



## Lesson 11

# The Bully: A Person with Problems

### Breakdown of Lesson 11:

- What is a bully?
- What is a victim?
- How does bullying affect us?
- Who are the bullies in disguise?
- How bullies can become winners.

### Materials needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. One or two sheets of paper / pen or pencil for every four students.
- C. Copy of *Why Is Everybody Always Picking On Me?* by Terrence Webster-Doyle.
- D. Read before class Exercises 11A and 11B, to prepare! Make two copies of Exercise 11C, *What a Clown!*

**Review:** Welcome students to class. Ask:

- ☛ What is a hero?
- ☛ What creates the need for a hero?
- ☛ How can making someone a hero create conflict?
- ☛ What do we gain by emulating a “hero” and trying to think and act like this person?
- ☛ Do you think sometimes you are torn between who you think you should be and the reality of who you are?

### Presentation Of Assignment 10:

#### **Nobody’s Perfect!**

*Ask for Volunteers to read ways they’ve been conditioned, followed by conflict this conditioning has caused. After each Volunteer speaks, ask:*

1. When you feel conflict because of your conditioning, what is your first thought? What do you want to do about it?
2. Do you think this would be a wise solution to the problem?
3. Can you think of anything else you could do — an alternative — to resolve this conflict?
4. Is there someone you would consider discussing this conflict with?
5. How do you think this person would react?
6. What is a confidant? Someone you can confide in?

**Activity: My Confidant!** *Pass out copies of Exercise 11A, My Confidant, to all students. This is an essential activity, because students will create their own roleplay situations, which will help them build confidence to speak to someone they consider a close friend. Be sure to ask the questions in this exercise!*

**Story:** Read story “Boys Will Be Boys” in *Why Is Everybody Always Picking On Me?*, p. 1. Show illustration.

**Explore the Story:** After reading the story, ask:

1. Can we name each and every bully in this story?  
*They ALL are bullies:*

<i>“You”</i>	<i>Jason, the Brother</i>	<i>Rambo</i>
<i>Jack</i>	<i>The Sister</i>	
<i>Mrs. Potter</i>	<i>The Father</i>	

2. Why is each one of these characters a bully?  
*Mrs. Potter bullied with commands and threats.  
The Sister bullied by making fun of her brother.  
Jason, the brother, bullied by being sly.  
The Father bullied his family by getting drunk and violent.  
(The Mother is busy in the business world and doesn’t seem to be there at all.)*
3. Are these characters anything like people you know in your own life? In what ways?

## What Is a Bully?

1. Bullies come in all shapes, sizes, ages and nationalities. They can be rich or poor, educated or ignorant, male or female. Every bully is distinct, but what all bullies have in common is that they:

- ▼ Are hurt, angry, afraid and frustrated.
- ▼ Are people with problems.
- ▼ Verbally and /or physically pick on others.

2. If you have ever been bullied, you know that it doesn't feel good. It's frightening and can be harmful, both physically and mentally.

3. The bully has many faces, but there are two main kinds:

**What do you think an "extrovert" bully is like?**

*Outgoing, aggressive, active and expressive, they want to be on top, in control. They are rebels, usually rough-and-tough, angry, mean on the surface. Inside, they may feel inferior, insecure, unsure of themselves. They reject rules and regulations to achieve a feeling of superiority.*

**What do you think an "introvert" bully is like?**

*They don't want to be recognized. They hide. Never rebel. They find other ways to be in control, sometimes by smooth-talking, saying the right thing at the right time, or by misleading, lying, saying and doing whatever they think someone wants to hear, just to get their way.*

- What does a bully look like? What are a bully's facial expressions? Write on blackboard as students call out responses.

**Extrovert**

*Angry  
Bossy  
Frowning  
Hard  
Cold  
Nasty  
Mean*

**Introvert**

*Smiley  
Smug  
Cold  
Deceptively friendly  
Sly  
Deceptively polite  
Aloof*

- What does a bully's body look like? Ask a Volunteer to stand in front of everyone and imitate an extrovert or introvert Bully.

**Extrovert**

*Shaking or pounding fists  
Hands on hips  
Arms crossed on chest*

**Introvert**

*Calm and smooth  
Well dressed  
Chest out, chin forward*

*Legs spread apart*

*Swaggering walk*

- ❑ What kind of language does a bully use?

*Words that are cutting, hurtful, mean*  
*Words that frighten, harass, embarrass or tease*  
*"Punk," "Jerk," "Chicken," "Four eyes," "Shorty,"*  
*"Nerd," "Dork" (use up-to-date slang expressions)*  
*Words that say, "I'm better than you"*  
*Words that say, "I deserve more than you"*

- ❑ Should we add some of these to our War Words chart?

4. What all bullies have in common is that they:

- ▼ Think exclusively of personal needs.
- ▼ Want and need attention.
- ▼ Crave recognition and power.
- ▼ Use other people to get what they want.
- ▼ Have a need for an "old brain" trait — revenge.
- ▼ Create war — and are the *result* of war.

**Activity:** **What Kind of Bully Are You?** *Read the contents of this exercise, 11B, What Kind of Bully Are You, and perform this activity with your students. Our purpose is to give students more independence in coming up with situations that are real for them, so we can help them see that they are powerful enough to solve difficult problems. After this activity, return to the discussion below.*

**Discussion:** How many of you have been bullied by an adult, or by someone your own age? How did it feel to be bullied? Did the experience make you angry? Did you cry or feel like crying? Were you embarrassed? Did you want to act one way but wind up acting in another way? Did you find it difficult to be yourself? *Encourage all responses.*

1. Talking about inner feelings helps strengthen your mind.
2. When you can talk about what you feel, your mind learns what you need to feel good about yourself.
3. Any time you can learn what helps to make you feel positive about yourself, you strengthen your thinking.
3. When your mind learns what you need in order to strengthen yourself, you become more powerful.

4. Power comes from more than a strong body — it comes from a strong mind.

## What Is a Victim?

1. A victim is a person who is picked on by a bully.
  - How do we recognize a victim? What does a **victim's face** look like? *Write responses on board.*

<i>Fearful</i>	<i>Timid</i>	<i>Shy</i>
<i>Fragile</i>	<i>Weak</i>	<i>Sad</i>
  - What does a **victim's body** look like? *Ask for a Volunteer to imitate a Victim. Or, you can do it.*

<i>Arms limp by side</i>	<i>Shoulders drooped</i>
<i>Shaking, legs trembling</i>	<i>Head bowed down</i>
<i>Knees knocking</i>	<i>Feet turned inward</i>
<i>Looking down at the ground</i>	<i>Crouched</i>
  - What **language** does a victim use?

*"I'll give you anything, just don't hit me."*  
*"I'll tell my mother on you."*  
*"I guess I am a nerd. Now can I have my hat back?"*  
*Words that say: "I feel inferior to you"*  
*Words that say: "You are better or stronger than I am."*
  - Are these words to add to our War Words chart? Could these words ever be construed as powerful enough to create conflict? In what way?
2. What all victims have in common is that they:
  - ▼ Think of their own needs last
  - ▼ Want and need attention, but do not ask for it
  - ▼ Do not like to be recognized
  - ▼ Are used by other people
  - ▼ Are the subject of war, the greatest sufferers of war
  - ▼ Many victims become bullies

### Discussion:

1. Why do you think there are bullies in this world?
2. When a person bullies another person, what do you think that bully needs?
3. What do you think *you* need when you bully someone?

4. Do you need attention? Respect? Acknowledgement for who you are? A friend?
5. Do you think a bully has become a bully for good reasons?
6. Do you think bullies become bullies because they were treated badly? Is it possible that they may have been made to believe they are not worthy people?
7. When you've been a bully, did you enjoy it? Why? When you've been a victim, did you enjoy it? Why?
8. Do you think you will continue to bully people and be bullied by people? Why?
9. Do you think people's bullying other people has anything to do with their instinct to survive? Is their "old brain" telling them this is the only way they can assert their power?
10. Do you think we are born bullies?
11. Do you think we learn how to be bullies from other people?
12. Do you think kid bullies turn into adult bullies?

### **How Does Bullying Affect Us?**

**Story:** Read another story, "The Day Of The Bee Sting," in *Why Is Everybody Always Picking On Me?*, p. 23.

**Explore the Story:** After reading the story, ask:

1. The person telling the story is an adult and is still afraid to mention the names of the bullies. Would you say that the storyteller's experience has had a long-term effect?
2. Did the victim in this story fight back? Why not?
3. What happened that changed the relationship between this bully and victim?
4. What did the victim realize?

**Activity: What A Clown!** *This roleplay can show students how to use some nonviolent alternatives in a bully/victim situation. Ask for two*

*Volunteers to roleplay Exercise 11C, What A Clown! Then ask the questions below.*

After the roleplay:

*Ask Bully:*

- How did it feel to bully the Victim around?
- When the Victim did what you wanted, did you feel good? Powerful? Happy?

*Ask Victim:*

- How did it feel to be yelled at by the Bully?
- Each time you tricked the Bully, how did you feel afterward? Good? Powerful? Happy?

*Ask all students:*

- What did you learn by watching the Bully and the Victim?
- Was the Bully someone you admired?
- Was the Victim someone you admired?
- Which nonviolent alternatives did the Victim use?
- Did the Victim act, or react?
- Did the Victim use his/her beginner's mind? In what way?
- Did you see any conditioned thinking? What was it?
- Do you think this is a favorable way of handling a bully rather than simply doing exactly what the bully says?
- What would you do differently?

## Who Are the Bullies in Disguise?

1. All of us are bullies in disguise. At one time or another, we all are bullies, whether we are aware of it or not.
2. Sometimes we are bullied by **bullies in disguise** — people we do not immediately recognize as bullies — “introvert bullies” — people who have been victims of conditioned thinking for so long, that they cannot see any other way than their own. For example:
  - Have you ever lived in a town where most of the people thought a certain way, and you didn’t?
  - Have you ever been a member of a group where a majority of the people had one opinion and you had a different one?
  - How did it make you feel to be pointed up as “different”?
3. In the story, “The Day of the Bee Sting,” the victim was bullied physically. Sometimes we are bullied *mentally*. People try to bully us into believing that who they are and what they do is somehow “better” than who *we* are and what *we* do.
4. Let’s look at some of the ways people do this.
  - Do you think the way people dress can turn them into bullies or victims? What are some examples?
  - Do you think people’s job titles can turn them into bullies or victims? What are some examples?
  - Do you think some people’s age can turn them into bullies or victims? Can you think of examples?

**Kids are not born bullies.  
Being very smart, we learn fast!**

**We imitate what we see!  
We learn how to be bullies from others, usually adults.  
Then WE grow up to become adult bullies.**

### **Assignment 11: We Learn to Be Bullies!**

*Pass out copies of Exercise 11D, We Learn to Be Bullies!, to all students. Read instructions aloud.*

## How We Can Stop Bullying

1. To stop bullying, we all need to **take an interest** in stopping it. This interest is not something somebody can give you. It can come **ONLY** from you — from your beginner’s mind.
2. To stop bullying, we all need to **learn to understand why people bully**. When we understand why a bully thinks and acts the way he/she does, we are less likely to want to “get back” and more interested in finding a way to reach an agreement.
3. At the very least, we can learn what we can do to protect ourselves against bullies. We can become more familiar with **nonviolent ways** of handling them.
4. Here are some situations that could turn *you* into a bully:
  - Someone makes fun of you or embarrasses you.
  - You’ve been treated roughly, and you want to strike back.
  - You want something somebody else has.
  - You feel empty or hurt and want to hurt back.
  - You want to hide that you’re scared.
  - Somebody wants to control you, or make you do something *they* want you to do.
  - You have a need to control someone, or make them do something *you* want them to do.
  - You are jealous of someone.
  - You want to be better than someone.
  - You are hanging out with a crowd that isn’t bringing out the best in you.
  - You want to protect yourself from abusive people.
5. Situations like these happen every day. We are all humans. We all experience them at one time or another.
6. We all have primal instincts — survival, revenge, anger, fear! When we are young, adults often teach us to be “good” — to live our lives in an “ideal” way. This can cause us to deny those instincts, like revenge, anger and fear, which are — right or wrong — human and real.
  - What happens when we deny our primal instincts?
  - How do you feel when you cannot express your anger?  
How do you feel when you cannot express your fear?
  - Do you think we create our own stress? How?
  - Do you think you can express your anger and fear in a

nonviolent way? How?

Let's add to our Basic Formula Chart (*Exercise 5E*):

### **BASIC FORMULA FOR UNDERSTANDING WAR**

**Today's Entry is #5:**

1. I want to survive. (My old biological brain in action!)
2. I'm afraid! I have to fight or run — to survive!
3. I need help to survive! I'll join a tribe! A gang! A nation!  
(My old brain thinks this is what I need to survive.)
4. I become one with my tribe — school, gang, nation — identify with it, get conditioned to its patterns. The tribe's belief system becomes my belief system. I believe my conflict is over.
5. **I deny my primal instincts. The belief I've adopted becomes my "ideal." I judge anything or anyone not my "ideal" to be wrong, bad. This creates conflict in me between the ideal and the actual.**

### **How Bullies Can Become Winners**

1. If you have felt anxious, helpless, worthless, powerless, out of control, unfairly punished, hurt, ashamed, angry, frustrated, and a number of other negative feelings:
  - Have you felt like a bully, or like a victim?
  - Do you think both bullies and victims have had these feelings?
2. Bullying is a lose/lose situation.
  - Have you ever had the thought: If everyone thought and acted the way I do, the world would be a better place?
  - Have you taken the thought a step further and tried to *force* someone into thinking and acting the way you do?
  - What happens when we try to do this, or when someone tries to do this to us?
  - Do we create conflict?
  - Can you see how a victim loses self-esteem, and a bully loses self-respect?

3. One way to put an end to bullying is by using and strengthening our *minds*: **We have the power to change negative thoughts into positive thoughts.**
4. The conflict you feel as a bully comes from your being in two places at once. You are re-living past experiences in your mind that are causing you pain, and you are living your day-to-day existence.

**Activity: Negative to Positive!**

*This activity helps students learn how to turn negative thoughts into positive ones. Strengthening the mind, it can be done any time!*

*Ask students to close their eyes, sit comfortably and focus on a negative thought they've had. Speak softly, soothingly. Some examples might be: "I'm not a good person." "I really messed up today." "Sometimes, I can really be stupid."*

*Tell students:*

- ✓ **Become aware** of when you are thinking negative thoughts about yourself and how you feel when you think this way.
- ✓ **Allow** the "negative" or "bad" thoughts and feelings to just be there. Don't judge them. Don't do anything about them.
- ✓ **Look** at these "negative" thoughts and feelings. Just let them be there.
- ✓ **Decide to talk** to someone about your negative thoughts and feelings — someone you trust. Pick someone in your mind, even if you feel scared about trusting anyone.
- ✓ **Notice** that your thoughts and feelings have to do with something that happened in the past. Therefore, they do *not* have to interfere with who you are *now*.
- ✓ **Focus** on the things in your life that are good now, instead of on past hurts. Start with one good thought. Focus on one thing or person in your life that makes you feel good, happy to be yourself.
- ✓ **Allow** other good, positive thoughts to filter in.
- ✓ **Think** truthful, positive thoughts and feelings about yourself and your special talents. Everyone has something to offer. Think about what *your* special something is. Rather than deny that you have something to offer, just focus on some possible talents you have to offer, even if you believe they are minor, or insignificant. Find that positive thought and focus on it for a whole minute — starting *now*. (Give them a minute.)

*Allow students to dwell on this final note for a minute or two. Then ask them to open their eyes.*

**THOUGHT FOR THE DAY:**

**Life doesn't judge you.  
YOU judge you.**

**Discussion:**

If you are a bully, or you have been bullied, what are some things you can do? *Encourage all responses and add the following:*

1. Talk to someone about how you feel (parents/friends).
2. Request family time when you can talk together.
3. Talk about ways you can get what you want without hurting people.
4. Practice these ways on your own or with friends.
5. Appreciate yourself for doing things you feel proud of.
6. Help family and friends instead of teasing them.
7. Communicate in ways that make you feel good.
8. Acknowledge that you are not perfect.
9. Find friends who support your positive feelings.
10. See the world as fresh, new. Live in this time period called "now."

**Summary of Lesson 11:**

1. Everyone, at one time or another, has been a bully and a victim. Bullies and victims come in all shapes, sizes, ages and nationalities.
2. What all bullies have in common is that they verbally or physically tease other people; they are hurt, angry, afraid and frustrated people with problems they haven't been able to resolve.
3. There are two kinds of bullies: extrovert and introvert. We can recognize "extrovert" bullies by their facial expressions, body language and verbal expression. Introvert bullies require more awareness on our part — more beginner's eyes.
4. Many victims become bullies — for survival! Bullies are not only the result of war; they create war.
5. A bully's attack can keep us fearful for many years, even into adulthood.
6. We learn how to be bullies from others, usually adults.
7. We can begin to stop bullying merely by taking an interest in stopping.

8. Bullies AND victims can learn to handle one another in nonviolent ways.
9. It is best that we not deny our primal instincts. This denial causes us to be divided between the “ideal” and the “real.” We can allow our primal instincts to simply be there — and to notice them, without judging them to be good or bad.
10. We can help ourselves be neither bully nor victim by practicing how to turn our negative thoughts into positive ones.

### **Preview of New Findings**

In our next lesson, we use our detective minds to explore:

- ☆ Our only true enemy: fear.
- ☆ We all have a place in us that has no fear.

Don't forget your assignment: **We Learn to Be Bullies!**



## Lesson 12

# Fear: The Only Enemy We Have

### Breakdown of Lesson 12:

The first thing I think or do.  
From fear to war, in one easy lesson.  
We all have a place in us that has no fear.  
Respect is the act that conquers fear.

### Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Copy of *Fighting The Invisible Enemy*, by Terrence Webster-Doyle.
- C. Read ahead Exercise 12A, *The First Thing I Do*; add to it for your students.) Make a copy of Exercise 12C for every student.
- D. Start a Chart: I Am Who I Am.

### Review: Welcome students to class. Ask:

- ☛ What's the difference between a bully and a victim? How are they the same?
- ☛ What are the two kinds of bullies, and which are more difficult to spot?
- ☛ Why do people become bullies? Are some people born bullies?
- ☛ What are our "primal instincts" and how can they cause us to be divided between what's real and what's ideal?
- ☛ Can we stop bullying each other? How?

### Presentation Of Assignment 11:

#### We Learn to Be Bullies!

*Ask students to pull out their assignment sheets. Ask for a Volunteer to name a group, then tell how this group influences him/her to become a bully. After all students have contributed their entries, ask:*

1. Do you think all of these groups contribute an equal amount of bullies?
2. Do some groups tend to contribute more bullies than others?
3. What's one way you can think of that might reduce the number of bullies in each of these groups? *Encourage all responses.*
4. Do you think nonviolent alternatives could help? Which ones?

### **The First Thing I Think or Do**

**Activity: The First Thing!**

*Copy the Exercise 12A, The First Thing! And cut the page into strips. Fold strips and put into a basket or box. Add your own entries that you think relate best to your students. Add a new page of entries, if you like! This activity is designed to make students aware of how quickly we humans become our own enemy.*

- ✓ Ask one student at a time to pick a strip, to read the sentence out loud and then respond, without thinking, with the first thing they think or do.
- ✓ Ask students to respond spontaneously — to say the first thing that comes to their minds. There are no “right” or “wrong” answers. Only honest, spontaneous responses. *Have fun with this exercise. Enjoy it!*

*After going through the list, including a few ideas of your own, ask students:*

1. Why do you think you responded the way you did?
2. To feel good? Safe? Heroic? Like a bully?
3. Did survival have anything to do with how you responded?
4. What triggered the desire to survive?
5. Were you frightened?
6. Is there something in back of your mind that tells you that, when someone yells at you or hits you, you must yell or hit back?
7. Why do you think people believe in revenge? What do we gain from revenge?

8. When people avenge something bad that happened to them, are they creating war?
9. Who is “the enemy” in such situations?
10. What does it mean to be “your own enemy”? What happened the last time you were your own enemy?

### **From Fear To War, in One Easy Lesson**

1. When our survival is threatened, mentally or physically, our “old brain” reaction is to feel instant fear.
2. We have two choices when we feel fear. Do you know what they are?
  - ▼ We can feel the fear, and either fight or run away; or
  - ▼ We can feel the fear, and face it — do our best to overcome it and take an action that isn’t fighting or running away.
3. In working to overcome fear, there is an inner battle between the part of you that feels afraid and weak, and the part of you that feels sure and strong.
  - Have you considered using nonviolent alternatives on yourself?
  - Which nonviolent alternatives do you think you could use on yourself to overcome your fear in a situation? *Humor? Making friends? Standing up to yourself? Reasoning with yourself?*
4. Learning how to overcome fear in yourself could prevent a fight between you and someone else.
  - Can you see how?
  - If you stay fearful in a threatening situation, are you likely to either run away or fight?
  - What is this syndrome called?
  - If you decide to *act* rather than *react* to the fearful situation, do you think you will fight? Run away?
  - What are you likely to do in a threatening situation, if your mind feels strong?

5. If you face your fear, there's a chance you will be able to prevent a fight between yourself and another person.
6. If you allow your fear to keep you under the spell of negative conditioned thinking, you will feel inner conflict.
  - Once we feel inner conflict, if we don't resolve it, what happens?
  - Will we be upset, angry, discouraged?
  - Will we take out our inner conflict on someone else?
  - Is there a chance we will instigate some outer conflict?
7. Imagine everyone in the world feeling inner conflict and letting it all out in outer conflict, all over the world, all at the same time!
  - Is there a name for this?
  - Is this war?

## **From Fear To War, In One Easy Lesson**

### **Fear**

leads to

### **Negative Conditioned Thinking**

leads to

### **Inner Conflict**

leads to

### **Outer Conflict**

leads to

### **Global Conflict**

8. Fear creates conflict, and conflict creates war. It's that simple!

**Fear**

a conditioned response

leads to

**Conflict**

a conditioned response

leads to

**War**

a conditioned response

**Activity: The Way I React**

*This activity is meant to help students become aware of their conditioned responses when they are afraid, and understand that they have the ability to change these responses if they want to.*

- ✓ Divide students into groups of three or four.
- ✓ Ask each group to develop a short roleplay that presents a person who acts negatively toward another person, creating "an enemy." The roleplay should show us how the person's negative actions are motivated.

*Afterward, as each roleplay is presented, ask students:*

- Why do you think this person acted this way?
- Do you think any of these reasons are based on fear?
- What would you guess that fear might be?
  - Afraid of looking bad?*
  - Not being "good enough"?*
  - Afraid of something "different"?*
  - Afraid of losing something?*
- Do you think conflict resulted because of this fear?
- What kind of conflict was it?
- If you had to name three possible solutions for this fearful reaction that has caused conflict, what would they be?

**Assignment 12:**  
**The Only Enemy We Have**

*Pass out copies of Exercise 12B, The Only Enemy We Have, to all students. Read instructions aloud.*

1. There is no such thing as fear unless our minds create it.
2. There is no such thing as an enemy unless our minds create one.
3. Enemies are created whenever people are afraid. The fear says, "You are different." "You are strange." "You are an enemy."
4. By strengthening our minds, we fear less. The less we fear, the less we are inclined to create enemies.
5. The less we create enemies, the less we have war.
6. Let's add to our chart, Basic Formula For Understanding War (Exercise 5E).

**BASIC FORMULA FOR UNDERSTANDING WAR**

**Today's Entry is #6:**

1. I want to survive. (My old biological brain in action!)
2. I'm afraid! I have to fight or run — to survive!
3. I need help to survive! I'll join a tribe! A gang! A nation! (My old brain thinks this is what I need to survive.)
4. I become one with my tribe — school, gang, nation — identify with it, get conditioned to its patterns. The tribe's belief system becomes my belief system. I believe my conflict is over.
5. I deny my primal instincts. The belief I've adopted becomes my "ideal." I judge anything or anyone not my "ideal" to be wrong, bad. This creates conflict in me between the ideal and the actual.
6. **The fear I've created in my brain is what I project outside myself. As a result, anyone outside my tribal belief becomes a threat — an enemy. I forget that I am the one who created the fear! And I am the one who created the enemy!**

*Read aloud the entries that precede #6. (See Exercise 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)*

## **We All Have a Place in Us That Has No Fear**

**Activity:**     **Nothing Blocks the Moon!**

*The following is a quotation intended to help students find a place inside themselves that has no fear. Write on the board the following quotation.*

“My storehouse having been burned down,  
Nothing blocks the view of the bright moon.”  
— *Masahide*

**Tell students:**

- ✓ Read this quotation and think about it for a moment. *Give them a moment to think about it.*
- ✓ Imagine that you live in a storehouse. It is your home — the only home you have.
- ✓ You come home one night and discover it has burned to the ground, along with all your belongings.
- ✓ Close your eyes and imagine the situation.
  - ❑ How do you feel? *Encourage spontaneous responses.*
  - ❑ Are you frightened? Sad? Why?
  - ❑ What can you do with this fear you feel?
- ✓ Imagine that you sit down in the middle of what used to be your home. Close your eyes and imagine what you see. What do you see? *Encourage responses.*
- ✓ How does it make you feel to look at — the trees, the stars, the moon, the grass, the ashes — whatever you are looking at?
- ✓ Which one are you focusing on? The trees? The bright moon? The stars? Describe what you are focusing on. Raise your hand if you want to volunteer a response.
- ✓ What shape is the moon? The tree? The star? What color?
- ✓ Now open your eyes.
  - ❑ Do you feel less frightened? Why?
  - ❑ Did you shift your focus from your burned house to the bright moon, the twinkling stars or the tall trees?
  - ❑ Has the situation changed? Can you do anything about the fact that your house has burned down?
  - ❑ Have you found a space inside of you, however, that is more calm, in the face of this tragedy?
- ✓ This place you have found is the space inside you that has fear. We all have this place. We can learn to find it when we

no

need it.

**Add to Chart:** Pull out chart, “Ways Of Thinking,” Exercise 1A, and ask for suggestions of what to add to this list based on this exercise.

**Activity:** **Break the Enemy Image! Break the Fear!** Go to Exercise 12C. *This activity is meant to help students become aware that they have the power to remove an enemy image from their own minds.*

- ✓ Invite students to write their responses on the copies you distribute. Read through each number, one at a time, and give students a set number of minutes to respond to each number. Give them enough time to think each situation through, but move as quickly as you can!
- ✓ After the last situation, call time and ask for volunteer responses.

### **Breaking The Enemy Image**

1. When we are *physically* threatened — an oncoming car, someone coming at us with a knife or a gun — the threat is immediate. We are forced to act quickly. In these threatening situations, there may not be time to break the enemy image, and we must do whatever we can to survive.
2. When we are *mentally* threatened — someone calls us a name, a dog frightens us, we are scared by the presence of someone who dresses or acts differently — the threat is not actually happening now.
3. What IS happening now is that we are being reminded of something that happened in the past that was like this situation. Therefore, we do NOT have to act quickly. We can LOOK at this threat, without judging it, and know that there is a way to resolve it.

#### **THOUGHT FOR THE DAY:**

***A physical threat is now. We must act on it NOW.***

***A mental threat is based on past experience.  
We can think about it BEFORE we act!***

4. The place inside us that has no fear is the place we need to get to in order to break the enemy image.

#### **Brain Pattern #1**

Situation:	There is a stranger.
Fear:	This stranger is bad and will harm me.
Conditioned response:	I better run away.

**Brain Pattern #2**

Situation: There is a stranger.  
Fear: This stranger is bad and will harm me.  
Conditioned response: I better get ready to fight.

- 5. If these brain patterns are part of a *physical* threat to your life, your decision may very well be to run or fight, as in Brain Patterns #1 and #2.
- 6. If you are *mentally* threatened — there is no immediate danger, but you are experiencing fear. This is your opportunity to break the enemy image, as in Brain Pattern #3.

**Brain Pattern #3**

Situation: There is a stranger.  
Fear: This stranger is bad and will harm me.

**BREAK THE PATTERN!**

**Notice the fear:** I'm scared. I feel threatened.  
**Stop! Think!:** Should I run away? Should I fight?  
**Break enemy image:** Maybe we can talk.

- 7. Here is an approach to a global conflict, patterned after the situation in Brain Pattern #3:

**Approach to Resolution  
Of a Global Conflict**

Situation: Our country is threatened by another.  
Fear: That country is bad, and wrong.

**BREAK THE PATTERN!**

**Notice the fear:** Our country is frightened by that country.  
**Stop! Think!:** Will we have to defend and protect ourselves against this country?  
**Break the enemy image:** Let's discuss what creates our differences, so we are not separated by mental boundaries.

### Summary of Lesson 12:

1. Sometimes our greatest enemy is ourselves.
2. When we can resolve conflicts inside us, we are more likely to get better at resolving conflicts outside us.
3. We have two choices when we feel fear: fight or run away, or face the fear and take action.
4. From fear to war, in one easy lesson: Fear → Negative Conditioned Thinking → Inner Conflict → Outer Conflict → Global Conflict.
5. Fear creates conflict, and conflict creates war. All of these are *conditioned* responses: fear, conflict and war.
6. There is no fear unless our minds create it.
7. There is no enemy unless our minds create it.
8. Whenever we notice differences between ourselves and another person, we are creating a potential enemy.
9. We all have a place in us that has no fear.
10. The place inside us that has no fear is the place we must get to in order to break the enemy image.

### Preview of New Findings:

In our next lesson, we use our detective minds to explore:

- ☆ What is real?
- ☆ Respect: the act that conquers fear!

Don't forget your assignment: **The Only Enemy We Have!**



## Lesson 13

# Creating Similarities Instead of Differences

### Breakdown of Lesson 13:

Focusing only on survival creates conflict.

What is real?

Respect: the act that conquers fear.

### Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Copy of *Tug Of War*, by Dr. Terrence Webster-Doyle.
- C. One copy, Exercise 13A, *Suggested Facts Or Beliefs*, cut in strips.  
Copies for all students: Exercise 13D, *The Ways We Are the Same*.
- D. Copies for half the students: Exercise 13C-1, *Angry Faces*  
Copies for other half: Exercise 13C-2, *Arrow and Cross*.

**Review:** Welcome students to class. Ask:

- ☛ Who is our greatest enemy? Why?
- ☛ How does solving conflicts inside us reduce the chance of war?
- ☛ What's the one single element that creates conflict?
- ☛ What do we notice about another person that makes that person a potential enemy?
- ☛ How can we break the enemy image?

### Presentation Of Assignment 12:

#### The Only Enemy We Have!

*Ask students to pull out their assignment sheets. Ask for a Volunteer to recite a conflict situation at home, school or elsewhere. As each student reads, ask other students to pay close attention to the three possible actions the reader is proposing to relieve the fear in the situation. Then ask:*

1. Do you think these actions will help resolve this conflict situation?
2. Why do you think so?
3. If you were on the other side of this conflict situation, would you feel good about this potential resolution? Why?

**Story:** Read aloud the story "Through The Eyes Of Peace," in *Tug of War*, p. 18.

**Explore the Story:** After reading the story, ask:

1. Who were the terrorists?
2. Who were the freedom fighters?
3. Do you think the two factions were scared of each other?
4. Were both sides creating enemies of the others?
5. What did you think of the "experts"? Did they resolve anything?
6. What did the young girl see that no one else saw?
7. How did her father respond to what she saw?
8. What did you think about the girl's response?
9. Have you seen other situations like this one? Where?
10. What do you think the two opposing factions would have to do to stop the conflict between them?

### **Focusing Only on Survival Creates Conflict**

1. If we cannot resolve conflict between us in our everyday relations with other people, one-to-one, parent and child, classmate and classmate, teacher and student — what hope do we have of resolving wars between countries?
2. When our "old brain" rules our thinking, our focus is only on our survival:
  - When we fight or run away from a conflict situation without trying to work it through, our "old brain" is in charge.

- When our focus is on “winning” then someone has to lose, and this does not resolve the conflict. **To resolve conflict, everyone must win something.**
  - Negative competition creates conflict. Positive competition encourages everyone to win in some way.
  - When our *feelings are hurt*, it is common for us to think only of surviving these hurt feelings. **Resolving** these feelings is a different action from **surviving** them.
    - ❑ When you are hurt by something somebody says or does, do you hide it? Lash out at the person? Fight the person? Refuse to talk to the person?
    - ❑ When you are hurt by something somebody says or does, do you ask yourself: What can *I* do to resolve this difference between us? Or do you wait for the other person to make the first move? Why?
  - When we are *scared*, it is common for us to think only of surviving our fear.
    - ❑ Do you try to hide the fact that you’re scared? What do you do to hide it? Yell at the person who scares you? Run away?
    - ❑ Do you create separation between you and that person? Create separation in your own mind between what you want to feel and what you really feel?
    - ❑ When you are scared, do you talk to yourself? Do you ask: What can I do to resolve this fear inside me?
    - ❑ Does pretending not to be scared really help me be less scared?
    - ❑ Is it important to remind yourself that you’re a human being, and that human beings get scared? What can you do to lessen your fear and develop your strong mind?
3. Let’s add to our chart, Basic Formula For Understanding War (Exercise 5E).

## BASIC FORMULA FOR UNDERSTANDING WAR

### Today's Entry is #7:

1. I want to survive. (My old biological brain in action!)
2. I'm afraid! I have to fight or run — to survive!
3. I need help to survive! I'll join a tribe! A gang! A nation! (My old brain thinks this is what I need to survive.)
4. I become one with my tribe — school, gang, nation — identify with it, get conditioned to its patterns. The tribe's belief system becomes my belief system. I believe my conflict is over.
5. I deny my primal instincts. The belief I've adopted becomes my "ideal." I judge anything or anyone not my "ideal" to be wrong, bad. This creates conflict in me between the ideal and the actual.
6. The fear I've created in my brain is what I project outside myself. As a result, anyone outside my tribal belief becomes a threat — an enemy. I forget that I am the one who created the fear! And I am the one who created the enemy!
7. **I create conflict between myself and others by creating differences and separation — which begin in my own**

mind.

*As you write #7 on the chart, read the entries that precede it. (See Exercise 5E. Remember to keep this chart in a place where students can always see it, and where it can be easily added to.)*

4. Conflicts most often begin because of *words* people say.
  - How do we use words? What do they describe?  
*Persons, places and things.*
  - In addition to persons, places and things, do we use them to communicate — to inform and understand each other?
  - If I say the word "automobile," do you connect that word with the object that it's in your driveway or parked in your garage, or in front of where you live?
5. Words help us give directions, teach new ideas, explain our thinking and get things done.

6. Words, however, sometimes create conflict. It's difficult to understand conflict if WE MISINTERPRET the words someone uses to communicate with us. Just as we are using beginner's eyes to learn more about the world around us, we must listen with beginner's ears to the words people say to us.

## What Is Real?

### Activity: A Fact or a Belief?

*Make a copy of Exercise 13A for every student. This activity is designed to help students look at and listen to words in a new way, enhancing their experience in determining whether the words they hear provide a fact or a belief. Tell students:*

- ✓ The following is something your parents may say to you to encourage you to get a better education:

“If you go to college, you can earn a degree.  
Then you’ll be able to find a good job.”
- ✓ Is this a fact or a belief? *Allow time for discussion, revealing the first sentence is a fact — if you go to college, it is certainly possible to earn a degree. The second sentence is a belief — there is no guarantee you will find a job if you go to college.*
- ✓ When adults pass their *beliefs* on to us, they don't usually say, “This is not a fact; this is what I believe.” Often they express their beliefs as if they were facts. This conditioning can be misleading. They don't intend to mislead us, but are merely passing along a strong belief they have.
- ✓ What do you think the purpose of going to college is?

*To learn all you can.  
To be better able to understand yourself and others.*
- ✓ Pass around a hat or bowl with strips cut from *Exercise 13A, A Fact or a Belief?* Add your own entries! When you use your own, you can make them more specific to your particular students.
- ✓ Ask for a Volunteer to begin by selecting one of the slips of paper. Ask student to read the slip of paper and then ask:
  - Is it a fact or a belief?
  - Why do you think so? How do you know?
  - If it is a belief, do you believe it too? Why?
  - What does your inner voice tell you?

✓ After each Volunteer has had at least one turn, ask:

What's the difference between a fact and a belief?

Is a belief something some people hold to be true and others do not?

**Example: The world is flat.  
(At one time, people believed this.)**

Is a fact something we all understand to be the truth — something that has been proven?

**Example: The world is round.  
(We have seen the world  
and know it is round.)**

✓ Pull out chart, *Ways of Thinking*, Exercise 1B; ask for suggestions of what to add to the list based on what we've learned in this lesson.

## Respect: The Act That Conquers Fear

1. In order to decide whether we are dealing with a fact or a belief, we need to have the ability to see all sides of a story. A Sherlock Holmes mind looks at ALL sides of a story before it reaches a conclusion.
2. When we are frightened by a situation or a person, our tendency is to NOT look at all sides of the situation or the person, but rather to focus exclusively on our own side — on OUR survival.
3. When we are scared, we look almost exclusively at DIFFERENCES between ourselves and another person.
4. To strengthen our minds, we need to teach ourselves to look at SIMILARITIES between ourselves and others — to see how we FIT INTO a situation, rather than how we don't belong.
5. The young girl in the story, "Through The Eyes Of Peace," saw the warring people as the same — something they did not see in themselves.
  - Have you been in a situation where you've seen people fighting with each other, and you know that basically they are not that different from one another, if it all?
  - Have you seen political candidates debate and felt that they were saying the same thing, but in different ways?
  - When you are in conflict with someone, do you focus on the differences between you, or do you look for points you agree on and ways you are the same?
  - Do you use those similarities between you to find a way to resolve your differences?

### Assignment 13: Ways We Are the Same

*Pass out copies of Exercise 13B, Ways We Are the Same, to all students, and read aloud.*

1. When your focus is on finding a *resolution* to a conflict between you and another person, it's important to focus on the ways you are the same, rather than on the ways you are different.
  - When you focus on your differences, what will happen?

- When you focus only on your survival, your escape, or your victory, what will happen?
  - When you are focused on being “right” or “good,” what will happen?
2. When your focus is on the ways you are the same, rather than on the ways you are different, your point of view changes.
- Do you think you will feel better or worse focusing on similarities?
  - Do you think the other person will feel better or worse focusing on similarities?
  - Do you think you will feel like fighting when you focus on similarities?
  - Do you think you will feel frightened, focusing on similarities?
3. Focusing on what we have in common is an act of respect.
- What is respect? *Encourage all responses.*
    - Caring about another person.*
    - Thinking about other people instead of ourselves.*
    - Honoring someone.*
    - Accepting people for who they are.*
    - Being considerate, attentive.*
    - Admiring people for the special gifts they have.*
  - Is respect something you want?
  - How do you feel when someone respects you? Do you like the feeling?
  - Would you guess that everyone enjoys being respected?
  - How do you feel when you respect someone else?
  - How does it feel to respect someone, genuinely, without being told to do it?
4. The act of respect not only feels good to you when you get it, and feels good to you when you give it, but has an added benefit: the act of respect conquers fear! When we can respect one another for

who and what we are, there will be no reason to be frightened of one another. Isn't that amazingly simple?

## THOUGHT FOR THE DAY:

**Respect is the act that conquers fear.  
When we can genuinely respect one another,  
we have nothing to fear.**

### Summary of Lesson 13:

1. When our “old brain” rules our thinking, our focus is only on our survival.
2. The kinds of thoughts our “old brain” comes up with are: I’m scared! I want to win! I have to run away! I have to fight!
3. Such thoughts create conflict between ourselves and others.
4. Conflict comes about when we focus on differences, which creates separation.
5. These thoughts of differences and separation are not created outside us; they are created in our own minds.
6. An awareness of words and the things people say help us decide whether what we hear is a fact or a belief.
7. There is always more than one side to a story. A Sherlock Holmes mind examines ALL sides of a story before coming to any conclusions.
8. It is mind-strengthening to look at how we are the same.
9. When in conflict with another person, focusing on our similarities, focusing on how we fit in to a situation, helps resolve the conflict.
10. Focusing on what we have in common is an act of respect; and respect is the act that conquers our fear. If our fear is conquered, there is no enemy, and, therefore, no conflict.

### Preview of New Findings:

In our next lesson, we will use our detective minds to explore:

- ☆ The real source of our power.
- ☆ The source of our best thoughts and solutions.

Don’t forget your assignment: **The Ways We Are the Same**



## Lesson 14

# The Real Source of Power

### Breakdown of Lesson 14:

Where does our power come from?  
What are the real symbols of power?  
Who must we trust to be powerful?  
The structure of power.

### Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Copy of *Why Is Everybody Always Picking on Me?*, by Dr. Terrence Webster-Doyle.
- C. Copies for all students of Exercises 14A, *The Structure of Power*; 14B, *Power!*; and 14C, *The Source of My Power!*
- D. Two cloth belts, hats or scarves. Read activity “Instant Official” and decide!

Welcome students to class. Conduct a small review, asking:

- ☛ What kinds of thoughts does our “old brain” come up with?
- ☛ Do these thoughts help us create differences and separation from one another?
- ☛ What must we focus on in order to resolve our conflict?
- ☛ What is respect?
- ☛ How does respect break the enemy image?

### Presentation Of Assignment 13:

#### The Ways We Are The Same

*Ask students to pull out their assignment sheet, Exercise 13B. Ask for Volunteers to read responses to the questions asked. After each person reads, conduct a short question period in which you ask:*

1. What do you think about the resolutions to this conflict?
2. Do you think finding the similarities helped the situation?
3. Would you add any suggestions to the steps for resolution?

**Story:** Read aloud the story “The Day Of The Bee Sting,” in *Why Is Everybody Always Picking On Me?*, p. 23. Show illustration.

**Explore the Story:** After reading the story, ask:

1. The storyteller experienced this when he was a young boy. He is now in his 50s and is still nervous telling the story. Do you think this incident had a strong effect on him?
2. Was the storyteller someone who enjoyed fighting?
3. Did the storyteller fight back?
4. On this particular day, when the bully had the storyteller pinned down, what happened that changed the relationship between them?
5. Was the bully surprised by what happened? Why?
6. Was the storyteller surprised by what happened? Why?
7. What did the storyteller find out about himself that he didn't know before?
8. Is it possible that the storyteller was always powerful and just didn't know it?
9. How could it happen that someone like the storyteller wouldn't know his own strength?
10. Do you think *conditioning* might have something to do with the storyteller not knowing his own strength?
11. Have you ever felt weak even though somewhere deep inside of you, you knew that you have strength?
12. Do you think we have to wait to be stung by a bee to find out our own strength?
13. What can you do to find your own inner strength?
14. Is there anything we can do as a group to help find our inner strength?

**Activity: Instant Official**

*This activity is meant to show students how we've been taught to believe that power comes from something outside ourselves.*

- ✓ Choose two students, one to be President for the Day, and another to be Vice-President for the Day.
- ✓ Give each of them a special belt, scarf or hat to wear that makes them "official officers." Have a one-minute ceremony that officially appoints them as officers.
- ✓ Give these students no further duties as President and Vice-President. Just let them wear their belt, scarf or hat proudly.
- ✓ Keep an eye on these students during the course of this class to see whether they may act a bit more powerfully than usual. Perhaps they will speak with a bit more authority, or want to participate more in class activities, or want to answer questions more often than in the past. Give them the opportunity to do so.

**Where Does Our Power Come From?**

1. We are often encouraged to do what we are told rather than make a decision for ourselves.
  - What does such encouragement imply to you? That you are smart? That you are dumb? That you don't matter?
  - When you are instructed to do what you are told, rather than asked your opinion, how do you feel? Does it depend on the situation?
  - Are you encouraged to do any thinking for yourself?
  - When you know that someone else is taking care of a situation, what happens in your mind?
  - Does your mind shut down? Do you leave the thinking to someone else, just like you would leave the driving to the driver?
2. We live in a world of "experts." There are experts all around us — on television, in the movies, writing articles in newspapers and magazines.
  - When was the last time you saw or heard an expert?

- What was the situation?
  - What did you think of this expert?
  - Did this expert speak with authority?
  - Did the expert give you information you didn't already know?
  - Did the expert give you information you agreed with?
  - Why do you think this person was considered an expert?
3. While there are many intelligent, well-informed people in our world, when we leave the thinking to them, we are more inclined to not do any thinking for ourselves.
- Do you think of yourself as an expert? Why?
  - On what subject could you possibly be an expert?
  - Do you think you are an expert on your own thoughts and actions?
  - Are you an expert on your study capabilities?
  - Are you an expert on what it's like to be someone your age in school?
  - Do you think it's possible that you are definitely an expert on *something*?
4. Year after year, we can become more and more of an expert on who we are, as individuals, and what is right for us in our lives. The more we determine what's right for us, the more we are able to decide whether what those "experts" tell us is really best for us.
5. The more you LISTEN to your inner voice, the more you become AWARE of your own thoughts and actions. This enables you to FOCUS on why you think the way you do, and how your thoughts trigger the actions that you take.
6. The more AWARE you become of your own thoughts and actions, the more you develop your ability to read *other* people's thoughts and actions.

7. The more you are able to identify other people's thoughts and actions and zero in on your own, the more powerful you become!
8. We join groups because we believe that a group provides us with power. We believe the group's beliefs give us an ideal. But your power does not come from the group. Real power comes from inside you.

**THOUGHT FOR THE DAY:  
Real power begins in my mind.**

## **The Structure of Power**

*Pass out copies of Exercise 14A, The Structure Of Power, to all students.*

1. To better understand power, let's take a look at its structure.
2. Power has an inner structure that determines how your expression of it will look.
3. **Your attitude** — what you think — is the first ingredient of your power.
  - What kind of attitude do you think creates power?
  - Angry and tough?
  - Quiet and timid?
  - Focused, with beginner's eyes and ears?
4. **Your form** — how you move, the way you take action — which is based on what you think — is the second ingredient.
  - What kind of form do you think creates power?
  - Bungling and off-balance?
  - Tight muscles and stiff movements?
  - Smooth and self-assured?
5. **Your response** — the action you will take. When you are focused, with beginner's eyes and ears, moving smoothly and with natural self-assurance, you expend the **least energy** and yet maintain the **highest level of awareness**.
6. **Your power** — the strength of your response. With the highest level of awareness you can attain, you have all the power you can possibly achieve.

**Your Attitude + Your Form = Your Response = Your Power**

7. A strong mind is the most powerful weapon you have.

**Activity: Power!**

*This activity helps increase students' awareness of the structure of power.*

- ✓ Divide students into teams consisting of three to five people in each group. Give each student a copy of *Exercise 14B, Power! (two pages)*
- ✓ Assign one case to each team.
- ✓ Ask the team to determine, from each case situation (write these on the blackboard):
  - ❑ What is the primary attitude of this person?
  - ❑ Describe this person's form.
  - ❑ What results do you think this person will achieve? Why do you think so?
  - ❑ How would you measure this person's level of power?
- ✓ Give the teams 10-15 minutes to do this exercise.
- ✓ Call time. Ask members of each team to read their results.
- ✓ Congratulate students on their excellent work!

**What Are The Real Symbols of Power?**

1. What are some things we have all been conditioned to believe are symbols of power? *Encourage responses.*

<i>Guns, knives</i>	<i>Muscles</i>
<i>Karate moves</i>	<i>A loud voice</i>
<i>Money, property</i>	<i>Fame</i>
2. What emerges in your mind, as a result of the activity we just did, as *real* symbols of power. Let's make a list. *Encourage all responses. Write them on the board as they are called out.*

<i>Awareness</i>	<i>Perception</i>
<i>Attention</i>	<i>Insight</i>
<i>Knowing myself</i>	<i>Focus</i>
<i>A positive attitude</i>	
3. In order to feel and be powerful, it is essential to keep working and developing your beginner's mind.

4. Developing a strong mind means being aware of:
  - What's happening around you
  - How you are being treated
  - How you are treating others
  - What makes you angry and why
  - Who makes you feel uncomfortable and why
  - The importance of self-respect
  - The importance of respecting others
5. Part of being aware is listening to your feelings and the feelings of others. Many of us have been conditioned to not trust our feelings, but our feelings are real and need to be acknowledged.
6. It takes practice to listen to feelings, just as it takes practice to become a great soccer player, a great writer, or an accomplished musician.

**Activity: Listening to Feelings**

*This activity is designed to help students become aware of other people's body language and expression of feelings.*

- ✓ Ask for three Volunteers: Two Bullies and one Victim.

- ✓ **Instruct the Bullies:** *Take the Bullies out of the room. Tell them: Whisper to each another about how you are going to make fun of the Victim, pin his arms back and shout at him (or her), threaten him if he doesn't give you the pen in his pocket, or the watch on his wrist.*

*Tell them they will NOT actually do this, but they will whisper about it. Tell them they MUST NOT BE HEARD, but they must USE THEIR HANDS AND FACES to express what they plan to do, and to be as threatening as they can without actually being physical with the Victim. Bring them back into the room.*

- ✓ **Instruct the Victim:** *Give the Victim a pen to put in his/her pocket. Tell Victim: Do nothing but carefully WATCH THEM and WATCH YOUR FEELINGS. As you do this roleplay, keep in mind what you SEE AND FEEL. Take notes.*

✓ **Instruct the class:** Watch the Bullies and the Victim carefully.  
I will ask you about your awareness of what the Bullies are going to do and what you believe the Victim is thinking.

✓ Ask the Bullies to begin.

1. After the roleplay, thank the Volunteers, and ask the Victim:

What was running through your mind as the Bullies whispered to one another? How did you feel? Were you scared? Did you think they would hurt you?

Were they communicating what they were going to do you? What did you feel?

What signals did you read that made you feel the way you do?

2. Ask the class:

What did the Bullies communicate to you they were going to do?

Can you think of times when you saw a fight about to happen? What signs did you see that it was going to happen?

Why do you think it may be important to be AWARE of body language — the movements people make with their hands, face, eyes?

### **Who Must We Trust in Order to Really Be Powerful?**

1. Ask the President and Vice-President of the class to stand before the class. Ask:

How are you doing today?

Did you feel any different today from the way you usually feel in this class?

Did you feel more powerful?

Where did you get this power from?

2. Ask the two students to return the belt, scarf or hat to you, and thank them for their participation.

3. Hold up the belts, scarves or hats to the students and ask:
- What do you see in these? Power? Strength? Wisdom? Energy?
  - Where does this great power or strength come from?
  - If this is only some kind of cloth, as I believe it is, where does the power and strength come from?
  - How did our minds get this image of power and strength from these objects?
  - Is there real power, real strength, real wisdom in these?
  - What is the purpose of these belts? *To hold up our pants!*  
What is the purpose of this hat? *To keep our hair from blowing!*  
What is the purpose of this scarf? *To keep us warm!*
4. To be powerful, the first person we must trust is our self.
- Where does our real source of power begin?
  - Once we feel this power, will we show it?
  - Is this power something that makes us feel superior to other people?
  - Are we powerful because of something that comes from outside us?
  - Is this power a sense that we can solve problems?
  - Is it a sense that we can understand our own feelings and the feelings of other people?
  - Is it a feeling of self-respect as well as a feeling of respect for people around us?

**Assignment 14: The Source of My Power!**

Pass out copies of *Exercise 14C, The Source of My Power!*, to all students. Read instructions aloud.

### Summary of Lesson #14:

1. Can experiences we have when we are very young continue to have an effect on us — even when we are adults?
2. Is it possible that we are more powerful than we give ourselves credit for?
3. We are often encouraged to do what we are told rather than make a decision for ourselves.
4. We live in a world of experts, but it is best to not leave all the thinking to them, but rather to learn to think for ourselves.
5. Listening to our inner voices helps strengthen our minds.
6. A lot of power is physical; but real power begins in our minds.
7. Attitude + Form = Response = Power. What you think, plus how you move equals the action you will take, which determines the strength of your response.
8. The real symbols of power are different from those we are brought up to believe. These symbols include awareness, perception, insight, attention, knowing yourself, focus, and a positive attitude.
9. It takes practice to listen to feelings, just as it takes practice to play football, master the martial arts or play the saxophone.
10. When we can trust and respect ourselves, we are truly powerful.

### Preview of New Findings:

In our next lesson, we use our detective minds to explore:

- ☆ How our self-image can cause conflict.
- ☆ The mechanical error in our brain's computer!

Don't forget your assignment: **The Source of My Power!**



## Lesson 15

# Does Your Brain Know Who You Are?

### Breakdown of Lesson 15:

- What is a self-image?
- What kind of self-image causes conflict?
- Is there a mechanical error in our brain's computer?
- How important is it to know yourself?

### Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Copy of *Fighting The Invisible Enemy*, by Dr. Terrence Webster-Doyle.
- C. Copies for all students of Exercise 15A, *The Image That Set Me Off!*, 15B, *This Is Who I Am*; 15C, *A Doublespeak Quiz* (*don't copy answers!*)
- E. Start a Chart: Double-talk Samples (*See Exercise 15D*).
- E. Photographs of yourself when you dressed differently many years ago. Be brave!

Welcome students to class. Conduct a small review, asking:

- ☛ Why is it dangerous for us to rely on a world of "experts"?
- ☛ What is the real source of your power?
- ☛ What is the point in listening to your inner voice?
- ☛ What determines the strength of your response in any given situation?
- ☛ What are the real symbols of power?

**Presentation Of Assignment 14:  
The Source of My Power!**

*Ask students to pull out their assignment sheets. Ask for a Volunteer to respond to the questions on the sheet. Your participation is helpful. After each Volunteer answers the questions, ask the rest of the class:*

1. Can you add any insights to this situation?
2. Do you agree with the recommendations that have been made regarding this situation?
3. Do you believe the recommendations are done in a respectful way? If not, what do you think could help?

**What Is a Self-Image?**

1. A self-image is a picture you have of yourself in your mind.
2. Sometimes your self-image is positive (I am who I am!), and sometimes it's negative (I'm not good enough. I wish I were like...). It can vary from day to day — sometimes hour to hour.
  - Are there times when you look in the mirror and don't like what you see?
  - Are there times when you look in the mirror and think, "I guess I look okay today." Or, "Wow! I look terrific!"
  - Do you think the way you feel about how you look has anything to do with your face? Your body? Your skin? Your hair? Your clothes?
3. Perhaps there are times when you wish you could be someone else.
  - If you could be someone else, who would you be?
  - Would you be a rock star? A great athlete? Someone you know personally?
  - Do you find yourself dressing to present a certain image of who you'd like to be?

4. Most people don't fit completely into a stereotype, but many people fit certain images. Do you know anyone who fits these images:

- The California Surfer
- The Preppy Class President
- The Punk Rock Star
- The Popular Cheerleader
- The Super Jock
- The Nerdy Brain

Can you think of other "looks"?

*Show illustration in "Fighting The Invisible Enemy," pp. 88-89.*

5. We often dress to match an image because we believe it makes a statement about who we are.

6. We believe this gives us a sense of belonging to a particular group or "clique."

7. It is common for people to experiment with these looks, especially young adults, changing from one to another in an exploration of who you are.

**Activity: My Clothes Tell the Story!**

*This activity will help students become more aware of how they use clothing to help define who they are.*

- ✓ Divide students into groups of three to five.
- ✓ Ask students in each group to select one willing Volunteer who dresses to create a particular image.
- ✓ Remind students that we want to discuss people's images in a respectful way. We don't mean to judge anyone, only to take notice of the images we project.
- ✓ In a group discussion, each group needs to determine (Write these on the board):
  1. What is the self-image projected by this person?
  2. Does the image match the real person?
  3. Why do you think this person dresses this way?

4. Have you asked this person why s/he dresses this way?
5. What kind of image do you get from this person that might be different from the image projected?
8. Sometimes our exploration of who we are continues long after we are out of school. People dress a certain way to get a position they want or to become part of a particular group or organization.
  - Can you think of a way someone might dress to get a certain job?
  - Can you think of a way someone might dress to get into a particular organization or group?
9. As we get older, we often change our image because it no longer represents who we are or who we want to be.
10. There are many corporate executive “preppies” who dress in expensive suits who used to dress like punk rockers. *If you have photographs of yourself in your earlier days, bring them in! Show students! Ask them to bring in photos of their parents or grandparents to illustrate how differently people dress.*

### **What Kind of Self-Image Causes Conflict?**

1. A problem with self-images is that they can cause conflict.
  - Can you think of a situation in which a self-image might cause conflict? *Encourage all responses.*
  - When we believe that our image is superior to someone else’s image, do we cause conflict?
  - If you are a punk rocker and you decide you don’t like preppies, no matter who they are, are you creating conflict?
  - If you have a certain image in your mind about how an English teacher ought to look, and your new English teacher walks in looking entirely different and you are unhappy about that, are you creating conflict?
  - Where is all this conflict first created? *In your mind.*
  - Does this kind of thinking create harmony in your mind?

- Does this kind of thinking create harmony between you and this person?
2. Imagine that the color RED looks at the color BLUE and decides not to like it because it isn't RED.
- Does that sound as strange to you as it does to me?
  - Why is this an impossible situation?
  - Can red be any other color than what it is?
3. Imagine that Bridget, the punk rocker, looks at Malcolm, the preppy, and decides to not like Malcolm because he isn't a punk rocker.
- Does this sound just as strange?
  - Is it the same situation?
  - If Malcolm is a preppy, and that's who Malcolm is, who are we to ask Malcolm to be any different?
4. Now, imagine that our country declares war on another country because the other country doesn't want to act the way our country does.
- Is this the same situation?
  - Is this a more serious situation? Why?
  - Can you see the danger in believing that there is a "right" image and a "wrong" image?
  - What is that danger?

**Assignment 15:  
The Image That Set Me Off!**

Pass out copies of *Exercise 15A, The Image That Set Me Off!*, to all students (two pages). Read instructions aloud.

**Discussion:**

1. Why do *you* think kids sometimes make fun of how other kids dress or act?
2. What do you think causes a kid to think his or her way of dressing

or acting is any better than someone else's way?

3. Do you think fear has anything to do with it?
4. What role does conditioned thinking have to do with it?
5. Do you believe this is "old brain" thinking? Why?
6. How would you change your "old brain" thinking to "beginner's mind" thinking in such a situation? What would be a new way of looking at this situation?
7. What would a Wise Master do in this situation?
8. What would Sherlock Holmes do in this situation?
9. What would YOU really like to do in this situation?

### **Is There A Mechanical Error in Our Brain's Computer?**

1. Just as we create conflict by identifying with a movie character we see — that character is just an image, not someone real — we also create conflict by trying to live up to any image that is not us.
  - Why would you want to be someone you are not?
  - Remember how we talked earlier about our brain being like a computer?
  - Is it possible that there is a mechanical error in this computer?
  - Would you consider it a malfunction in your computer if it randomly selected: An "enemy"? A scapegoat? Villain? Only one way to be? A "wrong" way? A "right" way?
  - Would you consider it a malfunction if the brain in your computer decided that the "right" way for you to be was entirely different from the way you want to be?
2. Trying to live up to an image that is not us is living a lie.

The most important problem  
in trying to live up to an image  
is that it limits us.  
It keeps us from being who we really are.

3. Trying to be someone we are not causes us pain. We want to

be like her, but we can't because we are NOT her.

4. When we create a villain, an enemy — we look down on, make fun of or create a feeling of superiority toward someone, making that person “wrong.”
5. When we create a hero — look up to a celebrity or someone else we strongly admire, and try to be just like that person, we are actually trying to be someone who truly does not exist!

**Activity:**

**This Is Who I Am!**

*This activity asks students to identify themselves and enables them to see themselves and others in a similar light. Pass out copies of Exercise 15B, This Is Who I Am. Read instructions aloud.*

- ✓ Give students 10 minutes to fill in this questionnaire. Ask them to print or disguise their handwriting so that nobody recognizes it. *Teachers are encouraged to participate.*
- ✓ When all students have completed their questionnaires, collect them. Shuffle the questionnaires and pass them out to the class. Ask if anyone got their own. If so, collect that one and a few others, and re-distribute. The idea is to not know whose questionnaire you have.
- ✓ Ask for a Volunteer. Ask that Volunteer to read aloud all 10 responses. Then ask:
  1. What do you think of the person described in this questionnaire?
  2. Based on this questionnaire, do you think this person is someone you like? Would want for a friend?
  3. What image do you get of this person? Who do you think it is? *Do this in a positive way, creating fun for everyone.*
- ✓ Ask the person whose description it is to reveal him- or herself.
  1. Is this the person you would guess ?
  2. Are you surprised that this person goes with this description?
  3. What do these results tell you about images?
- ✓ Ask for as many Volunteers to go through this process as time permits, making this exercise as much fun as you can.

## How Important Is It to Know Yourself?

1. You already know that the image of “enemy” does not exist unless we create it in our minds.
2. One reason we create such an image has to do with our desire to “belong.” Wanting to identify with a group — to not feel alone — we join a group and make ourselves over in an image that we feel “fits in” with that group.
  - Why do you think we create such an image, or any image that is not real? *To feel safe? To survive?*
  - When we change our image to reflect the group’s image, are we achieving our real identity?
  - When we create an image, are we really feeling safer? Are we getting a strong sense of survival?
3. Let’s add to our chart, Basic Formula For Understanding War (Exercise 5E).

### BASIC FORMULA FOR UNDERSTANDING WAR

#### Today’s Entry is #8:

1. I want to survive. (My old biological brain in action!)
2. I’m afraid! I have to fight or run — to survive!
3. I need help to survive! I’ll join a tribe! A gang! A nation! (My old brain thinks this is what I need to survive.)
4. I become one with my tribe — school, gang, nation — identify with it, get conditioned to its patterns. The tribe’s belief system becomes my belief system. I believe my conflict is over.
5. I deny my primal instincts. The belief I’ve adopted becomes my “ideal.” I judge anything or anyone not my “ideal” to be wrong, bad. This creates conflict in me between the ideal and the actual.
6. The fear I’ve created in my brain is what I project outside myself. As a result, anyone outside my tribal belief becomes a threat — an enemy. I forget that I am the one who created the fear! And I am the one who created the enemy!
7. I create conflict between myself and others by creating

differences and separation — which begin in my own mind.

- mind!
8. **The reason I have created an IMAGE for myself is for psychological identity (which is not real!) and physical security (which I don't get!). I am the one who has created this belief system. This image has come from my own**

*As you write #8 on the chart, review the entries that precede it. (See Exercise 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)*

4. The clearest understanding of who you are comes from **direct observation** and **thinking**. There are characteristics about ourselves we can change, and there are characteristics about ourselves we cannot change. Knowing the difference is very helpful.
- What characteristic do you have that you cannot change?
  - What's a characteristic you have that you could change?
5. Without direct observation and thinking, we can be easily fooled into believing something that isn't true.
- Remember early in this class when we talked about how our five senses can excite us with input about the world around us?
  - On the other end of the spectrum is an experience of the exact opposite — situations that *dull* our senses.
6. This kind of language is called: **double-speak**, or **propaganda**.
- Do you know what some air forces call an airplane crash? "Uncontrolled contact with the ground."
  - Do you know what the U. S. military calls an MX Missile with multiple nuclear atomic warheads? "Peace Keeper"
  - What do these words do to our understanding?
  - Is your mind excited to learn more, or does your brain shut down in confusion?

7. Propaganda and double-talk create conflict.
  - Why do you think these words create conflict?  
*Encourage all responses.*
  - How do you think these words can turn us into “robots”?
  - Do they condition us to accept what we are told, without thinking for ourselves?

**Activity:**

**A Doublespeak Quiz**

*Pass out copies of Exercise 15C, A Doublespeak Quiz, to all students. Read instructions out loud.*

=====  
==

*Here are the answers to the Doublespeak Quiz. Don't give them away ahead of time!*

1-G. 2-O. 3-J. 4-N. 5-1. 6-B. 7-K. 8-C. 9-D. 10-M. 11-E. 12-F. 13-H. 14-L. 15-A.

=====  
==

**Start a Chart: Double-talk Samples**

*See Exercise 15D. Start a Chart on which students are encouraged to bring in samples of doublespeak and propaganda that they hear on TV or radio, read in newspapers or magazines, or hear all around them.*

**Summary of Lesson 15:**

1. A self-image is a picture you have of yourself in your mind.
2. Your self-image can vary from day to day, even minute to minute.
3. We often dress to match an image because we believe it makes a statement about who we are.
4. A problem with self-images is that they can cause conflict, especially if they do not match who we really are.
5. There is a danger in believing there are “right” images or “wrong” images. This belief can put us into conflict with who we really are.
6. Trying to live up to an image that is not really us is living a lie.

7. More important, trying to live up to an image keeps us from being who we really are.
8. Emulating a character in a movie, soap opera, or play is trying to be like someone who does not really exist.
9. If we create an image for psychological identity, the image is not real and we wind up with no identity! If we create an image for physical security, we don't get that security after all, because we are still afraid — afraid to be who we really are!
10. The clearest understanding of who we are comes from direct observation and thinking.

**Preview of New Findings:**

In our next lesson, we use our detective minds to explore:

- ☆ The military way of looking at life!
- ☆ Patriotism: Does it mean fighting for your country?

Don't forget your assignment: **The Image That Set Me Off!**



## Lesson 16

# The Military Is a Way of Life

### Breakdown of Lesson 16:

A day in the life of an atomic bomb.  
We are the war.  
Why do we have a need for revenge?  
What does it mean to be a patriot?

### Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Copy of *Operation Warhawk*, by Dr. Terrence Webster-Doyle.
- C. Copies for all students of Exercises 16A, *One Atomic Bomb*; 16B, *The Pattern Is Clear*; 16C, *Nine Principles of War*
- D. Make one copy of 16D, *I Want Revenge!* Cut into strips.

**Review:** Welcome students to class. Ask:

- ☛ What is a self-image?
- ☛ What is a major problem with a desired-but-not-real self-image?
- ☛ What does trying to live up to an image keep us from doing?
- ☛ What happens when we try to be like a movie star? Like our favorite rock star? Like the President of our country?
- ☛ How do you reach the clearest understanding of exactly who YOU are?

### Presentation of Assignment 15: The Image That Set Me Off!

*Ask students to pull out their assignment sheets (15A). Ask for a Volunteer to respond to the questions on the sheet. After each Volunteer answers the questions, ask the rest of the class:*

1. Do you think this person has a pretty good understanding of his/her reaction to the image he/she saw?
2. Do you think this fear is accurate?
3. Can you offer this person any help in resolving the conflict he/she felt because of this fear?

**Story:** Read aloud "The Darkness of Endless Night," in *Operation Warhawk*. Read with animation so that students feel involved in the story.

**Explore the Story:** After reading the story, ask:

1. What was the huge metal ship's role?
2. How did the storyteller perceive this ship and the people on it?
3. What happened right after the storyteller decided to conform, to be good and shape up his life?
4. What happened when the storyteller said he could no longer be on the ship?
5. The area the storyteller was sent to, along with many other men, was supposed to be for their protection. Did it seem protective to you? Why?
6. What impressions do you get from this story? Do you find it laughable? Frightening? Ridiculous? Unbelievable?
7. Do you think the storyteller was "right" to take the action he took? "Wrong"?
8. Do you think the storyteller was using his beginner's mind?
9. Is it your impression that the storyteller was courageous to do what he did? Why?
10. How did the simulated war make you feel?

### **A Day in the Life of an Atomic Bomb**

1. These days, we've grown accustomed to hearing about our country or another country building and exploding nuclear weapons — or, as they're more currently called, weapons of mass destruction.

2. We've been conditioned to think of nuclear weapons as weapons of defense — something necessary to represent our strength.
3. Because these are indeed mighty weapons, it's essential to know exactly what would happen if *one* atomic bomb hit our town today.

**Activity:**

**One Atomic Bomb!**

*Pass out copies of Exercise 16A, One Atomic Bomb, to all students. Read aloud, slowly and carefully, to allow the reality of this information to sink in. Warn students that what you are going to read is frightening but that you want them to understand the reality of this situation. Read and then return to this page.*

4. There are more than 60,000 nuclear warheads active today that could wipe out every man, woman and child twenty times over. Biological warfare, which uses micro-organisms as disease germs to destroy humans, animals and plants, could do the same.
5. What you have just heard, which is just a small sample of what *could* happen, *has* happened. It happened at Nagasaki and Hiroshima when bombs were dropped on both those cities. The U.S. got a small taste of what can happen when planes crashed into the World Trade Center.
  - Do you think that if these things happened, they could happen again?
  - How angry would one country have to be with another country to cause this kind of death and destruction?

**We Are the War**

1. Wars are started, not by “bad,” evil human beings, but by people like you and me — people who are angry, frustrated, hungry. WE ARE THE WAR. Why do we start wars? Because we have been conditioned to think and act in certain ways that create war:
  - ▼ We create differences between ourselves and others.
  - ▼ We see other people as “enemies.”
  - ▼ We are trained to believe that war is common and necessary.
  - ▼ We are taught to believe that we can do nothing about war.
  - ▼ We believe that in our violent world, individuals have little or no effect.

**The truth is that we are the world and the world is us,  
so when our country makes war on another country,  
WE are making war on the people of that other country.**

2. Dropping a bomb has a lot to do with the Fight or Flight Response.
  - Can you think of one way dropping a bomb has anything to do with whether we fight or run away?
  - Is dropping a bomb fighting?
  - Is dropping a bomb running away?
  - Is dropping a bomb less horrifying “fight or flight” since it’s done from a distance?
3. When we keep our violent feelings inside and don’t let them out, you know what happens.
  - Do the violent feelings build up inside you?
  - Do you feel terrible and unable to think clearly?
  - Are you angry and frustrated?
  - Do they sometimes build up so much that you act violently toward another person, or yourself?
4. Let’s add to our chart, Basic Formula For Understanding War (Exercise 5E).

**BASIC FORMULA FOR UNDERSTANDING WAR**

**Today’s Entry is #9:**

1. I want to survive. (My old biological brain in action!)
2. I’m afraid! I have to fight or run — to survive!
3. I need help to survive! I’ll join a tribe! A gang! A nation! (My old brain thinks this is what I need to survive.)
4. I become one with my tribe — school, gang, nation — identify with it, get conditioned to its patterns. The tribe’s belief system becomes my belief system. I believe my conflict is over.

5. I deny my primal instincts. The belief I've adopted becomes my "ideal." I judge anything or anyone not my "ideal" to be wrong, bad. This creates conflict in me between the ideal and the actual.
6. The fear I've created in my brain is what I project outside myself. As a result, anyone outside my tribal belief becomes a threat — an enemy. I forget that I am the one who created the fear! And I am the one who created the enemy!
7. I create conflict between myself and others by creating differences and separation — which begin in my own mind.
8. The reason I have created an IMAGE for myself is for psychological identity (which is not real!) and physical security (which I don't get!). I am the one who has created this belief system. This image has come from my own mind!
9. **I keep my violent feelings inside; when confronted by opposition, I explode!**

*As you add #9 to the chart, read the entries that precede it. (See Exercise 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)*

- Do you see any correlation between today's entry and bombing another country?
- What do you think this correlation says about a country that attacks another with atomic force?
- When a country's leaders decide to use weapons of mass destruction, what do you think their conditioning is?

#### **Assignment 16: The Pattern Is Clear**

*Pass out copies of Exercise 16B, The Pattern Is Clear, to all students. Read instructions out loud.*

Whenever our country, or any other country, is in conflict with a different country, each calls upon their military forces.

- Why do you think we call upon our military forces?
- From what you have learned about conflict, is this the only way to deal with a conflict between two factions?
- Are there alternatives to calling upon military forces?

**Activity:**  
**Nine Principles of War**

*Pass out copies of Exercise 16C, Nine Principles of War, to all students. Read the nine principles out loud.*

- ✓ Divide the class into groups of 3 or 4.
- ✓ Assign to each group one or two of the nine principles.
- ✓ Ask the group to create a nonviolent alternative approach to the principle(s).
- ✓ Give students 15-20 minutes to work out their alternatives.
- ✓ Call time and ask a student from each group to come up to the board and write their principle (in the same order as the nine principles of war).
- ✓ Read them out loud in order. Then ask:
  1. What's your opinion of what we've come up with?
  2. What would you call these principles?
  3. Do you think they ought to be implemented?
  4. How would you implement them?
  5. Looking at the nine principles of war, is this a way of life you would choose?

**Why Do We Have a Need for Revenge?**

1. Revenge is getting back at someone for something that was done to you.
  - How many of you have felt a desire for revenge?  
*Raise your own hand.*
  - Did it feel good to want revenge?
  - Did you get your revenge?
  - Did you feel good after you got it?

2. Taking revenge is a human action, and we've all been conditioned to believe it is the "right" action to take when we have been "wronged."
  - Why do we feel revenge?
  - What has made us angry?
  - Are we afraid of something when we want revenge?
  - What is your greatest fear when you want revenge?
  
3. Most of us are not conditioned to look at our desire for revenge with a beginner's eye.
  - If you look at your desire for revenge with a beginner's eye, what do you see?
  - Should you act on this desire?
  - What happens when you act with revenge?
  - Do you resolve your conflict?
  - Do you feel you are being who you truly are?

4. More than likely, when you do something to get revenge, you do not resolve your conflict. In fact, you create more conflict.
- Can you see why that would happen?
  - What could you do, rather than seek revenge, that might resolve your conflict?
  - What steps could you take to understand:
    - ▼ Your own feelings of revenge?
    - ▼ Why the other person “did you wrong”?
5. If we can understand revenge, perhaps we can resolve our feelings of conflict before they get out of control.

**Activity:**

**I Want Revenge!**

*Copy Exercise 16D, I Want Revenge and cut sections into strips. Be sure to add some of your own scenarios! Pass around a hat or bowl with slips of paper, on each of which is a small individual roleplay. Each one ends with “I want revenge!” You can make a few copies. It won’t matter if certain situations are repeated. Students are likely to come up with new and different responses.*

- ✓ As each student selects a roleplay and acts it out, ask the class, after each enactment:
  1. How would you make this person aware that his or her feelings of revenge are working against him/her?
  2. What could this person do in this situation to resolve the conflict?
  3. Do you think this person is right to want to “drop the bomb”?
  4. What if you knew this person’s life depended on NOT acting out revenge?

## What Does It Mean to Be a Patriot?

1. A patriot is a person who loves and loyally or zealously supports his or her country.
  - Do you consider yourself a patriot?
  - Do you think someone has to be willing to give his or her life to be considered a patriot?
  - What does the word "zealous" mean?
  - Do you believe zealous support is the best kind?
  
2. Patriotism has a larger meaning than fighting a war.
  - Do you think every man and woman who has fought for our country is a patriot?
  - Do you think it's possible that some who fought are not patriots?
  - Do you think it's possible that men and women who did NOT fight are patriots?
  
3. Many people who love their country zealously do not believe in war.
  - Do you believe that patriotism goes beyond support for a war?
  - Do you believe patriotism can also be opposition to war?
  - How can someone who calls him/herself a patriot be opposed to war?
  
4. Patriotism is supporting your country in any way that you see is helpful to your country. If you think this country is harmed by war, and you say so, you are acting in a patriotic way.
  - When you think for yourself and decide whether war is the best way to help your country, are you using your beginner's mind?
  - Do you think being patriotic can cause conflict? How?

- If a patriot is enthusiastically and fanatically loyal to her or his country, do you think this person may prevent peace worldwide?
  - Is a country's patriotism similar to long-ago tribes' belief that their way was the only way?
5. To be patriotic to the world, rather than to our country, we would need to outlaw war, pollution and anything that threatens our planet.
- What do you think of being patriotic to the world?
  - What do you think it would take to encourage all human beings to be patriotic to the world?
  - If we go on defending only our own group, our own city, state or country, will we continue to create greater and greater separation, division and conflict — and, therefore, more war?

**THOUGHT FOR THE DAY:**

**We create conflict by thinking only of our own group.  
We prevent peace when we think only of our own country.**

**Summary of Lesson 16:**

1. Any weapon of mass destruction could destroy us and everything around us in a flash.
2. Wars are started, not by "bad," evil human beings, but by people like you and me who are angry, frustrated and hungry.
3. We have all been conditioned to think and act in certain ways that create war. WE ARE THE WAR.
4. When we keep our violent feelings inside and don't let them out, eventually we explode.
5. When a country cannot get its way and keeps its feelings of hostility bottled up, eventually it too explodes.
6. A pattern of war: We think of another person as an enemy. An enemy produces fear. Fear causes us to want to protect and defend. To protect and defend, we make the decision to eliminate. This whole process is started by creating an enemy.

7. There are nine basic principles of war. They all promote further conflict. Kill or be killed.
8. Taking revenge is a human response. We can re-condition ourselves to look at our desire for revenge with a beginner's eye.
9. Getting revenge does not resolve conflict.
10. Patriotism has a larger meaning than fighting a war.
11. The military is a way of life. You must decide for yourself if this way of life is for you.

### **Preview of New Findings**

In our next lesson, we use our detective minds to explore:

- ☆ How peace can be a way of life!
- ☆ How to use and develop our new brain!

Don't forget your assignment: **The Pattern Is Clear.**



## Lesson 17

# Can Peace Be a Way of Life?

### Breakdown of Lesson 17:

How can everyone win?

How do we develop our “new” brain?

Awareness: The light at the end of the tunnel.

The highest goal.

### Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Copies for all students of Exercises 17A, *Man Against Man*; 17B, *Create a Peace Academy*; and 17C, *Hear the Unhearable!*
- C. Read Exercise 17D before class, to fully grasp the intent of reading this story to your students.

### Review: Welcome students to class. Ask:

- ☛ Who starts wars?
- ☛ Who can describe a major pattern of war?
- ☛ What do the nine principles of war do to resolve conflict?
- ☛ How does the act of revenge resolve conflict?
- ☛ What is a patriot?

### Presentation of Assignment 16:

#### The Pattern Is Clear

*Ask students for their assignment sheets (16B). Ask for Volunteers to read their stories. After each story, ask the class:*

1. Who is the enemy in this situation?
2. Do you see the fear? What is the fear?
3. Where did you see someone trying to protect his/her interests?

4. Where did you see someone defending his/her interests?
5. What was the process of elimination?

**Story:** Read aloud *Man Against Man, Exercise 17A*. Read with animation so that students are caught up in the story.

**Explore the Story:** After reading the story, ask:

1. How did the ship survivor determine that this other person was an enemy?
2. What did the warrior do to protect himself from the ship survivor?
3. What caused the ship survivor to dash toward the warrior?
4. Did the two men have the same kind of conditioning that caused them to fight? What was this conditioning?
5. How long had the conflict between the two of them been going on?
6. When the two men were turned into two struggling fish, did their points of view change at first?
7. How did they act toward each other while caught in the net? Since they had no common language, do you think they felt frustrated?
8. When the dawn came, the two men both gave in and stopped fighting. What kinds of questions were they asking themselves?
9. At some point, the two of them started working *together* to reach a point of safety. What did they do?
10. How do you interpret this story? What does it say to you?

### **How Can We Help Everyone Succeed?**

1. The two warriors in the story we just discussed began with the military as a way of life.
  - Do you think the two warriors were aware of their conditioning to act in a military way toward each other?
  - What instinct caused them to act together as a team when

they were caught in the net?

- Once they acted, rather than reacted, in tandem, toward the goal of *both* of them surviving, what happened to their defenses?

2. The two warriors moved from the military way of life to a peaceful way of life. The primary reason we are gathered in this class is to learn to be aware of how we can move ourselves from a military way of thinking to a peaceful way of thinking.
3. They protected and defended themselves for days before they were *forced* to work together for their mutual survival.
4. You and I can learn to act peacefully toward our mutual survival too. The way we do this is to become aware of our “old” brain thoughts and actions, and to develop our “new” brain thoughts and actions.

### **How Do We Develop Our “New” Brain?**

1. When we find ourselves in a conflict situation, our “old” brain tends to respond first.
  - What kinds of things does our “old” brain come up with when we are in conflict?
  - Does our “old” brain tell us to win the battle, take over, defeat the opposition?
  - If we react in the way that our “old” brain dictates, do we have any hope of resolving our conflict?
2. When we apply our “new” brain to a conflict situation, it may seem difficult at first, because we are not accustomed to using this “new” brain.
  - What does our “new” brain understand that our “old” brain does not?
  - Does our “new” brain see that there is way to resolve our conflict so that everyone succeeds?
  - Is it our “new” brain’s desire to make everyone a winner and no one a loser?

- What's one way you can think of to develop your "new" brain? *Encourage responses. Make a list on the board. Add to the following:*

*Be aware.*

*Look at the world with a beginner's eye.*

*Look at conflict as a way to learn something new —  
about yourself or someone else.*

*Figure out a way everyone in a conflict situation  
can win.*

*Use nonviolent alternatives to resolve conflict.*

*Attempt to stop a conflict before it starts.*

**Activity:**

**Create a Peace Academy:**

*Pass out copies of Exercise 17B, Create a Peace Academy, to all students. Read instructions aloud.*

- ✓ Divide students into groups of 3 or 4. Give students the opportunity to work with different people than they have in previous groups.
- ✓ Ask each group to discuss entries for the Peace Academy and then write them in.
- ✓ Give students 15-20 minutes to complete their entries. If more time is needed, and you have it to spare, give them 5 minutes more.
- ✓ Call time, and ask a member of each group to read their entries. Then, ask:
  1. Does this entry fit a Peace Academy well?
  2. How do you think this entry will work?
  3. Do you believe Peace Academies would do well? Why do you think so?
  4. Would you rather attend a Military Academy or a Peace Academy? Why?
  5. In which Academy do you think you would best develop your awareness and your "new" brain?

## **Awareness: The Light at the End of the Tunnel**

1. Awareness is a sixth sense. We all have the ability to BE AWARE. But we don't all pay attention to our awareness. Some people even stifle it, because they think being aware makes them different from everyone else.
2. When we are aware, we can focus on similarities instead of differences. We can stop creating conflict because we become aware of how we create it. Once aware, we have a new way of looking at everything around us.
3. When we become aware of the negative signals we send — sometimes unintentionally — we can STOP sending them. We cannot learn to stop sending them until we become aware of them.

### **Activity: See the Unseeable!**

Ask students to sit peacefully and close their eyes.

Tell students:

- ✓ Think of something you have done that you believe is “bad” or “evil” or would not be considered “good behavior” by your family or friends. *Give everyone time to focus on some possibilities.*
- ✓ Think about how thinking of yourself as “bad” puts you into instant conflict. By judging yourself bad, you start a war inside yourself, between what you believe is good and what you believe is bad.
- ✓ If you weren't creating this conflict inside you, perhaps you could be learning an important lesson from your behavior.
- ✓ To stop the war inside you, say to yourself, “I am not bad. I am a human being. All human beings make mistakes. Sometimes I'm terrific, and other times I'm not. My awareness — my sixth sense — helps me protect myself, respect myself, and respect others. Being who I am does not mean I should continue this behavior. It means that by not judging this behavior as bad, I can see it as it really is. I understand what I did.”

Divide the students into groups of 4 or 5. Ask them to divide themselves and to select members of the class they have not yet had an opportunity to work with. As they form their groups,

write on the board:

- ❑ Why do you believe we tend to deny something we've done that we consider "bad" or a "mistake"?
- ❑ When we are "bad" or make a mistake, is what we've done simply a fact — something we cannot really deny?
- ❑ What can you learn from the mistake you think you made?
- ❑ Ask your group members for suggestions on what they believe might be helpful for you. Once you talk about your "mistake," do you feel better, or worse?

4. Let's add to our chart, Basic Formula For Understanding War (Exercise 5E).

#### **BASIC FORMULA FOR UNDERSTANDING WAR**

##### **Today's Entry is #10:**

*As you add #10 to the chart, read the entries that precede it. (See Exercise 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)*

1. I want to survive. (My old biological brain in action!)
2. I'm afraid! I have to fight or run — to survive!
3. I need help to survive! I'll join a tribe! A gang! A nation! (My old brain thinks this is what I need to survive.)
4. I become one with my tribe — school, gang, nation — identify with it, get conditioned to its patterns. The tribe's belief system becomes my belief system. I believe my conflict is over.
5. I deny my primal instincts. The belief I've adopted becomes my "ideal." I judge anything or anyone not my "ideal" to be wrong, bad. This creates conflict in me between the ideal and the actual.
6. The fear I've created in my brain is what I project outside myself. As a result, anyone outside my tribal belief becomes a threat — an enemy. I forget that I am the one who created the fear! And I am the one who created the enemy!
7. I create conflict between myself and others by creating differences and separation — which begin in my own mind.

8. The reason I have created an IMAGE for myself is for psychological identity (which is not real!) and physical security (which I don't get!). I am the one who has created this belief system. This image has come from my own mind!
9. I keep my violent feelings inside; when confronted by opposition, I explode!
10. **With awareness, conflict stops! With no judgment, conflict ceases!**

**Ask students:**

- What's different about this entry from all the other entries?
- Does this entry stop the motion of attack, of conflict, of war?
- What kind of motion replaces the violent motion?
- Are you aware of the different feeling this entry has from the other entries?
- What makes you aware of this feeling?
- Are you now aware of steps that lead to conflict and war?
- Are you aware of how we fight to get what we want?

**Assignment 17:  
Hear the Unhearable!**

*Pass out copies of Exercise 17C, Hear the Unhearable!, to all students. Read instructions out loud.*

**The Highest Goal**

1. The martial arts is a system of self-defense without the use of weapons.
  - Can you guess what the greatest weapon is according to the martial arts?
  - Do you think it's your hands? Your eyes? Your feet?
  - Would you guess that it's your mind?

2. The martial arts is also a healthy physical fitness program, a way to keep your body in good shape.
3. The martial arts is also a means to understand and go beyond the violence and disorder we live with daily.
4. Emptying your mind of “unnecessary” thoughts that frighten or worry you is at the root of martial arts. Free of such thoughts, you can act clearly and intelligently.
5. The martial arts help develop a confident, gentle, yet powerful person.
6. A basic principle of all forms and styles of the martial arts is called *Mind Like Moon – Mind Like Water*.
  - Can you guess what this might mean?
  - Does a full moon shine equally on everything within its range?
  - If your mind shines equally on everything within its range, will it be open and aware of all things?
  - Can you see how still water, like a mirror, reflects exactly what is before it, without any distortion?
  - Do you think your mind, like a mirror, can reflect exactly what comes before it, without any distortion?

**Story:** Read story “Bofu & Matsu” in Exercise 17D (also found in *Facing The Double-Edged Sword*, by Dr. Terrence Webster-Doyle, p. 8.) Tell students that the word “Karate” means empty (kara) hands (te) .

**Exploring the Story:** After reading the story, ask:

- Do you believe Funakoshi handled this situation well?
- Why do you think he was filled with regret and sorrow?
- What did Funakoshi feel got in the way of what his Karate teachers had taught him?
- Why did Funakoshi feel ashamed?
- Would you feel the way Funakoshi did if you had been in his place?
- Here is a new way of thinking to add to our chart (Exercise 1B).

**OLD WAY:**

**We must learn to fight.**

**NEW WAY:**

**We must do everything in our power to NOT fight.**

1. The highest goal is to *not* fight. If you watch murder mysteries on TV and see a lot of violent movies, you would never guess that the highest goal of the martial arts is to NOT fight.
2. Martial arts philosophy is to do everything in your power to NOT fight, but to know how to defend yourself in case you have to.
3. You learn physical self-defense skills — not to hurt someone, but to protect yourself and gain confidence in potentially hostile situations.
4. You learn psychological self-defense skills through roleplay, using nonviolent alternatives like the ones we've been learning.
5. The martial arts use both the mind and the body. We practice physical moves with our body. We practice nonviolent alternatives with our mind.
6. The two go together. Learning BOTH sets of skills leads to resolving conflict with your brain rather than your brawn.
7. As a martial artist you DO EVERYTHING IN YOUR POWER TO NOT FIGHT. This is a new way of thinking. As a result, it takes practice.
8. If it is your intention to study the martial arts, seek out a school

with a teacher who will show you BOTH sets of skills. Your healthy development relies on the use of both your body and your mind.

### Summary of Lesson 17:

1. When we are conditioned to fight, we fight.
2. Sometimes an unexpected event can drastically change our conditioning — an event such as a bee sting, or being trapped in a net with an opponent.
3. When fear of not surviving causes us to create conflict, we can decide to act toward helping everyone survive so that both sides win.
4. Our “old” brain tells us to win a battle, take over, defeat the opposition.
5. Our “new” brain sees that there is a way to resolve conflict so that everyone succeeds.
6. There are many ways we can develop our “new” brain if we really want to.
7. Awareness is the light at the end of our tunnel. It is a sixth sense that we all have.
8. We cannot learn to end conflict unless we become aware of the conflict we create. With awareness, conflict stops!
9. According to the philosophy of the martial arts, the greatest weapon you have is your mind.
10. If you decide to study the martial arts, find a teacher who will teach you to use your mind as well as your body, because to be a strong person, you need to develop both.
11. The highest goal in the martial arts is to NOT fight!

### Preview of New Findings:

In our next lesson, we use our detective minds to explore:

- ☆ How we can go beyond conflict!
- ☆ Making important decisions on our own!

Don't forget your assignment: **Hear the Unhearable!**



## Lesson 18

# The Challenge: Going Beyond Conflict

### Breakdown of Lesson 18:

What does it mean to go beyond conflict?

What are some ways we all can go beyond conflict?

To look beyond conflict is to find a peaceful resolution.

### Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. A copy of *Possible Panel Topics, Exercise 18B* for all students.

**Review:** Welcome students to class. Conduct a small review, asking:

- ☛ What's the difference between our "old" brain and our "new" brain?
- ☛ What is the sixth sense we can all develop if only we want to?
- ☛ How does awareness help us end our conflict?
- ☛ What is the greatest weapon we have?
- ☛ What is the highest goal in the martial arts?

### Presentation Of Assignment 17:

#### Hear the Unhearable!

*Ask students to prepare their assignment sheets (17C). Ask for Volunteers to read their assignments. After each, ask:*

1. Did this exercise help you see your conflict in a new light?
2. What did you discover that you didn't see before?
3. How did it feel to stand in the other person's shoes?

4. Are you pleased with the outcome you want?
5. What do you think of resolving conflict in this way?

**Story:** Read aloud *The Empty Cup, Exercise 18A*. (Story is also found in *Eye Of The Hurricane*, by Dr. Terrence Webster-Doyle, p. 5. Show illustration, p. 4, if you have book.)

**Explore the Story:** After reading the story, ask:

1. What is the meaning of Kara-te?
2. What do you think it means to have an “empty self”?
3. How did the university professor prepare for learning all she could about the art of empty self?
4. How did the martial arts master respond to the professor’s question?
5. When he continued to pour tea, even after the cup was full and even when it began to run off the table, what was the martial arts master demonstrating?
6. What did the professor say, as she watched, shocked, the tea cup overflowing?
7. How did the martial arts master respond to the professor’s exclamation?
8. What do you think of the martial arts master’s comment to the professor about her mind being full of questions?
9. What do you think is the significance of the empty cup?
10. Do you think our minds are full of beliefs that sometimes keep us from seeing with beginners’ minds and learning with our “new” brain?

### **What Does It Mean to Go Beyond Conflict?**

1. The root of conflict comes from self-judgment. The part of us that we judge as “bad” is like a shadow. The more “bad” we believe we are, the more scary and painful the shadow becomes.
  - When our “shadows” grow and become very painful,

- do we want to deal with them?
- Would we rather sweep them under the rug and not talk about them?
  - Do we sometimes have bad dreams because of these shadows we create?
  - Do we sometimes project these painful shadows onto other people in our lives? Our family members? Our friends?
2. Sometimes our brain forgets that WE are the ones who created this shadow!
- Does judging your thoughts or feelings as “bad” cause a division in yourself?
  - Do you become a *judger* (the person who wants change) AND the *judged* (thoughts and feelings you believe are bad)?
3. Inside us is a “good guy” and a “bad guy” — “hero” and “villain.”
- Give an example of INNER conflict you have felt, or noticed someone else feel.
  - Give an example of OUTER conflict you, or someone else, has experienced. When have you seen a group, nation, political party, religion or culture create this kind of struggle?
  - Is this kind of competition positive or negative?
4. One of the most important facts we can learn is that judgment creates a division within us. When we judge anyone, including ourselves, or anything — once there is judgment, a war has begun!
5. You can heal the division in your brain.
- What do you think is the first rule in healing this division?
  - Do you think you have to stop judging your thoughts as “good” and “bad”?
  - Do you think you have to accept that, as a human being, some of your thoughts are going to be “positive” and some are going to be “negative”?

6. Here's a new thought: Instead of judging your thoughts, you can WATCH your thoughts, LOOK AT your thoughts and become aware of them — without judging!
7. Let's do an exercise that requires us to WATCH our thoughts — just look at them — quietly, peacefully. Are you ready?

**Activity: Watching My Thoughts!**

*This activity is designed to help students become aware of what causes their judgment. Give students enough time with each point so that they can sufficiently experience each part — perhaps taking half a minute to a minute, after you have read each point, for digestion.*

- ✓ Let's sit as quietly as we can. Let's get comfortable and quiet. *(Give them a few seconds.)*
- ✓ Close your eyes and think of a thought and feeling you have, or have had, that you believe is "bad." An example might be: "I hate So-and-So." *(Give them some time.)*
- ✓ Become aware of your thought or feeling. Don't reject it or try to do anything about it. Just look at it.
- ✓ Let your thought/feeling be there without your judging it as "good" or "bad."
- ✓ Try to see if you can determine what is behind this feeling. Where did this feeling start? Did it begin with self-hate? Self-judgment? *(Sit quietly for half a minute.)*
- ✓ Can you see how your outward judgment of this person may have begun with your own inner judgment of yourself? *(Give them time to digest this.)*
- ✓ Do you feel better knowing that you can do something about feelings of hate that live inside you?
- ✓ Thank students for participating in this activity. Ask them to open their eyes.

to

8. Let's add to our chart, Basic Formula For Understanding War (Exercise 5E).

**BASIC FORMULA FOR UNDERSTANDING WAR**

**Today's Entry is #11:**

*As you add #11 to the chart, read the entries that precede it. (See Exercise 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)*

1. I want to survive. (My old biological brain in action!)
2. I'm afraid! I have to fight or run — to survive!
3. I need help to survive! I'll join a tribe! A gang! A nation! (My old brain thinks this is what I need to survive.)
4. I become one with my tribe — school, gang, nation — identify with it, get conditioned to its patterns. The tribe's belief system becomes my belief system. I believe my conflict is over.
5. I deny my primal instincts. The belief I've adopted becomes my "ideal." I judge anything or anyone not my "ideal" to be wrong, bad. This creates conflict in me between the ideal and the actual.
6. The fear I've created in my brain is what I project outside myself. As a result, anyone outside my tribal belief becomes a threat — an enemy. I forget that I am the one who created the fear! And I am the one who created the enemy!
7. I create conflict between myself and others by creating differences and separation — which begin in my own mind.
8. The reason I have created an IMAGE for myself is for psychological identity (which is not real!) and physical security (which I don't get!). I am the one who has created this belief system. This image has come from my own mind!
9. I keep my violent feelings inside; when confronted by opposition, I explode!
10. With awareness, conflict stops! With no judgment, conflict ceases!
11. **My new awareness shows me I can learn to not judge myself and not judge others!**

9. You can do this kind of exercise a few minutes every day, or whenever you have the time. Waiting until you have a specific conflict is okay; but practice makes perfect, and the more you practice this process, the better at it you will become.
- Can you do this exercise anywhere?
  - Is the idea to STOP thinking?
  - Is the idea to WATCH thinking?
  - Do you think there are very good reasons for your thoughts and feelings, no matter what they are?
  - Do you think observing them and thinking about them might help you begin to recognize some causes of your inner conflict?
  - Do you think that once you can recognize causes of your inner conflict, you can learn to resolve it?
10. This kind of observation helps you develop INSIGHT.
- What do you think insight is?
  - Do you think it's the ability to SEE what's going on inside you?
  - Do you think developing the ability to SEE inside yourself helps you see what's going on inside others?

**THOUGHT FOR THE DAY:**

**We can always change and improve ourselves,  
but we must begin by accepting the person we are.**

**Acceptance leads to understanding.  
Understanding leads to freedom from conflict.**

**Activity: Healing the Division in My Brain!**

*Pair off students, allowing each student to work with someone he or she has not worked with before — but students need to feel comfortable with one another. Make certain that each student has a pencil or pen, and paper.*

### **Tell students:**

- ✓ Choose a violent thought or feeling you've had. It can be a real one, or one you've made up.
- ✓ Decide who will go first. Then, whoever goes first: Roleplay yourself or someone who feels violent.
- ✓ Go through the process of healing the division in your brain:
  1. Express your thought or feeling to your partner.
  2. Let the thought/ feeling just be there.
  3. Become aware of the thought and feeling.
  4. Try to see what is behind the hate, the violent feeling. Tell your partner something you think might be behind these strong feelings you have.
  5. Is there an inward hate or violent feeling toward YOU that may have started this reaction in you? Tell your partner about the feeling of hate or violence you have toward yourself.
- ✓ Now, watch your thoughts and feelings without judging them.
- ✓ Immediately write down some thoughts you have about going through this process.
- ✓ Now, switch places. The second person in the pair will go through the same process.

Thank students for participating in this exercise, which we all know is not always easy. Ask for Volunteers to read what they wrote down as a result of this exercise.

Take the time to congratulate students on their excellent work. This is a new process for them, and encouragement is always a plus.

### **What Are Some Ways We Can Go Beyond Conflict?**

1. When we can talk to each other about how we create conflict — honestly and freely — and admit our conflict-making thoughts to each other, then we can work together to end our conflict.

- How do you feel about talking to friends and family about your conflicts? Can you do it?
  - What steps do you think you can take to make this revelation about your conflicts easier?
  - Does it help you to know that the person you will be revealing your conflict to is also going to reveal his/her conflict to you?
  - Do you think that this kind of talking, honestly and freely, can help reduce conflict? Why do you think so?
2. Peace is always in you. YOU play a big part in preventing it from happening.
- Do you believe the potential for peace is always inside you?
  - Do you believe that each of us gets in the way of our own peace?
  - What steps do you believe you can begin taking today to stop yourself from preventing peace from happening?

**Start a Chart: Ways to Go Beyond Conflict**

*Put up a new chart (see Exercise 18B), encouraging students to list ways they are learning to go beyond conflict. Some starter entries might be:*

1. Respectfully ask questions rather than just accept what I'm told.
2. Respect all people but learn to think for myself.
3. Sometimes with my eyes closed, I can see more clearly.

**Assignment 18: Traveling Beyond Conflict!**

*Give a copy to each student of ONLY THE SECOND PAGE of Exercise 18C, that has on it "Possible Panel Topics." Read aloud the instructions that appear on the first page of Exercise 18C. The reading of these instructions and preparing for this assignment will take the rest of this lesson.*

### Summary of Lesson 18:

1. Our minds are full of beliefs that sometimes keep us from seeing things as they truly are.
2. The root of conflict comes from self-judgment. The more “bad” you think you are, the larger and more painful the shadow becomes.
3. Sometimes we “project” our hurt feelings onto other people, blaming THEM for the pain WE feel.
4. Sometimes our brain forgets that WE are the ones who created these thoughts and feelings.
5. Self-judgment creates a division inside us. Part of us thinks we are a hero; and part of us thinks we are a villain.
6. We can heal the division in our brain. We created the division, so we can heal it!
7. We can learn how to WATCH our thoughts rather than JUDGE them.
8. By watching, we become AWARE of our thoughts and feelings. Once we are aware of them, and we do not judge them, we have stopped conflict in its tracks!
9. If I do not judge myself, I will not judge others either!
10. To go beyond conflict, we must allow ourselves to speak honestly and freely, and admit our conflict-making thoughts to one another. Then, we can work together to end our conflict.

### Preview of New Findings:

In our next lesson, we use our detective minds to explore:

- ☆ Our new brain!
- ☆ The basic formula for understanding what prevents peace!

Don't forget your assignment: **Traveling Beyond Conflict!**



## Lesson 19

# Our New Brain Wants a Peaceful World

### Breakdown of Lesson 19:

Learning to master ourselves.

Traveling beyond conflict takes practice.

Basic formula for understanding what prevents peace.

### Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Copy of Exercise 19A, Basic Formula For Understanding What Prevents Peace.
- C. Table and three or four chairs in front of room for panel discussions.
- D. A copy of *Fighting The Invisible Enemy*, by Terrence Webster-Doyle.

Welcome students to class. Conduct a small review, asking:

- ☛ What keeps us from seeing things as they really are?
- ☛ Do you think our conditioned beliefs are at the root of conflict?
- ☛ Who creates the “bad” thoughts and feelings in our brain?
- ☛ Do we have good reasons for these thoughts and feelings?
- ☛ Do you and I have the power to heal the division in our brain?
- ☛ How can we begin to heal this division?

### Learning to Master Ourselves

1. Here is a quotation written by a martial artist named Lao Tzu.

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

- What does this quote mean to you?
  - Which seems easier: mastering others, or yourself?
  - Which seems more interesting to you? Why?
  - Do you think getting to know yourself can be fascinating?
2. Many people believe that “experts” and “authorities” know us best, and that we ought to consult them for answers to our problems.
- What do you think about that?
  - Do you think, for example, that psychologists, doctors, dentists, and other experts know us better than we know ourselves?
  - Do you think these professionals devise “cures” for us based on what we know about ourselves that we tell them?
3. As wise masters and investigating sleuths, we must trust our own observations. We go to the professionals when we need help we cannot provide ourselves, but we know best what our bodies and minds tell us.
- When you go to see a doctor, what kinds of questions does your doctor ask?
  - How do political “experts” determine what is best for our country? Do you usually agree with them?
  - When a psychologist helps a confused person, what kinds of questions does the psychologist ask the patient? Are they questions about the patient’s self?
4. Thinking for yourself is an open-ended process that comes up with a hypothesis, rather than a conclusion.
- Why is a hypothesis better than a conclusion?
  - Does a conclusion imply that there is a single answer?
  - Does a hypothesis answer some questions but leave the door open for other possible answers?

## Traveling Beyond Conflict Takes Practice

### Presentation of Assignment 18:

#### Traveling Beyond Conflict!

*Ask for a Volunteer group to begin presentation of their panel discussion. Ask this group to come to the front of the room and sit at the table and chairs you have prepared.*

- ▼ Ask a group member to write the title of their discussion topic on the board.
- ▼ Ask the group to handle their presentation any way they like. More time has been left in this lesson to explore all the groups' panels and to engage in discussions that can help clear up any misunderstandings that might remain.
- ▼ After each presentation, ask group members:
  1. Why did you choose this topic? What did you want to learn about it?
  2. Do you feel your group handled its topic well?
  3. Do you think everyone participated equally?
  4. What did you learn about each other in this process?
  5. Did you have any "old" brain thoughts during this process?
  6. Were there any conflicts that arose during the preparation of your presentation? If so, how did you deal with them?
  7. What was your favorite part of working on this panel?
- ▼ Then, ask the rest of the students:
  1. What do you think of this panel?
  2. Do you have any other information you would offer this panel?
  3. Would you recommend this panel to the United Nations?

- ▼ Thank this panel, and move to the next panel, asking the same questions.

## Basic Formula For Understanding What Prevents Peace

### What We Do

*Pass out copies to each student of Exercise 19A, Basic Formula For Understanding What Prevents Peace. Read through them in order. Then, ask students:*

Throughout this curriculum, we have been adding entries to our *Basic Formula for Understanding What Prevents Peace*. Now we can begin to understand what we do and why we do it!

1. What is our first basic instinct that drives us to do the things we do?
2. Does our drive to survive come from our “new” brain?
3. When we are afraid, what are the two actions we most often take to survive?
4. When we fight, or when we run, do we feel our conflict is resolved?
5. When we believe the only way we can survive is with help, what do we do?
6. When we join a group, do we instantly resolve our conflict?
7. When we identify with our group and get conditioned to its patterns, and believe everything the group believes, is the conflict over?
8. When we adopt an “ideal” way to be, and that ideal way is different from how we actually are, are we resolving conflict? Are we creating conflict?
9. When I’m afraid, and project my belief that someone is my “enemy,” where does this fear and this belief come from?
10. Do these beliefs I’ve adopted create friendship? Separation? Differences? Equality? Togetherness?
11. What happens when I keep my violent feelings inside?
12. What happens when our country keeps its violent feelings inside?

## **What We *Can* Do**

1. What is the number one action that stops conflict?
2. What does awareness do to our desire to judge?
3. With no judgment, does conflict actually cease?
4. Can we learn to not judge ourselves?
5. By not judging ourselves, can we learn to not judge others?
6. Can I respect myself for being whoever I am?
7. Can I respect others for being whoever they are?

### **Assignment 19: I Make a Pledge!**

*Pass out copies of Exercise 19B, I Make a Pledge, to all students.  
Read instructions aloud.*

**Story:** Read “I Will Fight No More Forever,” in *Fighting The Invisible Enemy*, p. 61. As you read, bring Nez Perce Indian Chief Joseph’s words to life as best you can. Afterward ask the following:

### **Explore the Story:**

1. In the past, the Native American was often depicted as a savage, as an enemy of European settlers. Why do you think that happened?
2. Do you believe the West was won with “heroism”?
3. When you consider that the West was won by one set of human beings killing another, what do you think about the wars between the “cowboys” and the “Indians”?
4. Do you think the European settlers and Native Americans could have found a way to resolve their conflict?
5. What would you recommend to them if you could talk to those Europeans today?
6. What would you recommend to those Native American Indians if you could talk to them today?
7. How do you feel listening to Indian Chief Joseph’s words?

8. What brought the Chief to his decision to fight no more, forever?
9. If you could speak to the Chief today, what would you say?
10. War has been our tradition. Do you think it has to continue to be our tradition?
11. What can you personally plan to do to keep it from remaining a tradition?

### **Summary of Lesson 19:**

1. The first person we must learn to know is our self.
2. Once we know our self, no “expert” or “authority” can presume to know us better than we do.
3. When we can rely on ourselves and trust our own observations, we can make decisions about our lives ourselves.
4. Thinking for ourselves, we come up with hypotheses rather than conclusions.
5. We can work together in a group and acquire more information working together and sharing ideas, rather than simply adopting a group’s ideal way to be.
6. We have a basic formula for understanding how we prevent peace. Using this formula, we can learn to do everything in our power to let peace happen.
7. With awareness, we lose the desire to judge ourselves or others.
8. We can learn to respect ourselves for whoever we are.
9. We can learn to respect others for whoever and whatever they are.
10. Each of us, in our own way, can do something to promote a peaceful world.

### **Preview of New Findings:**

In our final lesson, we use our detective minds to explore:

- ☆ Peace can happen in an instant!
- ☆ No war, no more!

Don't forget your assignment: **I Make a Pledge!**



## Lesson 20

# Peace Can Happen in an Instant!

### Breakdown of Lesson #20:

Peace can happen in an instant.  
No war, no more!

### Materials Needed:

- A. Chalk and chalkboard, or large paper pad with felt pen.
- B. Read before class "No War, No More!" (Exercise 20A) so that you are familiar with its contents.

**Review:** Welcome students to class. Ask:

- ☛ What's the advantage in working toward mastering yourself rather than trying to master others?
- ☛ What's the advantage in working *with* others toward a common goal that allows everyone to win something?
- ☛ Would you rather do your own thinking or depend on "experts" or "authorities" for all your information?
- ☛ When we are struck by our human drive to survive, what are our options?
- ☛ Where do you see yourself playing a major part in our *Basic Formula for Understanding Peace*?
- ☛ Have your perceptions of AWARENESS and RESPECT altered during the last few weeks? In what way?

**Story:** Read aloud "No War, No More!" in Exercise 20A (also in *The Flight Of The Golden Eagle*, by Dr. Terrence Webster-Doyle. This story takes a while to read. Give it your all!

### Explore the Story:

1. Do you think the captain spoke well when he said, “We do not want to fight, but we will not be taken prisoner”?
2. Do you think the town spokesperson spoke well in saying, “We must protect our land and our people”?
3. What moved the focus of attention from what would have been warring factions?
4. When the boy cried out, the captain, sailors and townspeople were suddenly drawn together. What became their common focus?
5. Who saved the boy from falling to his death?
6. Did the sailors and townspeople forget, for a moment, that they were “enemies”?
7. Were these people enemies one moment and friends the next moment? Did these people actually change from one moment to the next?
8. What DID change that made them enemies in one moment and friends the next?
9. Did their focus and their needs and, therefore, the way they viewed their situation change?
10. Can peace happen in an instant?

### Peace Can Happen in an Instant

1. War has been with us since the beginning of human time.
  - Do you think, therefore, that war must always be with us?
  - Do you believe that people who have been enemies for years — maybe centuries — will remain enemies forever?
  - What does it take for people who have been enemies for so long to change and become friends?

2. Peace can be with us from this moment on.
  - Do you think that if everyone plays a part, we can become peaceful humans living in a peaceful world?
  - What part do you want to play in this effort?
  - Which people and organizations would you want to contact to lend help in this effort?

**Presentation of Assignment 19:**

**I Make a Pledge!**

*Ask students to prepare their assignment sheets (Exercise 19B).*

*Ask for a Volunteer to read a pledge. Ask:*

1. Is this a pledge you feel comfortable committing to?
2. How will you proceed with your pledge?
3. Have you already begun? When will you begin?
4. Does this pledge involve the participation of other people?  
Who?
5. Has anyone else in our class made a similar pledge?

*Ask for more volunteers, asking the same questions, giving every student the opportunity to speak. Ask:*

1. How can we keep track of our pledges?
2. Should we have a committee keep track and report in?
3. Who wants to be on this committee?
4. How will this committee divide up its duties?
5. Will each committee member be responsible for 3 or 4 students to follow up with?
6. How will the class instructor be informed of your progress?
7. Will other students in the class want to be informed of this progress?
8. Who will be on a team to keep us informed?

### Activity: The Double Standard

- ✓ Divide students into groups of three or four.
- ✓ *Write on the board:*  
If attacking another person is considered a crime,  
but one country attacking another country is applauded  
as a righteous act, how can we have peace?
- ✓ Ask students to do the following:
  1. Discuss this double standard among the members of your group.
  2. Lay out a plan for how you would present a change in this kind of thinking to the leaders of your country, considering:
    - A path to new awareness.
    - A way to spread this awareness.
    - A plan of education for children.
    - A way to educate adults.
    - People you would choose to conduct this awareness education.
    - How you would filter necessary information to be sure it got to where it was supposed to go.
    - The time period you believe would be necessary to carry out this plan.
- ✓ Give the groups 15 to 20 minutes to work out their plan. Ask them to take notes, so they can report to the rest of us.
- ✓ Call time.
- ✓ Ask one member of each group to give us a summary of the group's work, allowing other group members to add any other details.

## **No War, No More!**

1. Congratulate students on a job well done.
2. Leave enough time to celebrate the progress made and the new way of thinking that has been achieved.

### **Ways To Celebrate:**

1. Have a party to celebrate your new ways of thinking.
2. Pass out certificates of completion.
3. Give awards for outstanding contributions.
4. Discuss what you would want a follow-up curriculum to be.
5. Write to Atrium Society Publications to tell them what you think of this curriculum.
6. Raise money for peace foundations.
7. Read peace success stories out loud.
8. Have a community celebration in the name of peace.
9. Find as many people from different foreign countries as you can, and invite them to your celebration.
10. Write poems and stories to be read today, illustrating how peace can happen in an instant!

### **THOUGHT FOR THE DAY:**

**In the past:**            **Survival meant fighting. Our old brain wanted us to do anything to survive.**

**Today:**                **We still rely upon our old brain. We still fight.**

**In the future:**        **We need to develop our new brain. Fighting will no longer mean survival. If we want to survive in the days and years to come, we will have to learn to NOT fight.**

### **Summary of Lesson 20:**

1. Peace can happen in an instant!
2. When people focus their attention on saving people rather than fighting with them, peace happens.
3. It is possible to look at a potential “enemy” and see a way to make that enemy a friend.
4. The way we look at the world depends on how we think.
5. War has been with us since the beginning of human time, but it doesn’t have to stay with us.
6. I can be myself, and still respect others for being themselves.
7. Each of us can play a part in making the world a peaceful place. We have only to decide what part we want to play.
8. We all have a common interest in peace — for our own welfare, for those people around us we care about, and for future generations.
9. Attacking another person is considered a crime. One country attacking another is often applauded. This double standard is the cause of great conflict.
10. Congratulations on your good work!

### **Preview of New Findings:**

- ☆ We all can move ourselves beyond conflict!
- ☆ We all play a part in a peaceful world!

Don’t forget your assignment: **Live a Peaceful Life!**