



LESSON 1

Bullying Begins With Prejudice

Breakdown of Lesson 1:

Why are we always picking on each other?
We are prejudiced people!
Prejudice creates conflict!

Things to Do Before You Start:

Make 3 copies of Activity 1, page 4.

Why Are We Always Picking on Each Other?

1. Ask students:

- Do people pick on you? Do they bully you? Are there bullies all around you — everywhere? *Encourage student responses.*
- What about YOU? Do you pick on other people? Do you bully them? Are you sure?
- Are we all guilty of picking on each other? Why do you think people pick on each other? Is it because we're all mean? Because we don't like each other? Is it that we all have different ideas about what's right and what's wrong? *Encourage student responses.*
- Where do our ideas about "right" and "wrong" come from? From our families? Our friends? Our school?
- How can we know for sure that our ideas are "right" and someone else's are "wrong"? Do you think it's sometimes good to question what we believe? Why do you think so?

- ❑ Do you think that people who always believe they are right are prejudiced? What is prejudice? What's one way you've seen prejudice — at school, at home, in the world?

We Are Prejudiced People!

1. Ask students:

- What's one way that you think YOU may be prejudiced? What do you think you are always "right" about? Can you guess where that prejudice began? *Encourage student responses.*
- Do you believe that any prejudice you have began **outside** you — from something someone else said or did?
- Even though the roots of your prejudice may have started with people who came before you, do you see that this prejudice now lives **inside** you — and comes from inside **you**?
- Have you ever considered that you have the **power to change** a prejudice inside you?

2. Tell students:

- Like looking through glasses that are the wrong prescription, prejudice is a way of thinking that's out of focus. With our distorted perception, our judgment of what we see may be "off."
- If I name a person you know, and tell you that person is stupid — that is me being prejudiced against that person! The information I just gave you — that so-and-so is stupid — is either a fact or a judgment. It's important for us to know the difference!
- There is a "place" inside you that either agrees and accepts what I say as true, or that place inside you questions what I've said.
- That place inside you is your "stopping" place — the place where you STOP to decide whether or not something is true — whether what you hear is a judgment or fact. That place might be in your head, in your chest, or in your gut. Wherever that place is inside you, it's a quiet place — a place that says: All Rumors Stop Here!

**Go to Activity 1, "All Rumors Stop Here!"
on the next page.**

ACTIVITY 1 – ROLEPLAY

All Rumors Stop Here!

- ✓ **BEFORE THE ROLEPLAY**, ask for three volunteers to roleplay the parts of **Kareem, Jessy** and **Susman**. (Make a copy of roleplay for all three.)
- ✓ Tell the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. When we hear a rumor, our immediate reaction is to believe it's true and pass it on.
 2. Notice what Kareem and Jessy say and do and how Susman realizes that a rumor has been spoken.
- ✓ **DO THE ROLEPLAY (next page)**.
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Did you hear any words of prejudice in this roleplay? If so, what were they?
 2. Did any of these characters go to the “stopping” place inside them – the place where they stop and think? If so, who?
 3. Did you see any evidence of faulty judgment? If so, where? On whose part?
 4. Did any of these characters seem to take joy in passing along a rumor they weren't sure was true? If so, why do you think they would do that?
 5. Did these characters seem to not care whether the information they were delivering was true or not?
 6. Do you think, at one time or another, all human beings are prejudiced bullies?!!!
- ✓ **Thank students for participating.**
- ✓ **Congratulate students on their good work!**

ACTIVITY 1 - ROLEPLAY
All Rumors Stop Here!

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

KAREEM

Susman! Wait up! You've got to hear this! We just heard that Bradbury got caught threatening the cops with a gun!

JESSY

KWYT-TV station got wind of it, and they're heading over to Bradbury's house! No one can find him!

SUSMAN

What? That's awful! (Takes a breath.) Hey! Wait a minute. How do you know? Who told you? Bradbury is the shyest kid I've ever met. How could this be possible?

KAREEM

It's all over town! Everybody's talking about it!

JESSY

The kids in my math class told me. They got it from Pace. I gotta get online and tell Arlo. She's going to crack up!

SUSMAN

Pace? They heard it from Pace? The trouble-maker bully who loves to start rumors? Aren't you going to find out for sure if it's true before you keep spreading it?

KAREEM

How could it not be true? Everyone's talking about it! Let's get out of here.

JESSY

Hey, let's go tell the team. Hey, Susman, if you run into the principal, tell him his favorite student is going to jail!



LESSON 2

Prejudice Creates Conflict!

Breakdown of Lesson 2:

Bullying has been here for a long time!
All bullying is caused by one thing!
Should I run, or fight?

Things to Do Before You Start:

Do your own research! Check the internet on “bullying.” You’ll be surprised at how much you will find!

Bullying Has Been Here for a Long Time!

1. Ask students:

- Has bullying been around for a long time? How long? Since last week? Since World War II? World War I? Since Columbus discovered America? Since early humans lived in caves?
- How many different kinds of bullying can you think of? Between two kids? Between a leader and some followers? Between family members? Between teams? Between a teacher and student?
- Do you think that when a bully picks on you, it’s because that bully was picked on by someone else and is now taking it out on you?
- Does bullying happen between people who tend to see other people as “different”? For example, because of the color of their skin? The way they dress? The food they eat, the language they speak?
- Does bullying happen between cities and states? Between countries and nations? Is this why we go to war — because a lot of bullies cannot agree?

- ❑ And do you have an inner bully — that voice inside that blames you when you make a mistake? Do you bully *yourself* with negative thoughts and feelings?

All Bullying Is Caused by One Thing!

1. Ask students:

- Did you know that although there are many ways of bullying, all bullying is caused by one thing?
- Can you guess what that one thing is? *Encourage all responses. There are no right or wrong answers.*

2. Tell students:

- All bullying is caused by conditioning — the way you and I are taught to think and feel. We are *conditioned* in so many ways.
- We are conditioned to cross the street when a light turns green. We are conditioned to do what adults tell us to do. We are conditioned to believe what we are taught — and to always respect authority. That’s a lot of conditioning!
- Some conditioning is helpful to us, and some isn’t. For example, it’s helpful to be conditioned to stop for a red light. This affects our survival. It is not helpful to be programmed, like a computer, to do what we’re told rather than learn to think for ourselves.
- Our conditioning — positive and negative — is responsible for the way we think and act. It’s true for you and me, and for every bully.
- Let’s look at two examples of thoughts that create conflict inside the mind of the person thinking them:

✓ “That guy is a nerd, and I’m not going to talk to him.”

✓ “That girl is weird, and I don’t want to be anywhere near her.”

Where did these thoughts come from? These are images that have somehow been programmed into the minds of the people who expressed them. These thoughts tend to stick, and they create conflict!

- Let’s come up with some really outrageous programmed images and figure out whether they are judgments or facts!

**Go to Activity 2, “Programmed Images!”
on the following page.**

ACTIVITY 2- EXERCISE

Programmed Images!

✓ **Tell students:**

1. The purpose of this activity is to challenge judgments and assumptions and re-think old patterns.
2. So, even though we know the answers to the following questions, let's not **assume** that the answers we have are correct. Let's re-think them and come up with as many different answers as we can – no matter how crazy they sound. Let's have fun. When you respond, be as wild and crazy in your response as you wish!

- Why do we need to eat healthy food? (Wait for a response.) Is your answer a judgment or a fact?**
- Why do we come to school? (Wait for a response.) Is your answer a judgment or an observation?**
- What's the difference between boys and girls? Is your answer a judgment or a fact?**
- What's the difference between "a foreigner" and you? Is your answer a judgment or an observation?**
- Where does conflict come from? Is your response a judgment or an observation?**
- Do you think conflict shows up whenever someone is afraid – of something or someone?**

✓ **If any discussion arises, let it happen. The more answers, the more students have to think about. But set yourself a time limit, because once these discussions get started, they can go on!**

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



LESSON 3

Conflict Can Be Prevented!

Breakdown of Lesson 3:

We can break the loop!

Should I fight, or run?

We can go to our stopping place.

Things to Do Before You Start:

Make 2 copies of Activity 3, p. 11, for Volunteers.

Have available paper and pencils for your students, for Activity 4, p. 13.

We Can Break the Loop!

1. Ask students:

- What do you think happens inside your mind when you see someone as “bad,” “wrong,” “stupid” or “different”?
- Does it create conflict in your mind — between bad and good, right and wrong, ignorant and smart?
- Who put the conflict there? Do you think that when we have prejudiced thoughts, **we** are the ones who create conflict? And do you think these thoughts appear mostly when we’re afraid of something?
- Lost inside this inner conflict, are we likely to forget to go to our stopping place to ask: “Are these thoughts true?”

2. Tell students:

- When a thought or idea makes its way to our brain, and stays there, our tendency is to accept it as true. That thought or idea makes itself at home inside our head, and we come to believe it as true, without questioning it.

- Such total acceptance of untested thoughts or ideas can be dangerous. We can come to believe something that is absolutely not true. And get others to believe it, too.

Should I Fight, or Run?

1. Ask students:

- Do you remember the danger you sensed the last time you felt afraid? Perhaps a bully approached you or attacked you.
- Did your brain send messages to your body and tell you that you'd better prepare to either run away, or fight?
- Can you guess why our bodies prepare us for these actions? Do you think it's to help us survive?

2. Tell students:

- When we're in danger, a voice inside usually tells us that we'd better prepare to either run away or fight. This "fight or flight" response has existed in human beings since the beginning of time. Creatures who lived in caves felt it, and we still feel it today. The reason the "fight or flight" response exists is for our self-preservation. It's a healthy and natural response to **real** danger.
- Today, however, in this modern age, our "fight or flight" response sometimes happens when the danger is **not real**. Instead, the response happens when we feel **afraid** or when we are judging someone or something in a **prejudiced** way.
- For example, if you've seen a news reports showing tall, muscular, foreign-looking people committing crimes, you may develop a fear of, or prejudice against, anyone tall, muscular and foreign-looking. The fear has made you prejudiced.
- When we're prejudiced, we don't **act** based on what we're really seeing. We **RE-act** based on an experience that happened in the past.

**Go to Activity 3, "A Mental Move"
on the following page.**

ACTIVITY 3 – ROLEPLAY

A Mental Move

Before the Roleplay:

- ✓ Ask for **two Volunteers** to participate in a roleplay. Give the Volunteers a moment to read through their scripts so they understand the parts they're supposed to play. If they've never done this before, help them understand what they're supposed to do. **Coco is a threatening bully. McCauley is a gentle, but strong person.**
- ✓ You may give copies of the script to the two Volunteers **the day before** class and ask them to study the parts so they can read them well. You may want to give them instruction on what you hope to get out of the roleplay. Explain that it's important for them to get into their parts and to read with enthusiasm.
- ✓ Tell Volunteers that words in *italics* should be read aloud, but as private thoughts. Also tell them that words in parentheses are instructions for them as they are reading their parts.

Do the Roleplay (see next page).

After the Roleplay:

- ✓ **Ask students:**
 1. Where did you first see a sign of fear? Was it in Coco, or in McCauley?
 2. What words or thoughts gave the speaker away?
 3. Did you expect McCauley to fight? Or to run away?
 4. What did McCauley do that was different?
 5. Did he tell Coco the truth?
 6. Did you notice any sign of prejudice? Who showed prejudice?
 7. What do you think about how McCauley handled the situation?

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

ACTIVITY 3 – ROLEPLAY
Roleplay: A Mental Move

COCO

(With a strong bully-like voice:) Where you going, Nerd? *If I scare him enough, I can keep him from thinking I'm stupid.*

McCAULEY

(Remains calm:) If you're talking to me, my name is McCauley. And where I'm going is not really your business. *That was not a smart answer. This guy is a lot bigger than I am. I better keep talking.* Okay, I'll tell you anyway. I'm going to my class.

COCO

You're lying to me, Nerd. *The kid thinks I don't know that there are no classes at 4 pm.*

McCAULEY

I would not lie to you, Coco. I'm going to my class.

COCO

Okay. He's going to play tough. You must think I'm stupid or something to believe that you're going to class when it's four o'clock in the afternoon, Nerd!

McCAULEY

It's a class I take AFTER school, Coco.

COCO

What fool class are you taking AFTER school, Nerd? Rocket science? Basketball for small nerds?

McCAULEY

(Takes a deep breath:) I'm taking a "How to Handle Bullies" class.

COCO

(Laughs.) Oh yeah? Well, let's see one of your moves, smart guy!
(Laughs again, loudly.)

McCAULEY

Okay. *Smiles, then turns and walks away.*

We Can Go to Our Stopping Place

1. Ask students:

- If you perceive someone as “a nerd,” or “dumb,” do you think you’re likely to act as if you’re **better** than that person? Does that create conflict? **Inside** you? **Outside** you? Is this bullying?
- When the thought, “That person is a nerd, an idiot, weird, unlikeable” surfaces in your mind, is it possible for you to STOP that thought? How?
- If you perceive someone as “stupid,” do you think you are likely to act **superior**? Does that create conflict **inside** you? **Outside** you? Is this bullying?
- When the thought, “So-and-so is stupid” enters my mind, how can I STOP that thought? Doesn’t simply asking myself, “Why do I think so-and-so is stupid?” STOP the thought, right in its tracks, and end the conflict immediately?

2. Tell students:

- The way to stop the thought is to question it! It’s that simple!
- Since differences create conflict, and **separate** us, we can question the difference we see.
- When we act with respect toward another person, and that person acts with **mutual respect** toward us, there is no conflict, no bullying. Then there is a flow and there is no need to stop our thinking. Then, we can **see** what we have in common and **respect** what we don’t.
- The way to break the loop, the cycle of conditioning, is to become **aware** of when we act in conditioned ways. We catch ourselves in the act of bullying, or acting in a prejudiced way — and we STOP! and THINK!
- Every one of us has such a place! The way to get there is to take **no action! Simply stop — and look at your thoughts!**

Go to Activity 4, “The Need to Be Right!”

Do this exercise with students.

ACTIVITY 4 - EXERCISE

The Need To Be Right

- ✓ Make sure students have paper and pencils or pens.
- ✓ Tell students this is a serious exercise, but you're sure everyone will have the opportunity to have a good time, as long as it's not at the expense of someone else's feelings. Tell students:
 - **Think of one thing you need to be right about. Is it the clothes you wear? The way you wear your hair? Your taste in music? Your opinion about a presidential candidate?**
 - **Write down on a piece of paper what you need to be right about. Then write down five reasons why you feel you absolutely need to be right about this.**
- ✓ Give students about five minutes to do this. Then, call time.
- ✓ Request Volunteers, one at a time, to respond as quickly as possible:
 1. **What is the one thing you need to be right about?**
 2. **Why do you think you need to be right about it?**
 3. **Do you think that your need to be right about this has caused conflict in your life? How so?**
 4. **What if someone you know was really right about this situation, and you were wrong? What would you do?**
 5. **Is it more important to be right, or more important to understand the truth?**
 6. **Do you think a need to be right about anything is a sign of prejudice? How so?**
 7. **Does this awareness of your need to be right help you see something new? What do you see?**
 8. **Is this awareness your stopping place – the place where you can STOP and THINK?**



LESSON 4

Discovering the Ways We're Conditioned!

Breakdown of Lesson 4:

Pavlov's Dogs

To act or react: That is the question!

Things To Do Before You Start:

Make a copy of "Bubbles in a Glass of Soda," p. 17, for every student.

Pavlov's Dogs

1. Ask students:

- Did you know that Ivan Pavlov, a Russian surgeon, developed a concept about conditioning by working with dogs? His concept is called the "conditioned reflex." What would be your guess as to what a "conditioned reflex" is? *Encourage any and all guesses.*
- In a well known experiment, every time Pavlov got ready to feed his dogs, he first rang a bell. Every time he rang the bell, the dogs would salivate before getting their food. Why do you think that would happen? *Encourage all responses. All guesses are good.*
- Do you think it's because the sound of the bell became associated by the dogs with mealtime?

2. Tell students:

- What amazed Pavlov is that the dogs **always** salivated when hearing the bell, whether the dogs got food or not.
- Pavlov discovered that he had **trained** or **conditioned** the dogs to **react** in a certain way.

- In our daily life, people often ring a different kind of bell and we **react** without thinking. For example, someone says something that offends you, and an angry bell inside you makes you want to fight. Has that happened to you?
- Well, here's some pretty amazing information for you:

**Mental strength comes when we
do NOT run away and when we do NOT fight.
Mental strength comes when we LISTEN to our thoughts and
feelings and ACT instead of REACT!**

To Act or React: That Is the Question!

1. Ask students:

- Do you think there's an important difference between acting and reacting? How would you define the difference?
- Would you say that when we **REACT** to a person or situation, we respond to someone else's thought rather than think for ourself?
- Would you say that when we **ACT**, we respond based on our own thought, and are better able to think independently for ourselves?
- Do you think it's better to act than react? Better to react than act? Does the proper action depend on the situation?
- Do you think that the best way to acquire mental strength is to be able to quickly and quietly **see** our thoughts and feelings, and **STOP** and **THINK** before taking action based on our thoughts?

**Go to Activity 5, "Bubbles in a Glass of Soda!"
on the following page.**

ACTIVITY 5 - EXERCISE

Bubbles in a Glass of Soda!

✓ **Tell students:**

1. Here's an activity designed to help make your mind strong and focused.
2. This activity helps us go to that "stopping" place inside us where we can think clearly and act rather than react.
3. This activity is a powerful exercise to help us attain the highest goal of the martial artist — to stop a fight before it begins.

✓ **Give every student a copy of the activity on the following page. Tell them that they may want to hold onto this exercise and use it whenever they feel the need.**

✓ **Do the exercise.**

✓ **Afterward, ask:**

1. Do you feel a difference between how you felt before and how you feel now? What's the difference?
2. Are there times in your life when you think that just watching your thoughts and feelings might help you?
3. When you watch a thought bubble up and just let it be there, without trying to do anything about it, what happens inside you?
4. Do you think that observing thought is a kind of conditioning, or is it a way to free us from conditioning? Why do you think so?
5. Can you think of certain times in your life when you may want to use this exercise? When, for example? *Encourage student responses.*

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

✓ **While they are relaxed, read students the story about B. F. Skinner on page 18, and end the lesson with this story!**

ACTIVITY 5 – ACTIVITY

Bubbles in a Glass of Soda!

- ✓ **Ask students to sit comfortably, wherever they are, and to relax. Tell students:**
 1. Think of someone who’s been on your mind lately, or something you’ve thought about a lot lately — a parent, teacher, close friend, kids at school, your homework. Pick one thought.
 2. You may want to think about someone who has made you angry, or a situation that has hurt your feelings.
 3. As you sit comfortably, close your eyes and look inside at your hurt or angry feelings. Don’t try to do anything — just watch!
 4. Whatever your hurt or angry thought-and-feeling, just let it come up like bubbles in a glass of soda. Watch the thought- feeling bubble up, and then watch it disappear, without any effort on your part.
 5. Do your best to not judge what you see, by saying “That’s good,” or “That’s bad.” If you do, just notice that you’re doing that.
 6. The point of this exercise is to let any thought-feeling, good or bad, come and go without ever acting on it.
 7. Have you ever seen bamboo in the wind? The wind blows and blows, but the bamboo does not break. It bends with the wind. Now, you are bending like bamboo in the wind. You are able to **not** hurt back, even when you’ve been hurt. This gives you remarkable mental strength.
 8. This is the true essence of the study of martial arts — learning how to **not** hurt back — learning how to stop conflict, whether it’s in your mind or with another person — before it starts!
- ✓ **Ask students to open their eyes, and congratulate them on a successful activity!**
- ✓ **Tell students they can do this exercise anytime, anywhere when they feel angry, hurt, frustrated, alone, or discouraged. This activity helps**

us feel the hurt and not hurt back – and gives us a sensation of great mental strength.

Skinner's Lesson

1. Tell students:

- A psychologist named B. F. Skinner became famous for studying human conditioning and the way we humans respond to rewards and punishments.
- Think about it. When we are rewarded for something we do, or punished for something we do, conditioning takes place. We learn some very important lessons when we're punished and rewarded!
- Skinner was also a teacher. One day his students wound up teaching **him** something about conditioning.

2. Read to students:

Skinner's students were all aware that Professor Skinner was a pacer. While he lectured, he paced up and down the front of the classroom. They devised a plan to try to condition him to stand on only one side of the classroom!

That day, whenever Professor Skinner walked to the right side of the room as he was teaching, the students would listen attentively and raise their hands to ask many questions. When he walked to the left side of the room, the students would act bored, not ask questions and purposely not pay attention.

By the end of the class, the Professor, who normally paced back and forth continually, was pinned against the right side of the room!

The lesson for that day was — the use of reward and punishment is how conditioning works!

3. Tell students:

- All of us, at one time or another, judge. We're human, and we make that mistake. We are all programmed to react in many ways.
- Also, at one time or another, we are all conditioned to fight or run away, not aware that we have other choices. And all of us are rewarded or punished for acting in certain ways, without realizing that we have been conditioned.
- More importantly, all of us have the ability to STOP and THINK before we judge, before we react, before we fight or run away. And

when we do, we discover an extraordinary power — to stop a fight BEFORE it starts!

- ❑ Now that you know this, you are on a journey to developing great mental power. All that's left to do is to practice it!



LESSON 5

Rewards and Punishments

Breakdown of Lesson 5:

How often are you rewarded or punished?

Is a reward ever punishment?

Is punishment ever a reward?

Things to Do Before You Start:

Make a copy of Activity 6, p. 21, for each student.

Have ready pencils or pens for all students.

How Often Are You Rewarded or Punished?

1. Ask students:

When people pick on us, do you think they are:

- Just being mean for no reason?
- Picking on us because of something we did?
- Reacting to something that happened to them?

2. Tell students:

- When people pick on us, they are usually **reacting** to something that happened to *them* — something that happened to them *before*.
- Parents sometimes punish their children because they themselves were punished when they were children. Kids sometimes undermine the good work of another, because one kid's good work makes them feel inferior.
- Bullies sometimes use rewards to get what they want! So we have to be aware of "nice" bullies who "charm" people over to their point of view.

Go to Activity 6, "Rewards and Punishments!"

on the next page.

ACTIVITY 6 – EXERCISE

Rewards and Punishments!

- ✓ **Pass out copies of the following page to all students. Make sure each student has a pencil or pen.**
- ✓ **Ask students to come up with at least one situation that might inspire each reward or punishment listed on the following page, such as:**
 1. “I gave someone a terrific present.”
 2. “I called someone a really awful name.”
 3. “I helped someone mow a large lawn.”
- ✓ **Give students 5–10 minutes. Then, call time. Read each reward or punishment, and ask for Volunteers to read some of their responses.**
- ✓ **Afterward, ask – and encourage all responses:**
 1. How does a reward condition you to do something?
 2. Are you more likely to want to spend time with people who reward you in some way? Why do you think so?
 3. How does punishment condition you to do something?
 4. Are you more likely to spend time with people who punish you in some way?
 5. Do you think that punishment is ever rewarding? Do you think that some punishment motivates you to do things you might not do otherwise — that are good? Like what, for example?
 6. Do you think that people sometimes pick on us and claim they are “rewarding” us, but really aren’t? What are some examples of this you’ve seen personally? Are television or newspaper advertisements an example of this?
 7. Do you see “rewards” and “punishments” used by our country with another country? What tactics have you noticed?
 8. People turn into bullies because someone once bullied *them!* Think about that the next time someone bullies you!
- ✓ **Congratulate students on their fine work!**

ACTIVITY 6 – ACTIVITY
Rewards and Punishments!

<u>Reward or Punishment</u>	<u>A Possible Situation</u>
1.	Someone smiles at you.
2.	Someone stares at you.
3.	Someone pats you on the back.
4.	A friend gives you candy.
5.	Your mom makes your favorite dessert.
6.	Someone gives you a spanking.
7.	A person you know offers you money.
8.	A teacher gives you a bad grade.
9.	Someone you know gives you a hug.
10.	A friend refuses to talk to you.
11.	A friend starts fighting with you.
12.	A friend gives you a present.
13.	Someone compliments you.
14.	Some people declare war on you.
15.	You are robbed of your possessions.
16.	You are dragged off to jail.
17.	People throw you a party.
18.	Someone calls you a name you don't like.

Is a Reward Ever Punishment?

1. Ask students:

- Do you think there are times when a reward turns into punishment?
- Think about it for a moment. Was there ever a time when you were rewarded in some way, but you didn't feel good about it?
Encourage student responses.
- Sometimes people receive an award, and don't feel they deserve it!
- Sometimes people have committed crimes to earn rewards and when they win, they do not have a sense of victory.
- Can you think of a time when this happened to someone you know, to you, or someone in the news?

Is Punishment Ever a Reward?

1. Ask students:

- In the same way, can you think of a time when you were punished for doing something, but the punishment turned into a rewarding experience?
- Do you think that sometimes a bully will purposely act badly just to get attention — even though the bully knows that punishment will follow? Is the attention the bully's reward?
- Do we see criminals on the news every day acting badly and still enjoying the reward of becoming well known?

2. Tell students:

- After working through these lessons, we have learned a lot about why we are always picking on each other, and why everyone always seems to be picking on us.
- We are beginning to develop an understanding of why human beings cannot seem to stop fighting.

- We know something they don't! That we have the mental power to STOP a fight before it ever starts! And we do it with the greatest weapon we have — our brain!



LESSON 6

One Fight Leads to Another

Breakdown of Lesson 6:

Seeking emptiness instead of revenge.
Your “Empty Self” is your stopping place.

Things to Do Before You Start:

Make 2 copies of roleplay, p. 26, one for each Volunteer.

Seeking Emptiness Instead of Revenge

1. Ask students:

- When someone attacks you, verbally or physically, what is your first immediate reaction? *To attack back? Strike back? Yell?*
- When someone attacks you or threatens you, does it ever cross your mind to say, “Thanks! I needed that! Could we do this again soon? How about after school today?”
- Do you think those responses sound crazy? Impossible? Ridiculous? Are you judging those responses, or looking at what they might help you do?
- Do you think those responses might throw an attacker off-guard?

2. Tell students:

- The way of all fights is that once a fight begins, there’s always another.

- Once we feel we've been a victim, our immediate human reaction is to either seek revenge — to make the score “even” — or to become afraid. In other words, to fight, or run away.
- The fact is, as long as the prejudice or the fighting continues, the score can never be even. There is always someone who feels ahead (superior) and someone who feels behind (scared, inferior).
- When we look at the conflicts between nations that have gone on for centuries, we see this clearly. No peace plan ever seems to stop the fighting.
- The truth, however, is that if one person can **stop** the fight — if one country can **stop** their fighting — indefinitely and completely — then the fighting ends. Then the score is truly even, because no one loses and no one wins. Someone has to be the first to stop!

Your “Empty Self” Is Your Stopping Place

1. Ask students:

- Did you know that the “stopping place” we’ve been talking about — the place where you STOP and THINK — is your empty self?
- Did you know that you can go to your stopping place and, with great practice, you can reach your empty self?
- Who would like to take a guess as to what we mean by your “empty self”? *Encourage all responses. There are no “wrong” answers.*

2. Tell students:

- When a teapot is full of water, no more water can go in. In the same way, when your mind is full of worried or frightened thoughts, no other thoughts can go in.
- It is important for us to have a place in our minds where thoughts can go in all the time — helpful thoughts that guide us to do what’s best for us.
- When you can empty your mind of thoughts that frighten or worry you, you are inside your empty self.

- When you are able to reach your “empty self,” you can **act** out of confidence rather than **react** out of fear.

**Go to Activity 7, “Make Fun of Me, Please!”
on the following page.**

ACTIVITY 7 – ROLEPLAY

Make Fun of Me, Please!

- ✓ **BEFORE ROLEPLAY**, make two copies of roleplay; 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 thoughts rather than fighting back, the stronger our minds become.

- ✓ Ask for two Volunteers to read aloud the following roleplay between **Wildcat** and **Billie**. Give them each a copy. In front of the rest of the class, tell **Billie** beforehand:
 1. LISTEN to the hurtful words.
 2. WATCH the hurtful feelings.
 3. Let the hurt COME UP so that you can feel it.
 4. Then, let the hurt GO AWAY.

- ✓ **DO ROLEPLAY (see next page).**

As **Wildcat** keeps yelling and criticizing, encourage **Billie** as you go along, saying, “Just LISTEN! Just WATCH! You don’t have to do anything. Let the feelings come up. Then, let them go!”

- ✓ **AFTER ROLEPLAY:**
 1. Tell students they will take turns doing the same thing; this time, three or four people will shout insults *without getting physically violent*. Students can use Wildcat’s dialogue or make up their own.
 2. Talk them through it. Walk around the room to make certain students LISTEN, WATCH, let HURT come up, then go away.

- ✓ **Afterward, ask students:**
 1. How did it feel to have someone yell insults at you? Were you able to just listen? Just watch?
 2. Did you try to avoid what you were feeling? Were you able to let your feelings come up? Were you able to let them go away, or are they still on your mind?

3. Can you name at least one way to walk away from this experience with a new confidence?

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

ACTIVITY 7 - ROLEPLAY
Make Fun of Me, Please!

WILDCAT

Hey, you! Nerd! What are you doing just sitting there like a dummy?

BILLIE

(Just sits and says nothing. Listens and watches feelings.)

WILDCAT

You are the nerdiest looking person I have ever seen in my life! Where did you get those clothes? I'll bet your mama picked those out! And your hair! Wow, I'll bet you think it looks cool! That hairstyle went out in about 1990! Don't you know how to get with it? What's the matter with you? Are you too dumb to know anything at all? Well, it shouldn't surprise me, I guess, considering where you live and the crazy people you hang out with. I've seen those stupid, slop-for-brains, ignorant people. No wonder you're such an idiot! There's no hope for you! Give up! You are worthless! Stupid! Unimportant! Get out of here!



LESSON 7

Why Me?

Breakdown of Lesson 7:

How does a bully choose you?

Strengthen your mind with new thoughts.

Things to Do Before You Start:

Make 3 copies of roleplay, p. 30, one for each Volunteer.

How Does a Bully Choose You?

1. Ask students:

- Do you think a bully might pick on someone:
 - ◆ Who's a good student?
 - ◆ Who is responsible?
 - ◆ Who is popular and get a lot of attention?
 - ◆ With a strong sense of integrity and honor?
 - ◆ Who appears weak and defenseless?
 - ◆ Who shows looks fearful?
 - ◆ Without a lot of self-esteem?
 - ◆ Creative and imaginative?
 - ◆ Able to master new skills?
 - ◆ Who has difficulty saying no?

- Do you think a bully might pick on you for any of these reasons? Which of these reasons might apply to you? *Encourage all responses.*

1. Tell students:

- Bullies pick on the strong, the weak, the popular and the unpopular.

- Through no fault of your own, you may find yourself the victim of a bully. That’s why a strong mind is ultra-important!

Strengthen Your Mind with New Thoughts!

1. Tell students:

- One way to strengthen your mind is to make it think in ways that are different from the ways you usually think!
- This increases your brain power, and encourages you to be more creative — not only in your martial arts practice but in your day-to-day life.
- Whenever we are forced to face attacks or threats of any kind, such as a prejudiced remark or act, finding our “empty self” helps us prevent conflict — within us and outside us.

**Go to Activity 8, “Bullies Are Victims in Disguise!”
on the following page. Then RETURN TO THIS PAGE!**

2. After doing the roleplay “Bullies Are Victims in Disguise!” tell students:

- One act of prejudice almost always leads to another.
- As long as the prejudice continues, the score can never be even. There is always someone ahead and someone behind.
- If one person can stop a fight caused by prejudice, all fighting can end; no one loses and everyone wins. Then, the score is truly even.
- If we can stop a fight before it begins, there is a chance we will prevent many more fights to come.
- When we **act** from confidence rather than **react** out of fear, we are able to achieve the highest goal of the martial artist.
- One way to strengthen your mind is to make it think in ways that are different from the ways you usually think. Try it!

ACTIVITY 8- ROLEPLAY

Bullies Are Victims in Disguise!

- ✓ **BEFORE ROLEPLAY**, make three PHOTOCOPIES; tell students:
 1. The reason most bullies are bullies is because they are angry, in conflict, because of things that have happened to them.
 2. Often a bully was once a victim who now carries feelings of revenge, so she or he bullies others.
 3. Ask for three Volunteers to read the following roleplay between **Lane, Cooper** and **Mr. Sapp** in front of the class.

- ✓ **Tell students:**
 1. Watch how the victim becomes a bully in this roleplay.

- ✓ **DO ROLEPLAY (see next page).**

- ✓ **AFTER ROLEPLAY**, ask students:
 1. What was it that turned Cooper into a prejudiced bully?
 2. Do you think Cooper would not have become a bully if he had been treated fairly?
 3. Think of the bullies you know. Can you imagine how they became bullies?
 4. Are you a bully? How did you get to be one? Have people been unkind to you? Prejudiced against you?
 5. What's one thing you can do today to NOT be a prejudiced bully?
 6. What do you think you can do to help someone else NOT be a bully?

- ✓ **Congratulate students on their mental strength!**

ACTIVITY 8 – ROLEPLAY

Roleplay: Bullies Are Victims in Disguise!

COOPER

Dad, I'm going to trim the bushes, like you asked, but tomorrow, okay? There's a martial arts tournament downtown today — lots of bouts.

MR. SAPP

(Angry:) I changed my mind. I think you need to trim the bushes *before* you go to the tournament.

COOPER

But, Dad, they start in fifteen minutes!

MR. SAPP

You should have thought of that earlier. You could have been trimming an hour ago.

COOPER

But you told me I didn't have to. You sent me to the store to get wood and nails instead. Here they are!

MR. SAPP

(Speaks with great authority:) I appreciate it. Thank you. However, you have a job and you better do it before you leave. (He walks away.)

COOPER

(Starts to trim bushes, mumbling to self:) This is not fair. I could do this LATER.

LANE

(Walks up to Cooper:) Hey, Coop! Let's get going! We're gonna be late!

COOPER

(Angry:) Forget it! Get out of here! Leave me alone!

LANE

(Surprised:) What's the matter with *you*?

COOPER

(Angry:) I SAID, GET OUT OF HERE! IF YOU'RE NOT GONE IN FIVE SECONDS, I AM GOING TO BEAT YOU TO A PULP!!



LESSON 8

A Target No More!

Breakdown of Lesson 8:

When we're asleep, we can't see.
A time to wake up.

Things to Do Before You Start:

Read Activities 9 and 10 before class, so you can work through them as quickly as possible.

When We're Asleep, We Can't See

1. Ask students:

- Have you discovered that you're often upset, hurt, angry or confused — so much that you spend a lot of time worrying?
- Are you sometimes so lost in your own thoughts that you don't hear people around you? Do you forget where you are for minutes at a time?

2. Tell students:

- When we're lost in our own thoughts, it's as if we're asleep. We're not experiencing what's happening to us right here, right now, outside our thinking.
- Another time we're asleep is when we act in prejudiced ways. We react to a situation, unaware that our brain is on "automatic pilot," based on something that happened to us in the past.
- We need to wake up!



**Go to Activity 9, "Waking Up!"
on the next page.**

ACTIVITY 9 – EXERCISE
Waking Up!

- ✓ **Ask students to write on a piece of paper a particular way they have been targeted by a bully (another kid, an adult, an authority figure – even you!).**
- ✓ **Give students a few minutes. Invite them to write more than one if they wish.**
- ✓ **Ask for a Volunteer. Then, ask the Volunteer:**
 1. What’s one way you’ve been targeted by a bully?
 2. When did you first notice that you were targeted?
 3. When you noticed, did you try to do something about it? If so, what?
 4. Did you decide NOT to do anything about it, hoping that the bully would simply go away, and the bullying would somehow miraculously stop?
 5. Do you think you were conditioned to think this way? Do you think you are conditioned to NOT take action when you don’t know what to do?
 6. If you had to come up with a preventive measure, something to keep that part of your brain from going to sleep — something to break the loop of your conditioning — what would it be?
 7. Could it be certain words, such as “This is your wake-up call!” Or could it be a sound, an alarm, a bell, a chime? Could it be a friend, or your parent, calling you on your refusal to get help?
 8. What do you think would be your favorite way to wake up from this sleepy state called conditioning? Can you think of one way you could take personal responsibility for waking up?
- ✓ **Give as many Volunteers an opportunity to answer these questions as time permits.**
- ✓ **Congratulate students on their good work!**

A Time to Wake Up

1. Ask students:

- Can you see that conditioning can deaden our thoughts and feelings?
- Does looking at your conditioning, or wanting to remove your conditioning, frighten you? If so, why do you think it does that?
- Do you think that when you feel fear it can sometimes awaken you to a new realization — a helpful one?

2. Tell students:

- Sometimes we're **conditioned** to believe that thinking and acting in certain ways is safe, predictable and orderly when, in reality, they're not.
- This doesn't mean we're dumb; it just means we're unaware of the truth. Becoming aware is what this class is all about!
- Another thing that can make **awareness** of conditioning difficult is discussing it with the very people who passed the conditioning to us in the first place!
- To understand our conditioning, we must **question** it. As soon as we begin to question, we wake up!

**Go to ACTIVITY 10, "Similarities Instead of Differences!"
on the following page.**

ACTIVITY 10 – EXERCISE

Similarities Instead of Differences

- ✓ **Ask students to divide into pairs, or you can create the pairs yourself. Then, tell each pair:**
 1. Look at and talk quietly with one another for several minutes, and while you are talking, and relating, notice everything you can about that person that is similar to you. For example, you both have a head, two arms and two legs. But go beyond the obvious. Notice height, eye color, hair styles.
 2. Then go even farther. Notice the words that person uses, and notice what that person believes. Imagine, if you can, that you ARE that person. How would you walk? Talk? Think? Act?
 3. What are some aspects of the person’s behavior that clue you in to who this person is? Do you act the same way?
 4. What are some features of this person — like yours — that you particularly like?
 5. What are some features of this person — unlike yours — that you particularly like?

- ✓ **Call time after about five minutes. Ask for a Volunteer pair to stand before the others and talk about what similarities and differences they found in one another.**

- ✓ **Any other Volunteers are welcome to come up and do the same. Then, ask students:**
 1. What did you enjoy about finding similarities?
 2. What did you enjoy about noticing differences?
 3. What did you learn that you didn’t know before?
 4. What do you think happens to prejudice or conditioned thinking when you’re noticing similarities and respecting differences?
 5. Are you feeling less like a target today?

✓ **Congratulate students on their keen awareness!**



LESSON 9

The Enemy I Create!

Breakdown of Lesson 9:

Becoming aware of our conditioned thinking.
Realizing who creates “The Enemy.”

Things to Do Before You Start:

Make a copy for each student of Activity 11, p. 38.

Becoming Aware of Our Conditioned Thinking

1. Tell students:

■ As I read aloud the following list of thoughts, ask yourself to honestly consider whether you believe any of them and whether they are prejudiced thoughts, inspired by conditioned thinking:

- ✓ **Men are stronger and more intelligent than women.**
- ✓ **Women are more gentle than men.**
- ✓ **White people are better business people than black people.**
- ✓ **Black people are more athletic than white people.**
- ✓ **Latino people do not speak the English language well.**
- ✓ **Native Americans are better craftspeople than Anglos.**
- ✓ **Younger people are better workers than older people.**
- ✓ **An older person should always be fired from a job whenever a younger person is available.**

- ✓ **To have peace, we must protect ourselves by fighting.**
- ✓ **Authorities don't ever need to be questioned.**
- ✓ **To be good we must accept, without question, what we're told to do.**
- ✓ **Ambition is good; winning is everything.**
- ✓ **The more money you have, the better the person you are.**
- ✓ **A bully can teach me something important.**
- As we've already learned, prejudiced thoughts are the result of some kind of fear.
- Fears sometimes become exaggerated and are called phobias. For example, claustrophobia is a fear of an enclosed or crowded place.
- Some people have developed a phobia — an extreme fear — of “strangers.” Their prejudice leads them to believe that “strangers” are a threat to their safety and security. A “stranger” — someone who's “different” — becomes a feared **enemy**.

Realizing Who Creates “The Enemy”

2. Ask students:

- How do we decide that someone is an “enemy”?
- If you had to name an enemy, who would it be?
- How do you define an “enemy”?
- Do you know someone who is an enemy? In whose brain was that enemy created? Do enemies really exist? Or are they creations of our imagination?

**Go to ACTIVITY 11, “Ten Mental Steps!”
on the following page.**

ACTIVITY 11 - EXERCISE
Ten Mental Steps

- ✓ **With students, read through the ten mental steps to war on the following page (make sure every student has a copy).**

- ✓ **Then, ask students:**
 1. When we come upon a thought, such as “That person across the street is different,” do you think it’s important to stop and question that thought?
 2. What kinds of questions should we ask? “Is this true?” “Is this a judgment?” “Is this my opinion?” “How do I know?”
 3. Why do you think it’s important to ask ourselves questions like these?
 4. If we don’t ask these questions, what happens? Is there a danger that we will act in conditioned ways? Are we acting on images we’ve been conditioned to believe?
 5. If we don’t go to that “stopping” place inside us, does the danger exist that we might create an enemy that exists only in our brain?

- ✓ **With students, read through the ten mental steps to peace. Read them aloud.**

- ✓ **Then, ask students:**
 1. How are the ten mental steps to peace different from the ten steps to war?
 2. Did the process of questioning begin differently? How so?
 3. Do you think the questions were logical, peaceful thoughts?
 4. Are these questions the result of acting on images we’re conditioned to believe, or the result of intelligent questioning that comes from stopping and thinking?
 5. When an enemy is created, who creates it?

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

ACTIVITY 11 - EXERCISE

Ten Mental Steps

The following are the ten **mental** steps to war. Read them aloud, one by one, and notice how one step leads to the next.

The Ten Mental Steps to War

1. That person across the street is different from me.
2. That person across the street is scary.
3. That person could be a threat to my safety and security.
4. That person could be harmful to my people.
5. That person and that person's group is my "enemy."
6. I must defend myself against my enemy.
7. I must defend my group against "them."
8. The conflict inside me is growing.
9. It's time to get rid of this enemy of our community.
10. We're going to war!

Now, picture a full moon on a dark night. Can you see how it shines equally on everything within its range? Your mind is like the moon. If you shine it equally on everything within its range, it will be open, aware of all things.

With your mind like the moon, now read through the following ten mental steps to peace.

The Ten Mental Steps to Peace

1. That person across the street looks different.
2. I wonder where that person across the street is from?
3. Is that person a threat to my safety and security?
4. Is that person here to do us all harm?
5. Probably not.
6. Do I have to defend myself against this person?
7. I'll walk over and say hello.
8. I feel no conflict.
9. I project my confidence and peaceful intentions.
10. This person could be helpful to the community.



LESSON 10

The Bully in My Brain!

Breakdown of Lesson 10:

- The wiring in our brain.
- The mental knots we tie.

Things to Do Before You Start:

- Make a copy for each student of Activity 12, Part 1, p. 42.
- Make a copy for each student of Activity 12, Part 2, p. 43.

The Wiring in Our Brain

1. Ask students:

- Have you seen a television, radio or other piece of equipment break down because of faulty wiring? *Allow brief responses.*
- Do you think it's possible that our thinking can break down like that? *Let students think; encourage answers.*
- Do you think it's possible to believe something all your life and then find out that, due to faulty wiring, you've believed something that's not true — that it's never been true? *Allow students to offer some brief, personal examples.*
- It can be pretty devastating when we discover that something we've always believed isn't really true. And it may be difficult to accept. But do you think it's better to know the truth than not to?

2. Tell students:

- It's true that we always seem to be picking on each other, and everyone always seems to be picking on us — but why do you think we pick on ourselves?

The Mental Knots We Tie

1. Ask students:

- Are you an “all or nothing” thinker? Do you look at things in absolute, black and white categories?
- Do you tend to overgeneralize situations? In other words, do you tend to view a negative event as a never-ending pattern of defeat?
- Do you seem to dwell on the negatives and ignore the positives?
- Do you insist that your accomplishments and positive qualities don't count?
- Do you assume that people are reacting negatively to you when there really is no evidence for this?
- Do you blow things out of proportion, or shrink importance inappropriately?

2. Tell students:

- It's human nature to sometimes think, “I feel like an idiot, so I must really be one.”
- Most of us have at least period of time when we tend to live by all the things we should, must, ought to and have to do.
- We identify with our shortcomings. Instead of allowing ourselves to make a mistake, we call ourselves a jerk, a fool or a loser.
- We blame ourselves for all kinds of shortcomings — not only our own.
- We beat ourselves up and compare ourselves to others who we believe are better looking, stronger, smarter, funnier — better.
- We tie these mental knots in our brain, which create the faulty wiring that get us to think thoughts that are not true! We put information on our mental hard drive that causes us to crash!

**Go to Activity 12 “The Steps of Knotted Thinking”
on the following page.**

ACTIVITY 12 - EXERCISE

The Steps of Knotted Thinking

- ✓ **Give each student a copy of Activity 13 - Part 1 ONLY (next page)! Read through the steps of conditioned thinking on the following page. Tell students: Let's read through the steps of knotted thinking to see how conditioned thinking knots our brain!**
- ✓ **After reading through them, ask students:**
 1. Do you think a basic statement of information is always true? Is the one you started with true?
 2. Once a thought is expressed verbally by one person to another, does it seem to carry weight? Does it appear to be true, just because it's been mentioned?
 3. Why do you think that knotted thinking tends to get tighter and tighter once it appears?
 4. Once we've decided that someone is "the enemy," how can we correct this wrong turn and head for our "stopping" place to redirect our thinking?
- ✓ **Now give each student a copy of Part 2 of the activity, page 43. Divide students into groups of three or four. Ask groups to create a basic statement of information, and then build on it, so they can see the mechanics of knotted thinking.**
- ✓ **Tell students they have (5 - 10) minutes, so they have to move quickly and work together efficiently.**
- ✓ **Afterward, ask students:**
 1. As you filled in the blanks, what did you discover about how knotted thinking develops?
 2. Can you see how we build prejudice? How we turn a potential friend into an enemy? How conflict begins?
 3. How many wars — personal or national — do you think get started this way?

✓ **Congratulate students on their new knowledge!**

ACTIVITY 12- Part 1

The Steps of Knotted Thinking

Every student should have a copy of this page. Read through these steps aloud.

Step 1 **A basic statement of information is made.** “I think that all people with purple skin are mean and distrustful. I know this because a news reporter reported this on TV.”

Step 2 **The thought is expressed, and it begins to catch on.**
“I was told by experts that all people with purple skin are mean and distrustful. These people know what they’re talking about. Since I’m young and know less, I see no reason to question them. They’re the ones who know and they must know what’s true and right for me.”

Step 3 **The thought continues in this direction and keeps going.** I believe what they say is true. People with purple skin are mean and distrustful. I shouldn’t put up with them, not even tolerate them. When I meet a purple-skinned person, I automatically think, “That person’s mean!” “I can’t trust that person!”

Step 4 **The knot gets tighter.** I can't trust **them**, so I’m afraid of them. Being afraid of **them**, I want to protect myself. So, I join other people who think the way I do, so we feel safe and secure. So our friends, family, leaders, country can feel safe and secure, and together we can defend against all purple-skinned people who are mean and distrustful.

Step 5 **“They” and “them” become “the enemy.”** Why should we defend against all purple-skinned people who are mean and distrustful? Because **they threaten** our beliefs; our traditions; our heritage, nation, and birthright; our way of life ... **everything we stand for!**

And, if purple-skinned people are a threat to **us**,
And are against everything **we** stand for,
They must be THE ENEMY!
And, being our ENEMY, **they** must be TERRORISTS!
And if **they** are TERRORISTS, **we** must be FREEDOM FIGHTERS!

And If **we** are FREEDOM FIGHTERS, **we** must be PROUD of those
Who are our HEROES in our WAR against the purple-skinned people
Who are mean and distrustful.
We must defend against **them**,
Because **we** have no choice!

ACTIVITY 12- Part 2
The Steps of Knotted Thinking

Every student should have a copy of this page. Fill these in!

1. **Basic statement of information:**

2. **The thought is expressed, and it begins to catch on:**

3. **The thought continues in the wrong direction and keeps going:**

4. **When the knot gets tighter, here's what happens:**

5. **"They" and "them" become "the enemy."**
 - ✓ Why should we defend against _____
because they threaten our _____

 - ✓ _____ must be "the enemy."

 - ✓ If they are the enemy, we must be _____

 - ✓ We must defend against _____
because we have no choice!



LESSON 11

Rebooting My Mental Hard Drive

Breakdown of Lesson 10:

A clear mind reflects what's there.
Lazy thinking creates prejudice.

Things to Do Before You Start:

Make 4 copies of roleplay, page 47, for Volunteers.

A Clear Mind Reflects What's There

1. Tell students:

- What is seen as “your problem” or “my problem” is actually “THE problem.” When there is a problem, we own it together. Taking responsibility for owning it together is the key to resolving it!
- If we can look together at **conditioning** — not your conditioning or my conditioning — but THE conditioning inside us and around us — we can clearly see it for what it is!
- We can do this with the Three E's:

Explanation. Defining — conditioning is the psychological training that triggers our physical desire to either run away, or fight.

Example. Understanding — our ability to grasp how conditioning affects our lives.

Experience. Insight — our ability to recognize conditioning as it happens to us, in the moment.

- We can explain conditioning forever and offer lots of examples, but until we experience it, we don't really know it.

Lazy Thinking Creates Prejudice

1. Ask students:

- What is discrimination? Where have you seen it in action? Does it occur when we judge people as “lower than” or “inferior to” ourselves?
- How do you think discrimination causes conflict?

2. Tell students:

- **Discrimination** is the act of judging others as inferior. When we discriminate against people, we’re reacting to values we’ve been conditioned to believe.
- When we discriminate, we create conflict inside us that promotes conflict outside us, which is war.

3. Ask students:

- What is scapegoating? What does it mean to be a scapegoat? Have you ever been blamed for something you didn’t do?
- How did it feel, knowing that whatever occurred was really due to someone else’s actions, not yours?

4. Tell students:

- **Scapegoating** is making someone bear the blame of others. Not willing to accept responsibility for something that’s happened, we find someone else to blame.
- When we make someone else a scapegoat, we create conflict. It begins in our brain, then goes outside our brain and involves others.



**Go to Activity 13, “The Same Root!”
on the following page.**

ACTIVITY 13 – Roleplay

The Same Root!

- ✓ **BEFORE THE ROLEPLAY**, ask for four volunteers to roleplay the parts of **Jayson, Jeremy, Rafer** and **Kerker**. Make four copies of the roleplay.
- ✓ Tell the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. You are going to hear several different forms of prejudiced thinking.
 2. Stay focused on the words. See if you can distinguish one form of prejudice from another.
- ✓ **DO THE ROLEPLAY (next page)**.
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. What forms of prejudice did you see and hear in this roleplay?
 2. Was one form of prejudice stronger than the others?
 3. Were you able to recognize each prejudice on the spot?
 4. Did any of the prejudices scare you? Anger you? Make you think?
 5. Do you think you understand why these people are prejudiced?
 6. Do all these prejudices have the same root? What is the root? Is it fear? What kind?
- ✓ **Thank students for their excellent participation.**

ACTIVITY 13 – Roleplay
The Same Root!

JAYSON

Did you hear that weirdo, Rafer, after the game today? That kid is your typical rich kid. All that comes out of that mouth is how much money a pro player can earn. He cares nothing about the game.

JEREMY

Rafer's not a member of the Pro Club, so what difference does it make what comes out of that mouth? Uh-oh. Here comes the money now. Hey, Rafer. Did you like the game?

RAFER

That was the worst game I've ever seen. Those players wouldn't know how to throw a ball if they were in training for a decade. Here comes one of them now. What d'ya say, Kerker? Your team ever gonna play decent ball?

KERKER

Listen, we just lost the game. Go easy, okay? Besides, it wasn't my fault I didn't catch that last pass. Bledsoe threw it so far out of line, no one could've caught it. The guy has no aim.

JAYSON

Bledsoe is a perfect example of luck. With parents on the Board of Directors of the school, the kid gets on the team without any talent at all.

RAFER

If they would just let me on the team, I'd show them how it's supposed to be played. Bledsoe has no running legs — can't sprint any faster than my kid sister.

JEREMY

Well, you know where Bledsoe's family comes from, don't you? That explains everything.

KERKER

Don't look at me. I'm not from there. Let's face it. Bledsoe blew the game. The coach should get rid of the creep.



LESSON 12

The Path to Peace

Breakdown of Lesson 12:

Staying with the fear to find the truth.
The concept of “Stop! Think!”

Materials Needed:

Make a copy of Activity 14, page 50, for each student.
Make a copy of Activity 15, page 54, for each student.

Staying with the Fear to Find the Truth

1. Ask students:

- Do you think we should try to cover up our fearful thoughts? Or, should we stay with them so we can **see** the effect they have on our thoughts, as well as on our behavior toward other people?
- Is it always better, do you think, to discover the truth, no matter how much it may hurt?

2. Tell students:

- The Path of Peace is attainable by focusing on incoming information and questioning whether it’s true or false.
- The Path to Conflict is caused by false self-talk — prejudice or mental programming.

**Go to Activity 14, “The Path to the Truth!”
on the following page.**

ACTIVITY 14 - EXERCISE

The Path to the Truth

- ✓ **Tell students:**
 - When we experience false self-talk, we can get back onto the Path of Peace if we remember to:
 1. **Understand** that false thoughts create anxiety and fear, and can lead to conflict.
 2. **Be aware** that the brain doesn't always know the difference between an imagined threat or a real one.
 3. **See** that mistaken information is a learned habit.
 4. **Know** that every thought can lead to an action.
 5. **Listen** to our anxious thoughts when we feel threatened. They have something to teach us!
 6. **Stop** our old, automatic lazy thinking and question!
- ✓ **Give each student a copy of the chart on the next page.**

Tell students:

 - Here's a chart with **Examples of False Thinking**. Read each one. Then write a true statement based on the false thinking.
 - There are no "right" or "wrong" answers. The point of this exercise is to give you a "Stop! Think" moment in which you can practice turning false thinking into true statements.
- ✓ **Give students 10 minutes. Then, read responses out loud. Compare student responses, and encourage any discussion.**

ACTIVITY 14 - EXERCISE
The Path to the Truth

Look at the Examples of False Thinking in the left column. The first one has an example, in the right column, of a True Statement based on the False Thinking. Fill in the rest of the True Statements. There are no “right” or “wrong” answers. This is simply a way to see how your brain works when you take a “Stop! Think” moment to find the truth! Have fun!

EXAMPLES OF FALSE THINKING	EXAMPLES OF TRUE STATEMENTS
<p>I am not a good person.</p> <p>Strangers frighten me.</p> <p>They are my enemy.</p> <p>People from other countries are a threat to my beliefs.</p> <p>My country is always right, no matter what others say.</p> <p>I must tolerate people different from me.</p> <p>How can I trust people with weird customs?</p> <p>I am not like anyone else. I must be really weird.</p> <p>I can never do anything right.</p> <p>Fighting with my neighbor is completely different from my country fighting with another.</p>	<p>My brain says I'm not good. This is conditioned thinking.</p>

The Concept of “Stop! Think!”

1. Ask students:

- Would you say that the world in which we live can cause us to feel angry, sad and out of control — sometimes on a daily basis?
- Do YOU feel that way, or are you happy most of the time?
- Does it look to you as if learning to walk a peaceful path takes a lot of time, patience and practice?
- Do you think human beings are destined to always be in conflict?
- Are we humans destined to always be picking on each other and on ourselves?

2. Tell students:

- Most people who know how to remain calm in stressful situations tend to have healthier, more peaceful lives than those who don't.
- You know how. All you have to do is practice. One way is to remember to question intelligently:
 - ✓ Is what I'm hearing true?
 - ✓ Where did this information come from?
 - ✓ Do I have to think this way, or is there a better way?
- Asking yourself these questions puts you in a “**Stop! Think!**” moment, and puts you on the road to **understanding**.
- This feeling of comprehension makes you feel open, confident, and mentally strong.

**Go to Activity 15, “Which Path Do I Walk?”
on the following page.**

ACTIVITY 15 - EXERCISE

Which Path Do I Walk?

- ✓ **Make and give a copy of the chart, “Which Path Do I Take?” to every student.**
- ✓ **Tell students: This activity can show you how you created prejudiced thinking, and how you can be free of it.**
- ✓ **Ask students:**
 - Do you feel courageous enough to write down a scary thought you’ve had?
 - Did you know that if you can talk about a scary thought, it starts to get less scary? Why not begin by writing it down?
- ✓ **Tell students one of your fears. Let them know that you have them, too. Then, tell students:**
 - Don’t be afraid of your thoughts. They are *only* thoughts. They *cannot* hurt you. Stay with them.
 - You can learn from them how you’ve been conditioned!
- ✓ **Give students 5 minutes to write down a fear and to express it as best as they can.**
- ✓ **Call time. Then walk students through the chart. Tell them:**
 - We have two paths. We can take the path to conflict, or walk down the path of peace.
 - How we deal with what scares us depends on how we handle **mistaken information**. It is the most important step in the path we take. The reason is that if we *believe* the mistaken information, we take the path to conflict. If we *intelligently question* the mistaken information, we are on the path of peace.

— continued

- Think of your scary thought. Look at your thought, and ask yourself:
 1. Is this thought I have based on information that's true, or information that's false?
 2. Do I have all the information I need to make an intelligent decision?
 3. Did I get the facts, or did I get someone's conditioned way of thinking?

■ **Stop! Think!** and check your thoughts.

✓ **Ask students:**

- If we do not take the "Stop! Think!" moment, what happens?
- Do we then feel that we have to either fight or run away?
- Are we filled with conflict inside ourselves? And is it conflict that we alone have created by allowing our fear to become a threat in our minds?

✓ **Tell students:**

- If we take a "Stop! Think!" moment and ask — "What's the evidence?" "Is this true?" "Where did this come from?" "Do I have to think this way?" — we are intelligently questioning rather than becoming more terrified!
- We are relaxing and understanding the situation. Rather than becoming more frightened, we are feeling calmer. We are understanding our thinking.
- There is no need to pick on ourselves. We are all human beings, people who make mistakes and can learn from them. And if we can learn from our own mistakes, we can look at those of others and learn from them, too.

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

ACTIVITY 15 - CHART
WHICH PATH DO I WALK?

o

PATH TO CONFLICT

o

PATH OF PEACE

o

Mistaken Information
 Conditioned thought =
 All people like Person
 "X" and Group "Y"
 are DANGEROUS!"

q q q

STOP!
THINK!

Intelligent Questioning
 1. What's the evidence?
 2. Is this true?
 3. Where did this come from?
 4. Do I have to think this way?

o

o

Fear = Threat =
 FIGHT OR FLEE!

o

Calm = No Threat =
 RELAX AND UNDERSTAND

o

Feeling of Panic

o

Feeling of Confidence

o

Need to Defend

o

Desire to Resolve

o

CONFLICT

o

PEACE



**Congratulate students on completing
this overview course.**

**They have worked hard
and accomplished many goals.**

**Wish them a lifetime of discovery
and a continual desire
to stop conflict before it begins!**

**Remind them that this overview course
is only the beginning of what they can learn!**