

# **UNDERSTANDING WHAT PREVENTS PEACE:** **A Martial Arts Education for Peace Curriculum**

**Curriculum B  
For Older Students**



by  
**Dr. Terrence Webster-Doyle**  
with Adryan Russ

based on the Martial Arts Books  
by Dr. Terrence Webster-Doyle

©1992 Dr. Terrence Webster-Doyle  
Atrium Society

## TABLE OF CONTENTS

		<u>Page</u>
Lesson #1	The Secret Of Empty Self	1
Lesson #2	Discovering The Perfect Master	9
Lesson #3	The Real Source Of Power	14
Lesson #4	The Strength Of The Beginner's Eye	19
Lesson #5	The Unbroken Flame Of Attention	26
Lesson #6	Respect: The Act That Conquers Fear	32
Lesson #7	Nobody: The Self We Have In Common	39
Lesson #8	The Challenge Of Going Beyond Conflict	46
Lesson #9	Escaping The Prisons In Our Minds	53
Lesson #10	Preparing for the Unexpected	59
Lesson #11	Understanding Sixth-Sense Signals	66
Lesson #12	Where Does Peace Begin?	74

## List Of Addenda CURRICULUM B

#1A	Ways Of Thinking
#1B	Moment of Mukuso
#2A	The Conflict Around Me
#2B	Powerful Ways To Avoid Conflict
#3A	Mind Tricks
#3B-1	Angry Faces
#3B-2	Arrow & Cross
#3B-3	Combination
#4A	Roleplay
#4B	The Violent Approach
#4C	The Heroic Approach
#4D	Cooling The Fire
#6A	The Trouble With Me
#7A	Quotations To Pantomime
#7B	Different Beliefs
#9A	The Things I Do
#9B	Giving Your Total Self
#11A	Suggested Facts Or Beliefs
#12A	The First Thing I Do/The First Thing I Think
#12B	Sample Conflict Situations

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



## Lesson #1 The Secret Of Empty Self

Breakdown of Lesson #1:

- Why do we study the martial arts?
- Learning to see in a new way.
- What is the secret of "empty self"?

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Copies of Addendum #1A for everyone.
- C. Copy of book, *Eye Of The Hurricane*, by Dr. Terrence Webster-Doyle.
- D. Start a Chart: "Old Way / New Way" per Addendum #1A

### Why Do We Study The Martial Arts?

1. Welcome students to class and to this new curriculum. Ask each student to bow, introduce him /herself by name, and announce his /her primary reason for studying the Martial Arts. Encourage all responses, and accept each answer with interest. Write responses on blackboard, noting how each entry on the board is different. Mention two concepts:
  - We all have different reasons for what we do.  
*John wants to study Martial Arts to feel stronger. Jane wants to handle bullies better. Bill wants to learn Eastern philosophy.*
  - Variety is the spice of life.  
*We need the benefit of ALL thinking to be an intelligent, balanced world.*
2. Tell students:
  - Lessons in Martial Arts "moves" will help strengthen our bodies.
  - *This class will help strengthen our minds. We are very fortunate to have this combination of learning, which will help us become balanced and powerful.*
  - Physical and mental strength helps us learn the most important aspect of the study of Martial Arts, which follows.

**The basic reason we study Martial Arts is:**

**☆ To understand conflict.**

☆ **To stop conflict before it begins.**

**This is why we are here --  
not to learn how to be destructive,  
not to turn our bodies into lethal weapons --  
but to strengthen our minds and bodies so we can  
understand conflict and stop conflict before it starts.**

3. Announce that every class will:
  - Begin with a story, each of which has special meaning.
  - Be a reminder of the importance of a powerful mind to complement and assist a powerful body.

**Story Time:** Read "The Empty Cup" from *Eye Of the Hurricane*, p. 5, to students. As you read:

○ *Do your best to become the characters, with your voice and with your face, which helps students get involved in the story.*

○ *Show students the book's illustrations. This helps them visualize the story and enjoy the powerful, colorful, multi-national artwork of illustrator, Rod Cameron.*

**Exploring The Story**

1. Can we assume that the visiting university professor was an intelligent person?
2. Do you think this story shows that no matter how smart anyone is there is always something new to learn?
3. The university professor filled her mind with studies about the Martial Arts. When you are studying, is your mind full or empty?
4. The professor had in her mind all the things she had learned from reading about the Martial Arts. Sometimes we too fill our minds with things we have read, or seen, or been told. Sometimes things happen to us that are not pleasant, and we have trouble getting them out of our minds. When you constantly think about something that happened in the past, is your mind full or empty?
5. When you worry about something that might happen in the future, is your mind full or empty?
6. When you are "in the moment," allowing what's happening right here and now to present itself to you, is your mind full or empty?  
*Sometimes full, sometimes empty.*

7. When would be a time your mind might be empty?  
*Walking down the street, noticing flowers, smelling clean air.  
 Walking at night, aware of a quiet street.  
 Sitting outside at night, staring at the moon.  
 Sitting with your eyes closed, breathing peacefully.*
8. Is there a better chance to have an "empty" mind when you are focused on right here and now? Why? *You are not in two places at once. You are present, aware, more relaxed.*
9. How do you think the pouring of tea might be an important exercise? *It's quiet, relaxing, focusing on one activity.*
10. What did the Martial Arts Master mean in the story when he said, "Until you empty your cup, no more can go in."? *We all have minds full of problems, thoughts, fears, voices telling us what's good and what's bad. With minds so full, we have no room for what's happening before our eyes.*
11. What did the pouring of tea in this story mean to you -- when the Martial Arts Master let the tea overflow? *Encourage all responses. There is no "right" or "wrong" answer.*

### **Learning To See In A New Way**

1. Write on the blackboard: " $1 + 1 = 3$ " Then ask students:
  - Is this correct? *Encourage responses. What is the "correct" answer?* 2.
  - Is it true that when a man and woman decide to have a child,  $1 + 1 = 3$ ?
  - Is it therefore possible that  $1 + 1$  can equal 3?
2. Ask students:
  - When I wrote " $1 + 1 = 3$ " on the blackboard, were you absolutely positive this equation was not correct?
  - What led you to believe that it was incorrect?
  - How did I change your thinking?
  - Did I show you a new way of looking at this equation?

3. Tell students: This new information does not make  $1+1=2$  not true. It merely broadens your thinking about what happens when you put one and one together. To understand this new concept, all you have to do is look at it IN A DIFFERENT WAY THAN YOU LOOKED BEFORE.
4. Tell students: Studying the *Art* of Karate or any Martial Art is looking at yourself, at your thoughts, your actions, your life -- in a different way than you looked before. We are going to start keeping a chart called "Old Way/New Way" and make entries on the chart every time we find a new way of looking at something. *Pass out copies of Addendum #1A, on which the following Old Way/New Way are already listed.* Tell students: Here's one to start with:
  - **Old way:** I study Karate to defend myself, protect myself and promote an image of a strong self, to get the better of a potential enemy.
  - **New way:** I study the *Art* of Karate to *understand* myself, to be more *aware* of aggression, to learn to subdue a potential enemy *without* fighting.
5. Ask students to keep these and add them whenever they think of an example. We will bring these out from time to time in class to see what other new ways we learn to look at things.

### What Is The Secret Of Empty Self?

**Activity:** **Finding Our Empty Self.** *The purpose of this activity is to help students become more sensitive to their surroundings. By not giving them too much information, you allow them to become more aware of the situation on their own. Remain silent and be as calm as you possibly can. Breathe deeply, and be a model of peace and quiet. This may be the first time students will experience a search for empty self.*

Ask students to sit in a circle, preferably on the floor. Chairs in a circle are fine. Tell students that you are going to set a timer for five minutes. Don't tell them anything more.

- ✓ Set your timer for five minutes and tell students that we are beginning our study of empty self.
- ✓ Just sit. Don't say a word.
- ✓ Allow students to get uncomfortable with the silence. Still, say nothing. If one of them speaks to you to ask what's going on, smile, enjoy the view around you.

1. When the timer goes off, ask students to return to their original positions. Ask:

- What ran through your mind as we were sitting?  
*Encourage all responses. Each response tells you how "full" their minds were.*

*It was too quiet for me.  
I felt like bursting into laughter.  
I wanted to scream.  
I liked the quiet.  
I could hear my thoughts.  
I thought, "This is ridiculous. What's going on?"*

- Did anyone relax and enjoy the quiet time?
- Did anyone take this time to look around? Listen? Learn?
- What did you learn?

2. Tell students: We have been taught that learning is asking a lot of questions and getting a lot of answers. Ask:

- Can you think of a process that would be a new way of learning? Something with no questions and no answers?

*Looking      Listening  
Tasting      Touching  
Feeling Seeing*

- Is it possible to learn something without asking questions, without hearing someone tell you answers, or what to do?
- What can you learn about this room without speaking and without listening? *Give them a few seconds.*
- In order to find out what you could learn from this room, without speaking or listening, what did you do?

*I stopped listening.  
I looked around.  
I got quiet.  
I became aware of the surroundings in this room.  
I cleared my mind of what was there before.*

- What can you learn about people, without these people speaking? *Encourage all responses.*

- Can you tell if someone is happy? Disturbed? Angry? Strong? About to attack you?
3. Tell students: Here is another new way of looking at things. We can search, seek, *go after* information (ACTIVE), or we can simply allow information to *come in* (AWARE).
- When you are studying for a final exam, are you going after information, or allowing it to come in? *Depends on what you're studying.*
  - When you are reading a book, are you seeking information actively, or just letting what you read flow in? *Depends on what you're reading. Nonfiction may be active; fiction may just flow in.*
  - When you feel afraid, and we all do at one time or another, and you think thoughts like: What will I do? He's going to beat me! I wish I had gone home instead! It's so dark! What are those noises? Is your mind full of fear, or empty and clear?
  - Is this a full, fearful mind or an empty, clear mind: (Read aloud, calmly:) "I'm afraid. But I must clear my mind and focus on what's here and now -- otherwise, my mind will be cloudy and I will be confused. I'll just take deep breaths. Breathe slowly. Stop. Look. Listen. Focus on what's around me."

**Activity:** **Listeners and Shouters.** *The purpose of this activity is to help students begin to find their "empty" selves.*

Select five students, or ask for five volunteers to be Listeners.

- ✓ Seat the Listeners in a line, facing everyone.
- ✓ Ask the Listeners to sit, peaceful, relaxed, with strong minds, focused on their breathing, staying in the present, calm and clear, focused on their "empty" selves.
- ✓ Ask the other students to be Shouters -- to shout at these five -- call them names, threaten to hit them (**but don't**). Allow students to rage at Listeners for about a minute.

1. Calm everybody down. Thank the volunteers. Ask:

- Were you successful? How many Volunteers were able to find their empty selves? Did nothing get to you? Were you

focused all the time? Some of the time? None of the time?

- What got to you? Why do you think that particularly threw you off balance?
  - How many of you Shouters felt as if you weren't getting anywhere? Why not?
  - Did it feel good to shout at someone who paid no attention to you?
2. Select another five Listeners and do the exercise again. Give as many students as possible the opportunity to experience this.

**A Quote To Note:**

Write this phrase on the blackboard (you can write it ahead of time):

**"It is impossible to attack emptiness or to attack from nothingness."**

Read the quotation with the students. Then ask:

1. Is it easier to attack someone who seems scared, or someone who seems balanced? Why?
2. If you feel balanced, do you think you're going to want to attack someone?
3. Has anyone hurt or tried to hurt you? Why do you think it happened?
4. Have you hurt or tried to hurt someone else? Why do you think you did it?
5. Do you think people with empty selves hurt other people? Why?
6. Do you think wars are started by people with empty selves?
7. What do you think is the secret of empty self?

**Story:** "Time Stands Still" from *Eye Of The Hurricane*, p. 18.

Read this two-page story aloud to students, and SHOW THEM the illustrations. Afterward:

- *Announce that we will now have our own mental freestyle.*

- *We will make time stand still in our minds by sharing a Moment of Mukuso.*

### **Moment of Mukuso**

*For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). Ask students to focus on something just learned, or on a personal situation that is causing them conflict. This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Mukuso, for an explanation of Mukuso, and for instructions to students.*

## Lesson #2 Discovering The Perfect Master

Breakdown of Lesson #2:

We are more than we think we are.

As Perfect Masters, we are aware of conflict.

As Perfect Masters, we are able to resolve conflict.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. A copy of *Maze Of The Fire Dragon*, by Terrence Webster-Doyle.
- C. A mirror -- either large floor size, or hand-mirror large enough for a person to see his or her face. This mirror must be hidden, so that only one student at a time sees it at the designated time.
- D. Copies of Addendum #2A, *The Conflict Around Me*, for all.
- E. Copies of Addendum #2B, *Powerful Ways To Avoid Conflict*, for all.

### We Are More Than We Think We Are

1. Welcome students to class. Conduct a small review, asking:
  - We study the Martial Arts for many reasons, but what do we seek in this study? *Power, understanding, ways to prevent conflict.*
  - Is a strong body enough? What is our greatest weapon? *Our minds.*
  - Are our minds and bodies partners in our Martial Arts training?
  - Do we all have an "empty" self? Are we learning to see ourselves and everything around us in a new way?

**Story Time:** Read aloud "The Secret Of The Martial Arts," in *Maze Of The Fire Dragon*.

### Exploring The Story:

1. What do you think is the meaning of this story?
2. Is it to show that the teacher is unkind?
3. Is it to show that if there is a secret, it must never be told?
4. Could it be that everyone's belief of the secret of

Martial Arts is different?

5. Could it be that everyone must decide for him- or herself what the secret of Martial Arts is?
6. What did you think about the students believing that each task was an honor that they took on with pride?

**Activity:** Announce that today you have a special treat for the students. You are going to introduce them, one by one, to your great Perfect Master.

- ✓ Ask the students to line up -- just so -- in a neat and orderly line.
- ✓ Have a wall mirror hidden behind a curtain or a door; or place a hand mirror, face down, on a table behind a curtain or door. Choose a mirror that cannot be recognized as a mirror from the back. This will heighten their surprise.
- ✓ Send in one student at a time to either look at the wall mirror or lift up the face-down mirror. Ask them to look at the Master for about 30 seconds. Ask them to not make any noise, to please keep the secret. Tell them that you will ring a bell, or make some sound when it's time for them to come out.
- ✓ Ask each one who returns to not reveal anything about their meeting with the Perfect Master. When they return, ask them to please sit quietly until everyone has had a turn. If they come out giggling or embarrassed, encourage them to remain quiet -- to keep the secret.

**Discussion:** After every student has been to see the Perfect Master, and is now seated, ask:

1. What did you think of the Perfect Master?
2. Why are you amazed by the Perfect Master?
3. Why don't you feel like a Perfect Master?
4. Why would I be more of a perfect master than you?
5. Why would anyone be more of a perfect master than you?

6. Do you find it difficult to respect yourself as worthy of being a Perfect Master? Why?
7. Without respect for yourself, do you think it will be difficult to show respect toward others?

### **As Perfect Masters, We Are Aware Of Conflict**

1. Tell students: We live in a violent world with constant wars. Wars are started by people who feel conflict -- people who do not have the benefit of the training you are getting now.
2. Tell students: Resolving conflict begins with being AWARE of conflict. So, let's continue to work on developing this awareness.

**Activity:** Pass out copies of Addendum #2A, The Conflict Around Me, to all students.

- ✓ Ask students to look at numbers 1 through 6 and to choose however many they want to fill in.
- ✓ Tell students you will ask for volunteers to read their entries, and we will discuss these.
- ✓ Give students 5 - 10 minutes to gather their thoughts and write them down.
- ✓ Call time, and ask for volunteers. As the entries are read aloud, ask:
  - What are the signs you've seen that tell you this person is in conflict?
  - Are there physical signs? Mental signs? Can you tell from the words they speak? The actions they take?
  - If you could pick a color for conflict, what would it be?
  - What does conflict sound like?
  - What does conflict feel like?
  - When you are around conflict that does not involve you, what's going on in your mind?

- When you are around conflict that does involve you, do you:
  - 1) Run away?
  - 2) Fight someone?
  - 3) Find your empty self?

### **As Perfect Masters, We Are Able To Resolve Conflict**

1. Pass out copies of Addendum #2B, Powerful Ways To Avoid Conflict.
2. Read them over together.

**Activity:** *For this activity, students are asked to "roleplay" -- to make up a scene based on information you give them. It is very much like play-acting. If you need assistance regarding roleplay, please see Addendum #4A, Roleplay.*

- ✓ Divide students into groups of 3 or 4, in separate parts of the room.
- ✓ Ask students to select one powerful way and to set up a scenario showing us an example of that way. The rest of us will have to guess which way you have chosen. It's okay to use more than one way.
- ✓ Give the students 10 minutes to prepare. Tell them they have to be quick, and to make the roleplay simple. You may want to walk around and help any group that needs it.
- ✓ Call time. Ask for volunteers to go first.
- ✓ After each presentation, ask:
  - Which nonviolent alternative(s) did this group use?
  - Do you think this way worked for this situation?

**Discussion:** Tell students to refer back to Addendum #2A, The Conflict Around Us. Ask:

1. Do you believe the person you chose could do something to resolve her/his conflict? If so, what?

2. If you were in that person's shoes, what would you do?
3. Are there any steps you can take to resolve a conflict you have in your life that you are just becoming aware of?
4. How does it make you feel to know that you may be able to do something about the conflict you are feeling?
5. Do you have a sense of that space, that quiet part of your self, in which you can think about ways to resolve conflict?

**A Quote To Note:** Write this on the blackboard.

"Among the greatest things to be found,  
the Being of Nothingness is by far the greatest."

-- Leonardo Da Vinci

1. Does this quote make sense to you?
2. How can the being of nothingness be the greatest thing?
3. Why would a great artist and creative mind say this?

### **Moment of Mukuso**

*For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). Students can focus on the quotation, on a personal conflict, or on finding their "empty" self. This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Mukuso, to read to students.*

## Lesson #3 The Real Source of Power

Breakdown of Lesson #3:

- What is the real source of our power?
- Who is the first person we must trust?
- How do we know what's real?

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Copy of book, *Eye Of The Hurricane*, by Terrence Webster-Doyle.
- C. Three extra Black Belts.
- D. Copies of Addendum #3A for everyone; #3B-1 for half the students; #3B-2 for half the students; #3B-3 for all students.

### What Is The Real Source Of Our Power?

1. Welcome students to class. Conduct a small review, asking:
  - Have you told your story of the Perfect Master to friends or family? What did they say?
  - Who can remember some of the basic nonviolent alternatives we learned in our last class?
  - Did anyone take any steps to resolve some personal conflict this week?

**Story Time:** Read aloud the story, "The Test Of The Wild Horse" from *Eye Of The Hurricane*, p. 29.

### Exploring The Story:

1. How did the first student get to the other side? What kind of moves did this student use? *Block and dodge.*
2. How did the second student get to the other side? What kind of moves did this student use? *Climb and pass above.*
3. What did the third student do that was different? *Played like a child. Did not run away. Did nothing aggressive.*
4. What was different about the way the third student got to the other side? *She rode together with the horse, as a companion.*
5. What was the source of the first and second students' power?

6. What the source of the third student's power?
7. What power do all three students -- and all of us -- have, that only the third student called upon? *Her self.*

### Who Is The First Person We Must Trust?

**Activity:** **Instant Black Belt.** *The purpose of this activity is to demonstrate how our minds can be influenced by images that are not real, and how they can cause conflict.*

Announce that today someone is going to become an instant Black Belt. Ask for Volunteers.

- ✓ Select three Volunteers.
  - ✓ Pull out three belts and put them on the Volunteers.
  - ✓ Tell the Volunteers: "You are Black Belts for a day."
1. Engage all students in vigorous practice of some new stances and moves. After the practice, ask all students to sit down. Ask:
    - Did everyone enjoy the practice?
    - How about our three Black Belts? How did you feel?
    - Did you feel different than you usually feel in here?
    - Did you feel more powerful?
    - Where did you get all this power from?
  2. Hold up a Black Belt in front of the students. Ask:
    - What do you see? *Power? Strength? Wisdom? Energy?*
  3. If students agree that this is what they see, tell them: "I only see a black piece of cloth."
  4. If a student is aware enough to see only a black piece of cloth, or a black belt, ask:
    - Where does this great power come from if this is only a black piece of cloth? *From our minds.*
    - How did our minds get this image of this piece of cloth?

*We are taught that a Black Belt symbolizes power, wisdom, strength, energy.*

- *Is there real power, real strength, real wisdom in this cloth? Give students a moment. There is no strength in a piece of black cloth.*
  - *What is the purpose of a belt? To hold up our pants! Allow students to enjoy this joke.*
5. Tell students that the most important question then is:
- *What was the Volunteers' real source of power? Themselves. Their minds. Their thinking. Their belief in their own strength.*
  - *Who is the first person we must trust completely? Ourselves.*

### **How Do We Know What's Real?**

**Activity:** *The purpose of this activity is to further demonstrate how images can cause us to believe something that is not real.*

Pass out copies of Addendum #3A, Mind Tricks.

- ✓ *Ask students to answer Question #1. The lines are actually the same length. Discuss why it looks like one is longer than the other.*
- ✓ *In Question 2, ask students to stare at the cube, and see if the front and back change positions.*
- ✓ *In Question 3, after the students recognize the two triangles, point out to them that there are actually NO triangles! Our minds fill in the blanks.*

**Activity:** Divide the group into two sections -- moving one half to one side of the room, and the other half to the other side. EACH SIDE MUST NOT SEE THE OTHER SIDE'S EXAMPLES OR HEAR THE TITLE OF THE OTHER'S EXAMPLES.

- ✓ *Pass out copies of Addendum #3B-1, "Angry Faces" to one side of the room.*
- ✓ *Pass out copies of Addendum #3B-2, "Arrow And Cross" to the other side of the room.*
- ✓ *After they've looked at these, ask them to put these away.*

- ✓ Then pass out copies of Addendum #3B-3, "Combination" to all students. Ask:
  - What do you see in this picture?  
*Those who first got the Angry Faces will SEE angry faces. Those who originally got the Arrow And Cross will SEE the arrow and cross .*

1. Get the students to SEE the other picture in the Combination. If they cannot see it, ask a student who got one of the other pictures to show the picture to the student who cannot SEE.

2. Ask students:

- Which picture is real?  
*They both are.*
- What influenced your perception in the Combination picture?  
*What I saw before.*
- Was it difficult to SEE the "other" picture?
- Did you believe your friends on the other side of the room who told you this was a picture of an arrow and cross/ two angry faces?

3. Thank students for their willingness to participate in this activity and learn from it. Ask:

- Do you sometimes not believe a friend or family member who tells you something?
- Based on what you've seen today, what would be a reason why you might not believe that friend or family member?
- Are there times in your life when you have not seen the "other" picture? Or when someone you know did not see the "other" picture? When? *Encourage examples. Write them on the blackboard. Use some of your own.*
- What can we do when there are two sides to a story, or two different ways of looking at the same thing?
- Can you see how we get into conflicting situations when we see different sides to the same story?
- Can you see how two different ways of looking at the same thing could happen between two countries?

- What are some steps you think we could take to learn to see all sides of a story?
4. Pull out chart, "Ways Of Thinking," Addendum #1A, and ask for suggestions of what to add to list based on what we learned in this lesson.

**A Quote To Note:**

Write on the blackboard (you can do this ahead of time):

"Simply trust  
Do not the petals flutter down  
Just like that?"

-- Basho

Ask students:

- What does this saying mean to you? *Encourage responses. Allow all responses to be acceptable. There are no wrong answers. Emphasize the theme of trust -- especially of one's self.*

**Moment of Mukuso**

*For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. Ask students to focus on "empty" self, the quotation above, or on understanding some conflict they personally feel. The intention is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Mukuso, to read to students.*

## Lesson #4 The Strength Of The Beginner's Eye

### Breakdown of Lesson #4:

Seeing the world with a beginner's eye.  
What makes the world seem ordinary?  
Our thoughts and actions create the world.

### Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Copy of book, *Eye Of The Hurricane*, by Terrence Webster-Doyle.
- C. Enough blindfolds for half the students in class.
- D. A course, with markers, consisting of the following: sandpaper, a furry hat or stuffed toy animal, silk, plastic bag, feather -- use your imagination (see *Activity*, p. \_\_\_\_\_. The one essential item at the end of the course is a large bowl of water (with towel/ paper towels).
- E. Read Addendum #4A BEFORE doing Roleplay.
- F. Three copies each of Addenda #4B, #4C, #4D

### Seeing The World With A Beginner's Eye

1. Welcome students to class. Remind them:
  - What did we learn from looking at the pictures of Angry Faces, the Arrow and The Cross, and the Combination?
  - What can we do when we hear two sides to any story?
  - Who is the person we must learn to trust before we can trust anyone?

**Story Time:** Read the story, "Eye Of The Hurricane," p. 7, from the book of the same name, to students. *When you read aloud, capture the mystery, the fear, the excitement with your voice, as best you can. Show students the illustration that accompanies the story. This helps them visualize it.*

### Exploring The Story:

1. When the student's heart was pumping and he was scared, what were the two thoughts that came to his mind about what he should do?
2. What words of his instructor did the student remember when he was most scared?

3. Instead of running away or darting forward, what did the student do to calm himself?
4. In that scary moment, was the student more alert with his eyes open or closed?
5. What happened to his awareness of his surroundings when he relaxed?
6. What did he see? Hear? Feel?
7. What do you think the student learned from this test?
8. What does it mean to live in the eye of the hurricane?

### What Makes The World Seem Ordinary?

**Activity:** **Simple Lesson Of Water.** *The purpose of this activity is to demonstrate how we develop expectations by becoming creatures of habit, and by showing the excitement that can come with trying something new.*

Ask students to each find a partner. Pair off any students who have not found partners. Bring out your collection of blindfolds and give one to each pair.

- ✓ Ask pair to designate who will be the Leader and who will be the Follower.
- ✓ Ask the Followers to put on a blindfold.
- ✓ Announce that the Leaders will lead their Followers through a pre-planned course.
- ✓ Tell Followers that they will touch and feel whatever their Leaders guide them to. Stress that there is nothing harmful. Scary, maybe, but not harmful!
- ✓ Start the first pair at the first marker. Then have the pairs follow, in order. The bowl of water should be last.
- ✓ After all the pairs have gone through the course, ask all the Followers to go through the course again without blindfolds.

1. When all the Followers have gone through the course,

invite the students to sit. Ask:

- How did you feel when you first touched the water with your blindfold on?
- Was the water so cold or so hot that it made you jump, or did you jump for another reason?
- When you touched the water without your blindfold, did you jump? Why not?
- The first time, did you know what to expect? *The water was new; you had no knowledge, no expectation.*
- The second time, did you know what to expect? *This experience was less exciting, more ordinary.*
- Can you think of a way this lesson applies to your daily life?
- How often are things new to you, like when you were a small child? How much do we react to people, places and things around us in a way that makes them old, familiar, dead?
- When was the last time you noticed the colors in your home? The scent of flowers? The height of trees on your block? The shape of fruit? The sounds that birds make?
- What do you think it means to have a beginner's eye?

### **Our Thoughts And Actions Create The World**

**Activity:** *The purpose of this activity is to introduce students to the art of roleplay, a powerful, instructional tool in learning to understand conflict.*

- ✓ Ask for two Volunteers to play the parts of Terry and Dale.
- ✓ Give the Volunteers copies of Addendum #4B: "The Violent Approach." Assign who will be Terry and who will be Dale.
- ✓ Ask the Volunteers to read aloud while everyone else listens. *Encourage the Volunteers to get into their parts (Dale is a MEAN BULLY. Terry is ANNOYED with Dale.) and encourage the listeners to pay close attention to their interplay. Interject any help the Volunteers may need in interpretation. If you think it may help, explain Roleplay to the students before beginning. Some students have*

*never heard of this exercise and might benefit from a brief explanation. Basically, it's like play acting.*

After this first roleplay, ask:

- Okay, Terry. You got your violent feelings out. Feel better?
  - Do you think Dale is still going to call you names?
  - How will you feel if Dale does?
  - Have you resolved your conflict?
4. Give copies of Addendum #4C: "The Heroic Approach," to the same Volunteers. Ask them to read.

After this second roleplay, first ask Volunteers, then students:

- Okay, Terry. You were the good guy. You managed to control your actions. What now? Feel better?
  - Do you think Dale is still going to call you names?
  - How will you feel if Dale does?
  - Have you resolved your conflict?
5. Give Volunteers copies of Addendum #4D: "Cooling The Fire." Ask them to read, as before.

After this third roleplay, ask Volunteers AND students:

- Terry, do you feel different? Better?
- Have you resolved your conflict?
- Which nonviolent alternative did Terry use?
- How is this reaction different from the others?

*Thank the Volunteers for doing a good job and helping us learn something new. Encourage everyone to roleplay at least once during this Martial Arts course to get the experience of standing in someone else's shoes and learning to understand someone else's feelings, which strengthens the mind.*

**Discussion:**

1. Have you ever looked at your feelings and just accepted

them as okay? If you haven't, why not?

2. We're not always encouraged to talk about what we feel, but doing so helps strengthen our minds. How do you usually see your feelings?
3. What happens to your violent feelings when you just look at them and don't do anything?
4. Do you think your brain creates your violent feelings?
5. Do you think you could have a chat with your brain and replace the conflict in your mind? If so, what would you say?
6. Can you see that when you learn what creates conflict, you are free of it? *When Terry accepted his inner conflict and understood it, he became more relaxed.*
7. Can you see a way this concept might be helpful in the world today?
8. How do you think this concept could be helpful in our own country?
9. Do you see similarities between the discussions that Terry and Dale had and the discussions that happen among country leaders?
10. Do you sometimes wonder why country leaders are unable to work out their disagreements? Why do you think they have problems?
11. Do you think some country leaders have not had the benefit of training in how to resolve conflict?
12. Do you think either Terry or Dale was prejudiced?
13. What does it mean to be prejudiced?
14. Do you think prejudice can create global conflict?
15. What is some form of prejudice you've seen in the world today that has caused global conflict?
16. What do you think we can do to prevent this conflict?
17. Pull out chart, "Ways Of Thinking," Addendum #1A, and ask for suggestions of what to add to list based on what we learned in this lesson.

**SPECIAL NOTE TO INSTRUCTOR:** You can do more roleplaying exercises outside the regular curriculum program. For the best effect, roleplaying should be done at least once, preferably twice, a month, which could be incorporated into your students' daily practice. Roleplaying should be practiced as regularly as you teach basics. It is a strong, effective tool for understanding conflict.

*Congratulate students on coming a long way in understanding their empty selves, their sources of power and their beginner's minds. Tell them: Looking at ourselves in a new way takes work, just like learning Martial Arts moves takes work, but working on them together, we get stronger every day.*

**A Quote To Note:**

Write this quotation on the blackboard:

"To subdue the enemy without fighting is the highest skill."

-- Gichin Funakoshi

1. What does this saying mean to you? Do you think it's an exciting, new, interesting idea?
2. Do you think subduing the enemy without fighting has anything to do with having a beginner's mind?
3. What determines the way we act?
4. What determines what we think?
5. Can we control how we act and react to others' behavior?
6. Do you feel strong when you think of yourself as being able to control the way you respond?
7. Do you believe subduing the enemy without fighting could keep countries from fighting each other? How?
8. Pick a situation going on in the world today. How would you subdue this enemy without fighting?
9. Would you send troops to their country and demand that they stop fighting?
10. Would you request time with leaders to discuss the situation?

11. If you got the time for discussion, what would you want to talk about?
12. What would you do if the other country refused to talk with you?

### **Moment of Mukuso**

*For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). Invite students to focus on "empty" self, on the quotation above, on the lesson for today, on some personal conflict they are dealing with, or a global conflict. This essential final exercise helps students understand conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Mukuso, to read to students.*

## Lesson #5 The Unbroken Flame Of Attention

Breakdown of Lesson #5:

The Art of Karate is lining up your shoes, just so.  
Cleaning and ordering our "self" requires great attention.  
We all have a space in us that has no fear.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Cleaning materials: mops, brooms, dustcloths, polish, buckets of water -- what you need to clean your room.
- C. A copy of *Facing The Double-Edged Sword*, by Terrence Webster-Doyle.
- D. The assistance of a fellow instructor (male or female).

### The Art of Karate Is Lining Up Your Shoes, Just So

1. Welcome students to class. Conduct a small review:
  - What does it mean to see the world with a beginner's eye?
  - What makes anything or anyone seem ordinary?
  - What creates our actions? What creates our thoughts?

**Story Time:** Read "Mind Like Moon -- Mind Like Water," from *Facing The Double-Edged Sword*, pp. 31-35, ending before the exercise on p. 36 of that book.

#### Exploring The Story:

1. What does it mean to have a mind like moon?
2. When you have been hurt by someone, have you ever thought about why that person would hurt you?
3. Do you think people hurt other people on purpose?
4. What does it mean to have a mind like water?
5. Why is it important to have a mind like water when faced with an opponent?
6. What does it mean to see exactly what is?
7. Why do you think Emily was struck by John?

8. Why was John trying too hard?
9. How are thoughts about losing like clouds blocking the light of the moon?
10. When we are not alert, are we more likely to be in danger?

**Activity:**

1. Announce that an important event will happen today. This event will transform everyone's concept of Martial Arts. Everyone is asked to help prepare the school for this event. Assign a specific task to each student: Dusting, mopping, sweeping, wiping, clearing, scrubbing, polishing. *Assign these tasks in a way that students feel they are helping rather than being told to do a thankless chore.*
2. Monitor this work, making suggestions to students if they are missing some spots. *Do this in a helpful, rather than an authoritarian, way.*
3. Tell students:
  - Cleanliness is attention. Cleanliness is order.
  - If you want order in your life, start with your dresser drawer.
  - Pay attention to the beauty that comes from the order and cleanliness that you create with your own hands.

*If you notice grumbling or moaning about cleaning, let the students express their feelings. Enjoy your own participation in this activity and model the joy you feel in creating this order.*

4. Thank students for their participation in this preparation.

**Activity:**

- ✓ Ask students to bring their shoes to where you are and to put them in a pile in front of you. *More than likely they will toss them near you carelessly, in an unsorted, haphazard way.*
- ✓ Ask students to sit, close their eyes and relax for a moment. While their eyes are closed, mix their shoes up even more.
- ✓ Ask students to open their eyes and quickly find their shoes. *Prepare for a minute or two of chaos. Then, ask:*
  - Wasn't that fun? Why? Why not?

✓ Now ask students now to line up their shoes with attention, with care -- just so, by the door.

✓ After all have done so and returned, ask:

- Was that better? Why?
- How do the shoes look to you?

**Discussion:** What do you think it means when I say, "The Art of Kara-te (empty self) is not punching and kicking; it is lining up your shoes, just so."?

*Encourage all responses and allow a discussion to take place. Some prodding questions might be:*

1. What does it mean to have an "empty self"?
2. To attain "empty self," what do we attempt to remove from our minds?
3. When we are able to clear our minds and sit peacefully, how do we feel?
4. How did you feel when you had to find your shoes that were jumbled up in a disorderly pile?
5. How did you feel when you saw your shoes lined up neatly, easy to find?

### **Cleaning And Ordering Our "Self" Requires Great Attention**

*The following is a set-up for the activity that follows. If your situation allows you to perform the activity, your students will be left with a vivid impression. If you prefer, however, you can read the story this activity activity is based on, rather than perform the activity. If so, read the story called "Mind Like Moon," p. 92 of Eye of The Hurricane and discuss the story afterward.*

#### **Activity:**

✓ Arrange for two instructors, or yourself and one other instructor, to perform a demonstration, including: kneeling facing one another, at the sound of a bell; bowing to one another at the sound of a second bell.

✓ Announce to students that:

- They will see their chief instructors in combat; and

- This fight will be to the death!
- ✓ If this creates confusion and fear, calm them by saying:
  - You've read too many ninja tales! No one will be hurt. "Death" here is death of the self, not the body. Death is killing all memories, hurts, fears, confusion and violence. There is nothing to fear! However, this IS serious combat. It is for real! This is the greatest challenge of all: The ultimate test of one's skill in action.
- ✓ If you can match a man and woman, this is recommended. If not, two men or two women will work as well.
- ✓ Instructors should wear whatever formal outfits you wear in your style.
- ✓ They should take fighting stances, face each other and begin their attention to one another, with not one moment's lack of attention, demonstrating the unbroken flame of attention, the absolute intensity that leaves no room for the past and its distractions. They should end with a bow to one another.

**Discussion:**

1. What was each person focused on?
2. What were their eyes doing? Their bodies?
3. What do you think they were thinking about?
4. How would you describe this demonstration?
5. Why do you think this is called the unbroken flame of attention?
6. Do you think they were they fighting?
7. Were they working together?

**Activity:** Pair off the students and ask them to do a series of moves in the same way -- focusing on an unbroken flame of attention. Monitor them and help them get focused if they appear to be having trouble.

Afterward, ask:

- Did you have trouble staying focused?

- Why do you think you had trouble?
- What do you think you can do to improve your focus?

## **We All Have A Space In Us That Has No Fear**

**A Quote To Note:** Write this on the blackboard.

"My storehouse having been burnt down,  
Nothing blocks the view of the bright moon."

-- Masahide

1. Tell students to read it and think for a moment or two. Then, say:
  - Imagine that you live in a storehouse. It's your home -- the only home you have.
  - You come home and one night and discover it has burnt to the ground, along with all your belongings.
2. Tell students to close their eyes and imagine:
  - How do you feel?
  - Are you frightened? Why?
  - What can you do with this fear you feel?
3. Ask students to do the following:
  - Imagine that you sit down in the middle of what used to be your home. Close your eyes now and imagine what you see. What do you see? *Encourage spontaneous responses.*
  - How does it make you feel to look at -- the trees, the moon, the stars, the grass, the ashes -- whatever you are looking at?
  - Which one are you focusing on? The trees? The bright moon? A star? Describe what you are focusing on. Raise your hand if you want to volunteer a response.

- What shape is the moon? (The tree? The star?) What color?
4. Ask students to open their eyes now. Ask:
- Do you feel less frightened? Why?
  - If you feel less frightened, what self do you think you found?
  - In the poem, what do you think the storehouse represents?
  - What happened when it burned down?
  - Was the storehouse empty?
  - Do you think it's good that it was empty? Why?
5. Pull out chart, "Ways Of Thinking," Addendum #1A, and ask for suggestions of what to add to list based on what we learned in this lesson.
6. Ask students to look at the saying again, as you prepare for Mukuso.

### **Moment of Mukuso**

*For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Mukuso, to read to students.*

**Lesson #6**  
**Respect: The Act That Conquers Fear**

Breakdown of Lesson #6:

Respect is a recognition of our similarities.  
What does it mean when we bow?  
Respecting yourself conquers fear.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. A copy of *Tug Of War*, by Terrence Webster-Doyle.
- C. Copies of Addendum #6A and pencils/pens for everyone.

**Respect Is A Recognition Of Our Similarities**

1. Welcome students to class. Conduct a small review by asking:
  - What did we learn by lining up our shoes, just so?
  - What did we learn about the importance of attention, focus, concentration?
  - That space in all of us that has no fear -- what is it called?

**Story Time:** Read the story, "Through The Eyes Of Peace," from *Tug Of War*, pp. 18-19. *As you read the dialogue, do your best to bring the story to life by reading with animation and getting involved in the characters.*

**Exploring The Story:**

1. How long had the two countries been at war with each other?
2. They were calling each other names. What were they calling each other?
3. Which were Terrorists and which were Freedom Fighters?
4. What were they fighting about?
5. There were "experts" talking about this war. Were they helping resolve the war?
6. What did the young girl see when she visited the

negotiations with her father?

7. She asked her father why they were afraid of each other. What do you think made her believe they were afraid?
8. Do you think they were afraid of each other? Why?
9. Do you think they were very different from each other?
10. Have you ever been afraid of someone not very different from you? Why do you think you were afraid?

**Activity:** *This activity will help students be aware of positive differences as well as common characteristics and similarities between people they know.*

1. Select two students in your class who are the most distinctly different from one another (tall/short, blond/brunette, black/white, American/Indian, male/female).

- ✓ Ask these students if they would volunteer to stand in front of everyone.
- ✓ Ask other students to call out, one at a time, the differences between these two students. List them on the board.
- ✓ Ask students to call out, one at a time, the ways these students are the same. You can list these on another side of the board. *Make students aware of more than physical characteristics -- the way they think, act, speak to other people.*

Thank the two students for participating and ask them to rejoin the group.

2. Now, ask everyone to look around the room at everyone else and think, for a minute, of five ways that everyone in the room is the same -- five characteristics that everyone has in common. After a minute, ask for responses, and write them on the board.
3. Tell students:
  - When we find similarities between ourselves and other people, we are more likely to feel respect for them.

- When we can develop respect for people, we are less likely to get into conflict with them.
- The next time you see someone you are in conflict with, think of three ways that you and that person are the same. This will strengthen your mind, help you find your "empty" self, and assist you in resolving your conflict.

### What Does It Mean When We Bow?

1. Ask students:
  - How many times today did you bow to someone?
  - How did it feel when you bowed?
  - Why do you think we bow? Is it just a custom, like a handshake? Or do you think there is some deeper significance?
  
2. Tell students: We bow out of respect. Ask:
  - What is respect? *Encourage any and all responses.*  
*Caring for another person.*  
*Thinking about others instead of ourselves.*  
*Honoring someone.*  
*Being considerate, polite, thoughtful.*  
*Admiring someone for special gifts they offer others.*
  - How does it feel when someone respects you? Do you like the feeling?
  - How does it feel when someone bows to you -- genuinely, respectfully -- without being told?

**Activity:** *This activity allows students to ask for respect and have the experience of getting it.*

Ask students to close their eyes and think of three ways they would like to be respected. *Give them a minute to settle down and get comfortable.*

- ✓ Ask students to each choose a partner. Pair off any students remaining without partners.
- ✓ One of each pair is the Giver and one is the Seeker. Ask them to decide who is who, quickly.
- ✓ The Seeker closes his/her eyes and says: "I would like to be respected in the following way": (fill in the blank). Then the Seeker opens his/her eyes.
- ✓ The Giver listens attentively to the Seeker's request and then bows a very respectful bow to the Seeker.

Once the Giver has bowed, the partners should change places, so each has a turn at being both the Giver and the Seeker.

### Discussion:

1. How did it feel to speak your desire to the Giver?
2. Did you enjoy being the Giver?
3. Did you enjoy being the Seeker?
4. Did one feel better than the other?
5. Did you feel respected by the Giver?
6. Do you think the Giver really listened to you?
7. What do you think the Giver could do to be a better giver?
8. Did you really listen to the Seeker? Did you focus your total attention on the Seeker? Why? Why not?
9. Do you think it's difficult to give attention to someone who really wants it? Why? Why not?
10. Do you think people in the world today need more attention?

### Thinking In A New Way:

The next time you most want respect and most want someone to bow to *you*, try something new:

- You* bow, instead.
- Instead of *seeking* respect, *give* it to someone.

- Sometime this week, do this -- at home, at school, somewhere. When you feel yourself *wanting* respect, *give it* instead.

### **Respecting Yourself Conquers Fear**

1. Pass out copies of Addendum #6A, "The Trouble With Me" and some pencils/pens for everyone.
2. Ask students to write five times and fill in the blank five times: "The trouble with me is\_\_\_\_\_." Ask them to be as honest as they can about the way they think and feel about themselves, and announce no one will have to reveal anything to anyone else if they don't want to. *Give them 5 to 10 minutes to write.*
3. Call time. Then ask them to focus on one "trouble" in particular. Ask them to think of their own "trouble" as you say these words:
  - The trouble with me is \_\_\_\_\_.
  - There are good reasons for this trouble. I am going to observe this trouble with me and see if I can find a way to resolve it.
  - I accept myself for who I am. What I am is neither good nor bad. It is just a fact.
  - I respect myself for the person I am.
  - I will watch my thoughts and feelings and learn to understand the reasons for the trouble with me. Then I can do something about them, and respect myself even more for doing so.
  - What nonviolent alternative are you using with yourself by accepting yourself for who you are?
4. Ask students:
  - How does it make you feel to hear these words?
  - Do you see respect as something you can give to yourself as well as to others?
  - Do you think that bowing in respect can also give respect to yourself? How?
  - Do you think it's easier to respect others if you respect yourself first?

- When you are worried about things that have happened in the past, can you clear your mind to make room for respect?
- When you are concerned about things in the future that have not yet happened, is your mind clear to practice respect -- both toward yourself and others?
- What kind of self do you need to practice respect?

**A Quote To Note:** Write the following quotation on the board:

"We are what we think;  
All that we are arises with our thoughts --  
With our thoughts we make the world."

-- Buddha

**Discussion:**

1. What does this quotation say about our minds and thoughts?
2. Do you agree with this quotation?
3. Do you think you are what you think? Why?
4. What kind of thoughts do you think have made the world the way it is today?
5. What kind of thoughts do you think would help the world?

**Moment of Mukuso**

*For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). Ask students to focus on thoughts that can help the world, or on personal conflicts they would like to resolve. This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Mukuso, to read to students.*

**Lesson #7**  
**Nobody: The Self We Have In Common**

**Breakdown of Lesson #7:**

Each of us has a self like everyone else's in the world.

When we meet new people, we tend to see differences.

Differences come from past and future fears; similarities exist in the present.

**Materials Needed:**

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. A copy of *Maze Of The Fire Dragon*, by Terrence Webster-Doyle.
- C. A hat or bowl full of quotations (see Activity, next page, and Addendum #7A).
- D. Copies of Addendum #7B, Different Beliefs, for everyone.

**Each Of Us Has A Self Like Everyone Else's In The World.**

1. Welcome students to class. Conduct a small review, asking:
  - What does it mean to bow?
  - How does it feel when someone respects you?
  - How does it feel to give someone your respect?
  - Where from inside you does this sense of giving respect come from?

**Story Time:** Read aloud the story, "Opening The Door To Wisdom," from *Maze Of The Fire Dragon*, p. 42. *As you read the dialogue, do your best to bring the characters to life.*

**Exploring The Story:**

1. What did you think when Miguel was sent away by his instructor the first time?
2. Did you think the instructor was rude? Mean?
3. What did Miguel do differently on the night preceding the fourth day?
4. Did his thoughts change as a result of his meditation?
5. When he knocked on the fourth day and the teacher asked, "Who is there?" what did Miguel say?

6. Why do you think Miguel's new response got him in the door?

**Activity:** *By participating in this activity, students demonstrate their familiarity with the concept of "empty self" and their ability to express it without use of words.*

Divide students into groups of four, in different parts of the room, so they hear each other as little as possible.

It's a good idea to group students who do not work together often.

- ✓ Pass a hat or bowl that contains folded up pieces of paper with quotations on them. Ask a representative of each group to select a quote and show it privately to only his or her group members. *See Addendum #6A for quotation suggestions, or use some of your own that convey the concept of "empty self."*
- ✓ Ask each group to work up a pantomime that reflects this quotation. Explain that in a pantomime, no words can be spoken. There must be action only.
- ✓ Give the groups about 10 minutes to put these together. Walk around and help anyone who needs it. Be prepared to offer suggestions to any group having trouble.
- ✓ Call time. Ask which group wants to go first, and have a show and tell, asking one person in each group to tell us the quotation *before* they begin.

**Discussion:** Invite students to be seated, and ask:

1. In these pantomime demonstrations, did you see anything in a new way -- something you perhaps had not thought about before?
2. In which demonstrations did you see an example of "empty self"?
3. How was each example of "empty self" similar to the others?

### **When We Meet New People, We Tend To See Differences.**

1. Show students the illustration on p. 62 of *Tug Of War*. Ask:
  - What do you see in this illustration?

- What do you think each creature stands for?
  - Do you see differences between these creatures? What are they?
  - Do you see similarities among these creatures? What are they?
  - Do you think, the longer you know someone, the less differences you see? Why do you think so?
2. Read students the following sentences:
- "You are different from me."
  - "You are a stranger here."
  - "You are a bad person."
  - "You are the devil in disguise."
  - "You are my enemy."
  - "I hate you."
3. Tell students: We are all human. We have all had thoughts like "I hate you" or "You are my enemy." Ask:
- What do all these statements have in common?
  - Do they bring you closer to the other person or move you farther away?
  - Do they create friendship or conflict?
  - Why do you think we have thoughts like these, sometimes about people we don't even know?
  - Why do you think we become afraid?
  - Do you think there are nonviolent alternatives we can use to help us in these situations? Which ones?

**Activity:** Ask for two Volunteers who have not volunteered before.

- ✓ Give each Volunteer a copy of the Roleplay, Addendum #7B, Different Beliefs. At the same time, pass out copies so everyone can read along.
- ✓ Give the Volunteers a minute to look it over, advising them to get into their parts. *Angry Andy should be a bully. Peaceful Pat should be a friendly,*

*relaxed person.* Then ask them to read aloud.  
Encourage them to get into their parts.

**Discussion:** Thank the Volunteers for playing their parts so well. Ask students:

1. Did you get angry with Andy?
2. Were you afraid of Andy?
3. When was the first time Andy said something that had the potential to create conflict?
4. How did Pat handle it? Did Pat fight fire with fire, or just be Pat and remain natural?
5. When was the next time Andy set up a possible conflict situation? And the next?
6. What did Pat do every time instead of feeding the fire?
7. Look at Pat's question: "How does a person *look* like he belongs here?" Was that question asked out of fear, or out of an intention to learn something?
8. Do you think Pat found his/her empty self?
9. Do you think Pat found his/her empty self more than once?
10. Do you think you would have done as well in Pat's shoes?
11. What did Pat do that you especially admired?
12. Do you think you can act as Pat did in order to resolve some of the conflicts in your own life? How?

**Differences Are Based On Past And Future Fears; Similarities Exist In The Present.**

1. Advise students to take their copies of this roleplay home and practice with someone in their family, or a friend. Tell them to switch parts so that they get to play both Angry Andy and Peaceful Pat. Tell students:

- We all create "enemy" images.
- Sometimes we create conflict before we even meet a person.
- We sometimes make other people "bad" so we can feel

"good."

- We call other people names to create an image of evil or enemy, or to make them inhuman, to make it easier to dislike them.
- Our country argues with another country and sometimes goes to war with that country because each country has fears that it cannot resolve.

2. Ask:

- Why do you think we do these things?
- What do you think we might be afraid of? Something that happened in the past? Something that might happen in the future?
- The last time you made an enemy out of somebody with your thinking, what do you think you were afraid of?  
*Encourage all responses to this question, and make it natural for students to openly discuss these things. If you get no immediate response, tell about one of your own.*
- When was the last time you saw one country make an enemy out of another country?
- Do you think when countries are enemies that they basically fear each other?
- Why would one country be afraid of another country?
- What are some of the differences you've seen between certain countries that make people fearful?

### **Thinking In A New Way:**

Tell students: Every day we see differences between ourselves and other people.

- When we see these differences as a reason to be separate, we create conflict. Why? *Because we are responding out of fear -- of something that happened a long time ago, or something we fear might happen in the future.*
- When we see these differences as interesting, something we can learn from, we create respect and understanding. Why? *Because we are right here, interested in the present, not worried about the past or the future.*

- Two people can see the same differences; and one can create conflict, while the other creates respect and understanding. Which one are you?
  - How does this relate to the way people deal with each other in the world? Our presidential candidates? Between countries?
  - What do world politics have to do with the Martial Arts?
  - Can you see a way that what we study in the Martial Arts could be helpful to people who see differences rather than similarities?
  - How can the study of Martial Arts help us understand global conflict?
3. Pull out chart, "Ways Of Thinking," Addendum #1A, and ask for suggestions of what to add to list based on what we learned in this lesson.

*Congratulate students on their progress in understanding their empty selves, the value of attention and respect. Tell them: Looking at ourselves in new ways takes work, just like learning Martial Arts moves takes work, but working together, we get stronger every day.*

#### **A Quote To Note:**

"I have realized that the past and the future are real illusions, that they exist only in the present, which is what there is and all there is."

-- Alan Watts

1. What does this quotation mean to you?
2. Why does the quote refer to the past and future as illusions?
3. Does the person who wrote this think that it's useless to worry about things that happened in the past? Or things that might happen in the future?
4. Does anyone here *never* worry about the past or future? It's a very human trait, and very difficult to NOT do.

## **Moment of Mukuso**

*For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). Invite students to focus on the quotation, or on a personal conflict they would like to resolve. This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Mukuso, to read to students.*

## Lesson #8 The Challenge Of Going Beyond Conflict

Breakdown of Lesson #8:

- Exercising the muscle between our ears.
- Discovering sensitivity -- our built-in detector.
- Going the greatest distance -- beyond conflict.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. A copy of *Maze Of The Fire Dragon*, by Terrence Webster-Doyle.
- C. A blindfold.

### Exercising The Muscle Between Our Ears.

1. Welcome students to class. Conduct a small review, asking:
  - When we see differences between ourselves and others, is this necessarily bad?
  - What creates conflict in seeing differences between ourselves and others?
  - What creates interest, a desire to learn, to understand someone different from ourselves?

**Story Time:** Read "Chains Of Freedom," in *Maze Of The Fire Dragon*, p. 53. *As you read, create distinguishing voices for the student and the teacher. This helps bring the stories to life for the students.*

### Exploring The Story:

1. What season would you guess it was in the story? How could you tell?
2. What wonders of nature were apparent?
3. Were there any animal creatures?
4. What was the rabbit doing?
5. What were the other animals doing?
6. What did the student want to know?

7. What did the teacher say in response to the student's questions?
8. What do you think this story means?
9. If we have to ask someone how to find freedom, doesn't this mean we are not free?
10. Do you think the student already had freedom and didn't know it?

**Discussion:** Tell students:

1. We are studying the Martial Arts to become stronger and to develop ourselves as balanced, human beings.
  - What muscles do we develop in the study of the Martial Arts?
  - What about the "muscle" between our ears?
2. There are many abilities and talents we all have that we are not always aware of -- like the student who did not realize that he didn't have to seek freedom; he already had it.
3. In order to understand strengths and power we already have, we must exercise that muscle between our ears -- our minds. Our minds help us maintain and control all the muscles in our bodies. Strengthening our minds is essential to strengthening our bodies.
4. Ask:
  - How do we strengthen our minds? By accepting everything we hear? By believing all the commercials on television? By voting for candidates who make promises?
  - Can we strengthen our minds by asking questions? By listening to answers? Thinking about answers? Reading? Talking to people? Listening to our instincts -- something inside us that tells us when something isn't right?

### **Discovering Sensitivity -- Our Built-In Detector.**

**Activity:** *This activity gives students the experience of "sensing"*

*someone coming toward them without being able to see the person who is approaching them. This creates an awareness that we don't often get, because we are conditioned to use our eyes and ears.*

Ask students to stand and make a circle. Tell them we are going to play a Martial Arts game that requires the highest skill -- one that cannot be practiced like self-defense forms. It cannot be copied or learned from another. It can only happen when all effort ceases -- when we are quiet, calm, peaceful.

- ✓ Ask for a Volunteer to be the first subject. Ask the Volunteer to stand in the center of the circle and to put on a blindfold.
- ✓ Ask the Volunteer to slowly turn around until you tell him/her to stop. Say, "Stop!"
- ✓ Tell other students: "When I point to you, move very, very quietly toward the student in the middle, without giving away that you are moving. Our Volunteer will try to locate this movement and point in that direction."
- ✓ "If the Volunteer is correct, then the person moving will go back, and another person I point to will come forward."

Tell the Volunteer: "I will not tell you if you are correct. You must *know*. You must feel, sense, be aware of the student coming toward you, using your inner senses."

- ✓ If the Volunteer is not correct, the student moving forward will keep coming until he or she can touch the Volunteer.

*To give each student the opportunity to be in the middle, limit the time given to each student depending on the size of your class. It is important for each student to have at least a short experience using their sensitivity in this situation.*

**Discussion:** Ask students:

1. What were you using to "hear" or "feel" someone coming toward you?
2. Were you using your five senses?
3. Were you using reason or logic?

4. What did you notice in this exercise? *Encourage all responses. They may all be different.*
5. Were you surprised at how much you could "sense" the presence of another person?

**Activity:** *This is designed to give students first-hand experience in understanding what they consider their "personal safety zone" -- how much space they want around them, and between themselves and someone else.*

Ask students to spread out, far enough apart that they can stretch out their arms.

- ✓ Ask for a Volunteer to walk toward YOU until you say, "Stop!"
- ✓ Say, "Stop!" when that Volunteer has entered your "Personal Circle of Safety."
- ✓ Tell students: Each of us has a personal circle of safety. It is your circle, a field of energy surrounding you which helps you sense who or what you want to keep out or let in.
- ✓ Ask students to stretch out their arms, as you explain that it's usually an arm's length, plus a few inches, into which we invite our friends and keep others from entering.
- ✓ Divide students into two groups -- Group A and Group B. Have the two groups stand in a line, facing each other, as far apart as they can be, to start.
- ✓ Have Group A walk toward Group B, and each member of Group B will shout "Stop" when he or she feels his/her circle of safety is about to be invaded.
- ✓ Ask students to return to their former lines. Then have Group B walk toward Group A, for the same exercise.
- ✓ When both groups have had the opportunity to be both the invader and the invaded, allow students to walk around the room, freely, and walk toward each other, STAYING AWARE of their personal safety circles.

**Discussion:** Ask students:

1. What meaning does this exercise have for you -- in your Martial Arts training, and in your daily life?

2. Do you think you can "feel" if something is true or not?
3. Do you think you "know" when something is dangerous or friendly?
4. Do you think conflict begins when people cross over other people's personal circle of safety? How so?
5. Have you noticed whether people from different countries have different circles of safety?
6. Are some people more comfortable with standing very close to a stranger than others?
7. Do some people seem to need a great deal of space in order to feel comfortable?

### **Going The Greatest Distance -- Beyond Conflict.**

1. Tell students: Now, we are faced with the greatest challenge of all -- going *beyond* conflict.
2. We are often taught in school to just follow orders, listen to our teachers, memorize what's in our books, and accept everything we are told.
3. We must be respectful to all people -- our teachers, parents, families, friends -- but we must learn to think for ourselves. No one does this for us.
4. In thinking for yourself, use this new "sensitivity" that you have just learned, and let it help you make decisions in your life. Here's how it works. Tell students:
  - A thought enters your mind. Think of some way you have been hurt by someone. For example, you may think, "My father yelled at me this morning. I hate him." But use a thought that is your own. You can keep it private; you don't have to tell anyone your thought -- some way someone hurt you.
  - Close your eyes, and get into that space of awareness you were in when you were inside the circle. Look at this thought, "I hate my father today." Don't feel bad about it, or good about it. It's just there. That's how you feel. Don't judge it. Just watch it. You are observing this thought of yours. You don't have to know why you feel this way or where it came from.

You are simply aware of it.

5. Ask students to open their eyes. Ask:
- How does that thought feel now?
  - Does it feel as angry as it felt when you first thought it?
  - What's the difference between how you felt before and how you feel now?
  - Do you feel smarter? More confused?
  - Do you feel you know something new? If so, let's add it to the "New Ways" list.
  - Can you see how it's possible to move beyond conflict?
  - Do you think country leaders could make good use of this method of watching? How do you think it could help?

*Thank students for their patience and hard work. Let them know that this is not easy -- that understanding comes with questioning, doing, thinking, discussing and practice.*

### **A Quote To Note:**

"Without this deeper understanding -- enquiry into the mind -- the Martial Arts merely consist of a number of gymnastic skills."

-- Jean Webster-Doyle

### **Discussion:**

1. What does this quotation mean to you?
2. Does it emphasize a balance between mind and body?
3. Do you think Martial Arts movies in theaters and on television show us this balance?

### **Moment of Mukuso**

*For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). Invite students to think of one way they can move beyond conflict today in a personal situation. Or, they can focus on the quotation. This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Mukuso, to read to students.*

## Lesson #9 Escaping The Prisons In Our Minds

Breakdown of Lesson #9:

- Sometimes we are like birds in cages.
- Some birds enjoy the security of their cages.
- Some birds prefer to soar with eagles.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. A copy of *The Flight Of The Golden Eagle*, by Terrence Webster-Doyle.
- C. Copies of Addendum #9A for everyone.
- D. A hat or bowl with slips of paper (see Activity, p. 51, and Addendum #9B).

### Sometimes We Are Like Birds In Cages

1. Welcome students to class. Conduct a small review, asking:
  - What do we have to exercise as least as much as, if not more than our bodies?
  - How do we exercise that "muscle" between our ears?
  - What kind of detector did we discover we have in us?
  - What is your Personal Circle of Safety?
  - Is it possible for us to find a way to go beyond conflict and discover a peaceful resolution to conflict?

**Story Time:** Read the story, "The Flight Of The Golden Eagle," in the book of the same name, pp. 1-2.

### Exploring The Story:

1. What do you think about when you see a bird soaring through the air?
2. Do you wish you could fly too?
3. We may not be able to fly like a bird, but there are ways we can feel more free than we do. What are some situations in your life that make you feel like a bird in a cage, unable to fly?
4. Have you ever felt like you live in a cage?

5. Have you ever thought that maybe your prison is only in your mind?

**Activity:** *In this activity, students become aware of what they consider "good" and "bad" behavior. This gives them the opportunity to examine how they get the idea in their minds that some things are "good" and some are "bad." This is a mind-strengthening activity.*

Pass out copies of Addendum #9A, The Things I Do, to everyone. Take one yourself and fill it out.

- ✓ Ask students to write down one or two "bad" things, whatever they perceive as "bad," that they do or have done.
- ✓ Ask them NOT write their names on this sheet and to be honest. Give them about two minutes.
- ✓ Then ask them to write down one or two "good" things they do or have done. Give them another two minutes.
- ✓ Pass a hat or bowl and ask them to fold their sheets and drop them in.

Ask for a volunteer to come up to the blackboard to write these things down as you say them. Try to keep them brief, perhaps using one or two words to describe the "good" or "bad" behavior.

- ✓ Call out all the "bad" things first, making a "bad" list.
- ✓ Call out the "good" things, making a "good" list.

**Discussion:** Tell students:

1. Nobody is perfect. We are all torn between who we think we *should* be and the reality of *who we are*. If you expect perfection from yourself, you probably have a lot of conflict built up inside you. Let's see how this works.
2. Look at the "bad" list. We have been *conditioned* -- in other words -- taught, to not be "bad," whatever "bad" means.
  - How do you think these "bad" things have created conflict? You can talk about any of the "bad" things

listed -- not necessarily your own. *Encourage all responses. It is not always easy for students to talk about these things. If you get no response, offer a situation of your own.*

- Do you see any way that conflict from any of these "bad" situations could be resolved in the mind of the person who listed it? *Encourage all responses, asking students to help their classmates see resolutions that they themselves may not be able to see yet.*
3. Let's look at the "good" list. We have been *conditioned* to be "good" girls and boys, women and men.
- Do you think the attempt to be "good" can create conflict?
  - What kind of conflict do you see potential for in the "good" list on the board?
  - Do you see any way that conflict from any of these "trying to be good" situations could be resolved in the mind of the person who listed it? Once again, if we can find some ways to resolve conflict -- whether it's for ourselves or anyone else -- our minds are strengthened.
  - Can you see how conflict can come from BOTH being "bad" or "trying to be good"?
4. We have also been conditioned to aim for better than good -- for an "ideal" -- to be "perfect."
- Can you see any problems that could arise from trying to be "perfect" or trying to be an "ideal"?
  - If I judge you to be better than I am, or more perfect than I am, am I creating conflict? How?
  - If you judge someone to be less perfect than you, or less than your image of "ideal," are you creating conflict?
5. Get students to think globally by asking:
- If you think he/she (point to someone) is less or more than you, in one way or another -- not matter what way -- are you creating conflict?
  - And if both of you think some of your friends or family are less than ideal, are you creating conflict?

- And if everyone on your street thinks that everyone one street over is not as smart, clever, hip, or good as they are -- are they creating conflict?
- How does this affect our country?
- How does this affect our world?

### **Some Birds Enjoy The Security Of Their Cages**

#### **Extra Story Time:**

Begin to read aloud the story, "Song Of Life Facing Death," in *The Flight Of The Golden Eagle*, p. 4. STOP READING AT THE END OF THE FIRST FULL PARAGRAPH, ending with the words, "And the student instinctively knew it." At this point, ask students:

1. If you were that student, what would you do in this frightening moment?
2. Would you run? Try to hide? Fight the lion? *Encourage ALL responses. Get a discussion going to explore all possible reactions.*

When all reactions have been offered, FINISH READING THE STORY. Ask:

1. Where do you imagine this student's very different approach came from?
2. Do you admire the student's approach?
3. Now that you know this approach, do you think it can be helpful to you? If so, how?
4. Would you include this student's approach in a list of nonviolent alternatives?
5. Perhaps you'll never meet a lion, but can you see how approaching conflict without fear can help you?
6. Can you think of practical experiences in your life in which approaching conflict without fear can help you?
7. How about in the world?

### **Some Birds Prefer To Soar With Eagles**

**Activity:** In a hat or bowl, have ready pieces of paper, each with one activity that each student will have to dedicate himself/herself to totally. On Addendum #9B, Giving Your Total Self, you will see possible examples.

- ✓ Pass the bowl or hat, and ask each student to select one. Select one for yourself as well.
- ✓ Let students know they can do this in pantomime or speak in roleplay if they prefer. The object is to give their *total attention and focus* to this activity, performing it as if it were their last.
- ✓ Give students about five minutes to focus on their slips of paper in silence.
- ✓ Remind students that if they feel themselves distracted, they can go to that space inside them, where their "empty" selves are, and find the tranquility they need to continue.
- ✓ Ask for a Volunteer to begin. If there are none, you go first. Ask other students to respectfully watch, listen, and focus on each Volunteer rather than think about their own presentation.

**Discussion:** As the presentations are given, follow up with questions, such as:

1. Did you see yourself actually performing this activity?
2. Were you aware of us watching you?
3. What are some thoughts that were moving through your mind?
4. Was it difficult to stay focused?
5. Did you find your "empty" self to help you?

*Congratulate students on their good work and thank them for their willingness to participate in these exercises. They are learning their lessons well and obviously have high hopes of flying with the eagles.*

**A Quote To Note:** Write this quotation on the blackboard.

"The gift of living is to see one is an empty vessel,  
Lost and unknowing,  
Oh, there is Love!"

-- The Wayside

1. Think about the student in the forest who sang to the lioness and her cubs.
2. Think of how the student was lost and unknowing, but found a loving, respectful way of protection.

### **Moment of Mukuso**

*For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Mukuso, to read to students.*

## Lesson #10 Preparing For The Unexpected

Breakdown of Lesson #10:

Peace can happen in an instant.

We can see more clearly when we close our eyes.

Preparing for the unexpected, we are safe.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. A copy of *The Flight Of The Golden Eagle*, by Terrence Webster-Doyle.
- C. Several old punching bags or pillows.

### Peace Can Happen In An Instant

1. Welcome students to class. Conduct a small review, asking:
  - Have you been more aware of ways you have been conditioned to be "good" (your "shoulds")?
  - Have you met with any conflict recently that you handled any differently than usual?
  - Has anyone made use of your "empty" self in a conflict situation recently?

**Story Time:** Read aloud the story "No War, No More!" in *The Flight Of The Golden Eagle*, pp. 57-63. *This is a longer story than usual, making an important point.*

### Exploring The Story:

1. Why did the townspeople greet the sailors with weapons?
2. Do you think the Captain spoke like an "enemy"?
3. Why do you think the town spokesperson insisted that the sailors become their prisoners?
4. What crossed your mind as you listened to the townspeople and the captain's crew prepare to shoot one another?
5. What changed everyone's focus in that instant when they were about to kill each other?
6. Up to this moment, the sailors and townspeople were

most aware of the differences between them. What brought them together?

7. When the boy was saved by the human ladder, what happened for an instant between the sailors and the townspeople?
8. What did they say about children that helped them realize they were united and not enemies?
9. What did the townspeople do to help the sailors? Why do you think they were helping the sailors now rather than threatening to make them prisoners?
10. Peace, in this story, happened in a flash. What made it happen? Yes, a boy was in danger, but what happened inside the people that made peace happen? Their conditioning? Their thinking? Their actions? Their understanding?
11. What happened to everyone's focus? Were there two opposing focuses, or were they joined together in one focus?
12. When they formed the human ladder, did they think about who should go first and who second, or did they just do it?

### **We Can See More Clearly When We Close Our Eyes**

**Activity:** *This activity is designed to help students focus on their form and on staying in the moment.*

Have ready in the room bags for punching and striking.

- ✓ Divide students into however many rows you have punching bags for.
- ✓ Have the first person in each row approach the bag.
- ✓ Instruct the student at the bag to concentrate on form only. Say: DO NOT THINK ABOUT HITTING THE TARGET. BE AWARE OF EVERY MOMENT. FOCUS ON THE POINT OF IMPACT AND THEN IMMEDIATELY RELEASE.
- ✓ Ask students who are in line to pay close attention to how each student is focusing on FORM only.
- ✓ Give each student about two to three minutes at the bag -- enough time to work up a speed and accuracy.

- ✓ Encourage them as they go. Say: FASTER, FASTER, WATCH YOUR FORM. DON'T LEAVE THE FORM. CONCENTRATE. FASTER!

**Discussion:** After each student has had a turn, ask them to sit down and ask:

1. Was it difficult for you to focus on form only?
2. You have been conditioned to think about hitting a target -- reaching a goal. Is it different to think about watching your movement rather than a target?
3. After focusing on your form, did it start to feel better?
4. When we close our eyes in Mukuso, our sensitivity awareness goes up. So when we close our eyes, sometimes we see more clearly. Can you see a way that this activity we just did relates to this?
5. When you close your eyes to your target, your form sensitivity becomes sharper. Would you say your form is equal to your sensitivity?

**Activity:** Stand before your students and leap at them with the ferociousness of a bear, or some other animal that you feel best represents you. If you take on the countenance of a bear, use a *kiai* that is a growl; rise up tall and strike the air with two curled hands, as if clawing a threatening predator. Swing your arms and give one more enormous *kiai* growl.

Tell students:

- ✓ That is the great bear in me. The great beast takes the form of a bear in me. This beast is in everyone. It is in you, and today you are going to meet *your* beast within.
- ✓ The beast is the animal nature of man. Some people try to deny it, but it is there, and we must NOT deny it.

Ask students to sit in Mukuso for a few minutes and privately think about what animal is inside him or her. As they sit quietly, you can suggest, in a calm voice, what they need to do. For example, say: "Now begin to see your animal. Look at it from both sides. Don't be afraid of it. It cannot hurt you. Now, watch its

movements closely. Imitate its movements. Begin to become your animal." When they have finished, they can join you where you are sitting.

Once all students have joined you, ask:

- ✓ Which animal form did you choose?
- ✓ Why did you choose this one?
- ✓ How does this animal express its beast self?
- ✓ How would you fight as this animal?
- ✓ How would your beast show itself as a warrior?

Invite students to now get up and BE their animals. Assign them some Martial Arts moves that they must do AS their animals. Tell them:

- ✓ Do these moves, but as your animal.
- ✓ Find the beast and use its power for peaceful, creative means. To be a warrior of peace takes great power and energy.
- ✓ Can you find peace while learning how to fight?

### **Preparing For The Unexpected, We Are Safe**

**Activity:** *In this activity, you want to demonstrate that we are all creatures of habit, and that we can strengthen our minds if we learn to be less "conditioned."*

- ✓ Ask for a Volunteer. Tell her or him:
  - Please perform your favorite form. Just do it as you always do.
  - Now, I would like you to stay here and do the same form, but with your eyes closed.When you are done, open your eyes.
- ✓ Ask the Volunteer:
  - Are you exactly where you started? If so, your form is well-rehearsed. You know it well.

- Now, this time, please do your form backwards.  
*Give the student time to see it in her or his mind.  
If the student has trouble, encourage her or him to try again -- to not think, but just do it.*

Thank the Volunteer for attempting this very difficult task. Let students know that not many new Martial Artists can perform this task. But, you encourage them to learn it. Ask:

- Can you think of a reason why learning your moves backwards might help you?
- If you were attacked by an opponent who didn't go by the rules you have learned here, how would you defend yourself?
- You have been *conditioned* in this class to learn your moves in certain ways, because this is how we train. But can we see that breaking habits of conditioning makes us stronger?
- ✓ Ask students to think about the ways in their lives they have created habits and stuck to them:
  - Think of something you do, every day, every so often, maybe more than once a day, that has become a "habit."
  - Why do you think we create habits?
  - Does it make us feel more comfortable to be creatures of habit?
  - What happens to our thinking when we do things habitually without thinking about them?
- ✓ Ask for another Volunteer. Ask this Volunteer to grab your wrist and hold as tightly as possible with both hands.

Ask:

- What move do you think I will make to get free?
- If I want to break free, should I make the move that you all anticipate I will make?
- Will I do better if I make a move that is unexpected?
- ✓ Demonstrate breaking free in a non-habitual way. Then, ask:

- Did you see what I did?
  - Did I act out of habit or did I become sensitive to his/her weak points?
  - This Volunteer and I have never faced each other before. How would I know what moves he/she will use?
  - Do you think it would help to clear my mind of expectations?
  - What kind of mind would it be best for me to have in this situation?
  - Can you see why a beginner's mind is always necessary?
  - What is the role of "empty" self in this situation?
  - Can you see how practicing nonviolent alternatives could be helpful here?
5. Pull out Addendum #1A Chart to make additions to "New Ways Of Thinking. Ask:
- What are some new ways of thinking we can add to this list?
  - Can you see how this new way could be helpful to people in our government? To country leaders?

**A Quote To Note:** Write this quotation on the blackboard, and ask students to read it before closing their eyes for Mukuso.

"As the sun makes it new,  
Day by day make it new,  
Yet again make it new.

-- Confucius

### **Moment of Mukuso**

*For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). This essential final exercise helps students in the basic*

*process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Mukuso, to read to students.*

## Lesson #11 Understanding Sixth-Sense Signals

Breakdown of Lesson #11:

A simple action can change your life.  
How do we defeat ourselves?  
See the unseeable; hear the unhearable.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. A copy of Addendum #11A, Suggested Facts Or Beliefs.

### A Simple Action Can Change Your Life

1. Welcome students to class. Conduct a small review, asking:
  - How long does it take for peace to happen?
  - What did we learn about focusing on form rather than target?
  - How does it help us to learn our forms backwards?
  - Are habits good for us?

**Story Time:** Read aloud the following story, "The Day Of The Bee Sting."

#### The Day Of The Bee Sting

Terrence was a big kid who hated to fight, and Vinnie knew it. He would get Terrence on the ground, with his knees on Terrence's arms, pinning him down. Terrence was always frustrated and angry and wanted to cry, but didn't want Vinnie to see any of this. So, Terrence just let Vinnie beat him up without doing anything back. No adults ever stopped those beatings, although Terrence always hoped they would.

One day, Vinnie had pinned Terrence down and was beating him up in a neighbor's yard. Without warning, Terrence was stung by a bee in the back. The sudden shock of the bee sting made Terrence jump up fast. Since he was bigger than Vinnie, his leaping up threw Vinnie across the yard. Terrence was stunned to see Vinnie lying there, shaken up.

Terrence looked at Vinnie, and Vinnie looked at Terrence, and in that moment, they both saw the truth -- that Terrence was stronger than Vinnie. From that day on, although Vinnie continued to bully Terrence verbally, calling him names and ridiculing him, Vinnie never beat Terrence up again.

#### Exploring The Story:

1. How would you guess Vinnie knew that Terrence hated to fight? What do you think Terrence did to show he hated fighting?
2. What did Terrence do about these attacks from Vinnie? Fight? Run away? Find his "empty" self?
3. When Terrence was stung by the bee, how did he react?
4. Was Terrence thinking about his target, Vinnie, in that moment? What was he thinking about?
5. Was Terrence aware of his own strength?
6. How long did it take Terrence to become aware of his own power?
7. Up to that moment of the bee sting, what had been defeating Terrence? What made him believe he had no defense against Vinnie?
8. Do you think Terrence found strength in that moment that will last his entire life?

### **How Do We Defeat Ourselves?**

**Activity:** *The purpose of this exercise is to help students see what hidden or obvious "signals" they give their opponent that lets their opponent know beforehand what they intend to do. When we signal our intent, we can be defeated before we even move.*

For this activity, you may want to bring in another instructor or an advanced student -- someone with a well-developed "sixth sense" to help you. With an assistant, you are better able to monitor the activity.

- ✓ Introduce your Assistant to the students.
- ✓ Ask for a Volunteer who feels he/she has mastered some self-defense moves to try them out on this assistant. Tell students that this is an opportunity to try what they have been practicing in a "real," unplanned situation.
- ✓ When the Volunteer's movement is easily avoided or defended against, and is defeated by the Assistant the first time, ask the Volunteer to think a moment about what he/she did and to try again. *If the Assistant is the one defeated, ask the same question!*

- ✓ When the Volunteer is defeated the second time, ask: What did YOU do to defeat YOURself? If the Volunteer cannot respond, ask him/her to attack again -- say: "Don't hesitate. Just do it!"
- ✓ If the Volunteer is defeated again, stop.

**Discussion:**

1. Ask students:
  - What did you see that could help our Volunteer discover how he/she defeated him/herself?
2. If students cannot be helpful, ask your Assistant:
  - Did you read the Volunteer's mind?
3. Allow your Assistant to reveal, for example:

*Just before you attack, your eyes narrow.  
Your mouth became tense before you struck, which gave me a signal.  
You looked at my chest, so I knew you were going to hit me there.  
You tensed your right leg for springing forward, so I guessed you intended a stepping punch.  
It's all over the school that you have a very effective spinning back kick, and I noticed you dip your right shoulder in preparation.*

4. Remind students that this is how AWARENESS helps them. Awareness is a sixth sense that everyone has but not everyone has developed.

**Activity:** *This follow-up activity allows students to discover immediately the ways they "signal" their intentions. Working in pairs, students will help one another make this discovery.*

Divide the students into pairs. If you can, put students together who have never worked together before, or who rarely work together. Ask the pairs to spread out as much as possible.

- ✓ Tell the students to prepare to face each other's partner as an opponent.
- ✓ Tell them that when they begin their moves:
  1. They will do them in SLOW MOTION. Do a small demonstration for them.
  2. The second they see their partner SIGNALLING his or her intention -- with a facial gesture, a movement of the shoulder, whatever -- they must call "STOP!" The person moving must FREEZE and hold that position.
  3. They must TELL their partner, right in that moment exactly what they are doing to SIGNAL their intention. In this way every student can be "caught in the act" and re-think that move.
- ✓ Take as much time as you feel beneficial for this exercise.
- ✓ Ask students to return to their sitting positions.

**Discussion:** Ask students:

1. Did you see some of the signals that have been giving you away?
2. Did you see the signals in your partner and how you could use them to protect yourself?
3. The greatest goal in Martial Arts is to subdue the enemy without fighting -- to stop conflict before it begins. How can this exercise help you do this?

### **See The Unseeable; Hear The Unhearable**

1. Tell students:
  - When we become AWARE of the signals we unintentionally send, we can STOP sending them. We cannot learn to stop sending them unless we become aware of them.
  - In the same way, until we become AWARE of the things we do -- the "mistakes" we make, the times we do something we wish we'd never done -- until we are AWARE that we've

done them and that we can learn from what we've done, we have no chance to improve ourselves.

2. Tell students:

- If you see yourself as "bad," or "wrong," your mind has made an enemy out of you.
- All of us human beings make mistakes and sometimes do things that are "wrong" or "bad." When we SEE and ACCEPT that we've made a mistake, we gain an AWARENESS, which is a kind of "sixth sense."
- When we can SEE painful feelings in ourselves, and bring ourselves to talk about them, or write about them, we bring them out of the shadows, into our AWARENESS.

3. Ask students to sit peacefully and close their eyes. Then say:

- Think of something you have done that you believe is "bad" or "evil" or would not be considered "good behavior" by your family or friends. *Give everyone time to think of something to focus on, or mention some possibilities.*

4. Ask students to consider the following:

- Thinking about yourself as "bad" puts you into instant conflict. By judging yourself as bad, you start a war inside you, between what you believe is good and what you believe is bad.
- Thinking about yourself as "bad" does not let you learn an important lesson from your behavior rather than starting that war.
- To stop that war inside you, say to yourself:
  1. "I am not bad. I am a human being. All human beings make mistakes."
  2. "I may have blamed other people for what I did, or been angry with other people because of what I did, but I don't have to be angry anymore."
  3. "If there is someone I have upset by what I did beside myself, perhaps I can talk to that person."
  4. I am who I am -- sometimes I'm terrific and sometimes I'm not.

5. My awareness gives me a sixth sense, a great sensitivity, which makes me better able to protect myself, to respect myself, and to be respectful to others.
  6. Being who I am does not mean that I can continue this behavior. It means that by not judging this behavior as "bad," I can see it as it really is -- it's a fact. I understand it, and now I can go beyond it.
- Ask students to open their eyes, and ask:
1. When we are "bad" or make a mistake, do we sometimes try to deny it?
  2. Why do you think we do that?
  3. Are we scared of the consequences of admitting we've done something wrong?
  4. When we are "bad" or make a mistake, is what we've done simply a fact -- something that we cannot deny?
  5. Do you think we have to accept our mistake as a fact and then go beyond it? Learn from it?
  6. What do you think you can learn from a mistake that could help you go beyond it?
  7. Do you believe you are capable of learning from things you do "wrong" or times you are "bad" or times you make mistakes?

**Activity:** *This game helps students see the difference between a fact and a belief and allows them to have fun while they are learning. Understanding this important difference is a mind-strengthening exercise.*

Tell students we will now play a game called "Is It A Fact Or Is It A Belief?"

- ✓ Pass around a hat or bowl with sayings on slips of paper. (See Addendum #11A, Suggested Facts/Beliefs, or use your own.) Ask each student to select one.
- ✓ Each student will be invited to stand before the others, read his or her slip and say:
  - Is it a fact, or a belief?

- Why do you think so? How do you know?
- If it's a belief, do you share this belief? Why?
- If you don't know for sure, what does your sixth sense tell you?

**A Quote To Note:** Write this quotation on the blackboard.

"The enemy is fear.  
We think it is hate, but it is fear."

-- Gandhi

1. Do you think hate is based on fear?
2. Do you think we are all scared at times?
3. Do you think wars get started because people are afraid?
4. What do you think we could do to help ourselves and others be less afraid?

### **Moment of Mukuso**

*For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). Invite students to focus on their "empty" self, on a personal conflict, or on anything they have learned in class today. This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Mukuso, to read to students.*

## Lesson #12 Where Does Peace Begin?

Breakdown of Lesson #12:

- The need for revenge: a fact or a belief?
- We are our own enemy.
- The good of humanity.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Copies of Addenda #12A and #12B.
- C. Paper and pencils for all students.

### **The Need For Revenge: A Fact Or A Belief?**

1. Welcome students to class. Conduct a small review, asking:
  - What are the kinds of things we do in the Martial Arts that defeat ourselves -- even before an opponent can get to us?
  - What are some things we do to defeat ourselves when we are face-to-face with an opponent?
  - How many people in this room are "bad" people?
  - How many people in this room are human beings who sometimes think or do things that are not their best behavior?
  - What's the most important thing we can do when we have acted poorly or made a mistake?
  - What's the difference between a fact and a belief?

**Story Time:** Read aloud, "Always Beginning" from *The Flight Of The Golden Eagle*, p. \_\_\_\_.

### **Exploring The Story**

1. When the spider's web was blown down when the window was opened, what did the spider do?
2. Did the spider get angry or blame the person who opened the window?
3. Did the spider sit and sulk about how easily webs get blown

away these days?

4. Did the spider plot some revenge to get back at the wind, or at the window, or the person who opened the window?
5. Do you think the spider has a beginner's mind?
6. Can you see how building webs for the spider is like doing your basics every day?
7. What can you do to keep your beginner's mind and keep your basics from getting boring?
8. What do you think the saying at the end of the story means?
9. If you don't like a particular chore, but you keep doing it and finally get "into" it, do you think there's a chance you can find some way to enjoy it?
10. What do you think you do to "do yourself in"? In what ways does your thinking make you grumble about certain chores, or resist instructions people give you?

### **We Are Our Own Enemy**

**Activity:** **The First Thing I Do/Think.** *This activity is designed to make students aware of how quickly we humans become our own enemy.*

Select several examples of thoughts or actions that trigger a negative response in us. Some examples can be found in Addendum #12A, *The First Thing I Do, The First Thing I Think*.

- ✓ Tell students you will read off a sentence, and as you point to them, they must respond, without thinking, with the first thing they think or do.
- ✓ Ask students to be spontaneous -- to say the first thing that comes into their minds. It makes no difference here if what they blurt out is "right" or "wrong." Honesty is the key word.

After going through the list, or going through a list of your own, ask students:

1. Why do you think you responded the way you did to these questions?

2. Do you think "man" is a war-making creature and that we're hopeless?
3. Do you think your response was based on a fact or a belief? How so?
4. Is there something in back of your mind that keeps telling you that when someone yells at you or hits you, you have to hit back?
5. Why do you think people believe in revenge?
6. When people are revengeful and take actions that avenge something bad that happened to them, are they creating war?
7. Who is their enemy in this situation?
8. What does it mean to be your own enemy?
9. Can you think of a situation in which you were your own enemy?
10. Have you considered using nonviolent alternatives on yourself? Making friends with yourself? Using humor? Standing up to yourself? Ignoring your threats? Reasoning with yourself?

## The Good Of Humanity

### Activity: Change Your Thinking

*In this activity, students use their own resources to come up with sample conflict situations to which they can apply ways to change their thinking -- to use their beginners' minds. It may be helpful to have assistants for this activity so that someone can be monitoring and helping the groups put their projects together.*

Divide the students into several groups of three or four.

✓ Groups 1, 3, 5, etc., will create a conflict situation of some kind, between two people. Two or more people in that group will roleplay those characters. The point of their creation is to show us a situation in which there is strong conflict, with little chance of resolution, because the characters are adamant about their beliefs. Give these groups 5-10 minutes to create roleplays. *Sample conflict situations are in Addendum #12B.*

- ✓ Pass out paper and pencils/pens to one member of each Group so that they can take notes when the time comes.
- ✓ Groups 2, 4, 6, etc. will be responsible for creating suggestions that characters in Groups 1, 3, 5, etc. can change their thinking. While the odd numbered groups are creating roleplays, the even numbered groups can go over facts/beliefs, fears and judgments, inner conflict and how it affects our actions, the 12 nonviolent alternatives to prepare for making their suggestions.
- ✓ When the roleplay groups are ready, have Group 1 present their roleplay of a conflict situation that apparently cannot be resolved. During their presentation, it will be the responsibility of Group 2 to make notes of beliefs, fears, judgments -- things they believe are contributing to and prolonging the conflict.
- ✓ After the roleplay, Group 2 will then offer suggestions about how to resolve this conflict, and Group 1 will replay the situation making use of some of the suggestions. Allow Group 2 members to call "Stop!" if the Group 1 characters are acting out of a hurtful belief, a fear or a judgment during the second enactment of the original roleplay.
- ✓ Then have Groups 3 and 4 follow the same pattern. And so on, until all groups have performed their roleplays and have accepted and tried suggestions.

Thank students for their participation and ask them to please sit down.

### **Discussion:**

1. Tell students that the solution to violence can be found in the Martial Arts. Ask:
  - Do you believe me?
  - When I tell you something that I strongly believe, do you automatically accept it? Or do you question it?
  - When you believe something and I believe something, and these two beliefs contradict each other, is there no chance for us to resolve our beliefs?

- What is the first step in dealing with a belief that is different from yours?
- Do you hold on to your belief, insisting that what you believe is better? That God is on your side? That what you are doing is for the good of humanity?
- What is the danger in holding on to your belief without attempting to understand someone else's -- even if you believe yours is "right"?
- Would you say the greatest danger of war occurs when one side, or one person, does not UNDERSTAND the other person or side?
- Have you ever been guilty of NOT UNDERSTANDING or NOT TRYING TO UNDERSTAND someone who thinks or acts differently than you?
- By not understanding, do you think it's possible that in that situation you prevented peace from happening?
- Where do you think peace begins? *With me.*

**Activity:** *This final activity allows the student to compose his or her own suggestions to a real or imagined person, allowing him/ her to express feelings based on the intent to stop conflict.*

Pass out paper and pencils to all students. Ask them to think of someone whom they would like to make suggestions to about some conflict they have seen in that person's life. It could be a close friend, a family member, a public official, a criminal.

Tell them: You will write (write these on blackboard):

- ✓ Who you are.
- ✓ Why you are writing.
- ✓ The conflict you have seen.
- ✓ How you think this person can help stop conflict.
- ✓ Why you believe it's important to put an end to conflict.

- ✓ Sign your name.

**Activity:** **Group Pull-Up.** *This activity is intended as a final exercise, everyone pulling together as a team, to show how strong a group can be when everyone works together.*

Divide students into groups of four. Tell students:

- ✓ Sit in a circle of four people.
- ✓ Grasp hands or arms and try pulling up to a stand, as a unit.

If the groups are successful, increase the size of the circles. Have two groups of four come together as a group of eight and have them try the same game again.

Finally, have all students sit in one, large circle, perhaps linking elbows, and figure out workable ways to get up together, as a unit.

**A Quote To Note:** Write this quotation on the blackboard. Ask students to look it over before they close their eyes for Mukuso.

"A journey of a thousand miles  
Starts under one's feet."

– Lao Tzu

### **Moment of Mukuso**

*For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). Invite students to focus on their "empty" self, on a personal conflict, or on anything they have learned in class today. This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Mukuso, to read to students.*

### **Ending Congratulations**

Leave time at the end of this final lesson to celebrate everyone's learning and understanding, and to congratulate the students on their fine work toward better understanding conflict. Suggested activities:

- Take a vote and select their favorite activity and play it as a final activity.
- Have a festive gathering, in which students talk about their

favorite parts of what they've learned.

- Bring in a newspaper, select an event happening this week and have everyone pretend they are members of the United Nations, and attempt to work out the problem.
- Write a letter to a political official, recommending ways to resolve conflict. Have every student sign the letter -- and send it.
- Pre-plan a dramatic presentation to put on for other students, or families and friends, illustrating conflict and how we all can work together to resolve it.
- Make up some diplomas and give one to each student who completes this curriculum, inserting each student's name on his or her diploma. Plan a ceremony to pass out the diplomas.
- Choose your own activity.
- Ask students what they would like to do as a final activity.

### **Final Words**

- Tell students about the next level they can go to in this curriculum.
- Look over the following curriculum and give the students examples of what they would be learning to continue their studies.
- Please encourage students to read the books and create question times on their own with you, their friends, families or in class, to discuss what they have read. By encouraging reading and discussion, you help them feel free to question. Questioning is developing a strong, flexible mind, which is necessary in helping them understand and end conflict, which is the fundamental intent of all the Martial Arts.
- Send them off feeling good about themselves and proud that they have learned so much about how to resolve conflict -- in themselves and in the world. Thank them for being good listeners, and believers in a world of peace.

**CURRICULUM B**  
**ADDENDA**

## **Addendum #1A**

### **WAYS OF THINKING**

#### **Old Way**

I study Karate to defend myself, protect myself and promote an image of a strong self, to get the better of a potential enemy.

#### **New Way**

I study the Art of karate to understand myself, to be more aware of aggression, to learn to subdue a potential enemy without fighting.

## Addendum #1B

### MOMENT OF MUKUSO

For the final minutes of each lesson, practice the following Mukuso. The intent of this important exercise is to help students understand conflict and to ease thoughts that cause conflict inside them.

Ask students to sit as comfortably as they can, as relaxed as they can. Then tell them the following:

- Think of someone or something that has been on your mind lately -- your father, your mother, your teacher, your close friend, kids at school, your homework. Pick just one thought.
- Perhaps you might want to think about someone or something you feel angry or hurt about. Or, think about what we've talked about today.
- Sit as comfortably as you can, close your eyes, and look inside at your hurt or angry feelings. Don't DO anything. Just WATCH.
- Let those feelings come up like bubbles in a glass of soda. Watch how they disappear, without any effort. You don't have to do anything. What is important is to just watch. Try not to judge what you see. If you do, just watch your judging. The point is to let the thoughts come and go without doing anything, without acting on the scary or hurtful thoughts.
- Think about where that hurt or angry feeling came from, and think about how good it feels to have it go away.

*You can vary each Mukuso by including a thought from each day's lesson in the Mukuso, so that every lesson teaches the importance of Mukuso and, at the same time, adds more for the student to think about during Mukuso.*

## Addendum #2A

### THE CONFLICT AROUND ME

1. I have seen my Mother in conflict over \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
2. I have seen my Father in conflict over \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
3. I have seen a friend of mine in conflict over \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
4. I have seen conflict in my school over \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
5. I have seen conflict in this Martial Arts school over \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
6. The most conflict I have in my life is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## Addendum #2B

### POWERFUL WAYS TO AVOID CONFLICT

1. **Make Friends.** Treat the bully as a friend instead of an enemy. All bullies need admiration and respect.
2. **Use Humor.** You can turn a scary situation into a funny one. But be careful. Have *fun with* the bully rather than making *fun of* the bully.
3. **Trickery.** Pretend you are sick. Pretend you have poison oak. Pretend you have some disease or infection the bully will get if he/she fights with you. Tell the bully someone is about to meet you. Pretend to faint.
4. **Walk away.** Don't get into it. Walk away. This is a simple and often overlooked way to end conflict before it ever begins. Keep walking.
5. **Agree.** If a bully insults you, agree with him/her. If you feel insulted, let your anger rise up, watch it, and let it go.
6. **Refuse To Fight.** This may sound contrary to what you have always been told, but one way to stop conflict is to not fight, no matter what happens.
7. **Stand Up To The Bully.** This can work, but it can also make some bullies angrier. You must decide if you think this alternative will work in this situation, with this bully.
8. **Scream/Yell.** A good shout or Kiai can shock the bully and distract him or her for a moment, so you can get away.
9. **Ignore The Threats.** This is similar to simply walking away. You hear the threats and you turn and walk away from the bully, even though the bully is calling you a coward and trying to get you angry enough to react.
10. **Use Authority.** Call a teacher, a police officer, a parent, or someone you know who can help stop the bully from hurting you. This is not being a coward. This is stopping violence before it begins.
11. **Reason With The Bully.** If you are a good talker, perhaps you and the bully can talk it out. If you don't argue or get angry, if you act friendly, you might convince a bully to not hurt you.
12. **Take A Martial Arts Stance.** As a last resort, take a strong Martial Arts stance. This tells the bully you are prepared to protect yourself if you are attacked. But hopefully, one or more of the other ways will work.



**Addendum 3B-1**

**ANGRY FACES**

**(Use drawings sent in previous draft as examples  
to give to illustrator.)**

**Addendum 3B-2**

**ARROW AND CROSS**

**(Use drawings sent in previous draft as examples  
to give to illustrator.)**

**Addendum 3B-3**

**COMBINATION**

**(Use drawings sent in previous draft as examples  
to give to illustrator.)**

## Addendum #4A

### ROLEPLAY

#### Why Use It?

Young people have many of the same problems as adults, and have to deal with conflict situations just as trying as ours, but they are not as verbal or intellectual as adults. Just as we adults better understand concepts when we see examples, young people need examples even more. When they "play out" examples, they get the information more easily. When very young children are playing house, with the mommy, daddy and dolls, it is not idle play. They are learning what it is like to *be* a mother or father; they are acting out roles -- roleplaying parents.

Roleplaying is understood from age 6 up. The main objectives of roleplaying are:

- To create a safe, controlled and supportive atmosphere, where a young person can act out a threatening situation. This relieves the pressure and anxiety of conflict the young person has experienced.
- To give a young person the chance to create alternatives to their conflict encounters, thus creating a sense of power and mastery in similar threatening situations.
- To give the young person a chance to not only play out the role of the victim but also to play out the role of the aggressor. This gives the student the opportunity to "get into" the other person's shoes, so they can begin to understand why that person would want to be the bully. This helps relieve fear and promotes a more subjective, empathetic understanding of another person's plight.
- By creating, recreating or re-enacting a disruptive event, the young person may become more aware of his or her *own* contribution to the problem.
- To give the young person an opportunity to see how he or she could have prevented the situation from happening in the first place.

## How Do I Do It?

Much has been written, especially in Humanistic Psychology, about roleplaying. You can find books in your local bookstores or library on roleplaying and psychodrama that will help you. Roleplaying and psychodrama can be very effective in helping people work out their fears. These are powerful tools and should be practiced carefully. Training from qualified teachers is recommended, and can be gotten from colleges, universities and other organizations.

Since our basic interest here is "kids fighting," the following are simple pointers to enable you to help them create alternatives to conflict situations.

There are two ways to do roleplaying:

1. **Made Up Or Mock Situations.** The advantage here is that you are less likely to get too deeply into emotional problems behind their conflict. The disadvantage is that it is only play-acting. There is no real feeling behind it, and so learning is more at the surface level.

2. **Real Life Situations.** You might uncover emotional trauma a young person has beneath the surface situation. If you sense that a person is "emotionally disturbed," you may want to use mock situations with this person. You may want to let the parents know if you see any behavior that might warrant more professional help.

The advantage here is that real life situations are more real, and the student will have strong emotions around it. This usually helps motivate a person in understanding and wanting to do something about the problem.

## The Process

Most roleplays have a "bad guy" and a "good guy" -- the Bully and the Victim. Neither is truly solely good or bad, but when we start with a black and white situation, it helps us learn about the grays.

It's good to ask for volunteers. Kids usually love to ham it up. I tell them what the roleplay is about and sometimes hand out sheets that have roleplays already written out for them to read. Some include portions they read as if they were talking out loud to themselves, and some include only dialogue between two or more characters. To avoid confusion, it's advisable to give them an example of what you want, or to read a portion of the dialogue yourself to illustrate the kind of roleplaying you are looking for. Get a good roleplayer by modeling one.

You may want to act as facilitator of each roleplay situation or participate yourself. There will always be an audience for every roleplay and, as such, they give valuable feedback to the volunteer roleplayers. They can also boo or cheer, which adds to the dramatic effect, including everyone in the skit.

The roleplays offered in the Lesson Plans are for your convenience, to help students learn the lesson being taught. You are welcome, however, to create any roleplay situation you think might help. For example, you might divide the students into two groups: The Bully Group and the Victim Group. Then, ask one volunteer to act or play out the role of a Bully or Antagonist. He or she comes up to the Victim and starts picking on him or her. The Bully goads the Victim on by pushing, shoving, grabbing (ask students to not get too physical). Try to keep the participants from moving too far away from the center of the group. At this point, the Victim can try out his or her nonviolent alternative. Tell the Bully ahead of time, on the side, not to give up too easily, but to give up at some point, so the Victim can learn how to win. There must be enough time to let the situation be real enough so that the Victim has to work at his/her role. This will create a more realistic situation. As the Victim ("good guy") is trying out an alternative, ask the Bully Group which one the Victim is using. This gets them involved in both sides of the situation.

When using real life situations, you will want more sensitivity. You don't want booing and yelling. It should be more thoughtful and serious. Ask for volunteers to raise their hands. Listen to several stories and pick the easiest or safest first. Potential problem situations are best referred to a professional.

In real life situations, ask for a volunteer to be the Antagonist. It is sometimes best to let the volunteer victim pick his or her antagonist, but not always. Be sensitive to this process. You may have to do it for them. In real life situations, it is advisable that you stay in control of the game -- be the "authority," gently supporting and guiding the process. Allow them to freely explore their feelings and situations independently, but also, and at the same time, be there for them if they need you.

On the following page are more techniques in roleplaying that you can use. Some are already used in the Lesson Plans, and some are not.

## Additional Roleplay Techniques

○ **Soliloquy.** The Victim speaks aloud about feelings he or she had before, during and after the conflict situation. This helps the student to identify his/her feelings as valid, and clarify those that everyone at one time or another feels. It is helpful if YOU are HONEST about your own feelings -- your fears, humiliations, sadness. I usually tell the group about my personal experiences with conflict I had at their age -- not as a lecturer, but as someone sharing with them that I know, from the inside, what they are going through.

○ **Mirroring.** One person imitates a Victim's behavior. This is an effective way to give feedback and understanding to the Victim as to how others see and react to him or her. It can give the Victim a new viewpoint on the situation. Be very careful that this is done with sensitivity -- as a gift rather than a putdown. You might begin this technique by playing the role first yourself.

○ **Alter Ego.** The Alter Ego is the Victim's own invisible, unexpressed self. The main purpose is to help the Victim express emotions. Another is to provide support, give empathy and dramatize unexpressed feelings. It can help interpret the Victim's resistances and defenses. For example, if you get behind the Victim while he or she is playing out his or her role and say, "I feel scared. I just want to run and hide and cry" -- this can help the Victim identify his or her own feelings. Again, care and sensitivity are very important.

○ **Role Reversal.** The Victim literally takes the place of the Bully -- actively places him or herself in the other person's shoes, taking on *their* emotions, attitudes. This helps decrease anxiety and allows for greater empathy and understanding of the Bully.

○ **Imaging.** One good imaging process asks students to imagine themselves as animals -- they pick one special animal they really like. Ask them to do some research on this animal: What are its habits? Where does it come from? How does it live? This works well for very young students. They imagine themselves as this animal -- move like it, feel what it's like to be this animal, from the inside. This fantasy gives them the chance to develop psychological power, a "spirit" that can give them strength. They can talk about their animals as an ongoing process. You might ask them to be their animal during basics and katas.

There are many more techniques -- too many to include here. I recommend you read *The Centering Book -- Awareness Activities For Children, Parents and Teachers* by Gay Hendricks and Russel Wills, for excellent exercises to do with your students to help them resolve conflict. They are easily adapted to your own or your students' situations.

## **Addendum #4B**

### **THE VIOLENT APPROACH**

**TERRY**

(Say this out loud, but to yourself:) There's Dale -- a first-class idiot. He said I was stupid and never do anything right. Every time I see him, which unfortunately is every day at school, I want to tear his insides out. I'd like to see him get run over by a car, or attacked by an alien from outer space.

**DALE**

Hi, stupid. How're you doing?

**TERRY**

Why don't you just dry up and die?

**DALE**

Because then I couldn't call you stupid, could I? Then you wouldn't know how hopeless you are, how pathetic and dumb you are.

**TERRY**

Listen, you idiot. You deserve this. (Pretend to punch Dale.)

## Addendum #4C

### THE HEROIC APPROACH

#### TERRY

(Say this out loud, but to yourself:) There's Dale -- a first-class idiot. He said I was stupid and never do anything right. Every time I see him, which unfortunately is every day at school, I want to tear his insides out. I'd like to see him get run over by a car, or attacked by an alien from outer space.

#### DALE

Hi, stupid. How're you doing?

#### TERRY

(Say this to yourself, but aloud:) What do I say to this jerk? My heart is beating like wildfire; my fists are clenched; I'm ready to explode. This feeling is violent!

#### DALE

Hey, stupid, are you in there?

#### TERRY

(Still talking to yourself:) It's *bad* to feel violent. It's *wrong* to feel this way. I'm just not a good person, I guess. I should *not* feel violent; violence is *bad*. I *should* feel nonviolent; nonviolence is *good*.

#### DALE

You're so stupid, you don't even talk, right?

#### TERRY

(Still talking to yourself:) What would a hero do in this situation? Probably not do anything violent. Probably turn the other cheek. Okay, I'm gonna be a good guy, but this is gonna make me nuts. I still want to punch this guy -- so bad, it hurts!

#### DALE

Bye, stupid. Guess we'll meet again, and you'll learn how to talk!

## Addendum #4D

### COOLING THE FIRE

**TERRY**

(Say this out loud, but to yourself:) There's Dale again. I still want to tear his insides out.

**DALE**

Hi, stupid. Got your tongue back?

**TERRY**

(To yourself, but aloud:) My tongue is back and so are my violent feelings. Okay, I have violent feelings. These are feelings I have. It's okay for this feeling to be inside me. Everybody gets violent feelings; this has nothing to do with being good or bad.

**DALE**

Maybe you're too stupid to understand the question.

**TERRY**

My mind put this feeling here. My mind put it here, because I feel put down when this idiot calls me stupid. Why should I feel stupid just because I'm being *called* stupid? That really *is* stupid! I'm not stupid, and I know it!

**DALE**

Hey, stupid....

**TERRY**

If you wanna talk to me, you're gonna have to call me Terry. Otherwise, we're just not gonna talk.

## Addendum #6A

### THE TROUBLE WITH ME

1. The trouble with me is \_\_\_\_\_

---

---

---

2. The trouble with me is \_\_\_\_\_

---

---

---

3. The trouble with me is \_\_\_\_\_

---

---

---

4. The trouble with me is \_\_\_\_\_

---

---

---

5. The trouble with me is \_\_\_\_\_

---

---

---

## **Addendum #7A**

### **QUOTATIONS TO PANTOMIME**

*Everyone is in the best seat.*

*If you are not happy here and now, you never will be.*

*To know that you do not know is the best.*

*To pretend to know when you do not know is disease.*

*The mind of a perfect person is like a mirror.*

*The perfect person can act without effort.*

*No object is mysterious. The mystery is your eye.*

*The less effort, the faster and more powerful you will be.*

## **Addendum #7B**

### **DIFFERENT BELIEFS**

**Angry Andy**

You're the new kid, aren't you?

**Peaceful Pat**

That's right. My name is Pat. What's yours?

**Angry Andy**

What makes you think I want to know your name?

**Peaceful Pat**

It's a common courtesy to tell your name when you first meet.

**Angry Andy**

Well, I don't want to know the name of a stranger.

**Peaceful Pat**

If we keep talking, maybe I won't be a stranger anymore.

**Angry Andy**

We don't think much of strangers around here. You should get out, move somewhere else.

**Peaceful Pat**

I like it here. I met some friendly people -- yesterday.

**Angry Andy**

Well, you don't look like you belong here.

**Peaceful Pat**

How does a person "look" like he belongs here?

**Angry Andy**

You think you know it all because you know Martial Arts, huh? Let's see you fight.

**Peaceful Pat**

Look, I don't want to fight. I'm not a fighter. Besides, you're bigger than I am. Can't we be friends?

**Angry Andy**

The last stranger that moved here robbed a lot of people. They

stole my bike. You strangers think you can move in and just take over.

**Peaceful Pat**

I don't want to take over anything. I just want to live here and make friends. I'm not like that last stranger. I'm me. Come on, *(offers a hand for a handshake)* let's shake hands.

**Angry Andy**

*(Slaps Pat's hand away.)* I don't shake with strangers. *(Walks away.)*

**Addendum # 9A**  
**THE THINGS I DO**

1. Some "bad" things I *shouldn't* do are:

---

---

---

---

---

---

---

---

2. Some "good" things I *should* do are:

---

---

---

---

---

---

---

---

**Addendum #9B**  
**GIVING YOUR TOTAL SELF**

1. A series of basic Martial Arts moves.
2. Planting a garden.
3. Writing a letter.
4. Talking on the phone to a friend.
5. Putting a puzzle together.
6. Putting your clothes away neatly.
7. Writing a song.
8. Building a house.
9. Taking a photograph.
10. Painting the moon.

**Addendum # 11A**  
**SUGGESTED FACTS OR BELIEFS**

1. Trying to be totally nonviolent generates violence.
2. We can study the essence of Martial Arts in anything we do.
3. When we have confidence, we don't have to fight.
4. In order to have peace, we must fight.
5. We need weapons and Armed Forces to achieve peace.
6. Conflict can be solved only by experts.
7. To have peace, we must act peacefully.
8. In order to be nonviolent, we must act nonviolently.
9. The way to end conflict is to understand it.
10. When I think I am "bad," I make an enemy out of myself.
11. Understanding the causes of war can end war.
12. Understanding what prevents peace is understanding what creates war.
13. The root of war is within us -- in the way we think and the way we act.
14. We are learning self-defense skills, because we are afraid.
15. In not trying to be strong, we find a powerful energy.
16. When threatened, all we can do is fight or run.
17. The best way to stop conflict is to stop it before it ever starts.
18. Emphasis on only fighting skills brings understanding.
19. Respect is something we feel only for others; not ourselves.
20. Finding our empty self can bring new meaning to our lives.

**Addendum # 12A**  
**THE FIRST THING I DO**  
**THE FIRST THING I THINK**

1. When someone shouts at me, the first thing I do is:
2. When someone driving a car cuts in front of me, and I'm in a hurry, the first thing I do is:
3. When my father yells at me for not mowing the lawn, the first thing I do is:
4. When my mother tells me not to stay out late, the first thing I think is:
5. When anyone tells me what to do, the first thing I think is:
6. When I see the Martial Arts used in a movie or on TV as a way to destroy and hurt people, the first thing I think is:
7. When I see military strength being used to bring about peace, the first thing I think is:
8. When I see war in the world, the first thing I think is:
9. When I see conscientious objectors refusing to go to war, the first thing I think is:
10. When I see political and military leaders promising to build up our military strength, the first thing I think is:
11. When I get a violent feeling, the first thing I do is:
12. When people talk about who's to blame for war, the first thing I think is:
13. When I see people arguing at work, in businesses, or arguments between store owners and customers, the first thing I think is:
14. When someone is mean to me, the first thing I do is:
15. When I become aware that I am judging myself as "good" or "bad," the first thing I do is:

**Addendum # 12B**  
**SAMPLE CONFLICT SITUATIONS**

1. A student wants to go on a weekend trip with some friends. One of the student's parents says, "Absolutely not."
2. One person received a bicycle for a present, and his/her brother or sister wants to ride it. The person who received the present refuses.
3. A student is accused, by a teacher, of writing a "book report" that was really written by someone else. The student knows this is true, but refuses to admit it.
4. A grocery store owner asks a student if he/she knows who might have broken the window of his store. The student knows but says he/she doesn't.
5. A State senator tells the Mayor that the people of that state want to pay less taxes, but the Mayor says that cutting taxes is impossible.
6. A soldier tries to help an invalid across the street, but the invalid tells the soldier to go away -- the invalid doesn't want to have anything to do with anyone from the military.
7. Political leaders have passed a bill that enables the country to spend less on the military and more on local schools. The country's top leaders say it's impossible to sign this bill.
8. Someone from a foreign country visits this country and screams at local people that they are killing his people and that they must stop immediately.