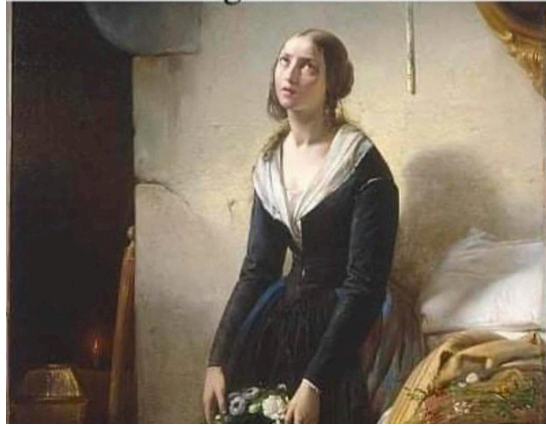

When it's morning and people
are using words and expecting
things from me.



Behaviour has causes. Sometimes it's just the time of day!

Welcome to Meeting 2 of the 5 week Parenting Essentials Challenge. In this meeting, and for your homework, we'll be thinking about and discussing the idea of understanding the WHY behind your child's behavior.

Thanks to the last meeting, you should now have a better awareness of the trigger points that make you angry and should have taken steps to reduce their impact. Your stress score is lower - well done! This means that when your child refuses to do something, talks back, or is rude, you'll have a pause before your instant reaction.

In that pause, you have the chance to do something really important—ask yourself: WHY is my child doing this?

Over the past six years, working with thousands of parents, I've come to see this as one of the most powerful questions we can ask. If we don't, we tend to rush to judgment. The judging parent—and we've all been there—might think, "This kid is just being difficult" or "I have a problem with this child." And when that's the thought pattern, the immediate response becomes: "How do I stop this difficult child from being difficult?" That creates a cascade of negativity from us, which in turn triggers more negativity from them.

The negativity becomes our reality.

Of course, there are moments when children are simply just testing limits or pushing boundaries. That's natural. But when we take the time to understand why a child is behaving a certain way, something profound shifts. Instead of seeing their behavior as a problem to be solved, we start putting together the bigger picture.

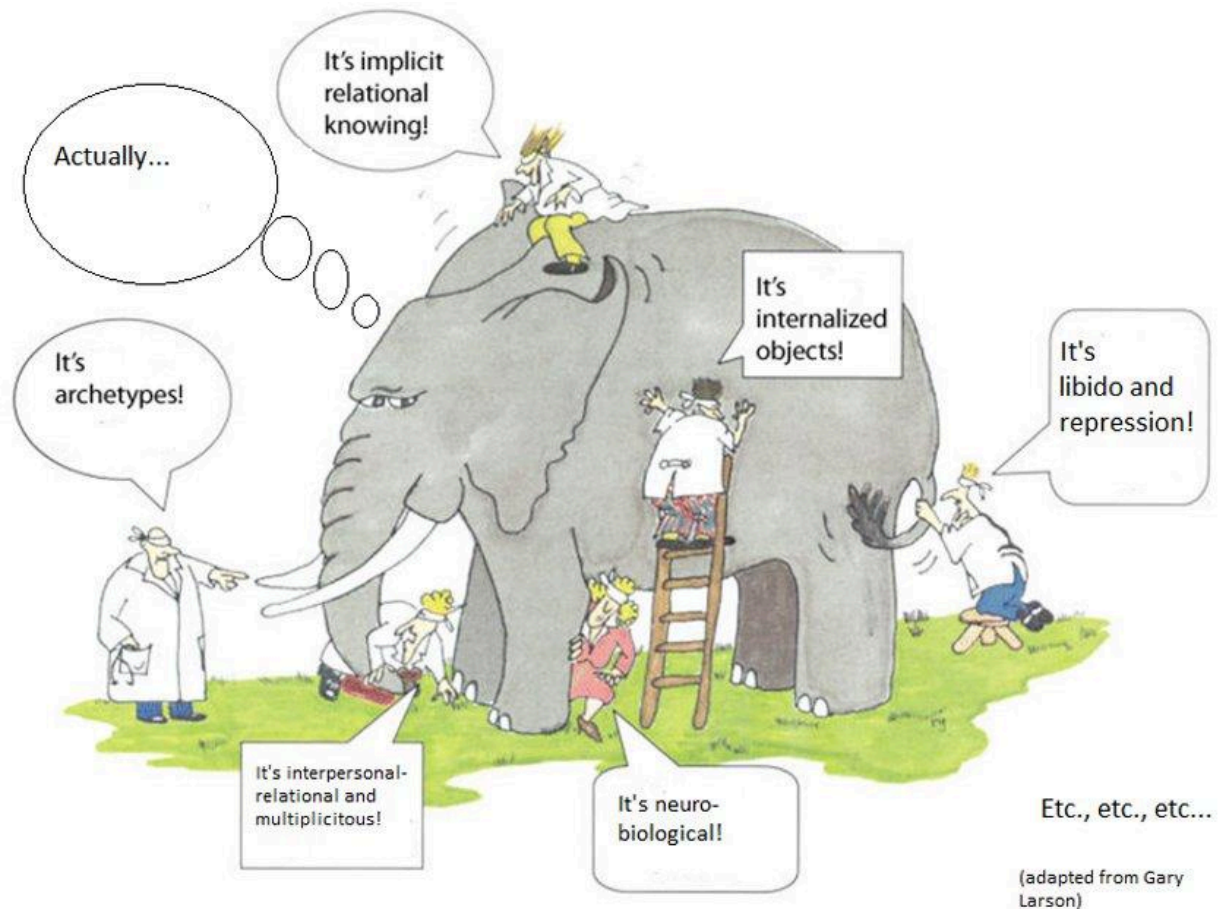
We move from frustration to understanding, from uncertainty to clarity.

Instead of wondering, “Is something wrong with my child?” or “Am I doing something wrong?” we begin to see what’s really going on—and most importantly, what we can do next.

This shift is one of the most powerful transformations we can make as parents. It replaces worry with focus, doubt with a plan. So if that sounds like a journey you want to take, that’s exactly what we’ll be working on in this session.

It can be complicated, but it doesn’t have to be...

Over the years, I’ve discovered that the reasons behind a child’s behavior are vast. There are over 400 psychological theories used to help people with their challenges, and each one could offer another piece of the puzzle. But none of us have the time to explore them all, so in this Meeting we’re trying to focus on the most important causes. This will give you the clearest possible insights in the shortest amount of time and you’ll build a new understanding of your child.



Theories can be helpful frameworks, but the only person who ever truly sees your child in their entirety is... you! PN

What’s in this Reading Homework?

First, we'll look at the three basic psychological needs of children. Many of you may already be familiar with this, but it's always worth revisiting.

Second, we'll explore how sensory systems can have a huge impact on behavior. As a dad, this has been incredibly helpful in understanding my own daughters.

Third, we'll consider personality. Every child is different, even within the same family, and recognizing those differences can be a game-changer.

Finally, we'll ask whether our child's behavior is actually normal for their age and whether our intense reaction says more about us than it does about them—because, quite often, we struggle with the same behaviors ourselves.

That's a lot to cover, and I'm aware it might feel like too much for one homework assignment. But if you can go through this material and put together your child's "iceberg," you'll start experiencing that shift from uncertainty to confidence. And that is one of the greatest gifts you can give yourself as a parent.

Patrick

Your Child's Iceberg

Your child's iceberg is the concept through which you'll proceed in this meeting and homework. Below, you can see Sarah, a girl whose family I worked with several years ago, and her iceberg.

This principle has really helped me as a dad because, for obvious reasons, we can only see the tip of the iceberg, while much more lies beneath the surface. It's a brilliant metaphor for what's going on in our children's lives.

There's the behavior we can see, and then there are the causes behind it.



The behavior itself is obvious. We know when our child is spitting, like Sarah was, having extreme meltdowns, or physically attacking their mum or dad. But we don't always know why. In this situation, Sarah's parents were concerned that she might be neurodivergent. Maybe they had made mistakes? Maybe there was something wrong with her?

When I worked with Sarah's family, I created a detailed profile of what her life looked like at that point. I've always believed that the world's best experts on any child are their parents, guardians, or caregivers. And so it was with Sarah. There were factors in her life that had significantly impacted her ability to manage relationships. Her dad had been absent for large parts of her life, and without going into too much personal detail, the first three years of her life had been chaotic, difficult, and disrupted. Then, during the COVID years, things got even worse.

I think we all understand that a child who has had a messy relationship with their father, a mum who is overwhelmed with work and looking after multiple children, and significant sensory needs is far more likely to be at a stress level of 7, 8, or 9 out of 10 than a child who has had a continuous presence of loved ones, adjusted well to the stress of COVID, and has no physical challenges.

Together with Sarah's parents, we put together this iceberg because it helped us understand what we needed to work on. Her parents told me at the time that they found it tremendously helpful because, before that, they had been judging her for her behavior. They were using labels like "difficult," "problem child," and "aggressive," and those labels were becoming Sarah's reality.

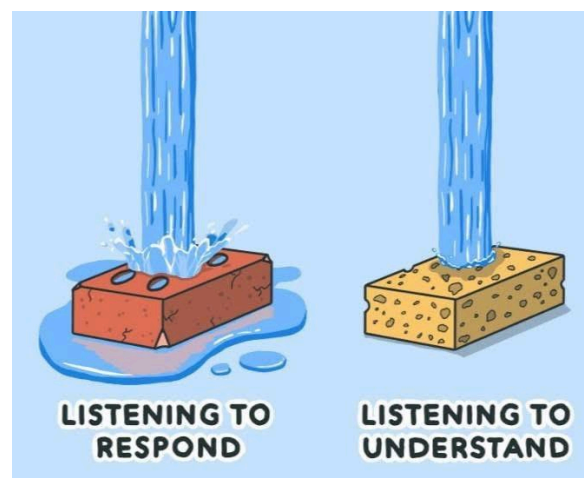
As a parent, I know how difficult it can be to see the wood for the trees, especially when it comes to our own children. I've struggled with this myself, particularly with my eldest daughter. It can be hard to see beyond the immediate behavior and recognize the underlying reasons. That's what this module is all about.

Homework 1

Your main Homework in this module is to create your own iceberg for your child. Identify not only the behaviors that are challenging for you but also the possible reasons behind them. When you finish, you'll start to see the "why." And when that happens, you'll likely have the same experience that Sarah's family did—that moment of clarity when they said, *Oh my gosh, now I see this child as they truly are. Now I know what to focus my parenting energy on.*

In Sarah's iceberg, for example, one major factor was routine. Her family life was chaotic—there were no rules, no boundaries, and things changed from day to day. Once her parents put in simple rules and boundaries, especially regarding screen time, things improved almost immediately. I remember the relief they felt when that happened.

That kind of transformation is coming for you, too. To do so, please print off the Behavior Iceberg we've provided on the product page (and which I've added at the end of this document) or you can make your own on a piece of paper. Keep this iceberg in mind as you move forward through the material.



The more sponge-like you are as a parent, the more your listening skills improve, the more you understand the why, the less reactive you are. That is why we fill in the Iceberg! PN .

Why? The 3 Basic Psychological Needs

If you've been a member of the All About Parenting Programme or taken part in some or many of our webinars, this definitely WON'T be new material for you! If there is one framework I have used more than any other for over 165,000 parents since 2019, it's the 3 Basic Psychological Needs. It's a simple but powerful way to understand the 'WHY' of your child's behaviour.

These 3 needs brilliantly explain why kids throw tantrums, resist our instructions, or act out at the most inconvenient times. The answer lies in understanding their three fundamental psychological needs: **Relatedness, Competence, and Autonomy**. These needs are deeply ingrained in every human being, from infancy to adulthood, and they shape how children interact with the world.

When these needs are met, children thrive, displaying positive behaviors such as cooperation, curiosity, and resilience. When they are unmet, children may resort to challenging behaviors as an attempt to fulfill them. Understanding these needs will help you recognize the underlying cause of your child's actions and respond in ways that foster internal motivation rather than temporary compliance through rewards or punishment (which is typical parenting).

The Need for Relatedness: "Do you see me?"

The need for relatedness is a child's need to feel loved, valued, and connected. From the moment they are born, children seek closeness and attachment. A newborn cries to be held, a toddler clings to a parent's leg, and an older child eagerly shares their latest drawing—all are expressions of the need to belong.

How children express this need

- **Positive behaviors:**
 - A child brings you a picture they drew and says, "Look, Mommy, I made this for you!"
 - They offer to help set the table or complete small chores.
 - They initiate play with other children and form friendships.
- **Challenging behaviors:**
 - Interrupting conversations: "Mom! Mom! Look at me!"
 - Using inappropriate words to get attention: A child suddenly yells an expletive, knowing they will immediately get a reaction.
 - Acting out in class to gain acknowledgment from peers or teachers.

When a child is ignored or feels disconnected, they will often resort to any means necessary to gain attention—even if it's negative attention. This is why yelling or scolding can inadvertently reinforce unwanted behaviors. Instead, making time for regular, meaningful connection with your child—such as listening to them without distractions or engaging in activities they enjoy—can satisfy their need for relatedness in a positive way.

The Need for Competence: "Let me do it!"

The need for competence drives children to explore, learn, and master new skills. From learning to walk to asking endless “why” questions, children constantly seek to expand their abilities. When this need is met, they develop confidence, curiosity and perseverance.

How children express this need

- **Positive behaviors:**
 - Asking numerous questions: “Why is the sky blue?”
 - Insisting on doing tasks independently: “I want to tie my own shoes!”
 - Persisting in learning a new skill, like riding a bike or solving a puzzle.
- **Challenging behaviors:**
 - Giving up too easily: “I can’t do it! You do it for me!”
 - Procrastinating on homework or tasks they fear they’ll fail.
 - Comparing themselves to others and feeling inadequate: “My friend can do it, but I’m not good enough.”

Children naturally want to prove to themselves that they are capable. However, if they frequently experience failure without encouragement or are overly criticized, they may begin to doubt their abilities. As parents, fostering their sense of competence involves providing opportunities for success, offering encouragement, and allowing mistakes as part of the learning process. Instead of stepping in too quickly, ask, “Would you like some help, or do you want to try on your own first?”

The Need for Autonomy: “I want to do it/choose/be in charge!”

The need for Autonomy is a child’s desire to have control over their actions and decisions. It is the drive to say, “I want to do it my way.” A child who feels they have no say in their daily life may resist, argue, or shut down.

How children express this need

- **Positive behaviors:**
 - Choosing their own clothes or deciding what to eat.
 - Taking initiative: “I want to pack my own lunch.”
 - Demonstrating independence in problem-solving.
- **Challenging behaviors:**
 - Refusing to cooperate: “No! I don’t want to!”
 - Power struggles: “I don’t have to listen to you!”
 - Deliberately doing the opposite of what is asked.

Children today have fewer opportunities for unstructured play and independent decision-making than past generations. Constant adult supervision and scheduled activities leave little room for autonomy. To support this need, allow children to make choices where appropriate. Even simple decisions like “Do you want to brush your teeth before or after putting on pajamas?” can give them a sense of control.

How does this knowledge help us?

The ultimate goal is to help your child balance these three needs. When a child feels connected, competent, and autonomous, they experience well-being and internal motivation. Instead of behaving out of fear of punishment or desire for rewards, they develop a natural drive to learn, cooperate, and engage positively. Co-operation from a child to a parent becomes a natural outcome of such a relationship/

Here's how you can support each need daily:

- **Relatedness:** Set aside daily one-on-one time with your child, listen actively, and express appreciation for who they are. This is what I call "Being Time"
- **Competence:** Provide age-appropriate challenges, celebrate effort rather than just success, and encourage curiosity.
- **Autonomy:** Offer choices, respect their opinions, and allow natural consequences to guide learning.

When your child exhibits challenging behavior, instead of asking, "How can I stop this behavior?" try asking this "Why Question" which is: "Which of the 3 needs is my child trying to fulfill?"

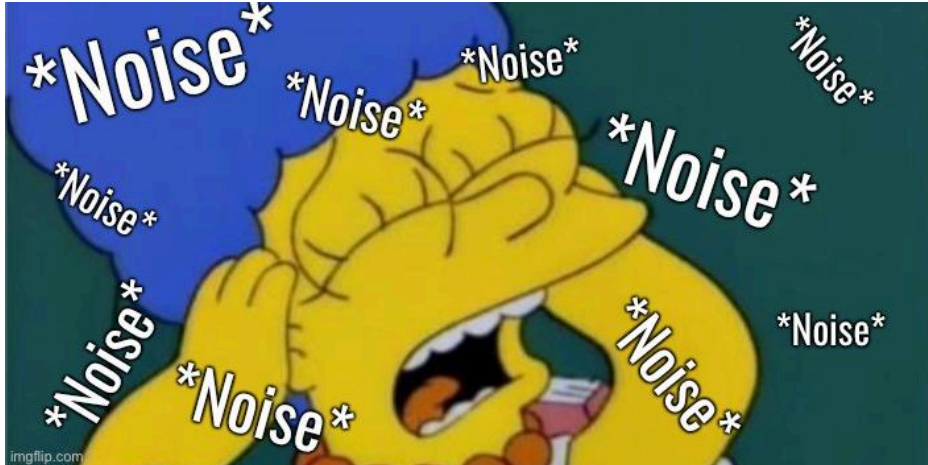
Homework 1

So, let's check in on Homework 1- filling in our children's Icebergs. Do you consider that all 3 of your child's needs are being met? Do you think there's one to work on? If Yes, add it to the "Why" section of your child's iceberg. You might put "high need for autonomy" or "high need for relatedness" there.

If you're not sure, here's a question I sometimes ask parents which I think helps. How far do you think on a scale of 1-10 your child's needs are being met, with 10 being very high and 1 being very low? If it's 6 or lower, then there's a good chance that's a part of your child's iceberg.

Understanding the Why: Our Children's Sensory Systems

As we learnt in the previous Homework and meeting, our nervous system operates along three primary pathways: the Green Zone (ventral vagal state), the Red Zone (sympathetic state), and the Blue Zone (dorsal vagal state).



The Polyvagal Theory helps us understand that behaviour is deeply rooted in our biology. When a child's nervous system detects a threat (which can be the things we say and do as parents) it triggers the Red Zone (fight or flight), leading to increased heart rate and heightened arousal. If the threat persists, they may shift to the blue zone (shutdown), where they become withdrawn or unresponsive.

The idea that our children's behaviour is rooted in their bodies and not just their minds is something that a lot of traditional psychology STILL, even in 2025, has yet to grasp. My handbook on Child and Adolescent Psychology for British psychologists has almost no mentions in over a 1000 pages of the body-brain connection.

Fundamental to the WHY of our children's behaviours are the 8 sensory systems inside the body. We are all familiar with the five "traditional" senses: sight, hearing, taste, touch, and smell.

But there are 3 additional senses that are crucial for understanding the WHY of our children's behaviour:

1. Proprioception: This sense helps us perceive the position and movement of our body parts. It's vital for coordination and motor control.
2. Vestibular: This sense, located in the inner ear, helps us maintain balance and spatial orientation. It's essential for movement and equilibrium.
3. Interoception: This internal sense helps us perceive internal bodily sensations like hunger, thirst, and the need to use the bathroom. It also plays a role in emotional regulation.

Now, what have these systems got to do with our children's behaviour?

Well, to put it simply, we all exist on a spectrum of sensory need. Some of us AVOID (hyper-reactive) certain sensory input and some of us SEEK it (hypo-reactive).

This happens to us on a daily basis without us really understanding it.

For instance, if a child is experiencing sensory overload—perhaps their proprioceptive or vestibular systems are overwhelmed—they may exhibit behaviours that seem irrational or disruptive. Similarly, if their interoceptive sense is signalling discomfort, it can lead to emotional outbursts or meltdowns.

When a child's sensory needs are not met—whether they are under-stimulated or overstimulated—their nervous system can become overwhelmed, pushing them into the Red Zone and causing us all distress.

Let's look at an example. Johnny is one of those 'bashy, crashy smashy' children I love to play with. He has a strong need to jump, kick, push and roughhouse and typically does it with friends in play and his dad when he's at home. Unfortunately, Johnny's dad has been away for a few days, and Johnny's had to sit all day at school in a hard chair and has been told off for moving. His body is practically shaking with the need to move, the need to get proprioceptive and vestibular stimulation. When he gets home, feeling frustrated but not really understanding why, his rough play turns to his younger brother, he goes too far, it quickly gets out of control and leads to a huge family argument. Johnny's been 'aggressive' again. Or has he just had an unmet sensory need?

Yes, Johnny went into the Red Zone when the play got too much. But the real cause of WHY he started hitting almost certainly lies in his deep desire for sensory input that wasn't met because of the unique circumstances of that day at home and at school.

By understanding that these behaviours are not 'intentional' (as we would understand them) but rather a response to their body's sensory needs, we can start to see the WHY behind the behaviour. For example, providing a calm environment or using sensory integration techniques can help regulate their nervous system and bring them back to the Green Zone.

In Johnny's case for example, I would have definitely recommended that his family give him as much opportunity for bashy, crashy, smashy play as possible. It will immediately calm him. It would be a major part of his Iceberg work.

So, what do you do with this information?

Homework 1 - Your Child's Sensory Needs

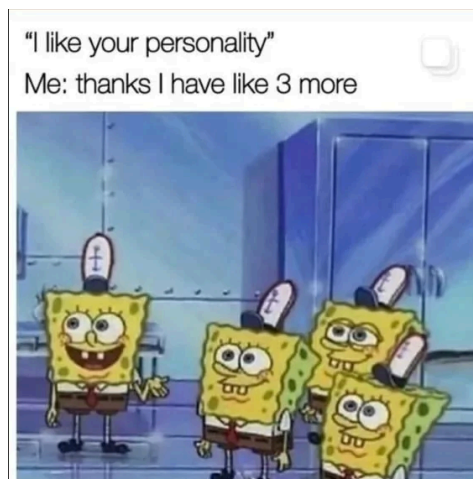
Take a moment to think about your child. As we've already discussed, you know them better than anyone else. Consider any extreme reactions they have to their environment. Do they have a strong dislike for certain textures, fabrics, or the feeling of things on their skin? That could indicate tactile hypersensitivity. Or do they show an intense need for specific activities, like playing with water every single day or engaging in rough, high-energy play like Johnny's example?

If your child's sensory needs aren't being met, this is likely a key part of the iceberg puzzle we're putting together. For example, I once worked with a parent of an 11-year-old girl who became physically aggressive when she got into the 'red zone.' After doing a sensory profile assessment, we discovered she had a strong need for proprioceptive activity, but it wasn't being met at home because her mum had a bad back. The solution? She enrolled in a boxing class, and her mum got her a home punching bag. The new family rule became: *When you're angry, it's okay to hit—but you hit the boxing bag, not Mum.*

The result? A 70% reduction in hitting at home. Why? Because Mum understood the *why*. She had filled in her Iceberg.

If you're feeling unsure, don't worry—we'll discuss this further in the meeting. There are also sensory profile assessments available online. But in my experience, with just a few thoughtful conversations and some reflection on what your child naturally gravitates toward or avoids, you can usually find the answer pretty quickly.

Personality



You don't hear much about personality in parenting literature nowadays, but it's one of the most highly researched aspect of psychology going. It's also a great way to understand the WHY of our child's behaviour and completing our Iceberg homework.

One of the best frameworks we have today is called the Big Five Personality Traits. This is a simple yet powerful way to understand the core parts of your child's personality.

Understanding the Why: The Big Five Personality Traits

The Big Five Personality Traits are five broad categories that describe how people behave, think, and interact with the world. Everyone falls somewhere on the spectrum of these five traits, including your child. Some kids are naturally more extreme in one area, while others are more balanced.

Here's what they are and how they might show up in your child:

1. Openness to Experience (Curious vs. Traditional)

This trait is all about how open a person is to new ideas, experiences, and creativity.

- High openness: Your child is imaginative, loves experimenting, enjoys new foods, places, or activities, and asks deep, unexpected questions. They may be drawn to books, storytelling, art, or science experiments.
- Low openness: Your child prefers familiar routines, struggles with change, and is more practical in their thinking. They like things “the way they've always been” and may resist trying new activities or foods.

Why does this matter? If your child is low in openness, forcing them to try new things too quickly may cause stress. Instead, introduce change gradually and respect their need for familiarity. If they're high in openness, they may get bored easily and need variety and creative outlets.

2. Conscientiousness (Organized vs. Impulsive)

This trait measures how responsible, organized, and self-disciplined a person is.

- High conscientiousness: Your child follows rules, remembers homework deadlines, and likes structure and organization. They're reliable and tend to be goal-oriented.
- Low conscientiousness: Your child is more impulsive, forgetful, and struggles with routines. They may start projects but not finish them, lose their belongings, or need constant reminders to complete tasks.

Why does this matter? If your child is low in conscientiousness, yelling at them to “just be more responsible” won't work. Instead, give them tools like checklists, reminders, and small, manageable steps. If they're high in conscientiousness, they may get stressed when things aren't in order, so respecting their need for structure can help them feel safe.

3. Extraversion (Social vs. Reserved)

This trait describes how much a person seeks social interaction and external stimulation.

- High extraversion: Your child is outgoing, loves being around people, talks a lot, and gets energy from social interactions. They may struggle with sitting quietly for long periods and need physical activity to burn off energy.
- Low extraversion (Introverted): Your child prefers alone time, gets drained by too much socializing, and may need quiet time after school. They likely enjoy solitary activities like reading, drawing, or building things alone.

Why does this matter? If your child is introverted, constantly pushing them into social situations might cause stress and meltdowns. Instead, let them recharge with alone time. If they're highly extraverted, they may need more playdates and activities to avoid feeling restless and frustrated. I worked with an American mom quite recently who realised she was pushing her younger daughter, who was high on introversion, into way too many after school activities. Once she'd put this piece of her child's iceberg together, she immediately stopped 3 evening activities and had a totally different child!

4. Agreeableness (Kind vs. Competitive)

This trait relates to how cooperative, compassionate, and empathetic a person is.

- High agreeableness: Your child is kind, empathetic, and wants to make others happy. They may avoid conflict and be sensitive to others' emotions.
- Low agreeableness: Your child is more competitive, independent, and strong-willed. They may argue more, challenge authority, and push back against rules.

Why does this matter? If your child is low in agreeableness, they may not respond well to being told what to do "just because." They need logical explanations and choices to feel in control. If they're high in agreeableness, they may need reassurance and encouragement to stand up for themselves.

5. Neuroticism (Sensitive vs. Emotionally Stable)

This trait measures emotional stability and how a person handles stress and negative emotions.

- High neuroticism: Your child is sensitive, easily upset, anxious, or prone to big emotional reactions. They may take things personally and worry about making mistakes.
- Low neuroticism: Your child is emotionally stable, doesn't get upset easily, and recovers quickly from setbacks.

Why does this matter? If your child is high in neuroticism, telling them to "just calm down" won't work. They need emotional support, routines, and ways to express their feelings. If they're low in neuroticism, they may struggle to understand why others get upset easily and may need help developing empathy.

Homework 1: Rate Your Child's Big Five Personality Traits

In order to add personality to your child's iceberg, rate your your child's Big 5 personality traits on on a scale from 1 to 10, where 1 means very low and 10 means very high. Then consider if any of them are - in your opinion - contributing to the WHY of your child's behaviour. If yes - add them to the iceberg! If you consider your child is extremely low in agreeableness (and this is something I would use to describe my eldest daughter for sure!) that doesn't make them a 'bad person' as this character trait is often useful for leaders who have to get things done, it can just be hard to work with in the parent-child dynamic. Recognise at least who you're dealing with and things get easier.

A Note About Personality

A child psychologist I was talking to once cautioned me that "we should only ascribe to personality if we're absolutely sure we've ruled out all the other potential causes of behavior." This makes sense to me. Studies suggest that changing personality is quite difficult. If that's true, then much of what we do as parents may not significantly alter our child's fundamental traits. I don't say this to discourage you—quite the opposite. It's a reminder that the child you have is the child you have.

If you find yourself frustrated with certain aspects of your child's personality—perhaps they seem too stubborn, too shy, or too intense—there's a good chance those traits are inherited. I once worked with a family who were concerned that their son spent too much time indoors playing on the computer. When I asked who he was most similar to, the mother immediately pointed to her husband—an IT specialist who also spent much of his time working at a computer! Coincidence? I think not.

There's nothing wrong with introversion. It's a superpower. And often, the traits we struggle with in our children are the very traits we carry ourselves.

Are we willing to accept our children for who they truly are? To recognize not just the challenges in their personality but also the strengths? Take, for example, a child who is highly disagreeable. That can be difficult in a parent-child relationship, but in the workplace, disagreeable people are often the ones who challenge the status quo and get things done.

So, take a moment to reflect on your child's personality and add any characteristics to the Iceberg for Homework 1. Think about the aspects that challenge you and consider their potential benefits. This is something I've had to do in my own family, both with my children and with myself. It's a journey—but one worth taking.

Whatever You Judge You Have In Yourself

If you've ever found yourself deeply irritated by something your child does—whether it's their defiance, their outbursts of rage, or their apparent lack of responsibility—you're not alone. But have you ever stopped to wonder *why* certain behaviors bother you so much more than others?

According to both Carl Jung, the things that most irritate us in others—especially our children—are often reflections of qualities we struggle to acknowledge in ourselves.

Jung famously said, "*Everything that irritates us about others can lead us to an understanding of ourselves.*" This is a principle that I find painfully apparent to me when I am getting annoyed by my daughter's annoyance!

In other words, when you judge your child for being too aggressive, too demanding, or too messy, it's worth asking: *Where in my own life am I aggressive, demanding, or messy?* If we resist seeing a part of ourselves—perhaps because we were taught as children that it was unacceptable—we become highly reactive when we see it in someone else. This is especially true with our kids, who mirror both our strengths and our struggles.

Imagine this scenario: Your child is throwing a tantrum, shouting and stomping their feet. You feel your frustration bubbling up. *Why can't they just calm down?* You might even snap, telling them to *stop being so dramatic* or *control themselves*. Now, pause. Instead of simply reacting, ask yourself: Have I ever acted out in frustration or anger? Do I struggle with controlling my own emotions at times? Did I grow up being told that expressing anger was wrong or shameful? If any of those questions resonate with you, then your child's behavior is likely triggering an unresolved issue within yourself. Perhaps you've been conditioned to suppress your anger, and seeing your child express theirs freely makes you uncomfortable.

Homework 2

To help you explore this further, think of a recent time when your child's behavior really got under your skin. Maybe it was their refusal to listen, their temper tantrum, or their unwillingness to share. Ask yourself: *Where do I display this same behavior in my own life, in that form or another?* It might not look exactly the same. If you're irritated by your child's anger, do you also experience frustration but express it differently (perhaps through passive-aggression, avoidance, or self-criticism)? If their messiness annoys you, is there an area of your life where you lack organization or control? If their stubbornness drives you crazy, can you recall times when you were determined to do things *your way*?

Every quality has both positive and negative aspects. Anger can signal boundaries being crossed. Stubbornness can mean persistence. Messiness can be linked to creativity. What is your child's behavior teaching you about the strengths behind the traits you judge? Instead of just seeing it as a problem, recognize it as an opportunity to address and accept a hidden part of yourself.

When we judge our children, we unintentionally create resistance. But when we use their behavior as a mirror, we gain insight into our own inner world. This shift in perspective allows us to respond with more empathy and wisdom rather than reacting out of frustration. The next time your child does something that irritates you, take a deep breath and remember: they are not just misbehaving; they are giving you a chance to better understand yourself. By embracing this,

you'll not only improve your relationship with your child but also deepen your own personal growth.

Conclusion

OK so you know should have a good understanding of the following "WHYs" of your child's behaviour

1. Their psychological needs
2. Their sensory needs
3. Their personality

You have completed Homework 1 by filling in your child's iceberg and in Homework 2, you've worked out whether you're judging your child for a behaviour you have inside yourself. This is an INCREDIBLE leap forward!

Inspiring Quotes

As before, here are 5 inspiring quotes to stimulate our minds

Carl Jung - "Every individual life is at the same time the eternal life of the human species"

Mark Twain - "It's not that we know so much it's that we know so much that isn't so"

Folk saying "Holding a grudge is like drinking poison and hoping someone else will die"

Einstein "To punish me for my contempt for authority, fate made me an authority myself."

Robert Schuller "Life is a peak-to-peak experience."