

ACTIVITY 18 - ROLEPLAY
A New Definition of Power!

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

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 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? 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?
Did Glenn give Dorian anything?
8. Did Dorian get anything?
9. Did anyone tell a lie or misrepresent the truth in any way?
10. Did anyone get hurt from this conversation?
11. Did both people win?
12. Do you think you could use this approach in your life?
13. In what way could you use this in your life?
14. Do you think it would work with the bullies you've met?
15. Are you going to give it a try?
16. Do you think that the reason this approach can work is that it changes the bully's thinking?
17. 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
Busting Negative Conditioning!

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. The situation was:

2. The way I used it was:

3. The outcome was:

Section 3:

What We Think Affects How We Act



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.69, to be prepared.
- Activity 20: Create a new chart, "New Thinking," p. 72, based on example, p. 71.
- Activity 21: Read this activity, "I Need a Change," p. 74, to be prepared.
- Assignment 3: Make a copy of this assignment, p. 75, for each student.

Review Assignment 6: Ask students:

1. Who wants to volunteer to tell us first which of the 10 ways you picked? And how did you use it?
2. What was the outcome?
3. Do you think you'll give another of these 10 ways a try? Which one do you want to try next?
4. 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?

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.”¹**
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.”

¹ This story appears in *Why Is Everybody Always Picking on Me?* by Dr. Terrence Webster Doyle, Atrium Society Publications (www.atrumsoc.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.77-78, to prepare.
Activity 23: Make a copy for each student of “The Chance I Took,” p. 80.
Activity 24: Make 2 copies of roleplay, “The Cause of My Pause,” pp. 83-84.
Assignment 8: Make a copy “The World Is in Conflict,” p. 86, 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

✓ Ask students:

- ❑ When you're angry, but don't let anyone know that you're angry, what happens? 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 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 so 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: 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? Who stopped a fight from happening?
 2. 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 Arrow took?
 5. Do you think that Arrow felt it was safer to give Bullet back the knife after Bullet calmed down a bit?
 5. Do you think this was a good idea? Do you think Arrow prevented a fight from happening?
 6. Do you think that sometimes we push someone's buttons, making them mad, when we never meant to do so?
 7. 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

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 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? *(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.

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!**



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. 89.
- Activity 26: Make 3 copies of roleplay, "Experience Is the Best Teacher," pp. 94-96.
- Assignment 9: Make a copy of "I'm Human," p. 98, 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?

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 — 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 begun, but 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, 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!
12 Ways to Defend Yourself

- 1) Have your students stand up straight, and then bow.
- 2) Then, have them use a 12-way pattern: 6 + 6, which is all done in a back stance.
- 3) Tell them:
First, step back with the right foot into a back stance.
Then, pivot on your heels to face behind you.
Next, step in with your right foot next to your left foot.
Then, step back into another back stance facing left.
Finally, pivot on your heels and continue this step-pivot motion until you are facing front.
- 4) This is 6 ways in, all with each student's right foot.
- 5) To make it 12 ways, ask students to do the same step-pivot motions 6 more ways with their left foot until they are once again facing front. These are done with their hands in front of them, in a ready position.

Now ask students to do the same 12-way pattern, adding a down block. After this, do it with a rising block, then with an outside middle block and then the inside middle block. Then combine all the blocks – down, rising outside and middle blocks – so that the students have a tightly enclosed complete self-defense system that they can use to protect themselves from attack from behind and all three sides – left, right and front.

These are all S.O.S. nonlethal defensive skills that will ensure protection when practiced over time in an ongoing fashion. This is tightly enclosed for the student stays in a “mini” compact personal area only having to move from one back stance to another, the back stance itself a very good self-defense movement.

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. 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.

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 and talk about it -- after you return 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. 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, see you right here tomorrow after school?

BILLIE

I'll think about it, kid.

ALEX

Thinking is good. 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?

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.

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!

Section 4:

When We Can See Our Conditioning, We Can Change Our Thoughts, and Our Lives



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. 103-104.

Activity 28: Read before class, pp. 105-107, to present as clearly as possible.

Activity 29: Make 2 copies of pp. 109-110, cut into strips, fold and put in basket.

Assignment 9: Make a copy of this assignment, p. 112, for each student.

Review Assignment 9: Ask students:

1. Who wants to volunteer 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?

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:

Thought + Image = Message + Feeling

- 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?

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

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.” Later in his life he invented the Peace Prizes — to 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. Let's get this “stupid kid” 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. We focus on 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...

✓ **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 bullies could be people who are afraid of not living up to the expectations of others? Can you relate to that? How?

✓ **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.



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. 116.

Activity 28: Make a copy for each student of “I’m Qualified!” p. 119.

Activity 29: Read ahead “The Chance I Took,” p. 121, to properly prepare.

Assignment 10: Make a copy of “Stop the Fight,” p. 123, 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 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 a way you remember 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 _____.

- ✓ **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 11

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.126-127, before class.
- Activity 31: Review “Releasing the Violence in My Brain,” p.131, before class.
- Activity 32: Make two copies of “I Can End Conflict,” roleplay, pp. 134-136.

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 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.

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

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.