

Do I Have a Bully Buddy in My Brain?

A MAP S.T.A.R.S 8 -Week Course
Ages 7 to 11



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



Do I Too???



And also all of us?

Introduction

Dispelling Cognitive Distortions: Thoughts Based on False Information

The intent of this curriculum and book is to bring insight to the structure of the primitive biological brain so it can, along with the emotional and cognitive parts of the brain, act intelligently when one is aggressed upon physically and not react when the threat is only an imaginary one. As it says in the book and the curriculum “These days, in a world with lots of threats – sometimes the threats we experience are imagined! They may not be real at all! They are only images but we may think they are real and become afraid and want to protect ourselves. It’s important to be able to tell a real threat from an imagined threat.”

When an event occurs that disturbs us, automatic thoughts enter our brain so fast and so mechanically that we don’t notice them. And if we don’t notice them, we certainly won’t question them. Still, they affect our attitude, our mood, our body and our ability to function clearly. These thoughts, based on either false information or a misperception of reality, are often referred to as “cognitive distortions.”

When a conditioned thought/emotion is triggered by one of these distortions, it typically stimulates the bio-reactive survival system in the instinctive deep-rooted primitive brain. This situation occurs when we can’t see through the falsehood, and the primeval brain reacts to the image as if it were true. But if we can counteract this with Empirical observation*, we can see how a conditioned, prejudicial image (say, of a bully) can jump in and lie to us about a need to protect ourselves.

Whether in bullying situations or regular daily life, recurring cognitive distortions cause us unnecessary conflict. Even when the outer stimulus of a bully, for example, is removed, this triggering process can get internalized as the stimulus of fear spins around and around constantly sending messages of a “threat” when, in fact, there is none.

It is most significant that this biological flight or fight system in the primitive brain can be triggered inappropriately by an image of a threat when the actual threat is not there. This part of the brain cannot differentiate between an actual threat and a supposed one. Behind the psycho-emotive conditioning, this deeper biological conditioning can hold or lock the initial psychological image of a threat in place. No amount of rationalization can reach that deeper place. One has to get to it by giving the deeper, biological primitive brain what it wants – to feel confident that it can “fight”, that this more ancient part of the brain system can deal with the threat by preparing the body to defend itself. This part of the brain only “knows” that there is a “threat” created by an image and to it, it is “real.”

This is very evident in young people we call youth-at-risk, including children of war, who have been continuously abused and therefore perceive the world as a continuous threat, even though they may be in a non-threatening situation. In other words, the biological fight or flight system—the bio-reactive part of the primitive brain survival system— is stuck in the “on” position.

To disrupt this conditioned reflex pattern, young people are taught in a safe, controlled environment the MAP S.T.A.R.S.™ S.O.S. – Safe Options Self-defense System*. The S.O.S. physical component purposely triggers the flight or fight mechanism while simultaneously instilling the confidence to be able to “fight”. All the old brain really desires is to feel able to protect itself from harm, whether real or imaginary. This process has worked especially well with youth-at-risk as a therapeutic process, although it is applicable to everyone, whether they have been a victim of serious bullying or not. And as the participants integrate their newfound mental self-defense skills with the specially designed physical skills to handle hostile situations, prejudicial, conditioned ideas of imagined enemies fade and automatic triggers are put into a state of abeyance.

In the same way that homeopathy works through a system of “like curing like,” developing this specialized set of mental and physical self-defense skills cures the need to use those skills. The primitive brain acknowledges them with confidence, and relaxes. And as one becomes conscious of these newfound insights into prejudicial, conditioned patterns of thinking, feeling and acting, one becomes aware of the potential to be creative in each fresh, new moment. Thus it brings an enhanced awareness both physically and mentally to the very foundation of conflict. Through role-playing, developing cognitive awareness and expanding their insight into conditioned, prejudicial thinking, young people thrive in this environment of non-violent alternatives for resolving conflict.

But the crucial element is this overall process is that the freeze component of the primitive brains fight or flight system is put into a state of abeyance by creating a “pause” in that the brain doesn’t automatically react in this primitive manner. This is because the “pause” is intelligence, that capacity to observe directly the reality of the situation. In other words, one can actually, factually see, Empirically observe, if the threat is a real one or an imaginary or made-up one. What this intelligent direct observation is seeing is the fictional illusions that thought can create in a state of fear, real or false. The intellect, thought subjected or unprotected from the powers of the primary brain’s instinct for survival can mistakenly react from the dominance of primitive fear. Thought is not the means to remedy this situation. It can only describe it as I am doing right now. Hence the description is not the described; the image is not the actual thing. Only intelligent observation can do that. As is quoted here, the observer alters the reality being observed. “In 1927 quantum physicist Werner Heisenberg states he had a shocking but clear realization about the limits of physical knowledge: the act of observing alters the reality being observed. He called this the “observer effect.””

** Empirical observation– being derived from or relating to direct observation rather than theory, speculation, dogma or ideals, i.e. looking at what is factually, actually without any interpretation or reference to any authority.*

** S.O.S. – Safe Options Self-Defense System - 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.*

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WEEK 1: What Is A Bully?



“Me? A bully? Never!”

Breakdown of Week 1:

Have you ever been bullied?

What is a bully?

Have you ever been a bully?

Have You Ever Been Bullied?

☐ **Welcome students, as you bow:**

- ✓ Welcome! It's nice to have you here today!
- ✓ Let's all sit together on the floor so we can talk and share some things we might be thinking about.
- ✓ Parents! You are welcome to sit on the chairs in a circle outside our group and hear what we'll be talking about.

☒ **Ask students:**

- ✓ **The first question today is: Have you ever been bullied?**
- ✓ **Were you bullied by a friend, a family member, a teacher? Someone else? A dog? Another creature?**
- ✓ **Who wants to tell us what happened when you were bullied?**
Allow a few children to tell brief stories about their experience.

- Thank each child for participating by offering a story. Then, after each story ask all the children:

- ✓ What did you think about this story?
- ✓ Do you think (Name of Child) responded in a positive way?
- ✓ Do you think you would have responded in the same way?
- ✓ If not, what would you have done differently?
- ✓ Do we have many different choices in how we handle any confrontation with a bully?

What Is A Bully?

- Ask students:

- ✓ What is a bully?
- ✓ Who can describe a bully? Does a bully look like you and me? How does a bully look? *Encourage all responses – there is no wrong answer.*
- ✓ Do bullies come in all shapes, sizes, ages, skin colors and nationalities?
- ✓ How does a bully act? Is a bully friendly? Angry? Mean?
- ✓ What are some other traits a bully has? How do we recognize a bully when see one?
- ✓ How does a bully make you feel?
- ✓ Can you name something all bullies have in common?
- ✓ Are they angry? Hurt? Do they act tough?
- ✓ Who can stand in front of us all and act like a bully?
Ask for one or two volunteers. Thank students for participating.

Note To Instructor: Go to **Let's Create a Bully!** (Activity 1A) on the following page. Provide children with paper and colored pencils or pens or crayolas. You may provide other materials. Use your imagination!

Activity 1A

LET'S CREATE A BULLY!



- ✓ **Divide children into groups of 3 or 4:**
- ✓ **Pass out pieces of paper, colored pencils, crayons and any other materials you want to provide – fabric, buttons, seeds, twigs, yarn, pens, crayons, paper – anything you can think of.**
- ✓ **Tell students:**
 1. In each group, let's create a bully! After we create our bullies, we'll share them with everyone.
 2. Use your imagination to draw one, make one out of paper, or fabric or other materials.
 3. Think about how the bully would look and talk! Give the bully a name.
 4. Prepare some questions to ask your bully:
 - What's your name?
 - Where do you live?
 - Why are you so mean?
 - Are you angry with someone?
 - Did someone hurt your feelings?
 - Would you like to be friends?
- ✓ **After a certain period, call time and ask each group to show and tell – show their bully and talk about it.**
- ✓ **Congratulate children on their good work!**

■ Ask children to return to their seats. Then ask:

- ✓ Do you think bullies become bullies because somebody once bullied *them*?
- ✓ Do you think bullies have problems, and they just don't know how to deal with them, so they take out their feelings on other people?
- ✓ Is it possible that kids who become bullies are just wearing a mask – that underneath, they are really just like you and me?



Have You Ever Been A Bully?

■ Ask students:

- ✓ Have you ever felt anxious, hurt, angry, helpless, afraid, picked on and then got angry with someone? Started a fight?
- ✓ Did you pretty much feel and act like a bully? Were you a bully?
- ✓ If you have been a bully, what kind of bully were you? An angry bully? A jock bully? A nasty bully? A quiet bully?
- ✓ What, do you think, made you act like a bully?

Note To Instructor: Go to **The Things That Make Me A Bully!** (Activity 1B), on the following page.

Activity 1B

THE THINGS THAT MAKE ME A BULLY!



- ✓ **Ask the children to sit in a circle.**
- ✓ **One by one, ask students what things turn them into a bully.**
 - **Is it being told what to do?**
 - **Being scolded for not doing what your parent asked?**
 - **Feeling left out?**
 - **Not making friends in school?**
 - **Not doing well in class?**
 - **Wanting to eat something you are denied?**
 - **Being bullied by someone else?**
- ✓ **Take as many offerings as the children will provide. Then ask:**
 - **Does it make you feel better to talk about these things?**
 - **Do you talk with your family about these things?**
 - **What's one thing you think you could do to NOT be a bully?**
- ✓ **Ask children to talk with their families about being bully this week! Thank them for their good work!**

WEEK 2: Is There A Bully In My Brain?



Breakdown of Week 2:

There's a bully in my brain.

The bully in my brain can be my buddy.

There's A Bully in My Brain

☐ Welcome students, as you bow:

- ✓ Welcome back!
- ✓ Let's sit again in our circle and talk more about what we have learned about bullies.

■ Ask students:

- ✓ **Have you been thinking about bullies this week?**
- ✓ **Did you talk with your family about them?**
- ✓ **If so, who wants to tell us what your family had to say?**

Note To Instructor: Go to **My Bully Is Showing!** (Activity 2A), on the following page.

Activity 2A

MY BULLY IS SHOWING!



- ✓ **Tell children you are going to begin a sentence, and then each of them will take a turn finishing the sentence. Then, use one or more of the following sentences – have fun with it!**
 - When I get angry, I would probably not ever do this, but I would really like to.....
 - Sometimes I get upset, but I don't want others to know I'm upset, so what I do is...
 - The last person I got angry with was..... and what I did was...
 - It feels good sometimes to push people around and tell them what to do because it makes me feel...
 - The bullies I've seen around my neighborhood make me want to...
 - The bullies I've seen at school make me want to...
 - My bully shows whenever I see...
 - There is definitely a bully in my brain. I can tell because...
- ✓ **Thank children for participating, and thank them for their good work!**

■ **Ask students:**

- ✓ **Do you think it's possible that we ALL have a bully inside us – someone who gets angry sometimes? Someone who feels mistreated, or ignored and needs attention?** *Allow children time to think about this and respond.*
- ✓ **Who is that bully inside you? Does he or she have a name?**
- ✓ **How does that bully look?** *Encourage children to respond. You can ask them to draw a picture of their bully on the board or on a large white pad that everyone can see. Or you can provide photos of bully-like images and ask them to pick one. Their bully image may change from day to day.*



- ✓ **What do you think that bully is thinking?**
- ✓ **What do you think that bully is feeling?**
- ✓ **That bully inside us – do you think that bully may be inside us for a reason? What would you guess is the reason?** *Encourage all responses.*

Can the Bully in My Brain Really Be My Buddy?



☐ **Tell students:**

- ✓ **We all have a bully inside us!**
- ✓ **It's possible that it's there for a good reason!**

☐ **Ask students:**

- ✓ **Do you think the bully inside us can help us?**
- ✓ **How can the bully inside help us?**
- ✓ **If you think of the bully inside as your buddy, how does that change how this bully looks?**

☐ **Tell students:**

- ✓ **That bully inside us is actually our buddy! Our Bully Buddy is there to help protect us in case we are faced with a real threat.**
- ✓ **Let's look at how that works!**

Note To Instructor: Go to **My Bully Is My Buddy!** (Activity 2B), on the following page.

Activity 2B

MY BULLY IS MY BUDDY!



- ✓ **Provide children with more arts and crafts materials – fabric, buttons, seeds, twigs, yarn, pens, crayons, paper – anything you can think of – so that, this time, they can build a Bully Buddy!**
- ✓ **They can work individually, in partners or in a group.**
- ✓ **Tell them: This bully should look much different than the first bully they drew or built.**
- ✓ **This should be a bully who is a good person – someone who can help them in threatening situations.**
- ✓ **Give them plenty of time to create this Bully Buddy.**
- ✓ **Walk around to provide suggestions, but let them create whatever is in their minds.**
- ✓ **Leave several minutes for show and tell, allowing them to talk about why they made their Bully Buddy look the way it looks.**
- ✓ **Congratulate children on their good work!**

■ **Ask children:**

- ✓ **Can you name a “real threat” that you’ve had to face? Is there a time when someone got angry with you, or threatened you, or made you feel scared?** *Encourage all responses.*



- ✓ **Did the Bully Buddy inside you react? Did your Bully Buddy get angry, fight or run away?**
- ✓ **How would the Bully Buddy you just created help you in such a situation?**
- ✓ **Do you think that fighting with, or running away from, a bully who physically threatens us is the best way to handle a bully?**
- ✓ **Why do you think so?** *Encourage all responses. There are no right or wrong answers.*
- ✓ **Do you think it’s best to deal with a bully by just putting up your fists, and fighting – or running away? Does that feel good?**
- ✓ **Do you think we could benefit from having strong mental skills?**
- ✓ **What are some mental skills you think would help make you smarter than the bully?**

Let them know that in their next lesson, they will begin to learn some new skills! Thank children for their good work!

WEEK 3: Is The Bully in My Brain There for a Reason?



Breakdown of Week 3:

Reasons my Bully Buddy might be good.
Using my Bully Buddy to see clearly.

Reasons My Bully Brain Might Be Good

■ Ask students:

- ✓ Do you agree there's a bully in your brain?
- ✓ Is it possible your Bully Buddy might be very smart?
- ✓ Do you think that bully might be there to protect you?

□ Tell students:

- ✓ You can control what your Bully inside says and does.
- ✓ Therefore, you can make your Bully Buddy a friend, someone who can help you.
- ✓ Perhaps if you can turn your Bully into a Buddy, your Buddy can help you think of positive ways to get out of a conflict.

Using My Bully Buddy to See Clearly

☐ **Ask students:**

- ✓ **Would you like to give your Bully Buddy a name? What is it?**
- ✓ **Do you think that befriending the bully inside you might make *you* more friendly?**
- ✓ **Are there ways you think that understanding your Bully Buddy might help you be understanding of other people?**
- ✓ **Can you think of a situation where having a Bully Buddy could help you – at home? What is it?**
- ✓ **Can you think of a situation where having a Bully Buddy could help you – at school? What is it?**
- ✓ **Can you think of something that happened to you in your community that could've turned out better if you had called on your Bully Buddy to help you?**
- ✓ **How about in the world? How do you think people in the world could benefit by accepting their Bully Buddy, and acting instead of reacting to conflict situations around them?**

Call on any student who would like to tell a short story about how he or she could have benefited in this way.

Call on any student who would like to say how accepting her or his Bully Buddy could have helped in a previous fight or other conflict situation.

Note To Instructor: Go to **My Bully Buddy Helps Me!** (Activity 3), on the following page. Ask students which statement they agree with.

Activity 3

MY BULLY BUDDY HELPS ME!

Ask students to choose from the multiple choices below for each question that you ask. Allow them time to disagree and/or discuss their responses.

- **Do you agree that there is a Bully in your brain?**
 - ☐ I think there is!
 - ☐ I'm not sure!
 - ☐ I'm starting to wonder!

- **Do you think that Bully in your brain could really be your buddy?**
 - ☐ I don't think it's possible.
 - ☐ Not yet.
 - ☐ I'm thinking about it!
 - ☐ I'm working on it!

- **If you think there is a Bully in your brain, do you think this Bully Buddy can really be helpful to you? If so, in what ways?**
 - ☐ I can talk with my Bully Buddy.
 - ☐ It's possible this Bully Buddy thinks more clearly than I do.
 - ☐ I think my Bully Buddy is always in my corner.

- **Here are ways I'm thinking my Bully Buddy can help me:**
 - ☐ How to talk with a friend.
 - ☐ How to talk with people at home.
 - ☐ How to get along better at school.
 - ☐ How to use my Bully Buddy in neighborhood situations.

Add you own ideas!

WEEK 4: A Real Threat



Breakdown of Week 4:

We can think peacefully and wisely.
Learning the three Ps.

We Can Think Peacefully and Wisely

☐ **Welcome students, as you bow:**

- ✓ **There are real threats in the world today, and it's good to be able to understand the best ways to deal with them.**
- ✓ **Have you had a real threat happen to you? What happened?**
(Encourage responses.)
- ✓ **How did you respond to this threat?**

☐ **Tell children:**

- ✓ If we face a physical threat – if someone, for example, threatens to hurt us – if we freeze up, or fight, or run away – then we are acting out of fear.
- ✓ The way we WANT to act is to be smart in a situation like this and do our best to PREVENT this threat from growing into a fight.
- ✓ We need to think peacefully and wisely.

Learning the Three Ps

□ Ask students:

- ✓ **What are some ways you can think of to handle a threat if someone bullies you?**
- ✓ **Are there ways you can think of that are not fighting, freezing or running away?** *Encourage all responses. Engage children in any conversation about this. Let them talk – and really listen!*

□ Tell students:

- ✓ There are three basic ways to handle such a situation. We call them “The Three Ps”: Prevent! Prepare! Protect! Let’s take a look at them.
- ✓ Talk about this by asking the children how they think they could possibly prevent a fight. Encourage all responses!



PREVENT A FIGHT!

We can prevent a fight from happening by avoiding it – by simply refusing to fight. You can stand there, you can turn around, you can walk away. How would you do this?



PREPARE TO USE YOUR BRAIN!

Another excellent way to handle such a situation is to use your brain instead of your fists. You can try to talk things out instead of getting angry and jumping into a fight. What kind of talking would you do to help prevent a fight?



PROTECT YOURSELF!

Protect yourself by learning how to fight – so you don't have to! In other words, learning how to fight gives you confidence so you never have to get into a fight to begin with. Do you think learning some strong fight skills would help you never have to use them?

Note To Instructor: Go to **I Can Prevent A Fight!** (Activity 4A), on the following page.

Activity 4A

I CAN PREVENT A FIGHT!



- ✓ Tell the children you are going to read the first part of a sentence, and then each of them will be asked to finish the sentence. Ready? Go!
- A kid who is older, taller and stronger than I am approaches me and asks me for my money. He says he will punch me if I don't give it to him. The peaceful thing I would do is....
 - My parent tells me that if I don't clean up my room, I won't be able to watch my favorite TV show. I get very angry, because I don't want to clean my room. But trying to peaceful, what I do is...
 - A friend of mine grabs one of my toys without asking for it. This makes me very angry. I really want to punch that kid – but, wanting to prevent a fight, what I do is...
 - On the playground a couple of kids push me down, on purpose. This gets me very upset, and besides, it hurts. I want to yell at them, but instead, trying to think peacefully and wisely, I say....
 - Thank the children for participating and using their brains!
- (Come up with sentences of your own that you know apply to the children in your classroom!)

WEEK 5: An Imagined Threat



Breakdown of Week 5:
Recognizing an imagined threat.
A false image, a false alarm

Recognizing An Imagined Threat

■ **Ask students:**

- ✓ **Do you think you can recognize a real threat from a false threat?**
- ✓ **What's the difference between a real threat and one that is imagined?**
- ✓ **Do you think your Bully Buddy could help you tell the difference?**
- ✓ **Did you ever feel threatened and then later discovered that a threat you felt wasn't real? What happened? *(Allow students to offer stories.)***
- ✓ **Do you think people sometimes try to scare us on purpose?**
- ✓ **When someone or something scared you at one time, did you eventually find out that the scare wasn't real? How did you feel?**

☐ **Tell students:**

- ✓ **Remember the three Ps that we learned in our last lesson? What are they? Who can remember?**
- ✓ **They are: Prevent! Prepare! Protect!**
- ✓ **Do you think we can use these three actions to help us tell the difference between a real threat and a make-believe one?**

Prevent fear!

When you feel a threat and don't know if it's real, you have to really LOOK at it – and SEE it.

Prepare to use your brain!

Let your brain think about whether the threat you are feeling is really dangerous!

Protect yourself!

Be AWARE in the moment! Wake up your brain! Ask your brain and your Bully Buddy to think intelligently!

- ✓ **Sometimes the best way to learn to tell the difference between a real threat and an imagined threat is to hear a story that shows us how an imagined threat created fear.**

☐ **Tell students:**

- ✓ **I'm going to read you a story. Listen carefully.**
- ✓ **After we hear the story, we'll talk about it. Are you ready? Are you in a comfortable listening place?**

Note To Instructor: Go to **Activity 5 – A Story: False Image, False Alarm**, a story on the following page.

Activity 5 – A Story False Image! False Alarm!

Many years ago, in a California town, townspeople had contacted a town in another country that had the same name. Some of the people in the other country decided to visit the U.S. town as tourists. Many people in the California town were nervous because, to them, the people from this other country were “the enemy” — a concept that had been ingrained in them by years and years of hearing about this other country from their parents, grandparents and other people in their community.

**When the foreigners arrived,
they were not what the Californians had expected.
They were dressed like Americans, looked like Americans,
walked like Americans — and some spoke excellent English!**

One of the Californians picked a shy lady to talk with, who returned his hello. She said, “We are glad to be here.” In a split second, although she looked and dressed like an American, it turned out she was from the other country. In an instant, his mind got taken over by things he had heard in the past, and this visitor suddenly became “one of them” — his supposed enemy!

In that next moment, he froze and felt the urge to protect himself or run away. His brain shouted, “Danger! Enemy attacking!” His stomach knotted up, his palms were sweating, his eyes widened, and his heart was beating fast! He was ready to fight her, or run away from what he considered a threat.

But where was the threat? What was making him prepare to fight or to run away? It was his prejudiced vision, conditioned by years of repeated judgments. But now, right in front of him, was reality, in the form of a real person who was nothing like the “enemy” his conditioned mind had envisioned. She was very soft-spoken, friendly and spoke perfect English!

They began to talk more and discovered some interests in common. The Californian began to get calm, realizing that he was simply talking to another human being.

Here is something to think about:

No Image – No Enemy – No War

What does this mean?

■ Ask students:

- ✓ What do you think of this story? How did it make you feel? Did you SEE the man's basic thought – what was it?
- ✓ Do you think his false alarm image came from a fear inside him?
- ✓ Do you think what he feared he may have learned from other people?
- ✓ Can you see how his fear came from a threat that wasn't real?

□ Tell students:

- ✓ We are “conditioned” by so many things and by so many people in our daily life – sometimes we aren't aware of them.
- ✓ People who are conditioned to fear and hate feel they must do so to protect themselves against an imagined enemy.

■ Ask students:

- ✓ Have you met any people like this? (*Encourage responses.*)
- ✓ Have you ever had an experience like this – where you felt scared – but it turned out to not be a threat after all?

□ Tell students:

- ✓ This is called prejudice. Prejudice begins with a basic statement of information that isn't true – or not completely true.
- ✓ A prejudiced statement is passed along through time and becomes an accepted, unquestioned belief.
- ✓ In our world today, there are lots of things we hear from people around us, from television or the internet – people trying to get us to believe what they believe – that may not be true.
- ✓ It's important to see that there are many authorities in your life who can be helpful, but also important to be able to tell the difference between authorities who are helpful, and those who are not.

Activity 5A

I SEE THE DIFFERENCE!



- ✓ **Ask students: A real threat or an imagined threat? Talk about them!**
- **A weather reporter announces that a hurricane is coming.**
 - **A forest fire has begun in mountains near your home.**
 - **A politician on TV says it's important to vote against global warming.**
 - **A bully in your school wants you to give him your lunch money.**
 - **A scary movie you're watching makes you feel scared.**
 - **A fire alarm in school goes off.**
 - **It's Halloween, and someone in costume scares you.**
 - **A salesperson demands that you buy her product.**
 - **A dream you have frightens you, and you wake up scared.**
 - **A dog in the neighborhood barks at you.**

ADD SOME OF YOUR OWN!

WEEK 6:
12 Ways To Walk Away With Confidence – The First Four –
Using Our Brain Instead Of Our Fists



Breakdown of Week 6:

Acting wisely instead of out of fear.

Twelve ways to walk away with confidence – the first four.

Acting Wisely Instead Of Out Of Fear

☐ **Welcome students.**

- ✓ **Have you been thinking about the three Ps?**
- ✓ **Who can tell us what the three Ps are? Can you name them?**
- ✓ **Have you been using them this week? In what way?**

☐ **Tell students:**

- ✓ We live in a world where there's a lot of fighting going on.
- ✓ Most people in the world do not like to fight and would much rather live in peace.
- ✓ To be part of a world focused on peaceful living, it will be good for us to learn ways to prevent a fight from even starting – before it grows into something too big to handle.

Twelve Ways To Walk Away With Confidence – The First Four



☐ **Tell students:**

- ✓ **No matter how a fight begins, we can stop it before it starts by using 12 basic ways to walk away with confidence.**
- ✓ **In this lesson today, we will begin by learning 4 of them.**

1. MAKE FRIENDS

Treat the bully as a friend instead of an enemy.
All bullies need admiration and respect.
Think about ways you can compliment or help the bully.

2. USE HUMOR

You can turn a scary situation into a funny one, but be careful.
Have fun *with* the bully rather than making fun *of* the bully.
You could tell a joke, or tell a funny story.

3. USE YOUR CREATIVE IMAGINATION

Pretend you are sick. Pretend you have poison ivy.
Pretend you have some infection the bully will get if he/she fights with you.
Tell the bully someone is about to meet you.

4. WALK AWAY

Don't get into it. Walk away.
This is a simple and overlooked way to end conflict before it ever begins.

Note To Instructor: Go to **I'm Using My Creative Imagination** (Activity 6A) on the next page.

Activity 6A
I'M USING MY CREATIVE IMAGINATION!



- ✓ **Divide your students into four groups:**
- **Group 1:** Ask the students in this group to create a way to **MAKE FRIENDS** with a bully.
 - **Group 2:** Ask the students in this group to create a way to **USE HUMOR** with a bully.
 - **Group 3:** Ask the students in this group to create a way to **USE THEIR CREATIVE IMAGINATION** with a bully.
 - **Group 4:** Ask these students to create a way to **WALK AWAY** from a bully when they feel threatened.

Give the groups about 5 minutes to talk about how to create their presentation.

After 5 minutes, ask the members of each group to present what they have created.

Congratulate students on their excellent work and inventive imaginations!

☐ **Tell students:**

Let's learn more about these first four ways to walk away with confidence so that we don't have to fight, or run away!

MAKE FRIENDS

Treat the bully as a friend instead of an enemy.
All bullies need admiration and respect.



☐ **Ask students:**

- ✓ **If a bully approaches you and threatens to hurt you if you don't give up your money, what's a way you think you could try to make friends?** *Encourage many responses!*
 - Would you let the bully have your money?
 - Would you think of something else to offer the bully?
 - Could you offer to help the bully with some homework?
 - What do you have to offer the bully?
- ✓ **How could you demonstrate to a bully that you admire him or her and want to show respect?**
 - Would you invite the bully to be friends instead of enemies?
 - Would you tell the bully how much you admire something about him or her?
 - What's a respectful thing you could do for the bully?

USE HUMOR

You can turn a scary situation into a funny one, but be careful.
Have fun *with* the bully rather than making fun *of* the bully.



Ask students:

- ✓ **If a bully approaches you and threatens to hurt you if you don't give up your lunch, what's a way you think you could try to use humor?** *Encourage many responses!*
 - Would you let the bully share your lunch?
 - Do you know any jokes the bully might like?
 - What's something that makes you laugh?
 - Can you try treating the bully as a fun buddy?
- ✓ **How could you demonstrate to a bully that the two of you could have fun together?**
 - Would you invite the bully to go to a ballgame sometime?
 - Would you tell the bully some things that make you laugh?
 - Have you seen this bully laugh about anything? Would this help you create something new for the bully to laugh about?

USE YOUR CREATIVE IMAGINATION

Pretend you are sick. Pretend you have poison ivy.
Pretend you have some infection the bully will get if he/she fights with you.
Tell the bully someone is about to meet you.



❑ Ask students:

- ✓ **If a bully threatens you in some way, what's something you could pretend that you think might discourage the bully from attacking you? *Encourage many responses!***
 - Would you pretend you have a contagious cold?
 - Would you offer to share the poison ivy on your hand?
 - Would you say a police officer is nearby?
 - Could you pretend to faint?
- ✓ **How could you demonstrate to a bully that the two should not be together in this moment?**
 - Would you tell the bully quickly you have to go, and dash off?
 - Would you say your father is a boxer and is coming to pick you up?
 - Would you offer to help the bully do some homework?

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. Don't turn your back until you are safely away from the bully.



☐ **Ask students:**

✓ **If a bully threatens you, how could you avoid getting involved with the bully?** *Encourage many responses!*

- Could you just turn around and walk away?
- Would you walk away and quickly disappear?
- Would you ignore the bully as if he/she isn't there?
- Would you back away and wave goodbye without a word?

✓ **How could you demonstrate to a bully that you don't want to fight?**

- Would you say anything before walking away?
- Would you just look at the bully, turn and go?
- Would you hold your breath, start walking backwards without turning away until you're a safe distance away?

Note To Instructor: Go to **My Favorite Way to End Conflict** (Activity 6B) on the next page.

Activity 6B

MY FAVORITE WAY TO END CONFLICT!



- ✓ **Ask students to sit in a circle and, one, by one to finish one of the following sentences. Repeat sentences as you go around the circle:**
- **When threatened by a bully, I would try to make friends by...**
 - **The way I'd like to use humor with a bully is to....**
 - **If a bully bullies me, I'd use my creative imagination by...**
 - **If confronted by a bully, this is how I would walk away (ask student to stand up and show the class).**
 - **I would like to treat a bully as a friend by telling the bully...**
 - **My favorite joke to tell a bully is...**
 - **I think that walking away from a bully is good because...**
 - **My favorite way to end a conflict is...**

Thank children for their good work!

Ask them to practice these new ways to prevent a fight.

Remind them there are more to come in the next lesson!

WEEK 7:
12 Ways To Walk Away With Confidence – The Second Four
Learning How To Handle A Bully



Breakdown of Week 4:

Using your head instead of your hands

Ways to walk away with confidence – the second four

Handling A Bully With Your Mind

- ☐ **Welcome students.**
 - ✓ **Have you been thinking about the first four ways to walk away with confidence?**
 - ✓ **What are the four ways? Can you name them?**
 - ✓ **Did you use them this week? If so, how?**
- ☐ **Tell students:**
 - ✓ Confidence comes from being able to think differently.
 - ✓ When we do, we realize that we don't have to give in to a bully's wishes or actions.
 - ✓ We can act from our own thinking instead of react to a bully's actions.

Twelve Ways To Walk Away With Confidence – The Second Four



☐ **Tell students:**

- ✓ **No matter how a fight begins, we can stop it before it starts by using 12 basic ways to walk away with confidence.**
- ✓ **In this lesson today, we will learn the next 4 ways.**

5. AGREE WITH THE BULLY

Tell the bully you agree with him or her.
Instead of creating conflict by disagreeing, you create a more peaceful situation.
If you feel insulted by a bully, let your anger rise up, watch it, then let it go.

6. REFUSE TO FIGHT

No matter what a bully says or does, refuse to fight.
One way to stop a conflict is to absolutely refuse to fight.
Sit down on the ground, walk away, run away – just don't fight.

7. STAND UP TO THE BULLY

If you are feeling confident, stand up to the bully.
This could make the bully angrier, or not.
Tell the bully you're tired of being bullied and refuse to take it anymore.
Stand up to the bully, and quickly walk away.

8. SCREAM/YELL

A good shout or yell (kiai) can shock the bully.
This kind of action can distract the bully for a moment.
Distracting the bully gives you time to get away.

Note To Instructor: Go to **I Don't Have to Run Away!** (Activity 7A) on the next page.

Activity 7A
I DON'T HAVE TO RUN AWAY!



✓ **Divide your students into four groups:**

- **Group 1: Ask the students in this group to show us one way to AGREE WITH A BULLY.**
- **Group 2: Ask the students in this group to show us how to REFUSE TO FIGHT when threatened by a bully.**
- **Group 3: Ask the students in this group to create a way to STAND UP TO A BULLY without having to fight.**
- **Group 4: Ask these students to create a situation where it could be helpful to SCREAM/YELL (Kiai).**

Give the groups about 5 minutes to create their presentations.

After 5 minutes, ask the members of each group to present what they have created to the rest of the class.

Ask students to explain how they came up with their ideas!

Congratulate students on their excellent work and inventive imaginations!

AGREE WITH THE BULLY

Treat the bully as a friend instead of an enemy.
All bullies need admiration and respect.



☐ **Ask students:**

- ✓ **If a bully threatens you in some way, can you think of a way to think of him or her as a friend?** *Encourage many responses!*
 - What's something nice you could say to the bully?
 - If the bully were your friend, what would you want to say?
 - Could you invite the bully to protect you on your walk home?

- ✓ **Is there a way you can think of to show your desire to be friends with the bully?**
 - Is there a party you could invite the bully to?
 - Would you compliment the bully on how she or he looks, or what clothes he or she is wearing?
 - If you think of the bully as a friend, do you think that would help you attempt to be comfortable with the bully?
 - If you were a bully, what's something someone could say to you that would make you feel good?

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.



❑ Ask students:

- ✓ **If a bully threatens to attack you, what's a way you could refuse to fight?** *Encourage many responses!*
 - Would you fall to the ground and take cover?
 - Would you simply turn around and walk away?
 - Could you make the bully look the other way, and run?
 - Would you try to make friends with the bully?
- ✓ **How could you convince the bully, in no uncertain terms, that no matter what, you are not going to fight?**
 - Would you tease the bully and pretend you could never win a fight with him or her?
 - Could you attempt to tell the bully a joke and change the subject?
 - Would you invite the bully to join you for lunch?

STAND UP TO THE BULLY

This can work, but it can also make some bullies angrier.
You will need to decide if you think this will work in this situation, with this bully.



☐ Ask students:

- ✓ **What do you think it takes to stand up to a bully?** *Encourage many responses!*
 - Would you show off some of your martial arts moves?
 - Would you stand tall and say you're not going to be bullied anymore?
 - Could you gather some friends to take a stand together?
- ✓ **How would you demonstrate to a bully that the two of you are better off not fighting?**
 - Would you tell the bully that nothing he or she says or does will change your mind?
 - What action would you take to stand up to a bully?
 - Would it scare you to stand up to a bully? If so, how could you turn your fear into confidence?

SCREAM/YELL

A good shout or yell (kiai) can shock the bully and distract him or her for moment, giving you enough time to get away.



□ Ask students:

- ✓ **Do you think using a large scream or yell could help you get away from a bully?** *Encourage many responses!*
 - Have you ever been distracted by a loud noise?
 - Do you think loud noises stop us from what we're doing?
 - Would an unexpected scream from you shock a bully?
 - Do you think the shock would give you time to get away?
- ✓ **Do you think that such a scream or yell signals that danger is coming?**
 - Do you think such a scream might give you a sore throat?
 - Would such a yell kickstart your fighting spirit?
 - Do you think such a scream or yell would help build your confidence if you're threatened by a bully?

Note To Instructor: Go to **My Bully Is My Buddy!** (Activity 7B) on the next page.

Activity 7B

MY BULLY IS MY BUDDY!



✓ **Ask students to sit in a circle and ask the following questions. Encourage students to engage in a discussion.**

- **Do you agree that we all have a bully inside us – someone who gets angry, or offended sometimes?**
- **What makes you angry and want to fight? A person? A situation?**
- **Do you think that bully inside us is there for a good reason – that maybe that bully inside is helpful to us in some way?**
- **What's one way you would say your bully inside is helpful to you?**
- **Does your bully inside help you understand another bully who might get angry with you?**
- **How would you make good use of your bully inside to deal with a bully who threatens you?**

Congratulate students on their good ideas, their good work and their intelligent thinking! Remind them that there are 4 more ways coming in their next lesson!

WEEK 8:
12 Ways To Walk Away With Confidence – The Last Four
Using Mind and Body Together



Breakdown of Week 8:

Using mind and body together.

Twelve ways to walk away with confidence – the last 4

Using Mind and Body Together

☐ **Welcome students.**

- ✓ **Have you been working on your ways to build confidence?**
- ✓ **What are your favorite ways? How have you used them?**
- ✓ **Can you see how mind and body can work together?**

☐ **Tell students:**

- ✓ With martial arts movements, we train our bodies to help develop our confidence.
- ✓ With mental martial arts, we train our brains to act rather than react.
- ✓ To be part of a world focused on peaceful living, it will be good for us to learn ways to prevent a fight from even starting – before it grows into something too big to handle.

Twelve Ways To Walk Away With Confidence – The Last Four



☐ Tell students:

- ✓ No matter how a fight begins, we can stop it before it starts by using one of our 12 ways.
- ✓ Here are the last four.

9. IGNORE THE THREATS

This is similar to simply walking away.
You hear threats and you turn and walk away from the bully.
You keep going even if the bully tries to get you angry enough to react.

10. USE AUTHORITY

Call a teacher, a police officer, a parent.
Reach out to anyone who can help stop the bully from hurting you.
This is not being a coward; this is stopping violence before it happens.

11. REASON WITH THE BULLY

If you are a good talker, talk things out with the bully.
If you don't argue, don't get angry, the bully may calm down.
If you act friendly, the bully might be convinced to not hurt you.

12. TAKE A MARTIAL ARTS STANCE

This is a last resort: take a martial arts stance.
A strong martial arts stance tells the bully you're prepared to protect yourself.
Hopefully, you don't have to use this one.

Note To Instructor: Go to **I Can Stop a Fight!** (Activity 8A) on the next page.

Activity 8A I CAN STOP A FIGHT!



- ✓ Divide students into two groups.
- **GROUP 1:** Ask students to put together a situation in which a bully gets angry and threatens to attack another student. Ask them to present this as a roleplay, where one student pretends to be the bully and another student pretends to be the bully's victim. Give them about 5 minutes.
 - **GROUP 2:** Ask students to prepare one or two ways to walk away with confidence if they are ever approached by a bully. Give them about 5 minutes. They must work together efficiently!

After 5 minutes, ask students to sit in a circle and ask Group 1 to do their presentation.

After the students watch the presentation, ask Group 2 students to select one of their ways to walk away with confidence to handle this particular situation. Then ask them to present a second way – as many ways as they would like.

Congratulate students on their good thinking and excellent imagination!

IGNORE THE THREATS

The bully may call you names or try to make you angry so that you'll fight. Ignore the threats. Don't respond. Walk away.



□ Ask students:

- ✓ **If a bully threatens to hurt you, what would be your first action?** *Encourage many responses!*
 - Would you cry?
 - Would you get scared and look fearful?
 - Would you stand tall and show confidence?
 - Would you turn around and quickly walk away?
- ✓ **How could you show the bully that you are not afraid?**
 - Would you try to engage the bully in conversation?
 - Could you compliment the bully about how he or she looks, talks, acts – maybe has some special talent?
 - What would be your favorite way to ignore the bully's threat?

USE AUTHORITY

If you feel you cannot handle a bully, or the bully's threats, alone, call for a teacher or some other adult.



☐ Ask students:

- ✓ **If a bully threatens to attack you and you are alone, what can you do?** *Encourage many responses!*
 - Would you call for a teacher or other student?
 - Could you call the police?
 - Could you text a parent or friend?
 - What kind of help would you want?
- ✓ **Do you understand that calling for help is not being a coward but, instead, preventing a fight?**
 - Would you shout toward someone you see nearby?
 - Would you text someone as quickly as you can about where you are and the help you need?
 - Can you see how using authority is a smart thing to do?

REASON WITH THE BULLY

If you're a good talker, perhaps you and the bully can talk it out.
It never hurts to try.



□ Ask students:

- ✓ **Did you know that a bully is often someone who has been bullied and doesn't know how to talk with people?** *Encourage many responses!*
 - How would you begin to talk with someone who bullies you?
 - Would you try to compliment the bully, reason with the bully?
 - Would you let the bully know that bullying is not good?
 - Would you just run away?
- ✓ **How could you show the bully that he or she doesn't have to fight to be a winner?**
 - Would you think of some way to show the bully how to be a winner without fighting?
 - Would you ask the bully to help you on a class assignment?
 - Would you invite the bully to a party you know about?

TAKE A MARTIAL ARTS STANCE

This is a last resort.

This tells the bully you are prepared to protect yourself, if necessary.



☐ Ask students:

- ✓ **If a bully threatens you and you try other ways to walk away and they don't work, would you be ready to take a martial arts stance?** *Encourage many responses!*
 - Would taking a stance make you feel more confident?
 - Are you ready to take a stance, which could mean a fight?
 - Do you think that taking a stance would help prevent a fight?
 - Do you agree that this is a last resort?
- ✓ **Do you think this is the best way to show a bully that you don't want to fight?**
 - Would you feel secure enough to take this stance?
 - Do you think the bully would sense your confidence and back off?
 - Do you think that taking a martial arts stance shows a bully that you're not afraid?

Note To Instructor: Go to **I Can Stop A Bully!** (Activity 8B) on the next page.

Activity 8B PICK A STRIP!



- ✓ See the list of strips on the following page. Cut them into strips and put them in a basket or bowl.
- ✓ Ask students to sit in a circle and, one by one, ask each student to pick a strip, open it and finish the sentence and/or show what they would do.
- ✓ When the student is finished taking the action, other students have to guess which of the 12 ways to walk away with confidence the student has chosen.

If a student has a problem with a strip he or she has chosen, allow the student to choose another.

Put each strip back in the box or bowl so the strips can be used more than once.

Since this is the end of this program, be sure to congratulate students on their wise thinking, their excellent imaginations, and good moves!

Remind students: It's up to them to **STOP A FIGHT BEFORE IT STARTS** by simply **WALKING AWAY WITH CONFIDENCE!**

I would MAKE FRIENDS with a bully by....

=====

I would USE HUMOR with a bully by...

=====

I would use my CREATIVE IMAGINATION with a bully by...

=====

If a bully threatened me, here's how I would WALK AWAY....

=====

Here's how I would AGREE WITH A BULLY who gets angry with me.

=====

Here's how I would show the bully that I REFUSE TO FIGHT.

=====

Here's how I would STAND UP TO THE BULLY to show my confidence.

=====

Here's the SCREAM/YELL I would use to shock a bully.

=====

I would IGNORE THE BULLY'S THREATS by doing this.....

=====

The way I would USE AUTHORITY if threatened by a bully is...

=====

The best way to REASON WITH A BULLY would be...

=====

Here's the MARTIAL ARTS STANCE I would take with a bully.



**Congratulate students on their good work!
Encourage them to keep practicing!
Celebrate their accomplishments!**

Have a “No More Bullying” Party!



The Three Brains – With Dr. David Bohm

“There are the three brains: the reptilian, the mammalian and the new brain – the neo-cortex. Now the cortex appeared rather suddenly. The reptilian and mammalian brains came into equilibrium with their surroundings and were more or less suited to them. Then suddenly the cortex appeared. The mammalian brain with its emotional response responded to the environment and it worked, statistically. But now it's surrounded by the new brain. It's a different environment and it doesn't work because of simple reasons. The new brain can produce images, which are very convincing to the old brain. The old brain does not actually see these objects but the whole body still responds in a way, which corresponds to the object. The old brain knows how to get correspondingly stirred up in response to a lion and it says, "run". Or something nice appears and it says, "Go there". The new brain, however, can produce images, which means not just pictures but stirring up the whole system as if there were that thing present. The old brain doesn't look out to see whether it's there or not. It can't. It just gets stirred up. So therefore it can say those images are irresistible. Either it says I want them or they frighten me or they make me enraged or whatever. However, the new brain is functioning in the environment of the old brain. Namely, all the neurochemicals and so on come from there. All the desire and all the energy to do something come from there.

“The new brain has no reason to do anything by itself. Therefore, when it gets all stirred up, it's confused and it doesn't work right. It's not integrated. When these neurochemicals are too strong, they confuse the new brain. Let's take an elementary case. Suppose a certain thing disturbs or frightens you. Your mother comes along and says don't worry about it; she lulls you into a sense of security. What happens is that that thought liberates just as simply as a nice situation would; it liberates

just as simply as a nice situation would; it liberates what are called endorphins which coat the nerves that produce pain or fear, which then produce an effect rather like morphine - they're named after morphine. Then when the situation suddenly changes or you think differently, the endorphins are removed. Eventually you're hooked on them. Why? Because the old brain demands that you think again in such a way as to reproduce those endorphins; it demands this of the new brain. Therefore it demands false thoughts that will lull you into a nice sense of security (like being identified with a group).

"Now who is providing you with the false thoughts?
The new brain. It is simply a machine that provides whatever thoughts will satisfy what's going on in the old brain. The old brain makes a demand. Let's say it needs food; food comes in, it stops. It needs a nice thought that says everything will be all right. When it comes in it says, "O.K. It doesn't bother me anymore." The new brain gets hooked; it gets habituated into providing the old brain with the thoughts that will lull it into a good feeling.

"The new brain has to do what the old brain wants, and then that's the way the system presently works. The desire, the energy, the intention fundamentally come from the spinal column. The new brain cannot see any reason to do anything. It's sort of an analytical function.

"The new brain cannot control the old brain. Functionally that's an illusion or delusion. But society and culture said, "Let the new brain control the old brain. Being virtuous consists of doing that."

"The old brain is dealing with survival, but then it also sent signals that the new brain picked up as suggesting that it could help with survival. Therefore, the new brain found out that it could help the old brain in the struggle for survival by all sorts of methods improving tools and whatnot.

“The challenge to humanity is this: How is humanity going to get these parts of the brains to work together more intelligently? Some new movement is needed which cannot start in either brain. It must start in another way. More creatively.

(Proprioceptive learning – Empirical observation – being derived from or relating to direct observation rather than theory, speculation, dogma or ideals, i.e. looking at what is factually, actually without any interpretation or reference to any authority.)

David Bohm was a Quantum Physicist who made significant contributions in the fields of Theoretical Physics, Philosophy and Neuropsychology. Dr. Bohm's books that reflect proprioceptive learning are *Thought as a System*, *On Dialogue* and *Changing Consciousness*.

Reptilian Coping Brain



The term “reptilian” refers to our primitive, instinctive brain function that is shared by all reptiles and mammals, including humans. It is the most powerful and oldest of our coping brain functions since without it we would not be alive.

1. Instinctive survival

Survival is the #1 job of our brain, and particularly the Reptilian Coping Brain. Coping is the ability to both protect our self from outside threats, and adjust or adapt to life changes and challenges. Because reptilian brain coping functions help to keep us alive we are all born with an instinctive or automatic survival coping behavior. Because it is an automatic response, we don’t even need to think before we act to protect our self when we feel threatened or injured.

2. Attack or hide response

Humans and all other vertebrates have two instinctive ways to defend themselves when threatened or injured. Their reptilian coping brain instincts are either attack to protect one's life, or

we can hide. Since we are born with these response options, humans may act like lizards or alligators when threatened or wounded, if they didn't have the other Coping Brain functions to help control reptilian brain instinctive impulses.

3. Aggression

One type of reptilian coping behavior is trying to show you're stronger or more mean by using aggressive behavior, which means showing that you are the boss and laughing when other people get hurt. One type of aggression is students starting fights on the playground or being a bully who threatens and hurts other kids. This makes kids feel bad and also afraid of the bully.

4. Anger Display

This reptilian-based behavior is another kind of automatic reptilian brain response that is used to frighten a person or group to keep them from trying to hurt or control us. When we display anger we are not only frightening others, but also preparing our self for battle. Anger increases blood pressure, heart rate and releases stress hormones into our brain and body to prepare for either attacking or hiding (running away). Reptiles and mammals besides humans, have reptilian brains that trigger anger as a way to protect themselves and keep others from harming them or their babies. Humans often get angry when their feelings are hurt, but they don't know why. A good way to remember this part of our Coping Brain is to add "D" in front of "anger." This is how reptilian survival brain causes us to show anger when we fear we're in D-ANGER.

5. Fear

Fear is an instinctive, primitive response to help us to avoid threats, injuries or death. We all fear for our lives when we're hiking and come upon a wild bear or mountain lion. But we also fear things that we have learned through experience are capable of hurting us. One automatic fear we quickly learn is touching a hot stove. Another common fear is being frightened of spiders and other insects that hide and bite, as well as snakes and wild animals. When become constantly fearful of specific things we call it a phobia (pronounced FO-Bea).

6. Revenge

Revenge or retaliation is the reptilian coping brain urge to avenge or “get even” with others when we have been injured, threatened or something is taken from us that we value. Quite often revenge leads to even more violence between humans since both sides in a conflict use reptilian responses to increase their harm to each other. The reptilian urge for revenge leads humans to punish people or groups because we are hurt by their actions -- and sometimes even by their words! We know that reptilian revenge can easily turn into violent conflicts or start wars between groups or countries, since revenge stems from primitive reptilian coping brain instincts. If we don't learn to control those instincts, they can cause us to hate or attack even particular types or whole groups of people.

7. Tribalism and territorial behavior

One of the most primitive ways reptilian coping brain seeks to protect us is joining forces with others. Among teenagers or adults it might be joining a gang. Or we may desire to compete so we “win” or dominate another school in athletic games.

College or professional sports teams are examples of how reptilian brain urges us toward tribalism. Most professional sports teams are named for and have fans from particular cities. When teams from different cities play against each others they develop fierce rivalries. Being territorial, our reptilian instincts also cause us to seek protect our self and increase our sense of safety by defending a place or space where we live. This is why humans and lower animals often fight to protect their family, home or land. Reptilian tribalism also strengthens our social identity, by being part of a social group, nation, religion, political party, etc. Another type of territorial behavior is excluding and criticizing others who are different from us and outside of our group.

8. Reproductive instinct

Reptilian brain instincts go beyond our own self survival. They include survival of our kind and species by causing us to select mates and produce offspring like our self. This is why all vertebrates, including humans, tend to mate with their own kind. We have an instinctive urge deep in our body and brain that drives us to duplicate ourselves. We are most often attracted to possible mates with whom we have common qualities or desirable characteristics we admire. This is why we have children more like us when we create our own family.