

# WHY ARE THEY ALWAYS GETTING PICKED ON?

A Special Youth-At-Risk Curriculum  
To Help Young People  
Understand and Cope With Bullying

Ages 9-14



by  
**Dr. Terrence Webster Doyle**  
with Adryan Russ

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

# **A Personal Note to You**

## **From Dr. Terrence Webster-Doyle**

Thank you for caring enough to want to help your students resolve conflict peacefully. Bullying is a serious affair. I personally suffered from it in my younger years. I think that's why I am compelled to help young people today.

### **Do We Fight, Run Away, Help?**

When I was a boy, I had one option: to run away. That's what I did, and although it often saved me from being bullied, running away gave me no confidence in myself and caused me emotional pain. I was also caught and beaten up. Once I learned how to protect and defend myself, I then had another option: to defend myself physically against a bully who bothered me. This has a certain logic. We *do* have the right to defend ourselves against being violated. Physical self-defense has a place.

But in my preadolescent and adolescent years, the limited options of fighting or running away were not successful in helping me cope with bullying. As I grew older, I thought there must be a better way. So many people are bullied, and many of them never get help from others who are standing by! What concerned me then, and still does today, is that practicing *only* physical self-defense doesn't stop conflict; it merely creates another on top of the one that exists. We need to develop our mental strength so we know how to handle a bully, and how to prevent becoming a victim.

### **How Do We Promote Nonviolence in a Violent Culture?**

Today our young people face far greater threats. Bullying has escalated to homicide. Guns are now the weapons of choice for settling disputes. Physical self-defense, by itself, has become ineffectual in defending us from bullying. The media have conditioned young people to think that using weapons to resolve conflicts is the justifiable — and even honorable — thing to do. Our children have grown up in a tremendously violent culture fed by violent movies, TV programs, video games, magazines and comics. Since 1956 more than 1,500 studies have shown that violence in the media (especially television) *does* affect young people's behavior in a negative way. In other words, we've taught our children to be junior Rambos, to resolve their problems of relationship by extreme and violent means.

As our young people face more violence, we adults are challenged to come up with ways they can resolve conflicts *nonviolently*. Parents are overwhelmed with making ends meet in this economically unstable time. Teachers are overworked trying to educate young people academically, to give them the intellectual skills they need to go after their chosen vocations. So who's going to help our children understand and resolve the problems they

have with people around them? Who's going to teach them the skills to cope with bullies, conflict and violence?

## **Learning How to Stop a Fight**

One of the greatest gifts we can give our children is the ability to understand and resolve conflict peacefully. This is what this curriculum is all about — to create a new kind of education that teaches Mental Self-Defense™ skills. These skills provide students the ability to resolve conflict before it becomes physical.

When young people learn how to defend themselves mentally, they learn how to deal with bullies, and how to avoid becoming victims. Our culture has taught us that in order to survive, we need to either fight or run away, and we've been conditioned to believe we have no other choice. Hopefully, this curriculum will help change this — in your mind, in your school, in your community.

If you have questions about the curriculum, or how to implement it, please feel free to contact me. I also offer teacher-training courses to train people in conflict resolution using this and several other books and curriculums.

Thank you again for selecting these materials for your school. I hope they live up to your expectations and, most importantly, that they help your young students understand and resolve conflict peacefully — by becoming aware of their conditioning and by their willingness to see the world in a new way.

Respectfully yours,

*Dr. Terrence Webster-Doyle*



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## LESSON 1

# The Curse of the Bully

### Breakdown of Lesson 1:

- What a bully does.
- How the bully finds a target.
- What happens when we're bullied.

### Materials & Tools Needed:

- Activity 1: Prepare a chart called "A Bunch of Bullies," see p. 2.
- Activity 2: Make 2 copies of the roleplay, p. 6, for Volunteers.
- Activity 3: Printed index cards, Velcro, felt board (prepare p. 8 before class).
- Assignment: Make a copy for each student of Assignment 1, p. 9.

**Note to Instructors:** Respectfully welcome students to this new curriculum. As you ask questions, encourage ALL responses. There are no "right" or "wrong" answers. A "mistake" creates an opportunity — to learn something new. Statements in *italics* indicate notes to you, the instructor, or possible student responses. There is much to be learned, but it can all be learned while having a good time, and helping students learn self and mutual respect.

## What a Bully Does

### 1. Ask students:

- ☐ Have you ever been hassled by a bully? *Encourage students to tell brief stories.*
- ☐ Have you ever BEEN a bully? *Encourage students to tell brief stories.*
- ☐ How did it feel to bully someone?
- ☐ How did it feel to be bullied by someone?
- ☐ How many different kinds of bullies can you think of? Let's make a bully chart. We can add to this chart every time we meet!

**Go to Activity 1, “A Bunch of Bullies!”  
on the next page.**

## **ACTIVITY 1 – CHART**

# **A Bunch of Bullies!**

Create a chart called “A Bunch of Bullies” and encourage students to add to the list on an ongoing basis. The more varieties they can name, the more aware they become of how many different kinds of bullies there are. Below are a few to get you started. They can write their own on this chart, or call them out and you can write them.

**A bully is someone who:**

- 1. Nit-picks everything you do.**
- 2. Puts you down.**
- 3. Singles you out and treats you meanly.**
- 4. Threatens you in front of other people.**
- 5. Twists everything you say and do.**
- 6. Is good to everyone else, but cruel to you.**
- 7. Calls you names, which ruins your self-confidence.**
- 8. Frightens you.**
- 9.**
- 10.**
- 11.**
- 12.**
- 13.**
- 14.**

15.

**2. Tell students:**

- There are many reasons why bullies go after certain people.
- Something for you to remember is this: All cruelty springs from weakness. A bully who picks on you or threatens you is someone who feels powerless — and then takes it out on *you*.
- There are many reasons why bullies target certain people. Most of us don't take the time to find out why we bully, or why bullies bully us.
- Here's some important information: Understanding *why* a bully harasses you is the first step toward taking control of a bully situation.

## How the Bully Finds a Target

**1. Ask students:**

- ☐ If you were a bully — and I know some of you are — how would you pick a person to pick on?
- ☐ Would you target someone who looks strong? Someone who looks weak? Someone tall? Someone short? A good student? An athlete?
- ☐ Would you pick on someone who's good at everything? Not so good at anything? Someone popular? Someone quiet? Someone honest? Someone who lies?

**2. Tell students:**

- Bullies are very good at selecting a target. Sometimes they pick someone who is, or has, something the bully envies — someone who's popular, successful, smart, honest.
- Other times bullies pick someone they can tell is afraid, easily upset, someone who seems helpless or without self-esteem.
- Bullies need to be in control, and will do anything to get it. They will lie, deceive, or charm you, and often cannot be trusted or relied upon.
- One of the best ways to understand how a bully thinks is to stand in a bully's shoes. Today, we're going to learn how to roleplay and do just that!



**Go to Activity 2, “The Bully Strikes!”  
on the next page.**

## ACTIVITY 2 – ROLEPLAY EXPLANATION

# The Bully Strikes!

### 1. Ask students:

- ☐ When you want to become a great writer, a concert pianist, a terrific soccer player — how do you make that happen? *Practice!*
- ☐ If I told you that there's a great way to practice handling a bully really well — would you want to practice it?
- ☐ Do you think playing the part of, or pretending to be, a bully could help you understand how a bully thinks and acts?

### 2. Tell students:

- To get really good at anything, we have to **practice**.
- The best way to practice dealing with bullies is through **roleplay**. We take turns playing certain characters. One day you might play a bully, and on another day, you might play a victim. One day you could play yourself; on another, you play someone you know.
- Roleplay gives us the chance to practice using skills in different situations, so when the situations happen in real life, we're ready!
- Every time we practice, we get stronger — and smarter.
- When we roleplay, we get to see a situation from all sides, rather than just our own.
- If we're a victim, this helps us see things from the bully's point of view. And if we're a bully, this helps us see things from the victim's point of view!
- The ability to see things from another person's point of view is always helpful. Can you think how this could help you?
- Let's look at two students talking, and see if we can figure out who the bully is! Are you ready?

## ACTIVITY 2 – ROLEPLAY PREPARATION

### The Bully Strikes!

- ✓ **BEFORE THE ROLEPLAY**, ask for two volunteers (male or female) to roleplay the parts of **Tiff** and **J.R.** (Make two copies of roleplay.)
- ✓ Tell the volunteers that to get the full benefits of roleplay, they need to get really involved in the parts they are playing. However, it's VERY important that they PRETEND to hurt a victim and NOT REALLY hurt the victim.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, and to words in parentheses ( ) which are instructions and should not be said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
  1. Most bullies harass people in order to **protect themselves** from getting hurt — physically, mentally or emotionally.
  2. As you listen to what these two characters say, see if you notice them saying or doing anything to protect themselves.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
  1. Who is the bully in this roleplay?
  2. Do you think that Tiff was trying to be self-protective? In what way?
  3. Did Tiff pick someone weak in some way? What way?
  4. What do you think it would take to beat this bully?
  5. How do you think J.R. felt being picked on by this tough bully?
  6. Do you think there's any way that J.R. could find a respectful way to handle this bully?
  7. Do you think that Tiff could ever act respectfully toward J.R.?

✓ **Thank all students for their good work.**

## ACTIVITY 2 – ROLEPLAY

# The Bully Strikes!

**Attention Roleplayers!** Read your part with enthusiasm!  
Have fun roleplaying!

*(Two students approach each other from different directions.)*

**J.R.**

*(Speaks to self, but out loud:)* Uh-oh, here comes Tiff, the biggest bully in town. How do I avoid this monster? Maybe if I move off to the side....

**TIFF**

Stop right where you are, J.R. Give me your money — now!

**J.R.**

*(Afraid:)* Look, Tiff, I gave you my allowance last week. I had to beg my Mom to get more lunch money, and my Dad was ticked off that I didn't fight back. But I don't fight, you understand? So, I wish you'd just...

**TIFF**

Maybe you should learn, you dunce. *(Grabs his collar:)* If you're so smart in school, why aren't you street-smart, punk?

**J.R.**

You're choking me. Please stop it.

**TIFF**

If you don't hand over your money, you're going to stop breathing forever. So, hand it over!

**J.R.**

Look! I'll give you half of it. That way I can still eat lunch for the rest of the week. Okay?

**TIFF**

I said now! Hand over all your money now!

**J.R.**

*(Throws money on the ground.)* Here.

**TIFF**

*(Lets go of JR's collar:)* Thanks, punk. I'll see you next week. Tell your Dad I need a bigger allowance!

## **What Happens When We're Bullied**

### **1. Ask students:**

- ☐ Have you ever been cornered by a bully the way J.R. was? How did you feel?
- ☐ Did it scare you? Did it give you bad dreams? Did it make you afraid to walk to or from school?
- ☐ Did it make you think about ways to avoid this bully? Ways to handle this bully?
- ☐ Were you able to come up with something that worked?
- ☐ Have you ever bullied someone the way Tiff did? How did you feel?
- ☐ Did it make you feel powerful?
- ☐ Did it satisfy you to know that you could push someone around?
- ☐ Why do you think you've bullied people?
- ☐ Do you think your desire to bully comes from being angry or upset about things that have been done to you by other people?

### **2. Tell students:**

- When we are bullied, we get scared. It's a frightening situation.
- Being scared all the time completely changes who we are. Instead of focusing on our everyday life, we think about the bully and how to avoid the bully — how to get away from the bully.
- Sometimes with just one bullying incident, we are in a continual state of fear, always looking back to see who might be following us, looking around the corner to see who might be hiding.

- Instead of enjoying our lives, we become victims, sometimes afraid of our own shadow.
- The curse of being bullied is that we begin to think of ourselves as victims all the time, and we become afraid to just live our lives.
- We live in fear, and we're afraid to do or say anything.

**Go to Activity 3, "The Curse of the Bully!"  
on the next page.**

## ACTIVITY 3 – GAME

# The Curse of the Bully!

- ✓ **Create a chart using index cards, Velcro and a felt board. Write on the cards as follows. Then Velcro them irregularly on the board. The chart has room for 24 cards, but you may want to create more. (See example on page 10.)**

A bully	is never satisfied with revenge.
A victim	never gets rid of fear.
A bully feels	upset and angry.
A victim feels	vengeful and bitter.
The curse of the bully is	to act tough and mean all the time.
The curse of the victim is	to continually be on alert.
A bully feels weak when	being turned into a victim.
A victim feels weak when	all he or she can do is fight or run away.
I felt like a bully when	I had to stand up for myself at home.
I felt like a victim when	I was grounded for something I didn't
do.	
A bully feels	unloved.
A victim feels	frightened.

- ✓ **Tell students:**
  - Here's a chart that has 24 squares — 6 squares down and 4 squares across. Each square has a piece of Velcro (or tape) attached under the top of the square. We want to take turns putting two cards together to create a statement that's true. Who would like to go first?
- ✓ **Invite students to come up, one at a time, and take a turn putting two cards together to form a true statement.**
- ✓ **After each student creates a statement, ask the class:**
  - Is this statement true?
  - Is this statement true for only a bully?
  - Is this statement true for only a victim?
  - Do bullies and victims have characteristics in common?
  - Do both bullies and victims suffer the curse of bullying?



- ✓ **ASSIGNMENT 1:** Give each student a copy of Assignment 1 on the following page. Encourage students to do their assignment with other class members, or at home with parents and other family members.
- ✓ **IMPORTANT:** Congratulate students on their excellent work!

# ASSIGNMENT 1 How Am I Conditioned?Let Me Count the Ways!

- All of us human beings have been conditioned in our lives. Most of us are conditioned to brush our teeth, stop for a red light, and to act respectfully toward other people.
- List 10 ways you think you've been conditioned. Then, put a check in the box for biological, physical, or mental — whichever you think is the kind of conditioning this is. (It's okay to guess!) You can work on this with classmates, or with your family members. See if you can come up with 10 ways that are different from anyone else's!

	Biological	Physical	Mental
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10.



# **ACTIVITY 3 – GAME** **The Curse of the Bully!**

A bully	A victim	A bully feels	A victim feels
upset and angry	vengeful and bitter.	is never satisfied with revenge.	never gets rid of fear.
unloved.	frightened.	I felt like a bully when	I felt like a victim when
to act tough and mean all the time.	to continually be on alert.	being turned into a victim.	all he or she can do is fight or run away.
I had to stand up for myself at home.	I was grounded for something I didn't do.		

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## LESSON 2

# How the Bully Conditions Us

### **Breakdown of Lesson 2:**

What happens to me when I'm bullied.  
How am I physically and mentally changed?  
Can I learn to recognize the bullies around me?

### **Materials & Tools Needed:**

Activity 4: Review before class "My Conditioned Mind," pp. 13-14.  
Activity 5: Makes 2 copies of roleplay, "My Brain Learns Fast," p. 16.  
Activity 6: Photocopy Activity 6, p. 20, and cut into strips. Put in a basket.  
Assignment 2: Make a copy of page 18 for each student.

**Review Assignment 1:** Ask volunteers to read their lists aloud. Collect these. Hang them on your classroom wall!

## What Happens to Me When I'm Bullied

### **1. Ask students:**

- ☐ The last time you were bullied by someone, how did you feel? What were you thinking? Do you remember?
- ☐ Did you shrug it off? Chalk it up to life? Did you feel sick? Have an upset stomach? Get a headache? Did you get depressed? Vow to hurt the bully the way you were hurt?

### **2. Tell students:**

- When you throw a stone into a pond, that stone has an effect on the pond. It creates waves of motion in the water. In the same way, when a bully upsets us or hurts us, the bully's actions trigger a wave of emotions that affect how we think and feel, from that moment on.
- Any emotional shock to our system — any hurt or pain — can change not only the way we see the world, but the way we see ourselves.

- Being bullied can have serious, long-term effects — for the bully as well as the victim.

## How Am I Physically and Mentally Changed?

### 1. Ask students:

- ☐ Like a stone thrown into a body of water, we change. Bullied over and over again, can you guess what happens to us? Does the bullying train us to think and act in certain ways? *Encourage all guesses. There are no right or wrong answers.*
- ☐ Do you know what it means to be “conditioned”? *Encourage all responses.* Does it mean to be taught or trained, in the same way that we “condition” a puppy to learn new tricks? In the way we’re taught to stop for a red light?
- ☐ Did you know that most of what we think and how we act every day is based on how we’ve been conditioned?

### 2. Tell students:

- There are three kinds of conditioning. Let’s take a look at them and then figure out how they apply to us. These are the ways you guessed in your last assignment. Now we’ll see what they are and see how close we came to guessing right.
- Remember: Taking a guess is thinking on your own, which is good! Making a mistake is an opportunity, to learn something new!

**Biological conditioning.** This conditioning makes us crave food, water, and sleep, and to do what it takes to survive! This conditioning is out of our control— it exists no matter what we do! We get hungry! We get thirsty! We get tired! Biological conditioning is natural human conditioning!

**Physical conditioning.** When we exercise or participate in sports, our muscles become conditioned to certain movement. The way we breathe when we run, stretch for a basket, the way we kick a ball in soccer, or hit a tennis ball with a racket — it all becomes second nature. Physical conditioning is conditioning of the body.

**Mental conditioning.** Learning to stop for a red light, to brush our teeth, to act with respect toward other people — this is training of the mind. This behavior, repeated over time, becomes a habit — something we once had to think about, but now we do without thinking.



- Some of this mental training we have received is good, and some of it isn't! That's why this is the kind of conditioning we're going to focus on — because in today's world, it's important to be AWARE of how our thoughts affect our actions.

**Go to Activity 4, “My Conditioned Mind!”  
on the next page.**

## ACTIVITY 4 – A STORY

# My Conditioned Mind!

### ✓ Tell students this story:

A strong, tough bully appears at a school playground and walks up to a student who is practicing kicking a soccer ball. This student is much smaller than the bully. The bully demands that the student hand over the soccer ball and grabs it away. Walking off with the ball, the bully threatens: “If you tell anyone about this, I’ll come back and punch your lights out!” The student, who is angry, says nothing.

### ✓ Ask students:

- ☐ Let’s look first at the bully. Do you think the bully acted this way because of **biological** conditioning? Did the bully act this way out of a need for food, water, sleep? *Encourage all opinions!*

*The bully may be hungry or thirsty and it’s possible the bully did not get enough sleep, but that’s probably not why the bully threatened the student.*

- ☐ Did the bully act this way because of **physical** conditioning, because of training in certain physical movement? *Encourage more opinions!*

*The bully may have sore muscles or not feel well, but threatening another person usually comes from some place deeper than body aches.*

- ☐ Did the bully act this way because of **mental** or **psychological** conditioning — because the bully was trained to think that in order to get what he or she wants, it’s important to be tough?

*This is more likely. Many bullies have a need to be tough and to control others because they don’t have much control over their own lives.*

### ✓ Tell students:

- Bullies become bullies and hurt other people mostly because, at some time in their lives, someone hurt THEM!
- Out of fear or a desire for revenge, they take out their frustrations on other people because they are not able to take them out on the people who bullied THEM.
- Most bullies become bullies because they were once victims!

## ACTIVITY 4 – EXERCISE

### My Conditioned Mind!

#### ✓ Ask students:

- ❑ Now let's look at the student — the victim. Do you think the victim said nothing and did nothing because of **biological** conditioning — out of a need for food, water, or sleep?

*The victim may have been hungry, thirsty or tired, but that's probably not why this victim did nothing to stop the bully.*

- ❑ Did the student do nothing because of **physical** conditioning, because of training in certain physical movement?

*The student may have had sore muscles or not felt well, but deciding whether or not to act in a threatening situation usually comes from some place deeper than body aches.*

- ❑ Did the student do nothing because of **mental** or **psychological** conditioning — maybe deciding not to do anything, for fear of being hurt?

*This is more likely. Although victims usually either want to fight back or run away, many choose — out of fear, or out of indecision — to do nothing.*

#### ✓ Tell students:

- Victims in such situations feel helpless: If they fight, they'll get hurt. If they run away, the bully may chase and attack.
- After such a threatening situation, a victim may be angry with him- or herself for doing nothing, and may feel frustrated by the helpless feeling of not knowing what to do.
- If a bully continues to hassle such a victim, over and over again, a victim may go through life afraid of any situation that's the least bit threatening. Even a brief situation can have life-long effects.
- Many adults today STILL cannot forget bully situations they experienced when they were young.
- That's why we're all working together on this curriculum — so we can learn how to help bullies STOP bullying, and how to help victims of bullies learn how to handle these situations.

**Go to Activity 5, “My Brain Learns Fast!”  
on the next page.**

## ACTIVITY 5 – ROLEPLAY

# My Brain Learns Fast!

- ✓ **BEFORE THE ROLEPLAY**, ask for two volunteers to roleplay the parts of **Tyrell** and **Rickey**. (Make two copies of roleplay.)
- ✓ Tell the volunteers that to get the full benefits of roleplay, they need to get really involved in the parts they are playing. However, it's VERY important that they PRETEND to hurt a victim and NOT REALLY hurt the victim.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, and to words in parentheses ( ) which are instructions and should not be said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
  1. Notice any signs of conditioning that you see — biological, physical or mental.
  2. Notice what happens to the victim as the conditioning starts to take effect.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
  1. Who is the bully in this roleplay?
  2. Why do you think Rickey picks on Tyrell? Is Tyrell an easy target? Why do you think so?
  3. What do you think Tyrell is learning from Rickey? Do you think that what Rickey is saying is having an effect on Tyrell? What makes you think so?
  4. Is Tyrell being “conditioned” to feel inadequate in some way? What makes you think so?
  5. Is Rickey being “conditioned” to feel superior in some way? What makes you think so?
  6. Is the conditioning for both of these people biological? Physical? Psychological? How can you tell?

7. Do you think that, no matter which we are — a bully or a victim — our brain can become conditioned quickly and easily?

✓ **Thank all students for their first-rate thinking.**

## ACTIVITY 5 – ROLEPLAY

# My Brain Learns Fast!

**Attention Roleplayers!** Read your part with enthusiasm!  
Have fun roleplaying!

*(Two students approach each other from different directions.)*

**TYRELL**

*(Speaks to self:)* I don't believe it. Every time I race home from school, or try to get a head start, Rickey shows up to tear me down. Here we go again.

**RICKEY**

*(Thinks to self, but out loud:)* There's Tyrell. I love annoying Tyrell. This kid can't take it, and I get to dish it out! *(Walks over to Tyrell:)* Hey! If it isn't the freaky, ugly Tyrell. Where are you going in such a hurry?

**TYRELL**

So much to do. So little time. Gotta go.

**RICKEY**

Well, you cannot go until you give me five, and tell me when you are going shopping for new clothes, because I have to tell you that what you have on that body of yours today is NOT going to win you new friends.

**TYRELL**

I'm not looking for new friends, Rickey.

**RICKEY**

No? Well, maybe you should, Tyrell. Because I don't think you'll be hanging on to your old friends for very long.

**TYRELL**

What's it to you who my friends are?

**RICKEY**

Nothing. Absolutely nothing. I just like to tell it like I see it. *(Walks away.)*

**TYRELL**

*(Shouts:)* Maybe you should tell it like you see it to someone who might care, Rickey. *(Walks away and reaches inside a jacket pocket. Says to self, but out*

*loud:)* I promised I would stop taking these pills, but I really need one. (*Pretends to take a pill.*) I don't need that idiot to tell me what I need or don't need. (*Walks away.*)



# **We're All Creatures of Habit**

## **1. Ask students:**

- ☐ Do you think that all of us — whether we are bullies, victims, or something in between — are creatures of habit?
- ☐ Do you think we are taught — by family, friends, teachers, any figures of authority — how to “be” in life and “conditioned” to act in certain ways?
- ☐ Do you think that we all really want to be good but, on the other hand, we may be too frightened, hurt or angry to take any action that could change some of our habits that aren’t so great?
- ☐ Do you think that all of us, at one time or another, are bullies? No? Are you sure?
- ☐ Do you think a bully has to be mean? Tough? Strong? Could a bully be clever, intelligent, tricky?
- ☐ Have you ever been bullied by someone and didn’t realize you were being bullied until much later? Do you think it’s because that person was very clever? Never yelled or scolded? Just quietly intimidated you into doing something?

## **2. Tell students:**

- You and I are bullied every day by a lot of people — some of them we don’t even know!
- We are bullied by ads on TV, by news in newspapers or on television that scares us!
- We are bullied by political figures and celebrities who influence us to think in a certain way, or to buy a certain product, or to take actions that are not what we would think of doing on our own. Some of these actions are positive, and some aren’t!
- Here’s your assignment for this week!

- ✓ **ASSIGNMENT 2:** Give each student a copy of Assignment 2, “The Bullies in My Life,” on the following page. Encourage students to do this assignment with fellow students, or at home with family members.

**Go to Activity 6, “My Conditioning Shows!”  
on page 20.**

## **ASSIGNMENT 2**

# **The Bullies in My Life!**

- Write on this piece of paper who bullies you this week and how you were bullied.
- Remember: We are sometimes bullied by family, friends, our community, TV advertising, magazine advertising, politicians, news reporters. Keep an ongoing list of the bullies in your life, so you know how to recognize them!

**BULLY IN MY LIFE!**

**HOW THIS BULLY HAS BULLIED!**

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

11.

12.

## **ACTIVITY 6 – PICK A STRIP**

# **My Conditioning Shows!**

- ✓ **Fill a basket with partial sentences, and fold them in half. See examples on the following page, and feel free to ADD YOUR OWN! Pass the basket around your classroom and ask each student to take one of the folded strips but to NOT LOOK until it's their turn!**
- ✓ **Tell students:**
  - ▲ I want to prove to you that we are all creatures of habit!
  - ▲ When it's your turn, open your strip of paper, read the partial sentence that's written on the strip, and then finish the sentence with the first thing that pops into your head! Hold on to your strip!
  - ▲ When you finish the sentence, stop and think a moment! Was your answer a "conditioned" response? What kind of conditioning?
- ✓ **If you're having a great time and have more time to spare, ask students to return the strips to the basket, and do the exercise again. Your students may enjoy the fun and the challenge.**
- ✓ **After all students have taken at least one turn, ask students the following questions.**
  1. Do you think we are all conditioned creatures of habit?
  2. Do you think our conditioning begins very early in our lives?
  3. Have you learned anything new by participating in this game?
  4. Does this exercise encourage you to think of healthy ways to take control of your own life? How, for example?
  5. Do you think that some of your conditioning is good for you and some of it isn't?
  6. What do you think is your most positive conditioning?
  7. What do you think is your most negative conditioning?

- ✓ **Congratulate students on their high-quality work!**

## ACTIVITY 6 – PICK A STRIP

# My Conditioning Shows!

1. A bully is someone who
2. A victim is someone who
3. Some of the thoughts in my brain are
4. When I get angry, what I do is
5. When I'm upset, the thing I ought to do is
6. Any time I have the desire to run away from someone, or some situation, I usually
7. Whenever I feel good about myself, I
8. Whenever I feel bad about myself, I
9. When my parents want me to do something, I usually
10. When I do something smart, I think
11. When I do something stupid, I think
12. Whenever I lose — a game, or an argument — I
13. The times I think people don't like me are
14. I think that the music of today is

-----  
15. I think that classical music is

-----  
16. The music my parents like is

-----  
17. An event in my life that scared me a lot was

-----  
18. There's a bully that sits on my shoulder and tells me, over and over again

-----  
19. What I really should do with my life first is

-----  
20. When I make a mistake, I think

-----  
21. The way I feel about my family is

-----  
22. The way I feel about my closest friends is

-----  
23. The way I feel about what's happening in the world today is

-----  
24. The times I feel punished are

-----  
25. The times I feel rewarded are

-----  
26. The way I feel about change is

-----  
27. When someone tells me to change, I think

-----  
28. When I try to be perfect, what happens is

-----  
29. When someone accuses me of abuse, my first thought is

-----  
30. The way I want to live my life is



-----  
31. The way I'm currently living my life is  
-----

32. What I need to learn most is  
-----

33. The times I bully myself are when I  
-----

34. I have a bully inside me who's always trying to get me to  
-----

35. People who smoke tend to  
-----



### LESSON 3

## The Bully Leaves an Impression

### Breakdown of Lesson 3:

There's a computer in my brain.  
The bully stays on my hard drive.  
My brain and my conditioning create a disaster!

### Materials & Tools Needed:

Activity 7: Make a copy of chart, "My Brain Needs Fixing," p. 25, and enlarge.  
Activity 8: Makes 2 copies of roleplay, "My Brain Has a Bully," p. 27.  
Activity 9: Read this activity, p. 29, to get a clear understanding of the lesson.  
Assignment 3: Make a copy of this assignment, p. 31, for each student .

**Review Assignment 2:** Ask students, "Who saw a bully this week? How did this bully act like a bully?" Have you been adding to our bully charts?

## There's a Computer in My Brain

### 1. Ask students:

- ☐ Did you know that there's a computer in your brain? Don't you think your brain is like a computer — that it has a hard drive where all the information in your brain is stored?
- ☐ Are there times you wish you could download all the information you need to learn and never have to study again? Are there times you wish you could drag every depressing thought into the trash?
- ☐ If your computer needed fixing, wouldn't you try to fix it? Or get help fixing it?
- ☐ Since we can't throw away our brain and get a new one, do you think it's a good idea to learn how to repair it instead?

**Go to Activity 7, "My Brain Needs Fixing!"  
on the next page.**

## **ACTIVITY 7 – CHART**

# **My Brain Needs Fixing!**

Create a chart called “My Brain Needs Fixing!” Encourage students to add to the list *continually*! This helps them become aware, every day, of negative things we all think, say and do! Below are a few suggestions. You can use them, and/or create your own. Go to the next page for a blank chart you can enlarge and use.

My brain needs fixing! Here’s how I know:

1. **I felt depressed today, and I don’t know why.**
2. **I yelled at someone, and got into a fight.**
3. **I had a dream that scared me.**
4. **A new kid walked up to me and didn’t say a word. I scared him.**
5. **Some people think I’m weird, and I probably am.**
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

**ACTIVITY 7 – CHART**  
**My Brain Needs Fixing!**

**My brain needs help! Here's what happened:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

**2. Tell students:**

- There are lots of things we say and do out of habit. We say and do these things so automatically that we never stop to think about them.
- All we need to learn is to STOP and LOOK at what we say and do. Once we do this, we actually learn how to control how we act!
- A good place to begin is to LOOK at a few experiences in our lives that have stayed in our memory.

## **The Bully Stays in My Brain**

**1. Ask students:**

- ☐ When you've been threatened by a bully, even after the threat was over, did the memory stay in your brain for a long time? Is it still there?
- ☐ Do you think these memories stay in our brain for a reason? Do you think that they may have something to teach us?
- ☐ What's a powerful memory you have that sticks in your memory? *Allow a few brief stories.*
- ☐ What would you guess this memory can teach you? *Encourage all responses!*

## **My Brain and My Conditioning Create a Disaster!**

**1. Tell students:**

- A bully's actions can "condition" us to think sad, negative, scary thoughts. Some adults are still stressed out over bully memories from when they were kids.
- When we feel unable to resolve these thoughts, they can take over our brain and make us dream about them at night.
- Let's roleplay a bully situation and see what we can learn!

**Go to Activity 8, "My Brain Has a Bully!"  
on the next page.**



## ACTIVITY 8 – ROLEPLAY PREPARATION

### My Brain Has a Bully!

- ✓ **BEFORE THE ROLEPLAY**, ask for two Volunteers to roleplay the parts of **Bulldog** and **Spaniel**. (Make two copies of roleplay.) Give them a chance to look it over before you begin.
- ✓ Tell the Volunteers to really get “into” the parts they are playing, so they get to know these characters. **But this is roleplay — no one should get hurt! So be careful when you get physical.**
- ✓ Bring to their attention to any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay. Words in parentheses ( ) are instructions and should not be said out loud.
- ✓ Give Volunteers a minute to read silently, as you tell the class:
  1. As you listen to what these two characters say, notice any way they seem conditioned.
  2. We often give away our conditioning by what we say and do!
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY, RETURN TO THIS PAGE and ask:**
  1. Do you think Spaniel was scared by this experience? What makes you think so? (Ask the student who played Spaniel how he/she felt.)
  2. Do you think this experience could have changed Spaniel in some way? How?
  3. Do you think Spaniel may be scared of anyone in the future who yells? Who threatens?
  4. Do you think Spaniel might always be afraid when someone asks to borrow something?
  5. If this bully continues to attack Spaniel on an ongoing basis, do you think Spaniel might walk around scared all the time, afraid of running into Bulldog?

6. What does Bulldog get out of this? Control? Power? Do you think it makes Bulldog feel good to do this? Why do you think so?

✓ **Thank students for their good work.**



## ACTIVITY 8 – ROLEPLAY

# My Brain Has a Bully!

**Attention Roleplayers!** Read your part with enthusiasm! Have fun!

### **BULLDOG**

*(Using a powerful voice:)* Give me your CD player, Spaniel! I need it.

### **SPANIEL**

*(Scared:)* Oh, no you don't. I gave you my last one and you never gave it back.  
*(Starts to leave.)* I have to go.

### **BULLDOG**

*(Getting angry, pulls Spaniel back:)* Why would I give it back, when I sold it to Terrier.

### **SPANIEL**

How could you DO that? It wasn't YOURS!

### **BULLDOG**

Once you gave it to me, it was mine. And once you give me the one in your hot little hands right now, I'm going to sell that one, too.

### **SPANIEL**

I catch hell from you, and I'm going to catch hell from my Mom when I tell her I lost another one. Why don't you get one from someone else this time?

### **BULLDOG**

*(Grabs Spaniel by the arm and holds a fist to Spaniel's face:)* I'm gonna count to three. Are you giving me your CD player, or am I gonna have to break your arm?

### **SPANIEL**

*(Angry but scared:)* HERE! Take it! *(Pretends to throw it on the ground.)* You'll pay for this in some other way, Bulldog.

### **BULLDOG**

*(Lets go of Spaniel:)* Oh, yeah? Thanks, little Mama's kid. *(Pretends to pick up CD player.)* We'll see about that the next time I catch you with a CD player!

# The Impression the Bully Leaves

## 1. Ask students:

- ☐ Once you've been part of a bully situation — whether you were the bully or the victim — is it hard to talk about it with other people? Why do you think so?
- ☐ Is it hard for you to talk about thoughts that disturb you? Do you sometimes think you're the only one who has such thoughts?
- ☐ Did you know that talking about such thoughts might upset you, but holding them in can be a lot worse?
- ☐ What do you think keeps you from talking about disturbing thoughts? Is it a fear that you're the only one who has them? That no one will be interested? That no one could possibly help you? That these thoughts embarrass you?

## 2. Tell students:

- Here's something important you should know: When we STOP and IDENTIFY thoughts that disturb us, the process of healing can begin!
- It's like finding a virus in your computer. Once it's identified and removed, your computer works well again!
- It may seem too big a task to try to figure out the cause of upsetting thoughts, but it gets easier once you give it a try.
- It's not always easy, so you have to be willing to use some brain power and to stay in the game!
- The first step is to go inside the memory of your hard-drive brain and open a disturbing event that happened.
- The next step is to say or write down what that event taught you to believe.
- The step after that is to say or write down what you think and what you feel, as a result of that event.

- Let's do an activity that helps us get our thoughts down on paper so we can explore what causes them. This is a terrific way to start!

**Go to Activity 9, "The Cause of My Thought!"  
on the next page.**

## ACTIVITY 9 – EXERCISE

# The Cause of My Thought!

- ✓ Write the following on your blackboard:

My Disturbing Event	What I Now Believe	What I Think and Feel
------------------------	-----------------------	--------------------------

- ✓ Tell students:

- Most situations have a cause and an effect. For example, if someone we care about gets hurt, or dies, we feel bad.
- A disturbing event can *cause* us to feel bad. The *effect* could be that we *believe* we're bad, wrong, or worthless. We may believe this, even though it may not be true.
- All of us experience upsetting events in our lives — someone may get hurt, hurt *us*, scare us, or act violently toward us.
- Most people think that the disturbing event itself is what makes us feel bad or makes us act in negative ways. They say, "This bully terrified me, and that bully *caused* me to feel worthless."

HOW MOST PEOPLE SEE "CAUSE AND EFFECT"		
The Cause	The Effect	
Disturbing Event	What I Believe	What I Think and Feel

- But the truth is that what we've *conditioned* ourselves to believe about the event — is the real cause of why we feel bad, wrong or worthless!
- Our infected thoughts — the viruses in our brain — have conditioned us to believe that *we* have done or said something wrong.

- What we believe, which could be positive or could be negative, is what affects how we think and feel — about people we know, people we don't know, and especially ourselves.
- This is why it's so important to be able to spot the real cause of how we think or feel. We may be blaming ourselves for something that really isn't our fault. Or, we may be blaming someone else who's completely innocent.

<b>THE REAL "CAUSE AND EFFECT"</b>		
	<b>The Cause</b>	<b>The Effect</b>
<b>Disturbing Event</b>	<b>What I Believe</b>	<b>What I Think and Feel</b>

- ✓ **ASSIGNMENT 3: Give each student a copy of Assignment 3 on the following page.**
- ✓ **Tell students:**
  - On the sheet I'm passing out to you are three columns — one for each of the items I've written on the board: 1) Disturbing event, 2) What I believe, and 3) What I think and feel.
  - You'll see an example of a disturbing event, followed across the page by something that person came to believe, as a result of the event. Then, you get to see what that person now thinks and feels because of that belief.
  - There's room to fill in three new examples of events that you experienced. Write down a disturbing event that happened to you.
  - Then move across the page and write something that you've come to believe as a result of this event.
  - After that, write what you think and feel, based on your belief.
  - Do this two more times so that you have three examples. We'll read them in our next class and discover what things we've come to believe! We may surprise each other!

- An event that scares us leaves an impression. Like your footprint in the sand, it stays in your brain until it can be washed away by an understanding of cause and effect.
- ✓ **Congratulate students on their excellent work!**

## ASSIGNMENT 3

# What I Believe!

In column 1, write a disturbing event that you experienced. In column 2, write a belief you have that's a result of this event. And in column 3, write any thought/feeling you think you have because of this belief. Read the example first, so you're sure what to do! It's okay to do this assignment with friends, classmates, family members. In our next class, we'll go over what you discovered! Come up with three new examples!

### **DISTURBING EVENT**

### **WHAT I BELIEVE**

### **WHAT I THINK AND FEEL**

#### **Example:**

My father gets angry and calls me an idiot when I don't get good grades and don't do everything perfectly.

I need to be perfect all the time.

Everyone ought to strive to be perfect. When we're perfect, we don't make mistakes, and no one can call us an idiot.

1.

2.

3.





## LESSON 4

# The Bully's Impression Creates Fear

### Breakdown of Lesson 4:

- What is fear?
- How does fear create conflict?
- Does our conditioning cause our conflict?

### Materials & Tools Needed:

- Activity 10: A copy for each student of "Fight or Flight," p. 35.
- Activity 11: Make 4 copies of roleplay, "Every Conflict Has a Cause," p. 38.
- Activity 12: A copy for each student of "My Thoughts Affect My Actions," p. 40.
- Assignment 4: Make a copy for each student of this assignment, p. 52.

### Review Assignment 3: Ask students:

1. Did you bring your list of three disturbing events? Who wants to tell us about one event? Read us just your event.
2. Now, what did you write down for "What I believe"?
3. Are you aware that your brain is what created that belief?
4. Do you think your brain could have created a different belief, based on that event?
5. If you had to make one up, what would be a different belief you could have created from that event? Can you think of more than one? Anyone want to help?
6. What did you write for "What I think and feel"? Can you see how what you *believe* created what you think and feel?
7. Can you see how it wasn't the event itself that created what you think and feel — that it was what you believe that created what you think and feel? Can you see the difference?

8. If you had chosen one of the other beliefs we just came up with, do you think you might have different thoughts and feelings about this event? What do you think they would be?
9. Can you see how it's not an EVENT that causes what we think and feel, but what we BELIEVE after going through the event?
10. Do you think this is an important discovery? Does it help you deal with your fear? Does it help you feel less afraid?

# What Is Fear?

## 1. Ask students:

- ☐ What does it mean to be afraid? *Encourage responses!*
- ☐ Is fear the strong feeling we get when we are aware of danger?
- ☐ Do you think that because we live in a violent world, there are things to be afraid of every day?
- ☐ Have you noticed that when you feel afraid, you either want to fight, or run away? If you fight, you may win the fight but not necessarily the battle. If you run away, you feel like a coward, and the fight goes on.

## 2. Tell students:

- Fear is part of our conditioning. All humans feel fear — even the bully.
- Once fear appears, it creates reactions that can cause us to totally lose confidence, but that doesn't have to be the case!
- There is no right or wrong in the way we act when we're scared. It's all based on our conditioning.
- As we've already learned, our psychological conditioning — our mental drive to survive — is very real. We want to win, to beat, to be better than, to triumph over "the other."
- While our biological drive is very real — we need food, water and shelter to survive — our psychological drive is often NOT real. We really don't NEED to win an argument. We don't NEED to get the upper hand to survive, but we WANT to be first.
- Whenever we put ourselves first — to the exclusion of others — we create conflict. When we create conflict, it's between you and me, between them and us. We create differences instead of similarities.
- When we can recognize our psychological conditioning and SEE that we don't have to fight, don't have to win, don't have to run away — then fear stops and conflict ends. Just like that!
- Here's a copy of an activity called "Fight or Flight." This will help us start to learn how to SEE our fear and hopefully stop it in its tracks. Let's read

through this exercise together. Then, we'll take a few minutes to complete it!

**Pass out copies of Activity 10, "Fight or Flight!"  
on the next page and do this activity.**

## **ACTIVITY 10 – EXERCISE**

### **Fight or Flight!**

- ✓ **Have plenty of pencils available for students.**
- ✓ **Read through the exercise with students. Ask if there are any questions.**
- ✓ **Once questions are answered, give students 5 – 10 minutes , then call time.**
- ✓ **Ask students:**
  1. Who wants to volunteer to tell us a situation that makes you feel fear?  
*Encourage many responses, but just one at a time.*
  2. What kind of conditioning do you think causes this fear? If you're not sure, it's okay to guess.
  3. Do you think this conditioning creates conflict for you? In what way?
  4. What part of this conflict do you feel responsible for?
  5. Do you see a way you might be able to end this conflict?
- ✓ **Ask for more volunteers, and get as many students as you can to participate. Afterward, give students the following assignment.**

**ACTIVITY 10 – FILL IN THE BLANKS**  
**Fight or Flight!**

1. A situation that makes me feel fear is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. I think this fear is caused by \_\_\_\_\_ conditioning, because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. I can see my conditioning in this situation. The way it creates conflict is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. The way I think I create conflict in this situation is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. One way I might be able to end the conflict in this situation is \_\_\_\_\_  
\_\_\_\_\_

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## How Does Fear Create Conflict?

### 1. Ask students:

- ☐ Fear creates conflict inside us. How does it do this? Have you ever been a witness to a bully attacking a victim? Did you feel any conflict? If so, what was your conflict? *Encourage students to tell brief stories.*
- ☐ Did you want to help the victim, but feel afraid to help the victim because the bully might attack you instead?
- ☐ What action do you think you could have taken in this situation that might have ended the conflict you felt inside you?
- ☐ Would your action have created a different kind of conflict?

### 2. Tell students:

- To be in conflict means to feel caught between two opposing forces. You are scared to take action and scared not to. This leaves you feeling helpless.
- In a conflict situation, you may think, “I want to do something, but I can’t fight that bully. I’m not strong enough!”
- Some people believe that having conflict in our lives is good, because it teaches us how to work through problems and strengthens our ability to solve them. This is true. But some kinds of conflict are harmful and cause unnecessary pain.
- In order to take steps not to catch a cold, it’s necessary to understand *why* we got our cold in the first place. Did we not wear warm clothing in winter, eat healthy food, get enough rest, hang around people who were sick?
- In order to prevent conflict, it’s necessary to understand what gets us INTO conflict in the first place.
- We have to look at how our conflict got started and at all the steps that made it happen.

**Go to Activity 11, “Every Conflict Has a Cause!”**



**on the next page.**

## ACTIVITY 11 – ROLEPLAY PREPARATION

# Every Conflict Has a Cause!

- ✓ **BEFORE THE ROLEPLAY**, ask for four volunteers to roleplay the parts of **Lion, Tiger, Bird** and **Frog**. (Make 4 copies of roleplay.)
- ✓ Tell the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing. However, it's VERY important that they PRETEND to hurt a victim and NOT REALLY hurt the victim.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses ( ) which are instructions and should **not** be said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
  1. Let's focus, in this roleplay, on the conditioning we see. Let's also look for any conflict. Try to figure out the CAUSE of any conflict you see.
  2. When you can see the cause, you're ahead of the conflict!
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
  1. What conditioning did you notice in this roleplay?
  2. What conflict did you see? What was the cause of the conflict?
  2. Who was ready to run away? Who wanted to fight?
  4. Why do you think Bird wanted to run away? Why do you think Lion wanted to fight?
  5. Who was the bully in this situation, and who was the victim? Was there more than one victim?
  6. Do you think that recognizing the cause of our conflict is helpful? In what ways?

✓ **Thank students for their excellent work.**

## ACTIVITY 11 – ROLEPLAY

# Every Conflict Has a Cause!

**Attention Roleplayers!** Read your part with enthusiasm! Have fun!

(As the roleplay opens, Tiger has Frog in a stronghold and pretends to hurt Frog.)

**FROG**

Help! Someone help!

**TIGER**

Stop yelling. No one is going to help you. If you don't stop, I'm going to change the shape of your face.

**FROG**

What do you want, Tiger? I've given you my money, my CD player. What else could you possibly want?

**LION**

Oh, no! Look! It's Frog. Frog's in trouble. Tiger has a grip on Frog. I'm going to destroy that bully. Tiger likes to find victims to control. That bully tried that on me last week, and I never got to show what I can do.

**BIRD**

I had an "encounter" with Tiger a few days ago, and there's no way I'm going to get involved in this fight. I'm getting out of here.

**FROG**

Help! Please!

**TIGER**

That Lion is a wimp. And that bird is a weakling. They are not going to help you, Froggie.

**LION**

I'm going to help. Listen, Bird, while I'm there, call the police!

**BIRD**

There's no phone around here! I don't have a cell phone. Do you? Besides, Tiger is just trying to scare Frog. Frog will be fine. Let's get out of here.

**LION**

I'm going to get Tiger. Are you coming with me? He really ticks me off. Let's go get him and teach him a lesson.

## Does Our Conditioning Cause Our Conflict?

### 1. Ask students:

- ☐ The last time you were in conflict with someone — whether it was an argument or some other kind of fight — did you make the decision to run away from that person? To fight with that person? *Encourage all responses.*
- ☐ How did you feel when you ran away? How did you feel when you fought? Good? Bad? Happy? Depressed? In conflict?
- ☐ Why do you think you made the decision to act the way you did?

### 2. Tell students:

- Conflict comes from being *conditioned* to act in a certain way, but feeling that you would *rather* act in a different way.
- For example, you may want to fight someone for making fun of you, but you've been conditioned to believe you're not strong enough. You may want to yell at someone, but you've been conditioned to think yelling isn't right.
- The causes of conflict in any situation are: **how we think, how we act, and the effect of our thoughts on our actions.**
- **If you think...** "My parents are cruel when they ask me to stay home on a weekend night..."  
  
**You may act....** Angry with them and try to take out revenge in some way. Perhaps you're conditioned to act in a vengeful way toward someone you believe has acted in a hostile way toward you.

- ✓ **ASSIGNMENT 4: Give each student a copy of Assignment 4, "Three Fears" (page 41) and read through it with them, to make sure they understand it.**

### 3. Tell students:

- In our next lesson, we will look more closely at how our thoughts trigger our actions, and how both create conflict. Then, we'll look at how we can change our conditioning. Yes, we can actually do that!

- Let's practice this!

**Go to Activity 12, "My Thoughts Affect My Actions!"  
on the next page.**

## ACTIVITY 12 – EXERCISE

# My Thoughts Affect My Actions!

Think how many times during the day you take certain actions. You get up in the morning, eat breakfast, brush your teeth, get dressed, get to school, enter and leave a room, do your homework. There are lots of activities we all do. But do you ever stop to think about what thought triggered each of these actions? Below are 10 numbers. For each number, write an action you performed that day. Then, write what thought triggered that action. Bring this sheet back to class, and we'll talk about what you discovered!

### ACTION I TOOK

### THE THOUGHT THAT TRIGGERED THIS ACTION IS:

#### Example:

I slammed the door on my way to school.

I was angry that I didn't have enough money to buy something I really want.

1.

2.

3.

4.

5.

6.

7.

8.



9.

10.

## ASSIGNMENT 4

# Three Fears!

In column 1, write a *fear* you've experienced. In column 2, write the thoughts you have as a result of this fear, and what conflict arises because of it. In column 3, write how you react when you feel this conflict – what actions you take. Then, try again! Write another fear in column 1, and follow up in the same way. Do this three times!

**1**  
**MY FEAR**

**2**  
**THE CONFLICT THAT'S  
CAUSED BY MY FEAR**  
  
**(My Thoughts)**

**3**  
**HOW I REACT  
WHEN I'M IN  
CONFLICT**  
  
**(My actions)**

**Example:**

I'm afraid of the school  
no good  
bully.

I get angry with myself when I  
don't fight back.

I tell myself that I'm  
and fantasize tearing the  
bully apart with my bare  
hands.

**My First Example:**

**My Second Example:**

**My Third Example:**





## LESSON 5

# Afraid to Admit Our Fear, We Stifle It

### **Breakdown of Lesson 5:**

What happens to victims.

Can victims break through their conditioning?

Can bullies break through their conditioning?

### **Materials & Tools Needed:**

Activity 13: A copy for each student of “My Mental Knots,” p. 44.

Activity 14: Make 2 copies of roleplay, “Busting My Conditioning,” p. 48-49.

Activity 15: Make a copy for each student of “Mukuso,” p. 50.

Assignment 5: Make a copy for each student of this assignment, p. 52.

### **Review Assignment 4:** Ask students:

1. Did you bring your assignment, “Three Fears”?
2. Who wants to tell us one fear you discovered?
3. What conflict, do you think, comes out of that fear?
4. How do you react when you experience that conflict?

**Repeat these questions with each response. Do your best to recognize any student who wants an opportunity to share a discovery. Remind students to add to the “Bunch of Bullies” and “My Brain Needs Fixing” charts on an ongoing basis.**

## What Happens To Victims

### **1. Tell students:**

- Today, we’re going to talk about what happens to us when we feel afraid. This will help us understand our reactions when we’re scared.
- When we are the constant victim of a bully — any bully — whether it’s a kid in the schoolyard, an adult we know, our government — the effect is that, over time, we feel scared — and stay scared.

- We may not even be aware of it, but we walk through the world constantly looking over our shoulder, afraid to say what we think, or do what we like.
- Some of us take out our fear on other people — we yell at them, are mean to them, or try to control them.
- Some of us take out our fear on ourselves — we feel guilty, we blame ourselves for everything, we get depressed.
- When we take out our fear on other people by getting angry, yelling or trying to control them, we become a bully ourselves!
- When we take out our fear on ourselves, our poor brain gets tied in mental knots that spread like a virus and keep us from thinking clearly.
- Think of this: Every person who is a bully became a bully because he or she was a victim first!

## 2. **Ask students:**

- ☐ At one time or another, do you think everyone everywhere has been bullied by someone, in some way?
- ☐ If you've been bullied over and over again, you'll know the answer to this question. When we've been bullied constantly, do we develop an "inner bully," a voice inside that keeps trying to make us believe that we're not good, that we're stupid, that we have no value?
- ☐ Do you have that voice inside you? Is it like a little person sitting on your shoulder, reminding you of how you need to be good? Or how dumb you think you are? Or how ugly you feel today?

## 3. **Tell students (as you pass out copies of "My Mental Knots):**

- These voices are like little viruses in our brain, tying our thoughts into mental knots. They keep our computer brain from doing its job — which is to help us live our lives intelligently!
- Here are 12 common mental knots that get programmed into human brains!

- The key to gaining control over these knots is amazingly simple. We OBSERVE them — without judging them, or ourselves!
- It's not always easy to *not* judge ourselves or anyone else, but we can learn how to do it.
- Let's read these together.

**Go to Activity 13, "My Mental Knots!"  
on the next page, and read aloud.**

## ACTIVITY 13 – EXERCISE

# My Mental Knots!

1. **All or Nothing!** Everything is either black or white, someone is either right or wrong, good or bad. There's no in between!
2. **A Permanent Defeat!** I take a specific event and base my entire life on it. What I do is view a negative event as a never-ending pattern of defeat!
3. **I Filter Out or Discount the Positive!** I dwell on the negative things I've said or done, and ignore all the positives as if there aren't any. Or, I admit that there are positive things in my life, but they don't count for anything!
4. **I Jump to Conclusions!** I assume people react negatively to me even when there's no evidence of this. I predict things will turn out badly.
5. **I Magnify!** I blow things way up, out of proportion.
6. **I Minimize!** I shrink the importance of things or events drastically!
7. **I Use Emotional Reasoning!** If I feel like an idiot, I figure that I must really be one. Or, if I don't like what I'm doing, I put it off.
8. **You Should! I Should! We All Should!** I criticize myself or other people with "shoulds" and "shouldn'ts," like: I have to, you ought to, we must!
9. **I Label Myself!** I identify with my shortcomings. I tell myself "I'm a jerk!" "I'm a fool!" "I'm a loser," when in fact, I just made a mistake.
10. **I Personalize and Blame!** I blame myself for something I was not really responsible for. Or, I blame other people and overlook ways that my own attitude and behavior contributed to the problem.
11. **I Feel Ashamed!** I judge myself. My behavior in any situation always makes me feel ashamed.
12. **I Beat Myself Up!** I beat myself up when I compare myself to others. Everyone is better, stronger, funnier, smarter, and better looking than I am!

## Can Victims Break Through Their Conditioning?

### 1. Ask students:

- ☐ Do any of these mental knots sound familiar? Are you, like me, guilty of doing these things?
- ☐ Which of these mental knots do you tie the most? *Encourage all responses.*
- ☐ Why do you think we focus on the negative and discount the positive? Why would we want to do that to ourselves? Do you think it has anything to do with having been bullied, or feeling out of control? Why do you think so?
- ☐ Why would we beat up on ourselves over an incident that's small and not that significant? Does the incident appear significant to us, because we feel so bad about the way we acted?
- ☐ If we act badly, is there a chance that the reason we are acting badly has something to do with the way we're thinking?
- ☐ And if we're thinking badly, could that have anything to do with how our brain has been conditioned to think about a particular incident?

### 2. Tell students:

- All of these mental knots happen because our brain has been **conditioned** to believe them. WE have been conditioned to believe them.
- Our brain has **learned** to believe that these negative ways of thinking are correct!
- Are you as ready as I am to learn how to delete negative thoughts from our brain's hard drive, and download some positive ones?
- Stay AWARE! Be OBSERVANT!
- We're going to do a new roleplay! In this roleplay someone who could turn into a victim does something different, and learns how to get rid of a negative thought and do something positive.
- By thinking a positive thought, and taking a positive action, this person does NOT become a victim.



**Go to Activity 14, “Busting My Conditioning!”  
on the next page.**

## ACTIVITY 14 – ROLEPLAY PREPARATION

### Busting My Conditioning!

- ✓ **BEFORE THE ROLEPLAY**, ask for two volunteers to roleplay the parts of **Pepper** and **Salt**. (Make 2 copies of roleplay.)
- ✓ Coach the volunteers to get the full benefits of roleplaying by really getting *involved* in the parts they are playing. However, it's VERY important that they PRETEND to hurt a victim and NOT REALLY hurt the victim.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses ( ) which are instructions and should **not** be said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
  1. As you watch this roleplay, think how you would handle this situation.
  2. Then, watch carefully as Salt takes charge of the situation.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
  1. How many times did Pepper mention math class? Was that a signal to Salt that not doing well in math was a disappointment to Pepper?
  2. Was Salt really listening to Pepper? Is that how Salt came up with the idea to use math as a way out of being bullied?
  3. Salt could have tried to fight Pepper, and could have tried to run away but instead did something different. What do you think of Salt's approach?
  4. Did the bully wind up not being a bully after all? Did the victim wind up not being a victim?
  5. Did anyone lose in this situation, or did both people wind up winners? Why do you think so?

6. When Salt decided to not THINK like a victim, and not ACT like a victim, did Salt appear stronger? Smarter? But instead of bullying Pepper, did Salt do something that made both people stronger and smarter?

✓ **Thank students for their excellent work.**

## ACTIVITY 14 – ROLEPLAY

# Busting My Conditioning!

**Attention Roleplayers!** Read your part with enthusiasm! Have fun!

### SALT

(Walking home from school.) Uh-oh. Here comes Pepper. If I get bullied again, I'm going to kick myself.

### PEPPER

Well, if it isn't the best math student in the freshman class. How are you doing, Salt? You're walking awfully fast.

### SALT

Listen, Pepper. I'm walking fast because every time we talk, I seem to get into some kind of trouble, or I wind up losing something I own. Or, I get punched. Do you think I look forward to hanging out with you?

### PEPPER

Pretty strong words for a small kid like yourself. (Grabs Salt's collar and pulls Salt in.) You may be smart in math class, but you sure can't handle yourself in a fight.

### SALT

(Scared but trying to think fast:) Is there any way for you to understand that I don't want to fight? What is it with you? How come fighting is so joyful for you? Wouldn't you rather learn how to handle yourself in math class instead so you can become a sophomore, like the rest of us?

### PEPPER

(Hangs on to Salt's collar:) And who is going to teach me how to handle myself in math class, smart aleck?

### SALT

If you let go of my collar and listen to me, maybe I will.

### PEPPER

(Thinks and then lets go of Salt's collar.) I'm listening.

### SALT

(Trying to think fast:) Okay, here's the deal. In exchange for never, ever bullying me again, I show you how to do the math homework for our next class.

**PEPPER**

(Excited, but scared:) Are you kidding me? YOU are going to spend time helping ME how to do math stuff?

**SALT**

(Surprised that this is working:) That's right. I am. But you have to promise to never bully me again — ever.

**PEPPER**

What if I can't learn this stuff? It's not easy.

**SALT**

It's easy once you know how to do it. All you have to do is think and give it a try. Like anything, Pepper, practice makes perfect.

**PEPPER**

Okay, so where do we go to make this happen?

**SALT**

We can ask our teacher if she'll let us stay in class for a while after school .

**PEPPER**

NO!

**SALT**

Why not?

**PEPPER**

I don't want anyone in school to see my studying with you.

**SALT**

Why not?

**PEPPER**

It'll make me look like a wimp.

**SALT**

Look, Pepper. When you take the time to learn something new, you always have to go through a period when you look like a wimp. You should see me play basketball.

**PEPPER**

You? Basketball? That I've gotta see.

**SALT**

Okay, if we do this, there are two things: You can never bully me again, and you cannot make fun of me. You have to learn how to be a good sport, or the deal is off. You can come to my house, and we'll study there.

**PEPPER**

You drive a hard bargain.

**SALT**

Yeah, we little kids have to do that. Do we high-five on this, or not?

**PEPPER**

(Raises arm for a high-five:) Cool. s

# Can Bullies Break Through Their Conditioning?

## 1. Ask students:

- ☐ Can bullies break through their conditioning, too?
- ☐ Since every bully was a victim before becoming a bully, do you think they can delete negative conditioning and upload positive behavior in the same way that victims do?
- ☐ What makes a bully different from a victim?
- ☐ Is a bully usually stronger? Bigger? Tougher? More mean? More violent?
- ☐ Is a bully smarter? More aware? More clever? More skillful?
- ☐ Do the answers to these questions depend on who the bully is and who the victim is, since everyone's different, and there are lots of different kinds of bullies and victims?

## 2. Tell students:

- Questions like these are worth contemplating, and there's a n excellent way to think about them them.
- Also, keeping anger inside us isn't healthy. We're not suggesting that you yell at people or get violent, but there are alternative ways to express your anger.
- One of the best things you can do — when we're angry, or when we're trying to work through any problem — is have a conversation with yourself and ask: How can I beat that bully and not be afraid ever again? Why am I angry? How can I express my anger and not be punished for it?
- If you THINK about your actions before you take them, you can often come up with a positive, bully-buster action to take.
- What we're going to do now is perform an exercise that strengthens our ability to do this. It's called Mukuso.



- Sit as comfortably as you can (in their seats, or outside if the weather is comfortable). The point is to get as relaxed as you can.

**Go to Activity 15, “The Pause That Refreshes!”  
on the next page, and read to students.**

## ACTIVITY 15 – EXERCISE

# Mukuso: The Pause That Refreshes!

1. Take a few seconds to get as calm and relaxed as you can. Now, think of someone who's been on your mind lately, or something you've thought a lot about lately — a parent, teacher, close friend, kids at school, your homework, a problem you're having. Pick just one thought.
2. You might want to think about someone or something you feel angry or hurt about.
3. As you sit comfortably, close your eyes and look inside at your hurt or angry feelings. Don't do anything — just watch.
4. Whatever your hurt or angry thoughts and feelings are, just look at them, as if you were watching a video. Don't judge them as either good or bad. Think of them as "These are my thoughts. They just *are*." Let these thoughts rise, like bubbles in a glass of soda. Watch them bubble up, and then watch the bubbles quietly disappear, without any effort.
5. Do your best to not judge what you see, by saying that's good or that's bad. If you do, just notice that you're doing that. "Oops, I'm thinking that my thoughts are bad!" Or, "Uh-oh, I'm criticizing myself!"
6. The point is to let the thoughts and feelings come into your thoughts, and then leave your thoughts, without ever *acting* on your fearful or hurtful thoughts.
7. You are bending like a strong tree in the wind. You are able to NOT hurt back, even when you've been hurt.
8. This is the true essence of stopping a fight — whether that fight is inside you, or outside you.
9. We learn how to NOT hurt back — so we stop the conflict, whether it's in our mind or with another person — and we learn to stop the conflict *before* it ever starts.
10. This is what we all aspire to do. When you can stop the fight before it starts, you've achieved the highest goal.

11. Now, open your eyes. You can do this exercise any time, anywhere, when you feel angry, hurt, frustrated, alone, or discouraged. Taking this pause that refreshes helps us understand the hurt — and NOT hurt back!
12. Take a pause that refreshes any time you need it! It may help you come up with healthy, positive solutions.

✓ **ASSIGNMENT 5: Tell students:**

1. **In our next lesson, we are going to learn 10 strong, alternate ways that will help us in bully situations. These ways of dealing with a bully have helped thousands of students like you feel and get stronger when they've had encounters in bully situations.**
2. **As our assignment, write down ONE alternate way YOU come up with on your own, before we give you our ways!**
3. **I'm passing out Assignment 5, called "I Can Break My Negative Conditioning!"**
4. **This is a chance to use your imagination!**
5. **Find a quiet place at home, if you can, where you can close your eyes for a few minutes and imagine yourself in a situation, where you are about to be attacked by a bully — either verbally, physically or psychologically.**
6. **In your wildest dream, how would you handle this bully? Even though it might be a dream, make this as realistic as you can. It's great fun to be imaginative in real-life situations!**
7. **Think to yourself:**
  - ☐ **How will this affect the bully and possibly change the bully's thinking?**
  - ☐ **How will this affect the victim and strengthen the victim's position?**
  - ☐ **What would be the best outcome in this situation, so that everyone can win?**
  - ☐ **How does it make me feel to come up with these alternate situations? Do I feel stronger? Smarter?**
  - ☐ **What are some bully situations that go on in my life all the time that this could be helpful with?**
8. **Congratulate students on their good work. You can never do this too often!**



## ASSIGNMENT 5

## I Can Break My Negative Conditioning!

**Here is a new way I've come up with to handle a bully situation.**

- 1. The bully situation is:**
- 2. The way this could change the bully's thinking is:**
- 3. The way this could strengthen the victim's position is:**
- 4. The way that everyone can win in this situation is:**
- 5. The way I can apply this situation to my own life is:**

**6. When I think of situations like this, I feel:**



## LESSON 6

# Our Repression Makes Us Angry

### **Breakdown of Lesson 6:**

What happens when we get angry.  
A positive addiction can change your life.  
A new definition of power.

### **Materials & Tools Needed:**

Activity 16: Make 1 or 2 copies of “What Anger Gets Me” strips, pp.56-57.  
Activity 17: Make a copy for each student of “Ten Conditioning Busters, p. 59.  
Activity 18: Make two copies of roleplay, “A New Definition of Power,” pp. 61-62.  
Assignment 6: Make a copy for each student of this assignment, p. 64.

### **Review Assignment 4:** Ask students:

1. Did you bring your assignment, “ I Can Break My Negative Conditioning!”?
2. Who wants to volunteer to read us the alternate way you came up with to handle a bully?
3. Read through the six questions and the answers you came up with.
4. How does this alternate way work for all students? Do you think this way work for you?
5. Who else would like to offer an alternate way?

**Repeat these questions for as many students as you can, giving as many students as possible an opportunity to read what they’ve written.**

**Collect these assignments and hang them in your classroom, where students can review them.**

## **What Happens When We Get Angry**

### **1. Tell students:**

- You did a great job coming up with alternate ways.



- These are excellent resources to have ready in case we ever need to use them.
- Whether we wind up being a bully or a victim in a situation, the times we get angry keep us from acting our best.

**2. Ask students:**

- ☐ What happens before you get angry? Are there thoughts bottled up inside you?
- ☐ Do you sometimes feel that you're going to explode, because the anger is building inside you, and it doesn't feel okay to let it out?
- ☐ Do you think it's better to hold your anger in, or to let it out?
- ☐ If you let it out, are people offended? And if you hold it in, are you frustrated? Impatient? Unhappy?
- ☐ What happens to your mind when you're angry?
- ☐ Does your brain get tied up in knots like the knots we talked about in a previous lesson?
- ☐ Who remembers one of those mental knots we talked about? (Have the list of Mental Knots available (see p. 44) so you can remind students of the ones they may have forgotten.)

**3. Tell students:**

- Let's revisit these knots and see what happens to us, particularly in our mind.
- What I hope to prove to you are two things. In any situation, whether you are a bully, or a victim:
  - Getting angry usually makes a situation worse, and
  - Anger rarely gets you what you want.
- I have a basket (or box) filled with partial sentences, like the game we played in a previous lesson. Each one is folded in half.

- Pick a strip. Do NOT open it until it's your turn to read!
- When it's your turn, open the strip, read what it says, and then finish the sentence with the first thing that pops into your head! The idea is to be spontaneous and fearless!
- Listen to everyone's response, and after everyone has had a turn, let's decide what anger does for us — what anger gets us.

**Go to Activity 16, "What Anger Gets Me!"  
on the next page.**

## **ACTIVITY 16 – PICK A STRIP**

### **What Anger Gets Me!**

- ✓ **Fill a basket with partial sentences (see next page for sentences you can photocopy and clip — make two copies if you have many students. Fold each one in half, like you did in Activity 6. Feel free to ADD YOUR OWN! Pass the basket around your classroom and ask each student to take one strip but to NOT LOOK until it's their turn!**
- ✓ **Tell students:**
  - ▲ We are about to find out what anger gets us!
  - ▲ When it's your turn, open your strip of paper, read the partial sentence that's written on the strip, and then finish the sentence with the first thing that pops into your head! Hold on to your strip!
  - ▲ When you finish the sentence, stop and think a moment! Was your answer a “conditioned” response? Why do you think so?
- ✓ **If time allows, ask students to return the strips to the basket, and do the exercise again. Your students may enjoy the fun and the challenge of getting a different strip and playing the game again.**
- ✓ **After all students have taken at least one turn, ask students the following questions.**
  1. Why do you think we get angry?
  2. Is our anger a conditioned response?
  3. How do we gain from getting angry? Is there anything positive that comes from our anger? Does it feel good to express it?
  4. Is there anything negative that comes from our anger? Do we wind up hurting other people? Does our anger hurt ourselves?
  5. When you think of the times you've been angry, do you see any good that came from those situations?
  6. Although it may feel good to express anger when we feel it, can you think of an alternative way to express yourself that might help a situation, and still allow you to feel good — about the situation, and about yourself?

7. If you could find a way to never be angry again, do you think that would be a good thing?

✓ **Congratulate students on their high-quality work!**

**ACTIVITY 6 – PICK A STRIP**  
**What Anger Gets Me!**

1. The last time I remember being angry was when

2. What happens to me when I get angry is

3. When anger rushes through my body, I usually

4. When I get angry, what I do is

5. When I'm upset, it's hard to control my temper, because

6. One way my anger has hurt other people is

7. Whenever I'm around someone who's angry, I

8. What makes me angry is

9. When I feel angry, I know it's because

10. What happens to my body when I get angry is

11. I'm sure that the reason I get angry is

12. The people in my life who are angry are

13. I think bullies get angry, because

14. I think victims get angry, because

15. Getting angry is part of human nature, but  
-----
16. Instead of getting angry, I prefer to  
-----
17. Anger inside me makes me feel  
-----
18. There's a bully that sits on my shoulder and tells me, over and over again  
-----
19. I get angry when something happens that doesn't feel right, like  
-----
20. When things don't go my way, I get angry because  
-----
21. Any negative event that happens in my life makes me angry, because  
-----
22. When people tell me to cheer up and look at the bright side, I think  
-----
23. I know things are going to go wrong, and what makes me angry is  
-----
24. When I get angry, I blow things out of proportion, because  
-----
25. When I get angry, I minimize anything good, because  
-----
26. If I feel like an idiot, I get angry, because I know  
-----
27. There are a lot of "shoulds" in my life, and they make me angry because  
-----
28. I get angry when I make a mistake. I feel like an idiot because  
-----
29. When things go wrong, I usually blame myself, because  
-----
30. When I can't live my life the way I want to, I get angry because  
-----
31. I'm always judging myself. It makes me angry because  
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32. What I need to learn most about anger is

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33. The times I bully myself most are when I

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34. When I compare myself to others, I get angry because

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35. What anger gets me is

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## **A Positive Addiction Can Change Your Life**

### **1. Tell students:**

- As promised in our last lesson, today we are going to learn ten ways to break through our conditioning — and get to the positive side of our brain.
- Each of you has already brought in one possible alternative — one positive way to handle a bully or deal with a conflict situation.
- People sometimes believe that the way we think and the things we say can never be changed. That's our negative conditioning at work!
- The truth is, when we can learn to think for ourselves, think on our feet in scary situations, keep our mind clear to make a positive decision — that's one of the best feelings in the world.

### **2. Ask students:**

- ☐ Have you ever felt that way? Who has had a really positive experience with being able to think clearly, on your feet, and making a really good decision — in the moment?
- ☐ Do you think the person or people you were dealing with were acting from their conditioning?
- ☐ Were YOU acting from your conditioning, or were you thinking spontaneously?
- ☐ Do you think that the outcome of this event was positive for everyone?
- ☐ If you had the chance to do it again, would you handle it in exactly the same way, or would you do anything differently?
- ☐ Who else had a positive experience like this one?

### **3. Tell students:**

- I'm passing out a copy for each of you of "Ten Conditioning Busters."
- This is a list of alternate actions we can take in a bully situation.



- Understand that some of them work well in some situations, and others do not — but ALL of them have worked for many people many times, and could work for you as well. Let's read through them.

**Pass out copies of Activity 17, "Ten Conditioning Busters!"  
on the next page, and read aloud.**

## ACTIVITY 17 – EXERCISE

# Ten Conditioning Busters!

1. **Make Friends.** All bullies need admiration and respect. Get the bully's mind off you by treating the bully as a friend instead of an enemy. Think about how you can do this.
2. **Use Humor.** Turn a scary situation into a funny one — use humor, but be careful. Have fun *with* the bully rather than making fun *of* the bully. Getting the bully's mind off anger can help.
3. **Be creative.** As a victim, pretend you are sick — you have poison oak, some disease or infection the bully will get if he or she fights with you. Or, tell the bully that some authority figure is due any moment.
4. **Agree With the Bully.** If a bully attacks you in any way, think of how you could take sides with the bully. This is like making friends. It helps to distract the bully from doing you any harm.
5. **Stand Up to the Bully.** This can work, but it can also make a bully angrier. If you can, get help before you stand up to the bully. If not, follow your instinct and make a decision.
6. **Scream/Yell.** A good shout or yell can shock a bully. Yell, to distract the bully, and use that moment of shock to get away while the bully is distracted.
7. **Ignore The Threats.** Listen to the bully's threats, and calmly walk away. This can work, but it can also be dangerous, because the bully may follow you. But sometimes, walking away takes the wind out of the bully's sails.
8. **Use Authority.** Call a teacher, a police officer, a parent, or someone you know who can help stop the bully from hurting you. These days many people have cell phones, and we can call for help. Arrange for a cell phone "help" code between you and your friends and family. Take note of where public phones are available near in the areas you frequent every day.
9. **Reason With the Bully.** If you are a good talker, perhaps you and the bully can talk it out. If you don't argue or get angry, if you act friendly, you might convince the bully to not hurt you. You can offer to help the bully the way Salt did in our last roleplay.

10. **Convince the Bully of a New Definition of Power.** Attempt to convince the bully that NOT hurting someone takes greater power than hurting someone. This takes practice, and not every bully will buy the argument. But when it works, you're the one who feels the power!

## A New Definition of Power

### 1. Ask students:

- ☐ When we practice using these conditioning busters, we can get very creative and often come up with life-saving actions. Has anyone ever tried any of these? *Encourage all responses, and make it okay for students to talk about situations that failed as well as those that succeeded.*
- ☐ Are any of these like the alternatives we came up with on our own?
- ☐ What does it mean to you to be powerful?
- ☐ Does power come from having muscles and being able to put someone down?
- ☐ Is power the result of working out?
- ☐ Do you think that real power comes from within — from somewhere inside you? From your mind?

### 2. Tell students:

- Convincing a bully that being able to NOT hurt you is more powerful than hurting you isn't easy — especially since it's not a concept that you hear about every day. But it is possible.
- Let's do a roleplay now that demonstrates how this can happen. We need two volunteers! Remember: This is PRETEND! Do not hurt each other!

**Give 2 copies of Activity 18, "A New Definition of Power!"  
pp. 61–62, to volunteers. Follow up with questions on p. 63.  
Then return to this page for the assignment!**

### ✓ ASSIGNMENT6: Tell students:

Here's a copy of your assignment for this week. *(Make a copy of p. 64 for each student.)* Use at least one of these conditioning busters at home, at school, with your friends or family.

**Write down which one you used, how you used it and what happened afterward. We'll read these at our next meeting.**

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

## ACTIVITY 18 – ROLEPLAY

# A New Definition of Power!

**Attention Roleplayers!** Read your part with enthusiasm!

**GLENN**

*(Walking home from school.)* Uh-oh. There's Dorian, the biggest bully in town. Am I ever gonna be able to escape this kid?

**DORIAN**

Hey, Glenn! Hey! Where do you think you're going, moving so fast? If I didn't know better, I'd say you were trying to avoid me!

**GLENN**

Avoid you? Not at all. Always a pleasure to talk with you, Dorian.

**DORIAN**

*(Grabs Glenn's arm and holds it behind Glenn's back. Be careful! This is pretend!)* So glad you enjoy our conversations. Now, Glenn, you know that it's the end of the week and I am completely out of money.

**GLENN**

*(Scared but trying to think fast:)* I'm sorry to hear that, Dorian.

**DORIAN**

Well, you don't have to be sorry, my friend. All you have to do is give me some! *(Pretends to hold Glenn's arm tighter.)*

**GLENN**

If you hurt me, Dorian, you're not going to get anything.

**DORIAN**

*(Angry:)* I AM THE ONE who's in power here, Glenn. I'M THE ONE who says what we do and don't do.

**GLENN**

You are very powerful, Dorian. No question about it. But I have a secret about what can make you even more powerful than you are.

**DORIAN**

*(Thinking:)* Oh yeah? Then, let's hear it!

**GLENN**

Well, my friend, here it is. You are showing great force now by holding my arm behind my back. It takes power to do that, and you are doing it.

**DORIAN**

*(Angry:)* So? So what could be more powerful than this? You better tell me!

**GLENN**

What takes even greater power than hurting me, Dorian, is convincing yourself that you should NOT hurt me.

**DORIAN**

What? That's crazy! How is that more powerful?

**GLENN**

Dorian, that really hurts. Could you lighten up, please?

**DORIAN**

Are you going to explain this to me, or not?

**GLENN**

Are you thinking right now how much you really, really want to hurt me?

**DORIAN**

Yes, I am, Glenn. That's exactly what I'm thinking.

**GLENN**

Then it would take amazing power for you to get yourself to really, really NOT want to hurt me. Right?

**DORIAN**

*(Thinks and loosens his grip a bit:)* Don't be stupid! (Lets go of Glenn's arm.) See? I can do it! You think that's powerful?

**GLENN**

Wow. (Massaging very sore arm.) That's very impressive, Dorian. I can't believe you got yourself to change your mind.

**DORIAN**

*(Thinking:)* Nothing to it, kid.

**GLENN**

If you don't mind, I'm going to tell everyone at school tomorrow how tough you really are. Is that okay with you? I'd really LOVE to tell people that your mind is even stronger than your body. Is that cool? Do you mind if I tell the kids this? I mean, it's really amazing. I have never, ever seen such a strong mind at work. You should consider doing this more often,



Dorian. Every time you think you want to hurt someone — you stop that thought in your brain and you do just the opposite! That is so incredibly powerful! Wow. Well, thanks for the great show of power. I'll see you tomorrow. Be prepared for everyone congratulating you, big guy! See you soon! (Walks away.)

**DORIAN**

(Thinking:) Huh. That kid thinks I have a powerful mind. I'll have to get that punk to teach me more stuff like that. What else can I STOP myself from doing? This is really cool stuff.

## **ACTIVITY 18 – ROLEPLAY FOLLOW-UP**

### **A New Definition of Power!**

✓ **After roleplay, ask:**

1. Which of our ten approaches do you think Glenn used in this bully situation with Dorian?
2. Was it making friends? Using humor? Being creative? Reasoning with the bully? Coming up with a new definition of power?
3. Did Glenn use more than one of these?
4. Do you think Glenn succeeded in stopping a fight?
5. Do you think our highest goal is, first and foremost, to do anything we can to stop a fight, before it starts?
6. What did Dorian want from Glenn?
7. Did Glenn give Dorian what Dorian wanted?
8. Did Glenn give Dorian anything?
9. Did Dorian get anything?
10. Did anyone tell a lie or misrepresent the truth in any way?
11. Did anyone get hurt from this conversation?
12. Did both people win?
13. Do you think you could use this approach in your life?
14. In what way could you use this in your life?
15. Do you think it would work with the bullies you've met?
16. Are you going to give it a try?
17. Do you think that the reason this approach can work is that it changes the bully's thinking?

18. Do you think that changing the bully's thinking is a positive approach, because the bully is thrown off balance?

✓ **Congratulate students on their terrific conditioning busting!**

## ASSIGNMENT 6

**Here is how I selected one of the 10 ways to bust negative conditioning. I'm going to write which one I used, how I used it, and what the outcome was.**

- ### 3. The outcome was:



## LESSON 7

# When We Think Angry Thoughts, We Act in Angry Ways

### **Breakdown of Lesson 7:**

What we think.

How we act.

How our thoughts affect our actions.

### **Materials & Tools Needed:**

Activity 19: Read ahead the story, “School of No Sword,” p.67, to be prepared.

Activity 20: Create a new chart, “New Thinking,” p. 70, based on example, p. 69.

Activity 21: Read this activity, “I Need a Change,” p. 72, to be prepared.

Assignment 3: Make a copy of this assignment, p. 73, for each student.

### **Review Assignment 6:** Ask students:

1. Who wants to volunteer to tell us first which of the 10 ways you picked?
2. How did you use it?
3. What was the outcome?
4. Do you think you'll give another of these 10 ways a try? Which one do you want to try next?
5. Do you think there are advantages to using these ways? Like what, for example?

**Ask for more volunteers, and allow as many students as possible to tell which they used, how they used it and what the outcome was.**

**Congratulate students on their good work!**

## **What We Think**

1. **Ask students:**

- ❑ Think about a time in your life when you felt afraid. And think about whether you stayed and faced the fear, or you ran away to avoid it. What was the thought in your mind at the time you made the decision to either stay or go? Do you remember? *Encourage all responses!*

- ☐ Based on what your thought was, do you remember the action you took to follow up on that thought? What was it?
- ☐ Do you think that the thought you had, and the action you took, were based on your conditioning?
- ☐ What kind of conditioning do you think inspired the thought you had?

**2. Tell students:**

- We're going to read a story that's another example of new thinking — thinking that's original, non-violent, creative and outside the box.
- This story is about a famous swordsman who always carried swords, but rarely used them.
- Let's read the story, and then explore how this swordsman's approach worked.

**3. Read story on the next page, then return to this page and ask these follow-up questions:**

- ☐ Which of these two people was a threatening person? Would you call the Samurai a bully? Why?
- ☐ How did Bokuden respond to the Samurai's bullying with his "way"? What do you think of Bokuden's way — that instead of defeating others, he believes in not being defeated?
- ☐ Is this a new way of thinking? Does a new way of thinking usually tend to throw a bully off balance? Is that a good thing?
- ☐ When the Samurai heard that Bokuden would fight with no sword, did he have a concept already set in his mind about how easy it was going to be to defeat Bokuden?
- ☐ Do you think that this is what causes us to fail sometimes — we have a preset idea of how things are going to turn out — and then they don't?
- ☐ What do you think of Bokuden's approach? Was the outcome a positive one? Did you feel sorry for the Samurai? Was the Samurai hurt? Did anyone get hurt?

- ☐ Is it clear that what we THINK determines how we act, and that creating positive thoughts is essential to doing well in this life?

**Go to Activity 19, “The School of No Sword!”  
on the next page. Read the story aloud, then ask questions  
above, on this page.**



## ACTIVITY 19 – STORY

# The School of No Sword

- ✓ **Read to your students the following story, “The School of No Sword.”<sup>1</sup>**  
**Then ask the questions on the following page.**

There is a story of a famous swordsman, from the school of “no sword” (which means to defeat an enemy without a sword or weapon of any kind). His name was Bokuden and he lived many years ago in Japan.

Bokuden was crossing a lake in a rowboat with a group of people. In the boat with them was a tough-looking and arrogant Samurai (a type of warrior/soldier) who boasted about how good he was with a sword.

“I am the greatest swordsman,” claimed this strong warrior. “Nobody can beat me.” The passengers eagerly listened to this braggart’s endless stories about winning many fights. But Bokuden took no notice and was dozing, as if nothing were going on about him. This made the Samurai very angry. He came up to Bokuden and shook him saying, “Hey! Aren’t you listening? Come on! You also carry a pair of swords. Why aren’t you joining in on the conversation?”

Bokuden responded quietly, “My way is different from yours. It consists not in defeating others, but in not being defeated.” This made the warrior angrier.

“What is your school then?” asked the warrior.

“Mine is known as the school of no sword,” Bokuden responded calmly.

“Why then do you carry a sword?” cried the Samurai.

“To protect myself from wild animals — not to hurt people.”

The braggart became very frustrated, and he shouted, “Do you really mean that you can fight with no sword? Can you fight me with no sword?”

“Why not?” answered Bokuden calmly. The warrior called out to the boatman to row to the nearest island. Bokuden suggested that it would be better to go to the island farthest away because the nearer island had people who might be attracted to the fight and might get hurt. The Samurai agreed. The boat headed for the island farther away.

As soon as they came near enough, the Samurai jumped off the boat and drew his sword, ready for combat. Bokuden slowly took off his swords and handed them to the boatman. He was about to leave the boat to follow the Samurai onto the island when Bokuden suddenly took the long oar from the boatman and, pushing it against the land, gave a hard backstroke to the boat.

The boat moved away from the island and out to sea, leaving the enraged Samurai standing on the shore in combat position.

When the boat was safely away from the island so the warrior couldn't follow, Bokuden said, smiling, "This is my school of no sword."

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<sup>1</sup> This story appears in *Why Is Everybody Always Picking on Me?* by Dr. Terrence Webster Doyle, Atrium Society Publications ([www.atriumsoc.org](http://www.atriumsoc.org)).

## How We Act

### ✓ Tell students:

- Sometimes when we're emotionally involved in a situation, we lose touch with our thoughts.
- Losing touch with our thoughts can be based on our mental conditioning, which is the primary reason for conflict in our lives.
- Yes, it's true! There is conflict in our lives, because of how we think! So, if you'd like to get conflict out of your life, the best thing you can do is to work on changing your thinking!
- Since we can't "see" our conditioning in the same way that we can see a bird, a tree, or each other, it's important to become aware of our conditioning, and talk about it.
- When we can understand *how* we've been conditioned, we can then understand why we think the way we do, and act the way we do.
- And if we're lucky, we can then start to change our thinking. Changing our thinking is going to change everything!

### 2. Ask students:

- ☐ If you are trained to believe that dogs are all vicious animals who like to bite people, how are you going to act whenever you run into a dog?
- ☐ If you are trained to believe that all people from a certain country are ignorant, how are you going to act when you meet someone from that country?
- ☐ If you are trained to believe that all classical music is long and boring, how are you going to act when you listen to it?
- ☐ Do you think that the way we act is based on the things we are *trained* to believe? Why do you think so?



**Go to Activity 20, “New Thinking!”  
on the next page. Create a new chart!**

## **ACTIVITY 20 – CHART EXAMPLE**

### **New Thinking!**

Create a chart called “New Thinking” and encourage students to add to the list on an ongoing basis. Invite them to write down a new way of thinking they have tried and to give it a fun name! You can enlarge the chart on the following page for this use. You may want to make several copies of it as students add to the chart.

Use this chart as a fundraiser for your school. Invite your class to create a real notebook, like the one mentioned in the example below — see how creative your students can be — and sell the notebook to raise funds for certain activities, or to contribute to an organization everyone likes to support.

Here is an example of how the chart can look:

#### **NAME FOR MY NEW THINKING:**

1. Grounding Myself

#### **HERE’S WHAT IT’S ABOUT:**

1. Instead of getting mad at my parents for grounding me when I didn’t get good grades this semester, I decided to use my “grounded” time well, and created a notebook called “How to Handle a Bully,” based on what I’ve been learning in this class. Then, I’m going to sell copies of this notebook to anyone who wants to pay me \$10 for it.

## **ACTIVITY 20 – CHART**

# **New Thinking!**

**NAME FOR MY NEW THINKING:**

**HERE'S WHAT IT'S ABOUT:**

1.

1.

## How Our Thoughts Affect Our Actions

### 1. Tell students:

- There are many different ways we're conditioned, or "trained." Let's take a look at some of them, so we can see how our conditioning affects the way we think, and how our thinking affects how we act.
- Parents and teachers condition us to think and act in certain ways, because they believe these ways will help us survive in the world. "Be home by 10:00 p.m.!!!" "Lights out at 11:00!" They know from experience that when you don't get enough rest, you can't function as well the next day.
- Sometimes they create rules for us that will help *them* survive! If you're home by 10:00 p.m., *they* won't have to worry about you! And that's a good thing!
- Another form of conditioning is the use of rewards and punishments. When we want people to act in a certain way, we may reward them when they do, or punish them when they don't.
- "If you don't do your homework, there will be no TV tonight." "You took out the trash without my asking? That's great. Okay, you get your favorite dessert."
- We're also conditioned by our surroundings — everyday habits, family traditions, customs and values.

### 2. Divide students into groups of three or four. Make certain that all students are welcomed into their group. Ask all students:

- What's one conditioned action you noticed about yourself, or some other person, this week? *Encourage as many responses as you can get.*
- How would you suggest this conditioned person change his or her thoughts to create new thinking?

**Go to Activity 21, "I Need a Change!"**

**on the next page.**



## **ACTIVITY 21 – ACTIVITY I Need a Change!**

- ✓ **Pass out some paper and pencils to each group. Tell students:**
  1. Select a note-taker — someone who will keep track of the ideas that come up in your group.
  2. Come up with SEVERAL conditioned acts that you've spotted this week — at home, at school, or somewhere in your community.
  3. Then, select ONE conditioned act from this group to work on.
  4. Now, come up with as many suggested ways as you can to CHANGE the thinking that created this ONE act. Do your best to make these suggestions helpful, respectful and caring.
  5. We'll have 10 minutes to do this, so work as efficiently, quietly and productively as you can.
- ✓ **Give groups about 10 minutes.**
- ✓ **Call time. Ask:**
  1. What group would like to go first?
  2. What act did you pick to work on?
  3. What suggested changes have you come up with?
  4. Why do you think this change will work?
  5. Is this a change YOU yourself would welcome?
  6. How do you think this change could help YOU in YOUR life?
- ✓ **Congratulate this group, and ask for the next group to tell what they came up with. Make sure all groups get a chance to show and tell.**
- ✓ **ASSIGNMENT 7: Give each student a copy of Assignment 7, on the following page. Tell students:**

- This assignment is called “Talk Your Walk.” You are starting to think independently, for yourself. Now, let’s see how good you are at communicating what you’ve learned so that others can benefit from it.
- Let’s read through this assignment together.

## **ASSIGNMENT 7**

# **Talk Your Walk!**

**You are now walking the path of independent thinking. Bravo for you! Thinking independently is healthy and creative.**

**Sharing this new thinking with people who haven't learned about it is good, but sometimes it's tricky. Nobody likes to be preached to about "the right way" to be. Sometimes that turns people off.**

**So, your assignment is to choose a friend, family or community member and tell them about a "conditioned" action you saw them do — it could be something positive, or not (but if it's not, remember to not accuse!). Then, tell them that you'd like to ask them questions about it — that it's an assignment for your class. Ask the following questions, and write down their responses:**

1. Are you aware that this "thing" you do is a conditioned action? Do you know what I mean by "conditioned action"? (If they don't, you can explain!)
2. A conditioned action is something humans do without thinking, like brushing your teeth or stopping for a red light. This is positive conditioned thinking. We are trained to brush our teeth to have healthy teeth. We are trained to stop for a red light so no one gets hurt.
3. But are you aware that you seem conditioned to (name a conditioned response that you think is negative)\_\_\_\_\_?
4. Have you ever thought about why you do this?
5. Is there a thought you have that makes you do this? What's the thought?
6. Is this something you do because you LIKE doing it, or is it something you just do and never think about?

7. Can you think of an alternate action that might be better than this thing you do — something that would accomplish the same thing, but be a better choice?
8. I'm trying to learn more positive behavior in my life — I'm trying to walk my talk! But with you, I'm trying to talk my walk! The more I talk about it, the more I understand it myself!
9. Thanks for helping me talk about this! I appreciate it.



## LESSON 8

# Angry With Ourselves, We Get Depressed

### Breakdown of Lesson 8:

When we turn anger inward.  
Festered anger creates depression.  
Outward anger creates imbalance.

### Materials & Tools Needed:

Activity 22: Read “A Circle of Action,” Games A and B, pp.75-76, to prepare.  
Activity 23: Make a copy for each student of “The Chance I Took,” p. 78.  
Activity 24: Make 2 copies of roleplay, “The Cause of My Pause,” pp. 81-82.  
Assignment 8: Make a copy “The World Is in Conflict,” p. 84, for each student.

### Review Assignment 7: Ask students:

1. How did you do on talking your walk? Did you have fun?
2. Who did you pick to talk with about their conditioned action? What questions did you ask?
3. How did this person respond to your questions?
4. Did you learn anything new about people and conditioned responses?

**Get as many reports on this assignment as you can. Congratulate students on their good work!**

## When We Turn Anger Inward

### 1. Tell students:

- It's common for people to react to situations spontaneously, often without thinking. Spontaneity can be exciting and rewarding.
- Some situations, however, work best when we take a moment to think *before* we act. It's important to know *when* to take that pause.

**Go to Activity 22, “A Circle of Action!”  
on the next page.**

## **ACTIVITY 22 – GAME A**

### **A Circle of Action!**

- ✓ **Ask students to sit comfortably in a circle, either on chairs or on the floor.**
- ✓ **Tell them you will read a situation out loud. Then you will go around the room and ask each person a question.**
- ✓ **Encourage students to listen to the answer that comes before. Then, think for a quick moment before responding!**
- ✓ **Remind students that there are no right or wrong responses. Just thoughtful, honest ones!**

#### **SITUATION A.**

A bully approaches you. It's someone you've watched bully other people. As the bully approaches you and calls your name, you hear the bully's voice say, "Here's a kid that needs some sense knocked into him/her."

- ✓ **Walk around the circle and give each student a question. Encourage students to think as a group. So, the answer to the first question might lead to the answer to the second question, and so on.**
  1. What are you thinking?
  2. What action do you want to take?
  3. Why do you want to take this action?
  4. Will you take this action, or will you take another?
  5. What thought is running through your mind now?
  6. Are you going to use an alternative action you've learned?
  7. Which one do you plan to use?
  8. What do you think the outcome will be?
- ✓ **Congratulate students on their intelligent responses!**
- ✓ **Move on to Situation B on the next page.**

## **ACTIVITY 22 – GAME B**

# **A Circle of Action!**

### **SITUATION B.**

A man has a strong arm around Dale, a friend of yours. The man is threatening a group of people while you watch. Dale looks panicked but is doing everything the man says. The man tells everyone to move away as he backs toward a car that appears to be his. He drags Dale with him. He yells, “If anyone gets near me, this kid is gonna feel pain!” He continues to drag Dale and prepares to force Dale into the car.

- ✓ **Walk around the circle and give each student a question. Encourage students to think as a group. So, the answer to the first question might lead to the answer to the second question, and so on.**
  1. What are you thinking right now?
  2. What action do you want to take?
  3. Do you think this action will help? How?
  4. Are you going to take this action?
  5. What thought is running through your mind?
  6. How will you turn your thought into action?
  7. Do you need help?
  8. Do you want to communicate your plan to the others? How will you do this?
  9. How quickly are you going to have to act to make this work?
  10. Do you think you can outsmart this bully?
- ✓ **Congratulate students on their excellent teamwork!**
- ✓ **Remember to add to these situations to your charts!**



## Festered Anger Creates Depression

### 1. Ask students:

- ☐ When you're angry, but don't let anyone know that you're angry, what happens inside you?
- ☐ Does your anger stay inside you? Does it grow?
- ☐ Does your inner anger tend to spread, like a disease, and infect all your thinking?
- ☐ Why, do you think, do we keep our anger inside us? What makes us make the decision to keep it inside? *Encourage all responses.*
- ☐ What happens if we make the decision to show our anger, or to tell people that we're angry, and tell them why?
- ☐ Is this scary? Have you been punished in some way for showing your anger?

### ✓ Tell students:

- When we have a choice between taking action and not taking action, we have to make a decision.
- If we take action, it could backfire. If we don't take action, we could get hurt. Sometimes, there isn't a clear positive way to go.
- Learning to think on our feet not only makes us stronger, but helps us choose a path that's different from anger, or self-blame.
- Think, right now, of one way you can remember when you did something different — when you decided to NOT do what you've been told to do.
- Whether that action was positive or not — think about what caused you to take that risk, to try something new.
- When we become aware of what causes us to think in new ways, then we have some choices. We no longer have to do what we've always done. We can say, "I remember when I made the choice to

stick up for myself” or “I recall when I tried to make friends with that bully, and it worked.”

- Let’s do an activity that helps us take a look at these high-risk situations that happened to us.

**Go to Activity 23, “The Chance I Took!”  
on the next page.**

## ACTIVITY 23 – ACTIVITY

# The Chance I Took!

- ✓ **Read aloud these short situations, one by one, to one student at a time. Repeat them so that every student gets at least one turn. After each one, ask the questions on the next page.**

**Situation A:** Someone said something to me that made me very angry.

The action I chose was\_\_\_\_\_.

What caused me to take that action was\_\_\_\_\_.

**Situation B:** Someone accused me of something I didn't do.

The action I chose was\_\_\_\_\_.

What caused me to take that action was\_\_\_\_\_.

**Situation C:** An adult I know treated me as if I was a stupid child.

The action I chose was\_\_\_\_\_.

What caused me to take that action was\_\_\_\_\_.

**Situation D:** One of my parents grounded me for not doing what I promised.

The action I chose was\_\_\_\_\_.

What caused me to take that action was\_\_\_\_\_.

**Situation E:** A classmate of mine wanted to copy my homework.

The action I chose was\_\_\_\_\_.

What caused me to take that action was\_\_\_\_\_.

**Situation F:** After giving my word to someone, I broke it.

The action I chose was\_\_\_\_\_.

What caused me to take that action was\_\_\_\_\_.

**Situation G:** I had chores to do but didn't do them, because I was tired.

The action I chose was\_\_\_\_\_.

What caused me to take that action was\_\_\_\_\_.

**Situation H:** A group of people I wanted to be with didn't invite me along.

The action I chose was\_\_\_\_\_.

What caused me to take that action was\_\_\_\_\_.

**Situation I:** I was very angry but didn't tell anyone. I let it build up.

The action I chose was\_\_\_\_\_.

What caused me to take that action was\_\_\_\_\_.

**Situation J:** I went into a rage when some of my stuff was stolen.

The action I chose was\_\_\_\_\_.

What caused me to take that action was\_\_\_\_\_.

**Situation K:** A person I know scared me. I was cruel to this person.

The action I chose was\_\_\_\_\_.

What caused me to take that action was\_\_\_\_\_.

## Outward Anger Creates Imbalance

### 1. Tell students:

- Just as keeping anger inside is unhealthy and unhelpful, expressing anger in a violent way toward another person achieves exactly the same thing — great dissatisfaction.
- All of us want to survive. All of us want to come up with ideas and take action that supports what we want, that helps us live better lives. Becoming violent achieves none of this!
- That's why, when you feel the impulse to express your anger outwardly in a violent or otherwise negative way — take the pause that refreshes!
- Stop! And think! Ask yourself: What is making me so upset?
- How do I want to express this in a way that's going to help me instead of hinder me?
- How do I want to say what I think and survive this situation as a winner?

### 2. Ask students:

- ☐ Do you think we live in a pretty violent world?
- ☐ In your opinion, what creates the violence in the world today?
- ☐ Is this violence due to the way people act?
- ☐ Is the way people act based on how they think?
- ☐ What kind of thinking creates this violence?
- ☐ Should we do a roleplay showing how one kid used the pause that refreshes to stop potential violence in its tracks?

**Go to Activity 24, "The Cause of My Pause!"  
on the next page.**

## ACTIVITY 24 – ROLEPLAY

# The Cause of My Pause!

- ✓ **BEFORE THE ROLEPLAY**, ask for two volunteers to roleplay the parts of **Bullet** and **Arrow**. (Make 2 copies of roleplay.)
- ✓ Tell the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing. However, it's VERY important that they PRETEND to hurt a victim and NOT REALLY hurt the victim.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses ( ) which are instructions and should **not** be said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
  1. Watch how the tension builds between these two people and then how one of them stops the fight before it starts.
  2. Notice what their actions are, and think about what thoughts probably precede their actions.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
  1. Who would you say instigated a possible fight in this situation?
  2. Who stopped a fight from happening?
  3. Do you think when Arrow stopped Bullet from getting angry, Arrow also may have prevented a fight between Bullet and whoever Bullet was about to meet?
  4. Did you notice the Stop! Think! moment — the pause that refreshes — that Arrow took? When did it happen?
  5. Do you think that Arrow felt it was safer to give Bullet back the knife after Bullet calmed down a bit?

6. Do you think this was a good idea? Do you think Arrow prevented a fight from happening, even though it might have been Arrow's actions that sparked Bullet's anger?
7. Do you think that sometimes we push someone's buttons, making them mad, when we never meant to do so?
8. Do you think it's important to stay AWARE of people's "buttons," as much as possible? Why do you think so?

## ACTIVITY 24 – ROLEPLAY

# The Cause of My Pause!

**Attention Roleplayers!** Read your part with enthusiasm! The words in parentheses ( ) are instructions to you, so you don't have to say them out loud. Have fun roleplaying!

### BULLET

Yo, Arrow! Give me that knife! *(Pretends to grab the knife.)*

### ARROW

What are you doing? Give me back my knife!

### BULLET

First, let's talk about what you're planning to do with this knife.

### ARROW

Where I come from, if people can't talk with each other respectfully — asking for things instead of taking them — we don't talk at all. I have to go. Please give me my knife.

### BULLET

I can't do that.

### ARROW

*(Sighs.)* And why not?

### BULLET

Because I know you have used this knife to hurt people, Arrow, and I don't think that's right.

### ARROW

We all have to protect ourselves, Bullet. You know that as well as I do.

### BULLET

*(Getting angry:)* Give me my knife!

### ARROW

Not until you tell me where you're going. I've seen you sharpen your knife before going to meet someone, and right afterward, someone usually gets hurt.



**BULLET**

*(Getting angrier, starts to grab Bullet and reach for the knife:)* That is none of your business! GIVE ME MY KNIFE!!! *(Starts to punch at Arrow, but misses.)*

**ARROW**

*(To self:)* If I return the knife, Bullet is so ticked off, I might get hurt. How do I get Bullet's mind off the knife for a second? *(Calmly, to Bullet:)* On one condition.

**BULLET**

*(Still angry, but stops:)* And what would THAT be?

**ARROW**

I'm going to walk you to where you're going.

**BULLET**

I'm not looking for company right now, Arrow.

**ARROW**

I know you're not. But I'm making this a condition of giving you your knife back. I'm trying to help you, do you understand?

**BULLET**

*(A little calmer:)* I have to meet this guy.

**ARROW**

Anyone I know?

**BULLET**

No. And probably not anyone you WANT to know.

**ARROW**

And why would YOU want to know him?

**BULLET**

*(Much calmer:)* He does me favors sometimes. And I need one.

**ARROW**

Okay. You need one from him, and I need one from you. *(Sees that Bullet is calmer.)* Here's your knife. *(Pretends to hand back Bullet's knife.)*

**BULLET**

Okay. Come on. Come with me.

**ARROW**

I'm sorry I made you mad.

**BULLET**

It's okay. On second thought, maybe I can use your help. This guy is pretty weird.

**ARROW**

Good. Too many weird people in this world, right? They need people like us to calm them down.

**BULLET**

Yeah, right. Let's go.

- ✓ **ASSIGNMENT8: Pass out a copy to each student of Assignment 8, “The World Is in Conflict,” on the following page. Tell students:**
1. **Your assignment for this week is to notice a conflict situation going on — whether it’s at home among your family members, at school between kids in the schoolyard or with a teacher, a conflict situation on the news, or a dramatic interpretation of people in a film or on TV.**
  2. **Write :**
    - ☐ **What is the conflict about?**
    - ☐ **What and whose thoughts do you believe started the conflict?**
    - ☐ **What actions immediately followed these thoughts?**
    - ☐ **Did anyone stop the conflict? If so, how?**
    - ☐ **Did the conflict escalate? If so, how?**
    - ☐ **If no one stopped the conflict, how would you have attempted to prevent this conflict, if you had participated?**
- ✓ **Congratulate students on their excellent work in this class!**

## **ASSIGNMENT 8**

# **The World Is in Conflict!**

**Notice a conflict situation going on — whether it's at home among your family members, at school between kids in the schoolyard or with a teacher, a conflict situation on the news, or a dramatic interpretation of people in a film or on TV. Then write on this paper:**

- 1. What is this conflict about?**
  
  
  
  
  
  
  
  
  
  
- 2. Whose thoughts do you believe started the conflict?**
  
  
  
  
  
  
  
  
  
  
- 3. What actions by this person immediately followed these thoughts?**
  
  
  
  
  
  
  
  
  
  
- 4. Did anyone stop the conflict? If so, how?**
  
  
  
  
  
  
  
  
  
  
- 5. Did the conflict escalate? If so, how?**

6. If no one stopped the conflict, how would you have attempted to prevent this conflict if you had participated?



## LESSON 9

# Prevent Depression! Learn to Avoid, Bargain & Control!

### Breakdown of Lesson 9:

Learning some new ABC's.  
Explanation, example and experience.  
Trading the "good/ bad" syndrome for the facts.

### Materials & Tools Needed:

Activity 25: Read through this activity, "SOS to the Rescue," before class, p. 87.  
Activity 26: Make 3 copies of roleplay, "Experience Is the Best Teacher," pp. 91-93.  
Assignment 9: Make a copy of "I'm Human," p. 95, for each student.

### Review Assignment 8: Ask students:

1. Who wants to volunteer to be first to tell us about your conflict situation?
2. What's the conflict about? Whose thoughts do you think started it?
3. What actions did that person take following those thoughts?
4. Did anyone stop the conflict?
5. How do you think the conflict could have been prevented?

**Get as many students to volunteer their assignment results as possible. Congratulate students on their good work!**

## Learning Some New ABC's

### 1. Ask students:

- ☐ When a conflict situation arises, do you stop and ask yourself: What's the first step I can take to **understand** the conflict in this situation? How can I **prevent** this potential conflict from even starting?
- ☐ Do you think it helps to ask these questions? Why do you think so?

### 2. Tell students:

- **A is for avoidance.** Learning how to avoid conflict before it even starts is the highest goal we can achieve.
- Preventing a fight from ever beginning — whether it's a fight with another person, or a fight inside your head — shows that you understand the conflict and can prevent it at the primary level.



3. **Ask students:**

- ☐ When a conflict situation has gone beyond your being able to **prevent** it — because it's already started — have you ever given thought to how you could use one of the conditioning busters we learned?
- ☐ Who remembers one of our conditioning busters? (Take this opportunity to review these, p. 59.)
- ☐ In other words, have you considered **bargaining** for an end to the conflict, before it gets worse?

4. **Tell students:**

- **B is for bargaining.** Learning how to come up with nonviolent verbal alternatives to violent physical moves is the best action you can take when it's no longer possible to prevent a fight.
- When a conflict situation has already begun — whether it's a fight with someone else, or a fight inside your mind — we can take steps to keep it from spiraling upward, and getting worse.

5. **Ask students:**

- ☐ Finally, when a conflict situation has gone beyond your being able to **prevent** it and, unfortunately it has already escalated, have you asked yourself: "How can I manage this situation?"
- ☐ Do you ask yourself: Is there anything I can do to control my emotional reaction, or the reaction of others?
- ☐ Do you think these questions can help? Why do you think so?

6. **Tell students:**

- **C is for control.** When we can learn how to handle a conflict situation that's already started and is already beyond bargaining, we really have a great sense of power.
- This kind of conflict situation is the most difficult to stop, because it's not only already begun, but the people involved are already very emotional.

- At this stage, all that can help is S.O.S.! — Safe Options Self-defense System™! — a system of self-defense based on non-lethal, legally safe, strictly defensive martial arts techniques that give us the confidence to not react in a fight or flight way to potential aggression.

**Go to Activity 25, “S.O.S. to the Rescue!”  
on the next page.**

## **ACTIVITY 25 – ACTIVITY S.O.S. to the Rescue!**

**Terrence...**

**It might be appropriate to insert an activity here that is at least PARTLY martial arts movement, something that demonstrates how this system reduces “body armoring” along with the tension and aggression that occur because of it, and also how it can increase nonjudgmental awareness. Do you have an activity you can describe here?**

## Explanation! Example! Experience!

### 1. Ask students:

- ☐ Does this exercise give you a strong sense of self-confidence? Why do you think so?
- ☐ Can you see how much more difficult it is to try to control a conflict situation that has exploded than it is to bargain for stopping a fight that's only just begun?
- ☐ Is that because most of the ability to control is gone?
- ☐ And can you see how much more difficult it is to control or bargain than it is to simply avoid a fight in the first place?
- ☐ Does it make sense to you that stopping a fire *before* it starts can prevent pain and devastation?

### 2. Tell students:

- In the same way, there are three stages of learning about conflict. One way is the simplest, and the others make understanding a little bit more difficult.
- Let's take a close look at them to see what we have.

### 3. Ask students:

- ☐ Have you ever been in a situation you've never been in before and someone had to explain the details to you? Maybe it was a new game to play, a new word you'd never heard, or a new place you'd never been to before.
- ☐ Do you recall, when this happens, that you have listen to an explanation and then attempt to understand?

### 4. Tell students:

- **Explanation** is the first stage of learning. When the definition or meaning of what creates conflict is explained to us, we listen to the explanation and attempt to understand it.

- It could be that we've never personally gone through a particular kind of conflict, so we have to listen to someone else explain it. And the explanation gives us some foresight — the ability to plan ahead if an incident such as this ever happens to us.

5. **Ask students:**

- ☐ Have you been in a situation when someone tried to explain something to you that you weren't familiar with, and they gave you an example of what they mean?
- ☐ Did the example help you understand what they were talking about?

6. **Tell students:**

- **Example** is the second stage of learning. We go beyond the simple definition of what's happening by using a personal example in your life.
- An example gives us hindsight. We're able to observe something, after the fact, and understand it.

7. **Ask students:**

- ☐ Finally, have you been in a situation where no one has to explain, no one has to give you an example — you, plain and simple, SEE the facts of any behavior right before your eyes?
- ☐ Do you think this might be the strongest way to learn, because we become self-aware in this moment?

8. **Tell students:**

- **Experience** is the third stage of learning. In this form of learning, we are there, in the moment, gaining insight into the situation. No words are necessary to explain to us what happened. No example is necessary to help us understand. We see, and we know.
- While there are times when we all need explanations and examples in our lives to help us learn what we need to know, the object of learning is to be able to SEE the cause of conflict and to end it before it catches fire.

- We humans start conflict, inside ourselves, because of the ways we've been conditioned. We are often the ones responsible for the conflict situations we get into.
- That's why it's very important for us to take responsibility for stopping them, before they start, before the fire spreads and scorches more people in social situations.
- Let's do a roleplay based on these ways of learning, and on the different levels of conflict. Then we can SEE for ourselves how they work!

**Go to Activity 26, "Experience Is the Best Teacher!"  
on the next page.**

## ACTIVITY 26 – ROLEPLAY PREPARATION

# Experience Is the Best Teacher!

- ✓ **BEFORE THE ROLEPLAY**, ask for three volunteers to roleplay the parts of **Sam**, **Alex** and **Billie (the bully)**. (Make 3 copies of roleplay.)
- ✓ Tell the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing. However, it's VERY important that they PRETEND to hurt a victim and NOT REALLY hurt the victim.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses ( ) which are instructions and should **not** be said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
  1. Watch how Sam **explains** what the bully does, then gives an **example** of how the bully operates.
  2. Notice the difference when Alex **experiences** the bully firsthand.
- ✓ **DO THE ROLEPLAY (next page)**.
- ✓ **AFTER THE ROLEPLAY**, ask:
  1. How did Sam **explain** to Alex what the bully does?
  2. What was the **example** Sam gave Alex of what the bully does?
  3. Do you think what the bully does became most real to Alex when Alex experienced the bully firsthand?
  4. Do you think that Alex came up with some good alternatives to use with Billie? What's one alternative Alex used?
  6. Did Alex attempt to make friends? Use humor? Was Alex creative in coming up with ways to distract Billie?
  7. Do you think Alex was scared of Billie at first, especially after hearing what had happened to other kids on the playground?
  8. Did Alex forge ahead, despite the fear, and get creative in attempting to appeal to the bully?

9. Did Alex control an out-of-hand situation? Did Alex bargain with the bully? Did Alex avoid a fight by preventing it in the first place?



## ACTIVITY 26 – ROLEPLAY

# Experience Is the Best Teacher!

**Attention Roleplayers!** Read your part with enthusiasm! The words in parentheses ( ) are instructions to you, so you don't have to say them out loud. Have fun roleplaying!

**SAM**

Hey, Alex. Glad to run into you. We have to do something about that bully Billie who's been terrifying kids on the playground. Want to help?

**ALEX**

I don't know Billie. What's going on? Explain it to me.

**SAM**

This kid, Billie, has been walking up to kids on the playground, stealing things from them, and then selling them to other kids. Then Billie disappears for a few days — someone from his house calls in and says Billie is sick and can't come to school today. Then, Billie comes back to school, and the whole thing starts over again.

**ALEX**

I don't get it. Does anyone try to stop this? Does anyone call for help? How does this kid get away with it?

**SAM**

I'll give you an example. Billie walks up to a kid on the playground, pretends to be friendly, then swipes something— sometimes a scarf, or gloves, or their wallet, or backpack. And refuses to give it back! Then this kid bullies another kid into buying whatever the stolen object is. Then Billie goes off with the money. We've got to stop this kid. We can't get any help from the teachers, because it all happens on the playground, when teachers are inside.

**ALEX**

What an idiot. I don't understand why people don't just stop this kid.

**SAM**

Well, it looks like you're going to find out. Don't look now, but here comes Billie. (*Starts walking away.*) I'll see you later.

**BILLIE**

Hey, you!

**ALEX**

*(Turns around:)* Are you talking to me?

**BILLIE**

*(Very tough, very aggressive:)* DO YOU SEE ANYONE ELSE STANDING HERE, KID? YES! I AM TALKING TO YOU! WHAT'S THAT IN YOUR HAND, KID?

**ALEX**

*(Trying to hide a CD player:)* It's my CD player. Belongs to me. Had to mow four lawns to earn the money for it.

**BILLIE**

*(Very tough, very aggressive:)* I'M VERY SORRY TO HEAR THAT, KID. LET ME SEE IT!

**ALEX**

I don't think so.

**BILLIE**

*(Very threatening, grabs Alex's shirt and pulls Alex close:)* HAND IT OVER! NOW!

**ALEX**

*(Feeling scared:)* Here. Have a listen. It's a jazz album.

**BILLIE**

*(Very tough, very aggressive:)* JAZZ? JAZZ? WHAT A NERD! YOU LISTEN TO JAZZ?

**ALEX**

It's good stuff. Have you ever heard really good jazz, kid? Listen, I'll loan it to you. Take this home and listen to it. If you like it, bring it back, and I'll bring you another to listen to tomorrow. But you have to bring this one back.

**BILLIE**

*(Very tough, very aggressive:)* What are YOU? A lending library?

**ALEX**

*(Laughs.)* That's very funny. You are a funny kid, Billie.

**BILLIE**

*(Let's go of Alex's collar:)* HOW DO YOU KNOW MY NAME?

**ALEX**

Are you kidding? Everyone knows you, Billie. You have a reputation in this school.

**BILLIE**

*(Let's go of Alex's collar, speaks more calmly:)* Oh, yeah? For what?

**ALEX**

*(Hesitates a bit:)* For being smart, being able to think on your feet, and for being an astute business person. I actually have a business plan I think you'd be interested in. Want to meet after school tomorrow and talk about it? After you bring back this CD and I bring you something else to listen to?

**BILLIE**

*(Much calmer:)* You want to include me in YOUR business plan?

**ALEX**

Yeah. You're the perfect person for the job. You know how to go after what you want. You enjoy owning things. I'll bet you're really good in math.

**BILLIE**

I'm failing math. I can add, but that's about it.

**ALEX**

Well, adding is all we need! When you're in business, adding is very important. So, we're off to a good start. So, see you right here tomorrow after school?

**BILLIE**

I'll think about it, kid.

**ALEX**

Thinking is good. Good place to start. Okay, see you tomorrow. Don't forget to bring back my player, okay?

**BILLIE**

What else you got? Any rap? Any rock 'n roll?

**ALEX**

I'll check. Take good care of the player for me, will you? I'm gonna need it back when you're done.

**BILLIE**

The player could be good for our business, right?

**ALEX**

Very good. We're definitely going to need it. We'll talk about it tomorrow. See ya'.

**BILLIE**

Yeah. See ya'.

## Trading the “Good/Bad” Syndrome for the Facts

### 1. Ask students:

- ☐ Have you found yourself caught in a conflict situation that you just couldn’t resolve?
- ☐ Was your poor brain simply unable to feed you a solution that you needed in the moment?
- ☐ Did you consider that whatever knowledge you have about how to handle that situation just wasn’t helpful?

### 2. Tell students:

- That’s why we’re working on these new ways to handle bullies, and to learn how to deal with conflict.
- We’ve all been bullied and we’ve tried what we know to get rid of the conflict, and we just can’t.
- Many of us have learned certain “shoulds” and “should nots” that control the way we think and act in our lives. These only create more conflict in our lives! These “shoulds” and “should nots” do not allow for nonjudgmental awareness — for observation and insight — that we are all capable of demonstrating.
- All of us are also guilty of getting caught up in justifying what we’ve done in certain situations, as if we have to prove that our behavior was the right thing to do, because admitting a mistake shows weakness.
- The absolute truth is that when we can SEE a mistake we’ve made, and when we can ADMIT it to ourselves, and then ADMIT it publicly, our mind goes through a tremendous transformation. Our brain suddenly opens to new learning!
- Instead of judging ourselves as “bad” or “wrong” — and believing we need to be “good” — we SEE ourselves as human and able to make a mistake. That’s when we really start to learn! That’s when our mental power surges!

### ✓ ASSIGNMENT9: Tell students:

**With that in mind, here's a copy of your assignment for this week.  
(Make a copy of "I'm Human," p. 95 for each student.)**

**Let's read through the assignment together, to make sure we understand what to do!**

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

## ASSIGNMENT 9

### I'm Human!

**Here is how I selected one of the 10 ways to bust negative conditioning. I'm going to write which one I used, how I used it, and what the outcome was.**

- 1. When a certain incident happened, I thought I was “bad” or ‘wrong.’  
The way this made me feel was:**
- 2. I understand that I’m a human being and that we human beings  
sometimes make mistakes. At times, our mistake is based on some  
way we’ve been conditioned. At other times, our mistake is based  
on an error in judgment on our part. I think this incident I just  
described happened because the mistake was:**
- 3. It’s hard for me to talk about mistakes I’ve made, because:**
- 4. The best thing I learned from this situation was:**







## LESSON 10

# The Power That Comes from Being Aware

### Breakdown of Lesson 10:

The importance of recognizing what's real.  
Power comes from being aware.  
Awareness can alter conditioning.

### Materials & Tools Needed:

Activity 27: Make 2 copies of roleplay, "My Real Life," pp. 99-100.  
Activity 28: Read before class, pp. 101-102, to present as clearly as possible.  
Activity 29: Make 1 or 2 copies of pp. 105-106, cut into strips, fold and put in basket.  
Assignment 9: Make a copy of this assignment, p. 108, for each student.

### Review Assignment 9: Ask students:

1. Who wants to volunteer to be first to tell us about your conflict situation?
2. What was the conflict about?
3. Whose thoughts do you believe started this conflict?
4. What actions by this person followed those thoughts?
5. Did anyone stop the conflict? Who?
6. Did the conflict escalate?
7. How would YOU prevent this conflict?

**Get as many students to volunteer their assignment results as possible. Congratulate students on their good work!**

## The Importance of Recognizing What's Real

### 1. Ask students:

- ☐ Have you ever considered the importance of recognizing what's real in your life? For example, are your fears real, or are they imagined?
- ☐ Do you think it's possible that you may be afraid of something that isn't even true?

- ❑ Do you think your brain sometimes becomes conditioned to think and act in ways that create tension and conflict — over fears or thoughts that may not even be true?

**Example:**

**You may believe that the only way to resolve a conflict between you and another person is to fight it out and, hopefully, win.**

2. **Tell students:**

- A **thought** enters your brain once.
- You get an **image** in your mind.
- The image, repeated, becomes a reinforced **message**.
- The message is backed up by a **feeling**.

**Write this on the board, or on a chart for students:**

<b>Thought   +   Image   =   Message   +   Feeling</b>
--

- Together they make a “think/feel” — a feeling associated with a thought.
- One day you see the person who made the comment, and the “think/feel” kicks in.
- Since it happened in the past, it’s now a “thought/felt.”
- It’s mechanical. It’s automatic. You can’t control it. The “thought/felt” triggers the image. The image is projected onto your brain — like a movie projector projects an image onto a screen.

4. **Ask students:**

- ☐ If an image makes its way to your brain, is it necessarily real, or true?
- ☐ How can you tell whether the image is real or not?
- ☐ Is it possible that this image is happening in only one place — your brain?
- ☐ If you do fight and someone wins, is the conflict over?

**Go to Activity 27, “My Real Life!”  
on the next page.**

## ACTIVITY 27 – ROLEPLAY PREPARATION

### My Real Life!

✓ **Tell students:**

1. Let's start this lesson with a roleplay. This roleplay shows how one student has lost touch with what's real and what isn't.
2. Who wants to volunteer to roleplay?

✓ **BEFORE THE ROLEPLAY:**

1. Tell the volunteers that to get the full benefits of roleplaying, they really need to get involved in the parts they are playing — but without hurting each other!
2. Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses ( ) which are instructions and should not be said out loud.
3. Give volunteers a minute to read silently, as you tell the class:
4. Let's focus, in this roleplay, on how Calder, the would-be victim, winds up taking control of the situation.
5. Notice what becomes interesting to Sy, the bully, and how Calder re-directs Sy's thought process.

✓ **DO THE ROLEPLAY (next page).**

✓ **AFTER THE ROLEPLAY, ask:**

1. How did Calder turn this bully situation around and take control of this situation?
2. At what point did Calder change this from a bully situation to a "friendly conversation" situation?
3. Did Sy believe something that probably was not true? What did Sy believe? How had Sy been conditioned, and by whom?

4. Is this a different approach to handling a bully than you've seen? It may work sometimes and other times not, but do you think it's worth exploring?
5. Did you like this approach? Why?

✓ **Thank students for their excellent work.**

## ACTIVITY 25 – ROLEPLAY

### My Real Life!

**Attention Roleplayers!** Words in parenthesis ( ) are directions for you to follow. You don't have to say those out loud! Read your part with enthusiasm! Have fun roleplaying!

**SY**

Hey, brainhead! Got your homework on Alfred Nobel?

**CALDER**

Yes, I do. Right here.

**SY**

Give it to me!

**CALDER**

Now, Sy. Why would I give MY homework to YOU?

**SY**

Because, Calder, I didn't do MY homework and I need to hand in YOURS. That's why. *(Reaches for Calder's homework.)* Now, give it to me!

**CALDER**

*(Pulls homework away from Sy's reach.)* This homework has my name on it. You can hand it in, if you like.

**SY**

No problem. I'll just tear off your name and write in mine. The teacher thinks I'm stupid, and I'm going to prove that I'm not!

**CALDER**

*(Takes a good look at Sy and really sizes up this bully.)* Okay, let's talk this out. First of all, our social science teacher does NOT think you're stupid.

**SY**

How do you know that?

**CALDER**

He doesn't even KNOW you!

**SY**

But I AM stupid!

**CALDER**

Says WHO?

**SY**

My Dad. My Dad knows me.



**CALDER**

(*Thinks.*) What would you say if I told you I could prove you're NOT stupid.

**SY**

I'd say you were crazy.

**CALDER**

Do you know who Alfred Nobel is?

**SY**

No idea.

**CALDER**

He invented dynamite.

**SY**

So, he's the one responsible for all the bombing going on today?

**CALDER**

No. Well, indirectly yes. Nobel *invented* dynamite, to explode holes in some mountains, in order to build the Panama Canal, so boats could get from one place to another faster. Some people **THOUGHT** he created dynamite to kill people — they called him “the merchant of death.” He felt bad about this name, so later in his life he invented the Peace Prizes — to reward any discoveries that make the world more peaceful.

**SY**

So he basically was a GOOD guy.

**CALDER**

Yeah. Kind of like you.

**SY**

What do you mean?

**CALDER**

People thought Nobel was a killer, but he wasn't. You say people think you're stupid, but you're not. I think you're afraid of *looking* smart.

**SY**

Who said I was afraid! Are you going to give me your homework, or not?

**CALDER**

Not. I'll *help* you with YOUR homework. We have an hour until class.  
Come to my house and I'll help you do it.

**SY**

I don't think I can do it.

**CALDER**

Come on. You have to start living your REAL life and get this "stupid kid" notion out of your brain. Follow me.

## Power Comes From Being Aware

### ✓ Ask students:

- ☐ What does it mean to you to “be aware”?
- ☐ What do you think is the best way to become aware of what’s happening around you? Open your eyes and really look?
- ☐ What do you think is the best way to become aware of what’s happening *inside* you?
- ☐ Do you think it helps to be aware of thoughts and feelings that are running around inside you, even if they’re painful?
- ☐ Do you think that people rage and get into violent conflict situations because they’ve kept their thoughts and feelings inside and haven’t felt comfortable talking to anyone about them?
- ☐ Do you think it’s possible that you can feel more powerful, more in control of your life, if you learn how to express your thoughts in a way that creates awareness — for you and for people in your life?

### ✓ Tell students:

- When we get depressed — and we all do from time to time — sometimes we bottle things up inside, and then, one day, we just explode — like dynamite.
- Becoming aware of the power inside us to control our lives requires only one major step — that we stay connected with our thoughts, and how they are affecting us.
- What we focus on is not what’s around us, but what’s inside us.
- We take a pause that refreshes — even if it’s only for a few seconds — and allow anything we’re thinking to come to the surface where we can really see it.
- Sometimes this scares people — to allow thoughts to rise to the surface. Many of us have thoughts that we would rather not think about. But when we do — it can be painful at first — but when we do, we discover that it’s better than rage and requires no explosion.

**Go to Activity 26, “I Am Aware!”  
on the next page.**

## ACTIVITY 26 – EXERCISE

# I Am Aware!

✓ **Tell students (speak softly, slowly):**

1. Let's sit comfortably, as if we're going to take a pause that refreshes.
2. Close your eyes so that you see nothing.
3. Think of a situation that's been on your mind lately — maybe something that happened at home, with a friend, or in school — something that you find irritating, unsettling, maybe something that makes you angry. Pick just one thought.
4. Create an image in your mind of this situation so that you can see it clearly in your mind, as if you were watching a movie. You don't have to judge it. Just allow yourself to LOOK at it, as if you were a member of an audience.
5. I'm going to stop talking for a minute so that you can think about this image and let it show itself to you. (DO NOT SPEAK FOR A MINUTE.)
6. Is the image pretty clear? Now, ask yourself if you think this image has a message for you. In other words, is there something important that you think you can *learn* from this situation? Think about this for a moment. I'm going to stop talking for another minute so that you can think about what *message* this incident may have for you. (DO NOT SPEAK FOR A MINUTE.)
7. Now, ask yourself what *feeling* you get from this message. Does it feel good? Does it feel bad? What makes it feel the way it does? Please don't judge yourself for any of the feelings you get. The point of this exercise is to LOOK, to INTERPRET, and to UNDERSTAND what your feelings are about. Let's take one more minute to think about what feeling you get from this image.

✓ **When the last minute is up, ask students to slowly open their eyes (and return to their seats if they have moved).**

✓ **Write on the blackboard, or on large chart paper, the following:**

**THOUGHT + IMAGE = MESSAGE + FEELING**

## ACTIVITY 26 – EXERCISE (CONTINUED)

### I Am Aware!

✓ **Ask students:**

1. Who wants to volunteer to tell us your thought, then the image that you came up with, then the message and the feeling you got?
2. Since this is an exercise that requires us to talk about personal thoughts and feelings, can we agree that we are going to act mutually respectful toward everyone's thoughts? Toward everyone's images? Toward everyone's message and feeling?

✓ **As the first volunteer talks, write on the board or chart what the volunteer says, under each title, so it reads like the following:**

THOUGHT	IMAGE	MESSAGE	FEELING
Last night my brother called me an idiot.	Me, slugging my brother in the arm.	I don't like to be called an idiot.	Makes me feel bad.

## Awareness Can Alter Conditioning

✓ **Ask students:**

- ☐ How did you like this exercise?
- ☐ What did it do for you?
- ☐ Do you think it altered your conditioning in any way? How so?
- ☐ Can you see yourself using this exercise on an ongoing basis? Why would you want to use it?
- ☐ Do you think this exercise could be helpful to a bully? In what way?

✓ **Tell students:**

- Bullies are very good at manipulating people. Many are smart but often use their brain power for negative reasons.
- Whenever we can get a bully to use his or her brain power for positive reasons, we are doing something good!
- Many bully situations can be prevented **before** they happen if people will take the time to **understand** a bully and attempt to **work with** a bully, so the bully never gets reaches the point of rage!
- Part of this process is helping a bully to feel wanted, needed, important — things we all want to feel.
- Sometimes, when we work on improving our awareness, we can come up with alternative ways to handle bullies that really work. Let's pick some strips and practice some mental self-defense skills!

**Go to Activity 27, "Preventing My Rage!"  
on the next page.**



## ACTIVITY 27 – PICK A STRIP

# Preventing My Rage!

-----  
I am aware that when I'm upset, I'm not always good about controlling my temper.  
The way I can prevent my rage is...  
-----

I am aware that my anger sometimes hurts other people.  
The way I can prevent my rage is...  
-----

I am aware that when I get angry, it's usually because...  
One way I could prevent my rage is...  
-----

I am aware that angry people frighten me.  
The way I can try to prevent an angry person's rage is...  
-----

I am aware that when I get mad, my body tightens up.  
One way I could prevent my rage is...  
-----

I am aware that I get angry when I feel out of control of my life.  
One way I could prevent getting angry is...  
-----

The people in my life who get angry are...  
One way I could feel less anger is...  
-----

I am aware that bullies get angry because...  
One way I could prevent becoming a bully is...  
-----

I am aware that when I'm angry, I'm not thinking about preventing anger. I'm thinking  
About surviving. To become more aware, I would have to...  
-----

I am aware that I get angry when I can't do what I want to do.  
One way I can prevent getting angry about this is...  
-----

I am aware that I've been conditioned by bullies in my life. I can't control all of these bullies, but I can control myself. So, the next time a bully makes me angry, I will...

-----

I am aware that bullies are conditioned to be tough. I am also aware that a bully can condition ME to be wimp. One way to avoid this could be...

-----

The times I've been scared in my life were awful. When I think about these times, I get angry. The person I'm most angry with is..... because.....

-----

It's hard to admit when I'm scared, because people tend to take advantage of you when they see that you're scared. The next time I'm scared, maybe I can...

-----

I am aware that repressing my fear isn't healthy. However, it is not "cool" to be scared. So, the next time I'm scared, I could ...

-----

What makes me angry about things going wrong is...

-----

What makes me angry about people who say, "Look at the bright side" is...

-----

When I'm not allowed to show my anger, even though I feel it, I am aware that it feels like I'm going to...

-----

I am aware that when I'm angry, I hide it. But I only do that when...

-----

I am aware that when I try to suppress my anger, my anger doesn't really get suppressed. Instead, it grows. The best way for me to express my anger is...

-----

I am aware that when my family pressures me to be a certain way, or to do things I really don't want to do, that I get angry. The way I express this anger is...

-----

When someone I know picks on me for whatever reason, all I want to do is...  
Something positive I COULD do instead is...

-----

I am aware that when I think angry thoughts, I commit angry acts. In order to NOT think angry thoughts, I would have to...

-----

I am aware that people make a lot of pressure on me. I am aware that some of that pressure is good, and some of it isn't. What makes me angry is...

-----

When I make a mistake, I'm aware that I feel pretty dumb, even though I know all humans make mistakes. What makes me angry is...

-----

I am aware that I judge myself a lot. The reason I do this is that I am far from perfect. Even though I know that nobody is perfect, what makes me angry is...

-----

I am aware that sometimes I bully myself! I tell myself I'm bad, wrong, or worthless. What makes me angry about this is...

-----

I am aware that anger isn't a good thing to feel. Still, I get angry! To prevent my anger, I would have to...

-----

✓ **Ask students:**

- ☐ Would you like it if people took the time to understand YOU better?
- ☐ So, do you think it's a good idea to try to understand how OTHER people think and feel in a situation?
- ☐ Have you ever tried to stand in an angry person's shoes? In a bully's shoes ?
- ☐ Have you ever stopped to think the way another person must feel when that person is upset, angry, or scared?
- ☐ Why do you think bullies act the way they do, bossing people, scaring people? *Encourage all responses!*
- ☐ Do you think that bullies could be people who are afraid of not living up to the expectations of others?
- ☐ Can you relate to that feeling? In what way?

✓ **Tell students:**

- If you've ever felt anxious, worthless, hurt, ashamed, humiliated, rejected, enraged, scared, powerless, frustrated, lonely and unloved — then you know how a bully feels!
- If you've ever thought, "What did I do to deserve this?" then you know how a bully thinks.
- When we can stand in a bully's shoes, and see the world through a bully's eyes — we strengthen our own mental power.
- Of course, the same goes for the victim. If you've ever bossed anyone around, or hurt someone — have you ever stopped to think how that victim of your anger feels?
- Sometimes we are so busy protecting ourselves from fear or hurt that we are not AWARE of how we are affecting other people.

✓ **ASSIGNMENT10: Tell students:**

**Here's a copy of your next assignment. (*Make a copy of p. 108 for each student and pass them out.*)**

**Let's read this assignment together, so we all understand what we're supposed to do!**

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

## ASSIGNMENT 10

# My Anger is Fascinating!

For your new assignment, see how aware you are! Every time you feel angry, or you see someone get angry — write below 1) the reason you think you (or someone else) got angry, and 2) a possible alternate approach to getting angry. Do your best to come up with an alternate approach that's satisfying, that makes you feel good. See how many you can come up with!

REASON FOR ANGER	POSSIBLE ALTERNATE APPROACH
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

**9.**

**10.**



## LESSON 11

# Awareness Creates a Desire to Change

### Breakdown of Lesson 11:

Bullying is a lose/lose situation.  
I can see things differently.  
Awareness creates a desire to change.

### Materials & Tools Needed:

Activity 27: Make 3 copies of roleplays, “For Bullies Only,” p. 112.  
Activity 28: Make a copy for each student of “I’m Qualified!” p. 115.  
Activity 29: Read ahead “The Chance I Took,” p. 117, to properly prepare.  
Assignment 10: Make a copy of “Stop the Fight,” p. 119, for each student.

### Review Assignment 9: Ask students:

1. Did you catch yourself, or someone else, being angry?
2. Who wants to volunteer an example of what you wrote?
3. Are you happy with your alternate approach? Why?
4. Does this exercise change your point of view on getting angry?

**Get as many students to volunteer their assignment results as possible. Congratulate students on their good work!**

## Bullying Is a Lose/Lose Situation

### ✓ Ask students:

- ☐ Have you ever thought to yourself, “If everyone thought and acted the way I do, the world would be a better place!”?
- ☐ Are there times when you want what you want and don’t want to hear anyone else’s opinion?
- ☐ Has someone ever tried to force you into thinking and acting the way they do?



- ☐ Have you ever tried to force someone into thinking and acting the way you do?
- ☐ Was the outcome of these situations positive? Did anyone win?

✓ **Tell students:**

- When we try to *force* another person into thinking or doing anything, we are bullying.
- When one person bullies another, one person wins and one person loses. This is a negative outcome.
- You may have the mental or physical strength to make another person do what you want, but in the end, you're not getting what you really want.
- That person may do what you want in the moment, but once you're gone, that person will resent you. The result is not positive.
- What you want , somewhere inside you — caring, affection, friendship — you don't get. It's a lose/lose situation. The victim loses self-esteem, and the bully loses self-respect.
- It's okay to FEEL that you would like to hurt someone, but it's NOT okay to do it. Learning how to NOT HURT is powerful!

✓ **Ask students:**

- ☐ When you're angry, does it feel better to hurt someone, or does it feel better to have complete control over yourself and find a way to let the anger go?
- ☐ When we take a STOP! THINK! moment to think before we speak, or think before we act, does that process of just stopping already make your thoughts more peaceful?
- ☐ Is this because, for a brief moment, you've traded angry feelings for positive thoughts?
- ☐ Let's do a roleplay that helps us practice peaceful, nonviolent ways to win, for everyone. Who wants to roleplay?

**Go to Activity 27, "For Bullies Only!"  
on the next page.**

## **ACTIVITY 27 – ROLEPLAY PREPARATION For Bullies Only!**

- ✓ **BEFORE THE ROLEPLAY, make 3 copies of the roleplays on p. 112, one for each of three volunteers.**
- ✓ **Ask for three volunteers to roleplay Bullhorn, Bulldog, and Bulldozer.**
- ✓ **Tell students:**
  1. If you're not used to handling things in a peaceful way, these roleplays are going to feel strange to you!
  2. But, like anything, with a little practice, most new behavior feels less and less strange.
  3. There are three short roleplays. Our first volunteer is going to read the part of Bullhorn in the first roleplay, then take a moment to STOP! and THINK!
  4. In this stop and think moment, Bullhorn takes the time to become more AWARE.
  5. I want to remind our volunteers to:
    - ☐ Really get into the part!
    - ☐ ACT OUT the Alter Ego (what you think and feel).
    - ☐ Stop and think, before you act!
    - ☐ Ask for help if you need it!
  6. Is everyone ready? Okay, Bullhorn, you're on!
- ✓ **After the first Volunteer reads Bullhorn, go to p. 113 and follow those instructions.**
- ✓ **Then, return to the Bulldog roleplay, and follow the same directions, finishing with the Bulldozer roleplay.**

## ACTIVITY 27 – ROLEPLAY For Bullies Only!

### BULLHORN

*(Clenches fists and gets ready to punch someone.)* I am going punch this kid! I am tired of this punk's whining and acting like a crybaby!

#### ***Stop and think!***

*(Unclenches fists .)* But what good will it do to hit this kid? The poor punk is just scared of me and looking for sympathy.

*(Turns to kid and says:)* Why are you acting like such a wimp? You're always feeling sorry for yourself. Okay, I'm not going to punch you. Lighten up.

=====

### BULLDOG

I hate rich kids! Look at the clothes on that girl! Look at that car her parents drive! I'm gonna give her a hard time! She's always showing off!

#### ***Stop and think!***

What am I thinking? Who cares what she's wearing? I would never wear those clothes even if I could! If I get the job I want, maybe I'll have enough money to get the clothes I want to buy. Why waste my time being jealous of someone else?

*Turns to kid and says:* "Nice outfit. Looks good on you."

=====

### BULLDOZER

Hey, you! You bumped into me on purpose! *Gets ready to punch.* What do you think you're doing? This is MY territory!

#### ***Stop and think!***

What am I doing? He apologized. It was an accident. Look at his face! He's afraid of me!

*Turns to kid and says:* “Okay, don’t worry. No problem. Accidents happen. Just watch it. I don’t like people touching me. You have to be more careful.

✓ **AFTER EACH SHORT ROLEPLAY:**

**Ask Roleplayer:**

1. How did it feel when you got angry?
2. How did it feel to almost react in a violent way?
3. How did it feel to unclench your fist and let it go?
4. Once you talked to the other person, did you feel different? How so?
5. Did you get a sense of power in releasing your anger rather than acting on it?
6. Is this behavior different from what you usually do?
7. When you let go of your hostile feelings, did you feel better or worse? Why, do you think?

**Ask Other Students:**

1. What ran through your head when you watched this roleplay?
2. Did watching it trigger any memories of your own?
3. Do you think that even though you may feel like bullying someone, you show more strength by NOT bullying?
4. Do you think you have the power to turn your thinking around?
5. Does turning your thinking around take more strength than bullying does?
6. Do you talk to someone when you're angry? How can talking with someone help you?
7. Do you think that talking can help to relieve the tension you feel?
8. Changing our behavior requires only two things: Looking at things differently, and really wanting to change!

✓ **Thank all students for their excellent work.**

- ✓ **Invite students to make more additions to your classroom charts.**

## I Can See Things Differently

### ✓ Ask students:

- ☐ What does it take to see things differently? Do you need glasses? New contact lenses?
- ☐ Does it help to see things differently if we take the time to get to know something about the person or thing we judge?
- ☐ What's the first thing you would want to know about someone who bullies you?
- ☐ Does your thinking immediately become new when you start to think about getting to know the bully, rather than wondering how you're going to get away from the bully?
- ☐ What else, do you think, could inspire you to think in new ways?  
*Encourage all responses!*

### ✓ Tell students:

- When we become aware that we can alter our thinking by just taking a moment to STOP and THINK — we begin to feel more powerful.
- When we STOP and THINK, we find that place inside us that helps us know what to do. Some people call this INSTINCT.
- We're not always taught to trust our instinct, but our instincts are very often right!
- All of us who've been a bully, or a victim, can do things that will change the way we approach our life. Here is a chart that lists things we are all qualified to do. (Give each student a copy.) Let's read them and talk about them. As we read through them, ask any question that comes to your mind.
- You may like some of the suggestions and not like others. Follow your instinct on which ones are going to work best for you.

**Go to Activity 28, "I'm Qualified!"**



**on the next page.**

## **ACTIVITY 28 – CHART**

### **I'm Qualified!**

1. I can talk with my family or with trusted friends about what I feel.
2. I will request a family time when we can spend some time together.
3. I can think and talk about ways I can get what I want without hurting other people.
4. I know I need to practice these ways.
5. I can learn to appreciate who I am and praise myself for doing things I feel proud of.
6. Instead of teasing people, I can think of ways to help them instead.
7. I can communicate in ways that make me feel good and make others feel happy.
8. I want to find friends that support the positive sides of myself.
9. I want to watch healthy, nonviolent television programs and movies.
10. I can play video games that make me feel creative and peaceful. Many of these are even more exciting and challenging than the violent ones.
11. I can find books to read that inspire my imagination in a positive way.
12. I want to spend time with friends and family in ways that encourage new learning that's positive and fun.
13. I will allow myself to admit that nobody is perfect and that we all make mistakes, and I don't have to punish myself for messing up now and again.
14. Making mistakes means I have something to learn.
15. I know that every day of my life I can do something to make myself better. When I feel good, I have the desire to do this. So I need to keep feeling good!



## Awareness Creates a Desire to Change

### ✓ Ask students:

- ☐ When you become aware of possibilities for changing the way you think, does this create a desire in you to change?
- ☐ Does changing seem more doable when you can SEE a way of changing that could work well for you?
- ☐ Do you think that, in a bully situation, the decision to not do anything keeps you from seeing the situation in a new way?
- ☐ Do you think that not taking any action keeps you blameless, innocent? Or is the opposite true?
- ☐ Do most of us tend to believe that that if we don't make any changes, we are safer?

### ✓ Tell students:

- When we have to make a choice between taking action and not taking action, we have to make a decision.
- If we take action, it could backfire. If we don't take action, we could get hurt. Sometimes, there isn't a clear, positive way to go.
- Learning to think on our feet not only makes us stronger but helps us choose a path that's different from anger, or self-blame.
- Think, right now, of one way you can remember when you did something different — when you decided to NOT do what you've been told to do.
- Whether that action was positive or not — think about what caused you to take that risk, to try something new.
- When we become aware of what causes us to think in new ways, then we have some choices. We no longer have to do what we've always done. We can say, "I remember when I made the choice to stick up for myself" or "I recall when I tried to make friends with that bully, and it worked."

- Let's do an activity that helps us take a look at these high-risk situations that happened to us.

**Go to Activity 29, "The Chance I Took!"  
on the next page.**

## ACTIVITY 29 – ACTIVITY

# The Chance I Took!

- ✓ Read aloud these short situations, one by one, to one student at a time. Repeat them so that every student gets at least one turn. After each one, ask the questions on the next page.

**Situation A:** Someone said something to me that made me very angry.  
The action I chose was\_\_\_\_\_  
What caused me to take that action was\_\_\_\_\_.

**Situation B:** Someone accused me of something I didn't do.  
The action I chose was\_\_\_\_\_  
What caused me to take that action was\_\_\_\_\_.

**Situation C:** An adult I know treated me as if I was a stupid child.  
The action I chose was\_\_\_\_\_  
What caused me to take that action was\_\_\_\_\_.

**Situation D:** One of my parents grounded me for not doing what I promised.  
The action I chose was\_\_\_\_\_  
What caused me to take that action was\_\_\_\_\_.

**Situation E:** A classmate of mine wanted to copy my homework.  
The action I chose was\_\_\_\_\_  
What caused me to take that action was\_\_\_\_\_.

**Situation F:** After giving my word to someone, I broke it.  
The action I chose was\_\_\_\_\_  
What caused me to take that action was\_\_\_\_\_.

**Situation G:** I had chores to do but didn't do them, because I was tired.  
The action I chose was\_\_\_\_\_  
What caused me to take that action was\_\_\_\_\_.

**Situation H:** A group of people I wanted to be with didn't invite me along.  
The action I chose was\_\_\_\_\_  
What caused me to take that action was\_\_\_\_\_.

**Situation I:** I was very angry but didn't tell anyone. I let it build up.  
The action I chose was\_\_\_\_\_  
What caused me to take that action was\_\_\_\_\_.

**Situation J:** I went into a rage when some of my stuff was stolen.

The action I chose was\_\_\_\_\_.

What caused me to take that action was\_\_\_\_\_.

**Situation K:** A person I know scared me. I was cruel to this person.

The action I chose was\_\_\_\_\_.

What caused me to take that action was\_\_\_\_\_.

✓ **Congratulate students on their excellent work on becoming AWARE!**

✓ **Ask students:**

- ☐ When we're so busy getting upset, feeling afraid, or absorbed by our anger, are we taking time to really LOOK and SEE what's going on inside us?
- ☐ What do you think you personally can do the next time you're caught up in fear or anger to help you STOP the fear, STOP the anger, STOP the fight inside you — and THINK before you ACT?

✓ **ASSIGNMENT 11: Tell students (as you pass out this assignment):**

- **For our next assignment, come up with one possible way you can think of to STOP the fear, another to STOP the anger, and a third to STOP the fight inside you for each specific situation in the assignment.**
- **Let's read the instructions together to make sure we understand what to do.**

**Go to Assignment 11, "Stop the Fight!"  
on the next page.**



## **ASSIGNMENT 1 1**

# **Stop the Fight!**

**BE AWARE** of when you feel afraid, when you get angry, or when you feel like fighting back! Describe three situations that happen to you this week — one that causes you to feel fear, another that causes you to get angry, and another that makes you want to fight. They can be any situations you choose. Then, describe in each situation: 1) What happened, and 2) one way you could possibly stop the fear, anger or fight. If you come up with more than one way, write it down, too! The more choices you have, the more options!

### **SITUATION 1: I FELT AFRAID!**

**What happened:**

**One way I could stop the fear:**

**Another way to stop the fear:**

### **SITUATION 2: I GOT ANGRY!**

**What happened:**

**One way I could stop the anger:**

**Another way to stop the anger:**

### **SITUATION 3: I WANTED TO FIGHT!**

**What happened:**

**One way I could stop the fight inside me:**

**Another way to stop the fight inside me:**



## LESSON 12

# Stopping the Conditioned Cycle of Revenge

### Breakdown of Lesson 12:

Learning to see the other side.  
Choosing recognition instead of revenge.  
Going beyond conflict.

### Materials & Tools Needed:

Activity 30: Review “Adjusting My Focus,” pp.122-123, before class.  
Activity 31: Review “Releasing the Violence in My Brain,” p.125, before class.  
Activity 32: Make two copies of “I Can End Conflict,” roleplay, pp. 128-130.

### Review Assignment 11: Ask students:

1. Who wants to volunteer a situation in our assignment?
2. How did you handle this situation?
3. What options did you come up with?
4. Do you think you gain some advantage when you have more than one option?

**Get as many students to volunteer their assignment results as possible. Congratulate students on their good work!**

## Learning to See the Other Side

### ✓ Ask students:

- ☐ Have we learned that it's important for us to be able to stand in a bully's shoes and see the bully's point of view?
- ☐ Have we learned that it's also important to **not judge** the bully, but to do our best to **see** the bully's point of view?
- ☐ What do we gain by being able to see the bully's point of view?

- ❑ Do you think that, when we attempt to see the bully's point of view, we start to think in terms of positive action rather than negative action?
- ❑ Do you think that in today's world, it's helpful to be able to see **all** sides of a situation? Can this kind of thinking prevent fights, battles, wars?

## Choosing Recognition Instead of Revenge

### ✓ Tell students:

- When we stop to see what's real — what's really going on — in our mind, in our home, in our school and community, in the world — in any given situation — we choose **recognition** over revenge.
- When we recognize what another person is doing and why that person is acting in a certain way, we are more likely to say, "I see what he's doing. I'm a human being, and I've acted that way too. Instead of getting mad, I'm going to help."
- When we come from a mental position of strength, we often do not have to physically show strength. Sometimes we human beings underestimate the power of our minds.
- Learning to think for ourselves does not mean purposely challenging our family and friends, just to be different or hostile.
- Learning to think for ourselves means developing the ability to understand what's really true and what isn't — being able to determine what's fact and what's fiction.
- When we have learned to think for ourselves, it's easy for us to let go of prejudiced thinking and negative conditioning . It's much easier to have balanced points of view about people and places around us.
- Conditioned thinking makes us prisoners. When we're busy protecting ourselves by living in fear of something that happened in the past, we never learn anything in the here and now.
- Our fear and our conditioned thinking often keep us from taking positive action — for ourselves as well as for another person.

- Mental strength comes from adjusting our focus, stopping to take a good look at what's real!
- Let's take on some rapid-fire statements to complete to see how good we are at adjusting our focus! (It's okay to repeat these.)

**Go to Activity 30, "Adjusting My Focus!"  
on the next page.**

## ACTIVITY 30 – RAPID-FIRE STATEMENTS!

### Adjusting My Focus!

- ✓ Tell students that you are going to make rapid-fire statements that have no endings! Students must answer spontaneously! They must say the first thing that comes to mind! Since there are no “right” or “wrong” answers, there’s nothing to lose! But the point is to think differently — adjust your focus!

1. In a situation where a bully is scaring me, it’s best to \_\_\_\_\_.
2. A bully is someone who was once a victim. The reason I might want be kind to a bully is \_\_\_\_\_.
3. A victim is a person who is picked on by a bully and has, in most cases, done nothing wrong. The reason I might want to help a victim is \_\_\_\_\_.
4. Whenever I sense a fight coming on, the best thing I can do is \_\_\_\_\_.
5. I recognize that any fear I feel comes from something that happened to me in the past. When I feel that fear now, the best thing I can do is \_\_\_\_\_.
6. I know I have many choices in ways to walk away with confidence when approached by a bully. I think that the conditioning buster that works best is \_\_\_\_\_.
7. I recognize that I am a conditioned human being. One way I’m conditioned that I would really like to change is \_\_\_\_\_.
8. We live in a violent world. The only way I can think of to change this is to \_\_\_\_\_.
9. When I’ve been attacked by a bully in the past, I didn’t know what to do. I think I have a better idea now. One of the conditioning busters that I wish I’d known before is \_\_\_\_\_.

10. Preventing conflict is a major goal. One way I can see preventing conflict in my life is to\_\_\_\_\_.
11. I know that a bully becomes a bully by being a victim first. The best way I know to prevent people from becoming victims is to\_\_\_\_\_.
12. When I STOP and THINK, or when I sit with my eyes closed in Mukuso, what happens for me is\_\_\_\_\_.
13. I have felt helpless in the past to change anything in my life. I don't think I feel that way anymore, because \_\_\_\_\_.
14. The greatest curse of being bullied is not knowing what to do about it. Although I still have memories of being bullied in the past, I know that I can\_\_\_\_\_.
15. I have been conditioned by bullies in my life, and that conditioning has definitely affected how I think and act. One way I have been trying to change my conditioning is\_\_\_\_\_.
16. An unforgettable impression a bully has left with me is\_\_\_\_\_. What I am doing with that impression is \_\_\_\_\_.
17. I have felt afraid many times in my life. It's hard to make fear go away. What I'm doing, however, to handle my fear is\_\_\_\_\_.
18. I have repressed my fear and anger for a long time. I can see the effect this has had on my life. What I want to do now is\_\_\_\_\_.
19. I recognize that when I have angry thoughts, I act in angry ways. Lately, the way I've been able to handle my angry thoughts is \_\_\_\_\_.
20. I recognize that when I get angry with myself, I get depressed. I understand that to end my depression, I need to \_\_\_\_\_.
21. I have experienced rage first-hand , and I can't think of anything good to say about it, except\_\_\_\_\_.

22. I have longed for revenge for people in my life who have hurt me. Thoughts of revenge sometimes can make you feel better, but actually acting out revenge is \_\_\_\_\_.
23. The smartest way to handle any bully is to \_\_\_\_\_.
24. I am aware that I've been conditioned by many people in my life, and that many thoughts I have are based on that conditioning. While I accept my upbringing, even though it wasn't perfect, I'm living in the here and now, and what I need to do now is \_\_\_\_\_.
25. My favorite thing I've learned in this class is \_\_\_\_\_.
26. My least favorite thing I've learned in this class is \_\_\_\_\_.
27. I can see how I've judged other people and also how I've judged myself. I can tell that judgment is \_\_\_\_\_.
28. I can see how many people, including myself, have lived in fear. What happens when you feel fear is \_\_\_\_\_.
29. One way I have made my mind more powerful is \_\_\_\_\_.
30. The highest goal of the martial artist is \_\_\_\_\_.



## Going Beyond Conflict

### 1. Tell students:

- ☐ When we can talk to each other about how we create conflict — honestly and freely — and admit our conflict-making thoughts to each other, do you think we can work together to end our conflict?
- ☐ How do you feel about talking to friends and family about your conflicts? Can you do it?
- ☐ What steps do you think you can take to make this revelation about your conflicts easier?
- ☐ Does it help you to know that the person you will be revealing your conflict to is also going to reveal his/her conflict to you?
- ☐ Do you see how this kind of talking, honestly and freely, can help reduce conflict?

### 2 ☐ Tell students:

- Peace is always in you. YOU play a major part in making it happen, and in preventing it from happening.
- The potential for peace and for preventing conflict is always inside you.
- As strange as it sounds, most of us are responsible for getting in the way of our own peaceful life, our own conflict-free existence.
- As true as this is, we don't always want to take responsibility for creating peace in our lives. We think it's too difficult, or that it can't be done unless we have a lot of help.
- Help is always good, but your path to positively conditioned existence begins with you!
- There are steps you can begin taking today to stop yourself from preventing peace from happening.
- Let's do an exercise that will set us on the right path.

- Let's divide ourselves into pairs. *(You may want to divide students yourself, or allow them to pair up on their own.)*

**Go to Activity 31, "Releasing the Violence in My Brain!"  
on the next page.**

## **ACTIVITY 31 – ACTIVITY!**

# **Releasing the Violence in My Brain!**

✓ **Tell students:**

- Choose a violent thought or feeling you've had. It can be a real one, or one you've made up.
- Decide who will go first — you or your partner. Then, whoever goes first, you must roleplay yourself or someone who feels violent.
- Go through this process:
  1. Express the violent thought or feeling to your partner.
  2. Let the thought/feeling just be there. Ask your partner to just listen, and to be a sounding board.
  3. Become aware of the thought and feeling, and focus on it.
  4. Try to see what is behind the hate, the violent feeling. Tell your partner something you think might be behind these strong feelings you have.
  5. Is there an inward hate or violent feeling toward YOU that may have started this reaction in you? Tell your partner about any feeling of hate or violence you have toward yourself.
- Now, watch your thoughts and feelings without judging them.
- Immediately express some thoughts you have about going through this process.

✓ **Give students about five minutes, then call time and tell students:**

- Now, switch places. Let's go through this process again, but this time the partner who was listening becomes the one to express violent thoughts and feelings.

✓ **Give students another five minutes, then call time and ask:**

- ☐ What was it like to reveal feelings of anger to another person?
- ☐ Did it make you uncomfortable, or did it give you a feeling of relief to talk about it?
- ☐ Does talking help?

✓ **Tell students:**

- Our minds are full of beliefs that sometimes keep us from seeing things as they truly are.
- The root of conflict comes from self-judgment.
- The more “bad” you think you are, the larger and more painful the thoughts become.
- Sometimes we “project” our hurt feelings onto other people, blaming THEM for the pain WE feel.
- Sometimes our brain forgets that WE are the ones who created these thoughts and feelings.
- Self-judgment creates a division inside us. Part of us thinks we are a hero, and part of us thinks we are a villain.
- We can heal the division in our brain. We created the division, so we can heal it!
- We can learn how to WATCH our thoughts in Mukuso, rather than JUDGE them.
- By watching, we become AWARE of our thoughts and feelings.
- Once we are aware of them, and we do not judge them, we have stopped conflict in its tracks!
- If I do not judge myself, I will not judge others either! This prevents conflict!
- To go beyond conflict, we need to allow ourselves to speak honestly and freely, and admit our conflict-making thoughts to one another. Then, we can work together to end our conflict.

**Go to Activity 32, “I Can End Conflict!”  
on the next page.**

## ACTIVITY 32 – ROLEPLAY PREPARATION

### I Can End Conflict!

- ✓ **BEFORE THE ROLEPLAY**, ask for two volunteers to roleplay the parts of **Mercer** and **Wilde**. (Make 2 copies of roleplay.)
- ✓ Tell the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing. However, it's VERY important that they PRETEND to hurt a victim and NOT REALLY hurt the victim.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses ( ) which are instructions and should **not** be said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
  1. This is our final roleplay for this curriculum. Let's see what you will recognize, and how aware you've become!
  2. Remember: When you can see the cause, you're ahead of the conflict!
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
  1. What conditioning did you notice in this roleplay?
  2. What conflict did you see? What was the cause of the conflict?
  3. Was there a fight going on? Did the fight get stopped? By whom?
  4. What conditioning busters did Mercer use with Wilde?
  5. Did Wilde recognize his violent action at some point? What made Wilde aware of the action Wilde was about to take?
  6. Do you think that recognizing the cause of our conflict is helpful? In what way?
- ✓ **Thank students for their excellent work.**

- ✓ You may want to present each student with a plaque or award of some kind to thank them for their hard work, and to remind them of the role they play in their own awareness and happiness.
- ✓ With students like yours, we have every hope that the world is going to become a more peaceful place.

## ACTIVITY 32 – ROLEPLAY

# I Can End Conflict!

**Attention Roleplayers!** Read your part with enthusiasm! Have fun!

**MERCER**

Uh-oh. Here comes that Bully, Wilde, again. What is Wilde going to want THIS time?

**WILDE**

Hey, there, Mercer. Fancy meeting you today! What's in that cool backpack you're carrying?

**MERCER**

Nothing that would interest you, I'm sure.

**WILDE**

(Getting tough:) Oh, yeah? Well, let me decide that for myself. Give it to me!

**MERCER**

I'd really rather not, Wilde. Last week, you took my sister's CD. Now she's pretty mad at me.

**WILDE**

Aw! Isn't that too bad! I'm really sorry that your sister is mad at you, Mercer. I hope you can handle her all right.

**MERCER**

You know, Wilde, the trouble with you is you have no sympathy for anyone. Is there anyone in this world you feel sympathy for?

**WILDE**

(Thinks:) Nope. I guess not.

**MERCER**

Not even for yourself?

**WILDE**

What are you talking about? Why would I have sympathy for myself? I don't need anyone's sympathy!! I've got no reason to feel sorry for myself. I'm tough!



I can handle any situation! I win every fight I get into! People respect me because I'm tough.

**MERCER**

I'm going to go way out on a limb here, Wilde, and tell you something I know. I'm taking a big chance here, because I happen to know that something you said isn't true. The reason I'm going to tell you is that I don't think you want to walk around believing something that isn't true, do you?

**WILDE**

Everything I said was true. What did I say isn't true? What are you talking about, punk?

**MERCER**

Well, you are definitely tough. I will personally vouch for that.

**WILDE**

Of course I am.

**MERCER**

You definitely win lots of fights. That's true.

**WILDE**

Of course that 's true. Go on!

**MERCER**

It's the respect thing.

**WILDE**

What do you mean? (*Gets angry:*) Are you saying people don't respect me? Why would you SAY such a stupid thing, Mercer?

**MERCER**

There's a difference between respect and fear, Wilde. Have you ever given that any thought? People fear you, but — now just think about this before you fly off the handle — people fear you, but don't necessarily respect you. Do you want to be feared, or respected? Because if you want to be respected, I know how you can get respect. But you have to give up being feared. That's the catch.

**WILDE**

Are you trying to make fun of me?

**MERCER**

I am not. I am trying to get you to want respect more than fear. That's the truth.

**WILDE**

Okay, okay. Let's say I want respect more than fear. How do I get it, punk?

**MERCER**

By stopping a fight before it starts.

**WILDE**

*(Gets angry:)* Are you crazy?

**MERCER**

I swear this is true. If you can STOP a fight before it gets going, people immediately respect you, because they understand that it takes powerful thinking to stop a fight. Have you tried it?

**WILDE**

I can think powerfully. I'm smart, besides being tough.

**MERCER**

Show me.

**WILDE**

Show you what?

**MERCER**

The next time a fight starts, STOP it before it starts!

**WILDE**

I can do that! I'm smart enough to do that! Okay! Okay, I will! I'll show you that I can get respect! Wait a minute!

**MERCER**

What.

**WILDE**

Do YOU respect me?

**MERCER**

Do you want to hear a nice compliment, or do you want the truth?

**WILDE**

*(Grabs Mercer's shirt and pulls Mercer close:)* I WANT THE TRUTH!

**MERCER**

Wilde, I said you would get respect if you could STOP a fight before it starts. Somehow, I feel a fight coming on. Would you kindly let go of my shirt?

**WILDE**

(Thinks, then lets go of Mercer's shirt:) Sorry, kid. Okay, I stopped the fight.

**MERCER**

Wilde, I respect you like crazy.

**WILDE**

Cool.