

Twelve Ways To Act With Respect

An Education for Peace
Life Skills for Kids Program TM

Ages 9-14



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

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LESSON 1:
The Code of Conduct
A Map for Life

Honor All Life

1. Ask students:

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

2. Tell students:

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

Activity 1

Respect for All Life!

A Mental Freestyle

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

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

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

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

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

Everyone Wants to Be Liked

1. Ask students:

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

2. Tell students:

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

Activity 2

Bully of the Week!

A Conversation

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

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

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

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

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

LESSON 3:
Courtesy: Giving and Getting Respect

Is It Difficult to Be Polite?

1. Ask students:

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

2. Tell students:

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

Activity 3

Delivering a Punch Line!

A Mental and Physical Freestyle!

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

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

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

Doing What's Right

1. Ask students:

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

2. Tell students:

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

Activity 4

Scared to Tell the Truth!

A Roleplay

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

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

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

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

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

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

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

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

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

MARSH

I did NOT lie to you!

MEL

Yes you did!

MARSH

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

MEL

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

MARSH

Okay, I lied to you.

MEL

I KNEW it! Why did you lie?

MARSH

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

MEL

I hate you NOW.

MARSH

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

MEL

I don't hate you.

MARSH

Really? You're just saying that.

MEL

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

MARSH

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

MEL

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

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

Learning What It Means to Be Brave

1. Ask students:

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

2. Tell students:

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

Activity 5

Stand Up!

A Mental Freestyle

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

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

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

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

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

LESSON 6:

Character: Being Strong When We're Feeling Weak

Is It Difficult to Be Strong?

1. Tell students:

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

2. Ask students:

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

Activity 6

Am I Strong or Am I Weak?

A Roleplay

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

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

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

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

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

BILLIE

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

SAMMIE

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

BILLIE

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

SAMMIE

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

BILLIE

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

SAMMIE

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

BILLIE

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

SAMMIE

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

BILLIE

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

SAMMIE

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

BILLIE

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

LESSON 7:

Order: Creating Harmony When There's Confusion

Is Order Really Important?

1. Ask students:

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

2. Tell students:

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

Activity 7

Getting My Brain in Order!

A Game

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

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

How We Fit in the Big Picture

1. Ask students:

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

2. Tell students:

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

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

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

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

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

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

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

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

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

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

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

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

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

It's Wise to Understand

1. **Ask students:**

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

2. **Tell students:**

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

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

- ✓ **Ask students to sit comfortably, wherever they are, so they can relax. Then, tell them:**
 1. Think of someone who's on your mind lately, or something you've thought a lot about lately — a parent, teacher, close friend, kids at school, your homework — something that makes you feel angry, or hurt. Pick just one thought.
 2. As you sit comfortably, close your eyes and look inside at your hurt or anger. Don't try to do anything about these feelings — just watch them. They're only thoughts and cannot hurt you!
 3. Whatever your hurt or angry thoughts and feelings, let them rise up — almost like bubbles in a glass of soda. Watch them bubble up. Then, watch how they slowly dissolve and disappear.
 4. Try not to judge what you see, by saying that's good or that's bad. If you do, just notice that you're doing that.
 5. The point is to let your thoughts and feelings come up and then go away, without acting on them. Watch them like you watch a movie!
 7. You are kind, courageous and wise enough to accept that you've been hurt, and to accept that you will NOT hurt back.
 8. This is the true essence of the study of martial arts: learning how to NOT hurt back — stopping conflict, whether it's in your mind or with another person — before it ever starts.
- ✓ **Ask students to open their eyes and relax a bit longer. Tell them that they can do this exercise any time, anywhere when they feel angry, hurt, frustrated, alone, or discouraged. It's a very powerful feeling to feel the hurt, to understand why it's there, and to have the courage to NOT hurt back!**
- ✓ **Ask students to stand where they are. Go to the next exercise right away. This one will get them moving again!**

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

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

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

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

Images That Refuse to Go Away

1. Ask students:

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

2. Tell students:

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

Activity 10

The Empty Cup!

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

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

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

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

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

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

- ✓ **Afterward, ask students:**

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

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

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

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

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

Activity 10 The Empty Cup!

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



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

Using Our Brains Instead of Our Fists

1. Ask students:

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

2. Tell students:

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

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

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

LESSON 11:

Love: Becoming a Champion for Peace

Protecting All Living Things

1. Ask students:

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

2. Tell students:

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

Activity 12

I'm a Champion for Peace!

A Final Mental Freestyle

- ✓ **Gather students together in a circle for their final mental freestyle. Tell them:**
 - ▲ Thank you for joining this class. You have been one of the finest groups of students I've had, and I strongly believe you are on your way to becoming champions for peace.
 - ▲ Let's have one final mental freestyle! I will ask a question at you, and you will answer back, quickly and spontaneously, using what you've learned to the best of your ability. Are you ready?
- ✓ **Fire questions:**
 1. How many times will you engage in an act of kindness today?
 2. What is the most courteous act you can think of?
 3. Why is honesty always the best policy?
 4. What does it mean to have courage?
 5. Are you a person of character? Why do you think so?
 6. What is the most orderly act you can imagine?
 7. When is the right time to act with humility?
 8. What does wisdom mean to you?
 9. Where will you begin to change your conditioning?
 10. How will you show intelligence before the day is over?
 11. What is the greatest act of love you can imagine?
- ✓ **Go around the circle as many times as you wish. When you are done, bow to your students, and they will bow to you. As a final reward for their good work, make copies for each of them of the following pages.**

The highest goal is to stop a fight before it starts!

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

TWELVE WAYS TO ACT WITH RESPECT!

The highest goal is to stop a fight before it starts. If we stop a fight
brewing inside us,
then we've already prevented a fight outside us!

THINK!

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

SPEAK!

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

ACT!

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