

MARTIAL ARTS FOR PEACE
12 WEEK – 12 STEP PROGRAM





MARTIAL ARTS FOR PEACE

MAP S.T.A.R.S.

A 12 Week-12 Step-Level Two Life Skills Program



PHYSICAL FITNESS Module 1 - Flexibility Yoga For Kids 12 Ways to Keep Yourself Healthy (15 Minute Segment)	Character Development Module 2 - Respect Martial Arts Manners Think, Speak, Act With Respect (15 Minute Segment)	RIGHTS & RESPONSIBILITIES Module 3 - Control Life Skills For Kids 12 Ways to a Successful Life (15 Minute Segment)	LIFE SKILLS Module 4 - P.A.L.S. 12 Positive Action Life Skills for Kids (15 Minute Segment)
Mountain	How Do You Like To Be Treated	Think Free thoughts	How Do I Stay Neat and Healthy?
Tree	How Do You Like People To Treat You	Say and Do What I Want	What Does It Take To Feel Good About Myself?
Bird	Imagine Being Spoken To This Way	Ask Questions and Receive Truthful Answers	Am I Creative? Am I Smart?
Fish	Make A Decision Before You Think Or Speak	Have My Own Belonging	What Does It Mean To Be A Friend?
Cobra	Speak As You Would Like Other To Speak	Have My Physical Needs Met	Am I Programmed To Act In A Certain Way?
Dog	Ask Questions Politely	Have My Emotional and Social Needs met	How Good Am I At Resolving Differences?
Cat	Offer Information In A Caring Considerate Way	I Can Be Honest and Open	What Part Do I Play In My Family?
Camel	Thank People Who Are Helpful	I Do Make Mistakes	What Does It Mean To Be A Good Friend?
Frog	Act Towards Others As You Would Have Them Act Towards You	My Right to Be Private	Does Every Privilege Have A Responsibility?
Stork	Offer Assistance When And Where You Can	Decisions That Affect Me	Is Everything We've Been Told By "Experts" True?
Rocking Horse Sitting Twist	Act Today In A Way That Will Make You Proud Tomorrow Give People RESPECT	I Can Live Without Fear I Can Stand Up for My Rights	Why Should I Know About Time and Money? Do We Need Boundaries For Our Behavior?
Demo	Demo	Demo	Certificate

Be a Peaceful Victor, Not a Victim of Violence

MARTIAL ARTS MANNERS

12 Ways to Act With Respect



**A Special Guide for Parents
To Teach at the Martial Arts School**

Twelve Lessons – Ages 8 to 14

by
Dr. Terrence Webster Doyle
with Adryan Russ

based on the
Martial Arts for Peace books
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Atrium Society
P. O. Box 816
Middlebury, VT 05753

Phone: (800) 848-6021

Online website: www.youthpeaceliteracy.org

Email: martialartsforpeace@gmail.com

A Note to Parents

The Martial Arts Code of Conduct is a system of social skills dedicated to living a life of peace and good will. Although it may seem odd to teach these together with the physical arts of self-defense, the Code is, in fact, the foundation of all martial arts, whose ultimate goal is to help prevent conflict. Cultivating these skills reduces the chance that young people will react out of fear to personal threatening situations, such as being bullied. Combined with the confidence that comes from knowing how to protect themselves, the skills in this program can help young people learn how to live with respect, and to understand and resolve conflict peacefully.

We teach our children that “good manners” are important, but we don’t always tell them why. Good manners are more than habits we “should” have. For the most part, they allow us to present ourselves in a positive light, and help us demonstrate respect — for other people as well as for ourselves — something we need in this world more than ever. That’s why we’ve written this curriculum, to help your child benefit in these ways.

Before starting the lesson plans, tell your children that they are about to embark on a new journey. Do your best to impart an air of mystery and excitement to evoke their sense of adventure. Begin by showing them the following warning, which we hope will open your child’s mind to new thinking.

WARNING:

**Awareness and new observations
may be hazardous to bad manners.**

**This class may cause you to experience
turbulent feelings of good will
and respect.**

I am interested in helping you make this program a success. Please feel free to contact me by phone (800-848-6021) or e-mail (martialartsforpeace@gmail.com). For other helpful information, you can check our web page: www.youthpeaceliteracy.com

I will be offering workshops at Martial Arts Business Conventions and certified Training Programs throughout the year on our intermediate and advanced Character Development Programs.

The Success of This Program!

The success of this program depends upon helping young people understand what *prevents* respect. And what prevents respect is conditioned thinking — thinking that confuses the mind and creates conflict within it.

Here is an easy formula to remember as you help your children understand how conditioned thinking prevents respect.

The Three “E’s”

- Explanation** This is a general definition of what conditioned thinking is. We talk about “conditioning” and how we’ve all been taught to think and act in certain ways. But that’s all we do — talk. We offer reasons to explain why we speak and act the way we do.
- Example** We offer a personal example of our conditioned thinking. We recognize that we’ve been disrespectful, and offer an example of some way we’ve been “conditioned” that has caused us to speak and act in disrespectful ways. This is called hindsight.
- Experience** We are aware — in the moment — of the effect of our conditioned thinking and how it’s preventing us from being respectful. This is an actual observation of our thinking as it’s happening. This is called insight.

It is this third level — insight — that has the potential for helping us become free of conditioned thinking that prevents respect.

All three of these levels are important for young people to understand. But most important is this third level — insight — that allows us to see what prevents us from being respectful toward one another. Once your children achieve this kind of insight, they are able to observe their manners in action, and make the decision to act in respectful ways.

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LESSON #1

How Do You Like To Be Treated?

Breakdown of Lesson #1:

- What are “good manners”?
- Do you like to be treated well?
- Do you like to treat others well?

Materials & Tools Needed:

- Tool 1A: Chalkboard and chalk, or paper and magic markers, p. 4.
- Tool 1B: Read before using: “Manners Are Mental!” p. 5.
- Tool 1C: Read before using: “I’m Showing My Manners!” p. 6.

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

What Are “Good Manners”?

1. Ask the children:

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

2. Tell your children:

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

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

Do You Like to Be Treated Well?

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

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

2. Tell your children:

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

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

Do You Like to Treat Others Well?

1. **Ask your children** (*encourage all responses; give them time to think*):
 - Do you treat others well? Name how you’ve acted in respectful, well-mannered ways today — at school, or at home.
 - Do you think that giving this kind of respect requires you to think before you speak — think before you act? How so?
 - When you act in a well-mannered, respectful way, is it your opinion that you’re more likely to get what you want? Why?
2. **Tell your children:**
 - In our day-to-day activities, we aren’t always *aware* of how we’re acting. There may be times when we’re being disrespectful, and we don’t know it.
 - We need to practice respect before we earn the right to get it!

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

Summary:

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

Congratulate your children
on completing the first lesson!

TOOL #1A- ACTIVITY

Manners Paint a Picture!

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

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

"BAD" MANNERS!

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

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

"GOOD" MANNERS!

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

TOOL #1B - ACTIVITY

Manners Are Mental!

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

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

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

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

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

TOOL #1C- ACTIVITY

I'm Showing My Manners!

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

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



LESSON #2

How Do You Like People To Treat You?

Breakdown of Lesson #2:

What Is roleplay?

Using roleplay to help us.

Your mind is a powerful weapon!

Materials & Tools Needed:

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

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

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

What Is Roleplay?

1. Ask your children:

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

2. **Tell your children:**

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

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

Using Roleplay to Help Us

1. **Tell your children:**

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

2. **Ask your children:**

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

Your Mind Is a Powerful Weapon!

1. Tell your children:

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

2. Ask your children:

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

3. Tell your children:

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

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

3. Ask your children:

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

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

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

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

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

TOOL #2A- ACTIVITY

Bad Manners at Work!

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

TOOL #2A- ROLEPLAY

Bad Manners at Work!

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

BREWSTER

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

CONDOR

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

BREWSTER

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

CONDOR

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

BREWSTER

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

CONDOR

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

BREWSTER

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

TOOL #2B - ROLEPLAY

Treat Me Like A Winner!

Before the Roleplay:

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

Do the Roleplay (see next page).

After the Roleplay:

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

TOOL #2B - ROLEPLAY

Roleplay: Treat Me Like a Winner!

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

PILAR

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

SACHI

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

PILAR

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

SACHI

Why say anything? Just keep talking.

ARTA

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

PILAR

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

SACHI

Hi.

ARTA

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

PILAR

You speak....okay!

ARTA

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

TOOL #2C- ACTIVITY

Manners I Experienced Today!

✓ Put up a chart in the classroom: MANNERS I EXPERIENCED TODAY. Every day invite your children to add words and phrases to one side of the list — “Winner” — or the other side — “Loser.”

✓ Tell your children:

■ One way to recognize when we're using appropriate manners is to take a good look at the words we use. Sometimes the words we use give away our manners!

■ After going through this list, put up your chart and add to it daily!

✓ Ask your children:

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

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

✓ Return to page 10.

TOOL #2C- CHART

Manners I Experienced Today!

Winners!

Losers!



LESSON #3

Imagine Being Spoken To With Respect!

Breakdown of Lesson #3:

Do we protect, or do we learn?

Using our imagination to achieve something real!

Strengthening our thinking in positive ways!

Materials Needed:

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

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

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

Do We Protect, or Do We Learn?

1. Ask your children:

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

2. Tell your children:

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

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

Using Our Imagination to Achieve Something Real!

1. Ask your children:

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

2. **Tell your children:**

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

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

Expanding Our Thinking While Working Our Body

1. **Tell your children:**

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

2. Ask your children:

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

3. Tell your children:

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

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

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

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

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

TOOL #3A - ACTIVITY

Violent and Disorderly Actions!

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

Disorderly or Violent Action

My Response to This Action

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

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

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

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

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

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

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

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

TOOL #3A - ACTIVITY QUESTIONS

Violent and Disorderly Actions!

✓ **Ask your children:**

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

✓ **Return to page 18.**

TOOL #3B - CHART

Twelve Ways to Act with Respect!

The highest goal of the martial artist is to stop a fight before it starts. Thinking before we speak or act — deciding to use our best manners, with strength and respect — is one of the best ways to stop a fight, because this stops the fight inside us! If we stop a fight brewing inside us, then we've already prevented a fight outside us!

THINK!

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

SPEAK!

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

ACT!

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

TOOL #3C- MENTAL SPARRING

A Bag of Manners!

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

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

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

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

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

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

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

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

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

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

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

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



LESSON #4

Make The Decision To Think Before You Speak!

Breakdown of Lesson #4:

Thinking before we speak creates awareness!

Awareness creates positive and respectful thoughts!

Respect stops conflict before it starts!

Materials Needed:

See Tool 4A: Make 3 copies of “My Stopping Place!” p. 30.

See Tool 4B: Make a copy for everyone of “Flipping Images!” p. 32.

See Tool 4C: Bring a bag, cut into strips: “My Actions Affect Everyone!” p. 34.

Thinking Before We Speak Creates Awareness!

1. Ask your children:

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

2. Tell your children:

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

**Go to Tool 4A, “My Stopping Place!”
Prepare this roleplay with your children.
Then return to this page.**

Awareness Creates Positive and Respectful Thoughts!

1. Ask your children:

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

2. Tell your children:

- Conflict is created with such thoughts as:
 - ✓ “That person is foreign. I’m not saying a word!”
 - ✓ “That person is a nerd. I don’t want to be associated.”
 - ✓ “That person is better looking than I am, and I don’t want to be compared.”

- Awareness is created with such thoughts as:
 - ✓ “That person is foreign. I could learn something about a new culture!”
 - ✓ “That person looks nerdy. I wonder what’s going on inside that brain!”
 - ✓ “That person is better looking than I am. Maybe I could learn some clothing and hairstyle tips!”

- When our thinking is positive and respectful, the conflict disappears, and we’re open to learning instead of protecting ourselves!

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

Respect Stops Conflict Before It Starts!

1. Ask your children:

- When you flipped the image from a negative one to a positive one, did it change your thinking? How so?

- When you think and act from a negative, sad or angry feeling inside you, do you “throw” those feelings outside yourself and inflict them on other people?

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

2. Tell your children:

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

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

Summary:

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

TOOL #4A- ROLEPLAY

My Stopping Place!

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

TOOL #4A- ROLEPLAY

My Stopping Place!

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

CRANKY

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

SLEEPY

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

WARY

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

SLEEPY

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

CRANKY

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

WARY

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

SLEEPY

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

CRANKY

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

TOOL #4B- ACTIVITY

Flipping Images!

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

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

TOOL #4B- ACTIVITY
Flipping Images!

Flip the following images from disrespectful language to respectful language!

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

TOOL #4C - A MENTAL EXERCISE

My Actions Affect Everyone!

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

TOOL #4C - A MENTAL EXERCISE

My Actions Affect Everyone!

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

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

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

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

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

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

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

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

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

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

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

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



LESSON #5

Speak As You Would Like Others To Speak To You!

Breakdown of Lesson #5:

Listen to how others speak!

Listen to yourself speak!

Speak as you would like to be spoken to!

Materials & Tools Needed:

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

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

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

Listen To How Others Speak!

1. Ask your children:

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

2. Tell your children:

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

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

Listen To Yourself Speak!

1. Ask your children:

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

2. Tell your children:

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

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

Speak As You Would Like To Be Spoken To!

1. Ask your children:

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

2. Tell your children:

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

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

Summary:

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

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

TOOL #5A- ROLEPLAY

Stop That Fight!

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

TOOL #5A- ROLEPLAY
Stop That Fight!

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

TAPPAN

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

BURNHAM

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

TAPPAN

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

BURNHAM

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

TAPPAN

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

BURNHAM

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

TAPPAN

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

BURNHAM

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

TOOL #5B- ACTIVITY

Is That Me?

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

TOOL #5C - ACTIVITY

I'm Strengthening My Mind!

- ✓ **Pass out a copy of the next page to each child. Tell your children:**
 1. Think of 10 things you said today, or questions you asked. It doesn't matter who you spoke to, or how long you spoke. Just think of 10 things.
 2. Did you say, "Good morning?" "See you later." "I don't want any breakfast." "Do I have to do that?" There must be at least 100 things you asked or said today. Let's come up with 10 of them.
 3. On the piece of paper I'm giving you, write in the left column the 10 things you remember you said. It doesn't matter whether you were angry when you said these words, whether you were sad, happy, complaining, loud, opinionated, bossy, helpful, polite or impolite.

- ✓ **Give your children several minutes to write them down. After you call time, tell them:**
 1. Take a look at what you've written. Go to your stopping place and ask yourself:
 - "How well did I say that?"
 - "Was that the best way I could have asked that question?"
 - "Was I thoughtful when I asked that person that question?"
 - "Was I putting my best foot forward?"
 - "If I could go back, how would I rephrase that question?"
 - "If I were going to win an award for the most polite way to say something, would I need to change the way I said that?"
 2. In the right-hand column, write, in the title box: **"Ways to Say or Ask It Better!"** Then, think of a "different" way to ask that question, or say that sentence — to make it stronger, more thoughtful.

- ✓ **When your children are finished, read the comparisons out loud!**

- ✓ **Return to summary, p. 38, and review with your children.**

TOOL #5C - ACTIVITY

I'm Strengthening My Mind!

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

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



LESSON #6

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

Breakdown of Lesson #6:

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

Materials Needed:

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

The Art of Asking A Question

1. Ask your children:

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

2. Tell your children:

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

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

The Strength You Project When Asking

1. Ask your children:

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

2. Tell your children:

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

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

Manners Speak Louder Than Words!

1. Tell your children:

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

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

Summary: *Read the following to your children:*

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

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

TOOL #6A - MENTAL SPARRING

Wake Me Up!

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

TOOL #6A- MENTAL SPARRING

Wake Me Up!

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

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

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

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

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

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

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

I need money. Loan me twenty bucks?

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

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

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

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

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

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

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

My Powerful Questions!

- ✓ **Ask your children to read aloud the following questions. After they're all read, ask them to vote on the one(s) they think are the most powerful. There are no "right" or "wrong" answers, and the discussion that follows could turn into a healthy mental exercise!**
1. Are you going to give me your lunch money, or am I going to have to turn you upside down and shake it out of you, you punk?
 2. Since you're well known for your knowledge about the martial arts, would you kindly tell us why the highest goal of the martial artist is to stop a fight?
 3. Does it seem to you that I've been acting on images I've been conditioned to believe?
 4. If we don't get served pretty soon, I'm going to leave. What in hell is taking so long?
 5. If I said something awful to you today, would you still be my friend tomorrow?
 6. If I were your worst enemy, what could you do to turn me into a friend?
 7. If I have great mental strength, and great physical strength, is it possible that I may never have to fight?
 8. What's so good about thinking before we speak? If I'm smart enough, shouldn't I be able to spit out anything that pops into my mind?
 9. I understand why human beings fight each other, but do you think there will ever come a day when humans stop fighting each other?
 10. If you were me, what would you do to get stronger?
- ✓ **Return to page 45.**

TOOL #6C - ACTIVITY

Read My Manners!

- ✓ **BEFORE THE ROLEPLAY**, ask for two volunteers to roleplay the parts of **Hansen** and **Dutch**. (Make two copies of roleplay.)
- ✓ Tell the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Bring to their attention words in parentheses, if any — which are instructions to the reader, but not said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. Notice the thoughts and actions of both characters in this roleplay.
 2. Notice how actions sometimes speak louder than words.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Did this roleplay show you one person with bad manners? Two people? One with bad manners and one with good?
 2. Who do you think had the best manners? Which had the worst?
 3. Did Hansen have a lot more to say than Dutch?
 4. Because Hansen said more, do you think that Hansen's manners showed more than Dutch's?
 5. Is it possible that Dutch told us more about Dutch's manners than Hansen did — without saying anything?
 6. What do you think Dutch was feeling during this roleplay? Was Dutch happy? Irritated? Bored? What makes you think so?
 7. Do you think sometimes our actions speak a lot louder than the things we say?
- ✓ **Thank your children for participating.**
- ✓ **Return to page 46.**

TOOL #6C- ROLEPLAY
Read My Manners!

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

HANSEN

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

DUTCH

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

HANSEN

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

DUTCH

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

HANSEN

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

DUTCH

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

HANSEN

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

DUTCH

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

HANSEN

Hey! Where are you going?



LESSON #7

Offer Information In A Caring, Considerate Way

Breakdown of Lesson #7:

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

Materials Needed:

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

The Quiet Power of Patience

1. Ask your children:

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

2. Tell your children:

- When we’re in danger, we usually want to either fight or run away. This “fight or flight” response is a healthy and natural response to real danger. We’re “conditioned” to think and act in these ways.
- Sometimes our “fight or flight” response happens when the danger is not real, but based on a fear or prejudice we have.

- When we get scared, we tend to forget our manners. The reason is that we do not go to our stopping place, the place where our sense of calm and respect are waiting for us.
- Any fear we have is usually based on something that happened to us in the past. As soon as we recognize that, we can quickly go to our stopping place, get calm, and remember our manners!

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

The Convincing Force Of Conditioning

1. Tell your children:

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

2. Read to your children:

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

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

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

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

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

3. Ask your children:

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

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

Learn To Think For Yourself

1. Ask your children:

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

2. Tell your children:

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

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

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

Summary:

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

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

TOOL #7A - ACTIVITY

Going To My Stopping Place!

✓ **Ask your children:**

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

✓ **Tell your children:**

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

✓ **Ask your children:**

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

✓ **Return to page 53.**

TOOL #7B - ACTIVITY

I'm Conditioned!

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

TOOL #7B - ACTIVITY
I'm Conditioned!

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

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

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

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

TOOL #7C - ACTIVITY

Bubbles in a Glass of Soda!

- ✓ **Ask your children to sit comfortably and relax. Tell them:**
 1. Think of someone who's been on your mind lately, or something you've thought about a lot lately — a parent, teacher, close friend, kids at school, your homework. Pick one thought.
 2. You may want to think about someone who lately has made you feel angry or hurt.
 3. As you sit comfortably, close your eyes and look inside at your hurt or angry feelings. Don't do anything — just **watch!**
 4. Whatever your hurt or angry thought-and-feeling, just let it come up like bubbles in a glass of soda. **Watch** the thought-feeling bubble up, and then **watch** it disappear, without any effort.
 5. Do your best to not judge what you see, by saying "That's good," or "That's bad." If you do, just **watch** that you're doing that.
 6. The point is to let any thought-feeling come and go without ever acting on it. **This is your stopping place. This is where your mental strength waits for you.**
 7. Have you ever seen bamboo in the wind? It bends but does not break. In this place, you are like bamboo. You are able to **not** hurt back, even when you've been hurt. This gives you remarkable mental strength.
 8. This is the true essence of the study of martial arts: learning to not hurt back — stopping conflict before it starts, whether it's in your mind, or clenched in your fists and ready to attack another person.
- ✓ **Congratulate your children on a successful activity!**
- ✓ **Tell them that this exercise can be done anytime, anywhere to deal with feelings of anger, hurt, frustration, loneliness or discouragement. This activity helps us feel the hurt, not hurt back and experience great mental strength.**
- ✓ **Return to page 54.**



LESSON #8

Thank People Who Are Helpful To You!

Breakdown of Lesson #8

The power of thinking “Thank you.”

The power of saying “Thank you.”

The power of acting with gratitude.

Materials Needed:

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

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

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

The Power of Thinking “Thank You”

1. Ask your children:

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

2. Tell your children:

- When we shine our awareness — like the moon shines light on the world — on words people say and actions they take to be helpful, we can see many of them right away!
- Most of us are lucky in many ways to have people in our lives who do thoughtful, respectful things for us — often without our even having to ask for them!
- Can you think, right now, of at least three people you would like to thank for what they may have done for you in the past?

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

The Power of Saying “Thank You”

1. Ask children:

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

2. Tell children:

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

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

The Power of Acting With Gratitude

1. **Ask your children:**

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

2. **Tell your children:**

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

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

Summary: *Read these to your children.*

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

Congratulate your children
on completing another terrific lesson!

The Unbroken Flame of Gratitude!

✓ **Tell your children:**

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

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

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

✓ **Return to page 61.**

TOOL #8B - ACTIVITY

Thanks!

- ✓ Tell your children:

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

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

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

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

- ✓ Return to page 62.

TOOL #8C - ACTIVITY
I'm So Grateful!

- ✓ Tell your children:

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

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

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

- ✓ Return to page 62.



LESSON #9

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

Breakdown of Lesson #9:

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

Materials Needed:

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

Learning To Observe Others

1. Tell your children:

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

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

2. **Ask your children:**

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

Standing In Someone Else’s Shoes

1. **Ask your children:**

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

2. **Tell your children:**

- Words like these are an attempt to put down, de-humanize, hurt or make someone feel inferior.
- When someone calls you a name, the only thing that can make it true is your **reaction**.
- If you **react** to this name-calling as if it’s true — and take it as an insult — you create conflict inside your brain.
- If you **act** toward this person doing the name-calling as if this name does not apply to you — you create no conflict inside your brain, and you feel no need to respond!

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

Deciding Whether To Act, Or React

1. Ask your children:

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

2. Tell your children:

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

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

Summary: *Read through these with your children.*

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

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

TOOL #9A - ROLEPLAY

I Judge! I Reflect!

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

TOOL #9A - ROLEPLAY
I Judge! I Reflect!

MORGAN

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

MAXI

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

MORGAN

You are the dumbest looking person I have ever seen!

MAXI

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

MORGAN

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

MAXI

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

MORGAN

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

MAXI

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

MORGAN

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

MAXI

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

✓ **Return to previous page.**

TOOL #9B - ACTIVITY

Conflict! Or No Conflict!

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

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

TOOL #9C - MENTAL SPARRING

Insult Me 'Til I'm Strong!

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

1. Every day there are people, places and things that can trigger a reaction in us to fight.
2. When we become familiar with how this reaction is triggered, we get better at NOT LETTING IT GET TO US!

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

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

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

1. Continue in this way, encouraging students to come up, one at a time to be a BULLY shouting an insult, or a VOLUNTEER who agrees with the Bully.
2. Give the VOLUNTEER the opportunity to respond peacefully and calmly every time a BULLY tries to create conflict.
3. Let students be creative and make up their dialogue.
4. Allow the VOLUNTEER to use original dialogue. Just make sure that the “insults” are not too mean, that children don’t say real, hurtful things to some of the kids who may feel sensitive to certain insults. Also, make sure they do not use swear words.

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

1. Did any of the insults or mean words get to you?
2. What was running through your mind when you heard these words?
3. What did you tell yourself about these words and thoughts?

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

TOOL #9C - MENTAL SPARRING
Insult Me 'Til I'm Strong!

BULLY 1

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

VOLUNTEER 1

(Focus on your own thoughts. No matter what the Bully says to you, focus on your thoughts!) **You are absolutely right when you say that about me. That's exactly how I am. I have always been that way. Maybe I always will be that way. Your words don't upset me. I control my feelings — not you.**

BULLY 2

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

VOLUNTEER 2

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



LESSON #10

Offer Assistance When And Where You Can

Breakdown of Lesson #10:

- What does it mean “to help”?
- What do I receive when I give?
- Where can I offer the best assistance?

Materials Needed:

- See Tool 10A: Review “Help,” p. 78, before participating with your children.
- See Tool 10B: Make a copy for each child of “Help At Home! Help at School! p. 80.
- See Tool 10C: Review this activity before you participate with your children.

What Does It Mean “To Help”?

1. Ask your children:

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

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

What Do I Receive When I Give?

1. Ask your children:

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

2. Tell your children:

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

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

Where Can I Offer The Best Assistance?

1. Ask your children:

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

2. Tell your children:

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

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

Summary:

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

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

TOOL #10A- Activity

Help!

- ✓ **There are no “right” or “wrong” responses to the following questions. The object of this activity is to create awareness in children of what it means to be helpful — whom they should help and, in today’s world, whom they should not help.**

- ✓ **Ask your children the following questions:**
 1. When you think of “getting” help, who is the first person who pops into your mind?
 2. Why do you think of this person?
 3. Has this person been helpful to you before? If so, what kind of help did you receive?
 4. Do you think that, if you had to help this person back, you would provide the same kind of help that was provided to you?
 5. If someone you don’t know approached you for help, would you help? Does it depend on the situation? Are there people you should definitely NOT help?
 6. Is there one way that you were helpful to someone today? What was the situation?
 7. Do you enjoy helping people? Why do you think so?
 8. Do you think it’s a sign of good manners when people are helpful to each other?
 9. Do you think that being helpful to someone you don’t know might be dangerous? In what way?
 10. What’s your favorite way to be of help?

- ✓ **Return to page 76.**

TOOL #10B - QUESTIONNAIRE

Help At Home! Help At School!

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

TOOL #10B - QUESTIONNAIRE

Help At Home! Help At School!

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

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

TOOL #10C - ACTIVITY

My Community Needs Help

- ✓ Ask your children:
 1. Take a moment to think about the community you live in. Is there something you can think of that your community needs in the way of help?
 2. Is this kind of help something that you can do?
 3. Is this help something that someone else could do?
 4. If this is assistance that you believe you cannot do, can you think of some way to get the assistance that's needed?
 5. What would be your first step in trying to get this assistance?
 6. What people would you contact first?
 7. Do you think that if you asked some friends or family members to join you, they might participate with you in getting this help?
 8. When would be a good time to contact these people?
 9. What will you do first?
 10. What steps will you take after your first one?

- ✓ Go over these steps with your children, and help them make this idea real!

- ✓ Make sure that your children take a certain amount of responsibility in this effort and that you're not the one who winds up doing it all.

- ✓ Achieving success in children's first endeavor is bound to ensure they're doing something like this again. Make sure the effort is doable!

- ✓ Return to page 77 to review the summary.



LESSON #11

Act Today In A Way That Will Make You Proud Tomorrow

Breakdown of Lesson #11:

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

Materials Needed:

See Tool 11A: A copy for each child of “Stop The World!” p. 86.
See Tool 11B: A copy of “Make Me Proud Tomorrow!” page 88, for every child.

Good Manners Are A State Of Mind

1. Ask your children:

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

2. Tell your children:

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

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

The Concept of “Stop! Think!”

1. Ask your children:

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

2. Tell your children:

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

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

The Path of Peace

1. Ask your children:

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

2. Tell your children:

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

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

Summary:

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

Congratulate your children on good work!

TOOL #11A - ACTIVITY

Stop The World!

- ✓ **Tell your children:**
 - The Path to Bad Manners is paved with false self-talk, prejudice or fear. Something someone has said to us is not the truth, or is a biased remark, or something that scares us for some reason. To cover our fear, we sometimes respond with bad manners.
 - The Path to Good Manners is paved with a strong focus on whether incoming information is true or false.
 1. We **understand** that we've heard or seen something that makes us feel afraid, and know instantly that being afraid can put us in conflict!
 2. We are **aware** that we're not sure if the threat we're feeling is real or imagined!
 3. We **see** that, if we're feeling falsely accused or threatened, there is some misinformation being passed along.
 4. We **listen** to our anxious thoughts and understand that they're there for a reason, *and* that they do not have to lead us into conflict!
 5. We **stop** our old, automatic, lazy thinking and we start to question — calmly, politely, intelligently!
- ✓ **Give each child a copy of the chart on the next page. Tell them:**
 - Here's a chart with examples of fearful thoughts, expressed with bad manners. Read each one. Then, next to it, in the right column, write a well mannered comment about this thought.
 - There are no "right" or "wrong" answers. The point of this exercise is to give you some "Stop! Think" moments so you can practice stopping the world!
- ✓ **After a few minutes, ask your children to read responses out loud; encourage discussion!**
- ✓ Return to page 84.

TOOL #11A - ACTIVITY
Stop the World!

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

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

TOOL #11B - ACTIVITY

Make Me Proud Tomorrow!

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

TOOL #11B - ACTIVITY

Make Me Proud Tomorrow!

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



LESSON #12

Give People The Greatest Gift — Respect!

Breakdown of Lesson #12:

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

Materials Needed:

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

From Automatic to Aware

1. Ask your children:

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

2. Tell your children:

- That's how it is with learning manners. It's possible that the first manners we learned in certain situations weren't the best ones, and now we have to re-learn new ones.
- Learning to find our moment of "Stop! Think!" isn't easy the first time around, but like with anything new, practice helps a lot!
- Eventually we learn to get to our "Stop! Think!" place quite easily, and we find that new thinking starts to take place. We find ourselves acting in new ways — ways that make us proud.

Go to Tool 12A, "From Automatic to Aware!"
Do this exercise with your children.
Then return to this page.

Three Steps to New Actions

1. Tell your children:

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

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

Give The Greatest Gift

1. Tell your children:

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

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

Summary:

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

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

TOOL #12A - MENTAL SPARRING

From Automatic to Aware!

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

TOOL #12A - MENTAL SPARRING

Cuts & Bruises!

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

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

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

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

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

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

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

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

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

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

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

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

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

You're never going to amount to anything!

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

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

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

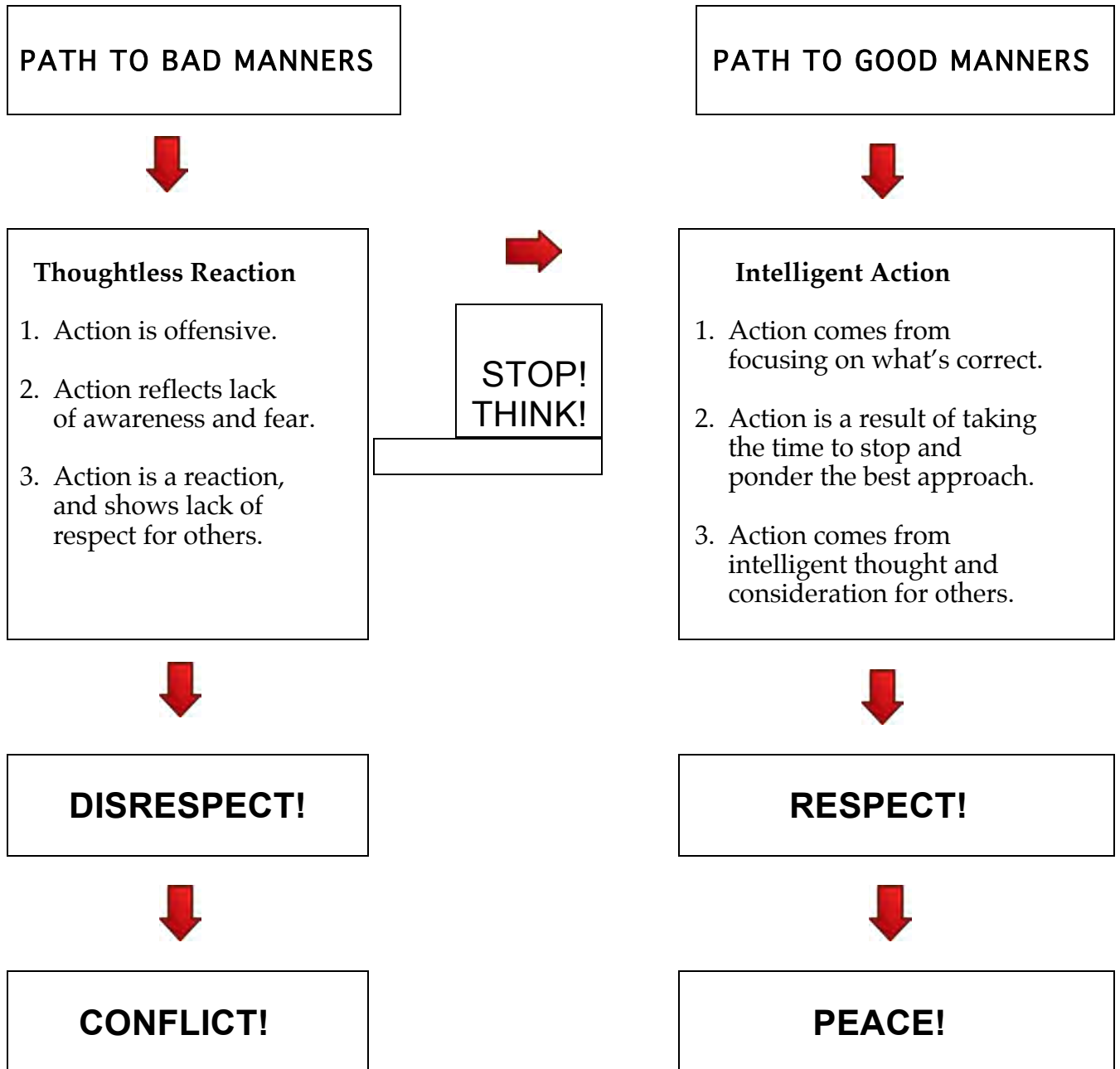
Who do you think you are, trying to hang out with us?

TOOL #12B - ACTIVITY

Aware! Focus! Understand!

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

TOOL #12C - CHART
Which Path Do I Take?





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

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

**Wish your children a lifetime of discovery
and a continual desire
to achieve the highest goal —
to stop conflict and prejudice before they begin...**

and to live every day with respect!

R&R **Rights & Responsibilities**

They Go Hand in Hand!

A Martial Arts for Peace Life Skills for Kids Program™



Ages 10 - 13

by
Dr. Terrence Webster-Doyle
with Adryan Russ

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

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If You Lived as a Child in the '40s, '50s, '60s or '70s, How Did You Survive?

Looking back, it's hard to believe that we have lived as long as we have. As children, we rode in cars with no seat belts or air bags. Riding in the back of a pickup truck on a warm day was always a special treat.

Our baby cribs were covered with bright colored lead-based paint. We had no childproof lids on medicine bottles, doors, or cabinets, and we drank water from the garden hose, not from a bottle. When we rode our bikes, we did not wear helmets, and many of us hitchhiked to town.

We would spend hours building our go-carts out of scraps and then ride down the hill, only to find out we forgot the brakes. After running into the bushes a few times, we learned to solve the problem.

We would leave home in the morning and play all day, as long as we were back when the streetlights came on. No one could reach us all day — no cell phones. We played dodgeball, and sometimes the ball would really hurt. We got cut, broke bones, broke teeth, and no lawsuits came from these accidents. They were accidents. We had fights and punched each other and got black and blue and learned to get over it. No one was to blame, but us.

We ate cupcakes, bread and butter, and drank sugary soda but we were never overweight... we were always outside playing. We shared one grape soda among four friends, from one bottle, and no one died.

We did not have Playstations, Nintendo 64, video games, 99 channels on cable, videotaped movies, personal computers, or Internet chat rooms. We had friends. We went outside and found them. We rode bikes or walked to a friend's home and knocked on the door, or rang the bell or just walked in — and talked with them, without asking a parent or guardian — by ourselves.

We made up games with sticks and tennis balls, and ate worms. Although we were told it would happen, the worms did not live inside us forever. Little League had tryouts and not everyone made the team. Those who didn't had to learn to deal with disappointment. Some students weren't as smart as others, so they failed a grade and were held back to repeat the same grade. Tests were not adjusted for any reason.

Our actions were our own. Consequences for behavior were expected; there was no one to hide behind. The idea of parents bailing us out if we broke a law was unheard of. They actually sided with the law.

The '40s-'50s-'60s-'70s generation has gives us some of the best risk-takers, problem-solvers and inventors ever. The past 50 years have produced an explosion of innovative people and ideas. We had freedom, bondage, failure, and success, and we learned how to deal with them all — before lawyers and government regulated our lives for what they call "our own good."

If you're among this generation's risk-takers — congratulations. You remember when our own good was something we fought for and believed was our responsibility.

— *Anonymous*

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LESSON 1:

Think Free Thoughts!

My Right! My Responsibility!

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

- Do you believe you have the right to think free thoughts?
- What gives you this right? Are you born with it? Why do you think so?
- Do you think that everyone in the world has the right to think free thoughts?
- Do you think that those of us who have the right to think freely take it for granted?

2. Ask students:

- Do you think that every human being is entitled to certain rights?
- Do you think that many people forget that every right carries certain responsibilities?
- If we have the right to think freely, what responsibility do you think this right carries?
- Is it our responsibility to allow others to think freely — even if their thoughts conflict with ours?
- What does it mean to allow others to think freely? What action must we take to allow others to think whatever thoughts they choose?

Activity 1: Fill in the Blank I Think the Worst!

✓ **Ask students:**

1. Have you ever thought of getting back another person, even though you don't have the "right" to do so?
2. Did you have this thought because this person offended you, or hurt you, in some way?
3. Does it feel good to think this kind of thought, even though you would never consider actually doing harm to this person?
4. What if you learned that this person has sometimes thought of getting back at YOU? Does this feel good, too?
5. Do you think that other person is entitled to think this thought, even though it makes you uncomfortable?

✓ **Tell students:**

1. This is how it works! If I want the right to think freely — about anything at all — then I must allow others to think freely, too.
2. The right to think freely carries with it the responsibility to allow others the same right as I have.
3. Let's practice! Who wants to volunteer? *(When you get a Volunteer, ask him or her to fill in the following two blanks. Read the words that precede (1), and allow the Volunteer to fill in the first blank. Then, read the words that precede (2) and allow the Volunteer to fill in the blank:)*

"The reason I have the right to think freely about (1) (food, love, sports, poetry) is this : (2)_____"

4. Now ask the Volunteer to choose the name (1) of someone he or she disagrees with, argues with, has issues with, doesn't understand! Then, do the same thing:

"The reason I believe (1)_____ has the right to _____ is this: _____"

5. How does it feel to stand in the other person's shoes and contemplate what it's like for him or her to think freely?



LESSON 2:

Say and Do What I Want!

My Right! My Responsibility!

1. **Ask students the following questions. Encourage them to give you rapid-fire, alert answers! It's important for them to think quickly, on their feet!**
 - Do you think it's okay that you think a certain way and other people may not agree with you?
 - Is it okay to not say and do what everyone else does?
 - Are there times when you just plain want to say and do what you please, when and where you please, and you don't care what anyone thinks about that?
 - Do you ever stop to think how what you say and do, as well as when and where you say and do things, might affect other people?
 - Do you think that it may be your responsibility to think about how your words and deeds affect others?

2. **Tell students:**
 - ▲ If your team just *won* a championship game, you are very happy. You may cheer, jump up and down, and pat your team members on the back.
 - ▲ If your team just *lost* a championship game, you are not happy. You may mope, feel discouraged, unimportant, or incompetent.

3. **Ask students:**
 - Do you think that the right to "win," to be successful, comes with any responsibilities? What responsibilities, for example?
 - When recently did you say or do something, just the way you wanted to say or do it, without considering the effect on others around you? *Encourage Volunteers to speak! Offer an example of your own!*

Activity 2: Activity I Say What I Please!

- ✓ **BEFORE CLASS, write the column zones on the next page on the board, or make a copy for each student.**
- ✓ **Tell students: Here are three Say and Do Zones:**
Sweet! Spicy! Sour!
Zone 1 is one way to say what we please that's thoughtful, respectful.
Zone 2 is more self-centered; sometimes it bites and burns.
Zone 3 is bitter and disrespectful.
- ✓ **Go through EACH ZONE, ONE AT A TIME, and ask:**
 1. Who wants to volunteer and quickly offer a "sweet" way to tell us what you want? See the example? Now, you write one. (*Thank students for helping!*)
 2. Who wants to quickly offer a "spicy" way to say what just went up under Zone 1? (*Thank students for their good examples.*)
 3. Who wants to volunteer to quickly offer a "sour" way to tell us what's under Zones 1 and 2? (*Thank students for their thoughts!*)
- ✓ **Then ask:**
 1. Do all of the examples demonstrate a certain **right** we all have as human beings? *Go through the examples quickly.*
 2. Do all of the examples demonstrate a certain **responsibility** we all have as human beings? *Encourage quick responses.*
 3. If there are examples that do NOT demonstrate a responsibility, what does this say about us?
 4. Do you think that to understand everyone's human rights, we also need to understand everyone's responsibilities? Do they go hand-in-hand?
 5. When it comes to what we say and do, what do you think we need to do to remind ourselves to think responsibly?
 6. How do we stay alert so that we can SEE the effects of our thoughts, our words, our deeds on other people?

**Activity 2:
I Say What I Please!**

**Zone 1
SWEET!**

“I hope we win
this game!”

**Zone 2
SPICY!**

“I want to win this
game, and I want you
to lose!”

**Zone 3
SOUR!**

“I’m going to win,
and I don’t care
who loses!”



LESSON 3:

Ask Questions and Receive Truthful Answers!

My Right! My Responsibility!

1. Ask students the following questions. Encourage them to give you rapid-fire answers! Make the most of your 15 minutes!

- Do we all have the right to ask questions?
- Do we all have the right to receive truthful answers?
- Are we entitled to these rights, because questioning and getting honest answers help us learn and grow?
- What should we do if we can't get an answer from someone, or if someone doesn't want to answer our question, or is too busy, or tells us that our question isn't important?
- Should we ask someone else? Keep asking until we get our answer? Settle for NOT getting an answer?

2. Tell students:

- ▲ When people tell you that you are too young to understand, or that you do not need to know something — don't believe them!
- ▲ Age does not matter when you want to learn something. It's important to *respect* your curiosity.
- ▲ Every time you wonder about something, you get smarter!
- ▲ Wondering, considering and thinking strengthen our awareness and Mental Self-Defense™ skills (which you can learn more about in other classes)!
- ▲ When someone asks YOU a question, listen and respond truthfully. That is your responsibility!

Activity 3: A Mental Freestyle Ask Questions! Get Answers!

- ✓ **BEFORE CLASS, photocopy the following page, and cut the sayings on that page into strips. Fold the strips, so no one can see what they say, and put them into a hat or box.**
- ✓ **In class, ask students to form a circle. You can decide whether they stand or sit.**
- ✓ **Ask for a Volunteer to pick a strip out of the hat or box. Make more than one copy of each strip. Supplement the strips with ideas of your own! Be creative! You know your students best!**
 - ❑ Ask the Volunteer to pick a strip, open it and hand it to you. Ask the Volunteer whatever the strip says. The Volunteer must give a short, quick, alert response!
 - ❑ Ask that Volunteer to stand in front of another student, offer the box or hat of strips, and ask that student whatever question is on that student's strip of paper.
 - ❑ Student responses may be serious or funny. What matters is that they respond quickly! And have fun!
- ✓ **Continue until all students have had a chance to respond — but you'll have to move quickly! You have only 15 minutes for this lesson!**
- ✓ **Congratulate students on their good work!**

Ask Questions! Get Answers!
PICK A STRIP!

1. The right to go where I please means that I'm responsible for:

2. The right to say and do whatever I want means that I'm responsible for:

3. I have the right to crack a joke about someone, and the responsibility to:

4. My right to study the martial arts carries the responsibility to:

5. My right to eat whatever food I wish carries the responsibility to:

6. I have the right to receive truthful answers to my questions. My responsibility is to:

7. When I have the right to pick my own friends, my responsibility is to:

8. When I have the right to play loud music, my responsibility is:

9. I have the right to not do my homework. This carries the responsibility to:

10. My right to refuse to help with home chores carries the responsibility to:

11. When I ask a question and don't get an answer, my right is to:
And my responsibility is to:

12. I have the right to speak to any stranger. But my responsibility is:

13. When I have the right to work after school, my responsibility is:

14. I have the right to disagree with my parents. My responsibility is:

15. I have the right to spend my allowance any way I wish. The responsibility that comes with this right is:

16. I have the right to any course of study I choose. My responsibility, however, is to:

17. I have the right to not speak to a person. But there's a responsibility that comes with this right. It is:

18. I have a right to not play this game, but my responsibility is to:



LESSON 4:

Have My Own Belongings!

My Right! My Responsibility!

1. **Ask students the following questions. Be AWARE of the discussion time so that you can get through the whole lesson in 15 minutes!**
 - Are you convinced that you have the right to have and keep your own belongings?
 - Do you think there's any responsibility involved in having your own "stuff"?
 - If you had to take a guess, what would you suppose is one responsibility you have that goes along with your right to have your belongings?
 - Do you think that when you "own" something, someone else has the responsibility to take care of it, or do you?
 - Is it your opinion that other people ought to respect your belongings and treat them accordingly? What does that mean exactly?
 - Is it your opinion that you must also be aware of the belongings of others and treat them respectfully? What does this mean exactly?

2. **Tell students:**
 - ▲ It's natural to want and have certain belongings — whether they include jewelry, a game, a pet or a computer.
 - ▲ It's also natural to feel possessive about our belongings and to want them handled with care.
 - ▲ What we must understand is that the right to own something comes with the responsibility to take care of it.
 - ▲ What we must also understand is that the right of others to own something comes with a responsibility for us: to respect what belongs to them, as we expect them to respect what belongs to us.

Activity 4: I'm Aware! I Take Care!

- ✓ **BEFORE CLASS**, make TWO PHOTOCOPIES of the roleplay on the following two pages.
- ✓ Ask for two Volunteers to play the parts of **CHRIS** and **SAFFRON**.
 - ☐ Remind Volunteers to get into their parts as best they can!
 - ☐ Tell Volunteers to have fun with the roleplay!
- ✓ **DO ROLEPLAY! (Leave time to ask the following questions!)**
- ✓ **AFTER ROLEPLAY**, thank the Volunteers. Then, ask the following questions. Encourage students to think quickly, on their feet, and to respond with whatever thoughts enter their minds.
 1. What did you think of Saffron using Chris' computer?
 2. Did Saffron have a right to use Chris' computer? Why do you think so?
 3. Did Chris have the right to complain when Saffron used it? Why?
 4. What kind of responsibility was Chris expecting from Saffron about his computer?
 5. Do you think that Saffron had any concept of what responsibility means with regard to other people's property?
 6. Is it your opinion that many people do not have this concept of how to treat other people's "stuff"?
 7. What do you think is the best way to talk with people who do not have this understanding?
 8. Do you think YOU are AWARE of other people's things, and respect and care for them properly?
- ✓ **Thank Volunteers and class for their good work.**

ROLEPLAY
I'm Aware! I Take Care!

CHRIS

That's MY computer!

SAFFRON

Well, I'm just using it for a couple of minutes!

CHRIS

But you didn't ASK me if you could use it!

SAFFRON

You went to answer the phone, and I was trying to pass some time until you came back. What's wrong with that?

CHRIS

How would you like it if I used YOUR computer without asking you first?

SAFFRON

I don't have a computer.

CHRIS

Oh. (Thinks.) That's even MORE of a reason! Do you even know HOW to use one?

SAFFRON

Every chance I get, I try to play with other people's, so when I can afford to get one, then I'll know how to use it.

CHRIS

But, people's computers are private property! Besides, the last time I let you use my Game Boy, you broke it!

SAFFRON

That's 'cause I didn't know how to use it!

CHRIS

That's exactly my point!

SAFFRON

Your point? Well, let's start over, because I'm just not getting it.



LESSON 5:

My Basic Physical Needs!

My Right! My Responsibility!

1. Ask students the following questions. Encourage them to give you quick alert answers!

- Do you ever stop to think about what you need in order to survive and grow?
- Do you think about what YOU need to do to make sure you get what you need, without hurting yourself or anyone else?
- Do you respect your physical needs? Do you get the food, water, exercise and rest that your body needs?
- Are you aware that you have a right to these things?
- Are you aware that everyone has a right to these things?
- Is it your opinion that this right comes with a responsibility? What do you think that responsibility would be?

2. Tell students:

- ▲ We all have the right to have our basic physical needs met. We all have the right to healthy food, water, exercise and rest.
- ▲ If you have to give up any of these things so that someone else can have them, the responsibility is not being shared.
- ▲ Sometimes we have to make other people aware of our basic needs, especially when they are not being met.
- ▲ Sometimes we have to be aware that other people may not be getting their basic physical needs met because of something WE are doing.

Activity 5: My Physical Needs!

✓ **Ask students the following questions. Let their discussion flow, but keep up the pace! Remember, you have only 15 minutes!**

1. Are you getting enough rest? Do you sleep enough hours at night? If not, why?
2. Do you eat healthy food? Every day? Every meal?
3. How much water do you drink in a day? Do you drink sodas instead? What other things do you drink?
4. How much exercise do you get in a day? Do you walk every day? Do you do any special activities that give your body a good workout? Like what, for example?
5. Do you think that anyone in your household loses sleep because of you? If so, who — and why?
6. Does anyone you know eat less so that you can eat more? If so, who — and why?
7. Do you think anyone in your household eats too much food? Gets too much rest?
8. Do you think that when our physical needs are met, we're better able to think, to study, to grow?
9. Do you suppose that when you don't get enough sleep, you may not do as well in school?
10. What do you think is your responsibility when it comes to your personal physical needs?
11. Is it your responsibility to make sure these needs are met, or do you think meeting your physical needs is the responsibility of someone else? Why do you think so?
12. Do you think that when we drink enough water, eat the right food, exercise our body and get enough rest — we are the physically strongest and most powerful we can possibly be?

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



LESSON 6:

My Basic Emotional and Social Needs!

My Right! My Responsibility!

1. Ask students the following questions. Once again, encourage rapid-fire, answers! It's important for students to think on their feet!

- Do you think that you have emotional needs? What are they?
- Do you think it's important to accept your feelings, whatever they are?
- Is it a good idea to express your feelings, and respond to them — but in ways that do not hurt you or anyone else?
- Do you have social needs? Is it important to you to develop relationships with other people, or do you tend to be a loner?
- Is it wise to develop relationships only with people who are good for both you and for them? Can you tell when a relationship is NOT good for you? What's a sign that a relationship isn't good for you?
- Is it your opinion that people don't always respect their emotional and social needs? Why do you think so? Are they afraid of something?

2. Tell students:

- ▲ Sometimes we have strong feelings and believe we're the only one who has them. This sometimes makes us afraid to talk to other people about them.
- ▲ When we respect our emotional and social needs, we understand that it's important to find someone to talk to whom we trust.
- ▲ When we respect our emotional and social needs, we understand how important it is to respect the emotional and social needs of other people — and to help them when we can.

Activity 6: A Mental Freestyle Here's What I Need!

- ✓ **BEFORE CLASS, photocopy the following page, and cut the sayings on that page into strips.**
- ✓ **Fold the strips, so no one can see what they say, and put them into a hat or box.**
- ✓ **In class, ask students to form a circle. They may stand or sit.**
- ✓ **Ask for a Volunteer to pick a strip . Make more than one copy of each strip. Supplement the strips with ideas of your own! You know best what your students need to learn!**
 - ❑ Ask the Volunteer to pick a strip, open it and hand it to you. Read the Volunteer whatever the strip says. The Volunteer must fill in the blank with a brief response.
 - ❑ Then, ask that Volunteer to stand in front of another student, offer the bowl or hat of strips, and read that student whatever is on that student's strip of paper.
 - ❑ Allow student responses to be serious or funny. What matters is that they respond spontaneously! Have fun!
- ✓ **Continue until all students have had a chance to play — but move quickly! Remind students that there are no “right” or “wrong” answers.**
- ✓ **Always remember to congratulate students on their good work!**

Here's What I Need! STRIP QUESTIONS

-
1. My greatest physical need is :
The way I like it met is:

 2. The food I eat at home is best described as:
My need for healthy food is met whenever I:

 3. I'd say that my strongest emotional need is:
The best way for me to get it met is probably to:

 4. The thing that really upsets me the most is:
The way I usually deal with it is:

 5. The thing that really upsets me the most is:
As I see it, my responsibility in this situation is:

 6. When I see people fighting at school, I usually:
As I see it, my responsibility in these situations is:

 7. I find it difficult to talk about certain feelings, because:
If someone upsets me, I'd say it's my responsibility to:

 8. It's easier for me to see other people's responsibility than my own,
because:

 9. I believe that it's my right to tell people how I honestly feel about:
With this right comes the responsibility to:

 10. I believe that it's my right to show other people:
With this right comes the responsibility to:

 11. I think it's my right to be creative about:
With this right comes the responsibility to:

 12. I think it's my right to be smart about:
With this right comes the responsibility to:

 13. Sometimes people will make fun of the way I:
I think their right to make fun of me comes with a responsibility, which is:

 14. Sometimes my family pays attention to my needs, and sometimes not.
I think it's my responsibility to:



LESSON 7:

I Can Be Honest and Open!

My Right! My Responsibility!

1. Ask students the following questions. Remember to encourage immediate answers!

- Is it easy for you to be honest about some things and less easy to be honest about others? Why do you think that is?
- Are you sometimes asked to say something that isn't true? When has that happened to you?
- Do you think it's difficult to be thoughtful and kind, AND be honest in some situations?
- Why do you think someone would want you to be less than honest with another person? To lie? To save a person's feelings? To make another person feel good?

2. Tell students:

- ▲ There are times when we are asked to say we're sorry, when we're not — to say we miss someone, when we don't — to say we're not angry, when we are.
- ▲ It's important to be honest — but it's also important to be honest in a caring way.
- ▲ An argument doesn't mean that one person is right and the other is wrong — just that they disagree. It's important to say what you think and feel, but in a kind way.
- ▲ If everyone could be honest — and kind — maybe people wouldn't fight as much as they do.

Activity 7: A Mental Freestyle

The Truth Doesn't Have to Hurt!

✓ **Tell Students:**

- I'm going to fire one question at a time at each of you. Your job is to answer immediately! What makes this game fun is when you respond with quick, intuitive answers! *(Use the questions below — it's okay to repeat them — or make up some of your own!)*
- Trust your intuition! Say the first thought that pops into your head, without judging or censoring it!
- There are no right or wrong answers, so there's nothing to lose! If something funny or silly comes out, enjoy it!

✓ **Ask Students:**

1. Your parent asks you to get on the phone and tell your aunt that you miss her. You really don't. You get on the phone and say:
2. You're asked to tell your brother you're sorry you hurt his feelings. Right now, you're anything but sorry. You say:
3. You've been asked to tell your relative how much you like the new clothes you received as a gift. You don't like them at all! You say:
4. You're at someone else's home for dinner and you're asked if you'd like some spinach. You say:
5. Someone in your family gives another kid permission to play with your toys because, they say they were sure you wouldn't care. You say:
6. A teacher gives an assignment that he says is simple and he's sure everyone will understand it. You don't! You say:
7. Someone says, "You're not nervous, are you? You're much too smart to be nervous. Besides, you're too old for that!" You say:
8. Sometimes an adult will say, "I've explained my reasons. Don't you agree that my decision is the best for everyone?" You say:

✓ **Thank your students for their willingness to be honest and open!**



LESSON 8:

I Do Make Mistakes!

My Right! My Responsibility!

1. **Ask students the following questions. Be sure to limit the discussion time so that you can get through the whole lesson in 15 minutes!**
 - Do you think there's any person in the world who is absolutely perfect?
 - Do you think everyone has accidents? Makes wrong choices? Makes mistakes?
 - Is it possible that making mistakes can help us learn and become better people?
 - Is it your right to make mistakes? Why do you think so?
 - What responsibility do you think comes with this right?

2. **Tell students:**
 - ▲ We all make mistakes. It's important for us to accept the fact that we make mistakes and accept the fact that we're not perfect!
 - ▲ Although making a mistake can be embarrassing and painful, we have a choice: we can either hide from our mistake, or we can learn from it.
 - ▲ When we have accidents, we can learn to be more careful. When we make a wrong choice, we can learn to ask for help from other people. Making a mistake often causes us to stop and think about what we did and how we might prevent this mistake from happening again.
 - ▲ It's your right to make mistakes. And it's your responsibility to learn from the mistakes you make.
 - ▲ It's also your responsibility to understand when other people make mistakes, and to do your best to help rather than blame them.

Activity 8: Roleplay I'm Not Perfect!

- ✓ **BEFORE CLASS**, make TWO PHOTOCOPIES of the roleplay on the following page.
- ✓ Ask for two Volunteers to play the parts of **COLE** and **REGAN**.
 - ☐ Remind Volunteers to get into their parts as best they can!
 - ☐ Tell Volunteers to have fun with the roleplay!
- ✓ **DO ROLEPLAY! Leave time to ask the following questions!**
- ✓ **AFTER ROLEPLAY**, thank the Volunteers, then ask the following questions. Always encourage students to think quickly, on their feet, and to respond with whatever thoughts enter their minds.
 1. Do you think Cole had a hard time accepting the mistake? Why do you think Cole had a hard time?
 2. Do you think Cole may be self-conscious about making mistakes because, as mentioned, Cole's Dad says that Cole is stupid?
 3. Does Cole see making mistakes as a personal right?
 4. If Cole does not accept making a mistake as a personal right, will Cole be able to accept responsibility for making one?
 5. Do you think Regan tried to help Cole accept the mistake?
 6. Did Regan understand that it's important to accept a personal mistake as human error?
 7. Do you think that if Regan made a mistake, Regan might accept it more readily than Cole did? What makes you think so?
 8. When we make a mistake, what do you think is our greatest responsibility?
- ✓ **Thank everyone for their good work!**

ROLEPLAY

I'm Not Perfect!

COLE

How could I have made such a dumb mistake?

REGAN

Easy! It was a mistake, and there was nothing dumb about it!

COLE

I was so overconfident about knowing all the answers on the exam, I didn't take a couple extra minutes to check my answers! THAT is dumb.

REGAN

You know, you could beat yourself up forever about this, or you could learn from it.

COLE

Oh, I learned all right. I learned that I'm dumb.

REGAN

What you really learned is that from now on, you're always going to check your answers. If you had gotten a perfect score on the exam, you would have stayed overconfident and never learned that you need to always check your answers. Right?

COLE

I'd rather have a perfect score.

REGAN

Nobody's perfect, Cole.

COLE

My Dad was right. I'm just plain stupid.

REGAN

Are you going to moan about this forever, or are you going to learn what you're supposed to learn from this?

COLE

If I were really smart, I'd take the course over again — start over and then take all the exams and get them all right.

REGAN

Now you're talking dumb. THAT would be really dumb.



LESSON 9:

My Right to Be Private!

My Right! My Responsibility!

1. **By now, your students are most likely getting better at answering spontaneously. Keep up the good work!**

- Are there times when you want to be alone?
- Do you think you have the right to be alone when you want to be?
- Is it your opinion that we all need time to think, to daydream, to be with our own thoughts without being distracted or disturbed?
- Do you think it's your right to go someplace where you can be by yourself? A safe place?
- If so, what responsibility comes with this right?
- Do you suppose it's your right to let others know where you are, so nobody thinks you're lost, so no one worries about you?

2. **Tell students:**

- ▲ Sometimes we all have thoughts or feelings we don't want to share with anyone else.
- ▲ It's okay to keep such thoughts and feelings to yourself, until you're ready to share them with someone you trust.
- ▲ Just as you have the right to be alone, and to have private thoughts and feelings — you also have the right to be with anyone you choose, and to share your thoughts and feelings with that person.
- ▲ Still, whenever you decide to be with another person, it's your responsibility to let others know where you are, and who's with you. The right to privacy comes with the responsibility to act safely.

Activity 9: Question and Answer I Want to Be Alone!

✓ **Encourage students to respond quickly! First thoughts are best! It's okay to repeat questions, and it's always okay to make up some of your own! Ask:**

1. Do you believe that you have the right to spend time alone? What responsibility comes with this right?
2. Do you believe that you have the right to spend time with anyone you choose? What responsibility comes with this right?
3. If your parents told you that they needed to spend time alone, without you, and left for two days without telling you where they were going, do you think they would be avoiding their responsibility? If you did the same, would you be avoiding yours?
4. Do you think that parents who don't want you to be alone, or to spend time with someone they don't know, are afraid of something? What do you think they're afraid of?
5. Do you think that it's your responsibility to help them to not be afraid? Why do you think so?
6. Do you suppose that if you told your family that you wanted to spend time alone, and you told them exactly where you were going and how to reach you — they would be okay with this?
7. Is it fun to daydream when you're alone? Do you think everyone should have private time to think their own thoughts and mull over their hopes, their dreams? Why do you think so?
8. Are there times when you have some thoughts or feelings that you don't want to share with other people? Do you think your family and friends understand this? Do you think that perhaps they have private thoughts and feelings of their own?
9. If a friend or family member wanted private time away from you, do you think you would understand and not feel left out?
10. What do you think is the greatest responsibility that comes with your right to privacy?

✓ **Thank students for another job well done!**



LESSON 10:

Decisions That Affect Me!

My Right! My Responsibility!

1. Remember to move quickly, as you ask:

- Have you ever listened to people around you make a decision about something that you will have to do — without including you in that decision-making process?
- How does it make you feel to not be part of this decision-making process? Do you feel unimportant? Incapable? Indifferent?
- Do you think that it's your right to be part of any decision that affects you? Why do you think so?
- What responsibility comes with this right?
- Do you think that you have a responsibility to think fairly — to do your best to see the “big picture” — in other words, to see how a decision affects everyone involved?

2. Tell students:

- ▲ Have you ever heard the phrase: “If you're not part of the solution, you're part of the problem”? What does it mean? Do you think it makes good sense? Why?
- ▲ Every day, there are decisions to be made: What time do I wake up? What will I have for breakfast? What clothes do I wear? Will I get my homework in on time? When should I do my chores? When should I get to sleep?
- ▲ You have the right to contribute to any of these decisions — to any decision that affects you personally. When you do, you help not only those around you, but yourself too!
- ▲ What comes with this right is the responsibility to participate fairly, and to be respectful of how your decision affects other people.

Activity 10

I'll Decide!

- ✓ **Ask students to consider this situation: Your father played football when he was in high school. Your mother played on the women's baseball team. They both decide, and tell you, that you should sign up for a sports team. You would rather play in the school band as an extra-curricular activity, and you would rather study martial arts.**

- ✓ **Ask students:**
 1. Do you believe that it's your right to NOT join a sports team if you don't want to be part of any team?
 2. What, do you think, gives you this right?
 3. Do you think that you have the right to play in the school band, or orchestra, if you're accepted by the music director?
 4. What, do you think, gives you this right?
 5. If your family objects to your playing in the band instead of participating in sports, how would you handle this situation?
 6. Is there a responsibility that comes with this kind of choice? What do you see as your responsibility in this situation?
 7. Do you think that, because this decision affects you, in your life, you have the right to contribute to it?
 8. If your parents feel strongly about any decision that affects you, and you disagree, what is your responsibility? What do you think is theirs?
 9. Do you think it might be worthwhile to ask your family why it's so important to them that you play sports — and have a discussion?
 10. Do you think it might be worthwhile to take the time to explain to your family why playing in the band is important to you?

- ✓ **Congratulate students on their intelligent and creative thinking!**



LESSON 11:

I Can Live Without Fear!

My Right! My Responsibility!

1. Encourage students to give you alert answers! Keep the lesson to 15 minutes! Ask:

- Are there people in your life who make you feel afraid all the time?
You don't have to say who they are!
- Do you think that it's your right to live free from fear?
- If this is your right, do you think you need to take responsibility for handling this situation, or do you think someone should help you? Why do you think so?
- Do you feel safer keeping your fears to yourself, or talking with someone you trust?
- Do you think that your responsibility, in this case, is to talk with someone you think is trustworthy — someone who might be able to help you handle your fear?

2. Tell students:

- ▲ Every right we have — from saying and doing what we want, to making mistakes and contributing to decisions that affect us — every right carries with it a responsibility.
- ▲ The right to free speech comes with the responsibility to speak respectfully. The right to vote comes with the responsibility to know what you're voting for, or against.
- ▲ Our right to feel safe and to live free from fear comes with the responsibility to be AWARE, and to know how to protect ourselves the best we can.
- ▲ Respect is the act that conquers fear. When we are able to respect our own thoughts and feelings — as well as those of other people, no matter who they are — fear fades.

Activity 11: Roleplay I'm Not Afraid!

- ✓ **BEFORE CLASS**, make TWO PHOTOCOPIES of the roleplay on the following two pages.
- ✓ Ask for two Volunteers to play the parts of **ASHLEY** and **TEPPER**. Remind them to get into their parts as best they can, and to have fun with the roleplay!
- ✓ **DO ROLEPLAY! Leave time to ask the following questions!**
 1. Did Ashley start off terrified of the bully? What made Ashley scared?
 2. Do you think that Ashley's decision to talk with Tepper about the fear was a good idea? Why do you think so?
 3. If Ashley had never talked with Tepper, do you think that Ashley would still be terrified of the bully?
 4. When did Ashley's fear begin to fade? Was it when Ashley started to take some responsibility for the fear?
 5. Did Ashley's fear start to go away when the focus switched to some action Ashley could take to be helpful to someone?
 6. Do you think Ashley's decision will work with this bully? Why do you think so?
 7. If Ashley's decision does not work with the bully, if you were Ashley's friend, what would you advise Ashley to do next?
 8. Does this roleplay help you think about what responsibility you could take with anything or anyone that frightens YOU? In what way?
 9. Can you think of someone you believe you can trust with whatever scares you? Do you think you'd want to trust different people with different situations or fears?
 10. When you think about words you can say, or actions you can take, does this help remove your fear? Why do you think that happens?
- ✓ **Thank Volunteers and class for their excellent work!**

ROLEPLAY

I'm Not Afraid!

ASHLEY

I'm terrified!

TEPPER

Why? What's the matter?

ASHLEY

I better not talk about it.

TEPPER

Hey, if you're scared, you should always talk about it! Otherwise, it just eats away at you. Know what I mean?

ASHLEY

Yeah. Okay, well...this is hard for me...that bully — I can hardly talk about him without shaking — you know who I mean?

TEPPER

Yes, I know who you mean. Is he bothering YOU now?

ASHLEY

He finds me, every day after school, and tells me that if I don't help him with his math homework, he's going to trip me, or steal my books. He scares me to death!

TEPPER

That's pretty funny — a bully who wants tutoring.

ASHLEY

This is not funny. I don't know what to do.

TEPPER

You should help him.

ASHLEY

What?!

TEPPER

You should help him with his math!

ASHLEY

Are you crazy?

TEPPER

You are very good in math — probably the smartest in our class. You could help him!

ASHLEY

Why should I help someone who threatens to hurt me?

TEPPER

Okay, listen. This guy is probably feared and hated by just about everyone. You could respect the fact that he's asking YOU for help!

ASHLEY

He's not asking. He's threatening! I'm not sure what kind of help he really wants!

TEPPER

This is his way of asking for help. He probably doesn't know any other way. Once you help him he'll be on YOUR side, and you'll be protected for life! No one will give you trouble if you've got HIM behind you!

ASHLEY

Wow. I never thought of it that way. But I'm scared to be alone with him.

TEPPER

Say that you'll meet him in the park, where there are other people. Or at the library, or in the school yard. Tell him you'll do it, but it has to be on your terms.

ASHLEY

Hmmm. I like the idea of respecting that he wants help. That's really cool. When I think of that, I don't feel afraid of him.

TEPPER

Exactly!

ASHLEY

I could show him how to do multiplication, and he could surprise everyone in class by looking smart! That would be fun!

TEPPER

There you go! You could teach him how to make change from a \$20-dollar bill, then the multiplication tables and have him rattle them off in class, then teach him a few algebra formulas, then some geometry....

ASHLEY

Okay, stop. Now YOU'RE the one who's scaring me.



LESSON 12:

I Stand Up for My Rights!

My Right! My Responsibility!

1. Ask students the following questions. This is the last segment — make it the best!

- Have you ever wondered why we have laws? Why do you think we have them?
- Do you think that our laws are meant to protect us? Name one law that protects us! How about stopping for a red light?
- Do you think that if we humans were better at respecting one another, we would not have to create so many laws to govern our actions?
- Do you believe it's your right to stand up for your rights?
- Okay, here comes the responsibility question! If it's your right to stand up for what you believe, what responsibility do you have with regard to this right?

2. Tell students:

- ▲ There may be many times in your life when people do not respect your rights. You can always approach them and attempt to remedy this.
- ▲ Talking with others about your rights carries the responsibility of telling them, in a kind way, exactly how you think and feel.
- ▲ It's your right to ask people to be more considerate of your rights! These people may not always respond, but it's helpful to do your best to understand *why* they might act disrespectfully toward you.
- ▲ When we can UNDERSTAND why people act disrespectfully, we have already begun to resolve our conflict!

Activity 12: Game **I Respect! I Understand!**

- ✓ **BEFORE CLASS!** Make ONE PHOTOCOPY of the strips on the following page. Cut the pages into strips and put in a basket or box. It's always okay to add your own strips!

- ✓ **TELL STUDENTS:**
 - ❑ This is our last exercise in this course! We hope you've had a good time learning how to explore and expand your world.

 - ❑ Now it's up to you to enhance your world — by being aware of and understanding your rights, and by learning how to best take responsibility for keeping them!

 - ❑ We're going to pick strips! When you pick a strip, open it, read it aloud. Then fill in the blank!

- ✓ **Leave a minute or two to read through the LAST PAGE!!!**

**I Respect! I Understand!
PICK A STRIP!**

-
1. It is my right to think whatever I wish. When I hear other people's thoughts, and I don't agree with them, I believe it's my responsibility to:

 2. It is my right to say and do what I want, when and how I want. If my family or friends do not agree with me, it is my responsibility to:

 3. I know that it's my right to ask questions. When people I ask do not answer my questions, I believe it's my responsibility to:

 4. It is my right to receive truthful answers to my questions. When I am unsure of whether I've received a truthful answer, it's my responsibility to:

 5. When someone misjudges me or my abilities, I know that I have the right to:
When someone misjudges me or my abilities, I know that I have the responsibility to:

 6. When my family tells me something that I do not understand, I can ask for clarification or just accept it as true, but it's my responsibility to:

 7. If my basic physical or emotional needs are not being met, I can either blame someone or I can take responsibility for getting them met. What I would do is:

 8. Sometimes we kids judge other people based on the way they speak, their actions, their clothes, their home, the way they look. I have the right to speak, act, dress and look any way I please. It's my responsibility to:

 9. It's my right to be honest. Sometimes I know that the truth can hurt. I believe I can take responsibility for the truth by:

 10. We all make mistakes. I sure don't want to make one now! If I do, I know that it's my responsibility to:

 11. I am aware that not everyone in the world is lucky enough to have privacy. I have the right to privacy and I believe that it comes with a certain responsibility, which is:

 12. I have sometimes been afraid to stand up for what I believe. It's not always an easy thing to do, but I understand that my responsibility is:

Congratulate your students on their insightful and admirable work!

Tell students:

- ❑ Always consider the truth for yourself — no matter what's being said and who's saying it!
- ❑ It's always best to take it upon yourself to know the truth and falseness of what anyone — including me! — tells you!
- ❑ Memorizing information can help us remember details, but it's not as important in life as knowing how to find the truth!
- ❑ Think for yourself! Stimulate your own awareness! Stimulate the awareness of those around you!

✓ **Remind students:**

- ▲ There are other classes at this school/center that are like this one, but even more fun!
- ▲ Next time, bring a friend!
- ▲ Hope to see you all soon!

P.A.L.S **Positive Action Life Skills For Kids™**

As Easy as A, B, C

Twelve Personal, Social, Coping Skills
Martial Arts for Peace
Life Skills for Kids Program™



Ages 8 – 12

by
Dr. Terrence Webster-Doyle
with Adryan Russ

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

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Atrium Society
P. O. Box 816
Middlebury, VT 05753

Phone: (800) 848-6021

Online web site: www.youthpeaceliteracy.org

Email: martialartsforpeace@gmail.com

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LESSON 1:

How Do I Stay Neat and Healthy?

Good Grooming and Physical Needs

1. **Ask students the following questions. Encourage them to give quick, alert answers! You only have 15 minutes per lesson.**
 - What's the best way you can think of to be neat?
 - Does it take a lot of effort to be neat, or just some extra care?
 - Does neat mean that you take care of your clothing? Your room, if you have one? Keep your clothes clean?
 - What do you think it means to be "healthy"?
 - Does it mean to take care of your body, inside and out? Take showers or baths and wash your hair? Eat healthy food and drink beverages that are good for you?

2. **Tell students:**
 - ▲ Being well groomed and healthy doesn't take a lot of money. It takes understanding and a little time.
 - ▲ When we're neat and healthy, we feel good about ourselves.
 - ▲ Feeling good about ourselves colors everything we do every day in a positive way.
 - ▲ When we feel good about ourselves, we show people our best self!

Activity 1

Do The Unexpected!

✓ **Ask students:**

1. Do you ever do anything that your parents or family don't expect you to do — something you know they would like?
2. When your parents ask you to clean up after yourself, or help wash clothes or dishes, or take out the trash — how did you react?
3. Did you groan the last time someone asked you to clean up? Does this sound vaguely familiar?
4. Have you ever thought about how keeping things tidy contributes to YOUR self-image?

✓ **Tell students:**

1. Here's a way to apply **neatness and health** to your daily life. When you're at home tonight, and someone asks you to help with the dishes, or take a bath, do it, without grumbling! Do the unexpected!
2. Here's how to really surprise them! Stand up and bow! Say, "**Thank you for that terrific suggestion!**" Then do what they ask without a complaint! At our next class, tell us how they respond!
3. Let's practice! Who wants to volunteer? (When you get a Volunteer, say to him or her:)

**"I need you to wash these dishes _____ (fill in student's name).
Would you help me?"**

4. Give Volunteer a chance to practice what he or she will do and say.

✓ **First, I bow.**

✓ **Then, I say: "I'm glad to help! Thanks for asking!"**

5. What do you think will happen? Will your family laugh? Will they pass out in disbelief? Will they think you're "putting them on"? Have fun!



LESSON 2:

What Does It Take to Feel Good About Myself? Emotional Needs

1. **Ask students the following questions. Encourage them to give you rapid-fire, alert answers! It's important for them to think quickly, on their feet!**
 - Tell us how you practiced neatness and health at home! What happened when you did the unexpected? *Encourage responses; allow students to tell very quick stories.*
 - Did this playful exercise make you feel good about yourself? Why do you think so?
 - Did everyone respond positively to the way you handled the situation?
 - What did you discover happens to YOU when you act in a positive way?
 - Did you feel any conflict? Or did your emotions get comfortable?
 - Do you think that sometimes we say or do things that make us feel good, and sometime we say or do things that make us feel bad?

2. **Tell students:**
 - ▲ Becoming free of conflict is amazing! We feel powerful and gentle at the same time.
 - ▲ To be physically healthy, we need to take care of our body, inside and out. To be mentally healthy, we need to feel appreciated, accepted, secure, confident and happy!
 - ▲ Sometimes we aren't aware of how to get the appreciation, acceptance and confidence we need.
 - ▲ Our Mental Self-Defense™ strength relies on recognizing our emotional needs and knowing what to do to feed them!

Activity 2: My Uncomfortable Feelings!

- ✓ **BEFORE CLASS, write the column zones on the next page on the board, or make a copy for each student.**
- ✓ **Tell students: Here are three Discomfort Zones: Mild, Medium and Hot!** Zone 1 has some mild, gentle discomforts we all feel from time to time.
Zone 2 discomforts are a little more uncomfortable, more upsetting.
Zone 3 discomforts are the most difficult to handle!
- ✓ **Go through EACH ZONE, ONE AT A TIME, and ask:**
 1. Who has a mild, gentle discomfort we can add to this chart?
(Thank students for helping us provide some examples!)
 2. Who has a medium discomfort we can add to this chart?
(Thank students for their terrific examples!)
 3. Who has a hot discomfort we can add to this chart?
(Thank students for admitting that they, too, are human beings!)
 4. Add as many short examples as you can to the chart. Remember, though, to keep moving quickly. You have only 15 minutes!
- ✓ **Then ask:**
 1. Who can identify what we might need to do to feel comfortable in this first situation? *Encourage ALL responses.*
 2. Who can identify what we could do to feel comfortable in this next situation?
Encourage ALL responses.
 3. Go as far down the list as you can.
- ✓ **Tell students:**
 1. For most situations, there's something we ourselves can do to help make ourselves more comfortable. We just have to think about them!
 2. Thanks for your thoughtful, alert, quick responses! Your Mental Self-Defense™ techniques are getting sharper already!

Activity 2: My Uncomfortable Feelings!

Uncomfortable Feelings Aren't Fun!

**Discomfort
Zone 1
MILD!**

"I feel lonely."

**Discomfort
Zone 2
MEDIUM!**

"My friend won't play
with me!"

**Discomfort
Zone 3
HOT!**

"I'm afraid of the
dark!"

How to Feed My Uncomfortable Feelings!

**Feed me!
Zone 1
MILD!**

"I'll phone a friend!"

**Feed Me!
Zone 2
MEDIUM!**

"I'll ask my friend why
he/she doesn't want
to play with me!"

**Feed Me!
Zone 3
HOT!**

"I'll tell my Mom why
I'm afraid of the dark
and ask her for a
night light!"



LESSON 3:

Am I Creative? Am I Smart?

Creative and Intellectual Needs

1. **Ask students the following questions. Encourage them to give you rapid-fire, alert answers! Make the most of your limited time of 15 minutes!**
 - What do you think it means to be “creative”?
 - Does it mean to bring something into existence that wasn’t there before?
 - If you draw a picture that didn’t exist before, or take a picture that didn’t exist before, or write a story that didn’t exist before — are you being creative?
 - What do you think it means to be “smart”?
 - Does it mean getting an “A” on an exam? Being able to think about a problem and make a decision? Wondering? Being curious? Knowing how to walk and talk? Knowing names of animals and plants?

2. **Tell students:**
 - ▲ Every single person is creative and smart in many ways. Some of us don’t know that we are, but we are!
 - ▲ Every time you make some kind of “creation,” you learn something new! You learn what materials to use, creations you like most, and what skills, talents and gifts you naturally have!
 - ▲ Every time you wonder, or consider, or think about why people and things are the way they are, you get smarter!
 - ▲ Wondering, considering, and thinking before we speak or act strengthens our awareness and Mental Self-Defense™ skills!
 - ▲ Having a skill is knowing how to do something. Every skill makes us smarter. A talent is a skill we have the ability to learn well!

Activity 3: A Mental Freestyle I Have a Skill! I Have a Talent!

- ✓ **BEFORE CLASS, photocopy the following page, and cut the sayings on that page into strips.**
- ✓ **Fold the strips, so no one can see what they say, and put them into a hat or bowl.**
- ✓ **In class, ask students to form a circle. They may stand or sit.**
- ✓ **Ask for a Volunteer to pick a strip out of the hat or bowl. Make more than one copy of each strip. Supplement the strips with ideas of your own! You, too, can be creative!**
 - ❑ **Ask the Volunteer to pick a strip, open it and hand it to you. Ask the Volunteer whatever the strip says. The Volunteer must give a quick, short response!**
 - ❑ **Then, ask that Volunteer to stand in front of another student, offer the bowl or hat of strips, and ask that student whatever question is on that student's strip of paper.**
 - ❑ **Allow student responses to be serious or funny. What matters is that they respond quickly and spontaneously! Have fun with this!**
- ✓ **Continue until all students have had a chance to respond — but you'll have to move quickly!**
- ✓ **Congratulate students on their good work!**

I Have a Skill! I Have a Talent!
PICK A STRIP!

-
1. The best skill I think I have is:

 2. The best talent I think I have is:

 3. The best skill I think I've ever seen in my life is:

 4. The most talented person I know has the ability to:

 5. I think that real talent means:

 6. I think that being smart means:

 7. There is a skill I would like to have, but I don't. This skill is:

 8. A talent I wish I had is:

 9. I know that I have talent, but I just haven't found it yet! I think I might be talented at:

 10. I've always believed that being smart means:

 11. I think I may be smarter than I think I am. The reason for this is:

 12. I've never thought of myself as talented, but maybe I am. If I were going to explore a talent of mine, I would probably explore:

 13. What I'm really the most curious about is:

 14. Each creation is new and special. My favorite creation is:

 15. There are people who don't always like the things I create. The way I feel about this is:

 16. It may be impossible to know everything there is to know, but one thing I know for sure is:

 17. My favorite way to get smarter about something is to observe it. What I most like to observe is:

 18. My favorite thing I've learned so far is:



LESSON 4:

How Do I Present Myself?

Manners and Relational Needs

1. **Ask students the following questions. Be sure to limit the discussion time so that you can get through the whole lesson in 15 minutes!**
 - Are there times when you feel happy, excited, really good? Are there times when you feel sad, upset, angry?
 - Do you think we all would rather feel “up” rather than “down”? Comfortable rather than uncomfortable?
 - Do you think that every person has both kinds of feelings, and that everyone sometimes feels up and sometimes feels down?
 - What do comfortable, happy, good feelings do for us? Do they help us enjoy people and things around us?
 - What do unhappy, sad, upset or angry feelings do for us? Do they just make us feel bad, or do you think they can sometimes be helpful? If so, in what way?

2. **Tell students:**
 - ▲ Feeling loved, accepted, confident and happy makes us feel safe. Feeling angry, guilty, jealous, lonely, frustrated or afraid makes us feel insecure and uncomfortable.
 - ▲ How we feel affects how we think; how we think affects how we act.
 - ▲ The way we act communicates to other people who we are.
 - ▲ It’s important to remember that our “down” days help us think about what we need to do to grow and change for the better — and that’s always an important lesson.
 - ▲ So, the next time you’re feeling “down,” you may want to find someone you trust to talk with, and think about what you could do to feel better about yourself!

Activity 4: Here I Am!

- ✓ **BEFORE CLASS**, write the column zones on the next page on the board, or make a copy of the following page for each student.
- ✓ **Ask students: Remember our Discomfort Zones from Lesson 2? What are the zones called?** Mild, Medium and Hot! **Remember:**
Zone 1 has some mild, gentle discomforts we all feel from time to time.
Zone 2 discomforts are a little more uncomfortable, more upsetting.
Zone 3 discomforts are the most difficult to handle!
- ✓ **Ask students:**
 1. Remember, when we talked about our uncomfortable feelings, we also talked about ways to “feed” our feelings, to feel more comfortable?
 2. When we show our feelings — comfortable or not — to people around us, we are showing them who we are.
- ✓ **Play the game:**
 1. Tell students: Let’s play a game called “Here I Am!” in which we “paint a picture” of how others see us when we express a thought or a feeling.
 2. Who wants to Volunteer to come up to the board and fill in the last column blank of the first feeling, which is: “I’m excited!” (If you’ve made a copy of the next page for each student, then simply go through them, one by one, asking for a Volunteer to respond to each thought or feeling.)
 3. What Zone would you put that feeling under? Mild? Medium? Hot?
 4. Do you think everyone will choose the same zone for each thought or feeling?
 5. How do you think other people see YOU, as a result of this thought or feeling?
 6. Will they think you’re smart? Confident? Creative? A friend? Impossible to be with? In need of help? (*Encourage all responses!*)

Activity 4: Here I Am!

HERE'S A THOUGHT OR FEELING I HAVE! (I'm going to check the Zone it's in!)	ZONE 1 MILD	ZONE 2 MEDIUM	ZONE 3 HOT	WHEN I HAVE THIS THOUGHT OR FEELING, OTHERS SEE ME AS:
I'm excited!			✓	
I'm relaxed!	✓			
I'm upset!		✓		
I'm proud!				
I'm feeling lonely.				
I'm confident!				
I'm afraid!				
I feel rejected.				
I'm thrilled!				
I'm humiliated!				
I'm frustrated!				
I feel accepted!				
I'm disappointed!				
I feel secure!				
I'm happy!				
I feel defeated!				
I'm me!				



LESSON 5:

Am I Programmed to Act in Certain Ways? Conditioning Makes Us Creatures of Habit

1. **Ask students the following questions. Encourage them to give you rapid, alert answers!**
 - Do you ever stop to think about WHY you do the things you do? Why you think the way you think, or say the things you say?
 - Do you think that most of us learn how to think, speak and act from the people who bring us up, care for us, teach us?
 - Do you think that we also learn what we know from books, television, movies, all of the media?
 - How do we know that everything we've been taught, by all these people, is true?
2. **Tell students:**
 - ▲ It's important to have a "beginner's mind." A beginner's mind is a questioning mind — a mind that does not accept everything it hears as true, but a mind that thinks for itself.
 - ▲ The opposite of a questioning mind is a conditioned mind. A questioning mind sees many possibilities; a conditioned mind sees few.
 - ▲ All of us are human beings. The fact is, we humans have minds that are partly questioning and partly conditioned.
 - ▲ Here's another fact. Conditioned minds create conflict.
 - ▲ When we can understand how our minds are conditioned, we strengthen our Mental Self-Defense™ skills and develop the way we relate to the people, and to the world.

Activity 5: Am I a Conditioned Person?

- ✓ **Ask students the following questions. Let their discussion flow, but keep up the pace! Remember, you have only 15 minutes!**
1. What was the last time you saw someone “different” from you, different from most people you know?
 2. What was your first thought that popped into your head about this person?
 3. Do you think your thought was based on a fact, or on an opinion? What fact? Whose opinion?
 4. Did you get the chance to meet this person? Talk with this person? If so, did you ask this person questions? What questions? Did this person ask you questions? What questions?
 5. Did you get to know this person? Did your opinion change after you met the person? Or did your opinion stay the same because you never met the person?
 6. How would you feel if YOU were that person and someone had pre-judged YOU?
 7. Do you think that when we “pre-judge” someone, we are using our beginner’s mind”? Does a beginner’s mind think for itself?
 8. Why do you think we humans often look for differences instead of similarities? Does it have anything to do with our upbringing?
 9. Why do you think we *notice* differences more often than we notice similarities?
 10. Do you think that this reason might be based on some fear we have?
 11. Do you think some fear you have may have influenced the way you think and feel about some people?
 12. Do you think that fear may be a strong factor in the way we think, feel about and act toward other people? Why do you think so?
- ✓ **Congratulate students on their good work!**



LESSON 6:

How Good Am I at Resolving Differences?

Disagreements and Conflicts

- 1. Ask students the following questions. Once again, encourage rapid-fire, alert answers! It's important for them to think on their feet!**
 - Why do you think people fight?
 - Do you think that most people don't like to fight, but they do it all the time anyway?
 - Do you feel good after you've had a fight? Or do you feel worse than you felt before?
 - If fighting often hurts people —their bodies and their feelings — why do we see people fighting so much?
 - Do you think that people who fight are upset, hurt or angry about something?
 - Do you think that people who fight don't always know how to NOT FIGHT?
- 2. Tell students:**
 - ▲ You can solve the problems you have with other people without fighting!
 - ▲ The first thing to remember is to stop the fight before it starts — in other words, take a deep breath, go inside yourself and see if you can calm yourself down.
 - ▲ Once calm, you can think clearly — and defend yourself safely. The most powerful defense you have is one you can use anytime. This defense involves being creative and smart — two things you already know you are!

Activity 6: A Mental Freestyle I Calmly Disagree!

- ✓ **BEFORE CLASS, photocopy the following page, and cut the sayings on that page into strips.**
- ✓ **Fold the strips, so no one can see what they say, and put them into a hat or bowl.**
- ✓ **In class, ask students to form a circle. They may stand or sit.**
- ✓ **Ask for a Volunteer to pick a strip . Make more than one copy of each strip. Supplement the strips with ideas of your own! You know best what your students need to learn!**
 - ❑ Ask the Volunteer to pick a strip, open it and hand it to you. Read the Volunteer whatever the strip says. The Volunteer must fill in the blank with a brief response.
 - ❑ Then, ask that Volunteer to stand in front of another student, offer the bowl or hat of strips, and read that student whatever is on that student's strip of paper.
 - ❑ Allow student responses to be serious or funny. What matters is that they respond spontaneously! Have fun!
- ✓ **Continue until all students have had a chance to play — but move quickly! Remind students that there are no “right” or “wrong” answers.**
- ✓ **Always remember to congratulate students on their good work!**

I Calmly Disagree! STRIP QUESTIONS

-
1. The last time someone made me angry was when:
The way I responded was:

 2. The last time I made someone else angry was when:
The way that person responded was:

 3. We see a lot of fighting on television and in the movies.
I think that these media teach us to:

 4. The last time I got upset, I wish I could handled things better.
If I got the chance to do things over, I would:

 5. When people at home disagree, I usually:

 6. When I see people fighting at school, I usually:

 7. When I see people fighting in the movies, or on TV, I want to:

 8. When I hear politicians fighting, I think:

 9. When two countries go to war, it's like two people fighting.
This makes me want to:

 10. I've always believed that, when it comes to fighting, being smart means:

 11. When it comes to a fight, I think that doing what the other person wants to do is:

 12. When it comes to a fight, I think that each of the people fighting needs to:

 13. The best way to resolve a fight is to:

 14. When I'm involved in a fight, I think I can calmly disagree by doing the following:

 15. When I disagree calmly, instead of angrily, what I accomplish is:

 16. I think I'm pretty good at resolving differences, because I know how to:



LESSON 7:

What Part Do I Play in My Family?

Parent-Child-Family Relationships

1. **Ask students the following questions. Remember to encourage immediate answers!**
 - Do you think arguments and disagreements are a normal part of family life?
 - Do you think this is because a family's members are related to each other and live together in the same place?
 - Do you think family members sometimes get jealous of one another — for example, if one person thinks someone else is getting more attention? Or if one does something better or worse than another?
 - What are some of the things your family argues about? Household rules and regulations? How money is used? Who does what chores? What activities the family should do? Who everyone should spend time with? Where and when to go places and do things?

2. **Tell students:**
 - ▲ Family arguments are harmful if anyone gets hurt — physically or emotionally — or if anything is damaged or destroyed.
 - ▲ Family arguments can be helpful if everyone's okay with saying what you feel, and if problems can be discussed and resolved.
 - ▲ People who argue are not bad or abnormal, and an argument doesn't mean that people don't care about each other.
 - ▲ An argument doesn't mean that one person's right and the other is wrong.
 - ▲ Family disagreements help if everyone learns a valuable lesson.

Activity 7: A Mental Freestyle

If I Can't Resolve It, I'll Learn from It!

✓ **Tell Students:**

- I'm going to fire one question at a time at each of you. Your job is to answer immediately, quickly! What makes this game fun is to fire away with fast, intuitive answers! *(Use the questions below — it's okay to repeat them — or make up some of your own!)*
- Trust your intuition! Say your first thought without judging or censoring what you feel.
- There are no right or wrong answers, so you have nothing to lose! If something funny or crazy or bizarre comes out, enjoy it!

✓ **Ask Students:**

1. The way I can be helpful in a family argument is....
2. If I need to talk to my Mom or Dad, the thing to do is to....
3. If a family member is angry with me, the best thing I can do is....
4. When I really listen to a family member who's upset, what usually happens is....
5. When I'm really listening, I find it's best to not interrupt or to make any decisions about who's right or wrong, because....
6. Whenever I honestly share my thought and feelings with a family member I'm arguing with, what happens is....
7. I think it's best to talk about MY thoughts and feelings instead of my family member's because....
8. I think the best way to resolve any family argument is to....
9. If I have to choose between doing what I want to do and doing what another family member wants to do, I think it's best to....
10. The way I show respect for my family members' rights is....

✓ **Thank your students for their willingness to take a walk in the dark!**



LESSON 8:

What Does It Mean to Be a Good Friend? Companionship Takes Work!

1. Ask students the following questions. Be sure to limit the discussion time so that you can get through the whole lesson in 15 minutes!

- What is a friend? Someone who likes you? Someone you like? Someone you see often? Just at parties and other events?
- Is a friend someone you like to spend time with, no matter how often or how seldom you get to see each other?
- What other qualities would you use to describe a friend? Someone who helps you? Someone you help? Someone you care about a lot? Someone whose thoughts, feelings and body you respect — in other words, someone you would never want to hurt?
- Do friends make one another feel special, and important? Listen to and pay attention to each other — because we're all valuable?

2. Tell students:

- ▲ No one is perfect, but everyone has something valuable to offer. We need to accept ourselves as we are, accept other people the way they are — and appreciate them for who they are.
- ▲ You know you have reasons for your own thoughts and feelings. Understanding them helps develop your Mental Self-Defense™ skills. What develops your mental skills even more is to put yourself in another person's place and understand how that person thinks and feels — and to respect those thoughts and feelings.
- ▲ It's important to see when you have made mistake and to admit it. If your mistake has hurt someone's feelings, it's also important to say you're sorry — and to help a person feel better when he or she has made a mistake, or done something wrong.
- ▲ Friends make life interesting. Do something special for a friend!

Activity 8: A Roleplay My Friend!

- ✓ **BEFORE CLASS**, make two PHOTOCOPIES of the roleplay on the following two pages.
- ✓ Ask for two Volunteers to play the parts of **PAT** and **DALE**.
 - ❑ Remind Volunteers to get into their parts as best they can!
 - ❑ Tell Volunteers to have fun with the roleplay!
- ✓ **DO ROLEPLAY! (Leave time to ask the following questions!)**
- ✓ **AFTER ROLEPLAY**, thank the Volunteers. Ask the following questions. Always encourage students to think quickly, on their feet, and to respond with whatever thoughts enter their minds.
 1. Do you think Pat and Dale are good friends? Why do you think so?
 2. What qualities of their friendship did you see? (*Helping each other? Talking things out? Understanding? Apologizing?*)
 3. Did these two friends really listen to each other? How could you tell?
 4. Did they treat each other with respect? Why do you think so?
 5. Do you think that these two friends comfortable enough with each other to work things out fairly easily? What makes this possible?
 6. Are these two friends honest with each other?
 7. Do you have a friend like this with whom you feel comfortable enough to be straightforward and honest without being afraid?
 8. Do you think that having this kind of a relationship with a friend helps us learn how to be with other people? In what ways?
- ✓ **Thank Volunteers and class for their good work.**

ROLEPLAY

My Friend!

PAT

Thanks!

DALE

You're welcome.

PAT

I can't believe that you helped me mow the lawn. That's so cool! You made mowing the lawn quicker and more fun.

DALE

Well, this way we get to play together. I mean, I know mowing the lawn is work, but if we do it together, it feels more like play.

PAT

Wow. I never thought of it like that before. I think you're right!

DALE

I also owe you an apology.

PAT

You do?

DALE

Last week, I got upset with something you did, and I called you a weird name.

PAT

Yeah, I remember that.

DALE

I don't know where that stupid name came from, but...well....I just want to tell you I'm sorry for doing that. I think I was angry because my Dad had just chewed me out.

PAT

That's okay. I understand. We all say things we regret from time to time. How come your Dad chewed you out?

DALE

Because I wouldn't help him mow the lawn.

(Both Pat and Dale laugh.)



LESSON 9:

Does Every Privilege Have a Responsibility?

Human Rights and Responsibilities!

1. Ask students the following questions. By now, they're probably getting better at answering spontaneously. Keep up the good work!

- What does it mean, as a human being, to have certain “rights”?
- Does it mean the right to be who you are, to have your basic needs met, to ask questions and get honest answers?
- Do you have the right to think your own thoughts, have your own beliefs, make mistakes, and the right to grow and develop?
- Do you think that, because we have certain rights, we also have certain responsibilities? Do you think they go hand-in-hand?

2. Tell students:

- ▲ Our right to be honest, and to say what we really think, carries the responsibility to say what we think in a kind way.
- ▲ Our right to have our basic needs met carries the responsibility to respect our physical needs — to make sure we get the food, water and rest we need.
- ▲ Our right to express our feelings comes with the responsibility to express them in a way that doesn't hurt us or anyone else.
- ▲ Our right to have friends comes with the responsibility to develop relationships with people that are good for you! And for them!
- ▲ Our right to be creative means that we're responsible for trying to do lots of different things — to find out what we create best!
- ▲ Our right to grow smarter comes with the responsibility to be curious, to explore and discover what we don't know, and to continue learning.

Activity 9: Question and Answer The Right to Ask!

✓ **Ask students — and encourage them to respond quickly, with their first thoughts. It’s okay to repeat questions, and it’s always okay to make up some of your own!**

1. Do you believe that you have the right to ask questions and get honest answers?
2. Do you think it’s fair to see every disagreement as one in which someone is “right” and someone is “wrong”?
3. What’s the best way to get an answer to a question no one in your family will not answer?
4. Do you find sometimes that people say they’re too busy to answer your questions? Do you think there might be another reason?
5. How would you respond if you asked a question and someone said, “That’s a stupid question! Why would you be curious about something dumb like that?”
6. What do you think of the response, “You’re too young to understand”? Does that satisfy your curiosity? Does it make you angry? Do you believe it when people say this?
7. How would you respond if you asked a question and someone said, “You don’t need to know the answer to that question”? How does that response make you feel? Is this the end of the road, or is there anything else you can do to get the answer you want?
8. Do you believe that you have the right to have your own thoughts and feelings, no matter what anyone in your family or any friends think?
9. What’s the best way to find the truth?
10. Do you think that the rights you have as a human being also belong to other people? Do you think this means that you have a responsibility toward others? What responsibility is that?
11. How do you know that what we’re telling you in this curriculum is true?

✓ **Thank students for a job well done!**



LESSON 10:

Is Everything We're Told by "Experts" True?

Intelligent Media Reaction and TV Watching!

1. Ask students the following questions. Remember to move quickly!

- Do you watch TV? Do you think everyone these days watches TV?
- Do you think that watching TV can be harmful as well as helpful? Why do you think so?
- Do you think it's important to choose programs carefully? Why do you think so?
- Do you think that some TV programs, and commercials, can lead us to believe things that aren't true?
- Do you think the news — and all media reports — give us the truth, all the time?

2. Tell students:

- ▲ Watching TV can turn us into watchers instead of doers. It can also keep us from solving problems.
- ▲ TV can introduce us to new ideas, broaden our view of the world, teach us valuable information, and stimulate a conversation between you and your family and/or friends.
- ▲ TV programming all too often shows people being aggressive, or violent. Sometimes, as a result of watching these shows, we think that we should act that way, too.
- ▲ We are bombarded by the media — newspapers, radio, TV. They compete for our attention and blast us with "information." What we don't always know is whether that information is fact or fiction.

Activity 10

Who Is the Expert?

- ✓ **Ask students to sit in a circle and close their eyes. Ask them to think silently about someone they believe is an expert — a classmate, an adult, a person in the news.** (Give them half a minute.)

- ✓ **Then ask: Can everyone think of an expert?** (Give them some ideas: The President of the U.S.? Your Mom or Dad? Your school principal? A news broadcaster?) **Let the room be quiet for half a minute.**

- ✓ **Then, ask students to open their eyes. Ask for Volunteers to talk about the expert they've chosen.**

- ✓ **Ask students:**
 1. Why have you chosen this person as an expert?
 2. What did this person say or do to lead you to believe that he or she is an expert?
 3. Is this person an “expert” in a particular field of study?
 4. What do you think makes this person an expert?
 5. Do you think that an “expert” can ever be wrong about something?
 6. Do you think that you could be an expert at something?
 7. If you could be an expert at something, what would it be?
 8. What would it take for you to become an expert?
 9. Do you think that we should always believe someone who’s tagged “expert”? Why do you think so?
 10. Do you think we’re all becoming experts on experts?

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



LESSON 11:

Why Should I Know About Time and Money? Time and Money Management

1. **Ask students the following questions. Encourage them to give you rapid-fire, alert answers! Keep the lesson to 15 minutes!**
 - Do you need and want things that cost money?
 - How do you get your money? By getting an allowance? By working? By receiving money as a gift? By selling something you own? By performing a service and charging for it?
 - Do you need time to do all the things you want to do?
 - How do you manage your time and your money? Have you given this any thought?

2. **Tell students:**
 - ▲ Whatever you decide to do to earn money, think about what you enjoy doing, what you do well, and what goods or services people around you want.
 - ▲ Consider how you can do what you'd like to do, how much your project will cost, and how much time you'll need to complete your project. You can research this information at the library, online, or talk with other people.
 - ▲ Other people may be affected by what you decide to do. That's why it's advisable to get permission from your family to do what you want to do.
 - ▲ Make sure that whatever you're going to do is something you learn how to do well. The library, online services and people can help!
 - ▲ It's important to figure out how much a project will cost you, how much time it will take to do, and how much you think people will be willing to pay. It helps to talk with others to get some good advice!

Activity 11: Roleplay

Time Spent and Money Earned!

- ✓ **BEFORE CLASS**, make TWO PHOTOCOPIES of the roleplay on the following two pages. **ALSO**, MAKE A PHOTOCOPY FOR EVERY STUDENT of the “List of Services” on the page after the roleplay.
- ✓ Ask for two Volunteers to play the parts of **RAY** and **TARO**.
 - ☐ Remind Volunteers to get into their parts as best they can!
Tell Volunteers to have fun with the roleplay!
- ✓ **DO ROLEPLAY! (Leave time to ask the following questions!)**
- ✓ **AFTER ROLEPLAY**, thank the Volunteers, **HAND OUT** a copy of the “List of Services” to every student. Read through the list out loud — quickly!
- ✓ **ASK THE FOLLOWING QUESTIONS**. Encourage students to think on their feet, and to respond with whatever thoughts enter their minds.
 1. Are there services on this list that appeal to you? Which ones?
 2. How would you manage your time to perform this service? Would you have to make a weekly plan for your activities?
 3. How much time do you think you’d need to put this together?
 4. How would you balance this time you need with other activities in your life?
 5. How much money would you need to get started? Would you put together a budget, a plan for how to use your money?
 6. Would this plan include your income — how much money you have and where it came from? Would this plan include your expenses — how you intend to use your money?
 7. Do you think it’s important to balance your budget, so your expenses don’t add up to more than your income?
 8. What would you do with the money you earn from this project? Would you spend it all? Save it all? Spend some and save some? Give some away?
- ✓ **Thank Volunteers and class for their excellent work!**

ROLEPLAY
Time Spent and Money Earned!

RAY

I am excited!

TARO

How come?

RAY

I just figured out how I'm going to have enough money to take martial arts classes! And you can do this, too!

TARO

Okay, I'm listening. What are you gonna do?

RAY

I'm gonna earn it!

TARO

Very interesting. And how do you propose to earn money when you're not old enough to get a job.

RAY

Well, I went to this class with my family where they talked about how kids can earn money. And now I know what I'm gonna do!

TARO

Oh, yeah? A class? Well, what did you learn? I'm all ears.

RAY

I learned that I can do a lot more than I thought I could!

TARO

I think you're putting me on. You and I both know that you and I are not capable of doing anything. Remember? We had that conversation the other day.

RAY

Yes, we did. But you know what? It's not true! There's lots of stuff we can do.

TARO

Okay, smart one. Like what?

RAY

(Hands Taro a piece of paper:) Take a look at this list!

TARO

Make sack lunches for your family? My family wouldn't pay me for that! I have to do that anyway, and nobody pays anything for that kind of job!

RAY

Keep looking! Look at this one! Make a meal for your family and clean up afterward!

TARO

You couldn't pay me enough for that one.

RAY

Okay. How about this? You could walk other people's dogs! We knock on our neighbors' doors and tell them we provide this "service."

TARO

Hmmm. That's pretty cool. I know my parents hate to walk the dog. They're always grumping about it. I like to walk.

RAY

Or look at this! We could mow lawns, shovel sidewalks and driveways after it snows, offer to help out at the store down the street — offer to make deliveries for them!

TARO

That's cool, too! I have a basket on my bike that would be good for that!

RAY

And what about the family down the street with all those little kids — we could offer to walk their kids to and from school.

TARO

You'd be better at that than I would. Hey, this looks good — putting on a puppet show for neighborhood kids. I could use my puppet collection!

RAY

Look at this! You fixed my bike last month, remember? You could repair neighbors' bicycles!

TARO

Wow! This is hot! Ray, you are smarter than I thought you were!

RAY

Thanks, Taro. So are you! Martial Arts classes, here we come!

List of Services

Indoor Jobs

- Make meals for the family.
- Help clean up the house.
- Water and tend to houseplants.
- Mend clothing, sew on buttons.
- Clean up before, during and after parties.
- Take care of a vacationing family's house.

Outdoor Jobs

- Mow lawns, rake leaves, weed gardens.
- Walk people's dogs.
- Clean animal cages, pens, stables.
- Shovel sidewalks and driveways.
- Wash cars.
- Run errands for people.

Work with Young People

- Walk children to and from school.
- Play with a child in a park area.
- Take a child to a library.
- Entertain a child while parents are occupied.

Work with Older People

- Help with housecleaning and meal preparation.
- Read books, letters and newspapers out loud.
- Write letters for a person.
- Run errands and make deliveries.

Perform for People

- Put on a puppet show or story hour for kids.
- Produce a variety show.
- Learn magic tricks and entertain people with them.
- Put together a clown costume; appear at birthday parties.

Special Services

- Rent out your toys, games and equipment.
- Start a neighborhood newsletter on your computer.
- Photograph people at events; parents like "kid" pictures.
- Repair bicycles and tricycles.
- Decorate packages for special events.
- Tutor kids who need help in a subject you're good at.



LESSON 12:

Do We Need Boundaries for Our Behavior?

Understanding the Law

1. Ask students the following questions. This is the last segment — make it the best!

- Have you ever wondered why we have laws? Why do you think we have them?
- Do you think that our laws protect us? Can you name one you know that protects us? How does it protect us?
- Do you think that if we had a better understanding of right relationship between people that we would not have to create so many laws to govern people's actions?
- Do you think that it's important to have laws? Do you think we'd be better off without them?

2. Tell students:

- ▲ Laws are social guidelines. They create boundaries for our behavior.
- ▲ Laws are created to protect people from unfair practices, and from physical and mental harm.
- ▲ If all people acted in intelligent ways, laws would not be necessary — and lawyers would be out of work!
- ▲ Not everyone knows that within the legal system there is litigation and mediation.
- ▲ These days, many people sue when they claim that their rights have been violated. That's litigation. What many people don't know is that there's often a way to work things out! That's called mediation.

Activity 12: Game

Explanation! Example! Experience!

- ✓ **BEFORE CLASS!** Make ONE PHOTOCOPY of the strips on the following page. Cut the pages into strips and put in a basket. It's always okay to add your own strips!

- ✓ **TELL STUDENTS:**

There are three ways we learn what we know. We learn through explanation, example and experience. Here's how they work:

Explanation. A teacher (or anyone) gives you a piece of information. You are told this information, and because it comes from someone you believe is intelligent, you accept the information as truth. For instance, your teacher tells you that when you plant a flower seed, it will grow.

Example. You see something in your own life that sets an example for you. For instance, you watch your parent plant a flower seed, and you see for yourself that the seed has been planted. When you look in the garden later, you see that the seed has sprouted. So, you believe that what you've seen is true.

Experience. You buy some flower seeds and you plant them in your garden. You water the seed patch, add fertilizer and check the area on a daily basis until one day, you see the sprouted seed. You know, from experience, that when you plant a flower seed, the seed grows. You have personal insight in the moment.

- ✓ **TELL STUDENTS:**

- We're going to pick final strips out of the basket. When you pick a strip, open it, read it aloud, and then say: "This is an explanation," or "This is an example," or "This is an experience."

- If anyone disagrees, raise your hand and give us your opinion. Remember, these are all opinions! No one is right, and no one is wrong! But we're all entitled to question and to disagree!

- Are you ready?

- ✓ **Leave a minute or two to read through the very last page!**

Explanation! Example! Experience!
PICK A STRIP!

-
1. My Mom says that money does not grow on trees!

 2. I watch my kid brother replace a spoke on his bicycle!

 3. I mow the lawn and discover that a power mower makes life easier!

 4. I attend a puppet show and think I know how to make puppets move!

 5. My English teacher says Shakespeare is the best writer in the world!

 6. I read through a Shakespeare play and think he's the best writer ever!

 7. My Dad says that no one in our family is prejudiced!

 8. My Grandfather said our neighbor is stupid!

 9. I judge a new kid in town and suddenly realize that I don't even know her!

 10. My father says that being smart means you can earn a lot of money.

 11. My neighbor doesn't have a lot of money, but I think she's very smart. Last week, she saved a kid's life.

 12. The expert on TV said that his gym equipment is the strongest and best.

 13. Dale says that David is freaky because he wears weird shoes!

 14. My teacher wrote out and solved an algebra equation on the blackboard, then gave us the answer.

 15. My science teacher told us the difference between induction and deduction. I reasoned that I don't know the difference, and deduced that I was right!

 16. It may be impossible to know everything there is to know, but what I know for sure is that I am breathing, which means I'm alive!

 17. My Mom says that she heard our next-door neighbors having an argument. She says that they don't like each other.

 18. The President says that we need to go to war.

Congratulate your students on their insightful and excellent work!

Tell students:

- ❑ Always consider the truth for yourself — no matter what's being said and who's saying it!
- ❑ It's always best to take it upon yourself to know the truth and falseness of what anyone — including us! — tells you!
- ❑ Memorizing information can help us remember details, but it's not as important in life as knowing how to find the truth!
- ❑ Think for yourself! Stimulate your own awareness! Stimulate your child's awareness!
- ❑ You can always stop a fight — inside your head, or physically between you and another person — if you first STOP and THINK! Inaction is the highest form of action, because rather than act based on your conditioning, you act based on what you know is true!

✓ Remind students:

- ▲ Hope that all of you can get together again to learn about yourselves.
- ▲ There are other classes you offer at your school that are like this one but even more fun!
- ▲ Next time, bring a friend!
- ▲ Hope to see you all soon!

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

Specializing in Bully Prevention*

What Is the General Intent?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Three occupations below highlighted in blue are particularly noteworthy)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CHARACTER DEVELOPMENT

The Character Development Component:

12 Ways to Act with Respect

Courtesy: Being Well-Mannered and Considerate

Gentleness: Living with Affection and Compassion

Honesty: Being Truthful

Humility: Acting Without Self-Importance

Intelligence: Understanding What Prevents Peace

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

Order: Being Aware of What Creates Disorder

Responsibility: Meeting Life's Challenges with a Brave Spirit

Wisdom: Living Without Fear

Compassion – Consideration and sensitivity for another's well being

Courage and Commitment: Fighting Injustice

Respect: Honoring the Dignity of All Life

Rights and Responsibilities

My right: Be able to think free thoughts

My responsibility: Allow others to think freely

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

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

My right: Ask questions and receive truthful answers

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

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

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

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

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

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

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

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

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

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

CONFLICT EDUCATION

The Conflict Education Component *

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

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

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

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

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

The Introductory Level Conflict Education Program:

12 Ways to Walk Away with Confidence

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

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

12 Ways to Protect Yourself From Harm (a sample)

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

8. Grab- Release: Two Hands

9. Grab-Release: Both Arms

10. Hit - Low Block

11. Hit - Middle Block

12. Hit - High Block

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

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

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

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

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

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

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

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

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

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

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

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

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

Lesson 12: Don't Distrust All Strangers!

Rights and Responsibilities For a Bully Free Society -

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

LIFE SKILLS COMPONENT

The Life Skills Component

12 Positive Action Life Skills

Personal Skills - How Do I See Myself?

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

Good Grooming and Physical Needs (Yoga for Kids*)

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

Emotional Needs

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

Creative and Intellectual Needs

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

Manners and Relational Needs

Social Skills – How Do I Relate to People?

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

Conditioning Makes Us Creatures of Habit

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

Disagreements and Conflicts

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

Parent-Child-Family Relationships

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

Companionship Skills

Coping Skills – How Do I Relate to the World?

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

Human Rights and Responsibilities

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

Intelligent Media Reaction and TV Watching

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

Time and Money Management

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

Understanding the Law

* **Physical Fitness** –

Yoga For Kids – 12 Ways to Keep Yourself Healthy

Advanced Level Conflict Education Program:

Eight Stages of Bullying – From the Playground to the Battlefield

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

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

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

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

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

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

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

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

An Internationally Acclaimed, Award Winning Program

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

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

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

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

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

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

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

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

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

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

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

Staff

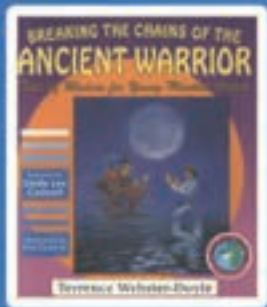
Dr. Terrence Webster-Doyle, the Education Administrator of the Atrium Society, has a Ph.D. in Health and Human Services, a Master's degree in psychology, a life-time secondary and community college teaching credential and draws on many years of experience in teaching character development and conflict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

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

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

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

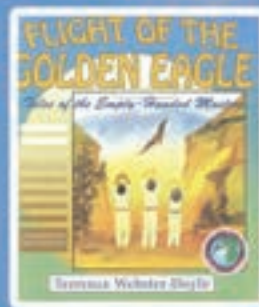
* Graduates from the MAP S.T.A.R.S. Program will receive a certificate as a Character Development – Conflict Education Specialist.



**Ancient
Warrior**



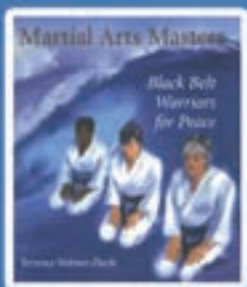
Hurricane



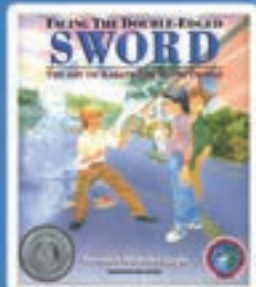
Eagle



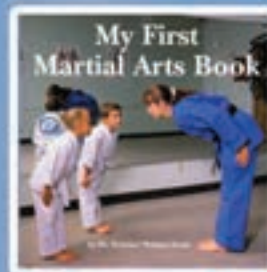
Maze



**MA
Masters**



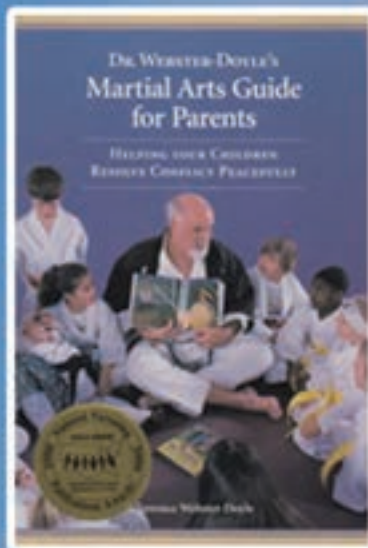
Sword



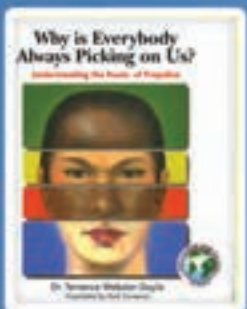
**First
MA Book**



Respect



**MA Guide
Parents**



On Us



On Me



Karate



**One
Encounter**