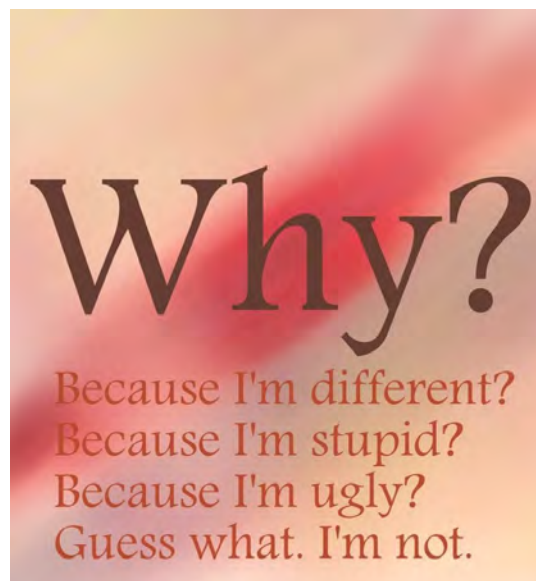


# Why Do We Bully?

**A Special Curriculum To Help Young People  
Understand and Cope with Conditioning**

Ages 9 - 14



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

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



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Youth Peace Literacy™

## Preface and Personal Note to You from Dr. Terrence Webster-Doyle

“That bully thinks I’m a wimp — and I am.”

“My mom hates me for letting her down.”

“I don’t fit anywhere. No one understands me.”

Thoughts such as these are not uncommon for young people. Like all of us, they are conditioned to think in certain ways that can lead them to question their own self-worth. The reason they, and we, think this way can be answered in a single word: **conditioning**.

Most of the thoughts in our brain are based on how we’ve been conditioned. Like a computer, our brain absorbs information that it’s fed, which it stores for further use. We learn that when a traffic light is green, we can go. We learn that it’s important to brush our teeth. We learn to read. All of this positive conditioning programs us to think and act in ways that are helpful to our well-being.

On the other hand, we are all conditioned in negative ways, as well. Since all of our conditioning comes from influences around us, we learn from other people who may have been conditioned in ways that are not healthy, or from frightening experiences that happen in life. If, for example, an unfriendly dog bites us, we may learn to be afraid of dogs. When someone we know speaks to us in a hurtful way, we may learn to feel guilty, wrong, angry, or worthless. These feelings can create different kinds of conflict inside us: “Do I ever want to speak with that person again?” “It must have been my fault.” “I want revenge.”

We all want to help young people resolve conflict peacefully. However, once conflict has happened — especially personally traumatic conflict — resolution can be a difficult process. Here’s why. When a frightening event occurs, we develop a thought/feeling about that event. That thought/feeling leads us to act in certain ways.

<b>#1</b>	<b>#2</b>	<b>#3</b>
<b>Frightening event</b>	<b>Thought/feeling about the event</b>	<b>Actions I take</b>

Most people think that the frightening event (#1) is what causes us to act (#3) in certain ways. But the truth is — it’s the thought/feeling about that event (#2) that leads to how we act!

**We think that the reason for our troubled actions  
is due to something “out there” in the world.  
But, in fact, it is our own thinking that causes our actions!  
What we think is what we feel, and how we feel determines how we act.**

It's not our fault that we are conditioned by influences around us. We're not responsible for their occurrence. Negative things happen, and we learn to dwell on bad things rather than good things. We learn to believe people who put us down. We learn to hide feelings that are painful.

But while we are not responsible for our conditioning, we *are* responsible for what we do with it. We can't change what happened in the past, but we can change how we act in the present. We can learn to see why a person might want to unjustly put us down. We can learn to reveal painful feelings and discover that communicating them helps remove the pain. All it takes to change our conditioning is awareness and a willingness to see things in a new way.

**We often believe that what we're reporting is what's really "out there,"  
when what we're reporting is a conditioned thought  
that is lodged in our computerized brain.**

Because a thought is filed on our brain's hard drive, we keep projecting it, recreating it. What we continue to think influences what we continue to feel.

Furthermore, what we think not only stimulates the "feeling" center on our brain's hard drive, but also stimulates our "fight or flight" center. We THINK of a bully who frightens us, we FEEL scared, and we are DRIVEN to run away or fight — even if the bully is nowhere in sight. The THOUGHT of the scary bully, in our memory, triggers the response to get ready to either fight, or to flee. We say to ourselves, "That bully is really a threat! I am a wimp!" This belief is wired to our brain, and remains on our hard drive. Every time we think of that bully, our body gets ready to run.

Think of all the negative conditioning you've been exposed to in your life. Think of all the times you found yourself engaged in a verbal fight with someone, not even sure how the fight started. Could you have been conditioned to fight by a past event? Think of the times you've run away from a troubling situation, and can't recall what exactly triggered your desire to escape. Could you have been conditioned to run because of a previous experience? That's what conditioning does. It can cause us to believe what isn't real — and act on it!

With this curriculum, we want to help young people recognize their negative conditioning, and understand that they have the power to overcome it. While we cannot change our biological conditioning — the kind that causes our drive for food, water, sleep and shelter, we CAN change our psychological conditioning — the kind that causes us to have negative thoughts — about ourselves, as well as others. If you want to help young people you know overcome their sometimes distorted, skeptical, doubtful thoughts about themselves, we think you've come to the right place.

Respectfully yours,

*Dr. Terrence Webster-Doyle*



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## LESSON 1

### **We All Have Experiences with Bullies!**

#### Breakdown of Lesson 1:

- What does it mean to be bullied?
- What happens to me when I'm bullied?
- How am I physically and mentally changed?

#### Materials & Tools Needed:

- Activity 1: Prepare a chart, "I See Bullies Everywhere!" p. 3.
- Activity 2: Read story before class; get familiar with questions.

Note to Instructors: Welcome students to this new curriculum. As you ask questions, encourage ALL responses. There are no right or wrong answers. Any "mistake" creates an opportunity to learn something new. *Italicized* statements indicate notes or possible student responses.

### **What Does It Mean to Be Bullied?**

#### **1. Ask students:**

- Have you ever been bullied? *Encourage students to share their thoughts.*
- What does it mean "to be bullied"? Does it mean that someone hurt you? Hurt your feelings? Called you a name? Put you down? Scared you?
- Do you think there may be times when you were bullied and didn't realize it until later?

**Go to Activity 1, "I See Bullies Everywhere!"  
on the next page.**

**ACTIVITY 1 - CHART**  
**I See Bullies Everywhere!**

Create a chart! Use the chart on the next page — you can blow it up to chart size, or use it as your model.

Make the first entry yourself! Write one sentence stating how someone bullied YOU. Then ask for Volunteers to add to the list. The more varieties your students can name, the more they will become aware that bullying is something all human beings do — we all bully, and we all are the victims of bullies. Use the examples below, or make up your own. Encourage students to add to the list on an *ongoing basis*, every time you meet!

**I saw a bully! Here's what happened:**

1. A tough kid pushed me off the sidewalk on the way to school.
2. The coach told me to shape up or I'd get thrown off the team.
3. A kid in the schoolyard made me give him my lunch.
4. My sister called me "Stupid."
5. A police officer stopped our car and shouted at my Dad that he was stupid to make a turn from the wrong lane.
6. A senator running for Congress was on TV telling everyone they better vote for him if they know what's good for the country.
- 7.
- 8.
- 9.
- 10.



**ACTIVITY 1 - CHART**  
**I See Bullies Everywhere!**

**I saw a bully! Here's what happened:**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

**2. Tell students:**

- All of us are bullied at one time or another — by people we know and by people we don't.
- What's important is to be able to SEE that we are being bullied, to NOTICE it, be AWARE of it — to RECOGNIZE it.
- SEEING that we are bullying or being bullied is the first step toward STOPPING bullying. When we can learn to RECOGNIZE bullying in action, we can STOP it, which makes us very powerful!

**3. Ask students:**

- When you've been bullied, have you stopped to think how being bullied made you feel?
- Did you feel sad? Guilty? Did the person doing the bullying act in a way that made you believe you'd done something wrong or bad?
- Did these thoughts affect how you felt physically? Mentally? In what ways?

**4. Tell students:**

- When a bully puts us down, calls us a name, or scares us in some way, we don't always realize that this has an *effect* on us.
- Look at it this way: If we put bad data into our computer (the cause), our computer is going to break down (the effect). When a bully *causes* us to feel afraid, the *effect* can be pain, anger, or depression, which can last for a long time. Many adults still suffer from having been bullied when they were young.

**What Happens to Me When I'm Bullied?**

**1. Ask students:**

- The last time you were bullied by someone, do you recall what you thought and felt right afterward?
- Did you shrug it off? Chalk it up to one more bully incident? Did you feel ill? Have an upset stomach? Get a headache? Did you

get depressed? Vow to get revenge? Wish you could hurt the bully back?

2. **Tell students:**

- When you throw a stone into a pond, that stone has an effect on the pond. It creates waves of motion in the water. In the same way, when a bully upsets us or hurts us, the bully's actions trigger a wave of emotion that affects what we think and feel.
- Any emotional shock to our system — any impact, hurt, pain — can alter the way we see the world, and the way we see ourselves. Being bullied can have serious, long-term effects — for the bully as well as the victim.

**How Am I Physically and Mentally Changed?**

1. **Ask students:**

- Do you know what it means to “be conditioned”? *Encourage all responses.* Does it mean to be taught or trained, in the same way that we “condition” a puppy to learn new tricks? In the way we’re taught to stop for a red light?
- Did you know that most of our daily thoughts and actions are based on how we’ve been conditioned?

2. **Tell students:**

- There are three kinds of conditioning:

**Biological conditioning.** We’re conditioned to crave food, water, and sleep, and to do what it takes to survive! This conditioning is involuntary — it exists no matter what we do!

**Physical conditioning.** When we exercise or participate in sports, our muscles become conditioned to certain movement. The way we breathe when we run, or stretch for a basket becomes second nature. Physical conditioning is conditioning of the body.

**Mental conditioning.** Learning to stop for a red light, to brush our teeth, to act respectfully — this is training of the mind. Such behavior, repeated over time, becomes a habit — something we once had to think about but now do with hardly a thought. This is the kind of conditioning we’re going to focus on, because in today’s world, it’s too risky to not be AWARE of how thoughts affect actions!

**Go to Activity 2, “I Am Conditioned!”  
on the next page.**

**ACTIVITY 2 - A STORY**  
**I Am Conditioned!**

✓ **Tell students this story:**

A rough and tough bully appears at a school playground and walks up to a student who is shooting baskets. This student is much smaller than the bully. The bully demands that the student hand over the basketball and grabs it away. As the bully walks off with the basketball, the bully threatens: "If you tell anyone about this, I'll come back and make mincemeat out of you!" The student, who is angry, says nothing.

✓ **Ask students:**

- Let's look first at the bully. Do you think the bully acted this way because of **biological** conditioning? Did the bully act this way out of a need for food, water, sleep?

*The bully may be hungry or thirsty and it's possible the bully did not get enough sleep, but that's probably not why the bully threatened the student.*

- Did the bully act this way because of **physical** conditioning, because of training in certain physical movement?

*The bully may have sore muscles or not feel well, but threatening another person usually comes from some place deeper than body aches.*

- Did the bully act this way because of **mental** or **psychological** conditioning — because he was trained to think that in order to get what he wants, he has to be tough?

*This is more likely. Many bullies have a need to be tough and to control others because they don't have much control over their own lives.*

✓ **Tell students:**

- Bullies become bullies because, at some time in their lives, someone hurt THEM! Out of fear or a desire for revenge, they take out their frustrations on other people because they are not able to take them out on the people who bullied THEM. Most bullies become bullies because they were once victims!

**ACTIVITY 2 - EXERCISE**  
**I've Been Conditioned!**

✓ **Ask students:**

- ❑ Now let's look at the student — the victim. Do you think the victim said nothing and did nothing because of **biological** conditioning — out of a need for food, water, sleep?

*The victim may have been hungry, thirsty or tired, but that's probably not why this victim did nothing to stop the bully.*

- ❑ Did the student do nothing because of **physical** conditioning, because of training in certain physical movement?

*The student may have had sore muscles or not felt well, but deciding whether or not to act in a threatening situation usually comes from some place deeper than body aches.*

- ❑ Did the student do nothing because of **mental** or **psychological** conditioning — perhaps deciding not to do anything, for fear of being hurt — even if this student was angry?

*This is more likely. Although victims usually either want to fight back or run away, many choose — out of fear, or out of indecision — to do nothing.*

✓ **Tell students:**

- Victims in such situations feel helpless: If they fight, they'll get hurt. If they run away, the bully may chase and attack.
- After such a threatening situation, a victim may be angry with him- or herself for doing nothing, and may feel frustrated by the helpless feeling of not knowing what to do.
- If a bully continues to harass such a victim, on an ongoing basis, a victim may go through life fearful of any situations that are the least bit threatening. Even such brief situations can have life-long effects.
- Many adults today **STILL** cannot forget bully situations they experienced when they were young. That's why we're all working together on this curriculum — so we can learn how to help bullies

STOP bullying, and how to help victims of bullies learn how to handle these situations.

- Congratulations on your good work! See you next time!





## LESSON 2

### All Our Experiences Create Memories!

Breakdown of Lesson 2:

- Is my brain like a computer?
- What life experiences stay in my brain?
- How does my brain affect my conditioning?

Materials & Tools Needed:

- Activity 3: Make a chart, "Signs That My Brain Needs Fixing," p. 10.
- Activity 4: Make 2 copies of roleplay, "There's A Bully in My Brain," p. 14.

Note to Instructors: Remember to encourage ALL responses! Remind students to add to the chart, "I See Bullies Everywhere."

### Is My Brain Like a Computer?

#### 1. Ask students:

- Can you think of a way your brain is like a computer? *Encourage all responses.*
- Are there times when you wish you could download all the information you need to learn and never have to study again? And are there times you wish you could drag every thought you don't need into the trash?
- If your computer needed fixing, wouldn't you call a computer consultant, or someone you know who knows how to fix it?
- Then, doesn't it follow that if our brain needs fixing, we need to figure out a way to fix it, too?

**Go to Activity 3, "Signs That My Brain Needs Repair!"  
on the next page.**



**ACTIVITY 3 - CHART**  
**Signs That My Brain Needs Repair!**

Create a new chart called “Signs That My Brain Needs Repair!” Encourage students to add to the list *continually*! This helps them become aware, every day, of the negative things we all say and do! Below are a few to get you started. Go to the next page for a blank chart you can enlarge.

Today I saw a sign that my brain might need some help! Here’s what happened:

- 1. I had a dream about a bully that scared me.**
- 2. I felt depressed today, and I don’t know why.**
- 3. I had an argument with my brother, and I hit him.**
- 4. I got scared when a new kid in school walked up to me.  
He didn’t say or do anything. He just reminded me of someone.**
- 5. A black dog sniffed my pants, and I was frightened.**
- 6. I don’t think many kids like me, and I think they think I’m weird.**
- 7.**
- 8.**
- 9.**
- 10.**
- 11.**
- 12.**
- 13.**
- 14.**
- 15.**

**ACTIVITY 3 - CHART**  
**Signs That My Brain Needs Repair!**

**Today I became AWARE that my brain might need some help! Here's what happened:**

1.

2.

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12.

**2. Tell students:**

- There are many things we say and do out of habit — things that we do so automatically that we don't stop to think about them.
- When we have the presence of mind to STOP and LOOK at what we say and do, we actually develop the ability to control how we act! A good place to begin is to OBSERVE a few experiences in our lives that have stayed in our memory.

**What Life Experiences Stay in My Brain?**

**1. Ask students:**

- Do you think the life experiences that stick in our brain tend to be the happiest, the saddest, or the most threatening?
- Do you think these happy or frightening situations stay in our memory because they may have something to teach us?
- What's a really happy or scary memory you have that sticks in your memory? *Allow one or two students to tell very brief stories.*
- What would you guess would be something this memory might teach you? *Encourage responses!*

**How Does My Conditioning Affect My Brain?**

**1. Tell students:**

- A bully's actions can "condition" us to think sad, negative, scary thoughts. Such thoughts can invade our memory, and never leave!
- Feeling unable to resolve these thoughts, we may allow them to take over our brain — we may even dream about them at night.
- Let's roleplay a bully situation and see what we learn!

**Go to Activity 4, "There's A Bully in My Brain!"  
on the next page.**

**ACTIVITY 4 - ROLEPLAY EXPLANATION**  
**There's A Bully in My Brain!**

**1. Ask students:**

- When you want to become a great baseball player, a great writer, or an accomplished concert pianist — how do you make that happen? *Practice!*
- If I told you that there's a good way to practice handling a bully of any kind — would you want to know more about it?
- Do you think playing the part of, or pretending to be, a bully might help you understand a bully's way of thinking?

**2. Tell students:**

- To get really good at anything, we have to **practice**.
- The best way to practice dealing with bullies is through **roleplay**. In roleplay, we take turns playing certain characters. One day you might play a bully, and on another day, you might play a victim. One day you could play yourself; on another, someone you know.
- Roleplay gives us the chance to practice using skills in different situations, so when the situations happen in real life, we're ready!
- Every time we practice, we get stronger — and smarter.
- When we roleplay, we get to see a situation from all sides, rather than just our own. If we're a victim, this helps us see things from the bully's point of view. And if we're a bully, this helps us see things from the victim's point of view!
- Whenever you can see things from another person's point of view, you are exercising your brain and making it stronger!

**ACTIVITY 4 - ROLEPLAY PREPARATION**  
**There's A Bully in My Brain!**

- ✓ **BEFORE THE ROLEPLAY**, ask for two Volunteers to roleplay the parts of **Bulldoze** and **Cotton**. (Make two copies of roleplay.)
- ✓ Tell the Volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing, but to be very careful not to hurt each other. This is roleplay. No one should get hurt!
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses ( ) which are instructions and should not be said out loud.
- ✓ Give Volunteers a minute to read silently, as you tell the class:
  1. As you listen to what these two characters say, see if you notice any way they may have been conditioned to think. We often give away our conditioning by what we say and do!
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY, RETURN TO THIS PAGE and ask:**
  1. How do you think Bulldoze was *conditioned* to behave when he wants something? Why do you think Bulldoze acts this way?
  2. Was Cotton scared by this experience? What makes you think so? (Ask the student who played Cotton how he/she felt.)
  3. Do you think this experience may have changed Cotton in some way? How?
  4. Do you think Cotton may be scared of anyone in the future who yells? Who threatens? Who asks for money? If this bully continues to attack Cotton on an ongoing basis, do you think Cotton might live in fear all the time?
  5. How must it feel to live in fear all the time?
  6. Will this experience stay on Cotton's mind for a while? Why do you think so?
- ✓ **Thank students for their good work.**

**ACTIVITY 4 - ROLEPLAY**  
**There's A Bully in My Brain!**

**Attention Roleplayers!** Read your part with enthusiasm! Have fun!

**BULLDOZE**

(Using a powerful voice:) Give me your money, Cotton! I want ALL of it!

**COTTON**

(Scared:) This money is all I have. I have to buy lunch all week with it!  
(Starts to leave.) I have to go.

**BULLDOZE**

(Getting angry, pulls Cotton back:) Why would I care whether you eat lunch or not, nerd? I said GIVE ME YOUR MONEY — NOW!

**COTTON**

I would never take money from YOU if I knew it was the last you had!

**BULLDOZE**

Well YOU are not ME, you moron! If you don't give it to me, I'm going to have to take it from you, and you're not going to like it if I do!

**COTTON**

My father will punish me if I give away this money. Don't you understand? Get your money from someone else!

**BULLDOZE**

(Grabs Cotton by the arm and holds a fist to Cotton's face:) You have until I count to three, you wimp. Are you giving me your money, or do I have to twist your arm until it falls off?

**COTTON**

(Pulls money out of pocket, scared:) HERE! Take it! (Throws it on the ground.) I'll get you for this!

**BULLDOZE**

(Lets go of Cotton and smiles:) Yeah? You and who else? Thanks, little good-for-nothing nerd. (Grabs money.) GET LOST!







### LESSON 3

## **Bully Memories Trigger Disturbing Thoughts**

Breakdown of Lesson 3:

How does my brain create a disturbing thought?  
What are my disturbing thoughts?

Materials & Tools Needed:

Activity 5: Make copy for all students, “Discovering What I Believe , p. 18.  
Activity 6: Make copy for all students, “My Mental Knots,” p. 20.

### **How Does My Brain Create a Disturbing Thought?**

#### **1. Ask students:**

- In our last roleplay, we saw Bulldoze and Cotton work through a bully situation. Do you think it might be difficult for Cotton to talk about this situation with other people? Why?
- Is it difficult for you to talk about thoughts that disturb you? Do you sometimes think you’re the only one who has such thoughts?
- Did you know that talking about such thoughts may cause you to feel upset, but that holding them in can be a lot worse?

#### **2. Tell students:**

- When we STOP and IDENTIFY disturbing thoughts, the process of healing can begin! It’s like finding a virus in your computer. Once it’s identified, your computer works well again!

**Go to Activity 4, “Discovering the Cause of What I Think!”  
on the next page.**

**ACTIVITY 5 - EXERCISE**  
**Discovering the Cause of What I Think!**

- ✓ Write the following on your blackboard:

<b>Disturbing Event</b>	<b>What I Believe</b>	<b>What I Think and Feel</b>
-----------------------------	---------------------------	----------------------------------

- ✓ **Tell students:**

- All of us experience upsetting events in our lives — someone may hurt us, scare us, or act violently toward us.
- Remember when we talked about how most situations have a cause and an effect? A disturbing event may occur, and we may wind up believing that we are bad, wrong, or feel worthless.

**HOW MOST PEOPLE SEE CAUSE AND EFFECT**

<b><u>THE CAUSE</u></b>	<b><u>THE EFFECT</u></b>	
<b>Disturbing Event</b>	<b>What I Believe</b>	<b>What I Think and Feel</b>

- Most people think that the disturbing event itself is what makes us feel bad or act in negative ways. They say, “This bully terrified me, and that bully CAUSED me to feel worthless.

**THE REAL CAUSE AND EFFECT**

	<b><u>THE CAUSE</u></b>	<b><u>THE EFFECT</u></b>
<b>Disturbing Event</b>	<b>What I Believe</b>	<b>What I Think and Feel</b>

- But the truth is that what we’ve conditioned ourselves to BELIEVE about the event — is the real CAUSE of why we feel bad, wrong or worthless! Our infected thoughts — the viruses in our brain — are the culprits!

✓ **Pass out copies of the exercise on the following page. Tell students:**

- ❑ On the sheet I'm passing out to you are three columns — one for each of the items I've written on the board: 1) Disturbing event, 2) What I believe, and 3) What I think and feel.
- ❑ In Column 1, write one disturbing event you experienced. In Column 2, write one belief you have that came from this event. In Column 3, write any thought/ feeling you think resulted from this belief.
- ❑ Read the example first, so you're sure what to do! When I call time, we'll talk about what we wrote!

✓ **GIVE STUDENTS FIVE (5) MINUTES.**

✓ **Call time, then ask:**

- ❑ Did you discover any upsetting or disturbing thought in your brain? Who wants to tell us about one?
- ❑ What did you write down for "What I believe"? Are you aware that your brain is what created that belief?
- ❑ Do you think your brain could have created a DIFFERENT BELIEF based on the event? If you had to guess, what would be a different belief you could have created from that event? Can you think of more than one? Anyone want to help?
- ❑ What did you write for "What I think and feel"? Can you see how what you BELIEVE created your resulting thoughts and feelings — not the event itself?
- ❑ If you had chosen one of the other beliefs we just came up with, do you think you might have had different resulting thoughts and feelings? What do you think they would be?
- ❑ Can you see how it's not an EVENT that causes what we think and feel, but what we BELIEVE after going through the event?
- ❑ Do you think this is an important discovery? Why? How does it help you?

**ACTIVITY 5 - EXERCISE**  
**Discovering What I Believe!**

**DISTURBING  
EVENT**

**WHAT I BELIEVE**

**WHAT I THINK  
AND FEEL**

My father gets angry and calls me an idiot when I don't get all "A's" and don't do everything perfectly.

I need to be perfect all the time.

Everyone ought to strive to be perfect. When we're perfect, we don't make mistakes, and no one can call us an idiot.

1.

2.

3.

## What Are My Disturbing Thoughts?

### 1. Tell students:

- When we are the constant victim of a bully — any bully, whether it’s a kid in the schoolyard, or an adult we know well — the effect is that, over time, we become frightened — and stay frightened.
- Some of us take out our fear and lack of confidence on other people — we bully, yell, or try to control. Others take out our fear and lack of confidence on ourselves — we feel guilty, we continually blame ourselves for everything, we focus on the negative.
- When we take out our fear on other people, WE become a bully! When we take out our fear on ourselves, we tend to develop mental knots that spread like a virus and keep us from functioning well.

### 2. Ask students:

- At one time or another, do you think everyone everywhere has been bullied by someone?
- When we’re bullied over and over again, do you think we’re likely to develop an “inner bully,” a voice inside that keeps bullying us?
- Do you have that voice inside you? Is it like a little person sitting on your shoulder, reminding you of how you need to be good?

### 3. Tell students (as you pass out copies of “My Mental Knots):

- These virus-infected voices tie our thoughts into mental knots and corrupt our computer brain so that it cannot work effectively!
- Let’s take a look at twelve common mental knots that get programmed into human brains, and explore them together!
- The key to not feeling controlled by these knots is amazingly simple. We just OBSERVE them, without judging them, or ourselves!
- Let’s read these aloud, and talk more about them!

**Go to Activity 5, “My Mental Knots!”**

**on the next page, and read aloud.**

**ACTIVITY 6 - EXERCISE**  
**My Mental Knots!**

1. **All or Nothing!** I look at things in absolute, black and white categories. You're either right or wrong, things are either good or bad — there's no in between!
2. **A Permanent Defeat!** I overgeneralize. I view a negative event as a never-ending pattern of defeat!
3. **I Filter Out the Positive!** I dwell on the negative things I've said or done, and ignore all the positives!
4. **Discount the Positives!** I admit that there were positive things that happened, but they don't count for anything!
5. **I Jump to Conclusions!** I assume people react negatively to me even when there's no evidence of this. I predict things will turn out badly.
6. **Magnify! Minimize!** I blow things way up, out of proportion; or I shrink their importance drastically!
7. **I Use Emotional Reasoning!** I reason based on how I feel. If I feel like an idiot, I figure that I must really be like one. Or, if I don't like what I'm doing, I put it off.
8. **You Should! I Should! We All Should!** I criticize myself or other people with "shoulds" and "shouldn'ts." I have to, you ought to, we must!
9. **I Label Myself!** I identify with my shortcomings. Instead of saying, "I made a mistake," I tell myself "I'm a jerk!" "I'm a fool!" "I'm a loser."
10. **I Personalize and Blame!** I blame myself for something I was not entirely responsible for. Or, I blame other people and overlook ways that my own attitude and behavior might have contributed to the problem.
11. **I Feel Ashamed!** I judge myself. My behavior in any situation always makes me feel ashamed.
12. **I Beat Myself Up!** I beat myself up when I compare myself to others. Everyone is better than I am, stronger, funnier, smarter, better looking!



**Afterward, ask students:**

- Do any of these mental knots sound familiar? Are you as guilty of doing these things as I am?
- Which of these mental knots do you tie the most? *Encourage all responses.*
- Why do you suppose we focus on the negative and discount the positive? Why would we want to do that to ourselves? Do you think it has anything to do with having been bullied? Why do you think so?
- Why would we beat up on ourselves over an incident that's really small and not that significant? Does the incident appear significant to us, because we feel so bad about the way we acted?
- If we act badly, is there a chance that the reason we are acting badly has something to do with the way we're thinking?
- And if we're thinking badly, could that have anything at all to do with how our brain has been conditioned to think about a particular incident?

**Tell students:**

- All of these mental knots happen because we have been **conditioned** to believe them.
- Our brain has **learned** to believe that these negative ways of thinking are correct!
- Are you ready to learn how to not be effected by unhelpful thoughts from our brain's hard drive?
- Stay AWARE! Be OBSERVANT! Keep adding to our list of bullies we've seen today! Good work! See you next time!



## LESSON 4

### **What We Think Triggers What We Feel!**

Breakdown of Lesson 4:

My old program may be obsolete.  
My desire to protect myself is strong.  
I AM my program!

Materials & Tools Needed:

Activity 7: Make 2 copies of “My Out-of-Date Program,” p. 24.  
Activity 8: Read ahead, “I See My Program,” pp.27-28.

### **My Old Program May Be Obsolete**

#### **1. Ask students:**

- You know how it is when new computer programs come on the market, and you start to feel that the one you have is out of date?
- Do you tend to hang on to the old program, or are you quick to run out and buy a new one?
- Does your brain work the same way? Are you as quick to accept a new thought as you are to accept a new program?
- Do you think most of us tend to *hang on* to what we know? Do you think it's because what we know makes us more comfortable?
- Do you get excited when it's time to learn something new? Or do you find it scary?

**Go to Activity 7, “My Out-of-Date Program!”  
on the next page.**

**ACTIVITY 7 - ROLEPLAY PREPARATION**  
**My Out-of-Date Program!**

✓ **Tell students:**

- Back in the days when human creatures lived in caves, people's communities were their tribes. Tribes would battle each other for food and shelter.
- It was good to belong to a tribe back then. Psychological identity with a tribe was useful. People felt physically safe when they belonged to a tribe. When Teepee Tribe members all had to follow their leader and hunt for food in a set way, it was good. That way worked for them.
- Today, living in a community with other people is still good. But what no longer works is identifying with ONE WAY of doing things the way tribes did back then.
- Unfortunately, this "one-way thinking" is ingrained in us. We humans are creatures of habit that have inherited who we are from our ancestors. As a result, many of us still believe there's only one right way to speak, one right way to do certain things.
- In today's world, that can be dangerous. And it certainly doesn't make us safer! In today's world, it's important to be able to explore and accept lots of ways of speaking, doing and living, because we live in a world of different cultures, where people don't always think and act alike.
- If we cannot SEE and ACCEPT differences among people around us world peace will never be more than a dream.

✓ **Tell students:**

- Let's roleplay with two students who've become stuck in the ways of their current-day tribe. Who wants to roleplay? **(Pick two Volunteers. If necessary, review Roleplay Explanation, p. 12, with students. Give a copy of roleplay, p. 24, to each Volunteer, and do it!)**
- Let's observe how they act with each other and see if we can figure out what they're doing and saying that keeps them from understanding each other.



**ACTIVITY 7 - ROLEPLAY**  
**My Out-of-Date Program!**

**Attention Roleplayers!** Read your part with enthusiasm! Have fun!

**HAWK**

(Angry:) Hey, Eagle! Who's that new kid who just got here yesterday?

**EAGLE**

(Happy:) Hi, Hawk. The kid's name is Robin. I said hello this morning and found out Robin was born in Kentucky, lived in Moscow for a while, then Turkey. Both parents work for our government.

**HAWK**

(Angry:) Probably spies. I'm not talking to that kid.

**EAGLE**

(Happy:) C'mon, Hawk. Are you crazy? The kid's father is well known in local politics — even ran for Governor when they first lived here. Robin wants to be a doctor — says that there are too many sick people in the world. That's what my Mom says, and she's a nurse.

**HAWK**

Yeah, right. That kid probably wants to take the blood of every local person and give them all a disease.

**EAGLE**

Why would you even think that? What's the matter with you?

**HAWK**

My grandfather served in the War, and that's what he says people did. He's always telling me these stories.

**EAGLE**

You know what? You should listen to fewer stories from your grandfather, and introduce yourself to Robin. The kid plays chess, and I know you like to play.

**HAWK**

Forget about it. I'm not going to play chess with any blood-thirsty foreigner.

**ACTIVITY 7 - ROLEPLAY FOLLOW-UP**  
**My Out-of-Date Program!**

✓ **Ask students:**

- First of all, let's applaud our roleplayers for doing a good job.
- Do you see any programming going on in the way Hawk and Eagle think? What do you see? *Encourage all responses.*
- Is Hawk "programmed" to be suspicious of anyone new or different?
- How do you think Hawk got programmed in this way?
- Is it possible that Hawk was influenced by the stories told by Hawk's grandfather?
- Do you think Eagle was programmed too? In what way?
- Or was Eagle unconditioned and therefore able to be accepting of new people, and to be interested in saying hello right away?
- What do you think may have helped Eagle to be so open and friendly?

✓ **Tell students:**

- Hawk's grandfather learned to be suspicious while in the Armed Service. He needed to be very cautious for his physical survival.
- We still need to be careful in today's world, but being suspicious of someone "foreign" does not promote healthy relations, or a feeling of security. The only thing it promotes is fear.
- Hawk's OLD program is in conflict with his NEW, current-day life. Hawk needs to LOOK at how he (she) has been conditioned. Hawk does not have to JUDGE the way he's been conditioned, or feel bad about the way he's been conditioned. All he has to do is LOOK at his conditioned programming and SEE it as something that JUST IS! It is just there but SEEING it has the potential to free him from it.

✓ **Congratulate students on their good work!**

## **My Desire to Protect Myself Is Strong**

### **1. Ask students:**

- Ask yourself: Would I rather protect myself from what seems scary, or learn something by forging ahead? *Encourage all responses.*
- What do you gain by protecting yourself in a situation that challenges you, or seems scary to you?
- Do you feel safer by not facing a challenge? Is it easier to NOT do something frightening, because you're more likely to survive?
- What do you gain by forging ahead, past your fear, and learning something new? Is it always good? Could it backfire?

### **2. Tell students:**

- Our desire to protect ourselves is so strong that we sometimes back off a challenge when we could learn something important.
- Being territorial was necessary in the days of cave people. Today, it causes great conflict.
- Our old programming has become a virus in our computer brain! It's time to question the old program and update the system!

## **I AM My Program!**

### **1. Ask students:**

- Do you think it's good to be AWARE of when you've "become" your program, and your program is out of date?
- Would you like to participate in an exercise that helps you SEE your program, so you can work on updating your system?
- Are you willing to take a chance on this exercise, even though it may challenge you?

**Go to Activity 8, "I See My Program!"  
on the next page.**





**ACTIVITY 8 - EXERCISE**  
**I See My Program!**

- ✓ **Ask students to sit comfortably in a circle, on chairs or on the ground.**
- ✓ **Tell them you will read them a situation. Then you will go around the room and ask each person a question.**
- ✓ **Encourage students to listen to all questions carefully. Then, think for a quick moment before responding!**
- ✓ **Remind students that there are no right or wrong responses. Just honest ones!**

**SITUATION A.**

A student at the schools walks up to you and says, “You’re stupid! You never do anything right! What a jerk! When are you going to do something smart? Probably never in your life, because you don’t have the brains, you dumb, good-for-nothing moron!”

- ✓ **Encourage students to think as a group. So, the answer to the first question might lead to the answer to the second question, and so on. Walk around the circle and fire a question at each student, at random.**
  1. What are you thinking?
  2. What action do you want to take with this bully student?
  3. Why do you want to take this action?
  4. Will you take this action, or will you take another?
  5. What’s running through your mind now?
  6. Can you SEE your conditioning? What IS your conditioning?
  7. Is this “program” in your conditioned mind a healthy one? Is it going to help you survive?
  8. What WILL help you survive?
- ✓ **Congratulate students on their good teamwork!**

✓ **Move quickly to Situation B on the next page.**

**ACTIVITY 8 - EXERCISE (CONTINUED)**  
**I See My Program!**

**SITUATION B.**

A student at your school walks up to you and says, “You’re so cool! You always do everything exactly right! What a genius! Are you ever going to do something dumb? Probably never in your life, because you are perfect — absolutely, amazingly perfect!”

- ✓ **Walk around the circle and encourage students to continue to think as a group.**
  1. What are you thinking?
  2. What action do you want to take?
  3. Do you think this action will be good for you?
  4. Are you going to take this action?
  5. What thought is running through your mind?
  6. Do you feel challenged?
  7. Do you feel any conflict in your mind?
  8. Do SEE your conditioning? What’s the conditioning you recognize?
  9. How have you been programmed to act in situations like this?
  10. Is it difficult to hear what you’ve heard? Why?
  11. Is your brain programmed to hear something different from what you heard? Why do you think so?
  12. Would you rather be involved in the first situation, or the second? Why? Do you have to work harder in one of them? Did you learn from one more than the other? Which one?
- ✓ **Congratulate students on their excellent teamwork!**
- ✓ **Remind them to add to the charts on the wall!**



## LESSON 5

### **What We Think and Feel Lights a Biological Fuse!**

Breakdown of Lesson 5:

My brain is full of old programs.

What I think and feel sparks how I act.

I can SEE what I think!

Materials & Tools Needed:

Activity 9: Bring to class a buzzer, bell, musical triangle, or other instrument.

Activity 10: Review this activity, p. 33, before class.

#### **My Brain Is Full of Old Programs**

✓ **Ask students:**

- In our last lesson, we talked about how we are all “programmed” in certain ways, and that our programming comes from what we learn from people around us. Have you thought more about how you’ve been “programmed”? *Encourage all responses.*
- Do you think that whoever programmed us really had good intentions? They thought this conditioning would help us?
- Do you think that over time, programs simply need to change, just like they do with a computer?
- Do you think that we all have memories of people or situations that scared us at some time in our life — and that these *memories* are what continue to scare us — not the people or situations?

**Go to Activity 9, “The Conflict Button!”  
on the next page.**

**ACTIVITY 9 - GAME PREPARATION**  
**The Conflict Button!**

✓ **Ask students:**

- ❑ Think of a memory you have that doesn't go away. Can you think of one? Does anyone want to name one? *Encourage responses!*
- ❑ Why do you think that memory won't go away? Is it because you think that thinking about will make it go away?
- ❑ If you had to guess, what do you think this memory has to teach you?
- ❑ Do you think it wants to teach you that you should do something? Shouldn't do something? That you *can* do something? That you need to think differently about something or someone?

✓ **Tell students:**

- ▲ Lots of ideas have been programmed into our brain — math, history, science, facts, stories, questions, worries, hopes, dreams. What we've learned runs around our memory like a mobius strip, a ribbon that has no beginning and no end.
- ▲ This programming or conditioning runs around our brain, and most of us never stop to LOOK or to ASK: Is this thought good? Is it bad? Is it healthy? Is it right? Does this thought help me? Block me? Create conflict inside me?
- ▲ If a thought or feeling in our memory creates conflict inside us, there's a good chance that it's not healthy. Instead of avoiding it, we need to take a GOOD LOOK at it — OBSERVE it — check it out.

✓ **Tell students:**

- Let's play a game called "The Conflict Button." In this game, we'll get into a circle. Then I'll walk around the inside of your circle. If I stop in front of you, tell us a brief memory you have — any memory.
- There is no "right" or "wrong" memory or response. All you need to do is to trust your thoughts, and download a memory. If that

memory produces conflict, we push the conflict button (or ring the conflict bell or chime). Ready? Let's form a circle!

**ACTIVITY 9 - GAME**  
**The Conflict Button!**

- ✓ **Walk around the circle. Tell students that this game works well when they silently think of their own answer when you are talking with any student. Then, stop in front of a student, and ask:**
  - ❑ What memory keeps running around your head?
  - ❑ Why do you think this memory stays with you? Do you think it has something to teach you? If so, what might that be?
  - ❑ Does this memory create conflict of any kind inside you? (If yes: push the conflict button (or ring the bell)! Can you describe the conflict?
  - ❑ Do you think you want to resolve this conflict?
  - ❑ If no one in the world was capable of resolving this conflict but you, what do you think you would do?
  
- ✓ **Really listen to your student's responses. If any response motivates you to ask a different question, try it!**
  
- ✓ **Move to another student and repeat the questions.**
  
- ✓ **Do this as many times as time will allow. Then tell students:**
  - Any memory that loops around our brain and creates conflict is one that needs to be examined for a possible virus infection!
  - Even though the resolution of some memories seem to be out of our control and we believe we are powerless to resolve the conflict they create, there are often steps we can take to begin the resolution process!
  - One of the most amazing things we can learn to do — and it's so simple you won't believe it — is to STOP and OBSERVE the memory. Instead of avoiding it, LOOK at it without judging!
  - You may say to yourself, "This memory is not good. It scares me. I don't want to think it!" But the truth is, if you are able to allow yourself to STOP and LOOK at it, without judging it as good or bad, just look at it —it can change on its own! This is called INSIGHT!

## What I Think and Feel Sparks How I Act

### 1. Tell students:

- The best way to LOOK at a memory is to do the following:
  - 1) We sit somewhere comfortable and **look** at our memory, as if it were a movie on the screen. We're not thinking this is a good memory or a bad memory — we're just LOOKING.
  - 2) Then we ask: What does my brain **think** when I look at this memory? Is it thinking something positive? Something negative? Does this movie in my mind make me feel good? Not so good? Does this thought put my brain into conflict?
  - 3) Then we ask: How do I **feel** when I think this thought? Do I feel angry? Happy? Tired? Do I feel upset — with another person? With myself?
  - 4) Then we ask: How do I **act** when I think and feel this thought? Do I shout at people? Do I get depressed and quiet? Do I run away and hide or do I fight?
- It's important to realize that any memory — positive or negative — makes us think and feel a certain way. When we THINK and FEEL that certain way, we ACT in a certain way.
- How we think and feel sparks how we act. Our thoughts and our feelings fuel our actions.
- For example, if I am conditioned to think, "That foreign person is my enemy," that thought makes me act in this way: "When I see that person, I walk the other way." If I am not conditioned to think that, can that foreign person be my friend instead of my enemy?

### 2. Ask students:

- Is INSIGHT the power to change a thought you have?
- Do you think that INSIGHT can change any thought we have?
- Is it important to SEE that only INSIGHT can change thoughts?

**Go to Activity 10, "No, Thanks! Just Looking!"**



**on the next page.**

**ACTIVITY 10 - ACTIVITY**  
**No Thanks! Just Looking!**

- ✓ **Ask students to sit (in their seats, on the floor, on the grass if you are outside and the weather is good). Tell them:**
1. Sit as comfortably as you can. Slowly close your eyes so that you see absolutely nothing.
  2. Think of someone who's been on your mind lately, or something you've thought a lot about lately — your father, mother, teacher, close friend, kids at school, your homework. **Pick one thought.**
  3. You might want to think about someone or something you're **angry** or **hurt** about — something that's created conflict in your mind.
  4. As you sit, close your eyes and **JUST LOOK** at your hurt or angry feelings as if they were a movie you were watching. You don't have to do anything or say anything — right now your only responsibility is to **JUST LOOK**. Don't "IDENTIFY" with them as MY thoughts.
  5. Whatever hurt or angry thoughts and feelings come up, when your brain starts to tell you're upset, angry or hurt — silently say to your brain, "No thanks! Just looking!" Watch those thoughts and feelings gurgle and babble as if they were bubbles, and then watch them disappear, with no effort at all.
  6. Try not to judge what you see, by saying that's good or that's bad. If you do, just say, "There is no good. There is no bad. No thanks! Just looking!"
  7. The point is to let any scary thoughts come and go without doing a thing! As you do this, you are becoming **aware**. You're not hurting yourself for having negative thoughts. You're not hurting anyone else for hurting you. **You are only looking, observing, watching, becoming aware of thoughts that create conflict inside you.**
  8. I'm going to be quiet now for a minute, so all you have to do is watch your thoughts and feelings, and let them go.
- ✓ **Allow students to sit quietly for an extra minute. Then ask them to open their eyes.**

## **I Can SEE What I Think!**

### **1. Tell students:**

- When we can LOOK at and SEE what we think, in the same moment that our thought happens, this is called AWARENESS.
- When we can SEE what we are thinking and are AWARE that what we are thinking is a programmed thought that triggers how we FEEL and ACT this can help us act differently!
- Maybe I feel I don't have control over my life because everyone is always telling me what to do. When I can SEE that I have this unhappy thought — perhaps I can then become AWARE that this is why I bully people!
- When I can SEE that I think of myself as a loser, a fool, or an idiot, and UNDERSTAND that some bully's action may have "programmed" me to think this way — then that thought can be dragged to the trash bin too!

### **2. Ask students, in rapid-fire succession:**

- Can you UNDERSTAND how it's possible to LOOK at your thoughts and really SEE them for what they are?
- Can you SEE that some of the thoughts you have, you LEARNED from people around you, or from EXPERIENCES you had — and that some of these old thoughts are triggering memory loops that keep repeating and repeating the old ways you act?
- Can you SEE that INSIGHT has the potential to STOP that memory looping and to CHANGE the thoughts?
- Do you realize that when you can really SEE and be AWARE of the way you think, that the way you act can change?
- If that's true, do you think that instead of REACTING to a situation (responding out of fear and old memories), you can ACT based on your own thinking, and respond based on what your INSIGHT tells you is the right thing to do?
- Is this a feeling powerful?



## LESSON 6

### Do We Fight or Do We Run?

Breakdown of Lesson 6:

My old program has to go.  
The best way to protect myself.  
My conditioning is clear.

Materials & Tools Needed:

Activity 11: Bring back the chart “Signs That My Brain Needs Repair” (p. 10) for this activity.  
Activity 12: Make 2 copies of “Do I Fight or Do I Run?” roleplay, p. 39.

#### My Old Program Has to Go!

##### 1. Ask students:

- In our last lesson, did we discover that AWARENESS can alter the way we think?
- Was there a sense of power in discovering that INSIGHT can suspend our conditioned thoughts by JUST LOOKING AT THEM?
- Does it make sense to you that our thoughts and feelings really predict how we act?
- And, therefore, does it make sense that if our thinking changes about something or someone, the actions we take toward that person or thing will change too?
- Are you excited, then, to look at some of your old programs and through INSIGHT have them dragged to the trash bin?

**Go to Activity 11, “Dragging My Old Program to the Trash!” on the next page.**

**ACTIVITY 11 - GAME**  
**Dragging My Old Program to the Trash!**

- ✓ **Refer students to your chart, “Signs That My Brain Needs Repair!” (p. 10). (Is it up on your wall?) Ask who would like to be first!**
- ✓ **Ask your first Volunteer to choose one of the items on the chart and to please read it aloud.**
- ✓ **Tell Volunteer:**
  - ❑ It’s time to drag the old program that created that thought to the trash! Do you think this thought is based on a program that helps people be happy? Productive? Confident?
  - ❑ Think for a moment:
    - ▲ How could the person who has this thought become more AWARE of his or her old program and UNDERSTAND why it isn’t helping her or him function well in life? (Give student a little time.)
    - ▲ How would you recommend this person deal with the fear in a way that’s supportive and confidence-building?
    - ▲ What NEW insight would you suggest to this person?
- ✓ **Ask other students:**
  - ▲ What do you think of these recommendations? Do they work?
  - ▲ Is this recommendation doable, helpful, productive? Do you think it would stimulate this person’s awareness?
- ✓ **Thank Volunteer for a job well done. Ask for another Volunteer and repeat the process. Ask the same questions, and/or make up some of your own.**
- ✓ **The purpose of this activity is to get students to think for themselves, and to be able to make an intelligent decision quickly, on their feet.**
- ✓ **Congratulate all students on their new awareness!**

## The Best Way to Protect Myself

### 1. Ask students:

- ❑ Just like our craving for food, water and sleep to keep us alive, we humans have another biological drive that is useful, but one that can get in our way if we don't learn how to use it well. Can you guess what it is? *Encourage any and all responses.*
- ❑ Are we Earthlings creatures who often fight to survive? Are we territorial? ("Tell Pat not to play with MY basketball!") Do we protect people close to us? ("Don't go too close to the edge of the canyon!") Do we compete with others? ("I am right!" YOU are wrong!")
- ❑ Throughout history, we humans have fought over land, over the supply of food, and over what we believe. Today, in our modern world, are we still fighting over these things? Even though we produce massive quantities of food and house millions of people, do we still fight over food and property? Over beliefs? Why, do you think?
- ❑ We still have tribes: The African tribe, the Japanese tribe, the American tribe, the Arab tribe, the Israeli tribe, the Indonesian tribe — so many others. When one tribe wanders into the territory of another without permission, do they sometimes go to war?

### 2. Tell students:

- What's important to understand is that throughout history, tribes often fought for **biological** or **physical** reasons — they needed food and water to survive.
- Today, our present-day "tribes" fight for **psychological** or **mental** reasons. We fight over whose beliefs are right and whose are wrong, whose beliefs should triumph and whose should fail.
- In many ways, modern humankind is *still* very primitive.
- Let's take a look at a couple of students who belong to different "tribes" and watch how they act. We need two Volunteers!

**Go to Activity 12, "Do I Fight or Do I Run?"  
on the next page.**



**ACTIVITY 12 - ROLEPLAY**  
**Do I Fight or Do I Run?**

- ✓ **BEFORE THE ROLEPLAY**, ask for two Volunteers to roleplay the parts of **Rory** and **Comm**. (Make two copies of roleplay on next page.)
- ✓ Tell Volunteers they will get the full benefits of roleplaying by really getting involved in the parts they are playing, but to be very careful not to hurt each other. This is a roleplay — a practice session. No one should get hurt!
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses ( ) which are instructions and should not be said out loud.
- ✓ Give Volunteers a minute to read silently, as you tell the class:
  1. As you listen to what these two characters say, look at how their actions are based on what they are thinking!
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY, RETURN TO THIS PAGE and ask:**
  1. Did anyone see a bully? Who's the bully? Were they both?
  2. What was the conflict between Rory and Comm?
  3. Can you see where they developed the thoughts they had? Where do Rory's thoughts come from? Can you tell where Comm's conflict comes from?
  4. What choices were both Rory and Comm making about how to handle their conflict? Did they decide to fight? To run away?
  5. Did Rory and Comm reflect the same kind of fighting they had witnessed on TV?
  6. Did what Rory and Comm THINK come out in how they ACTED? Can you name an example?
  7. When you are in conflict, do you fight (with yourself or others)? Do you run away?
- ✓ **Thank students for their good work!**



**ACTIVITY 12 - ROLEPLAY**  
**Do I Fight or Do I Run?**

**Attention Roleplayers!** Read your part with enthusiasm! Have fun!

**RORY**

(Using a powerful voice:) How can you say that those people we just heard on TV are freedom fighters? Look at them!

**COMM**

I don't have to look at them. I know them. They are people I grew up with! I come from their town! I know they are fighting for their freedom! People who fight for their freedom are freedom fighters!

**RORY**

Listen, Comm. These are the same people who personally carried a bomb to where they say their enemies live, and they set it off. They killed 80 people! People who kill other people are not freedom fighters! People who kill other people are terrorists!

**COMM**

Don't you ever call me a terrorist! (Lifts a fist and gets ready to strike Rory — but stops!)

**RORY**

(Jumps away:) What are you doing? You were going to hit me!

**COMM**

I'm sorry. I didn't realize..... I get very upset when people call me....

**RORY**

You're just as bad as the rest of them! You said you came to this country to be free! But you'll never be free because you're just like them! You are one of them! You always will be, you bully! (Starts to go after Comm.)

**COMM**

(Moves away and starts to leave:) I didn't hit you! I stopped!

**RORY**

Are you running away, you coward? I thought you were a freedom fighter!

## My Conditioning Is Clear

### 1. Tell students:

- What is seen as “your problem” or “my problem” is actually “THE Problem.” When there is a problem, when there is conflict between us — it isn’t YOUR conflict, or MY conflict — it’s OUR conflict. We own it together. Taking responsibility for owning it together is a key to resolving it!
- When we can look together at **conditioning** — not your conditioning or my conditioning — but THE conditioning that’s inside us and around us — we can clearly see it as it is! It isn’t good, it isn’t bad — it just IS! We can look at it, see it for what is actually is —JUST thoughts -- and in this seeing understand it.
- There are three ways to understand conditioning. We can explain it, provide an example of it, or experience it. Let’s take a look:

**Explanation.** When we attempt to explain or define conditioning, we can say that it is the *psychological* programming we get that triggers our *physical* desire to either run away, or fight.

*Comm was trained to fight for freedom, but also to run away if he felt threatened.*

**Example.** When we hear an example of conditioning, we attempt to understand it and to grasp how conditioning affects our lives.

*Rory told me about being attacked by Comm. I listened to what happened, and understand the details, but I was not there to witness the situation as it was happening.*

**Experience.** When we experience conditioning — yours, mine, ours — right as it’s happening — we gain immediate insight. We develop the ability to recognize conditioning as it happens to us, right in the moment.

*When I saw Comm act toward Rory the way the other people in his country act toward each other, I could see Comm’s conditioning right before my eyes!*

- We can explain conditioning forever and offer lots of examples, but until it is experienced first-hand, there will be no freedom from it.



## LESSON 7

### **It's Our Brain That's Causing Us Pain!**

Breakdown of Lesson 7:

My programming is showing.  
I have more than two choices.  
Knowing what to download.

Materials & Tools Needed:

Activity 13: Make 2 copies of "Which Thought Should I Download?" p. 43.  
Activity 14: Make a copy for every student of "I Have Choices," p. 45.

### **My Programming Is Showing**

#### **1. Ask students:**

- Did we discover in our last lesson that most of us human beings have some old, biological conditioning in our brains?
- What is that conditioning? Is it that, in threatening situations, we have been biologically "programmed" to either fight, or run away?
- What do we gain by fighting? Does anyone ever really win?
- What do we gain by running away? Do we ever really get away for good when we run?
- Do you think the old "fight or flight" biological conditioning that has been programmed into our brain gets into conflict with the new insights necessary for survival today?

**Go to Activity 13, "Which Thought Should I Download?"  
on the next page.**

**ACTIVITY 13 - ROLEPLAY**  
**Which Thought Should I Download?**

- ✓ **BEFORE THE ROLEPLAY**, ask for two Volunteers (they can be the same ones who roleplayed last time, to maintain the sense of character) to roleplay **Rory** and **Comm**. (Make two copies of roleplay on next page.)
- ✓ Remind Volunteers they will get the full benefits of roleplaying by really getting involved in the parts they are playing, but to be careful not to hurt each other. This is a roleplay — a practice session. No one should get hurt!
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses ( ) which are instructions and should not be said out loud.
- ✓ Give Volunteers a minute to read silently, as you tell the class:
  1. As you listen to what these two characters say, look at how their actions are based on what they are thinking!
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY, RETURN TO THIS PAGE and ask:**
  1. How was this roleplay different from the one we heard last time? Did the two students start out the same? Where did they change their thinking?
  2. Who was the one to stop the conflict in its tracks?
  3. Why did Rory stop? Do you think he could SEE where their conversation was going?
  4. Was Comm willing to stop with him, or did Comm escalate the conflict?
  5. Do you think that because Comm stopped the conflict before it really got started, Rory was able to slow down also?
  6. Did Rory and Comm's thoughts pretty much show us, in both roleplays, how they would act?
- ✓ **Thank Volunteers and other students for their good work!**

**ACTIVITY 13 - ROLEPLAY**  
**Which Thought Should I Download?**

**Attention Roleplayers!** Read your part with enthusiasm! Have fun!

**RORY**

(Using a powerful voice:) How can you say that those people we just heard on TV are freedom fighters? Look at them!

**COMM**

I don't have to look at them, Rory. I know them. They are people I grew up with! I come from their town! I know they are fighting for their freedom! People who fight for their freedom are freedom fighters!

**RORY**

Listen, Comm. These are the same people who personally carried a bomb to where they say their enemies live, and they set it off. They killed 80 people! People who kill other people are not freedom fighters! People who kill other people are terrorists!

**COMM**

Stop!

**RORY**

(Silent for a moment:) What are you doing? What do you mean, stop?

**COMM**

If we keep arguing like this, we're going to be just like them. The reason my family left that country is so we could stop fighting. I don't want to fight.

**RORY**

Me neither. Fighting never solves anything. I'm sorry I was picking on your people.

**COMM**

All people are my people. All people are your people too, right?

**RORY**

(Thinks.) You're right.

**COMM**

Maybe we should get away from the TV. Let's go shoot some baskets!



## I Have More Than Two Choices

### ✓ Ask students:

- Is it true that before this last roleplay, most bullies we've seen have made one of two choices — to either fight, or run away?
- Do you think that, in your life so far, those are pretty much the only two choices you've made as well?
- Have you ever considered that there might be other choices?
- Do you suppose that sometimes we get so used to doing things one way that we don't stop to think there might be a better one?

### ✓ Tell students:

- We human beings are **biologically conditioned** to either fight or run away. That's what cave creatures did, that's what old tribe members did.
- We, however, can change our conditioning if we STOP and JUST LOOK at how this conditioning has been affecting us.
- Also, we need to give ourselves more credit! We need to acknowledge that we are smart enough to figure out alternatives!
- We know how to focus our thoughts, how to stop and think and how to stop conflict before it starts! All we have to do — is do it!
- As always, the best way to improve any behavior is to practice. So let's do that! Let's practice ways to drag our negative conditioned thinking to the recycle bin and press delete. Then, let's upload some new alternatives!
- I'm going to pass out a sheet of paper to everyone. Let's read it together; then you'll have 5 minutes to write down some choices — some alternatives to fighting or running away.

**Go to Activity 14, "Here's My Choice!"  
on the next page.**





**ACTIVITY 14 - EXERCISE**  
**Here's My Choice!**

- ✓ A bully comes up to you on the playground and says, "If you don't do what I tell you to do, my fist is going to make its mark on your face!" You could fight the bully, or you could try to run away, but are there other choices?

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- ▲ You parent says you have to clean your room before you leave the house. You're planning to catch a movie with your friends and the movie starts in 15 minutes. You could fight with your parent, and you could run off without cleaning, but do you have other choices?

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Knowing What to Download

- ✓ **Call time and ask for Volunteers to read what they wrote.**
- ✓ **Offer as many students as you can the opportunity to read at least one of their choices. This will provide students with lots of alternatives to think about!**
- ✓ **Congratulate students on their excellent, insightful thoughts!**

### 1. **Ask students:**

- When you're at your computer, do you ever download the wrong item? Do you sometimes click the wrong button and wind up saving something you never wanted in the first place?
- Are WE like our computers? Do we sometimes download wrong information? Do we sometimes accept information into our brain that we never really wanted in the first place — like rumors, lies, and other false information?
- Are you concerned that you sometimes can't tell the good information from the bad? The positive from the negative? The right stuff from the wrong stuff?

### 2. **Tell students:**

- We all make mistakes. At one time or another, we all downloaded\_ conditioned thoughts into our brain that we wind up regretting. Maybe we trusted someone we shouldn't have. Maybe we heard a rumor and believed it and passed it on to other people — then learned later that it wasn't true.
- It happens on the Internet all the time. People pass along legends, hoaxes and other false information to hundreds, sometimes thousands of other people! That's why it's essential to learn how important it is to **THINK BEFORE WE ACT!**
- We may not always know whether information we're given is true or false, but we always have the choice to **STOP** and **THINK** before we take any action!

- Remember that at those times you feel angry or frightened — the moment that you STOP and THINK about what you want to do, you are already replacing your fear and anger with intelligent thought!



## LESSON 8

### **A Brain in Pain Causes Conflict!**

Breakdown of Lesson 8:

Our brain is the culprit!  
Awareness can alter conditioning.  
There's more to life than conflict.

Materials & Tools Needed:

Activity 15: Make 2 copies of "A New Day" roleplay, pp. 49-51.

Activity 16: Make a copy for each student of "This Conflict Ends with Me," p. 53. Also provide paper and pencils for this activity.

### **Our Brain Is the Culprit**

✓ **Ask students:**

- When you're angry, upset — in any kind of pain — do you tend to blame everyone in the world but yourself?
- When you're scared or depressed — which also causes pain — do you tend to blame yourself?
- Do you know that in either of these cases, there's really no one to blame — not you, not your friends or family. Only your brain!

✓ **Tell students:**

- Your brain has stored a multitude of memories since you were born — some of them positive, and some of them not!
- When a new awareness conflicts with a belief that's lodged in your memory, and the brain says, "No!" I cannot let you in," that's when YOU lay down the law and say, "It's a new day — time for something new!"

**Go to Activity 15, "A New Day!"  
on the next page.**



**ACTIVITY 15- ROLEPLAY**  
**A New Day!**

- ✓ **BEFORE THE ROLEPLAY**, ask for two Volunteers to roleplay the parts of **Brawler** and **Racer**. (Make two copies of roleplay, pp. 49-51.)
- ✓ Tell the Volunteers that to get the full benefits of roleplaying, they really need to get involved in the parts they are playing.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses ( ) which are instructions and should not be said out loud.
- ✓ Give Volunteers a minute to read silently, as you tell the class:
  1. Let's focus, in this roleplay, on what you think is the core of the conflict that's going on.
  2. When we can recognize the general idea of a conflict, we get really good at being able to stop it!
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY, ask:**
  1. Racer had tried everything with Brawler — fought and ran away, but finally figured out something that worked. What did Racer do? Do you think what Racer did was a good choice? Why?
  2. If you were in Racer's place, do you think you would have done the same thing? Racer has to spend time with Brawler. Would you have wanted to take that route, or would you have come up with something else?
  3. How AWARE would you say Brawler was in this situation? How AWARE would you say Racer was?
  4. Do you think Brawler was AWARE of where Racer was leading him (her)?
  5. What part did AWARENESS play in getting this bully to act honestly?
- ✓ **Thank students for their excellent work.**



**ACTIVITY 15 - ROLEPLAY**  
**A New Day!**

**Attention Roleplayers!** Read your part with enthusiasm! Have fun!

**BRAWLER**

Hey, brain! I've got to get lunch! Give me your science homework!

**RACER**

Brawler, I cannot give it to you.

**BRAWLER**

Why not?

**RACER**

If I give it to you, you will not only copy it, but you will tell everyone in the school that I gave it to you, and then I will get into as much trouble as you're already in.

**BRAWLER**

Of course I'm going to copy it. That's why I want it, you nerd! I won't tell everyone in the school. Come on! I'll only tell the kids in math!

**RACER**

Get out of my way, Brawler. You are a pain.

**BRAWLER**

(Gets more threatening:) Listen, Racer, you cannot outrun me. We already established that fact yesterday when you attempted to run away and failed. You also cannot outfight me. We established THAT fact last week when I gave you a black eye. By the way, I think it was terrific that you didn't tell anyone how you got that black eye!

**RACER**

I followed your instructions, Brawler. You told me not to tell, or you'd come back and do it again. So, I didn't tell. Shouldn't you be happy about that?

**BRAWLER**

I am NEVER happy, you runt. There is nothing in this world that could make me happy — except, of course, giving you another black eye! So, I suggest that you pass the science homework to me NOW!

**RACER**

(Thinking of something new to try:) Okay. Here's the deal. Here is how I'm going to help you and still be true to myself.

**BRAWLER**

What do you mean true to yourself? What does that mean?

**RACER**

Now here's the deal. I am going to help you do YOUR science homework. We're both going to lunch now, right? So, we're going to get our lunch, and I will help you write your science paper. How's that?

**BRAWLER**

That's stupid!

**RACER**

Why?

**BRAWLER**

Because I know nothing about science, and the only way I can pass is if you give me YOUR homework!

**RACER**

What do you mean you know nothing about science?

**BRAWLER**

I don't!

**RACER**

Okay, tell me this. What is H<sub>2</sub>O?

**BRAWLER**

Water.

**RACER**

What's the leg bone connected to?

**BRAWLER**

The hip bone.

**RACER**

What do you apply when you have a bad bruise?

**BRAWLER**

Ice.

**RACER**

See? You just answered three science questions perfectly!

**BRAWLER**

I did?

**RACER**

Yes! See what I mean? You know science. You just didn't know that you know science! Get it?

**BRAWLER**

Wow.

**RACER**

Okay, we're going to the lunchroom and you're going to learn MORE science, okay?

**BRAWLER**

More?

**RACER**

More science. I mean, your brain — it has lots of unimportant information in it. We're going to take that unimportant stuff out, and replace it with some helpful, powerful science info. How do you like THAT?

**BRAWLER**

I like it a lot. Okay, nerd. Let's go. You're going to teach me science if you know what's good for you!

**RACER**

Oh, do I have to? Gosh, Brawler. You drive a hard bargain!

**BRAWLER**

Don't get smart-alecky with me, Racer. Let's go!

**RACER**

I cannot believe what a lovely person you've become.

**BRAWLER**

I've always been a lovely person, and don't you forget it, or my fist is going to have to....

**RACER**

Put your fist down, please. You have to eat lunch with it! And I need my mouth to teach you your science lesson. It's a new day. Are you with me?

## **Awareness Can Alter Conditioning**

### **1. Tell students:**

- Scientists use their AWARENESS all the time. When they perform experiments, they begin with an observation. Then they create a theory. They generally want to prove something right or wrong.
- In order to prove a new theory, a scientist must be aware of any parts of the theory that may have been true once but aren't any longer.
- For example, coffee was first considered to be an excellent way to stay awake (for those who need to!). Later, it was proven that coffee dissolves calcium and, therefore, isn't good for our bones! So, do we say coffee is good, or not?
- If scientists can prove an old theory wrong, our conditioning may change right on the spot!

### **2. Ask students:**

- At one time, people were conditioned to believe that the world was flat. When Cristobal Colón — otherwise known as Christopher Columbus — sailed around and discovered that the world was round — can you imagine how people must have responded?
- Do you think they totally refused to believe it? Do you think they protested this new theory? Do you think they wanted to jail the explorers who uttered these lies about the world being round?
- Do you suppose there are discoveries we make all the time in our everyday life? For example, an archeologist may discover a buried city that provides new information about a lost civilization. A sea explorer may find a ship that sank 100 years ago.
- Do you think that you and I could discover that something we've believed all our lives isn't true, and never was?
- Do you think there may be some scientific law we all believe today that might be proven wrong ten years from now?
- Do you think you'll be open to the new information, or do you think you'll want to cling to what you already know?

## There's More to Life Than Conflict

### 1. Ask students:

- Have you believed all your life that  $1 + 1 = 2$ ? What happens when two people get married and have a child? Does  $1 + 1 = 2$ , or does  $1 + 1 = 3$ ?
- Do you think that true answers depend on how a question is interpreted?
- Do you think people should travel more so that they can see and experience other people's cultures? Do you think that would promote global understanding — or not?
- Is it your view that we human creatures get into conflict often because we just don't take the time to understand the other person, or another side of the story?
- Do you believe that human creatures have always lived in conflict? Do you think we always will?

### 2. Tell students:

- Conflict is alive and well in the world today — between individuals, family members, communities, local governments and countries.
- AWARENESS of our conflict, beginning within ourselves, is the only way to begin to make some progress in stopping it.
- When we are AWARE that we are creating conflict, when we are AWARE that we are contributing to ongoing conflict, we are step ahead of the game.
- While we may not be able to stop other people from being in conflict, we can stop ourselves!
- We can always stand up and say, "This conflict ends with me!"

**Go to Activity 16, "This Conflict Ends With Me!"  
on the next page.**





**ACTIVITY 16 - EXERCISE**  
**This Conflict Ends With Me!**

- ✓ **Divide students into groups of three or four. Give each group a copy of the exercise sheet on the following page that lists several conflict situations. Provide paper and pencils.**
  
- ✓ **Tell students:**
  - ❑ Each group will choose one conflict situation to review and discuss.
  
  - ❑ It's the job of each group to come up with three possible alternative ways to resolve the conflict on your sheet of paper.
  
  - ❑ The first thing you'll want to do is choose one person to read aloud (not so loud that the other groups are interrupted) your conflict situation, so that every member of your group knows what it is.
  
  - ❑ Then, start tossing out ideas. Write them down. When I call time in five minutes, choose someone to be the reader representative of your group. And the group will need to select three of your ideas to present to the rest of the class. Are you ready?
  
- ✓ **Start the clock. Give students approximately five minutes. Walk around and listen to them, but give advice only if you are asked.**
  
- ✓ Call time.
  
- ✓ Ask who wants to volunteer to go first. Read through each group's top three solutions.
  
- ✓ Ask students what they think about these solutions. If time allows, let students debate and discuss them.
  
- ✓ Congratulate students on a job well done! Remind them to continue making entries on the charts you've hung on the wall, and to remember that: Any conflict can end with me!

**ACTIVITY 16 - EXERCISE**  
**This Conflict Ends With Me!**

Write up some of brief situations, with the assistance of your students , to use here.

**Situation A.**

**Situation B**

**Situation C**

**Situation D**

**Situation E**



## LESSON 9

### **We Get Into Conflict With Ourselves and Others!**

Breakdown of Lesson 9:

- Revisiting my mental knots.
- The conflict I get into with other people.
- The conflict I get into with myself.

Materials & Tools Needed:

- Activity 17: Make 3 copies of “Revisiting My Mental Knots” roleplay, p. 58.
- Activity 18: Review this activity before class.
- Activity 19: Copies for all students of “Thoughts for a New Day,” p. 64.

#### **Revisiting My Mental Knots**

✓ **Ask students:**

- Remember when we talked in an earlier lesson about the mental knots our brain ties when we’re upset, angry or confused?
- Do you recall that these knots are typically the ones that create conflict in our brain?

✓ **Tell students:**

- Now that you’ve become a bit more experienced with conflict and how old programs in our memory can lead us astray, let’s revisit these knots and find out how you are doing with them.
- Let’s look at a roleplay with some characters whose brains are tied in a lot of these knots. Let’s see what we can do to help them. Would anyone like to volunteer to roleplay?

**Go to Activity 17, “Revisiting My Mental Knots!”  
on the next page.**



**ACTIVITY 17 - ROLEPLAY**  
**Revisiting My Mental Knots!**

- ✓ **BEFORE THE ROLEPLAY**, ask for three Volunteers to roleplay **Bundle**, **Cluster** and **Klump**. (Make three copies of roleplay starting on page 58.)
- ✓ Tell Volunteers they will get the full benefits of roleplaying by really getting involved in the parts they are playing, but to be very careful not to hurt each other. This is a roleplay — a practice session. No one should get hurt!
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses ( ) which are instructions and should not be said out loud.
- ✓ Give Volunteers a minute to read silently, as you tell the class:
  1. As you listen to what these two characters say, observe how their actions are based on what they are thinking!
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY, RETURN TO THIS PAGE and ask:**
  1. Were any of the characters in this roleplay experiencing mental knots?
  2. Which knots did you see? All or nothing? A permanent defeat? Discounting anything positive? Jumping to conclusions? Minimizing oneself? Labeling oneself? Beating up on oneself?
  3. Do you do this? Do kids you know do this? Why do we do this?
  4. What do you think causes us to get into this kind of conflict?
  5. When we allow our brains to tie these knots around our thoughts, do we wind up feeling bad about ourselves?
  6. When we feel bad about ourselves, do you think we tend to take out our frustration in different ways?
  7. Where do you take out YOUR frustration — on other people, or on yourself?
- ✓ **Thank Volunteers and students for their good work!**

**ACTIVITY 17 - ROLEPLAY**  
**Revisiting My Mental Knots!**

**Attention Roleplayers!** Read your part with enthusiasm! Have fun!

**BUNDLE**

The party tonight is going to be awful. I don't know why I even agreed to go! No one will talk to me, I'm going to be miserable, and I'm going to hate myself for going.

**CLUSTER**

You're ridiculous to feel that way. What's the matter with you? It should be great fun, and just because you're limping from your bicycle accident doesn't mean anything.

**CLUMP**

You think YOU'RE going to have a bad time? I'm going to have a worse one! Everyone going to the party is smarter than I am, more fun and better looking!

**BUNDLE**

The last party I went to still pops up in my nightmares. I was so embarrassed. Everyone was dressed up and I arrived in jeans. No one TOLD me it was a dress-up thing! I'll never live it down — ever!

**CLUSTER**

I still remember what I said to the host of the party — something about how stupid I thought baseball is. I had no idea this person was the head of the school athletic department and LOVES baseball.

**CLUMP**

He deserves it. He's a bully. He's always yelling at the team and telling them how much better their opponents are.

**BUNDLE**

Yeah, but everyone heard me, and I was so stupid! I AM stupid! I'm a stupid fool! I should be locked in a cage and kept there until I turn 21!

**CLUSTER**

You and me both. If anything good happens to me before I get out of school, somebody please wake me up and tell me. I'd like to be there!



## The Conflict I Get Into with Other People

### ✓ Ask students:

- ❑ When you've been in conflict with another person — any person — have you ever stopped to think: Is the reason I'm in conflict with this person is because I feel bad about myself?
- ❑ When you've been in conflict with another person, have you ever asked yourself: Am I fighting with this person because I'm unhappy with myself?
- ❑ When you've gotten involved in a fight with your parents, have you ever stopped and thought: They are being unreasonable, but is the real reason I'm fighting them because I feel so out of control?

### ✓ Tell students:

- That old program in our memory creates disorder! Rather than SEE that we're the one who's feeling bad, unhappy, or out of control — we take out our frustration on someone else!
- There is a built-in mechanism in our brain — it's called a defense mechanism. It conditions us to NOT want to see when something is out of order. It DEFENDS us from seeing something new — something that has not yet been “programmed” into our memory.
- We all get into habits that are familiar and, therefore, comfortable, and we don't want to change!
- That's when our defense mechanism kicks in and says, “No! Don't look at anything new! I'm lying on a velvet couch in your brain, and I don't want to move!” But from the moment you recognize that the old program is no longer working, you cannot go back!
- Let's practice comparing some old programs with some new views and see how we do!

**Go to Activity 18, “Deleting Old Habits from My Brain!”  
on the next page.**



**ACTIVITY 18 - EXERCISE**  
**I'm Deleting Old Habits from My Brain!**

✓ **Tell students:**

- I'm going to throw some "old habits" at you.
- When I stand in front of you and "throw" an old habit at you, come back at me with a new view that you think would work better. Are you ready? Let's start with some examples:

**Example #1:**

1. **Old habit:** When my parents ground me for not getting good grades, I spend a lot of time complaining about it.  
**Alternative:** I need to not complain at all and to spend my time studying so I can improve my grades.

**Example #2:**

2. **Old habit:** When I'm angry, I usually pick on some kid who I know will scare easily and do what I say.  
**Alternative:** When I'm angry, I need to look at why I'm angry.

✓ **Throw the "old habits" that are on the next page, one by one, at students. Keep in mind that *whatever* "new view" they throw back is good, because it shows that they're thinking about alternatives!**

✓ **Tell students:**

- Respond as quickly as you can! It's good to be able to think quickly and clearly, on your feet!**
- There are no wrong answers in this exercise. The point is to look at the old program, realize how it's not working to your advantage, and choose a new view!**
- Be as creative as you can!**

**ACTIVITY 18 - EXERCISE**  
**Deleting Old Habits from My Brain!**

1. **Old habit:** When a bully frightens me, I run away.
2. **Old habit:** When I hear politicians on television, I usually believe everything they say.
3. **Old habit:** When the coach reprimands me for being late all the time, I tell everyone that he's a jerk.
4. **Old habit:** When anyone makes me angry, I get ready to fight.
5. **Old habit:** When I get depressed, I don't talk to anyone, and sit around blaming myself for everything that went wrong.
6. **Old habit:** When my feelings are hurt by something someone says, I get angry and take it out on anyone who's near me.
7. **Old habit:** When I have a nightmare that scares me, I never tell anyone about it, because people will think I'm weird.
8. **Old habit:** There's a bully who continues to attack me and there's nothing I can do about it.
9. **Old habit:** A bully has attacked me several times and whenever I tell my father, he says I should fight back — so I do.
10. **Old habit:** Whenever I'm upset, I just let myself be upset. I figure, it has to go away sometime!
11. **Old habit:** I don't have any bad habits. Everything I do is good for me!
12. **Old habit:** I don't have any defense mechanisms. Why would I need to defend myself against good, solid principles I was brought up with?
13. **Old habit:** There are lots of things I should do to make myself better, and I just don't.
14. **Old habit:** I have never bullied anyone — and don't you forget it!

## The Conflict I Get Into with Myself

✓ **Ask students:**

- When we're angry or depressed, some of us tend to blame other people for our conflict. Others of us tend to blame ourselves. Which are you?
- When an upsetting situation happens, do all the mechanical thoughts that run through your brain nag at you for making a mistake, saying the wrong thing, doing something "stupid"?
- Do these thoughts make you feel awful about yourself?

✓ **Tell students:**

- Negative mechanical thoughts are conditioned habits! We are not stuck with them forever! They can be changed!
- But no one else can change the negative mechanical thoughts in your brain. Only your awareness of them can!
- This means that you must *recognize* such thoughts when they appear, and then let that awareness change them!
- Let's take a look at some "changed" thoughts — thoughts that we can use to replace the old, mechanical ones that are part of a program in our brain that's no longer doing us any good!

✓ **Give a copy of the next page to all students to keep, to look at and to remind themselves about whenever they need these!**

✓ **Read through them together!**

✓ **Make a new chart of these replacement thoughts and keep them in your classroom, so students can see them, and so they can add to them if they like!**

✓ **After you read through them, congratulate students on their excellent work.**

**Go to Activity 19, "Thoughts for a New Day!"  
on the next page.**



**ACTIVITY 19 - EXERCISE**  
**Thoughts for a New Day!**

“This is difficult, but I’m getting better!”

“It’s okay!”  
I’ll be fine!

“I don’t like it,  
but I’ll get through it!”

“Good feelings will  
come back!”

“I don’t have to  
bottle my feelings anymore!”



**De-Programming My Brain!**

“It’s okay to not win  
all the time

“I can see my old program

“Talking about things  
helps people feel better.”

“I’m going to stop worrying  
and start preparing!”

“I’m ready to give  
some new thinking a chance!”



## LESSON 10

### The Power of Observation!

Breakdown of Lesson 10:

Awareness is a powerful tool.

Get me a mechanic!

Learning to see without judging.

Materials & Tools Needed:

Activity 20: Make 2 copies of “The Power of My Observation, roleplay, p. 67.

Activity 21: Review “My New Response!” p. 69, and add some of your own.

#### Awareness Is a Powerful Tool

✓ **Ask students:**

- Albert Einstein once said, “You can’t solve a problem with the same mindset that created it.” Do you know what this means? *Encourage all responses.*
- Do you think it means that: If I’ve been conditioned to believe that all “foreign” people who live in my country are suspicious, I cannot change that thought with the same type of thinking that conditioned me to be suspicious in the first place?
- Do you think it means that: If I’ve been conditioned to believe that I am stupid, I cannot change that thought with the same type of thinking that conditioned me to think I’m stupid in the first place?

✓ **Tell students:**

- The reason that AWARENESS is a powerful tool is that it’s a way of seeing the world from OUTSIDE your brain. Our awareness stands outside our brain and says, “Hmm, what a prejudiced thought I have about that bully. When this is SEEN it can’t act any more like it did!”

## **Get Me a Mechanic!**

### ✓ **Tell students:**

- Each of us has a mechanic in our brain who is continually busy checking things out.
- For example, does this brain have enough RAM to keep its memory going? Does this brain have enough power to keep all its programs running? Is the new program this person wants to download going to cause the brain's computer to crash?
- There are going to be times when old programs and new insights clash. Some insights may turn out to be in conflict with programs on your brain's hard drive!

### ✓ **Ask students:**

- Are you getting better at recognizing when an old program in your brain is not working well? *Encourage all responses.*
- Do you think you're becoming more AWARE of things people say or do that affect you in some way, whether positive or negative?
- Have you realized that the power of observation — just looking, seeing, observing and understanding — is a very active process, even though it doesn't seem active?
- Do you understand that in the act of OBSERVING — any anger, fear, depression, or self-doubt could stop in its tracks?
- Do you think it's amazing that by simply becoming AWARE of a situation, all other thoughts have the possibility to stop and you are ready to begin taking NEW steps?
- Can I get some Volunteers to roleplay?

**Go to Activity 20, "The Power of My Observation!"  
on the next page.**

**ACTIVITY 20 - ROLEPLAY PREPARATION**  
**The Power of My Observation!**

- ✓ **BEFORE THE ROLEPLAY**, ask for two Volunteers to roleplay the parts of **Glow** and **Dusk**. (Make two copies of roleplay on next page.)
- ✓ Tell Volunteers they will get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses ( ) which are instructions and should not be said out loud.
- ✓ Give Volunteers a minute to read silently, as you tell the class:
  1. As you listen to what these two characters say, look for new observations!
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY, RETURN TO THIS PAGE and ask:**
  1. Did Glow and Dusk agree in the beginning?
  2. What was the conflict between them?
  3. Did Dusk place the blame on one group of people?
  4. Did Glow place the blame on one group of people?
  5. Did Glow speak passionately about seeing BOTH sides and make an OBSERVATION that was different from what they had been arguing about?
  6. Did Dusk then suddenly make an OBSERVATION that put an end to old programmed thinking and leave room for a new insight?
  7. Does that happen to you sometimes — someone expresses a thought that makes you realize you've believed something that wasn't true?
  8. Are you always glad when you get a new observation like that?
- ✓ **Thank students for their good work!**



**ACTIVITY 20 - ROLEPLAY**  
**The Power of My Observation!**

**Attention Roleplayers!** Read your part with enthusiasm! Have fun!

**DUSK**

Look at those Israelis! Don't they understand that they invaded Palestinian land and they have to give it back and leave the land if there's ever going to be peace?

**GLOW**

Listen, Dusk. Why do you make it all the Israelis' fault? The Palestinians need to learn to live with the Israelis, because the Israelis are *there*.

**DUSK**

I do not agree! The Palestinians were there first!

**GLOW**

Okay, let's assume they were. The Israelis were there second!

**DUSK**

What does that mean? It's who was there *first* that counts!

**GLOW**

If that were true, then Native Americans would be entitled to throw everyone else out of the U.S! The point is we still think that we are separate -- my belief over yours, my country over your country. People are people. If we understand what divides us then there will be peace. If we understand what prevents peace there will be peace.

**DUSK**

(Thinks quietly:) You know something?

**GLOW**

What.

**DUSK**

I think you've got something.

## Learning to See Without Judging

### ✓ Ask students:

- Do you think there is value in learning to SEE without judging? What's the value?
- If a bully were to harass you right now, do you think you would be able to NOT fight, NOT run away — but UNDERSTAND the bully and take a new action? What would your new action be?
- If your parents were to ground you for a week for getting less-than-wonderful grades, do you think you would be able to NOT get angry, NOT be upset – but to UNDERSTAND where your parents are coming from and take a new action? What new action would you take?
- If your brother or sister were to call you “dumb-bell” or “idiot” or “nerd,” do you suppose you’d be able to NOT name-call back — but instead, UNDERSTAND why your sister or brother is name-calling and take a new action? What would you do?

### ✓ Tell students:

- None of us is perfect, and we live in an imperfect world.
- No one can do the right thing at the right time, all the time! But all of us can PRACTICE doing our best.
- We can PRACTICE taking alternative actions that will not only let other people know that we are intelligent human beings, but also make us feel better about who we are!
- When we add to our charts, when we participate in roleplays, when we talk with each other about what we think and how we feel — we get smarter!
- Here comes an activity that will help us do all of the above. Are you ready to get some rapid-fire questions thrown at you?

**Go to Activity 21, “My New Response!”  
on the next page.**

**ACTIVITY 21 - EXERCISE**  
**My New Response!**

✓ **Tell students:**

**Please respond to the following questions as quickly as you can. The idea is to think clearly, and to be able to respond immediately, on your feet! Here we go:**

- If a coach were to yell at you now for not playing a good game, do you think you would be able to NOT get angry, NOT be embarrassed — but UNDERSTAND where the coach is coming from, and take a new action? What would your new action be?
- If a fellow student accused you of stealing something from his locker and you know you're innocent, do you think you would be able to NOT get upset, not feel victimized, but take positive action? What would you do?
- If a bully approaches you and demands that you give up all the money you have, do you think you'd be able to NOT run away, NOT fight the bully — but think on your feet and do something different? What would you do?
- If you are old enough to drive, and you get into an auto accident in which another person gets seriously hurt, and the accident turns out to be your fault, do you think you'd be able to NOT blame someone else, NOT avoid responsibility — but take action that helps both the victim and yourself? What would you do?
- If a rumor gets passed around, and you pass it along and then later find out the rumor isn't true, do you think you'd be able to NOT hide the fact that you passed it around, and take action that helps stop the rumor? What action would you take?
- If you hear a politician on the news say something about your community that you know isn't true, would you just let it go, or would you take some action that sets the record straight. What would you do?
- If someone says or does something that hurts your feelings, do you think you'd be able to NOT hate that person, NOT try to hurt that person back — but instead, take some action that turns your hurt feelings into something positive? What would you do?

- ✓ **Make up some situations of your own. Or, ask students to create some!**
- ✓ **The more students practice this kind of thinking, the better they become at seeing more than one side of a situation.**
- ✓ **Tell students:**
  - Everyone has a story, and every story has more than one side. Sometimes there are two sides; sometimes there are more.
  - When we can stand back and LOOK, OBSERVE, and SEE each story unfold, we improve our ability to handle situations in which people are in conflict — including our own.
  - We all have experienced situations in which we have found ourselves in conflict — with another person, or with ourselves.
  - No matter who we are, or where we are, we can ALWAYS STOP, take a moment to think, and say to ourselves, “No thanks, just looking!” In that moment, we have the ability to ACT rather than REACT! We have the ability to act based upon a clear decision rather than RE-act based upon some conditioned thinking that no longer serves us!
- ✓ **Congratulate students on their excellent work!**



## LESSON 11

### **Inaction Is the Highest Form of Action!**

Breakdown of Lesson 11:

Awareness is vertical learning.  
Looking with the mind's eye.  
The trigger no longer works.

Materials & Tools Needed:

Activity 22: Copy "My Flash of Lightning," p. 73 and cut sentences into strips to be placed in a hat or basket! Read directions, p. 72.  
Activity 23: Make 2 copies of "Observing My Trigger" roleplay, p. 77.

### **Awareness Is Vertical Learning**

✓ **Ask students:**

- When you study a subject like history or science — would you say your learning process is vertical or horizontal? In other words, is your learning quick and immediate like an exclamation point (!), or does it happen over time, like a slow-moving train?
- Do you think most learning is horizontal, because there's usually more to learn than a single idea?
- When you become AWARE of a new thought, would you say your learning process is vertical or horizontal?
- Do you think AWARENESS is vertical learning, because it's like an "Aha! moment"? It happens in a second, like a flash of lightning?
- Are you ready to see how many flashes of lightning we can experience during this lesson?

**Go to Activity 22, "My Flash of Lightning!"  
on the next page.**



**ACTIVITY 22 - PICK A STRIP**  
**My Flash of Lightning!**

- ✓ **On the next page are learning strips for this exercise. Cut these strips on the dotted line, fold them, and place them in a hat or basket. Make more than one copy of these strips, and add some of your own if you need to provide enough for all students.**
  
- ✓ **Walk among your students and ask for a Volunteer who will be brave and pick a strip!**
  
- ✓ **Tell Volunteer:**
  - Pick a strip! Read it to yourself, then read it aloud.  
(Wait for Volunteer to do this.)
  
- ✓ **Ask Volunteer:**
  - What “Aha!” moment do you get from this statement? What’s your flash of lightning? It can be anything! What does this statement make you realize?
  
- ✓ **Ask All Students:**
  - Let’s get everyone’s “Aha!” moment on this statement. Where shall we start?
  
- ✓ **Move around the room quickly. Then ask for another Volunteer, and start the process again.**
  
- ✓ **Keep the pace moving quickly so students are excited, motivated, and on their toes!**
  
- ✓ **At the end of the exercise, remind students to add to the charts you’ve put on the wall, and to THINK VERTICALLY as often as they can. Congratulate them on their good work.**

**ACTIVITY 22 - PICK A STRIP**  
**My Flash of Lightning!**

-----  
1. A bully is someone who was once a victim!

-----  
2. My brain has lots of memories that I no longer need!

-----  
3. Some of the programs in my brain are like a virus — they make me not feel good.

-----  
4. Any conflict I feel is caused by my brain!

-----  
5. Any time I have the desire to fight someone, I know I can decide to do something else.

-----  
6. Any time I have the desire to run away from someone, or some situation, I know I have the power to take a different action.

-----  
7. There are programs in my computer brain that I need to drag to the trash bin.

-----  
8. I have some old habits that don't do me any good.

-----  
9. When I get upset, I can stand outside myself and SEE what's upsetting me, and I can say, "No thanks! Just looking!"



-----  
10. Every day I wake up and trip over my same bad habit. Tomorrow morning I could get up and say, "Oh! There it is! I'm not tripping over it today!"  
-----

11. Things are either right, or wrong, good or bad — there's no in-between.  
-----

12. Whenever I lose — a game, an argument — I get really embarrassed.  
-----

13. People always react negatively toward me — always.  
-----

14. Whenever I make a mistake, I think, "I am an idiot, and now there's proof!"  
-----

15. There's a bully in my brain, always telling me I'm doing things wrong.  
-----

16. In a stressful situation, I don't have to fight, and I don't have to run away.  
-----

17. The event in my life that scared me the most probably has something to teach me.  
-----

18. There's a bully that seems to sit on my shoulder and tell me, over and over again, that I'm a wimp.  
-----

19. There are a lot of "shoulds" in my life.  
-----

20. I can forgive anyone for making a mistake — except me.  
-----

---

21. I can stop any conflict before it starts.

---

22. Inaction is the highest form of action.

---

23. All my life, I have judged politicians as bad people.

---

24. All my life, I have judged bullies as bad people.

---

25. All my life, I have judged my parents to be people who do not understand me.

---

26. Anyone who disagrees with me is wrong.

---

27. Anyone who agrees with me is right.

---

28. It's important to me to do everything right, and to be perfect.

---

29. When I JUST WATCH a bully, without fighting or running away, I can SEE the bully's problem.

---

## Looking with the Mind's Eye

### ✓ Ask students:

- Do you think we humans are taught too often to try to be perfect — especially kids?
- Are we given too many rules to obey, laws to learn, too many regulations to abide by, codes to live up to, and disciplines to observe?
- Even though there are probably too many of these, do you think all of these rules and laws were created for a good reason?

### ✓ Tell students:

- Just like learning to stop for a red light, and learning to brush our teeth after meals — the rules and laws we live by are, for the most part, for our protection. They were created by people who had our best interests at heart.
- It's important for us to see with our mind's eye that many of the ways we've been conditioned are, for the most part, good for us. But it's also important to see that we need to take a hard look at the ways that aren't — and delete them!
- We need to get to the place where the trigger — the automatic reaction that gets us into trouble — no longer works!

**Go to Activity 23, “Observing My Trigger!”  
on the next page.**

**ACTIVITY 23 - ROLEPLAY**  
**Observing My Trigger!**

- ✓ **BEFORE THE ROLEPLAY**, ask for two Volunteers to roleplay **Spur** and **Percival**. (Make two copies of roleplay starting on page 77.)
- ✓ Tell Volunteers they will get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Bring to their attention any words in parentheses ( ) which are instructions and should not be said out loud.
- ✓ Give Volunteers a minute to read silently, as you tell the class:
  1. As you listen to what these two characters say, notice how their actions are based on what they are thinking and how the vertical flash of lightning comes with no warning.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY, RETURN TO THIS PAGE and ask:**
  1. Have you ever been upset the way Spur was and just flew off the handle for apparently no reason at all?
  2. But there was a reason. Why did Spur get upset?
  3. Did Spur not only stop himself from getting upset, but immediately recognize the reason he got upset?
  4. When we have an “Aha!” moment, do you think it’s important to not only stop ourselves from acting out of anger or fear, but to also recognize WHY we’re angry or frightened?
  5. Do you think it’s not always easy to SEE ourselves right in the moment as we get upset?
  6. What kinds of things trigger YOU getting upset?
- ✓ **Thank Volunteers and students for their good work!**

**ACTIVITY 23 - ROLEPLAY**  
**Observing My Trigger!**

**Attention Roleplayers!** Read your part with enthusiasm! Have fun!

**SPUR**

(Getting upset:) Who does he think he is, telling us how to mow the lawn?

**PERCIVAL**

Hey...he was only....

**SPUR**

Doesn't he know that we do this all the time — that we KNOW what we're doing, that we don't NEED his help to do the job? I hate people like that!

**PERCIVAL**

Listen to yourself! Why do you hate him?

**SPUR**

What?

**PERCIVAL**

This guy LIVES in this house. He has a right to tell us how to mow his lawn. He is PAYING us to mow his lawn. Are you listening to yourself?

**SPUR**

(Thinks.) Uh-oh. I'm doing it.

**PERCIVAL**

Doing what?

**SPUR**

Okay. I see it. I see what I'm doing. I'm getting myself upset because I don't like being told what to do. That's what I learned in my new class. This is what's known as an "Aha!" moment. I just had an "Aha" moment.

**PERCIVAL**

What's an "Aha!" moment?

**SPUR**

It's when you stop and see the truth. In my case, it's when you stop and see yourself acting like an idiot. Okay, you're right. This lawn belongs to

that guy. Wow. I almost bullied myself into a fight! Wait till I tell the kids in class how I stopped myself. That was amazing.

## **The Trigger No Longer Works**

### **✓ Ask students:**

- Have you noticed that someone's words or actions can instantly trigger a reaction in you?
- Are you aware that it's not the words or actions that actually trigger the reaction, but how your brain tells you to react, based on your conditioning?
- Can you imagine how fantastic it feels when you catch yourself in the act of RE-acting and are instantly able to STOP yourself and switch gears?
- Isn't it powerful to be able to stop yourself from getting depressed, getting angry or upset, putting yourself down, or fighting with another human being?
- Is there a feeling of strength when your thoughts change, and you can think something intelligent instead of something ignorant?

### **✓ Tell students:**

- When there is an AWARENESS of a negative trigger in our brain, to see it for what it is, to recognize the consequences of it right on the spot, and have the insight to NOT act out of it — is there real power in that?
- Conditioning is a mechanical process. We are taught or programmed with certain behavior, and we follow it, like a Robot.
- Other behavior that is NOT mechanical — such as inspiration, insight and creativity — is not taught enough. If we were inspired and encouraged to be creative more often, there might be fewer bullies in the world.

**✓ Encourage students to continue to make entries to the charts on your wall.**

**✓ Ask students if they feel they could benefit from any other chart. Encourage them to create a chart as a group project.**

**✓ Thank students for their terrific work!**







## LESSON 12

### **We Can Stop A Conflict Before It Starts!**

Breakdown of Lesson 12:

It all starts with bullying.

The messages we get are distorted.

Conflict can stop before it starts.

Materials & Tools Needed:

Activity 24: Review “My Life Is Changing,” Activity 24, p. 80.

Activity 25: Review

#### **It All Starts With Bullying**

✓ **Ask students:**

- When we started this class, do you recall that all this talk of how we think and how we act started with **bullying**?
- Is it true that bullying has more of an effect on the world’s population than most people believe?
- Do you think that if there were no bullies in the world, we’d all be much more psychologically healthy?
- Do you think it’s our **conditioned thinking** that gets us into misunderstandings, disagreements, arguments, fights, wars?
- Do you think that when our conditioned thinking is seen, thoughts change, and so do our lives?

**Go to Activity 24, “My Life Is Changing!”  
on the next page.**

**ACTIVITY 24 - EXERCISE**  
**My Life Is Changing!**

✓ **Ask students:**

1. Has your life changed in any way since you started this class? If so, how?
2. What do you think is the most important thing you've learned in this class — and by important, I mean, only for you. What's the thing you've learned that has made a specific difference in YOUR life?
3. If you know some bullies personally — and who doesn't? — do you think your perspective has changed about who they are and what they're about? In what way?
4. Do you think you're picking on your self LESS than you used to? If so, why do you think so?
5. Are you being less of a bully in your life — listening to other people and becoming more understanding of their thoughts, their conditioning, even if it's very different from yours?
6. When accidents happen and mistakes are made – and they always will — are you able to see that these events are not what make us unhappy, depressed, or angry? Are you able to see that what we THINK about these events is the real trouble?
7. Do you suppose a person who has a powerful sense of AWARENESS of negative conditioned thinking is more capable of understanding it than a person who can only give Explanations about it? Why do you think so?
8. Do you think Examples help you to better understand conditioning? Do you think experience is the best way to understand people's conditioning? Why is Experiencing better than the others?
9. Is it true that it's best for us to question anything or anyone we don't understand, or simply follow orders when they're given to us?
10. In today's world, do we need to be more AWARE than ever to make sure that the messages we get are healthy, unconditioned ones?

## The Messages We Get Are Distorted

### ✓ Ask students:

- What old programs have you noticed inside your brain that are no longer working for you? Can you name some of them?
- Have you observed any messages you receive from people you know, or people you don't, that don't "sit right" with you? Can you give us an example?
- Do you think these messages may have, at one time or another, been good and helpful, but have since been distorted or unclear? How, for example?
- Do you think we human beings have come a long way since the days of tribal cave creatures? In what ways?
- Do you think we humans have not come along quite so well in certain areas? Like what, for example?

### ✓ Tell students:

- You are the new generation. Recent generations have done what they know to create a more peaceful world, but they have not succeeded mainly because they didn't understand what prevented it.
- It's possible that they have not succeeded, because they are using old programs — old conditioning — that just doesn't work. History continues to repeat itself, and we are still left with leaders and countries fighting one another over what each thinks will bring about peace, holding on to these tribal beliefs that separate them.
- Peace is not achieved through trying to bring it about. Peace happens when we understand what prevents it, when we understand what creates conflict. Peace starts when we can stop the war *inside* our brain before we get upset, angry or violent —then there will be no war *outside* our brain and, therefore, with another person.

**Go to Activity 25, "The War in My Brain!"  
on the next page.**

**ACTIVITY 25 - STORY**  
**The War in My Brain! - Part 1**

- ✓ **Ask students to sit comfortably as you read them a story.**

A few years ago, a mother and child were in the family car, running some errands, when their car was struck by another car. The mother and child were killed, and the other driver, Roy, a boy of 19, was arrested and then let go, because it was determined that the incident was an accident.

Mark, the husband and father of the mother and child, was devastated by his loss. He waited for more than two years for the local police to find Roy, to lock him up in jail and sentence him to pay for murdering his wife and child. Mark's attorney uncovered the fact that Roy had been arrested several times for speeding and, on the day that he hit Mark's wife and child, he had been drag racing.

By the time the trial was finally set, Mark had built up such venom in his heart for Roy, the young driver, that he couldn't sleep, couldn't work and could think only of the revenge he wanted. He needed to get Roy prosecuted so he could get on with his own life.

A few days before the trial, Mark stopped in his tracks and made a startling decision. He decided that he wanted to meet Roy, face to face, before the trial. While Roy was nervous, he agreed to this. When Roy met Mark for the first time, he broke down and wept and said how sorry he was for what he had done. Mark, almost too overcome to speak, thanked him for saying those words.

When the trial began, Mark got his attorney to make a change. Instead of sending Roy to jail for 30 years, where Roy would be no good to anyone, Mark asked that Roy be allowed to serve instead by going to schools around the state and talking about the dangers of speeding and drag racing. Mark said he would go with Roy and help him.

So, instead of being judged a murderer and serving a 30-year sentence, Roy started going to local schools, with Mark at his side. Since then, they have been visiting schools outside their state as well, and both have found a new way to get on with their lives — one that not only helps them, but helps each other.

- ✓ **Go to questions on the following page.**

**ACTIVITY 25 - EXERCISE**  
**The War in My Brain! - Part 2**

✓ **Ask students:**

1. Is there a bully in this story?
2. Do you think that Roy may have seemed like a bully to Mark? And do you think that Mark may have seemed like a bully to Roy?
3. What was Mark conditioned to believe about a young boy who drag-raced and wound up killing his wife and child?
4. What was Roy conditioned to believe about what he had done?
5. Were either of these two people comfortable with what they believed? Why do you think so?
6. If Mark had continued to follow the tradition of most cases of this sort, what do you think would have happened to Roy?
7. Did Mark have an “Aha!” moment? What was it?
8. What do you think of this “Aha!” moment? Was it completely different from what you’d expect? Did it surprise you? Why?
9. Do you think that even though Mark had this “Aha!” moment, he very well could have stayed on the path he was originally on?
10. What do you think of the path that Mark chose? Did it change him? Did it also change Roy?
11. Do you think this was a positive action for Mark to take? Do you think he STOPPED and LOOKED and saw what was about to happen and realized that he could do something better?
12. Do you think this worked because Roy was not a “killer,” not a criminal and just had a bad habit that had been non-threatening until the terrible accident happened?
13. What does this story tell you about conditioning?

## **We Can Stop Conflict Before It Starts**

### **✓ Ask students:**

- In the world today, we are all going to continue to have experiences with bullies. Do you think these experiences will continue to create memories we don't particularly want?
- Do you think that even though these experiences will happen, you have learned some new insights that will help you deal with such memories?
- How is your brain going to stop when it starts looping old memories that make you feel bad?
- When you get involved in a bully situation, and your brain tells you that you'd better fight or run away, what are you going to do?
- When a bully threatens you and you hear your brain telling you that you are bad, dumb, a fool, a loser, a jerk — what are you going to do?
- What's it going to take for you to NOT get upset, NOT get angry, NOT fight, NOT run away, and JUST STOP and say, "No thanks! Just looking!" to your brains conditioned reaction?
- When you walk out into the world today, what conflict do you think can be stopped before it starts?

### **✓ Congratulate students on their fine work, and thank them for creating a new generation, one that understand and can be free of conditioned thinking!**