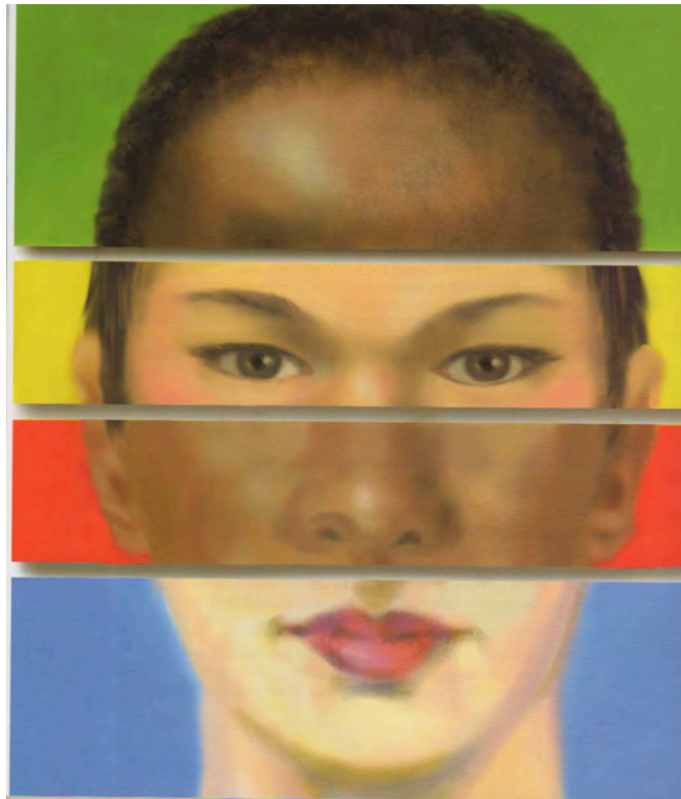


WHY IS EVERYBODY ALWAYS PICKING ON US?

A Workbook

To Help Understand
the Roots of Prejudice
Age 8-14



by
Dr. Terrence Webster Doyle
with Adryan Russ

Based on the Education for Peace Series Books
By Dr. Terrence Webster-Doyle

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"Look at all this!"

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FOR YOU, THE TEACHER



Everyone is guilty of some prejudice. It's difficult to live in the world today and not be prejudiced in one way or another. Still, there is a stigma attached to being opinionated, biased, or intolerant; and students may be hesitant to admit that they have prejudiced thoughts or feelings.

Before starting with the lesson plans, explain generally to students about prejudice. Tell them they will embark on a journey that will help them understand the roots of conflict. Do your best to impart an air of mystery and excitement to evoke their sense of adventure. Even though the implications of prejudiced thinking can be dangerous and have created tremendous suffering, one should approach the subject with young people in a way that is intriguing and thought-provoking so their minds are ready to face new possibilities.

The following warning opens students' minds to new thinking. Use it and find out what happens. You may even want to enlarge it and make a poster that can be displayed.

WARNING:

**Awareness and new observations
may be hazardous to hostility.**

**This class may cause you to experience
turbulent feelings of good will.**

A Note from The Author

Thank you for caring enough to want to help your students resolve conflict peacefully. Bullying is a serious affair. I personally suffered from it in my younger years. I think that's why I was so interested in studying the martial arts.

Do We Fight, or Run Away?

Before I learned the martial arts, I had one option: to run away. That's what I did, and although it often saved me from being bullied, running away gave me no confidence in myself and caused me emotional pain. I was also caught and beaten up. Once I learned physical self-defense, I then had another option: to fight. What I was taught in those days was to defend myself physically against a bully who bothered me. This has a certain logic. We *do* have the right to defend ourselves against being violated. Physical self-defense has a place.

But in my preadolescent and adolescent years, the limited options of fighting or running away were not successful in helping me cope with bullying. As I grew older, I thought there must be a better way. What concerned me then, and still does today, is that practicing *only* physical self-defense doesn't stop conflict; it merely creates another on top of the one that exists.

How Do We Promote Nonviolence in a Violent Culture?

Today our young people face far greater threats. Bullying has escalated to homicide. Guns are now the weapons of choice for settling disputes. Physical self-defense, by itself, has become ineffectual in defending us from bullying. The media have conditioned young people to think that using weapons to resolve conflicts is the justifiable — and even honorable — thing to do. Our children have grown up in a tremendously violent culture fed by violent movies, TV programs, video games, magazines and comics. Since 1956 more than 1,500 studies have shown that violence in the media (especially television) *does* affect young people's behavior in a negative way. In other words, we've taught our children to be junior Rambo's, to resolve their problems of relationship by extreme and violent means.

As our young people face more violence, we adults are challenged to come up with ways they can resolve conflicts *nonviolently*. We parents are overwhelmed with making ends meet in this economically unstable time. We teachers are overworked trying to educate young people academically, to give them the intellectual skills they need to go after their chosen vocations. So who's going to help our children understand and resolve the problems they have with people around them? Who's going to teach them the skills to cope with bullies, conflict and violence?

Character Development Is the Key

Character development has an incredible potential for helping to bring about peaceful and humane relationships between people. I want to help young people fulfill their physical, mental, emotional, and social needs so they can lead healthier, happier lives — so they can be kind, courteous and intelligent human beings.

The greatest gift we have to offer young people is character development, which infuses students with values that create a capable and responsible citizen of the world. This is our intent — and it must be taught in a practical, fun and humane way. Where we begin is to teach that one of the highest goals in life is to understand and resolve conflict peacefully — and that prejudice is one of the main contributors to conflict. We can learn to STOP conflict — mentally — before it becomes a physical conflict. This is what this curriculum is all about — to create a new type of education that teaches mental self-defense. Mental self-defense skills give the student the ability to resolve conflict before it becomes physical.

When young people learn how to defend themselves mentally, as well as physically, then they begin to understand themselves and see that all humankind shares the same emotions and reactions that create conflict — fear, hurt and defensiveness. When students begin to be AWARE of these reactions — come into direct contact with themselves — they have the opportunity to understand and resolve conflict peacefully.

Bullying is the state of mind that creates violence — individually and globally. When would-be bullies become AWARE of how and why they bully, they begin to practice mental self-defense — a skill necessary to cope with our gun-wielding society. Young people today cannot rely on defending themselves with physical skills alone. Mental self-defense can offer strong solutions.

If you have questions about the curriculum, or how to implement it, please feel free to contact me. I also offer teacher-training courses to train people in conflict resolution using this and my other Character Development curriculums. Thank you again for selecting these materials for your school. I hope they live up to your expectations and, most importantly, that they help your young students understand and resolve conflict peacefully — by becoming aware of their prejudices and willing to see the world in a new way.

Respectfully yours,

Dr. Terrence Webster-Doyle

P.S. What's written here may be new to your students. There's a chance that they may not understand some of it. They and you may have to go over certain sections a few times before really understanding the meaning of the concepts. Feel free to change or modify certain words that may not fit the current vocabulary of your young students. Understanding prejudice, which creates so much conflict in the world, is "**mental** self-defense."

— — —



LIST OF DISCOVERIES

1. When you can observe clearly for yourself, you can stop prejudice.
2. The best way to understand the meaning of prejudice is to experience it first-hand.
3. Today, individual, tribe-like groups threaten the security and survival of the human race. They *separate* people.
4. A sense of safety and security comes when both our physical and mental needs are satisfied.
5. Fear can create conflict.
6. Deeply ingrained in our brain cells, old tribal ways continue to make humans like you and me prisoners of the past.
7. The survival of humankind relies on only one race — the Human Race.
8. You can change the world when you think for yourself. A journey of a thousand miles begins with the first step.
9. Although prejudice is something that happened in the past, it can continue, and make you unhappy in the present.
10. Prejudice is like a House of Mirrors. All the images you have of others are created by you.



11. Prejudice is a way of thinking that's usually out of focus, and so it causes us to inaccurately judge what we see.
12. Acting in prejudiced ways is not orderly or safe. It is acting out of ignorance.
13. When we become prejudiced by not being aware, we become numb to life around us. We accept the opinions of other people without finding out the facts for ourselves.
14. There's only one "enemy." It's the one we create in our brain.
15. The "fight or flight" response is there for self-preservation. It's an instinct to protect you from harm, which is a healthy and natural response to *real* danger. But it can be activated unnecessarily because of the conditioned images we have of "the enemy."
16. Unaware of our programming, we act as if our hatred is necessary. But we are the ones who've kept it alive.
17. It's important to see that there are many authorities who can be helpful in your life. But it's important to be able to tell the difference between authorities who are helpful and those who aren't.



18. Any problem created by prejudice isn't "your" problem or "my" problem. It's THE problem, for it affects us all.
19. Prejudice ends when we can observe it in the making. Once we observe it, we stop it in ourselves!
20. Today, fighting to be "the most powerful" works *against* our security. It creates conflict between people and keeps us from acting as a single race.
21. No one is perfect. Trying to be perfect creates conflict.
22. The intelligent way to bring about "good" behavior is not through judgment, but through intelligence. I need to understand what creates my behavior, who I am, and how I've been conditioned to act in certain ways that create conflict.
23. We believe what we've either been *educated* or *conditioned* to believe. Education brings us understanding; conditioning brings us prejudice.
24. Instead of fighting, we can reason with a bully. We can use our brain instead of our fists.
25. No matter what level it's at, prejudice needs to be stopped in its tracks, before it rises to the next level.
26. No one is to blame. I must take responsibility for my own life.
27. Prejudice is not something we're born with.
28. Anger hides fear. Understand the fear.
29. If we're conditioned to think in a fixed way, we cannot make an intelligent decision. We cannot see the truth or act upon it when we have only one piece of a puzzle.
30. Without prejudiced people, there can be no prejudice.



Thanks for taking this journey with me into the roots of prejudice!
If you need help in understanding anything in this book, ask a trusting adult.

E-mail me at:

atriumsociety@gmail.com

Also, check out our Web page at www.youthpeaceliteracy.org

With care . . .

Terrence Webster-Doyle



Workbook Evaluation Form

Dear Reader . . .

We hope that this Workbook has provided you with new insights and ways to handle prejudice you encounter in your life. We've done our best to make this Workbook as useful as possible for you and your purposes.

Just as you learn from us, we learn from you. That's why we'd appreciate your taking a few minutes to fill out this Evaluation Form and return it to: **Atrium Society, P. O. Box 816, Middlebury, VT 05753**. If there isn't enough space to say everything you'd like to say, please feel free to add sheets of paper; or, you can e-mail us at atriumsociety@gmail.com

1. This Workbook gave me new insights into prejudice that I never had before. For example:

2. The part(s) of this Workbook that helped me the most is(are):

3. The subject(s) I had the most difficulty understanding is (are):

- xiii

8. The people I'd recommend read this Workbook include:
9. I see other places to use this Workbook besides at home and at school, such as:
10. The way I believe I can best free my life of prejudice is:



Thank you!



Evaluation Form for Adults

Here are 30 questions you can use to evaluate what your students have learned from this Workbook. Rather than ask multiple choice questions, or ask students to memorize information, we like to pose questions that encourage them to think intelligently, on their own. Here are some questions to ask them:

1. What is prejudice and how can you recognize it?
2. Name five different kinds of bullies you've seen, and then describe the kind of bully you may have been at least once in your life.
3. What does bullying produce, and how can it lead us to believe that there's something wrong with us?
4. How does bullying affect us on the inside? How does bullying affect us on the outside?
5. What are some conscious roles you play in your life now? What are some conscious roles you might play later when you're older?
6. What unconscious roles have you played that you weren't aware of until you learned about bullying?
7. What do we mean when we say that a bully is a victim in disguise?
8. Do you think we need to fight to survive? Why?

9. Name three ways you could stop bullying from happening in your community.
10. What's the difference between reacting out of fear, and acting out of understanding? Which provides us with the greatest control?
11. Can the study of the martial arts — that are for peace — help you to understand and cope with bullying and prejudice?
12. What's the highest goal of the martial arts that are for peace?
13. Name five ways you could walk away with confidence from a bully.
14. How do you think it might help to “stand in someone else's shoes”?
15. Which was your favorite roleplay, and what did it teach you?
16. Why do you think stopping a fight takes more strength than bullying?
17. What are the advantages of talking things over with someone when you feel angry or upset? What is the most difficult thing for you about talking with someone?
18. What do we mean when we say: “You are what you remember.”?
19. What is “conditioned thinking”? What does it have to do with prejudice?
20. How can one get free of prejudice without judging it as “bad”?

21. How does observing our own behavior — without judging it — help us become aware of our thoughts and feelings?
22. What does it mean to have *direct contact* with our behavior?
23. Name three ways you can develop the power of your brain.
24. Does life hold on to what hurt you yesterday or today — or do you? Does life judge you — or do you?
25. Name your favorite way to express your thoughts and feelings that does not create conflict!
26. What's one example of world-class bullying? Where have you witnessed it?
27. How is respect the act that conquers fear? What happens when we respect people who are different from us?
28. What are your five favorite ways to relieve bully stress!
29. What's one way you can make practicing good manners something you *want* to do, rather than something you *must* do?
30. If you were about to be hired as a Peace Maker, starting tomorrow, what activity would you choose first?



Thank you!



Lesson #1:

Where Did Prejudice Begin?

What Is Prejudice?

1. Has anyone ever called you a name you don't like?
(Check the box that applies to you.)

☐ Yes

☐ No

☐ Can't remember.

2. If so, what does this name do to you when you hear it?



I get scared!



I feel sad.



I want to fight!

3. Did you know that name-calling and bullying can cause your brain to make you act in ways that hurt people — without your knowing it?

☐ Yes

☐ No

☐ Never thought about that!

**The only way to help ourselves deal
with bullying and prejudice is to talk with people....
and to find out where prejudice started.
Are you ready?**

Where do You think prejudice started?



☐ With the caveman!



☐ With the Egyptians!



☐ In World War II!

When the world was a larger place
and there were far fewer people than today,
small groups of people formed **tribes**.



They engaged in frequent, repeated practices,
which made them feel **safe and secure**.

These practices were passed
from one generation to the next,
and performed for **thousands of years**.

1. Do you think we still live in some kinds of tribes today?



☐ Yes!

☐ Maybe

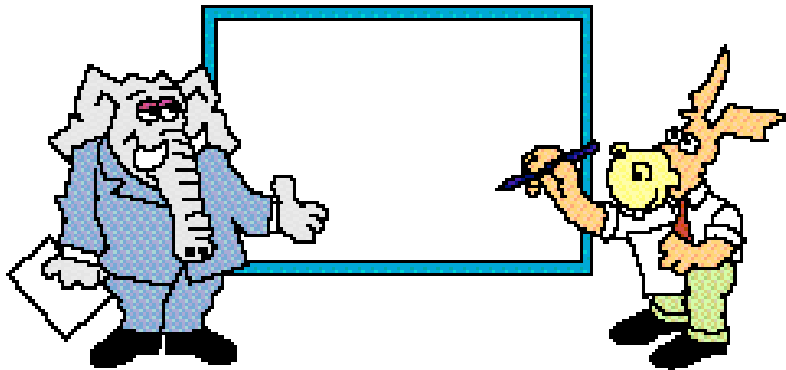
☐ Different tribes!

2. What kind of tribes?

- ☐ Clubs and **organizations** are like tribes.



- ☐ So are **political parties!**



- ☐ How about **countries!**



3. Today, since people all over the world depend on each other for survival, do you think it's more important than ever for people everywhere to get along?

- ☐ I'm not sure it's necessary when people live far away.
- ☐ Yes, it's very important!
- ☐ Tribes create conflict, and conflict threatens our survival!

What Does It Mean to “Survive”?

1. There are two kinds of survival.
Do you know what they are?

PHYSICAL SURVIVAL. Do we survive physically when we have enough to eat and drink, clothes to keep us warm and a place to live?

☐ Yes! ☐ No!



Ancient tribes helped members survive physically by giving them food, clothing and protection.



Today, we still need those things for physical security.

PSYCHOLOGICAL SURVIVAL. Do our thoughts and feelings survive when we feel safe? ☐ Yes! ☐ No!

Ancient tribe members had to “identify” with their tribe — follow its customs and beliefs. Tribal members had to become *mentally* and *emotionally* committed to the group and its ways. Do you think this made the group more powerful, better able to care for its members?

☐ Sure! ☐ Nix!

Today, are we mentally and emotionally committed to family, friends and others close to us? Like ancient tribe members, do we share a life with others?

☐ Yep! ☐ Nope!

Food + Shelter = Physical Needs
Sharing a way of life with others = Psychological Needs

Physical Needs + Psychological Needs
= Safety and Security

A sense of safety and security comes
when both our physical and mental needs are satisfied.

2. With their physical and psychological needs covered, ancient tribes felt safe. Over time, however, tribes grew bigger. What do you think happened?
- ☐ All of them needed more food, clothing and shelter.
 - ☐ Each tribe began to see every other tribe as a threat to its physical survival!

THE ROCK TRIBE



THE STONE TRIBE



3. Today, do you think technology and science have given us the ability to create great amounts of food, clothing, housing?
- ☐ **Absolutely!**
 - ☐ **Not enough!**



4. Do you think **physical** survival is much better than it used to be? ☐ **Positively!**
5. But what about **psychological** survival? Do people still have different ideas about “how life should be”? And do people still get into conflict about their different ideas?
- ☐ **Sad, but true.** ☐ **I’m afraid so.** ☐ **We still do it!**

ANCIENT TRIBES

Tribes relied on their traditions! If they lost their traditions, they were afraid their tribe would not survive! Their fear created conflict!

GROUPS TODAY

Today, we still protect some of our traditions by joining groups. Members of groups are afraid of doing things other than their way. Their fear creates conflict!



Flags of South America

6. Which of the following sentences do you think contain words or ideas that cause **conflict**?
- ☐ My teacher **ought** to know better than give homework.
- ☐ My parents think I **should be** a better student.
- ☐ The kids in that club think they’re **better than** we are.
- ☐ That kid **should** wear better clothes.
- ☐ My sister’s opinion doesn’t matter **as much as mine**.

- ☐ Old tribal ways are **the only way** to live!
- ☐ **Only members** can go to our club meeting.
- ☐ Our country is **better than** their country.

7. How do these words create conflict?

8. What is it about the following statements that creates conflict?



Flags of Europe

- ☐ “Our flag should wave higher than anyone else’s flag.”

What creates conflict in this statement is (write what you wish!):



- ❑ **“Our country is
the best in the world.”**

What creates conflict in this statement is this:

The way I prefer to think of my country in the world is this:

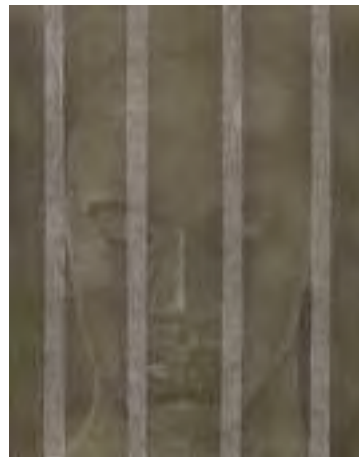


7. **Do you think OLD TRIBAL WAYS are deeply ingrained in our brain cells?**

- ☐ I do!
- ☐ It's possible!
- ☐ We're conditioned in our lives over time!

8. **Do you think OLD TRIBAL WAYS make us prisoners of the past?**

- ☐ Yes!
- ☐ I think they can!
- ☐ Have to think about that.



"Help! I'm a prisoner of old tribal ways!"

Imagine a World without Prejudice!



“Wow!”

1. How do you think it would be to live in a world where people are not conditioned?
 - ☐ Weird!
 - ☐ Amazing!
 - ☐ Peaceful!
2. What if you looked at old tribal customs — and even some modern ones — and decided you didn't want to be part of those ways anymore?
 - ☐ That's a new thought!
 - ☐ Could I do that?
 - ☐ Am I that powerful?
3. What if...
 - ❖ We no longer needed to think like any group? What would you do differently? (Write anything you wish!)



- ❖ What if we still participated in group activities, but no longer believed that mental and emotional security comes from belonging to the group? Would you do anything differently? What, for example?

- ❖ What if we didn't need a group to tell us how to think or act? Would you think or act in different ways? How?





- ❖ What if old opinions and beliefs that had prevented us from thinking and acting in peaceful ways just faded away? How would you feel?

- ❖ What if the differences that have kept people apart would fall away? What would you think, say or do?

- ❖ What if students could become peace ambassadors and help educate others about new insights? What action would you take?



**3. How would it be to CELEBRATE THE EARTH? ...
Learn to appreciate differences?**

- ☐ I'd like that!
- ☐ Am I smart enough?
- ☐ Differences can be interesting!



**To understand that the human race
consists of unique individuals, yet it is one?**

- ☐ I'd like that!
- ☐ That's a new one!
- ☐ How do I do that?



**To see that human diversity is
a rainbow of complementary colors?**

- ☐ Great!
- ☐ Very colorful!
- ☐ Where do I start?

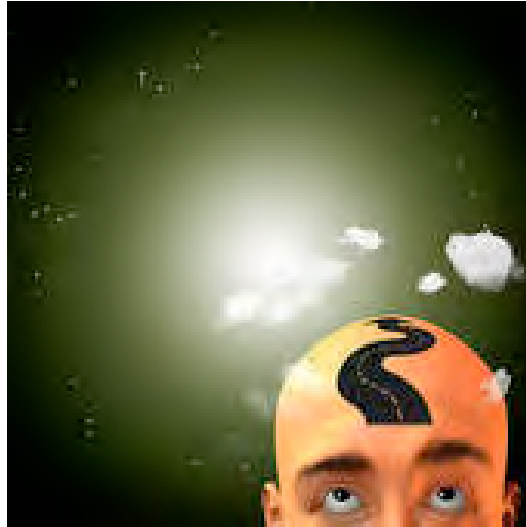
Start thinking for yourself!



- ☐ I'd like that!
- ☐ Can I do that?
- ☐ How do I do that?

One way I think I can do that is this!
(Write whatever you like!)

The journey of a thousand miles . . .



begins with a single step.

My goals are:

- ☐ To understand myself and how I relate to other people.
- ☐ To recognize how I create conflict, both in myself and in the world!
- ☐ I'm ready to move ahead!



Lesson #2:

What I'm Taught to Believe!

What do you think is
the highest level of understanding?

1. **Do you think that many people in the world have been treated badly, because of how they look, how they were brought up, or what they believe?**



“Cool look, huh?”



“This is who I am.”



“I’m not from here.”

- ☐ Yes!
 - ☐ I’m one of those people!
 - ☐ I know people like that!
 - ☐ I’ve never seen anyone treated badly!
2. **Do you think we can reach a level of understanding that can help us SEE where prejudice begins — at the root of it?**
- ☐ Never.
 - ☐ Yes.
 - ☐ I hope so.

What Does "Prejudice" Mean?



1.

If you punch someone and hurt that person, do you think there's a good chance that you'll hurt your hand, too?

☐ Yep! Tried that once!

☐ Ouch! I guess so!

☐ Not if I'm made out of steel!





2. **Prejudice is like a strong punch. It hurts everyone — the person being bullied, and the bully, too!**

- ☐ I understand how prejudice can hurt the person who's bullied.
- ☐ I never realized that the bully gets hurt, too.
- ☐ I think bullies are people who are already hurt – inside them.



3. **Do you think that sometimes we humans don't think before we act?**

- ☐ Guess you've got MY number!
- ☐ Yes, when I get angry!
- ☐ Who can think when you're mad?
- ☐ I remember a time when I did not think before I acted. What happened was (write!):

4. Do you think that sometimes we're given information that isn't true, and we don't stop to question it?

- ☐ Lies sometimes weigh more than truth.
- ☐ I don't question experts.
- ☐ I don't question facts.
- ☐ I believe everything I'm taught!



**5. The act of prejudice is based on judgment, not fact!
Can you remember a time you thought you were stating a fact, but you were really judging, assuming or expressing an opinion?**

- ☐ Yes! I heard a rumor — and spread it!
- ☐ I believed what someone told me!
- ☐ Kids spread gossip all the time!
- ☐ I'm never sure of what's true!



6. Have you ever stated what you thought was a fact before finding out whether you had the right information?

☐ Yes! Here's what happened.

"Prejudice" Is Judging

1. Prejudice is assuming or expressing an opinion before we have all the right information.
2. Prejudice is judging a person or group that appears "different" from us.



3. Stop and think for a moment:

■ What would make you hate someone you've never met?

■ Why would you hate someone who's "different"?

■ If someone hated YOU because you were new to your school and looked "different," how would you feel?

- | | |
|----------------------------------|---------------------------------|
| <input type="checkbox"/> Bummed! | <input type="checkbox"/> Awful! |
| <input type="checkbox"/> Angry! | <input type="checkbox"/> Sad! |

It would make me feel (write whatever you wish):

4. Prejudice grows and spreads like wildfire!



- **What happens is: A person acts in a prejudiced way toward you.**
- **That person's actions trigger feelings of prejudice inside you!**
- **And the fire keeps spreading.**

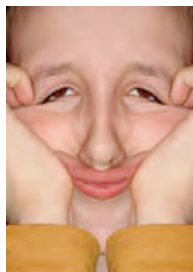


- ☐ **Yes!**
 - ☐ **I can feel the fire right now!**
 - ☐ **It's like a rumor that keeps spreading 'round the world.**
-
- **Even when the incident is long gone, you remember it.**
 - **Every time you see that person, you re-live it.**
 - **The incident I remember is (write whatever you wish):**



5. **Prejudice usually occurs when we have to face someone or something that's "different." Are there some "different" things you've tried, or people you've met, that you like? Name a few:**

- ☐ A new candy bar!
- ☐ A new theme park in town!
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐



6. **Name some things that are "different" that you DON'T like:**

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

7. **Do you think some kind of prejudice is making you not like some “different” things?**

- ☐ I hope not!
- ☐ Maybe!
- ☐ I hate to admit this, but it’s possible!



8. **Can we be taught to think in ways that make us dislike, or even hate, another person — without even understanding why?**

- ☐ It’s possible!
- ☐ Absolutely!
- ☐ I’m afraid so.



9. **Do you think we can do anything to change our thinking? Can we look upon other people’s customs and traditions without judging them?**

- ☐ I believe I can!
- ☐ I don’t think so.
- ☐ It’ll never happen.

How can we know what's on the other side . . .



if we don't open the door?

My goals are:

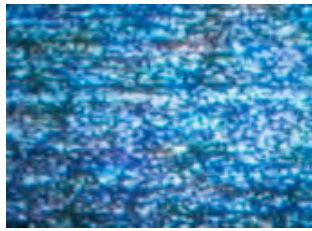
- ☐ To ask more questions to make sure I'm getting the facts.
- ☐ To explore the roots of prejudice — in myself as well as in others.
- ☐ To look upon "different" — any kind of different — as exciting and new!





Lesson #3: I Have a Mechanical Brain!

Prejudice Is a Mechanical Difficulty



1. **Have you noticed how your TV screen sometimes acts up when something mechanical goes wrong?**

- ☐ Yes!
- ☐ Annoying!
- ☐ I don't watch TV.



2. **Prejudice is like that! It's a mechanical difficulty in our brains! It programs us to act in ways that create static and conflict!**

- ☐ I can see that!
- ☐ Prejudice can create interference!
- ☐ I don't think I'm prejudiced!
- ☐ Prejudiced people don't think they're prejudiced!



3. **Has anyone ever told you that someone you know is a “bad” person — perhaps because of his or her race, beliefs, group affiliation or country?**

☐ Yes! Just happened recently! Here’s the story! (Write!)



4. **Did the thought about that person enter your brain and give you an image of that person?**

☐ Yes! ☐ A scary image! ☐ A “bad person” image!

In my mind, that person was (write!):

5. Was that image repeated more than once in your brain?



6. Did it become a reinforced message?

- ☐ Yes!
- ☐ That person is bad!
- ☐ That person is mean!
- ☐ That person is awful!
- ☐ That person is horrible!

7. Now, when you think of that message, is it backed up by a feeling? What kind of feeling?

- ☐ I don't like this person!
- ☐ This person is bad!
- ☐ This person is mean and horrible!
- ☐ I hate this person!

THE REINFORCED MESSAGE:

Thought + Image = Message + Feeling

It's like a brain cloud!



What You've Heard — Is It True?

1. **This thought, this image, this message you have in your brain about this person — is it true? Or is it an automatic response?**
 - ☐ Maybe I'm weird, but I think it's true!
 - ☐ It's an automatic response!
 - ☐ It's a mechanical difficulty in my brain!
2. **This "Think/Feel" is hard to control. It becomes a "Thought/Felt" that keeps popping into your head when you see this person, or hear this person's name!**
3. **The image is projected outward — like a movie projector projects an image onto a screen!**

But just like the movie...



the image in your brain isn't real!



Is this the real image?



Or is this the real image?

Prejudice is like a House of Mirrors.
All the images you have of others
are created by you!



The Scientific Path to Understanding



1. **How do we know if what we see is happening in the real world outside ourselves, or if it's only happening inside ourselves — in our brain?**

- ☐ I always believe what my brain tells me!
- ☐ I don't know! Sometimes it's hard to tell!
- ☐ My brain often has mechanical difficulties!



2. **The best way to keep our minds on a path that promotes understanding is:**

- ☐ **Remain cool and calm.** Why do you think it's important to stay cool and calm?



- ❑ **Explore all parts of the machinery.**
Why should we take the time to investigate all aspects of any rumor or “news” that we hear? (Write!)



- ❑ **Question without saying, “This is right!” “That’s wrong!”** The advantages of questioning instead of jumping to conclusions are:



- ☐ **Test findings to see whether they're true!** What are the advantages to checking on your discoveries, to make sure that they're true?

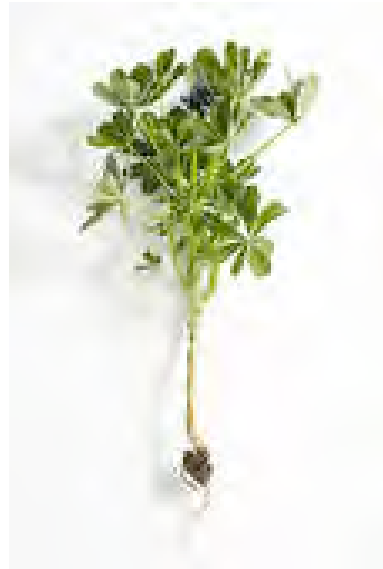


- ☐ **What can you do to make sure that you look at a situation from all possible points of view?**

3. Do you remember all the best ways to keep our minds on a path that promotes understanding?

- ☐ Remain cool and calm.
- ☐ Explore all parts of the machinery!
- ☐ Question without judging!
- ☐ Test findings to see whether they are true!
- ☐ All of the above!

Did you guess “all of the above”?
If so, you remembered them all!

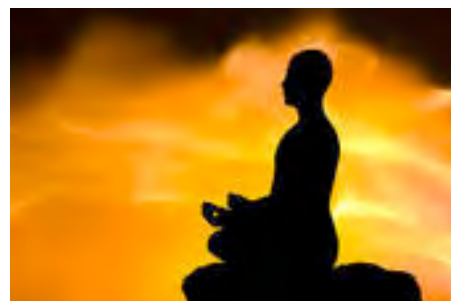


Many Prejudices —
Only One Root

1. Do you think prejudice begins...



Outside you?



Inside you?

2. Do you think that the roots of prejudice are often passed from one generation to the next?

- ☐ **Absolutely!**
- ☐ **I'm not sure.**
- ☐ **They are at my house!**



3. Do you think that no matter where the roots started, any prejudice that lives inside us is our responsibility?

- ☐ **Yes!**
- ☐ **There's no way around it!**
- ☐ **My prejudice is my responsibility!**





**Prejudice is a way of thinking
that's usually out of focus.**

**That's why it causes us
to inaccurately judge what we see.**

1. Here's what happens:

- ☐ We inaccurately judge what we see.
- ☐ We think:
 - "That's wrong!"
 - "That's bad!"
 - "I don't like that person!"
 - "I'm ignorant and that bully is smart!"

2. This creates INNER CONFLICT!

**When we experience inner conflict,
we are at war with ourselves!**



4. People have created many kinds of prejudice over the years. Which of the following do you think are examples?



- ☐ Skin color
- ☐ Age
- ☐ Race
- ☐ Body size
- ☐ Occupation
- ☐ Nationality/Culture
- ☐ Physical disability
- ☐ Belief system
- ☐ Gender (male/female)
- ☐ Social class (lower/middle/upper)
- ☐ All of the above!
- ☐ None of the above!

5. All these distinctions separate us! They don't give us the opportunity to think about all the ways we're the **same** — about what we have in **common** and what we **mutually** like.



6. Do you think we can focus just as easily on our **similarities** as we can on our differences?

- ☐ Sure! It just takes doing!
- ☐ It's more fun to gripe about differences!
- ☐ It feels good to see similarities!
- ☐ I know what I have in common with others!

In today's world,
do you think there's a reason
for any group of people ...



to feel superior
to any other group of people?

- ☐ People will always try to find reasons!
- ☐ Couldn't find a reason if I tried!
- ☐ Anyone finding a reason is judging!
- ☐ Anyone finding a reason is not understanding!



Lesson #4: When We're Asleep, We Can't See



1. Have you ever seen people who've been hypnotized?

- ☐ Never!
- ☐ Yes!
- ☐ They look awake, but they're not!

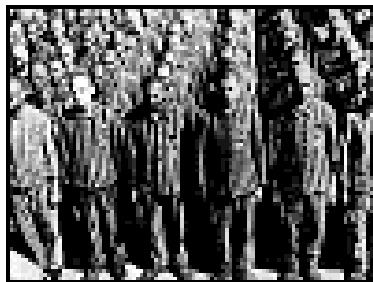


2. Prejudiced people are like hypnotized people. Can you guess why?

- ☐ When you're prejudiced, you "go to sleep."
- ☐ You "act out" something someone tells you to do.
- ☐ You react to a situation as if it were real — unaware that you've been "hypnotized."



3. Being prejudiced is a bad dream in our brains that has been played out for centuries! These dreams are passed from one generation to the next!



4. People who have these bad dreams in their brains hold onto them because they're afraid to let them go. Why do you think someone would be afraid to let go of prejudiced feelings? (Write anything you wish!)



5. I know a person who's prejudiced, and I think this person is afraid to let go of the prejudice, because (write!):



6. Do you think that when you feel fear, it can awaken you to a new realization ?

- ☐ Yes! It makes me think!
- ☐ No! I'm too scared to think!
- ☐ When I recognize my fear, I can understand why I'm afraid!



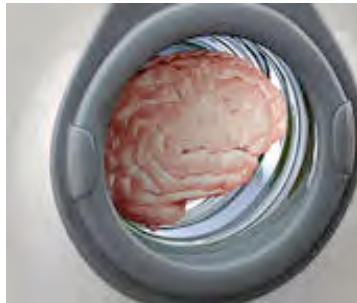
7. Do you think you've been prejudiced by other people around you?

- ☐ Every day!
- ☐ My relatives want me to believe what they believe!
- ☐ Kids at school want me to think like they do!



8. Do you think that acting in prejudiced ways is safe?

- ☐ I've never been harmed by it.
- ☐ Safe? Never!
- ☐ Acting in prejudiced ways is acting out of ignorance!
- ☐ Acting in prejudiced ways can hurt people!



What's the Effect
of "Brainwashing"?

Originating in the 1950s, during the Korean War, the process of "brainwashing" was used on soldiers to "wash" their minds of beliefs so that other ideas might be substituted. Many were brainwashed into following new leaders and forced into betraying their own beliefs and country.



1. Can you see how “brainwashing” is similar to “conditioning”?

- ☐ Yes!
- ☐ We’re “conditioned” to accept certain beliefs!
- ☐ We can be “brainwashed” into believing something is “right” when it may be “wrong,” “true” when it may be “false” for us, “good” when it might be “bad” for us!



2. Have you ever questioned your own conditioning?

- ☐ No.
- ☐ Do I have to question MY conditioning to understand prejudice?

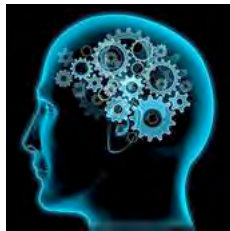


Becoming Aware of My Prejudiced Thinking

1. Once you're aware that you've been asleep, you can wake up by using the scientific mode of understanding. Do you remember the four steps?



Remain cool and calm.



Explore all parts of the machinery.



Question without judging.



Test your findings! Are they true?

**“My prognosis would have
to be: PREJUDICE!”**



2. As you look at the following examples of prejudice, use your scientific mode of understanding. Explore all parts of the machinery of your thinking. Let yourself respond honestly.

Ask yourself:

Do I have any of these prejudiced thoughts?

Do I want to protect myself and refuse to think about it?

Do I want to learn more about prejudice?

Do I want to understand where my prejudice comes from?

3. Here are some common prejudices. How many of these do you believe?



- ☐ Men are stronger and more intelligent than women.
- ☐ Women are more gentle than men.
- ☐ White people are better at business than black people.



- ☐ Black people are more athletic than white people.
- ☐ Younger people are better workers than older people.
- ☐ Authorities never have to be questioned.
- ☐ To be good, we must accept what we're told to do.



- ☐ Ambition is good; winning is everything.
- ☐ The more money you have, the better person you are.
- ☐ To have peace, we must fight.



- 4. I think I am prejudiced toward
(write what you wish!):**



- 5. The reason I think I have this prejudice
is that when I use the four guidelines of scientific reasoning,
here's what I come up with:**



The Phenomenon of Phobias

1. **A phobia is an exaggerated, usually unexplainable and illogical fear of a person, place, thing or group of things.**
2. **Do you think that some people's fears grow strong enough to be called "phobias"?**
 - ☐ Sure!
 - ☐ Seems logical that they could!
 - ☐ No! People with phobias are really crazy!



3. **Here are some phobias some people have:**
 - ☐ Agoraphobia — a fear of people, open spaces and crowded places
 - ☐ Acrophobia — a fear of heights
 - ☐ Claustrophobia — a fear of enclosed places

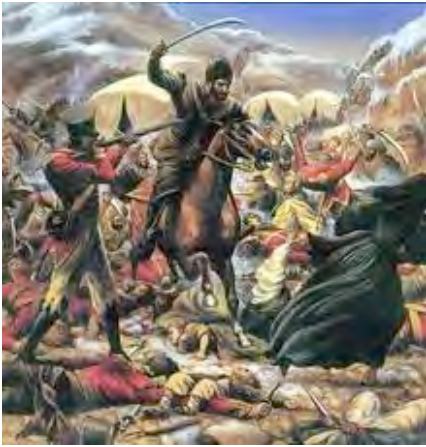
4. **These are distorted images of what really exists. Do you think that perceiving “strangers” as a threat to your safety is a distorted image?**

☐ **Yes!**

☐ **No!**



**I remember feeling afraid of a “stranger.”
Here’s what happened:**



The Only Enemy We Have

1. **Have you noticed that some people with whom our country has been at war are now considered friends?**

- ☐ I've noticed that!
- ☐ Before a war, two countries are friendly.
- ☐ During a war, they are bitter enemies.
- ☐ After the war, they're friendly again!
- ☐ Why can't they just stay friends — and avoid war?

2. **When we see other people as “different” from us — people who don't “fit” into our way of thinking — we sometimes interpret this difference as a threat to our safety.**

3. **Do you think this difference is **real**, or **imagined**?**

☐ I think it's **real**, because:

☐ I think it's **imagined** because:



4. If you feel threatened, do you think you might also feel it's necessary to defend yourself?

- ☐ If I don't feel threatened — no! The reason is (write!):

- ☐ If I feel threatened — yes! I would need to defend myself, because (write!):

- ☐ If I need to defend myself, I'm creating conflict! The place I'd be creating it is (write!):

- ☐ If I create conflict, I might start a fight! So, if I can avoid feeling threatened, I'm better off, because (write!):



Ten Steps to Mental Conflict

This is how fights start, and how small fights grow into major battles.

Take a look at these ten steps to mental conflict — conflict that happens before any physical fight breaks out. It's all in the mind.

I think:

1. "That person is bad."
2. "That person is different from me."
3. "That person is *my enemy*."
4. "That person is a threat to my safety."
5. "That person is a threat to my group's well-being."
6. "I must defend myself against *my enemy*."
7. "I must defend my group against *them*!"
8. "I feel inner conflict."
9. "I project my conflict onto *my enemy*."
10. "We're going to fight!"

There's only one enemy.
It's the one we create in our brain!



How do we get prejudiced?

We look without really seeing!

We act on images
we're conditioned to believe!

We create enemies that exist
only in our brains!

How many of us do this?
ALL OF US!



Lesson #5: The Bells and Knots of Conditioning



"Do I fight?"



"Should I run?"

1. **Can you imagine how it would be to have to decide whether to run away to save your life, or to stay and defend your home?**

- ☐ I guess I'd run to save my life.
- ☐ I would stay and defend my home.
- ☐ Under such a heavy threat, I'm not sure what I'd do!

- ☐ What I'd probably do is:



2. **Imagine coming face-to-face with a large, threatening, growling dog. What happens inside you?**

- ☐ I'm terrified.
- ☐ I get ready to fight with the dog.
- ☐ All I want to do is run away.
- ☐ This is called "the fight or flight" response!

3. **I think the "fight or flight" instinct exists:**

- ☐ To make me feel weak!
- ☐ For self-preservation!
- ☐ To protect me from harm!



4. **Let's say a few weeks later, you see a dog that looks similar to the first mean dog, but this one is wagging its tail. What happens in your brain?**

- ☐ Even though this dog is wagging its tail, I feel afraid!
- ☐ I'm reacting to the memory of the first dog!
- ☐ I am pre-judging this friendly dog!
- ☐ This prejudice is based on my judgment of the first dog!
- ☐ Although he's friendly, I'm ready to fight or run!
- ☐ My brain believes I must defend against all brown dogs!

When we're scared,
we either want to fight, or run away.

“Gggrrrrr!”

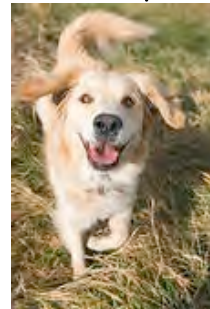


Fear Makes Scary Images Stick!

1. Because fear makes negative images stick, we need to apply our scientific mode of understanding to this situation:

- ☐ Am I cool and calm?
- ☐ To explore all the machinery — in this case, the dog — I need to ask some questions:
 - Is this the same dog I saw a few weeks ago? No!
 - Is this dog growling? No!
 - Is this dog happily wagging its tail? Yes!
 - Is there a reason for me to be afraid of this dog? No!
- ☐ I have questioned without judging.
- ☐ I have tested my findings to find out whether they're true.
- ☐ My conclusion is that I've been reacting to my feelings about the FIRST dog, not this one! I have been acting in a prejudiced way toward this SECOND dog!

“Want to play?”



Pavlov's Dogs



1. Have you ever heard of Pavlov's dogs? Ivan Pavlov was a Russian surgeon who developed the concept of the "conditioned reflex."

In a well-known experiment, every time he fed his dog, he would ring a bell. Right before the dog was fed, no matter what time of day or how many times the dog ate, Pavlov rang a bell.



2. Over time, his dog knew that when he heard a bell, he was going to eat. So, every time the dog heard the bell, he produced water at the mouth — called salivation — in expectation of the delicious food he was going to eat. Then, Pavlov fed him.



3. One day, to try something different, Pavlov rang the bell, but didn't give the dog food. What do you think happened?

- ☐ The dog barked and got angry.
- ☐ The dog cried, because he felt neglected.
- ☐ The dog salivated anyway!



4. Yes! The dog salivated anyway! And weeks later, whenever Pavlov rang the bell and did not give the dog food, the dog salivated anyway.
5. What do you think this proves?
- ☐ The dog was trained to respond in a certain way!
 - ☐ The dog was conditioned!
 - ☐ The dog was conditioned to respond to the bell!

Pavlov's Dogs Are Like Us!

1. Do you think that in your daily life people sometimes “ring” a certain “bell” that you react to — without thinking?
- ☐ Yes! Someone I know “rings” a bell by calling me a name I don’t like!
 - ☐ Yes! When my mom tells me to clean up my room, that “rings” a bell inside me!
 - ☐ Yes! When some of the kids play together and don’t invite me, that rings my angry bell!
 - ☐ None of the above, but here’s one that happens to me:

The Kids Teach the Teacher!



1. B. F. Skinner was a psychologist who became famous for studying the way people respond to rewards and punishment — which is “conditioning.” He was also a teacher.



2. One day, his students wound up teaching HIM something about conditioning. His students knew that Professor Skinner liked to pace when he taught.



3. The students created a challenge for themselves. They guessed that they could make the Professor stop pacing and stand on only the right side of the classroom! Can you guess what they did?

- ❑ **Every time Professor Skinner walked to the right side of the room, the students listened attentively and raised their hands to ask many questions.**

- ☐ Every time Professor Skinner walked to the left side of the room, the students acted bored, paid less attention and asked no questions.
- ☐ Both of the above!



4. Yes! The students did both of the above! The professor liked hearing positive remarks and students raising their hands to ask questions. Whenever they did these things, he felt rewarded!
5. By the end of the class, Professor Skinner, who normally paced back and forth throughout the class, was pinned up against the right wall!



6. Was the professor **conditioned** to stay on the right side of the room? How? In what way?

7. Were the students successful in proving that they could condition him with **rewards** on the right side of the room and **punishments** on the left side?

- ☐ Yes!
- ☐ No!
- ☐ I'm not sure, but it looks like it.
- ☐ Here's what this taught me about conditioning! (Write!)



The use of rewards and punishments can condition us!



False Image, False Alarm!

1. Have you ever met a new group of people who set off an alarm in your head, because you've been taught to believe they're "different," "bad," or "the enemy"?
 - ☐ **Sure — many times.**
 - ☐ **Never.**
 - ☐ **Yes! I caught myself doing that recently!**
2. When you have felt threatened in this way, have you stopped to ask yourself:
 - ☐ **Where is the threat?**
 - ☐ **Do I need to either fight or run away?**
 - ☐ **Is my prejudiced vision what's making me feel threatened?**
 - ☐ **Does this "enemy" exist only in my head?**
 - ☐ **Have I been acting out of prejudice and didn't realize it?**
3. When I feel a strong dislike or hatred toward someone, I understand that there's only one person who keeps those strong feelings alive. That person is (write!):
4. The reason that person keeps those feelings alive is (write!):



The Prejudice Knot

1. **Have you ever tied your shoelace into a knot? If so, you know how difficult it can be to untie it.**
2. **Do you think the same thing happens when we have a knotted thought that gets stuck or tied up in our brain?**
 - ☐ Exactly the same!
 - ☐ Once I learn something, it's hard to unlearn!
 - ☐ If I'm not aware that my brain is stuck, it could stay that way forever!
 - ☐ The first time I hear something, it sticks. The second time I hear something, it sticks harder and longer!



**What holds the knot together
in a prejudiced brain?**

Conditioned thinking!

The Prejudice Knot



1. A basic thought becomes a statement of information. “I think all people with blue skin are (fill in the blank).”



2. The thought is expressed, and it begins to catch on. “I was told by experts that all people with blue skin are (fill in the blank).”



3. The thought continues in the wrong direction and keeps going. “I believe what they say on TV. All people with blue skin are (fill in the blank) “I shouldn’t put up with such people. When I meet a blue-skinned person, I automatically think (write!):



4. The knot gets tighter.

“I can’t trust them! I want to protect myself.”

“I join other people who think the way I do.”

“Together, we must defend against them!”



5. The wrong information spreads.
“Blue-skinned people threaten:

- ▲ Our values, beliefs, customs and traditions!
- ▲ Our heritage, our nation, our way of life!
- ▲ Everything we stand for!



6. The wrong information grows and grows.
“People with blue skin must be:

- ▲ Our enemy!
- ▲ Terrorists!
- ▲ Against our freedom fighters!
- ▲ Villains!



7. Then, the knot is the tightest
it can possibly be:

**“We must DEFEND AGAINST people with blue skin,
because we have no choice!”**

Remembered fear
creates negative images!
These images
get stuck in our minds!



“What image have I created today?”

But when we become investigators,
and actively explore our minds,
we often discover
that the conditioning in our brains,
the prejudice we feel toward others,
the enemies we believe we have —
are only images we’ve created ourselves!



“Oh! You’re not my enemy at all!”



Lesson #6: Elements of Knot-Like Thinking





“There’s a knot in my brain!”

Finding Out What’s True

1. **Have you ever discovered that something you’ve believed for a long time isn’t true?**
 - ☐ It’s amazing!
 - ☐ Wow! It’s mind-boggling!
 - ☐ My brain knot’s been untied several times!
2. **The elements of knot-like thinking are the data, entered into our mental computer, that cause us to become prejudiced. Do you want to learn to recognize what they are?**
 - ☐ Absolutely!
 - ☐ Can I really learn that?
 - ☐ Learning this could solve a lot of problems!
 - ☐ I’m ready to loosen a few knots!

**On the following page is a chart with elements of knot-like thinking. Read through the chart.
Notice how the examples illustrate each element.**

Elements of Knot-Like Thinking

Name of Element	Action of Element	Example of Element
Repetition 	Saying and hearing the same thing over and over.	"Blue-skinned people are bad."
Comparison 	Comparing one group of people with another.	"Those" people are bad. "We" are good.
Projection 	"Throwing" an image in our minds onto another person or thing.	"All foreign people are a threat to our way of life."
Identification 	Becoming part of a group in order to "belong."	"I belong to a social club. Now I have a family I can relate to."
Authority 	The power to command, demand obedience, and enforce laws.	"We are the best country in the world! Take our word for it!"
Reinforcement 	Rewarding behavior with positive words or actions to achieve a certain effect.	"You're a good kid. Do what I say, and I'll give you money."
Belief 	Accepting something, with no proof that it's true	"Our beliefs are the only true beliefs!"

Learning to Untie the Knots!

1. Repetition . .



- ☐ Is saying and hearing the same thing over and over.
- ☐ Is how television advertisers sell their products.
- ☐ Used often tends to numb the brain.

Some places I've heard repetition are:

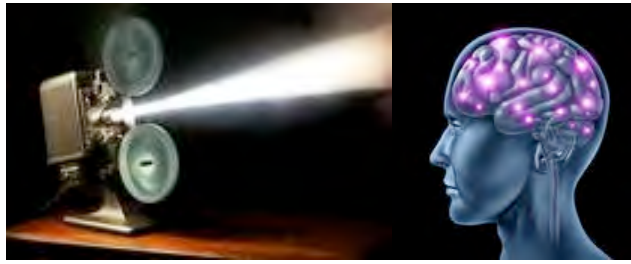
2. Comparison . . .



- ☐ Is the process of comparing apples and oranges.
- ☐ And comparing one person with another.
- ☐ Leads some people to see the world as “them” and “us.”
- ☐ Can separate people and create conflict.

Some places I've seen comparison are:

3. **Projection . . .**



- ☐ Throws an image in our minds onto someone else.
- ☐ Works like a projector — “throws” a movie onto a screen.
- ☐ It’s an image. It isn’t real. It’s based on fear!

I experienced projection once when (write whatever you wish!):



4. **Identification**

- ☐ Is joining a group in order to “belong.”
- ☐ Gives some people a sense of safety and security.
- ☐ Causes us to take on the personality of the group we join.

Some places I’ve experienced identification are (write!):



5. **Authority . . .**

- ☐ Is the power to command, demand obedience and enforce laws.
- ☐ Is a power we need to question before accepting.
- ☐ Is sometimes claimed by “experts” who aren’t experts at all.

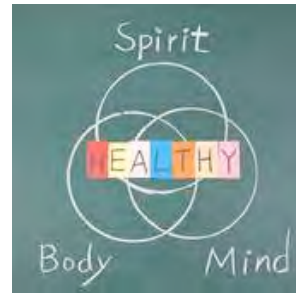
My experience with authority includes (write!):



6. **Reinforcement . . .**

- ☐ Is rewarding behavior with positive words or actions.
- ☐ Is what the students used on Professor B. F. Skinner to make him stop pacing and stay on one side of the room!
- ☐ Is the punishment of “bad” behavior to get a person, or a pet, to do something — or stop doing something.

I’ve witnessed reinforcement going on (write!):



7. **Belief . . .**

- ☐ Is a statement of information.
- ☐ Is something I should take on, without question.
- ☐ Is a statement whose validity I need to check for myself.

Some places I've heard other people's beliefs are:

A belief that seems true to me is:

The reason I believe this is:

How I came to believe this is:

The people I learned this belief from are:

8. Fill in the following chart with your own example of each element of knot-like thinking.

My Personal Chart

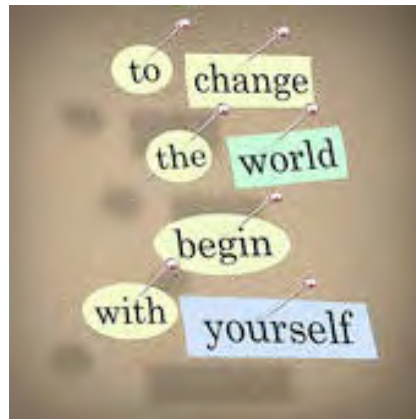
Elements of Knot-Like Thinking

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Projection	“Throwing” our image onto another person or thing.	
Identification	Becoming part of a group in order to “belong.”	
Authority	The power to command, demand obedience, and enforce laws.	
Reinforcement	Rewarding behavior with positive words or actions to achieve a certain effect.	
Belief	Accepting something, with no proof that it’s true	

We came into a world already
conditioned and prejudiced.

Any problem created by prejudice
is not "your problem,"
"my problem"
or even "our problem."

It's **THE** problem.
IT AFFECTS US ALL!





Lesson #7: Concepts That Numb the Brain!

What Have We Learned So Far?

1. **As scientists on a journey to find out what's true, we have discovered a lot! Which of the following have you learned?**



There is a difference between an opinion and a fact.



There's a difference between assuming something and getting information first-hand.



There's a difference between judging and understanding.



- ❑ Our mechanical brains have been programmed to create images — many that aren't real or true.



- ❑ These images are formed when we're "asleep," under the hypnotic spell of knot-like thinking.



- ❑ We are aware of what happens when we repeat, compare, project, identify with, and reinforce this thinking by listening to "authorities" who may not be disclosing accurate information.



- ❑ Fear sometimes creates negative images that get stuck in our brains.



- ☐ Conditioning helps us hold on to these images, sometimes forever, if we don't wake up.



- ☐ The hate we feel, passed on to us by our ancestors, is our own invention.



- ☐ Prejudice is a reaction. If we want to act rather than react, we have to think for ourselves.



2. Did you ever imagine you could learn so much about prejudice?

- ☐ Never!
- ☐ Lots to think about!
- ☐ It's amazing!
- ☐ We surely do live in a prejudiced world!



The Effects of Prejudice

1. Now that we've been talking about prejudice, can you define it?
Prejudice is



2. Some of the ways that we get prejudiced are:

**Now that we know what prejudice is
and some of the ways we get prejudiced,
let's look at the *effects* of prejudice —
what happens inside us, outside us, and all around us —
when prejudice exists.**

The Words We Use

**“Getting caught in traffic
is a stupid, idiotic excuse!”**



1. Have you heard words and expressions that disrespect and dehumanize other people?

- ☐ Yes.
- ☐ I hear them at school all the time.
- ☐ I hear them at home and in my neighborhood.
- ☐ I use them all the time!
- ☐ I don't like to say them or write them, because they make me angry.

**“Everyone not like me
is my enemy.”**



**2. Do you think that a thought, such as
“You are my enemy,” is triggered by conditioned thinking?**

- ☐ Absolutely!
- ☐ We aren't born with a thought like that!
- ☐ A thought like that has to be taught!

The Treadmill of Prejudice

1. When we have a thought, and attach an angry feeling to it, plus some angry words — we are on the treadmill of prejudice!

Thought + Feeling + Words = Prejudiced Action



2. When we have a thought



and attach an angry feeling



which results in angry words



we are on the treadmill of prejudice!

3. **What happened the last time YOU got caught on the treadmill of prejudice?**

The thought I had was

The angry feeling was

The angry words I used

The Association Game

Here's a game! There are many associations we make every day without thinking. Some of these reveal our conditioned prejudices by demonstrating our automatic reactions to certain words or ideas.

With a friend or family member(s), call out the following list of words and ask each person to take a turn. The responding person must quickly call out the first word that comes to his or her mind. Or, you can simply fill in the blanks by writing your ideas below.

Example:

If I call out the word “black,” what’s the first word that comes to your mind? Is it “white”? Is it some other word?

It's a simple game, and it shows the kinds of associations we all make and how deeply ingrained in our thinking these associations exist. Ready to give it a try? Here's the list. Write the first word that enters your mind when you see each word. No stopping to think!

Salt	=	_____	War	=	_____
Black	=	_____	Peace	=	_____
Up	=	_____	Enemy	=	_____
In	=	_____	Friend	=	_____
Foreigner	=	_____	Male	=	_____
Black person	=	_____	TV	=	_____
Mexican	=	_____	Hurt	=	_____
Round	=	_____	Fear	=	_____
Asian	=	_____	Obey	=	_____
White person	=	_____	Female	=	_____



1. **Can you see how our brains sometimes act as if we are wind-up dolls? How many conditioned thoughts — and feelings that go with those thoughts — did you discover?**

I discovered (write whatever you wish!):



2. **Do you think these thoughts and feelings muddy up your brain?**

The way they muddy up my brain is (write whatever you wish!):

Words Become Attitudes

1. **Using hurtful words** is one way we let our prejudices show.
2. **Turning hurtful words into attitudes** is another way.
For example, making generalizations about people without finding out the specifics of who they really are.



Lazy Thinkers

**“You’re who?”
“You come from Ireland?”
“You Irish love your beer!”**

Stereotyping is a standardized mental picture that represents an oversimplified opinion, attitude or judgment.

The following is a list of stereotypes that you can fill in. People imagine the ones that we think of quickly to be true, but they aren’t. What do you think? What are your stereotypes? Are they true? Where do they come from? Are they just conditioned “associations”?

- | | |
|---|--|
| <input type="checkbox"/> Westerners are _____ | <input type="checkbox"/> Blacks are _____ |
| <input type="checkbox"/> Northeasterners are _____ | <input type="checkbox"/> Southerners are _____ |
| <input type="checkbox"/> Foreigners are _____ | <input type="checkbox"/> Mexicans are _____ |
| <input type="checkbox"/> Asians are _____ | <input type="checkbox"/> Jews are _____ |
| <input type="checkbox"/> Americans are _____ | <input type="checkbox"/> The French are _____ |
| <input type="checkbox"/> Germans are _____ | <input type="checkbox"/> Russians are _____ |
| <input type="checkbox"/> The Irish are _____ | <input type="checkbox"/> Whites are _____ |
| <input type="checkbox"/> Native Americans are _____ | <input type="checkbox"/> Arabs are _____ |

Are there other **stereotypes** you can think of? What are they?



3. **I think the effect of stereotyping for the person doing the stereotyping is:**

4. **I think the effect of stereotyping for the person being stereotyped is:**



Lazy Thinkers

“You’re a what?”

“You believe what?”

“You must be stupid to believe that!”

Bigotry is based on the word “bigot,” which refers to “someone who is strongly partial to one’s own group, belief system, race or politics — and is intolerant of those who differ.

1. I think a bigot:

- ☐ Is a generous person.
- ☐ Has a fixed mind set.
- ☐ Has a way of thinking that divides people.
- ☐ Thinks in terms of “my group”/ “your group.”
- ☐ Creates conflict.



2.

The way a bigot creates conflict is:



3. **The effect of bigotry on the bigot is:**
(write!)



4. **I think the effect of bigotry on the person being bigoted against is**



The Lazy Thinker

"You're going with whom?"
"You like those people?"
"They're all alike, you know!"

Discrimination is the act of judging others as inferior.

1. I think a person guilty of discrimination:

- ☐ Knows some people are better than others.
- ☐ Knows that no one is better than anyone else.
- ☐ Has a superior attitude.
- ☐ Creates separation between self and others.
- ☐ Calls other people "bad" out of beliefs.
- ☐ Has a prejudged set of values.
- ☐ Is a conditioned person who creates conflict.



2. I saw a person discriminate against another person recently. What happened is



3. I think the effect on the person doing the discriminating was (write!):



4. I think the effect on the person being discriminated against was (write!):



The Lazy Thinker

"I had nothing to do with it!"

"That nerdy guy did it!"

"Don't blame me!"

Scapegoating is the act of making someone bear the blame of others. Our brain finds fault with someone, condemns someone, blames someone.



1.

I think people guilty of scapegoating:

- ☐ Have programmed images in their minds.
- ☐ Automatically blame others.
- ☐ Never take personal responsibility.
- ☐ Believe they have to work harder than others.



2.

**I heard a person scapegoating recently.
What happened is (write!):**



3. **I think the effect on the person doing the scapegoating was (write!):**



4. **I think the effect on the person being scapegoated was (write!):**

An Anthill Becomes a Mountain



1. Can you see how **prejudice** begins as a tiny ant hill



and slowly becomes a mountain?

- ☐ Yes!
- ☐ A single, simple thought in my mind can intensify!
- ☐ I may have a thought that isn't true, but is instead prejudice — someone else's, or mine!
- ☐ If this thought is promoted and believed all over the world, the effect could be irrational fear!
- ☐ And the effect of this fear could be the unnecessary loss of thousands — even millions — of lives!

Where do the roots of prejudice exist?
"Out there" in the world?
Or right here — inside my thoughts?

I think they exist (write whatever you think!):

Prejudice ends when:



1. **We can observe it in the making.**



2. **We can see it, as it's happening.**



3. **We can Stop! creating an awareness. and Think!**



4. **Our Stop! Think! moment stops us from acting in a prejudiced way. Here's why!**

STOP!

THINK!



Does taking a “Stop! Think!” moment
stop prejudice right in its tracks?
Yes!

Does taking a “Stop! Think!” moment
give me time to ponder — about myself
as well as the world around me?
Yes!

When I’m thinking intelligently,
am I no longer prejudiced?
What do YOU think?



Lesson #8: More Brain-Numbing Concepts!



Leo, The Lazy Thinker

“Blue-skinned people are bad !”
“They come from a foreign place!”
“Their country is backward!”

Racism is prejudice that's become a mountain. It occurs when one group of people believe that they're superior to another group and “put down” the other people for being different. In an extreme form, such prejudice can have horrible effects.



1.

I think people guilty of racism:

- ☐ Make others feel inferior because they themselves feel inferior.
- ☐ Have never taken the time to get to know the people they believe are inferior.
- ☐ Create some of the greatest conflict in the world.
- ☐ Have helped create war.



2. **I heard a racist remark recently. What happened is (write!):**



3. **I think the person acting in a racist way did so in order to (write!):**



4. **I think the effect of racism on the person being discriminated against was (write!):**



Slavery has been around for many centuries.

It is a tradition whereby one person owns another and can demand from that person labor or other services.

- 1. Some history books say it emerged as “an economic necessity of convenience.” In other words, they were needed in order to make a few people really rich.**

What do you think of that statement?

- ☐ It sounds prejudiced!
- ☐ Sounds like a justification for some people to take advantage of other people for their own gain.

- 2. The history books say that black slaves in America were freed in 1863, more than 100 years ago. If that’s true, why do you think racial prejudice still exists in America?**

I think racial prejudice still exists, because (write whatever you think!):



3. The places I have seen racial prejudice are
(write!):



4. When I see evidence of racial prejudice,
(write!): I



Genocide is the killing of thousands, millions of people. “Geno” means race, nation or tribe; “cide” means killing.

1. **Never in the history of the world have so many millions of people been *deliberately* destroyed as during— 1900 to 1999 — the 20th Century.**
2. **Do you think:**
 - ☐ These millions of people were casualties of war?
 - ☐ They were the victims of deliberate and organized destruction of racial, religious, ethnic, or political groups?
 - ☐ By looking at this human behavior, our knowledge and understanding can prevent it from happening again?
 - ☐ Genocide is a crime against a group? And are individuals victims of genocide simply because they belong to a group?
 - ☐ Individual members are dehumanized and reduced to numerical statistics?
3. **Societies that have suffered genocide have had at least one significant minority group that was “different” from the majority — usually racially, ethnically, religiously or politically.**
4. **Nazi genocide represented the killing of more than six million Jews from all over Europe. The Nazis also killed another six million people, targeting Gypsies, homosexuals, and Slavs.**



5.

Even today, so many years later, many people ask: “How could so many people die because one person willed it to happen?” What do you think?

- ☐ I think, in the act of genocide, all normal constraints against killing human beings are set aside.
- ☐ I think that Adolph Hitler, the German dictator at the time, convinced his followers that he had a “higher” aim.
- ☐ I think Hitler believed he was doing good by “racially purifying” his country.
- ☐ I think Hitler was mentally ill and, because he was a dictator, no one noticed.
- ☐ I think “racial purification” is:

- ☐ I think a “higher aim” might have been:



Reasons People Give for Genocide

Memorial Stones

1. Stalin in the Soviet Union, and Mao Zedong in China, both believed the genocide they perpetrated was for a good reason — **“to build socialism”** — which, to them, meant killing people who got in the way of their ownership of land and people.
2. Other groups of people targeted have been Gypsies and homosexuals, because **they were considered “sinful.”**
3. In Latin America and in the Caribbean areas settled by Spain, millions of Native Indians died in what was regarded as the **“march of progress and civilization”** led by European Christians. The weaker were displaced in favor of the stronger.
4. Since the beginning of the 20th Century, Armenians and Turks; people of India and Pakistan; Muslims, Hindus and Sikhs have all been **“at war.”** In World War I — which lasted four years — more than ten million people were killed. Millions more were lost in the establishment of Bangladesh in 1971 and the Indochina war ending in 1975.
5. In Cambodia, almost three million people were purposely destroyed by the new government for **“economic revitalization,”** their excuse for getting rid of people who affected the country’s economy in what they considered a “negative” way.
6. I believe all these reasons for genocide are:



Ethnic Cleansing

is another form of killing thousands, sometimes millions of people.

1. “Ethnic cleansing” is the killing of a large number of people. The Serbians decided to “cleanse” their country of Muslim and Croat minorities, who decided to “cleanse” them back. Serbian forces originally used this method when trying to annex Bosnia and Herzegovina after the breakup of Yugoslavia.

- ☐ Do you think this violence was aimed at Muslims, because the Serbs considered them “different”?

☐ Yes ☐ No

- ☐ Do you think that thousands of people fled the country in order to not be killed?

☐ Yes ☐ No

- ☐ What do you think happened to the uncounted thousands who remained?

- ☐ They were killed.
- ☐ They could not survive.
- ☐ They (write!):

2. Can we really “ethnically clean” someone? How?

☐ **No** — because (write!):

☐ **Yes** — by (write!):

3. **I think any act of terror that kills people because they are different is (write!):**

3. **Do you think tribunals and punishments for genocide would be necessary if people could work out their “differences’ and prevent conflict from happening in the first place? (Write!)**

What Prejudice Has Created



1. **What would cause one group of people to purposely create the deliberate and organized destruction of another group of people?**
2. **Is it easier to dehumanize individuals when “the enemy” is a group?**



They Say! I Say!

Russian Dictator, Joseph Stalin

1. Here's a game called **"They Say! I Say!"** Below are some so-called "higher" aims for genocide that have been named by country leaders. Read the case that each country leader makes for "the cause." Then, write what you would say or do in response!

Country Leader: The reason we are massacring thousands of people is for the "political improvement" of our country.

I say (write!):

Country Leader: We must "racially purify" our country in order to save it.

I say (write!):



Idi Amin, Uganda

Country Leader: The only way we can “build socialism” in the world is by putting an end to certain people.

I say:

- ❑ **Country Leader:** In order for us to continue our “march for progress, we are forced to exterminate some of the people who live in this land.

I say:



Charles Taylor, Liberia



Italian Dictator, Benito Mussolini

Country Leader: We are engaged in “religious warfare” because we can tolerate only one religion in this country.

I say:_



□

Country Leader: The reason we are massacring certain people is for the “economic revitalization” of our country.

I say:

4. Do you see these “higher aims” as good and valid justifications for killing masses of people? If so, why? If not, why?



4. Why do you think we continue to see people flee their homeland?



6. **Do you think most of these people who are terribly hurt are “innocent”?**

Yes, because:

No, because:



7. **If two factions in one part of the world have been battling since the 1300s, why do you think they haven't been able to resolve their differences?**



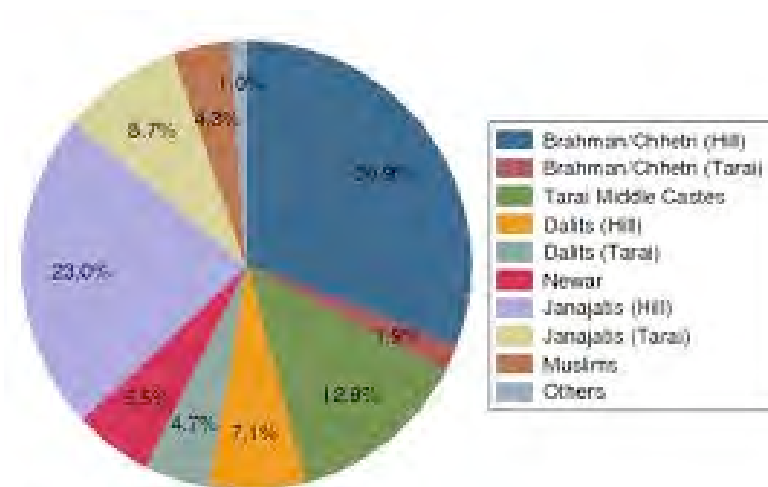
A Sample Society: The Caste System of India

1. India is a country in which some people believe in previous existences. They believe that how we live today depends on how we lived in a previous life.
2. India is a country with a “caste” system. A caste is a hereditary group whose members intermarry only among themselves. Each has its own occupations, its own rules relating to kinship and diet, and various forms of behavior.
3. Castes are graded in a social hierarchy in which each expects respect from “inferior” groups and gives respect to “superior” ones.
4. What do you think of a society in which there is such a hierarchy?
 - ☐ If a person is used to it, I suppose it’s okay.
 - ☐ I can’t imagine how anyone would get used to it.
 - ☐ It would be difficult for me, having grown up here.
 - ☐ It seems inhuman to me.

4. Here's what I really think . . .

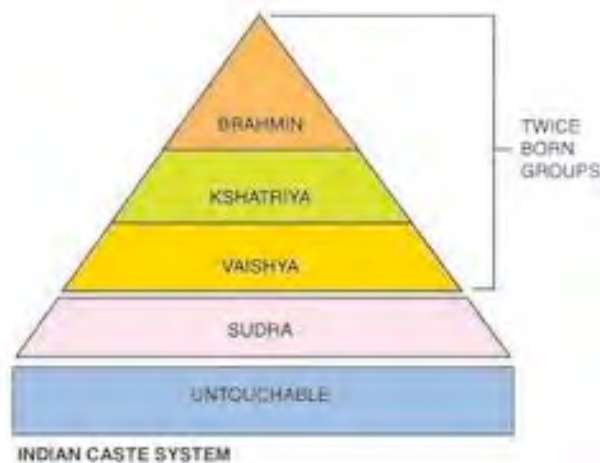


I think it could be good, because:



Friedrich Huebner, May 2007, huebner.blogspot.com

I think it creates problems, because:



According to generally accepted beliefs, the caste into which one is born depends on one's *karma* — one's accumulated “good” and “bad” deeds in a previous existence.



6. **The way to achieve higher status in future incarnations is to accept one's station in life and live accordingly.**

There are many castes, but the lowest are the Shudras, who today constitute most of India's artisans and laborers.

Below the Shudras are castes with no designations — regarded as “Untouchables” because of their association with unclean occupations. Some scavenge and some clean public toilets with their bare hands.



7. **How do you feel about there being “untouchables” in a society with a caste system? Does it make the world seem heavy to you?**



8. **Years ago, the national leader, Mohandas K. Gandhi, tried to ensure that “the Untouchables” were treated humanely and bestowed on them the name *Harijan*, or children of God, by which they are now popularly known.**
9. **While the Indian constitution outlaws “untouchability,” and provides each state with special benefits for these people, the Untouchables still exist and continue to *do the work of their ancestors*.**



▲ Do you think the people of India look upon the caste system as something that can ever be changed?

- ☐ Yes.
- ☐ Never.
- ☐ Perhaps if they were able to experience other countries and expand their view of the world.

▲ Do you think that there are any Indians who believe the caste system is unjust?

- ☐ I wish there were.
- ☐ Probably not.
- ☐ If they did, they'd probably never admit it.

▲ Would you be surprised if there were none?

- ☐ Yes.
- ☐ Surprised? No.
- ☐ Disappointed? Probably.

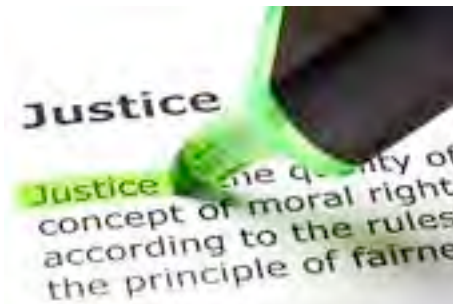
10. What do you think their strong beliefs are based on?



What they've learned?



Their conditioning?



What's fair and just?

Pecking Order

1. Have you ever heard of the term “pecking order”?

☐ Yes!

☐ Never!



2. It's a way of life natural to the animal kingdom in which the strongest dominate in order to survive.

What animals do you know of that “dominate” other animals?



3. The “stronger” traits are genetically passed on, to ensure the survival of the species.

Birds pass on the ability to _____

Dogs pass on the ability to _____

Bees pass on the ability to _____

Fish pass on the ability to _____

Skunks pass on the ability to _____

Lions pass on the ability to _____



4. In the past, if a few of our tribal ancestors were sick, injured or too old to work, the old tribes would separate these people from the safety and comfort of the tribe. Sometimes they were sent out to die — a very cruel act, but one they deemed necessary in the early development of tribes.



5. Today, human beings have carried this thinking into modern times, even though the world is vastly different than it was thousands of years ago. Some people believe that we humans need to have a pecking order. Do you think we need a pecking order?
6. Some people have developed theories that “prove” that certain races or countries are superior to other races and countries. What do *you* think?



7. **Even though most people today have the opportunity to live in physical security, so many continue to act like members of the primitive tribes of yesterday. Why do you think they do that?**



8. **Many people today still try to prove who is strongest, who's the "best," and who is "right." Why do you think people do that?**



9. **Today, identifying with a “tribe” gets us the *opposite* of what we want — which is to survive and to live in peace.**

10. **What would you say to people who continue to live and work in tribe-like communities?**

- ☐ I would say, “Open your mind to new thinking!”
- ☐ I would say, “Fighting to be the most powerful creates conflict between people.”
- ☐ I would say, “Fighting to be the most powerful keeps us all from acting as a single race.”
- ☐ I would say, “Persecution and oppression separate people and have resulted, in some places, in segregation, slavery, and genocide.”
- ☐ I would say, “All of us living today are prejudiced in one way or another.”
- ☐ I would say, “Minorities either become part of the culture, or they are persecuted. Why have minorities at all?”
- ☐ I would say (write!):

Prejudice has caused
the devastation and annihilation
of
MILLIONS of people!



Aren't we in this world TOGETHER?

Why do we still
practice prejudice?



Lesson #9:

The Problem with Perfection



1. **Most of us are brought up to be “good.”
Do you think you were brought up to be “good”?** **“I’m an angel.”**

- ☐ Yes.
- ☐ Yes, but it doesn’t always work!
- ☐ I was brought up to be bad!



2. **Do you think you were “programmed”
to be good?** **“I’m programmed.”**

- ☐ Absolutely.
- ☐ I feel my conditioning every day!
- ☐ I’m as programmed as my computer!

3. **Do you think you were “conditioned” to believe that you don’t
know, on your own, what’s right for you?**

- ☐ My parents remind me every day that they know best!
- ☐ My family lets me make certain decisions.
- ☐ Decisions are not something I get to make at home.



4. **Do you think that the way you've been conditioned to be "good" has created conflict inside you?**

☐ Yes! ☐ Sometimes! ☐ Never!



▲ Some of the ways I feel conflict

- ☐ When an adult believes I've done something "bad," that adult judges me as being less than perfect. That creates conflict in my mind.
- ☐ When an adult believes I've done something "good," that adult sets me up to be an ideal picture of perfection. Since I know I'm not "perfect," that creates conflict inside of me.

▲ The way I feel conflict is:

▲ I feel conflict, because:



☐ I think that the ideal of “perfection” is destructive! It’s something I work hard to achieve, but I know I can never reach it!

☐ No one is perfect. Trying to be perfect creates conflict!



5.

Leonardo Da Vinci’s
“Ideal Man”

Sometimes my family creates standards for me that I believe are too high.

☐ Yes!

☐ Sometimes!

☐ Never!



6.

This creates conflict between us!
In my mind, they become “they” and I become “I,”
and we are never “we”!



☐ It’s true!

☐ Sometimes!

☐ Never!



7. I question my personal worth a lot.
The reason is (write!):

“Am I as good as I look?”



8. Rather than teaching me to be “good,”
I believe I could benefit from being
taught to understand how I’m conditioned.

“Be just like me!”

- ☐ Yes! ☐ Learning to understand my own
conditioning helps!



9. The effect of being conditioned with prejudices,
without questioning them, is that I become
a robot — a mechanical being — programmed
and controlled by someone else.

**“I am, you are.”
“I am, you are.”**



10. It's important to understand when I'm being "educated" and when I'm being "conditioned." Here is how I can tell the difference. When I'm being educated, I feel (write!):



When I'm being conditioned, I feel (write!):

The Effects of Prejudice



There are many effects of prejudice.
Here are a few of them:

- ❖ Robotic thoughts and actions
- ❖ Irrational fear
- ❖ Separation
- ❖ Conflict
- ❖ Sorrow and suffering
- ❖ A lack of love and compassion
- ❖ World wars



If we don't end prejudice at its roots — now,
we're destined to pass it on
to future generations.



Lesson #10:

The Anatomy of Prejudice!



1. **What are the qualities of a prejudiced bully? If you were asked to build a prejudiced bully, do you think you could?**
 - ☐ Yes.
 - ☐ I'm not sure, but it would be fun to try!
 - ☐ I might need some help!

2. **Let's say that you've been commissioned to BUILD and PROGRAM a prejudiced bully.**
 - ☐ Okay.
 - ☐ I'm commissioned!
 - ☐ I have to think about a bully's characteristics!

3. **This bully begins as a clean slate. Then, we program it with certain data that it will store in its memory banks.**
 - ☐ Okay, a clean slate!
 - ☐ I have to think about what data it will need!
 - ☐ This bully has to remember how to be bad!



“Teach me how to bully!”

The Kid Prejudiced Bully!

1. I would like to call our new bully by the following name:

- ☐ Zealot!
- ☐ Android!
- ☐ Or (pick a name!):

2. I have to think about:

- ☐ What thoughts would this bully have?
- ☐ What words would this bully say?
- ☐ How would this bully need to be conditioned?
- ☐ What would be our bully's self-image?

3. I can get programmed information to fill our bully's head with prejudice from:

- ☐ Adults who (write!):

- ☐ Other kids who (write!):



- ❑ Television programs that (write!):

- ❑ Newspaper and magazine stories that take the facts and (write!):

- ❑ Images, passed down over time, that (write!):

2. My robot bully will need to:



- ☐ Be patriotic to one particular “tribe.” That tribe will be (write!):

- ☐ Learn “right” and “noble” reasons to put people down, such as (write!):

- ☐ Make fun of people by:

- ☐ Be taught how to be tough, angry and violent, by:

- ☐ Learn how to fight, punch and kick by:



3. My robot bully will need:

“Please program my brain!”

- ☐ Certain images programmed into the brain, such as:

- ☐ Have a few heroes. Who would be this bully’s heroes?

- ☐ Certain toys. What toys would this bully really like?

- ☐ What TV programs would this bully watch? Cartoons? Dramas? News broadcasts? Talk shows?



“I love violence.”

- ☐ This bully will have to learn to love violence. What would be the best way to teach the bully how to be violent?

- ☐ Will this bully offer opinions, or questions? Will this robot bully judge or get first-hand information? Assume, or take the time to understand?

- ☐ Will this bully feel superior to other people? How will the bully act to reflect these feelings?



The Adult Prejudiced Bully!

1. **Now, the child bully has been instilled with all the “brain-washing” needed to be the perfect bully.**
2. **The next step is to make sure that this adult bully carries all learned prejudices into life as an adult.**
3. **To become the perfect adult, prejudiced bully, this robot will:**
 - ☐ Act tough by:
 - ☐ Be judgmental by:
 - ☐ Be easily influenced by others by:
 - ☐ Seem asleep while awake, because:

4. **Our adult prejudiced bully will believe that:**



"You talkin' to me?"

- ☐ Some people:
- ☐ One must do only:
- ☐ Brainwashing children:
- ☐ One should associate only:
- ☐ Peace is impossible, because:



5.

Our grown up, prejudiced bully!

“Think? Why think?”

- ☐ Will our grown-up, prejudiced bully ask questions, or follow orders? And the reason is:

- ☐ Will our grown-up, prejudiced bully insist on following outdated tribal traditions, or question established beliefs?

- ☐ Will our grown-up, prejudiced bully mingle with all people, or be selective?

- ☐ Will our grown-up, prejudiced bully think before acting, or automatically act based on conditioning?



**“I’m programmed to act friendly,
but you better watch out!”**

- ☐ Will our grown-up, prejudiced bully handle a disagreement by fighting, or reasoning? Why do you think so?
- ☐ Will our grown-up, prejudiced bully fight or run away, or will the bully think and then act? How do you know?
- ☐ Will our grown-up, adult, prejudiced bully prejudge people, or see them as they are?
- ☐ Will our grown-up, prejudiced bully blame others for the existence of hatred, or understand that hate is created within?

The Prejudiced Bully: Language and Life!



1. **Which of the following statements do you think our prejudiced bully might say?**
- ☐ “That is the kindest thing I’ve ever heard!”
 - ☐ “That is the dumbest thing I’ve ever heard!”
 - ☐ “Why do you hang around with a stupid person like him?”
 - ☐ “She is a terrific person to hang out with!”
 - ☐ “There’s only one way to handle that situation!”
 - ☐ “You can do that any way you like!”
 - ☐ “People of her kind are always slow and boring.”
 - ☐ “We will never make peace with those people! Never!”
 - ☐ “I don’t know those people, so I can’t really say what they’re like.”
 - ☐ “I don’t have time to talk with those people. They’re idiots!”



2. Which of the following actions do you think are necessary to make our bully feel superior?

- ☐ Put the bully in a room with others who are fair and impartial.
- ☐ Dress the bully exactly like everyone else.
- ☐ Humiliate and harass the bully whenever possible.
- ☐ Call the bully “Stupid” and “Dumb Brain.”
- ☐ Train the bully to think for itself.
- ☐ Condition the bully to believe that fighting solves all problems.
- ☐ Brainwash the bully into believing that fighting is honorable.
- ☐ Teach the bully that the way to freedom is to think independent thoughts.
- ☐ Get the bully to understand that self-control is necessary, and that hurting another person is not an option to get what you want.
- ☐ Get the bully to chant group insults to as many people as possible.
- ☐ Teach the bully that anyone who disagrees is worth hurting.



- ☐ Tell the bully that some people need to die in order for the world to be free.
- ☐ Make sure the bully understands that it's necessary to be loyal *only* to one's own group.
- ☐ Every time the bully judges and bullies people, give this robot a medal to award "good" behavior.
- ☐ Convince the bully that bully-like behavior does not make people heroes and patriots.
- ☐ Show the bully how to compare people, and project his beliefs onto others.
- ☐ Teach the bully to identify with a group, and be an authority stereotype.
- ☐ Convince the bully of the importance of prejudice and its power to create fear, conflict, separation, and world wars.
- ☐ Teach the bully that the only way to achieve peace is to stop fighting.
- ☐ Coach the bully how to repeat established beliefs over and over and over again.

Now we have created
a robot bully!



"I like fear and conflict!"

Now we understand
what robot bullies
have been taught —
how they've been conditioned
and taught to be
the prejudiced creatures they are!



Lesson #11: Getting Free of Prejudice!

The following is a story about some students and their teacher who are discussing prejudice. Take a look!

Several students were gathered around their Teacher. The class had been discussing prejudice for some time now, and the Teacher wanted to be sure that her students could recognize it.

The Teacher said to her students, “I want you to show me prejudice. What does it look like? How do you know when you’re seeing it? If you can recognize it, then you can show it to me.”

The students looked puzzled. One raised her hand.

“Prejudice is bullying someone because his skin is a different color than yours,” she said.

A boy raised his hand. “Prejudice is not liking another group because they speak a foreign language that you don’t understand,” said the boy behind her.

Another student said, “Prejudice is thinking that you and your friends are superior to all other people.”

The Teacher said, “What you’ve all given me are words. I want someone to *show* me prejudice — without using a single word.”



One student, Mari, a student from Japan, raised her hand and, when acknowledged by the Teacher, got up and went to the front of the room, to the Teacher’s desk, where there were small flags sticking out of a holder — each from a different country. The young girl got some students on their feet and had them stand apart from one another. She put a different small flag in the hand of each one.



She then cued one of the students to get angry and hold his flag higher. Another student got angry, too, and held her flag just a little higher than the flag of the first student. Soon, all the students were reaching as high as they could in order to get their flag on top. One student stood on a chair; another, on the desk. One student got a step-stool from the back of the room, brought it next to the desk and stood taller than the rest.

Mari got the students to return to floor level and signaled them to put away their flags. So pent up with rebellion, the students refused and continued to fight to get their flags in the “best,” more “superior” position.

“Yes!” the Teacher said and applauded, as did the other students. She thanked Mari for participating and explained, “The first response of each of you was not wrong, but it was a verbal *explanation*, an answer that you had learned and remembered. Mari *showed* us prejudice. She gave us an example and even an *experience* of prejudice.

Then Mari tried to get the people who were fighting to see how they were separating themselves from one another and, therefore, creating *conflict*.

“Words have a place. An explanation of prejudice is the first step toward understanding, but we must go further. Explanations help us understand a problem, but cannot help us solve the problem. By themselves, sometimes they can create more conflict. We have to go deeper.

“Mari let us know that she can *see* prejudice — that she can recognize it happening in the moment. Is that a good thing, do you think? Why would it be a good thing to be able to recognize prejudice the moment it happens?”



Thomas, a student from England, said,
“If you can see it happen — in that moment you can stop it.”

“How do you mean, Thomas?” the Teacher asked.

“The second you see prejudice happening, you can stop and you can think — ‘This is an act of prejudice. Am I going to participate in it, or not?’”



“Yes!” said Sylvia, a student from South America. “By recognizing prejudice, it’s almost as if you have come to the fork in a road. You can go right, or you can go left.



Nelson, whose family was from South Africa, was nodding his head. “You can jump onto Prejudice Road by judging, or you can take Sherlock Holmes Road and question.”

“And by questioning, you begin to see what you’ve got!” said Thomas.

“Thank you, students,” the Teacher said. “You have shown me that you can see prejudice, and you have gained insight.”



The Art of In-Sight

1. **In the story you just read, do you think that Mari got the other students to see how they were separating themselves from one another and creating conflict?**

☐ Yes! ☐ She did it well! ☐ No!

2. **Can prejudice end with an explanation only?**



3. **Can prejudice end only when we're actually *aware* of it, as it's happening — while we're experiencing it? (Write!)**

3. **Do you think that some people believe they understand prejudice just by memorizing a description of it? Why do you think so? (Write!)**



5. Do you think that answers and solutions to prejudice accomplishes anything? Why? (Write!) **thinking about**



6. Do you think the real discovery is in the observation of prejudice — experiencing it, seeing it right as it occurs? If so, why?



7. **Do you think that spotting prejudice, right as it happens, is real intelligence? Why? How does seeing it help end it? (Write anything you wish!)**

“Wow! I see the prejudice!”

The Power of Inner Imaging

STOP! THINK!



1. **What do you think is the most important question to keep in mind whenever you feel a possible prejudice attack coming up?**

- ☐ “Am I questioning, or am I judging?”
- ☐ “Am I right, or am I wrong?”
- ☐ “Am I acting out of conditioning, or education?”
- ☐ “Am I going to fight, or run away?”



2. **Do you think that when people learn something they believe is important, they're anxious to pass it on?**

- ☐ Yes! Look at television commercials!
- ☐ Yes! I hear rumors passed around every day!
- ☐ Yes! My parents want me to learn things all the time they think are important!
- ☐ No! Not at my house! No one tells anyone anything!



4. **If education brings understanding, and conditioning brings prejudice, how do you think we can tell the difference? (Write!)**



5. **X-rays and imaging centers help us see what's going on physically inside our bodies. Do you think we could benefit from a mental imaging center, one that could help us detect prejudice?**

"Your prejudice seems stable."

Aha!



See my special magnifying glass?

**My mental imaging device
has detected
a rare strain of prejudice!**

**It is floating through
a person I see before me!**

**Could that person be
YOU?**

Ways to Deal with Prejudice



Avoid it!
Stop It Before It Starts!

1. **The first way to deal with prejudice is to AVOID it!**
Stop it before it gets a chance to start!

Example: Let's say someone calls you a name. Your natural reaction is to call that person a name, too. But instead — to stop conflict before it starts — you take a **Stop! Think!** moment. Then, you walk away. Or make a joke about it. Or say, "Why did you call me that name? Are you angry? What's wrong?"

- ☐ Is this the exact opposite action you would want to take? If so, why?

- ☐ Do you think it's difficult to *act* this way instead of *react* to the name you were called?
 - Yes!
 - I want to fight back!



- Why, do you think, this feels so difficult? Are you conditioned to act in another way?

- Are you thinking, “No way am I going to let that person get away with that!”?
 - Yes! That’s exactly what I’m thinking!
 - No! I’m thinking I would just like to punch that person!

**The point is:
By stopping prejudice in its tracks,
you stop conflict — not only in your mind,
but between you and that person.
This is a new way of thinking!**

How is this a new way of thinking?



Resolve it!

It's Already Creating Problems!

2. **Another way to deal with prejudice is to RESOLVE it. Prejudice has already become a problem and is already creating conflict. It's too late to prevent it, so you need to resolve it, right where it is – and hopefully put out the fire. This is called “mental self-defense.”**

Example: Let's say that someone calls you a name. Unable to walk away, unable to joke about it, unable to stop yourself — you call a name back. The conflict has begun between you and the person who first called you a name.

- ▲ When you called someone a name back, you caught yourself! You saw what you did! What happened when you saw your prejudice? (Write!)

- ▲ Do you think, in this moment, you still have the power to stop the conflict from intensifying?

- ☐ Yes! I'm sure I do!
- ☐ I think so!
- ☐ No!



- ▲ Which of the statements below could you use in this situation?
 - ☐ “Name-calling doesn’t work for me.”
 - ☐ “There must be a way to work this out.”
 - ☐ “Let’s talk about it.”

- ▲ Do you think you can stop the bullying by using this *mental* self-defense?

- ▲ Do you think that, instead of fighting, you can reason with a bully — use your brain instead of your fists?
 - ☐ Yes!
 - ☐ I suppose I ought to try!

- ▲ Do you think learning how to do this is fun? Does it make you feel powerful because your brain does the work instead of your body?
 - ☐ Yes!
 - ☐ It’s different! I like it!

- ▲ Would you like to learn twelve different ways to use your brain and walk away with confidence?
 - ☐ Yes!
 - ☐ I can’t wait!

Twelve Ways To Walk Away With Confidence*

1. Make friends. Treat the bully as a friend instead of an enemy.
2. Use humor. You can turn a threatening situation into a funny one.
3. Walk away. Don't get into it — just walk away.
4. Use cleverness. Use your creative imagination to resolve conflict.
5. Agree with bully. Let insults go — don't fight back.
6. Refuse to fight. The winner of a fight is the one who avoids it.
7. Stand up to the bully. Stick up for yourself. Just say NO! to bullying.
8. Scream/yell. A powerful shout can end conflict before it starts.
9. Ignore the threat. Be like bamboo — bend in the wind.
10. Use authority. Call a proper authority to help you “defeat the bully.”
11. Reason with the bully. Use the most powerful tool you have — your brain.
12. Take a stance. Be a victor — not a victim.

★From ***Why Is Everybody Always Picking On Me? A Guide to Handling Bullies.***



"I've got it under control."

Manage it!
Prejudice exists!
How do we fix it?

- 1. Sometimes conflict created by prejudice gets way out of control. It's too late to avoid it. It's too late to resolve it. All we can do is **MANAGE** it — keep the lid on!**

Example: You've been confronted by a Prejudiced Bully. The two of you have called each other names, and have begun to fight. Now it seems impossible to stop until one of you is knocked down. Your head is bleeding; you must call a doctor. The other person's glasses are broken. There are lots of details to manage.

- ▲ Do you think this is the kind of conflict that happens when racial, cultural, or national groups are at war over different beliefs?
 - ☐ Yes!
 - ☐ Same kind of conflict!
 - ☐ No! It's different!
 - ☐ There's always a lot to manage in war.
- ▲ Do you think that, at this level, the conflict has gone to such extremes that getting rivals to understand, let alone resolve, their differences seems impossible?
 - ☐ Avoidance is out of the question.
 - ☐ Resolution seems hopeless.
 - ☐ Management is all that's left.
 - ☐ Unfortunately, it's this level of conflict that gets the most attention by newspapers, television and radio.

▲ Why do you think we wait until it's too late to pay attention to some types of conflict?

- ☐ We don't recognize that it exists.
- ☐ We don't want to acknowledge that it exists.
- ☐ We think we can do nothing to stop it.
- ☐ I think (write!):

We Deal with Prejudice at Different Levels

1. Primary (1st)

= **Avoid**



Prevent prejudice before it happens!

2. Secondary (2nd)

= **Resolve**



Prepare to resolve prejudice by using mental self-defense!

3. Tertiary (3rd)

= **Manage**



Protect yourself by learning a self-defense.

Ways That Humans Deal with Prejudice



AVOID! You witness prejudice and **PREVENT** it, before it can really begin. You see it as it's happening!

Example: Someone calls you a name. Instead of reacting, you **ACT!** You **THINK** for yourself! You walk away, or make a joke, or ask, "Why did you call me a name?"



RESOLVE! Too late to prevent, **PREPARE** to resolve the conflict that prejudice has created by using mental self-defense.

Example: Someone calls you a name; you call that person a name back. You react instead of acting. You recognize your mistake. This time, you attempt to talk it out. "This name-calling stuff doesn't work for me. Can't we talk this over?"



MANAGE! All you can do is **PROTECT** yourself by learning a self-defense. Conflict created by prejudice is out of control. It's too late to stop it or resolve it. All you can do is keep the lid on.

Example: Two of you have called one another names, and you've begun to physically fight. Now your head is bleeding and the other person's glasses are broken. You must call a doctor; there are many details to manage.

Taking Responsibility For Our Prejudice!



**"I'm prejudiced!
I must find the root cause of my prejudice!
It's somewhere in this world!"**

1. Why do you think that the most important thing we can do is understand the **cause** or **root** of our prejudice, no matter what level it's at?
2. If everyone in the world would **take responsibility** for their own prejudices, what do you think would happen?



3. What do you think would happen if everyone in the world was able to look at a problem and say, **“It’s possible that I have somehow taken part in creating this problem”**?

- ☐ Everyone would take the time to stop and think!
- ☐ Everyone would be responsible for their actions.
- ☐ I think:



4. What do you think would happen if everyone in the world was able to then say, “Since I may have taken part in creating the problem, let me think of some way I can be helpful in resolving it”?

- ☐ The world would be a more peaceful place.
- ☐ No one would be concerned about blame.
- ☐ Everyone would focus on resolution.
- ☐ I think:

5. The only way to learn how to stop every conflict situation before it starts is to:
- ☐ Simply run away from every conflict situation.
 - ☐ Manage it and hope we can resolve it.
 - ☐ Figure out its causes, so we can prevent them.



Working Backwards!

- 3 **Beginning with the third stage — managing conflict** — we must develop a mental understanding that there was some kind of conflict, or prejudice, going on. This is called LATESIGHT . Can you guess why?

- ☐ Because we're too far gone to see what created it.
- ☐ Because there's no time to prevent conflict.
- ☐ Because all we can do is clean up the damage.
- ☐ All of the above!

- 2 **Moving to the second stage — resolution** — we experience HINDSIGHT. Can you guess why?

- ☐ I see, after the fact, that there was prejudice.
- ☐ I recognize prejudice rather than avoid it.
- ☐ I know that I reacted instead of acted.

- 1 **The first stage — avoidance** — is INSIGHT. Do you know why?

- ☐ I recognize prejudice right when it's happening.
- ☐ Prejudice can be stopped immediately!
- ☐ This stage prevents conflict!



1. **I think that prejudice — no matter what level it's at — needs to be stopped in tracks, because:**



2. **As with anything, practice makes for better skills. As I practice and get better at x-raying my thoughts, my ability to stop prejudice:**



3. **I'm learning to ask more questions. When we question, we can find out for ourselves whether:** "Who? What? Why?"



"I detect prejudice in this mix."

4. **A scientist gathers and observes facts, and from those facts deduces or creates insights. Insight is:**
- ☐ Being able to see what's happening as it occurs.
 - ☐ First-hand experience.
 - ☐ Better than something someone tells you.
 - ☐ Seeing prejudice via your own observation.

**By questioning, we become more objective, more fair.
We can look at a problem, see it for what it is
and accept responsibility for taking part
in its avoidance, resolution or management.**

No one is to blame.
I must take responsibility
for my own life!



It's up to me to find out for myself
whether what I've been told
is true or false.

That's real education.

Can real education
end prejudice?

- ☐ Yes!
- ☐ I hope so!



Lesson #12:

Prejudice Is A Decision!

The Innocent



“You won’t believe my story!”

A young man was kept in a dark cellar and chained from a harness to a large rusted ring attached to the stone floor. He had been there all 18 years of his life. His only distraction was a wooden horse, a toy he played with. As he moved the wooden toy back and forth on the stone ground, he spoke only one word, “Horse.” He lived and slept in darkness, until that day when the man in the dark hat and robe came.

The man unlocked the heavy door and entered the darkness. He walked over to the young man and bent down to unlock the chain. The young man paid no attention to what was happening. The older man picked up the young man, who had never before stood up. He held the young man, then lifted him onto his shoulder and carried him out of the dark chamber into the brilliant light of day.

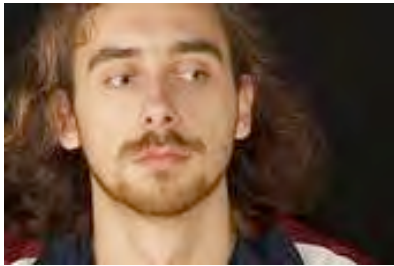
The older man placed the young man on the ground. The young man lay blinking at the unfamiliar day. The older man then dressed the younger man in new clothes. Then the older man stood the young man up and held him from behind.



In order to get him to walk, the older man kicked the young man's booted heels from behind. Step by step, the old man, holding the young man from behind, moved forward.

He then placed the young man in a horse-drawn cart that was waiting nearby. The young man lay in the back staring wide-eyed at the world passing him by as the older man guided the cart down the hillside, urging the horse to move faster and faster.

Soon they approached the outskirts of a town. The older man lifted the young man out of the cart and, kicking at his heels, got him to walk to the center of the town square. It was early in the morning and the townspeople were still asleep. The older man put a rolled piece of paper in the young man's hand and left him standing alone in the square, then quickly retreated to his cart, and dashed over the hill and out of sight.



At sunrise, the townspeople awoke. Outside, standing completely still in the town square, the young man waited — for what, he didn't know. Soon people came out of their houses and, upon seeing the young man standing so still with a paper clenched in his outstretched hand, they began to inquire about who he was. But they got no answer because the young man could not speak. In fact, he knew nothing except that dark chamber and his little wooden horse. He had never seen anything of the world outside his prison. He was completely innocent, like a newborn baby, except that he was 18 years old.



What did you think of this story about Kaspar Hauser?



In a small town in the early 1800s, what do you think people made of him?

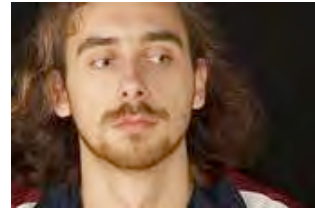
The people who found him put him in a jail cell, because they didn't know what to do with him. A professor found him, took him home and cared for him the rest of his life. Kaspar would often fall into a deep sleep. People thought that he was retarded and felt sorry for him, but there was nothing wrong with him. He was completely normal, except for the fact that he had never seen *anything* outside the dark stone chamber where he'd lived for 18 years!



4. Do you think that Kaspar was prejudiced about anything or anyone? Why?



5. Kaspar had no preconceptions or ideas about anything. His mind was a clean slate. What do you think it would be like to be 18 years old and never have experienced anything but darkness? No light, no people, no birds, trees, sky, flowers, no smell of spring, no sensation of talking or laughing or singing or crying.



6. How many of the following do you think describe Kaspar Hauser?

- ☐ He didn't like blue-skinned people.
- ☐ He had no prejudices — none!
- ☐ He didn't know how to discriminate between a person of one color and a person of another.
- ☐ He was especially afraid of children.
- ☐ He'd never been taught to call anyone names, to feel jealousy, spite, hatred — even fear.

7. Do you think Kaspar's life may have proved something important? What do you think that might be?

8. Kaspar's life proved:

- ☐ Prejudice is not something you're born with!
- ☐ Prejudice is not natural to human beings!
- ☐ If people have no preconceived images of themselves — and, therefore, of others — then, prejudice cannot exist!
- ☐ The roots of prejudice take hold in the human brain according to how that brain is trained to think and feel!

Seeing the World Through Kaspar's Senses!

One way to free ourselves of prejudice is to look at the world through Kaspar Hauser's senses!



1. Look at a tree as if you've never seen one before.
What do you notice first?



2. Get a whiff of an apple pie as if you'd never
smelled one before. How would you describe the scent?



3. When you hear music, respond to it as if you'd
never before heard a melody. What words come to mind?



4. And the next time you see people whose skin color
is different, or who speak with an accent, or who dress uniquely —
how does it feel to take in the wonder of their difference?

Looking at Our “Automatic” Reactions

1. Have you ever taken a Driver’s Education course? Of course, you have to be old enough to drive a car to take one!



2. An activity you experience when you’re learning to drive is to be able to stop quickly for a red light. Why do you think we are “conditioned” to stop for a red light?



3. We learn to step on the brake to stop for a traffic light for an important reason — our safety. Do you think that learning to stop for a red light is a positive, constructive form of conditioning? Why?



4. When driving older cars, drivers have been conditioned to pump the brakes to stop the car, especially when skidding on ice. Have you noticed any drivers doing that?

- ☐ Yes!
- ☐ My parents drive that way!
- ☐ My grandparents drive that way!



5. Today, new cars have something completely different — an automatic braking system (ABS). With this new ABS system, drivers are *not* supposed to pump the brakes. Instead, we're supposed to push down hard — once — and hold our foot there.

- ▲ Do you think having to push down hard once is easier than having to pump the brakes many times?

- ☐ Seems easier!
- ☐ Definitely!
- ☐ It might be hard!

- ▲ Do you think that people who've been conditioned to pump the brakes many times might have trouble getting used to the new brakes?

- ☐ Yes! Because they've been conditioned!
- ☐ Yes! It's an automatic response!
- ☐ Yes! Even though the new way is easier, people conditioned to the old way may not think it's easier!



▲ Do you think that the pushing-down-once action makes no sense to a body and brain that are “programmed” to the old way?

- ☐ No sense at all!
- ☐ Conditioning does that! Makes you used to the old ways of doing anything!



6. Do you think that's how it is with prejudice? Instead of giving in to our “automatic” reaction, we need to become aware that the old way doesn't work?

- ☐ That's exactly how prejudice works!
- ☐ Prejudice is an automatic reaction!
- ☐ In both cases, we need a “Stop! Think!” moment that allows new thinking to happen! Then we can act in a new way!



Responding To New Situations In Healthy Ways

1. **Everyone is vulnerable to the effects of prejudice, but do you think we're all capable of understanding how we've been conditioned?**
 - ☐ I haven't always been understanding, but I think I'm learning!
 - ☐ I'm sure I'm capable of seeing how I've been conditioned!
 - ☐ I know I've been conditioned, and I'm working on becoming more aware!

2. **Do you think we're also all capable of learning how to respond to new situations in healthy ways?**
 - ☐ I think so!
 - ☐ I'm not sure!
 - ☐ I'm sure I can!
 - ☐ I'm starting today!

Here are three steps that can help:



1 I need to become AWARE of new information! Which of the following are true?

- ☐ Any action I take that's not based on awareness is a **re**-action.
- ☐ Whether I react to a red light or to someone who's different from me, my reaction is mechanical unless I make myself **aware** of what's happening!
- ☐ That awareness gives me information I didn't have before, and will affect the way I think about a particular situation!



2 I need to CONCENTRATE on what's new that I need to do. Once I'm aware, I stop the reaction in its tracks! I'm ready to act instead of re-act. In that Stop! Think! moment, which of the following are good questions to ask?

- ☐ Is this a conditioned action?
- ☐ Is it constructive, or destructive?
- ☐ Is my *new* behavior based on prejudice, too?
- ☐ Is my mind's door open to new information?
- ☐ Does my inner x-ray machine show judgment, or understanding?

3

I need to FOCUS



on the new way

until I understand it. I must focus on my new ways of thinking and behaving regularly. The way I became conditioned in the first place took time and repetition; now I must focus my attention on how that conditioning works inside me. I think that when we're aware of what's happening both inside and outside us, we learn:



I'm going to follow these steps!

- ☐ Help keep my mind and body open to new possibilities.
- ☐ Help me remember to never be afraid to stop in the middle of behavior that could be destructive — to myself or anyone else.
- ☐ Help me remember that we're born innocent, but born into a world already infected with prejudice, and it's only a matter of time until we catch it.
- ☐ The way we became conditioned in the first place took time. Developing new insights takes time and practice.

Prejudice is a
conditioned attitude!



Nazi Concentration Camp

We can free ourselves
of the hatred
that prejudice creates
by paying attention
to its root causes!

What's YOUR root cause?



Lesson #13: Thinking in New Ways!



**1. Do you think we live
in a world full of prejudice?**

- ☐ Not as much as people say.
- ☐ Some days I do, and some days I don't.
- ☐ Absolutely! More prejudice than ever!



2.

Did you know that the country of Costa Rica, in Central America, has no army — and that all the money that could have been spent on the military goes toward education?

- ☐ No! That's amazing!
- ☐ They must be scared to have no military protection!
- ☐ I wish our country could do that!



Pulling Out the Roots of Prejudice

1. When you first started this Workbook, prejudice was something you may have talked about, but didn't really understand. Do you think now —

- ☐ You are able to perceive it — see it in action, right as it's happening?

- ☐ Do you think that being able to see it in action is going to enable you to STOP it instantly the next time you see it in action?





3. **As you’ve already learned, from time to time your brain is programmed with misinformation that can cause prejudice and lead to panic and conflict.**



4. **Do you think there are ways to restructure your brain with correct and accurate responses to undo conditioned programming that leads to understanding and well-being?**

- ☐ Sounds like a lot of work.
- ☐ I’m pretty sure there are ways.
- ☐ I know there are ways!
- ☐ I must ask myself, “Is this a fact, or an opinion?”

- ☐ I need to distinguish between first-hand information and an assumption.

- ☐ I have to train myself to be able to tell the difference between a fact and a preference.

**Take a look at the chart on the following page.
There are two paths on this chart —
one is the path to conflict,
and one is the path to peace.**

WHICH PATH DO **YOU** WANT TO TAKE?



CREATING CONFLICT

Mistaken Information

Conception = Thought:
All people like Person
“X” and Group “Y”
are DANGEROUS!”



Fear = Threat =
FIGHT OR FLEE!



Feeling of Panic



Need to Defend



CREATING PEACE

Intelligent Questioning

1. What's the evidence?
2. Is this true?
3. What's the source?
4. Why do I think this?



Calm = No Threat =
RELAX & UNDERSTAND



Feeling of Confidence



Desire to Resolve



CONFLICT

PEACE



The Path to Conflict

1. How does the Path to Conflict begin?

- ☐ With mistaken information.
- ☐ With no questions.
- ☐ With information that feels like a threat.

2. When I feel afraid, or threatened, what do I want to do?

- ☐ I get angry!
- ☐ I want to run away!
- ☐ I want to sit down and read a good book!
- ☐ I want to fight!



3. When I feel panic, and can't run away, my first instinct is to:

- ☐ Protect myself!
- ☐ Smile!
- ☐ Defend myself!

4. When I feel I must defend myself, I:

- ☐ Separate myself from another person or group.
- ☐ Decide that I am who I am, and they are the enemy.
- ☐ Create conflict.



The Path to Peace

1. How does the Path to Peace begin?
 - ☐ With intelligent questioning.
 - ☐ By determining what's true and what's not.
 - ☐ By examining the source of my information.

2. When I question intelligently:
 - ☐ I tend to calm down and relax.
 - ☐ I begin to see through my anxiety and fear.
 - ☐ I get a better understanding of the situation.



3. When I begin to understand the situation better:
 - ☐ I feel more confident.
 - ☐ I stop my old, automatic information.
 - ☐ I develop a desire to resolve the situation.
4. When my thoughts are about resolution:
 - ☐ I focus completely on finding the truth.
 - ☐ I no longer see myself as separate from others.
 - ☐ I feel a great sense of peace — inside and out.

Healthy Thinking



1. Sometimes a voice inside our head creates thoughts that are the result of mental programming, or prejudice. We can learn to see through this “**false self-talk**” when we:
 - ❑ **Understand** that these false thoughts create anxiety and fear, and can lead to conflict.
 - ❑ **See** that mistaken information is a learned habit.
 - ❑ **Know** that every thought has it’s own chemistry. *We feel* what we think.
 - ❑ **Listen** to our anxious thoughts when we feel threatened by Person “X” or Group “Y.”
 - ❑ **Stop** our old, automatic misinformation by seeing the falseness of it, and replace false information with truthful statements.
 - ❑ **Are aware** that the brain doesn’t know the difference between an imagined threat or a real one. It reacts as if the imagined threat is real.



2.

THINK!

When you start down the Path to Conflict, imagine a big STOP sign in your mind to stop your conditioned thoughts. Don’t cover them up. Stay with them and see the effect they’re having on your behavior towards others. Stop and THINK before you react.

3. Here are some examples of false thinking and some examples of true statements. If you read one statement on the left, then another on the right, it's easy to compare them. Give it a try!

EXAMPLES OF FALSE THINKING	EXAMPLES OF TRUE STATEMENTS
All "X" people are dangerous.	This is conditioned thinking.
Foreign people frighten me.	A "foreign" person is someone new.
I need to defend against "them."	There is only "we" humans.
"They" are a threat to my beliefs.	Beliefs can separate people.
My country, right or wrong.	We all share the same planet, Earth.
I must tolerate "them."	I want to understand all of us.
How can I trust "those types"?	I am reacting to stereotypes.
"They" have weird customs.	Customs can be beautiful.
"Their" clothes are strange.	Clothes are only costumes.
"Their" language is odd.	Language can be fun to learn.
"They" look queer.	That's my judgment.
"They" act like freaks.	What's wrong with differences?

Now, go to the chart on the next page.
This time, fill in the right-hand column yourself!
Remember:
Anger hides fear. Understand the fear!



“I’m always good!”



“You and I are a lot alike!”

EXAMPLES OF FALSE THINKING	EXAMPLES OF TRUE STATEMENTS
<p>All “X” people are dangerous.</p> <p>Foreign people frighten me.</p> <p>I need to defend against “them.”</p> <p>“They” are a threat to my beliefs.</p> <p>My country, right or wrong.</p> <p>I must tolerate “them.”</p> <p>How can I trust “those types”?</p> <p>“They” have weird customs.</p> <p>“Their” clothes are strange.</p> <p>“Their” language is odd.</p> <p>“They” look queer.</p> <p>“They” act like freaks.</p>	

Learning to Recognize Our Fear



“My fear has gagged me!”

**Fear consists of scary thoughts that usually begin with
“What if....”:**

- ☐ What if... **they** take over our school, town, country?
- ☐ What if... **they** want to belong to our group?
- ☐ What if... **they** attack **us**?
- ☐ What if... **they** want us to believe in their ways?
- ☐ What if... **they** (fill in *your* scary thoughts).



**The key is to understand that our
thoughts affect our behavior. More realistic thoughts might be:**

- ☐ What if... they're no different than us?
- ☐ What if... they have new and interesting ideas?
- ☐ What if... they only want to be our friends?
- ☐ What if... they just want to live their lives in peace?

- 1. Which thoughts tend to make us more open and friendly?**
- 2. Do you think we need to examine our thoughts?**
- 3. How do we understand whether they are false or true and what effect they are having.**

Conditioning in Global Proportions



1. **Do you think that becoming free of prejudice is something most people can accomplish overnight?**

- ☐ Sure, if they really try!
- ☐ It takes time to change conditioned behavior.
- ☐ The longer you've been alive, the longer it takes!



2. **Do you think that becoming free of prejudice is an ongoing process that takes time?**

- ☐ I know I need time, and I'm just a kid.
- ☐ I know some people who'll probably never be free.
- ☐ Everyone who wants to can become free.



3. **Do you think the world could ever become again by a dictator who wants to rule the world?** **fooled**

- ☐ If people don't think for themselves — yes!
- ☐ I hope not, but who knows?
- ☐ That would surely be the end of the world.



Joseph Goebbels
German politician, Nazi Germany

4. **Do you think another group of people could be imprisoned or put to death by “ethnic cleansing” in concentration camps — all because someone believes that one race is superior to another?**

- ☐ I hope not.
- ☐ It's hard to say, “Never.” Humans can be fooled.
- ☐ In today's global village, I think it's impossible.
- ☐ I think (write!):



5. **Could a single group become enslaved again, as they were in early America?**

- ☐ I hope not.
- ☐ It's hard to say, “Never.” Humans can be fooled.
- ☐ In today's global village, I think it's impossible.
- ☐ I think (write!):

6. I believe that we can get free of prejudice by (write!):



Acknowledging:

**“That I’ve got a bag full
of acknowledgments!”**



Questioning:

**“Looks like you haven’t been
asking enough questions.”**

Staying aware of:



**“Lots of people are
just like me!”**



In a “right-side-up” world, fear (write!):



(write!): **In a “right-side-up” world, we can respect**

If We Have Rights, We Have Responsibilities!



1.

Do you think that the foundation of free countries of the world is democracy?

- ☐ It seems that way.
- ☐ More and more countries are becoming democratic.
- ☐ A democracy depends on the freedom to think clearly so we can make intelligent choices.
- ☐ My reason for thinking this way is (write!):

2. **Do you think that in a democracy, we're supposed to have certain rights?**

- ☐ We need rights to benefit and protect people.
- ☐ One right is to be free of conditioned thinking.
- ☐ Another right is to create a healthy, happy life for all.
- ☐ My reason for thinking this way is (write!):



3. **Do you think that when people have certain rights, they also have certain responsibilities that go along with each right?** “Well, of course, it’s true!”

- ☐ Not necessarily.
- ☐ We need to balance our rights with responsible action!
- ☐ Yes! For example, one of our rights is freedom of speech, but with that freedom, that right, comes the responsibility to use speech in an intelligent, constructive way!
- ☐ My reason for thinking this way is (write!):



4. **What happens when we use our right to freedom-of-speech responsibly?** “He’s the best!”

- ☐ It holds its value!
- ☐ We strengthen our right to have it!
- ☐ My reason for thinking this way is (write!):



5. **Do you think we have the right to be intelligently educated — to have access to accurate information?**

- ☐ Yes, but you wouldn't know it in some places!
- ☐ Otherwise, how can we make intelligent decisions for our lives and be responsible for our actions?
- ☐ Here's what I think:



6. **If prejudice is an opinion formed before knowing all the facts, do you think prejudiced thinking denies us our rights? Denies what a democracy stands for?**

- ☐ I'm not sure.
- ☐ Yes, it does.
- ☐ Here's what I think:

7. If we're conditioned to think in a fixed way, can we make intelligent decisions? Can we be a real democracy when we are conditioned out of fear?

- ☐ Impossible!
- ☐ You need all the pieces to solve the puzzle!
- ☐ I think this, because (write!):



8. In order to be intelligent, we need to understand what prevents democratic, free thinking. What prevents it is conditioned thinking. What I think is (write!):



A Checklist To Avoid Prejudice

- Question! Assume nothing!
- Gather accurate information!
- Do not judge! Observe! Think for yourself!
- Question questionable authority!
- Collect insights into what's happening in the moment!
- Examine your own thinking!
- Ask yourself: Am I thinking for myself, or are my thoughts thinking for me?
- Make a decision to act based on accurate information!
- Dismiss second-hand information!
- Look for causes — roots!
- When I find the roots of my prejudice,
my brain gets stronger!



Questions To Ask Yourself

1. Who is the “we,” and who is the “them”? Is there really an “other”?
2. Is “the other” really different? Aren’t we all “different”?
3. Why do some groups believe they’re superior to “others”?
4. Do we all want to be “the same”? What would happen if we were all “the same”?
5. Can I enjoy a variety of cultures and people who are “different”?
6. Do I have to fear and hurt “them”? What exactly am I afraid of?
7. What things can I name about “different” groups that create conflict in my mind?
8. What’s the root of my prejudice? What’s its cause?
9. Do I want to protect myself from the truth, or do I want to learn from it?
10. Is the essence of a democratic world the freedom to find out for myself what’s true, or do I want to let other people speak for me, without knowing me?



The Tree of Prejudice

When you look at the roots of the tree of prejudice,
you are looking at yourself —
because you are the world, and the world is you.

But if you stop, look and listen,
all you need is inside you.

Acting out of intelligence, rather than prejudice,
is the highest form of action.



The Tree of Global Harmony

Prejudice starts with a thought.

**Don't resist your thought!
Stop and look at it!**

**Your thought creates a feeling.
The feeling creates your action.**



It's up to you.

**You can stop
the prejudice in your brain.**