

# Twelve Ways To Walk Away With Confidence

An Education for Peace  
Life Skills for Kids Program <sup>TM</sup>

Ages 9-14



by  
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based on the  
Education for Peace books by  
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## LESSON 1: *Make Friends* A Bully Can Be a Buddy!

- 1. Ask students the following questions. Encourage them to give you short, quick answers. Remember, you have only 15 minutes per lesson.**
  - What is a bully? (Someone mean? A bad person?)
  - What's your reaction when you see a bully?
  - Have you ever *been* a bully? Why, do you think?
  - Do you think bullies become bullies because someone once bullied *them*?
  - Do you think that, at one time or another, we're ALL bullies?
  - Would you ever treat a bully as a friend instead of an enemy??
- 2. Tell students:**
  - ▲ Think about it. There isn't a bully alive who does not need admiration and respect. Maybe it's not a bad idea to think of a bully as a friend instead of an enemy.
  - ▲ Some of the best ways to handle a bully come from understanding that a bully makes demands on people to get a sense of control.
  - ▲ If you give a bully a sense of control — in a friendly way — without either of you getting hurt, you both win.
  - ▲ We can stop a bully with our minds, instead of our fists, by making friends.
  - ▲ Offer to help a bully in some way, in exchange for no fighting. Make a deal. Make a friend.

## Activity #1: An Exercise

### **Am I A Bully?**

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

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

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

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

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

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

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

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

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

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

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

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

## LESSON 2: *Use Humor*

### This Is a Time for Fun!

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

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

**2. Tell students:**

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

## Activity #2: A Roleplay

### *I Don't Get It!*

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

**ROLEPLAY**  
***I Don't Get It!***

**TWEEDLE-DEE**

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

**TWEEDLE-DUM**

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

**TWEEDLE-DEE**

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

**TWEEDLE-DUM**

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

**TWEEDLE-DEE**

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

**TWEEDLE-DUM**

What do you mean, it's funny money.

**TWEEDLE-DEE**

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

**TWEEDLE-DUM**

You did?

**TWEEDLE-DEE**

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

**TWEEDLE-DUM**

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

**TWEEDLE-DEE**

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

**TWEEDLE-DUM**

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

**TWEEDLE-DEE**

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

**TWEEDLE-DUM**

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

**TWEEDLE-DEE**

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

**TWEEDLE-DUM**

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

**TWEEDLE-DEE**

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



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

- 1. Ask students the following questions. Encourage them to give you short, quick answers. Remember, you have only 15 minutes per lesson!**
  - Have you ever listened to a bully call you names, or be mean, or threaten you — and you did nothing but walk away?
  - What do you think would happen if you did nothing but walk away?
  - Do you think the bully would come after you?
  - Do you think the bully would just let you go?
  - Do you think the bully would be surprised?
  - Is it good to surprise a bully? Why do you think so?
- 2. Tell students:**
  - ▲ When a bully acts mean by, say for example, calling us a name, and then we call the bully a name too, as a reply — we are REACTING to what that bully did. The bully ACTS, and we RE-act.
  - ▲ When a bully acts mean, and we ignore the bully, agree with the bully, are nice to the bully, or walk away from the bully — we do something the bully does not expect. Rather than REACT to the bully, we ACT based on our own thoughts and feelings.
  - ▲ Any time we think for ourselves and ACT instead of REACT — we strengthen our Mental Self-Defense™ skills.
  - ▲ By thinking up and doing the unexpected, we exercise our brains with new, creative, unanticipated thoughts, which makes us mentally stronger!
  - ▲ Walking away from a bully — doing nothing else but walking away — is one of the best ways to bamboozle a bully. The bully expects you to stay and shudder in fear, but instead, you turn and walk away, which shows great personal confidence and strength!

### Activity #3: A Roleplay

## Say Nothing!

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

## **ROLEPLAY**

### ***Say Nothing!***

#### **BABBLER**

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

#### **STROLLER**

*(Stops, looks at Babbler and says nothing.)*

#### **BABBLER**

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

#### **STROLLER**

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

#### **BABBLER**

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

#### **STROLLER**

*(Looks at Babbler and starts to walk away.)*

#### **BABBLER**

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

#### **STROLLER**

*(Keeps walking, showing no sign of emotion.)*

#### **BABBLER**

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

#### **STROLLER**

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

## LESSON 4: *Use Cleverness*

### The Mind Is Stronger Than the Body !

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

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

**2. Continuing to move quickly, ask students:**

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

**3. Tell students:**

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

## Activity #4: An Exercise

# **I Can Be Clever!**

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

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

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

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

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

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

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

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

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

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

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

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

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

## Activity #5: A Roleplay

# Okay! You're Right!

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

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

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

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

- ✓ **DO ROLEPLAY (see next page).**

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

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

## ROLEPLAY

### **Okay! You're Right!**

#### **BULLY #1**

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

#### **VOLUNTEER #1**

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

#### **BULLY #2**

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

#### **VOLUNTEER #2**

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



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



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

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

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

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

- ✓ **Ask students — and encourage all responses:**
  1. What is the angriest you’ve ever been?
  2. What’s something you can think of that would make you angry enough to fight?
  3. If you were challenged to a fight, would you find it difficult to refuse to fight?
  
- ✓ **Do the following exercise with your students.** Ask them to complete the following sentences quickly and spontaneously. There are no right or wrong answers. Just have fun!
  - Here’s what makes me really angry!** \_\_\_\_\_  
**The reason I won’t fight about this is** \_\_\_\_\_.
  - I got really angry this week when** \_\_\_\_\_  
**The reason I won’t fight about this is** \_\_\_\_\_.
  - When someone calls me names, I** \_\_\_\_\_  
**The reason I won’t fight about this is** \_\_\_\_\_.
  - I get very offended when someone** \_\_\_\_\_  
**The reason I won’t fight about this is** \_\_\_\_\_.
  - I hate when** \_\_\_\_\_  
**The reason I won’t fight about this is** \_\_\_\_\_.
  - I get very upset at home when** \_\_\_\_\_  
**The reason I won’t fight about this is** \_\_\_\_\_.
  - What really upsets me at school is** \_\_\_\_\_  
**The reason I won’t fight about this is** \_\_\_\_\_.
  - The angriest I get watching TV is when** \_\_\_\_\_  
**The reason I won’t fight about this is** \_\_\_\_\_.
  
- ✓ It’s okay to use the above statements over and over, but take the time to make up some of your own that you know fit your students! Give every student a chance to participate!
  
- ✓ **Congratulate students on their good work!**

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

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

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

### 2. Tell students, with strength and confidence:

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

## Activity #7: A Roleplay

### “Listen!”

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

## ROLEPLAY

### *Listen!*

#### **BOBBIE**

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

#### **SAMMIE**

*(Sits calmly, without opening eyes:)* I'm practicing my mental self defense.

#### **BOBBIE**

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

#### **SAMMIE**

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

#### **BOBBIE**

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

#### **SAMMIE**

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

#### **BOBBIE**

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

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

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

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

**2. Tell students:**

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

## Activity #8: An Exercise “Scream!”

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

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

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

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

### 2. Tell students, with assurance:

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



## Activity #9: A Roleplay

### “Help!”

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

Tell students:

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

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

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

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

- ✓ **DO ROLEPLAY (next page).**

- ✓ **AFTER ROLEPLAY**, ask students:

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

**Remind students:**

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

## **ROLEPLAY**

### **Help!**

**JARON**

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

**JESSTER**

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

**JARON**

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

**JESSTER**

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

**JARON**

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

**JESSTER**

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

**JARON**

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

**JESSTER**

SHUT UP, Jaron! Take off those stupid glasses!

**JARON**

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

**JESSTER**

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

**JARON**

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

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

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

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

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

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

## Activity #10: A Roleplay

### *Invisible!*

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

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

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

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

- ✓ **DO ROLEPLAY** (next page).

- ✓ **AFTER ROLEPLAY**, ask students:

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

#### **Remind students:**

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

# ROLEPLAY

## INVISIBLE!

**GENGHIS**

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

**MARSH**

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

**GENGHIS**

*(Continues to ignore Marsh and to read.)*

**MARSH**

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

**GENGHIS**

*(Shifts sitting position but says nothing.)*

**MARSH**

If you don't start talking. . .

**GENGHIS**

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

**MARSH**

I need that homework!

**GENGHIS**

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

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

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

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

### 2. Tell students:

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

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

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

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

- ✓ **Tell the other students:**

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

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

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

- ✓ **AFTER EXERCISE, ask:**

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

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

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

### 1. Ask students:

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

### 2. Tell students:

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

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



## Twelve SMART WAYS To Resolve Conflict Peacefully

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

***Congratulate students on their fine work!***