

Are We Born to Bully?

From the Playground to the Battlefield



THE PLAYGROUND



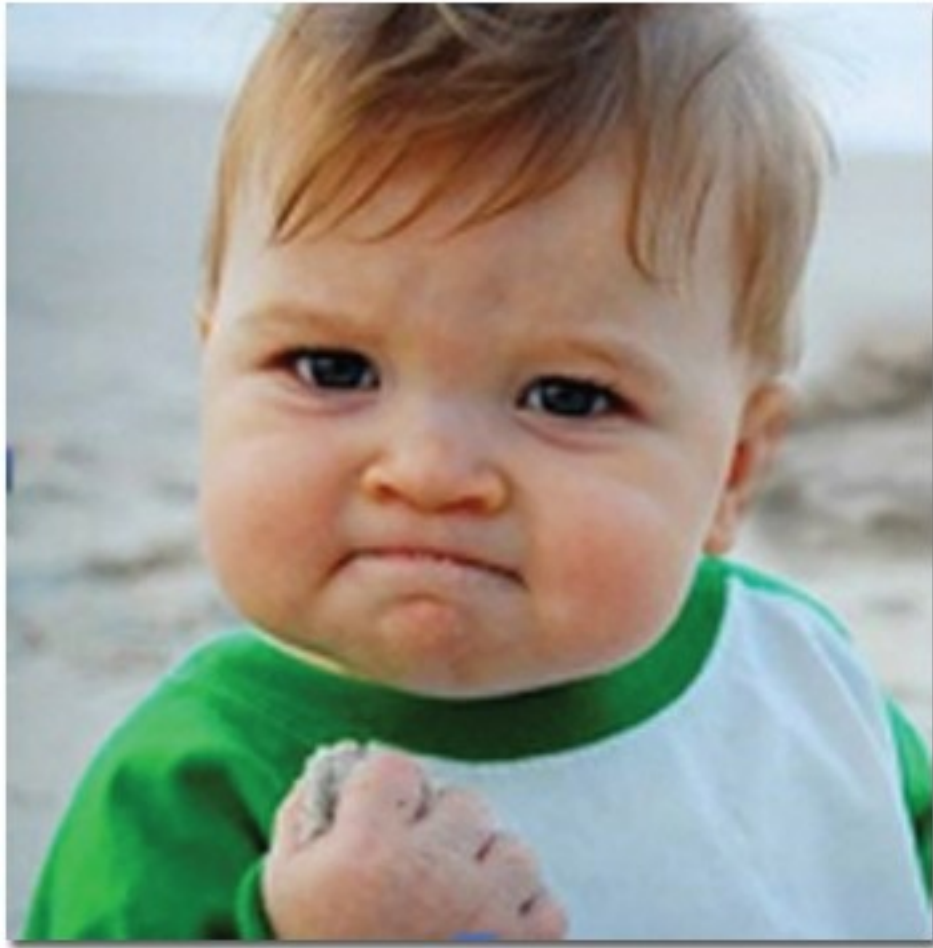
THE BATTLEFIELD

**A Special Curriculum For Young People
To Help Them Understand
What Prevents Peace**

FOR AGES 11-14

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



Is There A Bully In
My Brain?

Table of Contents

	Page
Table of Contents	iii
An Important Note to Teachers	iv
THE FIGHT INSIDE US	
Lesson 1: Learning to Understand What Prevents Peace	2
Lesson 2: When There's Conflict, There's A Reason	11
Lesson 3: Conflict Comes From Conditioning	24
Lesson 4: The Fight Inside Is the One That Needs to Stop	36
OUR CONDITIONING IS BASED ON FEAR	
Lesson 5: Peace Calls for Transformative Insight	52
Lesson 6: Our Conditioning Is Based on Fear	62
Lesson 7: Fear Is What Leads to Conflict	76
Lesson 8: Respect Is the Act That Conquers Fear	96
FEAR COMES FROM OLD INSTINCTS	
Lesson 9: Enemies and Heroes: Why Do We Need Them?	114
Lesson 10: Ethnocentrism: Ancient Instincts Can Trigger Dangerous Messages	131
Lesson 11: Are Our Brains Hardwired for War?	143
UNDERSTANDING WHAT PREVENTS PEACE	
Lesson 12: Seeing Through the Eyes of Peace	156
Lesson 13: Communicating Without Fighting	172
Lesson 14: Earthlings: A Global Village for Peace	182
The Importance of Reading	200

AN IMPORTANT NOTE TO TEACHERS

Are babies born bullies?*

A new University of British Columbia study done by the Centre for Infant Cognition shows infants learn social stratification as early as nine months, which opens up a new frontier on the cause of bullying.

In today's world, there are bullies everywhere – at home, at school, in offices, among nations.

There are ongoing attempts to stop the fighting, stop battles, and stop wars, yet they still go on. The question we need to ask not only your students, but also yourself, is: "What creates these battles? Is the cause of it outside ourselves – with the "enemy" – "them" – or does the battle begin in the brain, my brain?" Once we understand how fights begin, where they start – we can stop them.

The truth is that the only way to prevent wars from happening is to begin inside ourselves – to actually see the cause of this battle in our brain in the way we have been conditioned to think. The images of the "enemy" comprise the prejudicial conditioning thinking that creates war inside us —it divides us into opposing ideologies, each thinking that ours is the right and just one. This is also based on images we have of ourselves — that we need to identify with a particular tribe such as American, Christian, Muslim, Jewish, French, Japanese, Russian, Catholic, English, Irish, North and South Korean and on and on – all labels, images that we believe are real, that we believe are true – that we believe will provide us physical and psychological security. It's who we think we are and who we think others are in relationship to our self-images that divide and fragment the human race and therefore create conflict.

When the human race — which is one people, one whole — is fragmented in this way, it's in conflict. And the source of this divisive conditioning comes from our primitive brain's reaction to feeling a threat to its survival, that we need to belong to a particular group for safekeeping and anyone outside this group is a threat to this safe haven, this security.

But these images, these tribal identities, are an illusion. We make them up. Thinking that we are these fragments, we are asleep. We are deluded into thinking that we are these images, these collective personalities. These tribal ideologies that we think will give us security are actually preventing it.

The world being divided in this way can never be whole, can never cooperate

for the whole of humanity, as it should for the survival of all rather than the select few — based on survival of the fittest, and that the strongest will dominate and survive.

We therefore see bullying as paradoxically necessary for our survival. Anyone within the group who seems weak becomes a threat to the survival of the group and is perceived as someone who needs to be eliminated — or bullied — out of the group. We shun, we intimidate, we bully all in the misguided name of survival.

Susan Gingras Fitzell asks in her book *Free the Children: Conflict Education for Strong Peaceful Minds*, she writes based on evidence from neuroscientific research in the article “Child Warriors: Are We Priming Our Children’s Brains for Violence?”: *

- Are children being exposed to violence on TV and through playing violent video games, setting up an environment that physically changes the brain by making it good at thinking and acting violently?
- Can this then increase the possibility that the next generation of children will inherit a brain adapted physically to warlike behavior?

In this curriculum we are also asking: “Is this genetic programming created by the constant exposure to visual violence only symptomatic of something far deeper and more pervasive, which has been going on for thousands of years?”

According to the neuroscientists stated in this article, the violent influence of the media physically changing the brain to make it better at thinking and acting violent and these changes can affect the next generation genetically in the same way. This is nothing new. It has been going on for millennia based on the survival of the fittest instinctive competitiveness to get one’s physical needs met over “the enemy” – those who pose a threat to our group’s continued existence.

This biological genetic preparation for combat based on this misguided survival instinct has been programmed into the brain. It is compelled to keep this primitive hardwired program primed and ready to ensure its continued existence. The conditioned image of “the enemy” is solidly in place due to the constant reinforcement it has received over time. This image creates what you could call a biological self-defense blueprint, like a computer database, that over time has created an inborn or inherited pattern in the brain’s physical structure in order to feel protected and to therefore ensure its survival.

This primitive compulsion to fight for “our” survival is now being reinforced by the media with the violence we see on TV and in video war games. It’s being programmed into the brain through constant reinforcement. This constant

bombardment of violent images creates the need in many young people to want to learn how to prepare themselves for combat – to protect themselves and their families and country from the “enemy” – for they see the potential for war all around them and so to them they are justifiably preparing themselves for this probable outcome.

For them the possibility of war is very real, so for them, playing violent video games is a necessary prerequisite for combat. The illogicality of this reaction is that the brain is mistakenly recreating this defense system by reacting to these violent media images as if they were real — as actual threats when they are not. This is the key to unlocking the hardwired program — seeing the image as false, as made-up.

In general the main objective in teaching this curriculum is to bring awareness to the role that psychological and biological conditioning play in creating conflict. The process in teaching this is to understand the essential characteristics that make it possible for young people to grasp what this means — in their own lives and in the world. The first one is to help your students ask questions and think for themselves — questioning that is cohesive and consistent, that addresses conditioning as the source of conflict.

What this curriculum is asking, that goes beyond this generalization of random self-inquiry, is that the right questions be asked, at the right depth, and in the right developmental sequence leading the student to be able to understand the role of conditioning in creating conflict and hence preventing peace.

At that critical point, the curriculum then assists them in making the connection with how conditioning occurring in their lives is, in fact, the incipient stage of conditioning that creates conflict in the world in what we call war — that we are the world and the world is us, that what we do at any stage of human development is responsible for what happens in the world.

Students need to associate bullying on the playground with bullying on the battlefield – that they are founded on the same survival reactions, that their basic primitive drives are essentially the same.

Too often understanding human conflict has been conventionally addressed in a remedial, reactive way — through therapeutic or moralistic means in individual conflicts, or through diplomatic or political intervention, as in the case of social conflict, or through judicial or military intervention.

The intent of this curriculum is to end conflict from conditioned thinking immediately — as it happens, in each and every moment.

With the right kind of education this maladjusted biological program can be seen for what it is – and in that intentional awareness it can be brought to a state of abeyance through the awakening of intelligence.

But the crucial element is this overall process is that the freeze component of the primitive brains fight or flight system is put into a state of abeyance by creating a “pause” in that the brain doesn’t automatically react in this primitive manner. This is because the “pause” is intelligence, that capacity to observe directly the reality of the situation. In other words, one can actually, factually see, Empirically observe, if the threat is a real one or an imaginary or made-up one. What this intelligent direct observation is seeing is the fictional illusions that thought can create in a state of fear, real or false. The intellect, thought subjected or unprotected from the powers of the primary brain’s instinct for survival can mistakenly react from the dominance of primitive fear. Thought is not the means to remedy this situation. It can only describe it as I am doing right now. Hence the description is not the described; the image is not the actual thing. Only intelligent observation can do that. As is quoted here, the observer alters the reality being observed. “In 1927 quantum physicist Werner Heisenberg states he had a shocking but clear realization about the limits of physical knowledge: the act of observing alters the reality being observed. He called this the “observer effect.””

Preparing To Teach Each Lesson

In addition to the activities laid out in this curriculum, we would like to suggest that you:

- 1) Be sure to read ahead before working on each lesson. There may be some preparation you’ll need to do before each one.
- 2) Provide homework for your students, so that they practice the skills they are learning.
- 3) Ask them to explore their school, their homes, their community for groups that may be participating in bully-like behavior.
- 4) Encourage students to talk about such situations openly, so that they can be dealt with.
- 5) Ask students to bring to class an idea of a hero, or an enemy — from a magazine story, or a local story they’ve heard. Explore with them why they see this person as a hero, or enemy.

- 6) No student should be made “wrong” for his or her opinion. The idea is to bring up topics and talk them out.
- 7) Have them watch a violent video game such as Call to Duty* or any of the current popular video war games and have them discuss what they really see and feel.

* Call of Duty sold \$775 million dollars in five days. The Call of Duty franchise has surpassed the \$6 billion mark in sales as of June 2012.

- 8) Ask them if they feel a need, after watching these kinds of videos, to get ready for combat to defend themselves, their families and their nation?
- 9) Ask then if they think the violent images in these games are real to them or are they just images.
- 10) Ask them to design a video game that helps young people see through the violent images, to see that what they see in these videos is not real — only images.
- 11) Ask them why they think adults make these violent videos.

Are babies born bullies? *

UBC study shows infants learn social stratification as early as nine months

Babies today are all about blankies, bottles and bullying?

A new University of British Columbia study done by the Centre for Infant Cognition suggests naptime may be the new frontier in the war on bullying.

Bullied children may bring exclusion on themselves with gene-linked behavior, study says

The episodes of bullying that mar early grade school years for hundreds of children may be a partial result of the victim's DNA, a new study suggested Wednesday.

The behaviors that most often lead to exclusion and victimization in the classroom or schoolyard have their roots in a student's genes, the study said, arguing that children's genetic makeup has a direct impact on the quality of the interactions they enjoy with their peers.

The findings were published on the website of the journal Child Development.

Michel Boivin, lead researcher and psychology professor at Laval University, said a child's genes will often dictate the way they act, which will in turn shape their experiences both in and out of the classroom.

In experiments conducted by UBC psychology professor Kiley Hamlin, babies aged nine to 14 months were found to take pleasure in the bullying of individuals they saw as different from themselves.

The study, in a terrifying preview of the social minefield that is the high school cafeteria, offered the infants a choice between a snack of graham crackers or green beans. The children were then shown a video of two puppets. In the video, one puppet favored the same snack as the child while the other puppet made a food faux pas by choosing the snack the child had passed on.

The children, when asked which of the puppets was their favorite, selected the puppet with similar tastes.

The experiment takes a slightly sinister turn when the children are shown videos of the puppets bullying each other. Not only did the children not mind when their favorite puppet picked on the puppet who chose differently from them, they also showed favoritism to new puppets who bullied the puppet that liked different snacks from the infant.

While the study's findings could inform future anti-bullying strategies, for now they are a mere chilling peek into the world of baby bullies, and how infants learn to make their way in the world.

[Via the Vancouver Province]

Bullied children may bring exclusion on themselves with gene linked behaviour, study says Canadian Press 1/17/13

Michel Boivin, lead researcher and psychology professor at Laval University, said a child's genes will often dictate the way they act, which will in turn shape their experiences both in and out of the classroom.

"We know that it's behavior that drives the peer difficulties," Boivin said in a telephone interview from Quebec.

'It's the genetic factors that explain how the group reacts to the child and then rejects and victimizes the child'

"It's the genetic factors that underlie the tendency to behave in a certain way that explain how the group reacts to the child and then rejects and victimizes the child."

Boivin said a child's genetic makeup lies at the root of certain behaviors that are more likely leave children on the social sidelines

Limiting social ostracism would have innumerable educational and mental health benefits for the five to 10 per cent of students who report feeling marginalized in school, he said.

Child Warriors: Are We Priming Our Children's Brains for Violence?

Excerpt from *Free The Children: Conflict Education for Strong Peaceful Minds*

By Susan Gingras Fitzell ©1997

Are we, by allowing our children to be exposed to violence on TV, setting up an environment that physically changes the brain by making it 'good at' thinking violently? In doing so, are we also increasing the possibility that the next generation of children will inherit a brain adapted physically to warlike thinking?

Carlson-Paige and Levin write that "at no other time in history have children daily exposure to so many images removed from direct experience, many of which focus on violence." How might this exposure to violence affect the physical structure of the brain?

According to Jane Healy (1990), neuroscientists understand that "...what children do every day, the ways in which they think and respond to the world, what they learn, and the stimuli to which they pay attention...shape their brains. Not only does it change the ways in which the brain is used (functional change), but it also causes physically alterations (structural change) in neural wiring systems."

Healy refers to the work of E. James Potchen, who has studied 18,000 brains: "Dr. Potchen tells of both animal and human brains that have restructured themselves significantly on the basis of learning experiences." If the average child spends 24 hours a week watching TV and Power Ranger-type videos, it would follow that this type of activity becomes part of his/her learning experience.

Says Marian Diamond, professor of neuroanatomy at the University of California, Berkeley: "There is absolutely no doubt in my mind that children's brains are changing. Whatever they're learning, as those nerve cells are getting input, they are sending out dendritic branches. As long as stimuli come in to a certain area, you get more branching; if you lose the stimuli, they stop branching," (Healy).

This contention is backed up by Michael D. Chafetz in his book *Smart for Life*: "Whenever brain cells are activated by seeing, speaking, or solving problems, they begin to change. They take in more chemical energy and remodel nerve endings and receptors. They form new connections."

New scientific studies and advanced technology have taken our understanding of how the environment affects us beyond the psychological foundations of conditioning: "People, including children, tend to develop a taste for what they are conditioned to. There is no indication that in the 1950's boys enjoyed TV less because it was less violent...It is an acquired taste that the media have played an important role in developing."

The National Institute of Mental Health published a report in 1982 which confirms that "children who watch a lot of violence on television may come to accept violence as normal behavior" (Miedzian, 1991).

If one takes these concepts to a logical conclusion, one might deduce that not only are children who have violent media input as part of their experience being psychologically conditioned to think in violent ways, but their brains are developing the neural connections and dendritic branching for violent thinking. Psychological conditioning physically changes the brain. Violence in the media is creating a psychological and physical predisposition for violence in our children.

As parents or educators, what can we do? According to Terrence Webster-Doyle (1989), "being conscious of the influence of advertising and of programming that is unhealthy is of utmost importance since media has a tremendous effect on the brain." We need to stop denying the impact the media are having on our children and to be aware of the effects.

Scientific evidence indicates that television viewing creates passive learners unable to think: "If our society wants citizens who can reflect as well as respond, who can come up with solutions to the problems of a complex world, it must teach its children to stop, listen, and think as well as react" (Healy). Violence is a pervasive problem in our complex world! In order for our children to be able to deal effectively with conflict and violence, they need to be able to stop, think, talk through problems, plan ahead, and act rather than react impulsively.

Some suggestions for parents and teachers:

- Place firm limits on television and video viewing. Address what children should watch and how long they should watch.
- Participate with children whenever possible. Talk with them about television content, methods of audience manipulation, point of view, etc.
- Give substitute caregivers strict guidelines regarding TV and video use.

Violence in the media is a problem with devastating consequences. Not only are our children being conditioned to think in terms of combat, to think of it as entertainment, and to accept it as normal, but there is also strong evidence indicating that it physically alters the brain. However, we are not without hope. As parents and educators, we must take action. It's up to us to make a difference.

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Miedzian, Myriam. (1991). *Boys Will Be Boys: Breaking the Link Between Masculinity and Violence*. New York: Doubleday.
Webster-Doyle, Terrence. (1991). *Why is Everybody Always Picking On Me?* Middlebury: Atrium Society Publications.

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Wake up from the dream!

No more image!
No more enemy!
No more war!



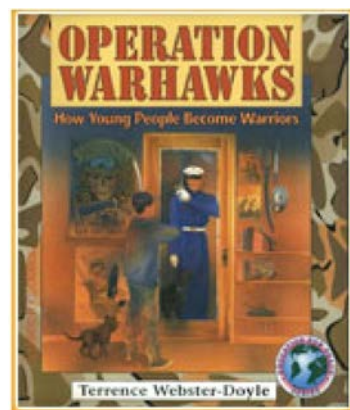
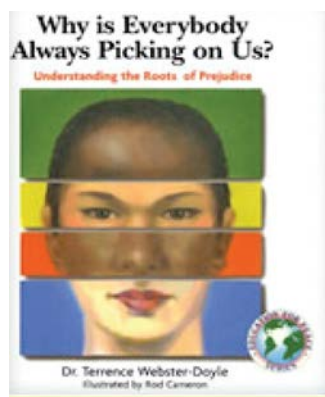
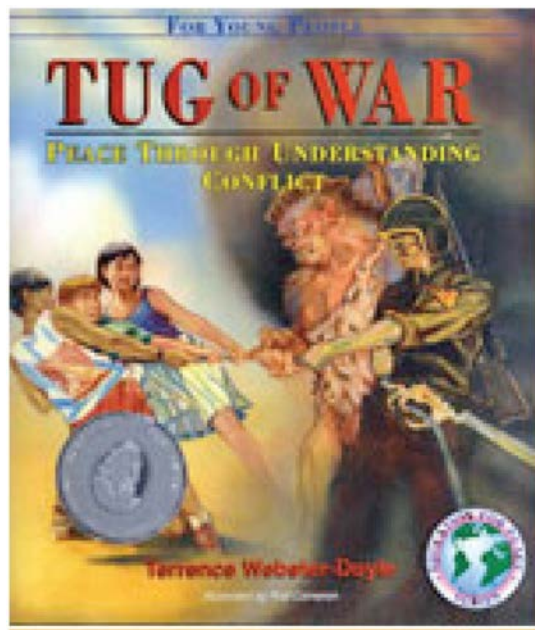
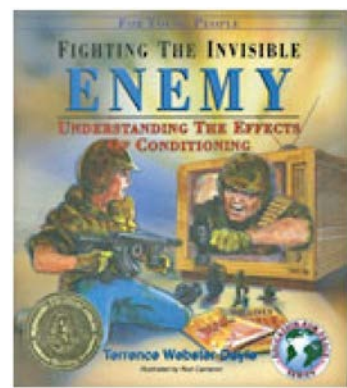
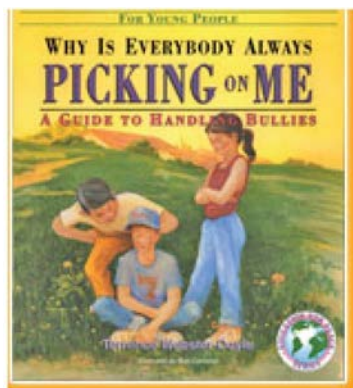
"Everyone wins! War is over — forever!"

MARTIAL ARTS FOR PEACE -

BUILDING CHARACTER
RESOLVING CONFLICT
CREATING PEACE



ATRIUM SOCIETY BOOKS



THE FIGHT INSIDE US



LESSON 1

Learning to Understand What Prevents Peace

Breakdown of Lesson 1:

A bully is someone who's angry and creates conflict.
The highest goal in understanding what prevents peace.
Physical skills are not enough; understanding is key.

Note To Instructor: Welcome students to this new curriculum. As you ask questions, encourage all responses. There are no "right" or "wrong" answers. Making mistakes gives us an opportunity to learn. Be sure to print copies of the Seuss story before class.

A Bully Is Someone Who Is Angry and Creates Conflict

1. Read aloud story "**There's A Fight!**" in **Activity 1A**.
2. Afterward, ask students:
 - Who's the bully in this story? Is there more than one? How can you tell? Are they happy? Smiling? Angry?
 - What is Sam's reaction to the bully? Does he run away? Is he scared?
 - Since Jordan is on the ground with blood on his face, what would you guess is his reaction to the bully? Is he going to fight? Is he going to give in?
 - What is Collette's reaction to the bully? Is she crying? Is this fighting? Is she helping?
 - What about Pedro? Do you think he's right to want to call a teacher, or the police? Why do you think so?
 - Have you ever been a bully? When? What was the situation? What makes a bully be a bully?
 - What would you do if Arnold picked on you? Would you

fight? Run away? Freeze? What choices do you have?

3. Tell students:

- ▲ At one time or another, we ALL are bullies.
- ▲ When we recognize that we have all been bullies and look at *how* we've been bullies, we can better understand what makes a person a bully.
- ▲ When we are upset or angry, we feel conflict inside us, and this can cause us to create conflict outside us.

Note To Instructor: Go to **I Think I'm A Bully!** (Activity 1B). Follow up with **My Bully Words!** (Activity 1C) so students begin to recognize key bully words and thoughts.

The Highest Goal In Understanding What Prevents Peace

1. Tell students:

- ▲ When you're in a situation in which you are being bullied, you may feel that you have no choices. In fact, you DO.
- ▲ Your choices increase when you have the ability to THINK ON YOUR FEET.

2. Ask students:

- From the movies you've seen and television you've watched, what do you think the ability to understand peace can teach you?
- Do movies and TV focus on physical skills that make you strong?
- Do they focus on the ability to fight someone and win? The strength to skillfully defeat an opponent?
- What would you guess is the highest goal of someone who wants to understand what prevents peace? To defeat?

To win? To wipe out? To destroy?

3. Tell students:

- ▲ This may surprise you. The highest goal of someone who wants to understand peace is to STOP a fight. And perhaps more importantly, the highest goal is to stop a fight BEFORE it starts.
- ▲ You'd never know this from watching TV or movies.
- ▲ The highest goal is not to fight and win, but to find a way to NOT fight — in which case *everyone* wins.

Physical Skills Are Not Enough; Understanding Is Key

1. Ask students:

- What do physical skills give you?
- Do they strengthen your arms? Your legs? Your body?
- Do you think that in order to be a strong, healthy, a whole person — physical skills are enough?

2. Tell students:

- ▲ Strong PHYSICAL skills help you gain control of your body. This control gives you confidence. When you have confidence, you don't feel the need to fight.
- ▲ Strong MENTAL skills are just as important as physical skills. Without them, you have no way to control your physical skills.
- ▲ Without strong mental skills, you are like a train with no engine, a computer with no memory, a house with no foundation.
- ▲ To stop a fight before it begins you need strong mental skills.
- ▲ When we understand conflict, we can understand what prevents peace.

Note To Instructor: Go to **I Have Physical Skills!** (Activity 1D), In which a victim tries to stop a fight with physical skills only.

Summary: *Read all to students as summary of what they have learned in this lesson:*

- * When encountered by a bully, most of us either fight, run or freeze.
- * Understanding what prevents peace gives us more choices in difficult, threatening situations.
- * Physical skills are important, but mental skills are JUST AS important. Combined, they give us the confidence to *not* fight.
- * The highest goal is to stop a fight before it ever begins.
- * To achieve this goal, we need both PHYSICAL AND MENTAL SKILLS.
- * So , let's begin to learn how to combine these skills. Are you ready to do this in our next lesson?

A Quote to Note: *Use the quotation on the last page of this lesson to inspire students to think outside the box of physical skills.*

Activity 1A

STORY: THERE'S A FIGHT!

You are out on the playground when you hear some kids yelling about a fight inside the school. As you run over to see what's happening, two boys burst out the door and tumble onto the playground. They shout angry words at each other and punch each other violently.

The other kids on the playground move back from the two fighters and watch. Someone yells to encourage one of the fighters. Pedro says somebody ought to call a teacher or call the police. Collette, a younger student, is crying. Lea says the sight of blood makes her ill and she can't look. Sam, another kid, runs away along with some other students.

You move to the front of the group. You see Jordan, your new friend, on the ground. There is blood on his face. Arnold, the school bully, is on top of Jordan holding him down and threatening to punch him for saying what he did.

You remember earlier that day Arnold pushed ahead of you in the lunch line. Jordan, who is new to your school, stood up for you and asked Arnold not to do that. Arnold then pushed Jordan out of line and said that new kids should keep their mouths shut and that he would get him later.

You see your Jordan lying on the ground. You feel helpless. As you start to move forward to do something to help him, Buster, Arnold's buddy, grabs your shirt by the collar and gives you a threatening stare.

What can you do? You can run away like other kids did a few seconds ago. You feel like crying, but you fight to hold back your tears of anger and frustration. If you try to stop the fight, Buster could beat you up. You have no doubt that he is now waiting for the opportunity to start his own fight. What are your choices?

Activity 1B

I THINK I'M A BULLY!

- ✓ Tell students you are going to express some thoughts that you want them to complete. As you walk around the room, stop and indicate that a certain student should finish your sentence. Here are some sentences:

"I think I'm a bully! Sometimes, when I'm really angry, I would probably never do this, but I feel I would really LIKE to"

"I think I'm a bully! Sometimes, when I'm really upset, but I don't want people to know I'm upset, I"

"I think I'm a bully! The last time I got angry with someone, I"

"I think I'm a bully! People make me so upset that I get ill, and when they do, I . . ."

"I think I'm a bully! I like to tell people what to do and how to do it, because"

"I think I'm a bully! I like pushing other people around sometimes because it makes me feel"

"I think I'm a bully! The thing I really don't like about life in general is and the way I'd like to change it is . . ."

- ✓ Move around the room quickly. Give each student the opportunity to respond.
- ✓ Have as much fun with this as you can. Create your own sentences! You know your students better than anyone.

Activity 1C

MY BULLY WORDS!

✓ **Tell students:**

- ◆ We bullies can be recognized by how we look AND by what we say.
- ◆ We bullies have a certain vocabulary that communicates when we are in our bully mode.

✓ **Ask students:**

Can you think of some examples you've heard — or used?

Examples:

You're stupid!	Gimme that!	Shut up!
You fool!	I'll get you for that!	Chicken!
Punk!	Four eyes!	Jerk!
Shorty!	Nerd!	Dork!
Sit down!	Eat your dinner!	Dummy!
Do that again and you'll be sorry!		

- ◆ What do you think these words communicate to the person they are spoken to?
- ◆ Are they meant to cut? Hurt? Embarrass? Tease? Put down?
- ◆ Do they say, "I'm better than you!" or "I deserve more than you!"?
- ◆ Why do you think a person uses these words?

- ✓ **Make a list or chart** of these words that you can hang up in the classroom. Invite students to add to the list whenever they want to.

Activity 1D

I HAVE PHYSICAL SKILLS!

- ✓ **Present to students different conflict situations**, such as those listed as examples below. Begin with one.

Examples:

- A. Someone just knocked you down and said, “Gimme your money — now!”
- B. Your parent shouts, “You’re grounded for a week. No evenings out for seven days — and that’s final!”
- C. You accidentally knock over someone’s bike. The owner says, “You stupid fool! Look what you’ve done! Come here!”
- D. Someone grabs you from behind and says, “One false move, and you’re a goner.”
- E. A police officer stops to question you, and you feel like running away.

- ✓ **Tell students** they must try to work out a resolution to their conflict with *physical* skills only. Review physical skills your students already know.

- ✓ Ask students:

1. Assuming that you carry with you your highest goal, which is to stop a fight before it begins — how will you stop this fight with physical skills?
2. Is this difficult?
3. Is it impossible to stop a fight using physical skills only?
4. Do you think the use of physical skills merely encourages the fight to continue? How so?
5. Do you think it’s because when we are attacked, our natural instinct is to fight back?
6. How do we prevent ourselves from fighting back?

Activity 1E

A QUOTE TO NOTE

“A journey of a thousand miles
Starts under one’s feet.”

—*Lao-tzu*

✓ **Ask students:**

1. What does this quotation mean to you?
2. Do you think this quotation refers to a physical journey? A vacation? A road trip?

3. Do you think it refers to a journey you take in your mind?
4. Could the message mean more than actually traveling or taking a trip?
5. Could it mean that no matter how difficult the road ahead appears, the only way to get where you want to go is to begin?

✓ **Tell students:**

1. Every day, life presents us with new challenges, and every day we must face them with a beginner's mind.
2. A beginner's mind is one that always sees the world as it is, with fresh eyes and an open mind.
3. With this lesson, we begin a journey of a thousand miles, and we are going to start right here, under our feet.

✓ **Before ending every class, congratulate students on their good work!**

LESSON 2

When There's Conflict, There's A Reason

Breakdown of Lesson 2:

The power of a pause: a new way of reasoning.

Understanding is a vital part of preventing violence.

12 ways to walk away with confidence.

Note To Instructor: This lesson helps you introduce your students to the art of roleplay. It simply consists of students playing a role, as if they are in a stageplay. They read the lines in the printed roleplay, as if they are the character they play. In these lessons, they may get to play the part of a bully or victim, enabling them to experience both sides of a conflict.

The Power of a Pause; a New Way of Reasoning

1. Tell students:
 - ▲ Your mind is the most powerful defense you have.
 - ▲ When you learn to use your mind to STOP conflict before it begins, you become very powerful.
 - ▲ Without fighting, running away or freezing, you can have control over yourself and the situation you are in.
 - ▲ When you use your mind, you can reduce your chances of getting hurt, and put yourself in a very powerful place.
 - ▲ This is the essence of the power of a pause — STOP before you fight; control your thoughts, and you will move from hoping to escape or survive to thinking on your feet and becoming transformed.
 - ▲ Think clearly and you will act differently.

Note To Instructor: Go to **Roleplay: Can I Stop This Bully?** (Activity 2A).

Activity 2A

ROLEPLAY: CAN I STOP THIS BULLY?

- ✓ **BEFORE THE ROLEPLAY**, ask for two volunteers to roleplay the parts of **Smitty** and **Ditka**. (Make two copies of roleplay.) Names have been created that can apply to either girls or boys.
- ✓ Instruct volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Show volunteers the dialogue and explain that words in parentheses (*in italics*) indicate an action they should take rather than words they should speak.
- ✓ Give volunteers a minute to look over the parts they will play, as you tell the class:
 1. Smitty has been working with an instructor who teaches The importance of strengthening his PHYSICAL skills only.
 2. Smitty has learned many moves and can do them skillfully when asked to do so in class.
 2. Smitty has not yet learned any MENTAL skills.
- ✓ **DO THE ROLEPLAY** on the following page.
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Smitty knows some physical moves, and knocked Ditka off balance. Was Smitty able to stop the fight?
 2. Using physical skills that you know, would you be able to stop that fight before it starts?
 3. Smitty, did you feel any control in stopping that fight?
 4. Ditka, did you feel any impulse to stop the fight? Were you more inclined to fight even more, even harder? Why?
- ✓ Thank students for participating, and move on to the next section of this lesson on the page after the roleplay you just did.

Activity 2A

ROLEPLAY: HOW DO I STOP THIS BULLY?

SMITTY

Uh-oh. Here comes Ditka. That huge tyrant doesn't know that I've been developing my physical skills, working to get much stronger — building my muscles. If I get any trouble, Ditka is in for a shock.

DITKA

Well, well, well. If it isn't my little buddy, Smitty. *(Walks up to Smitty and puts a heavy-handed arm on Smitty's shoulder.)* We made a deal the other day, and you haven't come through.

SMITTY

Leave me alone, Ditka! I made no deal with you!

DITKA

You were going to give me your money, when we got interrupted by the school bell. Now hand over that money, punk.

SMITTY

Better watch out, Ditka! I've been working on my physical skills, and you could get hurt.

DITKA

(Grabs Smitty's shirt.) You think you're gonna hurt me, squirt? You and who else?

SMITTY

(Breaks free and does a kick that throws Hook off balance.)

DITKA

You idiot! *(Comes at Smitty with his fist clenched, pretending to smash him.)*

Understanding Is a Vital Part of Preventing Violence

1. Ask students:

- What do you think are some of the advantages in playing the role of someone different from you?
- Do you get to see things from another point of view?
- Can you learn something new from someone different?
- What are the advantages to practicing with a pretend bully?
- Do you get to feel how it is to be that person?
- Do you think being that person helps you understand that person's thinking?

2. Tell students:

- ▲ To get really good at dealing with bullies, we need to practice.
- ▲ We can practice dealing with a bully through roleplay.
- ▲ Every time we practice, we get stronger and smarter.
- ▲ Roleplay is a way to understand.
- ▲ When we can see ALL sides of a situation, rather than just our own, we reach a new level of understanding.
- ▲ Let's go to another version of this roleplay to see how MENTAL skills add to what's possible in dealing with this conflict situation.

Note To Instructor: Go to: **I'm Protecting Myself!** (Activity 2B), next page..

Activity 2B

I'M PROTECTING MYSELF!

- ✓ **BEFORE THE ROLEPLAY**, ask the same volunteers to roleplay the parts of **Smitty** and **Ditka**. (Make two copies of the new roleplay.)
- ✓ Remind the volunteers to get the full benefits of roleplaying by getting involved in the parts they are playing.
- ✓ Remind volunteers that the words in *italics* are **private thoughts** — said out loud, but not to the other person in the roleplay.
- ✓ Give volunteers a minute to look over their parts, as you tell the class:
 1. Most bullies bully other people to protect *themselves* from getting hurt — physically, mentally or emotionally.
 2. Notice how Ditka bullies — what Ditka says and does. This time you will hear what Ditka is thinking as well as what Ditka says.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Did this roleplay give you a deeper understanding of why Ditka bullies others?
 2. Did you like Ditka any better than you did before? Why?
 3. Do you think Ditka might need some help? What kind?
 4. What would YOU do in that situation?
 5. Would you feel a need to protect yourself too?
 6. Do you think that if you didn't feel a need to protect yourself, you could act more intelli-*gently*?
- ✓ Thank students for participating.

Addendum 2B

I'M PROTECTING MYSELF!

SMITTY

(To him/herself:) Uh-oh. Here comes Ditka — again. Maybe I made a mistake by saying that I've been developing my physical skills. I should use them if I get bullied again!

DITKA

Well, if it isn't my little buddy, Smitty. *This guy is small enough for me to pick on, and he scares easily. Much different from my father, who beats up on me. I'll just beat up on Smitty and show this kid I can be tough too!* **(To Smitty:)** I appreciate the money you're going to give me.

SMITTY

(Calmly:) **Listen, Ditka! No deal.** *This guy could eat me alive. If I don't act tough, he'll just beat up on me and take my money. I better get out of here, fast.*

DITKA

You talk awfully big for a squeaky little guy, you know? *He's acting tough, but I can tell he's really scared. The tough stuff is baloney. Reminds me of my father — always bluffing and puffing and pretending.*

SMITTY

I'm going to have to do something, or run away. If I run that will just fuel the fire even more.

DITKA

(Grabs Smitty's shirt.) **You better pay up, or you are toast!** *That's what my father always says to me. It should work on this punk.*

3. **Ask students:**

- When you see someone you know who is angry, do you ever stop to wonder why that person is upset?
- Can you think of a situation in which you saw someone bully someone else, and you took a moment to STOP and THINK about what might be troubling that person?
- Do you think it would be good practice to do this when you see someone — perhaps your parent, or one of your brothers or sisters — getting angry about something — and taking a moment to PAUSE, to STOP and see things from their perspective?
-

4. **Tell students:**

- ✓ Let's do one more roleplay with some new volunteers to play some roles.
- ✓ Keep in mind that the more we practice dealing with a bully, the better we get!
- ✓ We can practice best by using roleplay, which is not only instructive, but fun!
- ✓ Your mind is the most powerful defense you have. When you can think on your feet, you can handle tough situations in an intelligent way.

Note To Instructor: Go to **Roleplay: Using Both Physical And Mental Skills?** (Activity 2C). If time permits, go to **Hey, Brain!** (Activity 2D) for another Roleplay. Use **A Quote To Note** (Activity 2E) to leave students with peaceful, intelligent thoughts).

Activity 2C

USING BOTH PHYSICAL AND MENTAL SKILLS

- ✓ **BEFORE ROLEPLAY**, ask three new volunteers to roleplay the following situation between **Harley, Raylo** and **Mrs. Jonas**. (Make three copies of roleplay.)
- ✓ Remind volunteers that *words in italics* are read out loud, but they are private thoughts, so they are not spoken directly to the other person.
- ✓ Remind students that volunteers will roleplay a situation in which the person being bullied will use *mental skills* and hopefully not *have to* use physical ones.
- ✓ Ask students to watch for how many physical and how many mental skills are being used.
- ✓ **DO ROLEPLAY on the following page.**
- ✓ **AFTER ROLEPLAY**, ask:
 1. Did you see physical skills? Mental skills? What kind?
 2. Did Harley trick Raylo? Did Harley really have money? Did Harley have poison oak? Did Harley call for help?
 3. Do you think it was cowardly for Harley to call for help? Didn't Harley succeed in attaining the highest goal, which is to stop a fight before it starts?
 4. Could you see the wheels turning in Harley's mind as Harley came up with mental skills to keep Raylo from either fighting or taking money?
 5. Do you see how possibilities open up to you when you use mental skills?
- ✓ Thank volunteers and class for participating.
- ✓ **GO DIRECTLY TO "Twelve Mental Self-Defense Skills to Walk Away With Confidence."** Read through them aloud. Make a copy of these 12 ways for each student.

Activity 2C:
ROLEPLAY: USING *BOTH* PHYSICAL AND MENTAL SKILLS

RAYLO

This kid must have money. Look at those nice clothes. I wish I had that kind of money. Obviously has parents who care. (To Harley:) Give me your wallet!

HARLEY

(Looks at Raylo and speaks calmly:) I don't have any money. This is scary. I wonder if Raylo can tell I'm using trickery. What was it my teacher told me about getting out of this type of situation without fighting? Take a deep breath and FEEL the scared feelings. (Takes a deep breath.) STOP and THINK.

RAYLO

(Reaches out and grabs Rusty.) I don't believe you!

HARLEY

(Still speaks calmly:) Be careful! I've got poison oak!

RAYLO

(Quickly lets go of Harley.) I still want your wallet!

HARLEY

(You see your teacher coming.) Mrs. Jonas! Mrs. Jonas! We need help here! Raylo needs some money.

MRS. JONAS

Money, Raylo? *(Reaches into her own pocket.) I'll be glad to loan some to you for now. (Hands Raylo some money.) I can also help you find ways to earn money, if you need it badly.*

RAYLO

Yeah, I need it badly. What's it to you?

HARLEY

Mrs. Jonas. Raylo's family is in trouble. He needs it. He'll pay you back. *Maybe my family would hire him to chop wood for us or mow our lawn or something.*

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

Read these to students and tell them: No matter how a fight starts, we can stop it before it begins by using 12 basic ways to walk away with confidence.

1. **Make Friends.** Treat the bully as a friend instead of an enemy. All bullies need admiration and respect.
2. **Use Humor.** You can turn a scary situation into a funny one, but be careful. Have fun *with* the bully rather than making fun *of* the bully.
3. **Use your creative imagination.** Pretend you are sick. Pretend you have poison ivy. Pretend you have some infection the bully will get if he/she fights with you. Tell the bully someone is about to meet you. Pretend to faint.
4. **Walk Away.** Don't get into it. Walk away. This is a simple and often overlooked way to end conflict before it ever begins. Keep walking. But don't turn your back until you are safely away from the bully.
5. **Agree With Bully.** If a bully insults you, agree with him/her. If you feel insulted, let your anger rise up, watch it, and let it go.
6. **Refuse To Fight.** This probably sounds contrary to what you have always been told, but one way to stop conflict is to not fight, no matter what happens.
7. **Stand Up To The Bully.** This can work, but can make some bullies angrier. Decide if you think this alternative will work in this situation, with this bully.
8. **Scream/Yell.** A good shout or yell (Kiai) can shock the bully and distract him or her for a moment, so you can get away.
9. **Ignore The Threats.** This is similar to simply walking away. You hear the threats and you turn and walk away from the bully, even though the bully is calling you names and trying to get you angry enough to react.
10. **Use Authority.** Call a teacher, a police officer, a parent, or someone you know who can help stop the bully from hurting you. This is not being a coward. This is stopping violence before it begins.
11. **Reason With The Bully.** If you are a good talker, perhaps you and the bully can talk it out. If you don't argue or get angry, if you act friendly, you might convince the bully to not hurt you.
12. **Prepare to Fight:** As a last resort, take a strong stance. This tells the bully that you are prepared to protect yourself if you are attacked. But hopefully, one or more of the other mental self-defense skills will work.

✓ Ask students:

1. How is “making friends” using your mind?
2. Is “refusing to fight” using your mind? How so?
3. Is “agreeing with the bully” using your body, or your mind?
4. How do you feel about using your creative imagination?
5. When you walk away, do you take the wind out of a bully’s sails? Do you feel safer?
6. African American leader Dr. Martin Luther King refused to fight, no matter what abuse was put upon him. Do you think this takes greater strength than fighting? Does it take physical strength? Mental strength?
7. If you stand up to a bully and lose, do you think you’ll feel better than if you give in? Why do you think so?
8. Do you think screaming and yelling is cowardly? In fact, it can get you help and stop the fighting, which is your primary goal. Can you see yourself using it?
9. Is there a danger if you ignore a bully’s threats? Is there also danger in acknowledging them?
10. We’ve been trained to believe that “telling on” someone is cowardly. But aren’t you actually preventing violence before it happens if you “snitch” on a bully?
11. Are you a good talker? Reasoning with a bully could be your best approach to stopping a fight. Can you see yourself using this way to walk away with confidence?

If we do not stop a fight before it begins, that fight has the potential to harm someone for life — physically, mentally and/or emotionally.

Summary: *Read all to students as summary of what they have learned in this lesson:*

- * Our mind is the most powerful defense we have.
- * When we can think clearly on our feet, we act intelligently.
- * When you use your mind, you can reduce your chances of getting hurt, and put yourself in a powerful place.
- * When we can see ALL sides of a situation, rather than just our own, we reach a new level of understanding.
- * The more we practice dealing with a bully, the better we get — so let's practice all we can.
- * We will continue to practice our mental self-defense ways to walk away with confidence. You can practice them at home, too! And wherever you are in the community!

A Quote to Note: *Use the quotation on the next page of this lesson to inspire students to think outside the box of physical skills.*

Addendum 2D

A QUOTE TO NOTE

“The only way to make a man trustworthy is to trust him; and the surest way to make him untrustworthy is to distrust him and show your distrust.”

— *Henry Lewis Stimson*

✓ Ask students:

1. What does this quotation mean to you?
2. Do you like to feel confidence in trusting someone?
3. If someone trusts you, how does that make you feel?
4. If you get the feeling that someone distrusts you, how does that make you feel?
5. Have you stopped to think how another person can pick up your “vibrations” if you don’t trust him or her?
6. Do you think we communicate how we feel about other people in ways we may not be aware of?
7. What’s an example you’ve seen of someone trusting another person?
8. What’s an example you’ve seen of someone distrusting another person?

✓ **Before ending every class, congratulate students on their good work!**

LESSON 3

Conflict Comes From Conditioning

Breakdown of Lesson 3:

Memories of the past can make us closed-minded, afraid, and/or angry.

We can learn to understand our thoughts, in the moment.

Awareness allows us to bend instead of break into a fight.

Note To Instructor: Ask students which of the 12 mental self-defense skills ways to walk away with confidence they have used this week. Take time to review the ways. Ask students what situations they find themselves in, on a daily basis, where they might use one of the 12 ways.

Memories of the Past Can Make Us Closed-Minded, Afraid and/or Angry

1. Read aloud to students the following story “The Empty Cup” (If you have the book, this story appears in *Eye of the Hurricane* by Dr. Terrence Webster-Doyle, p. 5.)

THE EMPTY CUP

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

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

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

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

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

2. Ask students:

- Why do you think the master kept pouring tea when the cup was already full?
- Did the professor understand what the master was doing?
- What did the professor learn from the master in that moment?
- Does your mind sometimes feel so full — like a packed trash can — so full that you cannot let anything else in?

2. Tell students:

- ▲ There are many situations we find ourselves in every day, and it's hard to always work out all of our problems.
- ▲ We worry. We get upset. We feel offended. We feel hurt. We get angry. We lack confidence. Someone rubs us the wrong way. We get confused.
- ▲ What makes us close down, what makes us afraid or angry are memories of things that have happened to us in the past.
- ▲ Sometimes we have memories that affect how we think and act and we don't even know that this is happening to us.
- ▲ What helps is for us to become AWARE of how these memories affect us.
- ▲ All of these feelings clutter up our minds and keep us from experiencing what's happening today — right here, right now.

Note To Instructor: Go to **My Mind Is On Overload!** (Activity 3A), on the following page.

Activity 3A

MY MIND IS ON OVERLOAD!

✓ **BEFORE ROLEPLAY**, tell students:

1. What makes us closed-minded, or become afraid or angry are memories of certain situations that have happened to us in the past.
2. Even though we may be afraid to acknowledge these memories, it helps to become **AWARE** of how they affect us. This helps stop the fight inside us.

✓ Ask for two volunteers to read the following roleplay between **Bulldog** and **Rhino** in front of the class.

Tell Bulldog:

1. You are a bully — angry and afraid of people.
2. Your mind is on overload with hurtful things that have happened to you.

Tell Rhino:

1. You are talking to Bulldog.
2. You are simply trying to have a normal conversation.

✓ **DO ROLEPLAY.**

✓ **AFTER ROLEPLAY**, ask students:

1. Do you think Bulldog's mind is on overload? What's troubling Bulldog? How can you tell?
2. Have you ever seen someone like Bulldog? At school? At home? In the community? When? Who did you see?
3. Have you ever felt like Bulldog? What was the situation?
4. Did Harlecat say anything that set Bulldog off? What was it?
5. Do you dislike Bulldog? Why?
6. Do you understand that Bulldog is on overload and needs help? What kind of help do you think Bulldog needs?

Addendum 3A
ROLEPLAY: MY MIND IS ON OVERLOAD!

BULLDOG

What are you doing here, you feeble-brained creature?

RHINO

Hi, Bulldog. Are you going to the game today?

BULLDOG

Why would I go to a dumb game, you crazy nut?

RHINO

Because it's the championship game for our school. Everyone's going. You gotta go!

BULLDOG

(Makes threatening gesture.) What'd'ya mean I gotta go? Are you telling me what to do, you fool? Just what I wanna hear is one more person telling me what to do!!

RHINO

Hey, you can do whatever you want. I thought you'd enjoy going. I'm going with Mousley and Shrimpster. You wanna come with us?

BULLDOG

When I go somewhere — IF I decide to go somewhere — you KNOW I go alone. I go on my skateboard, and there's nobody on it but me, stupid. You get it?

RHINO

Listen, Bulldog. You do whatever you want. I'm just trying to be friendly — asking you to come along. You want to do your own thing? Fine. *(Leaves.)*

BULLDOG

(Shouts after Rhino:) You bet, I'm gonna do my own thing, because nobody, but nobody, tells me what to do and how to do it! Besides, those games are for creeps! The coach wouldn't let me on the team even though I'm a hot player. He says I've got an attitude. I'll give him attitude! I'm riding my skateboard downtown. Get lost!

We Can learn to Understand Our Thoughts In the Moment

1. Ask students:

- How often do you take the time to notice a beautiful flower growing in a garden, or magnificent trees in a forest?
- How often do you notice the stars at night — in the same pattern they've been in for centuries?
- Do you notice the smell of chocolate or bread wafting out of a bakery, the white clouds in the sky, the laughter of little kids playing?
- Do you ever pay close attention to birds and how different their songs are?

2. Tell students:

- ▲ Life is an ever-changing wonder. Nothing stays the same. A flower is different every day — so is the way stars look in the sky.
- ▲ We have our sense of sight, smell, hearing, taste and touch. Our senses help us to be aware of everything around us.
- ▲ It's important to be AWARE of people and things around you. They help unclutter your mind, and relax it. They also keep you in the moment — right here, right now.
- ▲ Paying attention to here and now is very important in life, and specifically when dealing with a bully.
- ▲ When our minds are clear to respond to a bully, we are free to try any of our basic mental self-defense skills that helps us walk away with confidence.

Note To Instructor: Read to students “The Test of the Wild Horse” (next page, Activity 3B). This story also appears in *Eye of the Hurricane* by Dr. Terrence Webster-Doyle, p. 29, with an illustration on p. 28.

Activity 3B

THE TEST OF THE WILD HORSE

The chief instructor directed her three senior students to a narrow ravine where a wild horse grazed. She instructed them to go through the ravine and meet her on the other side where she would wait for them. “Students,” she said, “today you will be tested by a wild horse.”

The first student stood and started through cautiously. Part way in, the wild horse charged him, flailing his hooves. The student skillfully blocked and dodged the hooves and made it through to the other side.

The next student stood at the entrance, deep in thought. Instead of entering the ravine directly, he decided to climb up the sides of the ravine and pass above the horse. The horse tried to charge the student, but the student was too high up. He successfully passed the wild horse and reached the other side.

The third and last student stood at the entrance of the ravine. Both students and the instructor at the other end waited and watched. The third student sat down on the ground and started to play as if she were a child. The wild horse, curious, came up to the student who was playing with sticks in the dirt.

Calmly and gently, the student reached out and stroked the horse’s nose and slowly stood up and patted its neck and mane. The horse, sensing the student’s calmness and kindness, stood still as the student got up on its back. Together they rode through the ravine to where the other students and their teacher were waiting.

3. Ask students:

- What was the difference between the three approaches used by the students?
- What was so different about the last student's approach?
- What do you think she was focused on?
- Was she focused on her fear or on the horse?
- Did she bully the horse?
- Did she stay tuned to what was happening right then, right there, in that moment?
- Did she take time to use her senses to "feel" what might be the best approach?

4. Tell students:

- ▲ We often talk about the importance of finding your "empty" self — the self that the professor was challenged to find when the master kept pouring tea into her full cup.
- ▲ We are all "conditioned" in our lives to follow rules and do certain things we are told to do. As a result, it's sometimes difficult to get a sense of our "empty" self – who we are inside.
- ▲ When we are "empty," we are free to think clearly and to feel confident.
- ▲ When we are "empty," we are free to focus on whatever is happening now. Fear gets in the way of seeing what's here now.
- ▲ When our minds are clear and uncluttered with daily worries and old frustrations, we are more in touch with what is happening in life.
- ▲ To be strong and confident, it is essential to be aware of how past thoughts affect us and also to be in touch with what's happening — right here, right now.

Awareness Allows Us to Bend Instead of Break into a Fight

1. Ask students:

- When you've gotten hurt, what have you wished you could do? Duck or dodge? Get out of the way? Yell at someone? Hit someone back?
- Was your immediate instinct to hit someone back?
- Because it didn't feel good when someone made fun of you, or hurt you in some way, did you hit back?
- If you did hit back, did you feel better afterward? Did you still not feel good?

2. Tell students:

- ▲ In Japanese, the phrase "Take Nami Do" is a form of self-defense. It literally means: "bamboo-wave-way."
- ▲ Bamboo is a plant that is so strong, when the wind blows, bamboo bends instead of breaking. When the wind stops, the bamboo bounces right back to its original form, unharmed.
- ▲ You can be like bamboo! You can listen to hurtful words, or avoid a hurtful punch!
- ▲ Your mental strength comes from NOT punching back, NOT hurting back!
- ▲ The trick is to LISTEN to all your feelings – PAUSE! STOP! to hear them – but NOT act on them!

Note To Instructor: Go to **It Hurts!** (Activity 3C), next page.

Activity 3C

IT HURTS!

✓ **BEFORE THIS EXERCISE**, tell students:

1. The more practice we get LISTENING to things we do not want to hear, the better we get at handling them.
2. The more practice we get WATCHING our troubling thoughts rather than fighting back, the stronger our minds become.

Ask students to reveal words or phrases that hurt their feelings. Make a list of them on the board or on a chart.

Ask for a volunteer to come to the front of the class who is willing to have students shout words and phrases that are most hurtful to this volunteer. Remind students that this kind of volunteering helps strengthen their minds. Remind them also that using these words outside this exercise is disrespectful and unacceptable.

Be careful with this activity, for it may be too much for some people to do this. You may want to have two groups, perhaps boys against girls, or some other division, to perform this activity.

✓ **DO THE EXERCISE:**

Ask the volunteer to sit in a comfortable position and to keep an open mind. Tell volunteer to:

1. LISTEN to the hurtful words.
2. WATCH the hurtful feelings.
3. Let the hurt COME UP so that you can feel it.
4. Let the hurt GO AWAY.

Ask four or five students to come up and shout the hurtful words and phrases at the volunteer. Or have the two groups do this to each other.

Make sure that the hurtful words are not too hurtful. Also, make sure that the words are not swear words. Give some guidelines to the volunteers first about what words are too much and what words are more acceptable.

Give as many volunteers as you can an opportunity to do this exercise. **Make sure that the person being yelled at can take it.**

✓ **AFTER THE EXERCISE**, ask volunteers:

1. How did it feel when someone shouted hurtful words at you?
2. Were you able to just listen? Just watch?
3. Did you try to suppress what you were feeling, or were you able to let it come up?
4. Were you able to let it go away, or is it still on your mind?
7. Do you think the more you do this, the better you will get?
8. Did you find it helpful, or did it make you feel worse?
9. If it made you feel worse, how do you think you could make it feel helpful?

✓ **Ask other students:**

1. How did you feel shouting those awful words and phrases at the volunteers?
2. Did it make you feel good to shout?
3. Did you feel guilty verbally attacking someone, knowing that you might be hurting that person?
4. Were you able to put yourself in that victim's seat and realize that you wouldn't like it if you were the person sitting there?
5. Did you feel like a bully?
6. Have you ever shouted words like these at anyone? Has anyone shouted such words at you?
7. Why do you think people do this to one another?

Summary: *Read all to students as summary of what they have learned in this lesson:*

- * When you use your mind intelligently, you can reduce your chances of getting hurt, and put yourself in a powerful place.
- * When we can see ALL sides of a situation, rather than just our own, we reach a new level of understanding.
- * We will continue to practice our mental self-defense skills to walk away with confidence. You can practice them at home, too! And wherever you are in the community!
- * What makes us closed-minded, what makes us afraid or angry are memories of things that have happened to us in the past.
- * We have our sense of sight, smell, hearing, taste and touch. Our senses help us to be aware of everything around us.
- * It's important to be AWARE of people and things around you. They help unclutter your mind, and relax it. They also keep you in the moment — right here, right now.
- * When we are “empty,” we are free to focus on whatever is happening now. Fear gets in the way of seeing what's there now.
- * To be strong and confident, it is essential to be aware of how past thoughts affect us and also to be in touch with what's happening — right here, right now.
- * You can be like bamboo! You can listen to hurtful words, or avoid a hurtful punch!
- * Your mental strength comes from NOT punching back, NOT hurting back!
- * The trick is to LISTEN to all your feelings – PAUSE! STOP! to hear them – but NOT act on them!

A Quote to Note: *Use the quotation on the next page of this lesson to inspire students to think outside the box of physical skills.*

Activity 3D

A QUOTE TO NOTE

“Mastering others requires force;
mastering the self requires enlightenment.”

— *Lao-tzu*

- ✓ Write the quotation on the board, or on a chart, or simply say it several times so students can grasp it.
- ✓ Ask students to look at the quotation and think about it for a couple of minutes, silently.
- ✓ Ask students:
 1. What do you think the quotation means?
 2. Have you tried mastering someone else? Were you successful?
 3. Have you tried mastering yourself? Were you successful?
 4. Which do you think you have a better chance of mastering: yourself or someone else?
 5. When you attempt to master yourself, who must you convince?
 6. Can you convince yourself of anything if your mind is on overload?
 7. Do you think “mastering” yourself is simply seeing yourself as you are — forgetting hurtful things that people have said to you?
 8. Do you think seeing yourself as you truly are is enlightening? How so?
- ✓ **Before ending every class, congratulate students on their good work!**

LESSON 4

The Fight Inside Is the One That Needs to Stop

Breakdown of Lesson 4:

A clear mind can focus on the root of a conflict.

At the root of fear is what we perceive as differences.

At the root of peace are things we have in common.

Note To Instructor: Ask students which of the mental self-defense skills to walk away with confidence they have used this week. And ask them how it felt to use them. Take time in class to review them.

A Clear Mind Can Focus on the Root of a Conflict

1. Ask students:

- Have you noticed how the moon shines brightly on everything below it? It shines equally on everything and everyone.
- Have you seen how the moonlight is less bright when there are clouds in the sky, preventing full light from breaking through?
- Do clouds keep us from seeing the full light of the moon, even though we know it's there?

2. Tell students:

- ▲ In our lives, we also sometimes need to clear clouds in order to see more clearly.
- ▲ Let's do another roleplay that illustrates how a conflict we have can experience great help from a clear mind.

Note To Instructor: Go to roleplay “**Clearing The Clouds**” (Activity 4A) on the following pages.

Activity 4A

CLEARING THE CLOUDS

✓ **BEFORE ROLEPLAY**, tell students:

1. Sometimes we can clear the clouds from our minds if we talk with someone.
2. Talking with someone can give you a perspective you didn't have before and often help you figure out what you can do to make yourself better.

Ask for two volunteers to play the parts of **Moony** and **Gildy**.
Ask for volunteers who have not yet had the chance to roleplay.

Tell the volunteers that they are just a couple of people sitting around talking. Give them a minute to look over their lines.

✓ **DO ROLEPLAY.**

✓ **AFTER ROLEPLAY**, ask the two volunteers:

1. How did you feel about this roleplay? Was it helpful?
2. Were you able to learn anything new? If so, what?
3. Do you think the roleplay was realistic? Why?

✓ **Ask all students:**

1. Do you have conversations like this with people you trust when you're feeling angry, sad, guilty, overwhelmed?
2. Do you ever stop to think about what CAUSES the anger we sometimes feel? The violence we feel?
3. Do you think that if we understand what causes violence, we have a better chance of doing something about it?
4. Do you think understanding can come from developing physical skills only? Do we need to use mental skills?
5. Why would a bully want to harm you, or anyone? Is a bully just a victim in disguise?

Activity 4A
ROLEPLAY: CLEARING THE CLOUDS FROM THE MOON

MOONY

Hi, Gildy. You seem a little out of it today. Something wrong?

GILDY

I'm pretty upset. This kid who lives next door to us got beat up badly today.

MOONY

Oh, no! Not another one! When is it gonna stop?

GILDY

I don't think it's ever gonna stop. Makes me feel helpless, like I can't do anything. I feel like, in a way, it's my fault. He asked me to watch a football game with him today, and I said no. Maybe if I had gone, he never would have left his house....

MOONY

That's not your fault! Listen, you've gotta relax. You wanna try something I learned in a class learning how to understand what prevents peace in any conflict?

GILDY

I don't think it would help right now for me to get into peace stuff.

MOONY

No! No! Listen. Here's what you do. You sit as comfortably as you can. Come on, try this! Sit down. Close your eyes. Just do it, okay? Let the stuff you're feeling and thinking come up. You don't try to hide it or anything. Just let it be there. All you do is WATCH it. You're feeling guilty now? Just WATCH the guilt. You see it?

GILDY

Yeah. I see it. It's killing me.

MOONY

Okay, okay. Let it be there. Don't blame yourself. Just LOOK AT the guilt, like you're watching a football game, okay? Just like, there is the football game — there is your guilt. Got it? Okay, let the guilt just float up in your brain, like bubbles in a soft drink. Is it floating?

— continued

GILDY

Okay, yeah.

MOONY

Now... let the guilt go.

GILDY

What do you mean, let it go?

MOONY

You see the guilt, right?

GILDY

I see it. I feel it.

MOONY

Let it go, like you're the quarterback and you just tossed the football. Just let it go, and let the football and the guilt fly!

GILDY

(Thinks for a few seconds.) Okay, I just let it go. It's gone.

MOONY

Okay, open your eyes. How do you feel?

GILDY

Okay. Better, anyway.

MOONY

It helped me when my dad died. I felt guilty too, like it was my fault, because I didn't tell him I loved him, you know?

GILDY

I'm sorry. I didn't know that. You know what would be the best? If we could know why bullies keep beating each other up. People feel lonely or something, and they watch TV and see a big fight, and they wanna fight too. Be like the big heroes. Maybe they're not such big heroes after all, huh? What d'ya think?

—continued

MOONY

Maybe you and me — we don't need to be heroes. We stop fights BEFORE they start. How about it? We'll make a pact. Did you know that when you use mental self-defense skills — not the kind you usually see in the movies or on TV — the number one goal is to STOP a fight BEFORE it starts?

GILDY

You're kidding.

MOONY

Honest! (Pause.) I stopped a fight today.

GILDY

You did? When?

MOONY

Just now.

GILDY

I don't understand.

MOONY

You had a fight going on — inside your head. You were having a fight with the guilt inside you, right? I helped you toss away the guilt, so you don't have to fight with it anymore, right?

GILDY

So we stop fights INSIDE us in addition to the ones OUTSIDE us.

MOONY

You know what? If you can stop the fight INSIDE, there isn't gonna be any fight OUTSIDE! You get cool inside and then you don't have to get hot outside.

GILDY

This is good stuff. Where are you taking this class?

At the Root of Fear Is What We Perceive as Differences

1. Ask students:

- Do you think that many fights start when someone feels insulted, or angry?
- Do you think this may be why some police officers grow violent when dealing with people they apprehend? Perhaps the person they approach says something the officers consider offensive?
- Do you think some fights begin when someone feels afraid? Can you think of a situation when violence broke out based on someone, or a group of people, feeling afraid?
- What do you think causes fear? Are we afraid of being wrong? Dealing with strangers? Being asked to do something we don't want to do? Seeing someone as "different" from us?

2. Tell students:

- ▲ These days it's common to see arguments all over the world. Disagreements arise, for example, among political leaders. In Presidential debates in the USA, candidates focus on their differences. Each is possibly fearful that "the other" will appear "better" or "stronger".
- ▲ When fear exists, it's important to find our "empty" self — the self that recognizes our fear with an unbroken flame of attention. That flame of attention will provide us with total awareness and prevent us from being attacked, or from attacking others.
- ▲ Let's go to a roleplay among three imaginary ministers, all political leaders who insist that they are "right"!

Note To Instructor: Go to roleplay "**Fighting for Freedom**" (Activity 4B) on the following pages.

Activity 4B FIGHTING FOR FREEDOM!

✓ **BEFORE ROLEPLAY**, tell students:

1. There are many occasions when agreeing with a bully can be essential.
2. If you've ever watched country leaders and representatives in action, you know that they could benefit from learning this essential nonviolent alternative.

Ask for three volunteers to play the parts of **Minister of Utopia**, **Minister of Atlantis**, and **Minister La Paz**. Ask for volunteers who have not yet had the chance to roleplay.

Give the volunteers a minute to look over their lines. Then, tell them they are like senators and congresspeople.

✓ **DO ROLEPLAY.**

✓ **AFTER ROLEPLAY**, ask students:

1. What did you notice about the first two ministers that they had in common?
2. Did they both seem to insist on fighting with each other?
3. Had they been fighting for a long time?
4. Did it seem that they both really wanted peace?
5. Could you tell the difference between freedom fighters and terrorists?
6. Is it difficult sometimes in any war in our world to distinguish between freedom fighters and terrorists?
7. Do you think both sides are BOTH freedom fighters AND terrorists? Why do you think so?
8. Did the ministers seem to enjoy agreeing and finding a solution to their war? Did their agreement last very long?

Activity 4B
ROLEPLAY: FIGHTING FOR FREEDOM!

MINISTER OF UTOPIA

It seems I must repeat myself, Mr. Minister of Atlantis, so I will do it once again. WE are the freedom fighters, and YOU are the terrorists!

MINISTER OF ATLANTIS

My good friend, Mr. Minister of Utopia, you are wrong. WE are the freedom fighters and YOU are the terrorists! It is clear to us that you are the ones who started this war. Therefore, we have no recourse but to fight back!

MINISTER OF UTOPIA

I do not know how else to drum this simple fact into your head. You are the ones who started this war, because you are the ones who refused to accept our offer to you of a fair trade between your apples and our oranges.

MINISTER OF ATLANTIS

Any high minister would immediately understand that it is impossible to compare apples and oranges and make a fair trade out of them. I'm afraid we will have to continue this war, because we are fighting for freedom and you are terrorizing our people!

MINISTER OF LA PAZ

My colleagues! Forgive my interruption, but I couldn't help notice something I would like to share with you both. (Pause) Thank you for your attention. You both say you are fighting for freedom, correct?

MINISTER OF UTOPIA

Correct.

MINISTER OF ATLANTIS

Correct.

MINISTER OF LA PAZ

Therefore, I have two questions. First: How is it possible to "fight" for freedom? Shouldn't we be making peace for freedom? (Pauses and looks at the two other ministers.) When we fight, we only encourage more fighting, and then the fighting never ends.

MINISTER OF LA PAZ (cont'd)

Second: If you are both fighting for the same thing — freedom — then, you both agree that freedom is what everyone wants.

MINISTER OF UTOPIA

Well, I never thought of it like that before. But it's impossible, we can't possibly agree.

MINISTER OF LA PAZ

Why not?

MINISTER OF ATLANTIS

Because we never have.

MINISTER OF LA PAZ

How can you be certain?

MINISTER OF UTOPIA

Well, I suppose you have a point, dear Minister of La Paz. Just because we've always been at war doesn't mean we always HAVE TO be at war.

MINISTER OF ATLANTIS

And since we both agree that freedom is what we are fighting... I mean....what we are.....hoping for — there is no reason to fight!

MINISTER OF UTOPIA

You are absolutely right! We can call all our troops home and celebrate!

MINISTER OF ATLANTIS

You are absolutely right, too! We can celebrate together!

MINISTER OF LA PAZ

What a fascinating idea! You can laugh together, eat good food together, dance together, tell jokes together, get along together — forever — and never have to fight again.

MINISTER OF UTOPIA

What a concept!

MINISTER OF ATLANTIS

Do you think the world is ready for us?

MINISTER OF UTOPIA

Maybe this is a new disease we could spread, called "understanding."

MINISTER OF ATLANTIS

Or we could call it “mind like moon.”

MINISTER OF UTOPIA

Or, “finding our empty selves!”

MINISTER OF ATLANTIS

I think “mind like moon” is better.

MINISTER OF UTOPIA

Actually, “mind like water” is much better.

MINISTER OF ATLANTIS

No, I think “mind like moon” is it.

MINISTER OF UTOPIA

No! You’re wrong!

MINISTER OF ATLANTIS

I am NOT wrong! YOU are wrong!

MINISTER OF LA PAZ

Ministers! Ministers! Please! Let’s find our mind like moon,
mind like water, and empty selves — right now!

(The three ministers bow to one another.)

At the Root of Peace Are Things We Have in Common

1. Ask students:

- Just as arguments occur among political leaders in the world, they can also occur closer to us.
- When disagreements arise at home, at school or in our community, do you participate in resolving them? Do you walk away? Do you talk? Do you try to reason things out?
- Do you look for ways that you disagree — ways you are different — or do you look for things you have in common, in order to reach some kind of agreement?
- When you meet someone new, do you look for things you have in common, or do you look for ways you are different?
- Can you see how noticing similarities — instead of differences — may be important to peaceful relationships?

2. Tell students:

- ▲ Look around at your fellow students. What are three things you see in someone that are different from you?
- ▲ Look around again and see if you can find three things you have in common with another person. What are they?
- ▲ On the school playground, sometimes fights erupt. The next time you are provoked to fight, you can take a new stance. You can decide to NOT fight. It's up to you.
- ▲ Power does not come from punching and kicking someone. Power comes from attitude, form, speed, physical strength AND understanding yourself and how you behave.
- ▲ When you can understand what you do and why you do it, you develop an understanding of yourself, an important aim in achieving the highest self-defense goal, and finding commonality with other human beings.

Note To Instructor: Go to roleplay “I Don’t Fight,” Activity 4C, on the following pages.

Activity 4C

I DON'T FIGHT!

✓ **BEFORE ROLEPLAY**, tell students:

1. Every day there are people, places and things that can trigger a reaction in us to fight.
2. When we become familiar with how they trigger this reaction in us, we get better at SEEING what they are, and better at deciding NOT to fight.

Ask for a volunteer to sit in a “hot seat” in front of the class and be willing To practice **refusing to fight** — by stopping to THINK, by seeing what he or she has in common with her aggressor.

Tell all other students to think of one slur — one nasty, mean thing to say to this volunteer that could motivate the volunteer to want to fight.

Be sure that the slur is not swearing, or too hurtful. Ask for examples first, to make sure of this. Tell the volunteer that this is a real lesson in staying strong and focused!

✓ **DO ROLEPLAY.**

✓ **AFTER ROLEPLAY**, ask volunteer:

1. Did any of the slurs and mean words get to you?
2. What was running through your mind?
3. What did you tell yourself about these words and thoughts?

Ask students:

1. How did it feel to curse and put this volunteer down? Did it get rid of aggressive feelings? Make you feel stronger? Did it resolve any conflict in your mind?
2. Did you feel like a bully?

✓ **INVITE MORE VOLUNTEERS** to sit in the “hot seat” and experience what it’s like to be angrily bullied by words. **Talk about it!**

Activity 4C

ROLEPLAY: I DON'T FIGHT!

VOLUNTEER

The highest goal in understanding what prevents peace is to NOT fight. Therefore, I will NOT fight. I don't fight. Don't try to make me. Nothing you can say will make me get angry or upset. I control my mind — not you.

STUDENT #1

You are a creep! I hate your guts, because you are different from me in many ways (name some ways – *make sure that it's not too brutal*). I think you should get out of town!

VOLUNTEER

Your words don't upset me. I control my feelings — not you.

STUDENT #2

You really look like an idiot. Your clothes are ugly and so is your Face. Where did you get those clothes, in a garbage dump? (Name some things — *make sure it's not too brutal*.)

VOLUNTEER

I control my feelings — not you. I know what I wear and it looks good to me, and that's all that matters. So your nasty comments don't bother me. I am in control of how I feel about myself, and I look fine.

=====

- ✓ Continue in this way, encouraging students to come up, one at a time to try to incite this volunteer to riot.
- ✓ Give the volunteer the opportunity to respond, peacefully and calmly every time a student tries to create conflict.
- ✓ Let students be creative and make up their dialogue.
- ✓ **IMPORTANT:** At the end of each session, make sure the volunteer "victim" understands that this was a rehearsal for dealing with real bullies and that anything said was not meant to be true or hurtful.

Summary: *Read all to students as summary of what they have learned in this lesson:*

- * The root of a conflict we have can experience great help from a clear mind.
- * In our lives, we often need to clear clouds so we can see more clearly.
- * These days it's common to see arguments all over the world — between people, groups, communities, and nations.
- * Disagreements arise, for example, in politics. In Presidential debates, we watch as candidates focus on their differences. Each is possibly fearful that “the other” will appear “better” or “stronger.”
- * When fear exists, it's important to find our “empty” self — the self that can recognize our fear using the unbroken flame of attention. That flame will provide us with total awareness and prevent us from being attacked, or from attacking others.
- * Every day, be aware of the people around you – at home, at school, and within your community. Focus and become aware of what differences you see, and what similarities you find.
- * On the school playground, sometimes fights erupt. The next time you are provoked to fight, you can take a new stance and decide to NOT fight.
- * Power comes from attitude and understanding yourself and how you behave.
- * When you can understand what you do and why you do it, discovering what you have in common with others in the world, you develop an understanding of yourself, a necessary quality in achieving the highest goal.

A Quote to Note: *Use the quotation on the next page of this lesson to inspire students to think outside the box of physical skills.*

Activity 4E

A QUOTE TO NOTE

“As a mirror’s polished surface reflects whatever stands before it, and a quiet valley carries even small sounds, so must the student of Karate empty one’s mind of selfishness in order to respond appropriately to anything one might encounter. This is the meaning of Kara, or ‘empty’ in Karate.”

— *Gichin Funakoshi*

- ✓ Ask students to listen quietly as you read this quotation.
- ✓ Read the quotation as many times as you think your students need to develop some kind of feeling or understanding of it.
- ✓ Ask students to contemplate the quotation silently for a minute.
- ✓ Afterward, ask:
 1. What does this quotation mean to you?
 2. Which of the words stick out in your mind?
 3. What does it mean to “empty one’s mind of selfishness”?
 4. Do you think this quotation refers to our “empty” self?
 5. Have you noticed how a mirror reflects everything, just as it is? Is it like the moon that shines on everything and everyone equally?
- ✓ **Before ending every class, congratulate students on their good work!**

OUR CONDITIONING IS BASED ON FEAR



LESSON 5

Peace Calls for Transformative Insight

Breakdown of Lesson 5:

The conditioned fight inside can be transformed into peace.
Rather than react to a threat, we act from our insight.
Being able to stop a fight before it starts is powerful.

The Conditioned Fight Inside Can Be Transformed Into Peace

1. Ask students:

- Would you say that most of us have been taught to think and act in certain ways — sometimes to obey orders, rather than being taught to ask questions and think for ourselves?
- Some things we're taught to do are important. For example, if we're taught to stop for a red light, should we do it?
- But if we're told to insult someone, should we do it?

2. Tell students:

- ▲ When we question people and things in our lives, we are thinking for ourselves.
- ▲ We don't always need a set answer. A set answer can turn into a fixed image in our brain. More than an answer, we need to *understand*.
- ▲ Questioning causes us to see beyond an answer. Just by looking, asking and seeing, we gain insight. We learn through our own experience.
- ▲ Power is not the ability to dominate other people; it is the ability to know yourself and to understand others.

Note To Instructor: Use the exercise below “**Tug of Peace**” (Activity 5A) to demonstrate to students the difference between working against one another and working together.

Activity 5A

TUG OF PEACE

✓ **BEFORE EXERCISE:** Tell students:

1. When we strain against the push of what's happening to us here and now — we exert a lot of energy, and usually get nowhere.
2. When we move in the direction of a pull, our movement is effortless, easy, and we “go with the flow.”

✓ Have ready two or three pieces of long, thick rope tied together to make a huge loop, which 10 students can hold onto as they sit in a circle. Create as many groups (minimum of 8 students) as you can.

✓ **DO EXERCISE:** Tell students:

1. Half of you stand on one side of the room, and half on the other. Grab a place on the rope and each side pull as hard as you can. This “Tug of War” will produce a “winner.”
2. Now, students, sit in a circle and arrange the rope so it's in front of your feet, making a circle in front of you. Pick up the rope and pull at the same time as you stand up. *(If everyone pulls together, they should all be able to stand up together.)*
3. If you don't succeed this time, sit down with the rope and let's try again. Pay attention to how everyone next to you is rising, so you can stand together evenly.

✓ **AFTER EXERCISE:** Ask students:

1. How did it feel to be pulling together? Did you have a common focus?
2. Why do you think this exercise is called “Tug Of Peace”?
3. How can this exercise help you in dealing with a bully?
4. Can you envision yourself working “together” with a bully in preventing a fight? In what ways?
5. Would you push *against* the bully, or try to stop a fight with the bully — giving and taking, understanding and yielding?

Rather Than React to a Threat, We Act from Our Insight

1. Ask students:

- How important is it to act spontaneously instead of from habit, something you do the same way, every day?
- Do you think that when we act from habit, we're not acting spontaneously, naturally? Do you think habit creates a re-action — acting from outdated ways of existing, like living by ancient instincts to protect us unnecessarily from a threat of the other groups that are different from our group?
- Is insight acting immediately, right now, free from the past?

2. Tell students:

- ▲ It's difficult to change a custom you know well, because it has become a habit. There's a place for habit, but there is a more important place for acting freely without the burden of the past. This is much like asking a question instead of simply accepting something you hear.
- ▲ When we can take ourselves out of a deeply ingrained, single-minded way of doing something exactly the same way it has always been done — we use our beginner's mind.
- ▲ When life presents us with difficult decisions, it's good to have had the experience of insight and to see things as if you're seeing them for the first time.
- ▲ Acting based on insight is a new kind of understanding. It is not something you learn, like math, for example. It comes from a heightened awareness — from thinking calmly, listening to your body, your mind and their impulses.
- ▲ Following is an imagined roleplay between the famous Greek Athenian philosopher Socrates, known for his wisdom and writings, and the Greek god Hercules, known for his strength and adventures.

Note To Instructor: Choose two volunteers who have not yet had the opportunity to roleplay. Give them copies of the roleplay “**Let’s Make A Deal!**” (Activity 5B), and a couple of minutes to look over the dialogue.

Activity 5B

LET'S MAKE A DEAL!

✓ **BEFORE ROLEPLAY**, tell students:

1. Reasoning with a bully can be very effective, if the bully has a reasonably strong mind.
2. When you can reason with a bully, you are already halfway toward stopping a fight from ever happening.

✓ Choose the two volunteers:

Tell **Hercules**: You are a bully with a strong body and strong mind.

Tell **Socrates**: Your mind is your fortune. Your reasoning ability is famous.

✓ **DO ROLEPLAY.**

✓ **AFTER ROLEPLAY**, ask students:

1. How did Socrates handle this big bully?
2. Do you think Socrates was able to keep a clear mind?
3. Did Socrates use quick thinking? They both asked one another a lot of questions, didn't they?
4. Do you think Socrates would have been successful in this nonviolent alternative if Hercules had been more volatile, angry, upset and less easy to talk to?
5. Which of the 12 mental self-defense ways would you have used if Hercules had been threatening?
6. Did Hercules and Socrates essentially make a deal? Did they come to an agreement?

Remind students: It's important to know how to think about what to say so you don't hurt others, and they don't hurt you. As you grow up and take on more responsibilities, it is necessary for you to know how to reason. It will strengthen your life and make it more enjoyable. So, practice!

Activity 5B

ROLEPLAY: LET'S MAKE A DEAL!

Hercules

Well, if it isn't my old buddy, Socrates. What's happening, Soc?

Socrates

Doing well, Hercules. I was just philosophizing about how some of us are stronger than others of us.

Hercules

So! You recognize that I have greater strength than you, eh? And by so recognizing my wondrous strength, you also recognize that if you do not give me that paper you are writing on, I'm going to have to take it from you forcefully.

Socrates

My good friend, Hercules, whatever would you want to use paper for? You do all your thinking with your fists, do you not?

Hercules

Now, Soc, you know by now that I keep these muscles in shape by tearing bundles of paper into shreds. It's my personal way of recycling.

Socrates

But if you take my paper, I will have nothing to write upon, and all the wisdom of the ages will have to remain in my brain.

Hercules

On the other hand, if you don't give me that paper, you won't have to worry any longer about your brain, because I will personally bash it in.

Socrates

And if you personally bash in my brain, you will no longer have anyone to pick on. If you let me keep my paper, I will give you my bag of rocks and stones.

— continued

Hercules

What the heck will I do with a bag of rocks and stones?

Socrates

Why, you can lift the bag every day, 400 times, and make your muscles even stronger! You start today with only one big rock; tomorrow you add another rock; and in no time, you will be able to lift all the rocks at once!

Hercules

But these rocks are not enough! I want to be able to lift the world!

Socrates

All things in time, Hercules. I am happy to be of assistance to you in your workouts. With this paper, I can write down just how many rocks and stones you have lifted each day. And you too will be able to write and leave for posterity a record of how you came to lift the world! It will be right here, on this paper!

Hercules

You don't say? I'm gonna be famous! Okay. Keep the paper. (Pause.) But you're gonna have to give me your pen.

Being Able to Stop a Fight Before It Starts Is Powerful

1. Ask students:

- Socrates's focus was primarily mental, and Hercules' focus was primarily physical. Yet, by talking, did they come to an agreement that worked for both of them?
- Do you think that understanding and recognizing another person's thoughts and feelings is a sign of respect?
- Do you think that acting respectfully to everyone is a representation of good manners in the world?
- What does it mean to have an open mind? Does it mean to be aware of your thoughts and feelings as well as the world around you — and to treat people with respect?

2. Tell students:

- ▲ Respect is the act that conquers fear.
- ▲ When your mind is strong enough to show respect for others, you can walk forward, or walk away, with confidence.
- ▲ By using the 12 mental self-defense skills to walk away with confidence, you respect yourself by not fighting, and you develop your ability to stop a fight before it can ever begin.
- ▲ Power is not the ability to hurt or dominate other people; it is the ability to understand your self and demonstrate respect for other people who share this world in which we all live.
- ▲ Being able to stop a fight — a fight inside yourself — before it starts — is extremely powerful. It makes you feel powerful.
- ▲ Whatever anger, sorrow or fear you carry with you hurts you and weakens your mind. That's why memories do not have to interfere with our living right here, right now — in the present. We can understand them, and then move forward.

Note To Instructor: Go to “**Mukuso —The Movie in My Mind**” (Activity 5C) on the following page.

Activity 5C

MUKUSO — THE MOVIE IN MY MIND

Tell students:

Anytime you find yourself frightened by a person, a movie, a scary story or awake from a nightmare — try this. Let's practice. Let's pretend you are in a peaceful place, just you, by yourself.

- ✓ Sit in a quiet place in mukuso (meditation). Allow the images in your mind to come up. Are you seeing something scary? What is it? Just WATCH it. Let it come up and then let it go. If you need to get more calm, count your breaths.
- ✓ Remember Moony and Gildy? This is how Moony helped Gildy clear the clouds from the moon.
- ✓ As you begin to see these images, watch them as if your mind was a movie screen. Don't think of them as fearful or joyful; just look at them. Realize that the images are moving pictures and will not hurt you.
- ✓ If a particular image really bothers you, do your best to just face it. When you can face it, you can then let it go!
- ✓ YOU have control over these images. For example, if your scary image is a bad guy:
 1. Talk to the bad guy. Tell this guy you are not afraid.
 2. Tell the bad guy a joke to make him/her laugh.
 3. If the image is big, make it small. If it looks scary, make it smile, dance, or make it hug you!
- ✓ You will find out that you have control over these images. The more control you have, the less they will have over you!
- ✓ The more control you have over these images, the more you strengthen your mind.
- ✓ It's peaceful work that makes you very strong!

Summary: *Read all to students as summary of what they have learned in this lesson:*

- * We don't always need set answers. A set answer can become a fixed image in our brain. More than getting an answer, we need to *understand*.
- * Questioning causes us to see beyond an answer. Just by looking, asking and seeing, we gain insight. We learn through our own experience.
- * Power is not the ability to dominate other people; it is the ability to know yourself and to understand others.
- * When we can take ourselves out of a deeply ingrained, single-minded way of doing something exactly the same way it has always been done — we expand our insight.
- * Acting based on insight is a new kind of understanding. It is not something you learn, like math, for example. It comes from a heightened awareness — from thinking calmly, listening to your body, your mind and their impulses.
- * Respect is the act that conquers fear. When your mind is strong enough to show respect for yourself and others, you can walk forward, or walk away, with confidence.
- * By using the 12 mental self-defense skills to walk away with confidence, you respect yourself by not fighting, and you honor the highest goal in understanding what prevents peace, which is to stop a fight before it can ever begin.
- * Power is not the ability to hurt or dominate other people; it is the ability to understand yourself and demonstrate respect for other people who share this world in which we all live.
- * Being able to stop a fight — a fight inside yourself — before it starts — is extremely powerful. Stopping a fight inside you makes you FEEL powerful.
- * Whatever anger, sorrow or fear you carry with you only hurts you and weakens your mind. That's why memories can stay with you as long as they do not interfere with your living right here, right now — in the present.

Activity 5D

A QUOTE TO NOTE

“Be patient with all that is unresolved in your heart,
and learn to love the questions themselves.”

— *Rainer Marie Rilke*

- ✓ Ask students to contemplate the quotation silently for a minute.
- ✓ Afterward, ask:
 1. What does this quotation mean to you?
 2. Do you think Rilke was a wise person?
 3. What did he understand about life?
 4. Do you think he may have made his realization after meditating in Mukuso?
 5. Is Mukuso something you can do anytime, anywhere — whenever you feel a need to calm down?
 6. What’s one new thing you understand about life that you didn’t understand a month ago?
- ✓ **Before ending every class, congratulate students on their good work!**

LESSON 6

Our Conditioning Is Based on Fear

Breakdown of Lesson 6:

We are creatures of habit, understanding our conditioning in three ways.
Explanation, Example, Experiencing: foresight, hindsight, insight.
We need challenge, discovery and awareness to overcome fear.

We Are Creatures of Habit, Understanding Our Conditioning in Three Ways

Note To Teacher: Create a chart to put up in the classroom with two columns: **Positive Conditioning** and **Negative Conditioning**.

✓ Ask Students:

- What is conditioning? Would you say it's training of some kind?
- Is it what happens when a stimulus of some kind evokes an instinctive, reflexive response? Like stopping for a red light? Reaching for a tissue when you sneeze? Wanting to either fight or run away when you are frightened?
- Is conditioning a form of psychological learning where we're taught to think, feel and behave in certain ways? For example, instantly becoming "on guard" when we meet someone who's different from us in some way?
- What's an example of positive conditioning you can think of?
Invite students to write their example on the appropriate chart you've created.
- What's an example of negative conditioning you can think of?
Encourage all students to respond. Add to the chart.
- Do you think we are all conditioned to think and act in certain ways as a means of survival — perhaps to survive a threat, a fear, or just an everyday situation?

✓ **Tell students:**

- ▲ There are three forms of conditioning:

Biological. Our bodies are naturally driven to eat, drink and need sleep. This is conditioning we do not have to think about. When your body needs food, water or sleep, it automatically craves these things.

Physical. Physical conditioning of the body is not automatic. We work to get our bodies in shape. But, after stretching, bending, working out, our muscles get physically conditioned to these exercises, which, in time, get easier – sometimes effortless. Our bodies become “conditioned” to the workout.

Psychological. Psychological conditioning is training of the mind. It is behavior that’s been taught and repeated over and over until it becomes a habit – something we think about a lot when we first learn it, then hardly at all once we know it — like stopping for a red light, or brushing our teeth.

✓ **Ask students:**

- Do you think there’s danger in being conditioned to eat when you’re hungry, drink water when you’re thirsty, or sleep when you’re tired? What kind of conditioning is this?
- Would you say there’s danger in conditioning your muscles to bend and stretch and move easily? What kind of conditioning is this?
- Do you think there’s danger in being conditioned to stop for a red light? What kind of conditioning is this?
- Do you think there’s danger in believing that some people are better than others? What kind of conditioning is this?
- Are there times when you feel so “out of it” that you don’t feel like yourself? Could this have something to do with your psychological conditioning? Let’s find out!

Note To Teacher: Go to “**My Zombie Zone!**” (Activity 6A), next page.

Activity 6A MY ZOMBIE ZONE!

- ✓ **Bring to class a diagram of the human brain, or draw a large diagram on the board or on a chart. Have fun with this!**
- ✓ **Create such “removable” parts of the brain as:**
 - **Sensations**
Hot, cold, tired, excited
 - **Needs**
Food, water, shelter
 - **Feelings**
Hurt, joy, anger, sadness
 - **Thoughts & Beliefs**
“My parents don’t understand me.”
“I don’t think anyone likes me.”
 - **Information**
My name, address, telephone number.
 - **Zones**
Zombie!
Awake!
Enlightened!
Transformed!
Supercharged!
- ✓ **Ask students:**
 - What is a **sensation** that makes you feel like you’re in a kind of Zombie Zone, where you’re not really yourself?
 - Is there a **need** that makes you feel like you’re in your Zombie Zone?
 - What **feelings, thoughts** and **beliefs** put you in your Zombie Zone?
 - Is there **information** in your brain that puts you in that zone?

✓ **Tell Students:**

- ▲ We are all creatures of habit with daily patterns of walking, talking, thinking, speaking and acting — doing things we've been conditioned to do that we rarely think about, if ever.
- ▲ Some of these habits put us in our Zombie Zone, where we are in a daze; others, in our Supercharged or Enlightened Zone, where we are awake and aware of how our thoughts and feelings are making us act.
- ▲ A huge problem with being in any of our zones is that we are stuck in patterns that may have been taught to us by parents, friends, teachers, religious and community leaders, so-called experts, as well as television or the Internet.
- ▲ We get trapped in the comfort of our zones and don't take the time to look outside them — to look and see what else is out there — until we are challenged by a situation that's different from what we're accustomed to.

✓ **Ask Students:**

- What's one of your habits that you think is positive?
- What's a habit you have that you think could use change?
- Do you think we get into disagreements with people because of habits we have that we don't want to change?
- Do you think we get into conflict with people because of habits we have that we may not even be aware of?

Note To Teacher: Go to “I’m a Creature of Habit!” (Activity 6B), next page.

✓ **Tell Students:**

- We're going to do another roleplay, so we need two volunteers to read the parts of Dale and Sammy.
- In this roleplay, you'll need to begin your conversation calmly, then get angrier and angrier. Get into your parts! (*Give the Volunteers a minute to look over their parts.*)

Activity 6B:
ROLEPLAY: I'M A CREATURE OF HABIT!

DALE

It's your turn to pull the weeds today.

SAMMY

I can't, I'm going the school baseball game.

DALE

I pulled them last weekend, and this weekend it's your turn.

SAMMY

Look, I'm not pulling weeds today, so you can forget it.

DALE

(Angry:) You HAVE to! We made a deal, and you HAVE to.

SAMMY

I don't HAVE to do anything! Let's switch. You do it two times in a row, and then I'll do it two times in a row.

DALE

(Angry:) You do this EVERY time we make a plan. You say you'll do it; then you mess it up! What's the matter with you?

SAMMY

You like everything perfect, don't you! Everyone always has to do everything the same. Well, NOT THIS TIME!!!

DALE

(Angrier:) I'm gonna tell Mom that you're backing out of the bargain.

SAMMY

(Angry:) Fine! And I'll tell her you're always being a goody-goody.

DALE

(Very angry:) Listen, you idiot. I do what I'm told because that's how it should be.

TERRY

(Very angry:) You're a stick-in-the-mud, and you know it!

✓ **Thank the volunteers.**

✓ **Ask students:**

- Is there a war starting here? How did it start? Who got angry first? Why, do you think?
- Do you think little wars like this one happen every day?
- Do you think this battle has anything to do with Dale and Sammy's conditioning? How are they conditioned?
- Do you think it's positive conditioning, or negative conditioning?
- Do you suspect they are both afraid? What do you think they're afraid of?
- Does any of this have anything to do with their survival instinct?
- What do you think they're afraid of not surviving? Their pattern? Their integrity? Their pattern?

Explanation, Example, Experiencing; Foresight, Hindsight, Insight

✓ **Tell Students:**

- ▲ Conflict is a struggle that grows out of two opposing forces. Both forces may be inside you. For example, perhaps you have homework to do, and don't want to do it.
- ▲ Most of our battles begin with inner conflicts like this one, then grow into larger ones. For example, you decide to not do your homework, and the teacher calls on you in class the next day. Now, you're embarrassed in front of the class.
- ▲ To prevent conflict inside us — and to do well in our classes — we need to learn how to resolve the little wars that start in our brain. When you have homework, do it! Conflict? Gone!
- ▲ If we can learn how to stop the little "wars" inside us, perhaps we can learn how to stop the bigger ones outside us, and even the greater ones around the world.

- ▲ The key is to be aware of negative conditioned thinking, right when it arises! And when it does arise, we can undo it by NOT acting on it.

✓ **Ask students:**

- Who can give me a definition of the word “explanation”? *Encourage all responses; there are no “wrong” answers.*
- Who can define the word “example”? *Encourage all responses; there are no “wrong” answers.*
- How is an **example** different from an **explanation**? *Again, allow students to think on their own.*
- Who can define the word “experiencing”? How is **experiencing** different from an **explanation** or an **example**?

✓ **Tell Students:**

- ▲ Your definitions are all excellent. Now we’re going to go a bit deeper into our definitions.
- ▲ **Explanation.** Explaining is what I’m doing right now. You and I speak the same language, so if I explain something to you, you’ll probably understand it. The process of explaining is a learning procedure where someone communicates information to another. This explanation gives you **foresight** – knowledge gained by looking *forward*.
- ▲ **Example.** Offering an example is the next step in learning. This is a way to personalize an explanation with the thought, “Oh, I know what you’re describing. I remember when this happened to me. I was doing such-and-such.” This is **hindsight** — knowledge gained by looking *backward*.
- ▲ **Experiencing.** This stage has nothing to do with thought. It is based on what’s happening to you now, in the moment. Thought is used to explain it, as I am doing here, but thought is not what’s doing the Experiencing. When something happens to you in the moment, **insight** is what’s happening – by looking *inward* — inside yourself.

Note To Teacher: Give each student a copy of “**My Caught in Thought Tree**,” Activity 6C, next page.

Activity 6C
MY “CAUGHT IN THOUGHT” TREE!



EXPLANATION:

I explain what I’m doing.
Using thought, I have foresight!
But I cannot end conflict by explaining,
because I am caught in thought.

EXAMPLE:

I offer an example of what I’m doing.
Knowledge based on looking backward.
I possess hindsight! But I cannot end conflict,
because I am caught in thought.

EXPERIENCING:

I am experiencing what’s happening right here, right now.
Something’s happening, and I am in the moment. Since I am not
caught in thought, I achieve insight!

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



KNOWLEDGE

It comes from our collective past. It can trigger automatic
programmed reaction. But it cannot end conflict.
It only postpones immediate insight, while still being caught in thought.

INSIGHT

It is immediate! It can dispel any divisiveness that comes from
this automatic programmed reaction!
It allows us to act from what seems right in the moment!

- ✓ **Read to students the following story by Dr. Terrence Webster-Doyle, then ask the questions that follow:**

Last spring I was walking around the lake near our home when I came across a Hispanic man (I assumed Mexican) working in a neighbor's garden. As I passed him I said, "Good morning" (in English). He kept his face down in his work and didn't respond to me. It seemed to me that he had an image of me as the "big white Patrón" (boss) and that he was just a peon, a lowly worker, perhaps just over the border (there is a lot of prejudice toward Mexicans where we used to live).

So I thought to myself that when I came back around the lake that I would try something. I said (in Spanish), "Buenos días, Señor. Cómo está?" He lifted his head and looked straight into my eyes with confidence and said, "Bien, bien gracias. Y usted?"

At that moment there were two men greeting each other without any conditioned prejudicial thinking. There was a moment of complete freedom from conditioning. In that moment we were not separated by any preconceived prejudices, by any ethnocentric knowledge that we had been indoctrinated into and were therefore unhindered by pre-judgments (knowledge) that had separated us. In the moment of this experience, there was no discord between us and I understood instantly that I could never hurt or take advantage of this man who was essentially like me.

I understood in that moment that this freedom from conditioned thinking is what we all look for, but cannot find, because we look for it by seeking solutions to the problems of conflict — in knowledge, methods, ways, definitions, and explanations — instead of just being aware of our state of mind in that moment, being aware of the "knowledge" we had of each other that caused a separation between us. Before that moment of recognition of the humanness of each other we were both "caught in thought," caught in our habitual conditioned images that we thought were real, images that divided us. At that moment, I realized that conflict is not a problem to be solved, but a reality to be seen.

1. Which part of this story is explanation?
2. Which part is an example?
3. What part of this story is experiencing?
4. What insight did Dr. Webster-Doyle have in this story?
5. What conditioning in himself did he discover?
6. Was his experience an enlightening one? In what way?

We Need Challenge, Discovery and Awareness to Overcome Fear



Tell students:

Challenge. Every day we get the opportunity to face a challenge — an invitation to the mystery of doing something new. This dares us to face what lies before us and to participate in a new adventure.

Discovery. Once new and different possibilities fill our minds, we begin to make discoveries — sometimes surprising ones — that come simply from looking closely at the world around us.

Awareness. Our discoveries lead us to things we've not been aware of before. Our sharpened minds fill with new questions — sometimes that have no immediate answers. Some of the most exciting questions are not always answerable, because they give us the opportunity to see with a beginner's mind, and explore.

- ▲ Let's look at our lessons through the eyes of our challenges, our discoveries, and how they lead to our awareness.
- ▲ Because recognizing the conditioning in our minds is new for us, it's important to talk about it and become more *aware* of its presence.
- ▲ We are conditioned in broad, grand ways — such as how we treat Earth's environment, ecology, birds and animals; and the way our society deals with people in general.
- ▲ In a nanosecond (one-billionth of a second), we can move from Explanation and Example to Experiencing. Sometimes it can simply happen TO us. But understanding what PREVENTS it from happening is what awareness is all about.
- ▲ What this understanding takes is **sustained awareness** of how thought creates and sustains a conflict.
- ▲ So let's wake up and sustain our awareness!

Note To Teacher: Go to “**My Undoing! Conflict Situation #1**” (Activity 6D), next page.

Activity #6D
CONFLICT SITUATION: MY UNDOING!

- ✓ **Divide students into four to six groups (groups of 4 or more are good).**
Give each group a separate place to work in the classroom. Or, if the weather is good, have some groups go outside, to a playground or other area.
- ✓ **Also make a copy (copies) of “Conflict Situation #1” (below) for each group.**
- ✓ **Tell students:**
 1. Everyone will receive the same conflict situation.
 2. Work quickly, efficiently and as quietly as possible (if they’re all in the same work space). Give each team member a chore (i.e., you take notes, you conduct the dialogue, you keep time), or ask the group to assign responsibilities.
 3. Instead of using knowledge we already have to “do” something — to attempt to solve a conflict situation that is not working — we are going to “undo” it so something new can happen. It will be up to you to make a note of anything and everything in this situation that contributes to the conflict situation – and remove it.
 4. Photocopy **Conflict Situation #1** (below) to give to each group. But first, read it aloud – twice – to all students:

Conflict Situation #1

It has become apparent that there has been bullying going on at school. You know who the bullies are, and who their victims have been. The school has attempted to use programs in the school to prevent bullying, but school administrators do not seem to be aware that the programs are not working.

Students have complained to teachers and other administrators, but no one seems to have done anything to change things. You are concerned that more bullying will lead to dangerous situations and you want to do something about it.

What would you suggest doing to get started?

How many people will it take, and who should get involved?

How would you handle the bullies? How would you handle the victims?

How would you bring bullies and victims together?

- ✓ **After giving each group a copy of the conflict situation and reading it aloud twice: Say, “You have 20 minutes. Go!”**
- ✓ **After 20 minutes, call time.** Have each group report on its findings, as quickly and efficiently as possible.
- ✓ **Ask students the questions outlined in the activity.**
- ✓ **Congratulate students on their good work!**

Summary

- * Conditioning is what happens when a stimulus evokes an instinctive reaction. It’s a form of psychological learning where we’re taught to think, feel and act in certain ways.
- * There are three forms of conditioning: biological, physical and psychological.
- * Some psychological conditioning is positive and some is negative.
- * We’re all creatures of habit who have daily patterns of walking, talking, thinking, speaking and acting.
- * Some of our habits keep us stuck in zones of patterns we’ve kept for years, never questioning whether or not they are helpful to us.
- * A huge problem with being in any of our zones is that we are stuck in patterns that may have been taught to us by parents, friends, teachers, religious and community leaders, so-called experts, as well as television or the Internet.
- * We get trapped in the comfort of our zones and don’t take the time to look outside them — to look and see what else is out there — until we are challenged by a situation that’s different from what we’re accustomed to.
- * Some of these habits put us in our Zombie Zone, where we are in a daze; others, in our Supercharged or Enlightened Zone, where we are awake and aware of how our thoughts and feelings are making us act.
- * Conflict is a struggle that grows out of two opposing forces. Both forces may be inside you.
- * Most of our battles begin with inner conflicts, then grow into larger ones.

- ✧ To prevent conflict inside us — and to do well in our classes — we need to learn how to resolve the little wars that start in our brain.

**If we can learn how to stop the little “wars” inside us,
perhaps we can learn how to stop the bigger ones outside us,
and even the greater ones around the world.**

- ✧ The key is to be aware of negative conditioned thinking, right when it arises. And when it does arise, we need to understand that we can undo it by NOT reacting to it, by not judging it.
- ✧ **Explanation.** The process of explaining is a learning procedure where someone communicates information to another. This explanation gives you a kind of foresight – knowledge gained by looking *forward*.
- ✧ **Example.** Offering an example is a way to personalize an explanation with the thought, “Oh, I know what you’re describing. I remember when this happened to me. I was doing such-and-such.” This is hindsight — knowledge gained by looking *backward*.
- ✧ **Experiencing.** This is based on what is happening to you now, in the moment. When something happens to you in the moment, insight is what’s gained – by looking *inward* — inside yourself.
- ✧ Because recognizing the conditioning in our minds is new for us, it’s important to talk about it and become more *aware* of its presence.
- ✧ In a nanosecond (one-billionth of a second), we can move from Explanation and Example to Experiencing. Understanding what PREVENTS experiencing from happening is what awareness is all about. So let’s wake up and sustain awareness!

Activity 6E

A QUOTE TO NOTE

“As the sun makes it new,
Day by day make it new,
Yet again make it new.”

— Confucius



Ask students:

1. What does this quotation mean to you?
2. How do you relate it to creating a strong mind?
3. Do you think it inspires us to have a beginner's mind?
4. How do you think this quotation can help a bully?
5. How do you think this quotation can help you deal with a bully?
6. What would you do to relate this quote to the battles we face every day?
7. If you contemplate this quote in mukuso, do you think it can help you feel peaceful?

LESSON 7

Fear Is What Leads to Conflict

Breakdown of Lesson 7:

Disagreements arise, but they can be stopped.

Disagreements often escalate into wars, which are harder to stop.

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

Disagreements Arise, But They Can Be Stopped

Note To Teacher: Encourage students to continue making additions to your chart: **Positive Conditioning** and **Negative Conditioning**, on an ongoing basis.

✓ Ask Students:

- How does a disagreement start? Does someone get upset or angry? What happens next?
- When someone gets upset or angry, do you think it's due to something that's just happened, or is it based on something that may have happened in the past?
- Do you think most of our disagreements are based on things that happened in the past — thoughts that get triggered when something occurs that reminds us of a former situation?
- When such a situation arises between two people, hopefully an agreement can be reached, and the two people can find a way to settle their differences.
- When such a situation arises between two countries, agreement is most often far more difficult, and settling differences becomes complicated.

Note To Teacher: Read the following story “**Through the Eyes of Peace**” (Activity 7A), next page, aloud to students. Be a passionate storyteller!

Activity 7A

Story: Through the Eyes of Peace

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"What are they shouting about?" she inquired.

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

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

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

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

✓ **Ask students:**

- Are both sides fighting in this story?
- What are they fighting about?
- Is the fight about something that happened today? When?
- Is this an indication that they are living in the past – fighting over something that happened a long time ago?
- Why do you think they continue to fight?
- Do you think their fighting has something to do with their conditioning?
- Do you think the young girl is right — that the people she saw fighting were afraid of something? If so, what do you think they were afraid of?

✓ **Tell Students:**

- ▲ We are looking, once again, at the drive to survive. At the core of survival is the need to identify with a group – one’s own group — so we feel safe — protected.
- ▲ No one is pointing a gun at either side of this conflict, so the threat they appear to feel does not need this kind of immediate attention. However, they FEEL threatened.
- ▲ What is happening in their brains is a threat based on the IMAGE of a threat.
- ▲ A gun can hurt them, but an image cannot. Still, our old brain cannot tell the difference between a real threat and a supposed threat — so these opposing-ideology groups are ready to fight based on ideas that are no real danger, for they are ONLY mental pictures.
- ▲ Both sides have been conditioned for so long that it’s hard for them to be rational. They cannot see that the image of the threat — that of the “other” group as their enemy — is simply an image. It is not a real threat, but it is triggering their biological “fight or flight” system — as if it were real.

- ▲ This image creates a “biological self-defense blueprint,” like a computer database, that over time creates a built-in or genetically inherited pattern in our brain’s physical structure.
- ▲ This pattern is created to make us feel protected, to ensure its survival.
- ▲ It acts automatically on its longtime belief, without our consciously doing it! It’s like a robot, a machine, built to instinctively guarantee its existence.

✓ **Ask students:**

- Do you think that this could mean that our brains are “hardwired” for war, because we’ve inherited this tendency, at birth — from our ancestors — for what we mistakenly believe will help us survive?
- Are we like puppets, “puppeted” into believing that what our brain is doing will guarantee our continued existence?
- While this way that our brain worked in ancient times — when we humans had to hunt for food and fight dangerous creatures to survive — helped us survive, do you think this way of thinking works anymore?
- Do you think that this ancient survival mechanism is no longer doing anything to guarantee our survival since it’s triggered by an image of an “enemy” — like a bully? Do you think that it starts with bullying on the playground?

✓ **Tell Students:**

- ▲ It’s time for us to be AWARE of our old brain’s thinking — to pay attention to it, and NOT react out of it.
- ▲ When we can see through differences that separate us, and understand them — it becomes INSTANTLY possible to be free of those differences.
- ▲ When someone refuses to fight, there simply is NO FIGHT.

Note To Teacher: Go to “I Belong to a Group!” (Activity #7B), next page.

Activity #7B
I BELONG TO A GROUP!

- ✓ **Tell students, as you prepare to give each group a copy of this page:**
 1. All of us human beings have a habit of viewing people we don't know as not only different from us, but also inferior.
 2. This habit creates a great danger of behaving in ways that are damaging to others, but also to our selves.
 3. As a growing view of the human race as one race brings different people together, we are learning to overcome self-centered, tribal thinking, and are starting to see human society from a more whole perspective. So should we!
- ✓ **Divide students into groups of 4 or 5.**

Have students use the two groups from Dr. Seuss's *Butter Battle Book*. Hand out printed copies of the story. Give them time to read it. Ask them to really get into the group, as if it were real, and be prepared to tell:

 - What underlying ideas or themes run through your group's thinking about itself?
 - How do this group's ideas develop?
 - How are the group's ideas and ideals related to your personal views about how people get along in general?
 - How does your group relate to membership in groups and organizations in your town, your country?
 - How does your group see itself when compared to other groups that you perceive are similar in some way?
- ✓ **Give students time to separate into groups – or you can separate them.**
- ✓ **Remind students to give everyone in the group a job: one person conducts discussion; one person takes notes; one person makes sure that everyone gets the floor, etc.**
- ✓ **Tell them: "You have 15 minutes. Go!"**

- ✓ **After 15 minutes, call time and ask students:**
 - What group wants to go first?
 - What did you discover about your group? Let's answer the questions on your sheet.
 - What did you discover about your group's ideas, how it thinks, how its ideas relate to you personally, how your group relates to the community it's in, and how it relates to other groups?
 - What kind of conditioning did you discover? Was some positive and some negative? Which was which?
 - Did you look at the conditioning? Did you pay attention to it arising in the moment? Did you react to it? Not react?
 - Did you discover that conditioning, no matter how positive it seems, can sometimes have a negative effect?
 - What are some negative effects you discovered?
- ✓ **Be sure to give every group time to report on their findings — quickly and efficiently!**
- ✓ **Congratulate students on their beginner's minds!**

Disagreements Often Escalate into Wars, Which Are Harder to Stop

- ✓ **Tell Students:**
 - ▲ **Ethnocentrism** is the tendency to evaluate other cultures in terms of our own.
 - ▲ This is evident in the widespread practice of labeling outsiders as "savages" or "barbarians," simply because their societies or communities differ from those of the dominant culture.
 - ▲ You can see what happens in our minds as soon as we apply these labels to people. In our minds, they instantly become enemies.
 - ▲ **Cultural relativism.** The opposite of ethnocentrism is "cultural relativism," which is the principle that an individual human's

beliefs and activities ought to be understood by others in terms of that individual's own culture.

- ▲ In other words, civilization is not absolute — it changes with the times. Our ideas and concepts are true only to our own civilization. Other concepts and ideas are true to other civilizations.
- ▲ What we perceive as “wrong,” “barbaric” or “savage” in one culture’s living style may be absolutely “right,” “traditional” and “acceptable” in another culture’s living style.

✓ **Ask students:**

- How can we see another person — another country’s traditions — in the same way that we see our own?
- How do we view our separation of “them” and “us” as not a problem to be solved, but rather a situation to be understood?
- What are some events happening right now in our world that relate to war, violence and politics?
- Are there signs that these conflicts have been going on for a long time? And did they start early in people’s lives?
- Do you think one of the groups in conflict is “right” and the other “wrong”?
- How do you come to this decision?
- How do you think each group comes to the decision that they are the ones who are “right”?

Note To Teacher: Go to “**The Butter Battle,**” Activity 7C, a story by Dr. Seuss, next page. Ask students to sit quietly and listen as you read them this story. Read it as dramatically as you can, creating each character with enthusiasm!

ACTIVITY 7C
The Butter Battle by Dr. Seuss

On the last day of summer, ten hours before fall . . .
My grandfather took me out to the Wall.
For a while he stood silent, then finally he said,
With a very bad shake of his very old head,
"As you know, on this side of the Wall we are Yooks.
On the far other side of this Wall live the Zooks."

Then my grandfather said, "It's high time that you knew
Of the terribly horrible thing that Zooks do.
In every Zook house and in every Zook town
Every Zook eats his bread with the butter side down!"

"But we Yooks, as you know, when we breakfast or sup,
Spread our bread," Grandpa said, "with the butter side up.
That's the right, honest way!" Grandpa gritted his teeth.
"So you can't trust a Zook who spreads bread underneath!
Every Zook must be watched! He has kinks in his soul!
That's why, as a youth, I made watching my goal,
Watching Zooks for the Zook-Watching Border Patrol!"

In those days, of course, the Wall wasn't so high
And I could look any Zook square in the eye.
If he dared to come close I could give him a twitch
With my tough-tufted prickly Snick-Berry Switch.

For a while that worked fine. All the Zooks stayed away
And our country was safe. Then one terrible day...
A very rude Zook by the name of Vanltch
Snuck up and slingshotted my Snick-Berry Switch!
With my broken-off switch, with my head hung in shame,
To the Chief Yookerooo in great sorrow I came.
But our Leader just smiled. He said, "You're not to blame.
And those Zooks will be sorry they started this game."

"We'll dress you right up in a fancier suit!
We'll give you a fancier slingshot to shoot!"
And he ordered the Boys in the Back Room to figger
How to build me some sort of a triple-sling jigger.

With my Tripe-Sling Jigger I sure felt much bigger.
I marched to the Wall with great vim and great vigor,
Right up to Vanltch with my hand on the trigger.
"I'll have no more nonsense," I said with a frown,
"From Zooks who eat bread with the butter side down!"
Vanltch looked quite sickly.
He ran off quite quickly.

I'm unhappy to say he came back the next day
in a spiffy new suit with a big new machine,
And he snarled as he said, looking frightfully mean,
"You may fling those hard rocks with your Triple-Sling Jigger.
But I, also, now have my hand on a trigger!

My wonderful weapon, the Jigger-Rock Snatchem,
Will fling 'em right back just as quick as we catch 'em.
We'll have no more nonsense.
We'll take no more gupp...
From you Yooks who eat bread with the butter side up!"

"I have failed, sir," I sobbed as I made my report
To the Chief Yookeroo in the headquarters fort.
He just laughed. "You've done nothing at all of the sort.
Our slingshots have failed. That was old-fashioned stuff.
Slingshots, dear boy, are not modern enough.

"All we need is some newfangled kind of gun.
My Boys in the Back Room have already begun...
To think up a walloping whizz-zinger one!
My Bright Boys are thinking. They're on the right track.
They'll think one up quick and we'll send you right back!"

They thought up a great one! They certainly did.
They thought up a gun called the Kick-a-Poo Kid...
Which they loaded with powerful Poo-a-Doo Powder
And ants' eggs and bees' legs and dried-fried clam chowder.
And they carefully trained a real smart dog named Daniel
To serve as our country's first gun-toting spaniel.

Then Daniel, the Kick-a-Poo Spaniel, and I...
Marched back toward the Wall with our heads held up high,
While everyone cheered and their cheers filled the sky:
"Fight! Fight for the Butter side UP! Do or die!"

Well . . . we didn't do. And we didn't quite die.
But we sure did get worsted, poor Daniel and I.
VanItch was there too! And he said, the old pig,
"The Boys in my Back Room invented this rig...
Called the Eight-Nozzled, Elephant-Toted Boom-Blitz.
It shoots high-explosive sour cherry stone pits
And will put your dumb Kick-a-Poo Kid on the fritz!"
Poor Daniel and I were scared out of our wits!

Once more, by VanItch I was bested and beat.
Once again I limped home from the Wall in defeat.
I dragged and I sagged and my spirits were low,
As low as I thought that they ever could go,
When I heard a Boom-Bah! And a Diddle-dee-Dill!
And our Butter-Up Band marched up over the hill!

The Chief Yookeroo had sent them to meet me
Along with the Right-Side-Up Song Girls to greet me.
They sang: "Oh, be faithful! Believe in thy butter!"
And they lifted my spirits right out of the gutter!

"My boy," smiled the Chief Yookeroo, "We've just voted
And made you a general! You've been promoted.
Your pretty new uniform's ready. Get in it!
The Big War is coming. You're going to begin it!
And what's more, this time you are certain to win it.

"My Boys in the Back Room have finally found how.
Just wait till you see what they've puttered up now!
In their great new machine you'll fly over the Wall
And clobber those Butter-Down Zooks one and all!"

Those Boy in the Back Room sure knew how to putter!
They made me a thing called the Utterly Sputter
And I jumped aboard with my heart all aflutter
And steered toward the land of the Upside-Down Butter.

This machine was so modern, so frightfully new,
No one knew quite exactly just what it would do!
But it had several faucets that sprinkled Blue Goo
Which, somehow, would sprinkle the Zooks as I flew
And gum up that upside-down butter they chew.

I was racing pell-mell when I heard a voice yell,
"If you sprinkle us Zooks, you'll get sprinkled as well!"

VanItch had a Sputter exactly like mine!
And he yelled, "My Blue-Gooer is working just fine!
And I'm here to say that if Yooks can goo Zooks,
You'd better forget it. 'Cause Zooks can goo Yooks!"
I flew right back home and, as you may have guessed,
I was downright despondent, disturbed, and depressed.
And I saw, just as soon as I stepped back on land,
So were all of the girls of the Butter-Up Band.
The Chief Drum Majorette, Miz Yookie-Ann Sue,

Said, "That was a pretty sour flight that you flew.
And the Chief Yookeroo has been looking for you!"

I raced to his office. The place was a sight.
"Have no fears," said the Chief. "Everything is all right.
My Bright Back Room Boys have been brighter than bright.
They've thought up a gadget that's Newer than New.
It is filled with mysterious Moo-Lacka-Moo
and can blow all those Zooks clear to Sala-ma-goo.
THEY'VE INVENTED THE BITSY BIG-BOY BOOMEROO!

"You just run to the Wall like a nice little man."
Drop this bomb on the Zooks just as fast as you can.
I have ordered all Yooks to stay safe underground...
While the Bitsy Big-Boy Boomeroo is around."
As I raced for that Wall, with the bomb in my hand,
I noticed that every last Yook in our land
Was obeying our Chief Yookeroo's grim command.

They were all bravely marching, with banners aflutter,
Down a hole! For their country! And Right-Side-Up Butter!
That's when Grandfather found me!
He grabbed me. He said,
"You should be down that hole! And you're up here instead!
But perhaps this is all for the better, somehow.
You will see me make history! RIGHT HERE! AND RIGHT NOW!"

Grandpa leapt up that Wall with a lopulous leap
And he cleared his hoarse throat with a bopulous beep.
He screamed, "Here's the end of that terrible town
Full of Zooks who eat bread with the butter side down!"

And at that very instant we heard a klupp-klupp
Of feet on the Wall and old VanItch klupped up!
The Boys in HIS Back Room had made him one too!
In his fist was another Big-Boy Boomeroo!
"I'll blow you," he yelled, "into pork and wee beans!
I'll butter-side-up you to small smithereens!"
"Grandpa! I shouted. "Be careful! Oh, gee!
Who's going to drop it? Will you . . . ? Or will he . . . ?
"Be patient," said Grandpa. "We'll see. We will see."

✓ **Ask students:**

- Why didn't the Zooks and Yooks get along? What do you think caused their conflict?
 - Do you think the conflict got worse? Why?
 - Have you ever experienced a situation like this — where instead of resolving a disagreement, things get worse?
 - If you could talk with the Zooks and Yooks, how would you advise them to do things differently to prevent their fighting?
 - The Yooks and Zooks have strong beliefs. Where do you think these beliefs come from?
 - Do you think their beliefs help the situation, or hinder it?
 - What's a scene in this story that really "hit home" with you — and made you understand their problem?
- ✓ **IMPORTANT: Published in 1984, *The Butter Battle Book* is a pro-peace story written by Dr. Seuss. It is a children's' rhyming story addressing fears from the cold war era during which it was written. Specifically it deals with the nuclear war and the possibility of mutually assured destruction. Dr. Seuss, whose real name was Theodor Seuss Geisel, wrote many children's books, and many referred to his political views or other moral codes. Some of his stories, like *The Butter Battle Book* were considered controversial at the time. This particular story was censored and taken out of public libraries for its obvious statements against the arms race between the United States and the Soviet Union.**
- ✓ You can get copies of this book through its publisher, Random House, Inc. or at Amazon.com: http://www.amazon.com/Butter-Battle-Book-Notable-Classical/dp/0394865804/ref=pd_bbs_sr_1?ie=UTF8&s=books&qid=1227378563&sr=8-1

Note To Teacher: Go to "We Are Better!"
Activity 7D, next page.

Activity 7D WE ARE BETTER!

✓ **Tell students:**

Let's do another roleplay to show what happens when two distinct groups have a disagreement. Let's have fun with this!

Select two new volunteers. After the roleplay "We Are Better!" on the following pages, use these questions that follow

✓ **Ask students:**

1. What's your opinion of this encounter?
2. Did you tend to agree with one side over the other? Why?
3. If so, how did you come to believe that Greens are better than Blues, or vice versa?
4. How do you think Blue came to the decision Blue made? Do you think Blue may have been influenced by family?
5. How did Green come to the decision Green made?
6. Did you think through your reasons, or did you immediately come to a conclusion?
7. Do you think your reasons are based on beginner's mind thinking, or based on things you've learned from people around you?
8. Did you use your five senses? Personal thoughts? Where did those thoughts come from?
9. Are you living in the past, or do you think your thoughts are based completely on what you saw?

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

✓ **Remind them that war begins with one, but it takes two to complete.**

Activity 7D:
ROLEPLAY: WE ARE BETTER!

GREEN

Hello, Blue. What are you doing looking over this very tall fence?

BLUE

Green! You scared me. I didn't see you there. Well, you're looking over this very tall fence too. If you can look over it, so can I.

GREEN

I'm just checking to make sure that none of your Blue friends are trying to jump over this wall to our side.

BLUE

Well, I'm on guard duty, and I'm here to make sure none of your Green friends try to sneak over to OUR side.

GREEN

You know, it's hard for me to see why you would want to be a Blue. On our side, everything is green — fresh — like lettuce, peppers, cilantro — and frogs.

BLUE

A little too fresh for me, Green. On our side, we have yummy blueberries, blue corn chips, bluebirds — and a blue moon.

GREEN

You're crazy! A blue moon is not blue, it's just not visible! And ice cream and corn chips are not as good for you as green vegetables.

BLUE

You call ME crazy? We Blues get to eat sugary ice cream and crunchy blue corn chips, and you say I'm crazy? You're an idiot!

GREEN

The reason you people are so blue all the time is because you eat sweets, get sugar highs and then drop down and get depressed. You don't think THAT's idiotic? Come on. Give me a break!

BLUE

Well, we may get blue from time to time, but you guys are green with envy, because I know, deep inside my blue-moon heart, you would rather be eating sweet stuff than supposedly healthy stuff. My dad has told me for years about how green food gives him a stomach ache.

GREEN

My mom has told me, since I was a tiny kid, that blue food makes her tongue blue and how she hates it. YOU are the nut case for continuing to believe that you Blue people aren't Rebels, always trying to get us to change.

BLUE

WHAT?!!!! Rebels? Are you out of your mind? We Bluesies believe in liberty! Freedom to be who we are! We fight for our liberty! Yes, we are the Liberty Forces. YOU are the rebels! I'm so ticked off, I'm going to head back to our Blue Moon Council tonight and suggest that we get ready for battle. You Greenies need to learn who's right in this situation!

GREEN

What? You're doing to start a war over our little disagreement? Really? Has too much sugar invaded your brain?

BLUE

It's the only way to straighten this out. I may be blue, but I'm not too blue to not fight.

GREEN

Now I KNOW you're crazy. We represent the green of the Earth. You represent the blue of the sky. We should be able to meet in the middle – at the horizon.

BLUE

There isn't going to be any meeting in the middle. I'm leaving. I will meet you back at this fence tomorrow — same time. And I'll tell you the result of our Blue Moon Council. You'll discover that WE are better. WE are closer to heaven!

GREEN

Huh. Well, we are far more grounded than you. What if we green people decide to not fight, no matter what?

BLUE

Then you will lose. Goodbye, Green Cheese.

GREEN

Wow. It sure isn't easy being green.

Conflict Is a War That Starts in Our Mind and Heads Out into the World — From the Playground to the Battlefield

✓ **Tell students:**

- ▲ From early childhood we carry around psychological baggage.
- ▲ This “baggage” consists of things we’ve been trained to believe all of our lives, consisting of rules and regulations, traditions, values, customs, and beliefs.
- ▲ We all have these things in our psychological suitcase. Some of these things are taught; some we are born with.

✓ **Ask students:**

- Who knows the meaning of the word “nurture”? Does it mean to raise, rear, cultivate, to help grow and develop?
- What’s the meaning of the word “nature”? Does it refer to our natural world, to our environment?
- Do you think they’re opposites in a way? Our “nature” is based on our biological history, and “nurture” is what we get from our environment and the people who surround us?

✓ **Tell students:**

- ▲ Our “nature” is based on our genetics — our biological history — what comes to us “naturally.”
- ▲ Our “nurture” is based on our experience — environmental factors, including how we are brought up, and what we are taught. This includes the personal memories we carry.
- ▲ There is an ongoing debate regarding nature vs. nurture. It’s about how our innate, natural qualities and our personal nurtured experiences combine to produce both our physical being as well as how we think and act.
- ▲ Some people believe there are evolutionary factors that limit our ability to decide things for ourselves. The reasoning is that we behave in ways that are “naturally” and “hereditarily” motivated — no matter our environment or upbringing.

- ▲ For example: Maybe you got your hazel eyes from your father and your freckles from your red-headed mother. But where do you get your thrill-seeking tendencies? How did you develop a talent for dancing? For being good at math? Did you learn these, or do you think you inherited these abilities through your genes?
- ▲ That said, consider this quote from a former Marine Corp pilot who flew a helicopter in Vietnam.

✓ **Read this quotation to students:**

Says the helicopter pilot, *“Most honest combat vets will tell you, perhaps not eloquently but in their own way, the same thing: essentially that combat is in our human DNA and it demands to be exercised. The question is, can we humans evolve peacefully, or will we succumb to instincts we can’t transcend?”*

✓ **Ask students:**

- What does this combat veteran tell you about nature and nurture with regard to combat?
- What do you think affects his view that combat is in our human DNA?
- Is this conditioned thinking on his part?
- Do you think he’s given thought to this view, or it is something he’s simply learned from experience?
- It’s a somewhat shocking thought — that combat, fighting, war are part of our human DNA. How does his statement make you feel?
- What do you think about his statement that not only is combat in our DNA, but that it *demand*s to be exercised?
- Do you feel — inside you — that war demands to be exercised? Is this what inspires a bully to bully someone?
- Even if you consider yourself a peaceful, mild-mannered person, are there moments when you feel combative? Argumentative?
- What triggers these kinds of feelings inside you?

- Do you think that war will always exist because we humans will always give in to ancient instincts we cannot transcend? Why do you think so?

Summary

- * Conditioning is a form of psychological learning where we're taught to think, feel and act in certain ways.
- * There are three forms of conditioning: biological, physical and psychological.
- * At the core of survival is the need to identify with a group — one's own group — so we feel safe — protected.
- * Our old brain cannot tell the difference between a real threat and a supposed threat.
- * We cannot see that the image of the threat — that of the “other” group as our enemy — is simply an image. It is not a real threat. It's an imaginary one. One that's made-up or invented.
- * This image creates a “biological self-defense blueprint,” like a computer database, that over time creates a built-in or inherited pattern in our brain's physical structure.
- * This pattern is created to make us feel protected, to ensure our survival.
- * It acts automatically on its longtime belief, without our consciously doing it! It's like a robot, a machine, built to instinctively guarantee its existence.
- * When we can see through differences that separate us, and understand them — it becomes INSTANTLY possible to be free of differences.
- * When someone refuses to fight, there simply is NO FIGHT.
- * **Ethnocentrism** is the tendency to evaluate other cultures in terms of our own. You can see how this starts on the playground and ends up on the battlefield.
- * You can see what happens in our minds as soon as we apply these labels to people. In our minds, they instantly become enemies.
- * **Cultural relativism.** The opposite of ethnocentrism is “cultural relativism,” which is the principle that an individual human's beliefs and

activities ought to be understood by others in terms of that individual's own culture.

- ✿ In other words, civilization is not absolute — it changes with the times. Our ideas and concepts are true only to our own civilization. Other concepts and ideas are true to other civilizations.
- ✿ Our “nature” is based on our genetics — our biological history — what comes to us “naturally.”
- ✿ Our “nature” is based on our experience — environmental factors, including how we are brought up, and what we are taught. This includes the personal memories we carry.
- ✿ There is an ongoing debate regarding nature vs. nurture. It's about how our innate, natural qualities and our personal nurtured experiences combine to produce both our physical being as well as how we think and act.
- ✿ Some people believe there are evolutionary factors that limit our ability to decide things for ourselves. The reasoning is that we behave in ways that are “naturally” and “hereditarily” motivated — that our genes, our DNA decides what to do — no matter our environment or upbringing.

**It's time for us to be AWARE of our old brain's thinking —
to pay attention to it, and NOT react out of it.
It may be threatening our survival rather than ensuring it.**

Activity 7E

A QUOTE TO NOTE

“He who hesitates is sometimes saved.”

— *James Thurber*

✓ **Ask students:**

1. What does this quotation mean to you?
2. There is another quotation that says that he who hesitates usually loses. What do you think?
3. How does this quotation apply to you when you encounter a bully?
4. Do you think it can help you to hesitate before taking action?
5. Have you ever been “saved” by hesitating? What happened?
6. Does hesitating mean that we don’t immediately act on our conditioned thinking, that we question it before reacting?

✓ **Always remember to congratulate students on their excellent work!**

LESSON 8

Respect Is The Act That Conquers Fear

Breakdown of Lesson 8:

We stop a fight by becoming aware of our conditioned thinking.
If war is in our DNA, we need to learn how to prevent it.
We can turn negative thinking into positive action.

Note To Instructor: Ask students which of the 12 mental self-defense skills to walk away with confidence they have used this week — and how it felt to use them.

We Stop a Fight by Becoming Aware of Our Conditioned Thinking

✓ **Ask students:**

- Beyond our training and what we learn to understand, do you think that there are characteristics we are born with?
- Did you know that there is certain information encoded in our genetic material — our DNA — such as eye color, shape of ears, body size — features that make up who we are?
- Have you heard of **genetics**? Genetics is the science of heredity and variation in living organisms such as you and me. We inherit traits via inheritance — our genes.
- Life is specified by “genomes.” Every organism, including humans, has a genome that contains all the biological information needed to build a living example of that organism. The biological information contained in a genome is encoded in its DNA, and divided into units called genes.
- Have you heard of **epigenetics**? Epigenetics goes beyond both nature and nurture. It’s the study of *changes* in our genes that don’t involve alterations to the genetic code but still are passed down to at least one successive generation.
- “Epi” in the word “epigenetics” means “above.” So, imagine, if you will, a character named EPI, who loves to ride horses. A horse named GENETICS is Epi’s favorite. Epi likes to tell Genetics where to go.

- So it goes with our epigenomes. An “epigenome” sits on top of each genome in the body, and these epigenetic “marks” tell your genes to switch on or off — to express themselves loudly or in a whisper — and, just like Epi telling Genetics where to go, these epigenomes in our bodies tell our genes where to go.
- Environmental factors such as diet, stress and prenatal nutrition can leave epigenetic marks on our genes that are passed from one generation to the next.

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

Big point: Those same negative behaviors can also affect children — before they’re even conceived — to disease or early death.

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

✓ **Ask students:**

- Isn’t it exciting to know that this is possible? That women who want to have healthy children can decide to quit smoking, or change their eating habits while pregnant?
- The *Journal of Neuroscience*, in February 2009, published a paper stating that even memory, which is a complex biological and psychological process, can be improved from one generation to the next via epigenetics. Do you think this is positive? Why do you think so?
- What if the environmental pressures and social changes that we live with today are so powerful that the evolution of human genes is forced to move faster?
- What if our DNA has to react — not over many generations and millions of years — but within a few generations? What would this mean for human development?
- What would this mean for our study of conditioning and human behavior? Does this mean that DNA, which we’ve thought was

an unchanging code, can be put right? Can we bend DNA to our will?

- Is it possible that our genetic inheritance, which has continued to keep us imprisoned within our group and been prejudiced against others for many years, could be changed by an environment of intelligence?
- If you remove this negative self-view, could those epigenetic marks eventually fade, and your DNA code will, over time, begin to return to original programming, and the years of prejudice against a particular group would end within you?
- Can these lessons that you are learning now create this intelligent understanding that could free us from that conditioned thinking that has created a hatred of the group?
- Can we then see that the prejudice we suffered came about because we identified with this group? Now that we can see that this identification was only an image — that we thought we were that group — can we be free from this suffering created by the former prejudice?
- Can we see that who we were was just an image created by the need to identify with the group for survival, and that we are no longer that person we thought we were, and that we no longer need to identify with a group in this way?

BIG QUESTION:

**Could we, therefore, create an intelligent environment
that causes a genetic change
in our deeply engrained pattern for violence, and war?**

**Do you think it's impossible to avoid our genetic programming —
that we are hardwired for war?**

**Do you think that, by changing our environment,
through intelligent exploration,
we could affect our genetic structure in a positive way?**

✓ **Tell students:**

- ▲ From the time we are born, our brain is in a continual state of learning — about ourselves, people and things around us, and the world. It is in charge of our body in many ways.
- ▲ However, as amazing as our brain is, it is not particularly good at adapting to present circumstances, because it gets stuck in old patterns.
- ▲ The information that's been put in our brain is like a software disk with information about the culture we live in. It tells us what to do, how to act and, sometimes, who's a threat.
- ▲ When confronted by a potential conflict due to what it supposes is a threat, our **combat-equipped biological brain** awakens. Off it goes, along the same road to war we've been on since we were born — since *before* we were born — inherited from generations before us.
- ▲ This is because we are driven to survive, which is linked to our psychological dependency on identifying with a particular *group* we've been raised with. This group we've been conditioned by is also conditioned to protect our group — so it can continue to exist.

**That disk stays in our brain because we are used to it,
even though it doesn't help our survival any longer.**

**It doesn't work!
It continues to inappropriately activate
the biological brain to protect us when it isn't necessary.**

**It reacts to the image of threat that the disk has programmed and
believes that it's real.**

If War Is in Our DNA, We need to Learn How to Prevent It

✓ **Ask students:**

- Do you think we are born with genetic programming that motivates and encourages us to fight? Why do you think so?
- Do you think that one way to “experience” this programming is to attempt to do something other than what this software continually conditions you to do?
- What do you think about being exposed to violence on TV and in movies and videogames? Do these have an effect on you? What’s the effect?
- Do you think it might be an influence that lasts — longer than your life — perhaps into the life of children you may have?
- By watching violence for hours every day, even if it isn’t “real” violence — do we increase the possibility that the next generation of children will inherit a brain adapted physically to warlike thinking?
- How about we break into groups, and try our luck at thinking “outside the box” of our genetic programming?

Note To Teacher: Go to **Activity 8A**, next page:
“If War Is the Answer, What’s the Question?”

Activity 8A
IF WAR IS THE ANSWER, WHAT'S THE QUESTION?

- ✓ **Divide students into two or more groups.**
- ✓ **Give each group a copy (copies) of Conflict Situation #2: War (next page), along with the questions on this page.**
- ✓ **Ask students to read through the conflict situation as you read it aloud. Each group will report on its findings when time is called.**
- ✓ **Ask students to consider the following:**
 - ☐ If war is the answer, what is the question?
 - ☐ If war is not the answer, what is?
 - More funding for peacekeeping projects?
 - Preserving programs that help prevent deadly conflict?
 - Educating more people?
 - Avoiding military intervention?
 - ☐ Do you think it's likely that whatever weapons we develop and use against others will soon enough be used against us?
 - ☐ If war is truly in our DNA, rather than "doing" what we've always thought and done about war, do we need to "undo" our conditioning by learning to understand what *prevents* peace?
 - ☐ Do we do this — or "undo" this — by a process of elimination — freeing ourselves from the ethnocentric belief systems we are chained to — the ones that fragment the human race, separating us from each other because of these primitive demands?
- ✓ **Tell students they have 20 minutes. Then: "Go!"**
- ✓ **After 20 minutes, call time and ask each group to report on their findings. Compare what they found. You may want to create a chart that details findings: "If War Is The Answer, What's the Question?"**
- ✓ **Congratulate students on their sense of adventure!**

Activity 8A – Part 2

IF WAR IS THE ANSWER, WHAT'S THE QUESTION?

Conflict Situation #2: War

The country (fill in) has invested hundreds of billions of dollars to build weapons to fight and win wars. This country has spent little money or time, however, in developing the tools necessary to *prevent* deadly conflict.

As a result, when this country's policymakers look for tools to respond to wars and escalating conflicts, they find a toolbox with only one implement — a military hammer.

In times of war, peacekeepers try to provide a service and make a contribution to peace in ways that do not involve them in the military effort.

- If war is the answer, what is the question?
- If war is not the answer, what is?
- The world has become smaller due to technology. The nations of the world are now more involved in each other's business. As a result, do we need greater cooperation among nations?
- How can we build this cooperation?
- **Important Question:** Do you think that conditioned self-centered, divisive thinking — that “my” country is better than “yours” — ensures our physical survival — or could it be the very thing that threatens it? How?

We Can Turn Negative Thinking into Positive Action

✓ Ask students:

- Have you ever heard of a man named Jiddu Krishnamurti?
- He was a courageous man who spoke out about the conditioned thinking that created war during World War II — even though it was not popular to do so at the time.
- He once said, “War is merely an outward expression of our inward state, an enlargement of our daily life — the **collective result of our individual activities**. Therefore, you and I are responsible for war and what can we do to stop it.” What do you think of that statement?
- He also said, “You and I can see what creates wars, and if we are interested in stopping wars, then we can begin to transform ourselves, we who are the causes of war.” How do you think “we are the causes of war”?
- He said, “If we had no belief but good will, love and consideration between us, then there would be no wars.” How does belief cause war?
- If we had no belief but good will, would that really prevent war from happening? How?
- He understood that, as long as each one of us seeks security in beliefs, our real physical security — food, clothing and shelter — is destroyed. What does he mean by this?
- What does it mean to be “seeking security in beliefs”?
- He also said, “Without knowing yourself, there is no peace. To put an end to outward war, you must begin to put an end to war inside yourself. War will be stopped only when you realize the danger, when you realize your responsibility, when you do not leave it to somebody else.” What do you think he means by this? How would this end war?

✓ **Tell students:**

- ▲ Krishnamurti considered himself an educator who wanted only to help people be free of conditioned thinking that caused so much unnecessary suffering in the world.
- ▲ He spoke his entire life challenging people to understand what responsibility *they* had for creating war.
- ▲ Krishnamurti stated that when people lack self-understanding, they often use violence as a means to get what they want.
- ▲ He wanted people to see that they were the causes of war by the way they were conditioned to think.
- ▲ He felt that our educational system was failing us because it prepares students to compete, to be aggressive and be successful financially — but not emotionally or psychologically.
- ▲ He realized that to bring about peace in the world, to stop all wars, there must be a fundamental psychological change in the individual – in you and me.
- ▲ He could see that economic improvement without this inward change is meaningless, for hunger is the result of greed, envy, ill will and possessiveness.

Note To Teacher: Go to **Activity 8B**, next page:
“Dramatic Changes.”

Activity 8B

DRAMATIC CHANGES

- ✓ **Ask 4 volunteers to be part of a panel on changes in the world. Have them sit on one side of table, facing everyone else.**
- ✓ **Ask remaining students to be local reporters for the media, and to prepare questions to ask panelists about.**
- ✓ **Read to students the following statement:**

=====

War and Peace

The world has become smaller as technology has developed. Every day, our technology increases the speed of communication, the power of transportation, and the danger and deadliness of military weapons. As a result, all nations of the world are more and more involved in each other's transactions and affairs. The consequence seems to be that we need greater cooperation and equal access for all.

The speed of technological change is increasing, which means that the pressure on governments and institutions around the world are going to double — and redouble — in the years to come.

We are in for extremely dramatic changes. War is not ending and peace is not rapidly taking its place. With all the technological changes going on, the ways that both war and peace are being viewed are changing.

=====

- ✓ **Ask each volunteer to express how he/she thinks and feels about this, as well as what needs to be “done” or “undone” to improve life around the globe.**
- ✓ **Then ask the “reporters” to fire questions at the panelists, as reporters often do to the President, or to election candidates. Such questions as: “How do you think war is changing?” “How do you think peaceful remedies are changing?” “Is anything working?” “How do you think understanding creates freedom?” Give the volunteers 10 to 15 minutes to prepare. While they prepare, ask other students what questions they’ll have.**
- ✓ **Call time and thank students for their insightful thoughts and contributions.**
- ✓ **Tell students:**

- ▲ Conflict is a struggle that grows out of opposing forces. If two or more groups, organizations or forces are not in conflict, there is no battle.
- ▲ Conflict is a symptom of fear. If, for example, you are online and you read a blog, or a comment by someone on a social network that makes you feel afraid, it's your brain attempting to deliver you a message that you need to be aware of.
- ▲ These days, we get a lot of daily exposure to images that are removed from our direct experience — a TV show, a magazine story on the war, news reports of soldiers killed, fictional or real stories where people are murdered.
- ▲ Some scientists say that the ways we think and respond to our environment — what we learn and what we pay attention to — shapes our brains. And it also causes physical alterations in our neural wiring system — the way we think.
- ▲ Some scientists agree that whenever our brains are activated by violent images, those cells start to change. They take in more chemical energy and re-do our nerve endings and receptors. They change the way we think.

✓ **Ask students:**

- What do you think? Are these influences in your own life? In what way? Do you believe school violence could be a result of this change in the way we've been conditioned to think and act?
- Do you watch much violence on TV or videogames on a weekly basis? How much? What makes you keep watching? Is it exciting? Is that excitement addictive?
- How do you feel about watching the National Geographic Channel, or PBS great performances?

Note To Teacher: Go to “**Stop! Listen! Act!**” (next page) Activity 8C, to enhance students' prevention of falling victim to violent programming, as well as passive response to violence.

Activity 8C
PICK A STRIP: STOP! LISTEN! ACT!

✓ **Tell students:**

1. Here's a bowl (or hat) filled with folded strips of paper.
2. Each of these pieces of paper has on it "Stop! Listen! Act!" (*See list of situations on the next two pages. Photocopy and cut them into strips — feel free to add some of your own.*)
3. As I walk around the classroom, pick one of these pieces of paper out of the bowl (or hat), but don't look at it until it's your turn.
4. When I get to you, open your strip and out loud read the "Stop! Listen" part. Then, immediately act! Say what your first thought is! Be brave! There is no "wrong" response!

✓ **Walk around and ask students to make their selection.**

✓ **After each student announces his or her "Act!" response to the strip of paper, ask:**

- Do you think you acted, or reacted? What's the difference?
- What was your brain doing in that moment? What thoughts were you thinking?
- How did your response make you feel?
- Would you call this a "normal" action for you, or a new action?

✓ **After all students have had a chance to act, ask students:**

1. Would you respond differently to any of these situations we've explored today?
2. What would you have done instead?
3. Does this activity spark awareness in you? In what way? How do you think this can help you in your daily life?

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

Activity 8C
PICK A STRIP: STOP! LISTEN! ACT!

Stop! Listen! I'm watching a videogame that's really cool. It makes me feel that I'm right there in the Army, tracking a terrorist who's suspected of being in the next room. **Act!** What I do is

Stop! Listen! I'm with my best friend, and we're in a huge field of grass with colorful flowers growing around us. I can smell roses and freshly mowed grass. The sky is a clear blue, and the sun is shining. **Act!** What I do is

Stop! Listen! I'm online, chatting with a friend who lives far away. My friend suddenly bullies me by telling me that I'm an idiot for living with my parents, and that I should leave home and run away. **Act!** What I do is

Stop! Listen! I'm at a holiday event in my community. Somebody offers me food to eat that I really like but I know it's not good for me. This person says, "If you eat this, I'm going to tell your father." **Act!** What I do is

Stop! Listen! A friend calls and says his parents aren't going to be home and that he got hold of a video he wants me to see. He says it's an Army video about how to be a hero that was removed from video shops because of its violence. **Act!** What I do is

Stop! Listen! My father comes home and says he has great seats for the next football game with the home team, and that he wants me to go with him. I'm rehearsing to be in a play and I have a rehearsal when the game is on. **Act:** What I do is

Stop! Listen! I hear on a television news broadcast that there are concerns about possible terrorist threats to my area and that I need to be on guard. Also, that it's best to stay home. I'm invited to a party I really want to go to. **Act:** What I do is

Stop! Listen! I hear on a TV news broadcast a quote from the leader of a terrorist organization. This person says, "How can you stay in a country that terrorizes and kills innocent people?" I realize he is talking about MY country killing people from HIS country. **Act:** What I do is

Stop! Listen! A bully I know challenges me to a fight online. He says he knows my parents are wealthy and wants to meet at a certain place at a certain day and time to pay him money I owe him. He claims that I owe him money and he will collect, or else. **Act!** What I do is

Stop! Listen! I see online that a person considered an enemy of my country is trying to recruit people from my country to join forces with this person and fight on his side of the battle. **Act!** What I do is

Stop! Listen! I notice on one of the social networks that a video making offensive remarks about gay people is being watched by thousands of people. I'm trying to decide whether to look at the video. **Act!** What I do is

Stop! Listen! I see an ad on TV for alcoholic beverages. I'm not allowed to drink because I'm under age. A school friend comes over when my family isn't home and brings vodka. **Act!** What I do is

Stop! Listen! I want to learn how to think and act for myself, and make the best decisions I can make. My parents like to think and act for me, and as a result, I think I get lazier. **Act!** What I do is

Stop! Listen! My parents have placed firm limits on my TV and video viewing. They tell me what they think I should be watching, and how long I should watch. **Act!** What I do is

Stop! Listen! After dinner during the week, my father always offers to help with my homework. I usually say no, because I like to do it myself. Today, I'm thinking I might say yes. **Act!** What I do is

Stop! Listen! My mother has asked me to let her know anytime I see something on TV or online that troubles me in any way. **Act!** What I do is

Stop! Listen! I have to admit that when I watch videogames with combat in them, it makes me want to sign up for the Army. I see these soldiers coming home from war, and I want to help them. **Act!** What I do is

Stop! Listen! I heard this soldier came back from overseas. He was wounded and couldn't wait to get better because all he wanted to do is go back and continue to fight with his Army buddies. **Act!** What I do is

Activity 8D

A QUOTE TO NOTE

“Thought is constantly creating problems and then trying to solve them. But as it tries to solve them, it makes it worse, because it doesn’t notice that it’s creating them. The more it thinks, the more problems it creates.”

— *Quantum Physicist, David Bohm*

✓ **Ask students:**

1. What does this quotation mean to you?
2. Are you aware that when you’re expected to find a solution to a problem, it’s difficult to find a solution because you are stuck in the middle of the problem yourself — and that the problem may well be something you yourself started?
3. What new way of thinking do you believe you can use to help solve a problem?
4. What effect does new thinking have on your life? Does it help you? Hinder you?
5. How does new thinking do better for you than old-pattern thinking? In what ways?
6. Do you think that asking questions is important — and that doing so may make you smarter than simply automatically accepting things we’ve been taught?

Summary: *Read all to students as summary of what they have learned in this lesson:*

- * Lifestyle choices such as smoking and eating too much can change epigenetic marks on your DNA that cause genes for obesity to express themselves too strongly, and genes for longevity to express themselves too weakly.
- * Those same negative behaviors can also affect children — before they've even been conceived — to disease or early death.
- * The good news is that if you remove negative environmental pressures, stop smoking and/or eating too much, those epigenetic marks will eventually fade, and your DNA code will, over time, begin to revert to its original programming.
- * As amazing as our brain is, it is not particularly good at adapting to present circumstances, because it gets stuck in old patterns.
- * The information that's been put in our brain is like a software disk with information about the culture we live in. It tells us what to do, how to act and, sometimes, who's a threat.
- * When confronted by a potential conflict due to what it supposes is a threat, our **combat-equipped biological brain** awakens. Off it goes, along the same road to war we've been on since we were born — since *before* we were born — inherited from generations before us.
- * This is because we are driven to survive, which is linked to our psychological dependency on identifying with a particular *group* we've been raised with.
- * This group we've been conditioned by is also conditioned to protect our group — so it can continue to exist.
- * When people lack self-understanding they often use violence as a means to get what they want. As a result, we humans cause war by the way we are conditioned to think.
- * Our educational system too often prepares students to compete, to be aggressive and be successful financially — but not emotionally or psychologically.
- * To bring about peace in the world, to stop all wars, there must be a fundamental psychological change in the individual – in you and me.

- * Economic improvement without this inward change is meaningless, for hunger is the result of greed, envy, ill will and possessiveness.
- * Conflict is a symptom of fear. If, for example, you are online and you read a blog, or a comment by someone on a social network that makes you feel afraid, your brain is attempting to deliver you a message that you need to be aware of.
- * These days, we get a lot of daily exposure to images that are removed from our direct experience — a TV show, a magazine story on the war, news reports of soldiers killed, fictional or real stories where people are murdered.
- * Some scientists say that the ways we think and respond to our environment — what we learn and what we pay attention to — all of this shapes our brains. And it also causes physical alterations in our neural wiring system to make us think differently.
- * Some scientists agree that whenever our brains are conditioned by violent images, those cells start to change. They take in more chemical energy and re-do our nerve endings and receptors that change the way we think and act.

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

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

FEAR COMES FROM OLD INSTINCTS



LESSON 9

Enemies and Heroes: Why Do We Need Them?

Breakdown of Lesson 9:

What is an enemy? Are there real enemies in your life?

What is a hero? A fantasy?

In war videogames there are winners; in real war, none.

Is working out differences harder than fighting a war?

Note To Instructor: Ask students which of the 12 mental self-defense skills to walk away with confidence they have used this week — and how it felt to use them. It's always good to begin each class with this!

What Is An Enemy? Are There Real Enemies In Your Life?

✓ **Ask students:**

- What do you believe you can do to make yourself more aware of a conflict when it's inside you?
- What can you do to trigger self-awareness when you feel conflicted?
- Do you need to STOP and THINK? Listen to your inner voice?
- Does conflict arise inside you when you see what you perceive is an enemy? What IS an enemy? How you define "enemy"?
Welcome all responses!

✓ **Tell students:**

- ▲ The *Dictionary* defines "enemy" as: a person who feels hatred for, fosters harmful plans against, or engages in antagonistic activities against another. An enemy is an adversary or opponent.
- ▲ An enemy can also be an armed foe; an opposing military force, a hostile nation or state — a citizen of such a state. Armed Forces often talk about defeating "the enemy."

- ▲ An enemy can be something harmful or revengeful to oneself as well as to others. For example, we might see a politician's uncontrolled ambition as his or her worst enemy.

✓ **Ask students:**

- Do you see anyone as an “enemy” in your life? No need to tell us anyone's name, if you do. That can be private.
- How did this person become your enemy?
- Were you *told* that this person is an enemy, or did you create this picture in your own mind?

In War Videogames There Are Winners; in Real War, None

✓ **Tell students:**

- ▲ For years some people have believed that the desire to go to war is “conditioned” thinking – taught to us by others who have gone before — who have a prejudiced notion of their “enemy.”
- ▲ Today, there seems to be some evidence that warlike behavior is inborn or inherited – that we come into this world already having it, because our ancestors had it.
- ▲ If this is true, is it possible for us to bring to an end this conditioned inborn genetic course of action?
- ▲ Is “the enemy” merely an illusion, a fantasy, or a figment of your imagination?
- ▲ There's some research that shows that when kids “swim” online with whales, they believe that they have swum with them – for real.
- ▲ Can it also be true that when you play video war games, you believe they're real, that you've fought actual battles? Would this inspire you to want to fight in a real war?

Note To Instructor: Read to students “**The Bad Guys**,” Activity 9A, on the following page.

Activity 9A

STORY: “THE BAD GUYS”

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

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

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

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

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

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

Note To Teacher: Ask for two volunteers to read the roleplay “Is War a Game?” Activity 9B, next page, Give volunteers a copy of the roleplay and give them a couple of minutes to look it over while you explain to the class that one of them is a Soldier; another, a reporter.

Activity 9B
ROLEPLAY: IS WAR A GAME?

ANDY, THE REPORTER

Hello, Keno. Thanks for talking with us today.

KENO, THE SOLDIER

Sure, Andy. Happy to help.

ANDY, THE REPORTER

I feel privileged to be here to watch what you all are in doing in this compound, actually manning drones that you're sending some 7,000 miles away to Iraq and Afghanistan.

KENO, THE SOLDIER

Yes, that's what we're trained to do.

ANDY, THE REPORTER

So, it's true that you learn to strike certain positions in Iraq and Afghanistan by working through a kind of video game, and then push a button that causes an explosion.

KENO, THE SOLDIER

Yes, exactly. The Pentagon likes this project a lot because we get to shoot, but not get shot at.

ANDY, THE REPORTER

Obviously a lot safer than physically being on the front lines.

KENO, THE SOLDIER

Physically, yes.

ANDY, THE REPORTER

Just physically?

KENO, THE SOLDIER

Well, yes. You can imagine. It's not mentally and emotionally safe.

ANDY, THE REPORTER

What do you mean?

KENO, THE SOLDIER

I fly drones all day that send bombs to Iraq and Afghanistan that explode and kill people. I know this, but I'm trained to not think about it. Doing this does not make me feel "safe."

ANDY, THE REPORTER

How do you NOT think about it?

KENO, THE SOLDIER

I go home at night, eat dinner with my family, help my kids with their homework, and read other things before I go to bed, or listen to music, or talk with my spouse. I don't watch TV.

ANDY, THE REPORTER

Why not TV?

KENO, THE SOLDIER

I have to stay away from the news.

ANDY, THE REPORTER

You've basically been IN Afghanistan all day, so you don't want to hear about it.

KENO, THE SOLDIER

It's more than that. Iraq and Afghanistan never leave my mind. Doing what I do all day, I get the shakes sometimes, and sometimes have trouble communicating with my family. What I want to do most nights is meet the guys afterward.

ANDY, THE REPORTER

Your fellow soldiers?

KENO, THE SOLDIER

Exactly.

ANDY, THE REPORTER

And do what? Just hang out? Maybe get a drink?

KENO, THE SOLDIER

Yeah.

ANDY, THE REPORTER

Do you talk about what you do all day?

KENO, THE SOLDIER

No. But sometimes we play videogames together.

ANDY, THE REPORTER

Really. What kind?

KENO, THE SOLDIER

Well, I should be doing workout videos since I sit in a chair in front of a computer all day, but we play war game videos.

ANDY, THE REPORTER

(Pause) I'm surprised. You say you don't want to talk about what you do, but you want to play war game videos?

KENO, THE SOLDIER

In a way, it's getting it out of your system. You get to "play" war in a virtual world, where you can win and where you know you're not really hurting anyone.

ANDY, THE REPORTER

Don't you feel like you win, when you're sending a drone and "getting the job done"?

KENO, THE SOLDIER

(Pause.) Am I personally winning? No, I'm not. I'm killing people. This is not my idea of winning.

ANDY, THE REPORTER

So, the war game videos help you feel more like a winner?

KENO, THE SOLDIER

Truth be told, war is not a game. So, there are no winners.

ANDY, THE REPORTER

Do you have trouble sleeping?

KENO, THE SOLDIER

I get nightmares sometimes. And my doctor says I definitely have post-traumatic syndrome.

ANDY, THE REPORTER

Even though you haven't actually been on a real battlefield.

KENO, THE SOLDIER

That's right.

ANDY, THE REPORTER

So, what can you do about it?

KENO, THE SOLDIER

Right now, it gives me the income to feed my family. It's just a job. That's a good thing. Nothing to do but keep going.

✓ **Thank the Volunteers. Then, ask students:**

- What did you think of this role-play?
- Was there any conflict between the Soldier and Reporter?
- What about you? Did you feel any conflict listening to the questions and the Soldier's responses?
- This role-play is based on a very real situation that exists. Knowing this, how does it make you feel?
- Can you imagine getting paid for killing people you don't know thousands of miles away because you're told they are "bad"?
- There are lots of conflicting opinions about this training. How do you feel about it?

✓ **Tell students:**

- ▲ The Army built a \$13 million dollar Army Experience Center that featured videos and war games for kids age 13 and above to play.
- ▲ They posted unidentified recruiters at this Center to "answer questions" to trick young people into joining the Army.
- ▲ The Army used intense excitement in the games to encourage kids to want to join the Army and do this kind of "work" for real. This was their 21st century soft-sell on recruiting. "It's a sampling experience," said an Army guy.
- ▲ Protesters, however, uncovered the Army's intentions and succeeded in shutting down this Center, accusing the Army of secretly attempting to recruit young impressionable people who love to play videogames.
- ▲ Protesters claimed that kids playing the war games were tricked into believing that they were unbeatable and could become heroes by joining up and serving.

✓ **Ask students:**

- Is that what happens when you play video war games? Do you, for a few moments, believe you are invincible, and, therefore, you want to do it for real?
- What so you think inspires people to want to kill other people?

What Is a Hero? A Fantasy?

✓ **Ask students:**

- What is a hero? How would you define “hero”?
- Who is someone you consider a hero? And why?

✓ **Tell students:**

- ▲ The *Dictionary* defines “hero” as: a person of distinguished courage or ability, admired for brave deeds and noble qualities.
- ▲ A hero is a person who, in the opinion of others, has performed a heroic act and is regarded as a model, or ideal.
- ▲ We often consider police officers and fire fighters — people who save people’s lives — as heroes. Female heroes are sometimes called heroines.
- ▲ In classical mythology, a hero is a being of godlike bravery and generosity, often honored as a divine being.
- ▲ A hero is also used to refer to a warrior-chieftain of special strength, courage or ability.

✓ **Ask students:**

- How does someone become a hero?
- Do you think that the existence of heroes in war time has anything to do with the existence of enemies? Would we have heroes if we didn’t have enemies?
- Do you think that if we were free of harmful thinking that’s based on prejudice, we would not have enemies? And if we didn’t have enemies, would we ever need heroes?

✓ **Tell students:**

- ▲ When we decide to name someone, or some group, as our “enemy,” we believe that they, in some way, can harm us.
- ▲ So, inside ourselves, we ask: “What can I do to protect myself from this enemy — so I can survive?”
- ▲ What do we do? We create a hero! We create someone who we believe can save us! We create a Freedom Fighter to fight “the enemy” and protect us.

✓ **Ask students:**

- Is a hero a fantasy we’ve dreamed up to protect us — an image we have invented to make us feel safe from “the enemy”? Do we need to have war to feel safe for heroes to protect us?
- Do you think that creating a hero is the result of having created an enemy? So, therefore, creating a hero creates conflict?
- What’s the difference between a Killer and a Freedom Fighter? Is one a hero and the other an enemy? Which is which? How can you tell?

✓ **Tell students: Let’s look at two patterns.**

PATTERN OF CONFLICT

Something has scared me. I want to survive! To survive, I must join a group (physically or psychologically). The group is my hero, and will protect me from harm. All people outside this group are a threat — an enemy. Conflict!

PATTERN OF WAR

People of one country feel threatened by people from another country. They are afraid of that country. They think “the other” country is “bad” or “wrong.” The “other” country becomes an enemy in their minds. They feel they must defend and protect themselves against this enemy. They decide they need warriors. War!

Is Working Out Differences Harder Than Fighting a War?

✓ **Ask students:**

- How similar are these patterns? Whether we are in a conflict on the school playground, or serving in the Armed Forces, does fear trigger the instinct: “I want to survive!”?

- Does our survival instinct inspire us to want to be part of a group, physically or psychologically? Does the group then become our hero?
- Do we human beings create the enemy and the hero — and therefore create conflict — based on our need to survive?

✓ **Tell students:**

- ▲ When confronted by a potential conflict due to what we suppose is a threat to our authority, our biological primitive bully brain awakens, equipped for combat. This kicks our brain into gear and sets up to fight against what it thinks is its enemy — someone or some group it sees as a danger to its continued existence, its survival.
- ▲ The information that gets continually programmed into our brain is like a software disk, full of information from the particular culture we live in, that tells us how to act and — in certain cases — who is a threat — who are our “enemies,” as well as those you believe are inferior to who you are. As a result, off we go driving down the same road to war we’ve been on since before we were born — inherited from generations of people who came before us who were conditioned that way.
- ▲ That old, outdated misinformation automatically continually re-loads into our brain even though it no longer works to ensure our survival. It’s not able to adapt to what’s necessary for our real survival. Like a corrupt computer disk, it doesn’t operate correctly. It continues to activate our biologically hardwired brain to protect us when it’s not a protection we need.

Note to Teacher: Ask for four volunteers to be part of a panel “**Truth and Image**” (Activity 9C), on the following page.

Activity 9C

TRUTH AND IMAGE!

- ✓ **Ask for 2 Volunteers to represent TRUTH.**
- ✓ **Ask for 2 Volunteers to represent IMAGE.**
 - **Show both panels the image on the NEXT PAGE (or a similar depiction of soldiers at war). After they've had time to look at it, put it up in front of the classroom.**
 - **Ask Truth Panelists to take 10 minutes to prepare to talk to everyone present about TRUTH regarding this image — what truth this picture represents.**
 - **Ask Image Panelists to take 10 minutes to prepare to talk to everyone about IMAGE regarding this picture — what the image means and why it's essential for us to understand the role it plays.**
 - **Then tell them, "GO!"**
- ✓ **While the Panelists prepare, have the remaining students help you create a chart, or use the blackboard, to create "The Principles of Truth" and "The Principles of Image." (See page after the Image.)**
- ✓ **After 10 minutes, call time. Ask which Panelists would like to go first. As they make certain points, list them (or ask for a Volunteer to list them) on your board or chart.**
- ✓ **Then call up the other 2 Panelists, and allow them to make their presentation. Add their positions to the chart.**
- ✓ **Ask all students:**
 1. **Do you think it's sometimes difficult to distinguish the truth from an image that's presented to us?**
 2. **Do you believe that different people have different ideas and feelings about what's real and what isn't? When have you seen this?**
 3. **We humans often INTERPRET meanings from things we're told. Someone may express something true, and we will INTERPRET something from this that is not true.**

Activity #9C

TRUTH AND IMAGE



Activity 9C
TRUTH AND IMAGE!

THE TRUTH

Soldiers carrying guns are trained to kill. They may also be killed.

THE IMAGE

Soldiers carrying guns look powerful and heroic.

✓ **Tell students:**

- ▲ When we see what is real, there may be disagreement between the real and the imagined, what we have been taught to believe without question — inside us as well as outside us.
- ▲ The conflict happens when we realize that we have been asleep, living out a bad dream, thinking that there are real enemies that want to hurt us.
- ▲ We wake up suddenly to see that the “enemy” is just an image that we’ve been we’ve been conditioned to believe is real, one that we’ve imagined to be a threat.

**Since we may be biologically conditioned to fight for our survival,
we can sharpen awareness to see conditioned reactions happening
in any moment we are confronted
by situations, people and places that seem to threaten us.**

**What creates peace is understanding.
What prevents peace is hardwired conditioning —
which is a lack of understanding.**

Summary

- * The *Dictionary* defines “enemy” as a person who feels hatred for, fosters harmful designs against, or engages in antagonistic activities against another. An enemy is an adversary or opponent.
- * For years some people have believed that the desire to go to war is “conditioned” thinking – taught to us by others who have gone before.
- * Today, there seems to be some evidence that warlike behavior is inborn – that we come into this world already having it, because our ancestors had it.
- * Drones are unmanned planes that fly over Iraq and Afghanistan, some 7,500 miles away from Las Vegas. They can strike with precision with no cost to American lives. Planes can survey from up to nine miles above their target.
- * When the soldiers step into this computer-like game, they are IN the fight. But all they see is the bomb exploding on a screen. They do NOT see the consequence of the button they have pushed, because they are not there – not where the bomb has exploded.
- * The *Dictionary* defines “hero” as: a person of “distinguished courage or ability, admired for his brave deeds and noble qualities. A hero is a person who, in the opinion of others, has heroic qualities, or has performed a heroic act and is regarded as a model, or ideal.
- * Instead of trying to resolve conflict with another country we consider our “enemy” — by understanding our difference and seeing how humans have been divided through organized beliefs — we create warriors, tribes, battalions, armies. This causes us to want to create the opposite — heroes.

**Sometimes it looks as if we would rather fight
than work out our differences.
It’s almost as if we are saying that
working out our differences is more difficult than going to war!**

- * Once we SEE and UNDERSTAND what we do that creates conflict, we can free ourselves of our conditioned thinking. Free of our conditioned thinking, we will not have enemies. And if we don’t have enemies, we also won’t need heroes.

- ✿ If we believe that we have an enemy, we say, “That person, or that group of people, is my enemy.” Because we have named this person, or this group of people, as “enemy,” we believe that they, in some way, can harm us.

**When we go to war, we dream of glory.
No one wants to consider the reality.
The reality is that war is terrifying, that it can maim you for life,
ruin you psychologically forever, or kill you.
When this reality meets years of our conditioned reactions –
which is that our fighting men and women are heroes and we need to
continue to send them overseas – there is conflict.
Since we don’t want to feel conflict,
we continue to dream of glory**

- ✿ When reality meets years of accepted conditioned reactions, there is conflict — first inside us, and then globally.

**What creates peace is understanding.
What prevents it is hardwired conditioning,
which is a lack of understanding.**

Activity 9D

A QUOTE TO NOTE

“There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they grow up in peace.”

— *Kofi Annan, Seventh Secretary General of the United Nations*

✓ **Ask students:**

1. What does this quotation mean to you?
2. When Kofi Annan talks about children and trust, what does he want us to understand?
3. If children’s rights are respected, will their rights as adults then be more likely to be respected? Will they respect themselves?
4. Do you think Secretary General Annan understands the importance of people living “free from fear” in order to grow up in peace?
5. If could speak with Secretary General Annan, what question would you want to ask?

LESSON 10

Ethnocentrism: Ancient Instincts Can Trigger Dangerous Messages

Breakdown of Lesson 10:

Ethnocentric groups threaten survival
Experiencing sends messages to our brain
As remarkable as it is, our brain is capable of malfunctioning

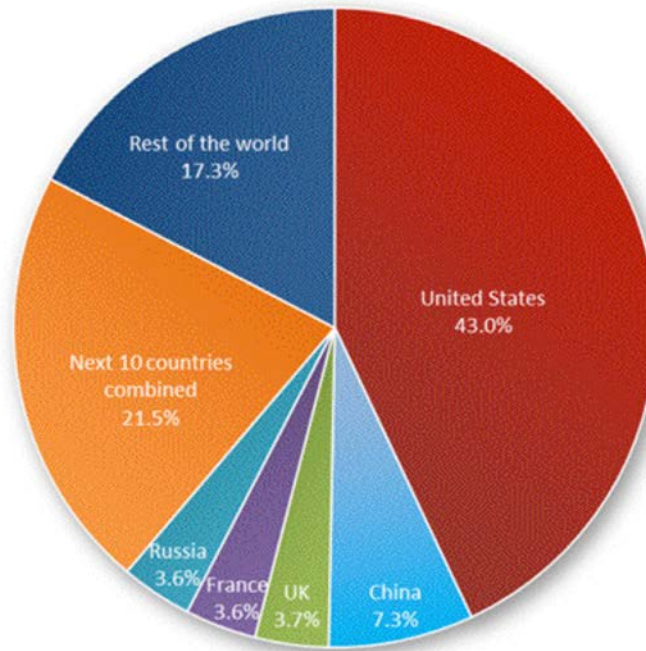
Note To Instructor: Ask students which of the 12 mental self-defense skills to walk away with confidence they have used this week! Keep adding to your charts!

Ethnocentric Groups Threaten Survival

✓ **Tell students:**

- ▲ Counting the Cold War, the U.S. has been in a continual state of war for more than 60 years, with no end in sight.
- ▲ Some people believe that war is good for the economy, that it prevents the U.S economy from slipping more deeply into economic depression.
- ▲ The truth is that any war has substantial costs.
- ▲ The government buys tanks, fuel, trucks, clothing, bullets, guns, parachutes, helicopters, airplanes, drones and other new technology — all of it expensive. It also pays soldiers to fight and kill so that these men and women are not performing their normal jobs at home.
- ▲ It's also true that of the total dollars the world has paid for the military in 2010, the U.S. paid 43% of it, while China paid 7.3%, the United Kingdom 3.7%, France 3.6%, Russia 3.6%. the next 10 countries combined paid 21.5% -- and the rest of the world 17.3%. (See chart, next page.)
- ▲ Some people say war is good for business — that the U.S. winds up rebuilding countries it has battled, so that it can reap the benefits of that country's wealth, such as oil.

Global Distribution of Military Expenditure in 2010



Source: SIPRI Military Expenditure Database 2011, <http://milexdata.sipri.org>

- ✓ **Ask students:**
- Are these reasons to go to war? What do you think?
 - Are these statistics a reason to want to prevent conflict when it's inside you?
 - Do all these military expenses produce more of a desire to become more aware about what bullying on the playground means that leads to combat on the battlefield?
 - Do you think the military is trained to STOP and THINK? Or listen to their inner voices?

Note To Teacher: Go to “**The Image of a Threat!**” Activity 10A, (next page), a role-play designed to enhance student ability to recognize fear and a sense of threat that is not real. Give copies of role-play to two volunteers. Yazmeen is a girl.

Activity 10A
ROLEPLAY: THE IMAGE OF A THREAT!

ALEX

Hey, Yazmeen! Are you going to our understanding what prevents peace class today? C'mon, I'll walk you there.

YAZMEEN

Hi, Alex. Um, no. I'm not going.

ALEX

You have somewhere else to be? I hate to miss even one of these classes, don't you?

YAZMEEN

Well the truth is I had to quit.

ALEX

Quit learning about what prevents peace? Why?

YAZMEEN

My mother doesn't want me in that class.

ALEX

How come? Doesn't she want you to learn to understand peace, and the highest goal in understanding — which is to stop a fight before it starts?

YAZMEEN

It's not that.

ALEX

What then?

YAZMEEN

It's the teacher.

ALEX

Mr. Weideman?

YAZMEEN

Yes. I found out that he's .

ALEX

He's what?

YAZMEEN

His father is .

ALEX

You're killing me with all this suspense!

YAZMEEN

His father fought in the army that my mother's people were killed by.

ALEX

Really? When?

YAZMEEN

Sixty years ago.

ALEX

(Pause) Yazmeen, that was six decades ago. That war has been over for more than half a century.

YAZMEEN

Not for my mother. It's never over for my mother. She lives it every time she comes to school and sees him.

ALEX

Yes, but he didn't do anything. His father fought in that war, but Mr. Weideman didn't.

YAZMEEN

Doesn't matter. He still scares me. He's the enemy.

ALEX

Okay, you know I like you, right? But I have to tell you: This is ridiculous. Mr. Weideman is not your enemy. There is no enemy.

YAZMEEN

I can't help it. I was brought up to believe that .those . people are my enemy. They will always be my enemy. I can't change that. It's a fact.

Experiencing Sends Messages to Our Brain

1. Thank Volunteers for their roleplay reading. Ask students:

- For weeks we have been studying and doing our best to discover what *prevents* peace. What is Yazmeen doing that is preventing peace in her mind?
- Does an enemy actually exist, or has Yazmeen created one?
- Has Yazmeen created a “difference” between the two of them?
- Where does Yazmeen’s depiction of “the enemy” begin? From something she actually remembers? Something she’s been told? Something she feels?
- Is Yazmeen’s reaction like that of a robot? A puppet? A doll that’s being manipulated?
- Is this Yazmeen’s fault? Or is it simply conditioning?
- What do you think of Alex’s perspective?
- Do you think Alex could help more? If so, what could Alex say, or do?
- What does Yazmeen need to do to see how she is preventing peace?

2. Tell students:

- ▲ In the story “The Wizard of Oz,” we learn by the end of the story (and the movie) that the Wizard is not a giant wizard at all, but an ordinary man who operates a bunch of wheels and levers while speaking into a microphone. He hides behind the scenes, pulling strings, controlling people like puppets, to get what he wants.
- ▲ In our world today, there are many “wizards” out there attempting to pull our strings and get us to do what they want.

Note To Teacher: Go to “I Recognize That Belief!” Activity 10B. Create a new panel, designed to enhance student ability to recognize beliefs that live inside themselves as well as others — to see and understand other points of view.

Activity 10B
PANEL: I RECOGNIZE THAT BELIEF!

- ✓ **Choose four students to be members of a new panel. Give students who have not had a chance to be a panelist to serve as one this time.**
- ✓ **Give the four panelists each a copy of the report on the following page called “Why Do Kids Eat Unhealthy Food?”**
- ✓ **Ask the panelists to prepare four different positions on this issue.**
- ✓ **Read all issues out loud. Then, ask each panelist to choose one viewpoint and panel. You can say, “Who wants ?”**
 - **The Advertising Industry.** The advertising industry’s point of view. The Executive VP of the Association of Advertisers does not approve of the government dictating what should or should not appear in TV messages.
 - **The Grocery Manufacturers of America.** This organization is disappointed that the report does not cite some positive changes food companies have made recently. A well known restaurant, for example, added soy milk and apples to kids’ meals.
 - **Fitness Campaigns.** Many food companies have sponsored fitness campaigns. The fact remains that, for the most part, new children’s food products are high in total calories, sugar or fat.
 - **Product Placement.** While marketing is high on TV, radio, print and billboard marketing, most marketing dollars are going to product placement, in-school marketing, special-event marketing and licensing popular characters. There’s also marketing on the Internet, mobile phone ads, and placement in movies and video games. They feel this encourages kids to eat profit-making food.
- ✓ **Encourage students to strongly see and back the point of view they are presenting.**
- ✓ **Despite their different points of view, ask panelists to finalize their panel dialogue with some COMMON UNDERSTANDING they all can agree with.**
- ✓ **Once panelists understand their role, give them 15 minutes, then call time. During these 15 minutes, engage other students in a short discussion on the same topic.**

Activity 10B
PANEL: I RECOGNIZE THAT BELIEF!

Why Do Kids Eat Unhealthy Food?
A Report

Food and beverage companies are using television ads to entice kids to eat massive amounts of unhealthful food. A national science advisory panel has noted that this is leading to a sharp increase in childhood obesity and diabetes.

The Institute of Medicine, part of the National Academies, called on food and beverage manufacturers and restaurants to make more healthful products and change their advertising emphasis to promote them.

"There is strong evidence that exposure to television advertising is associated with" obesity, the government-chartered institute said in a congressionally requested report to determine the effects of food advertising on children's health. The report said most of the food and beverage products promoted to children are high in calories, sugar, salt and fat, and low in nutrients.

Many are promoted with popular cartoon characters. For example: SpongeBob SquarePants cereal, Pop-Tarts, cookies and candy and Scooby-Doo fruit snacks and crackers. The Institute said such characters should be used to promote only products that support healthful diets.

The institute also called on Congress to improve nutritional standards and create incentives, including awards and tax breaks, to encourage companies to develop and promote healthful products for children and adolescents. Many in the food industry as well as its critics called the report a milestone in the growing national debate over childhood obesity, which has more than tripled in the past 40 years.

- ✓ **Ask each volunteer to present his/her point of view on the issue he/she is addressing. After all four have presented their reports, ask students:**
- What are some of the positions presented by our panelists today? What beliefs do they represent?
 - Do the advertising industry and fitness programs have differing perspectives on how unhealthy food is being presented to kids who like them?
 - Do you think each industry is swayed by its own beliefs? In what way? What's an example?
 - What does the advertising industry believe? What do the fitness programs believe?
 - What does Grocery Manufacturers of America believe?
 - How do you think television advertisers respond to this issue?
 - How do YOU respond to this issue, and to what the organizations say?
 - Does the issue put you in conflict? What kind of conflict?
 - Are you torn between liking the flavor of some of these foods while understanding that they aren't good for your health?
 - Is this a conflict? How does this make you feel?
 - Do you think all the industries can achieve a peaceful agreement about these foods and what should be done about them?
 - What do you think it would take to bring them to a unified conclusion? What is a conclusion they can all agree on?
- ✓ **Congratulate panelists and all students on their insightful dialogue!**

As Remarkable As It Is, Our Brain Is Capable of Malfunctioning

✓ **Ask students:**

- Do challenging situations sometimes cause our brain to malfunction? Does our brain get caught in old patterns?
- What's an old pattern you got caught in today?
- Because we get caught in old patterns, do our internal battles sometimes grow and become external battles? In other words, if you're angry with someone at home, are you likely to take this out on a kid at school — maybe bully that kid in some way?
- Have you seen a kid bullied at school? Have you stopped to think what might be making that bully act that way?
- Do you ever catch yourself being conditioned by a group you belong to? Your family? Group of friends? A community group? A school group?
- Do you understand that you're allowing yourself to be conditioned by this group because you want to be accepted and welcomed by this group — you want to survive?
- Are we easily threatened when we think outside the box of a group we're in?
- When we attempt to think outside the group, does our biological brain react to the image of a THREAT and believe it's real?

✓ **Tell students:**

- ▲ To create an intelligent, survival environment, we need to question ourselves as well as the groups we belong to.
- ▲ When we look at conflict situations with new eyes, we are likely to find more similarities and fewer differences. Truth emerges from free movement of open minds.

Note To Teacher: Go to “**Let’s Build a Freedom Fighter,**” Activity 10C, next page.

Activity #10C
LET’S BUILD A FREEDOM FIGHTER!

- ✓ **Ask for volunteers to walk up to the classroom blackboard, or chart, and draw a Freedom Fighter. Ask:**
- 1. Who wants to draw the head of a Freedom Fighter?**
 - 2. Who wants to draw the torso of a Freedom Fighter?**
 - 3. Arms and legs?**
 - 4. What thoughts is the Freedom Fighter thinking? Write a couple of them on the board/chart.**
 - 5. What action is the Freedom Fighter planning to take? Write a one-sentence plan of action.**
 - 6. Do you think the Freedom Fighter is facing a conflict of some kind? What is it?**
 - 7. With whom does the Freedom Fighter have a conflict?**
 - 8. Does the Freedom Fighter believe there's an enemy?**
 - 9. Who is the enemy?**
 - 10. How will the Freedom Fighter handle this?**
 - 11. Do you see the pattern of the conflict the Freedom Fighter has with the "enemy"? What is it?**
 - 12. What has to be done to break the pattern? Where would you start?**
 - 13. Where would you like to end?**
 - 14. Do you agree with how this Freedom Fighter thinks and plans? Why?**
- ✓ **Congratulate students on their good work!**

Summary

- * Counting the Cold War, the U.S. has been in a continual state of war for more than 60 years, with no end in sight.
- * Some people believe that war is good for the economy, that it prevents the U.S. economy from slipping deeper into economic depression. The truth is that any war has substantial costs.
- * The government buys tanks, fuel, trucks, clothing, bullets, guns, parachutes, helicopters, airplanes, drones and other new technology. It also pays soldiers to fight and kill so that these men and women are not doing their normal jobs at home.
- * It's also true that in the global distribution of military spending in 2010, while China paid 7.3%, the United Kingdom 3.7%, France 3.6%, Russia 3.6%, another 10 countries combined paid 21.5%, and the rest of the world 17.3% — the U.S. paid 43% of it.
- * Some people say war is good for business. The U.S. winds up rebuilding countries it has battled, so that it can reap the benefits of that country's wealth.
- * Traditional ways of trying to bring about peace are based on the same kind of thinking that created conflict in the first place. Trying to bring about peace seems to only create more conflict.
- * In the story "The Wizard of Oz," we learn by the end of the story (and the movie) that the Wizard is not a giant wizard at all, but an ordinary man who operates a console of wheels and levers while speaking into a microphone. He hides behind the scenes, pulling strings, controlling people like puppets, to get what he wants.
- * In our world today, there are many "wizards" out there attempting to pull our strings and get us to do what they want.

**To create an intelligent, survival environment,
we need to question ourselves as well as the groups we belong to.**

**When we look at conflict situations with new eyes,
we are likely to find more similarities and fewer differences.**

Truth emerges from free movement of open minds.

Activity 10D

A QUOTE TO NOTE

“Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed.”

— *UNESCO Constitution*

✓ **Ask students:**

1. What does this quotation mean to you?
2. Do you agree with it?
3. We are learning that wars do begin in the minds of human beings, but we are also learning that it's not possible to attempt to bring about peace with the same mind that brought about war. What do you think?
4. Do you think that when we go to war we dream of glory?
5. Is the reality that there is no glory — that war is terrifying and can maim and kill soldiers and ruin them psychologically for life?
6. Why do you think we continue to go to war, when it's always been a destructive way of handling conflict?
7. Is it because we're hardwired to do so?

LESSON 11

Are Our Brains Hardwired for War?

Breakdown of Lesson 11:

Are we all biological bullies?

In ancient times, identifying with a group protected us;
today, it threatens our survival

Can we learn to understand what prevents peace?

Note To Instructor: Ask students if they are feeling more comfortable using their mental self-defense skills.

Are We All Biological Bullies?

✓ **Ask students:**

- With everything we've been learning about bullies, conflict and war, do you think that warlike behavior may be inborn?
- Do you think that we are born wanting to fight — to go to war — because our ancestors were constantly involved in one war or another?
- Do you think our brains are “hardwired” for war? Do we all come into this world as biological bullies?

✓ **Tell students:**

- ▲ There are cultures all over the world centuries older than U.S. culture.
- ▲ Many of the cultures live peaceful lives and have not been to war in a very long time. Others have been fighting wars for as long as they have been existence.
- ▲ Here is an example of how growing up in a war-torn country can affect us.

Note To Instructor: Read to students the story “**The Littlest Warrior**” Activity 11A, next page. Then ask questions on the following page.

Activity 11A

STORY: THE LITTLEST WARRIOR

His is a face any mother would be proud of — a hint of freckles, alert brown eyes and a ready smile. But in war-torn Sarajevo, 11-year-old Timur Kekovic is growing up too fast.

A courier for the Bosnian defense forces, Timur packs a sawed-off shotgun. Shells encircle his waist. A tear-gas pistol and wooden-handled knife are strapped to his side. He says he'd kill if it was necessary. A Bosnian military spokeswoman, speaking on condition of anonymity, said she knew of no soldier younger than Timur or of any policy barring children that age from joining up.

On Sunday, Timur laid his shotgun on a table in the library of his former school to tell his story. He sleeps with his gun, he said. When he leaves the house for the day, his mother tells him to be careful. Timur is proud. He is also angry and confused.

When the first barricades went up in Sarajevo this spring, Timur's father took him out to help defend the city. His brothers, 20-year-old Aladin and 16-year-old Elvir, are on the front lines. Three months ago, Timur also took the oath.

"I was excited," he said. "It made me feel good."

The war has dragged on since then. Timur says he doesn't miss school much — he mostly liked only music and sports, anyhow, but would rather be at the seaside swimming. Instead, clad in a khaki beret and green military jumpsuit, he scurries through the streets of Sarajevo to pass messages back and forth among the soldiers. When he is not carrying messages, Timur answers the telephone or cleans weapons.

His school friends also help in the war effort, digging bunkers or carrying water or food for the soldiers. But they envy Timur.

"A lot of them are making pistols and guns like I have out of wood," he says.

Timur also had another school friend, Zoka Repic. "He was a good friend," Timur said, "Usually, when I didn't have money, he would buy me something." But Zoka left with the Serbs who fled Sarajevo when the fighting started, and "now his father is sending us grenades," Timur said, "from a Serb position north of Sarajevo.

Zoka called from another Serb-held town, Vogosca, a couple of days ago.

"He asked me how it is here," Timur related. "I said it's fine, we're all shooting at each other."

Is Zoka still his friend, he was asked, since they were on opposite sides of this conflict. Timur only lowered his eyes and shrugged. What would happen if he met Zoka on the front line?

"I would kill him," Timur said.

✓ **Ask students:**

- How does this story make you feel?
- Is "the enemy" an illusion in this story, or is it very real for Timur?

- How was this enemy created?
- How did these two friends become enemies?
- What if Timur had to kill his friend, whom he now considers an enemy? Do you think he would live to regret it?
- Do you think Timur was born a biological bully? His friend, too? Have their brains been hardwired for war, so that even though they've been friends, they would fight and kill each other, no matter what?
- Is war a dream we create? Are there images that create this dream, which is really more like a nightmare?
- Have you ever been in a situation where a friend of yours suddenly became an enemy? If so, how did it happen? How did you handle it?

**In Ancient Times, Identifying with a Group Protected Us;
Today, It Threatens Our Survival**

✓ **Tell students:**

- ▲ Since there's strong evidence that we humans may be biologically conditioned to fight for what we believe we need to survive, we need to sharpen our awareness.
- ▲ The only way to truly survive is to be aware, to ask questions, and to act from instinct rather than react out of old patterns of thinking.
- ▲ In any situation we face, every day, we need to be fully conscious of how we think, feel and act — particularly when confronted by situations, people and places that seem to threaten us.

✓ **Ask students:**

- Liberia is a country in Africa. Can you guess what the name "Liberia" means?

- The name “Liberia” means “free” or “freedom.” There is an educational association in Liberia called “Dujar” which means “awake.” Awake free!
- Can you guess why these two words “awake free” may be very meaningful for them?
- They have a school called Grassfield School, where programs are taught on understanding how conditioning causes conflict and, therefore, prevents peace. Would you like to know more about them?
- Students there, after many years of devastating war, are being taught now to wake up and give Liberia’s children and youth the tools to create a better future.
- Do you think, after years of war, it will be possible to awaken these students to a new way of thinking — a new life?
- Can we give ourselves a better future, too, by learning more about how we can prevent war — by enhancing our awareness?
- How would you like to create a chart called **“Words That Create War”** – both inside us and outside us, so we are aware of them!



Create this chart:

(See next page). Ask students to fill it in! Give students the opportunity to write words on the chart that they find offensive, conflict-producing and war-like. They can add to this chart any time they wish. You can create time in every lesson that follows for them to do this, or they can simply make additions before, during or after class.

Note To Teacher: Go to **“Words That Create War”** (next page) Activity 11B, to enhance student ability to recognize language that triggers conflict or warlike responses. Some examples are provided.

Activity 11B
WORDS THAT CREATE WAR

The other side

That person is different.

You're wrong.

You're stupid.

Can We Learn to Understand What Prevents Peace?

- ✓ **Read to students the following true story.**

Jesse Pittman

Navy SEAL Jesse Pittman was among 30 troops killed when their Chinook helicopter was shot down by a rocket-propelled grenade in central Afghanistan's Wardak province, west of Kabul. He was 27 years old.

Reports are that when he was in kindergarten in Ukiah, California, he would answer only to the name John Wayne. After high school, he battled wildfires in the rugged mountains of Northern California. And as an elite Navy SEAL, he went on nighttime raids in Afghanistan, missions both dangerous and top secret.

The Pittmans are not entirely sure why their son wanted to be a SEAL; perhaps, his mother said, it was because he wanted the challenge and hoped for a life beyond their small town.

School Principal Keller McDdonald said, "Wise beyond his years, Pittman pursued careers that would let him do the things he loved. In Cal Fire and the military, Jesse chose careers that demanded skill and physical excellence. he embodied the part of the SEAL creed that says SEALs are common men with an uncommon desire to succeed."

- ✓ **Ask students:**

- How does this newspaper story make you feel about this Navy SEAL? What do you learn about Jesse that seems to clarify why he wanted to join the Navy?
- Do you think it had anything to do with wanting to be like John Wayne and the characters Wayne played in the movies? (A movie star in the 1940s, '50s and '60s, Wayne's real name was Marion Mitchell Morrison. He played soldiers in western cowboy films and in combat films, some about World War II. Young men in those days thought he was a war hero and wanted to be like him, but in fact he never went to war because he didn't enlist in the Armed Forces, thinking it would hurt his career.)
- Do you think he joined the SEALs because of what Jesse's mother said — that he "hoped for a life beyond their small town" and perhaps saw the Navy as a way to "succeed"?

- Do you think that Jesse's love for "physical excellence" led him to believe that he could achieve more of that by joining the Navy?
- How do you feel about the SEAL creed that states that "SEALS are common men with an uncommon desire to succeed"?
- Does this sound like an image the Navy creates to attract its young people? What do you think of this creed?

✓ **Tell students:**

- ▲ Trying to bring about peace seems to only create more conflict. Traditional ways of trying to bring about peace are based on the same kind of thinking that created conflict in the first place.
- ▲ We continue to belong to groups with superior beliefs about their own country that are based on conditioned notions.
- ▲ One of those notions is that in order to have peace and security, we have to mentally and emotionally identify with that group.

✓ **Ask students:**

- Is this kind of thinking dividing us — creating more and more differences between us?
- Where does this ethnocentrism begin — this belief that one's own country is superior to all others?
- Do we need to be aware of this conditioning without judging it — as it happens, in the moment?
- Is it possible do this? Do we need to break through our usual conditioned patterns of behavior so new behaviors can happen without the old ones?

Note To Teacher: Go to "**Biological Bullies!**" Activity 11C, next page), a role-play between two opposing factions — Woolly Monkeys and Spider Monkeys. Pick 6 students to play these parts — 3 Woolly monkeys and 3 Spider Monkeys.

Activity 11C
ROLEPLAY: BIOLOGICAL BULLIES!



Woolly



Spider

Three Woolly Monkeys and three Spider Monkeys encounter each other and begin whooping and screaming at each other.

ALL MONKEYS

(Scream! Yell!)

SPIDER 1

Look! It's the Woolly Monkeys!

SPIDER 2

What are they doing here? Don't they know this is OUR land?

SPIDER 3

They are obviously looking for a fight!

WOOLLY 1

Spider Monkeys! Where do you think you're going?!!!!

WOOLLY 2

You don't belong here!

WOOLLY 3

This is OUR territory!

SPIDER 1

It is NOT your territory! It is OUR territory!

SPIDER 2

We were here FIRST!

SPIDER 3

You've come here to THREATEN us!!!

WOOLLY 1

No! YOU are the threat! We need this land!

WOOLLY 2

This is where we get our food...

WOOLLY 3

Which we need to survive!

SPIDER 1

This is how WE survive!

SPIDER 2

We must feed our families!

SPIDER 3

We don't care what YOU need. We were here first!

WOOLLY 1

(To his fellow Woolly Monkees:) We have to scream and yell and scare them away.

WOOLLY 2

(To his fellow Woolly Monkees:) I don't know what else to do, do you?

WOOLLY 3

(To his fellow Woolly Monkees:) This is what we do! This is what we are built to do — scare strangers away!

SPIDER 1

(To his fellow Spider Monkees:) I'm going to beat my chest and scream!

SPIDER 2

(To his fellow Spider Monkees:) Okay. Me, too!

SPIDER 3

(To his fellow Spider Monkees:) If they don't leave, we'll have to use sticks!

ALL MONKEYS

(Scream! Yell! Scream! Yell! Pretend to threaten each other with your fists! Just pretend!)

✓ **Thank the Monkey volunteers!**

✓ **Ask students:**

- Is this what monkeys do?
- Do they know any better?
- What did you think of their disagreement?
- Do you think they had any way of changing their thinking? Are they simply biological bullies?
- What about we humans? Do we do this, to? When? How?
- Can we humans handle things differently? How so?
- Are we biological bullies too?
- But is the difference that we can THINK before we act?
- DO we think before we act all the time?
- What's the difference between a threat that's right in front of us and a threat we can think about?
- Do we react the same to both?
- Can the monkeys think about the other group of monkeys on the other side of the jungle?
- Can we humans think about threats from the other side of the world?
- When we do think about such threats, does this make us want to prepare for an attack that might happen from one of "our enemies"?

✓ **Tell students:**

- ▲ There are times when we human beings are very much like these monkeys.
- ▲ We can be biological bullies because of our primitive old brain.
- ▲ We humans have learned to think and have been driven to survive using the thinking process to handle our perceived threats around the world.

- ▲ We human beings can THINK about war, and, because we feel threatened, we create a “preemptive strike or war” – a surprise attack that is launched in order to prevent “the enemy” from doing it to us.
- ▲ A “pre-emptive war” is a war that is commenced in an attempt to repel or defeat a perceived offensive or invasion, or to gain a strategic advantage in an impending war before that threat actually materializes.
- ▲ Because we are genetically hardwired for war, we create a “pre-emptive” attack or war — justifying it by saying that “the other people” are planning the same thing, and we want to be first.
- ▲ Each “side” launches an attack to get what they say is “the advantage.”
- ▲ The German Nazi army did this with “Blitzkrieg” — which translates into English as “lightning war” — was a tactic based on speed, surprise and great force — air forces and mechanized ground forces.
- ▲ The Americans used this in Iraq with “Shock and Awe” — a military doctrine based on using tremendous power, overriding battlefield maneuvers and controlling displays of force in order to paralyze an adversary’s ability and will to fight.
- ▲ These are all examples of being “driven to war.” Pre-emptive attacks or wars are said to be done to “pre-empt” a threat; in fact, they break the peace.

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

Activity 11D

A QUOTE TO NOTE

“The challenge is to understand what prevents peace, not to try to bring it about. Whose ideal of peace shall we follow? Isn’t this what created conflict in the first place?”

— *Dr. Terrence Webster-Doyle*

✓ **Ask students:**

1. What does this quotation mean to you?
2. Can you see the difference between understanding what prevents peace and trying to make peace happen?
3. What is the difference?
4. Do you think that trying to MAKE something happen is the best approach?
5. Do you think that UNDERSTANDING a situation may be the best path to take?
6. Can you create one sentence that demonstrates that you are beginning to understand what prevents peace? What is it?

UNDERSTANDING WHAT PREVENTS PEACE



D Seeing Through the Eyes of Peace

Breakdown of Lesson 12:

“Wrong” in one culture may be perceived as “right” in another.
Seeing through the eyes of peace takes a beginner’s mind.
Conflict ends from within, not from without.
Proprioception: When we can see what IS without judgment.

Note To Instructor: Ask students which of the mental self-defense skills they’ve been enjoying the most.

“Wrong” in One Culture May Be Perceived as “Right” in Another

✓ **Ask students:**

- What is the difference between SEEING and noticing what’s there — color, texture, taste, sound, shape, size — and creating your OPINION of what’s there — “I like it” “I don’t like it.” “It’s wonderful!” “It terrible!”
- When you LOOK AT the world around you, do you simply SEE what’s there?
- Do you also JUDGE what’s there? In other words, do you add your thoughts and feelings about who or what you are observing?
- Do you think JUDGING creates conflict in our minds?
- How would you like to play a game that helps you understand when you are SEEING and when you are JUDGING?

Note To Instructor: On the next page you’ll find “**I See! I Imagine!**” Activity 12A. There is a sample list of statements. Feel free to add some of your own that you know will resonate with your students.

Activity 12A

I SEE! I IMAGINE!

✓ **Tell students:**

1. One person uses a sentence that begins with: "I see...." The second person then uses a sentence that relates to the first sentence, beginning with "I imagine...."
2. Here are some examples.

If I say:

"I SEE that you are frowning...."

You might say:

"I IMAGINE that you are angry."

3. The first person SEES what is actually there. The second person IMAGINES because that person does not know if the first person is frowning out of anger, depression, sadness, pain, grief — or some other reason.
4. I will walk past you and say "I SEE...." and you fill in the blank. Then I will past another person, and you will say, "I IMAGINE..."
5. Are you ready?

✓ **Here are a couple more examples. Then, use your own!**

One person says: "I see that your shirt is ripped."

Another person says: "I *imagine* that you were in a fight."

One person says: "I see that you are smiling."

Another person says: "I *imagine* you have a secret."

✓ **Have fun with these! Then ask students:**

1. Can you see that what we imagine may not be what is actually happening?
2. How can what we imagine cause conflict?
3. Do you think many fights start this way? One person imagines the other has purposely insulted the first?

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

✓ **Tell students:**

1. Being able to STOP and **THINK** in the face of any conflict requires a strong mind — a mind that can think outside the box, off the path of how it has been conditioned to think.
2. When you can ACT on your behalf, rather than REACT to something a bully says or does, your brain develops new neural pathways in your brain, and your mind gets stronger because it has new wiring that can expand your mental understanding.
3. Roleplays helps us develop our minds, so let's do another one.

✓ **Ask for two volunteers.**

✓ **DO ROLEPLAY: Activity 12B: STOP! THINK! (following page)**

✓ **AFTER ROLEPLAY, ask students:**

1. Who used STOP and THINK?
2. Who had a lot of negative thoughts getting the way of creating a new thought path?
3. Do you think STOP and THINK helped Jo create positive decisions? In what way? Were some brand new neural brain pathways created?

✓ **Remind students:**

1. Although you think and feel like bullying someone, the truth is: you don't have to. YOU have the power to change your thinking!
2. Sometimes NOT bullying takes more strength than bullying does.
3. There are times when we all feel hurt and times when we all want to strike out. If we STOP! THINK! we can find peaceful ways to behave and still get what we want — without fighting.

Activity 12B
ROLEPLAY: STOP! THINK!

DANA

Hey, Jo! Good to see you!

JO

(To self:) I know Dana is better off than me. Look at those neat clothes and that super car that family drives. I feel like giving Dana a hard time. Nobody should show off that Dana. (To Dana, sarcastically:) It's good to be seen, Dana, as you well know.

DANA

What do you mean?

JO

(To self:) STOP! THINK! Aw, who cares anyway? Those aren't my kind of clothes anyhow. Maybe someday I'll earn enough money to have great clothes. Why waste my time on this? I've got better things to do. Dana sure does look great though. (To Dana:) Aw, just kidding. I mean you look terrific. Really. You do.

DANA

Thanks, Jo. I think you look terrific too. You should come out a little more and spend some time with the crowd — come to the party today.

JO

(To self:) Yeah, right! Go to a party with preppy idiots. We'd really get along. (To Dana:) Thanks, but I don't fit in with that stupid crowd.

DANA

What do you mean? I'm part of that crowd, you know.

JO

(To self:) Stop! Think! I just hurt Dana's feelings. (To Dana:) You're different from the crowd. But I'd still feel out of place. Stop! Think! Wait a minute! I'll go if you go with me!

DANA

(Smiles at Jo:) C'mon. I'm giving you a ride.

Conflict Ends from Within, Not from Without

- ✓ **Tell students:**
 - ▲ When we strain against what happens to us, in the here and now, we exert a lot of energy, and all too often get nowhere.
 - ▲ When we move in the direction of a pull, our movement is effortless, easy, and we go with the flow.
- ✓ **Have ready THREE BLACK BELTS.**
- ✓ **Hold up the black belts** and announce that today someone is going to become an INSTANT BLACK BELT!
- ✓ Ask for three volunteers.
- ✓ Pull out three black belts and put them on the volunteers. Tell volunteers: "You are Black Belts for a day."
- ✓ Engage all students in some made-up martial arts moves, like blocking a punch. Make sure they don't actually hit anyone. After the practice, ask all students to sit down. Then ask:
 1. Did everyone enjoy the pretend practice?
 2. How about our three Black Belts? How did you feel?
 3. Did you feel different today than you usually feel here?
 4. Did you feel more powerful?
 5. Where did you get this power from?
- ✓ Hold up a black belt in front of students. Ask:

What do you see? Power? Strength? Wisdom? Energy?

Encourage all answers!

- ✓ If students agree that this is what they see, tell them: **“I only see a black piece of cloth.”**
- ✓ If a student is aware enough to see only a black piece of cloth, or a black belt, ask:
 1. Where does this great power come from if this is only a black piece of cloth? From our bodies? Our minds?
 2. How did our minds get this image of this piece of cloth?
 3. Are we *taught* that a black belt symbolizes power, wisdom, strength and energy?
 4. Is there real power, real strength, real wisdom in this cloth?
Give students a moment to think.
 5. Isn't it true that there is no strength in a piece of black cloth?
 6. Then, what is the purpose of this black belt?
To hold up our pants!
- ✓ **Tell students:**
 1. No matter who you are or where you live — your real source of power is YOU — your mind, your clear thinking, your understanding of your own strength!
 2. The first person you must trust completely is — YOU!
 3. In the same way, YOU are in charge of ending conflict in your mind.
 4. YOU are in control of stopping a conflict that starts inside you.
 5. Conflict ends WITHIN you, not OUTSIDE you.
- ✓ **Be sure to get the black belts back before class ends!**
- ✓ **Thanks students for enlightening their beginner's minds!**

Proprioception: When We Can See What IS Without Judgment

- ✓ **Bring to class as large a photo of EARTH as you can find — as the astronauts first saw it. (Supplementary photo on next page.)**
- ✓ **Ask students:**
 - Have you ever been in a room, with a group, or in a situation where everyone sees something together and you feel a complete connection with everyone present?
 - Perhaps seeing a shooting star with other people who see it, too?
 - Here is a photo taken from space by the first astronauts who saw Earth as it looks from a distance. How does it look to you? (Show them photo on next page, or a larger one you've brought to class, or one online.)
 - From this perspective, do you see any tribes? Any countries? Are they divided or different from each other?
 - What's your view about "survival" when you look at this photo? Do you think we need to fight? Fight who, and for what?
 - Do you think that, since we all live on one planet, that Planet Earth is our home and we need to find out why we can't live together — with each other?
 - When you look at Earth this way, do you think that, despite our modern technology, we humans can still be primitive? In what ways?
 - Do you think that survival in today's world might depend on NOT fighting? Why do you think so?



Our Home - Planet Earth

✓ **Tell students:**

- ▲ In the moment when we all, together, saw the Earth as our home, with water swirling around land with no boundaries — we just had a moment in time called a **proprioception**. (*Write this word on your board, or on a chart.*)
- ▲ “Proprio” means “one’s own.” “Ception” means “view.” So, “proprioception” means: one’s own view.
- ▲ In one moment, we all saw one view — the same thing, at the same time, and settled on a fact. Any other beliefs or judgments we may have had disappeared in a nanosecond.
- ▲ Together, we also achieved AWARENESS of how much human thought creates conflict, and — from a distance — how wasteful it seems.
- ▲ For centuries, we have attempted to end conflict using thought and knowledge that we have. For ages, people have believed that knowledge can remove suffering caused by human conflict.
- ▲ The problem is: “thought” is not aware of itself and what it does.
- ▲ Thought interferes with understanding “conflict.” Thought makes conflict a problem to be solved. Thought leads us to believe that we need to look for an answer — one that’s “out there” somewhere. Instead of inside US, right here, seeing the thoughts that divide us and create conflict.
- ▲ Thought lives inside the biological program that wants to ensure our survival. Thought does not want to “rock the boat” of its conditioning. “Why change anything?” asks Thought. “We’re fine. We’ve always been fine. Let’s do what we’ve always done.”
- ▲ Thought sees any challenge as a threat to its safety. Thought wraps itself inside a comfort zone, protecting us from feeling insecure.

Note To Teacher: Go to Activity 12C, “**My Proprioception Makes Waves!**” next page.

Activity 12C

MY PROPRIOCEPTION MAKES WAVES!

✓ Tell students:

- **Let's have a panel!** Who wants to volunteer? First, let's explore the following.
- **We already know we have five senses: sight, hearing, taste, touch, and smell.** The conscious part of our brain is aware of these senses, and voluntarily checks information obtained by them in order to *experience* the environment.
- **There are other equally important sensory systems that are essential for normal body functioning.** These are not as easily recognized by the conscious part of the brain because the nervous system keeps their input automatic.
- **One such overlooked sense is proprioception,** which is often called the sixth sense. It is developed by our nervous system to keep track of and control the different parts of our body. It is the process by which our body can vary muscle contraction in immediate response to incoming information regarding external forces.
- **Imagine driving a car and not being able to drive unless you could stare at your limbs.** Without proprioception, drivers couldn't keep their eyes on the road while driving. They would need to pay attention to the position of their arms and legs while working the pedals and steering wheel.
- **Proprioception is what allows someone to learn to walk in complete darkness without losing balance.** Police officers use it to check people's sobriety by asking them to close their eyes and touch their nose.
- **We use this sixth sense when learning any new skill, sport or art** because coordination is required.
- **That's where proprioception comes in handy for us.** It helps us be aware of coordinating our "ancient" instinct with our "in the moment" instinct. They're both there, but which one is dominant in a given situation?
- Okay! On to our panel!

Activity 12C
PANEL: MY PROPRIOCEPTION MAKES WAVES!

- ✓ **Ask for 4 Volunteers to be part of a panel on “in the moment” proprioception. Set them up to sit on one side of table, facing everyone else. Ask remaining students to be media reporters. Request volunteers who haven’t had a turn.**
- ✓ **Read to students the story “Sergeant Stone’s Revenge” (that follows next) from the book, *Tug of War*. Read with great passion in your voice so that students are in the moment with you, experiencing this story.**

Story: “Sergeant Stone’s Revenge”

"Throw me my M-16 and grenade launcher," Sergeant Stone yelled to Dillon.
"They're coming down the hill!"

The battle screams of the northern troops were terrifying, freezing our souls. Unable to move, Private Dillon stared blankly at the trees above, the foreign cries of death descending upon him. He heard his sergeant yelling at him from 20 feet away, but it sounded as if they were at opposite ends of a long, dark tunnel.

"Dillon! Wake up, you crazy fool!" Sergeant Stone was screaming. The sergeant had to duck a spray of bullets coming from an automatic rifle. Rolling quickly to his left, he came up against Dillon who was frozen in fear in a makeshift dugout shelter.

"Dillon! Where are you?"

He slapped Private Dillon once, then again and again. Dillon suddenly returned to consciousness. "What are you doing? Where are we? What's happening? I don't belong here. Let me go!" He started to turn away from the hill, but Sergeant Stone stopped him.

"You coward! You can't run away! Your men depend on you. Your country depends on you. You've got to fight for your nation, for freedom, for democracy, for peace! You can't let your country down, Dillon. We've got to take this hill. The enemy is evil! They deserve to die!"

"Sarge, I can't do it! I'm scared! I don't wanna die." Dillon was crying.

"Shut up, you coward! You can't desert. You're a soldier! You must kill or die, or you dishonor our flag!"

The cries of the enemy were coming closer. The air was charged with deafening explosions. The enemy was launching its largest attack yet. Both sides were determined to take that hill. Neither side would back down. They had been there for almost 10 days, which seemed like a lifetime. Each side had heavy casualties. Human beings were killed in horrible ways — bombed, shot, bayoneted in close combat. The night fighting was a nightmare — crawling on their bellies inch by inch, in absolute terror, each moment facing death. Then suddenly there would be flares, and the hill was lit up like a night baseball game back home, with everything aglow in a strange play-like brilliance. It was unreal and, at the same time, all too real.

Any noise at night was enough to stiffen every muscle in their bodies. Reaching for their commando knives, they prodded ahead like giant bugs with feelers, sensing imminent danger, yet afraid to contact the soft flesh of the "enemy." They had been trained to override their instinct to pull back — and instead, to plunge their knives forward, then turn them to drive home their message.

"We didn't start the war, Dillon. They did!" Sergeant Stone was shouting into Dillon's ear, and shaking him at the same time. "Get off your butt and get up that hill. Kill them and let God sort 'em out!"

"I can't move! My legs are frozen. I can't feel them." Dillon was frantically pulling at his legs.

"Get up! They're coming. You crazy idiot, come on. Be a hero. Take the hill. We've got to take it or they will get it! We can't let them get it again! We've got to get it back. You'll be decorated, Dillon. You'll get a medal if you can take the hill!" Sergeant Stone started firing his automatic rifle as he rose. "Come on, Dillon. It's time to meet the enemy or the devil. Take your choice!"

Sergeant Stone picked up Private Dillon by his gunbelt and hoisted him to his feet. He jammed his rifle into Dillon's hands and pushed him forward. Just then, the fighter jets went over for an assault on the hill, dropping fire bombs just a few hundred yards ahead of them. The sounds and sights were horrible. It was a living hell.

"Come on, Private. This is a gook hunting club and we are the star members! Kill 'em, kill 'em, kill 'em," Sergeant Stone screamed as he charged the hill.

There was a sudden explosion. Flying dirt, smoke and the stench of burning ground filled the air.

"Sarge! Sarge! Where are you? Sarge, I can't see you! Help me!" Dillon was calling out.

The Sergeant lay in a slump like a sack of potatoes in a hole, blown up by a land mine. Dillon turned away from that hole with a deep sickness in his being.

"It's my fault that he's dead!" cried Dillon. "I'm going to get them, for God and my country, and for Sergeant Stone, because he is a real hero. He gave his life for his nation — for our cause, for freedom and peace. Now it's my turn. I'm not afraid any longer, Sarge. I'm coming, Sarge. Take this, you gooks!" Dillon rose up shouting. Charging, he threw a grenade at the advancing enemy troops that he could not see coming through the trees ahead of him.

This was a battle to end all battles. The hill was won. Only a few trees were left standing, and every living creature was destroyed, but the hill was "taken." It was part of the plan, the dream, the cause. We had to fight; we had to kill the enemy — for peace.

The movie ends. There are cheers in the audience. The military music plays loudly as the dead men's faces are re-shown on the screen. Hero: Private Jones. Hero: Corporal Smith. Hero: Private Dillon. Hero: Sergeant Stone. On and on go the names of the patriots who gave their lives for the flag, for their country — for peace.

The lights come up and you look around. The audience is slowly starting to rise and exit. Your heart is beating fast and your palms are sweaty. You feel angry, violent, ready to join the Armed Forces right now. You feel that if a "gook" were in the theater, you would attack him for what he did to those heroes on the screen.

As you look around the theater at the other people in the audience, you see determined, angry looks and know that they're feeling what you're feeling. This movie has made you want to either run away in fear and disgust, or go to war.

✓ **AFTER reading the story aloud, ask Volunteers and Reporters:**

1. What was Private Dillon's first response to Sergeant Stone's command?
2. Was Dillon's response based on an "in the moment" reaction to the situation?

3. The soldiers had been in that location for 10 days, in a situation the writer describes as “unreal” and “at the same time, all too real.” They perceived “the others” as their “enemy.” How do you think the others perceived them?
4. The point of this fight was to “take the hill.” How does it strike you that all this murder and mayhem is about “taking a hill”?
5. What are some things Sergeant Stone yelled? Did they sound like thoughts and words coming from *his* brain, or someone else’s?
6. What caused Dillon to jump to his feet, forget his fear and go after “the enemy”?
7. Why did Dillon consider Sergeant Stone a hero?
8. The story says “We had to fight — to kill the enemy — for peace.” What is your response to this statement?
9. At the end of this movie, the audience cheered.
Are you cheering for them?
9. Do you cheer what they did? Do you cheer the Armed Forces?
10. Does the story make you want to do something? What, for example?
11. Do you feel proprioceptive — aware of how you feel in this moment? Is your proprioception waking you up?

Summary

- * Counting the Cold War, the U.S. has been in a continual state of war for more than 60 years, with no end in sight.
- * Some people believe that war is good for the economy, that it prevents the U.S. economy from slipping deeper into economic depression. The truth is that any war has substantial costs.
- * When we strain against the direction of a pull, we exert a lot of energy, and all too often get nowhere. When we move in the direction of a pull, our movement is effortless, easy, and we go with the flow.
- * No matter who you are or where you live — your real source of power is YOU — your mind, your clear thinking, your understanding of your own strength!
- * The first person you must trust completely is — YOU!
- * YOU are in charge of ending conflict in your mind. YOU are in control of stopping a conflict that starts inside you.
- * Conflict ends INSIDE you, not OUTSIDE you.
- * For centuries, we have attempted to end conflict using thought and knowledge. For ages, people have believed that knowledge can remove suffering caused by human conflict.
- * The problem is: Thought interferes with understanding conflict. Thought makes conflict a problem to be solved. Thought leads us to believe that we need to look for an answer — one that's "out there" somewhere — instead of inside us, right here, seeing the thoughts that divide us and create conflict.
- * Thought lives inside the biological thought that programs us to want to ensure our survival. Thought does not want to "rock the boat" of its conditioning. "Why change anything?" asks Thought. "We're fine. We've always been fine. Let's do what we've always done."
- * Thought sees any challenge as a threat to its safety. Thought wraps itself inside a comfort zone, protecting us from feeling insecure.
- * Thought believes that this protects us, but in fact, it puts us in danger.

Activity 12D

A QUOTE TO NOTE

“As the sun makes it new,
Day by day make it new,
Yet again make it new.”
— Confucius

✓ **Ask students:**

1. What does this quotation mean to you?
2. How do you relate it to creating a strong mind?
3. What does it mean to have a beginner’s mind?
4. Does it imply that we need to use our beginner’s mind all the time, no matter the situation — every day?
5. How do you think this quotation can help a bully?
6. How do you think this quotation can help you deal with a bully?

✓ **Remember to thank students for their good work, and for developing their beginner’s minds!**

LESSON 13

Communicating Without Fighting

Breakdown of Lesson 13:

The importance of dialogue: truth emerges from open minds.

The media, online and off, can influence our thinking

Learning to tell facts from beliefs, truth from images

Note To Instructor: Ask students which of the mental self-defense skills they used this week — and how it felt to use them. Keep making entries on your chart!

The Importance of Dialogue; Truth Emerges from Open Minds

✓ Ask students:

- What's one thing you believe you can do to make yourself more aware of conflict when it's inside you?
- What can you do to cause self-awareness when you're in conflict?
- Do you need to STOP and THINK? Listen to your inner voice? How do you get yourself to do this?
- While we are all accustomed to doing things we're told to do, obey certain rules and regulations — which is positive and helps us survive in the world — how do we ensure that we don't just ACCEPT these things, as well as the conflict these things might produce?
- What can you do in your family to prevent this? How about here at school? What can you do in your community?

Note To Teacher: Go to “I Am Awake!” Activity 13A, (next page) a new panel to enhance students' awareness of the forces trying to get their attention, and why it helps to dialogue.

Activity 13A I AM AWAKE!

- ✓ **Time for another panel!** Ask for four Volunteers, preferably students who have not yet had the chance to be on a panel.
- ✓ **Tell students:** Here is your situation. **Make the Volunteers copies.** Read aloud:

Students Who Care. You and your classmates have been invited to attend a meeting of a new organization called “Students Who Care.” This organization contacted your school and has offered a bus that takes you and your classmates (along with a chaperone parent or teacher) to a large conference hall.

The Association representatives give you a form to fill out, asking for your name, address, phone number, email address and what organizations you belong to. You’re also asked for Social Security numbers for you (if you work), and your parents to ensure your identity.

The representatives tell you that the organization is keen on standing up for kids’ rights and responsibilities, and that by paying a low monthly fee, you will be assured of representation for your rights should you need them. The representatives seem like friendly people and you like them. The media have reported activities this organization has accomplished, including helping a young boy whose parents would not let him go to school.

- ✓ **Tell students:**
 - Decide on how all four of you think and feel about this organization. Be sure to take a variety of positions on it and prepare to report those positions.
 - It’s important to make this a **dialogue** rather than a discussion. In other words, listen to each other’s perspective, acknowledge everyone’s point of view, and present your own.
 - See if the panel can come to some mutual decision.
- ✓ **When groups are ready, tell them: “You have 10 minutes. Go!”**
- ✓ **Call time, and ask the panel to present their report. Offer them a moderator, if they would like one. Ask for a Volunteer to moderate.**
- ✓ **Ask students:**

1. Did you learn anything new from this dialogue?
2. Do you think everyone dialogued rather than discussed their points of view?
3. What's the difference between a dialogue and a discussion?
4. Do you think students today are AWAKE and AWARE of the information being fed to us all in the world today?
5. How do you think we are not aware?
6. Do you find it amazing that in our everyday culture we can sing, dance and play together easily, but when it comes to our ability to talk with one another about things that matter to us deeply, we often fall into disagreement — sometimes separation, and violence?
7. What steps do you think students today need to take to ensure that all of us are awake enough to recognize our conditioning and stop the fight inside us?

✓ **Congratulate groups on their excellent dialoguing.**

REMIND STUDENTS: that they must NEVER give out Social Security numbers to anyone! And NEVER give other personal information, such as addresses and phone numbers to people they do not know.

The Media, Online or Off, Can Influence Our Thinking

✓ **Ask students:**

- Have you ever thought about how the media affect our daily lives and how we think?
- Are you aware of the different forms of media that can influence our thinking on a daily basis?
- Do you think the media affect us in a positive way? A negative way?

✓ **Tell students:**

- ▲ Let's look at the different kinds of media:

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

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

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

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

- ▲ **People.** While we don't consider people in our lives – at home, at school, in our community — as media, they often can have a strong effect on how we think and act.

✓ **Ask students:**

- African American leader Malcolm X once said, “If you're not careful, the newspapers will have you hating the people who are being oppressed, and loving the people who are doing the oppressing.” What do you think he meant?
- Can you relate what he said to anything happening in the world today?
- Do you think the media sometimes lie to us in some way? Do they distort people and situations — sometimes just to be the first to get a story “out there”?

Note To Teacher: Go to “**My Medium Has a Message!**” Activity 13B (next page) to enhance students' awareness of how media can influence us.

Activity 13B
MY MEDIUM HAS A MESSAGE!

- ✓ **Divide students into two groups.** Give each group a separate space to work. Feel free to create a couple more groups of your own, if you wish.

Group 1: You have a new COMPANY. Give it a name! Create a commercial for a new product that you want to assure people will make them feel better in some way. Be sure to include the name of the product, what it cures, its side effects, and how people can get it.

Group 2: Give your CAMPAIGN a name! You are a campaign committee. Create a fictional person running for office – it could be in your state, or even President of your country. Tell us all this person's qualifications and why we all should vote for this person.

All Groups: Please be respectful and make sure that everyone in your group has some input in what you come up with. This is a group effort. **Allow everyone to dialogue.** One person can be a note-taker; another can call on people; another can stop someone who's going on too long. Take a couple of minutes to get organized. Make your group work efficiently!

- ✓ **When groups are ready, tell them: "You have 20 minutes. Go!"**
- ✓ **Answer questions, but allow the groups to create these on their own.**
- ✓ **After 20 minutes, call time, and ask who would like to report first.**
- ✓ **For each group, ask:**
 - What's your group's name?**
 - What are you presenting to us?**
- ✓ **After each presentation, ask:**
 1. What were you trying to accomplish?
 2. Were you thinking of your audience's needs, or your own?
 3. Did you slant your pitch to achieve your goals?
 4. Do you think you always told the truth?
 5. Can you see how advertisers and campaigners think?
 6. What did this exercise show you?
- ✓ **Congratulate groups on their insights.**

Learning to Tell Facts from Beliefs, Truth from Images

- ✓ **Tell students:**

- ▲ Trying to bring about peace sometimes seems to only create more conflict.
- ▲ Traditional attempts to bring about peace don't work because they are based on the same kind of thinking that created the conflict in the first place.
- ▲ Most of us belong to groups that have ethnocentric ideologies, based on conditioned notions – we think that our group is better than other groups.
- ▲ One of these notions is that in order to have peace and security, we need to psychologically identify with our group — and no other.

✓ **Ask students:**

- Do you think that this kind of thinking is defeating us? It is dividing us — creating more differences between us?
- Where do you think ethnocentrism — the belief that our group is better than others — begins?
- What do you think you can do, in your life, to prevent yourself from thinking in this self-centered way?
- Do you need to question your situation?
- Do you think you should actively and continually dialogue with others to help develop nonjudgmental awareness of our conditioning — right as it happens? Right in the moment?
- How do you see yourself putting your “drive to survive” on hold, to see if this can break some old patterns of behavior?

Note To Teacher: Go to “**The Truth About Images!**” Activity 13C, next page, a role-play designed to enhance student ability to think for themselves about images they’ve been taught. Give copies of role-play to two volunteers.

Activity 13C
ROLEPLAY: THE TRUTH ABOUT IMAGES!

LORITA

Hey, Igor! Are you marching with the other kids this afternoon after school?

IGOR

Hi, Lorita. No, I'm not.

LORITA

Really? It's important you know — about preventing violence in our school.

IGOR

I am not a violent person. I understand how to not be violent. I don't think I have to be there since I understand the truth about it, which is that people kill people – not guns.

LORITA

You think that's the extent of the truth? Yes, people kill people, but they are far less likely to kill people if they don't have access to guns.

IGOR

You're against guns, and yet you have to know that if we have a police officer in our school with a gun — that would keep students in line, and would keep potential killers from coming to school to shoot people. Guns are good. They protect us. My father is in the Army. Guns are good.

LORITA

My brother served in the last war of our country, and he was killed by a gun, Igor. Your image of guns and my image of guns are very different.

IGOR

Your image is just plain wrong. You're not seeing the truth of the situation.

LORITA

I think the truth of the situation is that we all need to talk to each other to figure out what to do about guns. That's the only way people will come to an agreement.

IGOR

All people do is talk about guns. Have you seen the news broadcasts and heard the protests all over the world? They never reach any agreement.

LORITA

That's because people don't listen to one another. They just like to shout their own opinions. And most of their opinions aren't even their own opinions!

IGOR

What do you mean?

LORITA

We tend to have opinions that come from our families and friends. Whatever your father thinks about guns – you think about guns. Whatever my family thinks about guns – I think about guns. We're all conditioned by people around us. I've decided to think for myself and go to the march so I can talk with other people. How will anything change if you and I don't try something new for a change?

IGOR

Well, you have a point.

LORITA

Yes, I do! So, come on. Come with me. I'll treat you to your favorite ice cream afterward.

IGOR

Well, now you're providing an image I can wrap my brain around. Okay. I'll meet you after school.

✓ **Ask students:**

- For weeks we have been doing our best to discover what prevents peace. Do you see how Igor is preventing peace in his mind? Can you explain what he's doing?
- Is there an enemy that Igor has created? Can you describe it?
- Can you see how Igor creates a difference between himself and Lorita? How does he do this?
- Have you created an "enemy" and separated yourself from someone by creating a difference between you and that person? When? What was the situation?
- Does Igor's reaction come from inside himself, or do you think he's been influenced by others?
- Do you think Igor has been conditioned to think in certain ways?
- What do you think of Lorita's point of view? Do you agree with her? Do you think she, too, has been conditioned?
- What does Igor need to do to see how he is preventing peace and creating more conflict in his life?

Summary

- * Television, commercial advertisements, social networks, books, magazines, newspapers, people — all of these things have an effect on how we think. They can prevent us from thinking peacefully.
- * Traditional attempts to bring about peace don't work because they are based on the same kind of thinking that created the conflict in the first place.
- * Most of us belong to groups that have ethnocentric ideologies, based on conditioned notions.
- * One of these notions is that in order to have peace and security, we need to psychologically identify with that group — and no other.
- * Let's give ourselves a better future by learning as much as we can about how we create conflict — conflict that begins on the playground, and winds up on the battlefield.

Activity 13D

A QUOTE TO NOTE

“The highest goal of mental self-defense is to stop a fight before it starts. When we can stop the fight inside our selves, we will never have the need to fight with another person.”

— *Dr. Terrence Webster-Doyle*

✓ **Ask students:**

1. What does this quotation mean to you?
2. Have you ever tried to stop a fight that sits inside you, gnawing away at you, making you upset or angry?
3. What would it take for you to stop that fight inside you?
4. Do you think an image of an “enemy” can be created in an instant?
5. If so, do you think peace can be created in an instant?
6. How awake do you feel about conflict that has entered your life?
7. What would be your first step to handle that conflict?

✓ **Remember to thank students for their good work, and for developing their proprioceptive minds!**

LESSON 14

Earthlings: A Global Village for Peace

Breakdown of Lesson 14:

Peace can happen in an instant

We're a global village that needs to hear our inner voice.

No image! No enemy! No war!

Peace Can Happen in an Instant

✓ **Tell students:**

- ▲ We've all learned that when we get into conflict, what we usually do is what we've always done. We are creatures of habit!
- ▲ What we are learning to do in this class is to break through our conditioning by becoming AWARE of it, SEEING it as it is happening, and either take a new action, or do nothing (which is a new action).
- ▲ Only by DOING SOMETHING DIFFERENT will we get a different outcome.

✓ **Give each student a copy of "The Stages of My Personal Condition" (Activity 14A) on the following page.**

✓ **Read through the stages on the page out loud – then, tell them that this is the process to keep in mind as they pick a strip and, in the moment, handle a conflict situation.**

✓ **Put the six stages on the board or on a chart, where students can see them when they open their strips.**

Note To Instructor: Cut the strips on the pages "Pick My Personal Condition," following the next page; add some of your own. Put the strips in a box, bag or hat and ask each student to pick one — but NOT LOOK at it until you ask them to. When they read their strip aloud, they must follow their statement with: "I want peace. I do not act on my fear. I try something new. What I do is....(then fill in the blank)."

Activity 14A
THE STAGES OF MY PERSONAL CONDITION!

Stage 1

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

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

Stage 2

I FEEL THREATENED!

There's a voice in my head saying, "Go away! Don't do this!
Get out of here! Protect yourself from being hurt!
Whenever you talk to this person,
you are put down, criticized,
upset and angry.

Stage 3

STOP!

I ask that voice, "Why do I feel threatened?
Am I afraid? What am I afraid of?
Is the threat real, or have I imagined it?
Should I do what I've always done — even though it never seems to help?

Stage 4

I WANT PEACE!

I tell that voice, "I have to go outside the imprisonment
Of my old conditioned way of thinking!"
I want peace, but I can never get it.
This primitive way of reasoning in my head
has a different idea of peace than what makes sense.
Why is that?
Isn't peace — just peace?
Isn't peace the same for everyone?
What if it isn't?

Stage 5

I DO NOT ACT ON MY FEAR!

I let go of my drive to survive.
I have insight!

Stage 6

I TRY SOMETHING NEW!

I take the road not taken! My behavior changes!

Activity 14A
PICK MY PERSONAL CONDITION!

The school bully has been picking on me for weeks. I don't like it. He scares me and makes fun of me. He's threatening to hit me the next time he sees me. I'm afraid to tell anyone, because it will make things worse. **I want peace. I do not act on my fear. I try something new. What I do is...**

I'm a football player, but what I really want to do is learn to understand what prevents peace, which is now being offered at school. I'm afraid the football team will make fun of me, and that the coach will keep me from taking the class. **I want peace. I do not act on my fear. I try something new. What I do is...**

Every time the teacher calls on me in class, I numb up and can't think. I do the homework but don't always understand it, so when I'm called on, I feel stupid. **I want peace. I do not act on my fear. I try something new. What I do is...**

I've tried out for the football team and was accepted. However, I have to get my mother to sign this piece of paper. I know she's not going to do it, because she's afraid that I'll get badly hurt. **I want peace. I do not act on my fear. I try something new. What I do is...**

I'm in the middle of a non-violent protest rally in my hometown about illegal immigration. The protest, however, is starting to get out of hand. People are fighting and throwing things. The police have begun to arrive. **I want peace. I do not act on my fear. I try something new. What I do is...**

I'm trying to get my homework done, but I keep getting interrupted by my kid sister who's only 4 years old and wants to play. **I want peace. I do not act on my fear. I try something new. What I do is...**

I have to write a paper for my English class and my family is watching TV, playing it very loud, and I can't concentrate. We live in a small house, so there's nowhere to go. **I want peace. I do not act on my fear. I try something new. What I do is...**

I mowed the lawn for our neighbor, who said he would pay me \$20 to do it. When I finished the lawn, he thanked me and handed me a \$10 bill. **I want peace. I do not act on my fear. I try something new. What I do is...**

I visited the Army Experience Center near our hometown and played the war videogames. It was amazing how excited I got playing those games. It gave me thoughts about joining the armed forces. **I want peace. I do not act on my fear. I try something new. What I do is...**

We don't have a television set in our home. My parents believe that there's too much violence and too much negative persuasion that happens on TV programs and ads. I, however, feel that TV is a great connection to what's going on in the world. I sometimes visit a friend's house so that I can watch. **I want peace. I do not act on my fear. I try something new. What I do is...**

There are wars going on all over the world. People keep talking about them, and news broadcasts show us the violence and bloodshed. I keep wondering what's happening in the countries around the world where there is no war going on. Shouldn't we be looking at what THEY are doing – so we learn how to live in peace? **I want peace. I do not act on my fear. I try something new. What I do is...**

I want to audition for one of the singer shows on TV – they're coming to our town next week. My parents forbid me to go, but I'm going to find a way. **I want peace. I do not act on my fear. I try something new. What I do is...**

My father has been out of work for a year. I want to quit school and get a job so the family can buy groceries and pay bills, but my mother won't let me. She says school is more important. **I want peace. I do not act on my fear. I try something new. What I do is...**

I found a wallet on the street. When I opened it, I didn't recognize the person whose driver's license I saw. I did see that there was \$250 in it. That's the exact amount of money I need to buy a computer program I want. I think it's a sign. **I want peace. I do not act on my fear. I try something new. What I do is...**

I watch country leaders interviewed on a major TV station. They all seem to believe that their way of governing is the right way — the only way. **I want peace. I do not act on my fear. I try something new. What I do is...**

A few months ago, a country's leader was attacked and removed from office. Because he had been a violent dictator, people were celebrating in the streets for days. Today, there are riots in the streets because the people who have taken over, who once supported that leader, have now taken over the country. Conditioning seems to be repeating itself. **I want peace. I do not act on my fear. I try something new. What I do is...**

Our school principal has instated a new law: no bullying in the school. It's a great law, but I don't see it being enforced. I don't think the law is helping. We need something else. **I want peace. I do not act on my fear. I try something new. What I do is...**

Whenever I see two countries at war with each other, I look at them and often can't tell one army from the other, because, frankly, the people all resemble each other. **I want peace. I do not act on my fear. I try something new. What I do is...**

When two countries are at war, I look at them and see people dying — innocent children included — and I wonder what could be so important that they would be willing to kill children — even if those children belong to “the other side.” **I want peace. I do not act on my fear. I try something new. What I do is...**

Whenever my father says something that makes me angry, I usually yell at him and we get into a fight. **I want peace. I do not act on my fear. I try something new. What I do is...**

Whenever a friend of mine says something stupid, and I say, “You are really stupid!” — most of the time, I regret it. **I want peace. I do not act on my fear. I try something new. What I do is...**

When teams are picked in our gym class, I'm usually the last one to get picked. I usually suffer in silence and just go with the flow. **I want peace. I do not act on my fear. I try something new. What I do is...**

When I listen to politicians running for office, I usually don't listen well and rarely get the point of what they're saying. **I want peace. I do not act on my fear. I try something new. What I do is...**

I'm not voting age, so I don't pay much attention to politicians on their grandstands. But I look forward to voting in a few years. I keep thinking, though, how do you really know the right person to vote for? **I want peace. I do not act on my fear. I try something new. What I do is...**

This kid in school would like to be friends, but I don't want to be friends. The kid just doesn't feel honest. He smiles but the smile doesn't reach his eyes. **I want peace. I do not act on my fear. I try something new. What I do is...**

Our next-door neighbor doesn't speak a lot of English, so we don't communicate. I say hello and she never answers. I get upset when this happens. **I want peace. I do not act on my fear. I try something new. What I do is...**

Some days I eat a lot and some days I don't. On the days I do, there's probably something going on in my brain, but I'm not sure what. **I want peace. I do not act on my fear. I try something new. What I do is...**

I get scared sometimes thinking about violent things that have happened in many schools across the country. It makes me not want to go to school. **I want peace. I do not act on my fear. I try something new. What I do is...**

We're a Global Village That Needs to Hear Our Inner Voice

- ✓ **Congratulate students on reaching a high level of decision-making during their time of conflict — and on their insightful thinking!**
- ✓ **Ask students:**
 - How important is dialogue — among us, among your family and friends, and among people in our community?
 - How important is “non-action” — that STOP! moment — we need to take in order to “dis-identify” with old conditioning that’s had a hold on us?
 - Do you think conflict is created by thinking that’s conditioned to an incomplete point of view?
 - Is this conflict is created due to the particular environment we grow up in?
 - Are you aware of a conflict you grew up with that has affected how you see things? What, for example?

3. Tell students:

- ▲ The “right” question — which comes from inside us, rather than from someone outside us — points to the exact state of mind we have in the moment, and allows us to NOT REACT out of the same old pattern — but to ACT, based on the situation in that moment.
- ▲ The questioning mind takes on a life of its own if we just give it a chance.
- ▲ Questioning activates our innate intelligence, which wakes us up.
- ▲ When a very wise teacher was asked what he is, he said “I am awake,” meaning that he could see what was going on while others lived in their dream states. We all need to wake up!
- ▲ If there’s going to be peace in our lifetime, we need to get off the Sameness Train, and seek a new destination.
- ▲ Conditioning changes through UNDERSTANDING. There is simply no other way to change our old habits and patterns than to take the time to UNDERSTAND who and what is around us.

**As soon as we recognize conditioning-in-action,
we have begun to stop it! Immediately!**

**When we see conflict-in-action, and recognize it,
we have begun to stop it! Instantly!**

**The key to unlocking our biological hard drive's control
is to ask questions.**

**Rather than questions based on old knowledge and conditioning, they
need to be questions that lead to INSIGHT and AWARENESS!**

✓ **Ask students:**

- Was there a strong conflict situation you've had to deal with today, yesterday, over the past week or two that you haven't had time to work through?
- Do you think, now that we've been learning how to dialogue and stop the fight inside our hardwired brains, that we can work through any conflict situation?

Note To Instructor: Read to students **"I Will Fight No More, Forever"** (Activity 14B, following pages). Then proceed with the activity on the pages that follow.

Activity 14B

I WILL FIGHT NO MORE, FOREVER!

Some of the effects of conditioning seem harmless, even beneficial. But in this program we have become aware of the destructive effects of conditioning on our lives and in the world. There are numerous wars and personal tragedies that have taken the effects of conditioning to the most disastrous conclusions. One of the saddest situations involved Native American Indians and European settlers in America.

When Europeans landed in what is now referred to as the United States of America, about one million Native Americans were living in this country. They had a very developed culture and lifestyle in harmony with the land. However, Europeans considered them to be savages. By 1900, the effects of new diseases and strong liquor (which arrived with white people) and 300 years of warfare had reduced this number to 237,000. That is a loss of more than 750,000 human beings.

The early history of the United States includes a string of battles between the settlers and the Native Americans, from the Massacre of 1622 and the French and Indian War, to Pontiac's Rebellion, the Battle of Tippecanoe, the Sioux War, the Nez Perce War, and the final terrible Battle of Wounded Knee Creek.

There are those who believe that Europeans were heroic in conquering the native peoples. Other people thought that the Europeans who came to the U.S. did not "win the West" with heroism. It was won by one set of human beings killing and taking land from another set of human beings, using force, guns and violence. Even though many young people in the United States back in the 1940s and 1950s played "cowboys and Indians" they always wanted to be a cowboy because they thought they were the good guys.

**Had Europeans and native peoples found a way to share the land,
that truly would have been heroic.**

Europeans were victorious over the native peoples because they killed them, overtook their land, and drove them onto "reservations" — land that "white men" designated for "Indians" only. How would you react if thousands of people came to the United States and tried to take the land, driving the

existing inhabitants — including your family — onto reservations?

The following quote is from the well-known Nez Perce Indian Chief, Joseph, about the battle he was forced to fight with the U.S. Army as he tried to lead his people across Montana and Idaho into Canada:

“I am tired of fighting. Our chiefs are killed the old men are all killed . It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills and have no blankets, no food; no one knows where they are, perhaps freezing to death. I want time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs, I am tired; my heart is sick and sad. From where the sun now stands, I will fight no more, forever.”

Activity 14B
I WILL FIGHT NO MORE, FOREVER!

✓ **Ask students:**

1. What we've learned in this class can be narrowed down to six words. These are six words you can keep with you always, and use them to remind you of how to prevent conflict in your life — and in the world. Those words are:

No image! No enemy! No war!

(Please write these on your board or chart so students can see them.)

Do you think these are easy to remember?

2. Consider the story we've just heard. What messages are you getting about people, places and things in this situation?
3. What questions do we need to ask to understand this conflict?
4. Do we need to examine what the fear is? What do you think it is? Is it based on a threat of some kind? An image? Is the image real?
5. What do you perceive to be the conditioning that's triggering this fear?
6. Was there an action taken that sparked the fire of this conflict?
7. Do you think the conflict triggered a survival instinct? What kind?
8. Is there a group involved with this image? What group? Do you see signs of ethnocentrism? Is someone valuing one group over another?
9. Can we understand the importance of cultural appreciation instead of ethnocentrism, and come to understand "the other's" culture or lifestyle instead of putting it down? Does this mean that we are still looking from a fixed point of view as "we" — and therefore "they," "us" and "others"?
10. What insight have you come to in this conflict situation?
11. Do you think that this conflict was a result of our ancient biological survival mechanism that is part of our inborn genetic conditioning — or do you think we could comprehend the situation, based on awareness, and therefore a different outcome would emerge?

12. If we understand: **No image! No enemy! No war!** — we need to begin by identifying the image.
13. What is the image we would need to recognize in this situation?
14. Who is “the enemy”?
15. How did this war begin?

No Image! No Enemy! No War!

✓ **Tell students:**

- ▲ The intent of this curriculum has been to show how we humans appear to be hardwired for war.
- ▲ We have conditioned thoughts that begin at our biological base. They come through the brain’s emotional center and create fear and then go into our thinking, to be carried out.
- ▲ In certain cases this conditioning is necessary if, for instance, you are being attacked by a dog, or if you had to jump out of the way of a speeding car. This is where this survival mechanism works well for our safety.
- ▲ It is only when a fear-provoking image — about other people who may be considered a threat to our group’s way of life — mistakenly triggers this old brain survival system to prepare to fight that we get into trouble. This is what we want to prevent.
- ▲ This fear from an image of “the enemy” causes us to carry out the demands of our conditioning — which is like a puppeteer behind the curtain, pulling our strings.
- ▲ It’s important for us to know the tremendous dangers involved when this type of conditioning rules us, and what the right questions in a dialogue can do to unlock this hardwired program’s hold on us.
- ▲ It’s important to know that this is a hold that does not provide us the safety we think we are getting.
- ▲ The right questions are like a virus protector — they keep us from continually breaking down and repeating actions we’ve learned that do nothing to help us.

- ▲ When the right questions are asked, there's an opportunity for awareness and insight, which sets up a healthy state of "Stop! Do not act on this!"
- ▲ This state keeps us from automatically reacting from this unsafe type of conditioning.

✓ **Ask students:**

- What conflict sits on your brain today? Are you going to let it sit there forever?
- Are you going to take charge of your brain and challenge its thoughts? What will you do today to change?
- Are you going to become your own scientist and explore why that conflict in your mind is there?
- Are you going to challenge your malfunctioning "old" brain and boot out its ancient patterns?
- How will you do it? What steps will you take?
- Are you ready to keep your eyes open for what really keeps us safe — within ourselves, among other people, and in the world?
- Is it safe to take the same road we've always taken?
- Do you now realize that conditioning changes through understanding? That as soon as you SEE your conditioning-in-action, you have begun to stop it?

Note To Teacher: Go to "**Peace In An Instant!**" Activity 14C, following page. It is a chart of conditions that encourage a peaceful existence. You may want to create a chart.

Activity 14C
PEACE IN AN INSTANT!

❖ **How "Peace in an instant happens:**

- 1) **Be open to new ideas**
- 2) **Take moments to "Stop! Look!"**
- 3) **Look at your conditioning**

- 4) Understand why our conflicts occur
- 5) Ask questions
- 6) Maintain ongoing awareness
- 7) Look outside your groups
- 8) Find the image and the enemy

- ❖ Understanding our conditioning is key to changing it. As soon as we see it happening, it can stop. When we see conflict-in-action and recognize it as such, it can stop.
- ❖ In that moment of STOP! we can decide: Am I going to do what I always do, which never works? Or am I going to do something new that might work?
- ❖ Understanding can be achieved by asking questions that lead to insight and awareness.
- ❖ An understanding and insightful question helps us to not REACT out of an old pattern, but to ACT based on the situation in that moment.
- ❖ Questioning wakes us up! It means that we SEE and RECOGNIZE conditioning going on all around us, while others continue to live in their sleep-induced patterns.
- ❖ Understanding means staying connected to the truth.
- ❖ To realize peace, we need to understand what prevents it. Conflict is not a problem to be solved — it is a reality to be seen.

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

— Jiddu Krishnamurti

Summary

- * We’ve all learned that when we get into conflict, what we usually do is what we’ve always done. We are creatures of habit!
- * Only by DOING SOMETHING DIFFERENT will we get a different outcome.

- * The key to unlocking our biological hard drive's control is to ask questions that come from our inner voice — questions that lead to insight and awareness.
- * The “right” question — which comes from inside us, rather than from someone outside us — points to the exact state of mind we have in the moment, and allows us to NOT REACT out of the same old pattern — but to ACT, based on the situation in that moment.
- * Questioning activates our innate intelligence, which wakes us up.
- * Conditioning changes through UNDERSTANDING. There is simply no other way to change our old habits and patterns than to take the time to UNDERSTAND who and what is around us.
- * The questioning mind takes on a life of its own if we just give it a chance.
- * If there's going to be peace in our lifetime, we need to get off the Sameness Train, and seek a new destination.
- * The intent of this curriculum has been to show how we humans appear to be hardwired for war.
- * We have conditioned thoughts that begin at our biological base. They come through the brain's emotional center and create fear and then go into our thinking, to be carried out.
- * In certain cases this conditioning is necessary if, for instance, you are being attacked by a dog, or if you had to jump out of the way of a speeding car. This is where this survival mechanism works well for our safety.

It is only when a fear-provoking image — about other people who may be considered a threat to our group's way of life — *mistakenly* triggers this old brain survival system to prepare to fight that we get into trouble. This is what we want to prevent.

- * This fear from an image of “the enemy” causes us to carry out the demands of our conditioning — which is like a puppeteer behind the curtain, pulling our strings.
- * It's important for us to know the tremendous dangers involved when this type of conditioning rules us, and what the right questions in a dialogue can do to unlock this hardwired program's hold on us.

- ✿ It's important to know that this is a hold that does not provide us the safety we think we are getting.
- ✿ The right questions are like a virus protector — they keep us from continually breaking down and repeating actions we've learned that do nothing to help us.
- ✿ When the right questions are asked, there's an opportunity for awareness and insight, which sets up a healthy state of "Stop! Do not act on this!"
- ✿ This state keeps us from automatically reacting from this unsafe type of conditioning.

Activity 14D

A QUOTE TO NOTE

“What is absurd and monstrous about war is that men who have no personal quarrel should be trained to murder one another in cold blood.”

— Aldous Huxley, *Brave New World*

✓ **Ask students:**

1. What does this quotation mean to you?
2. What do you think of a society in which people with no quarrel are trained to murder people who are really themselves?
3. Do you think the image of “the enemy” can be self-destructive? Why do you think so?
4. How awake do you feel about this kind of conflict?
5. How awake do you feel about conflicts that have entered your personal life?

REMEMBER:
THIS CONDITIONED CONFLICT STARTS ON THE PLAYGROUND
AND HAS TO BE STOPPED THERE —
BEFORE IT GETS TO THE BATTLEFIELD —
FOR ONCE THERE, IT WILL BE TOO LATE.

- ✓ **Remember to thank students for their good work, and for developing their proprioceptive minds!**
- ✓ **Tell students that they are now Ambassadors for Peace and can go forward to help others understand what prevents it — conditioning.**
- ✓ **Plan a “WHAT PREVENTS PEACE?” conference for your students that includes the entire community. Ask your students to come up with their own ideas to plan and produce this event. Ask for sponsors within the community, and get parents and teachers involved.**

- ✓ **Make sure that the conference is based on what students have understood in this curriculum about what *prevents* peace — not trying to bring it about.**
- ✓ **Also, please make sure that the people they may invite are not just promoting peace under the guise of endorsing ways that prevent it, such as organized spiritual or political belief systems that separate people into opposing ideologies. They may want to invite both anti- and pro-military groups to have a constructive dialogue with them.**
- ✓ **Make sure, ahead of time, that these people are sincerely open to this dialogue and not just promoters of their own conditioned view — that they are open to being questioned, for questioning that leads to awareness, as we have seen throughout this curriculum, is what frees us from the biological and psychological conditioning that prevents peace.**
- ✓ **The idea is to bring together what students have learned in the curriculum, and to engage people in talking about the elements that prevent peace they would like to see changed in their lifetime.**
- ✓ **All the conference takes is a goal, a date, and a plan to achieve it. SO JUST DO IT!**

THE IMPORTANCE OF READING

“Reading is a fundamental need of all children. Literacy underpins all educational achievement; it helps develop human potential and raises self-esteem; it is critical to personal freedom and the maintenance of a democratic society; it is an integral element in the broader goals of economic opportunity and security, social justice, and dignity.”

—*The National Literacy Trust*

**The fundamental intent of Youth Peace Literacy
is to address what prevents peace and causes conditioned thinking —
that is, what creates conflict, individually and globally
through being literate.**

The most important element of a free society is democratic thinking. Conflict in human relationship is created by thinking that is conditioned to a particular fragmentary point of view due to the particular environment one has grown up in. Our minds are conditioned by origin of birth, education and experiences. The intent of Youth Peace Literacy is to bring this issue of conditioning, and the tremendous conflict it creates, to the forefront of our awareness through donations of peace-educating resources that address this vital concern.

Conditioned thinking prevents democratic thinking and action because it fixes antiquated ethnocentric beliefs into dogmatic, rigid patterns of behavior that divides people into opposing tribal ideologies. The foundation of a humane and intelligent society is open-minded, enlightened free inquiry, that is, the freedom to think without any restrictions or pressure due to fear or coercion of any kind. In this way people can intelligently question the underlying conditioning that creates this fragmentation.

The intent of democratic thinking needs to be promoted worldwide if we are to end these destructive divisions and therefore work together peacefully. The programs of Youth Peace Literacy do just that – they teach young people to freely inquire, to creatively question the conditioned assumptions of society that have for millennia caused such terrible pain and suffering. These programs do not promote any system of belief nor do they attempt to persuade readers to any particular point of view, no matter how noble it may seem to be. Instead they create the basis for a truly democratic, civilized society by allowing for intelligent dialogue and enlightened inquiry.

ATRIUM SOCIETY BOOKS

