



pax

Good
Behavior
Game

Preface: Nurturing Lifetimes of PAX

By Dennis D. Embry, Ph.D.

PAX means peaceful, productive, healthy and happy. Every human wants PAX, and any human simply will not learn well, apply their learning, and live well without PAX. This includes the students in your classroom and the adults in your school(s) and community.

The book you are reading will help you create PAX brains and behavior among the students in your classroom now, as well as for their lifetimes. This book can also help bring PAX to the minds and hearts of adults in the school and even to the students' homes. PAX can happen for you, too.

This preface explains why and how the PAX Game, as a simple routine 3 to 4 times a day, grows PAX brains and behavior in everyone. A veteran teacher said to me, *"I think I am a pretty good teacher, but I don't really know if what I am doing will make a big difference."* Think how much faith we put in our efforts as teachers, and think how society today blames teachers for everything. All this is stressful and a burden. Yet, most of us hope and pray we will make a lifetime of difference. That's really why I wrote this book with my colleagues and co-workers.

The PAX Good Behavior Game will make a lifetime of difference to your students, the people who care for them, our communities, our country, and maybe the world. Really, it's amazing. Here's why it's true.

My colleagues have followed multiple groups of students for years and years. Their teachers were randomly assigned in the same school to learn and use the Game or not, typically for just one year. Several thousand children have been followed into

adulthood, a hard and costly scientific task. Only a handful of things done by teachers have this kind of proven, lifetime impact.

I learned about the lifetime impact of the Game in 1999, at a small meeting with the Attorney General, Secretary of Education, and the Surgeon General of the U.S., assembled to advise them what to do after the Columbine Shootings earlier that spring.

Right then and there, I decided I would figure out how to make the Game accessible and usable to every teacher. So much of the science behind this book comes out of my lifetime experiences as a special education teacher, a child and developmental psychologist, and a prevention scientist.

My passion for creating PAX for every child and



Me, Dennis D. Embry at age 6, two months before being labeled as educable mentally retarded. My first grade teacher, Ms. Lee, didn't believe it and gifted me a future instead.

classroom comes from my adversities as a child who was dealt a poor hand in many ways—prenatal exposure to alcohol and tobacco, prematurity, parents with deep family secrets that led to their addictions, mental illness, domestic violence, my school label of educable mental retardation, and living in cheap motels as a child.

My passion for bettering the futures of all our children with practical science comes from my own spiritual transformation, which includes recruiting the best colleagues and co-workers I can find from every aspect of life. This book is the fruit of knowing and working with these colleagues, who are the authors of some of the science, creators of the tools herein, and contributors to this

book. It takes many hands to better the world and their hands have touched all that you read.

This is the preface for the PAX Good Behavior Game book, which is the acclaimed protective strategy that provides lifetime benefits for children. Information for ordering, training and technical support can be obtained from PAXIS Institute, PO 31205, Tucson, AZ 85751. Ph: 520-299-6770. Email gbg@paxis.org. See www.GoodBehaviorGame.org.



Packing Suitcases for Life

At birth, everybody starts off with an empty “suitcase for life” and then it’s filled, based on worldly experiences. The students in your classes or your care are packing their suitcases for life...right now.

A suitcase for life contains the good things we want for our children, grandchildren, and children of choice—such as our friends’ children, godchildren, and our students.

So, pause now. Think about the good things or “PAX” you want for the students you help. Check off from the list below or add the *good* things you want them to carry throughout life.



Good Things or PAX That I Want Young People to Carry in Their Suitcase of Life:

- | | | |
|---|---|---|
| <input type="checkbox"/> Acceptance | <input type="checkbox"/> Hope | <input type="checkbox"/> Sense of humor |
| <input type="checkbox"/> Attentiveness | <input type="checkbox"/> Humility | <input type="checkbox"/> Sense of purpose |
| <input type="checkbox"/> Balance | <input type="checkbox"/> Integrity | <input type="checkbox"/> Tolerance |
| <input type="checkbox"/> Belief in a Higher Power | <input type="checkbox"/> Love of learning | <input type="checkbox"/> Values |
| <input type="checkbox"/> Caring for loved ones | <input type="checkbox"/> Loving relationships | <input type="checkbox"/> Work ethic |
| <input type="checkbox"/> Common Sense | <input type="checkbox"/> Moral compass | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Compassion | <input type="checkbox"/> Optimism | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Cooperative skills | <input type="checkbox"/> Passion | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Discipline | <input type="checkbox"/> Perseverance | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Empathy | <input type="checkbox"/> Problem-solving skills | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Financial security | <input type="checkbox"/> Reliability | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Forgiveness | <input type="checkbox"/> Resiliency | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Future focus | <input type="checkbox"/> Safety | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Good parenting skills | <input type="checkbox"/> Self-control | |
| <input type="checkbox"/> Health | <input type="checkbox"/> Self-esteem | |

Heavy Burdens That I Do Not Want Young People to Carry In Their Suitcase of Life

Life can bring heavy burdens or “bricks” for us to carry and struggle with on our journey. Pause and think again about the students and young people in your care. What heavy “bricks” do you not want those students or young people to struggle with during their life paths?

- | | | |
|--|--|--|
| <input type="checkbox"/> Alcohol/ other addictions | <input type="checkbox"/> Hopelessness | <input type="checkbox"/> Selfishness |
| <input type="checkbox"/> Bullied/Harassed | <input type="checkbox"/> Ignorance | <input type="checkbox"/> Self-harm |
| <input type="checkbox"/> Cancer | <input type="checkbox"/> Injuries | <input type="checkbox"/> Suicide |
| <input type="checkbox"/> Chronic diseases | <input type="checkbox"/> Intellectual disability | <input type="checkbox"/> Tobacco addiction |
| <input type="checkbox"/> Chronic pain | <input type="checkbox"/> Jail or prison | <input type="checkbox"/> Victimization |
| <input type="checkbox"/> Constant regrets | <input type="checkbox"/> Materialism | <input type="checkbox"/> Violence |
| <input type="checkbox"/> Criminal behavior | <input type="checkbox"/> Mental illness | <input type="checkbox"/> War |
| <input type="checkbox"/> Despair | <input type="checkbox"/> Obesity | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Discrimination | <input type="checkbox"/> Poor health | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Drug addiction | <input type="checkbox"/> Poverty | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Educational failure | <input type="checkbox"/> Prejudice | <input type="checkbox"/> _____ |



How Suitcases for Life Get Packed

Daily human interactions are how suitcases for life get packed. This is because we are an ultra-social species. Every human is born utterly helpless. We cannot learn to use language, find good food, or protect ourselves without the help of many other humans.

Parents alone cannot assure that a child will have a fully packed, good suitcase for life. A grandparent or other relatives cannot guarantee that the suitcase will be packed properly for a child's whole life. Since the time of hunter-gathering communities, other adults—even non-relatives— have contributed substantially to how well a child's suitcase for life was packed.

For example, in ancient Hawaii every village had many *kumu*.^{*} In the Hawaiian language, a *kumu* is a “bringer of light.” *Kumu* are wise adults who have hard-won knowledge that they share and teach to the young so that the people might flourish and live in the light. If you have been to Hawaii, you may notice that esteemed elders often wear a leis made of Kukui nuts. The Kukui nuts (the seed of the “candle tree”) are one of the things that the ancient Polynesians brought with them on their Pacific migrations. The children gathered those nuts, to create illumination from the oil in the nuts, threaded on the spine of a coconut frond. *Kumus* wear such leis as “bringers of light.” To wear a '*Kukui ano ano*' or Kukui nut lei is to wear a lei of light. Thus, using the PAX Game makes you, a “bringer of light” and lightness for children's and adults' suitcases for life.



A Kukui Lei

It is not just adults who help pack the suitcases of life. It is all the children, too, who help pack each other's suitcases for life. For example, a child's peers as early as five years of age will determine the accent of a child's speech, as youngsters are primed by Mother Nature to copy the patterns of the behavior of other children. If children—whether your child, your grandchild, your godchild or your students—learn to help make PAX in each other for just one year in a classroom, their suitcases for life will be packed lightly with PAX and be freed of many of the heavy burdens that can weigh down a person for decades.

If students or young people in your care play the PAX Game three or more times per school day, most of the

good things will be increased as well as most of the heavy burdens will be reduced that you listed. This is not puffery. This is proven fact, based on multiple scientific studies following up hundreds of children for many years who played the Game in elementary school for one or two years only.¹⁻⁸ Playing the PAX Game well and often in primary grades also increases reading achievement in those grades,⁹ plus increases their rates of graduation from high-school and college entry.¹⁰

How the children help pack each other's suitcases for life, also affects you as a teacher for your life. The PAX (peace, productivity, health, and happiness) they create with each other in your classroom reduces your stress, and improves your health and wellbeing. Everybody wins.

The Social and Behavioral Science of PAX

Since the invention of stone tools, the principle animal predator of humans became other humans, and the principle source of safety was other humans. That's quite a social, emotional, and cognitive problem for the young, growing human mind.

Our ancestors solved the fundamental problem, as best they could, by becoming highly pro-social within their social group. This was an effective way of coping with external threats to their safety and wellbeing from “out groups” of other humans. We learned to cooperate and reciprocate within our group; we learned to categorize others as friend or foe as a basis for cooperation and reciprocity. All of this requires great mastery of self-control and self-regulation over time. How is that learned or taught? Today, we need to expand our “group” to whole communities and our country to survive and thrive.

Punishment and Coercive Consequences Cannot Cause Lasting PAX

Adults cannot teach children to exhibit sustained or lifetime cooperation, reciprocity, productivity, self-control, and self-regulation (PAX) by using coercion, punishment, harshness, force, etc. Why? Because all those actions evoke the child's brain wiring for detecting, fleeing, or fighting *perceived* human foes or predators. Most of what modern society calls “mental illnesses” such as ADHD, oppositional defiance, conduct disorders, depression or anxiety among children and teens are, in fact, triggered or amplified by such toxic coercive influences by other humans. Coercion or threats by adults in schools, homes and/or in the community invariably train children's brains in the four “A's” of avoidance, anger, anxiety, and aggression.

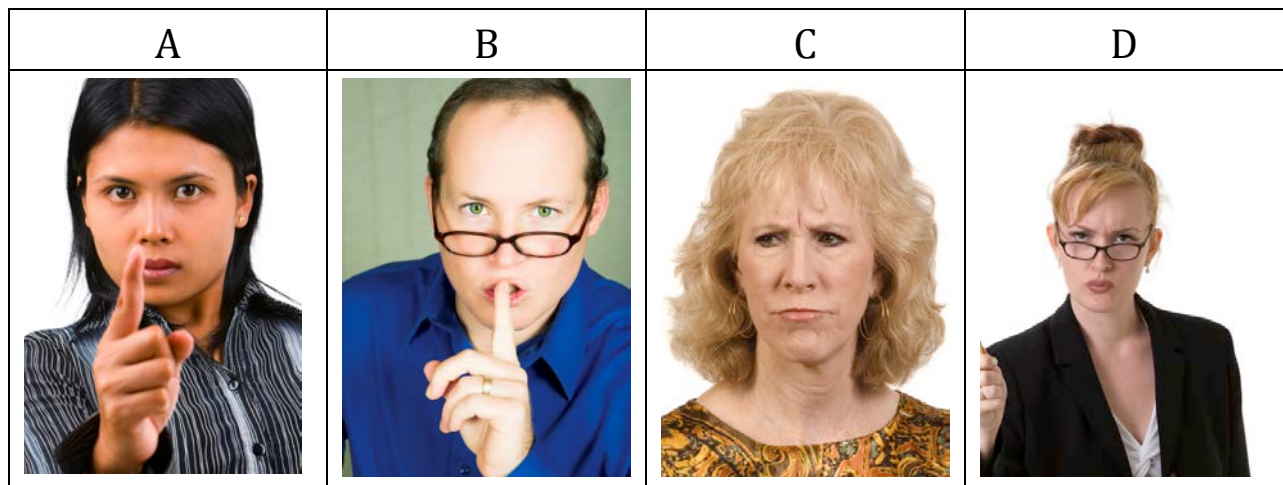
^{*} Claire Richardson (the second author of this book) is from Hawaii.



Creating Lasting PAX

How then do we create cooperation and reciprocity for well-packed suitcases for life? This is done by setting occasions, creating a language of belonging and safety, increasing social reinforcers from peers or others for cooperation, reciprocity, self-control and self-regulation over a length of time so that that all get more skillful. Very mild rebuke or negative feedback may be needed from time-to-time to attain the highest levels of such competencies for life. This negative feedback is as simple and *non-emotional* as, “you need to try that again” just like a computer game gives simple signals when you don’t win so that you can try again to do better.

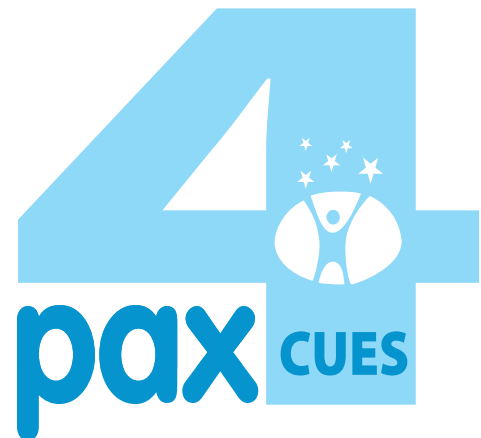
Setting Occasions. Human daily existence involves hundreds of daily interactions with others. Many of these involve signals of what to do next or not to do as a group. If these signals inadvertently fire the “alert” circuits in the brain for human threats, the four “A’s” of avoidance, anger, anxiety, and aggression will likely happen. What causes the alert circuits in the brain to trigger in children, youth and adults? Here are a few things scientifically proven to evoke the four “A’s” in people of every age, from every culture: frowns, furrowed brows, pointing, glaring, “schussing”, shrill sounds, raised voices, and threats. Consider which picture panels might evoke the four “A’s” among children, teens or adults you know.



All of these expressions (A through D) are likely to cause firing of the Anterior Insular area of the brain, which will then send a signal to the VTA (ventral tegmental area) to shut down all dopamine firing for a bit. These expressions all convey danger or disgust. These expressions do not elicit true internalized cooperation in children or adults; they cue “moving away from fearful or dangerous object” or “attack”. The harsh cues might cause children to submit or evade further aggression and threats from the adult, but that has been shown to cause later rebellion and adverse outcomes overtime.

Four Cues for PAX. For daily cooperation, reciprocity, self-control, and emotional regulation to happen reliably in any human environment, these threatening expressions have to be lowered in frequency and intensity. Thus, this book and related training have four PAX Cues, that signal cooperation, reciprocity, self-control and emotional regulation for your class and potentially the whole school:

- ☉ **PAX OK/Spleems Not OK**, which are used to coach behavior broadly in multiple settings and activities (See Chapter 15).
- ☉ **PAX Voices**, which are used to help modulate voice levels at school (See chapter 11).
- ☉ **PAX Hands**, which are used during moving transitions to avoid harm to others (See Ch. 9).
- ☉ **PAX Feet/Lines**, which are used in moving or other situations to avoid harm to others (See Chapter 17).



These proven tools designed to elicit PAX brain and behavior—in both adults and students. These cues gain time for instruction and learning; these cues also create PAX in the minds and hearts of both adults and children—if you choose to use them regularly.

PAX strategies in this manual set up situations so that coercive herding, nagging, and scolding of children and adults is not necessary, because the techniques create *de facto* self-regulation and self-control. This can make your classroom or school more wonderful. You don't have to be the bossy boss, the child wrangler, or the school sheriff if you choose to use proven strategies that promote self-regulation and self-control like Beat the Timer, PAX Jobs, and the PAX Game. Your students or charges can only become skillful at self-regulation and self-control when given the opportunity to practice those skills in ways that scaffold success—both during routines and when excited or distracted. Let's put it this way, no one can learn to drive by just watching videos, taking tests and told not to touch a car. You have to practice at nurturing a PAX brain too.

Our human ancestors figured out how to teach this as a natural order of their early communities, wherein children copied and helped their group do meaningful tasks to survive, be happy, be healthy, and be safe. If they had not learned this early on in the history of modern humans, none of us would be reading this book. All their early efforts taught learned self-efficacy and group success. When Dennis' colleague and co-co author on other projects, the famous biologist and anthropologist, David Sloan Wilson,[†] learned about the PAX Game, he commented that it was a perfect modern re-invention how humans achieved powerful group cooperation and self-regulation in our early history.

Creating a Language of Belonging Working Toward Common Goals. Every teacher we've met wants students to succeed. What many do not realize is that this REQUIRES children to have a language of belonging to each other and the adults at school, just as a thriving ancient tribe of people required that they saw themselves as "US." If students perceive that there are lots of "THEM" in the classroom or school, be they adults or other children, then it will not be possible for the brains of those children to wire for self-regulation, self-control, learning, and cooperation.

Early on, this manual shows how to instill and develop a common goal of learning and living in a wonderful classroom or school. Their classrooms

[†] See David Sloan Wilson. *The Neighborhood Project: Using Evolution to Improve My City, One Block at a Time.*

and schools are their world. This manual will help you and all the students fill their suitcases with PAX. The beauty of this construct is that it comes from the children's own intentions and aspirations, with some adult guidance.

To achieve PAX, students must also learn to minimize the daily harms to PAX by sweeping away Spleems (a made up word). Spleems are little grains or grits of sand of daily distraction, disturbance, and despair that create heavy problems over time. Abundant scientific research (and grandmotherly wisdom) shows these grains often get molded into the dreaded bricks in the suitcase of life. What are we saying here? Simply put, some 100 years of careful study shows that the daily disturbances in classrooms, schools and life actually wire the brain to perceive and engage in the negative outcomes you listed in your brick list. And that same careful science shows that reducing those daily grains of sand of distraction, disturbance, and despair build better brains for the future.

Social Reinforcements for PAX. Educational science and practice is very poorly informed about the impact of small, daily social-reinforcements from peers in the development of children into competent adults. Daily, quick recognition of progress, peace, productivity, engagement, and success is essential for brain development and long-term learning. This should be obvious, but it does not seem to be to the people who write textbooks and papers about education.

Try this on as an eye opener. Imagine that teachers and parents stopped signaling whether a child was correctly decoding what he or she was reading. When children start to read, they naturally make mistakes. So under the theorem of no feedback or reinforcement, a parent or teacher would never say, "that's right" or offer a gentle correction like, "Good try. That sounds like apple, not cat. Can you read that again with the apple sound?" Now further imagine, that teachers and parents never smiled or gave any non-verbal approval that the effort was productive and on the mark. What if no fellow student or older student ever gave any positive feedback or gentle correction either? How well would the student learn to read or do any skillful task?

We know the answer, thanks for the very famous work in the 1960s by Murray Sidman and



colleagues.¹¹⁻¹³ If “errors” don’t get feedback about being incorrect, those errors get metastatic; “Errors begat errors.” That is those incorrect responses become a cognitive cancer. What do we mean by that? Imagine that a child consistently makes a mistake of adding, and never gets any feedback about accuracy. Will that child excel in the later grades, higher order mathematics? Probably not.

PAX builds many sources of positive feedback via social reinforcement, which have multiple forms of scientific evidence for their effectiveness:

- ☉ **Tootle Notes** are written positive notes from classmates or peers.¹⁴⁻¹⁷ A Tootle is the opposite of a tattle. Peers influence each other all of the time, whether teachers like it or not. Indeed, Mother Nature hardwires children around the age of school entry to prefer social reinforcement from peers rather than adults. Ultimately, lifetime survival in evolutionary times depended on our ability to influence age-mates in matters that determined our individual and collective survival. The same is true today.
- ☉ **PAX-IT Notes** (adult to child; authority to employee) are positive. These are never

negative notes sent home and otherwise publicly posted.¹⁸⁻²³ When properly done, these positive, written notes (not just a checklist) significantly improve school behaviors, academics and home life. When adults write such positive notes to each other in supervisory roles, work-place stress goes down and work-place performance goes up.²⁴⁻²⁶

- ☉ **Granny’s Wacky Prizes** (very brief, fun group activities) are contingent on the group of children (or adults) focusing their collective efforts to achieve a goal beneficial to all. These bond participants together in common, positive, pro-social purpose. These also teach how to delay gratification,²⁷⁻²⁹ and how to calm under conditions of excitement or distraction.³⁰

All of these above social reinforcement strategies actually scaffold and support lifetime competencies and intrinsic motivation, which is not apparent why without a deep understanding of developmental psychology, brain research, and longitudinal (long-term follow up) studies. Let’s consider some of the evidence along these lines.

Learning Voluntary Control Over Attention and Intention

A car has both an accelerator and brake pedal. Both are necessary to get where you want to go. A car with just a “gas” pedal would be very scary and dangerous, and a car with just a brake would never go anywhere.

The brains of the children in your classroom have something similar to a “gas” and a “brake” pedal. For children to thrive in school and in life, they must master voluntary control over both the gas and brake pedal (attention) in their brains, especially in the context of a big goal (an intention). The PAX Game cleverly teaches children how to modulate both the gas pedal and the brake pedal, and that skill has positive effects that have been documented to improve their lives for more than 20 years into their futures. By helping your class learn the PAX Game, you will be a teacher who gives this gift to your students.

When your students play the PAX Game, they have created a goal for themselves individually and as a group to better their world. Thus, they are working toward an intrinsically motivating goal of having a “wonderful classroom”— maybe even the most wonderful classroom or school in the world. That is exciting and motivating to your students.

Their goal of creating a Wonderful Classroom (their vision) happens when they see, hear, do, and feel more wonderful things individually and as group. That wonderful state is called, PAX (Latin for peace, productivity, health and happiness). Their goal is also to reduce all things



that get in way of, or harm, PAX. These disturbing, disruptive, annoying or inattentive events are called Spleems (a made up word). Since Spleems are typically the result of the students themselves, they have to learn to use their own brake in their brain to inhibit those actions.

The genius of the PAX Game is that students have to work together to develop their individual skill to use their brain brake, because the accidental attention from their peers for Spleems actually maintains runaway Spleems. Spleems can be wickedly fun in the moment, but can have adverse lifetime consequences if students inadvertently learn to recruit peer attention by being bad or antisocial. Indeed, in very careful studies it has been shown that accidental attention to negative behaviors by peers creates adolescent delinquency.

Playing the PAX Game requires a recipe of five evidence-based kernels. An evidence-based kernel, as you will learn more about, is the smallest unit of scientifically proven behavioral influence.³¹ Each of the evidence-based kernels you will use have solid proof of working miracles in the classroom, and when they are combined into a recipe that makes up the PAX Good Behavior Game,^{31 32} the recipe becomes something magical that can transform the lives of children and their teacher. The five evidence-based kernels you will learn to use are:

- ☉ **PAX Quiet kernel** (See Chapter 6) is used to start and stop the Game, plus help with other transitions during the day.
- ☉ **Beat the Timer kernel** (See Chapter 7) is used to challenge the students to practice creating more and more PAX time (learning, cooperating, enjoying school, and expanding the academic and social skills for a good and healthy life).
- ☉ **PAX Stix kernel** (See Chapter 10) helps students learn the skills of patience, turn taking, and keep their focused attention working during the day.
- ☉ **Granny's Wacky Prizes** (See Chapter 12) brings joy back into the classroom while teaching children how to delay gratification and also teaching them self-regulation when excited.
- ☉ **Tootle Note kernels** (See Chapter 16) helps young people learn to notice and increase the good in each other, make better friends, reduce picking on each other for status or attention.

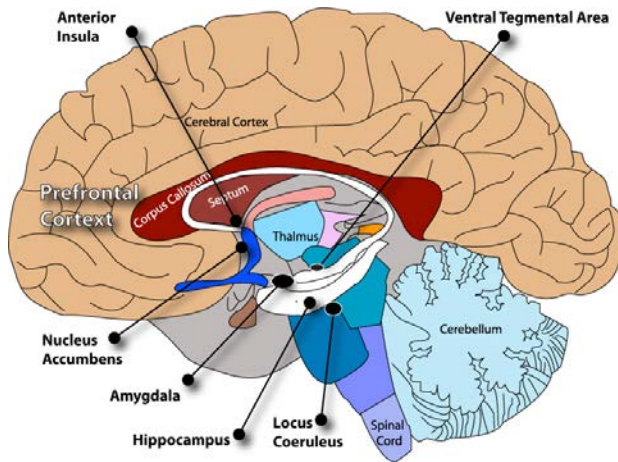
Every one of these evidence-based kernels makes sense to a master teacher. Indeed, master teachers often use one or more of these kernels in their regular efforts. The PAX Game combines the wisdom of master teachers with great science to create a recipe that teaches students how to have voluntary control over their attention for a grand, and wonderful intention of creating a better world for each of them. Just one year of playing the Game in elementary school during the everyday lessons and activities three times a day (like some older vitamins) has many lifetime benefits—partly because of how the PAX Game and related kernels or cues change a child's brain. The kernels and the cues are combined to create the total package of the PAX Good Behavior Game.

Creating Lasting Changes in the Brain and Behavior

As you use the PAX Game, you allow the **Ventral Tegmental Area (VTA)** to do its job synthesizing dopamine, which is the “hydraulic fluid” of the brain's self-control and self-regulation circuits to achieve valued goals in life you checked. As you use the PAX Cues skillfully, you disarm or dampen the danger alarm circuits in the **Locus Coeruleus** and other areas of the brain that signal threats and human predators to children's brains.



When you, other adults, and children use the language of belonging and safety of PAX Good Behavior Game, you signal children’s **Amygdala** what is happening at school is agreeable and pleasant—even though it may require effort. All this stimulates the **Anterior Insula** to signal children’s brains what is happening moment-to-moment is safe and good, so that the the child will engage in the behaviors at hand.



Playing the PAX Game repeatedly helps children’s **Hippocampus** encode the memories of how to do the complex behaviors of self-control and regulation, required to advance learning. Finally, all this building from the bottom up of the brain allows children’s **Prefrontal Cortexes** to engage in planning and motivating children to learn the complex behaviors to succeed in school and life. While you cannot see the brain working without fancy scanners, any teacher or adult can learn to become an everyday scientist to notice that desired reactions and changes happening among the students while you create PAX.

Figure 1: Adapted from Canadian Institutes of Health Research

What do all these hypothesized changes do, overtime, for your students? We don’t have brain

scans and other measures on the thousand of children who went through the longitudinal studies on the effects of the game, from primary grades to their mid-20’s. However, we do have extensive data on real world outcomes at Johns Hopkins Center for Prevention and Early Intervention where I am a co-investigator:

- ☉ Reduction of aggression from first grade through middle school.^{33 34}
- ☉ Increase in reading scores during primary grades if the Game was played often. ⁹
- ☉ Almost none of the children went on to use tobacco. ^{35 36}
- ☉ Reduction of substance abuse, depression and antisocial behavior – including bullying during late childhood or early adolescence. ⁹
- ☉ Long-term reduction on aggression or violence, use of any social or educational services such as special education while producing a positive academic success and impact of family relations. ³⁷
- ☉ Drug use in middle school.³⁸
- ☉ Prevention of ADHD and Oppositional Defiance.³⁹
- ☉ Lifetime prevention of addictions, psychiatric disorders, and antisocial behavior through age 21.⁷
- ☉ Reduction in suicidal ideation or attempts.⁴
- ☉ Prevention of violent crime, incarceration, and adult anti-social personality disorder.⁶
- ☉ Increase in lifetime academic achievement, including high-school graduation and college entry plus lifetime reductions in need for special services.¹⁰
- ☉ Reduction of depression.²

Yes, it’s true. The Good Behavior Game (what we now call, the PAX Game) did all this —3, 5, 10 and 20 years later—after the children had just one year, occasionally two years, of exposure to the Game. How would you like to be the teacher who invented the Game in 1967, Muriel Saunders,⁴⁰ knowing that you have packed the suitcases for life of thousands of children to live well, be well, learn well, and love well?

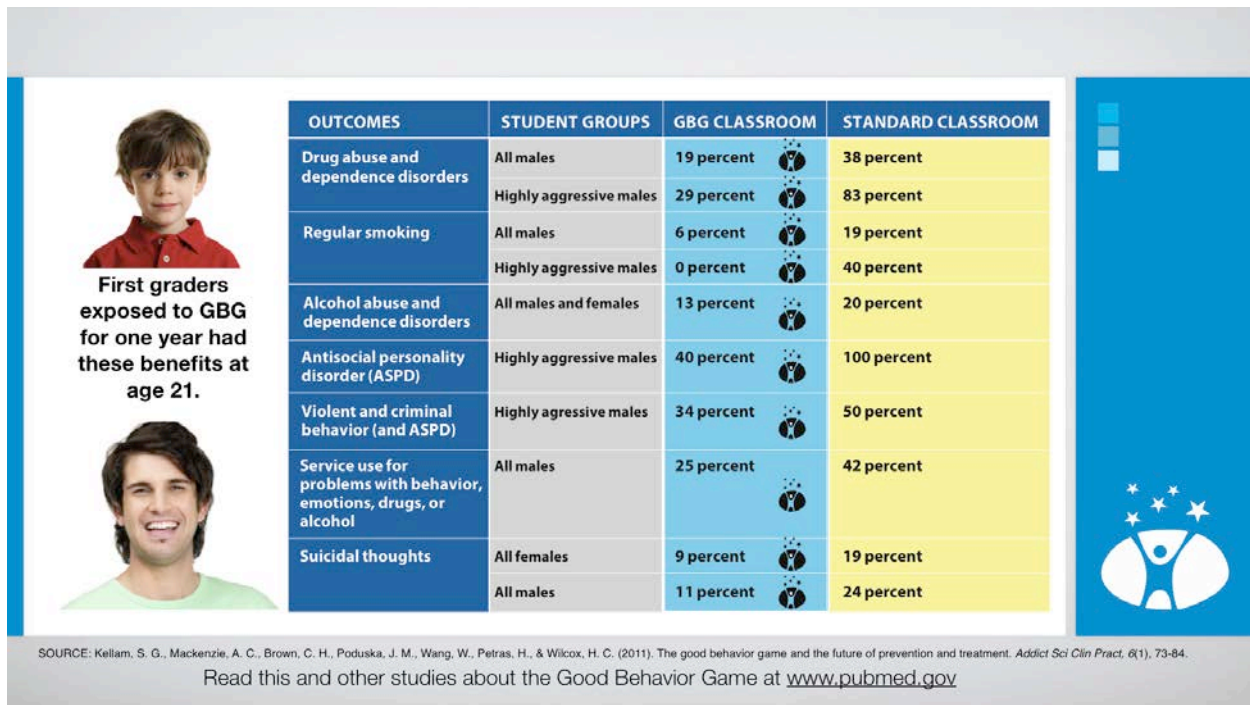
You, too, can be a teacher who packs your students’ suitcases for a life of PAX. Once you learn how to use the PAX Game well, your students will live better and more wonderful lives. Isn’t that why we became teachers in the first place, to better the world? In the words of Louis Armstrong, “*What a Wonderful World...*”

Thank you for undertaking PAX and being a bringer of light,



Dennis D. Embry
 Dennis D. Embry, January 1, 2012





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