

# **Are We Born to Bully?**

## **From the Playground to the Battlefield**

## **From Cave People to Modern People**



**An Individual WORKBOOK For Young People  
To Help Them Understand  
What Prevents Peace**

**FOR AGES 11-14**

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

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



## **Special Thanks and Credits**

To quantum physicist Dr. David Bohm, educational philosopher Jiddu Krishnamurti and authors Aldous Huxley and George Orwell who have addressed the urgent and critical need to understand conditioned thinking that is at the root of human conflict.

To Dr. Marvin Garbeh Davis, the courageous Liberian peace educator and now the Atrium Society Director of Peace Education for West Africa, who has helped more than 5,000 Liberian children of war understand and resolve conflict peacefully.

To Adryan Russ, our exceptionally gifted literacy artist, who has assisted us in creatively crafting our programs for more than twenty-five years. We thank you, and the children and their parents and teachers thank you.

Atrium Society Publications  
atriumsociety@gmail.com  
www.youthpeaceliteracy.org  
(800) 848 6021

# Table of Contents

	Page
Special Thanks and Credits	iii
Table of Contents	iv
Introduction for Teachers	v
Introduction for Young People	vi
Introduction: Anatomy of the Bully Brain	1
Lesson 1: The Fight Inside Us	13
Lesson 2: The Simplicity of Direct Observation	18
Lesson 3: Conflict Comes from Conditioning	32
Lesson 4: The Fight Inside Is the One to Stop	45
Lesson 5: Peace Calls for New Insight	52
Lesson 6: What We Need to Overcome Fear	52
Lesson 7: You Have a Wonderful Power: To Stop Conflict Before It Starts	69
Lesson 8: Respect: The Act That Conquers Fear	79
Lesson 9: Enemies and Heroes: Why Do We Need Them?	90
Lesson 10: Experience Can Challenge Ancient Instincts	98
Lesson 11: Are Our Brains Hardwired for War?	105
Lesson 12: Seeing Through the Eyes of Peace	116
Lesson 13: Communicating Without Fighting	128
Lesson 14: Earthlings: A Global Village for Peace	138
Lesson 15: Is Bullying in Our Genes?	149

## Introduction for Teachers

My suggestion to you about using this workbook is that you go over it in the classroom with your students to make sure that they understand what is being said and how it relates to the lessons you are teaching them from the curriculum *Born To Bully*.

Also please read the “Introduction To Young People” so you can help them understand the meaning of how conflict is created — often unknowingly. It is also important to explain that the clip art may be disturbing, or remind them of a personal incident, but it’s not meant to frighten them. The intention of the clip art is to get beyond the censorship of the intellectual mind to a deeper place in them that evokes a sense of intelligence at another level. The images are not trying to glorify violence, as do most video games and movies they see, and they not are trying to sentimentalize violence either, by giving it a Romanized “positive” view of how we think they should act peacefully.

Instead the lessons and clip art are designed to help them look at the fact of violence, as it is, without any form of judgment so that they can see it as it happens in their minds and hence in the world.

It is this nonjudgmental awareness – proprioceptive learning – that can bring an end to the type of conditioned thinking that emanates from the old primitive brain’s need for survival. Our old brain mistakenly thinks conditioning will provide survival, but it paradoxically actually prevents it.

Students are welcome to check boxes, or not — to write whatever they think, and enjoy the images provided. The intent of the Workbook is to help students learn to think for themselves.

## Introduction for Young People

This Workbook is intended to help you understand what creates war. As you will see in these lessons, war is caused by a malfunctioning mechanism in our old brain that fights to steer us into survival – but unfortunately, this path is a dead-end street. It's like a mechanical defect in our computer-programmed brains that has got a short circuit in it, and therefore keeps on creating conflict without knowing it's doing it. This may sound very unusual, but as you look over the Workbook and the Curriculum with your teacher, you will begin to see how we keep struggling towards — and preventing — our own survival.

If it's true that our old brain is creating conflict by trying to survive in this mixed-up way, then we have to look at this error from a totally different viewpoint than we have in the past. You may think that this is a very difficult thing to do, but you will be amazed at how simple it is to adjust our primitive old brain's mistaken way of surviving. It seems difficult because the conflict we are looking to correct seems hidden from us, when the fact is: it IS us. It's like looking for your glasses when they are right on your nose and you're already looking through them.

So people don't generally SEE this. Instead, "they" say conflict is out there in the world, that war was created on us and in order to stop this conflict we need to get revenge on "them," since they started it. But this type of confused thinking — blaming others — only gets us further and further away from the source of conflict, which is inside US. We rush to "experts" and say, "Tell us, please, what is the answer?" In fact, the conflict is not "out there," and it's not a problem to be solved. Also, there is no authority who can give us the answer that will stop this. We don't realize that we have been thoroughly conditioned to robotically react in this mixed-up way that keeps creating conflict.

Most people believe that war is unavoidable and unresolvable, that war will always happen because it has gone on for thousands of years. But this incorrect type of thinking is looking at war as "out there" in the world — somewhere outside us. We think that it's beyond our ability to do anything about it, that only "experts" can

bring an end to war. But the last time we looked, we see that war still exists. And all the expert assistance that's been called upon has done nothing to stop wars. We still have them.

We've been unaware of the fact that the source of war  
is in ourselves, in each and every moment,  
in the way we have been conditioned to think and act.

The old brain is accustomed to our old way of survival because its habit is to think in a very simple, primitive way based on protecting us from harm. This creates a very powerful force that prevents us from thinking sensibly. The old brain is deeply convinced we need to act this way for our group — our family, our community, our country — to continue to live. Although it's not working, our brain continues to think that it is. Our old brain defends its own ignorance by getting us to look outside instead of inside. It wants us to ignore our mistaken survival reactions, because this would undo its false sense of security in its supposed "correctness" which, to the old brain, means the end of our group's continued existence.

This means that, if we are unaware of a malfunction in the primitive old brain that's causing conflict because it is trying to survive in this mistaken way, then war is no one's fault. No one "out there" is to blame. There's no reason for revenge. It's just a biological error in the old brain that each one of us is unaware of. This is an entirely new view. Up until now, we have blamed "the other": the bad guys, the enemy, the terrorists. So we glorify ourselves: we are the freedom fighters, the heroes, the patriots. But all this is based on "them" and "us." Therefore, each one of us continues this destructive separation according to our own mistaken survival needs!

So how are you going to find out if this is true? Are you going to ask "experts" for answers to the problem of conflict? Think about it and think about it? Look for a solution out there in the world? Or can you see the source of it in yourself, right here and right now? Welcome to this new adventure. If you find the roots of war buried deeply in your old brain, you can end conflict immediately.

— Dr. "T" Webster-Doyle

## Introduction

# ANATOMY OF THE BULLY BRAIN

*Welcome to this new journey!*

*Below are small boxes in front of answers to some questions.*

*Put a check mark in the box you think has a good answer.*

*There are no wrong answers, so explore and enjoy this new adventure!*



**“Which part of my brain is the bully brain?”**

**Your brain obviously THINKS for itself.  
But have you ever tried to look at your brain  
from outside itself?**

## A Journey To and Through Your Brain

### 1. Are you aware how much of a role your brain plays in your life?

- ☐ I've never really thought about it before.
- ☐ Well, now that I'm thinking about it, I guess my brain is doing that work!
- ☐ When I wake up in the morning, the first thing I do is use my brain — to see, hear, feel, and get my body out of bed!
- ☐ When I move my arms and legs, hands and feet, head and shoulders — everything! -- getting them to do that begins in my brain.
- ☐ I'm convinced! My world begins with my total mind and body, and my brain plays a big part in my world!



**2. Are you aware that the human brain has evolved over time?**

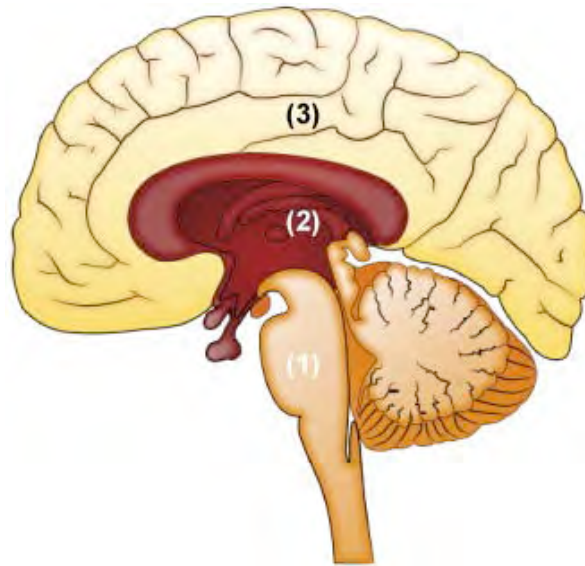
- ☐ No! I thought it was always the same.
- ☐ Yes! Our brain today can do a lot more than it could in the heads of our ancient ancestors.
- ☐ My brain has evolved since I was a baby – I'm sure!
- ☐ Sometimes I think I have a caveman brain.
- ☐ Some people I know – I'm not sure they have a brain at all.
- ☐ I feel a kinship with our ancestor cavemen. Sometimes I want to hunt, sometimes gather things — and sometimes I wish life were a whole lot simpler.
- ☐ The brains of cavemen may have been simpler than ours, but they sure seem to have had the foundation for what our brains are today!
- ☐ If cavemen invented fire and the wheel, I think their brains must have been pretty good!



**The first humans on Earth had to behave in certain ways  
just to survive their environment.  
The human brain  
has changed a lot since then.**

**3. There are three primary parts to the human brain:**

- 1) Reptilian (habitual)**
- 2) Mammalian (emotional)**
- 3) Neocortex (thinking)**



**4. The three brains are connected by nerves to each other, but operate independently with different capabilities.**

- ☐ I see that the Reptilian brain came first! It's closest to my spinal cord.
- ☐ The Mammalian brain seems to have developed later — developing my emotional being.
- ☐ The Neocortex is the part of the brain that does our thinking. It has grown a lot since we humans were cave creatures.
- ☐ These three brains sometimes function independently and sometimes work together.

**Our Reptilian brain — as ancient as it is —  
Sometimes takes over our thoughts and feelings.  
We need to be aware of when it does this!**

## Our Human Multi-Part Brains



### 1. The REPTILIAN part of our brain is the oldest. Do you know what it does?

- ☐ It's our ancient brain — the brain that lived inside the first humans.
- ☐ It thinks like a reptile!
- ☐ It sees what it perceives as food and says, "Let's eat!"
- ☐ It sees what it perceives as danger and says, "Let's hide!"
- ☐ It's the part of our brain that tells us to survive at all cost!
- ☐ It likes to establish and defend its territory and has a will to be in charge – like me!

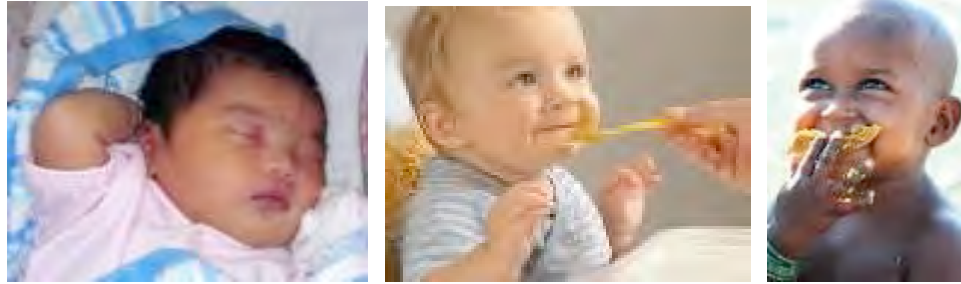
Yes! Our Reptilian brain is the oldest brain.

It has the same archaic behavior as snakes and lizards! It gets used to and likes to keep doing things one way.

It is rigid, obsessive, compulsive and paranoid, filled with ancestral memories. It likes to repeat its behaviors over and over, never learning from past mistakes.

**Because it enjoys rituals, it knows that a red light means stop,  
and that we need to eat, drink and sleep in order to survive.  
So, we need our Reptilian brain.  
We actually would not survive without it.**

In early childhood, when all we do is eat, drink and sleep, our mental state is controlled almost completely by our Reptilian brain.



Our Reptilian brain likes us to stick to what it knows — get us to do things the way we've always done them. It makes us a creature of habit.

**Our Reptilian brain directs us to do everything over and over to protect ourselves — because it wants us to survive. It does this without our being aware of it.**

**The Reptilian brain is a powerful source of our human behavior, primarily because it's hidden. In a way, it's deceptive — a secret from our conscious mind, always wanting to control us.**

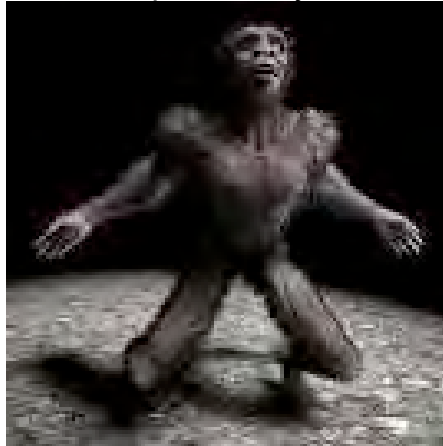


**Once we recognize how it works, it doesn't have to hide!  
We can observe it in action!**

**Are you ready to learn how it works?**

- ☐ Yes, I am!
- ☐ Not sure, but I'll give it a try.

- ☐ I'm ready to meet other parts of my brain!



**2. The second part of our brain is called MAMMALIAN. Do you know how it's different from our Reptilian brain?**

- ☐ It regulates and controls all of our bodily activities.
- ☐ It transmits information to our muscles and body organs.
- ☐ It's the center of our thought, memory and emotion.
- ☐ It's responsible for development of human language, abstract thought, imagination and consciousness.
- ☐ It determines whether we feel positive or negative about something, whether our higher brain has a "good" idea, or not — making value judgments.
- ☐ Everything in this emotional system is either "agreeable or disagreeable." Survival depends on avoidance of pain and repetition of pleasure. It appears to be the primary seat of emotion, attention, and emotion-charged memories.

Yes! A big change took place in the brain as mammals evolved.

Our Mammalian brain allows us to remember new experiences, as they happen, and create a warehouse full of experience-based memories.

**Our Mammalian brain has different duties than our Reptilian brain.  
It has a strong recognition of danger,  
based on past experience.  
It gives us conscious awareness of our self**

**in relation to everything around us.**



**3. The third and uppermost part of our brain is the Neocortex. Can you guess how it's different from the Reptilian and Mammalian brain?**

- ☐ Because it's the part of our brain that enhances our thought, it must be the smartest part of our brain!
- ☐ Since this part of the brain was the last to develop in human beings, it's probably the most important.
- ☐ Since thought rules everything else, the Neocortex is probably the strongest part of our brain!
- ☐ It looks very powerful. I'm guessing that it overpowers emotions and Reptilian desires.

The Neocortex is the rational part of our brain.

Higher-thought functions — the ones that distinguish Man from animals — are in this part of the brain.

In humans, the Neocortex takes up two-thirds of our total brain mass!

**The Neocortex is the part of our brain  
that allows us to invent, create  
and engage in abstract thought.**

**You would think that it would overpower  
our Reptilian and Mammalian brains,  
but it doesn't always!**

4. Our three brains operate like interconnected biological computers.



**“My brain is a biological computer!”**

5. Each of our three brains has its own sense of time, space and memory.
6. When the three parts of our brain work together perfectly, we have a sense of balance, and are at peace.
7. Problems arise when our Reptilian biological computer brain takes over the others, which it sometimes does. Then it's time for computer repair!



**“It's that Reptilian brain again, trying to rule the roost!”**





**8. Do you think that the parts of YOUR brain are balanced, and live in harmony with one another?**

- ☐ No! Sometimes I feel like a reptile — all I want to do is eat and sleep!
- ☐ When I'm scared and want to run away, my brain feels out of balance.
- ☐ When I want to fight with someone, I'm out of balance.
- ☐ When I'm angry or upset, I'm definitely out of balance.
- ☐ I like doing things the way I've always done them; some of my friends do not. This keeps me from feeling harmonious.
- ☐ When I listen to good music, I feel balanced.
- ☐ When I can paint or draw pictures, I feel my brain get more in balance.
- ☐ My brain is in harmony when I feel peaceful inside.

Yes! Feeling in balance is a good feeling. And it can come only from inside you. YOU are in charge of your personal balance!

**When there is no anger, no fear, no fight inside us —  
we have no need to fight with anyone else.  
That's when we are in balance.**



9. Take a look at the photo below.



- ☐ Do you think this is a human caveman — a creature from our past?  
*(Write whatever you like:)*
  
- ☐ Do you think life for this person was difficult? In what ways?  
*(Write whatever you like:)*
  
- ☐ Did he have to hunt for food? Build a shelter for himself, and perhaps for his family? Fight off competitors for food and shelter?
  
- ☐ What do you think he used his tree limb for? As a walking stick? To dig for food? To bury treasure? To attack anyone he considered a competitor or enemy when he was afraid?



- ☐ Do we have to survive today in the same way? Do we still need to eat? Need to live in a safe place? Do we humans still look for places of shelter and ways to protect our family and friends?  
*(Write whatever you like:)*

- ☐ What's different about the way we survive in today's world?  
*(Write whatever you like:)*

- ☐ Are our fears today based on things other than finding food to eat and a place to feel sheltered and safe? *(Write whatever you like:)*



10. **From the time of early mankind, humans learned to use sticks and clubs to hunt for food, as you can see in the image above.**
- ☐ Their Reptilian brains told them to capture food when they were hungry.
  - ☐ Eventually their families grew into large tribes of people — and all of them needed to eat.
  - ☐ As the tribes grew, there was less food to share.
  - ☐ As a result, cavemen began to use sticks and clubs to fight other cavemen for the food.
  - ☐ This was their drive to survive, being driven by their Reptilian brains.
  - ☐ Unfortunately, it was also the beginning of bullying — and war.
11. **Today, we have bullying and war — but people fight about things other than having enough food to eat.**
12. **Are you ready to explore why we fight, so we can learn to understand what prevents peace — and why, after all of these centuries, we humans are still fighting?**
- ☐ I'm ready to learn!
  - ☐ I'm ready to understand what prevents peace!

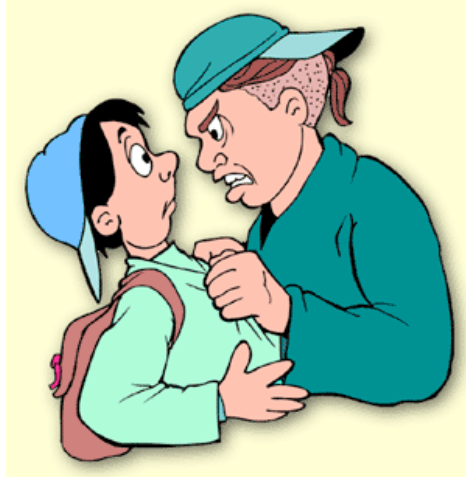
## Lesson 1

# THE FIGHT INSIDE US



**“No one will know I’m scared  
if I look tough and come out fighting.”**

1. **Why do you think people fight?** *(Check any box you think is correct. There are no wrong answers!)*
- ☐ In caveman times, people fought for food, and to protect their families.
  - ☐ Today, modern tribes still fight over food supplies to help them survive physically, which makes them feel secure and strong as a group. But now they also fight for who’s the fittest at it so they can feel safe psychologically, knowing that they are the strongest.
  - ☐ People fight when they get upset, angry, or feel hurt or disrespected.
  - ☐ People fight over differences of opinion.
  - ☐ Human beings go to war when they grow fearful of others, and when they can’t come to an agreement about something they consider important.
  - ☐ Bullies fight. When they are angry, they feel conflict inside, and create conflict with others.
  - ☐ I’d like to say I *never* fight — but I do.
  - ☐ At one time or another, we ALL have been bullies — intent on getting what we want, when we want it.
  - ☐ When we can recognize that we have been a bully, and look at HOW we’ve been a bully, we can better understand what makes a person bully!



**I remember a time I acted like a bully. What happened is: *(Write anything you wish:)***

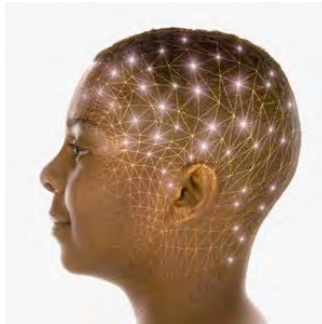
**When you are upset or angry, you feel conflict inside you.**

**There's a good chance that the conflict inside you  
Is going to make you create conflict outside you — with another person.**

## Understanding What Prevents Peace

**1. When you're in a conflict situation in which you're being bullied, do you feel you have no choice in the situation?**

- ☐ That's right. No choice.
- ☐ Any bully I've encountered is always bigger and stronger, so I pretty much give in.
- ☐ I always think I need more physical skills; I don't have the confidence to fight a bully.
- ☐ I think my fear gets in the way.
- ☐ I guess my choice is to run away fast.
- ☐ I wish I were smart enough to outsmart the bully.
- ☐ I never know how to think on my feet!



**2. Are you aware that physical skills are not enough to stop a bully or prevent a fight — and that mental skills are very important?**

- ☐ Strong physical skills help me control my body, which gives me confidence!
- ☐ Without strong mental skills, I know I can't control my physical skills.
- ☐ To stop a fight before it begins, I guess I need strong mental skills.
- ☐ Strong mental skills help me understand conflict and what's preventing peace from happening in the moment.
- ☐ When I can understand a conflict that's going on — and WHY it's happening — perhaps then I'll SEE what prevents peace!



3. **Have you been able to understand what prevents peace by watching television programs or seeing movies?**

- ☐ None I can think of.
- ☐ Maybe “The Karate Kid.”
- ☐ TV and movies, like *Rambo* and *Die Hard*, focus on physical strength instead of learning how to understand anything or anyone.
- ☐ Violent video games like *Call to Duty* focus on extremely savage brutal primitive instincts instead of learning how to understand anything or anyone.
- ☐ I’ve seen martial arts *mental* strength exercises, and those look like they could be helpful in learning how to understand what prevents peace.
- ☐ Violent video games have winners who lose and losers who lose. In the end, they all lose.

**We humans have participated in many wars —  
we’ve been taught that it’s important to win.**

**The highest goal in life is not to fight and win,  
but to find a way to NOT fight —  
in which case everyone wins.**



**4. Bullies are people who became bullies because they themselves were once bullied.**

- ☐ That never crossed my mind before, but I guess it's true.
- ☐ I can understand that when someone gets bullied, that person wants to bully someone back.
- ☐ But bullying someone back just keeps the bullying going!

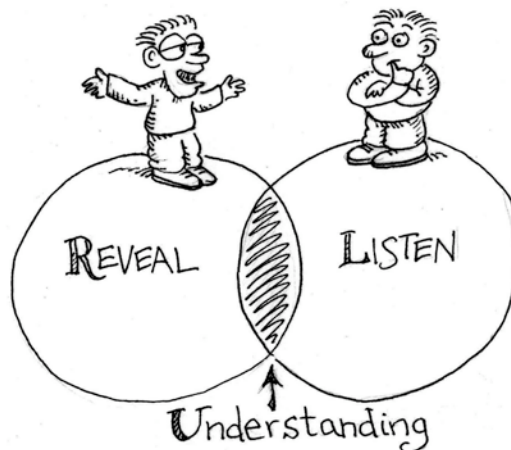
**5. Did you know that bullies are also people who are afraid?**

- ☐ Not the bullies I know!
- ☐ I know a bully who sure doesn't act afraid!
- ☐ I never thought of that before — that maybe people become bullies because they're afraid of something.
- ☐ I guess that bullies are like ancient cavemen — they look for a way to survive whatever they're afraid of, and they think that fighting and bullying are the way to survive.

**We humans often hear  
that life is about the survival of the fittest.**

**It's true!**

**But, unlike our ancient ancestors, today survival of the fittest  
relies on the most intelligent and perceptive people!**





## Lesson 2

# THE SIMPLICITY OF DIRECT OBSERVATION



**“I don’t want to observe anything new!” said the Bear.  
“I want to think what I always think!”**

### 1. Can you guess what “direct observation” means?

- ☐ Learning by directly observing someone or something — instead of relying on old information.
- ☐ Observing for myself rather than listening to others’ opinions.
- ☐ I’m guessing that it’s deciding something for myself vs. accepting things I’ve been taught.
- ☐ I think that learning to see the world via direct observation could be helpful in learning what prevents peace in the world.
- ☐ When I directly observe someone or something, I tend to understand them.

Yes! **Direct Observation** is relying on personal observation or experimentation, like scientists and detectives. It’s guided by practical, first-hand experience rather than someone’s theory.

Yes! We observe whatever action is happening *now*, and make a clear observation about what we’re experiencing via our five senses — sight, scent, taste, sound and touch — and direct perception.

**Direct Observation is very exciting!**  
**It’s always based on what’s happening — right here, right now.**  
**The only requirement is that you keep your mind open**  
**and your senses tuned in!**

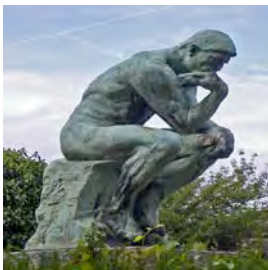
## DIRECT OBSERVATION!



Our **Reptilian Brain** focuses on our primary needs.



Our **Mammalian Brain** provides conscious awareness and emotional response.



Our **Neocortex** gives us the ability to think things through.



**Direct Observation** allows us to see things, right here, right now — in the moment — without relying on any of the older information provided by our three-part brain!

**The following story happened to Dr. Terrence Webster-Doyle (Dr. T). As you read, consider what he learned about Direct Observation.**

### **Story: The Russian Woman in Sebastopol**

“A while ago, I was living in northern California. Because of constant “Air Raid Drills” we had in school, at a time when the U.S. was involved in a “cold war” with Russia, I had been conditioned in my early years to fear Russian people. When I heard that some Russians were going to come to our town, I remember the heightened state of anxiety this caused me.

I expected them to dress differently, perhaps in KGB type hats and long Russian coats even though this was summertime. As it turned out, they looked like us, dressed in western business suits and conventional dresses. At first the air seemed highly charged and I felt very tense. I knew I had to make a gesture of friendship but I felt afraid to do so. After awhile people started mingling and who was who became less obvious.

I was standing around trying to look confident and sociable when a woman arrived at my side and we started to talk. I was glad to talk with anyone, even if it was someone I didn’t recognize from my hometown, to relieve my tension. In the course of the conversation about the weather and other mundane things, I asked where she was from and she replied, “I am from Georgia.”

I thought it funny that she didn’t have a southern accent. But then she said something that completely stunned me! She said, “We from Russia are glad to be here.” I said “What?”



**“I am from Georgia,” she said.**

She repeated her statement and I “freaked out!” At least I did inside my brain. I went into a “fight or flight” reaction. The “fight or flight reaction” triggered my body's primitive, automatic, inborn response to prepare it to “fight” or “flee” from a perceived attack, harm or threat to my survival. There were people from an area in Russia called Georgia, and she was one of THEM!

My heart started pumping fast and my breathing increased! I could feel my pupils dilate! My awareness intensified! My sight sharpened! My impulses quickened! My perception of pain diminished! My immune system mobilized with increased activation! I was becoming prepared — physically and psychologically — to fight or run away, because I was looking at “the enemy!” Yet outwardly, much to my surprise, I was maintaining my cool.

I realized at that moment that my body was preparing to fight her even though she was not a real threat. She was an imagined threat — that image of her as my enemy was one I had been conditioned to believe! If she had been pointing a gun at my head, I would have been justified in fighting or fleeing. But she was doing nothing of the kind.

She was a very nice, very attractive woman who was just trying to be friendly!



### **A Sleuth for the Truth!**

- ☐ Let's explore what happened in this story! Which of Dr. T's brains do you think set off his “fight or flight” fear of this woman? Reptilian? Mammalian? Neocortex?

- ☐ Do you think his fear caused his Reptilian biological brain to pull a fast one over his Neocortex brain? *(Write whatever you wish:)*
  
- ☐ Do you think that his first response to the Russian woman came from direct observation? *(Write whatever you wish:)*
  
- ☐ Do you think that his need to run away from the Russian woman came from something he had learned long before? *(Write whatever you wish:)*
  
- ☐ Was the image he had in his mind of the Russian woman real?
  
- ☐ Was the image in his mind something he either imagined, created, or someone taught him to believe?
  
- ☐ Does it seem to you that whatever he'd been taught prevented him from feeling comfortable with the Russian woman?

- ☐ In the moment that Dr. T realized that his response to the Russian woman was a conditioned reaction and not real, was THAT a Direct Observation? *(Write whatever you think!)*



**“My brain is a machine with lots of conditioned cogs and wheels!”**

- ☐ Has something like this ever happened to you — where you feel threatened by something or someone – but the threat you’ve imagined turns out to be not real — because of the conditioned cogs and wheels in your brain? If yes, what happened? *(Write whatever you wish:)*
- ☐ Do you think this happens to all of us sometimes — that our brain gets stuck in one position, and we cannot change it? Why do you think so?

- ☐ Does your frozen “fight or flight” brain system get stuck in the ON position, and you cannot turn it OFF, because it’s what your brain has always done?
- ☐ What do you think stops you from turning it off?
- ☐ Is it possible that your Reptilian biological brain sometimes does not differentiate between an ACTUAL threat and an IMAGINED threat?
- ☐ Do you think of conflict in your life as a problem to be solved?
- ☐ If so, do you find it impossible to solve?



**The fact is:  
Conflict is NOT a problem to be solved.  
It is a reality to be observed.**

**Once there is OBSERVATION, conflict can stop on its own!**

## **The Power of a Pause; a New Way of Reasoning**

### **1. Did you know that your mind is the most powerful defense you have?**

- ☐ Not me! When I get into any conflict, my mind usually turns into mush.
- ☐ I am beginning to understand that IF I can learn to use my mind to STOP conflict before it starts, perhaps I can turn things around.
- ☐ Without fighting, running away or freezing — by using Direct Observation — maybe I can have control over myself, as well as the situation I'm in.
- ☐ If I can get myself to STOP before I fight, or STOP when I'm getting angry — that's when I've achieved the power of a pause.
- ☐ When I can SEE what's going on, STOP for a second to take it in — I can then act on my own thoughts, instead of RE-act to someone else's actions.



### **2. When you see someone who is angry or upset, do you ever STOP to wonder WHY that person is upset?**

- ☐ No. Never. I just get away as fast as I can. I tend to stay away from angry people; I feel threatened by them.
- ☐ If someone yells at me, and I know I did something wrong, I KNOW why that person is upset.
- ☐ If someone screams at me, and I know I did nothing wrong, I just figure that person has a problem that has nothing to do with me, and I let the person get it out of his or her system.
- ☐ If someone I know well — someone in my family or a good friend — gets upset, it would probably be a good idea for me to take a moment to PAUSE, to STOP and SEE things from his or her perspective. That's better than arguing, which just makes the conflict go on and on.



## Twelve Mental Self-Defense Skills to Use to Walk Away with Confidence

1. No matter how a fight starts, we **CAN** stop it before it begins. There are 12 basic ways to do this — and walk away with confidence. Have a look:



**Make Friends.** Treat the bully as a friend instead of an enemy. All bullies need admiration and respect.



**Use Humor.** You can turn a scary situation into a funny one, but be careful. Have fun *with* the bully rather than making fun *of* the bully.



**Use your creative imagination.** Pretend you are sick. Pretend you have poison ivy. Pretend you have some infection the bully will get if he/she fights with you. Tell the bully someone is about to meet you. Pretend to faint.



**Walk Away.** Don't get into it. Walk away. This is a simple and often overlooked way to end conflict before it ever begins. Keep walking. But don't turn your back until you are safely away from the bully.



**Agree With Bully.** If a bully insults you, agree with him/her. If you feel insulted, let your anger rise up, watch it, and let it go.



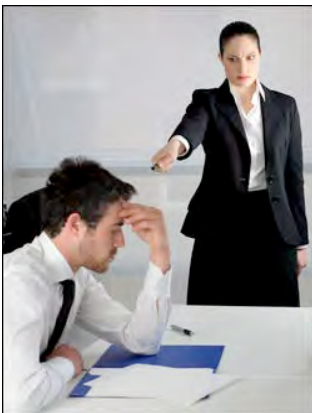
**Refuse To Fight.** This probably sounds contrary to what you have always been told, but one way to stop conflict is to not fight, no matter what happens.



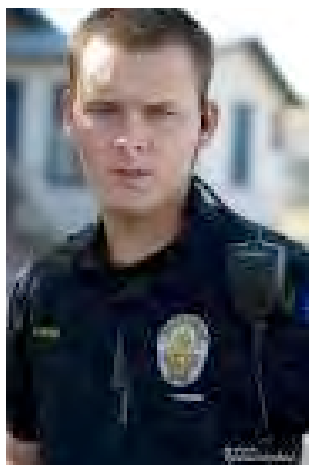
**Stand Up To The Bully.** This can work, but can make some bullies angrier. Decide if you think this alternative will work in this situation, with this bully.



**Scream/Yell.** A good shout or yell can shock the bully and distract him or her for a moment, so you can get away.



**Ignore The Threats.** This is similar to simply walking away. You hear the threats, you ignore them or you turn and walk away from the bully, even though the bully is calling you names and trying to get you angry enough to react.



**Use Authority.** Call a teacher, a police officer, a parent, or someone you know who can help stop the bully from hurting you. This is not being a coward. This is stopping violence before it begins.



**Reason With The Bully.** If you are a good talker, perhaps you and the bully can talk it out. If you don't argue or get angry, if you act friendly, you might convince the bully to not hurt you.



**Prepare to Fight:** As a last resort, take a strong stance. This tells the bully that you are prepared to protect yourself if you are attacked. But hopefully, one or more of the other mental self-defense skills will work.

3. **Which of the 12 mental self-defense skills do you think would work best for you? *(Write whatever you wish!)***
  
  
  
  
  
  
  
  
  
  
4. **Are “making friends,” “refusing to fight,” and “agreeing with bully” using your body, or are they using your mind?**
  
  
  
  
  
  
  
  
  
  
5. **Dr. Martin Luther King, the great African American leader, refused to fight, no matter what abuse he suffered. Does NOT fighting take greater strength than fighting?**
  
  
  
  
  
  
  
  
  
  
6. **Do you think screaming and yelling is cowardly when you’re confronted by a bully? Can’t it get you help and stop the fighting?**

7. If you're a good talker, do you think you might be able to reason with a bully? Would it help you walk away with confidence if you could?



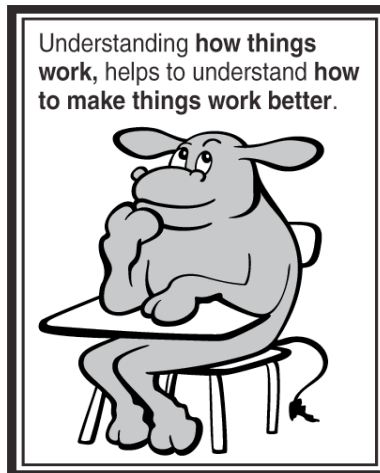
### **A Sleuth for the Truth!**

**Check the boxes you think are true!**

- ☐ There is danger for me if I ignore a bully's threats!
- ☐ There is danger for me if I acknowledge a bully's threats.
- ☐ If I "snitch" on a bully, it may feel cowardly, but I am possibly preventing violence before it happens!
- ☐ If we can see ALL sides of a situation, rather than seeing only our own, we reach a new level of UNDERSTANDING.
- ☐ The more practice we get dealing with a bully, the better we get!
- ☐ I plan to practice my mental self-defense techniques many times this week — at home, at school and in my community!
- ☐ I think these techniques will help me be able to deal with a bully with confidence!

## Lesson 3

# CONFLICT COMES FROM CONDITIONING



1. **Have you been taught that gaining knowledge is a good thing?**  
*(Check the boxes you think are correct. There are no wrong answers!)*
  - ☐ Yes! That's why I go to school!
  - ☐ My family puts great value on going to college.
  - ☐ Knowledge is power.
  - ☐ I've heard that a little knowledge is a dangerous thing. I guess that's true when you don't have the full picture of a situation.
  
2. **Do you think that UNDERSTANDING may be more important than KNOWLEDGE?** *(Check the boxes you think are correct. There are no wrong answers!)*
  - ☐ Like the cartoon above says, "Understanding how things work helps us understand how to make things work better."
  - ☐ Sometimes when I try to solve a problem, my knowledge doesn't help much. Maybe I don't have the right knowledge.
  - ☐ There are times when the knowledge I have puts me in conflict with other people — and sometimes with myself!

**Read this story below called “The Empty Cup.” Consider what it has to say about “knowledge.”**

### **THE EMPTY CUP**



One day a known and respected university professor visited two great and wise masters.

“I have come a long way to see you both,” said the professor, “since I have heard that you are great masters of understanding what prevents peace. I have studied very hard for many years to understand the essence of what you teach. Can you tell me how your process of understanding can bring peace to the world? What is the secret of this teaching?”

The older master was serving tea as the professor spoke. He poured the visitor’s cup full, and still kept on pouring until the tea was running off the table onto the floor.

The professor watched the cup overflowing until she could no longer stand it. “The cup is full, no more will go in!” she exclaimed.

“Like this cup,” said the master, “your mind is full of questions and seeking answers. Until you empty your cup, no more can go in. Likewise, until you empty your mind, you cannot receive anything.”

- 3. What does this story tell you about “knowledge”?**
- 4. Does it say that sometimes the “knowledge” we have can prevent us from learning something new?**



**5. Does your mind feel so full of information at times that your brain doesn't have room for any more?**

- ☐ Yes! Sometimes my head aches from it all!
- ☐ We live in the age of technology, which makes so much information available all the time!
- ☐ Yes, knowledge can sometimes be overwhelming!
- ☐ Knowledge can also be dangerous, because it can prevent us from thinking clearly — right here, right now.

**6. Look at these two people below, arguing over who's right and who's wrong.**



**“I know I’m right about this!”  
“And I know you are wrong!”**

- ☐ Yes! Their heads are full of the knowledge they have — too full to see anyone else's point of view!
- ☐ These two people may be intelligent, but they sure don't know how to solve their differences!

**We humans are conditioned to believe  
that knowledge can solve all of our problems.  
In fact, knowledge can do the exact opposite.  
It can divide us and create conflict.**

7. Let's say that Thought is a character like the friendly brain below.



**"Hello! My name is Thought."**

8. Thought runs through you and convinces you that you are in charge of it. But, in fact, Thought controls YOU!
9. Thought creates a problem, then tries to solve it. But things get worse because Thought doesn't realize that IT is what's creating the problem! The more it thinks, the more problems it creates!



**"I have a problem to solve."**



**"My thinking will solve it."**



**"Uh-oh. I can't solve it."**

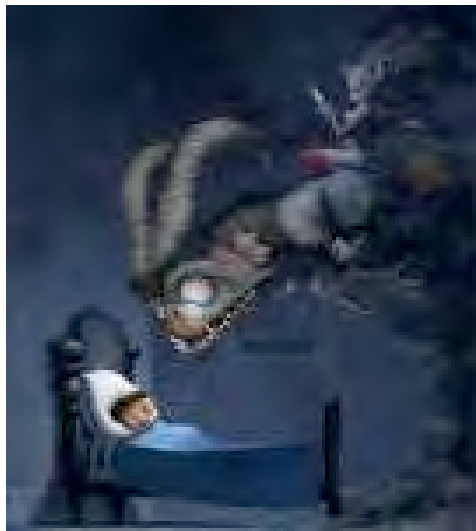


**"Now I have a new problem."**

10. Our new brain, the Neocortex, can create images. These are images we see when we imagine or dream.



**“Hello! I’m a beautiful image!”**



**“Hello! I’m a scary image!”**

11. These images convince our old Reptilian brain that they are real! But they’re not! WE created them!

- ☐ If the image created is pretty or happy — even if it isn’t real — our old brain says, “Relax. Enjoy. Nothing to worry about.”
- ☐ If the image created is scary — our old brain says, “Run!” Or “Hide!” or “Fight!”



**“Do I fight this monster, or do I hide?”**

- 12. Our old Reptilian brain doesn't check up on the new brain's images — it just accepts them, and gets all stirred up!**
- 13. Can you see why it's important to empty your mind (tea cup) of information that keeps you from seeing what's really there?**
- ☐ Yes, I can! When I am “empty,” I am free to focus on whatever is happening right now!
  - ☐ I can see how memories of things that happened to me in the past can make me afraid to open myself to new experiences.
  - ☐ I need to be AWARE of people and things around me. This will help keep my mind uncluttered and help me relax.
- 14. If a bully calls you an ugly name, or threatens you, do you have the mental strength to NOT hurt back, but to STOP! LOOK! LISTEN! to all of your feelings — and NOT act on them?**



**“You are absolutely right about me being a nerd.  
It's what I do best.”**

15. The smaller person above is smart. He recognizes that he's conditioned to think that he should run away from this big bully who he has always seen as his "enemy."
16. By UNDERSTANDING, however, that this bully feels powerful when calling him a "nerd," the smaller person AGREES with the bully, which stops the fight immediately.

**I see how to stop a fight before it starts!**  
**I am imagining being approached by a bully.**  
**The situation is this (write whatever you wish):**

**The way I handle it is this:**



## Looking Through Colored Glasses

1. **If you've ever looked through a piece of carved crystal glass, you know it's like looking through colored glasses. If you look at one angle, things look blue. If you look at another angle, the very same thing can look red.**



**“I see yellow!” “I see red!” “I see blue!”**

2. **This is often how people sometimes reach different conclusions although they are looking at the very same thing.**
  - ☐ Yes! I was once bitten by a dog. Every since then, I get terrified every time a dog that looks like that dog comes near me. Other people reach out to pet the dog, but not me!
  - ☐ Yes! It's how people from different parts of the world view other people.
  - ☐ Yes! It's why some people imagine other people to be an “enemy,” rather than seeing those people as just – other people.
  - ☐ I think that sometimes we don't get the whole picture of a situation. We see only part of it and think we've seen it all!

**Seeing the whole picture is something that comes up in a very funny story called THE FOUR WISE MEN. Have a look:**



**“What do you see?”**

One day there was talk of a great animal being brought to town. Four wise men heard the news and wanted to see the animal before anyone else, so they could be first and tell everyone what the animal was — so they would appear wise and well informed.

The men crept behind the barn where the animal was being kept secret until the following day when it would be revealed to everyone. Although there were no apparent doors or windows, the men saw some knot holes in the wall at eye level. Each man found a knot hole in a different location, and they all looked.

“I see a great snake!” said one of them. “No, it’s a tiger with great long fangs!” said another. The third man said, “No! It’s a giant bird, flapping its wings!” The fourth man said, “You are all wrong. It’s a giant fat pig – I see its huge belly!”

The men argued all the way home, each positive of what he had seen. Each was certain that after the town parade, which would reveal the animal, he would be proclaimed the wisest man in town. By morning, everyone had heard each man’s opinion and was anxious to know who was right.

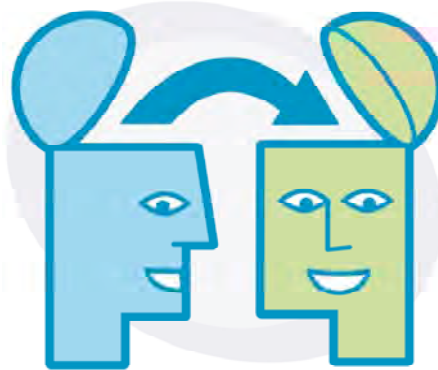
A hush fell over the crowd as the great animal appeared. The animal was an elephant! How could all four wise men have been wrong?

A bright young boy laughed and said, “Each of the wise men looked through a different hole. Each saw the elephant – but only a certain part of the elephant! One saw the elephant’s trunk and thought it was a big snake! One saw the tusks and thought it was a huge tiger. Another saw the elephant’s ears and thought they were the wings of a huge bird! And the last saw only the elephant’s belly and thought it was an enormous pig!”

It became immediately obvious to everyone in town who the real “wise man” was that day.

**1. Do you think that the wise men's view of the hidden animal was a lot like looking through different color eyeglasses?**

- ☐ Yes! The wise men bragged about what they THOUGHT they saw!
- ☐ The wise men saw only what the knot hole allowed them to see. Each was conditioned to see only what was framed by that knot hole!
- ☐ The wise men could not see what IS. They didn't have the whole picture, so they couldn't.
- ☐ The wise men were not quite so wise that day. Their personal points of view became personal prejudices — not the truth.
- ☐ These wise men needed to be sleuths for the truth!



**“I’ve been programmed by knowledge!”**

**2. Do you think the “knowledge” these men used did not help them be wise at all?**

- ☐ The fact that each one saw himself as wise clearly proved that they may have been knowledgeable about certain information, but certainly had no understanding of the concept of “the whole picture.”
- ☐ I think thought, which is a kind of knowledge, tends to judge more than understand.
- ☐ When people judge, they start to make a distinction between what they believe is “good” and what they believe is “bad.”
- ☐ As soon as we create a difference between what we think is “good” and what we think is “bad,” we create conflict!



- ☐ I think that “knowledge” cannot prevent conflict and sometimes starts it!

**3. Just like these four wise men, there are people in the world today who are considered “experts.” Have you noticed any?**

- ☐ My parents are experts! They always tell me what to do and how to do it!
- ☐ My teachers are experts! Well, sometimes they really are!
- ☐ When I watch TV, I see many people projected as if they are experts on what food to buy, what medicines to take, what clothes to wear, how to live my life. They’re just paid actors, aren’t they?
- ☐ There are people in our community who are considered leaders and experts — people we need to listen to and follow. There are some who appear to be intelligent and others whom I question.

## **The Image of Enemy**

**1. We have conditioned images in our minds of strangers and people who think differently as “the enemy.”**

- ☐ Yes! A football team from another school is our “enemy”!
- ☐ Yes! We are often told that people from different countries are considered our “enemy.”
- ☐ When we go to war with any country or any people, that country and those people are considered our “enemy.”

**2. This conditioning creates conflict inside us. It separates us from other people instead of bringing us together.**

**3. Just like the ancient cavemen, we think of ourselves as belonging to certain tribes: nationalistic and religious belief systems — all labels we have learned to believe are real.**



**Flags of the Tribes of the Modern World**

4. **In fact, WE created these groups. But they are a fantasy, an illusion!**
5. **We are not actually these groups – we’ve been conditioned to think we are – they are only descriptions, images, or words.**
6. **They were at one time made up to tell the difference between groups, tribes, clans, families, races.**
7. **We believe these independent groups will provide us with physical and psychological security. But they are all in competition for the same thing — individual group survival.**
8. **They are therefore threatening the survival of the whole human race because of the conflict they create due to this division – this fragmentation of what is naturally whole.**



9. In today's world, such separate groups actually **PREVENT** our security.
10. The world, divided in this way, can never be **WHOLE**, and can never cooperate for the whole of humanity.

Take a look at the two photos below —  
one of our ancient ancestor cavemen  
and the other, modern Middle Eastern people.  
How similar are they?



**Ancient Cave Creatures**



**Modern Middle Eastern People**

It's who we think we are and who we think others are,  
in relationship to our self-images,  
that divide and fragment the human race,  
and therefore create conflict.

What do you think about this?  
Write whatever you wish right here!

## Lesson 4

# THE FIGHT INSIDE IS THE ONE TO STOP



### Knowing How to Clear Your Mind

- 1. Just as clouds sometimes block the sun from shining on us, sometimes we need to clear the clouds in our personal lives in order to see things more clearly. (Check the boxes you think are correct. There are no wrong answers!)**
  - ☐ I always do best when my head is clear of painful thoughts.
  - ☐ I wish I were good at stopping fights inside me.
  - ☐ I've seen kids sitting quietly and meditating who say it helps them stay calm and focused.
- 2. There's a form of "clearing the clouds" that you can do anywhere — at home, at recess, in your community, and you can show others how to do it, too — just the like the students in the photo above.**
- 3. It's a great thing to do when you feel a fight inside you and you don't know how to handle it, or how to relax your mind.**



**“Letting the fight inside pour out.”**

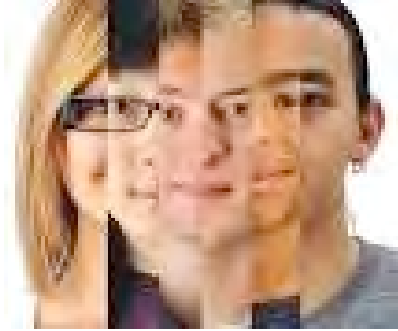
#### **4. Here's what to do:**

- ☐ Sit as comfortably as you can.
- ☐ Once you read through this and know what to do, you can close your eyes.
- ☐ Let everything you're feeling and thinking come up. Don't try to hide it. Just let it be there.
- ☐ Then, just WATCH it. That's it – just WATCH it.
- ☐ Are you feeling guilty? Angry? Upset? Don't blame yourself! Just WATCH those feelings.
- ☐ Then, whatever you're feeling – let it come up like bubbles in a glass of soda water. Let the feelings bubble and then — release them — let them go! WATCH them pour out of you!
- ☐ Like a room that's been flooded with water, open the door to that room and WATCH the water — with all of those feelings — pour out of your head!
- ☐ Then sit there, open your eyes and ask yourself how you feel.

## Getting to the Root of Our Fear



1. **Most fights start when someone feels afraid. Can you think of a situation you experienced when something violent happened? (*Write whatever you wish!*)**
  
  
  
  
  
  
  
  
  
  
2. **Do you think the person who became violent was afraid of something? Can you guess what?**
  
  
  
  
  
  
  
  
  
  
3. **What do you think causes fear? Being afraid of looking silly or stupid? Being wrong? Dealing with strangers? Being expected to do something we don't want to do?**

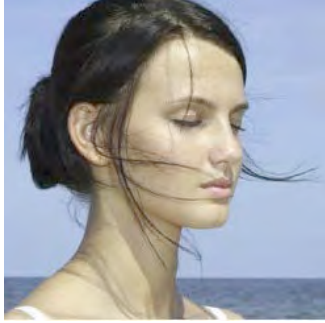


4. Do you think people get scared when they perceive another person as “different” in some way?

5. When have you seen people perceive others as “different”? At home? At school? Out in the world? On TV? In the movies? In video games?



6. Do you think people focus too much on differences and not enough on how we’re the same?



7. **When fear exists, it's important to find your “empty” self — that self you find when you sit and “clear the clouds” from your mind. Just WATCH your thoughts and feelings as if you were watching a movie. Ask yourself:**

- ☐ What am I afraid of?
- ☐ Can I see the fear inside me?
- ☐ Can I bring the fear up like a glass of bubbling soda and let it pour out of me?



8. **There is another exercise called “Mind Like Moon.” The moon, especially when it's full, shines its light equally on everything below it. When we shine our mind on everything around us, developing an understanding of our thoughts and feelings — the fight inside tends to disappear. Try it. Then ask yourself:**

- ☐ When my mind is like the moon, shining down on all my thoughts and feelings, does my fear go away?
- ☐ Does the fight inside me go away?





### **Getting to the Root of Peace**

- 1. When disagreements happen at home, at school or in your community, do you participate in resolving them? Do you walk away? Do you talk with others? Do you try to reason things out? *(Write whatever you wish.)***
  
- 2. Do you look for ways you are different, or for things you have in common in order to reach some kind of agreement?**
  
- 3. When you meet someone new, do you first see things you have in common, or things you perceive as different?**



4. **Think of someone you know who you think is very different from you. Did you think of someone? Now, name three things in common you have with that person:**
- 1)
  - 2)
  - 3)
5. **Do you think it's true that we encounter people, places and things every day that can set off a reaction in us to fight?**
- ☐ Yes!
  - ☐ At home, at school — everywhere!
  - ☐ Video games always make me want to fight.
6. **Do you think that, given all you've been learning, that the next time you are provoked to fight, you can decide NOT to fight?**
- ☐ I think I can!
  - ☐ I'm not sure.
  - ☐ I am ready to try.

**When you can understand what you do and why you do it, you develop an understanding of yourself, an important aim in finding camaraderie with other human beings.**

## Lesson 5

# PEACE CALLS FOR NEW INSIGHT



### Transforming the Fight Inside into Peace

**1. Do you feel that most of us have been taught to think and act in certain ways — sometimes to obey orders, rather than being taught to ask questions and think for ourselves? (Check any box you think is correct. There are no wrong answers!)**

- ☐ I am rarely asked what I think.
- ☐ I'm always told what to do and how to do it.
- ☐ I wish I were asked my opinion more often.

**2. Do you think that set answers keep you from thinking for yourself?**

- ☐ Well, I was taught to stop for a red light and how to brush my teeth, and to be aware of strangers – I guess that's all good.
- ☐ I was taught to “avoid” some people in our neighborhood, and I'm not in favor of that.
- ☐ I don't mind answers. I just think it's best if I understand something for myself, rather than get an explanation from another person.

**Questioning causes us to see beyond an answer.  
Just by looking, asking and seeing, we gain insight.  
We learn through our own experience**



3. Have you ever played “Tug of War” — a game where several kids hold one end of a rope, and several others hold the other end – and both groups tug – to see who’s stronger? There’s always a winner and a loser.

- ☐ Yes! It’s survival of the fittest!
- ☐ Not my favorite game — I always seem to be the weakest team.
- ☐ There doesn’t seem to be a real purpose to this game.



4. Have you ever played “Tug of Peace” — where kids sit in a circle, make a circle with a rope lying in front of everyone, and you pick up the rope and pull — everyone at the same time — so you all stand up together? There’s no loser in this game. Everyone wins.

- ☐ This sounds like fun.
- ☐ I like that everyone helps everyone else stand up together.
- ☐ Wow. Having a common focus makes for terrific synchronization!

## Act From vs. React To



1. Do you know the difference between acting from your own thoughts and feelings vs. reacting to someone else's? Think about it.
2. In other words, do you find yourself acting from what you think as opposed to reacting from a habit you've been taught?
3. When we can take ourselves out of a deeply ingrained, single-minded way of doing something — exactly the same way it has always been done — we use our beginner's mind.



**“Really? You want my lunch money? Come with me to the cafeteria. I’m going to buy you a soda.”**

4. When life presents us with challenging situations — like meeting up with a bully — it’s good to have had the experience of insight — to see things as if you’re seeing them for the first time.

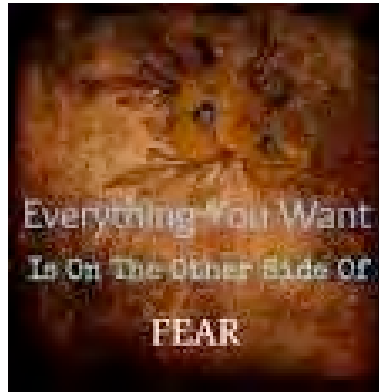


5. **Do you think that understanding and recognizing another person's thoughts and feelings is a sign of respect?**
- ☐ Yes, I do. Good manners helps everyone.
  - ☐ I like when other people understand and respect my thoughts and feelings. I'm not sure I've always done that with other people.
  - ☐ Respect is always good.
  - ☐ Whenever I feel respect for someone, I know that person can feel it, and it also makes me feel better about myself.
  - ☐ I respect myself for lots of things — not fighting is one of them.
  - ☐ I respect myself when I can stop the fight inside me. I think that's a very powerful thing to be able to do.
  - ☐ When my mind feels strong enough to show respect for other people, I believe that I can walk forward, or walk away — fearlessly — with greater confidence.
  - ☐ For me, respect is:

**Respect is the act that conquers fear.  
Power is the ability to understand my self  
and demonstrate respect for others in the world.**

## Lesson 6

# WHAT WE NEED TO OVERCOME FEAR



### Understanding Our Conditioning in Three Ways

**1. Do you think you're developing a better understanding of what conditioning is? Would you say it's training of some kind?** *(Check any box you think is correct. There are no wrong answers!)*

- ☐ Yes! I've been trained to brush my teeth, so I'm conditioned to brush them!
- ☐ I've been conditioned to eat breakfast, lunch and dinner — so I'm conditioned to not starve myself!
- ☐ I've been conditioned to grab a tissue when I sneeze instead of using my shirt sleeve!
- ☐ I've been conditioned to be "on guard" when I meet someone who's different from me.
- ☐ I think that some of my conditioning is very good, and some of it isn't helpful at all.
- ☐ I know I've been conditioned to think and act in certain ways to secure my survival in this world. But I'm beginning to wonder if that conditioning is helping me survive, or actually doing me in!
- ☐ I've been conditioned to do so many things, I feel like a zombie!





**Zachary Zombie:**  
**“My conditioned brain has put me on overload!”**

2. **There are three forms of conditioning:** *(Check any box you think is correct. There are no wrong answers!)*



One form of conditioning is **biological**. We are driven to eat, drink and sleep — our bodies crave these things to ensure our survival. We don’t have to think about them! **“I’m hungry!”**



Another form of conditioning is **physical**. We have to work to keep our bodies in shape via stretching, bending, working out. We “condition” our muscles to get used to our exercises. **“My legs are killing me from the treadmill run!”**



The third form of conditioning is **psychological**. This is training of the mind – behavior we’ve been taught, over and over, until it becomes a habit. We think about this behavior when we first learn it; later, hardly at all. **“I stop for a red light — anywhere!”**



**3. Do you think there's danger in being conditioned to eat when you're hungry, or sleep when you're tired?**

☐ Yes! I eat and sleep too much sometimes!

☐ No! We need these things to survive!

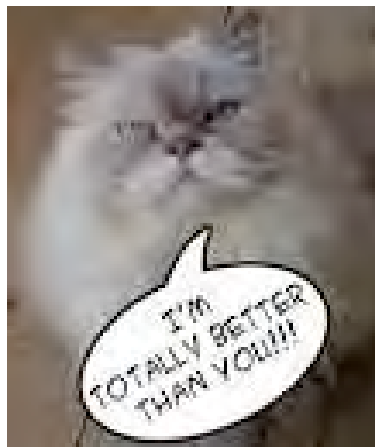
**4. Would you say there's danger in conditioning your muscles to bend, stretch and move easily?**

☐ Yes! But only when I stretch and bend too much!

☐ No! We need to do this to stay physically in shape.

**5. Is there danger in being conditioned to stop for a red light?**

☐ No! Absolutely not!



**6. Do you think there's danger in believing that some people are better than others?**

☐ No danger! Some people ARE better than others. And some cats ARE better than people!

☐ Yes! While some people may be better than other people at doing certain things — nobody is personally better than anyone else.

☐ No one should ever think that he or she is better than anyone else. It's very disrespectful.



**“My Zombie Zone is igniting!”**

**7. There are literally millions of parts to our brain.**

- ☐ One part handles our **sensations** of hot and cold, tired and excited.
- ☐ Another part handles our immediate **needs**, such as for food and water.
- ☐ A third part of our brain deals with our **feelings** of hurt, anger, joy and sadness.
- ☐ Another part handles all of our **information**, such as our name, address and phone number.
- ☐ Yet another watches over all of our **zones**: Awake! Enlightened! Transformed! Supercharged! Zombie!

**8. Name a sensation that makes you feel you’re in your Zombie Zone:**

**9. What thoughts, feelings and beliefs put you in that Zombie Zone?**

**10. Is there information you’ve learned that you think puts in you into that zone?**



11. What sensation puts you in your Enlightened Zone?
12. What thoughts, feelings and/or beliefs put you there?
13. Is there information already in your brain that puts you there?
14. Is there a habit you have you believe puts you in your Enlightened Zone? What is it? *(Write whatever you wish!)*



- 15. Is there a habit you have you believe puts you in your Zombie Zone, so you feel you're in a daze, or half-asleep? What is it?**  
*(Write whatever you wish!)*
- 16. Do you think there's a problem getting stuck in any of our zones? Do we stay trapped in old patterns of behavior and get so comfortable with them that we are not interested in possibly changing for the better?**
- 17. Do you think that shaking free of some of our old habits helps us become better prepared to deal with situations that are new or unexpected? Why do you think so?**
- 18. What's one old habit you have that you think is positive and ought to stay?**

- 19. What's one old habit you have that you think could use some improvement?**



- 20. Do you think you've gotten into disagreements with people because of habits you have that you don't want to change? Can you think of a situation like this that happened to you? What was the situation, and what happened?**

- 21. We are all creatures of habit! Name three ways YOU are a creature of habit:**

**1)**

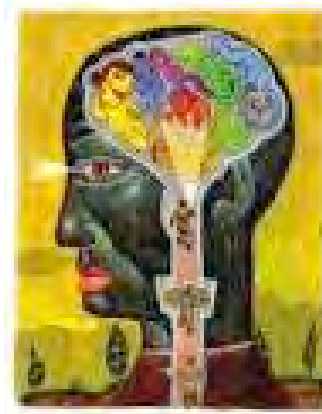
**2)**

**3)**

## Resolving Little Wars in Our Brain

1. **Conflict is a struggle that grows out of at least two opposing forces. Both of those forces may be inside you: Maybe you have chores to do and don't want to do them. Have you had that kind of conflict?**

- ☐ All the time!
- ☐ This is tough – because usually no one can resolve it but me.
- ☐ One time I had this conflict is when:



**“Can’t seem to stop the conflict from growing.”**

2. **The battles that start inside us often grow into larger ones outside us. For example, if you’re upset about something, you’re likely to act in a negative, unfriendly way toward another person. Has that ever happened to you?**

- ☐ No, I usually resolve my inner conflicts quietly.
- ☐ Yes! When I’m angry, it’s usually with myself, but I always seem to take it out on someone else!
- ☐ The time this happened to me is:



**If we can learn how to stop the little “wars” inside us...**



**perhaps we can learn to stop the bigger ones outside us —  
and even the greater ones all over the world.**



**If you are AWARE of your own negative conditioned thinking,  
right when it arises,  
you can UNDO it by NOT acting on it!**

## Caught in Thought!



**KNOWLEDGE** comes from our collective past. As you now know, it can trigger an automatic programmed reaction – based on your conditioning. Knowledge is important, but it **CANNOT** end conflict. It tends to postpone immediate insight because it is caught in thought.



**INSIGHT** is immediate! It can chase away any conflict that comes from this automatic programmed reaction! It allows you to act from your own experience — right in the moment!

1. **Can you think of a time when you attempted to use knowledge to THINK your way out of a conflict you were having, and just couldn't do it? What was the conflict? What did you think?**
  
2. **Can you also think of a time when you saw a situation and instantly knew what you or someone else had to do in order to handle the situation? A certain insight seemed to just pop into your head? What was the situation? How did you handle it?**



3. Have a look at the “Caught in Thought” Tree below! Notice that there are THREE different ways we communicate: We explain, we offer examples, or we experience what’s happening right in the moment.



**EXPLANATION:**

I explain what I’m doing.  
Using thought, I have foresight!  
But I cannot end conflict by explaining,  
because I am caught in thought.  
Explanation is enhanced by foresight —  
knowledge gained by looking *forward*.

**EXAMPLE:**

I offer an example of what I’m doing.  
Knowledge based on looking backward.  
I possess hindsight! But I cannot end conflict,  
because I am caught in thought.  
Example comes from hindsight —  
knowledge gained by looking *backward*.

**EXPERIENCE:**

I experience what’s happening right here, right now.  
Something’s happening, and I am in the moment. Since I am not  
caught in thought, I achieve insight!  
Insight comes from looking *inward* — inside yourself

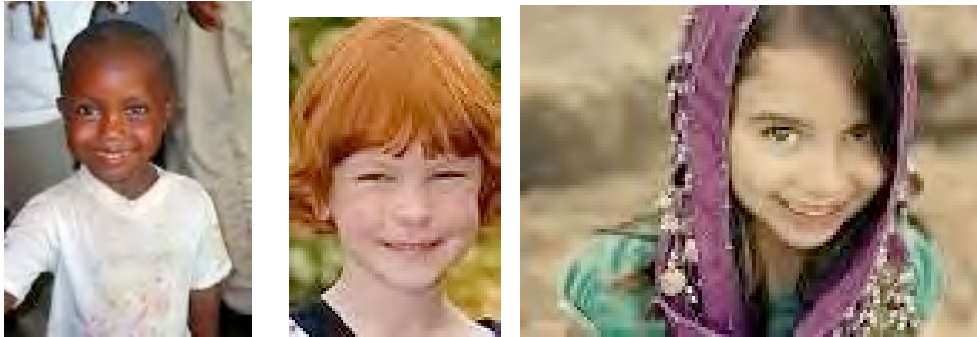


Explanation is necessary in life, to describe what we need to communicate. Being able to provide examples is also helpful to recall what we’ve done in the past and use it to further our knowledge. But, in the moment, when we need to act rather than re-act to our genetically programmed selves — knowledge postpones insight, and insight is what helps us survive!

4. **Think of something you can EXPLAIN. Use one sentence here to explain something.**
  
  
  
  
  
  
  
  
  
  
5. **Think of something you can write that allows you to provide an EXAMPLE of what you mean – perhaps comparing something to something else. Write it here.**
  
  
  
  
  
  
  
  
  
  
6. **What are you EXPERIENCING right here, right now? Write it down right away before any thought takes over!**
  
  
  
  
  
  
  
  
  
  
7. **Are you able to understand the difference between explaining, offering an example, and experiencing? What's the difference? *(Write anything you wish!)***

**UNDERSTANDING** what prevents experiencing from happening is what **AWARENESS** is all about.

**Time to wake up and stay AWARE!**



**Rather than letting your brain get caught up in  
IF I COULD... or IF ONLY...  
allowing knowledge to scare you away from doing the right thing,  
allow your brain to simply experience THIS IS!**



### **A Sleuth for the Truth!**

- ☐ I am learning that some knowledge I have is useful, and other knowledge prevents me from seeing the truth!
- ☐ If I stay in the moment and if I'm aware of everything and everyone around me, I'm safer than if I rely on old thoughts that might not be entirely true.
- ☐ I've discovered that what creates conflict is FEAR!
- ☐ Determined to be as fearless as I can, I'm ready to move on to our next lesson!

## Lesson 7

# YOU HAVE A WONDERFUL POWER: TO STOP CONFLICT BEFORE IT STARTS



### Disagreements Can Be Stopped

1. **Have you gotten into a disagreement or fight? Most of us have.**  
**How does a disagreement begin for you?** *(Check any box you think is correct. There are no wrong answers!)*
  - ☐ I get angry.
  - ☐ I disagree with someone about something.
  - ☐ My emotions get the best of me, and off I go on a rampage!
  - ☐ My emotions are usually triggered by something that's happened in the past.
  - ☐ Usually I'm reminded of something that happened a while ago that lights a spark of memory in me. I'm not always aware of that when it's happening – but when I think about it later – it's usually true.
2. **Do you think that if you got into a similar argument today, you might find a way to reach an agreement — a way to settle your differences?**
  - ☐ It's hard to know. Anger surfaces pretty quickly.
  - ☐ I think I could if I stopped to look and be aware of the situation.
  - ☐ I'd like to think that I could. Fingers crossed!
3. **Read the following short story to yourself. It's about a young girl who saw, in the moment, what all the adults around her could not see.**



## Story: Through the Eyes of Peace

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

Now they were face-to-face in the same space. They began walking nervously around the room. They were meeting without their usual weapons and uniforms, and it was hard to recognize who was who without their military ceremonial dress. No one had rank. No one wore medals. They were dressed in similar clothing — shirts, pants, and jackets in the style of the United States or Europe. But neither side saw their similarities. They only saw their differences. And they argued in the great hall.

"You are the terrorists! We are the freedom fighters!" one side would say.

"No! We are the freedom fighters! You are the terrorists!" the other side retorted.

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

"It is our claimed Holy Land. Our Holy Scriptures tell us that this land is ours."

"We are the Chosen Ones!" the other side would reply. "No! Our forefathers were here before yours. See, it says so in our Holy Book. God is on our side!"

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

"No, no. Our law says that you are the enemy!"

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

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

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

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

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

"What are they shouting about?" she inquired.

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

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

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

"How could they be enemies," asked the girl, "when they look and sound exactly alike?"

## Through the Eyes of Peace

1. **What were the two countries' representatives fighting about?**  
*(Write anything you wish!)*
2. **Is their fight about something that happened today, right now?**
3. **Do you think their fight is about something that happened in the past – maybe a long time ago?**
4. **Why do you think they continue to fight?**
5. **Do you think their fighting has something to do with their conditioning?**
6. **Do you think they are afraid of something? What, for example?**
7. **Do you think that the way the young girl sees them is very different from how they see each other?**

8. Does she see their similarities instead of their differences?
9. Do you think their disagreement has something to do with their drive to survive?
10. As each side identifies with its own group — to feel safe — do you see how they **SEPARATE** themselves from members of the other group?
11. Do you think each group feel threatened by the other group?
12. Is the threat a real one? Or is their feeling of being threatened based on the **IMAGE** of a threat in their brains?



**Our old brain cannot tell the difference  
between a real threat and a supposed threat.  
So these groups are ready to fight with each other  
based on ideas that are NO REAL DANGER!**

**The danger exists only in their minds!  
They have the power to change!**

## When a Threat Is Only an Image



### 1. Do you think our brains are “hardwired” for war?

- ☐ Not mine! I never want to fight or argue.
- ☐ I think it's possible. Sometimes I fight without wanting to fight.
- ☐ Yes! Definitely! Hardwired for war! That's all we humans do is fight with each other and other countries!

### 2. Have we inherited this tendency, from our ancestors, to fear people who are different because we believe this will help us survive?

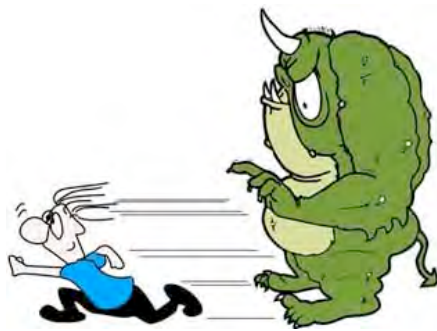
- ☐ I think it's in our blood – passed down from generation to generation.
- ☐ I think it's in our brains – passed to us from those who came before us.
- ☐ I believe it's been passed to us in order to protect us — so we think about staying safe.
- ☐ People say that robots cannot have children, but sometimes I feel like a robot because my instincts seem to make me do things I wouldn't normally do.
- ☐ Yes! I am absolutely hardwired for war. I know that I don't have to hunt for food, like my ancestors, or fight dangerous creatures in order to survive – but that image of “enemy” or “bully” sure makes me want to go to war!





**4. Remember how we talked about the Reptilian brain — the brain that holds our basic instincts to survive?**

- ☐ Yes! We all have a part of our brain that's Reptilian!
- ☐ It sees a need to protect us by viewing people we don't know as different from us, and sometimes even inferior to us.
- ☐ This is tribal thinking! We see ourselves as belonging to different tribes!
- ☐ In fact, we are all members of the human race — one people!



***“Get away, Flu Bug!” says the boy.  
“No!” says Flu Bug. “This time I’m bigger and will get you!”***

**Like the Flu Bug,  
which keeps coming back in new and more virulent forms,  
the Reptilian primitive brain’s incorrect drive to survive  
is trying, in the same way,  
to kill off the host it depends on for it’s survival!**



***“Everyone is an enemy!” says the Reptilian brain.  
“Make war! Kill anyone who’s different! This will save your life!”***

## Overcoming Tribal Thinking

1. Think of a group that you belong to – family, friends, school or in your community. Write the name of the group here.

My group's name is:

2. Does your group have qualities that make it different from other groups? If so, in what ways? *(Write whatever you wish.)*
3. Do you see any particular kind of conditioning in your group?
4. Do you see the group's conditioning — whether positive or negative — having a negative effect? If so, in what way?
5. Do you know what ETHNOCENTRISM is? Take a guess!



6. Ethnocentrism is the tendency to evaluate other cultures in terms of our own. For instance, some people may see people of other cultures as “savages” or “barbarians” — simply because they’re different.

**7. What we perceive as “wrong,” or “barbaric” in our own culture may be perceived as completely acceptable in another culture’s living style.**

- ☐ That’s true! I’ve noticed that! My family would never eat certain foods that I see my friend’s family eat over certain holidays!
- ☐ I know that people practice religion in ways that are different from how I see religion practiced in my neighborhood.

**8. What happens in your mind as soon as you apply a label to a certain group of people? Do you instantly separate them from you? Make them “different”? Or an enemy in some way?**

- ☐ Yes! I’ve done that with people who are different from me at school. I have to stop doing that.
- ☐ Yes! I do that with a bully at my school. He scares me a lot, so it’s hard for me to perceive him as a friend, but I’m going to try.
- ☐ I see kids on the playground separate themselves from one another by fighting and calling each other names.
- ☐ I see politicians on TV referring to others as those who are “on the other side of the aisle,” or “voting according to party lines.”
- ☐ I can see how labels of any kind separate people. No more name-calling for me!

**Conflict is a war that starts in our mind  
and then heads out into the world —  
from the playground to the battlefield.**



**From the playground....**



**to the battlefield.**



### **A Sleuth for the Truth!**

- ☐ A helicopter pilot once said that he, and other combat vets, believe that combat is in our human DNA, and that it demands to be exercised.
- ☐ This may be conditioned thinking on the part of this pilot, who has been to war.
- ☐ It may also be something he has learned from personal experience.

#### **1. Do you feel – inside you – that war demands to be exercised?**

- ☐ I've never been to war, so I don't feel it.
- ☐ I seem to fight some kind of war every day, so I think he's right.
- ☐ It's hard for me to accept that we civilized human beings need to fight. There must be another way to survive.

#### **2. Even if you consider yourself a peaceful person, are there times when you feel combative? Argumentative? Anxious to get into a verbal battle with someone you know?**

- ☐ Yes! I get cranky sometimes.
- ☐ It takes a lot to get me angry, but yes, when I am angry, look out!
- ☐ It seems in today's world that war will always exist because we humans give in to ancient instincts that we can't seem to transcend. But a journey of a thousand miles begins with a first step, and I plan to take that step.

## Lesson 8

# RESPECT: THE ACT THAT CONQUERS FEAR



**“I am wearing a red shirt!”**

1. **The way we stop a fight is by becoming AWARE of our conditioned thinking. It’s that simple! Here’s how it works:**
  - ☐ In traditional conditioning, we learn to associate one catalyst for action with another.
  - ☐ The first catalyst for action is a cue for the second.
  - ☐ So, if we are conditioned to believe that all people who wear red shirts are bad (Stimulus #1), every time we see a person wearing a red shirt (Stimulus #2), we think, “That person must be bad!”
  - ☐ To stop the conflict inside us that happens whenever we see someone wearing a red shirt, we need to become AWARE of our conditioned thinking about people in red shirts!

**“Oh! I am conditioned to think that all people in red shirts are bad people! I wonder why I think that way!”**
  - ☐ As soon as you have this awareness, you have stopped the conflict inside you. Your awareness of your conditioned thinking has cleared the clouds from your mind.
  - ☐ It IS that simple!

2. **Did you know that there is certain information encoded in our DNA, such as eye color, shape of ears, body size — features that make up who we are?**

☐ I didn't know that.

☐ I learned that in biology.

☐ Wow! Our genetic material really determines what we look like!

3. **Have you heard of GENETICS? It's the science of heredity and variation in living organisms — like you! We inherit traits from the genes of our parents and other ancestors.**

☐ Yes! I inherited my eye color from one of my parents.

☐ I've heard that every human has a GENOME that contains ALL the biological information needed to build a living example of that person!

☐ A GENOME's biological information is divided into units called GENES. It's fascinating to see how genes work!

4. **Have you heard of EPIGENETICS? It goes beyond the study of GENETICS. It's the study of *changes* in our genes that don't involve our genetic code but happen anyway.**



**This is Epi and her horse named Genetics!**

**“Epi” in the word “epigenetics” means “above.”  
So, imagine a character named EPI who loves to ride horses.  
A horse named GENETICS is Epi's favorite.  
Epi likes to tell Genetics where to go!**

## The Hope of New Thought

1. Like Epi, an epigenome sits on top of each genome in the body, and tell our genes whether to switch on or off. Just like Epi telling Genetics where to go, these epigenomes can change the expression of our genes.



**Bad news:** Lifestyle choices like smoking and eating too much can change epigenetic marks on your DNA that cause genes for obesity to express themselves too strongly, and genes for longevity to express themselves too weakly.



**Good news:** Current thinking is that if you remove negative environmental pressures, stop smoking and/or eating too much, those epigenetic marks will eventually fade, and your DNA code will, over time, begin to revert to its original programming.



**The epigenome is like a giant musical mixing board, turning up or down the expression of various genes.**



**“Turn up blue eyes! Turn down large ears!”**

**It’s also like punctuation.  
Different punctuation can change the meaning of a sentence:**



**“Let’s eat, mom!”**



**“Let’s eat mom.”**



**Colorful methyl groups attach to our genes**

and either turn up or turn down their expression.

2. Every cell in our body contains a set of about 24,000 genes. Life experiences — from toxin exposure to physical affection — can alter gene expression in powerful and sometimes reversible ways.
3. Bullying someone can alter that person's genes. It can change the structure surrounding the victim's genes and hinder his ability to handle stress later in life.



3. Knowing that epigenomes can change the expression of our genes, do you think it's possible that a person, prejudiced by ancestors and history, could be altered to a more *positive* outlook by living in an environment of intelligence and new thinking?



- ☐ I think this could happen!
- ☐ Epigenomes can change expression of our genes and create disease, but also change things positively.
- ☐ Sure! If they can change things negatively, why not positively?

4. This means that a negative view can be changed to a positive view — an “enemy” turned into a friend — and years of prejudice against a particular group can be ended — within one generation.



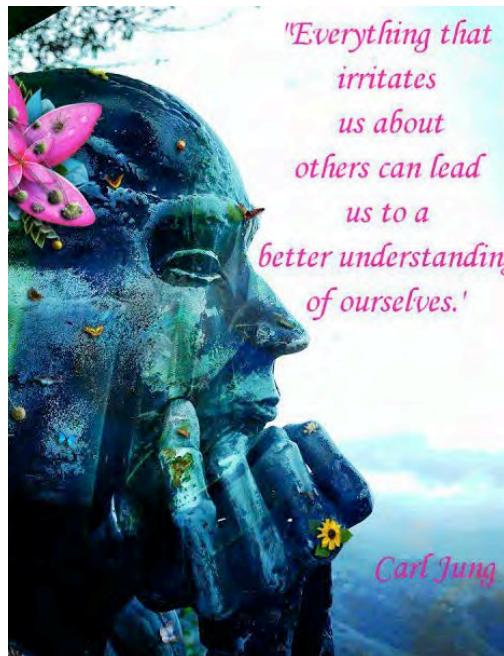
State of Karen and Burma Armies

5. Do you think we can then become **AWARE** of the prejudice we have lived with, by identifying with a certain group, and now recognize that this identification was only an image?
- ☐ Yes! It just takes awareness.
  - ☐ There's someone I have not considered a friend — but I'm now thinking about how we might try to be more friendly.
  - ☐ Sure! If they can change things negatively, why not positively?
6. Do you believe — simply with **AWARENESS** — that we can create an environment that is strong enough to cause a genetic change in our deeply engrained human pattern for violence and war?
- ☐ I don't know. We've been at war since the beginning of mankind.
  - ☐ I think it's possible.
  - ☐ The longest journey begins with a single step!

## Turning Negative Thinking Into Positive Action

### 1. Do you think all of us human beings are responsible for war?

- ☐ Maybe not all of us – but some of us.
- ☐ I think we are all responsible for keeping wars going.
- ☐ If all humans truly believed in good will toward our fellow humans, and acted on this belief, there wouldn't be any war.



### 2. Do you think that as long as each of us finds security in our beliefs, our physical security is destroyed?

- ☐ I think this means that if we believe only what our friends, relatives and fellow group members believe, we are doing the exact opposite of what we need to do to really be secure.
- ☐ I think we rely heavily on groups to define what we believe, when what we need to do is learn to know our selves better.
- ☐ I think what we need to do is learn to understand others better.
- ☐ Everything that irritates me about other people can probably lead to a better understanding of my self.



**3. The world has become smaller, thanks to technology. All the nations of the world are now more involved with each other. As a result, do we need more cooperation than ever among nations?**

- ☐ Yes, we do!
- ☐ We have never needed more cooperation among nations than we do now.
- ☐ We need no more wars between nations, but I don't foresee that happening anytime soon.

**4. Do you think it's time for us to understand that WE are the cause of all wars?**

- ☐ I can understand that we are.
- ☐ I can see that by not stopping a fight inside me, I am the cause of a disagreement outside me — with another person — and therefore, I am the cause of war.
- ☐ When I accept that I am the cause of war, I see that I am one among many who have to do something about it.





5. **Do you think that, to stop all wars, there has to be a fundamental psychological CHANGE in people — in you and me? (*Write whatever you wish!*)**



6. **Do you think that, by changing our mental, physical and psychological environment, through intelligent exploration, we can affect our genetic structure in a positive way? (*Write whatever you wish!*)**



7. **Some scientists say that the ways we think and respond to our environment — what we learn and what we pay attention to — shapes our brains. And it also causes physical alterations in our neural wiring system — the way we think. What do YOU think?**
  
8. **Some scientists say that whenever our brains are activated by violent images, those cells start to change. They take in more chemical energy and re-do our nerve endings and receptors. They change the way we think. What do YOU think?**
  
9. **Do you believe that school violence could be a result of this change in the way we've been conditioned to think and act? (*Write whatever you think.*)**

**10. Do you watch much violence on TV or videogames? How often? What makes you keep watching? It is exciting? Do you think that much excitement is addictive? *(Write whatever you wish.)***

**11. Do you watch educational programs on TV? Anything on PBS or National Geographic? What makes you keep watching those shows? Do they provide a different kind of excitement? *(Write whatever you wish.)***



**Conflict is a struggle that grows out of opposing forces.  
If two or more groups, organizations or forces are not in conflict,  
there is no battle!**

**Respecting your own thoughts and feelings,  
as well as the thoughts and feelings of others,  
by stopping to think before you act — conquers your fears.  
Give it a try!**



## Lesson 9

# ENEMIES AND HEROES: WHY DO WE NEED THEM?



### What Is a Hero?

**1. Are there real heroes in your life?**

- ☐ No heroes; people I know do their jobs and live their lives.
- ☐ There are some heroes in this world – I think every country can name some they consider heroes.
- ☐ Yes, I know some real heroes in my life.

**2. What is a hero?**

- ☐ Someone who goes beyond the call of duty — someone with distinguished courage and ability, admired for brave deeds and noble qualities.
- ☐ Someone who has performed a heroic act, such as saving someone's life.
- ☐ A person who does something nobody else can or would do.



## What Is An Enemy?

### 1. Are there real enemies in your life?

- ☐ No enemies in my life.
- ☐ There are a couple of people I'd be hard-pressed to call friends; they irritate me. I guess they're my enemies.
- ☐ Yes, I have real enemies. They make my life miserable every day. They bully me and intimidate me.

### 2. What is an enemy?

- ☐ Someone who feels hatred for or makes harmful plans against another person or group.
- ☐ An opposing military force or hostile nation.
- ☐ Something harmful or revengeful to one's self or others — a politician's uncontrolled ambition, as an example.

### 3. How can you tell a hero from an enemy — or an enemy from a hero? How? *(Write whatever you like.)*



**First President of the USA  
George Washington**

**Consider the fact that George Washington,  
the first President of the United States of America,  
was a national hero to Americans,  
but also the greatest military enemy to the British.**

**4. Can you see how two different countries would have a different perspective of this President?**

- ☐ Yes! I never thought of President Washington that way before!
- ☐ Yes! I can see how the country that lost the American Revolution to the Americans might hold a grudge against the British man-turned-American and his fellow delegates who made it happen!

**5. Can you see how conflict would arise in the minds of the Brits when George Washington and his Congress declared freedom from the British King and his subjects?**

- ☐ Yes! It's like people in any country protesting the beliefs of its leaders.
- ☐ Perceiving anyone as an "enemy" immediately creates conflict.
- ☐ Conflict has been going on among humans since the beginning of human time!

**6. Do you think “the enemy” is merely an illusion — a fantasy — a figment of our imagination?**

- ☐ That’s possible. I guess that when I conjure up an “enemy,” that image is created in my own mind — nobody else’s.
- ☐ Sometimes when I play a videogame and “fight” some “enemies,” I think that I’ve really had a fight with someone real. Fighting battles online makes me feel that I ought to be fighting battles in real life.
- ☐ I’m starting to believe that “the enemy” never has existed — it’s only an image that we humans have created — out of our need to survive a challenging situation.



**“Are you the enemy, or am I?”**

**7. Is there an “enemy” in your life? How did this person become your enemy? *(Write whatever you wish!)***

**8. Were you told that this person is an enemy, or did you create this picture in your mind on your own? *(Write whatever you wish!)***

## STORY: “BAD GUYS”

In our world today, there’s a short distance between conflict on the playground and conflict on the battlefield. When we get into a fight at school, or play war videogames, we are not very far removed from what actually happens on the battlefields of the world.

There are soldiers based in Las Vegas, Nevada, in the U.S., who man armed drones, which are unmanned combat air vehicles. In other words, they fly without pilots. These vehicles can be used in positive missions — for example, to search for people who may be lost in the wilderness. But the U.S. Air Force uses such drones to fly 7,500 miles to and over Afghanistan to kill people they don’t know who are called “the enemy.”

They do this on what look like video game monitors, except the situation is real. The drones can strike with precision with no cost to American lives. Planes can survey from up to nine miles above their target. The Pentagon is clamoring for more of these drones — smaller ones that are more difficult to detect.



Soldiers are told that their country relies on them to do this. When the soldiers start playing this real video game, they are IN the fight. But all they see is the bomb exploding on a screen. They do NOT see the results of the button they have pushed, because they are not there — where the bomb has exploded — they are thousands of miles away. And after “work,” they go home to their families and act as if what they did was just another day at the “office.”

One such predator pilot has said, “I pray. Everything else falls into place.” But nearly half of post-911 veterans have said that these deployments — killing people they don’t know thousands of miles away whom they call “the bad guys” — have strained their relationships with their spouses, and a similar group reports problems with their children as well. Many suffer what’s called “post traumatic syndrome,” meaning they suffer from the real effects of being in combat even though it’s only like a video game.

Sixty percent of these soldiers use such words as “lousy,” “eye opening” and “nightmare” to describe their experience. Can you imagine killing people you don’t know thousands of miles away, because you were told they are “bad guys”?

## The Bad Guys



**“We’re winning! We’re strong!”**

1. **Do you think kids today can be tricked into believing that they are unbeatable when they win videogames?**
  - ☐ Yes! Videogames can make you feel quite heroic.
  - ☐ Yes! When I fight and win a videogame, I am ready to conquer the world.
  - ☐ Videogames make me feel patriotic and drum up a desire to fight for my country.
  
2. **Do you think winning videogames helps you imagine you can become a hero by joining the Armed Services?**
  - ☐ Playing a videogame is just a game for me.
  - ☐ Yes! When I fight online or in a videogame, it does make me think of joining the Army.
  - ☐ I prefer to not join the Armed Services. I have seen so many soldiers come home without limbs — and some don’t make it home alive.

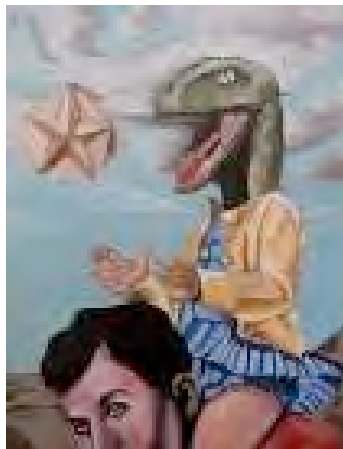
**3. What's the difference between a Killer and a Freedom Fighter?**

- ☐ One is a hero, and one is an enemy.
- ☐ It depends on which side of the conflict you're on.
- ☐ Sometimes it's hard to tell the difference.

**4. Isn't working out differences easier than fighting a war?**

- ☐ Obviously not, because countries are always going to war.
- ☐ Something gets triggered inside people who declare war — most likely a fear of some kind.
- ☐ We humans need to learn how to work out our differences, because war is getting more and more violent — and this does not bode well for the human race.

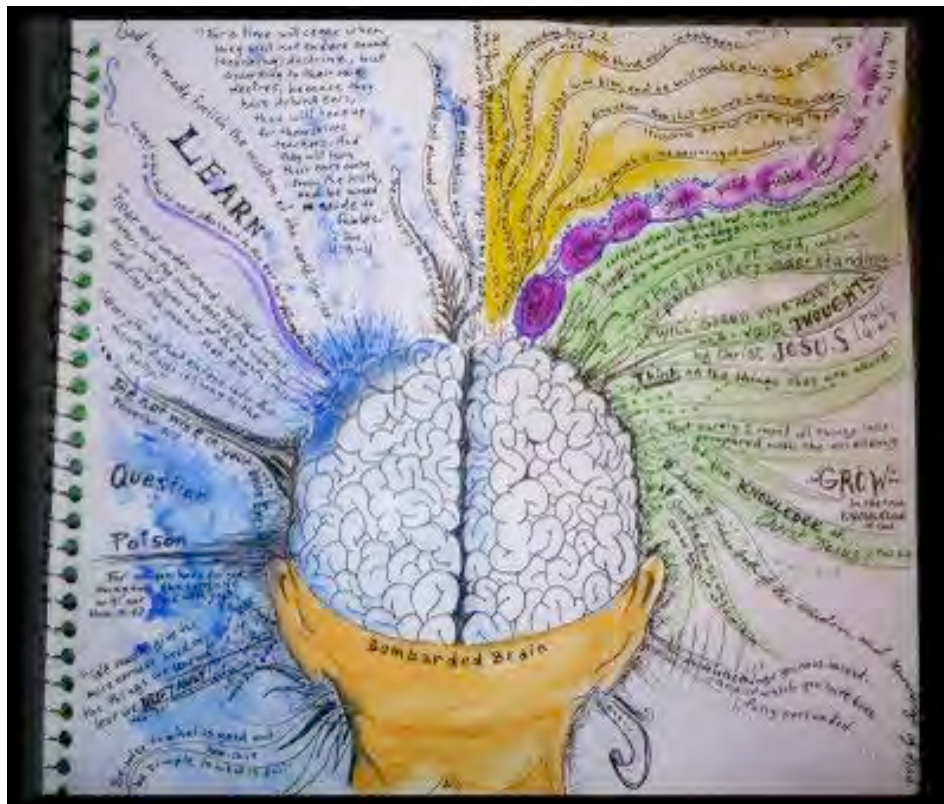
**When confronted by what we perceive as a threat,  
our Reptilian brain awakens, ready for battle!  
It kicks into gear, ready to fight a person or group  
it perceives as a danger to its survival.**



**"I am ready for combat," says the Reptilian brain.  
"Let's fight!"**



**Our brain, on automatic pilot,  
stuffed with old information,  
heads off to war — just as it's always done,  
since before we were born —  
with fears and beliefs inherited from generations of people  
who were conditioned that way.**



**“Too much conditioned information!”**

**This old, outdated, conditioned information  
continually re-loads into our brain,  
even though it no longer works to ensure our survival.  
It continues to activate our biologically hardwired brain  
to protect us — even though it's not protecting us anymore.**

**What prevents peace is this hardwired conditioning.  
What creates peace is understanding.**



## Lesson 10

# EXPERIENCE CAN CHALLENGE ANCIENT INSTINCTS



**“What bullying? I don’t see any bullying!”**

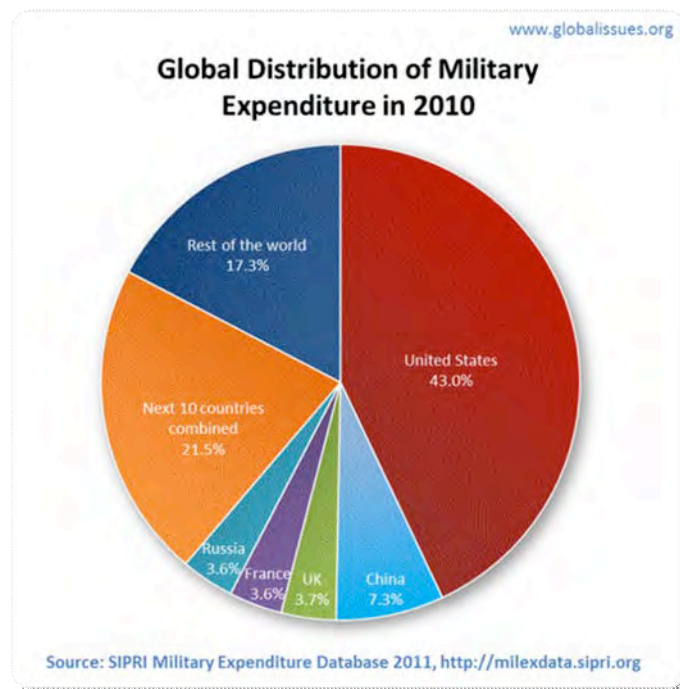
1. People say ostriches bury their heads in the sand, but that isn’t true; they simply hunt for food. The phrase “bury one’s head in the sand” means to ignore or hide from obvious signs of danger, or refuse to think about an unpleasant situation.
2. For example, lots of people ignore bullying because they don’t know how to deal with or, or simply don’t want to deal with it.
3. The fact is, ignoring bullying does not make it go away. And allowing some kids to bully others does not help kids understand people’s differences.
4. Remember how we talked about ethnocentric groups — groups that focus inward on their own beliefs and customs, without considering beliefs and customs of others?



**“Just ‘cause I’m a different color  
doesn’t mean you have to leave me behind!”**

## Ethnocentric Groups Threaten Survival

1. The U.S. has been in a continual state of war for more than 60 years, with little hope in sight.
2. Some people believe that war is good for the economy, but do you think that the truth is that any war has substantial costs?
  - ☐ Yes! The government buys tanks, fuel, trucks, clothing, bullets, guns, parachutes, helicopters, airplanes, drones and other technology.
  - ☐ It all sounds expensive to me!
  - ☐ It also pays soldiers to fight and kill instead of working their jobs and being with their families at home.
3. Did you know that in 2010, total dollars the world has spent on the military was: U.S., 43%; China, 7.3%; the United Kingdom, 3.7% and France 3.6%? The next 10 countries combined paid 21.5%, and the rest of the world, 17.3%? Take a look at the chart!



**4. Do you think it's time for us to think of a better way to handle our "differences" than go to war?**

- ☐ Looks like our ancient conditioning — making us fearful of not surviving — keeps us going to war.
- ☐ I have always believed that my country is right — and that I ought to support everything it does.
- ☐ I like to support my country, but I also think my country needs to think in new ways. War is more dangerous than ever, and we need to do anything we can to learn how to prevent it.



**When we become AWARE  
of how easily we are enticed into siding with a group we belong to —  
rather than think independently and globally —  
we begin to improve our chances of learning  
how to understand what prevents peace.**

**5. Are you AWARE that peace can happen in an instant?**

- ☐ Yes! I understand that if I question something before jumping to any conclusion, I am instantly creating peace.
- ☐ Yes! I understand that before discriminating against any person or group different in any way from myself, I need to ask myself why I would do so.
- ☐ Yes! I understand that when my mind is open to new thoughts and feelings, truth emerges. I am a sleuth for the truth!

**6. Are you AWARE that, if the right conditions are created, that our hardwired built-in pattern for maladjusted survival can be changed in only one generation?**

- ☐ Yes! I am aware that a real threat and an imagined threat are not the same thing.
- ☐ Yes! I understand that my old Reptilian brain cannot tell the difference between a real or supposed threat, and so it reacts to both fact and fantasy in the same way — and wants me to either fight or run away.
- ☐ I understand that we all have been conditioned to react to thoughts and feelings — but I also understand that self-understanding can change this conditioning that's been ingrained in the human brain for millennia — and passed down to me from centuries of generations.
- ☐ It's clear to me that the right educational environment for intelligence can help me rise above ancient conditioning.
- ☐ The answer is not to look for a “solution” or to rely on accumulated knowledge.

**We continue to live inside this mindset that says:  
if we just had more knowledge about why we fight,  
we could stop fighting.**

**But our behavior has nothing to do with knowledge;  
our behavior today can only change NOW,  
in the present moment.  
No previous knowledge required.**



7. The “knowledge” you have about others, and that others have about you (knowledge of “the other”), creates human conflict.



“Half of us are in favor of your idea, and half of us aren’t!”

8. These images and attitudes we’ve been indoctrinated into live inside the memory of all human beings.



9. If we try to bring about peace, through the “knowledge” we have of ourselves and others, whose peace should we advocate?



**“My idea of peace is the best!”**

- ☐ Many people in the Middle East have a different concept of peace than people in the Western world.
- ☐ People everywhere talk about how they *want* peace, but people don’t seem to understand how it’s being *prevented*.
- ☐ I’m looking at the different people in the photo above, and I’m wondering how all of those people will ever agree on what peace is about.
- ☐ All of the people above are conditioned in some way to be ethnocentric in their thinking and actions.

**Good for you!**  
**You have realized that conditioned thinking**  
**is not a problem to be solved,**  
**but a reality to be seen!**

**When we can RECOGNIZE conditioning,**  
**we have stopped it — right now, in the moment!**





### **A Sleuth for the Truth!**

- ☐ We've learned that wars begin in the minds of human beings. Do you think it's possible to attempt to bring about peace with the same mindset that brought about war? *(Write whatever you wish!)*
  
- ☐ Is the reality that there is no true glory in war — that war is terrifying and can maim and kill soldiers — and ruin them psychologically for life? ? *(Write whatever you wish!)*
  
- ☐ Why do you think we go to war, even though it's always been a destructive way of handling conflict? Are we hardwired to do so? ? *(Write whatever you wish!)*

## Lesson 11

# ARE OUR BRAINS HARDWIRED FOR WAR?



**“Am I born a biological bully?”**

1. **Given what we’ve been learning about bullies, conflict and war, do you think we’ve all been born biological bullies?**
  - ☐ No! I am a very peaceful person.
  - ☐ I think it’s possible, because even though I’m an easy-going person, there are times when I get violent thoughts.
  - ☐ I don’t act on violent thoughts I sometimes get when I’m very angry, but who knows what would happen if I were really pushed.
  - ☐ I understand the conflicts my family has gone through. I agree with some of their reactions, but not all.
  - ☐ Yes! I am a biological bully. Whenever I see what I consider injustice, I instantly seek revenge.
  - ☐ War is not good for anyone – there are never real winners.





2. **In war-torn countries, young boys pack sawed-off shotguns. They sleep with their guns as their older brothers fight on the front lines. They have friends whom their families consider “the enemy” because these friends fight on opposite sides. When asked what these young children would do if they met their friend on the front line, they say, “I would kill him.”**
- ☐ This is shocking.
  - ☐ I can’t imagine living like this.
  - ☐ I can understand his point of view. He is scared.
  - ☐ I think his brain is hardwired for war.
3. **Is “the enemy” very real for these boys, or is it imagined?** *(Write anything you wish!)*
4. **How do you think “the enemy” was created? How do friends become enemies?** *(Write anything you wish!)*

5. **Have you ever been in a situation where a friend of yours suddenly became an enemy? If so, how did it happen? How did you handle it? (*Write anything you wish!*)**



6. **Some people say we live in a “dog eat dog” world. This means that people first watch out for their own interests because they believe other people do the same. An example is a kid who cheats on an exam to get a better grade than other kids. Some kids destroy each other’s work to get better grades. Do you think it’s true that we live in a “dog eat dog” world? (*Write anything you wish!*)**
7. **Do you think a “dog eat dog” world reflects what can happen in a group when members of the group compete for access to limited resources — and one member winds up becoming dominant over others?**
- ☐ Yes! I see this all the time among students and other kids.
  - ☐ Kids always want to win — nobody wants to lose — so they’ll sometimes do things to make sure they win.
  - ☐ I’ve seen kids do things to win that just plain aren’t right.

## Identifying with a Group

**1. Do you think “dog eat dog” world applies to groups – groups that want to “win” over other groups? Is this like the cavemen we learned about — each tribe wanting to “win” food for their tribe?**

- ☐ The kids at my school all seem to respect each other. I haven't seen any conflict among groups — at least not this year!
- ☐ Yes! There's a group of kids at my school who tend to think they're better than others.
- ☐ Sometimes when certain kids and groups achieve a certain “status” or privilege, they see themselves as all-powerful over others. And their parents seem to think they are, too!
- ☐ Yes! There are bullies who live in the “dog eat dog” world at my school and see themselves as the “top dog” — needing to maintain an image of Number 1 in the group.
- ☐ This “status” point of view is really dumb. We are all humans and all deserve respect.
- ☐ This “Top Dog” kind of thinking has to come directly from the Reptilian brain! Not an ounce of intelligence or insight!
- ☐ I think real intelligence comes with understanding and working with others. That's how I plan to keep MY brain fit!



**2. Do you think that some kids don't really understand the meaning of “right” and “wrong”?**

- ☐ At my school, we need a month-long course on “right” and “wrong”!
- ☐ I think kids understand the difference, but some don't really care.
- ☐ Kids don't want to have to think about right or wrong, they just want to do what they want to do.

**3. Are you AWARE that what our country may consider “wrong” another country might consider “right” — and vice versa?**

- ☐ That’s true, but it’s hard to believe that things we perceive as immoral would be considered moral by another country.
- ☐ In England, it’s right to drive on the left side of the street; in the U.S. it’s right to drive on the right side of the street.
- ☐ The U.S. once gave no woman the right to vote. That was wrong!
- ☐ Some countries have believed in human sacrifice, while most of us see that as “wrong.”



**4. Since we humans may be biologically conditioned to fight for what we believe we need to survive, do you think we need to SHARPEN OUR AWARENESS — so we understand instead of fight?**

- ☐ Yes! We are intelligent people! We can learn how to UNDERSTAND instead of think we have to fight to win anything!
- ☐ In England, it’s right to drive on the left side of the street; in the U.S. it’s right to drive on the right side of the street.
- ☐ Cultures vary on what is right and wrong; I just know what I believe when I FEEL something is right or wrong.

5. Do you think that the only way to truly survive in the world today is to be **AWARE**, to **ASK QUESTIONS** rather than accept what we're told, and to **ACT FROM INSTINCT** rather than react from old patterns of thinking?

- ☐ Yes! I practice every day being fully conscious of how I think, feel and act — especially when I'm in situations that feel challenging or threatening.
- ☐ I understand that conditioning causes conflict and, therefore, prevents peace, so i am working on being aware of my conditioning.
- ☐ I have heard that children in war-torn countries are learning to think in non-warlike ways. If they can do it, so can I.

6. Are there certain words or phrases you've heard that create conflict, or war, in your mind? For example: "You are stupid!" Can you think of others? Write some down.



#### **WORDS AND PHRASES THAT CREATE CONFLICT**

- a. You are stupid!
- b. That person is weird.
- c. Those senators sit on the other side of the aisle.
- d.
- e.
- f.
- g.
- h.

## Learning to Understand Promotion



This is an ad to promote the U.S. Navy SEALs. Several of its members were able to locate Osama Bin Laden, the man responsible for the devastation in New York known as September 11<sup>th</sup>, and kill him. There was great rejoicing around the world when this happened; but there was also great sadness for some.

1. **Why do you think there was great joy for some people?** *(Put a check in the box you think is correct. There are no wrong answers, so feel free!)*
- ☐ Osama Bin Laden was considered an “enemy” because of the New York City devastation on September 11<sup>th</sup>. To discover he was killed, made most people in the U.S. happy.
  - ☐ Bin Laden had been hunted for many years; to be able to find him and end his life was considered by many a great accomplishment.
  - ☐ While there was great joy for U.S. Navy Seals, it’s difficult for me to understand their pride in “doing violence on behalf” of the American people. Doing violence should never bring joy.
  - ☐ I think there was probably great sadness for Bin Laden’s family, associates and fellow countrymen.



**2. There are soldiers who've come home from fighting a war who feel that America is "exceptional" — that this country should "reign supreme." Do you agree?**

- ☐ Yes! We've always been the most outstanding country in the world, and we should stay that way.
- ☐ The USA isn't even 300 years old. Compared with countries that have been around for centuries, the USA is a child.
- ☐ No country should "reign supreme" over any other country.
- ☐ I feel proud of my country, but I see no reason for it to consider itself superior over any other country.
- ☐ Sounds like dog-eat-dog to me!

**3. Do you think that sometimes young, intelligent and passionate young people join the Armed Forces because they believe that they can achieve more in the world by joining?**

- ☐ Yes! I think many join because they are idealistic and want to do some good.
- ☐ I think some join so they can legally shoot a gun.
- ☐ Some join because they have no idea what to do with their lives.
- ☐ Many join because they are enticed by the Armed Forces ads, which work hard to influence young minds to "be all that they can be."
- ☐ The SEALs creed is to believe they are "uncommon...with an uncommon desire to succeed." That kind of pitch can tug at the heart.





**4. Do you think fighting with any of the Armed Forces brings about peace?**

- ☐ Peace is tough to define. Sometimes by the end of a war, there is more peace than there was.
- ☐ I've never seen a peace photo that includes armies or weapons.
- ☐ No, I don't believe fighting of any kind brings about peace. Fighting brings about more fighting.





5. **What is one way you think you can prevent fighting in your school, at home or in your community? (*Write whatever you wish!*)**
6. **Do you first have to think about what ethnocentricity exists at home, or in school, or in your neighborhood? (*Write whatever you wish!*)**
7. **Where does this conditioning begin — the belief that one's own country is superior to all others? (*Write whatever you wish!*)**
8. **Do you think you can break through your usual conditioned patterns of behavior and become **AWARE** of your conditioning, without judging it, just seeing it — as it happens, in the moment?**
- ☐ I'm working on it.
  - ☐ It's difficult to be in the moment all the time.
  - ☐ I'm beginning by working on having one "in the moment" moment every day!
  - ☐ I have recognized that my conditioned patterns of behavior are pretty strong!



**Me! Breaking free of conditioned patterns!**

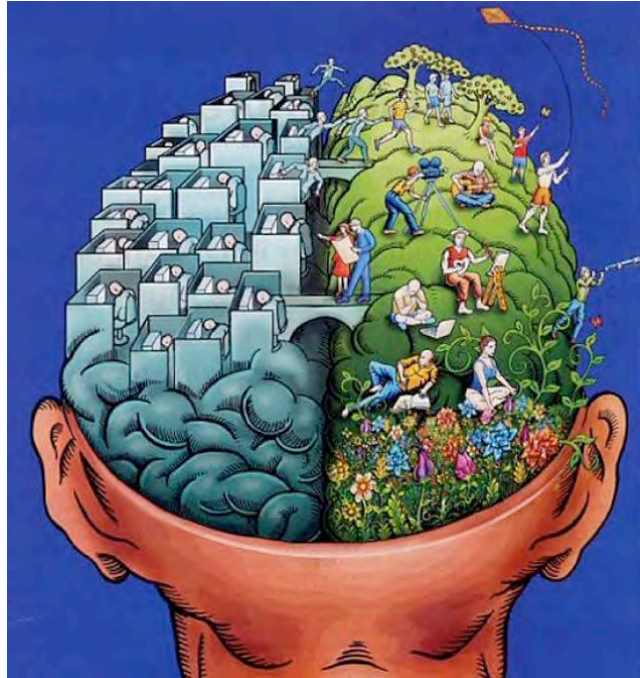


**A Sleuth for the Truth!**

- ☐ My challenge is not to try to bring about peace, but to understand what prevents it.
- ☐ I will begin by working on understanding others whose perspectives and beliefs are different from mine.
- ☐ I am learning to see things as they are — to not judge, but to see what is without judgment.

## Lesson 12

# SEEING THROUGH THE EYES OF PEACE

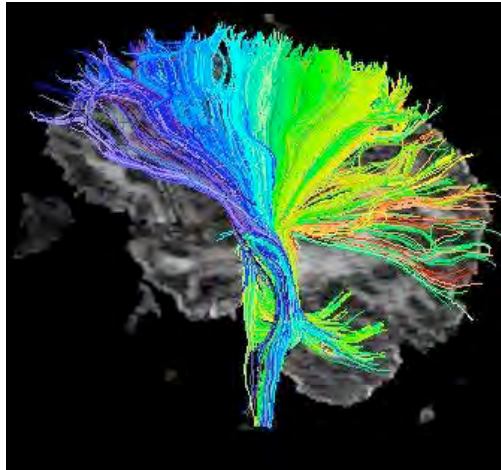


**“Which side of my brain can see peace?”**

1. **When you look at the world around you, do you simply SEE what's there? Or do you also judge what's there?**
  - ☐ Sometimes I just see; other times I guess I judge.
  - ☐ I can look at a flower and just enjoy its beauty; other times I judge how it looks and think it could've been planted in a better place.
  - ☐ I often look at a friend of mine and just see him or her — the person who's there. Other times I may judge what he or she is wearing or saying or doing.
  - ☐ My left brain tends to analyze things, like a worker sitting at a desk all day taking care of business, and may get into judging a bit. My right brain tends to be happy, creative and playful – and just sees what's there.
  - ☐ Both sides of my brain need to work together to understand what prevents peace. My right brain, which is more emotional, helps me FEEL what's instinctively best, while my left brain sets me on the proper path.

**2. Does judging create conflict in your mind?**

- ☐ Yes and no. Well, there! I seem to have a conflict between yes and no!
- ☐ Sometimes I judge something or someone as beautiful, and that does not create any conflict at all.
- ☐ When I judge something more negatively, that's when the conflict begins.

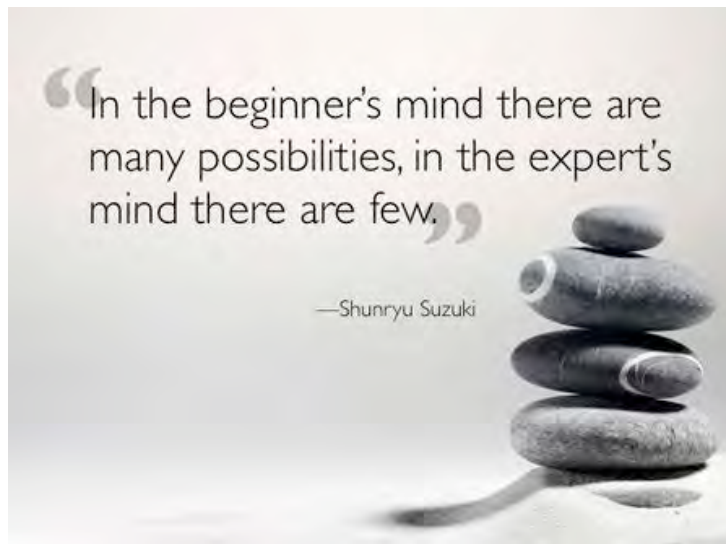


**Neural Pathways in My Brain**

**3. Being able to STOP and THINK in the face of a conflict requires a strong mind — a mind that can think outside the box of conditioning. Can you STOP and THINK anytime you judge something or someone negatively?**

- ☐ I'd like to think that I can!
- ☐ I know this requires acting on my own behalf instead of reacting to something someone else says.
- ☐ I want to develop new pathways in my brain to help re-wire it with new mental understanding!
- ☐ I understand that some things I imagine are not what's actually happening, and I have to learn how to see that difference more clearly!
- ☐ Sometimes I imagine that someone has purposely insulted or made fun of me, when it's not true. I need to be more of a sleuth for the truth.

## Seeing Through the Eyes of Peace Takes a Beginner's Mind



1. **We grow up listening to parents, grandparents, relatives, teachers, leaders, experts and others who profess to have knowledge and wisdom. As a result, we aren't always encouraged to develop our beginner's mind.**
2. **A beginner's mind is a mind that thinks on its own — asks questions and enters into an experience with more room to receive and process, which will allow for room to then evaluate and act.**
3. **If you approach any situation with an "expert" mindset, you enter with defenses and information from past experiences that you know, which leaves little if any room to learn more.**
4. **Do you think you have a beginner's mind?**
  - ☐ Right now I think I do, but I also think there are days when I don't!
  - ☐ If I STOP and THINK before I act, or react, I think that's when I'm using my beginner's mind.
  - ☐ I've noticed that my beginner's mind tends to have positive thoughts rather than negative ones.

**5. Do you think a bully has a beginner's mind?**

- ☐ No!
- ☐ A bully does not stop and think before he or she acts.
- ☐ I think a bully COULD have a beginner's mind if he could STOP and SEE that although he feels like bullying someone, he doesn't have to.
- ☐ A bully has the power to change his or her thinking as much as anyone else, so I'm rooting for any bully to develop his or her beginner's mind.
- ☐ I'd like to think that any bully can find peaceful ways to get what he or she wants without bullying.



**6. Do you think conflict ends from inside you, or outside you?**

- ☐ I never start an argument, so it always seems to end from somewhere outside me.
- ☐ Any conflict I have starts inside me, so my guess is that it has to end inside me, too.
- ☐ Any conflict inside me I know is there because I put it there! I just have to figure out how to get it out of there!

## **Proprioception: Seeing What IS Without Judgment**

**No matter who you are or where you live,  
be sure to remember that  
your real source of power is YOU —  
your mind, your thoughts,  
and your understanding of your own strength.**



- 1. Have you ever been in a room with a group of people, where everyone sees something together that makes you feel a complete connection with everyone in the room?**
- ☐ Sure! It's a great feeling.
  - ☐ Happened when my family got together for the holidays.
  - ☐ I don't think that's ever happened to me.
  - ☐ I once saw a shooting star and everyone there "oohed and "aahed."
  - ☐ Sounds like fun!



2. Although you're looking at the photo below alone, take a good look. It's Planet Earth – the address we ALL have in common.



### OUR HOME – PLANET EARTH

3. This is how our planet looked to the astronauts who saw it for the first time from Outer Space. They were pretty amazed. And so was everyone else who saw this photo.
4. What crosses your mind when you look at it? (*Write anything you wish!*)



5. It's likely that your reaction to this photo is like the reaction of millions of other people, which is: "This is Planet Earth, where I live."
6. When you look at the photo of Planet Earth, do you see any tribes? Any countries? Are they divided or different from each other?
- ☐ No! It's one round planet, with no differences at all.
  - ☐ I see one place where we all live — a place where we need to know how to live together peacefully.
  - ☐ I see a planet that we humans have not been taking good care of, even though it looks beautiful from space.
7. In the moment when you first viewed Planet Earth as our home, with water swirling around land with no boundaries — you had a STOP moment in time called a "proprioception."
- ☐ Yes! I looked at Earth and, for a fleeting second, thought of nothing else.
  - ☐ Yes! It occurred to me that so much of our human thought creates conflict and — from a distance — how wasteful it seems.
  - ☐ Yes! The "proprioception" I had of Earth erased any thought I previously had about personal problems or conflicts.
8. We keep using **THOUGHT** to try to end conflict, and it's not working!



9. When I look at the photo of Planet Earth, I know, deep inside me, that all the knowledge we have cannot remove suffering that's been caused by human conflict. We need something else!



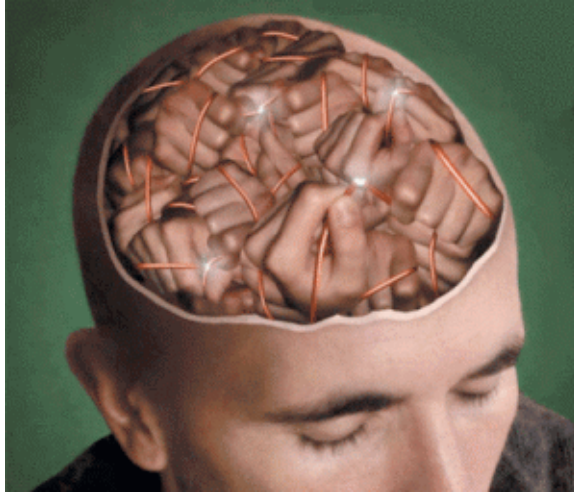
**“You’re to blame.” No, you’re to blame!”**

10. Thought leads us to believe that we need to find an answer — one that's out there, somewhere — instead of inside you and me, right here, SEEING the thoughts that divide us and create conflict.



**“There must be something I can do to stop this conflict!”**

11. Thought lives inside the biological program inside us that wants to ensure our survival. It doesn't want to "rock the boat" of our conditioning.



**"My thoughts are MY thoughts. Why change anything?"**

12. Thought sees any challenge as a threat to its safety. Our Reptilian brain believes that our safety relies on doing what we've always done. Thought wraps itself inside a comfort zone, protecting us from feeling insecure.



**"It's cozy in here. I feel nice and safe."**

13. Every day, challenges occur in our lives that bring us in contact with conflict. Proprioception helps by helping us coordinate our “ancient” instinct with our “in the moment” instinct. They’re both there, but one dominates in a given situation?



**Ancient Instinct: Fight!**

**In the Moment Instinct: Talk!**

14. Just as we use our five senses — sight, hearing, taste, touch and smell — every day, we can also use our sense of proprioception, which allows our body to vary muscle contraction in immediate response to incoming information about external forces.



**“My ancient instinct tells me to run and hide! Proprioception tells me I need a first aid kit! No, a flashlight! Water!”**

**14. Do you think, despite modern technology, we humans can still be pretty primitive? In what ways?**

- ☐ I think fighting of any kind is primitive.
- ☐ It's too bad there isn't one common language – that could've helped everyone relate better.
- ☐ Sometimes people in one country feel more privileged than people in other countries – and that's pretty primitive.
- ☐ Sometimes a country that is young shows no respect for traditional customs of a much older country — and that's primitive too.



**15. Do you think that “survival” in today’s world might depend on NOT fighting? Why do you think so?**

- ☐ The world has become “smaller” — we are aware of everything happening around the world — and we need to work together for the survival of the planet.
- ☐ More money is spent on war than on feeding people who have no food or water. This does not make sense.
- ☐ We can no longer be “enemies” with people from other neighborhoods, states, or nations, because they are us and we are them.
- ☐ The enemy of my enemy is me. If I have no enemy, there will be no fighting.
- ☐ Survival today relies on my stopping any fight I feel inside me, so I can prevent any fights from happening outside me.



### **A Sleuth for the Truth!**

- ☐ Some people believe that war is good for a country's economy – that it prevents a country from slipping into deeper economic depression. What do YOU think? *(Write whatever you wish!)*
  
- ☐ YOU are in charge of ending conflict in your mind. YOU are in control of stopping a conflict that starts inside you. Do you understand this? *(Write whatever you wish!)*
  
- ☐ THOUGHT believes that it protect us, but in fact, in today's world, it is putting us in danger, because it's keeping us in a comfort zone unwilling to SEE how conflict begins inside us. *(Write whatever you wish!)*
  
- ☐ What is the most important thing you believe you've learned from this workbook, so far? *(Write whatever you wish!)*



## Lesson 13

# COMMUNICATING WITHOUT FIGHTING



**“My mind is open to new thoughts and ideas.”**

### Truth Emerges From Open Minds

1. **When you are in the middle of a conflict, what’s one thing you can do to cause self-awareness so you recognize that you’re inside a conflict and need to take action to get yourself out?**
  - ☐ I need a proprioceptive moment!
  - ☐ I need to STOP and UNDERSTAND!
  - ☐ I need to question any fear I feel in the moment.
  - ☐ I need to pinch myself and make sure I’m awake and ready to act from a natural gut feeling within me — my sixth sense — rather than react to any conditioning!
  - ☐ Another thing I would do is *(write whatever you wish)*:



**2. Do you think that kids today are awake and aware enough of the information being fed to us all?**

- ☐ There's so much out there — it's hard to take it all in.
- ☐ Because there's so much out there, it's tough to understand information that I need and information that I don't.
- ☐ Not everyone agrees on what's important information. I always feel that I have to decide for myself.
- ☐ The way I handle too much information is: *(Write whatever you wish!)*

**3. Do you think there's a discrepancy between how people today sing, dance and play together and how they talk with each other?**

- ☐ We sing. We dance. We don't talk.
- ☐ Singing and dancing is to other people's words and music; talking has to come from me, and that's harder.
- ☐ We talk, but we don't always talk about what we really think and feel.



## The Media: How They Influence Our Thinking



### 1. Have you thought about how the media affect our daily lives and, therefore, how we think?

- ☐ I try to remain objective, but it's hard.
- ☐ There is so much news from around the world – most of it frightening – that I do my best to not be influenced by it.
- ☐ I like being able to get news updates at any minute, and to know what's happening around the world as well as in my own neighborhood.
- ☐ I guess how we're affected by media depends on where we live. I have access to TV, radio, the Internet, and I have an iPhone – so I get it all day long.
- ☐ I live where there's no television and not much media. Occasionally I visit a friend and use the Internet, but not often.
- ☐ My media are the people in my community.

2. Look at the different kinds of media that can affect us:



**Television.** There are “talk” shows and news broadcasts that attempt to bully us into thinking one way or another, as well as comedies, action adventures, soap operas and reality shows that can influence how we think and feel.



**Commercials.** There are commercials, magazine ads and billboards telling us to buy this or that in order to feel better, look better or be a better person.



**Social networks.** There are social networks where people post notices on home pages proposing thoughts and actions they believe we should take on.



**Videogames.** There are videogames that engage us in war games — some so real, you can feel your blood race through you as you play. Play? Is this really playing? It feels more like warring.



**People.** While we don’t consider people in our lives as media, people at home, at school and in our community often can have a strong effect on how we think, feel and act.



3. **Does it appear to you that broadcasters, politicians and other “advisors” and “experts” like to tell us what to do, rather than ask what we think? Do you think there’s any real dialogue going on? Are they just telling us what they think we want to hear?**

- ☐ To me, dialogue means a conversation, not a one-way lecture.
- ☐ In my world, I hear mostly lectures. A dialogue would be fun.
- ☐ In my opinion, a dialogue is a more balanced conversation – something we need more of in today’s world.
- ☐ Lectures are okay in school, but I get bored listening to lectures where I get to have no input.

4. **Do you think the media sometimes lie to us? Do they distort people and situations — sometimes to be the first to get a story “out there”? *(Write whatever you wish!)***

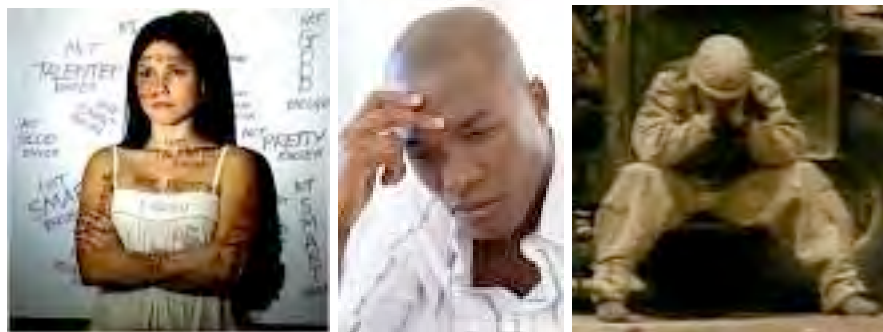


5. **How would you write a television advertising campaign for peace? Pretend you have to write five sentences to promote peace in the world today. What would you say? (*Write anything you wish!*)**

## Learning to Tell Facts from Beliefs, and Truth from Images



1. **Traditional attempts to bring about peace have not worked because they are based on the same kind of thinking that created conflict in the first place. We humans cannot seem to get out of our rut — thinking through things the same way, over and over.**
2. **Many of us believe that in order to have peace and security, we need to psychologically identify with only OUR group, and no other. What do YOU think?**
  - ☐ Identifying with my group has always felt safe and secure to me.
  - ☐ I like feeling secure, but if we keep doing the same things over and over and don't get anywhere, I think we clearly need a new direction.
  - ☐ I think being ethnocentric is not a healthy way to live, especially in today's world where there are so many different kinds of people.
  - ☐ I think that dialoguing with others about the true meaning of peace and security is a good idea.
  - ☐ I have a "drive to survive" like everyone else, but I am AWARE that the choices we've made to survive don't seem to be helping us survive at all. In fact, these choices are making the world more dangerous.



**3. Do you think that an image of an “enemy” can be created in an instant?**

- ☐ Yes! That fast!
- ☐ I think so, but if someone does many negative things, it may take time to consider that person an enemy.
- ☐ One word from our country’s leader can create an “enemy” instantly. All our leader has to do is announce: “We are at war,” and suddenly we will have an “enemy.”

**4. Can you think of a time when you created an “enemy” in your mind, and it separated you from another person by creating a “difference” between you and that person? When did this happen? What was the situation? *(Write whatever you wish!)***

**5. If that person were in front of you right now, what would you say to her or him? *(Write whatever you wish!)***

**6. If an “enemy” can be created in an instant, do you think peace can be created in an instant?**

- ☐ It seems that it ought to be, but I’m not sure.
- ☐ No, peace takes longer.
- ☐ Yes! All I have to do is STOP and THINK about the conflict in my mind, and peace is there!



**7. Can you think of a conflict in your life right now that you would like to see end?**

- ☐ Yes!
- ☐ I have one that’s been going on for a long time.
- ☐ It would make me very happy to see it end.

**8. What is this conflict you have? How can you use the skills that you’ve learned in this workbook to handle it? What would be your first step? (Write whatever you wish!)**



The enemy of my enemy — is me.  
If I have no enemy, there is no conflict.

Minds are like parachutes.  
They function only when they are open.



"My proprioceptive mind is awake!"



## Lesson 14

# EARTHLINGS: A GLOBAL VILLAGE FOR PEACE



**“The world is one village!  
I belong to this tribe!”**

1. In today’s world, there have been many new changes — on the Internet, in technology, in the way people communicate.
2. As a result, there are new opportunities for learning how to handle situations that put us into conflict, so we don’t have to keep doing what we’ve always done – which doesn’t seem to work.
  - ☐ I have been trying new ways to handle conflict, and I’m ready to try more.
  - ☐ Breaking through old conditioning is fun! I feel I’m creating a new me!
  - ☐ I am beginning to become more AWARE of conditioned responses, including my own.
  - ☐ More and more often, I am SEEING conditioning emerge, right when it’s happening.
  - ☐ I accept the fact that when I try a new approach, it may not always be perfect, but it may lead me somewhere else that works better!

## THE STAGES OF MY PERSONAL CONDITION!

### Stage 1



#### **I SEE SOMEONE WITH WHOM I AM IN CONFLICT!**

I usually freeze, fight or run away from this person.

### Stage 2



#### **I FEEL THREATENED!**

There's a voice in my head saying, "Go away! Don't do this!

Get out of here! Protect yourself from being hurt! "

Whenever you talk to this person,  
you are put down, criticized,  
upset and angry.

### Stage 3



#### **STOP!**

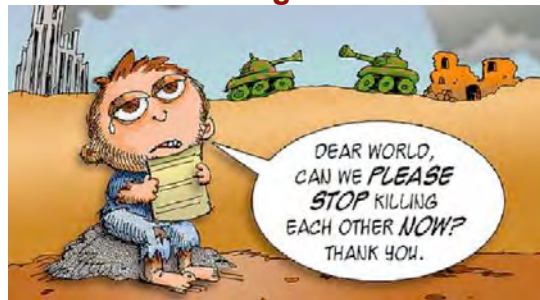
I ask that voice, "Why do I feel threatened?

Am I afraid? What am I afraid of?

Is the threat real, or have I imagined it?

Should I do what I've always done — even though it never seems to help?

#### Stage 4



I WANT PEACE!

**I tell that voice, “ I have to go outside the imprisonment of my old conditioned way of thinking!”**

I want peace, but I can never get it.

This primitive way of reasoning in my head has a different idea of peace than what makes sense.

Why is that? Isn't peace – just peace?

Isn't peace the same for everyone?

#### Stage 5



I DO NOT ACT ON MY FEAR!

I let go of my drive to survive.

I have insight!

#### Stage 6

**I TRY SOMETHING NEW!**

I take the road not taken! My behavior changes!



**“Time to unlock a different door!”**

**No Image! No Enemy! No War!  
Time to Play “Fill in the Blank!”**

Take a look at the following situation.



1. **The School Bully.** This bully has been picking on me for weeks. He scares me and makes fun of me. He’s threatening to hit me the next time he sees me. I’m afraid to tell anyone, because it will make things worse. I’m going to complete the sentences below and fill in the blanks!

**My fear is:**

**I want peace. I do not act on my fear. I try something new.  
What I do is:**



2. **The School Teacher.** Every time the teacher calls on me in class, I numb up and can’t think. I do the homework but don’t always understand it, so when I’m called on, I feel stupid. I need to complete the sentences below and fill in the blanks!

**My fear is:**

**I want peace. I do not act on my fear. I try something new.  
What I do is:**



3.

**The Community Protest.** I'm in the middle of a non-violent protest rally in my hometown. The protest, however, is starting to get out of hand. People are fighting and throwing things. The police have begun to arrive. I need to complete the sentences below and fill in the blanks!

**My fear is:**

**I want peace. I do not act on my fear. I try something new.  
What I do is:**



4.

**My Homework.** I'm trying to get my homework done, but I keep getting interrupted by my kid sister who's only 4 years old and wants to play. I like her a lot, but I need to do my homework. I will complete the sentences below and fill in the blanks!

**My fear is:**

**I want peace. I do not act on my fear. I try something new.  
What I do is:**



5.

**Found a Wallet.** I found a wallet on the street.

When I opened it, I didn't recognize the person whose driver's license I saw. I did see that there was \$250 in it. That's the exact amount of money I need to buy a computer program I want. I think it's a sign. I should complete the sentences below and fill in the blanks!

**My fear is:**

**I want peace. I do not act on my fear. I try something new.**

**What I do is:**



6.

**Army Experience Center.** I visited the Army Experience Center near our hometown and played the war videogames. It was amazing how excited I got playing those games. It gave me thoughts about joining the armed forces. I need to complete the sentences below and fill in the blanks!

**My fear is:**

**I want peace. I do not act on my fear. I try something new.**

**What I do is:**

## **We're a Global Village But We Need to Hear Our Inner Voice**

**Congratulations on reaching a new level of decision-making in your life, and on your insightful thinking!**

### **THINGS TO REMEMBER!**



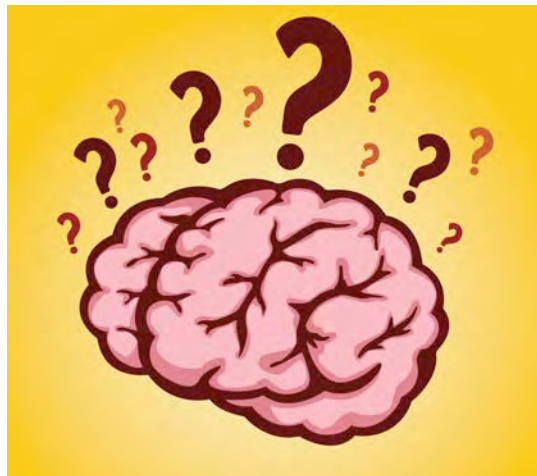
- 1. Keep the art of dialogue a high priority at home, at school and in your community.**



- 2. Take that STOP! moment when you find yourself in conflict, so you can free yourself from old conditioning that's had a hold on you.**



3. **ACT**, based on the situation and your in-the-moment insight, rather than **REACT** to someone else's conditioned actions. Action moves you forward; reaction takes you back to old conditioning.

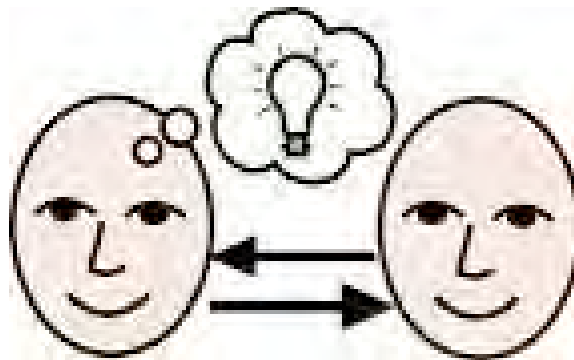


4. A questioning mind is open to all possibilities and activates our innate intelligence. Being open to understanding our own conditioning, in addition to the conditioning of others, is key to changing it.





5. If there's going to be peace in our lifetime, we need to get off the Sameness Train, and seek a new destination.



**“Oh! I understand your idea!”**

**There is no other way to change our old habits and patterns  
than to take the time to UNDERSTAND  
who and what is around us.**

**The key to monitoring our Reptilian brain  
and our biological hard drive's control  
is to ASK QUESTIONS –  
questions that lead to INSIGHT and AWARENESS.**



**By asking questions, I can make peace happen!**

**Why?  
When?  
Where?  
Who?  
What?**

**I am aware of a new light  
Being turned on in my brain,  
and I understand now that I don't have to bully,  
and that peace can happen in an instant — through insight !**



- 1. One thing I will do today to make peace happen in an instant is (write whatever you wish!):**
  
  
  
  
  
  
  
  
  
  
- 2. A new person I will start a dialogue with today, by asking questions, is (write whatever you wish!):**

**“Without knowing yourself, there is no peace.  
To put an end to outward war,  
you must begin to put an end to war in yourself.  
War will be stopped only when you realize the danger,  
when you realize your responsibility,  
when you do not leave it to somebody else.**

**— Jiddu Krishnamurti**

## Lesson 15

# IS BULLYING IN OUR GENES?



**“Am I born to bully? Will I always be a bully?”**

1. **There are some studies lately suggesting that bullying is in our genes — in other words, that we are born to bully. What do you think about that?**
  - ☐ I hope not!
  - ☐ That has to be absolutely true about *some* people I know!
  - ☐ I don't know if bullying is in my DNA, but I have to admit wanting to turn into a bully whenever anyone gives me a hard time!
2. **Some studies say that the bullied person may be the cause of his or her own unhappiness, which triggers bullies to pick on them. What do you think about that?**
  - ☐ That sounds wrong to me! If there's bullying going on, the bully is responsible!
  - ☐ The person who's bullied is innocent, unless he or she is somehow egging the bully on in some way.
  - ☐ If I'm being bullied, how could I possibly be responsible?

**3. Do you think genetic factors that underlie our tendency to behave in a certain way could explain how a group reacts to us and then decides whether to reject or accept us?**

- ☐ This implies that I may be born with victim genes!
- ☐ I interpret this to mean that if I'm soft-spoken, mild-mannered, not interested in argument or conflict — I was born to be a victim!
- ☐ I came to this country to get away from people who bully other people. Now I've discovered that bullying goes on here, too, but in a different way.



**“Wow, Minnie! You really look different!”**

**4. Do you think certain words and deeds can alienate some people? And how about personal appearance and/or physical characteristics?**

- ☐ I get bullied sometimes probably because of my height.
- ☐ Some people don't accept me because of where I come from.
- ☐ When you're different from other people, they bully you.
- ☐ People can be mean toward others who have physical handicaps. I think that's so wrong.



5. **A study shows that our genes make us behave in certain ways. Then, as a result of behaving in those ways, we have certain experiences. But if we change our environment, then we can change the role of our genes.**

- ☐ Wow! So we humans have the power to change any bullying genes we have!
- ☐ That's great! That means that If I AM born with bullying genes, if I want to do something about those genes, I can!
- ☐ So when my parent says, "We need to nip that behavior of yours in the bud!" that's what they're talking about.
- ☐ I hope this means there's a way I can convince some kids I know to stop harassing me for not joining their group. I'm not a joiner!



**"I'm a good person. I'm just not a joiner."**

6. **Are there some kids at your school who have characteristics you don't like? What, for example? Do they act superior? Snooty? Are they disrespectful? Sinister? Uncaring? (Write whatever you wish!)**

**6. Bullying is reported by some studies to be entirely “natural” to our adolescent brain — which is pretty much hard-wired, at this time in life, for status-seeking within a peer group. Do you agree?**

- ☐ I guess we all like a certain sense of status.
- ☐ I like status, but I’m not sure I want to be a bully to try to get it.
- ☐ I would love status, but don’t think there’s anything I can do to get it.
- ☐ It’s tough at school to be appreciated for who we are. I’ve noticed that girls and guys who bully certainly get noticed — and often get what they want.
- ☐ Status is great. Some days I think I have it; other days I’m not sure.



**“No bullies in our group! But we have lots of status!”**

**7. Do you think that anti-bullying programs – such as “zero tolerance” - based on appeals to empathy and social justice don’t work? Do they ask bullies to give up advantageous behavior without gaining anything in return?**

- ☐ I never liked the term “tolerance” — when you just tolerate someone, you’re not really accepting that person.
- ☐ I’m all for social justice, but I think bullies don’t see “social justice” the way I do. For them, justice is getting their way. For me, justice is making sure everyone is treated fairly.
- ☐ If bullies believed in treating all people the same, they wouldn’t be bullies anymore.

## Small Acts of Kindness

**1. Have you ever tried to communicate with a bully using a small act of kindness?**

- ☐ No! I'm usually too busy shaking in my shoes out of fear!
- ☐ I suppose it makes sense to try to treat a bully with kindness – that's probably exactly what a bully needs.
- ☐ It's scary, but worth thinking about.



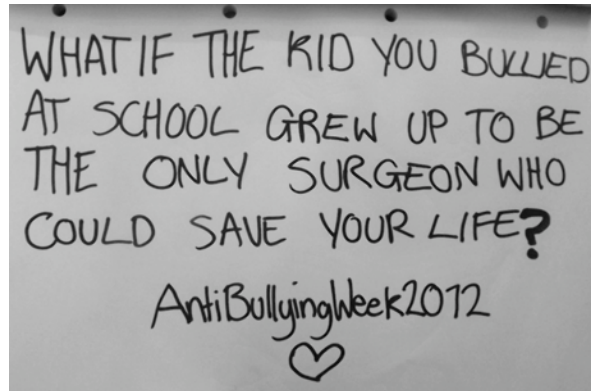
**2. People usually become bullies because they have been bullied themselves. They look for revenge, when what they really need is understanding.**

- ☐ Most bullies I know have parents who are bullies, so one generation passes it down to another.
- ☐ A bully I know lost a parent when he was young, and I think he bullies other people to deny his sadness.
- ☐ I'm ready to try to understand a bully — as long as the bully doesn't hurt me for trying.



**3. Another study found that small acts of kindness may help fight bullying — and also that kids who perform these acts tend to boost their own happiness, which may help counteract bullying.**

- ☐ A kid who performs acts of kindness may come across as weak to a bully.
- ☐ Practicing acts of kindness — especially toward people who really NEED kindness — is a win/win situation. Everybody stands to gain from it.
- ☐ There isn't enough kindness in the world. It would be great to see acts of kindness, everywhere around the world for 24 hours.
- ☐ If we are born to bully — and bred to be bullies by adults who were also born to bully — acts of kindness are badly needed!



**4. Do you think we are bred to bully?**

- ☐ If some kid's parents were born into an environment that taught them to feel and act superior, and taught their children to be that way too, then, yes, they were bred to bully!
- ☐ If we are brought up to believe in a particular group — without learning respect for other groups — then, yes, we are bred to bully.
- ☐ If we are brought up to be nice, good people but also taught to compete with others in a "gentlemanly" way that turns into a more sinister way — then, yes, we too are bred to bully!
- ☐ Some people breed horses. Others breed bullies!

**5. Some studies show that boys who bully other boys, on average, gain status with girls, who perceive those boys as more dominant.**

- ☐ That's sure true at my school!
- ☐ Boys who bully other boys ARE more dominant – at least physically. I'm not sure about mentally.
- ☐ I don't think boys have to be bullies in order to appear confident or dominant. I prefer nice boys who show signs of intelligence.
- ☐ Here's what I think (*write whatever you wish*):

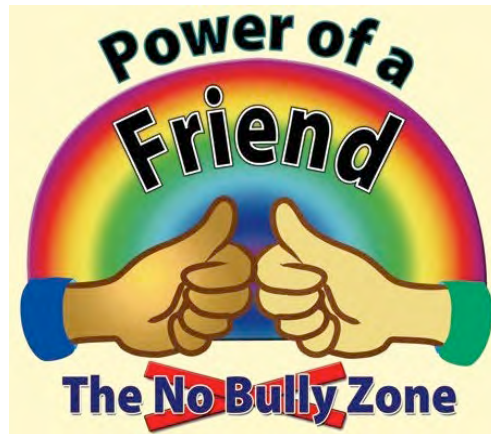


**6. Some studies also show that girls who bully other girls, on average, receive more positive attention from boys.**

- ☐ They receive a lot more attention, but I'm not sure for the right reasons!
- ☐ I think that girls who bully other girls learned their behavior from boys.
- ☐ Boys who pay more attention to female bullies than to other females need to get their genes examined!
- ☐ Here's what I think (*write whatever you wish*)

**7. Some studies say anti-bullying crusaders should give up the notion that we can convince teenage bullies to see the world through their victims' eyes — that the young brain simply doesn't work that way. What do you think?**

- ☐ I think these studies are right — the bullies I've seen never seem to value anyone's opinion but their own.
- ☐ I think the studies are wrong. When people go through devastating experiences, they often change. A bully who seriously harms someone — if that bully is in his or her right mind — is going to think carefully before harming another person.
- ☐ If bullies really wants to – they can see through their victim's eyes, because they've already been a victim and know how it feels.



## **Similarities vs. Differences**

**1. We humans — even babies — have the tendency to notice who is similar to us and who is different. This is very basic to human socialization.**

- ☐ I'm not sure why we do this. I enjoy people who are different from me. I learn more from them than from people who are the same.
- ☐ Sometimes people who are different make me nervous, because it's hard for me to think of something to say to them.
- ☐ I think people are people. We all have similarities and we all have differences. That makes us the same more than it makes us different.

**2. Do you still feel that in order to have peace and security, we need to psychologically identify with only OUR group, and no other?**

- ☐ Identifying with my group has always felt safe to me. I think that belonging to a group has positive advantages, but I no longer feel that I want to belong to a group exclusively while ignoring other groups.
- ☐ One has to be aware in a group to not exclude people outside the group as some kind of opponent or enemy.
- ☐ When we grow up in a family with traditional routines and beliefs, awareness of other routines and beliefs comes slowly.
- ☐ Even though we live in a global community, people don't tend to think globally at all.

**3. What we need to remember is:**

- ☐ The more we create differences in our brain, the more conflict we create inside us.
- ☐ The more conflict we create inside us, the more conflict we will create outside us — with other people.
- ☐ The more conflict that exists among people, the more wars will arise.
- ☐ The more wars that arise, the more billions of dollars will be spent on military and war instead of feeding the hungry, building new communities and finding ways to co-exist with people globally.
- ☐ I need to think more globally — to understand others who are different, and stop any fight that arises inside me — the best I possibly can.



**Every day, whenever you feel conflict inside you,  
there's an opportunity to ask yourself:**

**What am I imagining?  
What do I really see?**

**This will allow you to see WHAT IS, without judgment,  
and without being influenced by any conditioning!**



**“I see that I enjoy asking questions!”**