

LESSON #1

Where Did Prejudice Begin?

Breakdown of Lesson #1:

The Roots of Prejudice
What Does It Mean to Survive?
A New Threat to Survival

Materials & Tools Needed:

Tool 1A: Prepare additional questions to ask students.
Tool 1B: Create chart: “Words I Use When I’m Prejudiced”
Tool 1C: Consider possible meanings of the quote beforehand.

Note: Welcome students to this new curriculum. As you ask questions, encourage ALL responses. Help students understand that there are no “right” or “wrong” answers. A “mistake” means there’s something to learn.

The Roots of Prejudice

1. Ask students:

- Do you believe that you have no prejudices? Would you be surprised to learn that you do?
- If you discovered that you do have prejudices, would you want to keep them? Change them? Talk about them?
- Have you ever questioned the things you learn — at home? From friends? At school? On television? On-line?
- Do you accept as truth the things people tell you, or do you listen to other people’s opinions and then make a decision based on your own thinking?
- If you had prejudices, what do you think would be their roots?

2. Tell students:

- Little children have no prejudices. Their minds are free. They don't see differences between people.
- Somewhere between being a tiny child and becoming a young person, we start to see differences, and we learn prejudice.
- Millions of people have suffered and died because of prejudice — all because they didn't understand it.
- To put an end to prejudice, we must understand what creates it — at its roots — inside ourselves.
- This means that, besides looking at what other people say and do, we have to look at the way WE think and the way WE act, and understand that, too.

3. Read aloud the story “The Roots of Prejudice,” on page 17 of the book, *Why Is Everybody Always Picking On Us?* As you read, make the story come alive with your voice. Afterward, ask students:

- What are some repeated practices that are performed by The Rock Tribe?
- How did these practices become customs and habits?
- How did their habits turn into beliefs and traditions?
- How did the Rock Tribe's thinking become automatic, programmed — “conditioned”?
- Did they stop to ask why they were living by the Tribe's laws?
- Why did Tribe members live by all these traditions and laws? What did these practices give them?
- Do you think, if you'd lived back then, you too would have felt more safe, more secure, having traditions and repeated practices to help you survive?

Go to Tool 1A, "I Am Prejudiced!"
Do this exercise with students. Then return to this page.

What Does It Mean to Survive?

1. Ask students:

- Do you think we still live in tribe-like situations today? What kind?
- Do you belong to any groups or organizations that are like a tribe? Do you think a political party — like the Democrats and the Republicans — are like tribes? In what ways?
- Do you think the tribes we have today contribute to our survival? In what way?
- Would you be surprised to learn that living in tribe-like situations today can give us the opposite of what we need?
- Can you think of a reason why tribe-like organizations today may be a threat to the security and safety of the human race?

2. Tell students:

- Today, the world is a smaller place than it used to be. We can travel around the world in a day, or talk with people around the world in moments.
- As a result, people all over the world depend on one another for survival. Today, certain tribe-like groups may not contribute at all to our safety and may be a *threat* to the security and survival of the human race. The reason? They *separate* people.

- There are two kinds of survival — physical and psychological.

PHYSICAL SURVIVAL. We survive physically when we have enough to eat and drink, clothes to keep us warm and a place to live. Ancient tribes helped members survive physically by guaranteeing them food, clothing, shelter and protection.

PSYCHOLOGICAL SURVIVAL. We survive psychologically when we *feel* safe and secure. Ancient tribe members were required to “identify” with their group and follow the group’s customs and beliefs. This dedication to the group made it more powerful — better able to care for its members.

3. Ask students:

- What are the elements of physical needs?
Are they food, clothing and shelter?
- What are the elements of psychological needs?
Do they include whatever makes us *feel* safe and secure?
- What elements made The Rock Tribe feel safe and secure?
- What are some things that make YOU feel safe and secure?
- Do you think that the best way to get a sense of safety and security is to have BOTH our physical and mental needs satisfied? Why?

A New Threat to Survival

1. Tell students:

- With their physical and psychological needs covered, The Rock Tribe felt safe.

- Over time, individual tribes like The Rock Tribe grew bigger until their territories began to bump into other groups' territories.
- Since everyone needed food, clothing and shelter, each tribe began to see other tribes as THREATS to their physical survival.
- Since their psychological survival was tied to their physical survival, they believed their traditions were also threatened.
- This created CONFLICT between all the tribes. Not only over territory and physical needs, but also over whose beliefs would dominate, whose birthright should rule, and whose laws ought to govern.

2. Ask students:

- Do we still fight today over enough food, enough land, enough clothing?
- Do you think that science has developed tools and technology that now give us the ability to create plenty of food, clothing and housing for our physical needs?
- Do you think science has helped us resolve psychological conflict, too, or do you think science is unable to resolve the different ideas people have about "how life should be"?
- Was it The Rock Tribe's fear that created conflict between them and other tribes?
- Do you think fear we feel today creates conflict between us and people around us? How so?

3. Tell students:

- The best way to understand the meaning of prejudice is to experience it first-hand.
- In this curriculum, we will put prejudice under a microscope and examine it according to the four stages of learning.

The Four Stages of Learning

- Stage 1:** We *think* about prejudice and what it generally means.
- Stage 2:** We *remember* how prejudice has personally affected us or people we know.
- Stage 3:** We *observe* prejudice as it happens in our brain. This awareness is called “insight.”
- Stage 4:** We *talk with one another* about the prejudice we observe.

**Go to Tool 1B, “Threats to My Survival!”
Do this exercise with students. Then return to this page.**

4. Ask students:

- I have put up in this room a chart called “Words I Use When I’m Prejudiced.” Can everyone see it?
- Do you think it’s possible that we use prejudiced words without being aware that we’re using them?
- How would you define “words of prejudice”?

**Go to Tool 1C, “Words I Use When I’m Prejudiced!”
Do this exercise with students.**

TOOL #1A - ACTIVITY
I Am Prejudiced!

Have as much fun with this activity as you can. It's good for students to catch themselves in the act of prejudice, and it's okay for them to laugh in recognition of their human foibles.

- Tell students that you're going to walk around the room and begin an unfinished sentence which you want them to complete.
- Move around the room quickly; give every student the opportunity to fill in a blank.
- As you cover the room, stop and indicate that a certain student should finish the sentence. Here are some sample sentences:
 1. **"I am prejudiced. Sometimes when I see someone very different from me – I don't think I'll ever actually do this, but I feel I would really like to _____."**
 2. **"It's hard for me to admit that I'm prejudiced, but the last time I remember acting in a prejudiced way was ____."**
 3. **"I am prejudiced. The last time I felt superior to someone was _____."**
 4. **"I am prejudiced. The last time I felt fear toward someone was _____."**
 5. **"I am prejudiced. I like telling people what to do because I feel some people ought to _____."**
 6. **"I am prejudiced. The main thing I really don't like about people who are _____ is _____."**
- Add your own sentences that will apply to your particular students — but make them about prejudice!

TOOL #1B - ACTIVITY

Threats to My Survival

Encourage students to talk about real threats they feel – the threat of an oncoming cold, the school not winning a competition, or the threat of a bully. Allow students to be shy, funny, serious, angry – whatever it takes to give them an opportunity to honestly speak about the subject of threat.

Ask students:

1. Do you think there are threats to your survival?
2. Where are these threats? At home? At school? In the world?
3. What's one threat to your survival that you feel today?
4. Why do you believe this is a threat?
5. If you could do anything, how would you resolve this threat?

Tell students:

1. Let's follow the four stages of learning.
 - Stage 1:** **Think** about a threat you feel. What does this threat mean to you?
 - Stage 2:** **Remember** how the threat has personally affected you or people you know. How has it affected you?
 - Stage 3:** **Observe** this threat as it happens in your brain. Allow yourself to look at it, even if it's scary. What do you see when you let yourself look at this threat?
 - Stage 4:** **Talk about it** as you observe it. What do you want to say about this threat?

TOOL #1C- ACTIVITY

Words I Use When I'm Prejudiced

- Put a chart up in the classroom: WORDS I USE WHEN I'M PREJUDICED.**
Every day invite students to add words and phrases to the list.
- Tell students:**
 - One way to recognize when we're being prejudiced is to examine the words we use.
 - Sometimes our vocabulary gives away our prejudiced feelings.
- Ask students:**
 - Which of the following statements are clear signs of prejudiced feelings?
 1. **"He's stupid!"**
 2. **"She should do what I tell her to do."**
 3. **"All people from his country are jerks."**
 4. **"What they ought to do is change their ideas."**
 5. **"I think that's a really dumb idea."**
 6. **"Can't you ever do anything right?"**
 7. **"No one could possibly understand how I feel."**
 8. **"Anyone who believes that is a fool!"**
 9. **"You'll never amount to anything!"**
 10. **"Your country and my country can never be at peace."**
 - If you guessed all of the above, you're right! What words give away the speaker's prejudice?
- Tell students:**
 - This chart will stay up during our entire course study.
 - Feel free to write an entry on this chart any time!

LESSON #2

What We're Taught To Believe

Breakdown of Lesson #2:

The Highest Level of Understanding
What Does Prejudice Mean?
What Does It Mean to Be "Different"?

Materials & Tools Needed:

Tool 2A: Create more statements for "I Believe It!"
Tool 2B: Read through roleplay to make sure you understand it. Make a copy of only the roleplay for each roleplayer.
Tool 2C: Cut fears into strips. Create more fears, based on what you know about your students; cut into strips. Put all strips in bag or hat.

The Highest Level of Understanding

1. Ask students:

- When you hear or read news reports about clashes between races, religions and cultures, what thoughts do you have?
- Are there so many that you find it difficult to pay attention to them all, or do some grab you more than others? What are some that have affected you?
- Did you know that the main purpose of scientific thought is to make correct predictions about events in nature? Why would we want to do that?
- Do you think the reason may have something to do with survival? Is that the reason we want to be able to predict rain? Snow? Earthquakes? Tornadoes?

2. Tell students:

- There are other ways to survive besides being able to predict the weather, or the next hurricane.

- Learning how to protect ourselves from fear, ignorance and day-to-day pressures is another way to survive.
- Examining prejudice in ourselves teaches us how to survive at the highest level of understanding — learning how to get along with other people.

**Go to Tool 2A, “I Believe It!”
Do this exercise with students. Then return to this page.**

What Does “Prejudice” Mean?

1. Ask students:

- If you throw a punch and hurt someone, is there a chance you’re going to hurt your hand, too?
- Do you think prejudice is like that? Does it hurt everyone? Not only the person bullied, but the bully, too?
- Do you think we humans often don’t think before we act?
- What’s an example of a time you acted without thinking?
- How did you feel after you thought about what you had done?

2. Tell students:

- The first step in becoming free of prejudice is learning to question everything you see and hear.
- Let these words become some of your favorites: Who? What? Where? How? Why?
- The act of prejudice is based on *judgment* — not fact.
- There are times when we believe we are stating a fact when, in fact, we are expressing an *opinion* or making an *assumption*.

- Prejudice is judging, assuming or expressing an opinion *before* we have all the right information.

3. Select a student, and ask:

- What do you think of pineapple-garlic ice cream?
- Have you ever tasted it? In other words, have you ever had a first-hand experience with it?
- Why do you feel that way about it? Do you have all the right information? How do you know?

4. Select another student, and ask:

- What do you think of Martin Luther King, Jr.?
- Have you experienced first-hand what he was talking about?
- What do you know about his background? Is what you know a fact, or your opinion?

5. Select another student, and ask:

- What do you think of (name a student in the room)?

We want to have fun with these exercises and not offend anyone. You know your students. When you name someone, make sure it's someone that the respondent will know something about.

- Is your opinion based on fact? Someone's opinion? First-hand information? Prejudice?

6. Tell students:

- When we call someone a name — “stupid” for example — and we assume the person is dumb, or crazy, or unlikeable, without knowing the facts — that's prejudice.

- Prejudice is judging a person or group that appears “different” from us.
- Prejudice is judging people because we don’t understand their thoughts or actions.

**Go to Tool 2B, “Judging Beforehand!”
Do this exercise with students. Then return to this page.**

What Does It Mean to Be “Different”?

1. Ask students:

- What could make you hate someone you’ve never seen?
- What’s something “different” about someone you’ve seen that would give you strong feelings about that person?
- How would it make you feel to know that someone you know hates you because you’re different?
- Can you think of a time someone tried to hurt you, or bully you, because you were different?
- As a result, do you now have feelings of prejudice toward that person?

2. Tell students:

- This is how prejudice grows.
- And this is how prejudice can rot inside us. It decomposes everything healthy around it, and the decay spreads.
- Although prejudice is something that happened in the past, it can continue, and make you unhappy in the present.

- The next time you notice a feeling of prejudice creep up inside you, think about what gave you that unhappy feeling in the past.
- Then, ask yourself: Do I want to hang on to that unhappy feeling, or would I like to move on?

3. Ask students:

- If you discovered there was a new theme park in town that had a wild ride — something you'd never experienced before — would you instantly hate it?
- If you learned that there's a new candy bar on the market that 's so different from anything you've ever tasted that you'd never want to eat any other candy again, would you be interested in what makes it different?
- If a new automobile came out that was more powerful, more beautiful — different from any car you'd ever seen — would it scare you? Or would you want to take it for a ride?
- What makes something “different” unappealing? What makes someone “different” unappealing?
- Why would someone who walks, talks, dresses, thinks or acts “differently” be less exciting than a new flavor of ice cream, a new shade of make-up, or a new car?

4. Tell students:

- Prejudice can lead to a hostile attitude toward a person or a group.
- You and I can be taught to think in ways that make us dislike, or even hate, another person without ever understanding why.
- All over the world, little conflicts go on every day. Imagine how much prejudice must exist to create a tremendous conflict like war.



**Go to Tool 2C, “Bag of Fears!”
Do this exercise with students.**

TOOL #2A - GAME

I Believe It!

- Tell students you're going to play a game called "I Believe It!" Tell them:

"I'm going to make a statement. If anyone believes it, shout, '**I believe it!**' If you're the first to say you believe, you get to come up and take my place. If you're the first to say, '**I don't believe it!**' you need to write on the board, and say aloud, 'The difference between a fact and an opinion is judgment.'"

- Use the following statements, or make up some of your own:
 1. The reason most bullies become bullies is because they were once victims.
 2. Once we feel like a victim, it's human nature to want revenge.
 3. The only way to no longer feel like a victim is to seek revenge.
 4. When we want revenge, it's usually because we're afraid of something.
 5. When we're afraid of something or someone, we are not prejudiced.
 6. When we're afraid of something or someone, it helps to stop and think about what we might be afraid of.
 7. When we take a moment to stop and think, we stop the prejudice in its tracks.
 8. When we can stop the prejudice in its tracks, we contribute to conflict.
 9. When we can prevent conflict — in our minds as well as between ourselves and another person — we create peace.
 10. Peace comes from engaging in conflict.

TOOL #2B – ROLEPLAY

Judging Beforehand!

Before the Roleplay:

- Ask for two Volunteers to read a roleplay situation. Give the Volunteers a moment or two to read through their scripts so they understand the parts they're supposed to play. If they've never done this before, help them understand what they're supposed to do.
- If you prefer to pre-plan this class, you can give copies of the script to the two Volunteers the day before class and ask them to study the parts so they can read them well. You may want to give them instruction on what you hope to get out of the roleplay.
- Explain to the Volunteers that it's important for them to get into their parts and to read with enthusiasm.

Do the Roleplay (see next page).

After the Roleplay:

- Ask students:
 1. What's the first sign of prejudice that you recognize in this roleplay?
 2. What words or phrases give the speaker away?
 3. Do the speakers know this person they're talking about?
 4. Do they have first-hand experience with this person?
 5. Are they judging this person before they ever meet her?
 6. Have you heard this kind of prejudice recently? What was the situation?
 7. What would you say to these two people if they shared these feelings with you?

TOOL #2B - ROLEPLAY

Roleplay: Judging Beforehand

CHANDELL

Have you seen that new kid who just came to our school today? She wears the weirdest clothes and has a strange mark on her forehead.

PETROL

I thought she was visiting for the day. She's going to be here forever? Oh, no. Who's class is she in?

CHANDELL

I don't know. But she doesn't wear any make-up and she doesn't say a word. Someone told me she can hardly speak because she's just learning the language. Can you imagine?

PETROL

If she can't speak the language, what's she doing in this school? How stupid can you be to not know how to say hello and goodbye?

CHANDELL

If I were her, I'd just pack my bags and go back to where I came from.

TOOL #2C - ACTIVITY

A Bag of Fears!

Use a hat or bowl

- In a bag, hat or bowl, put slips of paper, each of which has a fear written on it. Use examples below, or you can add some of your own.
- Ask each student to select a slip of paper, open and read it.
- After the fear is read aloud, ask the student to think of any thought or action that might have caused such a fear.
- Then ask: Do you think this thought or action is based on some form of prejudice? What kind?

I'm afraid I'll make a mistake.

I'm scared of getting a bad grade.

I'm afraid people won't like me.

I'm afraid of nothing.

I'm afraid of everything.

I'm scared of people I don't know.

I'm afraid of large dogs that bite.

I'm scared I have nothing to say.

I'm afraid people aren't interested in what I have to say.

I'm scared I won't earn enough money.

I'm afraid of losing.

I'm afraid of winning.

LESSON #3

Our Mechanical Brain

Breakdown of Lesson #1:

Do We Protect, or Do We Learn?
We Have a Mechanical Brain
Scientific Mode for Understanding

Materials Needed:

Tool 3A: Bring bricks to class, or prepare pieces of paper as noted.
Tool 3B: Prepare strips of paper with the noted phrase on each one.
Tool 3C: Prepare photos from magazines, ads, or posters.

Do We Protect, or Do We Learn?

1. Ask students:

- When you hear or read a news story that's shocking, do you want to forget about it, push it away, protect yourself from the horrifying details?
- Do you think prejudice has been taught as something that we shouldn't even look at, because it's bad — that it's something we should protect ourselves from?
- Do you suppose that doctors, police officers and scientists often have to face situations that they would rather not see?
- Do you think medical staff, police and scientists learn to look as factually as they can at a situation, so that they can discover the problem and resolve it?
- Is it sometimes difficult to decide whether you want to protect yourself from a situation, or learn from it?
- What do you think is a deciding factor in your decision? Your feelings at the time? What you've been taught? Your drive to survive?

2. Tell students:

- Scientists know it's important to remain fair and impartial when exploring the causes — the roots — of any subject.
- For you and me, it's important, too. If we decide that any person, place or thing is “bad” before we've even explored the situation, then WE are being prejudiced.
- Learning about prejudice requires a mind that looks *without judgment* at the root-causes of prejudice.
- If you've ever suffered as a victim of prejudice, then you know the damage it can do.
- Whether you've felt the pain of prejudice or not, it's your job to understand how prejudice happens. Once you know how it happens, you can prevent it.

**Go to Tool 3A, “Four Bricks!”
Do this exercise with students. Then return to this page.**

We Have a Mechanical Brain

1. Tell students:

- When your TV screen gets diagonal lines in it, there's a good chance that something mechanical has gone wrong.
- Prejudice is like that. Prejudice is a mechanical difficulty in the brain.
- Prejudice is like a machine in our heads that programs us to act in ways that are hurtful — ways that create static and conflict.

- A thought can get programmed into our head and create a groove there, where it becomes ingrained in our thought process.

Example:

The only way to resolve a conflict between you and another person is to fight it out and, hopefully, win.

2. Ask students:

- Are these words true?
- Are they based on fact?
- Are they anything more than a thought?
- Are they anything more than an image created by a thought?

3. Tell students:

- A **thought** enters your brain once.
- You get an **image** in your mind.
- The image, repeated, becomes a reinforced **message**.
- The message is backed up by a **feeling**.

4. Write this on the board, or on a chart for students:

Thought + Image = Message + Feeling

- Together they make a “think/feel” — a feeling associated with a thought.
- One day you see the person who made the comment, and the “think/feel” kicks in.

- Since it happened in the past, it's now a "thought/felt."
- It's mechanical. It's automatic. You can't control it. The "thought/felt" triggers the image. The image is projected onto your brain — like a movie projector projects an image onto a screen.

4. Ask students:

- Is this image real?
- If it's an image in your brain, does it have to be real?
- How can you tell whether the image is real or not?
- If you do fight and someone wins, is the conflict over?
- Is there a way that everyone can win?

5. Tell students:

- The thought — the only way to resolve conflict is by fighting — is not real.
- The image is not happening in the real world outside yourself.
- The image is happening in only one place — you're brain!
- You believe that what your brain has told you is factual, but you've been judging instead!
- And all the time you've been judging, you have not been understanding.

**Go to Tool 3B, "A Mechanical Difficulty in My Brain!"
Do this exercise with students. Then return to this page.**

Scientific Mode for Understanding

- Tell students:** To keep our minds in a mode of operation that promotes understanding, here are five goals. (*Write each goal on the board, or on a chart, as you ask the following questions.*)

1. Remain cool and calm.

- Are there advantages to remaining cool and calm? What are they?
- Are you better able to think and act in an objective way? How well do you function when you're upset?
- What are the chances of understanding a situation when you're so angry that you can't speak?
- At those times when you need to be cool and calm, how do you get yourself there?
- There are many ways to get there. What's yours?

2. Explore all parts of the machinery.

- When you look at a broken clock, how do you know which part of the machinery isn't working?
- When a car doesn't start, how do we figure out the problem?
- Have you ever looked through a large piece of crystal? If you look through one angle, you see blue. If you look through another, you see red. Does our perspective depend on what angle we see from?
- When you're upset or in a hurry, do you usually take the time to see a situation from every possible point of view?

- What do you think you could do to make sure that you look at a situation from every possible perspective?

3. Think about whether the parts make up a whole.

- Have you noticed how the parts of a Sunday newspaper are put together? What's in front? Which section is last? What's in the middle?
- Have you looked at the floor plans for a house? How does one room dovetail into another? How is balance achieved in the layout of the house?
- The last time you argued with someone, are you aware of what part you played in the argument? Did you start it? Did you jump in after it started?
- If you hear a rumor that a fellow student is "bad" or "wrong" or "stupid" or "weird," what part will you play in this situation? Will you contribute to it? Will you question it? Will you try to end it?
- At any given time, since the birth of The Rock Tribe and other tribes like it, there has been conflict on Earth. How do small conflicts grow into big ones?

4. Question everything, without judging.

- If you've been brought up Protestant, or Republican, or grew up in an African American community, will you always take the "side" of any of these groups — in any situation?
- If you have something in common with a particular "tribe," do you feel obligated to always stand up for this group — even if you don't agree with an action they may take?
- How do you get your mind to look at the facts of a situation instead of automatically agreeing with your friends or your group?

- How do you respond to a conflict situation in which everyone expects you to act in a certain way, and you want to act in another way?
- How does it make you feel to question without judging? It can be a powerful feeling to know that you are in control of your own thoughts.

5. Test findings to see whether they are factual.

- How do you find out the facts of any situation? Do you read? Do research? Ask questions: Who? What? Where? Why? How? Interview people?
- If your instincts tell you that something isn't right, is your tendency to ignore them, or value them?
- How do you educate your brain to value your instincts and ask questions you've never asked before?
- Even when you've discovered an answer that seems right, are you motivated to search for more answers, just in case you overlooked one?
- The next time you hear a rumor about someone, what will be your first thought? Your first action?

**Go to Tool 3C, "A Picture Is Worth a Thousand Feelings!"
Do this exercise with students.**

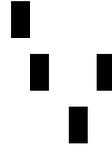
Reminder:
Remember the chart you started in Lesson #1
called "Words I Use When I'm Prejudiced"?
Ask students to add more words.
Use this as an ongoing exercise.

TOOL #3A – ACTIVITY

Four Bricks

Bring to class four bricks — or, two or three sets of four bricks so that students can break into small groups. The activity is intended to broaden the way we think.

- Lay the bricks on the table like this.**



You can also simply draw the bricks on a blackboard, or use several pieces of 8-1/2" x 11" colored or white paper, telling students that each piece of paper represents a brick.

- Tell students:**

There is only one rule: Arrange the bricks so that each brick is touching only one other brick.

- Give students five minutes.**

You may be amazed to discover that most people find this exercise difficult, even though they believe the solution is simple once they see it. Call time.

- Congratulate any student or group of students who find the solution on their own.**

- Show students the solution:**



Then ask:

1. What did this activity show you about your thinking? Do you think you've been conditioned to think in certain ways?
2. Do you think our thinking is ruled by rules?
3. What kind of thinking kept you from discovering the solution?
4. Do you think we're programmed to think in only a few directions when there may be many more directions to consider?
5. How can we apply this exercise to the way people are prejudiced?

TOOL #3B – ACTIVITY

There's a Mechanical Difficulty in My Brain!

The purpose of this activity is to expose each person to as many different perspectives as possible on one subject.

Part 1

- Have prepared in your bag, or bowl, strips of paper. On each strip of paper it says:

The greatest mechanical difficulty in my brain is: _____.

- Ask each student to take a strip and fill in the blank. Give them a few minutes.
- Ask students to throw their filled-in strips back in the bag or hat. When they're all in, mix them up.

Part 2

- Select a strip from the bag or hat and read it aloud. Then ask students how they think the following people would respond to this mechanical difficulty?

- | | |
|---|---|
| <input type="checkbox"/> A doctor | <input type="checkbox"/> A scientist |
| <input type="checkbox"/> A fashion designer | <input type="checkbox"/> A school principal |
| <input type="checkbox"/> A news reporter | <input type="checkbox"/> An anthropologist |
| <input type="checkbox"/> An artist | <input type="checkbox"/> A rock star |
| <input type="checkbox"/> President of the USA | <input type="checkbox"/> The British Prime Minister |
| <input type="checkbox"/> A farmer | <input type="checkbox"/> A labor leader |
| <input type="checkbox"/> A 10-year-old kid | <input type="checkbox"/> A baby |
| <input type="checkbox"/> A telephone operator | <input type="checkbox"/> A filmmaker |
| <input type="checkbox"/> A florist | <input type="checkbox"/> An accountant |
| <input type="checkbox"/> A lawyer | <input type="checkbox"/> A police officer |

- Encourage any discussion that comes up about how any of these people might handle the issue being discussed. Ask students why they believe these people would think that way.

TOOL #3C - ACTIVITY

A Picture Is Worth A Thousand Feelings

Thought + Image = Message + Feeling

- Bring in pictures from magazines, posters, advertising campaigns — large pictures that students can see from a distance. It might be best to mount large poster-size pictures so that they can be set on an easy-to-see easel.
- Ask students to look at a photo for a minute to try to determine what's going on between the people in the photo.
- Make sure students understand that they can say anything that pops into their heads.
- Then ask:
 - What thought comes to mind when you see this picture?
 - What image sticks in your mind upon seeing this photo?
 - Is there a message you get? What is it?
 - What's the overall feeling you're left with after looking at this picture?
 - Is something being advertised? What do you think it is? If this is an advertisement, is the product what's being sold, or do you think it's something else?
 - What do you think is the message you're *supposed* to get from this photo?

LESSON #4

The Prejudice Within

Breakdown of Lesson #4:

Prejudice Begins Inside Us
Prejudice Inside Us Creates Conflict
Conflict Within Becomes Conflict Outside Us

Materials Needed:

See Tool 4A: Prepare list of phrases for this activity.
See Tool 4B: Prepare your own responses, to help students go more deeply with theirs.
See Tool 4C: Provide paper and pencils, if necessary.

Prejudice Begins Inside Us

1. Ask students:

- Think of one way you may be prejudiced. Do you remember where that prejudice began?
- Do you believe that any prejudices you have began outside you — from something someone else said or did?
- Even though the roots of your prejudice may have been passed down to you by people who came before you, do you see that this prejudice now lives inside you — and comes from YOU?
- Have you ever considered that YOU have the power to change a prejudice inside you?
- If you could change a prejudice that's inside you, how would you change it?

2. Tell students:

- Like looking through glasses that are not the correct prescription, prejudice is a way of thinking that's usually out of focus.

- Because what we're seeing is out of focus, our judgment of what we see may be faulty.
- If I name a person you know, and I tell you I think that person is stupid, there is a "place" inside you that either questions what I've said, or accepts it as true.
- Think of a place inside your body that you might consider your "stopping" place — the place where you make decisions. It might be in your head, in your chest, or in your stomach. When some people say, "I can feel it in my gut," their gut is their stopping place.
- Wherever that place is inside you, put up a mental sign there that says: All Rumors Stop Here!

**Go to Tool 4A, "What a Difference a Word Makes!"
Do this exercise with students. Then return to this page.**

Prejudice Inside Us Creates Conflict

1. Ask students:

- What do you think happens inside our mind when we see something or someone as "bad," "wrong," "stupid" or "different"?
- Can you see how it creates conflict in our mind — between bad and good, right and wrong, ignorant and smart?
- If I think, "That person is right. I must be wrong," am I creating conflict in my mind?
- If I think, "That is the silliest person I've ever met in my life. I'm going to make fun of him and tell my friends to make fun of him, too," am I creating conflict in my mind?
- Lost in this inner conflict, am I likely to forget to go to my stopping place and ask: "Are my thoughts true?" "Is that person really right?" "Am I really wrong?" "Is that person stupid?" "Am I as smart as I think?"

2. **Tell students:**

- If I think, “That person is stupid. I’m much smarter,” I am creating conflict in my mind.
- If I think, “That person is a nerd, and I’m not going to talk to him,” I am certainly creating conflict in my mind.
- If I think, “That person is better looking than I am, and I don’t want to be anywhere near her,” I am creating conflict in my mind.
- With all of this conflict invading our mind, there is no room for clear thinking.
- Like anger, frustration and any other ill feeling, conflict wants to come out. If we hold it inside long enough, and let it build — it will.

**Go to Tool 4B, “Programmed Images!”
Do this exercise with students. Then return to this page.**

Conflict Within Becomes Conflict Outside Us

1. **Ask students:**

- When there is a feeling of prejudice **inside** us, would it be your guess that we **think** and **act** based on that prejudice?
- When we think and act from a feeling of prejudice that’s inside us, do you suppose we put our prejudice **outside** ourselves and inflict it on other people?
- When we perceive someone as “bad,” aren’t we likely to act as if we are *better* than that person?
- When we perceive someone as “stupid,” aren’t we likely to act *superior* to that person?

- When we act with respect toward another person, and that person acts with mutual respect toward us, is there conflict?

2. Tell students:

- There are many kinds of prejudice people have created over the years. Some of them are:
 - Skin color**
 - Age**
 - Race**
 - Nationality/culture**
 - Belief system**
 - Gender (male/female)**
 - Social class (lower/middle/upper)**
 - Occupation**
 - Physical disability**
 - Body size**
- All these distinctions can separate us. They don't provide us the opportunity to think about all the ways we are the same, about what we have in common, and what we mutually like.
- All of these potential objects of prejudice share the same root cause and structure.
- At their roots, all of these prejudices are programmed images fixed in the brain — your brain, my brain, everyone's brain.

**Go to Tool 4C, "The Need to Be Right!"
Do this exercise with students.**

TOOL #4A- ACTIVITY

What A Difference A Word Makes!

List on the blackboard, or print on paper so that each student can have a copy, phrases that are factual, unbiased and/or free of emotion, such as the following. You can also add to the list, or make up your own.

1. **Why isn't the clock working?**
2. **Why does Bobbie hang out with Dale?**
3. **This is the last time I'm going to eat fast food.**
4. **I don't have any idea where Ervin went.**
5. **I didn't know it was going to be so hot today.**
6. **Why would Ilana say something like that?**
7. **I can't do the math homework.**
8. **Have you heard the new singer with the band?**
9. **My parents don't understand my point of view.**
10. **If I hear about another hate crime on the news, I'm going to write the station a letter.**

Ask for Volunteers to say each of the above statements as if they are facts – without judgment, without anger, without excitement.

Now, ask for Volunteers to change these into angry statements, not with the inflection of their voices, but by adding words, such as “dummy,” “foolish,” “stupid,” and any others you want to include.

Then, ask:

1. **What words did you add to the sentence? Why did you choose those words? What do they do?**
2. **What happens to those of you listening to the words? Do you feel any different than you felt hearing the statement without those words? What's the difference?**
3. **Which statement seeks an answer or states a fact? Which one judges?**
4. **Do these words stir up an image and a feeling that create conflict inside you? Are these words – words of prejudice?**

Tool 4A, continued:

Tell students:

1. **When we use words like these, we are judging.**
2. **When we judge, we create conflict.**
3. **When conflict lives inside us, and we put it outside us and act prejudiced toward another human being, we are preparing ourselves – and someone else – for conflict.**

Prejudice Inside Us	q	Prejudice Outside Us	=	Conflict
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4. **Our mechanical brain is capable of great thought, but it is also capable of false images. Learning to recognize the difference is essential.**
5. **At our school, we believe that there's no reason for any group of people to feel superior to any other group of people. What do YOU think?**

TOOL #4B- ACTIVITY

Programmed Images!

- Tell students:**
 1. The purpose of this activity is to challenge assumptions and re-think old patterns.
 2. So, even though we know the answers to the following questions, let's not assume that the answers we have are correct. Let's re-think them and come up with as many different answers as we can — no matter how crazy they sound. Let's have fun. (You can focus on only one topic, or you can work with many. Some will turn out to be more fun than others, as you will see.)
 - Why are wheels round? (Wait for a response.)**
Is your answer a judgment or an observation?
 - Why do we come to school?**
Is your answer a judgment or an observation?
 - What's the difference between boys and girls?**
Is your answer a judgment or an observation?
 - What's the difference between "a foreigner" and you?**
Is your answer a judgment or an observation?
 - Where does conflict come from?**
Is your response a judgment or an observation?
- If any discussion arises, let it happen. The more opinions, the more students have to think about. But set yourself a time limit, because once these discussions get started, they can go on!**
- Reminder: Add to chart "Words I Use When I'm Prejudiced."**
Encourage students to freely add to this list at any time.

TOOL #4C - ACTIVITY
The Need To Be Right

- Make sure students have paper and pencils or pens.
- Tell students that this is a serious exercise, but you're sure everyone will have the opportunity to laugh. We all want to have a good time doing this exercise, but not at the expense of someone else's feelings. So, take care. Now:
 - **Think of one thing you need to be right about. Is it the clothes you wear? The way you wear your hair? Your taste in music? Your opinion about a presidential candidate?**
 - **Write down on a piece of paper what you need to be right about. Then write down five reasons why you feel you absolutely need to be right about this.**
- Give students about five minutes to do this. Then, call time.
- Request Volunteers to read what they wrote, then ask:
 1. **What is the one thing you need to be right about?**
 2. **Why do you think you need to be right about it? What would happen if you were not right about it?**
 3. **What if someone you don't particularly like was right about this situation, and you were wrong? What would you do?**
 4. **Is it more important to be right, or more important to understand what right is?**
 5. **Is there anything better than being right? If so, what is it?**
 6. **Has this need to be right about this matter caused conflict in your life? How so?**
 7. **Do you think a need to be right about anything might be a sign of prejudice?**

LESSON #5

When We're Asleep, We Can't See

Breakdown of Lesson #5:

Hypnosis: The Power of Suggestion

A Time to Wake Up

Becoming Aware of Our Prejudiced Thinking

Materials Needed:

See Tool 5A: Paper and pencils for all students.

See Tool 5B: Do this exercise yourself before you work with students.

See Tool 5C: Do this exercise yourself before you work with students.

Hypnosis: The Power of Suggestion

1. **Read aloud the story “Shadows of the Past” in the companion book, *Why Is Everybody Always Picking On Us?*, page 45.**

Then ask:

- Are you surprised that although Yanno had seen the movie many times, this was the first time he'd noticed that everyone around him was wearing gray-colored glasses?
- How did Jenna help Yanno escape?
- What made Yanno and Jenna realize that they had been asleep for a long time and that they had been hypnotized by the big-screen drama and the fear of dreams?
- What does it mean to you that Jenna and Yanno had been living the nightmare of the Forgotten Ancestors?
- Have you ever mistaken projected images for real life?

2. **Tell students:**

- If you've ever seen anyone hypnotized — in real life, or on a television show — you know that the hypnotist apparently puts the person to sleep.

- Being prejudiced is like being hypnotized. When we're hypnotized:
 - We "go to sleep."**
 - We "act out" what we're told to do.**
 - We react to a situation as if it were real – unaware that we've been hypnotized.**

- When we're prejudiced:
 - Our brain goes to sleep.**
 - We act according to how we think; and how we think is based on what we've been told.**
 - We react to a situation as if it were real – unaware that we have been "hypnotized."**

- Most of the time we go through life believing that what we see is real. But it isn't always.

- One of the times life is NOT real is when we're acting out of prejudice.

Go to Tool 5A, "Waking Up!"
Do this exercise with students. Then return to this page.

A Time to Wake Up

1. **Ask students:**
 - Can you see that prejudice is a bad dream in our brain that's been played out for centuries, passed from one generation to the next?
 - Can you think of a prejudice that was passed to you from a parent, grandparent or other adult?

- Can you see that, once prejudice enters your brain, it's as if you are wearing gray-colored glasses, and that you must remove those glasses to see clearly again?
- Does looking at your prejudice, or wanting to remove your prejudice, scare you? Why?
- Is it possible that looking at your prejudice scares you, because letting go of something you've always believed is like entering a cave — venturing into the unknown?
- Do you think that when you feel fear it can sometimes awaken you to a new realization — a helpful realization?

2. Tell students:

- One of the things that makes awareness of prejudice difficult is that the people we choose to talk to about our prejudice could be the very people who passed the prejudice to us.
- Sometimes we are conditioned to be prejudiced, because we believe that thinking and acting in certain ways is safe, predictable and orderly. But, in reality, acting in prejudiced ways is not orderly or safe. It is acting out of ignorance.
- To understand prejudice, we must question our conditioning.
- When our prejudice puts us to sleep, we get numb to life around us. We accept the opinions of other people without finding out the facts for ourselves.
- When we SEE that we once were asleep, we can wake up!

**Go to Tool 5B, “Similarities Instead of Differences!”
Do this exercise with students. Then return to this page.**

Becoming Aware of Our Prejudiced Thinking

1. Ask students:

- As I read aloud this list of prejudiced thoughts, ask yourself to honestly consider whether you are guilty of any of them:
 - Men are stronger and more intelligent than women.**
 - Women are more gentle than men.**
 - White people are better business people than black people.**
 - Black people are more athletic than white people.**
 - Younger people are better workers than older people.**
 - To have peace, we must protect ourselves and fight.**
 - Authorities don't ever need to be questioned.**
 - To be good we must accept what we're told to do.**
 - Ambition is good; winning is everything.**
 - The more money you have, the better the person you are.**
- Can you think of other prejudices? What are they?
- Why do you think these prejudices continue?
- Which prejudice comes close to feelings you have?
- We all have reasons for what we believe. Some of those reasons help us understand how our prejudice got there in the first place.
- Why do you think you have the feelings you have?

1. Tell students:

- Anxious feelings can cause a person to experience fear, tension and feelings of danger. If the anxiety grows strong, it can become a “phobia” — an exaggerated, unexplainable, illogical fear of a person, place or thing. For example, some phobias are:
 - Agoraphobia – a fear of open spaces and crowded places**
 - Acrophobia – a fear of heights**
 - Claustrophobia – a fear of enclosed places**
- Like these distorted images, an extreme fear of foreigners is a prejudice held by people who believe these “strangers” are a threat to their safety and security.

Example:

The brain turns the “foreigner” into “someone different.” The person feared becomes an “**enemy**.”

- In fact, there is only one enemy — the one we create in our brain. And here’s how it happens. Be aware of each step in the process of “The Ten Mental Steps to War.”

The Ten Mental Steps to War

1. That person across the street is “bad.”
2. That person is different from me.
3. That person is my “enemy.”
4. That person is a threat to my safety and security.
5. That person is a threat to my group’s well-being.
6. I must defend myself against my enemy.
7. I must defend my group against “them.”
8. I feel inner conflict.
9. I project my conflict onto my “enemy.”
10. We’re going to war!

- When we come upon a “finding” — such as “That person across the street is bad” — it’s important to test that finding — to ask: Is this true? Is this a judgment? How do I know? Otherwise, our mechanical brain takes us to Step 2, then 3, 4, 5, and before we know it, we’re at war.
- What criteria will you use to test your data?

2. Ask students:

- Can you guess what “**band-aid**” **therapy** is? Do you think its the application of a tiny bandage to cover the huge wound that prejudice can create?
- Where have you seen “band-aid” therapy used?
- Can you guess what a “**revolving door**” approach to a solution would be? Do you think it means going ‘round and ‘round the same problem, never knowing how to resolve it?
- When have you seen a “revolving door” approach to prejudice?

2. Tell students:

- We get prejudiced by:
 - Sleep-walking through life.**
 - Acting on images we’re conditioned to believe.**
 - Creating enemies that exist only in our brains.**

**How many of us do this?
All of us!**

**Go to Tool 5C, “The Art of Observation!”
Do this exercise with students.**

TOOL #5A – ACTIVITY
Waking Up!

- Ask students to write on a piece of paper a particular prejudice they believe exists in their mechanical brain – perhaps a prejudice that has been passed to them by remembered or forgotten ancestors.**
- Give students a few minutes. Invite them to write more than one if they wish.**
- Ask for a Volunteer. Then, ask the Volunteer:**
 - 1. What’s the prejudice you believe exists in your mechanical brain?**
 - 2. When do you notice this prejudice coming alive in you?**
 - 3. When this prejudice happens, are you aware of it in the moment? Or does the awareness happen afterward?**
 - 4. If you had to name a part of your brain that goes to sleep when this prejudice happens, what part would it be?**
 - 5. If you had to come up with a preventive measure, something to keep that part of your brain from going to sleep, what would it be?**
 - 6. Could it be certain words, like “This is your wake-up call!” Or could it be a sound, an alarm, a bell, a chime? Could it be a friend calling you on it?**
 - 7. What would be your favorite way to wake up from this sleepy state called prejudice? How would you most like someone to make you aware of it?**

TOOL #5B – ACTIVITY

Similarities Instead of Differences

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

- Call time after about five minutes. Ask for a Volunteer pair to stand before the others and talk about what they noticed about their partner.**

- Any other Volunteers are welcome to come up and do the same. Then, ask students:**
 - 1. What did you enjoy about finding likenesses?**
 - 2. What did you least like about searching for similarities?**
 - 3. What did you learn that you didn’t know before?**
 - 4. What happens to prejudice when you’re looking for similarity?**

TOOL #5C - ACTIVITY
The Art of Observation

- Ask students: Who will be brave enough to volunteer without knowing what exercise we're going to do?**

- When you have a Volunteer, say to him/her:**
 - 1. Choose a person in this room. Don't say who it is.**

 - 2. Describe that person by giving us facts – only facts. And let's see if we can guess who it is.**

- Carefully monitor the student to make certain that only facts, not judgments or opinions, are being revealed. Select alternate students to ring a bell or object if they believe the student is offering a judgment instead of a fact. After each fact, you might ask:**
 - 1. How do you know that's a fact?**

 - 2. Is that a fact, or your judgment?**

 - 3. Is that a personal prejudice, or do you know this for a fact?**

- When the students have guessed who the person is, ask for another Volunteer and play the game again.**

- Ask students:**
 - 1. Is it difficult to describe someone using only information that you know is factual, as opposed to coloring the description with your opinion?**

 - 2. How many of us, do you suppose, ADD information that isn't factual when we're providing information? All of us?**

LESSON #6

The Bells and Knots of Conditioning

Breakdown of Lesson #6:

The “Fight or Flight” Response
Pavlov’s Dogs
The Prejudice Knot

Materials Needed:

See Tool 6A: Make copies of roleplay for Volunteers. Rehearse Volunteers ahead, if you like.
See Tool 6B: Use text, *Why Is Everybody Always Picking On Us?*
See Tool 6C: Make photocopies of “The Prejudice Knot” for students.

The “Fight or Flight” Response

1. Ask students:

- Have you heard of the “fight or flight” response?
- Do you remember the danger you sensed the last time you felt afraid?
- Did your brain send messages to your body to prepare for one of two actions — fight, or run away?
- Can you guess why our bodies prepare us for these actions?
- Do you think it’s to help us survive?

2. Tell students:

- The “fight or flight” response exists for our self-preservation.
- An instinct that protects us from harm, the “fight or flight” response is a healthy and natural response to real danger.

- Sometimes our “fight or flight” response happens when the danger is not real, and is based on a prejudice we have. (As an example, read to students the story about the black-and-white dog in *Why Is Everybody Always Picking On Us?*, Chapter 5, under “The Fight or Flight Response.” Then ask:
 1. How was this person prejudiced?
 2. Was this prejudice based on fear?
- The next time you notice how someone is different from you, stop and think! Remember what we all have in common:

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

- Although we may have grown up in different places and had different experiences, the human brain is the same brain we all have. And to protect itself, it cues us to want to either get ready for a battle, or to get ready to run away.
- When we’re prejudiced, instead of acting based on what we’re actually seeing, we REact based on something that happened in the past.
- We need to learn to recognize when we are ACTING based on something real, or REACTING based on a remembered fear.

**Go to Tool 6A, “Do I Fight, or Do I Run?”
Do this exercise with students. Then return to this page.**

Pavlov’s Dogs

1. **Ask students:**
 - Have you heard of Pavlov’s dogs?
 - Did you know that Ivan Pavlov was a Russian surgeon who developed the concept of the “conditioned reflex”?
 - What would be your guess as to what a “conditioned reflex” is?

- In a well known experiment, every time Pavlov got ready to feed one of his dogs, he rang a bell. Why do you think he would do that?
- Every time he rang the bell, the dog would salivate before getting his food. Why do you think that would happen?
- Do you think it's because the sound of the bell became associated by the dog with the sight of food?

2. Tell students:

- What amazed Pavlov is that the dog always salivated upon hearing the bell, whether he got food or not.
- So, Pavlov discovered that he had “conditioned” the dog to REACT in a certain way.
- In our daily life, people often “ring” a certain “bell” that we react to, without thinking. What’s a bell that rings your reaction?

Example:

If someone calls you a name you don't like, does the bell inside you make you want to fight? Run away?

If someone tells you to do something you don't want to do, does a bell inside you ring with anger? Fear? Shame?

- **This is how we become prejudiced:**
 - We're trained to pre-judge instead of see things as they are.**
 - We're programmed to REACT instead of ACT.**
 - We're conditioned to fight, or to run away.**
 - We are rewarded or punished for acting in certain ways.**

- On this last point, let's take a look at how rewards and punishments condition us.

**Go to Tool 6B, "The Atomic Bomb Bell!"
Do this exercise with students. Then return to this page.**

Skinner's Lesson

1. **Tell students:**
 - A psychologist named B. F. Skinner became famous for studying human conditioning and the way we humans respond to rewards and punishments.
 - One day his students wound up teaching HIM something.
 2. **Read to students "Taught by His Students," page 62 of the book, *Why Is Everybody Always Picking On Me?*. Afterward, ask:**
- How was Professor Skinner taught by his students? What did he learn?
 - Can you see how the professor was rewarded?
 - What are some ways you've been conditioned by the use of reward and punishment?

The Prejudice Knot

1. **Ask students:**
 - Have you ever seen a Mobius strip? It's a knot that loops back on itself, so it appears to have no beginning and no end. (*Draw one on the blackboard.*)
 - Can you tell where it begins and where it ends? Can you see how continuous its route is?

- Have you ever tied a knot and then been unable to untie it?
- Do you think that if you tied a knot somewhere inside your brain, that knot would be difficult to untie too?
- Can you see how conditioned thinking is a knot in your brain, like a Mobius strip?

2. Tell students:

- Unless we become AWARE that we're caught in a loop in our brain, we could just stay looped forever!
- A tied-up knot or an endless loop, like prejudice, can hurt the person thinking it. It can also hurt the person who's the object of that thinking.
- Because neither person is AWARE of the knot, these two people could be victims of this knot for a long, long time.

3. Ask students:

- What do you think holds the knot of prejudice together?
- Intelligence? Fear? Compassion? Sickness?
- Do you think conditioned thinking holds the knot of prejudice together?
- How does such thinking get started?

4. Tell students:

- Any thinking usually begins with a basic statement of information.
- Then, a thought is expressed that isn't true, or is only partially true, or meant to hide the truth.
- Once that thought is out there, people who express it believe in it more and more — and prejudice is born.

- Here's how The Prejudice Knot works:

The Prejudice Knot

- 1. Basic statement of information.**
“I think that all people with blue skin are mean, greedy and distrustful. I know this because my best friend told me.”
- 2. The thought is expressed, and it begins to catch on.**
“I was told by experts that all people with blue skin are mean, greedy and distrustful. These people know what they’re talking about. Since I’m young and know less, I can’t question them. They’re the ones who know and, therefore, they must know what’s true and right for me.”
- 3. The thought continues in the wrong direction and keeps going.** I believe what they tell me is true. People with blue skin are mean, greedy and distrustful. I shouldn’t put up with them, not even tolerate them. When I meet a blue-skinned person, I automatically think, “That person’s mean!” “That person’s greedy!” “That person’s distrustful!”
- 4. The knot gets tighter.** I can't trust **them**, so I’m afraid of them. Being afraid of **them**, I want to protect myself. So, I join other people who think the way I do, so we feel safe and secure. So our friends, family, leaders, country can feel safe and secure, and together we can defend against all blue-skinned people who are mean and distrustful.
- 5. “They” and “them” become “the enemy.”** Why should we defend against all blue-skinned people who are mean, greedy and distrustful? Because **they threaten** our beliefs; our traditions; our heritage, nation, and birthright; our way of life ... **EVERYTHING WE STAND FOR!**

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

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

Go to Tool 6C, “The Prejudice Knot.”

Do this exercise with students.

TOOL #6A - ROLEPLAY
Do I Fight, or Do I Run?

Before the Roleplay:

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

Do the Roleplay (see next page).

After the Roleplay:

- Ask students:
 1. Where did you first see a sign of fear? Was it in Jocko, or in Randy?
 2. What words or thoughts gave the speaker away?
 3. Did you expect Randy to fight? Or to run away?
 4. What did Randy do that was different?
 5. Did Randy tell Jocko the truth?
 6. Where did you notice a sign of prejudice?
 7. What would you say to the prejudiced person about what you noticed?

TOOL #6A - ROLEPLAY

Roleplay: Do I Fight, or Run?

JOCKO

Where you going, Nerd? *If I scare him enough, I can keep him from thinking I'm stupid.*

RANDY

If you're talking to me, my name is Randy. And where I'm going is probably none of your business. *That was not a smart answer. This guy is a lot bigger than I am. I better keep talking.* But I'll tell you anyway. I'm going to my class.

JOCKO

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

RANDY

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

JOCKO

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

RANDY

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

JOCKO

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

RANDY

I'm taking a martial arts class, Jocko.

JOCKO

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

RANDY

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

TOOL #6B – ACTIVITY
The Atomic Bomb Bell

Read to, or with, students, “The Atomic Bomb Drills,” pages 62-63, in the text, *Why Is Everybody Always Picking On Us?*

Then, ask:

1. Have you ever had Air Raid Drills in school? (*Explain to students these are drills exercised in schools, primarily in wartime. A bell rings, and students must quickly get under their desks, for protection, in the event of an air raid.*) If not, can you imagine what it would be like?
2. Do you think you would soon become conditioned to hearing sirens – like Pavlov’s dog hearing a bell?
3. Do you think such conditioning would create an enemy inside your head?

Tell students:

1. Think of a time when you created an enemy in your head.
2. What was the process in your mechanical brain that put the so-called enemy there?
3. Think of the steps, one by one, that created that enemy.
4. Who wants to come up and tell us his/her process?

Give students the opportunity to describe their processes. Ask them leading questions, such as:

- Was there a thought that created that action?
Was that an action or a RE-action?
- What do you think conditioned you to react that way?
- Do you think the “fight or flight” response was triggered?
- If you had the opportunity to be in that situation again, would you act the same way? If not, what would you do differently?

TOOL #6C - ACTIVITY

The Prejudice Knot

The intention of this exercise is to have students create their own version of the prejudice knot.

- Make enough copies of the following page for every student.**
- Divide students into groups of no more than three or four. Then ask them to fill in the blanks – to create a basic statement of information, and then build on it – so that they can see the mechanics of a prejudice knot.**
- Let students know they have 15 minutes to do this exercise, so they have to move fairly quickly. (Give them more time if you think it will help.)**
- Afterward, ask students:**
 - What has this exercise shown you that you weren't aware of before?
 - How do you think we become so tightly tied into a knot?
 - Do you think remembered fear creates images that get stuck in our minds?
 - Ask for Volunteers to read what their group put together.
- Tell students:**
 - Like the dog that reacted to Pavlov's bells, and like the people who reacted to the Air Raid Alerts of the 1940s and 1950s, you and I are conditioned.
 - We create our "enemy" in our heads.
 - We create our "hate" in our brains.
 - And we blame others when WE are the ones who are responsible.

The Prejudice Knot

1. **Basic statement of information:**

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

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

4. **The knot gets tighter:**

5. **“They” and “them” become “the enemy.”**
 - Why should we defend against _____
?
 - Because **they threaten** our _____

 - _____ **must be “the enemy.”**
 - If they are the enemy, we must be** _____.
 - Who are mean, greedy and distrustful?**
 - We must defend against** _____,

because we have no choice . . . do we?

LESSON #7

Elements of Knot-Like Thinking

Breakdown of Lesson #7:

The Wiring in Our Brain
Seven Elements of Knot-Like Thinking
Conditioning vs. Education

Materials Needed:

See Tool 7A: Make enough copies of activity for everyone.
See Tool 7B: Make up more possible examples.
See Tool 7C: Write some of your own examples, for back-up.

**Go to Tool 7A, “Our Forgotten Ancestors Are Us!”
Do this exercise with students. Then return to this page.**

The Wiring in Our Brain

1. Ask students:

- Have you had a television, radio or other piece of equipment break down because of faulty wiring?
- Do you think it's possible that our thinking can break down like that?
- Is it possible to believe something all your life and then find out that it's not true — that it's never been true?
- Is this like untying a knot that has been tied in our brain for a long time?
- When do you think was the last time the wiring in your brain broke down?
- Is it possible that lessons we've learned from our Forgotten Ancestors have affected our mental wiring?

2. **Tell students:**

- It's possible to become aware of our knots.
- It's possible to become more clear thinking than we are — no matter what age we are.
- Once we become *aware* of the data in our mental computer that causes us to become prejudiced, we are on our way!

Seven Elements of Knot-Like Thinking

1. **Ask students:**

- When something is repeated over and over again, do you feel compelled to believe that it's true?
- Do you think that because something is repeated over again many times that it must be true?
- Do you think the fact that something is repeated — say, like a television commercial — that the information you are getting must be factual?

2. **Tell students:**

- **Repetition** is an element of knot-like thinking. It's saying and/or hearing the same thing over and over again.
- Our family conditions us to not cross the street when the traffic light is red. Usually, we are told this rule many times when we're very young before it finally sinks in.
- Advertisers reinforce us constantly to believe we ought to buy their products. They spend billions of dollars to condition us. If the ads didn't work, they wouldn't continue to use them.

3. Ask students:

- How many times a day do we compare one thing with another, one person with another?
- When was the last time you made a comparison? What did you compare?
- Do you think some comparisons are helpful, and others are dangerous? What's an example of each?

4. Tell students:

- **Comparison** can be an element of knot-like thinking, especially if one group of people is compared with another.
- This leads one group of people to see themselves as “Us” and everyone else as “Them.”
- Thinking in this way can cause one group to see itself as “superior” and others as “inferior.”
- Comparison of people or groups can cause separation between people, which can stimulate conflict.

5. Ask students:

- Are you aware that when you watch a movie in a theater, a film image is being “projected” onto a screen?
- Are you aware — when Person A tells you that Person B is “stupid” — that Person A has projected an image of Person B into your mind?
- Are you also aware that Person A is creating a feeling of superiority between the two of you and Person B?

6. Tell students:

- **Projection** is an element of knot-like thinking. It's the act of "throwing" an image that's in our minds onto some other person or thing.
- Saying, for example, that people with dark-colored eyes are a threat to "our" way of life projects an image in our minds of those people.
- Is that image a judgment? Is it a fact?
- When we engage in this act of projecting our thoughts onto others — is the image real? It's in our brain, but is it factual? Or is it based on fear?

7. Ask students:

- Do you belong to an organization? A group organized as a belief system? An institute? A community? A club? A city, state, country or nation?
- Why do you think you belong to this organization?
- Do you and members of your group all think alike about one subject in particular? What subject?

8. Tell students:

- **Identification** can be an element of knot-like thinking. It's becoming part of a group in order to belong.
- Our identity is often made up of certain occurrences we experience within a group. Unconsciously imitating a group's "personality" helps us identify with, and feel accepted by, the group. This makes us feel safe and secure and gives us a sense of belonging.
- When we're AWARE that we're identifying with and acting like the group, we're acting from intelligence. When we're **unconsciously conditioned** to put on the particular "face" or "costume" of a social group, we walk as if we're asleep, hypnotized — seeing life through gray-colored glasses.

9. Ask students:

- What does “authority” mean to you? When was the last time you had to deal with an “authority”?
- Have you had an experience with an “expert” of some kind? Was your experience pleasant? Helpful? Frightening?

10. Tell students:

- **Authority** is the power to command, demand obedience, and enforce laws.
- When we unconditionally accept information that “experts” feed us, without checking on the truth for ourselves — we are surrendering to authority.
- Some authorities have our best interests at heart; others don’t. Some have a lot to teach us, but rarely does one person know everything there is to know on a subject.
- Detectives check the facts, and so should we.

11. Ask students:

- Have you ever rewarded your pet by offering it some praise, or some food?
- Have you ever punished your pet for what you considered “bad” behavior?
- Have you ever been punished for doing something you’re not particularly proud of?
- Have you been rewarded for something you feel good about? What happened?

12. **Tell students:**

- **Reinforcement** is rewarding behavior with words or actions to achieve an effect — to get us to behave, for example.
- There's a voice inside that tells us what to think, what to say and how to live, according to a set of values based on a belief system, race or culture. This is our "Inner Authority."
- People who want us to think and act in certain ways may be aware of the ideas and feelings we've been programmed to believe, and they may know what "buttons" to push inside us to get us to think and act in those ways.
- Sometimes we're brought up to believe so strongly that certain thoughts and feelings are the only ones that will bring us security and happiness, that we don't even look at the possibility that there may be another way of living.

13. **Ask students:**

- Do you have a belief you've never questioned?
- Do you think it makes sense to believe what someone else has told you is true without finding out for yourself whether or not it is?
- How threatening does a statement of information have to be for us to feel the need to check on its accuracy?

14. **Tell students:**

- **Belief** is an unquestioning acceptance of something, with no proof that it's true.
- We are more inclined to check the validity of basic information when a situation is life-threatening and may affect our survival.
- Sometimes we are unaware of situations that affect our psychological survival, but we don't check them because we don't *recognize* them.



**Go to Tool 7B, “Elements of Knot-Like Thinking.”
Do this exercise with students. Then return to this page.**

Conditioning vs. Education

1. Ask students:

- Do you think learning the names of historical figures and the dates they made history is conditioning, or education?
- Do you believe some political figures want to manipulate us into believing in their slogans and promises because it will help them get elected? How can you tell?
- How can we tell the difference between someone who knows what’s best for us, and someone who wants to condition us into believing his or her “truth”?
- If you were hired to give a talk about a belief you have — say, that war can never bring peace — what would you suggest people do to break their conditioned thinking on this subject, and become truly educated?

2. Tell students:

- From the time we’re very young, we’re conditioned to accept authority as a matter of fact.
- Some of this authority helps us to feel and to be safe, and helps us survive.
- Our “Inner Authority” — the voice inside us — tells us what to think and how to act, according to our values. “Outer Authorities” play on our learned values — sometimes to our benefit, and sometimes not.
- Conditioning is not education. It’s repeated, memorized learning. We must learn to tell the difference.
- When we get proper, intelligent guidance to help us make informed decisions, then we’re getting a real education.

**Go to Tool 7C, “Conditioned Thought! Educated Thought!”
Do this exercise with students.**

TOOL #7A - ACTIVITY

Our Forgotten Ancestors Are Us!

Ask students to stop and think for a few minutes about any tribal customs they may have inherited. Give them clues to prod their thinking:

- Is there a holiday you celebrate because your parents and grandparents have always celebrated it? What is it? How do you celebrate? How long have these traditions been practiced?
- If you belong to a group with an organized belief system, are there certain practices that have come down through the ages? What are they? Why do you think they're still followed?
- What is something you believe very strongly? *(Use the following examples, and/or make up your own.)*
 - Telling the truth
 - Crossing the street only when the light is green
 - Brushing your teeth after every meal
 - The importance of exercise
 - Never watching the news on television
 - Finding more than one way to do something
- Is this belief something you decided for yourself? Or is it something that has been passed down to you from a remembered, or forgotten, ancestor?
- If you decided on it for yourself, what brought you to this conclusion? Was it in protest of a previous belief that had been given to you by an ancestor?
- Was prejudice an element in coming to this belief? How so? Does this belief create conflict of any kind? In your head? With any people you know?

TOOL #7B - ACTIVITY

Elements of Knot-Like Thinking

Test yourself to see how well you recognize the elements of knot-like thinking! As you read the name of each one and its action, write, in the last column, an example. For instance, the first example might be: "The best part of waking up is Folgers in your cup."

NAME OF ELEMENT	ACTION OF ELEMENT	EXAMPLE OF ELEMENT
Repetition AB	Saying and hearing the same thing over and over.	
Comparison XY	Comparing one group of people with another.	
Projection V	"Throwing" an image in our minds onto another person or thing.	
Identification A	Becoming part of a group in order to "belong."	
Authority g	The power to command, demand obedience, and enforce laws.	
Reinforcement UV	Rewarding behavior with positive words or actions to achieve a certain effect.	
Belief B	Accepting something, with no proof that it's true.	

TOOL #7B - ACTIVITY
Elements of Knot-Like Thinking

Afterward, ask students:

- How many of these elements do you think you know well?**
- Do you think you would recognize most of them if you saw them “in action”?**
- Who would like to volunteer to read an example you wrote?**
- How do you all respond to this example you’ve just heard? Does it represent the element well, in your opinion?**

Encourage responses from all students. Use the exercise to see how well they have grasped the concepts.

- Which element(s) do you find the most difficult to comprehend?**
- Why do you think you find it difficult?**
- Is it difficult to grasp because you are caught in the knot yourself?**
- How exactly are you caught in this knot?**
- What do you think might be a helpful way to untie this knot?**

TOOL #7C - ACTIVITY

Conditioned Thought! Educated Thought!

- To keep all students involved at once, write two column headings on the blackboard:

A Conditioned Thought

An Educated Thought

- Divide students into two groups: The Conditioned Group and The Educated Group. Make sure students understand that they are not in competition. One group is not better than the other group.
- The point of this activity is to be able to recognize a conditioned thought, and to recognize an educated thought, so that we can tell the difference.
- Have students add to the list in their group as many examples of each as they can. If it's easier, they can write them on a piece of paper and verbally report them after you call time.
- There may be some thoughts that work in both categories. Point those out when they come up.
- There are no "right" or "wrong" answers here. If one of the conditioned thoughts seems more like an educated thought to you – or vice versa – simply ask why the student believes what he/she believes. Encourage any discussion that follows.

LESSON #8

Concepts That Numb the Brain

Breakdown of Lesson #8:

How Far Have We Come?
The Words We Use
Words Reveal Our Prejudices

Materials Needed:

See Tool 8A: Think up five ways that YOU calm yourself.
See Tool 8B: Prepare a situation, in case the students don't come up with one.
See Tool 8C: Make copies if you plan to make this a written activity.

How Far Have We Come?

1. Ask students:

- Remember our Forgotten Ancestors and how they lived their lives? They fought, ran away, and were conditioned to have certain thoughts they believed help them survive.
- How far do you think the Human Race has developed since then?
- When we read or hear news reports about groups with conflicting interests all over the world — do we have to believe that the Human Race has not developed much at all?
- Can there be an agreement when people take “sides”?
- Can there be an agreement when tribe-like groups still seek security through beliefs, traditions and rituals?
- Are we all too programmed, too brainwashed, too conditioned to see that if no one identified with any “side,” there would be no conflict, no violence?

2. Tell students:

- Here is what you and I have learned so far:
 - There is a difference between a fact and an opinion; between getting information first-hand and assuming; and between understanding and judging.
 - Our brain operates in a mechanical way that's sometimes programmed to create images — many that aren't real or true.
 - We've seen how programmed images can be formed when we're "asleep," under the hypnotic spell of knot-like thinking.
 - We are now aware of what happens when we repeat, compare, project, identify with, and reinforce this thinking by listening to authorities who may not be passing along accurate information.
 - We've discovered that fear can create incorrect images that get stuck in our brains, and that conditioning helps us hold on to these images — sometimes forever, if we don't wake up.
 - Amazed and enlightened, we've discovered that hate passed on to us by our Forgotten Ancestors — hate that we continue to feel, is our own invention.
 - We've learned that prejudice is a reaction, and that if we want to ACT rather than REACT, we have to think for ourselves.

- We've been on a journey of discovery, and have learned a great deal about the meaning of prejudice, and how we get prejudiced.

- Now we're going to look at the EFFECTS of prejudice — what happens inside us, outside us, and all around us — when prejudice exists.

- It's not a pretty picture, but are we going to protect ourselves from the truth, or are we determined to learn it?

**Go to Tool 8A, “The Effect of Words!”
Do this exercise with students. Then return to this page.**

The Words We Use

1. Ask students:

- Have you ever been called a name you didn't like? What was the name? *Encourage students to say the word aloud, even though it may be painful, or considered an improper word. We want students to understand that words cannot hurt us, if we don't let them.*
- How did it make you feel to be called that word?
- Have you ever called another person a name?
- What name did you use?
- Why did you use that word?
- Was your intention to hurt the other person? Why?
- How did it make you feel to use that word?

2. Tell students:

- Words such as these are an attempt to de-humanize, hurt or make someone feel inferior.
- Any feeling that projects these words is triggered by conditioned thinking.
- When we “feel” that what we think is “right,” the thought is made stronger by the feeling.
- It's easy to get caught up in the danger of prejudice, but there is a way to be free of it.

- When someone calls you a name, the only thing that can make it true is your reaction.
- If you REACT to this name-calling as if it's true — and take it as an insult — you create conflict inside your brain.
- If you ACT toward this person doing the name-calling as if this name does not apply to you — you create no conflict inside your brain, and you feel no need to REACT!

**Go to Tool 8B, “Action or Reaction?”
Do this exercise with students. Then return to this page.**

Words Reveal Our Prejudices

1. Ask students:

- Are you now aware that when you use certain words, your prejudice shows?
- When you USE words like these, are you judging or understanding? Fact-gathering, or assuming? Offering a fact, or an opinion?
- When you HEAR words like these directed at you, can you SEE that someone is judging you? Assuming something about you? Voicing an opinion rather than a fact?

2. Tell students:

- When we are AWARE that someone is judging, assuming or voicing an opinion — rather than seeking the truth, or trying to understand us — we can SEE that this person is hurt.
- People who need to call other people names are people who have probably been called names themselves, and probably have a lot of conflict going on in their brain.

- When we can SEE that person's hurt, we can STOP conflict right on the spot! We don't have to fight that person. We don't have to run away from that person. We can simply STOP and understand that person.

**Go to Tool 8C, "The Association Game."
Do this exercise with students.**

TOOL #8A – ACTIVITY
The Effect of Words

- Tell students:**
 - There are many words that people call other people when their intention is to put someone down, or feel superior to that person. We don't have to say any of them; we all know what words hurt us.
 - No matter what the words are, the strong emotional reaction we feel is an effect of prejudice. When we use these words, we must understand that there is going to be an effect.

- Ask students:**
 - What kind of effect do you experience when someone tries to put you down with certain words?
 - How does the effect make you think, or feel?
 - Why do you think people want to de-humanize others with words?
 - Do you think it's an attempt to validate their own thoughts and actions? Do you think it's a fear of some kind?
 - If you had to think up five ways to keep yourself calm when someone uses words like these on you, what would they be? Let's name some. (Write them on the board. Encourage all responses.)

- Tell students:**
 - There's an old saying: "Sticks and stones may break my bones, but words can never hurt me."
 - What do these words mean to you? Do you think they're true? How can words not hurt us?
 - Do we have the power to keep words from hurting us? How?

TOOL #8B – ACTIVITY

Action or Reaction?

- Ask students:**
 - Who will volunteer to tell about a situation in which there was conflict between you and another person? You don't have to say who it was if you don't want to. Just give us the details of the situation. Ask the Volunteer to NOT reveal the outcome — just the situation.

- Tell students:**
 - Here's a blueprint for all the actions / reactions we're part of every day:
Thought + Reinforced by Feeling + Words = Action or Reaction
 - We're going to make up some actions and reactions to the situation we just heard. Then we're going to create possible thoughts, feelings and words that could have led to either an ACTION or REACTION. Then, we'll see if we can recognize what creates one instead of the other.

- Ask students:**
 - What's a possible **REACTION** to this situation? (Take one of the suggestions and right it on the blackboard.)
 - Then make THREE columns:
Thought _____ **Feeling** _____ **Words** _____
 - Who wants to come to the board and enter a **thought** that might inspire this reaction? (Have the student enter the thought, or you can.)
 - Who wants to come to the board and enter a **feeling** that might be inspired by that thought?
 - Who wants to come to the board and write some **words** (statements) that could have been motivated by this thought and this feeling?

- Next, ask students for a possible ACTION to this situation, rather than a REACTION. Write the ACTION on the board.

- Repeat the steps taken for the REACTION.

- Spend some time** noting the differences between thoughts, feelings and words that lead to an ACTION as opposed to those that lead to a REACTION.

TOOL #8C- Game

The Association Game

Here's a game that tests our ability to observe prejudice in the making. It also appears in the text, *Why Is Everybody Always Picking On Us?* We make many associations every day without thinking. Some of these illustrate our "knee-jerk" reactions to certain words or ideas and clearly show our prejudices.

Call out the following list of words and ask each person to take a turn. The responding person must quickly call out the first word that comes to his or her mind.

Example: If I call out the word "black," what's the first word that comes to your mind? Is it "white"? Is it some other word?

It's a simple game. It shows the kinds of associations we make and how deeply ingrained in our thinking these associations exist.

- **Tell students:** Ready to give it a try? Say the first word that enters your mind when you hear each word. The object of the game is to uncover our conditioned thoughts (and feelings that go along with the thoughts), so we can be more aware of the mechanical wiring in our brains.

Skinny	=	<hr style="border: none; border-top: 1px solid black;"/>	Love	=	<hr style="border: none; border-top: 1px solid black;"/>
Black	=	<hr style="border: none; border-top: 1px solid black;"/>	Peace	=	<hr style="border: none; border-top: 1px solid black;"/>
Right	=	<hr style="border: none; border-top: 1px solid black;"/>	Enemy	=	<hr style="border: none; border-top: 1px solid black;"/>
In	=	<hr style="border: none; border-top: 1px solid black;"/>	Friend	=	<hr style="border: none; border-top: 1px solid black;"/>
Foreigner	=	<hr style="border: none; border-top: 1px solid black;"/>	Red	=	<hr style="border: none; border-top: 1px solid black;"/>
Black person	=	<hr style="border: none; border-top: 1px solid black;"/>	TV	=	<hr style="border: none; border-top: 1px solid black;"/>
Mexican	=	<hr style="border: none; border-top: 1px solid black;"/>	Hurt	=	<hr style="border: none; border-top: 1px solid black;"/>
Round	=	<hr style="border: none; border-top: 1px solid black;"/>	Fear	=	<hr style="border: none; border-top: 1px solid black;"/>
Asian	=	<hr style="border: none; border-top: 1px solid black;"/>	Obey	=	<hr style="border: none; border-top: 1px solid black;"/>
White person	=	<hr style="border: none; border-top: 1px solid black;"/>	War	=	<hr style="border: none; border-top: 1px solid black;"/>

This game may also be distributed, one copy per student, and you may ask students to write their responses instead of speaking them out loud. Then, ask them to volunteer their responses afterward.

LESSON #9

Generalizations Are Misleading

Breakdown of Lesson #9:

Words Become Attitudes
Lazy Thinking Creates Prejudice
The Shadows That Follow Us

Materials Needed:

See Tool 9A: Make a copy of this tool for every student in your class.
See Tool 9B: Look over the tool, to understand its intention.
See Tool 9C: Several pieces of paper and pen/pencil for each student.

Words Become Attitudes

1. Ask students:

- What is a generalization?
- Is it an *assumption* about a person, place or thing, based on past experience with another person, place or thing?
- Have you ever made a generalization about someone, without taking the time to find out who the person is?
- Do you think this is lazy thinking? Do you think it's a form of prejudice?
- Do you know people who make generalizations? Why do you think we do this?

2. Tell students:

- We're probably all guilty of lazy thinking at one time or another.
- We say, "All (name a group) are (name a characteristic), without really knowing whether ALL of them are or aren't.

- Generalizations are REACTIONS and are the result of lazy, prejudiced thinking.

3. **Ask students:**

- What is a stereotype? Can you name one?
- Do you think a stereotype represents a real group of people?
- If a stereotype represents an imagined person or group of people — rather than real people — why do we use them?

4. **Tell students:**

- A **stereotype** is a standardized mental picture, held in common by members of a group, that represents an oversimplified opinion, attitude or judgment.
- When we encounter a stereotyped person or group, our mechanical brain automatically reacts with a shallow image. For example: trendy, dull, dangerous, a “brain.”
- Rather than question this reaction, most of us simply act on it.

5. **Ask students:**

- What is bigotry? Where have you seen it in action?
- How do you think bigotry separates people?
- Do you think it's helpful to be partial to a group you belong to? Why?
- Do you think it's good to be intolerant of those who differ?

6. **Tell students:**

- **Bigotry** is based on the word “bigot,” which is someone who is strongly partial to one's own group, religion, race or politics, and is intolerant of those who are different.

- A bigot has a fixed mind set, an immovable way of thinking that divides people.
- Bigots think in terms of “my group” vs. “your group.”
- Sectioning the Human Race into “my” vs. “your” anything is an effect of prejudice that creates separation and conflict.

**Go to Tool 9A, “Simple, General Images.”
Do this exercise with students. Then return to this page.**

Lazy Thinking Creates Prejudice

1. Ask students:

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

2. Tell students:

- **Discrimination** is the act of judging others as inferior.
- When we look upon a person, or a certain group of people as “bad,” we’re discriminating against them.
- When we discriminate against people, we act on a pre-judged set of values that we’ve been conditioned to believe.
- When we discriminate, we create conflict inside us that promotes conflict outside us.
- Conflict outside is a form of war.

3. Ask students:

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

4. Tell students:

- **Scapegoating** is the act of making someone bear the blame of others.
- Our brain — not willing to accept the blame for something that's happened — finds someone else to find fault with, to condemn.
- When we attempt to make someone else a scapegoat for something we did, we create conflict — beginning with conflict inside our brain. We know we are responsible (even though we may find it hard to admit to ourselves), and yet we let someone else appear guilty who isn't.

**Go to Tool 9B, "Quality Time!"
Do this exercise with students. Then return to this page.**

The Shadows That Follow Us

1. Ask students:

- How do fixed images in the brain become dangerous?
- Do these images separate people? How?

- Do you think we inherited this conditioning from those who've gone before us?
- Did we come into the world where many prejudgements already existed?
- Do you think our families and friends have taught us to think in some old ways as well as new ways?

2. Tell students:

- Stereotyping, bigotry, discrimination and scapegoating are forms of prejudiced thinking.
- If we are guilty of this kind of thinking, it's most likely because we've been programmed by others to think this way.
- The people who taught us are not bad people. They were simply taught these ways by *their* families and friends — who didn't question either!
- The old ways of thinking are like shadows that follow us. They have been passed down from generation to generation. They have stayed with us and relentlessly cause us to get hurt, over and over again.
- They have formed ideas and actions that exist inside us all, even today!
- But we cannot use the people who came before us as scapegoats! We are knowledgeable enough to think intelligently and to act accordingly. We are responsible for our actions.

**Go to Tool 9C, "The Same Root!"
Do this exercise with students.**

TOOL #9A- Game
Simple, General Images

This game may be played orally, or used as a written exercise.
 To the student: Check the box you believe is correct.

Image _____	Stereotype	True
<input type="checkbox"/> Westerners are trendy.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Southerners are lazy.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Northerners live in the north.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Midwesterners are dull.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Northeasterners are brainy.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Canadians speak English and French	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Blacks are dangerous.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Whites are puritans.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Mexicans are lazy.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Jews are greedy.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Asians have an older culture	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> The Japanese are sneaky.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Americans are bullies.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> The French are arrogant.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Germans are warlike.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> The Irish are drunk fighters.	<input type="checkbox"/>	<input type="checkbox"/>

Afterward, go over answers. Ask students:

1. How did you do?
2. How did you rate on the prejudice meter?
3. If you came up prejudiced, what was your prejudice based on?
4. Do you see a way to change your prejudiced thoughts?
5. What's one change you could make?

TOOL #9B- Activity

Quality Time!

- Ask students to think of qualities they particularly dislike in people. Then ask for a Volunteer to express his or her dislike.**

- Some of the qualities we may dislike in people include:**
 - Being angry
 - Being messy
 - Speaking in a loud voice
 - Acting arrogant
 - Being opinionated
 - Having no opinion
 - Being inconsiderate
 - Acting selfishly
 - Being a perfectionist
 - Acting rudely
 - Acting flirtatious
 - Being a bully

- Ask the Volunteer:**
 1. What's a quality you really dislike in a person?
 2. Does the quality harm you in any way?
 3. Why do you think this quality irritates you?
 4. How do you respond to this quality?
 5. Is your response an action, or a reaction?
 6. What quality in *you* makes you act/react in this way?
 7. Do you think you have the awareness to act differently — intelligently — in response to this quality?
 8. How would you act in an intelligent way, rather than react in a conditioned way?
 9. Do you think that changing your awareness helps you deal more intelligently with this quality in a person?
 10. Since the only person we can really change is ourselves, do you think this is a helpful way to deal with qualities in general that you don't like about people?

- Thank the Volunteer for participating. Ask for another Volunteer, and start over!**

TOOL #9C- Activity

The Same Root!

- Make sure students have paper and pen/pencil. This exercise takes approximately 30 minutes.**
- Tell students:**
 - The Person I Most Dislike.** Think about a person you most dislike. Think about your reasons for disliking this person. Just think about them. *Give students 5 minutes. Call time.*
 - This Person's "Dislike" Qualities.** Write down as many qualities as you can about this person that make you dislike him/her. (You don't have to reveal the person's name on the paper, if you don't want to.) *Give students 5 minutes. Call time.*
 - Reasons for Qualities.** Now, write down at least one possible reason for each of the qualities you dislike. Or, write several reasons for one of the qualities. Think to yourself: If I had this quality, how would I think, how would I act — why would I be this way? *Give students 10 minutes. Call time.*
 - This Person's "Like" Qualities.** Now, look at this person with new eyes. Write down as many positive qualities — qualities you like — about this person as you can. You may have to look hard, but do your best. *Give students 10 minutes. Call time.*
- Ask students:**
 1. How did it make you think/feel writing down your perception of this person's "bad" qualities?
 2. Did you feel as if you were writing down the qualities of a prejudiced person?
 3. What happened when you found possible reasons for these qualities? Did this change your thinking at all?
 4. Did you discover your own prejudice?
 5. Do you think we are often quick to notice prejudice in others before we look at these qualities in ourselves?

LESSON #10

Prejudice At Its Worst

Breakdown of Lesson #1:

Racism
Genocide
What Prejudice Has Created

Materials Needed:

See Tool 10A: Read through the activity and prepare more definitions.
See Tool 10B: Think of additional motivations, in case students need help.
See Tool 10C: Read through the activity to understand how quickly it will be necessary to move students along.

Racism

1. Ask students:

- Do you think the word “race” was originally meant to define people in a positive way — to classify who we are, or to what group we belong?
- Do you think, in the past, it simply referred to what tribe, clan, country, nation or culture we belonged to?
- Do you think that “race” once referred to more than the color of our skin? Do you think it ever referred to the color of our hair or eyes? The size and shape of our nose or mouth? The size and shape of other physical features that make us similar to some people and different from others?
- Do you think “race” once referred to where we come from, what beliefs we have, what rituals and traditions we practice, the type of food we eat, the songs we sing, and the holidays we observe?
- How do you think “race” turned into “racism”?

2. Tell students:

- Racism occurs when one group of people believe that they are superior to — better than — another group of people.
- Of all the forms of prejudice that exist, racism is one of the most horrible. Still, it has existed for centuries, and is still alive today.
- Believing they are “superior” allows them to make fun of, or hurt, the “inferior,” less powerful group.
- In the extreme, such prejudice can create terrible suffering.

**Go to Tool 10A, “The Meaning of Race.”
Do this exercise with students. Then return to this page.**

Genocide

1. Ask students:

- What is the meaning of the word “genocide”?
- Did you know the word “geno” means race, nation or tribe? And the Latin word “cide” means killing?
- Were you aware that millions upon millions of people have been victims of genocide during the Twentieth Century?
- Did you know that these people were not casualties of war, but that they were purposely killed?
- Why would one group of people hate another group of people so much that they would do all they can to remove those people from the face of the earth?

2. Tell students:

- This is a difficult subject matter to discuss, because we all have strong feelings about certain groups of people and the purposeful destruction of certain groups in the past.
- Genocide is a crime against a group. The individuals in the group are victims simply because they belong to that group.
- Individual members of such a group are dehumanized, reduced to numerical statistics.
- Societies that have suffered genocide have had at least one significant minority group that was “different” from the majority, usually racially, ethnically, religiously or politically.
- Genocide has occurred all over the world, but most notorious was Nazi genocide — the killing of more than *six million* Jews from all over Europe.

3. Ask students:

- Do you think Adolph Hitler, the German leader, may have had prejudices passed down to him from family and acquaintances?
- How much hatred had to live inside him to be personally responsible for the death of so many people?
- What kind of mechanical difficulty occurred in his brain?
- What effects of conditioning do you see in such an occurrence?
- How do you think it’s possible that six million people could die because one person — Adolph Hitler — willed it to happen?

4. Tell students:

- In the act of genocide, all normal constraints against killing human beings are set aside in the name of a so-called “higher” aim.

- Some of these aims have been to:
 - Build socialism**
 - Reprimand “sinful” behavior**
 - Enhance the march of progress and civilization**
 - Replace the weaker with the stronger**
 - Engage in religious warfare**
 - Create economic revitalization**
 - Bring about social purification**

- A relatively newer form of genocide was adopted by Serbs in treatment of Muslim and Croat minorities (and possible treatment of Serbs by Croats and Muslims). It happened while Serbian forces tried to annex Bosnia and Herzegovina after the breakup of Yugoslavia in the 1990s.

- This form was called “ethnic cleansing” and is a polite attempt to hide an alarming act of terror — killing people because they are different.

- Ask yourself: How can we ethnically clean someone?

**Go to Tool 10B, “Catastrophe.”
Do this exercise with students. Then return to this page.**

What Prejudice Has Created

1. **Ask students:**
 - What would cause a group of people to purposely create the deliberate and organized destruction of another group of people?
 - Why do you think people would choose to kill off groups instead of individuals?
 - Is it easier to dehumanize individuals when “the enemy” is a group?

- ❑ Do you see the so-called “higher aims” as valid justifications for killing masses of people?
- ❑ If the Bosnians and Serbs have been battling since the 1300s, and there is still conflict between them today, 600 years later, why do you think they haven’t been able to resolve their differences?

2. Tell students:

- Throughout history there have been minorities.
- There have been masters and slaves. There have been different forms of “caste” systems, where classes are set off from one another.
- Minorities today are dealt with by the majority in one of two ways: They are either assimilated into the culture, or they are oppressed.
- In the process of assimilation, values and ways of thinking are exchanged and shared between a minority and the majority. Oppression, on the other hand, separates people and has resulted in segregation, slavery, ejection, extermination and genocide.
- The effect of prejudiced thoughts, feelings and words is relentless conflict. And the most disturbing effect is the devastation of millions of people.

**Go to Tool 10C, “Show Me Prejudice!”
Do this exercise with students.**

TOOL #10A - ACTIVITY
The Meaning of Race

Ask students:

1. How do you define the word “race”?

Some possible definitions might include:

- A family, tribe, people or nation belonging to the same stock.
- A kind of people unified by community of interests, habits or characteristics.
- A division of humankind possessing traits that are hereditary and sufficient to characterize it as a distinct human type.

2. How do you define the Human Race? (Allow students to create a definition together.)

3. Is there a race that you believe might be considered superior to another race?

Tell students:

1. The moment we believe that any group of people is “superior” or “inferior” to another group of people — for whatever reason — we are guilty of RACISM.
2. As soon as we believe that our group, our clan, our tribe, our nation is “better than” another — we are guilty of RACISM.
3. Racism is the result of prejudice.

Ask students:

1. Do you think that different people have different definitions of what defines the human race?
2. Does our definition of the human race make all other definitions of race seem old-fashioned?

TOOL #10B - ACTIVITY

Catastrophe

Tell students:

Let's look at some of the reasons people in power have offered for committing genocide — purposefully killing certain groups of people. Here are some of them: *(Explain some of the words students may not understand.)*

- Build socialism**
- Reprimand “sinful” behavior**
- Enhance the march of progress and civilization**
- Replace the weaker with the stronger**
- Engage in religious warfare**
- Create economic revitalization**
- Bring about social purification**

Ask students:

- Do you see each of these as a “higher” aim? Why?
- If you really believed one of these was a “higher” aim, what do you think would be your motivation for it?
- Would this bring you more money, more attention, more power, more happiness?
- What kind of mechanical wiring in the brain causes a person to believe that these aims are valid reasons to kill people?

Tell students:

- It is important for us to look at and understand why millions of people are killed because they are “different.”
- When we can see how this happens and understand the motivation behind genocide, we can hopefully prevent it from happening to us.

TOOL #10C- Activity

Show Me Prejudice!

You will need 45 minutes to complete this activity. Make sure students have enough time to appreciate the full value of what they are asked to do.

- Divide students into groups of four or five.**
- Tell students:**
 - Create a roleplay for four (or five) characters — make sure everyone in the group has a part to play — that shows us some form of prejudice.
 - The roleplay doesn't have to be long, but it has to clearly show us some prejudice in action.
 - Nominate one person in your group as leader of the discussion (to make sure that everyone has a say and that all ideas are heard).
 - Everyone should write down the roleplay, so each person will be able to read his/her own handwriting.
 - When we call time, we'll perform our roleplays for each other to see how well we're able to SHOW prejudice.
 - Keep in mind that we don't want to talk ABOUT prejudice. We want to SHOW it in ACTION.
- Give students 10 to 15 minutes to develop their own roleplays. Walk around and help them if they request it.**
- Call time.**
- Ask for Volunteers to perform their roleplay. If there's time, give them a few minutes to go over their roleplay so that they can perform it the best they can in such a short period of time.**