

MAY I, PLEASE, THANK YOU

A Special Curriculum
To Help Young People
Understand The Importance of Manners

Ages 9-14



by
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based on the
Education for Peace Series books
by Dr. Terrence Webster-Doyle

LESSON #1

How Do You Like To Be Treated?

Breakdown of Lesson #1:

What are “good manners”?

Do you like to be treated well?

Do you like to treat others well?

Materials & Tools Needed:

Tool 1A: Chalkboard and chalk, or paper and magic markers, p. 4.

Tool 1B: Read before using: “Manners Are Mental!” p. 5.

Tool 1C: Read before using: “I’m Showing My Manners!” p. 6.

Note to Teachers: Let your Students know that you are going to ask many questions, and there are no “right” or “wrong” answers. Any “mistake” creates an opportunity to learn something new. Some statements are in *italics*. These indicate notes or possible responses and meant to help any child who can benefit from a little prompting.

What Are “Good Manners”?

1. Ask the Students:

- ☐ What do you think it means to have “good manners”? When and where have you seen good manners? *At school? At home? At a special event you attended? A restaurant?*
- ☐ Have you seen someone be helpful? Have you heard someone say, “please” and “thank you”? What else?
- ☐ How did it make you feel to hear and see people speak this way? *Did you feel good? Bad? Strange? Awkward? Resentful?*
- ☐ Did these actions teach you something? If so, what?

2. Tell your Students:

- When you use good manners and act respectfully — toward yourself, your family, your friends, people in your community, toward all living things — you create a strong, positive mind!
- The more you are able to think in polite, kind, respectful ways, the stronger and the more positive your thinking becomes.
- When you think and speak in respectful ways, you demonstrate that you are wise and responsible.

**Go to Tool 1A, “Manners Paint a Picture!”
Do this exercise with your Students.
Then return to this page.**

Do You Like to Be Treated Well?

1. Ask your Students (*encourage all responses; give your Students time to think*):

- ☐ If you were in the martial arts what martial arts moves, do you think, help you demonstrate that you are well mannered?
- ☐ Do you think bowing demonstrates good manners? If so, in what way? Isn't bowing just bending forward?
- ☐ Do you think that martial arts physical skills are all you need to show that you are well mannered?

2. Tell your Students:

- Martial arts moves give you PHYSICAL skills that help you gain control of your body. These physical skills give you the confidence to defend yourself.
- Martial arts MENTAL skills help you think of ways to **prevent** a conflict before it becomes one.
- Learning to think and act in well mannered ways contributes to the strengthening of your mental skills, and to preventing conflict.

**Go to Tool 1B, “Manners Are Mental!”
Do this exercise with your Students.
Then return to this page.**

Do You Like to Treat Others Well?

1. Ask your Students (*encourage all responses; give them time to think*):

- ☐ Do you treat others well? Name how you’ve acted in respectful, well-mannered ways today — at school, or at home.
- ☐ Do you think that giving this kind of respect requires you to think before you speak — think before you act? How so?
- ☐ When you act in a well-mannered, respectful way, is it your opinion that you’re more likely to get what you want? Why?

2. Tell your Students:

- In our day-to-day activities, we aren’t always *aware* of how we’re acting. There may be times when we’re being disrespectful, and we don’t know it.
- We need to practice respect before we earn the right to get it!

**Go to Tool 1C, “I’m Showing My Manners!”
Do this exercise with your Students; then return to this page.**

Summary:

- ❖ We all want to be treated well — to be respected.
- ❖ In order to get respect, we have to give it.
- ❖ Practicing good manners strengthens our mental skills!

**Congratulate your Students
on completing the first lesson!**

TOOL #1A- ACTIVITY

Manners Paint a Picture!

Use a chalk board with chalk, or paper and a magic marker. Ask your Students to write on the chart or board some words or phrases that they believe are offensive, hurtful or destructive — words that demonstrate BAD manners.

The following are some possibilities. You can suggest as many as you like, but it's best to let your Students come up with personal experiences. There are no "right" or "wrong" responses.

"BAD" MANNERS!

Take this!	Here!	Go away!
Get out!	You're stupid!	Do it yourself!
No, I won't!	You're wrong!	Why should I help <i>you</i> ?
Get me that drink!	I don't care!	What you want isn't important!
I want it now!	Leave me alone!	That's MY book!

Then, ask your Students to write on the chart or board complimentary or constructive words or phrases they believe demonstrate GOOD manners. Again, it's helpful to let them come up with their own.

"GOOD" MANNERS!

Please...	Thank you!	You're welcome!
Is it possible....?	Would you like to...?	Would it be okay if...
Could you?	Do you mind if I....?	Hi! My name is.... What's your name?
May I please have...?	Thanks for coming!	Good to see you!
You look good today!	No, thanks...	Thanks for asking, but...

TOOL #1B - ACTIVITY

Manners Are Mental!

The purpose of this activity is to show your Students that good manners can help resolve a conflict situation. Also, learning to use good manners is a mental activity. Physical skills are important, but are best used when they are based on intelligent thought.

- ✓ **Select, from examples A through E below, ONE conflict situation (or ask your Students which of the five below they would like to explore). If you have time, you can do more.**

- A. You are on vacation, staying in a hotel, and you want to play your portable CD player really loud, even though it's late at night.
- B. You are eating dinner and you are served food you don't like.
- C. You accidentally knock over a lamp in someone's house. The owner says, "You klutz! What did you do THAT for?"
- D. You're in a restaurant with your Teachers, and their cell phone rings.
- E. You are called into the principal's office, because someone you know has been attacked, and some people think you did it.

- ✓ **Ask your Students the following questions about the situation you've chosen:**

- 1. What's one way to handle this situation using what you think are "good" manners?
- 2. Is there more than one way to handle this situation?
- 3. What do you think would happen if you handled this situation using "bad" manners? How do you think "good" manners could help you in this situation?
- 4. Does fighting back or getting angry require careful thinking before you speak? Or do they usually happen when we're not thinking?
- 5. What do you think works best in any conflict situation — a quick response, or thinking before speaking or acting? Both? Why do

you think so? Are mental martial arts skills what you need first?
Why do you think so?

TOOL #1C- ACTIVITY

I'm Showing My Manners!

Have as much fun with this activity as you can. It's good for Students to catch themselves in the act of using questionable manners, and it's okay for them to laugh in recognition of their human imperfections.

- ✓ Tell your Students that you're going to begin an unfinished sentence that needs to be completed.
- ✓ You can use the following, or make up some appropriate ones of your own. You know your Students best!
 1. "Sometimes when you talk to me, I don't listen, because....."
 2. "I know I'm not being polite when I....."
 3. "When I walk down the sidewalk with my friends, I don't think about making room for people walking the other way, because....."
 4. "When you talk on the cell phone while driving, I think to myself that isn't safe — plus, you're not being polite, because...."
 5. "The polite way to answer the phone at home is...."
 6. "When I see people who look 'strange' to me, what I think is...."
 7. "There's a saying, 'When in Rome, do as the Romans do.' Visitors to our country should speak our language. But I think that when I'm traveling in a foreign location....."
 8. "I know that it's polite to open a door for someone before I walk through the doorway. I don't always do it, because...."
 9. "The most discourteous behavior I've ever seen is...."
 10. "The best manners I've ever seen happened when...."
- ✓ Add your own sentences that apply to your particular Students — but make them about manners!

LESSON #2

How Do You Like People To Treat You?

Breakdown of Lesson #2:

What Is roleplay?

Using roleplay to help us.

Your mind is a powerful weapon!

Materials & Tools Needed:

Tool 2A: Two copies of roleplay, “Bad Manners at Work!” p. 12.

Tool 2B: Three copies of roleplay, “Treat Me Like a Winner!” p. 14.

Tool 2C: Make chart: “Manners I Experienced Today!” p. 16.

What Is Roleplay?

1. Ask your Students:

- ☐ When you want to become a great athlete, a top-notch musician, or a successful writer — how do you make that happen? *You have to work at it! Practice!*
- ☐ If you want to become a black-belt martial artist, what do you have to do? *Work at it! Practice!*
- ☐ If I told you that there’s a great way to practice becoming the best martial artist you can be — right now — would you want to know more about it?
- ☐ Do you think it might have to do with something more than physical skills?

2. **Tell your Students:**

- To get really good at anything, we have to **practice**.
- One way to practice using our best manners is through **roleplay**. We take turns playing parts. One day you play a person with good manners; another day, you play a person with bad manners. Sometimes you play yourself; sometimes, someone you may know.
- Roleplay gives us the chance to practice using skills in lots of different situations. Each time we practice, we get stronger, and smarter. **Learning from our mistakes** is a powerful way to gain mental strength.

**Go to Tool 2A, “Bad Manners at Work!”
Please read instructions and do roleplay.
Then return to this page.**

Using Roleplay to Help Us

1. **Tell your Students:**

- When we roleplay, we practice what we might do in a certain situation. We get to see a situation from all sides, not just our own.
- In this way, roleplay helps us understand where our manners come from, and what we can do to improve the way we use them.
- Roleplay is a fun activity we can use in school with our friends, and at home with our family.

2. **Ask your Students:**

- ☐ Do you think there are advantages to playing the role of someone whose opinion is different from yours? How so?
- ☐ Can you learn from someone different from you?
- ☐ Do you think playing the part of another person helps you understand that person’s thinking? Is that good? Why?

Your Mind Is a Powerful Weapon!

1. Tell your Students:

- Your **mind** is the most powerful weapon you have!
- When you learn to use your mind to **stop** conflict before it begins, you become very powerful.
- Practicing good manners is a way to strengthen your mind and to stop conflict before it starts.

2. Ask your Students:

- ☐ If you throw a punch and hurt someone, is there a chance you're going to hurt your hand, too?
- ☐ Do you think bad manners are like that? Do they hurt everyone? Do they hurt not only the person who's treated badly, but also the person who's acting in an offensive way?
- ☐ Do we humans sometimes not think before we act? What's an example of a time you acted without thinking?

3. Tell your Students:

- A good way to figure out how to act toward others is to ask ourselves how we like people to act toward us.
- If we all acted toward one another the way we all like to be treated, we'd probably live in a more peaceful world.
- While we all know pretty well how we like to be treated, we don't often spend time thinking about what it means to treat others well.

**Go to Tool 2B, "Roleplay: Treat Me Like a Winner!"
Read instructions, do roleplay; then return to the next page.**

3. Ask your Students:

- ☐ Do you think there are times when we believe we're stating a fact when, in fact, we're expressing an opinion?
- ☐ Do you think that's part of bad manners — judging, assuming, or expressing an opinion before we have all the right information?
- ☐ Do you think we act in prejudiced ways and judge people because we don't understand their thoughts or actions?

**Go to Tool 2C, "Manners I Experienced Today!"
Then return to this page.**

Summary: *Read all of the following to your Students.*

- ❖ To get mentally stronger, we have to practice.
- ❖ Every time we practice using manners, we get stronger and smarter.
- ❖ Roleplaying is a way to understand the kinds of manners we use. We see a situation from *all* sides, rather than just our own.
- ❖ Our mind is the most powerful weapon we have.
- ❖ When we learn to use our mind to stop conflict before it begins, we become very powerful.
- ❖ Bad manners are based on judgment; good manners are based on understanding others' thoughts and actions.
- ❖ By using good manners, we can stop conflict before it starts!

**Congratulate your Students
on completing the second lesson!**

TOOL #2A- ACTIVITY

Bad Manners at Work!

- ✓ **BEFORE THE ROLEPLAY**, ask for two volunteers to roleplay the parts of **Brewster** and **Condor**. (Make two copies of roleplay.)
- ✓ Tell the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Bring to their attention the words in parentheses, which are instructions to the roleplayer, and not to be said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. Notice the thoughts and actions of both characters in this roleplay.
 2. Notice who is thinking ahead and who is not.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Did this roleplay show you one person with bad manners? Two people? One with bad manners and one with good?
 2. Do you think Brewster meant to harm the people who got hurt?
 3. Do you think Brewster was just focused on his own desire and didn't stop to think about other people?
 4. Do you think that sometimes we're all like Brewster — we get caught up in what we want to do, and we forget there are other people around who could be hurt by our actions?
 5. Do you think Condor is a thoughtful person? Why do you think so? What makes Condor "thoughtful"?
 6. Do you think more or less of Condor for being thoughtful? Does being thoughtful make people "nerds"? Why do you think so?
- ✓ **Thank your Students for participating.**
- ✓ **Return to page 8.**

TOOL #2A- ROLEPLAY

Bad Manners at Work!

Attention Roleplayers! Read your part with enthusiasm! The words in parentheses () are actions for you to do, rather than words for you to say. Have fun roleplaying!

BREWSTER

Give me the ball! Give it to me quick, you nerd! I want to toss it to Liam down the street! GIVE IT TO ME!!!

CONDOR

Hey, it's my football, and I don't want you throwing it into crowds of people. There are kids walking home from school, and people coming out of the shopping area.

BREWSTER

Who cares?!! If you don't give me the football, I'm gonna pulverize you! What is your problem, you coward! (Grabs the ball from Condor.)

CONDOR

Hey! Give it back, please. I'm asking you to please not throw it.

BREWSTER

(Shouts to someone far away:) Yo, Liam!! Are you ready for a pass? Go, go, go! Get back! I'm throwing! I'm aiming right for you! Grab it and run for a touchdown! (He throws the football.)

CONDOR

No! Look out! Liam's not looking behind him! There's a lady with a baby carriage.

BREWSTER

Oops! Better get out of here. Guess you better go claim your football, nerd.

Treat Me Like A Winner!

Before the Roleplay:

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

Do the Roleplay (see next page).

After the Roleplay:

- ✓ **Ask your Students:**
 1. What's the first sign of bad manners that you recognized in this roleplay? What words or phrases gave the speaker away?
 2. Do the speakers know this person they're discussing? Do they have *first-hand* experience with this person? Are they *judging* this person? How can you tell?
 3. Why would Pilar and Sachi act this way toward someone they don't know? Do you think it makes them feel superior in some way?
 4. Do you think Arta acted with good manners? Why do you think so?
 5. If you were going to treat someone like a winner, how would you treat that person? What exactly would you do? Do you think we should always treat people like winners?
- ✓ **Thank Volunteers for doing a good job.**
- ✓ **Return to page 10.**

Roleplay: Treat Me Like a Winner!

Attention Roleplayers! Read your part with enthusiasm! The words in parentheses () are actions for you to do, rather than words for you to say. Have fun roleplaying!

PILAR

Have you seen that new kid? I heard her speaking a strange language. She doesn't speak ours very well. How can you live in this country and expect to get anywhere not speaking the language?

SACHI

Our teacher asked her a question, and she didn't understand it, so she couldn't answer. How stupid is that?

PILAR

Uh-oh. I think I see her coming this way. What should we say?

SACHI

Why say anything? Just keep talking.

ARTA

(Speaks slowly and with an accent.) Good... afternoon. My name ... Arta. What is yours?

PILAR

Um...Pilar. My name is Pilar. And this is Sachi.

SACHI

Hi.

ARTA

I glad ... to meet...you. Thank you ... for speaking....with me. You are... very...how you say? kind! This language ...new.... for me.

PILAR

You speak....okay!

ARTA

O..K...is good. Thank you.. . nice people. I....go now.

Manners I Experienced Today!

- ✓ Put up a chart in the classroom: **MANNERS I EXPERIENCED TODAY**. Every day invite your Students to add words and phrases to one side of the list — “Winner” — or the other side — “Loser.”
- ✓ Tell your Students:
 - One way to recognize when we’re using appropriate manners is to take a good look at the words we use. Sometimes the words we use give away our manners!
 - After going through this list, put up your chart and add to it daily!
- ✓ Ask your Students:

Which of the following statements would you put under “**Winner**” remarks, and which would you put under “**Loser**” remarks? Why?

 1. “**He’s stupid!**”
 2. “**She should do what I tell her, because I’m the one in charge.**”
 3. “**I don’t agree with them, but they do have some good ideas.**”
 4. “**Our ideas are better; they should change theirs.**”
 5. “**We should discuss our ideas; maybe there’s some common ground.**”
 6. “**Can’t you ever do anything right?**”
 7. “**There MUST be a reason that kid is acting that way.**”
 8. “**Anyone who believes that is a fool!**”
 9. “**You’ll never amount to anything!**”
 10. “**You might want to re-think that approach, and here’s why.**”
- ✓ Return to page 10.

TOOL #2C- CHART

Manners I Experienced Today!

Winners!

Losers!

LESSON #3

Imagine Being Spoken To With Respect!

Breakdown of Lesson #3:

Do we protect, or do we learn?

Using our imagination to achieve something real!

Strengthening our thinking in positive ways!

Materials Needed:

Tool 3A: A copy for each child of “Violent and Disorderly Actions,” p. 21.

Tool 3B: A copy for each child of “Twelve Ways to Act with Respect,” p. 23.

Tool 3C: Cut “A Bag of Manners” statements into strips, p. 24. Bring a bag!

Do We Protect, or Do We Learn?

1. Ask your Students:

- ☐ Is it sometimes difficult to decide whether you want to protect yourself from a situation, or learn from it?
- ☐ Can you think of a time when you decided to protect yourself — perhaps because you were scared of the consequences? What happened?
- ☐ Can you think of a time when you decided to take part in a situation — and even though it was scary, you learned something? What happened?
- ☐ What was an important factor in your decision? What did you learn? Do you think it’s “bad” manners to protect yourself? Why do you think so?

2. Tell your Students:

- The martial arts is a system of self-defense, developed over many centuries, designed to be:
 - 1) A way to protect us.
 - 2) A healthy physical fitness program.
 - 3) A means to understand ourselves and go beyond the violence and disorder that enter our lives every day.
- You may not have guessed this, but **manners** play a big part in going beyond violence and disorder.
- When we develop an **understanding** of why human beings act in violent and disorderly ways, we learn to think before we act.
- By examining our manners, and those of others, we **learn** why certain actions may cause people to act in violent ways. This knowledge helps us discover how to act at the highest level of understanding — with respect.

Go to Tool 3A, “Violent and Disorderly Actions!”
Make a copy for each child. After your Students do this activity,
ask questions on page 22.

Using Our Imagination to Achieve Something Real!

1. Ask your Students:

- ☐ If you discovered there was a new theme park in town that had a wild ride — something **different** you’d never experienced before — would you instantly hate it?
- ☐ If a new automobile came out that was more powerful, more beautiful — **different** from any car you’d ever seen — would it scare you? Or would you want to take a ride in it?
- ☐ What makes something or someone **different** unappealing or scary to us? Why would someone who looks, thinks or acts **differently**

be less exciting than a new flavor of ice cream, a new outfit, or a new car?

2. **Tell your Students:**

- Imagine that there is a martial arts code of conduct on manners that we can all live by every day!
- Imagine that it is possible to act with respect toward every single person on Earth!
- Imagine that every person on Earth is able to act with respect toward you!

**Go to Tool #3B, “12 Ways to Act with Respect!”
Review this chart with your Students. Then return to this page.**

Expanding Our Thinking While Working Our Body

1. **Tell your Students:**

- By now, you surely know that the highest goal of the martial artist is to **stop** a fight.
- No matter how a fight begins, we can stop it **before** it starts by using “Twelve Ways to Act with Respect.”
- It’s good to remember that if we don’t stop a fight before it starts, that fight could harm someone for life — physically, mentally or both.
- Rather than “put down” bad manners we see in others, it’s best to offer assistance when and where we can.
- Rather than act badly when someone acts badly toward us, we strengthen our minds when we can turn bad manners into a positive action.
- Think of someone’s “bad” manners as a chance to do something good!
- Expand your thinking into new dimensions!

2. Ask your Students:

- ☐ Do you think it's possible to understand our bad manners if we never look at them or talk about them?
- ☐ Do you think it's important to look at any actions that promote conflict situations, so that we can prevent them?
- ☐ What kind of "bad" manners have you seen this week? Anything you can add to our "Manners I Experienced Today!" chart?

3. Tell your Students:

- It's important to remain fair and impartial when exploring the causes of "bad manner" situations. This takes practice.
- Whether or not we've personally experienced these situations, it's our job as human beings to understand how it happens.
- When we look at "bad manners" — in our friends and family, in ourselves, in the world around us — and are able to recognize them, we have already begun to stop them! Isn't that amazing?

**Go to Tool 3C, "A Bag of Manners!"
Do this exercise with your Students. Then return to this page.**

Summary: *Read all of the following to your Students.*

- ❖ Wanting to protect ourselves from fear, ignorance and day-to-day pressures is a natural instinct — a way to survive.
- ❖ The Twelve Ways to Act With Respect can help stop a fight before it starts, and help us survive mentally as well as physically.
- ❖ Conflicts occur every day. All of them are based on one simple factor — fear.
- ❖ It's our job to understand how bad manners happen. Once we know how they happen, we can prevent them.

**Congratulate your Students
on completing the third lesson!**

Violent and Disorderly Actions!

In the left column are several actions that can be described as disorderly or violent. After you read each one, write your immediate response — the first thing that comes to your mind — to each action..

Disorderly or Violent Action

My Response to This Action

You want to watch your favorite TV show. One of your family members wants to watch something different.

The phone rings at home. You think it's one of your friends, so you answer and say, "Hey, worm-brain!" The caller turns out to be a business associate of your father.

You are eating dinner in an ethnic restaurant. The restaurant's chef serves the food and announces the custom of putting the first piece of food into your mouth, with his hand.

You are traveling in a foreign country, and someone in your group loudly makes fun of this country's traditions.

Someone who is one or two people in front of you walks through a doorway and lets the door slam on the person in front of you.

Driving on a superhighway or freeway, a driver, who's obviously in a hurry, jumps in front of you, causing the driver of your car to slam on the brakes.

A bully passes you, pushes you into the street and yells, "Out of my way, stupid!"

You're in a crowd of people. A fight breaks out and people start punching each other. Someone calls your name, and you look to see that person coming after you.

TOOL #3A - ACTIVITY QUESTIONS

Violent and Disorderly Actions!

✓ **Ask your Students:**

- ☐ Who wants to tell their response to the first situation? *Encourage ALL responses. Compliment students on their thoughts and for being courageous enough to think for themselves.*
- ☐ What's your response to the next situation? (Go through all the situations.)
- ☐ How would you have responded to the chef in the restaurant? This is an actual custom in a middle-Eastern country. Did the chef use "bad" manners? Are there manners you would consider "bad" in any restaurant? Which, for example?
- ☐ Do you think that with no time to think, we tend to respond more violently? Why do you think so?
- ☐ Do you believe it helps us to think ahead in these situations, so that when they really happen to us, we've had some practice?
- ☐ Were all of these situations examples of "bad" manners? "Loser" manners? Why do you think so?
- ☐ What kind of manners have you seen lately that would give you strong feelings about the person who used those manners? Were they "winner" manners or "loser" manners?
- ☐ Do you believe this person, or these people, used this kind of manners because they might have been afraid of something? Like what, for example?
- ☐ Do you get nervous about using proper manners in an elegant restaurant, or when you're with people who are different from you in some way? What kinds of thoughts cross your mind in these situations?
- ☐ Do you think that when we get nervous, or when we're afraid of something, that this is when our "bad" manner show up?

✓ **Return to page 18.**

Twelve Ways to Act with Respect!

The highest goal of the martial artist is to stop a fight before it starts. Thinking before we speak or act — deciding to use our best manners, with strength and respect — is one of the best ways to stop a fight, because this stops the fight inside us! 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 spoken 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: "May 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 in a way today that will make you proud tomorrow.**
- 12. Give people the greatest gift — respect.**

TOOL #3C- MENTAL SPARRING

A Bag of Manners!

- ✓ **Take the following statements — each of them, an expressed fear — and cut them into strips. Add your own, if you like!**
- ✓ **Put these strips of paper into a paper bag, and shake them up. Ask each child to dig into the bag and select one strip, and then finish the statement. (If you're working with a small group, have them select one at a time, and repeat as many times as you like.) Make this fun! But instructive too!**

When I'm afraid I'll make a mistake, I usually...

When I'm scared of getting a bad grade, what I do is.....

If I'm afraid people won't like me, I tend to....

I'm afraid of nothing, which is probably why I act....

I'm afraid of everything, which is probably why I act....

When I'm scared of people I don't know, my manners tend to....

Sometimes, I'm afraid I have nothing to say. That's when my manners....

I'm afraid people aren't interested in what I have to say. So, when I'm at party, I usually....

When I'm afraid of losing, the manners I tend to use are....

When I'm winning, I tend to act....

- ✓ **Congratulate Students on their honesty and willingness to learn about how their actions and reactions often arise from fears they have.**

LESSON #4

Make The Decision To Think Before You Speak!

Breakdown of Lesson #4:

Thinking before we speak creates awareness!
Awareness creates positive and respectful thoughts!
Respect stops conflict before it starts!

Materials Needed:

See Tool 4A: Make 3 copies of "My Stopping Place!" p. 30.
See Tool 4B: Make a copy for everyone of "Flipping Images!" p. 32.
See Tool 4C: Bring a bag, cut into strips: "My Actions Affect Everyone!" p. 34.

Thinking Before We Speak Creates Awareness!

1. Ask your Students:

- ☐ Where do manners come from? Are we born with them? Are we given them as presents? Do we learn them from others?
- ☐ Why do you think people teach us about manners? Do they want us to be polite? Thoughtful? Aware? Why do you think so?
- ☐ Do you think your family teaches you manners, because your actions reflect on them?
- ☐ Do you think your family teaches you manners, because they believe manners will help you have a better life? Do you think they're right? Why do you think so?
- ☐ When we make a decision to use manners in our daily life, do you think we become more aware? Why would becoming more aware be important?

2. Tell your Students:

- When you see someone using improper or “bad” manners, do you think: “That person is dumb!” Or do you think: “I wonder why that person is unaware?”
- If I name a person you know, and I tell you I think that person has bad manners, there is a “place” inside you that either questions what I’ve said, or accepts it as true.
- Think of a place inside your body that you might consider your “stopping” place — the place where you make decisions. It might be in your head, in your chest, or in your gut. Wherever that place is inside you, you need to go there when you see someone take an action that you consider inappropriate.

**Go to Tool 4A, “My Stopping Place!”
Prepare this role-play with your Students.
Then return to this page.**

Awareness Creates Positive and Respectful Thoughts!

1. Ask your Students:

- ❑ What do you think happens inside your mind when you think only of what you like, and never about what anyone else likes? Does it create conflict? If so, what kind of conflict?
- ❑ If I think, “That is the dumbest person I’ve ever met in my life!” — am I creating conflict in my mind? Am I then likely to act according to my thoughts?
- ❑ If I act this way, am I likely to forget to go to my stopping place to ask: “Are my thoughts true?” “Is that person really dumb?” “Am I as smart as I think I am?” “Am I hurting that person’s feelings?” “How would I feel standing in that person’s shoes?”
- ❑ If I think, “That person is acting dumb — I wonder why he’s acting that way,” am I creating conflict, or am I creating awareness?

2. Tell your Students:

- Conflict is created with such thoughts as:
 - ✓ “That person is foreign. I’m not saying a word!”
 - ✓ “That person is a nerd. I don’t want to be associated.”
 - ✓ “That person is better looking than I am, and I don’t want to be compared.”
- Awareness is created with such thoughts as:
 - ✓ “That person is foreign. I could learn something about a new culture!”
 - ✓ “That person looks nerdy. I wonder what’s going on inside that brain!”
 - ✓ “That person is better looking than I am. Maybe I could learn some clothing and hairstyle tips!”
- When our thinking is positive and respectful, the conflict disappears, and we’re open to learning instead of protecting ourselves!

**Go to Tool 4B, “Flipping Images!”
Do this exercise with your Students. Then return to this page.**

Respect Stops Conflict Before It Starts!

1. Ask your Students:

- ☐ When you flipped the image from a negative one to a positive one, did it change your thinking? How so?
- ☐ When you think and act from a negative, sad or angry feeling inside you, do you “throw” those feelings outside yourself and inflict them on other people?

- ❑ What happens to your “awareness” when you change a negative thought to a positive one? Does your brain feel more alive? More focused?
- ❑ When we act with respect toward another person, and that person acts with mutual respect toward us, is there conflict?

2. Tell your Students:

- There are many areas of disrespect people have created over the years. Some of them are based on prejudices and beliefs.
- “Bad” manners or disrespect tend to **separate** us. They don’t provide us the opportunity to think about all the ways we are **the same**, about what we have **in common**.
- “Bad” manners are due to human beings not stopping to think about what we’re doing! And how our actions affect others!

**Go to Tool 4C, “My Actions Affect Everyone!”
Do this exercise with your Students.**

Summary:

- ❖ There is a place inside our body that is our “stopping” place — the place where we make decisions. It might be in our head, our chest, or our gut. Wherever that place is, we need to go there when we see someone take an action that we consider inappropriate. We need to stop, and think.
- ❖ When our thinking is positive and respectful, the conflict disappears. Then, rather than being afraid or wanting to protect ourselves, we open our minds to learning!
- ❖ There are many areas of disrespect people have created over the years. Some of them are based on prejudices and beliefs.
- ❖ Acts that employ “bad” manners or disrespect tend to **separate** us. They don’t provide us the opportunity to think about all the ways we are **the same**, about what we have **in common**.
- ❖ More often than not, our actions affect others, and theirs affect us! Mutual respect stops conflict before it starts!

TOOL #4A- ROLEPLAY

My Stopping Place!

- ✓ **BEFORE THE ROLEPLAY**, ask for three volunteers to role-play the parts of **Sleepy**, **Cranky** and **Wary**. (Make copies of role-play for all.)
- ✓ Tell the volunteers to get the full benefits of role-playing by really getting involved in the parts they are playing.
- ✓ Bring to their attention any words in parentheses (), which are instructions to the volunteer, and not to be spoken out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. Watch these kids as they ride a train.
 2. Notice how they act when they realize that there's no one around to tell them what to do, or how to behave.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Did any of these characters go to the “stopping” place inside them – the place where they stop to think?
 2. Was Wary the only one who went there?
 3. Did you see any evidence of poor judgment? If so, where? On whose part?
 4. Did any of these characters seem to take joy in acting differently than they would at home, or at school?
 5. What do you personally think of their behavior? Were they having fun? Were they acting disrespectfully?
 6. Do you think sometimes, even though we're having fun, it's important to remember to think first — and to act with respect?
- ✓ **Thank your Students for participating.**
- ✓ **Return to page 26.**

My Stopping Place!

Attention Role-players! Read your part with enthusiasm! When you see words in parentheses (), these are instructions for you, rather than words to be spoken out loud. Have fun role-playing!

CRANKY

Wake up, you idiot! Let's go! Look! All these stupid people are looking at you. They think you're weird. (Laughs loudly.)

SLEEPY

(Shouts:) YOU are the one they're staring at, Cranky. Where are we? Is this our train stop?

WARY

Will the two of you PLEASE keep your voices down? We're not in a barn, you know. There are other people on this train. Keep it down!

SLEEPY

What's the difference? Nobody knows us anyway. Feels good to be away from people we know. I'm suddenly feeling very free. (Shouts:) Ya-hooooooo!

CRANKY

Ya-hoooooo! I think we should get on the train more often. Look at this lady over here. She thinks I'm a weirdo! Am I a weirdo, lady? (Laughs.)

WARY

People are trying to read, Cranky. Keep your voice down, will you? We'll get kicked off the train before our stop.

SLEEPY

Uh-oh, here comes the conductor. Quiet, quiet!!!

CRANKY

I don't care who's coming! I am having a good time. Ya-hooooo!

TOOL #4B- ACTIVITY

Flipping Images!

- ✓ Tell your Students:
 1. The purpose of this activity is to flip an image — from something negative to something positive! It's great fun, because you can see your thinking as it changes, right before your eyes!
 2. Here is a sheet of paper with people's comments in the left-hand column. What you're going to do is read each one, and then change each statement into a positive, respectful one!
- ✓ DO THE EXERCISE on the following page. Give students several minutes to quietly write down their respectful changes. Then, ask for volunteers to read their changes out loud!

If you prefer, you can read them aloud, one by one, together, and ask for spontaneous changes out loud. But since this section is about thinking before we speak, it's best to give Students time to think on their own and speak afterward.
- ✓ After doing the exercise, return to this page.
- ✓ If your Students enjoy this exercise, take the time to let them make up some negative images of their own, and then change them into positive ones.
- ✓ REMINDER: **Add to chart "Manners I Experienced Today," (page 16). Remind your Students to freely add to this list at any time.**
- ✓ Return to p. 27.

TOOL #4B- ACTIVITY

Flipping Images!

Flip the following images from disrespectful language to respectful language!

Disrespectful Language	Respectful Language
This food tastes awful. I hate it!	
Give me that pencil! I need to write something down!	
At home I play my CD player loud, and I'm going to do it here, too.	
Why would I want to answer the phone. It's probably for you anyway!	
It's not my turn to take out the garbage! You do it!	
I've already done my chores for this week. I'm not doing any more!	
I can't help that it's your turn to use the computer! I need it!	
I cleaned up last time! I'm not going to do it again!	
Get your own lunch!	
Why should I go to the store? I don't need anything there!	
Why should I care if the chalkboard is dirty. I didn't do it.	
What does it matter if I throw my paper cup on the street? The street cleaner is going to clean it up anyway!	

My Actions Affect Everyone!

- ✓ Cut the sentences on the following page into strips, and put the strips into a paper bag. Shake it up!
- ✓ Ask your Students to pick a strip from the bag, and finish the sentence!
- ✓ Tell your Students that this is “mental sparring”!
- ✓ Feel free to add your own strips to the ones included on the following page. Since you know your Students best, you’ll know what they need to practice most!
- ✓ After you’ve gone through the strips, and hopefully had a good time laughing over the answers, ask your Students:
 1. Do you enjoy finishing the sentences?
 2. Did you learn something from finishing these sentences? What, for example?
 3. Do you ever think about how your actions affect other people?
 4. Do you ever think about how others’ actions affect you?
 5. Is it your opinion that we think more about how others affect us, rather than how we affect others? Why do you think so?
 6. Is it your opinion that country leaders sometimes don’t think about how their countries affect each other? Do you think that this could be the cause of wars?

My Actions Affect Everyone!

When I use the last paper towel and don't replace it, the way this affects other people is...

I talk loud in a public place and people stare at me, the way this affects other people is ...

When I walk into a friend's home and don't say hello to the other people in the house, the way this affects others is...

Sometimes when I say something before thinking, I later regret what I said. The way this affects me is...

The last time I got angry with someone, I spoke before I thought. The effect this had was ...

Sometimes I get depressed or angry, and I take it out on other people. The effect this has is ...

The reason we bow to each other in the martial arts is that...

The way I feel when someone bows to me is...

Practicing good manners is like bowing verbally. The way manners affect people is...

The last time I rode in a car, and I saw another driver speed, I realized that the effect this driver had on other drivers was...

When I drive, I think it will be important to ...

When I see people acting disrespectfully, I think...

LESSON #5

Speak As You Would Like Others To Speak To You!

Breakdown of Lesson #5:

Listen to how others speak!

Listen to yourself speak!

Speak as you would like to be spoken to!

Materials & Tools Needed:

Tool 5A: Make two copies of roleplay, "Stop That Fight" p. 40.

Tool 5B: Bring tape recorder for "Is That Me?" p. 41.

Tool 5C: A copy for each child of "I'm Strengthening My Mind!" p. 43.

Listen To How Others Speak!

1. Ask your Students:

- ☐ Have you really listened to other people as they speak? What do you notice about the volume of their voices, how long their sentences are, the way they express themselves? *Encourage all responses; there are no "wrong" answers.*
- ☐ Can you sometimes read "beyond" the words people say? Does the "tone" in someone's voice sometimes let you know whether that person is happy, angry, concerned about something else, concerned about you? How can you tell?
- ☐ Do you think it's helpful to be able to read "beyond" the words people say — to read "between the lines"? Why do you think so?

2. Tell your Students:

- We learn manners by watching and listening to other people.
- Sometimes we learn good manners and sometimes we learn bad manners.
- It's important to be able to tell the difference, because when we use good manners, we are more likely to work well with other people as well as achieve our goals.
- Even more importantly, with good manners we can stop a fight before it starts, and end conflict before it has a chance to begin!

Go to Tool 5A, "Stop That Fight!"
Do this exercise with your Students. Then return to this page.

Listen To Yourself Speak!

1. Ask your Students:

- ☐ Have you ever heard yourself say something that you regretted at a later time? *Encourage students to briefly talk about these times.*
- ☐ Was it a time when you did not stop to think about what you were going to say before you said it?
- ☐ Are you ever AWARE enough to "stand outside yourself" and hear yourself speak?
- ☐ Would you say you are a soft-spoken person? Loud? Aggressive? Fast talker? Thoughtful?
- ☐ Have you ever noticed how you come across to other people? Do you think they're interested in what you have to say? Offended by things you say? Respectful of what you have to say? Is the reaction you get different on different days?

2. Tell your Students:

- Speaking to and with other people is something we all do differently. We all have different, distinct personalities. There's no "right" way or "wrong" way to speak.
- However, good communication is the key to success in life. And good communication is based on respectful exchange of language between you and those at home, at school and in your community.
- It's time to hear yourself speak!

**Go to Tool 5B, "Is That Me?"
Do this exercise with your Students. Then return to this page.**

Speak As You Would Like To Be Spoken To!

1. Ask your Students:

- ☐ What's the nicest thing anyone has ever said to you?
- ☐ What's one of the best ways you can think of to speak to someone you know? How about someone you don't know? Are they the same?

2. Tell your Students:

- One way to strengthen the mind is to make it think in ways that are different from the ways we usually think.
- This often requires that we go to our stopping place, the place where we stop to think and make decisions.
- Let's practice going to our stopping place and coming up with some new ways to speak!

**Go to Tool 5C, "I'm Strengthening My Mind!"
Then return to the next page.**

Summary:

- ❖ When we listen to other people speak, we can often read “beyond” the words they say and sometimes “read between the lines.”
- ❖ We learn manners by watching and listening to other people. Sometimes we learn good manners and sometimes we learn bad manners.
- ❖ It’s important for us to decide — when we see other people — what manners are right for us.
- ❖ When we use “good” manners, we are more likely to get along with other people.
- ❖ When we use “good” manners, we are better able to achieve our goals.
- ❖ One way to strengthen our mind is to make it think in ways that are different from the ways we usually think.
- ❖ Thinking “outside the box” — in other words, differently than we or other people usually think — we can often stop a fight before it starts!
- ❖ When we can do this, we have achieved the highest goal of the martial arts — end conflict before it begins!

**Congratulate your Students
on successfully completing another lesson!
Remind your Students to add to the chart,
“Manners I Experienced Today!”**

TOOL #5A- ROLEPLAY

Stop That Fight!

- ✓ **BEFORE ROLEPLAY**, makes two copies of roleplay; tell your Students:
 1. The more practice we get LISTENING to people, the better we get at dealing with them respectfully.
 2. The more practice we get WATCHING our thoughts, and going to our stopping place, the stronger our minds become.
- ✓ Ask for two Volunteers to read aloud the following roleplay between **Tappan** and **Burnham**, or do it with your Students.
- ✓ **TELL YOUR STUDENTS:**
 1. Listen for where the fight begins.
 2. Listen for impolite, ill-mannered words and who says them.
- ✓ **DO ROLEPLAY (see next page).**
- ✓ **AFTER ROLEPLAY, ask your Students:**
 1. Was there a fight going on? How did the fight get started?
 2. Is Tappan the one who started the fight? How?
 3. What words, or statements, did you hear that started the fight?
 4. How do you think Burnham handled the fight?
 5. What do you think was the turning point, the place the fight stopped?
 6. Did Burnham use well-mannered, polite language to turn the fight around?
 7. Do you think Tappan inspired a “fight” feeling inside Burnham?
 8. Did Burnham go with the “fight” feeling, or stop and think.
 9. What happens when we stop and think instead of responding to a “fight” feeling that’s brewing inside of us?
 10. Do you think that utilizing well-mannered speech is helping in stopping a fight inside us? How so?
- ✓ **Return to page 36.**

TOOL #5A- ROLEPLAY

Stop That Fight!

Attention Roleplayers! Read your part with enthusiasm! Get into the part you're playing! Keep in mind that the words in parentheses () are instructions to you and should not be read aloud. Have fun!

TAPPAN

I'm in charge of this game, and if you want to play, you're going to have to play by my rules.

BURNHAM

This is a game, Tappan. It comes with rules. I don't see the point in changing them. The winner gets to go first; the loser has to read the next card, and then we start again.

TAPPAN

The point in changing them, dork-head, is that I'm in charge here, and what I say goes! No reading the next card!!

BURNHAM

There's no coach in this game. No referee. This is a simple game between two friends. This isn't going to be fun for me if you're going to insist on being "in charge" and changing the rules.

TAPPAN

(Shouts:) We play by MY rules, or we don't play at all. You can just get out of here!

BURNHAM

(Stops and thinks:) What's eating you? You never act this way. Why are you so upset?

TAPPAN

The rules say that the loser has to read the next card. (Pauses.) I don't read very well. I might not be able to read it.

BURNHAM

(Stops and thinks:) Oh. Hey, listen. Okay, we'll play by your rules. Nobody has to read a card, unless they want to, okay? But the next time we get together, you should let me help you learn to read. It's important, you know, in life.

TOOL #5B- ACTIVITY

Is That Me?

- ✓ **Have handy a tape recorder. It can be a hand-held portable; nothing fancy is required — just a piece of equipment that is able to record voices, as clearly as possible.**
- ✓ **If there's a small group, ask a child to choose one topic from below to talk about for a minute or two. Ask for three Volunteers to participate in an off-the-cuff roleplay in which they choose a topic to discuss, and then spend a few minutes talking about it — simply discussing their points of view on the subject.**
- ✓ **Here are the topics, or pick your own subject matter, perhaps something that you know interests your Students.**
 - 1. A sports event
 - 2. A musical event
 - 3. Current politics
 - 4. Care for pets
 - 5. Dealing with a bully
 - 6. A school event
 - 7. A favorite book
 - 8. The importance of manners
 - 9. What qualifies as a "bad" manner
 - 10. The highest goal of the martial artist
- ✓ **Set the tape recorder to play, press the record button, and ask your Students to discuss. Let this go on for as long as you think you're getting a good example of each child's use of language.**
- ✓ **When you call time, rewind the tape, and let it play out. Then, ask your Students:**
 - 1. How do you think you sound? Happy? Sad? Angry? Smart? Silly? (Ask other Students if they agree.)
 - 2. Do you think you sound different from how you normally speak?
 - 3. How do you think you're coming across to everyone?
 - 4. What do you think of the language you're using? Good? Could be better? Do you think you're using good manners?
 - 5. Are there any manners you spot — in yourself or others — that you think could benefit from change? Which ones?
- ✓ **Return to page 37.**

I'm Strengthening My Mind!

- ✓ **Pass out a copy of the next page to each child. Tell your Students:**
 1. Think of 10 things you said today, or questions you asked. It doesn't matter who you spoke to, or how long you spoke. Just think of 10 things.
 2. Did you say, "Good morning?" "See you later." "I don't want any breakfast." "Do I have to do that?" There must be at least 100 things you asked or said today. Let's come up with 10 of them.
 3. On the piece of paper I'm giving you, write in the left column the 10 things you remember you said. It doesn't matter whether you were angry when you said these words, whether you were sad, happy, complaining, loud, opinionated, bossy, helpful, polite or impolite.
- ✓ **Give your Students several minutes to write them down. After you call time, tell them:**
 1. Take a look at what you've written. Go to your stopping place and ask yourself:
 - "How well did I say that?"
 - "Was that the best way I could have asked that question?"
 - "Was I thoughtful when I asked that person that question?"
 - "Was I putting my best foot forward?"
 - "If I could go back, how would I rephrase that question?"
 - "If I were going to win an award for the most polite way to say something, would I need to change the way I said that?"
 2. In the right-hand column, write, in the title box: **"Ways to Say or Ask It Better!"** Then, think of a "different" way to ask that question, or say that sentence — to make it stronger, more thoughtful.
- ✓ **When your Students are finished, read the comparisons out loud!**
- ✓ **Return to summary, p. 38, and review with your Students.**

I'm Strengthening My Mind!

Write down 10 things you said or asked today! Doesn't matter what you said, or how you said it! All that matters is that you remember what you said, or what you asked, and the words and phrases you used!

10 Things I Said or Asked Today!	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

LESSON #6

Ask Questions Politely: “May I Please...?”

Breakdown of Lesson #6:

- The art of asking a question.
- The strength you project when asking.
- Manners speak louder than words!

Materials Needed:

- See Tool 6A: Cut into strips, “Wake Me Up!” p. 48. Bring a bag!
- See Tool 6B: Do this exercise yourself before you work with your Students.
- See Tool 6C: Two copies of roleplay, “Read My Manners!” p. 51. Also helpful to have a ball of string, hammer, and a copy of TV Guide.

The Art of Asking A Question

1. Ask your Students:

- ☐ What happens in your mind when I ask: “What are you doing?” Do any thoughts or feelings get stirred up? *Encourage responses.*
- ☐ What happens in your mind when I ask: “What the heck do you think you are doing?” Are your thoughts or feelings different? Why do you think so? There’s a difference of a word or two, but isn’t it the same question?

2. Tell your Students:

- When we’re lost in our own thoughts, sometimes we act as if we’re asleep. We’re not experiencing what’s happening to us right here, right now, outside our thinking.
- Acting on “automatic pilot,” we sometimes speak without giving a thought to good manners.

Go to Tool 6A, “Wake Me Up!”
Do this exercise with your Students. Then return to this page.

The Strength You Project When Asking

1. Ask your Students:

- ☐ Do you think a show of strength always comes from how developed our muscles are?
- ☐ Do you think we can come across as powerful just by using intelligent language? In what ways?
- ☐ Do you think bragging, gloating or being loud helps you come across as powerful?

2. Tell your Students:

- Sometimes we’re conditioned to believe that thinking and acting in bold, hostile ways projects an image of power.
- In fact, thinking and acting wisely, carefully and respectfully projects greater power. It’s a mental power rather than a physical one.
- The most powerful muscle we have is also the most powerful weapon we have: our brain.
- We must question our conditioned thinking, and always do it in an honorable, respectful way!
- As soon as we begin to question, we wake up!

Go to Tool 6B, “My Powerful Questions!”
Do this exercise with your Students.
Then return to the next page.

Manners Speak Louder Than Words!

1. Tell your Students:

- We are going to do another roleplay.
- In this roleplay, pay attention to what the roleplayers do, as well as what they say.

**Go to Tool 6C, “Read My Manners!”
Do this roleplay with your Students.**

Summary: *Read the following to your Students:*

- ❖ It’s good to ask questions! Sometimes, however, the way we ask them can trigger a response we don’t want!
- ❖ We need to wake up and speak with good manners.
- ❖ We are sometimes conditioned to believe that thinking and acting in bold, hostile ways projects an image of power.
- ❖ Thinking and acting with forethought and respect project greater power.
- ❖ The most powerful muscle we have is also the most powerful weapon we have: our brain.
- ❖ We must question our conditioned thinking in honorable, respectful ways.
- ❖ As soon as we begin to question, we wake up!
- ❖ There are times when our actions speak much louder than our words!

**Congratulate your Students
on successfully completing another lesson
and strengthening her or his awareness!**

TOOL #6A - MENTAL SPARRING

Wake Me Up!

- ✓ Cut the questions on the following page into strips, and put them into a bag. Add your own strips, if you like. Shake the bag!
- ✓ Tell your Students that each strip has a question that needs to be asked in a different way.
- ✓ Ask your Students to read the strip out loud, then change it so that the question reads more thoughtfully, more politely, more focused on the person who's being asked.
- ✓ Then, go through all the strips!
- ✓ When you've gone through all the strips, ask your Students the following questions:
 1. Did you see a difference in the language you used to change the question?
 2. What's the difference between the language on the strip and the language you used?
 3. When you rephrased the question, were you focused on the person you were asking? How did that change the question for you?
 4. Do you think it's good to be AWARE of how we use language? Why do you think so?
 5. Can being aware of how we speak strengthen our thinking? How?
 6. If you had to name one new piece of information that you think has made your mind stronger, what would it be?
- ✓ Return to page 45.

TOOL #6A- MENTAL SPARRING

Wake Me Up!

I need some underwear! Are we ever going to go shopping?

I've got to have a new CD player. Every other kid in school has one. Do you want me to be the only one who doesn't have a decent one?

I'm late for an appointment! Quick! How do I get to 3rd and Main Street?

Is this the ONLY pair of pants you have left in this sale? They're awful!

I'm looking for the Empire Hotel. Where is it?

I need some Band-Aids. Where the heck are they?

There's nothing in the fridge! Aren't you supposed to go shopping?

I need money. Loan me twenty bucks?

We're in a hurry to eat. Would you get us a table fast?

I have a 9 o'clock appointment with the doctor. Do you people realize what time it is?

Are you getting off the computer soon? I mean really SOON?

What do you MEAN you can't take me to the mall?

How could you ask me a question like that? Are you crazy?

What do you mean I'm not old enough to go?

Where in the world did you get such a stupid idea?

My Powerful Questions!

- ✓ **Ask your Students to read aloud the following questions. After they're all read, ask them to vote on the one(s) they think are the most powerful. There are no "right" or "wrong" answers, and the discussion that follows could turn into a healthy mental exercise!**

1. Are you going to give me your lunch money, or am I going to have to turn you upside down and shake it out of you, you punk?
2. Since you're well known for your knowledge about the martial arts, would you kindly tell us why the highest goal of the martial artist is to stop a fight?
3. Does it seem to you that I've been acting on images I've been conditioned to believe?
4. If we don't get served pretty soon, I'm going to leave. What in hell is taking so long?
5. If I said something awful to you today, would you still be my friend tomorrow?
6. If I were your worst enemy, what could you do to turn me into a friend?
7. If I have great mental strength, and great physical strength, is it possible that I may never have to fight?
8. What's so good about thinking before we speak? If I'm smart enough, shouldn't I be able to spit out anything that pops into my mind?
9. I understand why human beings fight each other, but do you think there will ever come a day when humans stop fighting each other?
10. If you were me, what would you do to get stronger?

- ✓ **Return to page 45.**

TOOL #6C - ACTIVITY

Read My Manners!

- ✓ **BEFORE THE ROLEPLAY**, ask for two volunteers to roleplay the parts of **Hansen** and **Dutch**. (Make two copies of roleplay.)
- ✓ Tell the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Bring to their attention words in parentheses, if any — which are instructions to the reader, but not said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. Notice the thoughts and actions of both characters in this roleplay.
 2. Notice how actions sometimes speak louder than words.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Did this roleplay show you one person with bad manners? Two people? One with bad manners and one with good?
 2. Who do you think had the best manners? Which had the worst?
 3. Did Hansen have a lot more to say than Dutch?
 4. Because Hansen said more, do you think that Hansen's manners showed more than Dutch's?
 5. Is it possible that Dutch told us more about Dutch's manners than Hansen did — without saying anything?
 6. What do you think Dutch was feeling during this roleplay? Was Dutch happy? Irritated? Bored? What makes you think so?
 7. Do you think sometimes our actions speak a lot louder than the things we say?
- ✓ **Thank your Students for participating.**

✓ **Return to page 46.**

Read My Manners!

Attention Roleplayers! Read your part with enthusiasm! The words in parentheses () are actions that you need to do, rather than say. Have fun roleplaying!

HANSEN

This is pretty neat, making a kite — don't you think? Would you hand me that string, please?

DUTCH

(Looks bored. Takes a ball of string from a high shelf and throws it hard to Hansen.)

HANSEN

(Unravels some string for the kite.) Thanks. Looks like the wind is starting to kick up, just in time to take our kite on a test flight. Would you pass me the hammer?

DUTCH

(Takes a hammer from a nearby table, breathes a huge sigh, and then passes it to Hansen.)

HANSEN

(Hammers two pieces of wood together.) You've been great, helping me do this. I know you'd rather be watching a movie, or TV, but isn't this great fun? Hey, the TV Guide is over there, if you want to check listings for later on.

DUTCH

(Doesn't answer. Starts to look through a TV Guide.)

HANSEN

It's ready!!! Hey, let's go outside and fly this thing!

DUTCH

(Throws TV Guide on the ground. Gets up and walks away without saying anything.)

HANSEN

Hey! Where are you going?

LESSON #7

Offer Information In A Caring, Considerate Way

Breakdown of Lesson #7:

- The quiet power of patience.
- Learn to think for yourself.
- The convincing force of conditioning.

Materials Needed:

- See Tool 7A: Review this activity before participating with your Students.
- See Tool 7B: Make a copy for each child of “I’m Conditioned,” p. 58.
- See Tool 7C: Review this activity before participating with your Students.

The Quiet Power of Patience

1. Ask your Students:

- ☐ Have you ever seen someone who is calm and thoughtful in the face of a dangerous situation?
- ☐ Do you think that being able to remain calm in a stressful situation is a sign of power?
- ☐ When are some times you’ve had to remain calm in a stressful situation? Were you able to stay strong? *Encourage short responses.*

2. Tell your Students:

- When we’re in danger, we usually want to either fight or run away. This “fight or flight” response is a healthy and natural response to real danger. We’re “conditioned” to think and act in these ways.
- Sometimes our “fight or flight” response happens when the danger is not real, but based on a fear or prejudice we have.
- When we get scared, we tend to forget our manners. The reason is that we do not go to our stopping place, the place where our sense of calm and respect are waiting for us.

- Any fear we have is usually based on something that happened to us in the past. As soon as we recognize that, we can quickly go to our stopping place, get calm, and remember our manners!

**Go to Tool 7A, “Going To My Stopping Place!”
Do this exercise with your Students. Then return to this page.**

The Convincing Force Of Conditioning

1. Tell your Students:

- A psychologist named B. F. Skinner became famous for studying the way we humans respond to respect and disapproval.
- Skinner was also a teacher. One day his students wound up teaching **him** something.

2. Read to your Students:

Skinner’s students were all aware that Professor Skinner was a pacer. While he lectured, he paced up and down the front of the classroom. His students devised a plan to try to “condition” him to stop pacing and to stand on only one side of the classroom!

Here’s what they did. That day, whenever Professor Skinner walked to the right side of the room as he was teaching, the students would listen with great care and attention, raise their hands to ask many questions, and act with great respect toward what he had to say.

When he walked to the left side of the room, the students would act disrespectfully bored, not ask questions, and purposely not pay attention.

By the end of the class, Professor Skinner, who normally paced back and forth continually, spent the rest of the class pinned against the right side of the room!

The lesson for that day was — conditioning has the power to pin a pacing Professor to one wall — and to prevent respect!

3. Ask your Students:

- ☐ How was Professor Skinner taught by his students? What exactly did he learn?
- ☐ Did the students show their professor that they could control him because of his conditioning?
- ☐ Do you think that being conditioned can be dangerous? In what way? Can our conditioning get us to act without thinking?
- ☐ In what ways do you think you've acted without thinking? Have you seen anyone else act without thinking? Do you think it was because they were "conditioned" to act that way?

**Go to Tool 7B, "I'm Conditioned!"
Do this exercise with your Students. Then return to this page.**

Learn To Think For Yourself

1. Ask your Students:

- ☐ Do you know the reasons you believe everything you believe?
- ☐ For example, do you believe people from foreign countries are different from us? Why do you think so?
- ☐ Do you think people from foreign countries are the same as us? Why do you think so? In what ways are they the same?

2. Tell your Students:

- We don't always know when people intend to act in our best interests and when they don't. We'd like to trust everyone, but that's not always wise.
- In our daily life, people may say something that we react to, without thinking. For example, someone may say or do something we don't like — and anger, fear or a misunderstanding inside us makes us want to fight.

- U. S. President Theodore Roosevelt once said, “Speak softly, and carry a big stick.” When we speak softly, thoughtfully, with respect, but are ready to defend ourselves if we need to — then we are prepared. Then we can **act** from what we understand is right, rather than **react** to actions that create fear and misunderstanding.

**Go to Tool 7C, “Bubbles in a Glass of Soda!”
Do this exercise with your Students. Then return to this page.**

Summary:

- ❖ When we’re in danger, we usually want to either fight or run away. Sometimes our “fight or flight” response happens when the danger is not real, but based on a fear we have.
- ❖ Any fear we have is usually based on something that happened to us in the past. We are “conditioned” to be afraid of something or someone. As soon as we recognize this, we can quickly go to our stopping place, get calm, and remember our manners!
- ❖ In today’s world, we don’t always know when people intend to act in our best interests and when they don’t.
- ❖ When we can speak softly, thoughtfully, with respect, but are ready to defend ourselves if we need to — then we are prepared. Then we can **act** from what we understand is correct, rather than **react** toward someone who inspires fear and misunderstanding.
- ❖ Conditioning has the power to pin an intelligent, pacing university professor to one wall! More seriously, conditioning can prevent respect.
- ❖ Respect is the act that conquers fear!

**Congratulate your Students
on successfully completing another lesson
and becoming even more aware!**

TOOL #7A - ACTIVITY

Going To My Stopping Place!

✓ **Ask your Students:**

- ☐ What's one of the scariest things that's ever happened to you?
- ☐ What did you do? What did you say? What happened? What did the people around you say or do?
- ☐ Did you get angry? Upset? Frustrated? Did you fight? Yell?
- ☐ Did you realize you were scared at the time?

✓ **Tell your Students:**

- When we're scared, we tend to forget everything — our manners, our ability to think clearly, the best action to take.
- It's helpful to be AWARE of when we're afraid, so that our awareness can immediately direct us to our stopping place. Instead of acting in an old "conditioned" way, we can stop and think of an appropriate way to act.
- In our stopping place, even if it's only for a second — we can close our eyes, take a deep breath, and think.

✓ **Ask your Students:**

- ☐ Let's return to that scary thing you just talked about! What would have happened, right at the beginning of that terrifying moment, if you had gone to your stopping place?
- ☐ Even though it's scary, let's go back there now. Talk again briefly about what happened, and this time — close your eyes, take a deep breath, and — what action are you thinking of taking?
- ☐ Is what you're thinking different from what you actually did? Do you think it's a better action to take? Why do you think so?

✓ **Return to page 53.**

TOOL #7B - ACTIVITY

I'm Conditioned!

- ✓ Give your Students a copy of the following page, and ask them to write three different ways that they have seen someone (including themselves) act in a “conditioned” way. Give them time to think about this and write down everything they would like to say.
- ✓ After you call time, ask your Students to read what’s written on the page. Then ask:
 1. Was it easy to come up with different signs of “conditioned” behavior?
 2. Do you think some conditioned behavior is good for us? Like what, for example? (*Brushing our teeth, locking our doors.*)
 3. Do you think some conditioned behavior is thoughtless and keeps us from being honest? Respectful? Caring? Like what, for example. (*Being mean to a person, because he or she is different from you.*)
 4. Is it your opinion that people act in conditioned ways because it’s all they know how to do?
 5. Do you think that people act in conditioned ways because it’s easier than having to think for themselves?
 6. Do you think it’s wise to observe our own conditioning and to ask ourselves whether it’s doing us any good?
 7. Being conditioned to stop for a red light: Is that good conditioning? Something that helps us survive in this world?
 8. Being conditioned to hate someone you’ve never met. Is that good conditioning? Does that help us survive in this world?
 9. Do you think that some conditioning is beyond our control? What, for example?
 10. Do you think that we are aware of conditioning, and keep on doing it anyway? Like what?
- ✓ Return to page 55 to review the summary with your Students.

TOOL #7B - ACTIVITY

I'm Conditioned!

- ✓ Write **THREE** different ways that you've seen someone act in a conditioned way. In other words, like Professor Skinner, they did something they do all the time, without thinking.

1. One person I've seen act in a conditioned way is . . .

2. Another person I've seen act in a conditioned way is . . .

3. One way I have shown my own conditioning is . . .

Bubbles in a Glass of Soda!

✓ **Ask your Students to sit comfortably and relax. Tell them:**

1. Think of someone who's been on your mind lately, or something you've thought about a lot lately — a parent, teacher, close friend, kids at school, your homework. Pick one thought.
2. You may want to think about someone who lately has made you feel angry or hurt.
3. As you sit comfortably, close your eyes and look inside at your hurt or angry feelings. Don't do anything — just **watch!**
4. Whatever your hurt or angry thought-and-feeling, just let it come up like bubbles in a glass of soda. **Watch** the thought-feeling bubble up, and then **watch** it disappear, without any effort.
5. Do your best to not judge what you see, by saying "That's good," or "That's bad." If you do, just **watch** that you're doing that.
6. The point is to let any thought-feeling come and go without ever acting on it. **This is your stopping place. This is where your mental strength waits for you.**
7. Have you ever seen bamboo in the wind? It bends but does not break. In this place, you are like bamboo. You are able to **not** hurt back, even when you've been hurt. This gives you remarkable mental strength.
8. This is the true essence of the study of martial arts: learning to not hurt back — stopping conflict before it starts, whether it's in your mind, or clenched in your fists and ready to attack another person.

✓ **Congratulate your Students on a successful activity!**

✓ **Tell them that this exercise can be done anytime, anywhere to deal with feelings of anger, hurt, frustration, loneliness or discouragement. This activity helps us feel the hurt, not hurt back and experience great mental strength.**

✓ **Return to page 54.**

LESSON #8

Thank People Who Are Helpful To You!

Breakdown of Lesson #8

The power of thinking “Thank you.”

The power of saying “Thank you.”

The power of acting with gratitude.

Materials Needed:

See Tool 8A: Review this activity before participating with your Students.

See Tool 8B: Review this activity before participating with your Students.

See Tool 8C: Review this activity before participating with your Students.

The Power of Thinking “Thank You”

1. Ask your Students:

- ☐ Can you name some things someone you know has done for you lately that were helpful to you? *Encourage all responses.*
- ☐ When these people did these things to help you, did you thank them?
- ☐ Do you think there are times when we take for granted some of the things people do for us? What are some examples you can think of?
- ☐ Do you think it's possible that when we're used to people doing things for us, we sometimes forget to acknowledge what they do?

2. Tell your Students:

- When we shine our awareness — like the moon shines light on the world — on words people say and actions they take to be helpful, we can see many of them right away!

- Most of us are lucky in many ways to have people in our lives who do thoughtful, respectful things for us — often without our even having to ask for them!
- Can you think, right now, of at least three people you would like to thank for what they may have done for you in the past?

**Go to Tool 8A, “The Unbroken Flame of Gratitude.”
Do this exercise with Students. Then return to this page.**

The Power of Saying “Thank You”

1. Ask Students:

- ☐ Is it difficult for you to say “Thank you” to someone? If so, why do you think it’s difficult?
- ☐ Does it embarrass you to say “Thank you” out loud? Why do you think it makes you feel that way?
- ☐ Do you like when people thank you? Do you think that if you enjoy being thanked, that other people probably enjoy it, too?

2. Tell Students:

- Saying “Thank you” takes less than two seconds. Like bowing to an opponent in the martial arts, the words “thank you” are a simple way of showing respect.
- These two words create feelings of good will, and can help stop conflict before it begins.
- The best way to get really good at saying “Thank you” is to practice!

Go to Tool 8B, “Thanks!”
Do this exercise with Students. Then return to this page.

The Power of Acting With Gratitude

1. Ask your Students:

- ☐ Just as physical moves are only part of what we need to know in the martial arts, do you think that **speaking** “Thank you” is enough?
- ☐ Do you think that in addition to speaking our gratitude, we need to know how to **show** it?

2. Tell your Students:

- In the act of demonstrating our respect, we go to our stopping place, and become peaceful inside us. Being able to find this “peace” place helps us reach the highest goal of the martial artist!
- In the act of respect, we refrain from causing a feeling of separation between “you” and “me,” or between “them” and “us.” In the act of respect we honor similarities instead of differences.

Go to Tool 8C, “I’m So Grateful!”
Do this exercise with Students. Then return to this page.

Summary: *Read these to your Students.*

- ❖ Great power can come from thinking, speaking and showing our gratitude to people in our lives.
- ❖ In the act of respectful gratitude, we honor similarities instead of differences, and create feelings of good will — all of which strengthens our minds.

Congratulate your Students
on completing another terrific lesson!

The Unbroken Flame of Gratitude!

✓ **Tell your Students:**

1. Clear your mind of any thoughts and feelings that keep you from being in the present. Your focus is only on here and now. You can close your eyes, or keep them open.
2. Think of one person you believe deserves thanks for something he or she said to you, or something she or he did for you. Focus on this person as if this person were standing right in front of you.
3. Create an unbroken flame of gratitude toward that person, completely removing thoughts of yourself — how you look, what you need to do next, how you should act. Every thought now is based only on that person. Stay with that person for a whole minute.

✓ **After the minute is up, ask your Students:**

1. How did you feel thinking of nothing but that person, and thinking how grateful you are for the help you've received?
2. Do you think it's a good idea to stop, every now and again, and think about people like this who do good things for us?
3. Would you like other people to think of you in this way? Why would you want that?
4. Do you think that focusing on something positive, something that makes you feel good, helps you become a stronger martial artist? How so?
5. Do you think that focusing only on negative situations makes us mentally stronger?
6. Do you think that there's something to be said for focusing on people and things that make us feel good about ourselves?

✓ **Return to page 61.**

TOOL #8B - ACTIVITY

Thanks!

- ✓ Tell your Students:

Let's pretend that some people have done some really terrific things for you. As I mention each one, say thank you to each person any way you like. Here are examples, or you can make up some of your own! (Encourage your Students to have fun, be silly, and make up some thank-you's!)

Thanks!	Really nice of you!	What a great thing to do!
Thank you!	Wow! That's fabulous!	You're so good to me!
I'm so grateful!	Merci! Gracias! Danke!	That's so thoughtful!

Try to come up as many different ones as you can! Okay, here goes!

1. Your parent wakes you up in time to get ready for school! This means your parent had to get up before you did! (Thanks, Mom!)
2. Your kid brother gets out of the bathroom in time for you to get ready for school!
3. As you walk to school, a driver stops and signals for you to go ahead and cross the street.
4. When you get to school, a friend opens the door and lets you go first.
5. When you go to your classroom, you find that your teacher has prepared a new lesson for you that day. Your teacher probably spent the night before getting that lesson ready for you!
6. At recess, a friend invites you to play.
7. After school, you attend a martial arts class, where your instructor offers a class in which you learn something new.
8. At home, your parent has purchased some new supplies that you need, has made you dinner, has helped you with your homework, and has given you time to watch a television program.

- ✓ Return to page 62.

TOOL #8C - ACTIVITY

I'm So Grateful!

✓ Tell your Students:

Let's use the same situations we used in our last activity. Only this time, instead of finding a way to **say** thank you, we're going to find a way to **show** our thanks, without saying a word! Are you ready?

(Allow your Students to be creative! Perhaps do a chore around the house, or offer to help that person in some way! Let them think up some ways on their own! Encourage them to have fun!)

1. Your parent wakes you up in time to get ready for school! This means your parent had to get up before you did!
2. Your kid brother gets out of the bathroom in time for you to get ready for school!
3. As you walk to school, a driver stops and signals for you to go ahead and cross the street.
4. When you get to school, a friend opens the door and lets you go first.
5. When you go to your classroom, you find that your teacher has prepared a new lesson for you that day. Your teacher probably spent the night before getting that lesson ready for you!
6. At recess, a friend invites you to play.
7. After school, you attend a martial arts class, where your instructor offers a class in which you learn something new.
8. At home, your parent has purchase some new supplies that you need, has made you dinner, and has given you time to watch a television program.

✓ Return to page 62.

LESSON #9

Act Toward Others As You Would Like Them To Act Toward You

Breakdown of Lesson #9:

- Learning to observe others.
- Standing in someone else's shoes.
- Deciding whether to act, or react.

Materials Needed:

- See Tool 9A: Make two copies of roleplay "I Judge! I Reflect!" p. 71.
- See Tool 9B: Make a copy for each child of "Conflict! Or No Conflict!" p.72.
- See Tool 9C: Cut into strips, "The People In My Life!" p. 74. Bring a bag!

Learning To Observe Others

1. Tell your Students:

- A clear mind, like still water, reflects exactly what's there — with no distortion. It sees where an attack is coming from and also sees the hurt and anger below the surface.
- A still, clear mind doesn't judge hurt or anger. Judging stirs the water, makes it muddy and obscures our vision.

**Go to Tool 9A, "I Judge! I Reflect!"
Do this roleplay with your Students.
Then return to the next page.**

2. **Ask your Students:**

- ☐ Are there actions in this roleplay we can add to our chart, “Manners I’ve Experienced Today”? Let’s add them!
- ☐ Is there a big difference between judging and thinking things through? What do you think is the difference?
- ☐ Do you think that when we are focused, we have the mental strength to SEE the difference?
- ☐ Is it difficult sometimes to know when we’re judging something or someone? Do you think the reason it might be difficult is because we’ve been “conditioned” to judge rather than think for ourselves?

Standing In Someone Else’s Shoes

1. **Ask your Students:**

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

2. **Tell your Students:**

- Words like these are an attempt to put down, de-humanize, hurt or make someone feel inferior.
- When someone calls you a name, the only thing that can make it true is your **reaction**.
- If you **react** to this name-calling as if it’s true — and take it as an insult — you create conflict inside your brain.

- If you **act** toward this person doing the name-calling as if this name does not apply to you — you create no conflict inside your brain, and you feel no need to respond!

Go to Tool 9B, “Conflict! Or No Conflict?”
Do this exercise with your Students. Then return to this page.

Deciding Whether To Act, Or React

1. Ask your Students:

- ☐ Let's talk about your responses to “Conflict! Or No Conflict!”
- ☐ Were you able to tell whether your response was a reaction to the occurrence, or an act that came from your own thinking?
- ☐ Do you think that, with practice, you're getting better at being aware of when you act, as opposed to when you RE-act to a situation?

2. Tell your Students:

- When we are **aware** that someone is judging, assuming or voicing an opinion — rather than seeking the truth, or trying to understand us — we can **see** that this person is in conflict.
- People who call other people names are people who have probably been called names themselves. It's likely that there's a lot of conflict going on in their brains.
- When we can **see** a person's fear and hurt, we can **stop** conflict right on the spot! We don't have to fight that person. We don't have to run away from that person. We can simply **stop, focus and understand** that person.
- Isn't that how we would want someone to respond to us? Don't we want others to respect us enough to understand us? Shouldn't we, then, do our best to do the same?

Go to Tool 9C, “Insult Me ‘Til I’m Strong!”
Do this exercise with your Students. Then return to page 69.

Summary: *Read through these with your Students.*

- ❖ When someone calls you a name, the only thing that can make it true is if you **react** as if you've been hurt.
- ❖ If you **react** to this name-calling as if it's true — and take it as an insult — you create conflict inside your brain.
- ❖ If you **act** toward this person doing the name-calling as if this name does not apply to you — you create no conflict inside your brain, and you feel no need to respond! Someone calling you a name doesn't make it true!
- ❖ When we are **aware** that someone is judging, or voicing an opinion — we can **see** that this person is **in** conflict and is therefore **creating** conflict.
- ❖ When we can **see** a person's hurt, we can stop conflict right on the spot! We don't have to fight that person. We don't have to run away from that person. We can simply stop, focus and **understand** that person.
- ❖ Isn't that how we would want someone to respond to us? Don't we want others to respect us enough to try to understand us? One of the most respectful things we can do is to understand someone — how that person thinks, how that person speaks, and how that person acts!

**Congratulate your Students on completing
another important lesson!**

TOOL #9A - ROLEPLAY

I Judge! I Reflect!

- ✓ **BEFORE ROLEPLAY**, make two copies of the roleplay on the following page. Ask two Students to play the parts of **Morgan** and **Maxi**.
- ✓ **Tell your Students:**
 1. The golden rule always reminds us to do unto others as we would have them do unto us.
 2. The problem is, it's not always easy to remember that, especially if we're feeling hurt, angry, upset, or caught in an argument or fight.
 3. During the roleplay that we're going to do, the characters will both judge and reflect. As you know by now, judging is not a respectful thing to do. Reflecting IS a respectful thing to do.
 4. Let's see if we are able to notice when one of these characters is judging and when one of them is reflecting, considering, or thinking things through. Are you ready?
- ✓ **DO ROLEPLAY (next page).**
- ✓ **AFTER ROLEPLAY, ask your Students:**
 1. Was one of the characters more of a judging person, and the other more of a reflective person? Which was which?
 2. How can you tell which person was judging and which was thinking things through?
 3. What are some of the words or thoughts expressed that let you know right away that Morgan is a judgmental person?
 4. What are some of the words or thoughts expressed that let you know immediately that Maxi is a reflective person?
 5. Do you think we all have a little of both of these characters inside us? Why do you think so?
- ✓ **Return to page 67.**

TOOL #9A - ROLEPLAY

I Judge! I Reflect!

MORGAN

What are you doing just sitting there meditating like a monk!

MAXI

(Sits calmly:) I'm practicing my martial arts.

MORGAN

You are the dumbest looking person I have ever seen!

MAXI

(Stays calm:) Is that a fact. What does "dumb" look like?

MORGAN

Like nothing I've ever seen in my life — that's what! Martial arts show physical strength. You're just sitting there doing nothing!

MAXI

Even doing nothing, I can see that you're not happy with me right now.

MORGAN

Happy? I am NEVER happy. And I am especially never happy when I see you doing stupid things. How would you like to get up and do something, and let me show you how a REAL punch gets thrown, not those wishy-washy karate things!

MAXI

You're talking very tough, but I have a feeling that you enjoy fighting as much as I do — which isn't much, Morgan.

MORGAN

You think I don't like to fight? Are you crazy? To me, there's nothing better than a good fight! I think you should get up right now and show me one of your powerful martial arts moves! That's what I think!

MAXI

I am, Morgan. I'm doing one of those moves right now.

✓ **Return to previous page.**

Conflict! Or No Conflict!

Ask your Students to look at each action in the left column below, and then write their responses in the right column. Then ask them to write, in the right column, whether they are **ACTING** or **RE-ACTING**.

Action That Happens	My Response (Act or React)
Someone stares at me.	
Someone pats me on the back.	
A friend gives me candy, then punches me.	
My mom makes my favorite dessert; then asks me to help do the dishes.	
Someone plays a nasty trick on me.	
A teacher gives me a grade that I don't like.	
A friend refuses to talk to me.	
Someone I know starts fighting with me.	
I am robbed of my possessions.	
People throw me a party.	
Someone calls me a name I don't like.	

Insult Me 'Til I'm Strong!

- ✓ **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 NOT LETTING IT GET TO US!

Ask TWO STUDENTS (Volunteer 1 and Volunteer 2) to come before the class and be willing to practice **agreeing with a bully**.

Also, ask for TWO STUDENTS (Bully 1 and Bully 2) to be BULLIES and to **shout insults at these students**.

- ✓ **DO ROLEPLAY (next page), and continue to follow these directions:**

1. 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.
2. Give the VOLUNTEER the opportunity to respond peacefully and calmly every time a BULLY tries to create conflict.
3. Let students be creative and make up their dialogue.
4. Allow the VOLUNTEER to use original dialogue. Just make sure that the “insults” are not too mean, that Students don’t say real, hurtful things to some of the kids who may feel sensitive to certain insults. Also, make sure they do not use swear words.

- ✓ **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?

- ✓ **Return to the summary on page 69.**

TOOL #9C - MENTAL SPARRING

Insult Me 'Til I'm Strong!

BULLY 1

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

VOLUNTEER 1

(Focus on your own thoughts. No matter what the Bully says to you, focus on your thoughts!) **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. Your words don't upset me. I control my feelings — not you.**

BULLY 2

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

VOLUNTEER 2

(Focus on your own thoughts. No matter what the Bully says to you, focus on your thoughts!) **Whenever I want to, I can take a trip inside my mind and find a quiet place there. It's calm, peaceful, safe and I know I'm in good company. My mind understands that you think what you're saying is true. You are absolutely right! I am NOT going to fight!**

LESSON #10

Offer Assistance When And Where You Can

Breakdown of Lesson #10:

What does it mean “to help”?

What do I receive when I give?

Where can I offer the best assistance?

Materials Needed:

See Tool 10A: Review “Help,” p. 78, before participating with your Students.

See Tool 10B: Make a copy for each child of “Help At Home! Help at School! p. 80.

See Tool 10C: Review this activity before you participate with your Students.

What Does It Mean “To Help”?

1. Ask your Students:

- ☐ What does it mean to you to “get help”? *Encourage all responses.*
- ☐ What does it mean to you to “give help”?
- ☐ Do you see getting help and giving help as two different kinds of situations?
- ☐ Is it your opinion that people like to get help more than they like to give it?

Go to Tool 10A, “Help!”
Do this exercise with your Students.
Then return to the next page.

What Do I Receive When I Give?

1. Ask your Students:

- ☐ Do you think it's better to give than to receive? Why do you think so?
- ☐ Do you think that when we give, we get something in return? If you think so, what is it we get in return?
- ☐ Is there a feeling of satisfaction we get when we're helpful to other people? How would you describe that feeling?

2. Tell your Students:

- There isn't always time in our lives to help people on an ongoing basis. Fire fighters and police officers help people all the time, because that's part of their jobs.
- As for the rest of us, ordinary people sometimes do some pretty extraordinary things when faced with a crisis situation.
- The point is to help when and where we can — not only when there's an emergency — but on a daily basis, at home, at school, and in our community.

**Go to Tool 10B, "Help at Home! Help at School!"
Do this exercise with Students. Then return to this page.**

Where Can I Offer The Best Assistance?

1. Ask your Students:

- ☐ We all help in one way or another at home, or at school, but how many of us help out in our community?
- ☐ Have you helped in some way in your community? How so?
Encourage all responses.
- ☐ Do you think it's important for people to offer help within their communities? Why do you think so?

2. Tell your Students:

- Every community can use help in some way. It all depends on where we live and what's needed.
- A large city might need a different kind of assistance than a small town. A community of apartment complexes might need different help than a community of individual homes.
- The whole idea is for communities to be prepared to help each other when and where that help is needed!

**Go to Tool 10C, "My Community Needs Help!"
Do this exercise with Students. Then return to this page.**

Summary:

- ❖ Ordinary people sometimes do some pretty extraordinary things when faced with a crisis situation.
- ❖ The point is to help when and where we can — not only when there's an emergency — but on a daily basis, at home, at school, and in our community.
- ❖ Every community can use help in some way. It all depends on where we live and what's needed.
- ❖ The idea is for communities to be prepared to help each other when and where that help is needed!
- ❖ There are innumerable ways we can find to live with respect when we're focused on helping each other.

**Congratulate your Students on thinking through
some tough questions!**

Help!

- ✓ **There are no “right” or “wrong” responses to the following questions. The object of this activity is to create awareness in Students of what it means to be helpful — whom they should help and, in today’s world, whom they should not help.**
- ✓ **Ask your Students the following questions:**
 1. When you think of “getting” help, who is the first person who pops into your mind?
 2. Why do you think of this person?
 3. Has this person been helpful to you before? If so, what kind of help did you receive?
 4. Do you think that, if you had to help this person back, you would provide the same kind of help that was provided to you?
 5. If someone you don’t know approached you for help, would you help? Does it depend on the situation? Are there people you should definitely NOT help?
 6. Is there one way that you were helpful to someone today? What was the situation?
 7. Do you enjoy helping people? Why do you think so?
 8. Do you think it’s a sign of good manners when people are helpful to each other?
 9. Do you think that being helpful to someone you don’t know might be dangerous? In what way?
 10. What’s your favorite way to be of help?
- ✓ **Return to page 76.**

Help At Home! Help At School!

- ✓ **Make a copy for each child of the questionnaire on the following page.**
- ✓ **The point is for your Students to think of ways that they CAN be helpful and WANT to be helpful.**
- ✓ **Ask your Students to read the instructions, and then “x” the appropriate box for each item under “AT HOME.”**
- ✓ **Afterward, ask:**
 1. Which boxes did you mark under “I can do this!”?
 2. Why did you choose those activities? Do you like to help with these activities?
 3. Which boxes did you mark under “I don’t want to do this!”?
 4. Why did you choose those activities to NOT do? Are you asked to do these things?
 5. Do you think you’re not good at doing these things?
 6. Does it not feel good to do things you’re not good at, even if they might be helpful to someone else?
 7. Is it your opinion that the way we THINK about helping has a lot to do with the way we help? Do you suppose that our thinking sometimes gets in the way of our helping?
 8. Why do you think so?
- ✓ **Ask your Students to mark the appropriate boxes for “AT SCHOOL,” and go through the same process, asking the same questions.**
- ✓ **Return to page 76.**

TOOL #10B - QUESTIONNAIRE

Help At Home! Help At School!

Being aware of the kind of help we can offer is good practice for providing help when it's needed! Let's think of as many ways as we can that we can be helpful at home, and at school!

<u>AT HOME</u>	<u>I Can Do This!</u>	<u>I Don't Want To Do This!</u>
✓ Offer to help make food for dinner.	☐	☐
✓ Offer to help wash dishes after dinner.	☐	☐
✓ Offer to take out the garbage.	☐	☐
✓ Help keep a grocery list of what's needed.	☐	☐
✓ Help plant and maintain the lawn or garden.	☐	☐
✓ Make sure that the room I sleep in is clean.	☐	☐
✓ Offer to read to a younger child.	☐	☐
✓ Offer to walk the dog; feed the cat.	☐	☐
✓ Help wash the family car.	☐	☐
✓ Offer to help sort the laundry.	☐	☐
✓ Help make plans for the family vacation. ☐	☐	☐
✓ Help stop a fight before it starts!	☐	☐
<u>AT SCHOOL</u>	<u>I Can Do This!</u>	<u>I Don't Want To Do This!</u>
✓ Do my best to get along with other kids.	☐	☐
✓ Help new kids feel more comfortable.	☐	☐
✓ Treat all kids as I'd like them to treat me. ☐	☐	☐
✓ Be a good listener.	☐	☐
✓ Pay attention to and respect my teachers.	☐	☐
✓ Participate in positive school spirit.	☐	☐
✓ Be respectful toward teachers and kids who think differently than I do.	☐	☐
✓ Offer to help when and where I can.	☐	☐
✓ Create ways to help kids do well.	☐	☐
✓ Participate in school activities.	☐	☐
✓ Offer information in a caring, considerate way.	☐	☐
✓ Stop conflict before it starts!	☐	☐

My Community Needs Help

- ✓ Ask your Students:
 1. Take a moment to think about the community you live in. Is there something you can think of that your community needs in the way of help?
 2. Is this kind of help something that you can do?
 3. Is this help something that someone else could do?
 4. If this is assistance that you believe you cannot do, can you think of some way to get the assistance that's needed?
 5. What would be your first step in trying to get this assistance?
 6. What people would you contact first?
 7. Do you think that if you asked some friends or family members to join you, they might participate with you in getting this help?
 8. When would be a good time to contact these people?
 9. What will you do first?
 10. What steps will you take after your first one?
- ✓ Go over these steps with your Students, and help them make this idea real!
- ✓ Make sure that your Students take a certain amount of responsibility in this effort and that you're not the one who winds up doing it all.
- ✓ Achieving success in Students's first endeavor is bound to ensure they're doing something like this again. Make sure the effort is doable!
- ✓ Return to page 77 to review the summary.

LESSON #11

Act Today In A Way That Will Make You Proud Tomorrow

Breakdown of Lesson #11:

Good manners are a state of mind.
The concept of “Stop! Think!”
The path of peace.

Materials Needed:

See Tool 11A: A copy for each child of “Stop The World!” p. 86.

See Tool 11B: A copy of “Make Me Proud Tomorrow!” page 88, for every child.

Good Manners Are A State Of Mind

1. Ask your Students:

- ☐ Do you think it's important to become aware of those times we don't act respectfully?
- ☐ Do you think we should try to hide those times, or talk about them?
- ☐ Do you think that talking about them helps us **see** the effect they have on our thoughts, as well as on our behavior toward other people?
- ☐ Do you think that talking about our “unaware” times helps us strengthen our ability to stop and think, so we **act** instead of **react**?

2. Tell your Students:

- What we think affects what we say and what we do.
- That's why strengthening our minds is so important! If we strengthen our thinking, then we're going to strengthen what we say and do.

- Remember: Using good manners is a peaceful act. Yet, knowing how to use them relies on a powerful weapon. That weapon is your mind!
- When our minds are strong, we are able to travel to our “Stop! Think!” place very quickly! And we are able to make decisions that are honorable — decisions we will not regret later.

The Concept of “Stop! Think!”

1. Ask your Students:

- ☐ When is the last time you visited your stopping place, that place where you stop and observe the truth of a situation?
- ☐ Did something someone said make you go to your stopping place to question whether or not it was true?
- ☐ Did you go to your “Stop! Think!” place to call up good manners in a tough situation?

2. Tell your Students:

- In a “Stop! Think!” moment, nothing exists but the thought — right here, right now — exactly where you are.
- In this moment, there is no conflict. You have stopped the world and you are focused on what’s happening this second, this minute.
- This is the place to go when you need to call upon your good manners, especially when all you want to do is use bad ones!

**Go to Tool 11A, “Stop the World!”
Do this exercise with Students. Return to the next page.**

The Path of Peace

1. Ask your Students:

- ☐ Would you say that there are times when the world in which we live can cause us to feel angry, sad and out of control?
- ☐ Does it look to you as if walking the Path of Peace takes more time, patience and practice than anyone can promise?
- ☐ Do you think human beings are destined to always be in conflict?

2. Tell your Students:

- Most people who know how to remain calm in stressful situations and who rely on good manners to survive in this world tend to have healthier, more peaceful lives than those who don't.
- The many paths you choose in life will often put you at a crossroads, where you must decide whether to move forward or hold back, get unnecessarily angry or remain calm, act with good manners or react to someone's — or your own — conflict.
- Going to your "Stop! Think" place puts you on the road to understanding a person or a situation. This core feeling of understanding makes you feel open, confident, and mentally strong.

**Go to Tool 11B, "Make Me Proud Tomorrow!"
Do this exercise with Students.**

Summary:

- ❖ Using good manners is a peaceful act. Yet, knowing how to use them relies on powerful observation by your mind!
- ❖ When our minds are strong, we are able to travel to our "Stop! Think!" place very quickly! And we are able to make decisions that are honorable — decisions we will not regret later.

Congratulate your Students on good work!

TOOL #11A - ACTIVITY

Stop The World!

✓ **Tell your Students:**

- The Path to Bad Manners is paved with false self-talk, prejudice or fear. Something someone has said to us is not the truth, or is a biased remark, or something that scares us for some reason. To cover our fear, we sometimes respond with bad manners.
- The Path to Good Manners is paved with a strong focus on whether incoming information is true or false.
 1. We **understand** that we've heard or seen something that makes us feel afraid, and know instantly that being afraid can put us in conflict!
 2. We are **aware** that we're not sure if the threat we're feeling is real or imagined!
 3. We **see** that, if we're feeling falsely accused or threatened, there is some misinformation being passed along.
 4. We **listen** to our anxious thoughts and understand that they're there for a reason, *and* that they do not have to lead us into conflict!
 5. We **stop** our old, automatic, lazy thinking and we start to question — calmly, politely, intelligently!

✓ **Give each child a copy of the chart on the next page.**
Tell them:

- Here's a chart with examples of fearful thoughts, expressed with bad manners. Read each one. Then, next to it, in the right column, write a well mannered comment about this thought.
- There are no "right" or "wrong" answers. The point of this exercise is to give you some "Stop! Think" moments so you can practice stopping the world!

✓ **After a few minutes, ask your Students to read responses out loud; encourage discussion!**

✓ Return to page 84.

TOOL #11A - ACTIVITY

Stop the World!

Look at the examples of Fearful/Bad Manner thoughts in the left column. Notice that the first one has an example, in the right column, of a well mannered thought that is a thoughtful, well mannered response to the thought in the left column. Fill in the rest in the same way. There are no “right” or “wrong” answers. This is simply a way to see how your brain works when you take a “Stop! Think” moment to find the truth! Have fun!

FEARFUL/BAD MANNER THOUGHTS	WELL MANNERED THOUGHTS!
Brainless freaks are dangerous.	People who act without thinking can do dangerous things.
Foreign people are stupid.	
Those people are all the same.	
Their customs are moronic.	
My country, love it or leave it.	
I can't stand the sight of them.	
They don't deserve to be happy.	
They made fun of my accent.	
They are dumber than ants.	
Their life style is disgusting.	
I've never met such freaks.	

Make Me Proud Tomorrow!

- ✓ **Give each child a blank piece of paper, like the one on the following page, that says nothing but “Make Me Proud Tomorrow!”**
- ✓ **Ask your Students to look at the title and to think of a way — any way at all — they could make themselves feel proud tomorrow.**
- ✓ **Tell your Students to think of the people they have seen — at home, at school, in the community, on television, the movies — who did something to be proud of, and then to fill the page with something like that they can say or do.**
- ✓ **Give your Students as much time as you can to do this exercise. When they are finished writing, ask for a reading of what’s on the page. Then ask:**
 1. Did it feel good to write this? Why, do you think?
 2. Is it a good thing to feel proud?
 3. Is what you wrote based on information you have that’s true, or information that you believe?
 4. Did you have any “Stop! Think!” moments while you were writing? What did you stop to think about?
 5. Did writing put you into any conflict? If so, what kind?
 6. Did you have to resolve the conflict in your mind? If so, what did you do, and how did you do it?
- ✓ **Congratulate your Students on a job well done!**
- ✓ **Return to page 84 to review the lesson summary.**

TOOL #11B - ACTIVITY

Make Me Proud Tomorrow!

Write about one way you can make yourself feel proud tomorrow!
Talk about it!

LESSON #12

Give People The Greatest Gift — Respect!

Breakdown of Lesson #12:

From automatic to aware.
Three steps to new actions.
Give the greatest gift.

Materials Needed:

See Tool 12A: Cut into strips, “Cuts & Bruises,” p. 94. Bring a bag!
See Tool 12B: Save strips for this activity.
See Tool 12C: Make a copy for each child of chart, “Which Path Do I Take?” p. 95.

From Automatic to Aware

1. Ask your Students:

- ☐ Do you think that sometimes we human beings learn what to do and what to say, without being aware of why we do and say things?
- ☐ Do you think this could contribute to the fact that we sometimes find it difficult to learn something new, especially once we’ve learned to think or do the opposite?
- ☐ Do you think our brain tends to go on “automatic” and revert to the way we learn something the first time around — even if we suspect that the new way may be better?
- ☐ Do you think we human beings are creatures of habit? Is that why it’s so hard for us to learn sometimes?

2. Tell your Students:

- That’s how it is with learning manners. It’s possible that the first manners we learned in certain situations weren’t the best ones, and now we have to re-learn new ones.

- Learning to find our moment of “Stop! Think!” isn’t easy the first time around, but like with anything new, practice helps a lot!
- Eventually we learn to get to our “Stop! Think!” place quite easily, and we find that new thinking starts to take place. We find ourselves acting in new ways — ways that make us proud.

**Go to Tool 12A, “From Automatic to Aware!”
Do this exercise with your Students.
Then return to this page.**

Three Steps to New Actions

1. Tell your Students:

- We’re all capable of learning new ways to behave. All it takes is a willingness to do so.
- Here are three steps that can help you:
 1. **Become AWARE of new information you need.** Any action not based on awareness is a RE-action. Awareness gives us information we didn’t have before and affects the way we think about a situation.
 2. **FOCUS on what’s new that you need to do.** As soon as you are in a “Stop! Think!” moment, you are ready to act instead of react. You are ready to ask questions.
 3. **Think about the new way until you UNDERSTAND it.** It takes time to change old habits, but we can learn new behavior just by keeping our mind open to new possibilities. We must not be afraid to stop in the middle of behavior that could prove destructive — to ourselves or someone else.

**Go to Tool 12B, “Aware! Focus! Understand!”
Do this exercise with Students.**

Give The Greatest Gift

1. Tell your Students:

- Respect is the act that conquers fear. When we act in respectful, caring, considerate ways, our fear — and everyone else’s — tends to disappear.
- Remaining calm and free of conflict when bad manners appear before your eyes can help you stop a fight before it starts.
- The greatest gift you can give anyone is respect. Most often, when we give it, we get it; and when we don’t give it, we don’t get it.
- Each of us is a different human being. We can choose to walk the path of respect, or the path of disrespect in our lives. By now, you can probably figure out which is going to work best for you!

**Go to Tool 12C, “Which Path Do I Take?”
Do this exercise with your Students. Return to this page.**

Summary:

- ❖ The first manners we learned in our lives weren’t always the best ones. Some of us didn’t learn them at all!
- ❖ Like with anything new we’re learning, practice helps a lot!
- ❖ Respect is the act that conquers fear.
- ❖ Remaining calm and free of conflict when bad manners appear before our eyes can help us stop a fight before it starts.
- ❖ The greatest gift you can give anyone is respect. Most often, when we give it, we get it.

**Give the Students special congratulations
for completing this program!**

TOOL #12A - MENTAL SPARRING

From Automatic to Aware!

- ✓ **Create strips of paper using the lines of dialogue on the following page. Create some of your own lines of dialogue, so there are plenty of strips for your Students.**
- ✓ **Cut the strips and put them in a bag. Ask your Students to reach in and pick one!**
- ✓ Tell your Students:
 - ☐ Let's pick some strips out of a bag! On each strip is a comment uttered in anger, with no thought of being polite or considerate.
 - ☐ Pull out a strip, and read it with great anger! Then, without thinking, say whatever comes into your mind as a response! No swearing allowed, but say anything else!
 - ☐ Read the strip again and, this time, take a "Stop! Think" moment. Say something that comes from your awareness, from your stopping place — from all that you've learned about the importance of good manners.
- ✓ Ask your Students to begin. Monitor what happens.
- ✓ Put the strips back in the bag, because you'll use them in the next activity!
- ✓ Return to page 90.

TOOL #12A - MENTAL SPARRING

Cuts & Bruises!

Do you ever say anything smart, or are you always this moronic?

Don't get near me! I don't want anyone to see us together!

I don't care what you think! You never make any sense!

If you don't do what I tell you, you're going to regret it!

You are the weirdest person I've ever met in my life!

I wouldn't be friends with you if you paid me money!

The clothes you're wearing are ugly. Don't you have any taste?

Why do you hang out with that fool? He's a nerd!

Your opinion is always the saddest thing I've heard in my life!

Don't say a word! Give me your homework and shut up!

How come you're sister's so pretty and you're so ugly?

I can't believe you let that kid be so mean to you!

We lost because of you, you dork! It's all your fault!

You're never going to amount to anything!

Stop looking at me; your eyes make me feel sick.

You think you're macho, but you are a weakling!

Why would anyone want to go to hang out with you?

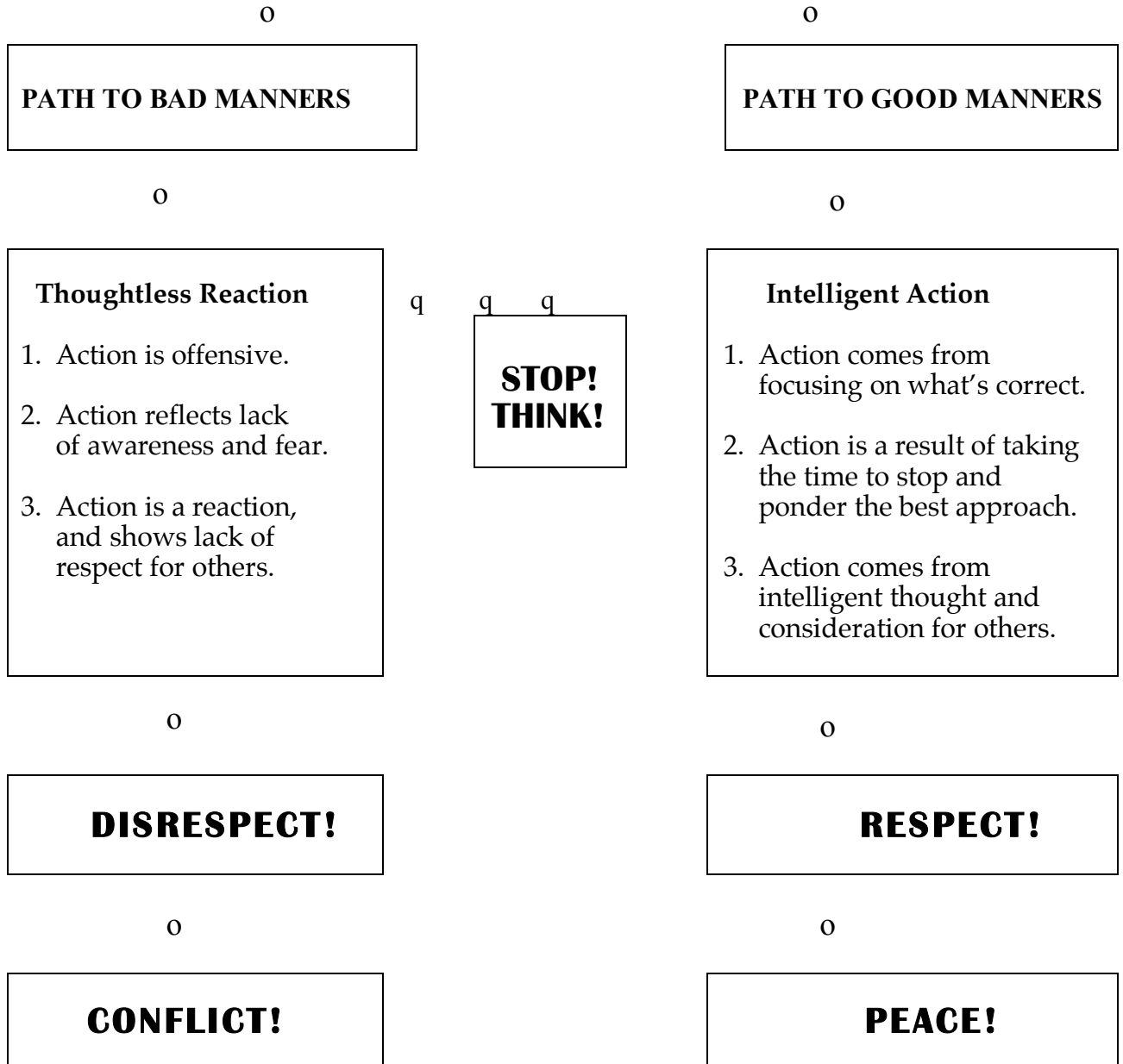
Who do you think you are, trying to hang out with us?

Aware! Focus! Understand!

- ✓ **Use the strips that you just used in the previous activity. When all the strips are back in the bag, ask your Students to pick one out again.**
- ✓ **This time, when each child picks a strip, ask each child to read it, and then ask:**
 1. What does this comment make you **aware** of? Are you aware that a person who says something like this is angry? Sad? Disturbed?
 2. What do you need to **focus** on in order to respond to this person? Do you have to go to your stopping place and think about whether you should respond at all? What you should say? How you should say it? Whether this person could be dangerous?
 3. What do you **understand** about a person who makes a comment like this one? Does this person need to be handled gently? Do you need to get help? Should you simply walk away?
- ✓ **Do this with all of the strips you have time for. You can do this activity any time and use the strips over and over again, because on different days, the responses will be different. If you like, you can make some strips of your own.**
- ✓ **Help your Students remember that:**
 1. Being aware is key in handling any situation.
 2. Learning to focus on how you will respond is the difference between acting from intelligence and reacting with conflict.
 3. Developing a level of understanding — that using good manners will help you succeed in life — will help you learn how to keep your good manners in shape!
- ✓ **Return to page 91.**

TOOL #12C - CHART

Which Path Do I Take?



**Congratulate your Students on doing
good work.**

**Your Students have worked hard
and accomplished many goals.**

**Wish your Students a lifetime of discovery
and a continual desire
to achieve the highest goal —
to stop conflict and prejudice before they begin...
and to live every day with respect!**