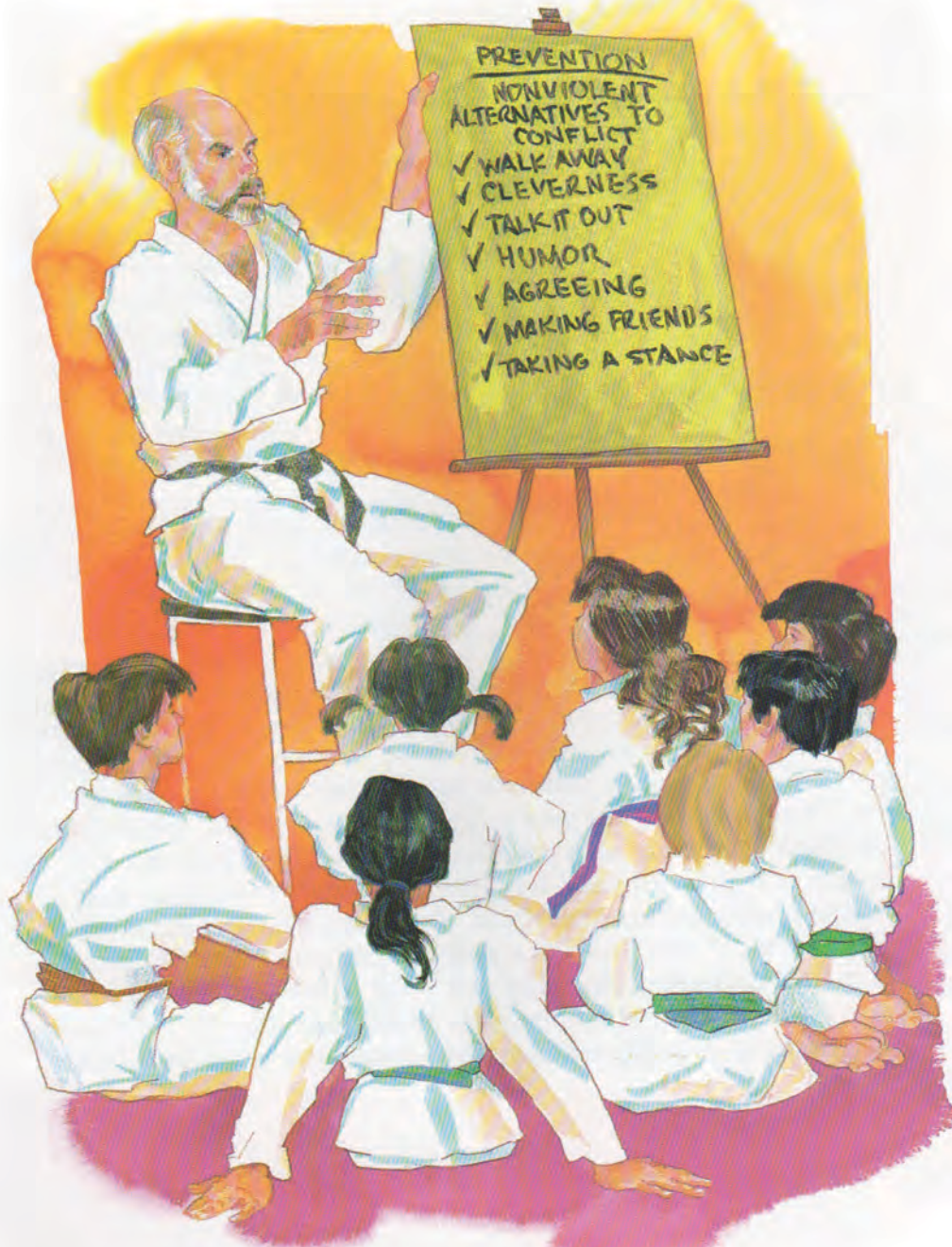


MARTIAL ARTS FOR PEACE

8 WEEK - 12 STEP PROGRAM



MARTIAL ARTS FOR PEACE

MAP S.T.A.R.S.

8 Week - 12 Step

Introductory Program

It's as easy as A. B. C.



STRANGER AWARENESS	CHARACTER DEVELOPMENT	CONFLICT EDUCATION	SELF PROTECTION
<p>Module 1 - Aware</p> <p><u>Stranger Awareness™</u> SAP™</p> <p>12 Do's and Don't For Keeping Safe (15 Minute Segment)</p>	<p>Module 2 - Avoid</p> <p><u>Character For Kids™</u> CKF™</p> <p>12 Ways to Act with Respect (15 Minute Segment)</p>	<p>Module 3 - Bargain</p> <p><u>Bully Buster System™</u> BBS™</p> <p>12 Ways to Walk Away with Confidence (15 Minute Segment)</p>	<p>Module 4 - Control</p> <p><u>Safety Options System™</u> SOS™</p> <p>12 Ways to Protect Yourself From Harm (15 Minute Segment)</p>
Do... Know Name/Add/Ph#	Courtesy	Make Friends	The Force
Do... Know Family Code	Gentleness	Use Humor	The Circle of Awareness
Do... Be With Friends	Honesty	Walk Away	Friend or Foe
Do... Trust Gut Feelings	Humility	Use Cleverness	Push - Spin-away
Do... Go To An Authority Figure If Lost	Intelligence	Agree With The Bully	Push - Roll-away
Do... Say "NO" When Invited to a Strangers Car	Kindness	Refuse to Fight	Push - Back Stance
Do... Use Your Head In A Bad Situation "RUN, RUN"	Order	Stand Up to the Bully	Grab - Release: One Hand
Do Know 12 Ways To Walk Away with Confidence	Responsibility	Scream/Yell	Grab- Release: Two Hand
Don't... Tell You Are Home Alone	Wisdom	Use Authority	Grab-Release: Both Arms
Don't... Take Shortcuts	Compassion	Ignore the Threat	Hit - Low Block
Don't... Take Candy/Gifts From a Stranger	Respect	Reason with the Bully	Hit - Middle Block
Don't... Wear Clothes With Your Name On Them	Courage & Commitment	Take a Stance	Hit - High Block
Demo	Demo	Demo	Certificate

Developmental, Age Appropriate Program designed
by Dr. Terrence Webster-Doyle

STRANGER HEIGHTENED AWARENESS RESPONSE PROGRAM™

Be SHARP! Be AWARE!

Twelve Ways To Sharpen Stranger Awareness

“Do’s” and “Don’ts” for Staying Safe!
A Martial Arts for Peace
Life Skills for Kids Program™



by
Dr. Terrence Webster Doyle
with Adryan Russ

based on the
Martial Arts for Peace books
by Dr. Terrence Webster-Doyle

**Atrium Society
P. O. Box 816
Middlebury, VT 05753
Phone: (800) 848-6021
Online website: www.youthpeaceliteracy.org
Email: martialartsforpeace@gmail.com**

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LESSON 1: DO Be Aware Act on Your Feeling That Something May Be Dangerous!

1. **Ask students the following questions. Encourage them to give you quick, alert, but *brief* answers! You only have 15 minutes per lesson!**
 - What does it mean to be “aware”?
 - Does being aware mean you are observant? Focused on what’s going on around you? Living in the moment?
 - What’s one way you were aware today?
 - What does it feel like to be aware? Is it hard work? Does it take practice to stay “in the moment” rather than worrying about what happened yesterday or what might happen tomorrow?
 - Does being aware make you feel strong? If so, in what way?

2. **Tell students:**
 - ▲ Sometimes we get a sense that something near us may be dangerous.
 - ▲ That “awareness” usually appears for a good reason. Pay attention to it!
 - ▲ It’s good to be aware all the time, but when you’re in an unfamiliar area, or talking with suspicious strangers, it’s especially important.
 - ▲ The voice inside us that tells us to beware is usually right! Listen to it! Focus! Be aware!

Activity 1: Exercise I Am Alive!

✓ **Ask students:**

1. One way to practice being *aware* is to challenge your senses! Do you know what your five senses are? (Give students time to respond.) Are they sight, sound, smell, taste and touch?
2. When you walk down the street, are you *aware* of what's in your line of vision? Do you really *look* at what's on the street, *who* is on the street, and *what's* going on?
3. Do you listen to sounds — the birds in the trees, an airplane or helicopter in the sky, people talking, horns honking? Are you aware of any aromas or stench — garbage, or flowers, or gas?

✓ **Tell students:**

1. Let's sit, right where we are (if the weather is good, take students outside). Sit comfortably, close your eyes and just LISTEN. For two whole minutes, sit *as quietly as you can* and do nothing but LISTEN. (Whisper:) On your mark, get set, go.
2. (After two minutes:) Let's open our eyes now and just LOOK. Don't move from where you're sitting but, as quietly as you can, just LOOK around you. Say nothing, but NOTICE what you see.

✓ **Ask students:**

1. By sitting quietly with your eyes closed, did you notice any sound that you don't normally notice? What did you hear?
2. By sitting quietly and looking around, did you notice any sight that you don't normally notice? What did you observe?
3. How do you think you could practice being "aware" — when you're at home, at school, or out in the world? Does this activity help?
4. Do you think your family would be amazed if you suddenly "noticed" something good they do, and mentioned it to them? Would your brother or sister pass out in disbelief if you observed something they never knew that you noticed? Want to try it? It could be fun to show friends and family your new powers of observation!



LESSON 2: DON'T Talk With a Stranger Ignore a Suspicious Stranger When the Situation Doesn't Feel Right!

- 1. Ask students the following questions. Encourage them to give fast, but observant answers! It's important for them to think quickly, on their feet! But limit their answers so you can finish on time.**
 - Did you “notice” new things about any friends or family this week? Did you try last week’s exercise on them? What happened?
 - How do you think you ought to apply your new awareness to strangers?
 - Do you think it’s a good idea to talk with any stranger who approaches you? Why do you think so?
 - Do you think you are always able to distinguish between a stranger who intends to do harm, and one who doesn’t? How can you tell?
 - Is it important to ignore a suspicious stranger — get away from a suspicious stranger — when a situation does not feel right? Do you think that your “instinct,” your “awareness,” your “inner voice” sometimes tells you when a situation doesn’t feel right?

- 2. Tell students:**
 - ▲ Knowing when to ignore a suspicious stranger gives us a great sense of power.
 - ▲ This feeling of power comes from using our brains instead of our fists.
 - ▲ Our Mental Self-Defense™ strength increases as we learn how to use our awareness to help us feel strong and, therefore, act in ways that can be more powerful than anything we do with our fists.

Activity 2: Exercise Stranger Awareness!

- ✓ **BEFORE CLASS**, write these column zones on the board, or make a copy for each student.

STRANGER AWARENESS ZONES!		
Zone 1 MILD!	Zone 2 MEDIUM!	Zone 3 HOT!
Be friendly Use humor Be clever Walk away	Use reason Agree with stranger Ignore threats Refuse to go	Stand up to stranger Call an authority Shout at stranger Take a stance

- ✓ **Tell students: Here are three Stranger Awareness Zones that could help you deal with a stranger who might be dangerous!** Zone 1 has some mild-mannered, gentle approaches, if the danger level feels low. Zone 2 approaches are more energetic, if something tells you there is danger! Zone 3 approaches are the most aggressive, and can be used when you feel certain that danger is on the rise, and you're going to have to deal with it.
- ✓ **Read through EACH ZONE, then encourage quick, alert responses:**
 1. If you were approached by a stranger, and unsure whether there was danger, would you: Try to make friends? Use humor or be clever, to throw the stranger off guard? Walk away, as quickly as you can?
 2. Do you think that being friendly, using humor, or being clever can throw a stranger off-guard and give you more time to keep your distance, or get away?
 3. If you agree with a stranger, ignore the stranger's threats, refuse to go with a stranger — all the time keeping your distance, preparing to run away — is this a good strategy to use when you suspect there might be danger?
 5. Which of the "hot" responses would work best for you, if you believe the danger level is high? Standing up to the stranger? Calling for help? Screaming loudly, "Leave me alone!?" Preparing to fight the stranger?



LESSON 3: DO Shout “Leave Me Alone!” Shout “I Don’t Know You!” to a Bothersome Stranger

**IMPORTANT: BEFORE CLASS,
MAKE TWO COPIES OF ROLEPLAY ON THE NEXT PAGE!**

- 1. Ask students the following questions. Encourage rapid, brief responses!**
 - Do you think it’s important to know that when you shout, “Leave me alone!” or “I don’t know you!” — you are not being a coward?
 - Do you think it’s important to understand that shouting these words, to a stranger who might be planning something dangerous, might stop the stranger from doing harm?
 - Do you think that shouting at a stranger might throw the stranger off-balance, and stop violence before it starts?

- 2. Tell students:**
 - ▲ Lots of people “hang around” our schools and communities. We know some of them, and others we don’t know as well. Sometimes people who “hang around” do so to make themselves familiar to us, so that we begin to trust them.
 - ▲ It’s smart to be on guard, to be ready to take action, in the event a “familiar” person tries to take you somewhere, or attempts to hurt you.
 - ▲ Strangers who intend to do harm are sometimes very clever. They might say, “Would you help me look for my lost puppy?” or “Would you show me how to get to the school?” or “Your mother is in trouble; let me take you to her.”
 - ▲ It’s sad that there are such people who will say these things in order to get their way, but the fact is — they do exist, and we need to be aware, in case we’re the ones they’re talking to.
 - ▲ Let’s get two Volunteers to read a roleplay. Who wants to volunteer? (Give each student a copy of the roleplay on the next page.)

Activity 3: Roleplay “I Don’t Know You!”

- ✓ **BEFORE CLASS**, make **TWO PHOTOCOPIES** of the roleplay on the following page.
- ✓ Ask for two Volunteers to play the parts of **STRANGER** and **DALE**.
 - ☐ Remind Volunteers that words in parentheses () are directions to the Volunteer and should not be read out loud.
 - ☐ Tell Volunteers to get into their parts and to have fun with the roleplay!
- ✓ **DO ROLEPLAY!**
- ✓ **AFTER ROLEPLAY, thank the Volunteers. Leave enough time to ask the following questions!** Always encourage students to think quickly, on their feet, and to respond with whatever thoughts enter their minds.
 1. Were there any indications that this stranger meant to do harm? Was Dale imagining it all?
 2. Did Dale make use of any of the Stranger Awareness Zone skills? If so, which do you notice? Did Dale use humor, reason, cleverness?
 3. Do you think the stranger intended harm? Were you able to know for certain?
 4. Do you think that Dale wasn’t sure but perhaps “felt” uncomfortable?
 5. Do you think Dale heard, saw, or became aware of something that signaled possible danger?
 6. What do you think it was that made Dale feel that way?
 7. If you were in that situation, how would you handle it?
- ✓ **Thank Volunteers and other students for their good work.**

Activity 3: Roleplay “I Don’t Know You!”

STRANGER

Hi, Dale. How are you doing?

DALE

Oh, hi. Okay. (Looks at Stranger.) Do you live near here? I don’t see you very often.

STRANGER

(Moves a little closer to Dale:) Oh, yeah. Just a mile or so.

DALE

I’ve never seen you in school. Do you go to school here?

STRANGER

(Moves a little closer to Dale:) Um, no. I go to Roosevelt, the other school in the neighborhood.

DALE

(Moves away from Stranger.) I’m meeting my group director just down the street. Gotta go.

STRANGER

(Moves closer:) Hey! Where you going so fast? Let’s talk a minute! Wait a second, Dale! Stop!

DALE

(SHOUTS:) How do you know my name? I don’t know you! Leave me alone! (Starts to move fast, but shouts with great authority:) If you don’t leave me alone, I’m going to report you!

STRANGER

Hey! I’m just trying to be friendly!



LESSON 4: DON'T Be Afraid to Say “No, Thanks.” Walk Away from a Stranger Who Wants You to Follow!

- 1. Ask students the following questions. Be sure to limit the discussion time so that you can get the whole lesson done in 15 minutes!**
 - Do you sometimes find it difficult to say no to people?
 - What makes it difficult to say no? When you're talking to someone with "authority"? Someone older? Apparently stronger? More demanding?
 - Do you think it's important to practice saying no, so that we are good at saying no if we're ever approached by a stranger who does not have good intentions?

- 2. Tell students:**
 - ▲ Learning how to say, "No, thanks," is particularly important. Especially when we're talking to people we don't know.
 - ▲ The point is that we need to develop the mental strength to say "No thanks" when we sense that what we're being asked to do isn't right.
 - ▲ Any suspicious stranger who invites us to follow — out of the home, out of the school yard, into a car, into a new area — for whatever reason! — needs to be told, "No, thanks."
 - ▲ It's important to not be afraid to say no, especially when our instincts tell us that saying no is the only right thing to do!

Activity 4: A Mental Freestyle All the Ways to Say No!

- ✓ **BEFORE CLASS, make ONE PHOTOCOPY of the following page.**
- ✓ **Cut the page into strips, then fold the strips, so no one can see what they say, and put them into a hat or bowl. Make sure there are enough strips for everyone. You can make more than one copy of each, or be creative, and make up some strips of your own!**
- ✓ **In class, ask students to form a circle. They may stand or sit.**
- ✓ **Ask for a Volunteer to pick one strip out of the hat or bowl.**
- Ask the Volunteer to open the strip and say whatever the strip says. The Volunteer must give a quick, short response!
- Then, ask that Volunteer to stand in front of another student, offer the bowl or hat of strips, and ask that student's to pick and say whatever question is on the strip of paper. Allow student responses to be serious or funny. The subject matter can be "touchy," and we want students to be able to respond any way they like. What matters is that they answer quickly and spontaneously!
- ✓ **Continue until all students have had a chance to respond! But you'll have to move fast!**
- ✓ **Don't forget to congratulate students on their good work!**

All the Ways to Say No! STRIP QUESTIONS

1. -----
Someone you've seen around the schoolyard invites you to a party that's happening in 15 minutes. What do you say?

2. -----
Someone you know whose lived in your neighborhood for 10 years offers you a ride to school. What do you say?

3. -----
A stranger approaches you and says, "Oh, my God! I can't find my child! Will you help me find her, please?" you say:

4. -----
A complete stranger calls you by name and wants to help you carry the groceries you're carrying back to your house. What do you say?

5. -----
Someone you don't know says he knows you can be trusted and asks you to keep a secret, and you say:

6. -----
You happen to get lost and you get separated from the adults you were with. A stranger, instead of telling you to go to the security office, asks you to follow, and what you do is:

7. -----
Someone approaches you and says, "I'm so sorry to bother you, but my puppy is lost. Could you please help me find her? I'm so worried about her!" And what you do is:

8. -----
If you sense someone following you, and that person catches up to you and wants to show you a "short-cut" to the school, or back home, you say:

9. -----
Someone rings your doorbell when you're at home by yourself. You look through the peephole and see that it's someone you've never seen before. What you do is:

10. -----
Whenever you get lost in a public place, the right thing to do is:

11. -----
Whenever you meet someone who gives you the feeling that this person might be dangerous, the right thing to do is:

12. -----
There are lots of different ways to say no. One of them is:



LESSON 5: DO Tell a Trusted Adult Tell a Reliable Adult If a Stranger Is Bothering You!

- 1. Ask students the following questions. Encourage them to respond quickly and attentively! They're learning to think quickly, on their feet!**
 - In today's world, do you think it's sometimes difficult to tell trustworthy people from people who are not?
 - What does it mean to be "trustworthy"? What are the characteristics of a person you can trust? Is it usually someone you know well?
 - Who are the five most trustworthy people in your life? Can you name them? You don't have to name them out loud, but you should know who they are, just in case you have to call upon them.
 - Do you think that most of us are brought up to be kind to people, and that sometimes it's hard to believe that not all people are kind?

- 2. Tell students:**
 - ▲ For stranger awareness, it's good to practice what we would do if approached by a stranger who bothers us.
 - ▲ The first thing to do is to think of one person you trust — the person you would contact first if you were in danger. This kind of thinking enhances your Mental Self-Defense™ skills and strengthens your brain!
 - ▲ Our number one martial arts goal is always to stop conflict before it starts. With that in mind, let's focus on the best way to stop conflict that could be caused by a stranger bothering you!

Activity 5: Roleplay Who Do You Trust?

- ✓ **BEFORE CLASS**, make **TWO PHOTOCOPIES** of the roleplay on the following page.
- ✓ Ask for two Volunteers to play the parts of **MRS. SAVION** and **WALKER**.
 - ❑ Tell Volunteers that words in parentheses () are directions to the Volunteer and should not be read out loud.
 - ❑ Suggest to Volunteers that they really try to get into their parts and have fun with the roleplay!
- ✓ **DO ROLEPLAY!**
- ✓ **AFTER ROLEPLAY, thank the Volunteers. Leave enough time to ask the following questions!** Always encourage students to think quickly, on their feet, and to respond honestly about what they think.
 1. Do you think Mrs. Savion was really interested in helping Walker?
 2. What makes you think so?
 3. Do you think Walker trusted this teacher?
 4. What do you think made Walker trust Mrs. Savion?
 5. Do you think Walker heard, saw, or became aware of anything that signaled possible danger?
 6. If it's an adult that was bothering Walker, do you think Walker might find it difficult to tell another adult about it?
 7. How would you have handled this situation?
- ✓ **Thank Volunteers and other students for their good work.**

Activity 5: Roleplay Who Do You Trust?

MRS. SAVION

Hey, Walker! You're looking pretty down. What's happening?

WALKER

Oh, nothing, Mrs. Savion. Nothing at all.

MRS. SAVION

Doesn't look like "nothing" to me! You look awful!

WALKER

Yeah, thanks.

MRS. SAVION

Look, Walker, the best thing to do when something's bothering you is to talk about it. If it sits on your chest, it never goes away!

WALKER

Well, it's kind of personal.

MRS. SAVION

Okay. It's personal. I understand. I've been teaching at this school for 10 years, and I've seen it all. Okay. Let me guess. Someone lied to you. Someone stole from you. Someone ticked you off. Someone's taking advantage of you. Am I getting warm?

WALKER

(No response.)

MRS. SAVION

Hey, listen. You don't have to talk to me, if I'm not the right person. But you should talk to someone. C'mon! Tell me you'll talk to someone — I mean today! You need help. I can tell.

WALKER

I need help all right. Okay, will you listen to me?

MRS. SAVION

Sure.

WALKER

This isn't easy to talk about, but — well, you've known my family and me for a long time. Okay, here goes.....



LESSON 6: DON'T Accept Gifts

Never Accept Presents from Suspicious Strangers!

1. **Ask students the following questions. Do your best to motivate them to respond as quickly and honestly as they can! But limit the answers.**

- Do you like to get presents?
- Do you think you would ever accept a present from someone you don't know?
- Would it be difficult to say no to a stranger who gives you a big box of chocolate candy?
- Do you think it would be very wise to not accept the box of candy? Why do you think so?
- None of us likes to think about it, but do you think it's possible that someone with bad intentions might add something to candy before giving it away?
- Do you go "trick or treating" for Halloween? If so, is the candy you get always from people you know — or people you know that are well intentioned? How do you know?

2. **Tell students:**

- ▲ Someone might try to give you candy, or take your picture and offer to give it to you as a present, or offer you a box when you don't know the contents of the box.
- ▲ It's awful to have to be wary of gifts people give us, but as the saying goes, "It's better to be safe than sorry." All we're trying to do is keep everyone safe!
- ▲ One of the most powerful defenses we have is awareness! When we are aware that a gift might be dangerous, we are prepared!
- ▲ Talk through the chart on the next page. Photocopy and enlarge it! Keep adding to it, on an ongoing basis!

Activity 6: An Activity Stranger AWARENESS Gifts!

Here is a list of possible stranger-awareness gift situations in which a stranger might offer you a gift. Ask your friends, family, adults and other people for suggestions and ideas to add to this chart. **Keep adding to this chart!**

1. While shopping at the mall, a stranger offers to give you a free backpack.
2. In a movie theater, a stranger says he bought too much candy and offers you some.
3. In the schoolyard, a “delivery person” gives you a package for one of the teachers and asks you to carry it inside.
4. Someone you don’t know says there’s a gift for you in the car, but you have to come and get it.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



LESSON 7: DO Tell Adults Where You're Going Let Parents and Teachers Know Where You Are

- 1. Ask students the following questions. Remember to go after quick, immediate responses!**
 - Do you always tell your parents and/or teachers where you're going, when you leave their sight?
 - Is there any reason why you would *not* tell them where you're going? What would those reasons be?
 - Would you be afraid that perhaps they might not approve of where you're going? Or might worry about you?
 - Sometimes we like to feel independent and either forget or don't want to let our parents or teachers know where we're going. As much as you don't like to do it, can you think of one reason why it's safer *not* to tell them than to tell them?
- 2. Tell students:**
 - ▲ The world today is more dangerous than it use to be. There have always been people around with bad intentions, but there seem to be more of them these days.
 - ▲ It's smart to always ask permission to leave the schoolyard or play area, or to go into someone's home.
 - ▲ It's always smart to let parents know where you are and when you're expected back.
 - ▲ One way to prevent conflict from brewing is to keep the people you know best informed about where you are and what you're doing. That way, if you need help, they know where to find you.

Activity 7: A Mental Freestyle Trust Your Intuition!

✓ **Tell Students:**

- ▲ I'm going to toss a question — one at a time — at each of you. Your job is to answer immediately, quickly! What makes this game fun is to fire away with fast, intuitive answers! This is a mental freestyle, so respond quickly! *(Use the questions below — it's okay to repeat them — or make up some of your own!)*
- ▲ There are no right or wrong answers, so you have nothing to lose! Act from your clear, focused mind! If something funny or crazy or bizarre comes out, enjoy it! The point is to say it as it is.
- ▲ Trust your intuition!

✓ **Ask Students:**

1. Why do you think it's a good idea to talk with any stranger who approaches you?
2. How can you distinguish between a stranger who intends to do harm, and one who doesn't?
3. Can you think of a time when a person you don't know made you feel "uncomfortable"? When was that?
4. Can you remember meeting or seeing someone and immediately thinking, "This person is dangerous."? When was that?
5. When is it appropriate to say no?
6. When is it NOT appropriate to say no?
7. Is there an advantage in telling a trusted adult a problem you're having? If so, name one.
8. Are there disadvantages in telling a trusted adult about a problem you're having? If so, name one.

✓ **Thank your students for their willingness to trust their intuition!**



LESSON 8: DON'T Get Into a Stranger's Car Never Go Anywhere With Someone You Don't Know!

1. **Encourage students to give you rapid-fire, alert answers to these questions! It's important for them to think quickly, on their feet!**
 - Is there a time when you would even *consider* getting into a stranger's car?
 - Would it have to be an emergency of some kind? And how would you know the emergency is real?
 - Do you think that someone could trick you into getting into their car by using the names of people you know?
 - Would you ever consider going *anywhere* with someone you don't know?

2. **Tell students:**
 - ▲ The way we think creates the way we feel, and the way we think and feel creates how we act.
 - ▲ If we think that a stranger has told us the truth, we will believe it, and possibly get into the stranger's vehicle. If we are aware enough to question whether a stranger has told us the truth, we are prepared!
 - ▲ When we learn to think intelligently — to stop and consider the best approach to whatever we're going to do next — we develop our Mental Self-Defense™ skills and get mentally stronger!
 - ▲ If we practice thinking, "I will never, ever get into a stranger's car," then we won't!

Activity 8: Roleplay “Get in the Car!”

- ✓ **BEFORE CLASS**, make **TWO PHOTOCOPIES** of the roleplay on the following page.
- ✓ Ask for two Volunteers to play the parts of **LANE** and **CAMPBELL**.
 - ☐ Remind Volunteers that words in parentheses () are directions to the Volunteer and should not be read out loud.
 - ☐ Suggest to the Volunteers that they get into their parts and have fun with the roleplay!
- ✓ **DO ROLEPLAY!**
- ✓ **AFTER ROLEPLAY, thank the Volunteers. Leave enough time to ask a few short questions!** Encourage students to think quickly, on their feet, and to respond with whatever thoughts enter their minds.
 1. What do you think? Did Campbell’s mother really get into an accident?
 2. Can we tell from this roleplay what actually happened?
 3. Do you think Campbell knew for certain what happened?
 4. How do you think Campbell responded to Lane’s offers to help?
 5. Do you think Lane was sincere?
 6. Were there any danger signs?
 7. How would you have handled that situation?
- ✓ **Thank Volunteers and other students for their good work.**

Activity 8: Roleplay “Get in the Car!”

LANE

Campbell! Campbell! Quick!

CAMPBELL

(Squints to see:) Who is that calling me?

LANE

Get over here! Quick!

CAMPBELL

Who are you? What do you want?

LANE

Listen! Your mom just had an auto accident! Quick! Jump in the car, and I'll take you to her!

CAMPBELL

What? What are you talking about?

LANE

I said, your mother just had a car crash. She's right near your house! Quick! Jump in the car, and I'll take you over there!

CAMPBELL

How do you know my mother? Who are you? (Shouts:) Leave me alone! I'm going home on my own! Don't get near me!

LANE

Hey, I'm just trying to help! I'll give you a ride!

CAMPBELL

(Shouts:) If you get any closer, I'll call the cops! Get away! Get away! Get out of my sight!

LANE

Okay! Okay! I'm gone!



LESSON 9: DO Go to a Safe Zone Go Where You Know There's Protection!

- 1. Ask students the following questions and, once again, encourage them to give you quick, alert answers. Remember, you have only 15 minutes!**
 - What does it mean to be “safe”? When do you feel safe?
 - Do you feel protected at home? In your room? In your classroom? In your community? In your martial arts school?
 - What's the safest place you can think of?

- 2. Tell students:**
 - ▲ In today's world, places we think of as safe aren't always!
 - ▲ That's why it's good to think about a variety of “safe” places — places you might want to go to, if you ever found yourself in some kind of danger.
 - ▲ Think of one place, right now, that you believe is safe.
 - ▲ Ask yourself what makes this a “safe” place.
 - ▲ In a fire, or in an earthquake, being inside your home is not always the safest place — so it might be helpful to think of some good, alternate locations!

Activity 9

My Safest Place!

- ✓ **BEFORE CLASS**, make TWO PHOTOCOPIES of the roleplay on the following two pages.
- ✓ Ask for two Volunteers to play the parts of **SIMPSON** and **KARLIN**.
 - ☐ Remind Volunteers that it's good to really get into their parts and to read their lines with enthusiasm!
 - ☐ Tell Volunteers to have fun!
- ✓ **DO ROLEPLAY!**
- ✓ **AFTER ROLEPLAY**, thank the Volunteers. Ask the following questions and, as always, encourage students to think quickly, on their feet, and to respond with whatever thoughts enter their minds.
 1. What did you think about Karlin and Simpson's choices for safe places?
 2. Would these "safe" places work for you, in your neighborhood?
 3. What do you think of their idea of making a chart to put up at school, at home and in certain places in the community?
 4. Do you think it might be helpful to make a chart for the people you know, in your home or school?
 5. What are some of the safest places you know?
- ✓ **Thank Volunteers and class for their good work.**

ROLEPLAY

My Safest Place!

SIMPSON

Are you crazy?

KARLIN

What do you mean am I crazy?

SIMPSON

During an earthquake, you would run outside?

KARLIN

Yes, I would!

SIMPSON

I can't believe it!

KARLIN

Well, it's not like the sky is falling! We live in a rural area, there are no tall buildings or anything. A tree might fall, but if all you're looking for is trees, I'd feel much safer outside than in a house that might fall on me!

SIMPSON

Well, maybe you have something there. I grew up in a big city, so I would never think of running outside, but you may be right about that. What safe place would you run to if someone was trying to abduct you?

KARLIN

Oh! That makes my stomach queasy. You keep hearing about those things on the news. It's awful. I don't know where I'd go. It depends on where I was at the time. If I was home alone and someone broke in, I'd probably try to get out. If I was on the street, I'd probably run to my martial arts school. If I was far from home — I don't know.

SIMPSON

You have to be more creative than that!

KARLIN

What do you mean?

SIMPSON

You have to close your eyes and pretend you're somewhere, and then think of a safe place that isn't the usual or the ordinary, you know?

KARLIN

Oh. You mean, like if there's an earthquake, I could maybe slip into the cement cave in the garage of our house?

SIMPSON

What cave? Yes, a cave! Great!

KARLIN

And if someone tries to abduct me, I could use one of the martial arts techniques we've used — distract the would-be abductor by being clever, or walking away, and then hide behind bushes, or run in the opposite direction that the abductor would expect, or run to someone's house and yell for help — or run as fast as I can to the police station!

SIMPSON

Yeah! Those are great ideas!

KARLIN

Where would you go?

SIMPSON

Me? Well, our house has a hidden basement no one knows about. Well, you know about it now, but no one else does. I wouldn't tell anyone I don't know about it. And I would run anywhere there are lots of people and hide among the people! I've seen that in movies, and that always seems to work!

KARLIN

Wow. Maybe we should get a bunch of kids together and make a huge chart called "Safe Places" and keep a running list!

SIMPSON

That's a very cool idea! We could put up a chart in school, and make copies for kids to take home.

KARLIN

We could put up a chart at the community center — or at the grocery store, or anyplace a lot of people go.

SIMPSON

Let's get started!

KARLIN

I'm with you!



LESSON 10: DON'T Go Alone Into Dangerous Areas

Stay Away from Deserted Houses and Dark Alleys!

1. Ask students the following questions. Encourage them to think clearly and effectively — but fast!

- Do you sometimes see or read the news and think, “I’m so fortunate that has not happened to me”?
- Do you take a hard look at how these things DID happen to these people?
- Have you sometimes heard that someone walked through a dark alleyway alone, or ran through a large park at night — and was attacked?
- Do you sometimes think that these things could never happen to you? Do you feel confident, strong, invincible?
- No matter how strong you are, how much martial arts you’ve studied, and how smart you may be, do you think that everyone is basically vulnerable, at one time or another?

2. Tell students:

- ▲ The phrase “Better safe than sorry” makes good sense! Whenever you find yourself in a place where you do not feel safe, it’s good to stop and think for a moment about your next step.
- ▲ You never want to walk through dark alleys, poorly lit parks or deserted areas — especially when you’re by yourself.
- ▲ You never want to go into a deserted house, day or night — especially when you’re by yourself.
- ▲ The more we think about dangerous places to avoid, and safe places to go, the more our Mental Self-Defense™ skills are strengthened. Let’s think!

Activity 10: Exercise Dangerous Areas!

- ✓ **Ask students to calmly sit in a circle and close their eyes. Ask them to think silently about the most dangerous place they can think of.** (Give them half a minute.)
- ✓ **Then ask students to open their eyes and ask, “Who wants to tell the most dangerous place they can imagine?”**
- ✓ **Ask students:**
 1. What makes this place so dangerous?
 2. Is there any time of the day or night when it would be okay to go to this place?
 3. What kind of risk would you be taking to go to this place with a friend?
 4. Do you think it would be helpful to let other people know that they ought to stay away from this place?
 5. What do you think would be the best way to inform people you know about the danger of this place?
 6. Are there any people you know who hang out in this place, even though they are aware that it’s risky?
 7. Are there any people you know who hang out in this place, who do not know that they may be putting themselves in jeopardy by being there?
 8. Do you think that it’s always better to be safe than sorry?
- ✓ **Congratulate students on their excellent Mental Self-Defense™ work!**



LESSON 11: DO Trust Your Gut Feelings Listen to the Voice Inside Your Head!

1. **Ask students the following questions. Keep the lesson only 15 minutes!**
 - When we are in trouble, do you think we tend to panic and not always use our best common sense?
 - Do you think that sometimes our “inner” voice may be shouting at us and we don’t hear, because we’re afraid, or unbalanced?
 - Is it your opinion that our “inner” voice is our gut feelings trying to give us some good advice?

2. **Tell students:**
 - ▲ It’s important to respect our gut feelings. Those feelings are not just wild or crazy thoughts running rampantly through our heads! Those feelings are based on our instinct, which is doing its best to give us some important advice!
 - ▲ We tend to ignore our instinct, because it comes from a place inside us that we’re not always used to listening to.
 - ▲ More often than not, our gut feelings are accurate. They are like built-in signs or warning bells, signaling us to pay attention.
 - ▲ Trust your gut feelings!

Activity 11: A Mental Freestyle I'm Listening to That Voice!

- ✓ **Ask students to sit or stand in a circle, as comfortably as they can.**
- ✓ **Tell them that this is a mental freestyle, designed to strengthen their Mental Self-Defense™ skills and that they must respond with bright, fun, intuitive answers! Remind them that:**
 - ❑ There are no right or wrong answers!
 - ❑ The point is to be quick and fearless!
 - ❑ It's good to empty yourself of old thinking!
 - ❑ It's important to trust your instinct!
- ✓ **Go around the room many times, as many as you wish, firing the questions that appear on the following pages. You're always invited to make up some of your own that you know are appropriate for your students. It's okay to re-use the questions over and over again, because different students will have different responses.**
- ✓ **Go around more than once so there is an ongoing movement of questions to keep students "on their toes."**
- ✓ **Afterward, congratulate students on their fine work!**

Activity 11: A Mental Freestyle I'm Listening to That Voice!

1. A stranger walks up to you and wants to show you some great stuff he has for sale in his car. Your instinct tells you to:
2. Someone you've seen around the neighborhood but don't know very well knocks on your door, says his car is stalled and asks to use your telephone. Your instinct tells you to:
3. A person you've never seen before is following you down the street, and you sense that you are going to be attacked. Your instinct tells you to:
4. You're invited to a last-minute party at the home of a classmate. You're not sure who else is going to be there. You're trying to decide whether to call home and let everyone know where you'll be, or not. Your instinct tells you to:
5. A clown on the street is passing out candy to all the kids. You take the candy and you're about to unwrap it. Your instinct tells you to:
6. There's been an explosion in your house, and a fire has started. Your instinct tells you to:
7. You're in a neighborhood that's not your own, and you're heading home when a car of teenagers stops and begins to follow you down the street. Your instinct tells you to:
8. You've just moved to a new house and haven't yet memorized your telephone number. You need to call someone at home. Your instinct tells you to:
9. A group of kids is following you down the street. You think that if you run, they will probably run after you. Still, you don't want to let them catch up to you. Your instinct tells you to:
10. You are a very trusting person, and you tend to believe everything people tell you. Someone you don't know that well tells you that you'd better hurry and get in the car, because someone in your family has been hurt, and this person will get you there quickly. Your instinct tells you to:



LESSON 12: DON'T Distrust All Strangers

Many Strangers Are Good People!

1. **When you ask your students the following questions, keep in mind that this is the last segment – make it the best one! Remind students that there are no “right” or “wrong” answers — only honest ones!**
 - Do you think we should distrust all strangers, no matter who they are? Are all strangers dangerous?
 - What do you think is the best way to distinguish a kind stranger from a menacing stranger?
 - Do you think we should trust our instinct all the time, no matter what it tells us?
 - What is the most important thing you think you've learned from becoming more aware of strangers?
 - Do you think you've developed your stranger awareness? In what way?
 - Do you think you've strengthened your Mental Self-Defense™ skills? In what way?

- ✓ **Divide students into groups of three or four. Then, tell students:**
 - ▲ Let's say that you've been inducted into the local Police Department.
 - ▲ Your job is to come up with safety tips for kids and to go around to schools to help students learn more about stranger awareness and what they can do to live as safely as possible.

- ✓ **Ask students to freely share their thoughts, their ideas in their groups — to not be afraid to say what they think. Give the groups five minutes to come up with their ideas. Ask them to write them down quickly!**
- ✓ **After five minutes, call time. Ask each group to quickly report their findings to the rest.**
- ✓ **After all groups have reported, tell students:**
 - ▲ **You've come up with some fine ideas. Congratulations on your good work! It's been a pleasure to have you with us!**
 - ▲ **There are other classes we offer, that are longer, more involving, where you can learn even more!**
 - ▲ **Next time, bring a friend!**
 - ▲ **We'll see you soon!**

Twelve Ways To Act With Respect

An Education for Peace
Life Skills for Kids Program TM

Ages 9-14



by
Dr. Terrence Webster Doyle
with Adryan Russ

based on the
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by Dr. Terrence Webster-Doyle

Atrium Society
P. O. Box 816
Middlebury, VT 05753
Phone: (800) 848-6021
Online website: www.youthpeaceliteracy.org
Email: martialartsforpeace@gmail.com

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LESSON 1:
The Martial Arts Code of Conduct
A Map for Life

Honor All Life

1. Ask students:

- Welcome to this class called “The Martial Arts Code of Conduct!” Can you guess what it means to have a code of conduct? *Encourage all responses. There are no “right” or “wrong” answers.*
- Do you think it means to act in a respectful way toward other people — parents, all adults, brothers and sisters, teachers, friends, people in the community, people from all over the world?
- Does it mean to act in a respectful way toward all living things — your cat, dog, any pets you have, any living creatures in the back yard, in the rain forest, in the jungle, in your fish tank?
- Does it mean to act in a respectful way toward yourself? What are some ways to take care of yourself? *Encourage all responses, such as: brushing teeth, keeping your body healthy and clean; eating healthy foods, getting exercise; thinking healthy thoughts.*

2. Tell students:

- ▲ Respect is honoring all creatures in life, treating all things with care and sensitivity.
- ▲ Respect means acting like a gentleman or gentlewoman.
- ▲ A code of conduct is a set of rules to live by — a way of behaving that makes a better life for everyone. How we act, what we do every day that allows us to live peacefully with one another.
- ▲ You’ve heard of physical freestyles. Have you ever heard of a mental freestyle? Let’s do one!

Activity 1

Respect for All Life!

A Mental Freestyle

- ✓ **Ask students to sit in a circle, in a comfortable position. Sit in the circle with them. Do this exercise after a healthy physical workout, so students are happy to sit down and relax a bit.**

- ✓ **Go around the room many times, as many as you wish, asking the questions that appear below. Go around more than once to keep students on their toes, making sure each gets a different question. Move around the room in order, or surprise them! Ask:**
 - What's one healthy thought you've had today?
 - What's one way you have acted respectfully this week?
 - If I asked you to go home today and perform one act of respect, what would you choose to do?
 - Do you have to THINK in a healthy way before you ACT in a healthy way? Why do you think so?
 - What does it mean to you to be a gentleman (gentlewoman)?
 - Do you have respect for people who act in a respectful way? Why?
 - Do you NOT have respect for people who do NOT act respectfully? Why?
 - What do you think it takes to live peacefully in the world today?
 - If you were the head of your country's government, what would you do to help people act peacefully?

- ✓ **When you are done, bow. Ask students to bow to each other within the circle; then, ask them to give themselves a round of applause!**

- ✓ **Congratulate students on completing their first mental freestyle!**



LESSON 2: **Kindness: Treating People Well**

Everyone Wants to Be Liked

1. Ask students:

- Do you think there's anyone who doesn't want to be liked?
Encourage all responses.
- Do you think that if someone appears to not want to be liked, that perhaps deep down that person really DOES want to be liked? Why do you think so?
- Do you think sometimes people act mean and unlikeable, because mean things have been done to THEM?
- When you see someone acting in a mean way, do you think you can understand why that person might be acting that way? How?

2. Tell students:

- ▲ Treating people the way WE like to be treated is an important part of the Martial Arts Code of Conduct.
- ▲ We need to be kind to people — all people — but especially to those less fortunate than we are.
- ▲ We need to be kind to all living creatures — to our pets, for example. We must feed them and make sure they aren't hurt.
- ▲ Studying the Martial Arts helps us learn how to stop a bully from hurting us, but also helps us learn to respect a bully. A bully, after all, is someone who's been picked on — someone who's been hurt and feels angry.
- ▲ Under the Martial Arts Code of Conduct, we act kindly even to those who want to hurt us. Sometimes, that takes a lot of strength!

Activity 2

Bully of the Week!

A Conversation

- ✓ **Ask students to sit in a circle quietly, closing their eyes for only a minute. Ask them to think silently about someone they consider a bully.** (Give them a few seconds.)

- ✓ **Ask: Can everyone think of a bully?** (If someone cannot, give them some ideas: Someone who calls you names all the time; someone who is mean to you; someone who hurts your feelings.) **Let the room be quiet for a full minute.**

- ✓ **Then, ask students to open their eyes. Ask for Volunteers to talk about who they've chosen as Bully of the Week! (They don't have to name the person.) Then ask:**
 1. Why have you chosen this person to be Bully of the Week?
 2. Did this bully act in a mean way toward you?
 3. Why do you think this bully acted in a mean way?
 4. Have you ever been angry enough to want to act that way too?
 5. Do you think you can understand why the bully acted this way?
 6. If you were that bully, what would you want?
 7. Would you want someone to see through your anger and help you?
 8. Would you want someone to act kindly toward you?
 9. Do you think you have the courage to act kindly toward a bully?
 10. Does it make you feel strong to think about giving respect to a bully, even if the bully has not been kind to you?

- ✓ **Ask students to stand in their circle. Bow to students and wait for them to bow also.**

- ✓ **Congratulate students on their kind and intelligent thoughts.**



LESSON 3:

Courtesy: Giving and Getting Respect

Is It Difficult to Be Polite?

1. Ask students:

- Is it difficult for you to be polite? *Encourage all responses.*
- Do you think some people believe that being polite is being weak?
- Do you think it's weak to say, "May I please.....?" or "Thank you" when someone does something nice for you? Why do you think so?
- If a new student comes to our school, do you think it's polite to say hello and do your best to make that person feel more comfortable about being in a new place, with new people?
- Have you stopped to think about how YOU would feel if YOU were that new student?

2. Tell students:

- ▲ Acting courteously is an important part of the Martial Arts Code of Conduct.
- ▲ The Art of the Martial Arts is to take you beyond yourself — to do the unexpected and surprise people in a good way!
- ▲ When we are nice to each other, we feel good! We feel good about the people we're nice to, and we feel good inside because we know we're helping someone else feel good!
- ▲ When we are kind, courteous, and act in a respectful way toward all living things — we demonstrate what the Martial Arts are all about.
- ▲ Would all of you kind, courteous, respectful people like to play a game?

Activity 3

Delivering a Punch Line!

A Mental and Physical Freestyle!

- ✓ **Ask students to line up.** Have them display a particular movement that you've designed, ending with a punch. Have them do this all together.
- ✓ **Tell them:**
 1. The punch you're about to do is a powerful punch. Everything in you goes into this punch. This punch will take you beyond yourself! You are so focused on this punch that you will forget yourself! Your total attention goes on this punch and nothing else!
 2. You go beyond fear, beyond anger. Let yourself go — and PUNCH!
 3. Good! Now again: Everything goes into it! You're completely focused! You forget yourself! There's nothing in the world but this punch! Let yourself go — and PUNCH!
- ✓ **Then, tell students::**
 1. Well done! Stay right where you are. This time, right after our powerful punch, we're going to deliver something unexpected — a quiet, respectful response. Here are examples:

May I please get a glass of milk?
Thank you, Mother, for playing basketball with me.
Thank you, Dad, for doing the laundry.
Would you like me to help with the dishes?
Can I help you take out the trash?
I'd be happy to help you mow the lawn.
- ✓ **Have students say all the above responses out loud, together. Then, do the same set of moves, ending with a punch. But this time, one at a time, have them deliver a punch-line! They can use one of the above examples, or make up their own.**
- ✓ **Afterward ask:**
 1. Would your family think you were crazy if you were this courteous?
 2. Want to try it at home and see what happens? Try it! Deliver your punch-line!



LESSON 4: **Honesty: Telling the Truth and Being Fair**

Doing What's Right

1. Ask students:

- How did you do at home with your punch lines? Was everyone surprised? Did you surprise yourself?
- Here's a new question for you: Do you think it's important to tell the truth? Why do you think so?
- Do you think sometimes people do NOT tell the truth? Why do you think they don't? *Encourage all responses.*
- If you've ever told a lie, do you think it helps to understand why you've told a lie? Why?
- Do you think it helps to understand why other people may have lied to you? Why?
- Do you think sometimes people are scared to be honest? What would make someone scared to be honest?

2. Tell students:

- ▲ The Martial Arts Code of Conduct puts a high value on being honest.
- ▲ Sometimes, however, being honest takes courage, because people's feelings may get hurt.
- ▲ Being honest is doing what we know is right and sticking up for that.
- ▲ Being honest means treating people fairly — the same way we ourselves want to be treated. Let's practice!

Activity 4

Scared to Tell the Truth!

A Roleplay

✓ **This is a roleplay, in which two people play the parts of characters, just like in a play, in order to better understand a situation. Students understand what's happening, because they are involved in it.**

✓ **BEFORE ROLEPLAY**, make two PHOTOCOPIES of the roleplay on the following page. Then, ask two Volunteers to play the parts of **Marsh** and **Mel**. Feel free to play one of the parts yourself.

Give the Volunteers a minute to look over the roleplay, so they know what they're going to say.

Ask the rest of the students to pay close attention to how these two people handle a situation in which one of them has lied to the other.

✓ **DO ROLEPLAY (see next page). Then return to this page and ask the following questions.**

✓ **AFTER ROLEPLAY**, thank the Volunteers. Then ask:

1. How do you think these two people worked out the fact that one of them lied to the other?
2. Why was Marsh afraid to tell Mel that Marsh did, in fact, lie?
3. Has that ever happened to you? Have you been afraid to tell the truth about something, because you're scared that someone will not like you? Or get angry? Or never speak with you again?
4. What happened when Marsh admitted lying to Mel?
5. Do you think Marsh felt better after admitting the truth?
6. Do you think Mel felt better after knowing the truth?
7. Do you think these two people treated one another fairly?

✓ **Thank Volunteers and class for participating.**

**ROLEPLAY:
Scared to Tell the Truth!**

MARSH

I did NOT lie to you!

MEL

Yes you did!

MARSH

Well, I didn't MEAN to lie to you!

MEL

Oh, great! First you say you DIDN'T lie to me. Now you say you didn't MEAN to lie to me. Which IS it?

MARSH

Okay, I lied to you.

MEL

I KNEW it! Why did you lie?

MARSH

If I had told you the truth, you would have hated me.

MEL

I hate you NOW.

MARSH

I guess there was no way for me to win this one.

MEL

I don't hate you.

MARSH

Really? You're just saying that.

MEL

No, I'm not just saying it. I don't hate you.

MARSH

Okay, well, good. I'm sorry I lied. I promise not to lie to you ever again.

MEL

Good. Thanks for being honest. I think I'm okay now.



LESSON 5: **Courage: Standing Up for What's Right**

Learning What It Means to Be Brave

1. Ask students:

- What does it mean to have courage? *Encourage all responses.*
- Does having courage mean being brave enough to stand up for what's right?
- Do you think we always know what's "right"?
- Do you think it's important to have a courageous spirit as well as a strong body? Why do you think so?

2. Tell students:

- ▲ According to the Martial Arts Code of Conduct, it takes courage to be honest.
- ▲ Courage is not a physical characteristic; it's a mental characteristic. A strong body may help us act with courage, but it takes mental strength to really be courageous.
- ▲ Life is full of challenges. Every day there are new ones to face, and most of the time we don't know ahead of time what these new challenges are going to be.
- ▲ Sometimes it takes great courage to live our lives according to the Martial Arts Code of Conduct.
- ▲ The toughest times to act courageously occur when others around us act disrespectfully and we are tempted to act that way, too.
- ▲ The most courageous people always stand up for what they believe is right — sometimes doing so even when other people they care about believe they are wrong.

Activity 5

Stand Up!

A Mental Freestyle

- ✓ **Ask students to form a circle and to bow as a sign of respect. You will want to be in the circle and bowing with them.**

- ✓ **Ask students if they're ready for a new mental freestyle! Then go around the room, firing questions at them. Tell students:**
 1. I'm going to walk inside this circle and fire a question at you, one at a time. I may ask in order, or maybe out of order, to surprise you! It's your job to answer the question quickly!
 2. You must answer the question instantly! Don't be afraid to blurt out whatever's on your mind. It's like a martial arts punch. Just get it out there! Are you ready?

- ✓ **Fire questions — quickly!**
 1. What's the best way to achieve peace?
 2. What creates conflict?
 3. What conflict did you see in yourself today?
 4. Is the conflict inside you a bad thing? Why?
 5. Is the conflict inside you a good thing? Why?
 6. Is the conflict inside you a natural thing? Why?
 7. What's the highest goal of the martial artist?
 8. If you were elected Ambassador of Peace for the world and could do anything, what would you do first?
 9. What would give you the courage to never tell a lie?
 10. If you and your friends were on a trip and they all planned to play a trick on someone, would you join them? Why?

- ✓ **Go around the room more than once, giving students the opportunity to answer more than one question.**

- ✓ **Congratulate students for standing up for what's right! Bow!**



LESSON 6: Character: **Being Strong When We're Feeling Weak**

Is It Difficult to Be Strong?

1. Tell students:

- ▲ Having character means being strong even if we feel weak inside. That means, for example, being kind even when we're angry.
- ▲ It means that when we make mistakes — everyone makes them — it's important to not judge ourselves harshly, not think that we're bad.
- ▲ Having character means forgiving *ourselves* when we've made a mistake — and forgiving *others* who make them, too.
- ▲ To develop our character, we continually do our best to be our best. Some days we will be, and some days we won't!

2. Ask students:

- Do you think that life every day is a test of our individual character? How so? *Encourage all responses!*
- Have you ever thought about how many decisions you make in a day? *Examples: 1) Should I brush my teeth when I'm late? 2) Should I cross against the light? 3) If that bully attacks, should I run?*
- When you're making a decision, do you ever think about whether the decision you're making is strong or weak? Does it matter?
- When you're making a decision, do you ever think about whether you might be making a mistake?
- Would you like to see a roleplay that demonstrates the difference between being strong and being weak? I need two Volunteers!

Activity 6

Am I Strong or Am I Weak?

A Roleplay

- ✓ **This is a roleplay, in which two people play the parts of characters, just like in a play, in order to better understand a situation. Students understand what's happening, because they are involved in it.**
- ✓ **BEFORE ROLEPLAY, make two PHOTOCOPIES of the roleplay on the following page. Then, ask two Volunteers to play the parts of **Billie** and **Sammie**.**

Give the Volunteers a minute to look over the roleplay, so they know what they're going to say.

Ask the rest of the students to pay close attention to how these two people handle this situation.

- ✓ **DO ROLEPLAY (see next page). Then return to this page and ask the following questions.**
- ✓ **AFTER ROLEPLAY, thank the Volunteers. Then ask:**
 1. Why did Sammie punch Billie?
 2. Do you think Sammie had a good reason?
 3. What did Billie do that provoked Sammie?
 4. Do you think sometimes we get upset by what people do to us or say to us and we react without thinking first about what's right?
 5. Do you think it's good to stop and think before we react?
 6. Is there a difference between acting and RE-acting? What's the difference? When we ACT, are we more in control of our thoughts?
 7. How would you judge the character of Billie? How would you judge the character of Sammie? Do you think they worked together to work things out?
 8. Would you have done anything differently? What, for example?
- ✓ **Thank Volunteers and class for participating!**

**ROLEPLAY:
Am I Strong or Am I Weak?**

BILLIE

Why did you PUNCH me? What's the MATTER with you?

SAMMIE

I punched, because I got ticked off, that's why! What's the matter with ME? Are you kidding me? What's the matter with YOU?

BILLIE

You must be crazy! I punched you, because you called me a name. Why do you THINK I punched you?

SAMMIE

That's no reason to PUNCH me! Why didn't you just call me a name back — like "stupid," for example? Instead you have to get physical.

BILLIE

You have no right to call me a name like that! Who do you think you ARE?

SAMMIE

So, I called you a name you don't like. I didn't mean it. You are so stupid!

BILLIE

You think I'm the one who's stupid? That's a laugh! You think punching someone is NOT stupid? What barn did YOU grow up in?

SAMMIE

Hey, my dad grew up in a barn and he turned out okay, so don't YOU start!

BILLIE

Okay, listen. You punched me because I called you a name. I was wrong to call you that name. It was MY mistake. I made a mistake. I'm a human being and I made a mistake — okay? I'm sorry.

SAMMIE

(Thinks for moment.) Okay. You made a mistake. People make mistakes. Okay. I made a mistake too. I punched you. I'm sorry too.

BILLIE

We're both sorry. We're both sorry excuses for humans, that's what we are! Are you going to Martial Arts class? Is this what the Sensei means by having character? Because YOU are really a character.



LESSON 7: **Order: Creating Harmony When There's Confusion**

Is Order Really Important?

1. Ask students:

- What does it mean to you to live an orderly life?
- Do you think you live an orderly life? How so?
- Do you put things in their proper place at home? What does the room you sleep in look like?
- Would you say that your family puts a high value on order? Do you agree with your family?
- Do you think that being on time is an orderly way to live?

2. Tell students:

- ▲ Order means keeping our selves and our lives organized. It means keeping our rooms neat by putting everything in place.
- ▲ Order means doing the jobs we're asked to do by the adults at home and by teachers – and doing them when we're asked!
- ▲ In our Martial Arts school, we create order when we line up our shoes and put our clothes and schoolbooks in our lockers.
- ▲ When we line up in class, we're asked to stand up tall, to form a straight line, and to look toward the front. That's being orderly!
- ▲ Acting in this way creates order in our group and helps us work together as a team!
- ▲ It's time to play a game that helps us learn about order!

Activity 7

Getting My Brain in Order!

A Game

- ✓ **Ask students to sit in a circle, as comfortably as they can, and to close their eyes.**
- ✓ **Ask students to think about something at home that's organized in a very orderly way. Perhaps it's a shelf of books, or kitchen cabinets with neat stacks of dishes. Perhaps it's a garage that has tools lined up just so. Ask students to sit quietly and focus on that orderly image they have in their minds.**
- ✓ **After a minute or so, call time. Ask students to open their eyes. Ask them to now look around the room, still sitting quietly, and to look at everything in the room. Ask them to keep looking around the room until they come upon something they believe is ORDERLY.**
- ✓ **Then tell students: When you've found something orderly, close your eyes again. When everyone has found something, we'll open our eyes.**
- ✓ **When all students have closed their eyes, ask students to open their eyes, and then ask:**
 1. Who will volunteer to SHOW us — without using a single word — something in this room that represents ORDER?
 2. That's good! Who else wants to volunteer to SHOW us — no talking allowed! — something arranged in an orderly way?
- ✓ **After all volunteers have had a turn, ask students:**
 1. What is it that makes all these things orderly?
 2. Do you think living in an orderly way helps us to be orderly?
 3. Do you think there are advantages to being orderly? What, for example?
 4. Does being orderly help you get more done in a more efficient way? Does being orderly help people work together as a team?
- ✓ **Congratulate students on their good work!**



LESSON 8: **Humility: Seeing Ourselves as Part of the Whole**

How We Fit in the Big Picture

1. Ask students:

- Do you ever stop to think about how many people there are in the world?
- Has it occurred to you that there are so many people, with so many different ideas about what's right, that it seems impossible for all of us to live together in peace?
- Do you think it helps us to understand that *our* idea of "right" isn't *everyone's* idea of "right"? How do you think it helps?
- Does it help us see that our idea isn't the only idea in the world? Does it help us understand that we sometimes have to think carefully about what's right, and listen to other people — just in case they have something important to teach us?

2. Tell students:

- ▲ According to the Martial Arts Code of Conduct, rather than try to beat each other, we need to challenge each other to grow. It's good to think about how we would do that with each other.
- ▲ When each of us does our best, the result is that everyone wins, everyone improves.
- ▲ When we act with humility, rather than think that we are better than someone else, we understand that all of us are important, and it takes all of us to make the world go round.
- ▲ It's good to see ourselves as one tiny piece in the big puzzle of life!

**Activity 8:
One Piece of the Puzzle!
A Mental Freestyle**

- ✓ **Ask students to form a circle. They may be standing or sitting.**
- ✓ **Tell students we are going to participate in another mental freestyle!**
- ✓ **Begin the freestyle by asking for a Volunteer.**
- ✓ **Say to that Volunteer:**

“Tell me how you are one piece of the puzzle of life.”

This student must blurt out a single response, whatever comes to his or her mind.

Example 1: *“There are billions of people in the world, and I am only one.”*

Example 2: *“When I see a friend do well, I cheer, because when we root for each other, our mental strength increases even more.”*

- ✓ **Ask that Volunteer to stand in front of another student and pose the same thought:**

“Tell me how you are one piece of the puzzle of life.”

This second student must blurt out a different response, whatever comes to his or her mind.

Example 3: *“I live in Kansas, and that is only one state in 50 states of the United States, which is one country in one continent, on the Planet Earth, which is one planet in the universe!”*

- ✓ **Continue until all students have had a chance to pose the thought and respond to it. Encourage all responses. Allow students to be imaginative and inventive. There are no right or wrong answers.**
- ✓ **After all students have had a turn, congratulate students on their good work!**



LESSON 9: **Wisdom: Understanding What Makes Us Afraid**

It's Wise to Understand

1. **Ask students:**

- Did you know that when you feel afraid, your fear shows, because you're thinking about it?
- Did you know that when your mind THINKS you're afraid, then your body ACTS like you're afraid?
- Do you think it might be possible to not be affected by your thinking — so that when your mind THINKS you're afraid, you can watch the thought/feeling come up, and just let it go
- Do you think that what helps you feel really strong is understanding WHY you're afraid? Why do you think so?

2. **Tell students:**

- ▲ When you can understand what makes you afraid, you become very wise!
- ▲ Developing an understanding of why you're afraid lessens the fear! Think of it! When you're right in the middle of focusing on what creates fear, you're no longer fearful! Isn't that amazing?
- ▲ Whenever we feel afraid of something, we are in conflict! For example, if we're afraid to walk home from school because a bully might be waiting to attack us — we feel in conflict! We think: Should I go home? Should I stay here? What if the bully comes? What am I going to do? In conflict, we cannot think clearly.
- ▲ Let's do an exercise that helps us look at our fear. Once we are able to look at our fear and understand where it's coming from, we can move past it! Once we're past our fear, we are no longer in conflict! Isn't that good news?

Activity 9A
I'm Watching Bubbles!
A Quiet Activity

✓ **Ask students to sit comfortably, wherever they are, so they can relax. Then, tell them:**

1. Think of someone who's on your mind lately, or something you've thought a lot about lately — a parent, teacher, close friend, kids at school, your homework — something that makes you feel angry, or hurt. Pick just one thought.
2. As you sit comfortably, close your eyes and look inside at your hurt or anger. Don't try to do anything about these feelings — just watch them. They're only thoughts and cannot hurt you!
3. Whatever your hurt or angry thoughts and feelings, let them rise up — almost like bubbles in a glass of soda. Watch them bubble up. Then, watch how they slowly dissolve and disappear.
4. Try not to judge what you see, by saying that's good or that's bad. If you do, just notice that you're doing that.
5. The point is to let your thoughts and feelings come up and then go away, without acting on them. Watch them like you watch a movie!
7. You are kind, courageous and wise enough to accept that you've been hurt, and to accept that you will NOT hurt back.
8. This is the true essence of the study of martial arts: learning how to NOT hurt back — stopping conflict, whether it's in your mind or with another person — before it ever starts.

✓ **Ask students to open their eyes and relax a bit longer. Tell them that they can do this exercise any time, anywhere when they feel angry, hurt, frustrated, alone, or discouraged. It's a very powerful feeling to feel the hurt, to understand why it's there, and to have the courage to NOT hurt back!**

✓ **Ask students to stand where they are. Go to the next exercise right away. This one will get them moving again!**

Activity 9B
I'm Kicking My Fear!
A Mental and Physical Freestyle!

- ✓ **Have a large flipchart ready on which students can write with a black pen, or a blackboard which they can write on with chalk.**
- ✓ **Ask students to line up, in an orderly way, leaving about a foot between them.**
- ✓ **Ask students to stand quietly, eyes closed for a moment, and think about something that scares them. Offer them some examples:**
 1. I'm afraid of a bully who likes to beat me up.
 2. I'm scared of thunder and lightning.
 3. I'm afraid when I hear a noise late at night.
 4. My fear surfaces when I have to talk in front of a lot of people.
 5. I panic when my mother gets angry.
 6. I get frightened when my big brother threatens me.
 7. I don't like when strangers knock on our door.
 8. I get scared when I know kids won't pick me to be on their team.
 9. What scares me more than anything are scary movies.
 10. I get scared when I hear about terrorist attacks.
- ✓ **Ask students, one by one, to write a fear on the blackboard or flipchart, as clearly as they can — in an orderly manner. Have everyone read these fears out loud together.**
- ✓ **Have students perform a series of moves you've designed for them that end with a strong kick. One at a time, tell students:**
 - Say your fear out loud as you do this series of moves.** (They can pick any fear that's on the flipchart or blackboard.)
 - As you kick, shout at the same time where you think this fear comes from:**

(Kick!) "This fear comes from _____ (fill in the blank)."
- ✓ **Congratulate students on being courageous enough to talk about and to kick their fears!**



LESSON 10: **Conditioning: Recognizing Thoughts That Won't Go Away**

Images That Refuse to Go Away

1. Ask students:

- Do you know what it means to have a “beginner’s mind”? Does a beginner’s mind look at the world every day as if it were new and fresh, full of many possibilities?
- Does someone with a beginner’s mind walk down the street and notice trees? Grass? Homes? Flowers? People? Traffic?
- Did you know that the opposite of a beginner’s mind is a “conditioned mind”?
- Did you know that a conditioned mind tends to see things pretty much the same way all the time?

2. Tell students:

- ▲ A beginner’s mind does not accept everything it hears as true; it asks questions. A conditioned mind tends to look at everything one way — the way it first learned and the way it believes things will always be, leaving no room for change.
- ▲ A beginner’s mind opens to new insights and tries to understand many points of view. A conditioned mind creates conflict — inside itself, and with other people — because it likes to stay on one track.
- ▲ A questioning mind sees many possibilities; a conditioned mind sees few.
- ▲ All human beings have minds that are partly questioning and partly conditioned. That's just a fact of life.
- ▲ How can we understand the conditioning that won't let go?

Activity 10 The Empty Cup!

- ✓ **Read aloud the following story “The Empty Cup” which appears in *Eye of the Hurricane, Tales of the Empty-Handed Masters*.***

One day two great and wise Martial Arts Masters were visited by a well known and respected university professor.

“I have come a long way to see you both, since I have heard that you are great Masters of *Kara-te*, the Art of Empty Self. I have studied very hard for many years to understand the essence of what you teach. Can you tell me the meaning of *Kara-te*, the Empty Self, and how it can bring peace to the world? What is the secret of this teaching?”

The older Martial Arts Master was serving tea as the professor spoke. He poured the visitor’s cup full, and still kept on pouring until the tea was running off the table onto the floor.

The professor watched the cup overflowing until she could no longer stand it. “The cup is full, no more will go in!” she exclaimed.

“Like this cup,” he said, “your mind is full of questions and seeking answers. Until you empty your cup, no more can go in. Likewise, until you empty your mind, you cannot receive anything.”

- ✓ **Afterward, ask students:**

1. Why do you think the Martial Arts Master kept pouring until the tea ran off the table onto the floor? What do you think the Master was trying to get the professor to understand?
2. Do you think that sometimes our minds are so full of questions, there’s no room to learn something new?
3. What’s the first step you would take to clear your mind of questions, to prepare to learn something new?

- ✓ **Then, give each student a copy of the cup on the following page. Ask students to fill in thoughts that prevent new thinking.**

- ✓ **Give students time to fill in the blanks — 2 to 5 minutes — then ask for volunteers to read what they’ve written.**

- ✓ **Afterward, congratulate students on their brave journey to new thoughts!**

* *This book of stories by Dr. Terrence Webster-Doyle show young people resolving conflict nonviolently, and is available from Martial Arts for Peace.*

Activity 10 The Empty Cup!

Fill this empty cup with thoughts that worry you, concern you, frighten you! This is how to empty your cup and get to the place where you can receive new information!





LESSON 11: **Intelligence: Remembering to Think Before We Act**

Using Our Brains Instead of Our Fists

1. Ask students:

- What is your favorite thing that you've learned about the Martial Arts Code of Conduct? *Encourage all responses.*
- Do you enjoy practicing kindness and courtesy? Honesty and courage? Why?
- Do you enjoy developing character and a sense of order? Learning the importance of being humble? Becoming wiser? Discovering how conditioning can create conflict in your mind?
- Do you think that the “mental sparring” we do is helpful to you? In what way? Does it exercise your brain the way physical movement exercises your body?
- Do these mental exercises help you think *before* you act?

2. Tell students:

- ▲ In order to have a balanced life, it's important for us to have strong minds as well as strong bodies.
- ▲ The combination of a strong mind and strong body work together to make us more powerful than we've ever been.
- ▲ The best way to defeat a bully is the smart way — without having to fight, without having to run away in fear.
- ▲ Intelligence teaches us ways to stop bullying by using our brains instead of our fists.
- ▲ Are you ready to use your brain in a mental freestyle? Let's go!

Activity 11
I Believe! It's a Fact!
A Mental Freestyle

- ✓ **Ask students to once again form a circle and to sit quietly for one minute, just thinking about whatever floats into their minds.**
- ✓ **Write on the board (or on chart paper):**
 - A. It is a fact that . . .
 - B. I believe that . . .
- ✓ **Ask for a Volunteer to begin. Tell the Volunteer:**
 1. Pick Statement A, or Statement B.
 2. Say it out loud, and then complete the statement with anything that comes to your mind.
- ✓ **Go around the circle, giving every student at least once chance, and hopefully several chances, to voice either a belief or a fact.**
- ✓ **From time to time, ask:**
 1. Is this really a fact? Is this only a belief? How do you know?
 2. If someone disagrees with what you say is a fact, what's the right thing to do when that person says it to you?
 3. Should you get angry? Fight the person? Run away from the person? Have a discussion with the person?
 4. Should you ask questions? Ask the person why he or she believes something that you see is not correct? Should you ask courteously? If you don't, will you create conflict?
 5. Do you think there might be something to learn about why someone believes something to be a fact when it isn't? Why do you think so?
 6. When someone believes something to be a fact when it isn't, are they seeing clearly?
- ✓ **Congratulate students on using their brains instead of their fists! And their intelligent responses!**



LESSON 11: **Love: Becoming a Champion for Peace**

Protecting All Living Things

1. Ask students:

- Do you think that you care about your fellow human beings? All of them?
- Can you think of any human being that you care about more than other human beings? What makes that person so special?
- Does this person act respectfully toward you, care for you, stand up for what's right?
- Is this person is a champion for peace? Why do you think so?

2. Tell students:

- ▲ The Martial Arts Code of Conduct is the foundation of all martial arts, because it means living a life of good will and peace.
- ▲ Love is the act of preventing conflict — within ourselves, and between ourselves and other people — because we care about ourselves and about others.
- ▲ Martial Arts Champions are leaders — like Dr. Martin Luther King, Jr., Eleanor Roosevelt and Caesar Chavez. These people used their knowledge and skills for peace. That is an act of love.
- ▲ When we learn the skills that help us get along in the world, we build our character, and act in ways that promote safety as well as peaceful behavior among human beings.
- ▲ The highest goal of the Martial Artist is to stop a fight before it starts!

Activity 12

I'm a Champion for Peace!

A Final Mental Freestyle

- ✓ **Gather students together in a circle for their final mental freestyle. Tell them:**
 - ▲ Thank you for joining this class. You have been one of the finest groups of students I've had, and I strongly believe you are on your way to becoming champions for peace.
 - ▲ Let's have one final mental freestyle! I will punch/kick a question at you, and you will answer back, quickly and spontaneously, using what you've learned to the best of your ability. Are you ready?

- ✓ **Fire questions:**
 1. How many times will you engage in an act of kindness today?
 2. What is the most courteous act you can think of?
 3. Why is honesty always the best policy?
 4. What does it mean to have courage?
 5. Are you a person of character? Why do you think so?
 6. What is the most orderly act you can imagine?
 7. When is the right time to act with humility?
 8. What does wisdom mean to you?
 9. Where will you begin to change your conditioning?
 10. How will you show intelligence before the day is over?
 11. What is the greatest act of love you can imagine?

- ✓ **Go around the circle as many times as you wish. When you are done, bow to your students, and they will bow to you. As a final reward for their good work, make copies for each of them of the following pages.**



**The highest goal
of the martial
artist
is to stop a fight
before it starts!**

**This is my most important goal.
To be the best of my ability,
I will use twelve ways to help me
act with respect — ways that will prevent fighting.**

TWELVE WAYS TO ACT WITH RESPECT!

The highest goal of the martial artist is to stop a fight before it starts.

If we stop a fight brewing inside us,
then we've already prevented a fight outside us!

THINK!

- 1. Think about how you like to be treated.**
- 2. Think about how you like people to treat you.**
- 3. Imagine being spoke to with respect.**
- 4. Make the decision to think before you speak.**

SPEAK!

- 5. Speak as you would like others to speak to you.**
- 6. Ask questions politely: "Make I please....?"**
- 7. Offer information in a caring, considerate way.**
- 8. Thank people who are helpful to you.**

ACT!

- 9. Act toward others as you would like them to act toward you.**
- 10. Offer assistance when and where you can.**
- 11. Act today in a way today that will make you proud tomorrow.**
- 12. Give people the greatest gift — respect.**

Twelve Ways To Walk Away With Confidence

An Education for Peace
Life Skills for Kids Program TM

Ages 9-14



by
Dr. Terrence Webster Doyle
with Adryan Russ

based on the
Martial Arts for Peace books
by Dr. Terrence Webster-Doyle

LESSON 1: *Make Friends*

A Bully Can Be a Buddy!

1. **Ask students the following questions. Encourage them to give you short, quick answers. Remember, you have only 15 minutes per lesson.**

- What is a bully? (Someone mean? A bad person?)
- What's your reaction when you see a bully?
- Have you ever *been* a bully? Why, do you think?
- Do you think bullies become bullies because someone once bullied *them*?
- Do you think that, at one time or another, we're ALL bullies?
- Would you ever treat a bully as a friend instead of an enemy??

2. **Tell students:**

- ▲ Think about it. There isn't a bully alive who does not need admiration and respect. Maybe it's not a bad idea to think of a bully as a friend instead of an enemy.
- ▲ Some of the best ways to handle a bully come from understanding that a bully makes demands on people to get a sense of control.
- ▲ If you give a bully a sense of control — in a friendly way — without either of you getting hurt, you both win.
- ▲ We can stop a bully with our minds, instead of our fists, by making friends.
- ▲ Offer to help a bully in some way, in exchange for no fighting. Make a deal. Make a friend.

Activity #1: An Exercise

Am I A Bully?

- ✓ Tell students that you're going to walk around the room and say the first part of an unfinished sentence. As you walk around the room, stop and indicate that a certain student should finish the sentence. Tell students there are no "right" or "wrong" answers. Have fun! Move quickly!

"Am I a bully? The last time I got angry with someone, I"

"Am I a bully? People get me really upset sometimes, and when they do, I have to"

"Am I a bully? Sometimes, when I'm really angry, I probably would never DO this, but I feel I would *really* like to"

"Am I a bully? Sometimes, I get very angry, but I don't want people to know I'm angry, so I"

"Am I a bully? I enjoy telling people what to do and how to do it, because"

"Am I a bully? I like feeling strong and pushing other people around because it makes me feel"

"Am I a bully? The thing I really don't like about kids who are smart is"

"Am I a bully? The thing I really don't like about kids who have lots of friends is"

"I'm going to make friends with a bully today. The way I'm going to do this is"

- ✓ Have as much fun with this as you can. Give every student more than one sentence.
- ✓ Make up more of your own sentences that you know will apply specifically to your particular students!

**When we recognize that we ourselves
COULD BE or HAVE BEEN a bully,
we start to understand how a bully thinks.
That's the beginning of our strength —
our power of perception!**

LESSON 2: *Use Humor*

This Is a Time for Fun!

1. Ask students the following questions. Remember to encourage them to give you short, quick answers. You have only 15 minutes per lesson!

- Why do you think using humor might be good to use with a bully?
- Do you think using humor might keep a bully's mind off fighting, and keep the situation from getting scary?
- Do you think that, even if the bully doesn't laugh with you, using humor gives you a chance to take the puffy wind out of the bully's sails?
- Do you think it might be important to HAVE fun WITH the bully, but not MAKE fun OF the bully? What's the difference?

2. Tell students:

- ▲ Humor is an individual experience. A joke that you think is funny may not be something another person thinks is funny.
- ▲ The main point of using humor is to distract a bully, and take the bully's mind off threatening thoughts.
- ▲ Whether or not a bully laughs, the idea is to throw the bully off balance, by putting new thoughts in the bully's head.
- ▲ While the bully is thinking about what you're doing, rather than thinking about hurting you, this gives you time to think about your next move.
- ▲ Some people are natural joke-tellers and some are not. Just know that as long as you don't make fun OF the bully, your distraction might stop a possible fight — and that's your number-one goal!

Activity #2: A Roleplay

I Don't Get It!

- ✓ **BEFORE CLASS**, make **TWO PHOTOCOPIES** of the roleplay on the following two pages.
- ✓ Ask for two Volunteers to play the parts of **TWEEDLE-DEE** and **TWEEDLE-DUM**.
 - ❑ Remind Volunteers that any words in parentheses () or in *italics* are directions to the Volunteer and should not be read out loud.
 - ❑ Tell Volunteers to get into their parts and to have fun with the roleplay!
- ✓ **DO ROLEPLAY!**
- ✓ **AFTER ROLEPLAY**, thank the Volunteers. Ask the following questions. Always encourage students to think quickly, and to freely respond with whatever thoughts enter their minds.
 1. Did Tweedle-Dee use humor with the bully?
 2. Do you think the humor worked? Why?
 3. Did Tweedle-Dum believe that the money was phony?
 4. What happened to the bully's thought process when Tweedle-Dee plucked the dollar bill from behind the bully's ear?
 5. Did Tweedle-Dee's action distract the bully?
 6. Did the bully laugh? Did the bully think this was funny?
 7. Did the use of this prank work anyway? Did it stop a fight?
 8. Do you think you have to really be funny with a bully, or do you think that the use of humor — any kind — does the job?
 9. Do you think the use of humor made Tweedle-Dee feel good? Feel more confident? Have more time to think of other ways to keep the bully from getting violent?
- ✓ **Thank Volunteers and class for their good work.**

ROLEPLAY
I Don't Get It!

TWEEDLE-DEE

Uh-oh! Here comes that bully Tweedle-Dum. He's going to ask for money again and threaten to beat me up if I don't give him any. Maybe I can use some kind of trick!

TWEEDLE-DUM

(Looks tough:) Well, hello there, my rich friend. You're the buddy who's going to give me a couple of bucks for my lunch — RIGHT?!

TWEEDLE-DEE

Look, Tweedle-Dum, you must think the money I have grows on trees or something, but look! *(He pretends to draw a dollar bill from behind Tweedle-Dum's ear.)* It grows on you instead!

TWEEDLE-DUM

What? What are you doing? Give me that dollar bill!

TWEEDLE-DEE

Yeah, sure. But you should know it's funny money.

TWEEDLE-DUM

What do you mean, it's funny money.

TWEEDLE-DEE

It's not real. I bought it at a toy store.

TWEEDLE-DUM

You did?

TWEEDLE-DEE

It's a really good copy, isn't it?

TWEEDLE-DUM

Gimme that! Let me see! *(Examines the bill closely.)*

TWEEDLE-DEE

Yes, you can get a hundred of these for 5 cents at the toy store up the street. Isn't that amazing?

TWEEDLE-DUM

This looks real, you twerp. Are you making fun of me?

TWEEDLE-DEE

Of course not! Okay, okay. You win. It's real.

TWEEDLE-DUM

No, it's not! Now you're tricking me again!

TWEEDLE-DEE

Well, you didn't believe me when I said it was funny money, and now you don't believe me when I say it's real.

TWEEDLE-DUM

(Throws dollar bill back at Tweedle-Dee.) Take this phony money, you stupid kid! Get out of my sight before I punch you!

TWEEDLE-DEE

(Picks up his dollar bill.) Anything you say, Tweedle-Dum. Anything you say. See you at the 5-cent store!

LESSON 3: *Walk Away* Act Instead of React!

1. Ask students the following questions. Encourage them to give you short, quick answers. Remember, you have only 15 minutes per lesson!

- Have you ever listened to a bully call you names, or be mean, or threaten you — and you did nothing but walk away?
- What do you think would happen if you did nothing but walk away?
- Do you think the bully would come after you?
- Do you think the bully would just let you go?
- Do you think the bully would be surprised?
- Is it good to surprise a bully? Why do you think so?

2. Tell students:

- ▲ When a bully acts mean by, say for example, calling us a name, and then we call the bully a name too, as a reply — we are REACTING to what that bully did. The bully ACTS, and we RE-act.
- ▲ When a bully acts mean, and we ignore the bully, agree with the bully, are nice to the bully, or walk away from the bully — we do something the bully does not expect. Rather than REACT to the bully, we ACT based on our own thoughts and feelings.
- ▲ Any time we think for ourselves and ACT instead of REACT — we strengthen our Mental Self-Defense™ skills.
- ▲ By thinking up and doing the unexpected, we exercise our brains with new, creative, unanticipated thoughts, which makes us mentally stronger!
- ▲ Walking away from a bully — doing nothing else but walking away — is one of the best ways to bamboozle a bully. The bully expects you to stay and shudder in fear, but instead, you turn and walk away, which shows great personal confidence and strength!

Activity #3: A Roleplay

Say Nothing!

- ✓ **BEFORE CLASS**, make **TWO PHOTOCOPIES** of the roleplay on the following page.
- ✓ Ask for two Volunteers to play the parts of **BABBLER** and **STROLLER**.
 - ❑ Remind Volunteers that any words in parentheses () or in *italics* are directions to the Volunteer and should not be read out loud.
 - ❑ Tell Volunteers to get into their parts and to have fun with the roleplay!
- ✓ **DO ROLEPLAY!**
- ✓ **AFTER ROLEPLAY**, thank the Volunteers. Ask the following questions. Always encourage students to **think quickly**, and to **freely respond** with whatever thoughts enter their minds.
 1. Do you think that Babbler had control of this situation?
 2. Why do you think so?
 3. Do you think that Stroller had control of this situation?
 4. Why do you think so?
 5. What was Babbler focused on? Getting Stroller to do what Babbler wanted?
 6. Where was Stroller's focus?
 7. Do you think just walking away is a good tactic to use with a bully? Why do you think so?
 8. Do you think that with some bullies, you could walk away, but you might need to be prepared to do something more?
 9. Babbler, the bully, demanded a certain kind of attention. Do you think this bully has been a victim in the past? What would you guess would be some possible ways this bully has been a victim?
- ✓ **Thank Volunteers and class for their good work.**

ROLEPLAY

Say Nothing!

BABBLER

(Shouts:) Stroller! Hey, Stroller! I've been looking for you all day!

STROLLER

(Stops, looks at Babbler and says nothing.)

BABBLER

(Shouts:) You made a fool out of me in history class today, and I'm gonna pay you back!

STROLLER

(Just stands there, continues to look at Babbler and says nothing.)

BABBLER

Everybody laughed at me when I told you to stand there and wait, and you just left! Do you not understand who's the boss around here!

STROLLER

(Looks at Babbler and starts to walk away.)

BABBLER

(Shouts and gets angrier and angrier:) You idiot! You don't have any guts, do you! You think you're so smart, don't you! Well, I know and everybody knows that you're a freaking coward, because you won't fight me.

STROLLER

(Keeps walking, showing no sign of emotion.)

BABBLER

Well, guess what! Everyone knows I can beat you up, and there's no reason to prove it!!! That's why you walk off, isn't it!!! You're scared I'm gonna beat you to a pulp, aren't you!!!

STROLLER

(Looks at Babbler, turns and walks away, and says softly:) The highest goal of a martial artist is to stop a fight. I'd like nothing better than to show this fool who's boss — and that's what I'm doing. There will be no fight, because I'm controlling this situation! *(Smiles to self:)* Say nothing, say nothing, say nothing!

LESSON 4: *Use Cleverness*

The Mind Is Stronger Than the Body !

1. Tell students the following. Move quickly! Remember, you have only 15 minutes per lesson!

- ▲ Sometimes, just walking away is enough. Other times, cleverly talking a bully out of being violent can be a very strong move.
- ▲ Since our highest goal is always to prevent a fight, the use of clever conversation calls upon your creative imagination to fool a bully, and can often stop a fight before it starts.
- ▲ When our main goal is to *stop* a fight, we use whatever method we can to get us there.

2. Continuing to move quickly, ask students:

- What are some ways your creative imagination is telling you, right now, to get a bully to not fight, to not hurt you — or anyone else?
- Could you pretend to only speak another language?
- Could you say you have poison ivy?
- Could you say you are sick and have a communicable disease?

3. Tell students:

- ▲ When we hurt, sometimes our instinct is to hurt back, but that's not our only choice! We can ACT instead of REACT!
- ▲ Thinking of something clever, in the moment, that keeps a bully from attacking is a pretty amazing act!
- ▲ It's good to practice thinking in the moment for this very reason! The more we practice, the stronger our minds and bodies become!

Activity #4: An Exercise

I Can Be Clever!

- ✓ Tell students that you're going to walk around the room and say the first part of an unfinished sentence. As you walk around the room, stop and indicate that a certain student should finish the sentence. Tell students there are no "right" or "wrong" answers. Have fun! Move quickly!

"I can be clever! If a bully demands that I hand over my money, I can"

"I can be clever! When a bully comes after me and looks pretty threatening, I can try to . . ."

"I can be clever! There are some adult bullies I know, and sometimes I have to do what they tell me. But when it's something I really don't want to do, I know I can"

"I can be clever! I know a bully who is really annoying. I'm trying to picture this bully as a friend instead of an enemy. To try to make this bully more of a friend, I could"

"I can be clever! The best thing anyone can do when threatened by a bully is to"

"I can be clever! There's a dog that barks at me on my way home. This dog is a bully! He's huge and his bark is scary. The next time I pass this dog, I think I'll"

"I can be clever! Bullies like to have their way. I think the best way to get a bully calm is to"

"I can be clever! I can do whatever a bully least expects. This one bully I know would least expect me to"

"I'm going to make friends with a bully today. The clever way I'm going to do this is"

- ✓ Make up more of your own sentences that you know will apply specifically to your particular students!
- ✓ When we practice being clever in potential bully situations, our power to overcome a bully gets stronger and stronger!

LESSON 5: *Agree with the Bully* Yield Right of Way !

- 1. Ask students the following questions. Remember: short, quick answers!**
 - Did you know that the most important thing you can learn in the martial arts is respect?
 - Do you know what respect means?
 - Do you think the act of respect is a way to show people you like them, or honor them?
- 2. Tell students:**
 - ▲ In the martial arts, one way we demonstrate respect is by bowing (demonstrate). We place our head lower than that of the person to whom we bow. This is a great sign of respect.
 - ▲ It is not healthy to think of the act of respect as something we **MUST** do. In fact, showing respect is something we **WANT** to do because it feels good inside — like when someone is nice to you, and you want to be nice back.
 - ▲ While breaking boards and bricks and doing flying kicks in the air are powerful physical skills, the most important part of martial arts is learning how to be *aware* of people and things around you — and how to *get along* with other people.
 - ▲ When we agree with a bully, we show respect. In the act of agreeing, we prevent conflict between ourselves and the bully. This demonstrates our *respect* for peace and our *understanding* that this bully may need someone to agree with!
 - ▲ Agreeing with a bully immediately stops the conflict between you and allows you to walk away with confidence.
 - ▲ Agreeing with a bully can be a very powerful move!

Activity #5: A Roleplay

Okay! You're Right!

- ✓ **BEFORE ROLEPLAY**, make a few **PHOTOCOPIES** of the roleplay on the following page. Then, tell students:

1. Every day there are people, places and things that can trigger a reaction in us to fight.
2. When we become familiar with how this reaction is triggered, we get better at preventing it from happening!

Ask **TWO STUDENTS** to come to class early and be willing to **practice agreeing** with a bully.

Ask for **ANOTHER TWO STUDENTS** to be bullies and to **practice shouting insults** at these students.

- ✓ **DO ROLEPLAY (see next page).**

- ✓ **AFTER ROLEPLAY**, ask all students:

1. Did any of the insults or mean words get to you?
2. What was running through your mind when you heard these words?
3. What did you tell yourself about these words and thoughts?
4. For those of you who yelled insults, how did it feel to say mean things and put this other person down?
5. Did it make you feel better?
6. Did it resolve any conflict in your mind?
7. Did you feel like a bully?
8. Were your mean words facts or did you make them up?
9. Would you rather **IGNORE** a bully, or **AGREE** with a bully?

ROLEPLAY

Okay! You're Right!

BULLY #1

(Shout an insult at the Volunteer. Make it up! Shout it loud. Be angry! Call this student a name!)

VOLUNTEER #1

Okay! You're right! You are absolutely right when you say that about me. That's exactly how I am. I have always been that way. Maybe I always will be that way. You are right! Your words don't upset me. I am the one who controls my feelings — not you.

BULLY #2

(Shout an insult at the Volunteer. Shout it loud. Be angry! Call this student a name!)

VOLUNTEER #2

Whenever I want to, I can take a trip inside my mind and find lots of fascinating places there. It's calm, peaceful, safe and I know I'm in good company. My mind understands that you believe what you are saying is true. Okay! You're right! But know that I won't fight!



- ✓ Continue in this way, encouraging students to come up, one at a time to be a BULLY shouting an insult, or a VOLUNTEER who agrees with the Bully.
- ✓ Give the VOLUNTEER the opportunity to respond peacefully and calmly every time a BULLY tries to create conflict.
- ✓ Make up some dialogue for the students.
- ✓ Allow the VOLUNTEER to use this dialogue. Just make sure that the “insults” are not too mean, saying real hurtful things to some of the kids who may feel sensitive to certain insults. Also, make sure they do not use swear words.

LESSON 6: *Refuse To Fight* Just Say No!

1. Ask students the following. Move quickly and passionately! Get them excited about what you have to say!

- When we are *aware* that something around us is going to happen, often we can *prevent* it from happening! For example, if we are *aware* that a bully is getting ready to push or shove us, we have lots of choices! You know many of them already! What are they?
 - ✓ Try to make friends!
 - ✓ Use humor with the bully!
 - ✓ Walk away!
 - ✓ Use cleverness to get away!
 - ✓ Agree with the bully!
 - ✓ And...we can absolutely and completely — refuse to fight!
- It isn't always easy to make the right choice for a situation, but with practice do you think we get better and stronger?
- How many people does it take to have a fight? One? Two? Does it take one to start it, and another to complete it?
- What about a fight inside your mind? Does that take only one person?
- If you refuse to fight, can there BE a fight?
- Do you think it takes a powerful mind to recognize our anger or hurt, and NOT REACT?
- Do you think that turning your back, walking away, and refusing to fight — even when friends are watching — takes great mental strength?
- Have you ever seen a movie or TV program in which someone refuses to fight? Do people on TV always fight?
- Do you think, when we refuse to fight, that decision can stop conflict in an instant? Isn't it amazing, to be able to stop conflict in an instant?

Activity #6: An Exercise “I Won’t Fight!”

- ✓ **Ask students — and encourage all responses:**
 1. What is the angriest you’ve ever been?
 2. What’s something you can think of that would make you angry enough to fight?
 3. If you were challenged to a fight, would you find it difficult to refuse to fight?

- ✓ **Do the following exercise with your students.** Ask them to complete the following sentences quickly and spontaneously. There are no right or wrong answers. Just have fun!
 - Here’s what makes me really angry!** _____
The reason I won’t fight about this is _____.
 - I got really angry this week when** _____
The reason I won’t fight about this is _____.
 - When someone calls me names, I** _____
The reason I won’t fight about this is _____.
 - I get very offended when someone** _____
The reason I won’t fight about this is _____.
 - I hate when** _____
The reason I won’t fight about this is _____.
 - I get very upset at home when** _____
The reason I won’t fight about this is _____.
 - What really upsets me at school is** _____
The reason I won’t fight about this is _____.
 - The angriest I get watching TV is when** _____
The reason I won’t fight about this is _____.

- ✓ It’s okay to use the above statements over and over, but take the time to make up some of your own that you know fit your students! Give every student a chance to participate!

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

LESSON 7: *Stand Up to the Bully* Let's See That Confidence!

1. Ask students the following. Move quickly! Get them excited!

- With an accurate attitude and with practiced mental strength, do you think you have the power to “stand up” to a bully?
- Do you think you can focus — so you can **see** why a bully is upset —and tell the bully, with words, with your body, with how you present yourself — that you do *not* want to be bullied ever again?
- Do you think you have the *confidence* to stand up to a bully, so that the bully can sense that you are strong, self-assured, and positive about your capabilities?
- Do you think that a bully — who expects you to be afraid — might back off if you are able to “stand up” to the bully with this kind of strength and self-assuredness?
- If you stand up to a bully and lose, do you think you'll feel better than if you give in? Why?

2. Tell students, with strength and confidence:

- ▲ When you make a decision to stand up to a bully — with your face, your body, your mind, your voice — your focus is to let the bully know that you're not going to take the bullying anymore.
- ▲ “Standing up” to a bully is a very strong position to take. It can work very well, but it can also make some bullies even angrier than they were before.
- ▲ You must decide if you think this alternative will work for you. If a bully does get angrier, you can always be prepared to try something else!
- ▲ Your first goal is always to stop a fight, if you possibly can, before it begins. When you stand up to a bully, sometimes you stop the fight, and sometimes you don't. Be careful!

Activity #7: A Roleplay

“Listen!”

- ✓ **BEFORE ROLEPLAY**, make **TWO PHOTOCOPIES** of the roleplay on the following page. Ask **TWO STUDENTS** to be Volunteers to act out the roleplay on the following page.
- ✓ **Tell students:**
 1. We never know how a bully is going to act or react. When we **focus**, however, we become **aware** of signals — facial expressions, body language, and tone of voice.
 2. The more practice we get **observing** rather than fighting back, the stronger our minds become.
 3. When we make a **decision** to stand up to a bully, it is our focus that lets the bully know that we’re not going to stand for his or her bullying anymore — not one second longer.
- ✓ **DO ROLEPLAY (next page).**
- ✓ **AFTER ROLEPLAY, ask students:**
 1. What do you think of the way Sammie stood up to Bobbie?
 2. Who do you think was the most powerful?
 3. Who maintained a high level of focus?
 4. Do you think one person surprised the other? Which one?
 5. Do you think Sammie became a bully when he “stood up” to Bobbie?
 6. Did Sammie handle the situation in a non-bully-like way?
 7. How would you handle this situation if you were Sammie?
 8. How would you handle this situation if you were Bobbie?
 9. Can you see yourself “standing up” to a bully and making it work?
- ✓ **Congratulate students on their mental strength!**

ROLEPLAY

Listen!

BOBBIE

Hey, you! Sammie! Listen to me! What are you doing just sitting there with your eyes closed like a dumb idiot?

SAMMIE

(Sits calmly, without opening eyes:) I'm practicing my martial arts.

BOBBIE

You are the weirdest looking person I've ever seen in my life! Where did you get those frumpy clothes? Did your baby sister pick those out? Wow, I'll bet you think you look cool, huh? That hairstyle went out in about 1872. Don't you know how to get with it?

SAMMIE

(Keeps eyes closed and takes a big breath:) This is my martial arts clothing, Bobbie. It's very comfortable.

BOBBIE

Are you too dumb to know anything? I guess, considering where you live, how you grew up and the crazy people you hang out with — maybe this shouldn't come as a surprise to anyone. I've seen those stupid, cowardly, putty-brained people you call your friends. You're just like them!

SAMMIE

(Takes a big breath, opens eyes and stands up to face Bobbie, eye to eye. Takes a strong, self-assured stance, clears throat, then rattles off the following as quickly but as clearly and calmly as possible:) Okay, here's the deal. Listen! What I wear and who I hang out with has nothing to do with you. Another thing: I don't have to listen to you. You know why? Because you do not matter in my life. You know what else? I find it difficult to even look at you. You know why? Because you take advantage of people and have no respect for anyone. Do you know why? Because you don't have respect for yourself! If you respected yourself, you wouldn't pick on other people! And here's the best offer you've probably had in your life: If you ever want to learn what respecting yourself is about, ask me sometime — when I'm in the mood to tell you. In the meantime, buzz off! *(Walks away quickly.)*

BOBBIE

(Standing alone and silent for a moment:) What a jerk!

LESSON 8: *Scream or Yell* Let's Hear That Voice!

1. **Ask students the following. Remember: You have only 15 minutes to get them motivated!**

- Do you think a powerful shout can end conflict before it starts?
- Why do you think that a shout or strong cry — a *kiai* or *kiyop*— can sometimes be more powerful than a punch?
- Do you think it's because our sense of hearing has a strong effect on how we think and how we act?

2. **Tell students:**

- ▲ *Kiai* is done by a sharp breathing out and tightening of the abdomen muscles in the lower stomach.
- ▲ Many parts of the body work together to create this shout. The brain, the head, the body, and the arms and legs as support.
- ▲ In the martial arts, *kiai* is used with a block, punch, kick or strike. The body and the breath work as one, and the synergy that comes from combining both is forceful.
- ▲ *Kiai* is mental as well as physical; it gives strength to a block or attack.
- ▲ As a combination of physical and mental skills, *Kiai* can stop a bully in the same way that a police siren or fire-truck siren can stop us from walking or driving. It's a call to attention that packs a very strong wallop.
- ▲ *Kiai* can frighten a bully, or throw a bully off guard, and, for a moment, make the bully forget about wanting to fight you or hurt you!

Activity #8: An Exercise “Scream!”

- ✓ **Ask students — and encourage all responses:**
 1. What is the loudest sound you’ve ever made? *Encourage all responses.*
 2. Have you practiced performing a *kiai*? Do you think it came from the pit of your stomach? Was it that strong?
 3. If your life depended on a scream for help, do you think that scream would come from a very deep place?
- ✓ **Prepare a series of forms and moves to perform with your students that include the use of *kiai* so that they can practice emitting this call for help, this cry for peace.**
- ✓ **Prepare a series of short sentences that students can use with these forms and moves — sentences that end with a *kiai*.**
- ✓ **Each student performs a pattern of moves, says the sentence aloud, and ends with a *kiai*! Here are some examples, but make up some of your own!**
 - Pattern of moves + “I need help NOW!” + *kiai*!
 - Pattern of moves + “That bully deserves THIS!” + *kiai*!
 - Pattern of moves + “Don’t use that knife!” + *kiai*!
 - Pattern of moves + “Look out! He’s got a gun!” + *kiai*!
 - Pattern of moves + “Stop that thief!” + *kiai*!
 - Pattern of moves + “Get First Aid, NOW!” + *kiai*!
 - Pattern of moves + “Look out! A speeding car!” + *kiai*!
- ✓ **Use each statement as often as you like, but take the time to make up some of your own that you know will fit your students’ lives and situations, and inspire them to perform strong *kiai*’s!**
- ✓ **Congratulate students on their good work!**

LESSON 9: *Use Authority* Help Is on the Way!

1. Ask students the following questions. Get them to think quickly!

- Some people think that calling for help, or bringing in an adult to help you in a difficult situation, is being a coward, or “ratting” on someone. What do YOU think?
- If a bully is hurting you, do you think you have the right to use any means possible to get help?
- Isn’t our highest goal always to stop a fight, any way we can?
- Do you think kids and adults should stop bullies together, as a team? Why do you think so?
- Who are some adults you would call if you needed help?
- Would you call your parents? A brother or sister? A teacher? A police officer? A friend?

2. Tell students, with assurance:

- ▲ It’s important for us to learn skills that help us end conflict before it starts, and before anyone gets hurt.
- ▲ One of those skills is knowing when to call for help.
- ▲ There is a right time to call for help — the right time to call for help is when you know you need it!
- ▲ It’s okay to call someone who is more powerful — physically, mentally, or both.
- ▲ When it comes to **Mental Self-Defense™** skills, calling for help is just as valid as refusing to fight or walking away.

Activity #9: A Roleplay

“Help!”

- ✓ **BEFORE ROLEPLAY**, make **TWO PHOTOCOPIES** for Volunteers.

Tell students:

1. Calling for help is a positive way to stop a fight before it starts.
2. Knowing when to call for help is a strength rather than a weakness.

Ask for two Volunteers to read the following roleplay between **Jaron** and **Jesster** in front of the class.

Tell **Jesster**: You are an angry bully; you want to fight.
Tell **Jaron**: Your number-one goal is to prevent a fight.

Tell Volunteers that words in parentheses () are instructions to them and should not be read out loud.

- ✓ **DO ROLEPLAY (next page).**

- ✓ **AFTER ROLEPLAY**, ask students:

1. How do you think Jaron handled this situation?
Would you have handled it in the same way?
2. Did Jaron try any other alternatives before calling for help? Which?
3. Did Jaron try to be nice? Make friends? Did it work?
4. Do you think Jaron was wise to call for help? Why?
Was Jesster pretty threatening?

Remind students:

- ▲ When you sense that you may be in danger, your main goal is to prevent anything dangerous from happening.
- ▲ Do not be afraid to call for help when you need it. If your instinct tells you that you need help, call for it!
- ▲ Calling for help stops a fight before it starts!

ROLEPLAY

Help!

JARON

(To self:) Uh-oh. Here comes that bully, Jesster. This could be scary. Maybe if I say something pleasant, it'll be okay.

JESSTER

(To self, angry:) Okay, okay. So I'm gonna fail geometry. Big deal! The stupid principal expects me to do something about it, right? (Kicks the street.)

JARON

(To Jesster:) Hi, Jess. Great football game yesterday, huh?

JESSTER

(Angry:) WHO CARES! (Grabs Jargon by the collar.) WHAT MAKES YOU THINK I CARE ABOUT A STUPID GAME? WHAT MAKES YOU THINK I CARE ABOUT ANYTHING YOU SAY!?

JARON

Hey. What are you doing? Let go! I didn't mean anything. I was just trying to be friendly.

JESSTER

SHUT UP! I don't want to hear another word out of you!

JARON

I don't want to fight, so I'm not going to get into it.

JESSTER

SHUT UP, Jaron! Take off those stupid glasses!

JARON

Didn't I help you with your geometry stuff last week? What's the matter with you, Jess? Are you not feeling well? What did I do?

JESSTER

SHUT UP! SHUT UP! SHUT UP! TAKE OFF THOSE GLASSES!

JARON

(Looks around and sees school principal, and shouts:) MR. ROTH! MR. ROTH! HELP! COME HERE, PLEASE! JESS IS ABOUT TO GO NUTS! I NEED HELP!

LESSON 10: *Ignore the Threat* The Bully Is Invisible!

1. Ask students the following. Keep them stimulated and animated!

- What do you think it means to **ignore** a bully?
- Does ignoring mean **not listening** to anything a bully says to you?
- Does it mean to walk away, **pretending** you didn't hear a word the bully says to you?
- When we ignore a bully, do we pretend that he or she is invisible — isn't there? Do you think that this can work well with some bullies, and not so well with others?
- If a bully says something mean to us, or yells at us, or calls us a name, or threatens to beat us up — should we do absolutely nothing?
- Do you think it takes a strong mind to ignore someone who's calling you names? Do you think you have the mental strength to let someone call you names, and not fight back?

2. Tell students, as you would talk to a good friend:

- ▲ Ignoring a bully's threats is a way to walk away with confidence, because you know that you are stopping a fight from starting!
- ▲ Ignoring a bully's threats requires caution. Many bullies don't like to be ignored.
- ▲ So if you decide to ignore a bully, you better get ready to move quickly — just in case!

Activity #10: A Roleplay

Invisible!

- ✓ **BEFORE ROLEPLAY**, make two PHOTOCOPIES of roleplay.

Ask for **TWO VOLUNTEERS** to read the following roleplay between **Marsh** and **Genghis** in front of the class.

Tell **Genghis**: You are going to ignore this bully.

Tell **Marsh**: You are a bully and you know what you want.

- ✓ **DO ROLEPLAY (next page)**.

- ✓ **AFTER ROLEPLAY**, ask students:

1. How did Genghis deal with the bully?
2. Do you think ignoring the bully worked well for Genghis? Why do you think so?
3. Do you think Marsh has a powerful mind? Why?
4. Do you think Genghis has a powerful mind? Why?
5. Do you think that ignoring the bully is a temporary solution to the problem? In other words, do you think that Genghis will have to deal with this bully again?

Remind students:

- ▲ When deciding to ignore the bully, it helps to imagine the bully gone — to pretend the bully is invisible!
- ▲ When we ignore a bully, we take a chance. The bully could back down, but the bully could also get angrier.
- ▲ We never know for certain what a bully's response is going to be.
- ▲ That's why it's good to be prepared. When you make the decision to ignore a bully, you need to be prepared to get away — just in case — as quickly as you can.

ROLEPLAY

INVISIBLE!

GENGHIS

(Sits in a comfortable position, reading a book.)

MARSH

(Shouting:) Hey, you! Genghis! *(Waits for a while but gets no response.)*
HEY! I'm talking to you! Are you deaf?

GENGHIS

(Continues to ignore Marsh and to read.)

MARSH

Listen, you creep! You know you were supposed to do my social studies homework for me yesterday. Where were you after class? I was looking for you! *(Waits for a response.)*

GENGHIS

(Shifts sitting position but says nothing.)

MARSH

If you don't start talking. . .

GENGHIS

(Interrupts Marsh, as if Marsh wasn't really there:) It's difficult for me to pay attention to my reading when you talk to me like this. I understand that you have a problem, but I'm afraid I can't help you.

MARSH

I need that homework!

GENGHIS

(Looks up from book.) I'm leaving.
(Stands up and walks away, as quickly as possible.)

LESSON 11: *Reason with the Bully* Mind Over Matter!

1. **Ask students the following questions. Make sure they understand, but move quickly!**

- What does it mean to reason?
- Does it mean to think things through before taking action?
- Do you think it's important in life to know how to reason well?
- Do you think, as you move through your life, that it will be helpful for you to practice reasoning skills — to strengthen your mind? Why do you think so?

2. **Tell students:**

- ▲ *Sen-no-sen* is the expression used to define an **awareness** of an attack before it happens.
- ▲ *Sen-no-sen* is like a sixth sense — the ability to **sense** when a bully says or does something that communicates, without words, that an attack is about to happen.
- ▲ When your mind is involved in a mass of thoughts — what you did yesterday, or what you plan to do tomorrow, or how you wish you might have done things differently — it is impossible to access this awareness.
- ▲ When your mind is wrapped around daily concerns, you will not be able to **sense** an attack that is about to happen.
- ▲ When your mind is calm — and the cup is empty! — you can turn up this awareness. Sensing an attack, you can try to reason with a bully *before* the bully strikes.

Activity #11: An Exercise **Friend or Threat!**

- ✓ **BEFORE THE EXERCISE:** Ask your students to form a circle.

Ask for a Volunteer to go into the middle of the circle. This Volunteer will get the chance to practice being aware, focused, on guard.

- ✓ **Tell the other students:**

1. One by one, **approach** our Volunteer in one of two ways — either friendly, or threatening (without touching!).
2. Then, **once directly in front** of the Volunteer, you will either stay friendly, or be threatening.
3. So, you will do one of the following:
 - ▲ Approach friendly, and stay friendly.
 - ▲ Approach friendly, and become threatening.
 - ▲ Approach threatening, and stay threatening.
 - ▲ Approach threatening, and become friendly.

- ✓ **Ask for another Volunteer to be the first approacher. Then follow up with another one or two approachers. Move quickly! Leave enough time to give every student a chance to be in the center of the circle, to experience being “the victim.”**

- ✓ **DO EXERCISE.** Give as many students as possible the opportunity to come to the middle of the circle.

- ✓ **AFTER EXERCISE, ask:**

1. How did it feel to be in the center of this circle?
2. Was it fun? Was it frightening? Why?
3. Were you forced to concentrate and clear your mind?
4. Did you lose focus for a second? If you did, what happened?
5. Were you forced to have a clear, “focused-on-the-here-and-now” state of mind and act precisely in the moment? How did that feel?

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

LESSON 12: *Take a Stance* Show Your Unmistakable Intent!

1. Ask students:

- There is a saying: “He who hesitates is sometimes saved.” What do you think it means?
- Do you think that the smart way to fight a bully might be to NOT fight the bully at all? Why do you think so?

2. Tell students:

- ▲ Taking a martial arts stance does not mean you are going to fight; it means you are **ready** to fight, if necessary.
- ▲ You hope, by taking this stance, that the bully will back down and leave you alone. That, however, is not always what happens!
- ▲ Hopefully, you will try all the other ways to walk away with confidence **before** you take a martial arts stance.
- ▲ The art of Mental Self-Defense™ consists of three main ways to defend yourself if you are ever approached or attacked by a bully:
 - PREVENT** — You can prevent a fight when you are AWARE of a bully *before* he or she is aware of you. We look at how the bully looks, and what the bully says.
 - PREPARE** — You can stop a fight when you learn to TALK your way out of a fight, either before it happens or once it’s already begun. Use your Mental Self-Defense™ skills!
 - PROTECT** — You can stop a bully from hurting you by learning martial arts physical self-defense skills — like ducking, dodging, getting free of someone’s hold, and blocking.

**By combining physical self-defense skills
with mental self-defense skills,
we can STOP a fight BEFORE it starts!
That is our highest goal!**

Twelve SMART WAYS To Resolve Conflict Peacefully

1. **Make Friends.** Treat the bully as a friend instead of an enemy. There isn't a bully alive who doesn't need admiration and respect.
2. **Use Humor.** You can turn a scary situation into a funny one, but be careful. When making jokes, don't make fun of the bully.
3. **Walk Away.** Don't get into it. Walk away. This is a simple and often overlooked way to end conflict before it ever begins. Keep walking.
4. **Use Cleverness.** Use your creative imagination to resolve the conflict.
5. **Agree With Bully.** If a bully insults you, agree with him/her. There's nothing cowardly about walking away from a bully. It's a simple way to end conflict before it begins.
6. **Refuse To Fight.** This may sound contrary to what you've always been told, but one way to stop conflict is to not fight, no matter what happens.
7. **Stand Up To The Bully.** This can work, but it can make some bullies angrier. You must decide if you think this alternative will work for you. If the bully gets angrier, try something else.
8. **Scream/Yell.** A good shout or yell (Kiai) can shock and distract a bully, giving you time to get away. Develop your Kiai; it can help.
9. **Use Authority.** Call a teacher, a police officer, a parent, or someone you know who can help stop the bully from hurting you. This is not being a "stool pigeon." This is finding a way to stop a fight.
10. **Ignore The Threat.** This is similar to simply walking away. You hear the threats and you turn and walk away from the bully, even though the bully is calling you a coward and trying to get you angry enough to react.
11. **Reason With The Bully.** If you are a good talker, perhaps you and the bully can talk it out. If you don't argue or get angry, if you act friendly, you might convince the bully to not hurt you.
12. **Take A Martial Arts Stance:** As a last resort, take a strong martial arts stance. This tells the bully that you are prepared to protect yourself if you are attacked. But hopefully, one or more of the first ways will work.

Congratulate students on their fine work!

The Atrium Society –
The Center for the Education for Children in Conflict
Presents
Dr. Webster-Doyle's
MAP S.T.A.R.S.
CHARACTER DEVELOPMENT – CONFLICT EDUCATION
CAREER TRAINING PROGRAM
(Martial Arts for Peace Safe Training Awareness Response System)

Specializing in Bully Prevention*

What Is the General Intent?

To provide a multi-level career-training program where participants develop the ability to conduct the MAP S.T.A.R.S. program that helps young people:

- Learn how to resolve conflict peacefully
- Develop excellent character-development skills
- Reduce stress by providing positive outlets
- Understand the importance of healthy living
- Train in a safe environment to protect themselves
- Learn a comprehensive Life Skills Program
- Recognize the value of community service
- Improve academic performance

Why Is It Important To Have A Character Development Program for Young People?

In our fast pace, high stress competitive world young people need a safe place where they can have the leisure to explore themselves and the world around them. The intent of conventional education is to teach academic skills to prepare young people vocationally. But young people also need a host of day-to-day life skills other than academics to be able to successfully cope with the challenges of living. In an atmosphere of friendship young people need to be allowed to inquire into the essential questions of what it means to live with intelligence, to create healthy guidelines for their behavior and to be able to understand and resolve conflict peacefully. Such is the intent of the MAP S.T.A.R.S. Program.

***How is the MAP S.T.A.R.S. Conflict Education Bully Program different from other bully programs?**

There is current significant evidence from the Centre for Infant Cognition at the University of British Columbia that states episodes of bullying that mar early grade school years for hundreds of children may be a partial result of the victim's DNA. The study shows that behaviors that most often lead to exclusion and victimization in the classroom or schoolyard have their roots in a student's genes arguing that children's genetic makeup has a direct impact on the quality of the interactions they enjoy with their peers. The study also shows infants learn social stratification as early as nine months. Since according to the study children are being genetically programmed to bully, bullying programs now need to address this inborn

root cause of conflict by providing innovative environments to prevent this individual and social disorder from occurring. The MAP S.T.A.R.S. Conflict Education Bully Program is addressing this genetic inheritance through its program called *Are We Born to Bully?*

<http://life.nationalpost.com/2013/03/14/are-babies-born-bullies-ubc-study-shows-infants-learn-social-stratification-as-early-as-nine-months/>

<http://cic.psych.ubc.ca/Welcome.html>

<http://www.atriumsoc.org/resources-teachers.php>

The MAP S.T.A.R.S. Conflict Education Bully Program also differs from other conflict education/bullying programs is that it is a ***complete program*** that teaches young people how to ***prevent, resolve and manage conflict*** whereas most conflict education/bullying program focus superficially on the tertiary or management level after a conflict has already occurred. The MAP S.T.A.R.S. Conflict Education Bully Program mainly focuses on the prevention of conflict by understanding its genetic root causes. Each of the programs that follow offers internationally acclaimed, award winning books and curriculum to accomplish this goal.

<http://www.atriumsoc.org/about-awards.php>

<http://www.atriumsoc.org/resources-martial-arts-instructors.php>

What occupations would benefit using the MAP S.T.A.R.S Character Development and Conflict Education Bully Program?

(Three occupations below highlighted in blue are particularly noteworthy)

After School Program Coordinator: Work in a setting that provides young people with conflict education/character development life skills after school. This could come under a martial arts school's outreach program.

Community Center Employee: One could initiate and run a number of these programs in this type of facility. In this way one doesn't need the financial or marketing skills necessary to operate the program as they would if one opened for example, an independent facility of their own. For some people this is a better option in that they have less responsibility in the administration of the program and therefore will have more time available to teach.

Counselor: The skills offered in the MAP S.T.A.R.S. program have been used successfully by counselors in helping young people to better cope with being bullied by offering them the social and emotional support to necessary to build self-confidence and self-control.

School Teacher: Many of the MAP S.T.A.R.S. skills can be naturally incorporated into the classroom curriculum as a part of the overall child's education. A subject area such as Social Studies is a perfect opportunity to offer these services to better assist in the whole development of the child, individually and socially.

Workshop Presenter/Trainer: There is a career opportunity in being a Workshop Presenter/Trainer where one is paid to present this program to educators, counselors, school administrators, law enforcement, business personnel and the like who are interested in implementing these skills into their occupational environments

Summer Camp Director/Employee: Summer time is an especially good occasion to do this program for parents are looking for a comprehensive program that can be taught each day over an extended period of time. This affords one the luxury to go into depth into the more complex issues of character development and conflict education in a cohesive developmental process with little interruption of the learning process. This allows for a better retention for the young person's natural educational progression.

Entrepreneur: The MAP S.T.A.R.S. program can be offered as a business potential in specialized centers created with the intent to offer these skills to young people independent of their schools. There is also the possibility to create multiple centers as Licensed Membership schools similar to Franchises.

Martial Arts School Instructors: The MAP S.T.A.R.S. program components are ideal for a martial arts school. They have been used in hundreds of martial arts schools internationally due to the efforts of Dr. Terrence Webster-Doyle in developing his Martial Arts for Peace Program.

At Risk Youth Counselor: The specially designed MAP S.T.A.R.S. At Risk bullying program has been used with troubled youth nationally and internationally with much success. This unique program is specially designed to more accurately meet the needs of these special youth. It includes teaching specific child safe mental and physical skills within a safe and controlled environment to educate young people in the awareness, resolution, and management of conflict through nonviolent means so they can experience a reduction in emotional and physical impulsivity. The fundamental intent of this program is to stop conflict at the primary prevention level but also at the secondary and tertiary level, and to learn from youth who are at risk as well as identified as problematic behaviorally.

<http://www.atriumsoc.org/programs-model.php>

<http://www.atriumsoc.org/programs-model.php>

School Violence Consultant: The MAP S.T.A.R.S. Program has also been designed to address extreme school violence such as the killings at many schools in the U.S. such as Columbine, Colorado and Sandy Hook, Connecticut in that it creates a safe and controlled environment to explore the nature and structure of violence residing genetically in the primitive biological brain. The intent is to create the right conditions to by-pass this built-in instinctive maladjusted survival reaction thus creating an epigenetic response that can circumvent it.

<http://www.atriumsoc.org/resources-teachers.php>

Children of War Specialist: This program has been used successfully with over 5000 Liberian children of war since 2003. The first curriculum used for these war torn children in Liberia by the Liberian peace educator Dr. Marvin Davis was *Why Is Everybody Always Picking On Us? Understanding the Roots of Prejudice*, which generated the internationally claimed book *Brave New Child – Liberating the Children of Liberia and the World*.

<http://www.atriumsoc.org/programs-model.php>

<http://www.atriumsoc.org/programs-model-liberian.php>

(Please note: all the components of the programs below are taught in a multilevel context of role-playing, games, and other educational activities that developmentally enhances the child's

ability to comprehend the information in a more multifaceted manner thus increasing the potential for learning. The proper amount of time needs to be given to teach the components of the program. The minimum amount of time per week should be 2 hours. It is obviously better to have more time thus teaching the components of the program are best taught during a holiday or summer time. In other words it is essential that a continuity be developed consistently over time for young people to grasp the essential insights in the program without undo interruption.)

CHARACTER DEVELOPMENT

The Character Development Component:

12 Ways to Act with Respect

Courtesy: Being Well-Mannered and Considerate

Gentleness: Living with Affection and Compassion

Honesty: Being Truthful

Humility: Acting Without Self-Importance

Intelligence: Understanding What Prevents Peace

Kindness: Caring for Others, as You Would Like to Be Cared For

Order: Being Aware of What Creates Disorder

Responsibility: Meeting Life's Challenges with a Brave Spirit

Wisdom: Living Without Fear

Compassion – Consideration and sensitivity for another's well being

Courage and Commitment: Fighting Injustice

Respect: Honoring the Dignity of All Life

Rights and Responsibilities

My right: Be able to think free thoughts

My responsibility: Allow others to think freely

My right: Say and do what I want, when and how I want

My responsibility: Consider the effect on others of anything I say or do

My right: Ask questions and receive truthful answers

My responsibility: Listen to other's questions and respond truthfully

My right: Be honest and open
My responsibility: Be sensitive with my honesty and openness

My right: Have my basic physical needs met
My responsibility: Allow others their basic physical needs

My right: Have my emotional needs met
My responsibility: Care for others emotional needs

My right: Contribute to any decision that affects me
My responsibility: Be respectful of how my decisions affect others

My right: Make mistakes
My responsibility: Allow others their mistakes, and learn from my own

My right: Have privacy; or be with anyone I choose
My responsibility: Tell people close to me where I'm going

My right: Have my own belongings
My responsibility: Take care of my belongings; respect those of others

My right: Feel safe and live free from fear
My responsibility: Talk with someone I trust about any fears I have

My right: Stand up for my rights
My responsibility: Respect the rights of others.

CONFLICT EDUCATION

The Conflict Education Component *

The approach is a holistic three-level system called **The ABC of Conflict Education™**. The three levels are: **Avoid — Bargain — Control**. Each level helps young people keep from being bullied in the following ways:

Avoid: By understanding what causes people to bully in the way they have been genetically and socially conditioned to think and act either as a bully or a victim, a young person can prevent conflict from arising.

Bargain: Through the use of verbal Mental Self-Defense Skills, a young person can learn to use words instead of fists to resolve a bullying situation.

Control: A young person who learns how to handle hurt feelings in a positive way is less likely to react in overly aggressive manner when hassled by a bully, and more likely to maintain control. It also helps them to control a potential conflict situation by having the confidence gained through learning humane self-defense skills so they don't react

unnecessarily in a freeze/ fight or flight manner. Developing one's level of understanding, learning verbal mental self-defense skills, becoming wise in ways to handle hurt feelings all lead to an increase in self-confidence in tough situations and learning to think quickly and efficiently when necessary.

The Introductory Level Conflict Education Program:

12 Ways to Walk Away with Confidence

- 1. Make Friends** – A Bully Can Be a Buddy!
- 2: Use Humor** – This Is a Time for Fun!
- 3: Walk Away** – Act Instead of React!
- 4: Use Cleverness** – The Mind Is Stronger Than the Body!
- 5: Agree with the Bully** – Yield Right of Way!
- 6: Refuse To Fight** – Just Say No!
- 7: Stand Up to the Bully** – Let's See That Confidence!
- 8: Scream or Yell** – Let's Hear That Voice!
- 9: Use Authority** – Help Is on the Way!
- 10: Ignore the Threat** – The Bully Is Invisible!
- 11: Reason with the Bully** – Mind Over Matter!
- 12: Take a Stance** – Show Your Unmistakable Intent!

The S.O.S. Self Options Self-Defense System*

12 Ways to Protect Yourself From Harm (a sample)

- 1. The Force**
- 2. The Circle of Awareness**
- 3. Friend or Foe**
- 4. Push - Spin-away**
- 5. Push - Rollaway**
- 6. Push – Back Stance – Yell No!**
- 7. Grab – Release: One Hand**

8. Grab- Release: Two Hands

9. Grab-Release: Both Arms

10. Hit - Low Block

11. Hit - Middle Block

12. Hit - High Block

*(*The S.O.S. Safe Options Self-Defense System component is a physically effective, legally safe, age appropriate, developmentally sound, non-lethal integrated system of physical and mental martial arts self-defense skills that gives young people the total confidence to cope successfully with being bullied)*

The Stranger Awareness Program - for Added Safety
12 Do's and Don'ts to Sharpen Stranger Awareness

Lesson 1: Do Be Aware – Act on Your Feeling That Something May Be Dangerous!

Lesson 2: Don't Talk with a Stranger – Ignore a Stranger When the Situation Doesn't Feel Right!

Lesson 3: Do Shout "Leave Me Alone!"– Shout "I Don't Know You!" to a Bothersome Stranger!

Lesson 4: Don't Be Afraid to Say "No, Thanks!" – Walk Away from a Stranger Who Wants You to Follow!

Lesson 5: Do Tell a Trusted Adult –Tell a Trusted Adult If a Stranger Is Bothering You!

Lesson 6: Don't Accept Gifts – Never Accept Presents from Strangers!

Lesson 7: Do Tell Adults Where You're Going – Let Parents and Teachers Know Where You Are!

Lesson 8: Don't Get into a Stranger's Car – Never Go Anywhere with Someone You Don't Know!

Lesson 9: Do Go to a " Safe Zone" – Go Where You Know There's Protection!

Lesson 10: Don't Go Alone into Dangerous Areas – Stay Away from Deserted Houses and Dark Alleys!

Lesson 11: Do Trust Your Gut Feelings – Listen to the Voice Inside Your Head!

Lesson 12: Don't Distrust All Strangers!

Rights and Responsibilities For a Bully Free Society -

- I have the **right** to not be bullied or physically hurt and the **responsibility** to learn ways of resolving conflict peacefully.
- I have the **right** to not be called hurtful names and the **responsibility** to understand what would make me want to call others hurtful names.
- I have the **right** to not be picked on because I do not belong to a certain group and the **responsibility** to understand what it means to belong to a "group."
- I have the **right** to not be made fun of because I am "different" and the **responsibility** not to pick on others for what I have been taught to think are differences.
- I have the **right** to not be bullied because of race, gender, sexual orientation or culture and the **responsibility** to educate myself about why this happens.
- I have the **right** to not be bullied because of my physical appearance and the **responsibility** to not pick on myself for what I think others may think of me.
- I have a **right** to not be teased because I am not as smart as other people and the **responsibility** to educate myself to be as intelligent as I can be.
- I have a **right** to not be bullied because I am not as athletic as others and the **responsibility** to find other endeavors that give me a sense of well being.
- I have the **right** not to be bullied me because I am smaller or weaker and the **responsibility** to find ways that will strengthen me.
- I have the **right** to learn the skills to understand and handle bullies without hurting or being hurt and the **responsibility** to teach others these skills so they will not get bullied.
- I have the **right** to protect myself from harm and the **responsibility** to use these skills humanely.
- Every child everywhere has a basic **right** to be treated with respect and the **responsibility** in turn to respect all others.

LIFE SKILLS COMPONENT

The Life Skills Component

12 Positive Action Life Skills

Personal Skills - How Do I See Myself?

- **How Do I Stay Neat and Healthy?**

Good Grooming and Physical Needs (Yoga for Kids*)

- **What Does It Take to Feel Good About Myself?**

Emotional Needs

- **Am I Creative? Am I Smart?**

Creative and Intellectual Needs

- **What Does It Mean to Be a Friend?**

Manners and Relational Needs

Social Skills – How Do I Relate to People?

- **Am I Programmed to Act in Certain Ways?**

Conditioning Makes Us Creatures of Habit

- **How Good Am I at Resolving Differences? .**

Disagreements and Conflicts

- **What Part Do I Play in My Family?**

Parent-Child-Family Relationships

- **What Does It Mean to Be a Good Friend?**

Companionship Skills

Coping Skills – How Do I Relate to the World?

- **Does Every Privilege Have a Responsibility?**

Human Rights and Responsibilities

- **Is Everything We're Told by "Experts" True?.**

Intelligent Media Reaction and TV Watching

- **Why Should I Know About Time and Money?**

Time and Money Management

- **Do We Need Boundaries for Our Behavior?**

Understanding the Law

* **Physical Fitness** –

Yoga For Kids – 12 Ways to Keep Yourself Healthy

Advanced Level Conflict Education Program:

Eight Stages of Bullying – From the Playground to the Battlefield

1. **Why Do We Bully?** When we can understand the causes of bullying — that is rooted in the way we think — we can prevent it.

2. **Why Is Everybody Always Picking On Me?** When a bully finds a victim to torment, there are always reasons. A victim benefits from knowing the answer to this question and to how a bully thinks.

3. **Why Am I Always Picking On Myself?** Each of us has an “inner bully” — an inner voice that nags us, intimidates us. This is where bullying continues after one has been personally picked on by another person.

4. **Why Can't I Do What I Want?** Young people need to learn that for every right there is a corresponding responsibility. Learning this makes for a balanced frame of mind in one's relationship to others and the world.

5. **Why Is Everybody Always Picking On Us?** When we learn to hate and fear because someone else is different then we are caught in prejudice. Whether it is the color of one's skin, nationality, age, disability, gender or religion it only creates pain and suffering.

6. **Why Are We Always Letting the Bullies Pick On Them?** Bystanders often don't want to stop a bully situation. Many times they encourage it. But a peacefully skilled bystander can be powerful and resourceful in stopping a bullying incident.

7. **Why Are They Always Getting Picked On?** Youth-at-risk are bullied by fellow youth and by adults. Understanding how and why they are picked on — by the youth themselves as well as by parents and teachers — can lead to helping these young people lead more healthy lives.

8. **Why Are We Always Picking On Each Other?** Wars break out because one group of people bullies another. It is vitally important to understand how and where this bullying begins in childhood so that young people can begin to end it on the playground before it gets to the battlefield.

An Internationally Acclaimed, Award Winning Program

- Selected by the **National PTA** (Parent Teachers Association)
- Endorsed by *Scouting Magazine* – **Boy and Girl Scouts of America**
- Endorsed by *Sports Illustrated for Kids*
- Approved by the **New York City Board of Education**
- Endorsed by the **National Education Association** (NEA)
- Endorsed by **Mothering Magazine**
- *"The books of Dr. Webster-Doyle are the first attempt I have seen to explain to young people and adults the concept of martial arts as a peaceful, nonviolent 'way of life' and to give students the tools to accomplish this goal." – Linda Lee Cadwell, widow of Bruce Lee*

- *"We have just completed training our Israeli and Palestinian Karate Instructors in your "Character for Kids" program and are using your book "Fighting the Invisible Enemy" to teach our young brown and black belts about understanding the effects of conditioning. Some of our instructors actually risk their lives to teach this peace enhancing material, as the bullies in our region are real terrorists ...the ones you only read about. There is no doubt that this is tremendous step for such a violent region where hatred, violence and distrust is the norm.*
Sensei Danny Hakim – Founder – Chief Instructor of Budo for Peace, Israel – working Israeli and Palestinian children of war teaching the martial arts.

- Dr. Lawrence Shapiro of the **Center for Applied Psychology** described Dr. Webster- Doyle as an *"eloquent leader of the movement to combine principles of education, psychology, and the martial arts to teach young people to resolve conflict peacefully."*

- *"Why is Everybody Always Picking on Us?* explores the roots of prejudice. I don't think I've seen another book like it. How wonderful if this book could be used in social studies classrooms! I have learned where prejudice begins, how it is created, how it is perpetuated, and how it can be resolved. This book looks at stereotypes, bigotry, discrimination, scapegoating, racism, and more. It is a wonderfully comprehensive manual for young people and adults alike on understanding our conditioning and the root of prejudice." *American Pride Through Education.*

- 10-time winner of the **Benjamin Franklin Awards** for Excellence in Independent Publishing

- "Helps young people deal with conflict and violence by describing practical skills for Peace."
Holistic Education Review

- "We use his books and thoroughly endorse the usefulness of his methods which have high potential in schools."

Stewart W. Twemlow, M.D. Psychiatry and Psychoanalysis Menninger Clinic and Martial Arts School owner

- *"To say that I am pleased and delighted with the context and content of your literature is a complete and total understatement. The fact is, your writings are so unique and different from the average information on the market, that I find myself reading and rereading it for new and refreshing insights."* – **C. Morgan Becker, Head Instructor Ho Ban (Lake House) Tang Soo Do Dojang San Antonio, Florida, USA**

- "Webster-Doyle's insight is that by recognizing, understanding, and accepting our violent tendencies, we can avoid acting them out. These new books . . . are good for teachers and parents of elementary school children who need appropriate language and activities to help children deal with their feelings and the violence-provoking parts of the environment. To this reviewer, they are realistic and practical."—**Young Children (Magazine of the National Association for the Education of Young Children)**

- The Atrium Society today is an internationally known Peace Education organization whose work is archived at the University of Connecticut's Northeast Children's Literature Collection, Swarthmore College Peace Collection and the University of Southern Mississippi's de Grummond Children's Literature Collection in the USA. The work is also on permanent display in the International Museum of Peace and Solidarity in Samarkind, Uzbekistan, the Commonwealth of Independent States at the Hiroshima Peace Memorial Museum, Hiroshima Japan, and archived in perpetuity at No Gun Ri International Peace Foundation, South Korea. <http://www.atrumsoc.org/about-awards.php>

Staff

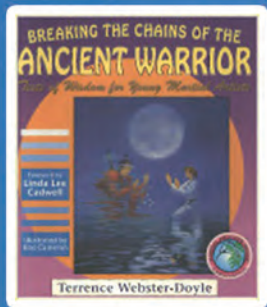
Dr. Terrence Webster-Doyle, the Education Administrator of the Atrium Society, has a Ph.D. in Health and Human Services, a Master's degree in psychology, a life-time secondary and community college teaching credential and draws on many years of experience in teaching character development and conflict education prevention. He is the Director of the Youth Peace Literacy Program that has effectively helped over 5000 children of war in Liberia. He is the founder and Director of the Martial Arts for Peace Association and is the author of over 60 internationally acclaimed, award winning peace educating and character development resources used throughout the U.S. and worldwide.

Jean Webster-Doyle is the Founder and President of the Atrium Society, an educator, yoga teacher and the creator of Metamorphosis Education and Harmonious Mind Yoga. She was educated at the University of Madrid, New York University and Sarah Lawrence College. She has traveled worldwide educating people about the causes of conflict in the conditioned way we think and has co-created numerous books and programs on the subject. Ms. Webster-Doyle was the co-founder of the Atrium School and the Rainy Mountain Outdoor Education School. She is also a Master Teacher and Trainer in the MAP S.T.A.R.S. Program.

Phone: 1-800-848-6021 or E-mail: martialartsforpeace@gmail.com

Website: <http://www.atrumsoc.org/resources-martial-arts-instructors.php>

* Graduates from the MAP S.T.A.R.S. Program will receive a certificate as a Character Development – Conflict Education Specialist.



Ancient
Warrior



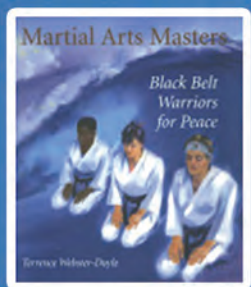
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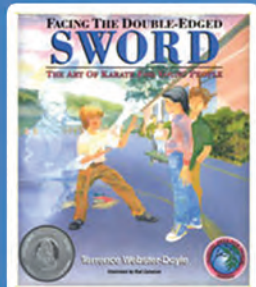
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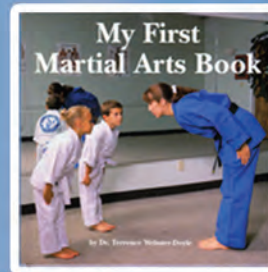
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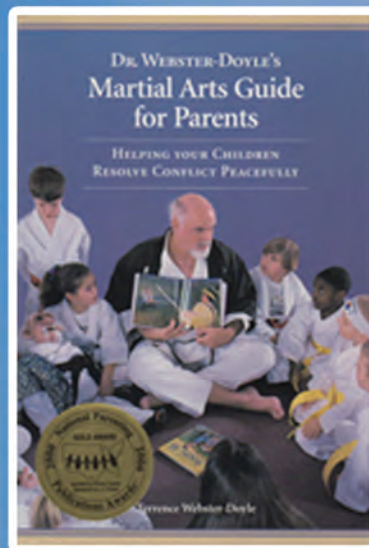
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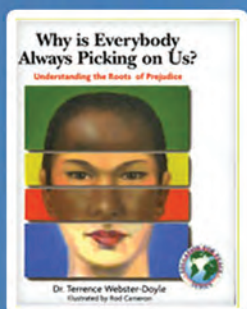
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MA Book



Respect



MA Guide
Parents



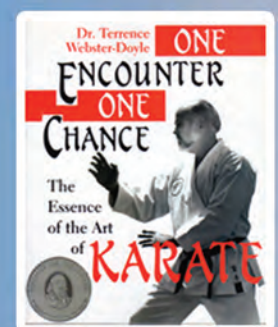
On Us



On Me



Karate



One
Encounter