

LESSON #1  
**What Is a Bully?**

Breakdown of Lesson #1:

Bullies are people who are angry.  
Victims are people who are afraid.

Materials Needed:

Chalkboard and chalk, or large paper pad with felt pen.  
See Addenda 1A, 1B, 1C, 1D, 1E.

**Note to Teacher:** Welcome students to this new curriculum. As you ask questions, encourage all responses. There are no "right" or "wrong" answers. Encourage mistakes—making mistakes is learning.

**Bullies Are People Who Are Angry**

1. Ask students:
  - Have you ever felt: Anxious? Worthless? Out of control? Ashamed? Hurt? Insecure? Enraged? Pressured to conform? Scared? Rejected? Ambitious? Helpless? Powerless? Unfairly punished? Harassed? Vengeful? Angry? Frustrated? Lonely? Unloved? Violent? Greedy? Pressured to compete? Afraid of "not making it"? Afraid of not being able to live up to everyone's expectations?
  - Have you ever felt that everybody is picking on you?
  - We ALL have! As a result, maybe we have started a fight. The end result?
    - ❖ A feeling of war inside you.
    - ❖ A feeling of war between you and your family, your friends, or other people.
  - This curriculum intends to show those of you who are victims how to *never* be bullied again, and those of you who are bullies how to get what you need *without* bullying.
  - Are you interested in looking at the world in a new way? Are you game to find out how to never have to bully again?

**Note to Teacher:** Move through all material as efficiently as you can so that you can use at least one addendum activity. Decide which activity(ies) best suits your students and time.

2. Ask students:

- What is a bully?
  - ❖ Someone cruel to others who appear weaker?
  - ❖ Do all bullies look alike?
- What are some things all bullies have in common?
  - ❖ Are they angry? Hurt? Afraid? Act tough?
  - ❖ What do their faces look like? Their bodies? What kind of language do they use? How do they behave?

**Note to Teacher:** Every response is a good one. Acknowledge all responses. If students cannot provide answers, read from companion book, *Why Is Everybody Always Picking on Me?*

- Ask students to imitate a bully, or read from the book *Why Is Everybody Always Picking on Me?*, pp. 12-13, and then ask them to imitate. Show illustration, pp. 8-9.
  - ❖ Do you think bullies have problems and do not know how to deal with what they feel?
  - ❖ Do you think this might be why they act tough?
  - ❖ Do you think you have to act tough to have a strong mind?
  - ❖ Do you think we strengthen OUR minds when we try to understand bullies, who are all around us?

**Note to Teacher:** Go to “Boys Will Be Boys” (Addendum 1A) and read story. You can also use “Ways We Bully and Are Bullied” (Addendum 1B) in this spot.

3. There are two kinds of bullies: extroverts and introverts. Read from book, *Why Is Everybody Always Picking on Me?*, p. 14. Ask:

- Who wants to show us what an **extrovert** bully (Obvious Bully) looks like?

- Is this bully pretty easy to spot?
- Who can demonstrate what an **introvert** bully looks like?
- Is an introvert bully a little more difficult to see? More disguised? More sly? More a fox than a bull?
- Do you think the introvert bully has just as much anger and fear as the extrovert bully, but hides it?

### **Victims Are People Who Are Afraid**

1. Ask students:

- We now have an idea of what a bully is. What is a victim? If a bully acts superior, how does a victim act? Who can show us a victim stance?
- Is the victim afraid? Just like the bully?
- What do victims' faces look like? Their bodies? What kind of language do they use? How do they behave? Are victims quiet? Overly careful? Shy?
- Do you think victims have problems and do not know how to deal with what they feel, just like bullies?

**Note to Teacher:** Use "A Quote to Note" (Addendum 1C), "A Picture to See" (Addendum 1D), and/or "I Am a Bully" (Addendum 1E) in this spot.

### **Summary:**

- ★ As human beings, we all get scared and we all get angry. That is when we become a bully or a victim.
- ★ When we are afraid and/or angry, we start fights.
- ★ This curriculum intends to help us learn:

How to never be bullied again.  
How to get what we need *without* bullying.

**We are all human beings who make mistakes.  
We can learn from making mistakes.**

## Addendum #1A Boys Will Be Boys

### Story:

- ✓ Read aloud story "Boys Will Be Boys," p. 1 in *Why Is Everybody Always Picking on Me?* Show illustrations. Then, ask:
  - Who are the bullies in this story? Is there more than one person who bulldozes, threatens, intimidates?

The boy	Mrs. Potter	The sister
Jason	Rambo	The father
"You"		
  - Why is each one of these people a bully?
  - How does each one browbeat, tease, or boss?
  - If you had to guess, why do you think each one of these people is a bully?
  - Do you think they were scared? What do you think each of them is scared of?
  - Do you think they were angry? What do you think they were angry about?

## **Addendum #1B**

### **Ways We Bully and Are Bullied**

#### **Activity 1:**

- ✓ Start two charts: “Ways We’ve Been Bullied” and “Ways We’ve Bullied Others.
- ✓ Divide students into two groups.

**Say to Group One:**

Come up with as many ways as you can that you have been bullied, or you have seen people bullied.

**Say to Group Two:**

Come up with as many ways as you can that you have bullied other people, or that you have seen people bully others.

- ✓ Tell groups they will have five minutes, so they have to work as efficiently within their group as they can.
- ✓ Suggest that they may want to select a:

**Writer:** Someone to write ideas on paper.

**Moderator:** Someone to moderate the group.

**Timekeeper:** Someone to watch time and encourage speed.

- ✓ Call time. Ask the writer from each group to read their list. Add each group’s contribution to a large chart.
- ✓ Hang charts where students can see them on an ongoing basis.
- ✓ Tell students:

As you go to your classes or spend time with your family and friends, notice ways we are bullied and ways we bully. Make a note of them, and let’s add them to our charts.

## Addendum #1C A Quote to Note

### Activity 2:

- ✓ Read the following quotation to students.

**Quotation:** “Heat not a furnace for your foe so hot  
That it do singe yourself.”

—*William Shakespeare, Henry VIII*

- ✓ Ask students to read the quotation to themselves and think about it for two minutes.
- ✓ Then, either:
  1. Write a paragraph about what they believe it means; or about what it makes them think about; or
  2. Talk about it.
- ✓ Call time and ask for volunteers to read or talk.
- ✓ Each response is worthy of acknowledgement and compliment.

## **Addendum #1D**

### **A Picture to See**

#### **Activity 3:**

- ✓ Have prepared a photograph or drawing that illustrates people fighting. You can use illustrations from *Why Is Everybody Always Picking on Me?*, newspaper or magazine photos, or any other picture that you feel illustrates the point.
- ✓ It is possible to use this activity to start the lesson, to inspire questions about who is the bully and who is the victim.
- ✓ As you show this photo or illustration, ask:
  1. Who is the bully in this photograph/picture/drawing?
  2. What do you think is going on?
  3. Do you think people are getting hurt?
  4. Are they being hurt physically? Mentally? Both?
  5. Does the situation look dangerous?
  6. If you were there, how do you think you would handle this situation?



## Addendum #1E

### I Am a Bully!

#### Activity 4:

- ✓ Tell students:

It is helpful to be honest about your behavior. When you are honest about it, you see yourself AS YOU ARE, rather than judge yourself as “right,” “wrong,” “bad,” or “good.” Feeling bad or wrong only creates self-hatred, guilt, and fear. Comparing yourself to someone else only creates conflict inside you between who you actually are and who you think you *should* be. If you can just LOOK AT yourself honestly, WITHOUT JUDGMENT, you will begin to **understand** yourself and **learn about** yourself.
- ✓ Ask students to write for 5-10 minutes:

“I am a bully! Sometimes when I am really angry, I know that I would never do this, but I feel that I would really *like* to...”
- ✓ Encourage their thinking with such statements as:
  1. Push (fill in name) hard.
  2. Make my (brother/sister/father/mother) hurt as much as they hurt me.
  3. Tell my (teacher/friend/family member) to @#%&\*!!!!
  4. Get on my bike or get in a car and go away forever, because...
- ✓ Ask for volunteers to read what they have written.
- ✓ Collect all writing and display on a wall in classroom.
- ✓ Congratulate students for revealing honest thoughts and feelings.

LESSON #2

## How Does Bullying Affect Us?

Breakdown of Lesson #2:

The effects of bullying can last a lifetime.  
Mental (psychological) bullying is different from physical bullying.  
There are times when we all are bullies.

Materials Needed:

Chalkboard and chalk, or large paper pad with felt pen.  
See Addenda 2A, 2B, 2C, 2D, 2E, 2F.  
Make two copies of Dialogues #1 and #2 (Addendum 2B).

<p><b>Note to Teacher:</b> As you read the following story, read with as much animation as you can.</p>
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### The Effects of Bullying Can Last a Lifetime

1. Read aloud story, "The Day of the Bee Sting," along with the introductory paragraph at the top of the page, in *Why Is Everybody Always Picking on Me?*, p. 23. Show the illustration. Ask:
  - Did the bully attack the storyteller *physically*?
  - How long ago was the storyteller attacked by the bullies?
  - Is the fear he felt still alive?
  - Why do you think he still feels that fear today?
  - What did the bee sting show the storyteller?
2. Read aloud the story, "I Thought There Was Something Wrong with Me," p. 24, in *Why Is Everybody Always Picking on Me?* Ask:
  - How was the storyteller threatened in his new hometown?
  - Did he believe something was wrong with him? Why?
  - Was he bullied *physically* in this new town, or was it a different kind of attack?
  - Did he feel attacked *mentally*?

## Mental (Psychological) Bullying Is Different from Physical Bullying

1. Ask students:
  - What is the difference between physical bullying and mental (psychological) bullying?
  - When you are mentally bullied, can you see the hurt? The bruises?
  - How do you deal with a **physical** bruise? A **mental** bruise?
  - Do you think we all seem to know how to handle a physical bruise better than a mental one?

**Note to Teacher:** “Physical and Psychological Bullying” (Addendum 2A) and “The Extrovert Bulldozer and the Introvert Trickster” (Addendum 2B), enhance students’ experience of the difference between physical and psychological bullying.

## There Are Times when We All Are Bullies

1. Ask students:
  - ④ What kind of bully are you?
    - When you bully someone, do you nag, pester, shout?
    - Do you speak softly, fool, pretend, lie?
    - Do you think we need to be bullies? Why?
    - Do you think we need to be victims? Why?

**Note to Teacher:** “What Kind of Bully Are You?” (Addendum 2C), and “Bully Masks” (Addendum 2D), help students recognize how they, and everyone they know, are bullies.

2. Tell students:
- ② Kids are not born bullies. We learn how to be bullies from adults.
  - ② If you want to, you can use your mind to keep from being bullied, and to keep from bullying.
  - ② Your mind is the strongest weapon you have.

**Note to Teacher:** "A Quote to Note" (Addendum 2E) and "A Picture to See" (Addendum 2F) can be used to inspire thinking about any of the questions that appear in this lesson.

**Summary:**

- ★ There are times when we ALL are bullies.
- ★ When you bully someone, you may be hurting that person *for life*.
- ★ Although psychological bullying is different from physical bullying, *both cause pain*.
- ★ You can use your mind to keep from being bullied, and you can use your mind to keep from bullying. We will learn how to do this.
- ★ Your mind can help you heal bruises *without* being violent.
- ★ Your mind is the greatest weapon you have.

**When we can SEE that we are bullying, this is the first step to our understanding what we can do about it.**

## Addendum #2A Physical and Psychological Bullying

### Activity 1:

- ✓ Remind students of what a **physical** bully is. Ask for two volunteers to read Dialogue 1 (Addendum 2B). Instruct the volunteer playing Jock to not really be rough, but to pretend.
- ✓ Encourage students to get into their parts: Jock will act and talk tough. Leslie will back down and act timid. Playing their parts as seriously as they can helps us all get the feel of a real bully in action.
- ✓ Go to following page and read dialogue.

Afterward, ask:

1. What kind of bully is Jock?
  2. What words or actions tell you what kind of bully Jock is?
  3. Do you think Jock frightened Leslie?
  4. Why was Leslie so scared?
  5. Do you think Leslie truly could not figure out why s/he deserved to be punched?
  6. What do you think Jock's problem is?  
*Encourage all responses. There are no "right" or "wrong" answers.*
- ✓ Remind students of what a **psychological** bully is. Ask for two volunteers to read Dialogue 2 (Addendum 2B).
  - ✓ Encourage students to get into their parts: The Sly Fox will act slick, charming, crafty. Leslie will act "normal." Ask students to play their parts the best they can, which helps us all get the feel of a real trickster in action.
  - ✓ Go to page following Dialogue 1, and read Dialogue 2.

Afterward, ask:

1. What kind of bully is Sly Fox?
2. What words or actions tell you what kind of bully Sly Fox is?
3. Do you think Sly Fox frightened Leslie?
4. Do you think Leslie was scared?
5. Was Leslie bullied? How?
6. Have you ever felt bullied but unsure why?
7. Do you think both kinds of bullying can affect us, perhaps for the rest of our lives?

**Addendum #2B: Roleplay 1a**  
**The Extrovert Bulldozer**

**Roleplay 1a:**

**JOCK**

So, Squirt, you think you can just bump into me and get away with it, huh? *(Grabs Leslie by the collar.)*

**LESLIE**

I didn't do it on purpose....

**JOCK**

Oh, yeah? I've heard *that* before! You think I'm stupid or something?

**LESLIE**

It has nothing to do with being stupid... *(Tries to get free.)*

**JOCK**

You think you can put one over on me and I'm just gonna let you go, huh?

**LESLIE**

I said I was sorry, didn't I?

**JOCK**

Sorry doesn't cut it, Squirt. I'm gonna have to take you out.

**LESLIE**

I didn't do anything! How come you don't believe me?

**JOCK**

Why should I believe a squirt like you? Why should I believe anybody who says they're *sorry*. Now, Squirt, I've got a nice Hawaiian punch for you. *(Pretends to get ready to punch Leslie.)*

**Addendum #2B: Roleplay 1b**  
**The Introvert Trickster**

**Roleplay 1b:**

**SLY FOX**

Hey, Leslie! Did you do your math homework?

**LESLIE**

Yep. Pretty tough, huh?

**SLY FOX**

Uh, yeah. I had a lot of trouble with that stuff. Say, you look terrific today. Are those new clothes?

**LESLIE**

This old stuff? No. But, thanks.

**SLY FOX**

I wish I could be as smart as you. You really know your stuff.

**LESLIE**

Oh, I don't know.

**SLY FOX**

I was thinking maybe I could look at your homework and sort of check it against mine—I mean, you're so smart; then I could see if I'm doing mine right. What d'ya say?

**LESLIE**

Um. Well, I guess that wouldn't hurt. You're not gonna copy it or anything, are you?

**SLY FOX**

Me? Copy? Are you serious? I just wanna see how you did yours, 'cause I know you know what you're doing, you know? I could really learn something from you. That would be doing me a huge favor. Thanks, Leslie.



## Addendum #2C What Kind of Bully Are You?

### Activity 2:

- ✓ Tell students: We all have a bully inside of us.
- ✓ Ask students to either **write, draw, or talk about:**
  - “The kind of bully I am is...”
  - “The way I feel about it is...”
  - or
  - “The way I have been bullied is...”
  - “The way I feel about it is...”
- ✓ Trigger their thoughts with:
  - “Vicious.”
  - “Angry with my brother / sister / pet / mother / father.”
  - “I kick things.”
  - “I feel better when I tell my (fill in blank) to get lost.”
- ✓ Give them five to ten minutes to write or draw; or conduct as long a discussion if your schedule permits.
- ✓ Ask for volunteers to read what they have written aloud (or show their drawing).
- ✓ Conduct a discussion, asking:
  - Are there many different kinds of bullies?
  - Do they come in all shapes, ages, nationalities?
  - Is there anyone anywhere who does not have a bully inside?

**When we can SEE that we are bullying, this is the first step to our understanding what we can do about it.**

### Activity 2—Supplement:

- ✓ Collect all papers and arrange them on a bulletin board so that students can observe them anytime.

## Addendum #2D Bully Masks

### Activity 3:

Have in a hat, bowl, or paper bag, slips of paper, each of which has written the name of a type of bully. (You can photocopy the list below, cut it into strips. Feel free to add bully types that best apply to your students.) Ask students to select one, look at it for a minute, and then volunteer to come to the front of the class and pretend to be that bully. As students act out these bullies, encourage other students to help by offering suggestions, words to say, attitudes to take.

**Note to Teacher:** Take on the role of Victim to help students portray the Bully, or have other students play the part of Victim to the Bully's role. (See "Victim Masks" next page.)

1.    **The Super Jock Bully**  
Motto: "I am Number One! Yea, ME!"
  
2.    **The Preppy Bully**  
Motto: "I am the elite of society, the upper crust."
  
3.    **The Movie Star Bully**  
Motto: "I'm the fairest of them all."
  
4.    **The Brain Bully**  
Motto: "I'm smart. Therefore, I am better than you!"
  
5.    **The Rocker Bully**  
Motto: "Trash it! Jam it! Scope! Do your own thing! Who cares how it affects anyone else?"
  
6.    **The Hippie Bully**  
Motto: "Turn on, tune in, drop out! You're a fool to stay straight."
  
7.    **The Patriotic Bully**  
Motto: "Our country, right or wrong. Love it or leave it."
  
8.    **The Religious Bully**  
Motto: "There is only one belief worth believing—mine."

*(continued)*

9. **The Financial Whiz Bully**  
Motto: "When I speak Wall Street listens. So you better listen too."
10. **The Prejudiced Bully**  
Motto: "You are inferior because you are (fill in religion, race, nationality, color of skin)."
11. **The Whining Kid Bully**  
Motto: "(To Parent): "If you don't buy me this, I'll (fill in your threat)."

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**VICTIM MASKS**

1. **The Indistinguishable Weak Victim**  
Motto: "I am last. Poor me."
2. **The Poor Self-Image Victim**  
Motto: "I am nothing—nobody."
3. **The "I-Hate-The-Way-I-Look" Victim**  
Motto: "No one likes me because I'm ugly."
4. **The "Dumb" Victim**  
Motto: "I'm stupid. Therefore, I'm not as good as you."
5. **The Classical Victim**  
Motto: "You can't do that! What will other people think?"
6. **The "Straight" Victim**  
Motto: "You crazy hippy dropouts are weirdos. Leave me alone."
7. **The Unpatriotic Victim**  
Motto: "This country is bad news all the time."
8. **The Religious Victim**  
Motto: "I've committed lots of sins. I'm no good for anything."
9. **The Financially Ignorant Victim**  
Motto: "I don't know anything about finances. I better do what you say."
10. **The Victim of Prejudice**  
Motto: "I am inferior because I am (fill in religion, race, nationality, color of skin)."
11. **The Shy Victim**  
Motto: "(To Parent): "You don't have to help me. I don't really deserve it."

## Addendum #2E A Quote to Note

### Activity 4:

- ✓ Read the following quotation to students.

**Quotation:** “There are some who speak one moment before they think.”

—*Jean de La Bruyère*

- ✓ Ask students to consider the quotation quietly for a minute or two.
- ✓ Call time and ask students to either:
  1. Write a paragraph about what they believe it means, or what it makes them think about; or
  2. Discuss the quotation in class.
- ✓ There is no “right” or “wrong” way to interpret this quotation. Students benefit from:
  - (1) Observing their internal thoughts.
  - (2) Thinking about philosophies of life.
  - (3) Learning to interpret.
  - (4) Formulating opinions.
- ✓ Acknowledge each volunteer; point out the highlights of what each student has contributed.

## LESSON #3

# Why Do Bullies and Victims Exist?

Breakdown of Lesson #3:

In life, we play a lot of parts.  
A bully is a victim in disguise.

Materials Needed:

Chalkboard and chalk, or large paper pad with felt pen.  
See Addenda 3A, 3B, 3C, 3D, 3E.

**Note to Teacher:** Fun can play a major part in learning. This lesson provides an opportunity to have lots of it.

### In Life, We Play a Lot of Parts

1. Tell students:
  - ② If you have ever seen a play, you know there are actors on stage playing the part of certain characters—pretending to be someone else.
  - ② In our lives, we are sometimes like actors. We do not act like who we are. We play certain roles, such as “son” or “daughter,” “perfect, well-behaved child.” Ask:
    - Are you “perfect” and “well-behaved” all the time?
    - When you are not, but you feel you have to *pretend* to be, is that playing a part?
  - ② When we grow up and become adults, we play even more roles—professional and job-related roles. Ask:
    - Is a teacher such a role? A plumber, farmer, fire fighter, trash collector, doctor, carpenter?
    - What are some other roles you can think of?

- ② Then, people often decide to live with another person and start a family. Ask:
  - What kind of roles do they play?
  - Wife? Husband? Mother? Father?

2. Tell students:

- ② These are called **conscious** roles. We are aware of these roles and usually want them and purposely pursue them.
- ② There are also **unconscious** roles. These are roles we do not necessarily want and often are not AWARE we have taken them on, like “Someone Weak.”

**Note to Teacher:** The following questions can be answered by pure guesses. The idea is for your students’ thinking to be ignited, their freedom and spontaneity to be encouraged, so they can learn to respond to questions with no fear.

- Can you guess what some other roles might be?  
*Someone Stupid                      Someone Wrong*  
*Someone Shy                          Someone Tough*
- Why do we take on roles like these?
- Are we afraid of something, do you think?
- Do we feel we have to protect ourselves from something we feel threatened by?

**Note to Teacher:** Go to “The Roles We Play” (Addendum 3A) and use this activity to elaborate on students’ fears.

3. Ask students:

- Do you think being a bully is an unconscious role?  
Do you think being a victim is an unconscious role?  
*Both can be both.*

### A Bully Is a Victim in Disguise

1. Tell students:

- ② The things that influence a person to be a bully are the same things that influence a person to be a victim. Do you know what they are?

*(1) Fear; (2) a strong instinct to survive.*

- ② When I am afraid of being hurt, I become a bully or I become a victim to protect myself.
- ② Bullies and victims take on their roles for the same reason!



- ② A bully is a victim in disguise!
- ② The reason most bullies become bullies is that they have been victims, and want to protect themselves!

**Note to Teacher:** Go to “Who Are Your Role Models” (Addendum 3B), “Our Influences Today” (Addendum 3C), “Potential Bullies in Our Lives” (Addendum 3D), and “A Picture to See” (Addendum 3E) for activities that enhance learning.

**Summary:**

- ★ In life, we play a lot of different parts. These are “conscious” roles—roles we want to play.
- ★ Sometimes we take on roles that we are not aware of, that we may not even want. These are “unconscious” roles.
- ★ Playing the part of Bully and playing the part of Victim—both are usually “unconscious” roles.
- ★ We take on these roles to protect ourselves from being hurt.
- ★ Bullies and victims take on their roles for the same reason!
- ★ A bully is a victim in disguise!

**The reason most bullies become bullies is that they have been victims.**



## Addendum #3A The Roles We Play

### Activity 1:

- ✓ In a bag, hat, or bowl, put slips of paper, each of which has a fear written on it. Examples are provided below. Add your own to match your particular students:

I'm afraid of taking tests.

I'm scared of speaking in front of lots of people.

I'm afraid I'm not Michael Jordan.

I'm scared I'll fall.

I'm afraid I'll make a mistake.

I'm scared I won't get a good grade.

I'm afraid people won't like me.

I'm afraid of nothing.

I'm afraid of everything.

I'm scared of people I don't know.

I'm afraid of large dogs and small rats.

I'm scared I have nothing to say.

I'm afraid that I talk too much.

I'm scared I won't earn enough money.

I'm afraid I'm not as talented as Whitney Houston.

I'm scared I'm not good for anything.

I'm afraid I'll lose in the playoffs.

*(continued)*

- ✓ Ask half the students to pick a slip of paper out of the bag and look at it.
- ✓ The other half of the students will listen to each fear, then volunteer to perform the part of someone taking on a role in reaction to that fear.

**Fear:** I am afraid of taking tests.  
**Role:** Someone Stupid

**Fear:** I am afraid of participating in sports.  
**Role:** Someone Weak

**Fear:** I am scared of speaking in front of lots of people.  
**Role:** Someone Shy

- ✓ If students have more than one reaction to each fear, allow them to perform it.

## Addendum #3B Who Are Your Role Models?

### Activity 2:

- ✓ We all have role models—heroes, people we admire, people we look at to determine how we think we ought to speak, act, dress. There are people we believe we would like to be.
- ✓ Ask students to think, for two or three minutes, then write or discuss:
  - ② My hero(ine) is...because...
  - ② The person I most admire is...because...
- ✓ For inspiration, show them the illustration in *Why Is Everybody Always Picking on Me?*, pp. 36-37.
- ✓ Call time and ask for volunteers to read what they have written.
- ✓ Ask:
  - Are role models like bullies?
  - Do you think of them as someone you HAVE TO be like?
  - Do you feel forced to look as good, play a sport as well as..., be as thin as...? Strong as...? Tall as...? Muscular as...?
  - Do you think trying to be like someone else takes a lot of time and energy you could be spending on just enjoying who you are?
  - Why wouldn't you want to be who you are?

## Addendum #3C Our Influences Today

### Activity 3:

- ✓ Tell students:  
  
There are many different circumstances in our world that can lead us to become bullies.
- ✓ Divide students into groups of two, three, or four. Assign each group to come up with ways we are influenced to become bullies by one of the following groups. Give them 5 to 15 minutes.
- ✓ Some possible ways you can offer as examples appear in italics beneath each group name:

**Family: How does your family contribute to your being a bully?**

*Offer harsh physical or verbal punishment?  
Allow you to get away with aggressive behavior?  
Act violently toward you or each other?  
Ridicule you? Hurt you? Tease you? Laugh at you?  
Talk much with you? Take you along, anywhere?  
Praise or encourage you?*

**Your Friends: How do your friends contribute to your being a bully?**

*Are they like you?  
Different from you?  
People with whom you can talk about anything?  
People who reject you? Support you? Make you angry?*

**Your School: Do your teachers ever make you feel like being a bully?**

*Do they appeal to your nonviolent nature?  
Appeal to your violent nature?  
Apply rules and regulations you think are too strict?  
Make an attempt to understand you?*

*Treat you fairly?*

*(continued)*



**The Media: Do TV, radio, movies, video games, comics, magazines sometimes contribute to your feeling like being a bully?**

*Do you see or read violence?*

*Are you encouraged to think of violent people as heroes?*

*Do you think violence is natural and normal?*

*Does TV lead you to believe the world is a hostile place?*

*Has TV made you feel afraid of life?*

**Community Leaders: Do you think community leaders:**

*Encourage us to be competitive?*

*Encourage us to get what we want violently?*

*Network for a better community?*

**Politicians: Do you believe politicians:**

*Create changes that are healthy for us?*

*Make solid decisions?*

*Bully us into believing THEY are working for US?*

**Military Leaders: Do you think military leaders:**

*Get along with other countries better than we do?*

*Like to give orders and have others take them?*

*Bully young soldiers into believing they must kill for the good of their country?*

*Focus on making their country better than other countries?*

- ✓ Call time, and ask each group to report on what information they have put together.

**Start A Chart:**

As a result of this activity, make up a chart called “*Potential Bullies in Our Lives*” (Addendum 3D). This is an ongoing activity; students can add to this chart throughout the curriculum.

## Addendum #3D Potential Bullies in Our Lives

1. Friends  
Neighbors
2. Family  
Parents, brothers, sisters, pets
3. School  
Teachers, principal
4. Media  
Television, radio, newspapers, magazines, videos
5. Community  
Doctors, lawyers, real estate agents
6. Politicians  
Senators, representatives, mayors
7. Military leaders  
Sergeants, colonels
8. Religious organizations  
Churches, synagogues
- 9.
- 10.

## Addendum #3E

### A Picture to See

#### Activity 4:

Prepare a photograph or drawing that illustrates people bullying. These can be found in newspapers and magazines. Or, use an illustration in *Why Is Everybody Always Picking on Me?* Ask:

1. Who is the bully in this photograph?
2. What kind of bully do you see?
3. Do you see a victim?
4. Do you think the victim has been attacked physically or psychologically?
5. How can you tell?
6. Are people getting hurt? In what way?
7. What do you think these people could do to stop their hurting?
8. If you were the victim, how would you handle this?
9. If you were the bully, how would you stop yourself and the victim from hurting?
10. When you are in the middle of a heated argument, do you think you can find the presence of mind to stop arguing and find a way to resolve your differences, if you really want to?



## LESSON #4

# Roleplay: The Bully & the Victim

Breakdown of Lesson #4:

A bully is a victim in disguise.

Materials Needed:

Chalkboard and chalk, or large paper pad with felt pen.

Three copies of Addendum 4A, "The Bully & the Victim."

"Chart: Words and Feelings that Start Fights."

**Note to Teacher:** Please read "About Roleplay" in the Teachers Guide, BEFORE class, allowing yourself enough time to understand the purpose of roleplay in this curriculum.

### ROLEPLAY SET-UP:

Ask for three volunteers, one who will play **Jan**, one who will play **Pat**, and one to play **Dale**. Give them copies of "The Bully & the Victim" (Addendum 4A), Roleplay #1. Keep a copy for yourself.

✓ Instruct Volunteers:

Notice that the words in *italics* are instructions for you to do, not to say. As you read your lines, be the best bully or victim you can be. Do your best to get into your part.

✓ Instruct the rest of the students to LISTEN, WATCH, and BE AWARE of what happens.

### ROLEPLAY:

✓ Instruct the roleplayers to begin.

### ROLEPLAY FOLLOW-UP:

**Note to Teacher:** As you ask the following questions, allow students to guess, as long as they

have a reason to follow up their guess. AWARENESS is the most important response.

- ✓ Ask students:
  1. How many bullies are in this roleplay? Who are they?
  2. How did Pat, Jan, and Dale bully their victims?

3. What words let you know that Pat was being a bully?
4. How many victims did you notice? Who are they?
5. How did you know that Jan and Dale were victims? What turned Jan and Dale into victims?
6. Did you notice any victims that turned into bullies? Who?
7. What turned Jan and Dale into bullies?
8. Do you think it is possible that Pat became a bully because s/he may have once been a victim?
9. Do you think we are all bullies and victims in our lives?
10. What makes us victims? What makes us bullies?

<p><b>Note to Teacher:</b> Go to “Sergeant Stone’s Revenge” (Roleplay 2) and/or “Bobbie and Roger” (Roleplay 3), Addenda #4B and 4C) to further students’ ability to understand how we are bullied in our lives.</p>
--

**Start a Chart: Words and Feelings that Start Fights (Addendum 4D).**

Ask: What are some words, thoughts, and feelings that cause fights that you heard today? (Enter on chart and keep chart in visible place where it can be added to.)

**Summary of Lessons 1-4:**

Read these to students, or discuss all or any one individually.

- ★ Bullies are people who are hurt, angry, and afraid and do not know how to deal with their feelings.
- ★ At one time or another, we are all bullies.
- ★ Bullies are victims in disguise—victims are also hurt, angry, afraid, and unable to deal with their feelings.

When we become AWARE  
of words and feelings that cause fights,  
we can learn to use words and thoughts that promote  
peace!



## Addendum #4A The Bully & the Victim

### Roleplay 1:

JAN

*(Friendly:)* Hi. My name is Jan. I noticed you in class today. I guess you're new here.

PAT

*(Bully, angry:)* What's it to you, kid?

JAN

*(Scared, surprised:)* I'm just saying hello. I thought you'd like to meet someone, maybe get some help if you need it.

PAT

*(Bully, angry:)* I don't need your help, kid. I'm doing just fine by myself.

JAN

*(Angry, starts to leave:)* Fine! Enjoy yourself. Have a great day.

DALE

*(Friendly:)* Hi, Jan. How ya' doing?

JAN

*(Shouts:)* What's it to you? *(Walks fast out the door.)*

DALE

*(Angry:)* I was just asking, stupid!

## Addendum #4B Sergeant Stone's Revenge

### Roleplay 2:

Read the following dialogue to students or ask students to take parts and read. Perhaps you can be the Narrator. The parts should be read with as much animation as possible so that the characters come to life. The full story appears in *Tug of War*, by Dr. Terrence Webster-Doyle, p. 53.

#### SERGEANT STONE

“Throw me my M-16 and grenade launcher, Dillon!  
They're coming down the hill!

#### NARRATOR

The battle screams of the northern troops were terrifying, freezing our souls. Unable to move, Private Dillon stared blankly at the trees above us, the foreign cries of death descending upon him. He heard his sergeant yelling at him from 20 feet away, but it sounded as if they were at opposite ends of a long, dark tunnel.

#### SERGEANT STONE

Dillon! Wake up, you crazy fool!!!

#### NARRATOR

The sergeant had to duck a spray of bullets coming from an auto-matic rifle. Rolling quickly to his left, he came up against Dillon who was frozen in fear in a makeshift dugout shelter.

#### SERGEANT STONE

Dillon!! Where are you?

#### NARRATOR

He slapped Private Dillon once, then again and again. Dillon suddenly returned to consciousness.

**DILLON**

What are you doing? Where are we? What's happening? I don't belong here. Let me go!

*(continued)*

**SERGEANT STONE**

You coward! You can't run away! Your men depend on you. Your country depends on you. You've got to fight for your nation, for freedom, for democracy, for peace! You can't let your country down, Dillon. We've got to take this hill. The enemy is evil! They deserve to die!

**DILLON**

Sarge, I can't do it! I'm scared. I don't wanna die."

**SERGEANT STONE**

Shut up, you coward! You can't desert. You're a soldier! You must kill or die, or you dishonor your flag! We didn't start the war, Dillon. THEY did. Get off your butt and get up that hill. Kill them and let God sort 'em out!

**DILLON**

I can't move! My legs are frozen. I can't feel them.

**SERGEANT STONE**

They're coming! You crazy idiot, come on. Be a hero. Take the hill. We've got to take it or they'll get it. We can't let them get it again! We've got to get it back! You'll be decorated, Dillon. You'll get a medal if you can take the hill!

**NARRATOR**

Sergeant Stone picked up Private Dillon by his gunbelt and hoisted him to his feet. He jammed his rifle into Dillon's hands and pushed him forward. Sergeant Stone screamed as he charged the hill. There was a sudden explosion. Flying dirt, smoke and the stench of burning ground filled the air.

**DILLON**

Sarge! Sarge! Where are you? Sarge, I can't see you! Help me!

**NARRATOR**

The sergeant lay in a slump like a sack of potatoes in a hole, blown up by a land mine. Dillon turned away from that hole with a deep sickness in his being.

**DILLON**

It's my fault he's dead! I'm going to get them, for God and my country, and for Sergeant Stone, because he is a real hero! He gave his life for his nation, for our cause, for freedom and peace. Now it's my turn. I'm not afraid any longer, Sarge. I'm coming, Sarge. Take this, you gooks!

*(continued)*

### NARRATOR

Dillon rose up shouting. Charging, he threw a grenade at the advancing enemy troops that he could not see coming through the trees ahead of him. The hill was won. Only a few trees were left standing, and every living creature was destroyed, but the hill was taken.

After reading or roleplaying this story, ask:

1. Was there one bully and one victim in this story?
2. Did the victim become a bully?
3. How do you feel after hearing this story?
4. Are you spurred on to fight the enemy for your country?
5. Do you feel bullied? How so?
6. Have you been bullied into feeling patriotic? Into feeling that it is good to fight for your country?
7. Do you think fighting enemies is the way to bring peace to the world?
8. Do you think Sergeant Stone was a hero?
9. Do you think Dillon was a hero?
10. Has this story made you want to either run away in fear and disgust, or go to war?

**Addendum #4C**  
**Bobbie and Roger**

**Roleplay 3:**

**BOBBIE**

I've already told you what happened, Ms. Bailey.

**MS. BAILEY**

Bobbie, we need to hear it again, because Mr. Rogers wasn't here when you told your story the first time.

**BOBBIE**

I was walking to school when Roger came up to me and warned me to stay away from this schoolyard. I told him that was impossible, because I *go* to this school.

**MS. BAILEY**

*(Like a bully:)* So, you hit him.

**BOBBIE**

*(Angry:)* NO! I turned around to leave and my jacket, which, as you can see, has buckles and zippers on it, was over my shoulder, and in turning, I accidentally brushed the jacket by him and the buckle cut him.

**MS. BAILEY**

*(Still like a bully:)* You can understand, I'm sure, how this story is a difficult one to believe, can't you?

**BOBBIE**

*(Angrier:)* Whatever you believe, it's the truth. Roger hit *me*, because I accidentally brushed his face with my jacket! You tell me what's fair about that!! If it's just his story against mine, how are you going to prove what's true?!

*(continued)*



Ask students:

1. Do you think Bobbie is telling the truth?
2. Do you think Ms. Bailey believes Bobbie?
3. Why do you think Bobbie is getting upset?
4. Do you think both people are being respectful to one another? Why?
5. Is there a bully and a victim in this dialogue? Which is which?
6. Do you think the victim is turning into a bully?
7. What are some of the words and attitudes in this conversation that could start a fight?
8. What is Bobbie's point of view?
9. What is Ms. Bailey's point of view?
10. If it was up to you to resolve this problem, how would you handle it?

**Addendum #4D**  
**Words and Feelings that Start Fights**

1. "What's it to you?"
2. Calling somebody "stupid."
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



## LESSON #5

# Earthlings: Creatures Who Fight to Survive

### Breakdown of Lesson #5:

In the past, survival meant fighting.

In the present, we still fight.

Our future survival depends on *not* fighting.

### Materials Needed:

Chalkboard and chalk, or large paper pad with felt pen.

See Addenda 5A, 5B, 5C, 5D, 5E.

### In the Past, Survival Meant Fighting

**Note to Teacher:** Go to “The Saber-Toothed Tiger’s Revenge” (Addendum 5A). As you read the story to students, help bring the story to life with colorful inflections in your voice.

1. Tell students:
  - ② Thousands of years ago, humans lived in isolated tribes that had to hunt and kill animals for food in order to survive. They discovered that hunting in a group was their best means of survival. In numbers, there was strength.
  - ② When natural disasters struck, like drought and fire, all living creatures had to move on to find water and food. When one tribe accidentally wandered into the hunting ground of another tribe, they fought—went to war.
  - ② They fought for **biological** reasons: they were hungry, thirsty and cold. They needed food and shelter **to survive**.

**Note to Teacher:** Use “It’s a ‘We Vs. Them’ World” (Addendum 5B) and/or “One Global Tribe” (Addendum 5C) here.

### In the Present, We Still Fight

1. Tell students:
  - ② Today we have extraordinary machines that produce huge quantities of food. Sometimes we have a surplus and export to other countries.

- ② Today, we house *millions* of people. There are homeless people, but, for the most part, people have strong shelters.

2. Ask:

- Why are we still fighting? If we have food, water, and shelter, do we still need to fight?
- We are not the creatures we were then, but in many ways we are still the same. Can you guess how?

**We protect our families:** “Be careful crossing the street!”

**We are territorial:** “Don’t play with MY computer game!”

**We compete with other members of our own species:** “My game is BETTER THAN yours.”

**We still have tribes:** “My CLUB is for supersmart brains only.”

- What kinds of tribes do we have today? Are they based on nationality, religion, belief?
- When one tribe (club, organization) wanders into the territory of another without permission, do they sometimes go to war?

<p><b>Note to Teacher:</b> As you give students this information, show your amazement that we humans still act in these aggressive ways. Encourage questions about our old ways.</p>
--

3. Tell students:

- ② Instead of fighting over food and shelter, we fight over who can buy *the most* food, or who owns *the best* house.
- ② Rather than share land, we fight over who is *entitled* to it.

- ② Rather than *learn* about others' beliefs, we insist that *our* beliefs are “right,” and those of others are “wrong.”

4. Ask students:

- What has happened to us? Are we still fighting to survive?
- Do we need the BEST house to survive? The MOST money?
- Do we still fight for **biological** reasons—to survive physically?

- Or, are we fighting for **psychological** reasons—to survive mentally?
- Remember we said that when we fight, our fighting usually starts because we are scared of something? What do you think we are scared of when we fight for the *best* or the *most*?

## Our Future Survival Depends on NOT Fighting

### 1. Ask students:

- We continue to kill millions of our own kind—people, like you and me. Why do we do this?
- We modern people have a lot of new technology. But do you think we are still very primitive?
- Do we all want to survive?
- Do you think we are going to have to make some changes in the centuries to come in order to survive?
- What kind of changes do you think we have to make?

**Note to Teacher:** Go to “A Quote to Note” (Addendum 5D) and/or “A Picture to See” (Addendum 5E) to help students understand the concept of this lesson.

### Summary of Lesson #5:

Read these to students, or discuss all, or any one individually.

- ★ In the past, cave creatures had to fight in order to survive.
- ★ Today, we are still fighting, but we do not have to.
- ★ Our future survival depends on our *not* fighting.



We are a single planet of people  
whirling around in space—together.  
We are ONE GLOBAL TRIBE.



## Addendum #5A The Saber-Toothed Tiger's Revenge

### Story:

**Note to Teacher:** This story appears in *Tug of War* by Dr. Terrence Webster-Doyle. If you have the book show the illustration, p. 5.

The roar of the Saber-toothed tiger rang ferociously in the dead, black night. The human-like creatures huddled nervously in the small cave, their eyes alert. They grunted fearful sounds, in voices not loud enough for their predator to hear. The moon shone brightly on the thick undergrowth. The beast was coming closer, its scent in the air.

One of the human creatures started to move in panic. The others tried to stop this one from revealing their hiding place. Suddenly, the frightened one ran out of the shallow cave into the night, shrieking in terror. As this human creature tried to gain higher ground and reach the tall trees to climb for safety, out of the dense blackness a sudden leaping, fanged beast grabbed the human creature by the neck. The scream sent terror into the rest of the human creatures huddled in their temporary hiding place. Again, another of their group had been taken to its brutal and violent death.

Dawn came and there was no beast in sight. The air was damp with primeval mist. Large birds flew overhead, crying out their primitive calls, causing smaller prey on the ground to scurry into hiding for fear of attack.

The human creatures moved slowly and carefully out of hiding, sniffing the air for danger. These dark, stooped, hairy, creatures half-walked, half-crawled out into the new day.

Grunting noises of anticipation and alarm, the creatures cautiously crept toward the large water hole beyond the dense forest. Coming upon the water, the creatures suddenly charged down the small hill, shrieking as they descended. Smaller animals

looked up quickly from their drinking and ran for the cover of the trees and the safety of their shelters.

The human creatures stood almost totally erect and made threats with their arms, waving them at the retreating animals. After some cautious scouting of the water hole, the small group sat down on their haunches to drink from the cool water, all the time carefully watching the edge of the forest for any intruders.

*(continued)*

For a long while, these human creatures dominated this survival area, guarding it against any surprises. Sitting by the bank of the watering hole, they picked up small bits of grass and leaves, smelling and tasting each sample of wild growing plant.

Later in the morning, the group moved slowly off into the thick under- brush in search of more edibles. Coming upon a clearing, they found huge buzzards eating the flesh of a great elephant-like creature recently killed by an even larger animal. This half-eaten beast had attracted hungry scavengers who were fighting over the remains. The human animals ran toward the scavenging animals, screaming and driving them away from their food. They waved their arms, threw rocks, and challenged the others with sticks.

A saber-toothed cat and her two cubs were temporarily driven off. Meanwhile, a small pack of hyenas tried to close in to regain their prey. Even though the human creatures were smaller and no match for the saber-toothed cat and hyenas, they managed by working together as a tribe, to keep the larger and more fierce animals from their dinner. Perhaps this would be the last full meal for the human creatures for a long time.

They ate greedily while anxiously watching the other hungry animals—all of whom, given the chance, would kill them to get at the food. While they ate, they hunched down in a protective circle, cautiously remaining alert to any movement on all sides around them. They ate as fast as they could because the sun was falling, and at night there was always the chance that a powerful beast of prey—like the saber-toothed tiger —would return and make dinner out of *them*.



After the story, ask:

1. How did the human cave creatures know the beast was getting closer?
2. Why did the cave creatures shriek as they descended the hill where there was water?
3. Was this water a primary means of their survival?

4. What else did they have to do to survive?  
*Keep a close watch.                      Hunt for food.*  
*Protect their territory.                  Fight other creatures for*  
*food.*
  
5. How did the human cave creatures keep larger and more fierce animals from their dinner? Did each one work alone?

## Addendum #5B It's a "We vs. Them" World

### Activity 1:

- ✓ Divide students into groups of three, four or more.
- ✓ Assign each group one of the **topics** listed below and ask them to come up with as many different specific "tribes" as they can think of that fall under their topic. An example of each is offered below. Give them 5-10 minutes.

<b>Young Adults</b>	gangs, sports clubs
<b>School</b>	school newspaper, sports teams
<b>Adults</b>	religious, political organizations
<b>Occupations</b>	professional organizations, unions
<b>Artists</b>	guilds, federations, orchestras
<b>City or Town</b>	neighborhood clubs, chambers of commerce, government offices
<b>Nation</b>	political, agricultural, medical, automobile organizations
<b>World</b>	United Nations

- ✓ Call time. Ask for a volunteer from each group to read their list.
- ✓ Ask:
  - Do you think this "tribe" is valuable? Why?
  - Do you think this "tribe" brings people together for a positive reason? A negative reason?
  - If this group did not exist, would relations be better? Worse? What would happen?

## Addendum #5C

### One Global Tribe

#### Activity 2:

- ✓ Find a large photograph of Earth, from the astronauts' point of view. (Or find several small ones.)
- ✓ Show students the large photograph, or pass around several small ones.
- ✓ Tell students:

When the astronauts first travelled to the moon in 1969, they took the first photographs we ever saw of Earth from this perspective. We saw the world, for the first time, as a whole. All our streams, lakes, and oceans swirl into and out of one another, and there is no indication in this photograph of where one country ends and another begins.

- ✓ Ask students:
  - How do you think this made the astronauts feel when they saw this for the first time?
  - Do you think the world might be more peaceful if everyone could see this perspective?
  - If you could talk to someone on the other side of our world, what would you tell that person about survival today?



## Addendum #5D A Quote to Note

### Activity 3:

- ✓ Read the following quotation to students, or play Bette Midler’s Grammy Award-winning recording of the entire song.

**Quotation:** “From a distance, the world looks blue and green,  
And the snow-capped mountains white,  
From a distance, the ocean meets the stream,  
And the eagle takes to flight...

From a distance, we all have enough,  
And no one is in need,  
There are no guns, no bombs, no diseases,  
No hungry mouths to feed...

From a distance, you look like my friend  
Even though we are at war.  
From a distance I just cannot comprehend  
What all this fighting is for...”

— *Julie Gold*  
*From a Distance*

- ✓ Ask students to consider the quotation quietly for a minute or two; then either:
  1. Write a paragraph about what they believe it means, or write a paragraph about what it makes them think about; or
  2. Talk about what the quotation means to them.
- ✓ If students have written paragraphs, ask them to read them aloud.

- ✓ There is no “right” or “wrong” way to do this exercise. Acknowledge each volunteer; point out the highlights of what each student has contributed.

## Addendum #5E

### A Picture to See

#### Activity 4:

Show a map of the world, or of one or two continents, indicating divisions by country. Ask:

1. Can we see these divisions when we drive over this land?
2. How do we know when we have passed from one country into another?
3. Are these “divisions” man-made?
4. Are these “separations” indicative of the way we think—“your” country and “my” country?
5. What do you think would happen if we had no boundaries, if there were no countries?
6. Do you think people would still go to war and kill each other over land—over who is *entitled* to live on this land?
7. Do you think our world is moving in that direction?
8. There are lots of people emigrating to new countries today. Do you think eventually people of all nationalities will be living anywhere they want to?
9. How do you feel about all people being able to live wherever they please?
10. Do you think we would stop picking on each other if there were no “them”—only “us”?

## LESSON #6

# How Can We Stop Bullying?

### Breakdown of Lesson #6:

It is possible to stop bullying.  
Seeing, understanding, developing new skills.  
We can win without fighting.

### Materials Needed:

Chalkboard and chalk, or large paper pad with felt pen.  
See Addenda 6A, 6B, 6C, 6D.  
Two copies of Addendum 6B.

**Note to Teacher:** Remember, as you read the following story, to take on a special way of talking for each character in the story, to make it come alive for your students.

### It Is Possible to Stop Bullying

1. Read aloud to students the story “The School of ‘No Sword’” in *Why Is Everybody Always Picking on Me?*, p. 47. Show illustration, p. 48.
2. After the story, ask:
  - What is the school of “no sword”?
  - Why did Bokuden say he carried a sword?
  - Why do you think Bokuden chose the farthest island?
  - What is the difference between not *defeating* others and not *being defeated* by others?
  - Did Bokuden actually defeat the bragging swordsman? Did they fight and Bokuden win?
  - Did Bokuden find a way to “win” without fighting?

### Seeing, Understanding, Developing New Skills

**Note to Teacher:** Activity 1, “Bullies in Need” (Addendum 6A), gives students the opportunity to develop their own roleplays based on their own experience.

**Note to Teacher:** Take this opportunity to make additions to the chart you have already started: “Ways We Bully and Are Bullied” (Addendum 1A).

1. Tell students, as you write on a blackboard or large pad:
  - ❶ The way to stop bullying is to:
    - (1) Take an **interest** in stopping it.
    - (2) Learn to understand **why** people bully.
    - (3) Develop **nonviolent skills** to deal with bullies.
  
2. Ask students:
  - Is an interest in stopping bullying something I can give you?
  - Who is the only person this interest can come from?
  - How many of you have been bullied? Did you like it? Do you think simply not liking it could give you an interest in stopping it?
  - Do you think you are developing an AWARENESS of how bullies act? Do you think this will help you understand why bullies threaten people?
  - Do you think that if you UNDERSTAND why another person wants to fight you might be able to STOP yourself from reacting out of fear?
  - Do you think there is a big difference between REACTING OUT OF FEAR and UNDERSTANDING? What is the difference?
  - Do you think you would have to be Superman or Superwoman to do this?

**Note to Teacher:** Give your students an opportunity to develop their learning of the difference between reacting out of fear and understanding by doing Activity 2, “No, I’m Scared! Yes, I Understand!” (Addendum 6B).

## We Can Win without Fighting

1. Tell students:
  - ② When we can practice ways to walk away with self-confidence, learn to understand why people bully, we can control situations that have threatened us in the past.

- ② Bokuden won by not fighting. He knew how to “win” without hurting anyone or getting hurt himself. This takes practice.

2. Ask students:

- When you have been confronted by a bully, have you spent a lot of time trying to figure out ways to fight, to get back?
- Have you considered there might be ways to get back without fighting?
- Have you considered that you might have more control over a situation if you DO NOT fight?
- If you knew you had the skills to protect yourself from any bully’s attack, would you feel more confident?
- And, less afraid, would you really *need* to fight back?

**Note to Teacher:** Go to “A Quote to Note” (Addendum 6C) and “A Picture to See” (Addendum 6D) to enhance students’ understanding of these new concepts.

**Summary of Lesson #6:**

- ★ Bullying causes danger and destruction, both individually and globally.
- ★ It IS possible for us to stop bullying each other.

**By understanding WHY we bully  
and by learning ways to walk away with confidence,  
we no longer have to feel threatened by things that  
happened in the past!**





## Addendum #6A Bullies in Need

### Activity 1:

- ✓ Divide students into pairs.
- ✓ Ask each pair to develop a scene between two people that illustrates why we bully. Offer students some suggestions, such as:
  - Someone is making fun of someone.
  - Someone is embarrassing someone.
  - One person wants something the other person has.
  - One person wants to control the other.
  - One person feels jealous of the other person.
  - Someone is scared of looking silly.
  - Someone is scared of being not liked.
  - Someone is scared of being attacked.
- ✓ Give students 5-10 minutes.
- ✓ Call time and ask for volunteers to demonstrate what they have developed.
- ✓ After each presentation, ask such questions as:
  - Why do you think this person is bullying?
  - What does this person want?
  - How did the victim handle this bully?
  - Can you think of a different way to handle this bully?

## Addendum #6B

### No, I'm Scared; Yes, I Understand!

#### Roleplay 1:

- ✓ Here is a roleplay situation that stops short of “Leslie” (1) being scared or (2) understanding.
- ✓ Ask for two volunteers to read the following parts, and to really get into their roles. (Give them a minute to read through their lines to themselves.)
- ✓ Tell them, ahead of time, to improvise when they get to the end of the roleplay so that Leslie winds up either (1) being scared or (2) understanding the bully. *Encourage students to get into the part and say whatever comes to their minds in this role. This is a new process, and it may take time for students to feel comfortable doing it. There are NO wrong ways to do it.*
- ✓ Give other students the opportunity to step in and roleplay the part of the bully or Leslie, as time permits.

**BULLY**

*(Approaches Leslie:)* Okay, jerk. Give me that bicycle.

**LESLIE**

*(Pulls back from Bully:)* This is MY bicycle. I saved my money for six months to get this.

**BULLY**

Well, goody goody for you. Give me the bike.

**LESLIE**

Give me one good reason why I should give it to you.

**BULLY**

*(Getting angrier:)* Because I asked for it, that's why!

**LESLIE**

That's not a good reason.

**BULLY**

*(ANGRIER, grabbing Leslie's shirt collar:)* Because I'm  
gonna  
mash your face into twenty thousand pieces if you don't!!

## Addendum #6C A Quote to Note

### Activity 2:

- ✓ Read the following quotation to students.

**Quotation:** “A journey of a thousand miles  
Starts under one’s feet.”

— *Lao-tzu*

- ✓ Ask students to read the quotation to themselves, think about it for two minutes; then:
  1. Write a paragraph about what they believe it means, or write a paragraph about what it makes them think about; or
  2. Discuss the quotation
- ✓ Call time and ask for volunteers to read what they have written, or conduct a class discussion.
- ✓ You can plan the discussion and organize it, or you can allow the discussion to go wherever it will go. The purpose of this exercise is to stop and think.
- ✓ Compliment students on the good work of their creative minds.

## Addendum #6D A Picture to See

### Activity 3:

Have prepared a photograph or drawing that illustrates people NOT fighting. You can use illustrations from *Why Is Everybody Always Picking on Me?* or any newspaper or magazine photos that you think illustrates the point.

1. Is there a bully in this photograph/picture/drawing?
2. What do you think is going on?
3. Are people getting hurt?
4. Does the situation look dangerous?
5. Do you think there is a decision being made to NOT fight?
6. Do you think the people are at least stopping and thinking before they fight?
7. Do you think peace is easy to attain?
8. Do you think it is easier to get into a war than to find peace?
9. Is war just one way of thinking?
10. Is peace just one way of thinking?

## LESSON #7

# How Victims Can Become Winners

### Breakdown of Lesson #7:

With a strong mind and body, we feel less fear.  
Twelve ways to walk away with confidence.

### Materials Needed:

Chalkboard and chalk, or large paper pad with felt pen.  
See Addenda 7A, 7B, 7C, 7D, 7E.  
Copies of roleplay in Addendum 7C for ALL students.

**Note to Teacher:** Remember, as you read the following story, to make it come alive for your students.

### With a Strong Mind and Body, We Feel Less Fear

1. Read aloud to students the story “Do You Mind if I Warm up?” in *Why Is Everybody Always Picking on Me*, p. 56.
2. After reading the story, ask:
  - What do you think of the bully in this story?
  - Do you think it was difficult for the younger, smaller boy to stand calmly and look the older boy straight in the eyes?
  - How did the younger boy make the older one feel less secure?
  - What words, do you think, made the bully pause and reconsider his threat?
3. Tell students:
  - ② Learning the moves and philosophy of the martial arts is one way to gain confidence. Proper study of martial arts is different from the martial arts you see on TV or in movies.

- ② The martial arts teaches you how to block, punch, kick, and strike—not to hurt someone else—but to PROTECT you and help you feel secure in your ability to protect yourself.
- ② Your mental confidence often intimidates your attacker before you ever get a chance to use your physical skills. This is good! The less you have to use physical skills, the better!



- ② The martial arts teach you to use your mind INSTEAD of your fists.
- ② The martial arts should be learned from a qualified and intelligent martial arts instructor who teaches BOTH physical and mental skills of self-defense.

## Twelve Ways to Walk away with Confidence

**Note to Teacher:** Go to “Twelve Ways to Walk away with Confidence” (Addendum 7A). Make a chart of these ways and/or make enough copies for all students.

**Note to Teacher:** Go to “Using My Head” (Addendum 7B). This activity enables students to immediately begin to use these ways in potential situations.

1. Tell students:
  - ② Confidence comes from practicing these nonviolent alternatives to fighting.
  - ② Like playing an instrument or participating in a sport, the way to do this well is to do it often.
  - ② Being successful takes TRAINING and PRACTICE.
  - ② An alternative that works in one situation may not work in another; having many in your mind can help you avoid being bullied.

**Note to Teacher:** Go to “Seeing Both Sides” (Addendum 7C). This activity enables students to immediately begin to use these ways in potential situations. If time allows, go to “A Quote to Note” (Addendum 7D), and “A Picture to See” (Addendum 7E) for more learning situations.

## Summary:

- ★ Learning martial arts can help PROTECT you.
- ★ The martial arts helps you learn to use your MIND instead of your fists.
- ★ There are twelve basic ways to learn to STOP a fight before it begins.
- ★ Practice makes perfect. Confidence comes from PRACTICING nonviolent alternatives to fighting.

**The idea is not to hurt someone,  
but to protect you from getting hurt.  
There is a difference.**



## Addendum #7A

### Twelve Ways to Walk away with Confidence

Here is a list of twelve ways you can powerfully avoid conflict and walk away with confidence. These are basic ways to use your *head* to stop a fight before it ever starts.

1. **Make Friends.** Treat the bully as a friend instead of an enemy. All bullies need admiration and respect.
2. **Use Humor.** You can turn a scary situation into a funny one, but be careful. Have fun *with* the bully rather than making fun *of* the bully.
3. **Use Trickery.** Pretend you are sick. Pretend you have poison oak. Pretend you have some disease or infection the bully will get if he/she fights with you. Tell the bully someone is about to meet you. Pretend to faint.
4. **Walk Away.** Do not get into it. Walk away. This is a simple and often overlooked way to end conflict before it ever begins. Keep walking.
5. **Agree with Bully.** If a bully insults you, agree with him/her. If you feel insulted, let your anger rise up, watch it, and let it go.
6. **Refuse to Fight.** This probably sounds contrary to what you have always been told, but one way to stop conflict is to not fight, no matter what happens.
7. **Stand up to the Bully.** This can work, but it can also make some bullies angrier. You must decide if you think this alternative will work in this situation, with this bully.
8. **Scream/Yell.** A good shout or yell (Kiai) can shock the bully and distract him or her for a moment, so you can get away.
9. **Ignore the Threats.** This is similar to simply walking away. You hear the threats and you turn and walk away from the bully, even though the bully is calling you a coward and trying to get you angry enough to react.
10. **Use Authority.** Call a teacher, a police officer, a parent, or someone you know who can stop the bully from hurting you. This is not being a coward. This is stopping violence before it begins.

11. **Reason with the Bully.** If you are a good talker, maybe you can talk it out. If you do not argue or get angry, but act friendly, you may convince the bully to not hurt you.

12. **Take a Martial Arts Stance:** As a last resort, take a strong martial arts stance. This tells the bully you are prepared to protect yourself if you are attacked. But hopefully, one or more of the other ways will work.

*(continued)*

Ask students:

1. How is “making friends” using your head?
2. Is “refusing to fight” using your head?
3. Is “agreeing with the bully” using your body or your mind?
4. How do you feel about using trickery?
5. When you walk away, do you take the wind out of a bully’s sails?
6. Mahatma Gandhi refused to fight, no matter what abuse was put upon him. Do you think this takes greater strength than fighting? Physical strength? Mental strength?
7. If you stand up to the bully and lose, do you think you will feel better than if you give in?
8. Do you think screaming and yelling is cowardly? In fact, it can get you help and stop the fighting, which is your primary goal.
9. Is there a danger if you ignore the threats? Perhaps. Isn’t there also danger in acknowledging them?
10. We have been trained to believe that “telling on” someone is cowardly. In fact, you are preventing violence before it happens.
11. Are you a good talker? Reasoning with a bully could be your best approach to stopping a fight.

## Addendum #7B Using My Head

### Activity 1:

- ✓ Divide students into 12 groups (or 6 groups).
- ✓ Assign one of the twelve ways to each group (or 2 of the 12 ways to each group):

Examples:

**Make Friends.** “I know you’re ticked, but you’re really a good person. I like the way you think. Walk me home, and I’ll show you some neat stuff I’ve got.”

**Use Humor.** If you have a good sense of humor, make the bully laugh, but don’t make the bully the brunt of a joke! Pick something you can both laugh at. “Do you believe how weird the English teacher is? You’d think he’s from Mars?”

**Use Trickery.** Give the bully something to worry about. Say you have poison oak. Say your big brother is due to meet you any minute; he’s a boxer, a football player, a police sergeant. “My uncle, the police captain, hates fighting. Here he comes!”

**Walk Away.** The bully calls you names, challenges you to a fight, uses rough language. Just turn around and walk away. Keep walking. Don’t say a word.

**Agree with Bully.** No matter how a bully makes you angry with demeaning names, agree with the bully. Say, “You’re right. That’s me!” “How did you guess?” “Right on.”

**Refuse to Fight.** “You can call me names, you can punch me, you can yell and scream—I’m not going to fight. I don’t believe in fighting. I believe in talking.”

**Stand up to the Bully.** “What do you want to fight about? This is ridiculous. Fighting isn’t gonna solve anything? You need money? I’ll help you find a job.”

**Scream/Yell.** Do it as loud as you can, so the bully gets scared, or someone hears and comes to help you.

*(continued)*



**Ignore the Threats.** Keep walking away; or change the conversation. “Have you seen a great movie lately? Have you ever played basketball? Join us tonight.”

**Use Authority.** “Mrs. Wilson!!! Mr. Rogers!!! This bully is getting violent! Help me! Help me stop this heckler!”

**Reason with the Bully.** “Why would you want to hurt me? Did I hurt you? What do you need? A job? A friend? You want help with homework? You want someone to talk to?”

**Take a Martial Arts Stance.** Do not take this stance unless you can follow up with the real thing. Just knowing that you know martial arts can make you feel confident to pull this off without ever having to fight.

- ✓ Ask students in each group to develop a short roleplay that illustrates what that particular “way” is about.
- ✓ Give students 10-15 minutes.
- ✓ Call time and ask for volunteer group to perform their roleplay.
- ✓ As each group presents its roleplay, ask other students:
  - Did this person stand up to the bully? Trick the bully? Make friends with the bully?
  - Did this person decide that he/she was not going to be bullied anymore?
  - Was the bully surprised that this person stood up to him/her?
  - Do you think a bully has the right to hurt you?

## Addendum #7C Seeing Both Sides

### Activity 2:

- ✓ Divide the class into two groups: bullies and victims. Pair off each bully with a victim.
- ✓ Pass out copies of the following roleplay to all students.
- ✓ Ask students to quickly read through the roleplay so they understand what they are going to be doing.
- ✓ Tell the pairs of students to all do the roleplay now, at the same time. When finished, ask them to change places, so they experience being both bully and victim.
- ✓ Ask for a volunteer pair to do this roleplay in front of the class. (This gives all students the chance to WATCH the roleplay.)

### Afterward, ask:

1. How did it feel to be the bully?
2. How did it feel to be the victim?
3. Which of the twelve ways did the victim use to get away from the bully?
4. Did the victim wind up not being a victim anymore?
5. Did the victim wind up being in control of this situation?
6. Do you think the bully changed his/her mind because s/he was scared? Surprised? Offended? Fooled? Felt stupid?

*(continued)*

## Roleplay 1:

**BULLY**

*(Angry:)* Listen, punk. Give me your money or you'll be sorry.

**VICTIM**

*(Scared:)* I really don't have that much—honest.

**BULLY**

I didn't ask you how much you have! I said, gimme it!

**VICTIM**

You don't understand. This is all I get for my lunch and buying stuff I need for this whole week.

**BULLY**

*(Gets closer to Victim and is angrier:)* No, YOU don't understand! YOU are going to give ME all the money in your pocket or YOU are going to be spending several days in the hospital!

**VICTIM**

Hey, listen. Speaking of the hospital, you really shouldn't touch me. I've got poison ivy all over, and you could catch it.

**BULLY**

*(Outraged. Backs away:)* WHAT! Why didn't you tell me that!

**VICTIM**

I just did!

**BULLY**

Get out of my sight, you twerp! Get lost! Before I change my mind and belt you one!

**VICTIM**

Say, you're really a good guy. I owe you one! *(Runs away.)*

## Addendum #7D A Quote to Note

### Activity 3:

- ✓ Read the following quotation to students.

**Quotation:** “Our true nationality is mankind.”

—*Herbert George Wells, The Outline of History*

- ✓ Ask students to consider the quotation quietly for a minute or two; then, write a paragraph about what they believe it means, write a paragraph about what it makes them think about, or just talk about it.
- ✓ Call time; ask for volunteers to read what they have written; or to tell their interpretation of it.
- ✓ There is no “right” or “wrong” way to do this exercise. Acknowledge each volunteer; point out the highlights of what each student has contributed.

## Addendum #7E A Picture to See

### Activity 4:

Prepare a photograph or drawing that illustrates people talking to each other. Or, use an illustration in *Why Is Everybody Always Picking on Me?* Then ask:

1. What do you think is happening in this photograph?
2. Are people arguing? Are people working things out?
3. Do you see a victim? A bully?
4. Are people getting hurt? In what way?
5. Are people listening as well as talking?
6. What do you imagine they are saying to one another?

## LESSON #8

# ROLEPLAY: Stop! Think!

Breakdown of Roleplay:

Your intention is to win—not hurt.

Materials Needed:

Chalkboard and chalk, or large paper pad with felt pen.

Copies of Addendum 8A, “Stop! Think!” (Parts A and B) for ALL.

Two copies of roleplays in Addenda 8B-8E you decide to use.

Add to Chart: “Words and Feelings That Start Fights” (Addendum 4D).

**Note to Teacher:** In this lesson, do as many roleplay situations as you can. Use roleplay situations: “Love the Bully” (Addendum 8B), “Make It Up!” (Addendum 8C). Use “A Quote to Note” (Addendum 8D), and “A Picture to See” (Addendum 8E) for additional activities that add insight. Do your best to give all students the opportunity to play both bully and victim.

### ROLEPLAY SET-UP:

Divide students into pairs. If there is an odd number, you be a partner. Pass out copies to everyone of Addendum 8A.

✓ Instruct students:

Decide between you who will be Ronnie and who will be Pat.

Both will have the chance to play each part, so just decide who will play which part first.

Read through the roleplay quietly so you understand your part.

✓ Ask students:

○ Are there any questions?

- Do you understand the part you will play?

**ROLEPLAY:**

- ✓ Instruct the roleplayers to begin.
- ✓ Call time and ask students to change roles. Whoever played Ronnie will now play Pat, and vice-versa.



## ROLEPLAY FOLLOW-UP:

**Note to Teacher:** As you ask the following questions, encourage ALL responses. There are no “right” or “wrong” answers. Awareness is the most important response.

✓ **After ROLEPLAY A, ask students:**

1. How did you feel playing the bully? The victim?
2. What were you bullies thinking as you were getting ready to hit the “crybaby”?
3. Do you think the bully did a good job of stopping him/herself?
4. Did the bully prevent a fight before it happened?
5. What happened in your mind when you stop! thought!?
6. Did this victim walk away with confidence? If so, which “way” did s/he use?
7. How did it feel, as the bully, to almost fight?
8. How did it feel to stop yourself from fighting?
9. Did your mind feel powerful when you stopped yourself?
10. Did you once believe that stopping yourself from fighting made you weak?
11. Does stopping yourself still make you feel weak?
12. If someone really made fun of you for stopping, do you think you would still have the strength to not fight?
13. How do you think you can use “Stop! Think!” in your life?

- ✓ **Do ROLEPLAY B.** Ask partners to decide who play be Terry and Billie. Then, ask them to change places, just as in ROLEPLAY A.
  
- ✓ **After ROLEPLAY B, ask students:**
  1. What is Terry angry about?
  2. Why do you think Terry wants to give Billie a hard time?
  3. Did Terry catch her/himself getting upset?

4. Was Terry able to reason things out inside her/his own mind?
5. Do you think Terry felt more peaceful without fighting by working out her/his conflict in her/his mind?
6. Was Billie helpful in resolving this conflict?
7. Do you think Terry would have acted differently if Billie had not been so friendly?
8. What “way” was Billie using that calmed Terry down?
9. If you were Terry, and Billie had NOT been friendly, what could you have done to NOT start a fight?
10. Do you think Terry strengthened his/her mind in this roleplay?

**Add to Chart: “Words and Feelings that START Fights”  
(See Addendum 4D.)**

Ask: What are some words, thoughts and feelings that cause fights that you heard today? (Keep adding to this chart.)

**Summary of Lessons 5-8:**

Read these to students; or discuss all, or any one individually.

- ★ We are all creatures who fight to survive.
- ★ Ancient humans fought for biological reasons. Today most of us fight for *psychological* reasons.
- ★ We can learn how to *protect* ourselves, *prevent* fighting and still feel like winners.
- ★ It is possible to win by NOT fighting.
- ★ There are many ways to walk away with confidence and stop a fight before it happens.

Your greatest “weapon” is your mind.  
All it costs are time and practice!



## Addendum #8A

### Stop! Think!

#### Roleplay 1a:

**RONNIE**

*(Crying:)* You get away from me! Leave me alone! I'm going to tell my mother on you.

**PAT**

*(Thinking to yourself, out loud: )* Boy, I really feel like letting this kid have it! He's acting like a crybaby, and it's getting on my nerves.

**RONNIE**

*(Still crying:)* You're always picking on me. Why don't you pick on someone your own size. Leave me alone.

**PAT**

*(Thinking out loud:)* Reminds me of my kid brother, always making noise. *(Get ready to punch the kid with your fist. Stop!)* **STOP! THINK!** *(Still thinking to yourself:)* Yeah, but what good will it do to hit this mama's boy? He's just trying to get sympathy. That's what my kid brother does. Always looking for sympathy and attention. *(Unclench your fist.)*

**RONNIE**

*(Crying:)* Let go of my arm.

**PAT**

Okay, Kid! Why are you acting like such a wimp? Whaddya just feeling sorry for yourself?

**RONNIE**

My brother says YOU'RE the wimp, because you pick on kids smaller than you! *(Ronnie runs away.)*

## Roleplay 1b:

**TERRY**

*(Thinking to yourself, out loud:)* I know she's better than me. Look at those neat clothes and that super car her parents drive. I feel like giving her a hard time.

**BILLIE**

Hi, Terry. Are you going to the game after school?

**TERRY**

*(Thinking to yourself, out loud:)* She's always showing off.

*(To Billie:)* Naw. Games are for preppies. I'm gonna hang out with these guys I know, maybe drink some beer.

**BILLIE**

Oh. Well, come to the game afterward. Bye!

**TERRY**

*(To yourself:)* How can I hang out with her when my clothes are so ratty. **STOP! THINK!** Yeah, but who cares anyhow? I don't really like that type of clothes. Maybe someday I can earn enough money to buy the clothes I want. Why waste my time on this? I've got better things to do. I'm jealous 'cause Billie looks terrific. *(To Billie:)* Hey, Billie! Yo, Billie!!! I'll see you after the game. I like what you're wearing. You look great!

## Addendum #8B Roleplay: Love the Bully

### Roleplay 2:

- ✓ Ask for two volunteers to read the following roleplay:

**GERRY**

Hey, you! Give me your wallet, or I'll beat you to a pulp!!

**MORGAN**

*(Immediately thinks of bully's name and treats bully as a friend:)* Hi, Gerry! Aren't you Gerry Rush? I saw you catch a great pass in the stadium last week. You were terrific!

**GERRY**

Never mind the game, punk. I heard you're packing credit cards. Gimme 'em. I got things to buy.

**MORGAN**

I don't know where you heard that. Aren't you from Pittsburgh? I have a brother who lives there. Maybe you know him. He plays for the Steelers.

**GERRY**

I'm talking credit cards, pal, not Pittsburgh!! *(Gets softer:)* Your brother plays for the Steelers!

**MORGAN**

Listen, I don't want to fight. I don't have credit cards, but if you need to buy stuff, why don't you talk to the coach. I heard he got a player a loan last year from the school.

- ✓ Thank the volunteers for participating. Ask students:
  1. Which way to walk away with confidence did Morgan use?



2. Did Morgan get upset? Nervous? Apparently scared?
3. Did Morgan tell Gerry how s/he really felt in a straight-forward way?
4. How did you feel about this bully? This victim?

## Addendum #8C Roleplay: Make It Up!

### Roleplay 3:

- ✓ Divide students into pairs.
- ✓ Ask each pair to create their own roleplay based on their own experience with a bully or victim.
- ✓ Give students five to ten minutes to make up their roleplay. Provide them with paper and pencils to write down their ideas.
- ✓ Call time and ask for volunteers. After each presentation, ask:
  1. Which “way” did this victim use?
  2. What did you think of this bully? This victim?
  3. Did these two people have to fight to get what they want?
  4. How does it make you feel to see people work out their differences WITHOUT fighting?
  5. Do you think you can make use of these “ways” in your own life?
  6. Can you think of a way you can use one of these “ways” at home? At school? Among friends?
  7. Do you think learning these ways can help people get along better in their lives?
  8. Do you think many people can benefit from these ways in terms of how they communicate with other people at home? At school? On their jobs? With other countries? In the world in general?

## Addendum #8D A Quote to Note

### Activity 1:

- ✓ Read the following quotation to students:

**Quotation:** “The universe is full of magical things,  
patiently waiting for our wits to grow sharper.”

—*Eden Phillpotts*

- ✓ Ask students to consider the quotation quietly for a minute or two; then, (1) write a paragraph about what they believe it means, (2) write a paragraph about what it makes them think about, or (3) discuss it.
- ✓ Call time; ask for volunteers to read what they have written, or discuss what they believe the quote is about.
- ✓ There is no “right” or “wrong” way to do this exercise.
- ✓ Acknowledge each volunteer; point out the highlights of what each student has contributed.

## Addendum #8E A Picture to See

### Activity 2:

Bring in a photograph or drawing of a peaceful situation. It could be people talking together, a still life, nature, something that inspires calm.

Ask students:

1. Do you see anything that creates a division in your mind?
2. How do you feel looking at this picture?
3. Is there anything you see that would make you want to fight?
4. What do you think of as you look at this?
5. What do you think would happen if our minds were like this more often?
6. Do you think people would still go to war and kill each other?
7. Do you think things would be too boring?
8. What is your idea of a peaceful picture?

## LESSON #9

# How Bullies Can Become Winners

### Breakdown of Lesson #9:

We have the responsibility to not hurt each other.  
We can change negative thinking into positive action.

### Materials Needed:

Chalkboard and chalk, or large paper pad with felt pen.  
See Addenda 9A, 9B, 9C, 9D, 9E.  
Two copies of roleplays in Addenda 9C and 9D.  
Create a Chart: “The Vicious Circle” (Addendum 9B).

### We Have the Responsibility to Not Hurt Each Other

1. Read aloud the story, “The Beating You Know You Will Get” (Addendum 9A). (This story also appears in the book *Fighting the Invisible Enemy*, p. 113. If you have the book, show the illustration, p. 115.)
2. After reading the story, ask:
  - Do situations like this one happen a lot in your school?
  - Have you been the victim in a situation like this?
  - How does your body feel when this happens? Your mind?
  - Are you frustrated and angry?
3. Tell students:
  - ② If you have ever felt that everybody is picking on you, then you have felt like a victim AND a bully.
  - ② Both the bully and the victim are angry, frustrated people.
  - ② Bullying is a lose/lose situation. The bully may be physically strong enough to knock the victim down, but

afterward, the bully usually feels dissatisfied and rarely feels that s/he has “won” anything.

**Note to Teacher:** Go to “The Vicious Circle” (Addendum 9B) and read through it with your students so that they are able to SEE the vicious circle.

## We Can Change Negative Thinking into Positive Action

1. Tell students:
  - ② When a conflict arises, it is important for you to know:
    - (1) You do not have to run away.
    - (2) You do not have to fight.
  - ② When you **Stop! Think!** before you act, you are already doing a lot to stop a potential fight.
  - ② When you feel troubled, and you are not sure who you can talk to, find a place to just sit and observe your thinking:
    - (1) Find a quiet place to sit, away from distractions.
    - (2) Sit in a chair or on the floor, in a comfortable position.
    - (3) Keep your back straight and breathe normally.
    - (4) Whatever your thoughts, just WATCH them.
    - (5) Pay attention to your breathing. Count from 1 to 10.
    - (6) If you pass 10, just start over at 1.
    - (7) Every day, try this for one or two minutes.
    - (8) This exercise allows you to LOOK AT your thinking.
    - (9) WATCH YOUR THOUGHTS, like watching TV.
    - (10) Let them come, and then let them go.

**Note to Teacher:** Go to “Give Me Your Homework!” (Addendum 9C) (also on p. 73 of *Why Is Everybody Always Picking on Me?*) Or, go to “My Bus Seat” (Addendum 9D) (p. 75). These roleplays help students grasp the concepts of this lesson.

### Summary:

- ★ Both the bully and the victim are angry, frustrated people.
- ★ Yet, both have the responsibility to NOT hurt each other, even when angry and frustrated.

- ★ Bullying is a lose/lose situation, because nobody wins and nobody feels like a winner.
- ★ When you learn to **Stop! Think!** you may be stopping a potential fight BEFORE it starts.

We all have the power to change our thinking.



## Addendum #9A The Beating You Know You Will Get

### Story:

You are on the school playground. It is almost dusk and no one else is there. All the teachers have left. Even the school custodian has locked up and gone home for the day. You have been waiting, hoping that Eric has forgotten, but you feel he is lurking somewhere. You have been stopped by him before and you have managed to run away, but this time you cannot. During basketball practice, you hurt your ankle.

Everything seems peaceful, so you decide to go. You begin to walk across the playground from your lookout place behind the equipment shed. The school outdoor light has just come on. Home is eight, long blocks away. Between school and home are open fields, scattered houses, and a few trees.

You recall the incident that happened earlier that day when you were in the boys' bathroom, and Eric and two of his buddies walked in. You were combing your hair when you saw their reflection in the mirror.

"There he is, Mr. Pretty Boy. Can't get away from me now. I told ya' I'd catch up with you, punk. And so here we are, just you and me."

"And your buddies!" you shout back out of fear and anger.

"Don't mouth off, jerk, or I'll pulverize you. Now give me your wallet. I know you're loaded. Hand it over or I'll turn you over to these guys. They can do the dirty work sine you ain't worth my effort anyhow!"

"Riiinnnggg!" The bell goes off, signaling the start of a new class period. In burst three senior football players. You dart out the door and run down the corridor to your classroom.

"I'll get ya' later!" Eric shouts after you.

You are not a fighter. Your parents have told you to solve your problems peacefully, but they have not shown you how. You feel the

conflict burning inside you. You want to be “good” but you also want to take care of yourself.

You continue now across the empty playground and into the school corridor. Your footsteps echo loudly off the concrete walls. You feel tension in your whole being. Your fists are clenched, and you are listening intently for any sound. Suddenly you hear a noise behind you, like a locker closing. You freeze.

*(continued)*

Your palms feel sweaty and cold. Your fingers ache from making fists. You hear slow, quiet footsteps moving toward you. Your legs feel like lead, as if they are magnetized to the floor. With all your effort, you try to run, but it feels like you are in deep sand. Your ankle hurts, and you are half-running, half-limping.

You make it across the empty parking lot, not wanting to look behind you for fear of what may be there. The footsteps are getting closer, and there is more than one pair of them. As you reach the open field, you trip on the rough dirt and fall into the wet, green grass. You get up quickly, your nose a little bloody from bumping it when you fell. You want to scream for help, but there is no one to hear you. You start to cry as you hobble across the field, wishing you could stand and face Eric and his bully friends.

Suddenly your feet go out from under you and you go down again. Someone has tackled you from behind and holds your face down on the ground with your arm pinned painfully behind your back. Your face is covered with sweat, blood, and dirt. You are pulled to your feet and stand weakly in front of Eric and his two buddies.

Eric is angry, his face as red as his hair. He pulls you up by your collar so that you have to stand on tiptoes to him. You feel sick and start to cry. You await the beating you know you are going to get.

## Addendum #9B The Vicious Circle

### Activity 1:

1. **You feel like a victim, because you do not get the attention you would like to get at home.** (“When am I going to get to shop for new clothes?”)
2. **You play the role of “Poor Me,” using “self-pity” to manipulate your family.** (“Everybody around here gets to go shopping but me. I’m the youngest; I get everybody’s hand-me-downs!”)
3. **Your family feels sorry for you and are bullied into doing things to make you happy.** (“All right, Pat. Let’s go shopping. You really don’t *need* anything, but maybe this will make you feel good.”)
4. **You are no longer a victim. You now have a lot of power. You are a bully in disguise.** (“Let’s go to Banana Republic. I like the stuff they have there. Or, how about The Gap?”)
5. **You take advantage of this new-found power and continue to manipulate your family.** (“You know, my underwear is in shreds too. And my shoes are demolished. Let’s hit the mall.”)
6. **Your parents get angry and scold you for trying to get your way too often.** (“Listen, Pat, you’re overdoing this. We’ve gone shopping. You have some new clothes. Back off.”)
7. **You back off, which gives them power.** (“Okay, okay. I’ll wait awhile for shoes and underwear.”)
8. **You stop playing the role of “Poor Me” and stop using “self-pity” to manipulate them.** (“Enjoy the clothes, Pat. Now, let’s make sure there’s enough diapers for your baby

sister. And maybe next weekend we can go to Disneyland for your brother's birthday.")

9. **They stop doing things to make you happy.** ("Pat, we need you to mow the lawn this weekend, and babysit your sister while we buy your brother a present.")

10. **You feel like a victim, because you are not getting the attention you would like to get at home.** ( “You want me to be your slave, but when does Joe do the mowing? And why do *I* have to babysit? And when do *I* get to go shopping?)

**DO YOU SEE THE VICIOUS CIRCLE?**

## Addendum #9C Roleplay: Give Me Your Homework!

### Roleplay 1:

The “Alter Ego” in this roleplay is our inner voice—the one that often seems to be talking to us inside our heads, telling us what to do. As you do this roleplay, remember that the Alter Ego speaks out loud, but it represents what is going on in the mind of the person speaking.

#### BULLY

Hey, Brain, give me your homework! **Alter Ego:** This kid always gets the teacher’s attention because s/he knows all the answers—teacher’s pet! The kid must be good. Schoolwork is hard for me; I don’t like it when the teacher calls on me and I don’t know the answers. I wish I could please the teacher, but I must be dumb. I never get the teacher’s attention ‘cause I’m bad. I don’t know HOW to be good.

#### VICTIM

*(Making friends and talking it out:)* I’d like to help you, but I already turned it in this morning. **Alter Ego:** Oh, no. The bully again. How do I get rid of this creature?

#### BULLY

You always get good grades so you’re going to do my homework from now on, or else you’re in big trouble.

#### VICTIM

I can’t do your homework for you because that isn’t honest, but I’ve got a better idea.

#### BULLY

Yeah, what’s that, Brain?

#### VICTIM

I’ll make you a deal. I’ll help you with your homework, if you do something for me.

Like what?

**BULLY**

*(continued)*



## VICTIM

Let's meet after school today and talk about it. Maybe we can help each other. I hear you're really good at basketball and I'm lousy at it. Maybe you can teach me how to shoot baskets.

After the roleplay, ask students:

1. Which of the twelve ways did you see in this roleplay?
2. Did anybody get hurt in this situation?
3. Was the Victim able to change the Bully's negative thinking into positive action?
4. Would you have guessed, when the roleplay began, that somebody could help the Bully change his/her attitude?
5. Do you think sometimes you can help someone change his/her attitude and sometimes not?
6. Do you think it's worth trying?
7. If the Bully and the Victim in this story each represented a country of the world, would the countries have gone to war? Would they have reached a truce?
8. Do you believe that if we can change our negative thinking into positive action, we may have the ability to stop wars in the future?
9. Does it make you feel better to know that you do not have to fight, and you do not have to run—that perhaps you now have another choice in the matter?
10. The next time you are in a troubling situation, do you think you will Stop! Think! and try to use one of the twelve ways?

## Addendum #9D

### Roleplay: My Bus Seat!

#### Roleplay 2:

The “Alter Ego” in this roleplay is our inner voice—the one that often seems to be talking to us inside our heads, telling us what to do. As you do this roleplay, remember that the Alter Ego speaks out loud, but it represents what’s going on in the mind of the person speaking.

#### **BULLY**

Hey, you stupid punk—you sat in my bus seat! If you do it again, I’ll break your face! **Alter Ego:** This kid looks easy to beat. Now it’s my turn to win. I’m always getting it at home and the big kids at school beat me up. I’m ticked! I feel like busting! I feel like hurting someone else, for a change!!

#### **VICTIM**

*(Agreeing:)* Sorry. I guess I was stupid all right. Here’s your seat. **Alter Ego:** Wow! This guy could hurt me. I wish I could run away, but that just makes me feel lousy.

#### **BULLY**

What did you take my place for then, punk, huh?

#### **VICTIM**

I didn’t know it was your seat.

#### **BULLY**

EVERYONE knows this is my seat.

#### **VICTIM**

*(Trying to Make Friends:)* I’m new at school, and I don’t know my way around yet. Maybe you can help me.

#### **BULLY**

I don’t help punks!! I think you need a lesson in good manners. *Makes a threatening gesture.*

*(continued)*

## VICTIM

*(Using Humor and Trickery:)* Wait! Before you hit me, I want to let you know that if you beat me up my sister will be upset because she likes you. (Acts goofy.) She told me that she wanted to go out on a date with you. She likes kissing boys.

## BULLY

Yuk! Girls are goofy and I ain't going to let no girl kiss me! Hey, are you joking? That's a laugh. What a clown!

Afterward, ask students:

1. Which of the twelve ways to walk away with confidence did you see demonstrated in this roleplay?
2. What do you think of the Victim's approach?
3. Did the Victim make the Bully laugh for a second?
4. Do you think talking may be an alternative to fighting?
5. Cave creatures, fighting for their survival, did not have conversation—at least not the kind we know. They did not have a strong ability to reason. We have language AND the ability to reason. Shouldn't we be able, then, to talk about our differences and work them out, instead of fighting?
6. Do you think it is worth trying a nonviolent alternative?
7. Do you believe it is possible that if we can change our negative thinking into positive action, we may have the ability to stop wars in the future?
8. Does it make you feel better to know that you can be in control of a potentially threatening situation?

## Addendum #9E A Picture to See

### Activity 2:

Show students the illustration on p. 72 of *Why Is Everybody Always Picking on Me?*

Ask students:

1. What do you think the man is saying to the boy?
2. What do you think the boy is thinking about?
3. Is the man being helpful to the boy?
4. Does the boy seem to be hurt or upset?
5. If you could put yourself in this picture, what would you say to the man?
6. What would you say to the boy?
7. Do you think there is a chance that they are turning negative thinking into positive action?
8. Do you think they are taking the responsibility to not hurt each other?
9. Do you think the boy may be growing more AWARE of his situation by talking with the man?
10. Can you see how WATCHING your thoughts, or DISCUSSING them with someone you trust could lead to more AWARENESS for you?



# LESSON #10

## Awareness Is Everything

Breakdown of Lesson #10:

What does it mean to be “aware”?

You are what you remember.

You have something good to offer—now.

Materials Needed:

Chalkboard and chalk, or large paper pad with felt pen.

See Addenda 10A, 10B, 10C, 10D, 10E.

What Does It Mean to Be “Aware”?

**Note to Teacher:** Please remember when reading the following story to read with animation in order to bring the story to life for your students. Go to “Through the Eyes of Peace” (Addendum 10A). Read story and ask questions.

1. Ask students:

- Can you see how people using verbal threats, when they are young, can lead to adult people of one nation challenging adult people of another nation?
- Do you think it is possible that wars are started by adults, who, when they were kids, learned to compete, fight, threaten, and hate?
- Do you think wars are sometimes started by people who say one thing and do another?

**Add to Chart: “Potential Bullies in Our Lives”** (Addendum 3D). After hearing this story, can you make some additions to our Potential Bullies list?

**You Are What You Remember**

1. Tell students:

- ② Being aware of this kind of bullying is the first step in not getting caught up in it.
- ② You are what you remember.



- ② In addition to math, geography, history, and language, our brain remembers thoughts and feelings—times we felt wonderful and times we were hurt. These thoughts and feelings come back when we get into situations that are similar to these situations you have been in before.

2. Ask students:

- Who remembers a time when your feelings were hurt?
- What happened in that situation? Tell us, so we can all learn from it.
- If we were to repeat that situation right now, with different people, do you think you might react the same way?
- Do you think your brain might remember those old thoughts and feelings and cause you to act the same way?
- Do you sometimes think, “I feel hurt, so I must deserve being hurt”? “I *feel* bad, so I must *be* bad”?

3. Tell students:

- ② If you have thought this way, you are not alone. All of us have past experiences that create negative beliefs about ourselves.
- ② If you have some negative attitudes, it is important for you to know that negative past experiences can contribute to negative attitudes.
- ② If your feelings were hurt by someone in a situation that happened in the past, you could be carrying around negative feelings from that situation.
- ② So, it is possible that: When you get bad feelings right now, in the PRESENT, you may be acting negatively based on something that happened in the PAST!

**Note to Teacher:** Go to “Blurt It Out!” (Addendum 10B) and do the activity.

4. Tell students:
  - ④ To turn negative thoughts into positive ones, we must:
    - ② Recognize negative thoughts and feelings are happening to us.

- ② Allow these thoughts to be there *without judging them*; just LOOK at them.
- ② Notice that these thoughts and feelings have to do with THE PAST, and talk with someone we trust.
- ② Focus on things in our life that are good NOW. Start with one good thought; then let others enter your mind.

### You Have Something Good to Offer—Now

1. Tell students:
  - ② Everyone has something “good” to offer; we just have to discover what it is.
  - ② Maybe the person you want to be is different from the person you are now. That is okay. Just know that the person you are now is good and worth being, even if you never change.
  - ② Life does not judge you. **You** do!
  - ② Life does not hold onto what hurt you yesterday. **Your mind** does!
  - ② You CAN be responsible for WHO YOU ARE—NOW.

**Note to Teacher:** Go to “Something Good” (Addendum 10C).

### Summary:

- ★ You are what you remember.
- ★ Negative past experiences can contribute to negative attitudes.
- ★ We can turn negative thoughts into positive actions.
- ★ The past is gone. We can do nothing to change it. We can give our best thoughts and actions now, in the present.

Power, strength, and wisdom are born in your mind.



## Addendum #10A Through the Eyes of Peace

### Story:

Representatives of two countries were standing in a large hall in a major city in the United States. They had come from far away, from lands that were at war. Their countries had been battling for centuries—the same war over and over, family after family dying for the same cause: freedom. As far back as recorded history goes, they had been at war with each other.

Now they were face to face in the same space. They began walking nervously around the room. They were meeting without their usual weapons and uniforms, and it was hard to recognize who was who without their military regalia. No one had rank. No one wore medals. They were dressed in similar clothing—shirts, pants, jackets in the style of the United States or Europe.

But neither side saw the similarities. They only saw their differences. And they argued in the great hall.

“YOU are the terrorists! WE are the freedom fighters!” one side would say.

“No! No! WE are the freedom fighters! YOU are the terrorists!” the other side would retort.

They were rattling off rapid, anxious words—like machine gun bullets.

“It is OUR claimed Holy Land. Our Holy Scriptures tell us that this land is OURS.”

“WE are the Chosen Ones!” the other side would reply.

“No! Our forefathers were here before yours. It says so in our Holy Book. God is on OUR side!”

“Your God is false. Our God is the only true God!” the other side shouted back in anger. “Anyone not believing that the land belongs to us is the enemy and must die!”

“No, no. Our law says that YOU are the enemy!”

And on and on they went for weeks in these “negotiations,” discussions designed to generate an agreement. But there was no agreement.

There was world news coverage of the goings on. “Experts” interviewed both sides, then wrote news reports and best-selling books on the subject. These experts spoke on television, radio, at colleges and universities, discussing complicated reasons why the

*(continued)*

negotiations were not working. They were rewarded with money and honors for their analyses. But in the meantime, the arguing continued and war raged.

One day a young girl visited the negotiations with her father, who was in military service. This was her first time, and she was surprised by all the arguing.

“Daddy, why are they so afraid of each other?” she asked.

“They’re not afraid,” her father said, embarrassed by her comment.

“What are they shouting about?” she inquired.

“Each one believes in their God and their country, and they are trying to solve the problems of war,” the father replied.

“Oh,” said the girl. “I thought they hated each other.”

“Oh, no, they are trying not to be enemies.”

“How could they be enemies?” asked the girl. “They look and sound exactly alike?”



After reading the story, ask students:

1. What would you say was the “awareness” of the representatives of the two countries?
2. Were they AWARE of their own thoughts and feelings?
3. Were they AWARE of the other country representatives’ thoughts and feelings?
4. Did they attempt to reach an agreement between them?
5. Were the “experts” AWARE of the problem between them, or did they simply offer their own theories?
6. Was the girl’s father AWARE of the problems between the two countries?



7. How was the young girl's awareness different from anyone else?
8. Did she SEE their fear? Their hatred?
9. Did she SEE that they are all people who look and sound alike and have a lot more in common than they believed?

## Addendum #10B Blurt It Out!

### Activity 1:

- ✓ Ask for a volunteer to blurt out a negative thought.

#### **Examples:**

1. What you said is really stupid. I don't understand you!
2. I don't ever want to speak to you again!
3. Your people are too ignorant to understand the truth of the situation!
4. You will never be able to learn this!

- ✓ Ask another volunteer to turn that negative thought into a positive one.

#### **Examples:**

1. I don't understand what you said. Maybe I'm missing something. Could you repeat that?
2. It's hard to talk with you when you say things like that. Can't we discuss this peacefully?
3. Your idea of the truth and my idea of the truth are very different. We need to talk this out.
4. It will be difficult for you to learn this if you think about it in that way. It might be helpful if you thought about it in this way...

- ✓ Do your best to give every student the opportunity to participate.

## Addendum #10C Something Good

### Activity 2:

- ✓ Ask students to think for a couple of minutes about what they like to think about or do best.
- ✓ Ask for a volunteer to talk about what s/he believes s/he thinks or does that is “positive.”
- ✓ Keep asking for volunteers until as many students as possible have had an opportunity to participate.
- ✓ If there are students who are not responding, help them by asking:
  1. What is your favorite thing to do?
  2. How do you feel when you do this?
  3. What about it gives you this feeling?
  4. Do you think you have learned to do this pretty well?
  5. Do you think this is something anyone can do?
  6. Can you see how this might make you interesting to other people who do not do this?
  7. Do you think you could earn a living doing this?
  8. How would you earn a living doing this?
  9. Do you prefer to do this as a hobby, in your spare time?
  10. Do you think anybody here might want to join you, help you, work, or play with you?

**Addendum #10D**  
**Who I Am and Who I Want to Be**

**Activity 3:**

- ✓ Ask students to think for a couple of minutes about who they believe they are and how they believe they could be better.
- ✓ Call time and ask for a volunteer to say who s/he believes s/he is now and how s/he believes s/he could be better.
- ✓ Make a chart (without names—students will know who they are) and keep it handy so students are reminded of their thoughts.

**Who I Am Who I Want to Be**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## Addendum #10E Awareness Is Everything

### Activity 4:

As an assignment, ask each student to look for a photo from a magazine, book, or elsewhere which gives her/him a particular awareness he/she did not have before.

When students bring photos to class, ask for volunteers. Ask:

1. Show us the photo.
2. Describe what you see in this photo.
3. What is going on in this picture?
4. What is the awareness this photo gives you that you did not have before?

Ask other students:

1. Does this photo give you the same awareness?
2. Do you see this photo in a different way?
3. What do you see that is different?

Give any student who wants to show a photo the opportunity to do so.

# LESSON #11

## How Bullying Affects World Peace

Breakdown of Lesson #11:

The difference between heaven and hell.  
Propaganda (verbal bullying) can lead to robot thinking.  
We learn to take sides.

Materials Needed:

Chalkboard and chalk, or large paper pad with felt pen.  
See Addenda 11A, 11B, 11C, 11D, 11E.  
“Chart: Phrases that Distort the Truth” (Addendum 11C).

**Note to Teacher:** Discuss photos students bring to class as a result of their assignment (Addendum 10E). Then read “The Difference between Heaven and Hell,” in *Why Is Everybody Always Picking on Me?*, p. 102. Show illustration, p. 100. Use distinct voices for the old wise man and the warrior.

### The Difference between Heaven and Hell

1. Afterward, ask:
  - What did the arrogant warrior want to know?
  - How did the old wise man respond?
  - Do you think the old wise man is cruel, or do you think this was a test for the warrior?
  - What do you think of the warrior’s response? What do you think of the wise man’s response to the warrior?
  - How do you interpret the difference between heaven and hell?
2. Tell students:
  - ② For thousands of years, our world has been run by bullies who were political/military leaders and national

heads, such as Joseph Stalin, Adolph Hitler, Attila the Hun, Genghis Khan.

- ② These international bullies were once people who had been hurt and people whose negative thoughts and feelings created negative attitudes, which culminated in fear and hatred, which, in turn, led to the creation of “enemies.”

**Note to Teacher:** Go to “Pass the Bully” (Addendum 11A).

## Propaganda (Verbal Bullying) Can Lead to Robot Thinking

1. Ask students:
  - Do you think there are similarities between bullying on the school playground and bullying that causes international wars? *Both use physical aggression.*
  - Do you think that behind this physical aggression there is mental aggression?
2. Tell students:
  - ② There is a mental aggression that is a kind of *verbal* bullying. It is called PROPAGANDA.
  - ② People use propaganda to win other people over to their way of thinking, usually by telling lies or by exaggerating.
  - ② People use propaganda because they feel they must convince you of their way of thinking in order for their way of thinking to survive. Nobody wants to hear that their way of thinking is “wrong” or “silly” or “invalid.”
3. Ask students:
  - When you watch television, what kind of propaganda do you see? *Commercials, advertising.*
  - Do you think commercials and advertising are meant to bully you into buying certain products?
  - Did you know that the average young person watches between 30,000 and 40,000 commercials a year? A lot of propaganda!
  - Are you swayed by television commercials? Do you want to go out and buy what you see ads for on TV?



4. Tell students:
- ② Propaganda is also used to create wars.
  - ② Countries use media (radio, TV, newspapers, political cartoons, videos, film, magazines, comics) to bully you into believing their cause is just.
  - ② Propaganda is a verbal bullying that pushes you to act.

**Note to Teacher:** Go to “Doubletalk” (Addendum 11B), “Chart: Phrases that Distort the Truth” (Addendum 11C), “Roleplay: The Senators” (Addendum 11D), “Building a Robot” (Addendum 11E) for activities that expand awareness of these concepts.

## We Learn to Take Sides

1. Tell students:
  - ② We are bullied into believing that another country is bad, evil, “the enemy.”
  - ② Many countries in Europe and Asia have been taught to see Americans as money-grubbing, cunning and untrustworthy. Where do you think they got that image?
  - ② Americans have been taught to see other countries as brutal and warlike. Where do you think they got this image?
2. Ask students:
  - Do images like this create peace? Joy? Separation? Divisiveness? A sense of community? A fear of strangers?
  - What happens when we are taught to take sides and we begin to think in terms of “them” and “us”?
  - Why do you think we human creatures focus on our differences instead of our similarities?

### Summary:

- ★ Many international leaders tortured and killed millions of people for their ideals. These were overwhelming bullies.
- ★ One form of verbal bullying to be AWARE of is propaganda. Believing propaganda can lead us to robot thinking.

- ★ We learn to take sides, because we believe we must in order to survive, physically or psychologically. But this is not true.

**The only way our future world will survive  
is to stop thinking of people as “them” and “us”  
and to recognize all our planet’s inhabitants as “US.”**



## Addendum #11A

### Pass the Bully

#### Activity 1:

- ✓ Ask students to sit in a circle, either on the floor or in chairs.
- ✓ Select a student to be the Starter Bully. This student will say the first bully remark, which will be very mild, such as “I don’t think you should tell me what to do.”
- ✓ The student next to the Starter Bully will one-up the bully remark and make it a little bit stronger. “I don’t think you have the right to tell me what to do.”
- ✓ The next student will make it just a little bit stronger yet, and on and on around the circle until the bully remark is so strong, people are ready to go to war.

On the following page is a pre-scripted “Pass the Bully,” which you can use to start the class. If you have fewer students than there is dialogue for, just keep going around the room.

If you prefer, you can let the students create their own “Pass the Bully.” Or, you can do the pre-scripted one first, and then have have students create a new one.

Have fun with it.

*(continued)*

**STARTER BULLY**

I don't think you should tell me what to do.

**BULLY #2**

I don't think you have the RIGHT to tell me what to do.

**BULLY #3**

It's not a matter of having a right; it's the principle of the thing.

**BULLY #4**

As long as we're free, we have the right to do anything we please.

**BULLY #5**

You don't have the right to hit someone.

**BULLY #6**

Oh, yes I do. If that person hits me, I have the right to hit that person back.

**BULLY #7**

Why would you want to hit anybody, any time?

**BULLY #8**

Oh, you mean to tell me that if somebody hit you, you wouldn't hit 'em back?

**BULLY #9**

Maybe I wouldn't. What's it to you?

**BULLY #10**

I can't believe you'd be stupid enough to let somebody hit you and not hit them back!

**BULLY #11**

That's not being stupid, you idiot!

**BULLY #12**

Don't call me an idiot!

**BULLY #13**

Don't call me stupid!

*(continued)*



**BULLY #14**

I'm gonna get my friends, Joe and Mark, and we're gonna get you for that remark!

**BULLY #15**

Well, I'll get MY friends, Vinnie and Bull, and we'll meet you at the playground at 9:00 o'clock!

**BULLY #16**

We'll fight this out to the bitter end, you idiot, and THEN we'll see who's right!

**BULLY #17**

We already know who's right, you stupid jerk. This is gonna separate the tough from the wimps!

**BULLY #18**

You wanna see tough? All right! I'm gonna bring the whole gang. There are 20 of them, and you're gonna see more tough than you've ever seen in your life!

**BULLY #19**

Oh, yeah? Well, I'm gonna bring OUR gang. There's 25 of them, and we'll match you all the way, smartass!

**BULLY #20**

You better not bring any weapons, jerk, or you'll really be sorry!

**BULLY #21**

I don't think you should tell me what to do!!

Afterward, ask:

1. Did we resolve anything with all this bullying?
2. Did we end up exactly where we began?
3. Are people getting along better as a result of this bullying?
4. Are we closer to understanding one another?

5. Are we promoting international peace?
6. What do we get out of arguing and bullying like this?

## Addendum #11B Double-Talk

### Activity 2:

Tell students:

- ✓ Double-talk dulls our senses. It is important for us to be AWARE of it so our brains are not put to sleep by it.
- ✓ Double-talk is sometimes spoken by people we call “experts.” We think, “They are specialists; they must know best.”

The following are examples of “experts” using language that dulls our senses:

**Doctor:** Probenecid may increase the levels of cephalosporins in the blood, as it may interfere with normal elimination.

**Lawyer:** It is agreed, during the term hereof, in good faith, that best endeavors will be employed, and advantages arising from the exploitation of rights assigned will be provided by the Articles of Association as now in force or as hereafter amended.

**Military:** The Peace Keeper is the necessary deterrent to war as it prevents the enemy from escalating its weapons stockpile.

Ask students:

1. What do these mean? Can you figure them out?
2. Why would the military call a bomb “Peace Keeper”?
3. Why do you think attorneys use language like this?
4. Do you think double-talk can create conflict? How?

5. Does double-talk make you feel you do not know anything?  
And, if you feel stupid or ignorant, does this create conflict in your mind?
6. If you feel conflict in your mind, is there a chance that you will put that conflict out in the world?
7. Have people you know ever double-talked you into doing something that wound up getting you in trouble?

*(continued)*

## A Doublespeak Quiz

The following (which also appears in *Tug of War* by Dr. Terrence Webster-Doyle, p. 51), is a Military Doublespeak Quiz. See how many doublespeak phrases you can match up with their real meanings. (On a piece of paper, match the number on the left with the letter on the right.)

- |   |                  |
|---|------------------|
| 1. Protective reaction strike   | A. Bullet hole   |
| 2. Eliminate with extreme prejudice<br>Department                     | B. War           |
| 3. Engage the enemy on all sides<br>vegetation                        | C. Poison the    |
| 4. Tactical redeployment<br>target                                    | D. Bombs fell on |
| 5. De-establish a government  | E. Atomic bomb   |
| 6. Defense Department   | F. Atomic bomb   |
| 7. Radiation enhancement device                                       | G. Bombing       |
| 8. Defoliation  | H. Riot control  |
| 9. Effective delivery<br>government                                   | I. Overthrow a   |
| 10. Predawn vertical insertion  | J. To ambush     |
| 11. Strategic weapon  | K. Neutron bomb  |
| 12. Tactical weapon   | L. Poisoning     |
| 13. Confrontation management  | M. Invasion      |
| 14. Resources control program   | N. Retreat       |
| 15. Ballistically-induced aperture in the<br>subcutaneous environment | O. Kill          |

Answers: 1-G 2-O 3-J 4-N 5-I 6-B 7-K 8-C  
9-D 10-M  
11-E 12-F 13-H 14-L 15-A

## Addendum #11C

### Chart: Phrases that Distort the Truth

#### Start a Chart

Keep a chart of words and phrases that distort the truth. Pay attention to TV ads, political speeches, religious sermons, school doctrines. Ask family and friends to help you. Notice what kinds of words are used to convince you of their “truth.”

1. Our aspirin is the *best* aspirin, and is recommended by *more* doctors than any other.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **Addendum #11D Roleplay: The Senators**

### **Activity 3:**

Ask for two volunteers to roleplay two senators:

#### **SENATOR GUTIERREZ**

I am a strong proponent of women's rights, and I believe they should certainly be allowed freedom choice in determining whether or not they are going to have a child.

#### **SENATOR FABIO**

While I am a great admirer of Senator Gutierrez and the work done by the committees on which s/he has served, I strongly disagree with the Senator's position in this matter and cannot condone the killing of unborn children.

#### **SENATOR GUTIERREZ**

My friend on the other side of the aisle is a respected opponent on this issue, but no legislation is going to be written until we can stop this nonsensical disagreement and come to some quick conclusion on this matter.

#### **SENATOR FABIO**

Let me remind my friend, as s/he delicately puts it, "on the other side of the aisle," that s/he used to be on MY side of the aisle until a change of heart only two years ago when it became politically convenient for a change in party in order to sustain a cabinet position. How, then, can we trust a decision on so delicate a matter as the killing of unborn children?

#### **SENATOR GUTIERREZ**

My senate colleague is quick to paint a dark picture of someone s/he calls "opponent" when, in fact, it would be a simple matter to show countless records of reverse voting patterns over the past few years that this esteemed colleague has been a public servant.



**SENATOR FABIO**

We are drifting, I fear, away from the issue at hand, which is the killing of unborn children, and I think Senator Gutierrez will be quick to acknowledge that if s/he had not personally experienced the very core of this issue, we would not be sitting here, on this revered television debate program, arguing about something that, at the root, we both agree on.

*(continued)*

After reading the roleplay, ask:

1. What was the senators' main discussion supposedly about?
2. What words did they use that let you know they considered each other "enemies"?
3. What words did they use to try to soften the blow they would deliver?
4. Do you think there were fighting a battle, even though they spoke in a quiet, reserved manner?
5. If words could hurt, do you think they would have been wounded?
6. When you hear the words "My friend on the other side of the aisle," do you think of these people as both senators who work together, or as arch rivals? Do these words create togetherness or separation?
7. When you listen to politicians speak, are you AWARE of what they are saying and how they are saying it?
8. When you go to the doctor for a checkup, or because you do not feel well, are you AWARE of how the doctor acts toward you and whether or not you feel secure?
9. When anyone tells you what to do, are you AWARE of how you feel when you are being told, and whether you are responding in a "robot" way, or thinking for yourself?
10. We are often told what to do by people who care about us, and they believe they are doing it for our own good, but do you think it is helpful to be able to think something through for yourself as well?

## Addendum #11E Building a Bully Robot

### Activity 3 :

- ✓ Divide students into groups of three or four.
- ✓ Ask each group to come up with a set of characteristics that would make up a bully robot—a robot that always talks, acts, and reacts like a bully.

Some sample characteristics might be:

- (1) Talks tough.
  - (2) Always wants his/her way.
  - (3) Wants you to believe what she/he wants.
- ✓ Give the groups five to fifteen minutes to come up with as many bully robot characteristics as they can. Suggest that the group members organize the best they can to produce their best work.
  - ✓ Afterward, ask each group to read its list. Compare the lists and congratulate students on their good work.



## LESSON #12

# Roleplay: Walking away with Confidence

Breakdown of Lesson #12:

You can walk away with confidence, without fighting.

Materials Needed:

Chalkboard and chalk, or large paper pad with felt pen.

Two copies of roleplays: “I’m Doing It Now” (Addendum 12A) and “War Begins with One” (Addendum 12D).

“Chart: Words and Feelings that STOP Fights” (Addendum 12B).

**Note to Teacher:** If you still feel unsure about the process of roleplay, please review “About Roleplay” in the Teachers Guide BEFORE class.

### ROLEPLAY SET-UP:

Ask for two volunteers, one who will play **Jeff**, and one who will play **Chris**. Give them copies of “I’m Doing It Now,” Roleplay #1 (Addendum 12A). Keep a copy for yourself.

✓ Instruct Volunteers:

Notice that the words in italics are instructions for you to do, not to say. As you read your lines, be the best actor you can be. Do your best to get into your part.

✓ Instruct the rest of the students to LISTEN, WATCH and BE AWARE of what happens.

### ROLEPLAY:

✓ Instruct the roleplayers to begin.

### ROLEPLAY FOLLOW-UP:

**Note to Teacher:** As you ask the following questions, allow students to guess, as long as they

have a reason to follow up their guess. Awareness is the most important response.

✓ Ask students:

1. What words did Chris use to let you know that Chris is a bully?
2. Was Chris a pretty strong bully?
3. What do you think went through Jeff's mind when he stopped whistling/humming for a second?
4. What do you think of Jeff's response?
5. Do you think it was difficult for Jeff to not just punch Chris in the nose?
6. How do you interpret what Jeff said—that he was “doing” karate now?
7. Was Jeff using the twelve ways to walk away with confidence? Which one did you notice?
8. Do you think Jeff got a lot of mileage out of smiling in a friendly and confident way?
9. Do you think Jeff's smiling helped him maintain a certain frame of mind?
10. Do you think you would have reacted the way Jeff did? Do you think you could?

**Start a Chart: “Words and Feelings that STOP Fights”  
(Addendum 12B)**

Ask: What are some words, thoughts and feelings that stop fights that you heard or thought of today? (Enter on chart and keep chart in visible place where it can be added to, near the chart, Words And Feelings That START Fights.)

**Note to Teacher:** Go to “Walking away with Confidence” (Addendum 12C), “Roleplay: War Begins with One” (Addendum 12D), and “Fear and Anger” (Addendum 12E) for activities that will strongly enhance student learning. You may want

to create your own activities you determine will work best for your particular students, as long as students are roleplaying plausible situations that occur between potential bullies and victims, or are becoming more AWARE of how our mental and physical wars begin.



## Summary of Lessons 9-12:

Read these to students, or discuss all or any one individually.

- ★ Each of us has the responsibility to not hurt someone else and to resolve our own conflicts the best way we can.
- ★ We may think and feel like bullying someone, but we do not have to. We have a choice.
- ★ We can change negative thoughts into positive ones, which will then encourage positive actions.
- ★ The person you want to be is not very different from who you are. Start by appreciating who you are now.
- ★ The kind of bullying that happens on the school playground is the same kind of bullying that causes international wars.
- ★ We are taught to believe that we must take sides, which creates pain, sorrow, war.

**When we learn to think for ourselves,  
we can decide NOT to take sides  
and to be a peaceful person—inside and out.**



## Addendum #12A I'm Doing It Now

### Roleplay 1:

**JEFF**

*(In his workshop, sawing wood, peacefully, enjoying his work, whistling or humming a song.)*

**CHRIS**

*(Tough, bully-like:) Hey, hot-shot, I hear you've been taking Karate. What for? Are ya' the Karate Kid or something? Come on, Kung-fu fool, show me your stuff. I want to see this Karate of yours!*

**JEFF**

*(Stops whistling for a second. Then, starts whistling again. He looks up from his work, looks Chris straight in the eyes and says, with a friendly, confident smile:) I'm doing it now.*

=====  
=====

Ask:

1. What kind of words is Chris using to inspire fear and intimidation in Jeff?
2. Are his words and attitude working on Jeff?
3. What does Jeff mean, he is doing it now?

## Addendum #12B

### Words and Feelings that Stop Fights

Start this new chart and encourage students to make entries directly onto the chart whenever they hear words and feelings that they believe would make good contributions. Encourage as many entries to this chart as you can gather. If you run out of room, start another chart. This one is very important.

1. I'm sorry. I didn't mean to hurt you.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## Addendum #12C

### Roleplay: Walking away with Confidence

#### Roleplay 2:

- ✓ Bring out chart “Twelve Ways to Walk away with Confidence” and review it quickly.
- ✓ Divide students into groups of four or five.
- ✓ Assign each group one or two particular ways to walk away with confidence.
- ✓ Ask each group to develop a short roleplay based on one or both of these ways they have been given. Suggest that each person in the group take an active part in the process. Each group may need:
  - A moderator
  - A note-taker to write down ideas
  - A timekeeper to watch time
  - A director of action
- ✓ Give students 5 -15 minutes.
- ✓ Call time and ask for a volunteer group to present its roleplay.
- ✓ After each roleplay, ask:
  1. What way to walk away with confidence did you see in this roleplay?
  2. How did the roleplayers handle this? Do you think they got their point across?
  3. Did you develop a new awareness from this roleplay? What is it?

## Addendum #12D Roleplay: War Begins with One

### Roleplay 3:

- ✓ Ask for two volunteers to help you demonstrate the following roleplay between **CARROLL** and **FRANKIE**.
- ✓ Tell students:

The smallest conflict can easily blow up into a full-fledged war. War begins with one human being. That human being may not be **AWARE** that s/he is starting a war. We cannot stop fights between people, or stop wars between countries if we never become **AWARE** of how we start them!

The pattern goes something like this:

**CARROLL**  
(Angry:) How could you **DO** a stupid thing like that?

**FRANKIE**  
(Angry:) Not as stupid as **YOU!** What are **YOU** using for a brain?

**CARROLL**  
(Angrier:) At least I **HAVE** a brain, moron. What's **YOUR** excuse?

- ✓ Ask students:
  1. Have you heard discussions like this before?
  2. Are they saying anything important?

3. What do these words and feelings tell you about these people?

- ✓ Ask the students to remain in front of the room as you are going to ask them to read their lines again, but you are going to do some interpreting in between their lines. Tell the volunteers you will signal them when to read their lines.

*(continued)*

✓ Tell students:

1. Someone you know is not feeling good, maybe physically or mentally, and says or does something that sparks negative, hurtful feelings inside you. For example, that person might say (SIGNAL):

**CARROLL**

**How could you DO a stupid thing like that?**

2. The word “stupid” creates conflict inside you. You feel “bad,” “wrong,” “dumb.” You are hurt, perhaps angry. These feelings make you want to “get back” at this person.
3. These “get back” thoughts are violent, and, as you now know, violent thoughts can lead to violent actions. When they do, your violent feelings come out as violent words. You respond (SIGNAL):

**FRANKIE**

**Not as stupid as you! What are *you* using for a brain?**

4. Carroll, not realizing that Frankie’s feelings have been hurt, suddenly feels “attacked” and thinks, “What does that mean, ‘What am I using for a brain?’ What’s the matter with that idiot? I hate smart mouths.”
5. These are also violent thoughts. Frankie’s violent thoughts now lead Carroll to more violent words (SIGNAL):

**CARROLL**

**At least I *have* a brain, moron. What’s *your* excuse?**

6. And the war is on. (Thank the volunteers.)
7. A war is started by a point of view, such as: I believe the world is flat. But it takes more than one point of view to make a war, such as: I believe the world is round.



8. The same goes for internal wars. If you think, “I want to work after school to earn money,” there is no conflict. If you think, “I want to work after school to earn money, but if I do, my grades might suffer,” the mental tug of war is on.

**The bully in your brain might bully anyone—  
even you.**

## Addendum #12E

### GAME: Fear and Anger

#### Activity 1:

- ✓ Divide students into two groups, the **Fearsomes** and the **Angries**.
- ✓ Ask the Fearsomes to come up with (write down) as many different fearful thoughts as they can in five minutes.
- ✓ Ask the Angries to come up with (write down) as many different angry comments as they can in five minutes.
- ✓ Call time, and ask which group would like to present first.
- ✓ If the Fearsomes go first, the Angries must listen to each fear and then come up with an angry response that might naturally follow that fear.
- ✓ If the Angries go first, the Fearsomes must listen to each angry comment and come up with a fear that probably preceded that angry comment.
- ✓ The point of this game is to become more aware of the fears and angers that come out of us, and to be able to laugh at ourselves in the process.

## LESSON #13

# Understanding Aggression

Breakdown of Lesson #13:

What does it mean to be aggressive?

What does it mean to understand?

What does it mean to pull together?

Materials Needed:

Chalkboard and chalk, or large paper pad with felt pen.

See Addenda 13A, 13B, 13C, 13D, 13E.

### What Does It Mean to Be Aggressive?

1. Ask students:

- What does it mean to be aggressive?
- Does it mean “energetic or full of energy”?
- Does it also mean “harmful action against another, usually a verbal or physical attack”?
- Do you think one meaning is positive and one is negative?

<p><b>Note to Teacher:</b> Go to “Ruler for a Day” (Addendum 13A). This activity also appears in <i>Why Is Everybody Always Picking on Me?</i>, p. 109.</p>
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2. Tell students:

- ② For cave creatures, aggressive behavior was natural. They fought for food, shelter, and survival.
- ② Some people believe it is *natural* to fight today, even though most of us have enough food and shelter. Others believe fighting is not natural, and never has been, even though humans have been doing it for centuries.

3. Ask students:

- Do you think it is natural to be aggressive and fight, and to have a “winner” and a “loser”?
- Do you think it is natural to try to understand why someone wants to fight so everyone is a winner and there are no losers?

## What Does It Mean to Understand?

1. Read to students the following quotation you have already written on the board or on a chart where everyone can see it clearly:

“My storehouse having been burned down, nothing blocks the view of the bright moon.”

2. Ask students:
  - What do you think this quotation means?
  - If we take this quotation literally, do you think that the person speaking should be in a bully rage over the fact that his/her storehouse has burned down?
  - What is this person focusing on? Do you think this person’s focus is inappropriate, considering what happened?
  - If this person were to get into a bully rage over this situation, how would s/he benefit?
  - Do you think this person has a unique way of looking at things?
  - Do you think this person has found a way to accept something negative in a peaceful way?
  - Do you think this person’s interpretation shows an uncommon level of awareness and understanding?
  - Do you believe it is helpful to find a peaceful way to accept something terrible that has happened that we have no control over, like an earthquake? A death? A war?

## What Does It Mean to Pull Together?

1. Ask students:
  - What does it mean to “push apart”?

- Does it mean to separate? Divide?

**Note to Teacher:** Go to Activity 2, “Pushing Apart” (Addendum 13B).

2. Ask students:

- What does it mean to “pull together”?
- Does it mean to join forces? Work together for one cause?

**Note to Teacher:** Go to Activity 3, “Pulling Together” (Addendum 13C). Use “Real Life” (Addendum 13D) and “A Quote to Note” (Addendum 13E) to enhance learning.

3. Tell students:

- ② Both of these activities were just games, but they represent how we live our lives.
- ② Some of us are always challenging other people, like bullies, and, as a result, separating ourselves from others.
- ② Some of us work WITH other people and, as a result, find ways to resolve conflict with others without fighting.

**Summary:**

- ★ Negative aggressive behavior can be harmful to others.
- ★ All it takes to understand negative aggression is the desire to do so, and to be aware of it.
- ★ We can decide to be bullies and always work AGAINST people, always challenging them to a fight; or we can decide to work WITH people, learning to resolve conflict.

**There is only ONE person who can determine  
how you are going to be in this life.  
That person is YOU.**





## Addendum #13A Ruler for a Day

### Activity 1:

- ✓ Ask among students for a volunteer.
- ✓ Nominate that volunteer Ruler for a Day
- ✓ During the Ruler's reign (you determine how long), s/he asks other students to serve her/him. The servants have to do what the Ruler asks them to do (within reason).

Some examples might be:

Have the group carry you around.

Have individuals bow down to you.

Ask people to run errands for you.

Ask someone to bring you water or food.

- ✓ Remind your Ruler that this is a game. NOTHING can be done that will hurt another person.
- ✓ Call time and ask:
  1. Did you experience aggression in this game? What kind?
  2. How did it feel to be a ruler?
  3. How did it feel to be a servant?
  4. Did you (the ruler) feel aggressive? In what way?
  5. Did you (the servants) feel aggressive? In what way?
  6. Do you think it is possible to feel aggressive being either a ruler or a servant? How so?
  7. Do you think it is possible to feel good being either a ruler or a servant? How so?

- ✓ Ask for another student volunteer.
- ✓ Give as many students time to be ruler as possible. This activity can be spread out over several weeks.

## Addendum #13B Pushing Apart

### Activity 2:

- ✓ Divide students into pairs.
- ✓ Have partners stand face to face, holding their arms straight ahead, hands out, so that partners' hands are flat against one another.
- ✓ Instruct partners to push against one another as a challenge, to see who can push the other person off balance.
- ✓ Instruct partners to BE VERY CAREFUL not to hurt one another. If a partner is pushed a mere one inch off balance, that is enough.

Afterward, tell students to be seated and ask:

1. How did it feel to be challenging your partner?
2. Was there a winner and a loser?
3. Did you feel victorious? Did you feel like a loser?
4. Did you feel stronger? Weaker?

## Addendum #13C Pulling Together

### Activity 3

- ✓ Divide students into the same pairs as before.
- ✓ Have partners stand face to face, holding their arms straight ahead, holding hands.
- ✓ This time, instruct partners:

Rather than challenge your partner, hold hands and pull away from your partner, maintaining a balance between you so that neither of you falls down.

If one of you falls, you both lose. So you must work to keep yourself balanced AND your partner balanced at the same time.

Afterward, tell students to be seated and ask:

1. How did it feel to be working WITH your partner?
2. Was there a winner and a loser?
3. Did you feel victorious? Did you feel like a loser?
4. Did you feel stronger? Weaker?
5. Did you feel better doing the first exercise or the second?

## Addendum #13D

### Real Life

#### Activity 4:

- ✓ Divide students into groups of four or five.
- ✓ Tell groups:
  1. Contemplate, for a few moments, everybody in your group.
  2. Think of something you might want to tell each one of your group members that you think is a weakness in that person—something you think that person could change and make better about him/herself.
  3. Remember that your intention is to HELP the person, not make him/her feel bad.
  4. Remember, too, that when you hear people tell you how they think you could improve yourself, they may be right, or they may be wrong. You are just going to LISTEN, and be AWARE of what they are telling you. Just TAKE THE INFORMATION IN and OBSERVE it.
- ✓ Call time.
- ✓ Tell groups to go ahead, start with a volunteer who will speak first. (Monitor the groups silently as they begin.)
- ✓ Remind those students who are listening to comments about themselves:
  1. This is meant to be for your benefit. Sometimes even your best friends will not tell you such things.
  2. Do your best to keep an open mind. Just let the information come in.

3. There is no reason to feel bad, wrong, unhappy, or angry about the information you are hearing.
4. This is an exercise designed to help you practice **understanding** by Stop! Thinking!, observing, listening, and being aware.
5. Work on understanding what is being said to you, rather than on having to respond. You DO NOT have to respond. You only have to LISTEN and UNDERSTAND.

*(continued)*

Afterward, ask students:

1. How did you feel listening to people tell you what they think of you?
2. Did you feel “put down”?
3. Did you feel “cared about”?
4. Do you think you **understand** what was being said to you?
5. Did you feel yourself get defensive when you were being talked to?
6. Was it difficult to just let the information enter your brain?
7. Do you feel you learned anything new?
8. Do you feel “pulled apart” from everyone?
9. Do you feel “pulled together” WITH everyone?
10. Do you think this exercise is better than fighting?

## Addendum #13E

### A Quote to Note

#### Activity 5:

- ✓ Read the following quotation to students.

**Quotation:** “Greatness lies not in being strong, but in the right use of strength.”

—*Henry Ward Beecher*

- ✓ Ask students to consider the quotation quietly for a minute or two; then, write a paragraph about what they believe it means, write a paragraph about what it makes them think about, or just talk about it.
- ✓ Call time; ask for volunteers to read what they have written; or to tell their interpretation of it.



## LESSON #14

# Seeing Yourself as Peacemaker

Breakdown of Lesson #14:

A new role to play.  
We can all be peacemakers.

Materials Needed:

Chalkboard and chalk, or large paper pad with felt pen.  
See Addenda 14A, 14B, 14C, 14D, 14E.

### A New Role to Play

**Note to Teacher:** Go directly to “I Will Fight No More Forever” (Addendum 14A). Read clearly so students are able to grasp the statistics and comprehend the huge loss of life. Read Chief Joseph’s words with feeling. (This story appears in *Fighting the Invisible Enemy* by Dr. Terrence Webster-Doyle.)

1. Tell students:
  - ② If you are a bully or you are a victim, you may believe you have a reputation to uphold, like the settlers and Native Americans.
  - ② You may believe that, in the eyes of friends, teachers, parents, the world—you cannot back down.
2. Ask students:
  - How many of you feel you cannot back down, in certain situations—that your reputation would be lost?
  - Would you feel that everyone would see you as a chicken? A coward?
3. Tell students:

- ② If your image of yourself is one of **tough guy**, someone that nobody dares mess around with—then you are right—you cannot back down.
- ② If your image of yourself is one of a **victim**—someone who is always treated badly—then you are right, too—you cannot back down.

- ② Bullies and victims fear the same thing. They are afraid of something or someone, and feel stuck because they cannot move forward and cannot back down.
- ② If, however, your image of yourself is that of a peacemaker—any kind of peacemaker—then your decision to “back down” is right in line with this self-image! A peacemaker makes peace!

**Note to Teacher:** Go to “Playground Peacemaker” (Addendum 14B) and do the activity. If you feel this activity would work best in a location other than a playground, change the location. Use whatever atmosphere you feel is most suitable for your particular students.

## We Can All Be Peacemakers

1. Ask students:
  - What thoughts go through your head when you think of yourself as peacemaker?
  - Do you think you would feel better being a peacemaker than a bully? Than a victim? Why?
  - If you do not feel comfortable being a peacemaker, what do you think it would take to make you comfortable?
  - Do you think you could get recognition and praise for being a peacemaker?
  - Do you think you would lose status being a peacemaker? Gain status?
  - Since a peacemaker is not a wimp, would you then be able to show others that you have the power and self-control to solve conflict nonviolently—something maybe *they* do not have the ability to do?
  - Do you think the feeling might be like being able to run a 10 kilometer race—something not everyone can do? Therefore, you feel strong and special?

- When you become a peacemaker, aren't you letting everyone know that you have the strength of your convictions, which includes NOT fighting?
- Doesn't making this decision take far greater strength than fighting?

2. Tell students:

- ④ To be a peacemaker, you must:
  - ② **Understand** what creates conflict.
  - ② **Develop skills** to resolve conflict nonviolently.
  - ② **Visualize** yourself being a peacemaker.

**Note to Teacher:** Go to “Winning by Losing” (Addendum 14C), “Becoming a Peacemaker” (Addendum 14D), and “A Quote to Note” (Addendum 14E) for activities that enhance student understanding of concepts presented in this lesson.

### Summary:

Read to students; or discuss all or one individually:

- ★ Roleplaying is sometimes pretend; but, if you want to, you can play a new role in your life for real: Peacemaker.
- ★ Most people who have been in great conflicts and wars resolve never to fight again.
- ★ Any bully action we take against another human being is making war.
- ★ If your image is that of a peacemaker, you can always back down and save face.
- ★ To be a peacemaker, we must **understand** what creates conflict; **develop skills** to resolve conflict nonviolently; and **visualize** yourself being a peacemaker.

**We can all be peacemakers.**



## Addendum #14A I Will Fight No More, Forever

### Story:

When Europeans landed in what is now referred to as the United States of America, about one million Native Americans were living in this country. The Native Americans had a very developed culture and lifestyle in harmony with the land. However, Europeans considered Native Americans to be savages.

By 1900, the effects of new diseases, strong liquor (which arrived with the European settlers), and 300 years of warfare, had reduced this number to 237,000! That is a loss of over 750,000 human beings.

The early history of the United States includes a string of battles between the settlers and Native Americans, from the Massacre of 1622 and the French and Indian War, to Pontiac's Rebellion, the Battle of Tippecanoe, the Sioux War, the Nez Perce War, and the final, terrible Battle of Wounded Knee Creek.

There are those who believe that Europeans were heroic in conquering the Native Americans. And there are those who believe the Europeans did not "win the West" with heroism. It was won by one set of human beings killing and taking land from another set of human beings, using force, guns, and violence.

When we play "Cowboys and Indians" as children, we are often told cowboys are the "good" guys. You and I can probably see that had European settlers and Native Americans found a way to share the land, that truly would have been heroic.

European settlers were victorious over the Native Americans because they killed them, overtook their land, and drove them onto "reservations"—land the settlers designated for Native Americans only. How would you react if thousands of people came to your country and tried to take the land, driving the existing inhabitants—including your family—onto reservations?

The following quote is from the well-known Nez Perce Indian Chief, Joseph, about the battle he was forced to fight with the U. S. Army as he tried to lead his people across Montana and Idaho into Canada:

“I am tired of fighting. Our chiefs are killed...the old men are all killed...It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills and have no blankets, no food; no one knows where they are, perhaps freezing to death. I want time to look for my children and see howm any of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs, I am tired; my heart is sick and sad. From where the sun now stands, I will fight no more—forever.”

*(continued)*



Afterward, ask:

1. How do you respond to this story? Does it give you a sense of pride? Shame? Sadness? Joy?
2. Have you seen movies in which settlers in wagons are depicted as “heroes,” as they kill Native American “enemies”?
3. Which were bullies and which were victims? *Both were both.*
4. Do you SEE that one set of human beings were killing and taking land from another set of human beings?
5. Do you think most people do not see a war in this way—they do not see that we are all human beings, with families and friends, trying to survive?
6. If you could join those European settlers right now, what would you say to them? Do you think they would listen?
7. If you could join the Native Americans, what would you say to them?
8. Do you think both the Native Americans and the European settlers would have been afraid to back down?

## Addendum #14B Playground Peacemaker

### Activity 1:

- ✓ Ask students to close their eyes and visualize themselves on the school playground.
- ✓ Tell students it is important to sit quietly and try to get this picture in their minds, because it helps strengthen their minds if they can.
- ✓ Tell them, slowly and quietly:
  1. See yourself on the school playground.
  2. Remember an incident, or make one up, between two people that almost led to a fight. Do this slowly.
  3. See yourself as a REAL peacemaker, helping work things out nonviolently. Watch yourself doing this in as much detail as you can. Take your time.
  4. What are some things you are doing to help would-be fighters resolve their conflict nonviolently?
  5. See your friends, parents, teachers, even the two fighters, thanking you for what you did.
- ✓ Ask students to open their eyes.
- ✓ Tell them that doing this exercise regularly helps strengthen their minds and will be helpful when they are confronted with a real situation like this one.

## Addendum #14C Winning by Losing

### Activity 2:

Read to students:

That night it thundered terribly. The school shook with each roar. Then a great flash! The sky lit up as if it were daytime. One, two, three streaks at a time, the lightning stretched across the sky from heaven to earth. The rain beat down in buckets on the roof. The students pressed their faces against the windows, feeling excitement, fear, and awe.

Earlier in the evening, the students had done physical exercises against the heavy rain and strong winds. Time and again, they fell into the mud, their clothing turning chocolate brown. Over and over they practiced, using the rain and wind as their opponents. The rain hit hard on their bodies and soaked through their clothing. They fought the weather until they were exhausted.

“Again, students,” the teacher shouted above the wind and rain. “Fight the wind, fight the rain!” The students continued to fight against the storm.

“Now turn and let the storm be at your backs. Go with it! Don’t resist! Use nature’s force as your own.” The students turned and let the wind hit them from behind. They continued to practice until they felt the exhaustion pass and their spirits lift. Then it was as if the wind and rain began practicing with them, the stormy weather becoming their ally. They students had stopped resisting and, in so doing, they had conquered themselves and learned to dance WITH the elements. They now understood the term “winning by losing.”

Ask students:

1. Why do you think the instructor had the students fight in the storm?

2. When the students had the experience of trying to fight AGAINST the storm, do you think they felt the futility of doing so?
3. When the students had the experience of fighting AGAINST the storm, and then had the experience of fighting WITH the storm, do you think the juxtaposition of both experiences taught them something new?
4. What do you think they learned?
5. Do you think it helps to see BOTH SIDES of a situation to better UNDERSTAND which may work best?

*(continued)*

6. Do you think peacemakers need to examine both sides before they can make a decision?
7. When the students stopped resisting the elements, how did they feel?
8. Do you think we can relate this to all the things in life that we resist? Like, help from parents or teachers? Kindness? Positive thoughts, feelings, and actions?
9. What is something in YOUR life that you usually resist? Helping at home? Doing your homework? Being kind to your brother or sister?
10. Do you think you might feel better about yourself if you could find a way to stop resisting—stop fighting nature—and learn to “win” by losing?

## Addendum #14D Becoming a Peacemaker

### Activity 3:

✓ Tell students:

We live in a stressful world. Stress can turn us into bullies in an instant. There are, however, many ways that can reduce and end the stress that makes us want to bully. Here are a few:

1. Take a long walk or run.
2. Play with a pet.
3. Swim.
4. Dance.
5. Practice the Martial Arts (with an instructor who teaches psychological as well as physical skills).
6. Do gymnastics.
7. Lift weights.
8. Sing or play a musical instrument.
9. Write down your feelings.
10. Talk with a friend.

✓ Ask students:

- Can you think of other ways to relieve stress that could turn you into a bully?

## Addendum #14E

### A Quote to Note

#### Activity 4:

- ✓ Read the following quotation to students.

**Quotation:** “...our happiness hinges not on good luck; it hinges on peace of heart.”

—*David Steindl-Rast*

- ✓ Ask students to read the quotation to themselves, think about it for two minutes; then:
  1. Write a paragraph about what they believe it means, or write a paragraph about what it makes them think about; or
  2. Discuss the quotation.
- ✓ Ask such questions as:
  1. What does this quotation mean to you?
  2. Where do YOU think happiness comes from?
  3. Are you happy? Why?
  4. Do you think you have peace of heart?
  5. Do you think feeling unhappy may have something to do with not having peace of heart?
  6. How do we “get” peace of heart?
  7. Do you think happiness comes from good luck alone?

8. Do you believe peacemakers eventually get peace of heart?
9. Do you see advantages in having peace of heart? What are they?
10. Do you think “Peacemaker” might be a pretty positive role to play all your life, as best you can?





# LESSON #15

## The Power of a Questioning Mind

Breakdown of Lesson #15:

- The importance of questioning.
- The importance of manners.
- Creating positive feelings.

Materials Needed:

- Chalkboard and chalk, or large paper pad with felt pen.
- See Addenda 15A, 15B, 15C, 15D, 15E.
- Two copies of Addendum 15C, both roleplays.

### The Importance of Questioning

**Note to Teacher:** Go to “The Boy Who Thought He Could Fly” (Addendum 15A). Pull students into story with your voice.

1. Tell students:
  - ② Questioning is an important part of learning. It helps make our minds sharp and intelligent.
  - ② Questioning is a form of *mental* exercise—just as important as physical exercise.
  - ② When you Stop! Think! and ask a question, you are strengthening your mind.
  - ② When you Stop! Think! you are more likely to be who you are.

**Note to Teacher:** Go to “Questions to Help You Stop! Think!” (Addendum #15B).

### The Importance of Manners

1. Ask students:

- Do you believe that “manners” are not important? Be honest!
- How many of you believe that “manners” are old-fashioned?
- How many of you think of “manners” as something you do not like but something you HAVE TO do?

2. Tell students:

- ② Here is an opportunity to change your thinking.
- ② You all like to be treated with respect, I presume. When you treat other people with respect, you are far more likely to get the respect that YOU want than if you do not.
- ② Using manners is a positive way to get what YOU want!
- ② Manners are taught to you by someone who cares enough to want you to speak and act in ways that will help YOU get along in THIS world.
- ② Ask for what you want respectfully, with manners, and see what it will get you. Take it a step further: When someone asks you to do something—say, your parents ask you to help around the house —say yes, and BOW. Watch what happens!
- ② When our minds are open to trying things a new way, they are strengthened.
- ② A strong mind is your best weapon and the key to your long-term survival.

<p><b>Note to Teacher:</b> Go to “Roleplaying for Respect” (Addendum 15C).</p>
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## Creating Positive Feelings

1. Tell students:

- ② Asking questions, learning to think in new, inquiring ways, and speaking and acting with manners all create positive feelings inside us.
- ② Feeling positive inside, we are more likely to think and act in positive ways.
- ② If we think and act in positive ways, we are less likely to feel a need to bully anyone.

② With no need to bully anyone, we get rid of bullying!

2. Ask students:

○ Can you think of one way—TODAY—you can change something negative you do into something positive?

- Will it be difficult to make this change?
- What will it take for you to make this change?

**Note to Teacher:** Go to “Is It Bad to Be Good?” (Addendum 15D) and “A Quote to Note” (Addendum 15E) for more activities that can enhance students’ learning these important concepts.

**Summary:**

- ★ Questioning helps strengthen our minds.
- ★ When we can stop! think! before we act in a negative way, we strengthen our minds.
- ★ When we stop! think! we are less likely to react in harmful, conditioned ways.
- ★ Keeping our minds open to new ways of thinking—new ways of resolving problems—strengthens our minds.
- ★ Manners help get us what we want, without having to fight.
- ★ When we think and act in positive ways, we are less likely to feel a need to bully anyone.

**When there are less people bullying each other,  
there will be more global peace.**



## Addendum #15A

### The Boy Who Thought He Could Fly

#### Story:

“Faster than a speeding bullet! Able to leap tall buildings in a single bound! Look! It’s a bird! It’s a plane! It’s Superman!”

Billy had just finished watching the video “Superman” and his favorite regular TV show “Superboy” was now on. He watched the image of his caped hero leaping tall buildings. He draped a towel over his own shoulders to feel like Superboy as his eyes took in the images of human beings performing superhuman feats.

When the show ended, the boy stretched and yawned. He turned toward the stairs of his house and climbed to the third story. He walked over to the only window and opened it. Expressionless, he looked down the many feet to the ground below, and then climbed onto the window ledge. It was a glorious summer evening, and he felt a rush of energy pulse through his small body. He felt powerful.

Billy’s mother was downstairs in the kitchen washing dishes. Her husband was in town doing errands, and she was thinking of what to make for dinner. She heard the sound of the TV and felt assured that her son was safely involved in his favorite show. As she washed dishes before the kitchen window, there was a sudden movement—as if a large bird had dropped from the sky, swooping down to the ground. There was a loud thump and a small human cry.

Shocked for a moment, the mother stood frozen with water running over her hands, thinking, “Bird? Or boy?” Terror gripped her heart as she raced outside to find her son lying on the ground, the Superboy towel-cape draped over his still body. Miraculously, he groaned and began to move. Incredibly, Billy was not hurt. He had fallen three stories and didn’t have a scratch.

“I did it, just like Superboy!” the young boy exclaimed.

Billy’s parents were thankful and amazed that their son was alright, but they were disturbed because he did not seem to understand the danger in



what he had done and how lucky he had been. Because he had been unhurt, they were afraid he might try it again and really hurt himself.

To convince him of the danger, the boy's father went up to the third story and pushed a large watermelon out. The melon fell heavily through the air and landed with a shattering thud in a mass of squashed pieces.

*(continued)*

Afterward, ask:

1. Did the boy even question whether he could fly or not?
2. What made him believe that he could fly like Superboy?
3. Do you think he was unable to distinguish between fantasy and reality?
4. Is life sometimes like that: We cannot tell what is real and what is a dream? What is true and what is false?
5. Do you think it is important to ask questions before taking any kind of leap?

## Addendum #15B

### Questions to Help You STOP! THINK!

#### Activity 1:

Go to “Questions to Help You Stop! Think!,” in *Why Is Everybody Always Picking on Me?*, pp. 119-124.

Select one or more questions you feel would be most pertinent for students in your class. For each question, ask:

1. Why do you believe this?
2. Where did you get this belief?
3. Do you think this belief might be harmful to someone?
4. Do you think this belief could be harmful to you?
5. Do you have this belief because you feel a pressure to conform?
6. Do you feel any other pressures to conform? To compete? To be “the best”?
7. Is it possible that your belief creates “an enemy”?
8. Does your belief represent you as a peacemaker?
9. If not, do you think you should hold on to this belief?
10. Have you looked at other beliefs on this subject? What did you find?

## Addendum #15C

### Roleplaying for Respect

#### Roleplay 1a:

- ✓ Ask for two volunteers to play the parts of J. P. and Jed. Ask the volunteers to read over the roleplay first and to get into their parts as much as possible.

J. P.  
Gimme that knife.

JED  
Get it yourself!

J. P.  
Hey! I'm over here, and you're over there! Gimme the knife!

JED  
I don't have to give you the knife if I don't want to!

J. P.  
Oh, yes you do.

JED  
You're wrong!

J. P.  
Shut up and give me the knife!

- ✓ Ask students:
  1. Was this a respectful conversation?
  2. Did J. P. get what s/he wants?
  3. Do you think J. P. is AWARE of why s/he may not be getting what s/he wants?

- ✓ Now, ask the same two volunteers to read the following parts, playing the same characters:

*(continued)*

## Roleplay 1b:

J. P.  
May I please have that knife?

JED  
Can't you reach it?

J. P.  
No. I'm over here, and you're over there. Could I please have it?

JED  
Okay, but I think, since my hands are full, you could've just walked over here and got it.

J. P.  
You're right. I could've.

JED  
Does my being right make you wrong?

J. P.  
I, the smartest person you know, am never wrong.

✓ Ask students:

1. Did this conversation have a different tone?
2. Was it respectful?
3. Did J. P. get what s/he wants, without bullying?
4. Did you enjoy this conversation more or less than the first one?
5. Do you think J. P. and Jed enjoyed this conversation more than the first one?

## Addendum #15D Is It Bad to Be Good?

### Activity 2:

- ✓ Ask students to think for a few minutes about a time when they were being “good” and the situation turned out bad.

#### Examples:

- (1) Perhaps you were blamed for something your sister or brother did.
  - (2) Perhaps you acted respectfully toward someone who was not respectful back.
  - (3) Maybe you did a good deed and it was not appreciated.
- ✓ Ask for volunteers to tell what happened in these situations. Gather as many brief stories as you can. Then, ask:
    1. Do you think trying to be “good” or “perfect” can be harmful?
    2. Is it a form of bullying yourself?
    3. Do you think it is possible to be “good” all the time?
    4. Do you think it is all right to be “bad” once in a while?
    5. What is your idea of being “bad”?
    6. Do you think it is fun to be “bad” once in a while?
    7. Do you think this is why people enjoy Halloween?
    8. Do you think it is okay to be bad as long as you do not hurt someone?
    9. Do you think being pressured to conform to certain rules and regulations is a form of bullying?

10. When you feel pressure of any kind, are you being bullied?



## Addendum #15E

### A Quote to Note

#### Activity 3:

- ✓ Read the following quotation to students:

**Quotation:**                    “The enemy is fear.  
We think it is hate,  
but it is fear.

—*Gandhi*

- ✓ Ask students to consider the quotation quietly for a minute or two; then, write a paragraph about what they believe it means, write a paragraph about what it makes them think about, or just talk about it.
- ✓ Call time; ask for volunteers to read what they have written; or tell their interpretation of it.



# LESSON #16

## Roleplay: Peacemaker Primeval

Breakdown of Lesson #16:

Affecting the history of humankind.  
Survival today means NOT fighting.

Materials Needed:

Chalkboard and chalk, or large paper pad with felt pen.  
See Addenda 16A, 16B, 16C, 16D, 16E.

Make three copies of “Peacemaker Primeval” (Addendum 16A) and  
“Violent? Heroic? Understand?” (Addendum 16C).

**Note to Teacher:** It is always helpful to read “About Roleplay,” BEFORE class, in the Teachers Guide, allowing yourself enough time to plan an approach to roleplay in this lesson.

### ROLEPLAY SET-UP:

Ask for volunteers to roleplay the following characters:

**Terry**  
**Chris**

**Narrator**  
**Cave Creatures (4)**

✓ Instruct Volunteers:

Notice that the words in italics are instructions for you to do, not to say. Do your best to get into your part.

✓ Instruct the rest of the students to LISTEN, WATCH and BE AWARE of what happens.

### ROLEPLAY:

✓ Instruct the roleplayers to begin.

## ROLEPLAY FOLLOW-UP:

**Note to Teacher:** As you ask the following questions, allow students to guess, as long as they have a reason to follow-up their guess. Awareness is the most important response.

- ✓ Ask students:
1. Although this is an imaginary roleplay, what were you thinking as you watched it?
  2. Were there bullies and victims in this situation?
  3. Do you think we can ever reach this point, where we sit down and talk to one another and work out ways to resolve conflicts between us?
  4. Do you think this is simply an ideal that we will never be able to reach?
  5. Do you think we are all hopeless bullies and victims in our lives who will never learn how to work out our differences without fighting?

**Add to Chart: “Words and Feelings that STOP Fights” (See Addendum 12B.)**

What are some words, thoughts, or feelings that we can add to this chart?

## Survival Today Means Not Fighting

**Note to Teacher:** Go to “No War, No More!” (Addendum 16B). This story is long, and you may need more time than usual to get through it and ask all appropriate questions. The story, however, IS ESSENTIAL. (It can also be found in *The Flight of The Golden Eagle*, p. 78.)

After reading and discussing this story, with whatever time left, select activities from the addenda that you believe will be most helpful to your particular students. Make time to celebrate students' excellent participation and completion of this curriculum!

**Note to Teacher:** Go to “Violent? Heroic? Understand?” (Addendum 16C); “What Can We Do?” (Addendum 16D); “A Quote to Note” (Addendum 16E) for further activities that will enhance students' understanding of the lessons of this curriculum.

## Summary of Lessons 13-16:

Read these to students; or discuss all or any one individually.

- ★ You and I can decide to be bullies forever and continue to work AGAINST other people; or, we can decide to work WITH people, learning to resolve conflict. The decision is up to us.
- ★ Bullies are victims in disguise; both are hurt, angry, afraid, and have a hard time dealing with their feelings.
- ★ When you decide not to be a bully or a victim, and you decide to be a peacemaker, you can make decisions that are smart and promote a peaceful life. It is not always easy, but it IS possible.
- ★ Questioning helps strengthen our minds.
- ★ When we can stop! think! question! before we act, we strengthen our minds.
- ★ Manners help get us what we want, without having to fight.
- ★ When we think and act in positive ways, we are less likely to feel a need to bully anyone.

**There is only ONE person  
who can determine how you are going to be in this  
life.  
That person is YOU.**



## Addendum #16A

### Roleplay: Peacemaker Primeval

#### Roleplay 1:

#### NARRATOR

The time is two million B. C. This is a very primitive time. Terry and Chris have somehow travelled through time and discovered this world—our world—the way it looked more than two million years ago. Terry and Chris wander around, fascinated, as if lost in the jungle, using all their senses—looking, smelling, listening carefully.

Suddenly animal-like, monster cave-creatures come crashing out of the jungle and confront each other. Terry and Chris hide and watch them. Cave Creature 1 and Cave Creature 2 jump out in front of us, making grunting noises and confront each other as if they are going to fight. Then, Cave Creature 3 and Cave Creature 4 jump out in front of us and also confront each other.

They grunt, beat their chests, and make threatening looks and gestures. Terry and Chris notice that the monster cave-creatures are small. Either they are small, or Terry and Chris are quite big. They look like little kids, while Terry and Chris look like large grownups. Terry and Chris understand immediately that these creatures cannot hurt them.

#### TERRY

*(Friendly:)* Hi. My name is Terry. And this is Chris. You don't know us. You may not even understand, but I'm going to try to tell you this anyway, because it's very important. Are there ways you can solve your conflict WITHOUT fighting?

#### CHRIS

We are not your enemy. We are not going to hurt you. We don't want to hurt you. We believe that all human creatures can get what we want WITHOUT fighting.



**NARRATOR**

Terry and Chris sit down between them and start talking to them as if they are children that Terry and Chris have great affection for.

*(continued)*

**TERRY**

You are the first humans. You don't have to act like wild beasts.

**CHRIS**

You are GREATER than wild beasts. You can think and reason.

**NARRATOR**

The Cave Creatures listen as if they could understand and they are amazed listening to the wisdom of these strange people.

**TERRY**

Let's put our heads together and think up some intelligent and peaceful ways to solve your problem.

**CHRIS**

If you learn how to stop fighting now, maybe this will affect the entire history of humankind!

**TERRY**

Yeah, then we can go home and not worry about getting beaten up by bullies or about people starting wars between countries.

**NARRATOR**

The Cave Creatures from Time Past and our two visitors from Time Present sit together and end up spending several days together. The Cave Creatures beat drums and send messages to others of their kind to come and meet these people. Other Cave Creatures come from many miles around. Terry and Chris tell them wonderful things they've never heard before, such as:

**CHRIS**

The world is round.

**TERRY**

People will one day fly like birds.

**CHRIS**

There is a precious ozone layer around the earth.

**TERRY**

This earth is a big, round ball, floating in space.

*(continued)*

**CHRIS**

Soon you will be able to see lands far away from you on a device called television.

**NARRATOR**

Together they all worked on ways to resolve their conflicts without fighting. Everyone enjoyed the process so much, it was decided they would have regular meetings to work out differences of opinion. They decided to call themselves UNITED CAVES, and to carry their message to generations to come.

## Addendum #16B No War, No More!

### Story:

Tell students:

- ② As you listen to the following story, note as many places as you can where somebody could stop! think!—and didn't.
- ② Listen for words, thoughts and feelings that start wars.
- ② Observe how these people got themselves into conflict by bullying, by failing to understand or speak honestly.

The cold rain beat against the windows. Today the snow had turned to rain; the crystal white ground became sloshy, frozen mud. The mood of the day was one of reflection.

“There is a story I want to tell you, for it points to something so simple yet so important, more important than most people realize. It's a story of two countries at war. These two countries feared and hated each other. They had been friends a long time ago but now they were enemies. Then one day the war ended and the enemies again became friends. The simple story goes like this...

“One day a sailing ship was lost at sea off the enemy's coast. A storm had pushed the ship into heavily guarded, unfamiliar waters. The sailors feared what would happen if they were caught in enemy territory; it would surely mean death and suffering for them and for others.

“The ship had been damaged during the storm and most of its supplies had washed overboard. It would mean certain death if the crew tried to sail back to their own country. They would have to take a chance and sneak into some small harbor in their enemy's country to fix their ship and refresh their supplies for the long voyage back to their homeland.

“It was night when the sailors saw coastline and the outline of a huge fort on a hill just above the entrance to a harbor. Lowering the ship's sails, they put out every light aboard the ship and rowed their

vessel past the fort. It was fortunate for them that it was a moonless and lonely night, with no other vessels about.

“The sun was just coming up when they recognized a landing by a small village. Slowly and with great care, they guided their ship into the dock with the hope of going ashore to obtain food and the necessary supplies to fix their ship. As they were tying up to the dock, they were surprised by a small group of armed townspeople. There were about as many townspeople as there were sailors. The sailors were frightened by this sudden surprise reception and were trained to fight, so they immediately took up their positions, armed with weapons. The townspeople gathered close to the dock. They too looked scared—but determined.

“A spokesperson for the town called out, ‘You are trespassing; this is our land! You are our enemy, and now you are our prisoners. Put down your weapons!’

“The captain of the ship looked coolly at this townspeople and at the people surrounding him. Other people from the town had now joined them but stayed safely in the background. Some of the young people had climbed up trees to get a better view. Tow children had climbed to the top of the local meeting hall and were sitting precariously on the roof, watching the proceedings below. Others were looking out of the upper story windows of shops and houses.

“The sun was now well up, and the sky was turning from rose to blue. Birds began to move about but were strangely quiet, as if they sensed something foreboding was about to happen.

“The captain ventured, ‘I speak your language. I am not here to hurt you but only to get supplies and assistance for my damaged ship. We did not intend to come here. A storm at sea forced us to land. We do not want to fight, but we will not be taken prisoner. We are armed to fight and we will to the death, but we will not be your prisoners,’ the captain repeated firmly to the surrounding crowd.

“There was a long pause as each group stood ready to react to the slightest movement of the other. The spokesperson from the town repeated the demand, ‘Put down your weapons; you are our prisoners. You have entered our territory and you are our enemy. We must protect our land and our people. You have no right here.’

“‘I will give you 30 seconds to surrender,’ the townspeople said with a firm but fearful voice. The townspeople behind him were not soldiers and were visibly scared, but were also determined to protect and defend their land, even to the death, challenge, everyone—sailors and townspeople alike—readied their weapons for what was sure to be a bloody battle.

“The captain looked down from the ship’s foredeck, turned to his crew and called out orders in his own language. The crew stiffened and readied their weapons, including two large cannons on deck, and aimed them at the small crowd below. There was terrific tension in the air! The captain raised his hand to command his sailors to shoot when a terrified scream came from behind the townspeople. The townspeople turned out of instinct—as did the sailors—to a child’s cry for help.

A very young boy had fallen from the roof of the town’s meeting hall and was dangling by his belt from a rain gutter, shrieking and crying for help.

“Everyone froze, looking at this boy and the danger he was in. At any moment, the fragile drainpipe could break, sending him to a probable death.

“The captain, sailors, and townspeople were suddenly drawn together in this emergency. All attention was riveted on the young boy hanging high atop the building.

“A woman screamed in terror, ‘My son, my son! Save him, somebody save him!’ as she rushed over to the building with her arms held upwards to catch the dangling child should he fall at that moment.

“They all hesitated. They suddenly one of the townspeople put down his weapon and yelled, ‘Come on, let’s save him!’ Everyone dropped their weapons, including the sailors, and ran—foreigners and all—to the base of that tall building.

“At first there was a commotion with people running in every direction giving orders, looking for ladders, and trying to calm the mother of the screaming child who swayed dangerously above. The captain of the ship and the town’s spokesperson came face-to-face at the foot of the meeting hall. They eyed each other cautiously for a few seconds. Then the captain motioned to the crowd to get upon his shoulders. At first they



didn't understand, until someone yelled, 'Make a human ladder!' Then with swift recognition, the town's spokesperson climbed atop the shoulders of the captain. Then a sailor climbed up, then a townsman. And so it went—townsman, sailor, townsman, sailor—a human ladder up the face of that tall building, until they reached a ledge that one of the sailors could not reach him. With great effort, the young sailor pulled himself up and over the gutter and onto the sloping roof. Everyone was looking up with held breath. The sailor slowly and carefully made his way over to the boy, reached out, and grabbed him by his belt. Then, with a hard, strong tug, he pulled the boy free and threw his other arm around him to the great cheers and yells of a relieved and grateful crowd below.

"The sailor carefully made his way back to the edge, and with the boy now held in one arm, he lowered himself down over the roof to the ledge below and then to the waiting hands of the human ladder. Each person on the ladder carefully handed the sobbing boy down to the next, and finally to his mother on the ground. Then the sailor lowered himself down the human ladder, as did each person in turn, until they were all safely on the ground. People were cheering, laughing, crying, hugging. Sailors hugged townspeople; townspeople immediately recognizing each other, the captain and spokesperson hugged with brotherly compassion and love.

"As they were hugging each other, they suddenly became aware of whom they were embracing, and froze—looking intently at each other, arms around one another. There was silence as everyone remembered their perilous situation. For a tense moment, the old images of enemies came forth, from all the years of fear and hatred between the two countries. The two looked deeply at each other. And as quickly as the fear had appeared, it disappeared. The captain and the spokesperson each laughed out loud and gave one another a grand hug. Laughing and crying, the two former enemies embraced!

"'We thank you,' said the town's spokesperson to the captain. 'You helped save one of our children!'

"With affection in his voice, the captain responded, 'This child is like my own son. I have four children and they are much like your children. All children are my children! All children are your children!'

"'Why do we fight; why do we hate each other?' enquired the town's spokesperson. 'You are like us. You care for your children as we do. We are not so different, you and I.'

"Suddenly a townsman called out, 'But we sent for our soldiers.'

"'Oh, no!' the spokesperson exclaimed.

"A wave of fear ran through the group, old images flaring up for a moment.

“Wait, I’ve got it,’ cried the town’s spokesperson. ‘We will help our friends. Let’s get them the supplies they need and the materials to mend their ship. Hurry! It will take some time for the soldiers to get here, but we must hurry. Captain, quickly tell us what you need!’

“The captain responded, ‘Good, we are friends and forever we’ll be friends!’ He told the storekeepers and the ship builder what was needed. The townspeople gathered food, clothing, medical supplies and tools to help their friends.

“Finally the ship was stocked with all the sailors needed and then some. Everyone gathered at the dock.

“How will you get past the fort? You may miss the soldiers, but the fort has also been notified and will blow your ship out of the water as it passes,’ said one of the townspeople.

“Quick, let’s get into all the boats we can find. Put up the sails, grab your oars. We will escort our friends out ourselves. The fort will not fire if we surround the ship with our boats,’ the town’s spokesperson responded.

“And this is exactly what they did. The townspeople escorted the larger ship out past the fort. Not a shot was fired. When the boats were out of firing distance from the fort, the captain called out, ‘Goodbye, my friends. Perhaps someday all of our people will learn what we have learned here today. I will tell my family and friends at home what has happened. Maybe there is hope for us yet!’

“The people from the town were waving their hands in the air and shouting friendly farewells. The town’s spokesperson called out, ‘We will never forget this.’

“It is said that they remained friends. Each went back to their homeland and told their strange and wonderful story, over and over. The captain and the spokesperson wrote to each other for years afterward. The captain left the navy to become a teacher of young children. The town’s spokesperson traveled far and wide to talk to others about peace. The two stayed friends all their lives, and so did their children, and their children’s children—generation after generation, they remained friends.”

There was a pause. The teacher looked intently at each of the students.

“Students, war seems like it will be here forever because it has been with us for so long. But as you can see by this story, peace can happen in a flash! People who have been enemies can become friends—if they can, just for a moment, forget who their enemy is. Find out how conflict happens and you will see that you can step out of it in no time at all,” the teacher concluded.

Outside, the storm had passed and the sun was shining through spaced of blue. Every tree and leaf was glistening with droplets of rain. The cat yawned and stretched in the warmth by the large fireplace.

Afterward, ask:

1. Who are the bullies in this story?
2. Where did someone fail to stop! think! when he could have?
3. What words, thoughts, or feelings did you hear that we can add to any of our charts?

4. Did the town spokesperson act as if s/he had really heard the sea captain?
5. Do you think the town spokesperson did not believe the sea captain?
6. Why do you suppose the town spokesperson would not believe the sea captain?
7. Do you think the sea captain may have been lied to before, sometime in the past?

*(continued)*

8. How did the townspeople feel about their land?
9. Do you think townspeople should defend their land to the death?
10. What stopped the friction between the townspeople, the sea captain, and sailors?
11. Did the focus of everyone's attention suddenly change?
12. How did everyone respond?
13. What happened to everyone's fear while they were making a human ladder?
14. What happened to everyone's fear after they saved the boy?
15. Did this incident change people's lives? In what way?

## Addendum #16C Violent? Heroic? Understanding?

### Roleplay 2:

- ✓ Ask for two volunteers: One to be Sal and one to be the narrator. Read your lines under “Teacher.”

#### TEACHER

Let’s suppose a kid named Vann accused Sal of being stupid and never doing anything right. Vann said words that triggered hurt or violent feelings inside Sal. Every time Sal sees Vann, Sal’s memory reminds him/her of Vann’s words, and the violent feelings return. Perhaps Sal wants to hit Vann, yell or hurt Vann back. How should Sal handle these feelings? Here are two approaches. Here is Sal trying to work things out of his/her mind:

### Approach #1: Be Violent.

#### SAL

(Inner voice:) Vann is a first-class idiot. I hate Vann and I’d like to tear his/her insides out. Like to see him/her get run over by a car, or attacked by an alien from outer space! I wish Vann would dry up and die!

#### NARRATOR

Every time you see Vann, you fume inside. The fire gets hotter and hotter. Since you see Vann every day, your feelings of conflict build, until finally one day you can stand it no longer. You walk up to Vann and you say:

#### SAL

Listen, you idiot! You deserve this. *(Make a punching motion.)*

#### TEACHER

Okay, you've got your violent feelings out. What happens now? Do you feel better? Do you think Vann will stop calling you names? Have you resolved your conflict?

*(continued)*

## Approach #2: Be Heroic.

**TEACHER**

Here is another way your brain could handle this situation.

**SAL**

(Inner voice:) My heart is beating fast! My fists are clenched! I am ready to explode! This feeling is violent!

**NARRATOR**

Your brain JUDGES that feeling. It says:

**SAL**

That's a BAD feeling. It's WRONG to feel this. I am bad if I feel this feeling.

**NARRATOR**

As a result, Sal feels guilty. His/her brain compares the violent feeling to a nonviolent feeling and Sal starts giving him/herself commands:

**SAL**

I SHOULD NOT feel violent. Violent is BAD. I SHOULD feel nonviolent. Nonviolence is GOOD.

**TEACHER**

Your brain creates "THE HERO." The "IDEAL PERSON" to represent the image of goodness your brain says you SHOULD be. You tell yourself:

**SAL**

A hero would "turn the other cheek" and not take any violent action. I want to be a hero. I'll walk away, but I'm still ticked off, and if this is being good, why don't I FEEL good?

**TEACHER**

Did this work better? Do you think Vann will still call you names? Have you resolved your conflict?



*(continued)*

### Approach #3: Understand Yourself.

#### TEACHER

Here is a third way your brain could handle this situation.

#### SAL

(Inner voice:) My heart is beating fast! My fists are clenched! I am ready to explode! This is a violent feeling!

#### NARRATOR

You look at the violent feeling. You do NOT judge it as “good” or “bad.” You don’t try to make it go away. You LOOK at it and recognize that it’s a feeling you have. You say:

#### SAL

This is a feeling I have. It’s okay for this feeling to be inside me. Sometimes I have violent feelings. We all do. This feeling is inside me because Vann has treated me disrespectfully. That’s no reason for me to get upset. That doesn’t mean I’m a bad person. My mind put that feeling of “bad” there. I don’t have to feel bad if I don’t want to. Feeling bad just gets me upset. I’m not going to let Vann control my feelings like this. I’m okay. I’m calm. I’m all right.

#### TEACHER

Do you feel better? Do you think Vann will continue to call you names? How will you feel if s/he does? Have you resolved your inner conflict, at least for now?

- ✓ Afterward, ask students:
1. Have you looked at your angry or violent feelings like this before? Just LOOKED at them, accepting them as OKAY?
  2. How is this way different from how you usually see your feelings?

3. What happens to your violent feelings when you just LOOK at them?
4. Your brain created your violent feelings. Do you think you can get your brain to create peaceful ones instead?

## Addendum #16D What Can We Do?

### Activity 1:

- ✓ Tell students: We can speak our minds by:
  1. Writing to our congress representatives and telling them how we feel about bullies and victims. We can ask them to stop trying to bully each other and to work more closely together.
  2. We can write to TV stations and ask them to show programming that has fewer bullies and victims and more programs that show people working together amicably.
  3. We can write to movie studios and ask them to make more movies that show how people can work together to create more peace in the world.
  4. We can write to peace organizations and offer our support.
  5. We can start a local peace program in our school and in our community, promoting respectful relations between people of all kinds.

## Addendum #16E

### A Quote to Note

#### Activity 2:

- ✓ Read the following quotation to students.

**Quotation:** “I believe I’ve found the missing link  
between animal and civilized man.  
It is us.”

—*Konrad Lorenz*

- ✓ Ask students to consider the quotation quietly for a minute or two; then, write a paragraph about what they believe it means, write a paragraph about what it makes them think about, or just talk about it.
- ✓ Call time; ask for volunteers to read what they have written; or to tell their interpretation of it.