOT her.

4. When we create a villain, an enemy — we look down on, make fun of or create a feeling of superiority toward someone, making that person “wrong.”
5. When we create a hero — look up to a celebrity or someone else we strongly admire, and try to be just like that person, we are actually trying to be someone who truly does not exist!

Activity:

This Is Who I Am!

This activity asks students to identify themselves and enables them to see themselves and others in a similar light. Pass out copies of Exercise 15B, This Is Who I Am. Read instructions aloud.

- ✓ Give students 10 minutes to fill in this questionnaire. Ask them to print or disguise their handwriting so that nobody recognizes it. *Teachers are encouraged to participate.*
- ✓ When all students have completed their questionnaires, collect them. Shuffle the questionnaires and pass them out to the class. Ask if anyone got their own. If so, collect that one and a few others, and re-distribute. The idea is to not know whose questionnaire you have.
- ✓ Ask for a Volunteer. Ask that Volunteer to read aloud all 10 responses. Then ask:
 1. What do you think of the person described in this questionnaire?
 2. Based on this questionnaire, do you think this person is someone you like? Would want for a friend?
 3. What image do you get of this person? Who do you think it is? *Do this in a positive way, creating fun for everyone.*
- ✓ Ask the person whose description it is to reveal him- or herself.
 1. Is this the person you would guess ?
 2. Are you surprised that this person goes with this description?
 3. What do these results tell you about images?
- ✓ Ask for as many Volunteers to go through this process as time permits, making this exercise as much fun as you can.

How Important Is It to Know Yourself?

1. You already know that the image of “enemy” does not exist unless we create it in our minds.
2. One reason we create such an image has to do with our desire to “belong.” Wanting to identify with a group — to not feel alone — we join a group and make ourselves over in an image that we feel “fits in” with that group.
 - ❑ Why do you think we create such an image, or any image that is not real? *To feel safe? To survive?*
 - ❑ When we change our image to reflect the group’s image, are we achieving our real identity?
 - ❑ When we create an image, are we really feeling safer? Are we getting a strong sense of survival?
3. Let’s add to our chart, Basic Formula For Understanding War (Exercise 5E).

BASIC FORMULA FOR UNDERSTANDING WAR

Today’s Entry is #8:

1. I want to survive. (My old biological brain in action!)
2. I’m afraid! I have to fight or run — to survive!
3. I need help to survive! I’ll join a tribe! A gang! A nation! (My old brain thinks this is what I need to survive.)
4. I become one with my tribe — school, gang, nation — identify with it, get conditioned to its patterns. The tribe’s belief system becomes my belief system. I believe my conflict is over.
5. I deny my primal instincts. The belief I’ve adopted becomes my “ideal.” I judge anything or anyone not my “ideal” to be wrong, bad. This creates conflict in me between the ideal and the actual.
6. The fear I’ve created in my brain is what I project outside myself. As a result, anyone outside my tribal belief becomes a threat — an enemy. I forget that I am the one who created the fear! And I am the one who created the enemy!
7. I create conflict between myself and others by creating

differences and separation — which begin in my own mind.

- mind!
8. **The reason I have created an IMAGE for myself is for psychological identity (which is not real!) and physical security (which I don't get!). I am the one who has created this belief system. This image has come from my own**

As you write #8 on the chart, review the entries that precede it. (See Exercise 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)

4. The clearest understanding of who you are comes from **direct observation** and **thinking**. There are characteristics about ourselves we can change, and there are characteristics about ourselves we cannot change. Knowing the difference is very helpful.
- What characteristic do you have that you cannot change?
 - What's a characteristic you have that you could change?
5. Without direct observation and thinking, we can be easily fooled into believing something that isn't true.
- Remember early in this class when we talked about how our five senses can excite us with input about the world around us?
 - On the other end of the spectrum is an experience of the exact opposite — situations that *dull* our senses.
6. This kind of language is called: **double-speak**, or **propaganda**.
- Do you know what some air forces call an airplane crash? "Uncontrolled contact with the ground."
 - Do you know what the U. S. military calls an MX Missile with multiple nuclear atomic warheads? "Peace Keeper"
 - What do these words do to our understanding?
 - Is your mind excited to learn more, or does your brain shut down in confusion?

7. Propaganda and double-talk create conflict.
 - Why do you think these words create conflict?
Encourage all responses.
 - How do you think these words can turn us into “robots”?
 - Do they condition us to accept what we are told, without thinking for ourselves?

Activity:

A Doublespeak Quiz

Pass out copies of Exercise 15C, A Doublespeak Quiz, to all students. Read instructions out loud.

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Here are the answers to the Doublespeak Quiz. Don't give them away ahead of time!

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

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Start a Chart: Double-talk Samples

See Exercise 15D. Start a Chart on which students are encouraged to bring in samples of doublespeak and propaganda that they hear on TV or radio, read in newspapers or magazines, or hear all around them.

Summary of Lesson 15:

1. A self-image is a picture you have of yourself in your mind.
2. Your self-image can vary from day to day, even minute to minute.
3. We often dress to match an image because we believe it makes a statement about who we are.
4. A problem with self-images is that they can cause conflict, especially if they do not match who we really are.
5. There is a danger in believing there are “right” images or “wrong” images. This belief can put us into conflict with who we really are.
6. Trying to live up to an image that is not really us is living a lie.

7. More important, trying to live up to an image keeps us from being who we really are.
8. Emulating a character in a movie, soap opera, or play is trying to be like someone who does not really exist.
9. If we create an image for psychological identity, the image is not real and we wind up with no identity! If we create an image for physical security, we don't get that security after all, because we are still afraid — afraid to be who we really are!
10. The clearest understanding of who we are comes from direct observation and thinking.

Preview of New Findings:

In our next lesson, we use our detective minds to explore:

- ☆ The military way of looking at life!
- ☆ Patriotism: Does it mean fighting for your country?

Don't forget your assignment: **The Image That Set Me Off!**



Lesson 16

The Military Is a Way of Life

Breakdown of Lesson 16:

A day in the life of an atomic bomb.
We are the war.
Why do we have a need for revenge?
What does it mean to be a patriot?

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Copy of *Operation Warhawk*, by Dr. Terrence Webster-Doyle.
- C. Copies for all students of Exercises 16A, *One Atomic Bomb*; 16B, *The Pattern Is Clear*; 16C, *Nine Principles of War*
- D. Make one copy of 16D, *I Want Revenge!* Cut into strips.

Review: Welcome students to class. Ask:

- ☛ What is a self-image?
- ☛ What is a major problem with a desired-but-not-real self-image?
- ☛ What does trying to live up to an image keep us from doing?
- ☛ What happens when we try to be like a movie star? Like our favorite rock star? Like the President of our country?
- ☛ How do you reach the clearest understanding of exactly who YOU are?

Presentation of Assignment 15: The Image That Set Me Off!

Ask students to pull out their assignment sheets (15A). Ask for a Volunteer to respond to the questions on the sheet. After each Volunteer answers the questions, ask the rest of the class:

1. Do you think this person has a pretty good understanding of his/her reaction to the image he/she saw?
2. Do you think this fear is accurate?
3. Can you offer this person any help in resolving the conflict he/she felt because of this fear?

Story: Read aloud “The Darkness of Endless Night,” in *Operation Warhawk*. Read with animation so that students feel involved in the story.

Explore the Story: After reading the story, ask:

1. What was the huge metal ship’s role?
2. How did the storyteller perceive this ship and the people on it?
3. What happened right after the storyteller decided to conform, to be good and shape up his life?
4. What happened when the storyteller said he could no longer be on the ship?
5. The area the storyteller was sent to, along with many other men, was supposed to be for their protection. Did it seem protective to you? Why?
6. What impressions do you get from this story? Do you find it laughable? Frightening? Ridiculous? Unbelievable?
7. Do you think the storyteller was “right” to take the action he took? “Wrong”?
8. Do you think the storyteller was using his beginner’s mind?
9. Is it your impression that the storyteller was courageous to do what he did? Why?
10. How did the simulated war make you feel?

A Day in the Life of an Atomic Bomb

1. These days, we’ve grown accustomed to hearing about our country or another country building and exploding nuclear weapons — or, as they’re more currently called, weapons of mass destruction.

2. We've been conditioned to think of nuclear weapons as weapons of defense — something necessary to represent our strength.
3. Because these are indeed mighty weapons, it's essential to know exactly what would happen if *one* atomic bomb hit our town today.

Activity:

One Atomic Bomb!

Pass out copies of Exercise 16A, One Atomic Bomb, to all students. Read aloud, slowly and carefully, to allow the reality of this information to sink in. Warn students that what you are going to read is frightening but that you want them to understand the reality of this situation. Read and then return to this page.

4. There are more than 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.
5. What you have just heard, which is just a small sample of what *could* happen, *has* happened. It happened at Nagasaki and Hiroshima when bombs were dropped on both those cities. The U.S. got a small taste of what can happen when planes crashed into the World Trade Center.
 - Do you think that if these things happened, they could happen again?
 - How angry would one country have to be with another country to cause this kind of death and destruction?

We Are the War

1. Wars are started, not by “bad,” evil human beings, but by people like you and me — people who are angry, frustrated, hungry. WE ARE THE WAR. Why do we start wars? Because we have been conditioned to think and act in certain ways that create war:
 - ▼ We create differences between ourselves and others.
 - ▼ We see other people as “enemies.”
 - ▼ We are trained to believe that war is common and necessary.
 - ▼ We are taught to believe that we can do nothing about war.
 - ▼ We believe that in our violent world, individuals have little or no effect.

**The truth is that we are the world and the world is us,
so when our country makes war on another country,
WE are making war on the people of that other country.**

2. Dropping a bomb has a lot to do with the Fight or Flight Response.
 - Can you think of one way dropping a bomb has anything to do with whether we fight or run away?
 - Is dropping a bomb fighting?
 - Is dropping a bomb running away?
 - Is dropping a bomb less horrifying “fight or flight” since it’s done from a distance?
3. When we keep our violent feelings inside and don’t let them out, you know what happens.
 - Do the violent feelings build up inside you?
 - Do you feel terrible and unable to think clearly?
 - Are you angry and frustrated?
 - Do they sometimes build up so much that you act violently toward another person, or yourself?
4. Let’s add to our chart, Basic Formula For Understanding War (Exercise 5E).

BASIC FORMULA FOR UNDERSTANDING WAR

Today’s Entry is #9:

1. I want to survive. (My old biological brain in action!)
2. I’m afraid! I have to fight or run — to survive!
3. I need help to survive! I’ll join a tribe! A gang! A nation! (My old brain thinks this is what I need to survive.)
4. I become one with my tribe — school, gang, nation — identify with it, get conditioned to its patterns. The tribe’s belief system becomes my belief system. I believe my conflict is over.

5. I deny my primal instincts. The belief I've adopted becomes my "ideal." I judge anything or anyone not my "ideal" to be wrong, bad. This creates conflict in me between the ideal and the actual.
6. The fear I've created in my brain is what I project outside myself. As a result, anyone outside my tribal belief becomes a threat — an enemy. I forget that I am the one who created the fear! And I am the one who created the enemy!
7. I create conflict between myself and others by creating differences and separation — which begin in my own mind.
8. The reason I have created an IMAGE for myself is for psychological identity (which is not real!) and physical security (which I don't get!). I am the one who has created this belief system. This image has come from my own mind!
9. **I keep my violent feelings inside; when confronted by opposition, I explode!**

As you add #9 to the chart, read the entries that precede it. (See Exercise 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)

- Do you see any correlation between today's entry and bombing another country?
- What do you think this correlation says about a country that attacks another with atomic force?
- When a country's leaders decide to use weapons of mass destruction, what do you think their conditioning is?

Assignment 16: The Pattern Is Clear

Pass out copies of Exercise 16B, The Pattern Is Clear, to all students. Read instructions out loud.

Whenever our country, or any other country, is in conflict with a different country, each calls upon their military forces.

- Why do you think we call upon our military forces?
- From what you have learned about conflict, is this the only way to deal with a conflict between two factions?
- Are there alternatives to calling upon military forces?

Activity:
Nine Principles of War

Pass out copies of Exercise 16C, Nine Principles of War, to all students. Read the nine principles out loud.

- ✓ Divide the class into groups of 3 or 4.
- ✓ Assign to each group one or two of the nine principles.
- ✓ Ask the group to create a nonviolent alternative approach to the principle(s).
- ✓ Give students 15-20 minutes to work out their alternatives.
- ✓ Call time and ask a student from each group to come up to the board and write their principle (in the same order as the nine principles of war).
- ✓ Read them out loud in order. Then ask:
 1. What's your opinion of what we've come up with?
 2. What would you call these principles?
 3. Do you think they ought to be implemented?
 4. How would you implement them?
 5. Looking at the nine principles of war, is this a way of life you would choose?

Why Do We Have a Need for Revenge?

1. Revenge is getting back at someone for something that was done to you.
 - How many of you have felt a desire for revenge?
Raise your own hand.
 - Did it feel good to want revenge?
 - Did you get your revenge?
 - Did you feel good after you got it?

2. Taking revenge is a human action, and we've all been conditioned to believe it is the "right" action to take when we have been "wronged."

- Why do we feel revenge?
- What has made us angry?
- Are we afraid of something when we want revenge?
- What is your greatest fear when you want revenge?

3. Most of us are not conditioned to look at our desire for revenge with a beginner's eye.

- If you look at your desire for revenge with a beginner's eye, what do you see?
- Should you act on this desire?
- What happens when you act with revenge?
- Do you resolve your conflict?
- Do you feel you are being who you truly are?

4. More than likely, when you do something to get revenge, you do not resolve your conflict. In fact, you create more conflict.
- Can you see why that would happen?
 - What could you do, rather than seek revenge, that might resolve your conflict?
 - What steps could you take to understand:
 - ▼ Your own feelings of revenge?
 - ▼ Why the other person “did you wrong”?
5. If we can understand revenge, perhaps we can resolve our feelings of conflict before they get out of control.

Activity:

I Want Revenge!

Copy Exercise 16D, I Want Revenge and cut sections into strips. Be sure to add some of your own scenarios! Pass around a hat or bowl with slips of paper, on each of which is a small individual roleplay. Each one ends with “I want revenge!” You can make a few copies. It won’t matter if certain situations are repeated. Students are likely to come up with new and different responses.

- ✓ As each student selects a roleplay and acts it out, ask the class, after each enactment:
 1. How would you make this person aware that his or her feelings of revenge are working against him/her?
 2. What could this person do in this situation to resolve the conflict?
 3. Do you think this person is right to want to “drop the bomb”?
 4. What if you knew this person’s life depended on NOT acting out revenge?

What Does It Mean to Be a Patriot?

1. A patriot is a person who loves and loyally or zealously supports his or her country.
 - Do you consider yourself a patriot?
 - Do you think someone has to be willing to give his or her life to be considered a patriot?
 - What does the word "zealous" mean?
 - Do you believe zealous support is the best kind?

2. Patriotism has a larger meaning than fighting a war.
 - Do you think every man and woman who has fought for our country is a patriot?
 - Do you think it's possible that some who fought are not patriots?
 - Do you think it's possible that men and women who did NOT fight are patriots?

3. Many people who love their country zealously do not believe in war.
 - Do you believe that patriotism goes beyond support for a war?
 - Do you believe patriotism can also be opposition to war?
 - How can someone who calls him/herself a patriot be opposed to war?

4. Patriotism is supporting your country in any way that you see is helpful to your country. If you think this country is harmed by war, and you say so, you are acting in a patriotic way.
 - When you think for yourself and decide whether war is the best way to help your country, are you using your beginner's mind?
 - Do you think being patriotic can cause conflict? How?

- If a patriot is enthusiastically and fanatically loyal to her or his country, do you think this person may prevent peace worldwide?
 - Is a country's patriotism similar to long-ago tribes' belief that their way was the only way?
5. To be patriotic to the world, rather than to our country, we would need to outlaw war, pollution and anything that threatens our planet.
- What do you think of being patriotic to the world?
 - What do you think it would take to encourage all human beings to be patriotic to the world?
 - If we go on defending only our own group, our own city, state or country, will we continue to create greater and greater separation, division and conflict — and, therefore, more war?

THOUGHT FOR THE DAY:

**We create conflict by thinking only of our own group.
We prevent peace when we think only of our own country.**

Summary of Lesson 16:

1. Any weapon of mass destruction could destroy us and everything around us in a flash.
2. Wars are started, not by "bad," evil human beings, but by people like you and me who are angry, frustrated and hungry.
3. We have all been conditioned to think and act in certain ways that create war. **WE ARE THE WAR.**
4. When we keep our violent feelings inside and don't let them out, eventually we explode.
5. When a country cannot get its way and keeps its feelings of hostility bottled up, eventually it too explodes.
6. A pattern of war: We think of another person as an enemy. An enemy produces fear. Fear causes us to want to protect and defend. To protect and defend, we make the decision to eliminate. This whole process is started by creating an enemy.

7. There are nine basic principles of war. They all promote further conflict. Kill or be killed.
8. Taking revenge is a human response. We can re-condition ourselves to look at our desire for revenge with a beginner's eye.
9. Getting revenge does not resolve conflict.
10. Patriotism has a larger meaning than fighting a war.
11. The military is a way of life. You must decide for yourself if this way of life is for you.

Preview of New Findings

In our next lesson, we use our detective minds to explore:

- ☆ How peace can be a way of life!
- ☆ How to use and develop our new brain!

Don't forget your assignment: **The Pattern Is Clear.**



Lesson 17

Can Peace Be a Way of Life?

Breakdown of Lesson 17:

How can everyone win?

How do we develop our “new” brain?

Awareness: The light at the end of the tunnel.

The highest goal.

Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Copies for all students of Exercises 17A, *Man Against Man*; 17B, *Create a Peace Academy*; and 17C, *Hear the Unhearable!*
- C. Read Exercise 17D before class, to fully grasp the intent of reading this story to your students.

Review: Welcome students to class. Ask:

- ☛ Who starts wars?
- ☛ Who can describe a major pattern of war?
- ☛ What do the nine principles of war do to resolve conflict?
- ☛ How does the act of revenge resolve conflict?
- ☛ What is a patriot?

Presentation of Assignment 16:

The Pattern Is Clear

Ask students for their assignment sheets (16B). Ask for Volunteers to read their stories. After each story, ask the class:

1. Who is the enemy in this situation?
2. Do you see the fear? What is the fear?
3. Where did you see someone trying to protect his/her interests?

4. Where did you see someone defending his/her interests?

5. What was the process of elimination?

Story: Read aloud *Man Against Man, Exercise 17A*. Read with animation so that students are caught up in the story.

Explore the Story: After reading the story, ask:

1. How did the ship survivor determine that this other person was an enemy?
2. What did the warrior do to protect himself from the ship survivor?
3. What caused the ship survivor to dash toward the warrior?
4. Did the two men have the same kind of conditioning that caused them to fight? What was this conditioning?
5. How long had the conflict between the two of them been going on?
6. When the two men were turned into two struggling fish, did their points of view change at first?
7. How did they act toward each other while caught in the net? Since they had no common language, do you think they felt frustrated?
8. When the dawn came, the two men both gave in and stopped fighting. What kinds of questions were they asking themselves?
9. At some point, the two of them started working *together* to reach a point of safety. What did they do?
10. How do you interpret this story? What does it say to you?

How Can We Help Everyone Succeed?

1. The two warriors in the story we just discussed began with the military as a way of life.
 - Do you think the two warriors were aware of their conditioning to act in a military way toward each other?
 - What instinct caused them to act together as a team when

they were caught in the net?

- Once they acted, rather than reacted, in tandem, toward the goal of *both* of them surviving, what happened to their defenses?

2. The two warriors moved from the military way of life to a peaceful way of life. The primary reason we are gathered in this class is to learn to be aware of how we can move ourselves from a military way of thinking to a peaceful way of thinking.
3. They protected and defended themselves for days before they were *forced* to work together for their mutual survival.
4. You and I can learn to act peacefully toward our mutual survival too. The way we do this is to become aware of our “old” brain thoughts and actions, and to develop our “new” brain thoughts and actions.

How Do We Develop Our “New” Brain?

1. When we find ourselves in a conflict situation, our “old” brain tends to respond first.
 - What kinds of things does our “old” brain come up with when we are in conflict?
 - Does our “old” brain tell us to win the battle, take over, defeat the opposition?
 - If we react in the way that our “old” brain dictates, do we have any hope of resolving our conflict?
2. When we apply our “new” brain to a conflict situation, it may seem difficult at first, because we are not accustomed to using this “new” brain.
 - What does our “new” brain understand that our “old” brain does not?
 - Does our “new” brain see that there is way to resolve our conflict so that everyone succeeds?
 - Is it our “new” brain’s desire to make everyone a winner and no one a loser?

- What's one way you can think of to develop your "new" brain? *Encourage responses. Make a list on the board. Add to the following:*

Be aware.

Look at the world with a beginner's eye.

*Look at conflict as a way to learn something new —
about yourself or someone else.*

*Figure out a way everyone in a conflict situation
can win.*

Use nonviolent alternatives to resolve conflict.

Attempt to stop a conflict before it starts.

Activity:

Create a Peace Academy:

Pass out copies of Exercise 17B, Create a Peace Academy, to all students. Read instructions aloud.

- ✓ Divide students into groups of 3 or 4. Give students the opportunity to work with different people than they have in previous groups.
- ✓ Ask each group to discuss entries for the Peace Academy and then write them in.
- ✓ Give students 15-20 minutes to complete their entries. If more time is needed, and you have it to spare, give them 5 minutes more.
- ✓ Call time, and ask a member of each group to read their entries. Then, ask:
 1. Does this entry fit a Peace Academy well?
 2. How do you think this entry will work?
 3. Do you believe Peace Academies would do well? Why do you think so?
 4. Would you rather attend a Military Academy or a Peace Academy? Why?
 5. In which Academy do you think you would best develop your awareness and your "new" brain?

Awareness: The Light at the End of the Tunnel

1. Awareness is a sixth sense. We all have the ability to BE AWARE. But we don't all pay attention to our awareness. Some people even stifle it, because they think being aware makes them different from everyone else.
2. When we are aware, we can focus on similarities instead of differences. We can stop creating conflict because we become aware of how we create it. Once aware, we have a new way of looking at everything around us.
3. When we become aware of the negative signals we send — sometimes unintentionally — we can STOP sending them. We cannot learn to stop sending them until we become aware of them.

Activity: See the Unseeable!

Ask students to sit peacefully and close their eyes.

Tell students:

- ✓ Think of something you have done that you believe is “bad” or “evil” or would not be considered “good behavior” by your family or friends. *Give everyone time to focus on some possibilities.*
- ✓ Think about how thinking of yourself as “bad” puts you into instant conflict. By judging yourself bad, you start a war inside yourself, between what you believe is good and what you believe is bad.
- ✓ If you weren't creating this conflict inside you, perhaps you could be learning an important lesson from your behavior.
- ✓ To stop the war inside you, say to yourself, “I am not bad. I am a human being. All human beings make mistakes. Sometimes I'm terrific, and other times I'm not. My awareness — my sixth sense — helps me protect myself, respect myself, and respect others. Being who I am does not mean I should continue this behavior. It means that by not judging this behavior as bad, I can see it as it really is. I understand what I did.”

Divide the students into groups of 4 or 5. Ask them to divide themselves and to select members of the class they have not yet had an opportunity to work with. As they form their groups,

write on the board:

- ❑ Why do you believe we tend to deny something we've done that we consider "bad" or a "mistake"?
- ❑ When we are "bad" or make a mistake, is what we've done simply a fact — something we cannot really deny?
- ❑ What can you learn from the mistake you think you made?
- ❑ Ask your group members for suggestions on what they believe might be helpful for you. Once you talk about your "mistake," do you feel better, or worse?

4. Let's add to our chart, Basic Formula For Understanding War (Exercise 5E).

BASIC FORMULA FOR UNDERSTANDING WAR

Today's Entry is #10:

As you add #10 to the chart, read the entries that precede it. (See Exercise 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)

1. I want to survive. (My old biological brain in action!)
2. I'm afraid! I have to fight or run — to survive!
3. I need help to survive! I'll join a tribe! A gang! A nation! (My old brain thinks this is what I need to survive.)
4. I become one with my tribe — school, gang, nation — identify with it, get conditioned to its patterns. The tribe's belief system becomes my belief system. I believe my conflict is over.
5. I deny my primal instincts. The belief I've adopted becomes my "ideal." I judge anything or anyone not my "ideal" to be wrong, bad. This creates conflict in me between the ideal and the actual.
6. The fear I've created in my brain is what I project outside myself. As a result, anyone outside my tribal belief becomes a threat — an enemy. I forget that I am the one who created the fear! And I am the one who created the enemy!
7. I create conflict between myself and others by creating differences and separation — which begin in my own mind.

8. The reason I have created an IMAGE for myself is for psychological identity (which is not real!) and physical security (which I don't get!). I am the one who has created this belief system. This image has come from my own mind!
9. I keep my violent feelings inside; when confronted by opposition, I explode!
10. **With awareness, conflict stops! With no judgment, conflict ceases!**

Ask students:

- What's different about this entry from all the other entries?
- Does this entry stop the motion of attack, of conflict, of war?
- What kind of motion replaces the violent motion?
- Are you aware of the different feeling this entry has from the other entries?
- What makes you aware of this feeling?
- Are you now aware of steps that lead to conflict and war?
- Are you aware of how we fight to get what we want?

**Assignment 17:
Hear the Unhearable!**

Pass out copies of Exercise 17C, Hear the Unhearable!, to all students. Read instructions out loud.

The Highest Goal

1. The martial arts is a system of self-defense without the use of weapons.
 - Can you guess what the greatest weapon is according to the martial arts?
 - Do you think it's your hands? Your eyes? Your feet?
 - Would you guess that it's your mind?

2. The martial arts is also a healthy physical fitness program, a way to keep your body in good shape.
3. The martial arts is also a means to understand and go beyond the violence and disorder we live with daily.
4. Emptying your mind of “unnecessary” thoughts that frighten or worry you is at the root of martial arts. Free of such thoughts, you can act clearly and intelligently.
5. The martial arts help develop a confident, gentle, yet powerful person.
6. A basic principle of all forms and styles of the martial arts is called *Mind Like Moon – Mind Like Water*.
 - Can you guess what this might mean?
 - Does a full moon shine equally on everything within its range?
 - If your mind shines equally on everything within its range, will it be open and aware of all things?
 - Can you see how still water, like a mirror, reflects exactly what is before it, without any distortion?
 - Do you think your mind, like a mirror, can reflect exactly what comes before it, without any distortion?

Story: Read story “Bofu & Matsu” in Exercise 17D (also found in *Facing The Double-Edged Sword*, by Dr. Terrence Webster-Doyle, p. 8.) Tell students that the word “Karate” means empty (kara) hands (te) .

Exploring the Story: After reading the story, ask:

- Do you believe Funakoshi handled this situation well?
- Why do you think he was filled with regret and sorrow?
- What did Funakoshi feel got in the way of what his Karate teachers had taught him?
- Why did Funakoshi feel ashamed?
- Would you feel the way Funakoshi did if you had been in his place?
- Here is a new way of thinking to add to our chart (Exercise 1B).

OLD WAY:

We must learn to fight.

NEW WAY:

We must do everything in our power to NOT fight.

1. The highest goal is to *not* fight. If you watch murder mysteries on TV and see a lot of violent movies, you would never guess that the highest goal of the martial arts is to NOT fight.
2. Martial arts philosophy is to do everything in your power to NOT fight, but to know how to defend yourself in case you have to.
3. You learn physical self-defense skills — not to hurt someone, but to protect yourself and gain confidence in potentially hostile situations.
4. You learn psychological self-defense skills through roleplay, using nonviolent alternatives like the ones we've been learning.
5. The martial arts use both the mind and the body. We practice physical moves with our body. We practice nonviolent alternatives with our mind.
6. The two go together. Learning BOTH sets of skills leads to resolving conflict with your brain rather than your brawn.
7. As a martial artist you DO EVERYTHING IN YOUR POWER TO NOT FIGHT. This is a new way of thinking. As a result, it takes practice.
8. If it is your intention to study the martial arts, seek out a school

with a teacher who will show you BOTH sets of skills. Your healthy development relies on the use of both your body and your mind.

Summary of Lesson 17:

1. When we are conditioned to fight, we fight.
2. Sometimes an unexpected event can drastically change our conditioning — an event such as a bee sting, or being trapped in a net with an opponent.
3. When fear of not surviving causes us to create conflict, we can decide to act toward helping everyone survive so that both sides win.
4. Our “old” brain tells us to win a battle, take over, defeat the opposition.
5. Our “new” brain sees that there is a way to resolve conflict so that everyone succeeds.
6. There are many ways we can develop our “new” brain if we really want to.
7. Awareness is the light at the end of our tunnel. It is a sixth sense that we all have.
8. We cannot learn to end conflict unless we become aware of the conflict we create. With awareness, conflict stops!
9. According to the philosophy of the martial arts, the greatest weapon you have is your mind.
10. If you decide to study the martial arts, find a teacher who will teach you to use your mind as well as your body, because to be a strong person, you need to develop both.
11. The highest goal in the martial arts is to NOT fight!

Preview of New Findings:

In our next lesson, we use our detective minds to explore:

- ☆ How we can go beyond conflict!
- ☆ Making important decisions on our own!

Don't forget your assignment: **Hear the Unhearable!**



Lesson 18

The Challenge: Going Beyond Conflict

Breakdown of Lesson 18:

What does it mean to go beyond conflict?

What are some ways we all can go beyond conflict?

To look beyond conflict is to find a peaceful resolution.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. A copy of *Possible Panel Topics, Exercise 18B* for all students.

Review: Welcome students to class. Conduct a small review, asking:

- ☛ What's the difference between our "old" brain and our "new" brain?
- ☛ What is the sixth sense we can all develop if only we want to?
- ☛ How does awareness help us end our conflict?
- ☛ What is the greatest weapon we have?
- ☛ What is the highest goal in the martial arts?

Presentation Of Assignment 17:

Hear the Unhearable!

Ask students to prepare their assignment sheets (17C). Ask for Volunteers to read their assignments. After each, ask:

1. Did this exercise help you see your conflict in a new light?
2. What did you discover that you didn't see before?
3. How did it feel to stand in the other person's shoes?

4. Are you pleased with the outcome you want?
5. What do you think of resolving conflict in this way?

Story: Read aloud *The Empty Cup, Exercise 18A*. (Story is also found in *Eye Of The Hurricane*, by Dr. Terrence Webster-Doyle, p. 5. Show illustration, p. 4, if you have book.)

Explore the Story: After reading the story, ask:

1. What is the meaning of Kara-te?
2. What do you think it means to have an “empty self”?
3. How did the university professor prepare for learning all she could about the art of empty self?
4. How did the martial arts master respond to the professor’s question?
5. When he continued to pour tea, even after the cup was full and even when it began to run off the table, what was the martial arts master demonstrating?
6. What did the professor say, as she watched, shocked, the tea cup overflowing?
7. How did the martial arts master respond to the professor’s exclamation?
8. What do you think of the martial arts master’s comment to the professor about her mind being full of questions?
9. What do you think is the significance of the empty cup?
10. Do you think our minds are full of beliefs that sometimes keep us from seeing with beginners’ minds and learning with our “new” brain?

What Does It Mean to Go Beyond Conflict?

1. The root of conflict comes from self-judgment. The part of us that we judge as “bad” is like a shadow. The more “bad” we believe we are, the more scary and painful the shadow becomes.
 - When our “shadows” grow and become very painful,

do we want to deal with them?

- Would we rather sweep them under the rug and not talk about them?
- Do we sometimes have bad dreams because of these shadows we create?
- Do we sometimes project these painful shadows onto other people in our lives? Our family members? Our friends?

2. Sometimes our brain forgets that WE are the ones who created this shadow!

- Does judging your thoughts or feelings as “bad” cause a division in yourself?
- Do you become a *judger* (the person who wants change) AND the *judged* (thoughts and feelings you believe are bad)?

3. Inside us is a “good guy” and a “bad guy” — “hero” and “villain.”

- Give an example of INNER conflict you have felt, or noticed someone else feel.
- Give an example of OUTER conflict you, or someone else, has experienced. When have you seen a group, nation, political party, religion or culture create this kind of struggle?
- Is this kind of competition positive or negative?

4. One of the most important facts we can learn is that judgment creates a division within us. When we judge anyone, including ourselves, or anything — once there is judgment, a war has begun!

5. You can heal the division in your brain.

- What do you think is the first rule in healing this division?
- Do you think you have to stop judging your thoughts as “good” and “bad”?
- Do you think you have to accept that, as a human being, some of your thoughts are going to be “positive” and some are going to be “negative”?

6. Here's a new thought: Instead of judging your thoughts, you can WATCH your thoughts, LOOK AT your thoughts and become aware of them — without judging!
7. Let's do an exercise that requires us to WATCH our thoughts — just look at them — quietly, peacefully. Are you ready?

Activity: Watching My Thoughts!

This activity is designed to help students become aware of what causes their judgment. Give students enough time with each point so that they can sufficiently experience each part — perhaps taking half a minute to a minute, after you have read each point, for digestion.

- ✓ Let's sit as quietly as we can. Let's get comfortable and quiet. *(Give them a few seconds.)*
- ✓ Close your eyes and think of a thought and feeling you have, or have had, that you believe is "bad." An example might be: "I hate So-and-So." *(Give them some time.)*
- ✓ Become aware of your thought or feeling. Don't reject it or try to do anything about it. Just look at it.
- ✓ Let your thought/feeling be there without your judging it as "good" or "bad."
- ✓ Try to see if you can determine what is behind this feeling. Where did this feeling start? Did it begin with self-hate? Self-judgment? *(Sit quietly for half a minute.)*
- ✓ Can you see how your outward judgment of this person may have begun with your own inner judgment of yourself? *(Give them time to digest this.)*
- ✓ Do you feel better knowing that you can do something about feelings of hate that live inside you?
- ✓ Thank students for participating in this activity. Ask them to open their eyes.

8. Let's add to our chart, Basic Formula For Understanding War (Exercise 5E).

BASIC FORMULA FOR UNDERSTANDING WAR

Today's Entry is #11:

As you add #11 to the chart, read the entries that precede it. (See Exercise 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)

1. I want to survive. (My old biological brain in action!)
2. I'm afraid! I have to fight or run — to survive!
3. I need help to survive! I'll join a tribe! A gang! A nation! (My old brain thinks this is what I need to survive.)
4. I become one with my tribe — school, gang, nation — identify with it, get conditioned to its patterns. The tribe's belief system becomes my belief system. I believe my conflict is over.
5. I deny my primal instincts. The belief I've adopted becomes my "ideal." I judge anything or anyone not my "ideal" to be wrong, bad. This creates conflict in me between the ideal and the actual.
6. The fear I've created in my brain is what I project outside myself. As a result, anyone outside my tribal belief becomes a threat — an enemy. I forget that I am the one who created the fear! And I am the one who created the enemy!
7. I create conflict between myself and others by creating differences and separation — which begin in my own mind.
8. The reason I have created an IMAGE for myself is for psychological identity (which is not real!) and physical security (which I don't get!). I am the one who has created this belief system. This image has come from my own mind!
9. I keep my violent feelings inside; when confronted by opposition, I explode!
10. With awareness, conflict stops! With no judgment, conflict ceases!
11. **My new awareness shows me I can learn to not judge myself and not judge others!**

9. You can do this kind of exercise a few minutes every day, or whenever you have the time. Waiting until you have a specific conflict is okay; but practice makes perfect, and the more you practice this process, the better at it you will become.
- Can you do this exercise anywhere?
 - Is the idea to STOP thinking?
 - Is the idea to WATCH thinking?
 - Do you think there are very good reasons for your thoughts and feelings, no matter what they are?
 - Do you think observing them and thinking about them might help you begin to recognize some causes of your inner conflict?
 - Do you think that once you can recognize causes of your inner conflict, you can learn to resolve it?
10. This kind of observation helps you develop INSIGHT.
- What do you think insight is?
 - Do you think it's the ability to SEE what's going on inside you?
 - Do you think developing the ability to SEE inside yourself helps you see what's going on inside others?

THOUGHT FOR THE DAY:

**We can always change and improve ourselves,
but we must begin by accepting the person we are.**

**Acceptance leads to understanding.
Understanding leads to freedom from conflict.**

Activity: Healing the Division in My Brain!

Pair off students, allowing each student to work with someone he or she has not worked with before — but students need to feel comfortable with one another. Make certain that each student has a pencil or pen, and paper.

Tell students:

- ✓ Choose a violent thought or feeling you've had. It can be a real one, or one you've made up.
- ✓ Decide who will go first. Then, whoever goes first: Roleplay yourself or someone who feels violent.
- ✓ Go through the process of healing the division in your brain:
 1. Express your thought or feeling to your partner.
 2. Let the thought/ feeling just be there.
 3. Become aware of the thought and feeling.
 4. Try to see what is behind the hate, the violent feeling. Tell your partner something you think might be behind these strong feelings you have.
 5. Is there an inward hate or violent feeling toward YOU that may have started this reaction in you? Tell your partner about the feeling of hate or violence you have toward yourself.
- ✓ Now, watch your thoughts and feelings without judging them.
- ✓ Immediately write down some thoughts you have about going through this process.
- ✓ Now, switch places. The second person in the pair will go through the same process.

Thank students for participating in this exercise, which we all know is not always easy. Ask for Volunteers to read what they wrote down as a result of this exercise.

Take the time to congratulate students on their excellent work. This is a new process for them, and encouragement is always a plus.

What Are Some Ways We Can Go Beyond Conflict?

1. When we can talk to each other about how we create conflict — honestly and freely — and admit our conflict-making thoughts to each other, then we can work together to end our conflict.

- How do you feel about talking to friends and family about your conflicts? Can you do it?
 - What steps do you think you can take to make this revelation about your conflicts easier?
 - Does it help you to know that the person you will be revealing your conflict to is also going to reveal his/her conflict to you?
 - Do you think that this kind of talking, honestly and freely, can help reduce conflict? Why do you think so?
2. Peace is always in you. YOU play a big part in preventing it from happening.
- Do you believe the potential for peace is always inside you?
 - Do you believe that each of us gets in the way of our own peace?
 - What steps do you believe you can begin taking today to stop yourself from preventing peace from happening?

Start a Chart: Ways to Go Beyond Conflict

Put up a new chart (see Exercise 18B), encouraging students to list ways they are learning to go beyond conflict. Some starter entries might be:

1. Respectfully ask questions rather than just accept what I'm told.
2. Respect all people but learn to think for myself.
3. Sometimes with my eyes closed, I can see more clearly.

Assignment 18: Traveling Beyond Conflict!

Give a copy to each student of ONLY THE SECOND PAGE of Exercise 18C, that has on it "Possible Panel Topics." Read aloud the instructions that appear on the first page of Exercise 18C. The reading of these instructions and preparing for this assignment will take the rest of this lesson.

Summary of Lesson 18:

1. Our minds are full of beliefs that sometimes keep us from seeing things as they truly are.
2. The root of conflict comes from self-judgment. The more “bad” you think you are, the larger and more painful the shadow becomes.
3. Sometimes we “project” our hurt feelings onto other people, blaming THEM for the pain WE feel.
4. Sometimes our brain forgets that WE are the ones who created these thoughts and feelings.
5. Self-judgment creates a division inside us. Part of us thinks we are a hero; and part of us thinks we are a villain.
6. We can heal the division in our brain. We created the division, so we can heal it!
7. We can learn how to WATCH our thoughts rather than JUDGE them.
8. By watching, we become AWARE of our thoughts and feelings. Once we are aware of them, and we do not judge them, we have stopped conflict in its tracks!
9. If I do not judge myself, I will not judge others either!
10. To go beyond conflict, we must allow ourselves to speak honestly and freely, and admit our conflict-making thoughts to one another. Then, we can work together to end our conflict.

Preview of New Findings:

In our next lesson, we use our detective minds to explore:

- ☆ Our new brain!
- ☆ The basic formula for understanding what prevents peace!

Don't forget your assignment: **Traveling Beyond Conflict!**



Lesson 19

Our New Brain Wants a Peaceful World

Breakdown of Lesson 19:

Learning to master ourselves.

Traveling beyond conflict takes practice.

Basic formula for understanding what prevents peace.

Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Copy of Exercise 19A, Basic Formula For Understanding What Prevents Peace.
- C. Table and three or four chairs in front of room for panel discussions.
- D. A copy of *Fighting The Invisible Enemy*, by Terrence Webster-Doyle.

Welcome students to class. Conduct a small review, asking:

- ☛ What keeps us from seeing things as they really are?
- ☛ Do you think our conditioned beliefs are at the root of conflict?
- ☛ Who creates the “bad” thoughts and feelings in our brain?
- ☛ Do we have good reasons for these thoughts and feelings?
- ☛ Do you and I have the power to heal the division in our brain?
- ☛ How can we begin to heal this division?

Learning to Master Ourselves

1. Here is a quotation written by a martial artist named Lao Tzu.

“Mastering others requires force;
mastering the self requires enlightenment.”

- What does this quote mean to you?
 - Which seems easier: mastering others, or yourself?
 - Which seems more interesting to you? Why?
 - Do you think getting to know yourself can be fascinating?
2. Many people believe that “experts” and “authorities” know us best, and that we ought to consult them for answers to our problems.
- What do you think about that?
 - Do you think, for example, that psychologists, doctors, dentists, and other experts know us better than we know ourselves?
 - Do you think these professionals devise “cures” for us based on what we know about ourselves that we tell them?
3. As wise masters and investigating sleuths, we must trust our own observations. We go to the professionals when we need help we cannot provide ourselves, but we know best what our bodies and minds tell us.
- When you go to see a doctor, what kinds of questions does your doctor ask?
 - How do political “experts” determine what is best for our country? Do you usually agree with them?
 - When a psychologist helps a confused person, what kinds of questions does the psychologist ask the patient? Are they questions about the patient’s self?
4. Thinking for yourself is an open-ended process that comes up with a hypothesis, rather than a conclusion.
- Why is a hypothesis better than a conclusion?
 - Does a conclusion imply that there is a single answer?
 - Does a hypothesis answer some questions but leave the door open for other possible answers?

Traveling Beyond Conflict Takes Practice

Presentation of Assignment 18:

Traveling Beyond Conflict!

Ask for a Volunteer group to begin presentation of their panel discussion. Ask this group to come to the front of the room and sit at the table and chairs you have prepared.

- ▼ Ask a group member to write the title of their discussion topic on the board.
- ▼ Ask the group to handle their presentation any way they like. More time has been left in this lesson to explore all the groups' panels and to engage in discussions that can help clear up any misunderstandings that might remain.
- ▼ After each presentation, ask group members:
 1. Why did you choose this topic? What did you want to learn about it?
 2. Do you feel your group handled its topic well?
 3. Do you think everyone participated equally?
 4. What did you learn about each other in this process?
 5. Did you have any "old" brain thoughts during this process?
 6. Were there any conflicts that arose during the preparation of your presentation? If so, how did you deal with them?
 7. What was your favorite part of working on this panel?
- ▼ Then, ask the rest of the students:
 1. What do you think of this panel?
 2. Do you have any other information you would offer this panel?
 3. Would you recommend this panel to the United Nations?

- ▼ Thank this panel, and move to the next panel, asking the same questions.

Basic Formula For Understanding What Prevents Peace

What We Do

Pass out copies to each student of Exercise 19A, Basic Formula For Understanding What Prevents Peace. Read through them in order. Then, ask students:

Throughout this curriculum, we have been adding entries to our *Basic Formula for Understanding What Prevents Peace*. Now we can begin to understand what we do and why we do it!

1. What is our first basic instinct that drives us to do the things we do?
2. Does our drive to survive come from our “new” brain?
3. When we are afraid, what are the two actions we most often take to survive?
4. When we fight, or when we run, do we feel our conflict is resolved?
5. When we believe the only way we can survive is with help, what do we do?
6. When we join a group, do we instantly resolve our conflict?
7. When we identify with our group and get conditioned to its patterns, and believe everything the group believes, is the conflict over?
8. When we adopt an “ideal” way to be, and that ideal way is different from how we actually are, are we resolving conflict? Are we creating conflict?
9. When I’m afraid, and project my belief that someone is my “enemy,” where does this fear and this belief come from?
10. Do these beliefs I’ve adopted create friendship? Separation? Differences? Equality? Togetherness?
11. What happens when I keep my violent feelings inside?
12. What happens when our country keeps its violent feelings inside?

What We *Can* Do

1. What is the number one action that stops conflict?
2. What does awareness do to our desire to judge?
3. With no judgment, does conflict actually cease?
4. Can we learn to not judge ourselves?
5. By not judging ourselves, can we learn to not judge others?
6. Can I respect myself for being whoever I am?
7. Can I respect others for being whoever they are?

Assignment 19: I Make a Pledge!

*Pass out copies of Exercise 19B, I Make a Pledge, to all students.
Read instructions aloud.*

Story: Read “I Will Fight No More Forever,” in *Fighting The Invisible Enemy*, p. 61. As you read, bring Nez Perce Indian Chief Joseph’s words to life as best you can. Afterward ask the following:

Explore the Story:

1. In the past, the Native American was often depicted as a savage, as an enemy of European settlers. Why do you think that happened?
2. Do you believe the West was won with “heroism”?
3. When you consider that the West was won by one set of human beings killing another, what do you think about the wars between the “cowboys” and the “Indians”?
4. Do you think the European settlers and Native Americans could have found a way to resolve their conflict?
5. What would you recommend to them if you could talk to those Europeans today?
6. What would you recommend to those Native American Indians if you could talk to them today?
7. How do you feel listening to Indian Chief Joseph’s words?

8. What brought the Chief to his decision to fight no more, forever?
9. If you could speak to the Chief today, what would you say?
10. War has been our tradition. Do you think it has to continue to be our tradition?
11. What can you personally plan to do to keep it from remaining a tradition?

Summary of Lesson 19:

1. The first person we must learn to know is our self.
2. Once we know our self, no “expert” or “authority” can presume to know us better than we do.
3. When we can rely on ourselves and trust our own observations, we can make decisions about our lives ourselves.
4. Thinking for ourselves, we come up with hypotheses rather than conclusions.
5. We can work together in a group and acquire more information working together and sharing ideas, rather than simply adopting a group’s ideal way to be.
6. We have a basic formula for understanding how we prevent peace. Using this formula, we can learn to do everything in our power to let peace happen.
7. With awareness, we lose the desire to judge ourselves or others.
8. We can learn to respect ourselves for whoever we are.
9. We can learn to respect others for whoever and whatever they are.
10. Each of us, in our own way, can do something to promote a peaceful world.

Preview of New Findings:

In our final lesson, we use our detective minds to explore:

- ☆ Peace can happen in an instant!
- ☆ No war, no more!

Don't forget your assignment: **I Make a Pledge!**



Lesson 20

Peace Can Happen in an Instant!

Breakdown of Lesson #20:

Peace can happen in an instant.
No war, no more!

Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Read before class "No War, No More!" (Exercise 20A) so that you are familiar with its contents.

Review: Welcome students to class. Ask:

- ☛ What's the advantage in working toward mastering yourself rather than trying to master others?
- ☛ What's the advantage in working *with* others toward a common goal that allows everyone to win something?
- ☛ Would you rather do your own thinking or depend on "experts" or "authorities" for all your information?
- ☛ When we are struck by our human drive to survive, what are our options?
- ☛ Where do you see yourself playing a major part in our *Basic Formula for Understanding Peace*?
- ☛ Have your perceptions of AWARENESS and RESPECT altered during the last few weeks? In what way?

Story: Read aloud "No War, No More!" in Exercise 20A (also in *The Flight Of The Golden Eagle*, by Dr. Terrence Webster-Doyle. This story takes a while to read. Give it your all!

Explore the Story:

1. Do you think the captain spoke well when he said, “We do not want to fight, but we will not be taken prisoner”?
2. Do you think the town spokesperson spoke well in saying, “We must protect our land and our people”?
3. What moved the focus of attention from what would have been warring factions?
4. When the boy cried out, the captain, sailors and townspeople were suddenly drawn together. What became their common focus?
5. Who saved the boy from falling to his death?
6. Did the sailors and townspeople forget, for a moment, that they were “enemies”?
7. Were these people enemies one moment and friends the next moment? Did these people actually change from one moment to the next?
8. What DID change that made them enemies in one moment and friends the next?
9. Did their focus and their needs and, therefore, the way they viewed their situation change?
10. Can peace happen in an instant?

Peace Can Happen in an Instant

1. War has been with us since the beginning of human time.
 - Do you think, therefore, that war must always be with us?
 - Do you believe that people who have been enemies for years — maybe centuries — will remain enemies forever?
 - What does it take for people who have been enemies for so long to change and become friends?

2. Peace can be with us from this moment on.
 - Do you think that if everyone plays a part, we can become peaceful humans living in a peaceful world?
 - What part do you want to play in this effort?
 - Which people and organizations would you want to contact to lend help in this effort?

Presentation of Assignment 19:

I Make a Pledge!

Ask students to prepare their assignment sheets (Exercise 19B).

Ask for a Volunteer to read a pledge. Ask:

1. Is this a pledge you feel comfortable committing to?
2. How will you proceed with your pledge?
3. Have you already begun? When will you begin?
4. Does this pledge involve the participation of other people? Who?
5. Has anyone else in our class made a similar pledge?

Ask for more volunteers, asking the same questions, giving every student the opportunity to speak. Ask:

1. How can we keep track of our pledges?
2. Should we have a committee keep track and report in?
3. Who wants to be on this committee?
4. How will this committee divide up its duties?
5. Will each committee member be responsible for 3 or 4 students to follow up with?
6. How will the class instructor be informed of your progress?
7. Will other students in the class want to be informed of this progress?
8. Who will be on a team to keep us informed?

Activity: The Double Standard

- ✓ Divide students into groups of three or four.
- ✓ *Write on the board:*
If attacking another person is considered a crime,
but one country attacking another country is applauded
as a righteous act, how can we have peace?
- ✓ Ask students to do the following:
 1. Discuss this double standard among the members of your group.
 2. Lay out a plan for how you would present a change in this kind of thinking to the leaders of your country, considering:
 - A path to new awareness.
 - A way to spread this awareness.
 - A plan of education for children.
 - A way to educate adults.
 - People you would choose to conduct this awareness education.
 - How you would filter necessary information to be sure it got to where it was supposed to go.
 - The time period you believe would be necessary to carry out this plan.
- ✓ Give the groups 15 to 20 minutes to work out their plan. Ask them to take notes, so they can report to the rest of us.
- ✓ Call time.
- ✓ Ask one member of each group to give us a summary of the group's work, allowing other group members to add any other details.

No War, No More!

1. Congratulate students on a job well done.
2. Leave enough time to celebrate the progress made and the new way of thinking that has been achieved.

Ways To Celebrate:

1. Have a party to celebrate your new ways of thinking.
2. Pass out certificates of completion.
3. Give awards for outstanding contributions.
4. Discuss what you would want a follow-up curriculum to be.
5. Write to Atrium Society Publications to tell them what you think of this curriculum.
6. Raise money for peace foundations.
7. Read peace success stories out loud.
8. Have a community celebration in the name of peace.
9. Find as many people from different foreign countries as you can, and invite them to your celebration.
10. Write poems and stories to be read today, illustrating how peace can happen in an instant!

THOUGHT FOR THE DAY:

In the past: Survival meant fighting. Our old brain wanted us to do anything to survive.

Today: We still rely upon our old brain. We still fight.

In the future: We need to develop our new brain. Fighting will no longer mean survival. If we want to survive in the days and years to come, we will have to learn to NOT fight.

Summary of Lesson 20:

1. Peace can happen in an instant!
2. When people focus their attention on saving people rather than fighting with them, peace happens.
3. It is possible to look at a potential “enemy” and see a way to make that enemy a friend.
4. The way we look at the world depends on how we think.
5. War has been with us since the beginning of human time, but it doesn’t have to stay with us.
6. I can be myself, and still respect others for being themselves.
7. Each of us can play a part in making the world a peaceful place. We have only to decide what part we want to play.
8. We all have a common interest in peace — for our own welfare, for those people around us we care about, and for future generations.
9. Attacking another person is considered a crime. One country attacking another is often applauded. This double standard is the cause of great conflict.
10. Congratulations on your good work!

Preview of New Findings:

- ☆ We all can move ourselves beyond conflict!
- ☆ We all play a part in a peaceful world!

Don’t forget your assignment: **Live a Peaceful Life!**