

# ARE WE BORN HARDWIRED FOR WAR?



**A Workbook  
To Help Students Understand What Creates Conflict**

**20 Helpful and Creative Lessons**

by  
Dr. Terrence Webster-Doyle  
with Adryan Russ

Based on the internationally acclaimed, award-winning  
Youth Peace Literacy Books



“As the eagle was killed by the arrow winged with his own feather, so the hand of the world is wounded by its own skill.”

— Helen Keller

Atrium Society Publications  
[atriumsociety@gmail.com](mailto:atriumsociety@gmail.com)  
[www.youthpeaceliteracy.org](http://www.youthpeaceliteracy.org)  
(800) 848 6021

©2011-2012 Terrence Webster-Doyle. All rights reserved.

**This workbook is dedicated  
to young people  
who want to stop conflict in the world.**

## Introduction for Teachers

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

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

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

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

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

## Introduction for Young People

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

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

So people don’t generally see this. Instead, they say conflict is out there in the world, that they created the war on us and in order to stop this conflict we need to get revenge on them, since they started it. But this type of confused thinking — blaming others — only gets us further and further away from the source of it inside ourselves. In fact, we have unknowingly carried on with a mistaken way of survival that’s actually preventing us from seeing the falseness of it. Or they rush to the experts and say, “Tell us, please, what the answer is!” But they don’t realize that conflict is not “out there,” and it’s not a problem to be solved. And that there is no authority that can give us the answer that will stop this. We don’t realize that we have been thoroughly conditioned to robotically react in this mixed-up way that keeps creating conflict.

Most people believe that war is unavoidable and unresolvable, that war will always happen because it has gone on for thousands of years. But this incorrect type of thinking is looking at war as “out

there” in the world — somewhere outside us. We think that it’s beyond our ability to do anything about it, that only “experts” can bring an end to war. But they haven’t, for we still have war.

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

The old brain is used to this way of survival because its habit is to think in a very simple, primitive way based on protecting us from harm. And this creates a very powerful force that prevents us from thinking sensibly. The old brain is deeply convinced we need to act this way for our group to continue to live. Although it’s not working, our brain continues to think it’s working. It avoids seeing this inner error. Even though it’s untrue, this powerful force pushes the old brain to react in this primitive way, convincing us not to look at what it’s doing. It defends its own ignorance by getting us to look outside instead of inside. It wants us to ignore our mistaken survival reactions, because this would undo its false sense of security in its supposed “correctness” and to the old brain this means the end of our group’s continued existence.

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

So how are you going to find out if this is true? Are you going to ask the “experts” for answers to the problem of conflict? And are you then going to think about it and think about it? Or are you going to look for a solution out there in the world? Or can you see the source of it in yourself, right here and right now?

Enjoy this adventure in finding the roots of war buried deeply in our old brains. See if this is true or not. Because if it is, then war can end in that immediate insight into what's preventing peace.

(Special note: If anything you just read seems difficult to understand please ask your teacher or your parents to help you.)

— *Dr. "T" Webster-Doyle*



# Table of Contents

	<b>Page</b>
Dedication	iv
Introduction for Teachers	v
Introduction for Young People	vi
Children’s Rights and Responsibilities	x
<b>WAR IS A DREAM</b>	
Lesson 1: We Are Living in a Dream	1
Lesson 2: Silence Is a Weapon	8
Lesson 3: A Sleuth for the Truth	17
<b>OUR INTERNAL BATTLES</b>	
Lesson 4: The Only Thing to Fear Is Fear Itself	27
Lesson 5: My Drive to Survive	36
Lesson 6: Caught in Thought!	44
Lesson 7: Living in the Past Prolongs the Dream	52
Lesson 8: Does My Past Invade My Present?	61
<b>WHEN INTERNAL BATTLES BECOME EXTERNAL BATTLES</b>	
Lesson 9: Understanding Can Create Freedom	72
Lesson 10: It Only Takes a Moment	79
Lesson 11: In the Eye of the Beholder	90
Lesson 12: United We Stand — Divided We Fall	99
Lesson 13: Is There Safety in Opposing Forces?	109
<b>IMAGES THAT FEED THE DREAM</b>	
Lesson 14: Is “The Enemy” an Illusion?	117
Lesson 15: Is a “Hero” a False Impression?	128
Lesson 16: Is War a Dream or a Reality?	139
Lesson 17: What Prevents Peace?	150
<b>WAKING UP FROM THE DREAM</b>	
Lesson 18: The Road Not Taken	158
Lesson 19: Peace Can Happen in an Instant!	168
Lesson 20: Waking Up: No Image! No Enemy! No War!	175

# Children's Bill of Rights and Responsibilities For a Bully-Free Society

<http://www.atriumsoc.org/empowerment.php>

## My Rights and Responsibilities

- I have the right to not be bullied or physically hurt and the responsibility to learn ways of resolving conflict peacefully.
- I have the right to not be called hurtful names and the responsibility to understand what would make me want to call others hurtful names.
- I have the right to not be picked on because I do not belong to a certain group and the responsibility to understand what it means to belong to a "group."
- I have the right to not be made fun of because I am "different" and the responsibility not to pick on others for what I have been taught to think are differences.
- I have the right to not be bullied because of race, gender or culture and the responsibility to educate myself about why this happens.
- I have the right to not be bullied because of my physical appearance and the responsibility to not pick on myself for what I think others may think of me.
- I have a right to not be teased because I am not as smart as other people and the responsibility to educate myself to be as intelligent as I can be.
- I have a right to not be bullied because I am not as athletic as others and the responsibility to find other endeavors that give me a sense of well being.
- I have the right not to be bullied me because I am smaller or weaker and the responsibility to find ways that will strengthen me.
- I have the right to learn the skills to understand and handle bullies without hurting or being hurt and the responsibility to teach others these skills so they will not get bullied.
- I have the right to protect myself from harm and the responsibility to use these skills humanely.

Every child everywhere has a basic right to be treated with respect  
and the responsibility, in turn, to respect all others.

We ask you to support this Children's Bill of Rights and Responsibilities for A Bully-Free Society and encourage all those who live or work with children to help them live in a safe world that is free of bullying, caused by prejudicial conditioned thinking.