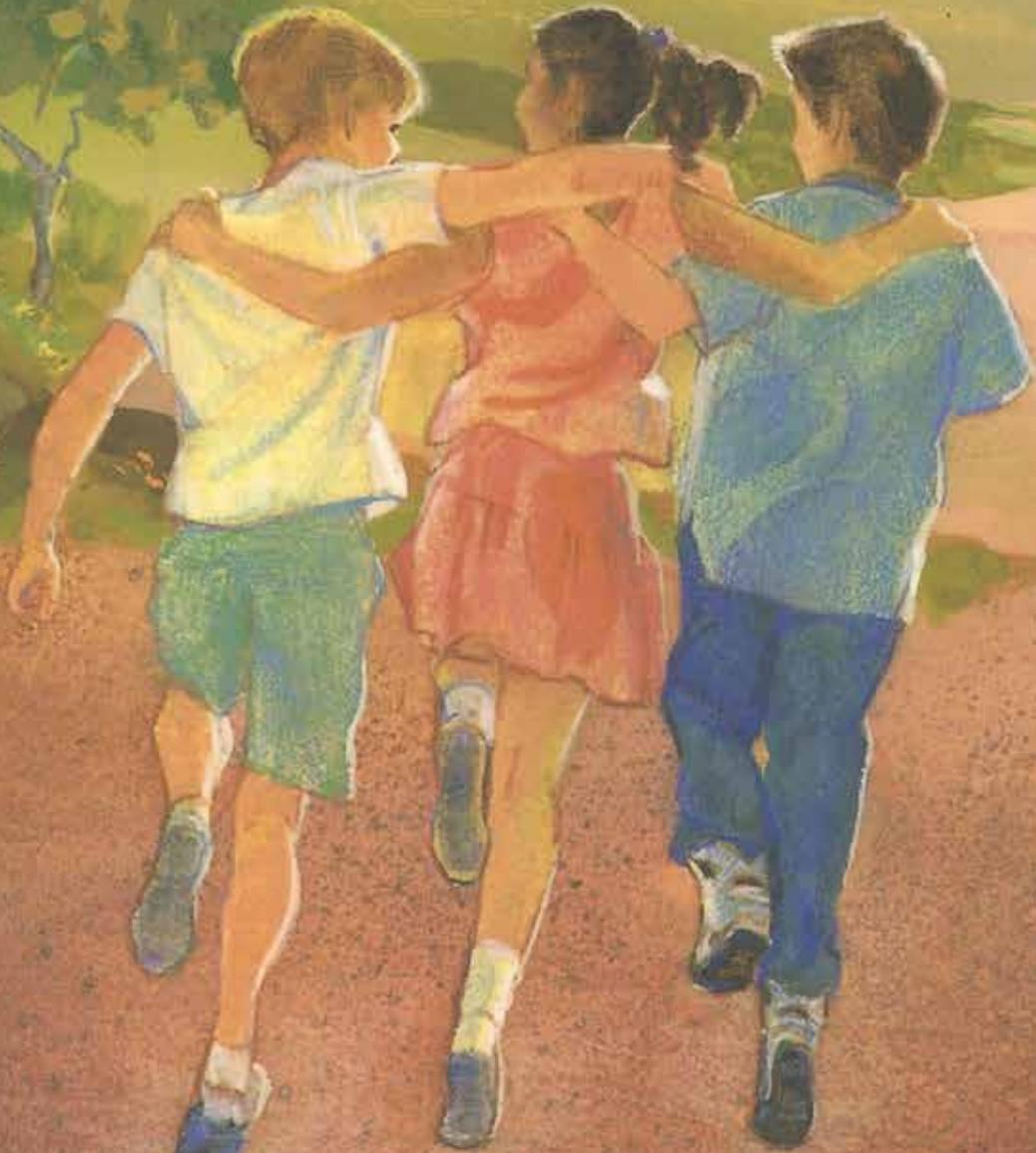


# Learn to Live Peacefully



# THE MAP S.T.A.R.S FOR PEACE PREMIER PROGRAMS FOR UNDERSTANDING THE CAUSE OF HUMAN CONFLICT

## FROM THE PLAYGROUND TO THE BATTLEFIELD – INDIVIDUALLY AND SOCIALLY

In order bring about an understanding of conflict created by prejudicial conditioned thinking emanating from the primitive biological brain one has to have the resources that give people, especially young people, the ability to intellectually and realistically grasp what this root of conflict is. This means to be able to look at conflict, at violence, as it is without any glorification of it or by resisting it by promoting idealistic sentimentalized views of “peace”. What we generally have in regards to “peace educating books” and curricula to “teach peace” are idealistic, romanticized versions of what we think peaceful behavior should be. Or on the other hand we glorify violence by promoting books, comic books, video games and movies that encourage violence as a heroic cultural ideal, one that is regarded as patriotic and noble. Rarely do we promote resources that look directly at violent behavior, at conflict, without any judgment.

The particular Premier Programs that follow best represent the intent of Martial Arts for Peace in understanding the cause of prejudicial conditioned thinking emanating from the primitive biological brain. The illustrations on the flyers and in the books are realistic graphic representations of hostility as it is so one can see what is and not what should or should not be. In this way one can inquire directly into the cause of violence they illustrate and hence end it in that direct conscious awareness.

The last Premier Program in this series represents the Martial Arts for Peace school that addressed the conditioning that is the basis of the three programs that precede it – Respect – The Martial Arts Code of Conduct and the Martial Arts for Peace video created in 1985.

<https://www.atriumsoc.org/map/video.php>

The Martial Arts for Peace resources and training is free of charge due to grants from generous donors.

*“Dr. Webster-Doyle is an eloquent leader of the movement to combine principles of education, psychology, and the martial arts to teach young people to resolve conflict peacefully.”*

**– Dr. Lawrence Shapiro of the Center for Applied Psychology**

# HOW TO DEFEAT THE BULLY WITHOUT FIGHTING

**A MAP S.T.A.R.S. Conflict Education Program**

**Based on the internationally acclaimed, award winning book  
*Why Is Everybody Always Picking On Me? A Guide to Handling Bullying***



*"Webster-Doyle's insight is that by recognizing, understanding, and accepting our violent tendencies, we can avoid acting them out. This book is good for teachers and parents of school children."*

– YOUNG CHILDREN, Magazine of the National Association for the Education of Young Children

# RESOURCES

## Why Is Everybody Always Picking On Me?

A MINI-CURRICULUM FOR INSTRUCTORS TO TALK ABOUT BULLIES AND VICTIMS

Ages 8-12

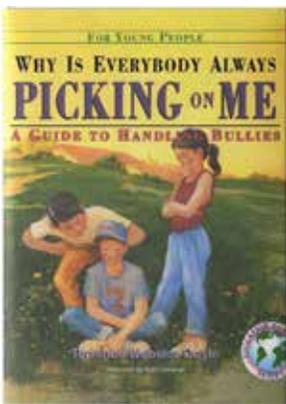
## Why Is Everybody Always Picking On Me?

WORKBOOK

Companion workbook for children for the accompanying book and curricula sharing the same title, *Why Is Everybody Always Picking on Me?*

## Master Bullying Curriculum

FOR YOUNG PEOPLE AGES 13 AND UP



## Why Is Everybody Always Picking On Me?

A GUIDE TO HANDLING BULLIES

Lively color illustrations, exciting stories, and practical tips and role-playing exercises help give children the tools to avoid being victimized.

- Cope with the “Schoolyard Bully”!
- Stop bullies by using the “School of No Sword”!
- Gain the confidence to win without fighting!

This book is also for adults searching for constructive ways to help young people peacefully confront hostile aggression. Illustrated by award-winning artist, Rod Cameron.

*“Helps young people deal with conflict and violence by describing practical skills for peace.”* - Holistic Education Review presented at the 1995 UNESCO-sponsored International Educators for Peace Congress



RECIPIENT OF  
THE SILVER  
BENJAMIN  
FRANKLIN  
AWARD

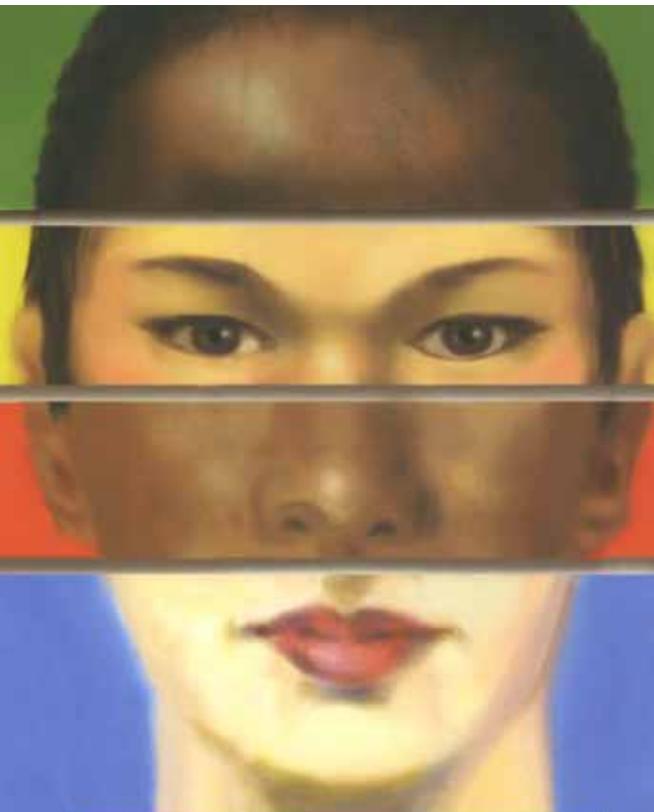
NAMED ONE OF THE 10  
BEST BOOKS BY THE  
OMEGA NEW AGE  
DIRECTORY

Learn more at [www.atriumsoc.org/map/map-mini-program-bullying.php](http://www.atriumsoc.org/map/map-mini-program-bullying.php)

# WHY IS EVERYBODY ALWAYS PICKING ON US?

**Are We Born Prejudiced? Are We Born to Bully?**

**Yale University's Centre for Infant Cognition studies show infants learn social stratification as early as nine months.**



*"It's the genetic factors that underlie the tendency to behave in a certain way that explains how the group reacts to the child and then rejects and victimizes the child."*

This program presents an innovative insight into the innate root cause of prejudicial bullying in order to prevent this individual and social disorder from occurring since there is the possibility that this inborn genetic heritage could by design set in motion bullying on the battlefield.

<http://prejudice.bravenewchild.org>

# RESOURCES

## Why Is Everybody Always Picking On Us?

### WORKBOOK

Companion workbook for children for the accompanying book and curricula of the same title, *Why Is Everybody Always Picking On Us?*.

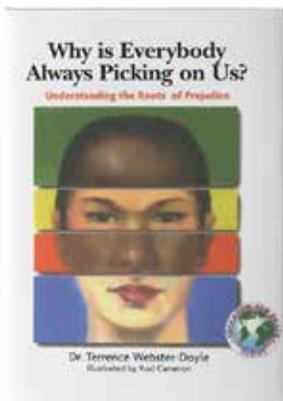
## Master Prejudice Curriculum

FOR YOUNG PEOPLE AGES 13 AND UP

## Why Is Everybody Always Picking On Us?

A SPECIAL CURRICULUM FOR AGES 8-12

Companion workbook for children for the accompanying book and curricula of the same title, *Why Is Everybody Always Picking On Us?*.



## Why Is Everybody Always Picking On Us?

### UNDERSTANDING THE ROOTS OF PREJUDICE

The first book of its kind to explore the roots of prejudice. For young people ages 8-14 who are interested in understanding how prejudice is created, through conditioned thinking. This book offers:

- Insights into what motivates prejudice
- Insights to understand prejudice and its consequences
- Ways to help young people free themselves of prejudice

This book is also for adults to help young people see how conditioning and prejudice affect us all.

Illustrated by Award-winning artist, Rod Cameron.

*"This book , 'Why is Everybody Always Picking on Us?' explores the roots of prejudice. I don't think I've seen another book like it. This book looks at stereotypes, bigotry, discrimination, scapegoating, racism, and more. How wonderful if this book could be used in one's social studies classroom!"*

- American Pride Through Education

## ¿POR QUÉ ESTÁN SIEMPRE METIÉNDOSE CON NOSOTROS?

ENTENDIENDO LAS RAÍCES DEL PREJUICIO

Learn more at [www.atriumsoc.org/map/map-mini-program-prejudice.php](http://www.atriumsoc.org/map/map-mini-program-prejudice.php)

# Are babies born bullies? Are we born prejudiced?

**Also the University of British Columbia Centre for Infant Cognition studies show infants learn social stratification as early as nine month.**

Babies today are all about blankies, bottles and ... bullying?

A new University of British Columbia study done by the Centre for Infant Cognition suggests naptime may be the new frontier in the war on bullying.

***Bullied children may bring exclusion on themselves with gene-linked behavior, study says.***

The episodes of bullying that mar early grade school years for hundreds of children may be a partial result of the victim's DNA, a new study suggested Wednesday.

The behaviors that most often lead to exclusion and victimization in the classroom or schoolyard have their roots in a student's genes, the study said, arguing that children's genetic makeup has a direct impact on the quality of the interactions they enjoy with their peers.

The findings were published on the website of the journal Child Development.

Michel Boivin, lead researcher and psychology professor at Laval University, said a child's genes will often dictate the way they act, which will in turn shape their experiences both in and out of the classroom.

In experiments conducted by UBC psychology professor Kiley Hamlin, babies aged nine to 14 months were found to take pleasure in the bullying of individuals they saw as different from themselves.

The study, in a terrifying preview of the social minefield that is the high school cafeteria, offered the infants a choice between a snack of graham crackers or green beans. The children were then shown a video of two puppets. In the video, one puppet favored the same snack as the child while the other puppet made a food faux pas by choosing the snack the child had passed on.

The children, when asked which of the puppets was their favorite, selected the puppet with similar tastes.

The experiment takes a slightly sinister turn when the children are shown videos of the puppets bullying each other. Not only did the children not mind when their favorite puppet picked on the puppet who chose differently from them, they also showed favoritism to new puppets who bullied the puppet that liked different snacks from the infant.

While the study's findings could inform future anti-bullying strategies, for now they are a mere chilling peek-a-boo into the world of baby bullies, and how infants learn to make their way in the world.

*[Via the Vancouver Province]*

### **Bullied children may bring exclusion on themselves with gene-linked behaviour, study says Canadian Press 1/17/13**

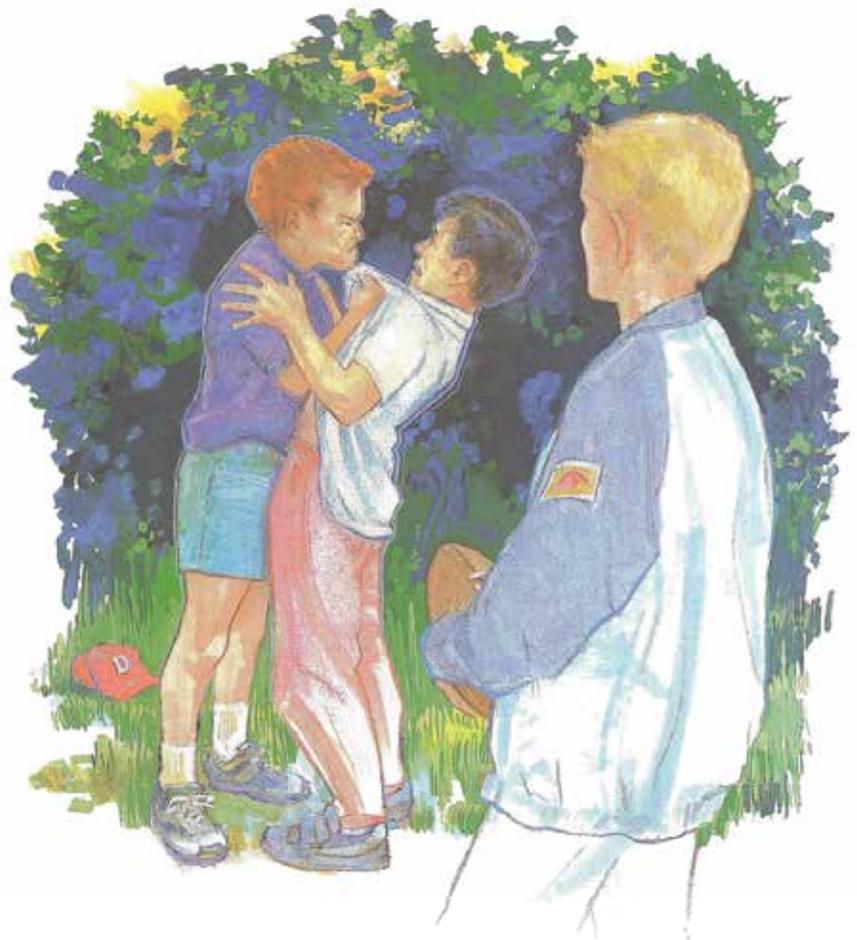
Michel Boivin, lead researcher and psychology professor at Laval University, said a child's genes will often dictate the way they act, which will in turn shape their experiences both in and out of the classroom.

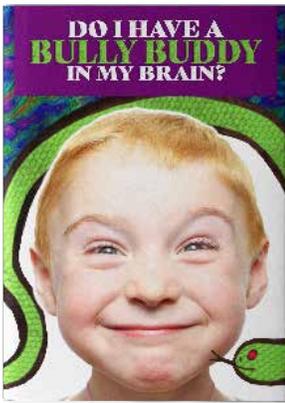
"We know that it's behavior that drives the peer difficulties," Boivin said in a telephone interview from Quebec.

"It's the genetic factors that underlie the tendency to behave in a certain way that explain how the group reacts to the child and then rejects and victimizes the child."

Boivin said a child's genetic makeup lies at the root of certain behaviors that are more likely leave children on the social sidelines.

Limiting social ostracism would have innumerable educational and mental health benefits for the five to 10 per cent of students who report feeling marginalized in school, he said.



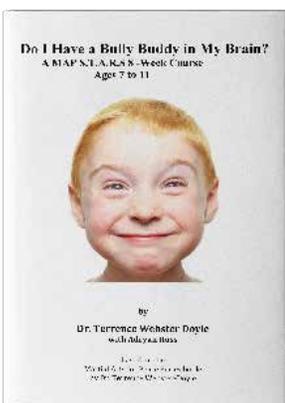


## Do I Have a Bully Buddy in My Brain? Book

The intent of this book is to help young people to creatively avoid and resolve conflict from a potential threat before it becomes physical using mental self-defense. The intent of this book is also to create an intelligent understanding of the fight or flight survival instinct of the primitive reptilian brain in coping with human conflict so it can through this insightful awareness not react offensively when the threat is only an imaginary one.

Letter to the **New Mexico Holocaust & Intolerance Museum Board of Directors**, dated August 6, 2008, by the Museum's Director Harold Foley *"These people are truly extraordinary and their thoughts should be considered as we design the new exhibits. Their message is in part that all creatures have a "flight or fight" instinct that is set in place instantly by frightening experiences. This is in turn perpetuated by exposure, actual or imagined, to any creature that even resembles the object of their fear. The actions of others, and propaganda, strengthen these responses. I talked with these people about their successes in Liberia rehabilitating child "soldiers"."*

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



## Do I Have a Bully Buddy in My Brain?

A MAP S.T.A.R.S. 8-WEEK COURSE FOR AGES 7 TO 11

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

# ARE WE BORN HARDWIRED FOR WAR?

## Is Combat in Our DNA?

**This program does not present an anti-war or pacifist argument**

– instead, it brings an understanding of the inborn hardwired genetic instinct that creates conflict – from the playground to the battlefield.

“Most honest combat vets will tell you, perhaps not eloquently but in their own way, the same thing: essentially that combat is in our human DNA and demands to be exercised...The question is, “Can we humans evolve peacefully, or will we succumb to instincts we can’t transcend?”

– Quote from a former Marine Corp helicopter pilot in Vietnam

[www.atriumsoc.org/resources-teachers.php](http://www.atriumsoc.org/resources-teachers.php)



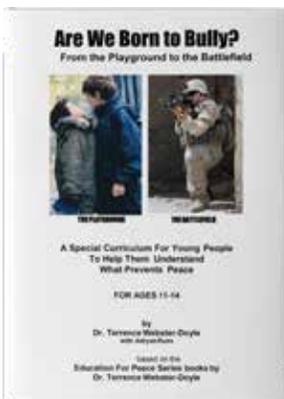
# RESOURCES



## Are We Born Hardwired for War?

A MINI CURRICULUM TO HELP STUDENTS UNDERSTAND WHAT CREATES CONFLICT

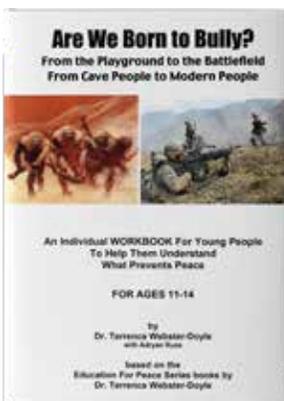
Do We Need to Fight to Survive?  
Is "The Enemy" An Illusion?  
Live Too Much in the Past?  
Is War a Dream, or a Reality?  
Peace Can Happen in an Instant!



## Are We Born to Bully?

FROM THE PLAYGROUND TO THE BATTLEFIELD

*"Are babies born bullies? University of British Columbia study shows infants learn social stratification as early as nine months. The episodes of bullying that mar early grade school years for hundreds of children may be a partial result of the victim's DNA."* - Quote from the University of British Columbia - The Centre for Infant Cognition



## Are We Born to Bully?

FROM THE PLAYGROUND TO THE BATTLEFIELD. FROM CAVE PEOPLE TO MODERN PEOPLE.

A companion workbook to the Are We Born to Bully? curriculum

*"The behaviors that most often lead to exclusion and victimization in the classroom or schoolyard have their roots in a student's genes, the study said, arguing that children's genetic makeup has a direct impact on the quality of the interactions they enjoy with their peers."* - Quote from the University of British Columbia - The Centre for Infant Cognition

# What Creates this Strain in my Brain?

## The Three Brains – With Dr. David Bohm

First of all there has been a view of the three brains: the reptilian, the mammalian and the new brain –the neocortex. Now the neocortex appeared rather suddenly. The reptilian and mammalian brains came into equilibrium with their surroundings and were more or less suited to them. Then suddenly the neocortex appeared. The mammalian brain with its emotional response responded to the environment and it worked.

But now it's surrounded by the new brain. The new brain can produce images, which are very convincing to the old brain. The old brain does not actually see these objects but the whole body still responds in a way, which corresponds to the object. The old brain knows how to get correspondingly stirred up in response to a lion and it says, "run". Or something nice appears and it says, "Go there".

The new brain, however, can produce images, which means not just pictures but stirring up the whole system as if there were that thing present. The old brain doesn't look out to see whether it's there or not. It can't. It just gets stirred up. So therefore it can say those images are irresistible. Either it says I want them or they frighten me or they make me enraged or whatever. However, the new brain is functioning in the environment of the old brain. Namely, all the neurochemicals and so on come from there. All the desire and all the energy to do something come from there. The new brain has no reason to do anything by itself. Therefore, when it gets all stirred up, it's confused and it doesn't work right. It's not integrated. When these neurochemicals are too strong, they confuse the new brain.

Let's take an elementary case. Suppose a certain thing disturbs or frightens you. Your mother comes along and says don't worry about it; she lulls you into a sense of security. What happens is that that thought liberates just as simply as a nice situation would; it liberates what are called endorphins which coat the nerves that produce pain or fear, which then produce an effect rather like morphine: they're named after morphine. Then when the situation suddenly changes or you think differently, the endorphins are removed. Eventually you're hooked on them. Why? Because the old brain demands that you think again in such a way as to reproduce those endorphins; it demands this of the new brain. Therefore it demands false thoughts that will lull you into a nice sense of security, like being identified with a group.

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

The new brain has to do what the old brain wants – that's the way the system presently works. The desire, the energy, the intention fundamentally come from the spinal column. The new brain cannot see any reason to do anything. It's sort of an analytical function. The new brain cannot control the old brain. Functionally that's an illusion or delusion. But society and culture said, "Let the new brain control the old brain. Being virtuous consists of doing that." The old brain is dealing with survival, but then it also sent signals that the new brain picked up as suggesting that it could help with survival. Therefore, the new brain found out that it could help the old brain in the struggle for survival by all sorts of methods to insure its security.

We could say therefore, considering this confusion in the brain, that practically all the problems of the human race are due to the fact that thought is not proprioceptive\*, aware of what it's doing. Due to this confusion thought is constantly creating problems and then trying to solve them. But as it tries to solve them, it gets worse because it doesn't notice that it's creating them, and the more it thinks, the more problems it creates – because it's not proprioceptive of what it's doing.

The challenge to humanity is this: How is humanity going to get these two brains to work together? Some new movement is needed which cannot start in either brain. It must start in another way. More creatively ("Empirical observation"\*\*)

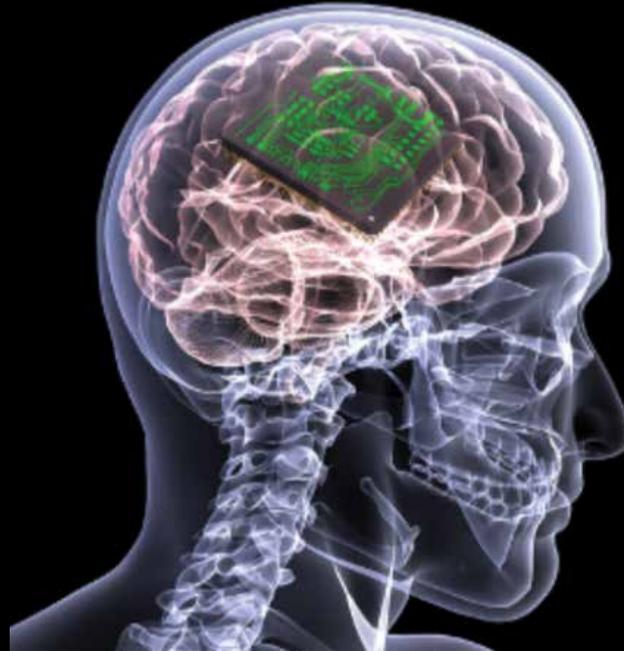
*\*Proprioceptive learning is an innate capacity for psychological self-correction. This faculty is self-operating in that it sees that which is unhealthy in the thinking process and in the moment of intelligent awareness nullifies the effect of the conditioned thinking thus making it ineffective. One doesn't need to do anything, for proprioceptive learning is self-corrective in and of itself. \**

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

*Quantum Physicist David Bohm was an American quantum physicist who contributed to theoretical physics, philosophy of mind, and neuropsychology. Bohm is widely considered one of the best quantum physicists of all time. He was greatly interested in how conditioned thinking, emanating from the primitive reptilian brain, created and sustained conflict.*

# PEACE - WHAT PREVENTS IT?

## Understanding the Conditioned Mind



*Most honest combat vets will tell you, perhaps not eloquently but in their own way, the same thing: essentially that combat is in our human DNA and demands to be exercised... The question is, can we humans evolve peacefully, or will we succumb to instincts we can't transcend?"*

– Quote from a former Marine Corp helicopter pilot in Vietnam

A presentation on how conditioned, prejudicial thinking emanating from the primitive biological brain creates conflict – how it impacts the human brain mentally, emotionally and physically, and how it extends from the playground to the battlefield.

**Learn more at [www.bravenewchild.org](http://www.bravenewchild.org)**

# RESOURCES

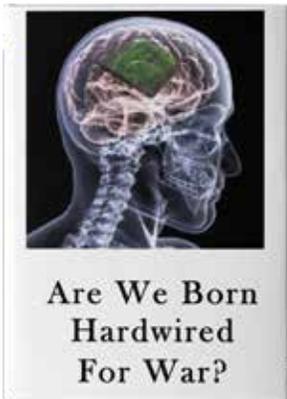


## Are We Born Hardwired for War?

IS WAR IN OUR DNA?

A Special Curriculum For Young People To Help Them Understand Their War-Like Feelings.

*"Most honest combat vets will tell you, perhaps not eloquently but in their own way, the same thing: essentially that combat is in our human DNA and demands to be exercised...The question is, Can we humans evolve peacefully, or will we succumb to instincts we can't transcend?"* - Quote from a former Marine Corp helicopter pilot in Vietnam

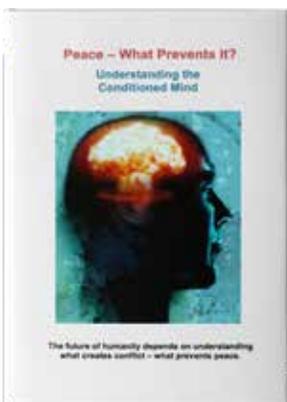


## Are We Born Hardwired for War?

IS COMBAT IN OUR DNA?

Is it possible that a genetically generated, misplaced biological drive for survival incites people to conflict? Is it possible that survival is a faulty instinctual compulsion?

Are we being controlled by this genetically generated, misplaced biological drive for survival, to the extent that no amount of knowledge can free us from it? In fact, is knowledge the cause of the conflict rather than the cure?



## Peace - What Prevents It?

UNDERSTANDING THE CONDITIONED MIND?

The future of humanity depends on understanding what creates conflict - what prevents peace.

*"Every publication from the pen of this author should make a significant contribution to peace within and without. Highly recommended!"* - New Age Publishers and Retailers Alliance Trade Journal.

# CHILD WARRIORS:

## Are We Priming Our Children's Brains for Violence?



*Fighting the Invisible Enemy – Understanding the Effects of Conditioning* was translated into Russian and serialized into the leading Russian teacher's magazine and distributed to all schools in that country.

Are children being exposed to violence on TV and through playing violent video games, setting up an environment that physically changes the brain by making it good at thinking and acting violently?

Can this then increase the possibility that the next generation of children will inherit a brain adapted physically to warlike behavior?

This program will offer insights to help young people and their parents and teachers to see the danger of watching violent videos and to understand the value of intelligent viewing to help them live a healthy and sane life.

Learn more at [www.bravenewchild.org/files/CallofDuty.pdf](http://www.bravenewchild.org/files/CallofDuty.pdf)

# Child Warriors: Are We Priming Our Children's Brains for Violence?

Excerpt from *Free The Children: Conflict Education for Strong Peaceful Minds* by Susan Gingras Fitzell

Are we, by allowing our children to be exposed to violence on TV, setting up an environment that physically changes the brain by making it 'good at' thinking violently? In doing so, are we also increasing the possibility that the next generation of children will inherit a brain adapted physically to warlike thinking?

Carlson-Paige and Levin write that "at no other time in history have children daily exposure to so many images removed from direct experience, many of which focus on violence." How might this exposure to violence affect the physical structure of the brain?

According to Jane Healy (1990), neuroscientists understand that "...what children do every day, the ways in which they think and respond to the world, what they learn, and the stimuli to which they pay attention...shape their brains. Not only does it change the ways in which the brain is used (functional change), but it also causes physically alterations (structural change) in neural wiring systems."

Healy refers to the work of E. James Potchen, who has studied 18,000 brains: "Dr. Potchen tells of both animal and human brains that have restructured themselves significantly on the basis of learning experiences." If the average child spends 24 hours a week watching TV and Power Ranger-type videos, it would follow that this type of activity becomes part of his/her learning experience.

Says Marian Diamond, professor of neuroanatomy at the University of California, Berkeley: "There is absolutely no doubt in my mind that children's brains are changing. Whatever they're learning, as those nerve cells are getting input, they are sending out dendritic branches. As long as stimuli come in to a certain area, you get more branching; if you lose the stimuli, they stop branching," (Healy).

This contention is backed up by Michael D. Chafetz in his book *Smart for Life*: "Whenever brain cells are activated by seeing, speaking, or solving problems, they begin to change. They take in more chemical energy and remodel nerve endings and receptors. They form new connections."

New scientific studies and advanced technology have taken our understanding of how the environment affects us beyond the psychological foundations of conditioning: "People, including children, tend to develop a taste for what they are conditioned to. There is no indication that in the 1950's boys enjoyed TV less because it was less violent...It is an acquired taste that the media have played an important role in developing."

The National Institute of Mental Health published a report in 1982 that confirms that “children who watch a lot of violence on television may come to accept violence as normal behavior” (Miedzian, 1991).



If one takes these concepts to a logical conclusion, one might deduce that not only are children who have violent media input as part of their experience being psychologically conditioned to think in violent ways, but also their brains are developing the neural connections and dendritic branching for violent thinking. Psychological conditioning physically changes the brain. Violence in the media is creating a psychological and physical predisposition for violence in our children.

As parents or educators, what can we do? According to Terrence Webster- Doyle (1989), “being conscious of the influence of advertising and of programming that is unhealthy is of utmost importance since media has a tremendous effect on the brain.” We need to stop denying the impact the media are having on our children and to be aware of the effects.

Scientific evidence indicates that television viewing creates passive learners unable to think: “If our society wants citizens who can reflect as well as respond, who can come up with solutions to the problems of a complex world, it must teach its children to stop, listen, and think as well as react” (Healy). Violence is a pervasive problem in our complex world! In order for our children to be able to deal effectively with conflict and violence, they need to be able to stop, think, talk through problems, plan ahead, and act rather than react impulsively.

# RESOURCES

## Master War Curriculum

FOR YOUNG PEOPLE AGES 13 AND UP

## Are We Born Hardwired for War?

A MINI-CURRICULUM FOR INSTRUCTORS TO HELP STUDENTS UNDERSTAND WHAT CREATES CONFLICT

Ages 8-12

## Are We Born Hardwired for War? Is War in Our DNA?

MASTER CURRICULUM

A special curriculum for young people to help them understand their war-like feelings.

## Why Are We Always Picking On Each Other?

A SPECIAL MINI CURRICULUM TO HELP YOUNG PEOPLE UNDERSTAND GLOBAL CONFLICT

Ages 8-12

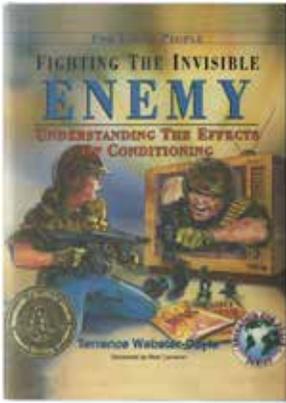
## Are We Born Hardwired for War? Is War in Our DNA?

WORKBOOK

A companion workbook to the Hardwired for War curriculum to help students understand what prevents peace. 20 helpful and creative lessons.

*"Enjoy this adventure in finding the roots of war buried deeply in our old brains. See if this is true or not. Because if it is, then war can end in that immediate insight into what's preventing peace."* - Quote from the introduction to the Hardwired for War workbook

**MORE RESOURCES** 



RECIPIENT  
OF THE GOLD  
BENJAMIN  
FRANKLIN  
AWARD

## Fighting the Invisible Enemy

### UNDERSTANDING THE EFFECTS OF CONDITIONING

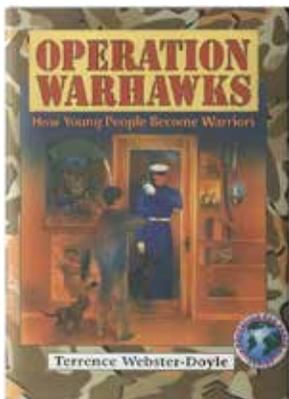
This book helps young people see how preconditioned thinking and actions - behavior influenced by war toys, violent television, gender stereotypes, racial prejudice, peer pressure and more - can lead to division and violence. This book explores:

- What conditioning is and how it can make you act like a robot!
- What made the boy think he could fly like Superman!
- How war is created by the way we think.
- Creative, nonviolent alternatives to fighting.

This book is also for adults concerned about the psychological welfare of young people.

Illustrated by award-winning artist, Rod Cameron.

Fighting the Invisible Enemy – Understanding the Effects of Conditioning was translated into Russian and serialized into the leading Russian teacher’s magazine and distributed to all schools in that country.



## Operation Warhawks

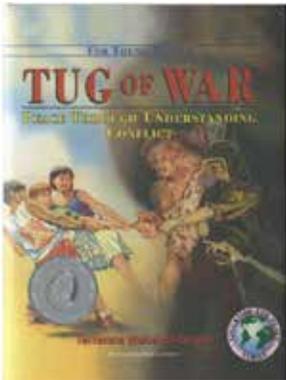
### HOW YOUNG PEOPLE BECOME WARRIORS

This book helps young people to understand what creates war and to see that being a warrior is not a humane and healthy way to resolve conflict. Operation Warhawks is full of information about how to create a more intelligent and peaceful world.

A powerful book designed to help young people understand the conditioning employed by the armed services to psychologically shape and influence their recruits. The book does not present an anti-war or pacifist argument--instead, it raises critical questions of free will and intelligent living. Full-color illustrations.

*“Hello Dr. Webster-Doyle, I am a school principal, a parent and martial artist. I just wanted to thank you for this incredible book about how young people become conditioned to be warriors. This is the most unusual book that I have ever bought for my children! And perhaps the most important! I want to tell people that if you are concerned about war and what you can do to help your children understand what creates it then get this book. You could save their lives. Again many thanks for this intelligent peace-educating book.”*

- Dr. Phillip Ramos



## Tug of War

PEACE THROUGH UNDERSTANDING CONFLICT

This book is for all children interested in a peaceful world - and in understanding the forces that cause conflict, both in personal relationships and across the globe. Tug of War describes ...

- What the roots of war are.
- How we create "The Enemy".
- A new way to handle violence.



RECIPIENT OF  
THE SILVER  
BENJAMIN  
FRANKLIN  
AWARD

This book is also for adults to help young people gain the skills to successfully cope with individual and global violence.

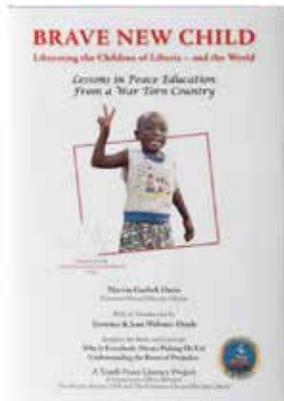
Illustrated by award-winning artist, Rod Cameron.

*"The book excels at helping children understand how conflict works within themselves. Tug of War offers engaging exercises that enhance a child's ability to understand the world. These exercises inspire self-observation, and the drawings of award-winning illustrator Rod Cameron enliven the book."* - FORUM - Newsletter of Educators for Social Responsibility, Cambridge, Massachusetts, USA

*"I realize Tug of War's urgency for every child and adult—especially at this moment of unrest. My daughter couldn't stop reading it!"* - Marina Dubrovskaya, Assistant Director, Department of Sociology, Library of Foreign Literature, Moscow

*Fighting the Invisible Enemy* and *Tug of War* recommended by the Elementary School Library Collection as "fine contributions to materials for children"; both books also chosen by the British Commonwealth Collection - A Selection of Books and Journals on Nonviolence and Social Change

Learn more at [www.atriumsoc.org/map/map-mini-program-war.php](http://www.atriumsoc.org/map/map-mini-program-war.php)



## Brave New Child

LIBERATING THE CHILDREN OF LIBERIA AND THE WORLD (BASED ON THE *WHY IS EVERYBODY PICKING ON US?* PROGRAM)

*"There have been many theories put forward as causes of the Liberian civil war — including unemployment, abuse of human rights, political patronage, illiteracy, lack of development and tribalism, among others. While it is true that all of these factors may have contributed, at the heart of the Liberian conflict — as with all global conflicts — is psychological conditioning emanating from the primitive biological brain, the fundamental cause of human conflict."* - **From the book Brave New Child - Liberating the Children of Liberia - and the World**

Through working with Liberian children of war it was discovered that the source of human conflict underlying the divisive nature of conditioned thinking that creates self-protective, segregated ethnocentric ideologies emanates from the biological primitive brain. In other words, the prejudicial preservation instinct to protect one's own ethnic group and to defend against those who present a threat to its security is genetically hardwired in the lower brain for survival. From this initial discovery with Liberian children of war it was then ascertained from further investigation that in general this biological instinctual drive has understandably been rooted for eons in the primitive human brain of all human beings being hardwired for war as a genetically programmed survival instinct – that combat is in our DNA and demands to be exercised.

But it is erroneous for it is programmed to only insure survival for the individual segregated ethnocentric group and hence it is therefore preventing survival for the whole within which the individual group is an integral part of and thus it is destructive for all. It was determined then that the extreme outcome of this genetically erroneous hardwired compulsion for racial self-protection, due to the genetically driven divisively destructive nature of ethnocentric superiority, could be called "genetic genocide."

It is the desire of the Atrium Society, that by bringing to light this insight into our deeper nature, that we can be free of this destructive erroneous biological instinct, thus allowing us to act from a more conscious way of living.

**Learn more at [www.bravenewchild.org/exhibits/brave-new-child](http://www.bravenewchild.org/exhibits/brave-new-child)**

# TEACHING RESPECT

## MAP S.T.A.R.S. CODE OF CONDUCT



**Courtesy:** Being Well-Mannered and Considerate

**Gentleness:** Living with Affection and Compassion

**Honesty:** Being Truthful

**Humility:** Acting Without Self-Importance

**Intelligence:** Understanding What Prevents Peace

**Kindness:** Caring for Others, as You Would Like to Be Cared For

**Order:** Being Aware of What Creates Disorder

**Courage and Commitment:** Fighting Injustice

**Respect:** Honoring the Dignity of All Life

Learn more at [www.atrumsoc.org/map/map-respect-martial-arts-code-of-conduct.php](http://www.atrumsoc.org/map/map-respect-martial-arts-code-of-conduct.php)

# MAP S.T.A.R.S. Special Youth-at-Risk Program

## MAP S.T.A.R.S. – Martial Arts For Peace Safe Training Awareness Response System

(As compared to Dangerous Training Conditioned Reaction System)

**A Special Youth-At-Risk Curriculum To Help Young People Understand And Cope with Bullying at <https://www.atriumsoc.org/resources/Curriculum-MAPSTARS.pdf>**

There is a critical need for youth living in residential care to learn how to solve conflict peacefully. These young people are surrounded by conflict in their home, school, peer group and surrounding communities. Due to disadvantaged life circumstances, youth living in residential care are at an increased risk of becoming either the bully or the victim. Although conflict education is a needed resource for this population, the MAP STARS program was launched during a time when both the media and police reported an increase in youth becoming involved in, and victimized, by swarmings in their communities. The main goal of the Halifax project was to educate and prevent crime related incidents including, assaults, uttering threats, property damage, substance use/abuse, as well as decrease the number of calls placed to the Halifax Regional Police (HRP). In 2003, the Reigh Allen Centre placed 257 calls to the HRP for many of the above-mentioned crime related incidents.

*“The MAP STARS bully prevention program was designed to reduce youth participants impulsive and aggressive behaviors. A successful reduction of these behaviors led to an overall reduction in the number of aggressive incidents both in the HomeBridge youth residential facilities and in the community at large.”*

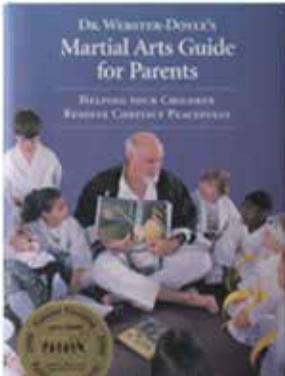
**To learn more about the program, visit [www.atriumsoc.org/programs-model-halifax.php](http://www.atriumsoc.org/programs-model-halifax.php).**

*“Hi Dr. Webster-Doyle, I just want to let you know that we recently wrote and acquired a new grant utilizing the Martial Arts for Peace curriculum. As you know our youth at risk 10-week summer program was a huge hit. The nicest part of this most recent grant is that it is for 2 years. This will give us more time to collect data and evaluate the long-term benefits of violence prevention and anger management in emotionally handicapped and severely emotionally disturbed youth utilizing a combination of the MAP program and cognitive behavioral therapy. We are so excited! We would like to thank you again for the role you have played in the development of this innovative new program.”*

*- Joanne Correia-Kent and Donna Lavalley Program Coordinators Smith Community Mental Health Center, Sunrise, Florida*

Visit the Smith Community Mental Health Center Online at [www.smithcmh.com](http://www.smithcmh.com)

# MAP RESOURCES



RECIPIENT  
OF THE GOLD  
NATIONAL  
PARENTING  
AWARD

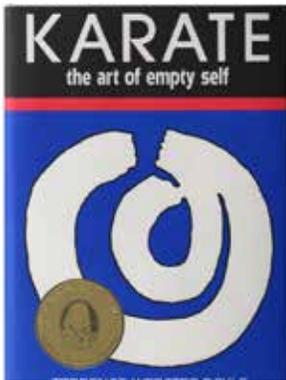
## Dr. Webster-Doyle's Martial Arts Guide for Parents

HELPING YOUR CHILDREN RESOLVE CONFLICT PEACEFULLY

As a response to young people being victimized by bullies, more and more parents are choosing to enroll their children in martial arts schools. But are these schools really teaching children what they need to understand and resolve conflict peacefully? We want our children to be safe. We want them to be self-confident and capable. We want them to acquire good values, to respect themselves and others, and to act with kindness and integrity in their relationships.

Dr. Webster-Doyle demonstrates convincingly how conventional instruction in martial arts—focused on physical skills only—is not enough to help young people understand and resolve conflict. However, if they are introduced to a whole martial art, one that teaches how to avoid and therefore prevent conflict, young people can learn to deal with threatening situations powerfully and effectively, without resorting to physical violence. Included in the text are mental martial arts skills, a chart of nonviolent alternatives, active family role-plays, and other creative activities that parents and children can work through together. Both parents and their children will discover ways to deal peacefully with violence that are surprisingly simple, satisfying to practice, and immediately useful.

**MORE RESOURCES** ➔



RECIPIENT  
OF THE GOLD  
BENJAMIN  
FRANKLIN  
AWARD

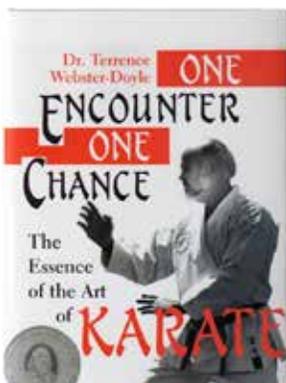
## Karate

### THE ART OF EMPTY SELF

"Karate—The Art of Empty Self is a mindful contemplation that presents only a few sentences on each of its 90 or so pages, making each page like a work of art to be savored slowly."

- John White, YOGA JOURNAL

The Art of Karate is a mirror reflecting the root of fear, which is the destructive division brought about by the image of ourselves. This division is the basis of psychological conflict. Because of the confident and trusting environment fostered by the Art of Karate, the student has the opportunity to allow this conflict, with its aggression and tension, to surface into the light of awareness. Allowing this fundamental conflict to be observed, without any action to change it, is the essence of "empty self" and the heart of the Art of Karate.



RECIPIENT OF  
THE SILVER  
BENJAMIN  
FRANKLIN  
AWARD

## One Encounter One Chance

### THE ESSENCE OF THE ART OF KARATE

*"One Encounter, One Chance is terrific. It is one of the highest quality and integrity and it speaks eloquently to moral and ethical concerns."*

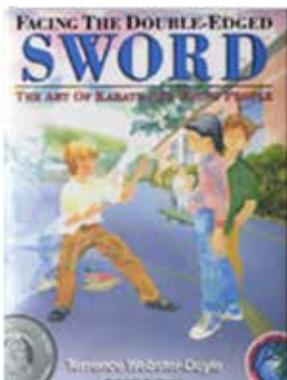
- **George Leonard, Contributing Editor, Esquire, and author of Walking on the Edge of the World, The Silent Pulse, The Transformation, and Mastery**

*"One Encounter One Chance is a wonderful work of art (personally I think you should be awarded the Nobel Peace Prize)."*

- **Michael McGinty, Shotokan Karate Ballyboofey, County Donegal, Ireland**

This book takes a fresh look at the traditional principles of Karate, and especially a concept fundamental to all martial arts—that of the "empty self." It asks readers to let go of preconceptions of Karate as merely a system of self-defense techniques and to realize the true intentions of this remarkable martial art: a means for self-understanding and for peaceful resolution of conflict.

**MORE RESOURCES** ➔



RECIPIENT OF  
THE SILVER  
BENJAMIN  
FRANKLIN  
AWARD

## Facing the Double Edged Sword

THE ART OF KARATE FOR YOUNG PEOPLE

This book is for young people interested in finding nonviolent solutions to conflict! It is filled with exciting stories about Karate, and explains ...

- What a great Master of Karate does with an umbrella.
- How to stop a bully from hurting you.
- How to get Real Power.
- This book is for adults too!

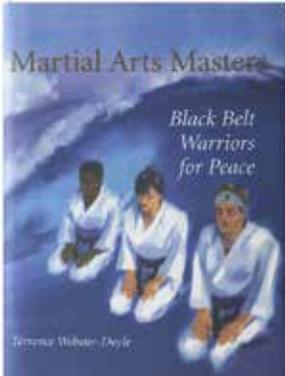
Facing the Double Edged Sword can help parents, teachers, and counselors who are searching for healthy and humane ways for young people to cope with conflict.

Illustrated by award-winning artist, Rod Cameron.

*"Facing the Double-Edged Sword is excellent for young readers...your analysis and definitions of various Karate terms and philosophical discussions about nonviolence are superb."* - **Craig L. Gilley, Instructor Yakima School of Karate, Washington**

*"Facing the Double-Edged Sword is the best volume I have ever seen written to appeal to the young mind. It encourages understanding of aggression without glorifying it."* - **Sensei Kraxberger, Kenpo Karate School of Self Defense, Oregon**

**MORE RESOURCES** ➔



## Martial Arts Masters

BLACK BELT WARRIORS FOR PEACE

This book is about martial arts that are for peace.

It will teach you to resolve conflict peacefully, which is the true intent of all martial arts. It will also introduce you to the Martial Arts Code of Conduct, which all martial artists for peace have to understand in order to master these arts.

As you come to understand, your life will change for the better. This is because the martial arts that are for peace are meant to help you in your everyday life...

- To resolve conflict
- To build character
- To create peace

*Helps young people deal with conflict and violence by describing practical skills for peace." - Holistic Education Review*

## Bully Proof Your Child at Home

A 12-STEP PROGRAM FOR PARENTS TO HELP YOUR CHILD RESOLVE CONFLICT PEACEFULLY

Ages 9-14

## Respect

THE MARTIAL ARTS CODE OF CONDUCT

This latest book in the award-winning Martial Arts for Peace series teaches young people ages 6 to 9 about Respect, one of the most important goals of the Martial Arts Code of Conduct.

Learn more at [www.atriumsoc.org/resources-teachers.php](http://www.atriumsoc.org/resources-teachers.php)

# THE TRAINERS OF MARTIAL ARTS FOR PEACE

## Dr. Terrence Webster-Doyle

**Dr. Terrence Webster-Doyle is the Director of the Martial Arts for Peace, an author and educator who has a Ph.D. in Health and Human Services, a Master's degree in Humanistic Psychology, a life-time secondary and community college teaching credential and draws on many years of experience in conflict education and the martial arts.**

He holds a sixth-degree Black Belt in the Art of Karate and is the author of numerous internationally acclaimed, award winning literary works that are used across the U.S. and worldwide. Dr. Webster-Doyle was inducted into The World Martial Arts Hall of Fame. He is the recipient of the prestigious Martial Arts Industry Distinguished Service Award for his outstanding contributions in the education of children in the martial arts in resolving conflict peacefully. Dr. Webster-Doyle is the creator of the specially designed Martial Arts for Peace Child Safe Program called S.O.S. – Safe Options Self-defense — an age appropriate, developmentally sound, non-lethal integrated system of humane physical and mental martial arts self-defense skills where young people can develop an overall confidence to cope successfully with being bullied on the playground to prevent it from leading to bullying on the battlefield.

## Jean Webster-Doyle

**Jean Webster-Doyle, APET, MAPTT is the Director of Training for Martial Arts for Peace and the founder and President of the Atrium Society – Center for the Education for Children in Conflict. She is a Master Teacher and Trainer in Youth Peace Literacy and Martial Art for Peace Mental Self-Defense.**

She has traveled worldwide educating people about the causes of conflict in the conditioned way we think and has co-created numerous books and programs on the subject. Jean Webster-Doyle is also a Yoga teacher and the creator of Metamorphosis Training Seminars and Harmonious Mind Yoga. She was a teacher of Prenatal Therapy for mentally handicapped children and the Creator and Editor of the Taking Time Newsletter about understanding the conditioned mind. She was also the Director of the Rainy Mountain Outdoor Education School and Co-Director of the Atrium School, a unique educational environment based on the necessity to understand psychological, prejudicial conditioned thinking as the basis for an intelligent life.



# MARTIAL ARTS FOR PEACE RESOURCES ARCHIVED

Dr. Webster-Doyle's books are archived in perpetuity at the University of Connecticut's Northeast Children's Literature Collection, Swarthmore College Peace Collection and the University of Southern Mississippi's de Grummond Children's Literature Collection.

The work is also on permanent display in the International Museum of Peace and Solidarity in Samarkind, Uzbekistan, the Commonwealth of Independent States, at the Hiroshima Peace Memorial Museum, Hiroshima Japan and at the Samara State Academy of Culture and Arts, Samara Russia.

His books are also archived in perpetuity at No Gun Ri International Peace Foundation, South Korea. They were also chosen as a focus, and highly praised at the International Congress for Teachers for Peace, Paris, France.

<https://www.atriumsoc.org/map/video.php>

# MARTIAL ARTS FOR PEACE ACCLAIMS

- *“Hello Dr. Webster-Doyle, I am a school principal, a parent and martial artist. I just wanted to thank you for this incredible book about how young people become conditioned to be warriors. This is the most unusual book that I have ever bought for my children! And perhaps the most important! I want to tell people that if you are concerned about war and what you can do to help your children understand what creates it then get this book. You could save their lives. Again many thanks for this intelligent peace-educating book.”* - **Dr. Phillip Ramos (Operation Warhawks)**
- *The book, “Why is Everybody Always Picking on Us?” explores the roots of prejudice. I don’t think I’ve seen another book like it. How wonderful if this book could be used in one’s social studies classroom! I have learned where prejudice begins, how it is created, how it is perpetuated, and how it can be resolved. This book looks at stereotypes, bigotry, discrimination, scapegoating, racism, and more. It is a wonderfully comprehensive manual for young people and adults alike on understanding our conditioning and the root of prejudice.* - **American Pride Through Education**
- **Letter to the New Mexico Holocaust & Intolerance Museum Board of Directors, dated August 6, 2008, by the Museum’s Director Harold Foley**  
*“These people are truly extraordinary and their thoughts should be considered as we design the new exhibits. Their message is in part that all creatures have a “flight or fight” instinct that is set in place instantly by frightening experiences. This is in turn perpetuated by exposure, actual or imagined, to any creature that even resembles the object of their fear. The actions of others, and propaganda, strengthen these responses. I talked with these people about their successes in Liberia rehabilitating child “soldiers.”*
- *We have just completed training our Israeli and Palestinian Karate Instructors in your “Character for Kids” program and are using your book “Fighting the Invisible Enemy” to teach our young brown and black belts about understanding the effects of conditioning. Some of our instructors actually risk their lives to teach this peace enhancing material, as the bullies in our region are real terrorists ...the ones you only read about. There is no doubt that this is tremendous step for such a violent region where hatred, violence and distrust is the norm.”* – **Sensei Danny Hakim – Founder – Chief Instructor of Budo for Peace, Israel – working with Israeli and Palestinian children of war teaching them martial arts that are for peace.**

**MORE ACCLAIMS** 

- ***Fighting the Invisible Enemy – Understanding the Effects of Conditioning*** was translated into Russian and serialized into the leading Russian teacher’s magazine and distributed to all schools in that country.
- *Thank you for EYE OF THE HURRICANE: We are unaware of any other resources which address the concept of using the martial arts for peaceful purposes... We are pleased that at last someone has presented a healthier view of karate for children, and for their concerned parents.* – **Hampton Educational Center, Grand Rapids, MN**
- **The Center for Applied Psychology, Inc.** cites Dr. Terrence Webster-Doyle as an “eloquent leader of the movement to combine principles of education, psychology, and the martial arts to teach young people to resolve conflict peacefully.”
- *One Encounter One Chance is a wonderful work of art (personally I think you should be awarded the Nobel Peace Prize).* – **Michael McGinty, Shotokan Karate Ballyboofey, County Donegal, Ireland**
- *His writings go beyond the practice of karate into everyday life, inviting us to inspect the psychological roots of conflict. His application of the art of karate to the education of young people is especially laudable.* – **Yoga Journal**
- *Helps young people deal with conflict and violence by describing practical skills for Peace.* – **Holistic Education Review**
- *It would be wonderful if children all over the US would read Facing the Double-Edged Sword. Adults too.* – **George Leonard, Contributing Editor, Esquire**
- *These books are an asset to Martial Arts instructors, students and parents of all styles, ages and rank levels. Don't just place them on your shelf! Read them again and again.* - **Marilyn Fierro, Owner and Chief Instructor Smithtown Karate Academy, Smithtown, New York**
- *Webster-Doyle’s insight is that by recognizing, understanding, and accepting our violent tendencies, we can avoid acting them out. These new books are good for teachers and parents of school children who need appropriate language and activities to help children deal with their feelings and the violence-provoking parts of their environment. To this reviewer, they are realistic and practical.* – **YOUNG CHILDREN, Magazine of the National Association for the Education of Young Children**

- Presented the **National Conference on Peacemaking & Conflict Resolution**
- The materials were very helpful to the facilitators who conducted the workshop on bullying strategies." - **New Jersey State Bar Foundation**
- Ten time Winner of the **Benjamin Franklin Awards for Excellence in Independent Publishing**.
- The books of Dr. Webster-Doyle are the first attempt I have seen to explain to young people and adults the concept of martial arts as a peaceful, nonviolent 'way of life' and to give students the tools to accomplish this goal." - **Linda Lee Cadwell**
- *We use his books and thoroughly endorse the usefulness of his methods which have high potential in schools.*" - **Stewart W. Twemlow, M.D. Psychiatry and Psychoanalysis, Menninger Clinic, Martial Arts School owner**
- Selected by the **American Booksellers Association** for its resource listing of "Children's Books About Peace"
- Were chosen as a focus, and highly praised at the **International Congress for Teachers for Peace**, Paris, France.
- Selected by the **International Association of Educators for World Peace** for their Central American peace education project in Panama and El Salvador
- ... to name only a few.

**Understanding the fundamental causes of conflict, as well as learning to avoid, resolve and manage conflict at an early age, will increase the chance of young people entering adulthood with a more intelligent and peaceful understanding of relationships.**

**Martial Arts Education for Peace – MAP S.T.A.R.S. – can therefore become a vital force in society in changing our conditioned, destructive patterns of relationship and thus create the potential for a more peaceful and loving world – if they are taught as they were intended to be.**

## Contact Us

**1-800-848-6021 martialartsforpeace@gmail.com <https://atriumsoc.org/map-intro.php>**

