

RESPECT: THE MARTIAL ARTS CODE OF CONDUCT



A Special Master Curriculum to Help Young People
To Treat Others Respectfully

For Ages 9-14

by
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with Adryan Russ

based on the
Martial Arts for Peace Book
**BREAKING THE CHAINS OF THE ANCIENT WARRIOR:
TESTS OF WISDOM FOR YOUNG MARTIAL ARTISTS**
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TABLE OF CONTENTS

	Page
Lesson 1: We All Leave Footprints In Time <i>Introduction</i>	1
Lesson 2: The First Step Is The Last Step <i>The Test of Bravery</i>	9
Lesson 3: The Place Where No Fear Can Go <i>The Test of Focus</i>	21
Lesson 4: The Moment Between Night And Day <i>The Test of Spirit</i>	28
Lesson 5: The Glory Of the Endless Moment <i>The Test of Purity</i>	34
Lesson 6: Learning To Welcome the Dark <i>The Test of Selflessness</i>	42
Lesson 7: The Force of Nature Within Us <i>The Test of Humility</i>	50
Lesson 8: In Order To Travel Beyond <i>The Test of Order</i>	59
Lesson 9: United We Stand; Divided We Fall <i>The Test of Unity</i>	66
Lesson 10: Winging Your Way Into The Unknown <i>The Test of Harmony</i>	77
Lesson 11: The Illusion That Thought Weaves <i>The Test of Understanding</i>	83
Lesson 12: Seeing The Timeless Face of Humanity <i>The Test of Honor</i>	92
Lesson 13: The Small Seed of Intelligence <i>The Test of Trust</i>	100
Lesson 14: You Have Come A Long Way <i>The Test of Charity</i>	107

Lesson 15:	A Way To Heal The Wounds <i>The Test of Compassion</i>	115
Lesson 16:	Bloom Where You Are Planted <i>The Test of Strength</i>	122
Lesson 17:	The Truth That Anyone Can See <i>The Test of Wisdom</i>	129
Lesson 18:	Think Only Of Serving Tea <i>The Test of Excellence</i>	137
Lesson 19:	In The Eye Of The Hurricane <i>The Test of Love</i>	149
Lesson 20:	Becoming Your Own Master	159

LIST OF ADDENDA

1A:	Chart: Things We Cannot Run Away From	4
1B:	Leave Your Footprints In Time	5
1C:	Create A Warrior Past	7
2A:	A Meeting With Your Ancient Warrior Shadow	12
2B:	The Test Of Bravery	17
2C:	Chart: Ancient Braves & Braves Today	19
2D:	I Am Brave! Mental Freestyle	20
3A:	Beyond The Contact Point	24
3B:	My Focus, Interrupted!	25
3C:	My Focus, Restored!	26
3D:	Unbroken Flame of Attention: Mental Freestyle	27
4A:	Thinking Our Way Out Of Thinking	31
4B:	Chart: From Fear To War In One Easy Lesson	32
4C:	The Fire Of Fearlessness: Mental Freestyle	33
5A:	Touched By The Past	37
5B:	A Moment Of Awe!	38
5C:	The End Of Time	39
5D:	Your Faceless Face: Mental Freestyle	41
6A:	The Golden Dragon: Mental Freestyle	45
6B:	Expecting The Unexpected	46
6C:	Creating A Scene	48
6D:	How Am I Doing?	49
7A:	Fact Or Fiction?	53
7B:	Conflict Is Coming	55
7C:	Becoming Your Own Master	57
7D:	The Beauty of Nothing! Mental Freestyle	58
8A:	Line Up My Shoes	62
8B:	Doing My Best	63
8C:	Lining Up My Moves, Just So: Physical Freestyle	64
8D:	Turning Chaos Into Order, With Care: Mental Freestyle	65
9A:	A Fist In The Face	69
9B:	The Test Of Unity	72
9C:	The Whole Picture	73
9D:	Mind Like Moon: Mental Freestyle	76
10A:	My Goal	80
10B:	My Goal Revisited	81
10C:	Like Apples From The Tree	83

ADDENDA continued

11A: We Are What We Think	86
11B: I Am Conditioned!	88
11C: A Creature Of Habit!	89
11D: Similarities Instead Of Differences: Mental Freestyle	91
12A: What Am I Afraid Of?	95
12B: Chart: How I Handle My Ancient Warrior	97
12C: When Safety Is Not A Factor	98
12D: Understanding My Ancient Warrior: Mental Freestyle	99
13A: Teachers & Authorities	103
13B: Authority Speaks!	104
13C: What Is Real? Mental Freestyle	106
14A: The Wonderful Mystery Of Life	110
14B: The Gift Of Love	111
14C: You Have Come A Long Way	113
14D: Empty-Handed Gifts: Mental Freestyle	114
15A: Sharing The Sorrow	118
15B: The Circle Of Compassion	119
15C: Removing The Sword: Mental Freestyle	121
16A: Just Do It!	125
16B: The Secret Of My Strength	126
16C: Using My New Strength	127
16D: Like Roses In The Night: Mental Freestyle	128
17A: The Ancient Warrior Lives!	132
17B: Discovering The Truth	133
17C: The Beginner's Mind	135
17D: Awake & Alive!: Mental Freestyle	136
18A: Simple & Clear	140
18B: My Excellence On Video	141
18C: Roleplay: The Act Of Respect	143
18D: Skill In Action: Mental Freestyle	148
19A: Love Or War?	152
19B: Awaking From The Dream	154
19C: In The Eye Of The Hurricane	156
19D: Shining On Everything Equally: Mental Freestyle	158
20A: The Dream Is Over	162
20B: You Name It! Mental Freestyle	164

LESSON 1

We All Leave Footprints In Time

Breakdown of Lesson 1:

Welcome to students.

We are all children of ancient warriors.

Each of us has a shadow warrior.

We can break the chains of our warrior shadow.

Welcome To Students

- ❑ Tell students, as you bow:
 - ✓ Welcome! I invite you to take a journey with me to a powerful place — a place where you will build character and respect.
 - ✓ In this class, we love mistakes! The reason is: every time we catch a mistake, we get to think up and try new ways. This strengthens our minds.
 - ✓ Every mistake is a chance to get to know your brain and challenge it to make a new discovery. Every time you make a mistake, you get to discover something new!

We Are All Children of the Ancient Warrior

- ❑ Tell students:
 - ✓ We are all children of the ancient warrior. Our ancestors had a dark, violent side, and so do we.

**Although we have come a long way since our ancestors,
we are still like them in one important way:
When we either fight or run away, it's a sign that we are scared.**
 - ✓ Getting scared is part of being human. We cannot run away from fear — any more than we can run away from our shadows.

Note to Instructor: Read story, page 12, in the textbook: **Breaking The Chains**. Bring this story to life with your voice.

- ❑ Afterward ask:
 1. How did the man try to “get rid of” his shadow and footprints?

2. Did his solution work? Why?
3. What do you think might have been a better solution?

Each Of Us Has A Shadow Warrior

- ❑ Tell students:
 - ✓ Each of us has a shadow warrior inside us.
 - ✓ It is essential to SEE that we ALL have this warrior.
 - ✓ Like this warrior, there are people, places and things we cannot run away from, even though sometimes we would certainly like to.

Note to Instructor: Go to **Addendum 1A: CHART. Things We Cannot Run Away From.** Helps students be aware of our sometimes impossible and humorous attempts to “get away.”

- ❑ Tell students:
 - ✓ When you are at home, or in classes, this week, pay attention to things your mind would like to run away from. Make a note of them and bring them back to this class.
 - ✓ Let’s ADD TO THIS CHART any time we discover something new, from home or from school, funny or sad, that we cannot run away from but would really like to.
 - ✓ Sometimes we want to run away, and sometimes we want to fight when we are scared. What we decide to do depends on the greatest weapon we have: our brain.

Note to Instructor: Go to **Addendum 1B: Leave Your Footprints In Time.** This activity is designed to show students that becoming a warrior is a decision made in their brain.

**The way you REACT to Warhawk depends on YOU.
No matter how this person has acted, YOU can REACT any way you choose.
Will you run away? Fight? Try to negotiate? Just listen? Wish Warhawk well and walk away? It’s up to YOU.**

Breaking The Chains Of Our Warrior Shadow

- ❑ Ask students:
 1. Do you think we can break the chains that bind us to our Ancient Warrior shadows? How? *There are no "right" or "wrong answers. Encourage all responses.*
 2. Is there anyone here who wants to take this journey to become the strongest, bravest, most honorable person you can be?
 3. Is there anyone here who wants to take some challenging tests that break the chains of our Ancient Warrior thinking?
- ❑ Tell students:
 - ✓ When we can stop a fight before it starts, we break the chains that bind us to our warrior shadow.
 - ✓ In so doing, we learn to understand why our fear is there and what we can do about it. This is a strong sign of respect.
 - ✓ In life, we all will leave our footprints in time. The kind we leave depends on the strength of our minds.

Note to Instructor: Go to **Addendum 1C. Create A Warrior Past.** Students describe, paint, draw, create ancient warriorsto get better acquainted with them.

Summary:

- ★ Each of us has a shadow — the ancient warrior who lives inside us — who gets scared and angry.
- ★ We cannot run away from this violence in us — no more than we can run away from our shadows or our footprints.
- ★ We can explore the Ancient Warrior in each of us and learn what prevents us from being Warriors for Peace.
- ★ We will all leave our footprints in time. The kind of prints we leave is up to us.

Addendum 1A

THINGS WE CANNOT RUN AWAY FROM

Start a **LARGE CHART** on which students can write with **COLORED MARKING PENS**.

- X** Call the chart: “Things We Cannot Run Away From.”
- X** Ask students to think of people, places and things they cannot run away from.

Possible entries:

- Our shadows
- Our footprints
- Our fingerprints
- Our faces
- Our minds
- Our dark side
- Nightmares
- Violent thoughts and feelings
- Silly thoughts and feelings
- Our bodies

- X** As students add to the chart, ask:
 1. Why can't we run away from this?
 2. Have you ever tried talking about this instead of running away from it? Why?
 3. Do you see that this is a part of you and that it's okay for it to be a part of you?
 4. Do you think it's important to look at thoughts and feelings we have that we may not like and learn to respect them? Why?
 5. Do you think it's important to respect them because they are real and part of being human?

Addendum #1B

LEAVE YOUR FOOTPRINTS IN TIME

Roleplay Preparation

The following dialogue is to be read by a volunteer roleplayer who will play the part of WARHAWK, a famous Ancient Warrior Past.

- ✗ Choose a VOLUNTEER to play this part whom you know can act threatening, angry, verbally violent on cue. You may decide to play the part yourself.
- ✗ Give the VOLUNTEER a copy of the monologue on the next page. Give the Volunteer time to look it over before reading aloud.
- ✗ Instruct the VOLUNTEER to read this part as an angry warrior.

DO Roleplay.

Roleplay Followup

- ✗ Thank the VOLUNTEER for roleplaying.
- ✗ Ask students:
 1. How did you feel listening to Warhawk rant and rave at you? Did Warhawk inspire you to run away? Fight? Scream? Cry?
 2. If you were to act based totally on your emotions — how you feel — how would you react to Warhawk?
 3. If you were to act based on your thoughts — what would you do?
 4. What are your options? How many do you have?
 5. Will you run away? Fight? Talk? Listen? Pretend you're ill?
 6. There is no "right" or "wrong" response. Whatever you decide determines what happens next.
 7. How will you leave your footprints in time in this situation?
 8. How do you feel leaving your footprints this way?

Addendum 1B
Roleplay Monologue

WARHAWK

(Shouting:) What are you are doing on MY property? Get out of here before I make sure you never walk on anyone's land again!! What gives you the right to be here? You think because you come from a rich country and have known what YOU call freedom, that you can walk wherever you please and do whatever you want? I am here to tell you that you are WORTHLESS! It is beneath my dignity to talk to you. You are a CHICKEN! A COWARD! Nobody wants to be near you! Nobody cares about you! You know why? Because you are WEAK! Because you are STUPID! You are the sorriest excuse for a human being I've ever seen in my life!

Addendum #1C CREATE A WARRIOR PAST

- X Divide students into groups of four or five. Tell them:
- X Assign each group a trait they must use their imaginations to attribute to an Ancient Warrior.
- X Let students decide for themselves the meaning of bravery, focus, selflessness, etc. If they have absolutely no understanding of a particular trait, give them a standard dictionary definition.
- X Students will begin with their present understanding of these terms and then learn new Martial Arts for Peace definitions chapter by chapter.

Example: The Ancient Warrior's idea of bravery was to hunt animals, kill them and bring them back to their tribes for food. They fought other tribes for territory and belongings.

- Group 1: Bravery
- Group 2: Focus and purity of mind
- Group 3: Selflessness and humility
- Group 4: Order, unity and harmony
- Group 5: Understanding
- Group 6: Honor and trust
- Group 7: Charity and compassion
- Group 8: Strength and wisdom
- Group 9: Excellence and love
- Group 10: Respect

- X Give students approximately 10 minutes to formulate a description.
- X Call time and ask one member from each group to read their description.

(continued)

Addendum 1C

Create A Warrior Past

X Ask students:

1. Do you think our Ancient Warrior Ancestors were brave? Cowardly? Weak? Distrustful? Ignorant? Hateful?
2. What did they have to be brave for?
3. What were situations they had to test their bravery on?
4. How do you think they left their footprints in time? Do you think, if they had the chance to come back for a day, they would feel good about how they lived and what they believed?
5. How do you think we differ from our Ancient Warrior Ancestors?
6. Do you think, if you had the chance to come back 200 years from now, you would feel good about how you have behaved in your daily life? How you have worked and talked with other people?
5. How do you want to be remembered?

LESSON 2

The First Step Is The Last Step

Breakdown of Lesson 2: THE TEST OF BRAVERY

Ancient warriors were conditioned to believe bravery meant fighting.
Real bravery is understanding the fighter inside you.
Walking through darkness can often bring light.

Ancient Warriors Were Conditioned to Believe Bravery Meant Fighting

Note to Instructor: Write on the board: TEST OF THE WEEK: BRAVERY. Read story aloud: **Hall of Battle: The Test of Bravery** in textbook, page 18. A good storyteller entertains, excites!

- ❑ Afterward, ask students:
 1. As the hall grew narrower and darker, and all the lights went out, what could the students see? How did they feel?
Only their shadows. Depressed and lonely.
 2. What did their fear feel like? Look like?
Strangers. Demons. Imagined people they couldn't see.
 3. As the students felt scared, what happened to them physically?
Legs felt like cement; hearts pumped hard; they felt like screaming, running.
 4. What happened to time and movement in the darkness?
There was no up, down, left, right, in or out.
 5. What did the voice say to them?
Move forward. Don't look back!
 6. Do you think it's braver to look forward than to look back? Why?

Note to Instructor: Go to **Addendum 2A: A Meeting With Your Ancient Warrior Shadow**. A roleplay to illustrate the difference between two concepts of bravery.

- ❑ After this activity, ask students:
 1. What was the strongest emotion felt by our ancestors?
Fear.
 2. What were they scared of then?
Tigers. Lions. Being eaten. Strangers.
 3. What scares us today? Are there any similarities?
Violence. Guns. Drugs. Diseases. Strangers.
 4. When our ancestors felt fear, what did they do for protection?
Fight. Or run away.
 5. What was considered the *brave* thing to do? *Fight.*

Real Bravery Is Understanding the Fighter Inside You

- ❑ Tell students:
 - ✓ Like the students in the story, your tests are about to begin. These tests are designed to challenge you in new areas of understanding — both mentally and physically.

Note to Instructor: Go to **Addendum 2B. The Test of Bravery.** An exercise to explore students' concepts of bravery.

- ❑ Tell students:
 - ✓ When we talk about “conflict” in the world today, we immediately think about two or more people fighting.
 - ✓ You may be surprised to learn that conflict does not begin when two people fight. It begins BEFORE they fight.

**When we get into conflict with another person,
it's because we feel CONFLICT INSIDE US.**

 - ✓ When two or more people with conflict inside them come together, what do you think happens?

A Note to Instructor: Go to **Addendum 2C. CHART: Ancient Braves & Braves Today.** A chart that helps students distinguish between old and new thinking.

Walking Through Darkness Can Often Bring Light

- ❑ Tell students:
 - ✓ When we feel scared, we are in a kind of darkness.
 - ✓ Feeling scared, we sometimes reach for something we believe will make us feel better that really doesn't — like sugary food, alcoholic drinks, expensive new clothes, damaging drugs.
 - ✓ When these things don't make the scared feelings go away, we sometimes get angry, upset, or violent.
 - ✓ In these dark times, you have a choice: Stay afraid, or walk through your dark time and learn from it. To learn, you must:
 - ❶ LOOK AT YOUR FEAR. Say, "I know you! You are my fear!" (With this recognition, your mind empties itself of conflict.)
 - ❷ ASK YOURSELF: "Where did this fear come from?" (Empty of conflict, you begin to understand this fear.)
 - ❸ ASK YOURSELF: Can I change my fear? How? (With these questions, bravery begins.)

A Note to Instructor: Go to **Addendum 2D. I Am Brave! Mental Freestyle**. This activity helps train students to think quickly on their feet and break the chains of ancient thinking.

Summary:

- ★ Ancient warriors were conditioned to believe that bravery meant fighting.
- ★ Real bravery is understanding the fighter inside you.
- ★ When we get into conflict with another person, it's because we already feel conflict inside us.
- ★ When we stop and look at our fear, we empty ourselves of conflict.
- ★ Empty of conflict, we can understand our fear. This is brave!

Addendum 2A

A MEETING WITH YOUR ANCIENT WARRIOR SHADOW

- X** Ask for TWO VOLUNTEERS:
 - An Ancient Warrior**
A Martial Artist For Peace

- X** Make one or two photocopies of the dialogue so each reader has a copy.

- X** For this first roleplay, you will need a teacher or student to help you perform. Students, perhaps new to roleplay, will then see how it is done. They will watch your rehearsed presentation of this dialogue and see that it is important to:
 - ✓ Get involved in the part.
 - ✓ Use a strong, clear voice.
 - ✓ Express appropriate inflections of fear, surprise, bravery and gratitude.
 - ✓ Let yourself “be” the character you are playing.

- X** If you decide to ask student Volunteers to read these parts, give them plenty of time to read them over before reading aloud. Ask them to “get into” their parts and read with vitality and excitement to keep their audience on the edge of their seats. Tell them this is a verbal video game that’s come to life.

Addendum 2A
A Meeting With Your Ancient Warrior Shadow

ANCIENTE

Who are you?

TAMARON

I am Tamarón, a warrior for peace. And you?

ANCIENTE

I am Anciente, a brave warrior from your past, who has fought many battles so you can live in freedom. You may thank me any time you like.

TAMARON

(Bows to Anciente.) Great Anciente, you have indeed carried out all that was expected of you in your time. Unfortunately, you had to fight battles because you did not know how to live in peace.

ANCIENTE

But you have not thanked me. I have been very brave for you.

TAMARON

Great Anciente, we have a different definition of bravery. Bravery is not hurting others. Bravery is understanding what creates conflict.

ANCIENTE

There is only one bravery, Tamarón. You defeat as many of your enemy warriors as you can, and kill animals and bring them home to your family for food. I did that for years, so that you and your kind could carry on. You still haven't thanked me.

TAMARON

These days, Anciente, we want no warriors. We want friends so NO ONE has to be defeated.

ANCIENTE

A noble ambition, but impossible. There are always enemies to defeat. There always have been, and there always will be.

TAMARON

My respected friend, Anciente. You will forgive my saying so, but I do not think that just because something has "always been" that it therefore must "always be."
In war, NOBODY wins. We all lose.

ANCIENTE

There ARE winners. I have won many battles, many times.

TAMARON

But I dare say you have LOST many PEOPLE in the process. When there is war, people get hurt and die, needlessly.

ANCIENTE

(Angry:) It is not needless! We need war to fight for peace!

TAMARON

(Calmly:) Have war? To fight for peace? Does it make sense to FIGHT for peace? Shouldn't we GET ALONG for peace? Defeating and killing only leads to more defeating and killing. All we WIN is great conflict and sorrow. People who work and live together peacefully reap more benefits than people who fight one another.

ANCIENTE

You call this your "modern" thinking, Tamarón. But I have been re-visiting Earth and I see that the way of the Ancient Warriors is still with you. People are still fighting people. People are still killing people.

TAMARON

(Sadly:) You are right. The Ancient Warrior way is still alive. When humans experience dark times, sometimes they get scared. Afraid, they feel they must defend themselves — perhaps lie, rob, steal, kill....

ANCIENTE

They always have and they always will.

TAMARON

No! There have been brave men and women who have refused to fight and kill.

ANCIENTE

We cannot change people, Tamarón.

TAMARON

Ah! But we CAN change ourselves.

ANCIENTE

Ourselves?

TAMARON

Yes, Anciente. Each of us is capable of changing our self to think and act any way we choose.

ANCIENTE

Ridiculous!

TAMARON

Not so! Are you not powerful enough to change your thinking if you want to?

ANCIENTE

I am.

TAMARON

Could you not decide to NOT kill, if you wanted to NOT kill?

ANCIENTE

(Thinks for a moment.) Now I am filled with sorrow.

TAMARON

Why?

ANCIENTE

Because this knowledge tells me I could have lived my life differently. If we had worked together instead of fought, we could have harvested MORE food and saved MORE lives. My heart is filled with sadness. It is too late for me, Tamarón. You don't have to thank me after all.

TAMARON

It is never too late, Anciente. You can start now.

ANCIENTE

How?

TAMARON

Every time you feel afraid, LOOK at your fear.

ANCIENTE

WHAT!?

TAMARON

LOOK at your fear and SEE it for what it is — something that lives only in your head.

ANCIENTE

No! Really? But I feel it in my chest. In my stomach!

TAMARON

It starts in your head. Just WATCH your thoughts of fear without doing anything about them. Don't judge them. Don't try to make them go away. Just stop! Look! Listen! — to what these thoughts are telling you. Have respect for the thoughts! Have respect for the fear!

ANCIENTE

You and the ancient spirits are putting me on!

TAMARON

No, Anciente. No! First, you must say, "I am scared."

ANCIENTE

(Pauses.) I don't know. That's not very brave.

TAMARON

Yes it is! It is very brave to respect your fear — a strong human quality. When you say it, you take your first step toward making it disappear!

ANCIENTE

Impossible!

TAMARON

Look! (Points to the air.) There is your fear! Yes! Yes! Now look at it. LOOK at it. And say, "Hello, old friend! Hello emotion in my head!" (To Anciente:) Go ahead, try it! Be brave. You'll thank me.

ANCIENTE

(Hesitates.) Hello, old friend! Hello emotion in my head! (Smiles.) I see it! It's....waving at me. Ugly thing! Ugh!

TAMARON

Good! Good! Now make it beautiful instead of ugly. You can do it! Say, "I see you! I recognize you!"

ANCIENTE

I see you! I recognize you! (Waves back.) I see it! It's floating — up, up, up and away!

TAMARON

It is a beginning, Anciente. Once you SEE your fear, you begin to understand it. In understanding it, you are free!

ANCIENTE

Really? (Smiles, continues to wave.) But how do I free myself from old ideas of the past? (Keeps smiling and waving.) How do I break the chains that bind me to being a "fighter"? (More smiling and waving.) How will I know when I reach new understanding? When I am truly brave?

TAMARON

The first step is the last, Anciente. You are asking questions. (Smiles.) You are already there.

ANCIENTE

(Smiling and waving:) Thank you, Tamarón. Thank you!

Addendum 2B

THE TEST OF BRAVERY

X Select one topic for students to focus on:

1. Going first.
2. Standing up for what I believe.
3. Making a promise and keeping it.
4. Being yelled at, and staying peaceful inside.
5. Telling the truth when I've made a mistake.
6. Being willing to learn when I've done something wrong.
7. Walking through a neighborhood I feel is unsafe.
8. Facing a bully who has been picking on me.
9. Taking a risk no one else was willing to take.
10. Helping someone in distress.

X After you've selected a topic, ask:

1. What situation in your life comes to mind when you think of this topic?
2. Was it something that happened at school? At home?
3. How many people were involved?
4. Do you think the people involved acted bravely? Why?
5. Do you think you acted bravely?
6. If not, what do you think might have been a brave response?
7. What are some times in our lives when we really need to be brave? When we're most scared?
8. What prevents bravery from happening? Do we get too scared to move or think? Too angry?
9. Have you ever been told that you SHOULD be brave? Does this create conflict in your mind? How?
10. Is the conflict between what people think you SHOULD do and what you really WANT to do?
11. Does this make you feel you are bad, or wrong?
12. No matter what you think your parents, teachers or friends believe, how do YOU feel knowing how you responded?

The Test of Bravery Addendum 2B

13. How do you think your behavior fits in the Martial Arts Code of Conduct?
 14. No matter what anyone in the world thinks, how did YOU feel about your behavior? Were you proud?
 15. If you had to re-live that situation, would you have acted in the same way?
 16. What would you have said or done differently?
- ✗ If time permits, select another topic and ask the same questions.
- ✗ Congratulate students on their bravery. Tell them:
- ✓ Just being willing to talk about these things is the first step to bravery!
 - ✓ Good for you!
 - ✓ As they say in Spanish and Italian: "Bravo!"
A perfect word for this lesson.

Addendum 2C
CHART: ANCIENT BRAVES & BRAVES TODAY

X Ask students:

1. What did bravery mean to ancient warriors?
2. Do some of these old ways promote conflict and sorrow?
3. How do we want to think of “bravery” today?
4. Does bravery come from questioning old ways?
5. When you think of someone “brave,” who comes to your mind?
Encourage all responses. There are no “wrong” answers.
6. Are most of these people you’ve named fighters? Are they war-like? Violent?
7. Is your concept of “bravery” changing?

X Tell students:

Enter the name of an “Ancient Brave” or a “Modern Brave.” After you write in the name, tell us why you believe this person is brave.

ANCIENT BRAVES _____

MODERN BRAVES _____

Addendum 2D
I AM BRAVE!
MENTAL FREESTYLE

- X** Ask for a team of **THREE VOLUNTEERS** to come before the class who are willing to be targets of questions. (This exercise will be used in every lesson to help students learn to think quickly on their feet.)
- X** Tell Volunteers they must answer immediately, quickly, in rapid-fire succession. We are not concerned with right or wrong answers. We are concerned with fast, intuitive answers.
- X** Tell other students to **WATCH** and **LISTEN** carefully.

The fun is in walking in the dark.
Empty yourself of old thinking.
Trust your intuition to give you a brave answer.

- X** Fire the following questions at the students:
 1. If you were an Ancient Warrior, what would think of as brave?
 2. What's something you could do at home today that would make you brave?
 3. What's something you could do at school today that would make you brave?
 4. Who is someone you think is **NOT** brave? What prevents this person from being brave?
 5. How can you act bravely when you are in conflict?
 6. What is a brave thought that would precede acting bravely?
 7. What is something you completely understand about bravery?
 8. What must you focus on to be brave?
 9. Where does bravery begin?
 10. What do brave people talk about?
- X** Thank the Volunteers for being brave enough to take this test. They deserve applause!

LESSON 3

The Place Where No Fear Can Go

Breakdown of Lesson 3: THE TEST OF FOCUS

Concentrating the mind and body on one point.

Releasing the energy of concentration on a target.

When there is focus, there is no room for fear to enter.

Concentrating the Mind and Body on One Point

Note to Instructor: Write on the board: TEST OF THE WEEK: FOCUS. Read aloud: **Fighting the Paper Tiger: The Test of Focus**, page 108 in textbook.

- ❑ Afterward, ask students:
 1. Do you think most TV and movie watchers believe that the study of Martial Arts is about breaking boards? Why?
 2. What kind of power comes from being relaxed? *Mental.*
 3. What kind of power comes from knowing *how* to strike?
 4. Does clear focus include your mind as well as your body?

Note to Instructor: Go to **Addendum 3A: Beyond The Contact Point**. An activity to enhance students' awareness.

- ❑ Ask students:
 1. Do you think that when a fire fighter rushes into a burning house, the fire fighter focuses only on the flames? What else?
Falling roofs, walls, the ability to breathe.
 2. Would the fire fighter look for crevices, cubbyholes, places where people or animals might be hiding from the fire?
 3. Would the fire fighter's ears be sharply tuned to cries for help?
 4. Would the fire fighter be concerned with the weather? Air temperature? Why?

Releasing the Energy of Concentration on A Target

- ❑ Tell students:
 - ✓ Like the fire fighter, you and I must tune all of our senses to what's happening around us, as well as to what's happening right before our eyes.

**The only time we don't see clearly is
when our focus is interrupted by thoughts in our heads.
Fear sometimes interrupts our focus.**

Note to Instructor: Go to **Addendum 3B: My Focus, Interrupted!**
An activity to help students begin to understand what prevents them from focusing.

- ❑ Afterward, select some of the students' interrupting thoughts for further discussion:
 1. What do you think put that thought in your head?
 2. By having this thought, do you see how your focus is interrupted?
 3. When you are told that you *should, must, have to* do something, does something inside you want to rebel? Why?
 4. When you do, what happens to your focus?
 5. Instead of judging yourself *good* for cleaning your room and *bad* for not cleaning your room, do you think it could be more helpful to understand *why* you decide to clean it or not clean it?
- ❑ Tell students:
 - ✓ When we look at our thoughts, we start to understand them.
 - ✓ With an understanding of our thoughts, we see how to get out of our own way and let our focus be clear.

When There Is Focus, There Is No Room for Fear to Enter

- ❑ Tell students:
 - ✓ When your thoughts are in tune with the world around you, you feel empty, clear — free of conflict.

- ✓ Feeling no conflict, you create no conflict. You are at peace, with yourself and in the world.
- ✓ At peace, you are able to develop an understanding of the fighter in your mind.
- ✓ Focused and brave, you can wing your way into the unknown as if it was nothing at all.

Note to Instructor: Go to Addendum 3C: My Focus, Restored.
An activity to help students re-play their old habits.

- ❑ Afterward, tell students:
 1. It took time for you to learn the language you speak. It happened, word by word, phrase by phrase.
 2. Now, the words you speak flow without your having to think about them one word at a time.
 3. So it is with focus. With practice, your thoughts and actions flow from one to the next with no past, no future, no conflict.

Note to Instructor: Go to Addendum 3D: Unbroken Flame of Attention. Mental Freestyle.

Summary:

- ★ Focus is concentrating the mind and the body on one point.
- ★ This energy of concentration is released on a target.
- ★ So focused on here and now, there is no room for conflict that is caused by fear.
- ★ Focus is the place where no fear can go.

Addendum 3A BEYOND THE CONTACT POINT

✗ Ask students to:

1. Sit in a circle as you stand in the center.
2. Get comfortable, then hold up one hand in front of their face, the inside of their hand facing toward them.

✗ Tell students:

1. Your test of the week is FOCUS.
2. Let's begin by focusing on something very familiar to us. Focus on the hand in front of your face.
Give students time to get into a focused mood.
3. Focusing totally on your hand, what do you see?
Encourage all responses, from five fingers to the intersecting lines of veins.
4. Still holding your hand where it is, let your peripheral vision come in. You are staring at your hand, but you also see a little *beyond* your hand. What do you see?
Give students a few seconds to adjust their senses. Encourage all responses, from the room windows/ doors, to other students, you, blurry colors, the floor.
5. Still focusing on your hand, listen carefully to the sounds around you — fellow students breathing, a bird singing outside, a lawn mower cutting the grass (use whatever sounds you hear in your classroom). You're still focused on your hand. But what are your ears seeing? What are your eyes smelling? What is your mind tasting? What do you sense? When you are truly focused, all your senses are one.
Once again, allow for adjustment of senses, and encourage all responses.
6. This is the beginning of focus. We concentrate our mind and body at one point; at the same time, we are aware of everything around us.

Addendum 3B MY FOCUS, INTERRUPTED!

- ✗ Divide students into groups of four. Each group will have a:

 - Facilitator:** Conducts the questioning.
 - Recorder:** Writes down group's discoveries.
 - Reporter:** Reports group's findings to the class.
 - Representative:** Fields questions about group's findings.

- ✗ Assign each group one of the following subject areas. It's all right if more than one group gets the same subject area:

Home Community School Friends

- ✗ Tell them:

 - ✓ You already know that we are what we think. With focus, we transfer what we think to what we do.
 - ✓ Sometimes our actions are interrupted by thoughts that get in the way of our focus.
 - ✓ Within your group subject area, discuss some THOUGHTS that get in the way of your focus. Here are some examples:
 - Home example:**
When my mother asks me to do the dishes, instead of just doing them to help out, my THOUGHTS tell me that such a chore is a waste of time.
 - School example:**
Sometimes during classes, I don't hear everything that my teacher says, because my THOUGHTS are on a bully who said he would get me after school today.
 - Community example:**
When a police officer says hello to me, I don't always answer, because my THOUGHTS are filled with the memory of one of them shooting someone I knew.
 - Friends example:**
I have a friend who always makes fun of me, thinking it's just a joke. I get scared about losing this friend, so my THOUGHTS tell me to just laugh it off.
 - ✓ You have five minutes for discussion.

- ✗ Call time. Ask each group representative to report findings.

Addendum 3C MY FOCUS, RESTORED

- ✗ Ask students to stay in or return to their groups of four, each with its own:

 - Facilitator:** Conducts the questioning.
 - Recorder:** Writes down group's discoveries.
 - Reporter:** Report's group's findings to the class.
 - Representative:** Fields questions about group's findings.

- ✗ Tell them:

 - ✓ The Recorder will remind you of the THOUGHTS you selected that got in the way of your focus.

 - ✓ With as many as you can, come up with a way to *prevent interruption* of your focus.

Example: When my mother asked me to do the dishes, my thoughts said that chore was a waste of time, which was an interruption of focus.

One way to *prevent interruption* of my focus would be:

To ask myself why I believe it's a waste of time.

Another way to *prevent interruption* of my focus would be:

To look at the fighter inside me who wants to rebel against my mother's request.

- ✗ Give students 5 - 10 minutes. Call time.

- ✗ Ask one group at a time, either via their Representative, or anyone else who wants to contribute, to report their discoveries.

Addendum 3D
UNBROKEN FLAME OF ATTENTION:
MENTAL FREESTYLE

- X** Bring up a team of THREE VOLUNTEERS who are ready, willing and able targets for questions.
- X** Remind Volunteers they must answer immediately, quickly, in rapid-fire succession. We are concerned with fast, intuitive answers.
- X** Remind all other students to WATCH and LISTEN carefully.
- X** Tell Volunteers:

The fun is in walking in the dark.
Empty yourself of old thinking.
Act based on your focused mind.

- X** Fire the following questions at the students:
 1. What is the secret of focus?
 2. How does it help you to see something in your mind before you actually do it?
 3. Why does focus require both mind and body?
 4. When we are focused, why is there no room for fear?
 5. How is focus like a whip?
 6. What is your least favorite chore? When will you do it again?
 7. How will you do your least favorite chore differently than you did it last time?
 8. What will you do this week to give yourself the test of focus?
 9. Which test of focus do you think you need more than any other?
 10. How can you be brave AND focused at the same time?
 11. Where is the focus when you understand that there is an ancient warrior fighter in you?
- X** Thank the Volunteers for their willingness to show us their focus.
- X** Applaud their unbroken flame of attention!

LESSON 4

The Moment Between Night and Day

Breakdown of Lesson 4: THE TEST OF SPIRIT

Thoughts can tie the mind up in knots.

A knotted mind creates turmoil in the world.

Spirit can cut through the confusion of self-made illusions.

Thoughts Can Tie The Mind Up In Knots

Note to Instructor: Write on the board: TEST OF THE WEEK: SPIRIT. Read aloud the story, **Gordian Knot: The Test of Spirit**, page 49. Use your voice to interpret the story.

□ Afterward ask:

1. Although the Master's movements were physical, the Master called his presentation a test of spirit. Why do you think so?
2. Is spirit giving your full focus to something, with great passion, energy and boldness?
3. When you are full of spirit, are you empty of fear?
4. Do you think you can slash fear from your thoughts the same way the Sword Master slashed the bundle of hay?
5. Did the Sword Master carefully think out his movements before slashing the hay bundle, or just move swiftly, spiritedly ?
6. Why do you think it's defeating to think your way out of a fight?
7. To stop fighting, do we have to do something besides fight?
8. Do you think by opening our minds to "new thinking," our "old thinking" will fall away naturally, like snow from a branch?

A Knotted Mind Creates Turmoil In The World

Note to Instructor: Go to **Addendum 4A. Thinking Our Way Out of Thinking.** An activity to help students discover innovative ways of problem-solving.

- ❑ Afterward, tell students:
 1. Every day, there are people, places and things in this world that scare us. We may not even be aware we're frightened.
*A teammate yells at us for missing a point.
Someone we know is a victim of disaster.*
 2. Afraid, we think thoughts that are negative, thoughts that don't make us feel good.
*I'm not good enough to play on the team.
I have no control over my life.*
 3. Negative thoughts create inner conflict. We make war inside ourselves which makes us angry, upset, vengeful.
*If they throw me off the team, I'll show them!
If Rambo can get what he wants, so can I!*
 4. Full of inner conflict, we encounter family, friends and strangers, and act tough, angry, spiteful, warrior-like.
*This is MY block. Stay on your own block!
You're in MY room! Get out of here!*
 5. As a result, we create outer conflict, conflict between ourselves and other people.
You don't belong here! Get off my property!
 6. When forces of angry people gather, they can become violent. Groups fight with groups, towns with towns, countries with other countries. Inner conflict becomes global conflict.
*My ancestors were here first. This country does not belong to you.
You have no right to be here. Get out!*
 7. In one easy lesson, we go from fear to war. This is how a knotted mind can create turmoil in the world.

Note to Instructor: Go to **Addendum 4B. CHART. From Fear To War In One Easy Lesson.** To show students how easily fear can produce war.

Spirit Can Cut Through the Confusion of Self-Made Illusions

- ❑ Tell students:
 1. You and I can learn to untie the knots in our minds.
 2. The line between confusion and clarity is focus.

3. When through spirited focus we give our full attention to what we are doing here and now, we “slay” confusion with the sword of truth.

□ Afterward tell students:

1. This test of spirit is tightly bound to the test of focus. Spirit is the flash of lightning that lights up the sky and makes focus possible.
2. Spirit is that fleeting moment between day and night that is neither one and yet both. You cannot put your hands on it, but you know it’s there.

Note to Instructor: Go to Addendum 4C. The Fire of Fearlessness. Mental Freestyle.

Summary:

- ★ When the moon shines, it shines on everything. When we are in conflict, we must shine our brains on all aspects of it.
- ★ When we stop, listen and understand a situation that provides conflict, unity begins.
- ★ Stopping and listening helps us gather information we do not have and gives us the whole picture.
- ★ When we have the whole picture, conflict ends and peace begins.

Addendum 4A

THINKING OUR WAY OUT OF THINKING

- ✗ Tell students:

 - ✓ Close your eyes, and sit comfortably where you are.
 - ✓ Focus on something or someone in your life you find disturbing. Maybe someone makes fun of you; maybe a parent won't allow you to do something you want to do. Maybe there's a teacher who believes you have more potential than you're showing, and that teacher never lets you forget it.

- ✗ Ask students:

 1. What kind of thoughts enter your mind? Thoughts from the past? Thoughts that cloud your vision and prevent clarity? Feelings of fear? Anger?
 2. Is it possible that you could sit here forever, caught in the web of blame, anger, and depression and never think your way out of this problem?
 3. Is it possible that you could tie your mind into so many knots that you'd be more confused than you were before we started?

- ✗ Tell students:

 - ✓ Don't let the wrath of the Ancient Warrior flood your brain.
 - ✓ Focus your mind on something you could do right now to stop the anger. Stop the fear. Stop the depression.
 - ✓ Raise your hand when you've thought of something.
 - ✓ When everyone has a hand up, we'll pass the test of spirit, and not until then.

- ✗ When all hands are up, ask students to open their eyes. Ask them, one at a time:

 1. What did you think of that you can do to stop the Ancient Warrior in your brain?
 2. What will you do to cut the knot?
 3. How will you break the chains?

Addendum 4B
CHART: FROM FEAR TO WAR IN ONE EASY LESSON



Addendum 4C
THE FIRE OF FEARLESSNESS:
MENTAL FREESTYLE

- X** Bring up a team of THREE VOLUNTEERS who are ready, willing and able targets for questions.
- X** Remind Volunteers they must answer immediately, quickly, in rapid-fire succession. We want fast, intuitive answers.
- X** Remind all students to WATCH and LISTEN carefully, as if they had to answer.
- X** Tell Volunteers:

The fun is in walking in the dark.
Empty yourself of old thinking.
Act based on your spirited mind.

- X** Fire the following questions at the students:
 1. What difference does spirit make in your focus?
 2. What does spirit have to do with hesitation?
 3. Do you feel spirit in your mind or your body?
 4. If focus is a fireplace, spirit is _____?
 5. What does spirit have to do with failure?
 6. What does spirit have to do with brute force?
 7. How can spirit help you in doing chores at home?
 8. What will you do this week to give yourself the test of spirit?
 9. Which test of spirit do you think you need more than any other?
 10. If you had to be brave, focused and spirited all at once, what would be one way to do so?
- X** Thank the Volunteers for their willingness to show us their firey spirit.
- X** Applaud their dazzling minds!

LESSON 5

The Glory of the Endless Moment

Breakdown of Lesson 5:

- A pure mind is untouched by the past.
- A pure mind understands its limitations.
- A pure mind goes beyond its boundaries.

A Pure Mind Is Untouched by the Past

Note to Instructor: Write on the board: **TEST OF THE WEEK: PURITY.** Read aloud: **Faceless Face: The Test of Purity,** page 130 in textbook.

- Afterward, ask students:
 1. In relation to this story, would you rather die, or become the Ancient Warrior forever?
 2. What does “to die” mean in this story?
 3. When the students witnessed the sky filled with millions of stars, did they die or were they with the Ancient Warrior?
 4. When the students left the comfort of the known, were they with the Ancient Warrior, or did they die?
 5. Can you see how the unknown can be an exciting place? A place we do not have to fear?

Note to Instructor: Go to **Addendum 5A: Touched by the Past!** An activity to show students what prevents them from achieving pure minds.

- Ask students:
 1. When you feel your Ancient Warrior past at work, do you want to run away from the Warrior? Fight the warrior?
 2. When you look at and see the way your Ancient Warrior lives inside you, do you want to understand your Warrior? Why?

3. Do you think it's helpful to understand what you do that prevents you from achieving a pure mind? How can you benefit?

A Pure Mind Understands Its Limitations

- ❑ Tell students:
 - ✓ Most of us wake up every day and fall into a routine — take a shower, eat breakfast, brush our teeth, go to school.
 - ✓ Caught up in our routine, we rarely stop and think: The world did a complete revolution since yesterday morning! Or, people who live thousands of miles away are now asleep, while we are awake! The starlight I saw last night flickered thousands of years ago, and I'm just seeing it now!
 - ✓ When we do entertain new thoughts like this, it is then easier to understand how we limit our thinking much of the time.

Note to Instructor: Go to **Addendum 5B: A Moment Of Awe!**
To encourage students to shake up their thinking.

- ❑ Tell students:
 - ✓ When we catch ourselves in a moment of fear, trapped by the Ancient Warrior, we can clear our minds of the past.
 - ✓ Just as the tea servant became a Master Swordsman doing nothing but serving tea in his mind, you can achieve great strength by clearing your mind with a moment of awe.
 - ✓ In your moment of awe, you achieve purity of mind. Empty of fear, you are clear to face whatever comes before you.

A Pure Mind Goes Beyond Its Boundaries

Note to Instructor: Go to **Addendum 5C: The End of Time.**
An activity to help students practice achieving purity of mind.

- ❑ Tell students:

- ✓ A pure mind feels the energy of spirit and the unbroken flame of focus.
- ✓ A pure mind is free of conflict and therefore sees what is before it clearly.
- ✓ The pure mind frees itself of Ancient Warrior thinking and welcomes the new, the unknown.
- ✓ Upon questioning its conditioned thinking, the mind understands this thinking and travels beyond it.

Note to Instructor: Go to Addendum 5D: Your Faceless Face! Mental Freestyle.

- Ask students:
 1. When you are in the moment of a mental freestyle, what happens to your concerns about being right or wrong?
 2. Do you find it exciting to be challenged by questions you cannot anticipate?
 3. Do you think there's a thin line between fear and excitement?
 4. What does fear have to do with purity of mind?
 5. What does excitement have to do with purity of mind?

Summary:

- ★ A pure mind is untouched by the past, by the Ancient Warrior.
- ★ A pure mind, instead of afraid to be "wrong," is excited to understand the truth.
- ★ The more we allow new thoughts into our minds, the easier it becomes to understand how we limit our thinking.
- ★ Upon questioning its conditioned thinking, the mind understands this thinking and travels beyond it.
- ★ We can achieve inner strength by clearing our minds with a moment of awe.

Addendum 5A TOUCHED BY THE PAST!

- x Tell students we are going to play: Fill in the blanks.
- x Read the following statements and stop in front of a student you designate to fill in the blank. It's okay to repeat questions.
 1. When I am alone in a strange place, I feel _____.
 2. The Ancient Warrior lives in me whenever I _____.
 3. A time when I meet Death, away from my Ancient Warrior is _____.
 4. When I meet someone from a foreign country, I usually think that _____.
 5. When a Teacher asks me a question I don't know the answer to, I usually _____.
 6. When someone gets angry with me, I _____.
 7. When I hear about criminals who go to jail and are then released in two months, I _____.
 8. When I look at the moon and stars, I think _____.
 9. When I stand at the top of a high hill or mountain and stare at the world down below, I _____.
 10. Every time I think about outer space and the wonders out there we have not yet explored, I _____.
 11. The times I feel most upset are when _____.
 12. I know, being human, that I sometimes get caught up in negative thoughts. One of them is: _____.
 13. When I am living in the illusion of my negative thoughts, I am generally not aware that _____.
 14. The way I plan to catch myself filling up with negative thoughts is _____.
 15. The glory of the endless moment comes when I _____.

Addendum 5B

A MOMENT OF AWE!

- x** Ask students to sit comfortably.
- x** Tell them:
 1. Close your eyes for a minute or two.
 2. Think of a moment you were awestruck — absolutely enthralled, amazed, in rapture over something you experienced.
 3. Was it something you saw? Something new somebody showed you? A trick? An experiment? A photograph? Something in nature? The first time you saw a plane take off?
 3. Think about this for the next couple of minutes.
- x** Call time after two minutes. Ask:
 1. Was this thing that enthralled you something you had never seen before? Was it new? Fresh? Exciting?
 2. Even though it had been unknown to you before, was it something you immediately accepted as real? True? Thrilling?
 3. Who wants to tell us your experience?
 4. As you recalled this wonder, where were your worries of the day?
 5. How did you feel being caught up in this rapturous moment of wonder? Were you happy? Thrilled? Excited?
 6. Would you feel this way if you were lost in a forest? Trapped in the dark? Locked in a closet for a day? Challenged by a bully?
 7. How do you think your brain would best be challenged by the test of purity if you were being pursued by a school bully? *Encourage all responses. Allow students to fantasize or get silly.*

Addendum 5C THE END OF TIME

- X** **CREATE A SERIES OF AWE-INSPIRING STATEMENTS,**
or use the following:
1. The universe is limitless. You could travel in a spaceship all your life and never repeat the same course.
 2. In one second, light travels 186,000 miles.
 3. In one year, light travels almost 6 trillion miles.
 4. We can see stars millions of light years away.
 5. In only 10 years of war (between 1982 and 1992), 4 million children have been physically disabled by land mines, firearms, and torture.
 6. Every minute 30 children die of hunger and inadequate health care, while the world spends \$1,700,000 on war.
 7. Five percent of the military budget could take *every* child out of poverty.
 8. Two weeks of global military spending is over \$30 billion (\$30,000,000,000). The U. S. alone will spend over \$3 trillion (\$3,000,000,000,000) on only the military in a year.
 9. We are drowning in information but starved for understanding.
 10. Although human beings have had wars since the beginning of human time, we don't ever have to have them again.
- X** Ask students to sit in a circle, as comfortably as they can.
- X** Tell them you will read a series of statements, leaving one minute between each. Ask them to do nothing more than LISTEN to the statements, contemplate them, and then, when a new one is read, LISTEN to that one and contemplate it.
- X** After each statement, leave a minute for contemplation; then read the next one.

(continued)

Addendum 5C The End of Time

- ✗ Afterward, tell students:
 - ✓ For about 10 minutes, your mind was filled with awe-inspiring facts.
 - ✓ If you stayed focused on these facts, you spent 10 minutes totally in the present, purifying your mind with here and now.
 - ✓ You had no thoughts of the past, no worries, no concerns about being right or wrong, good or bad.

- ✗ Ask:
 1. How did your body and mind do on this journey?
 2. Did you feel the glory of the endless moment?
 3. Were you lost in time, untroubled by what day it was, what time it was, who you were, what you were wearing, what anyone thought of you?
 4. What do you see as the advantages to emptying your mind in this way? Disadvantages?
 5. Do you think you saw signs of your pure mind?
 6. Do you think your mind went beyond its limitations?

Addendum 5D
YOUR FACELESS FACE!
MENTAL FREESTYLE

- X** Bring up a new team of THREE VOLUNTEERS who love to be challenged by questions.
- X** Remind Volunteers to answer immediately, quickly, in rapid-fire succession. We want fast, intuitive answers.
- X** Remind all other students to WATCH, LISTEN carefully, and think of how they would answer these questions.
- X** Tell Volunteers:

The fun is in walking in the dark.
Empty yourself of old thinking.
Act based on your pure mind.

- X** Fire the following questions at the students:
 1. What do you plan to do to encourage the “death” of your filled-up self?
 2. What is one step you can take at home to help purify your mind?
 3. What was your face before you were born?
 4. When you are at school, when do you feel the least comfortable?
 5. What can you do about your sense of discomfort?
 6. In our limitless universe, how important is a pair of dirty socks?
 7. In a city of millions of homeless people, how important is your having your own telephone?
 8. What is the most self-centered thought you probably have ?
 9. Where is the only place you can live freely?
 10. Give me your purest thought.
- X** Thank the Volunteers for loaning us their pure minds!

LESSON 6

Learning To Welcome The Dark

Breakdown of Lesson 6:

Our fears are ancient warriors from our past.
Paying attention to the present empties us of fear.
Once empty, we are free of the conflict fear gives us.

Our Fears Are Ancient Warriors from Our Past

Note to Instructor: Write on the board: TEST OF THE WEEK: **SELFLESSNESS.** Read aloud: **Way of the Golden Dragon: The Test of Selflessness.** Bring the story to life with your voice: read scary sections mysteriously; describe scenery slowly and colorfully; action scenes, quickly. A good storyteller inspires!

- ❑ Afterward, ask students:
 1. What does it mean to expect the unexpected?
Be aware, listen, look, pay attention, be prepared.
 2. What was the “creature of the night” that lay in the darkness waiting for the students?
Attackers? Strange creatures? Fear?
 4. Was the “Ancient Warrior” a real person? A scary animal?
The Ancient Warrior is fear.
 5. Who were the dark figures darting between the trees?
Other instructors? The students’ imagination? Fear?
 6. What is the way of the Golden Dragon?
 7. How does the Golden Dragon come to you?
 8. Does the art of listening use only your ears?
 9. How do you think learning to pay attention to trees rustling, birds singing, rivers flowing, stars sparkling can help you in the Martial Arts?
 10. How does “listening” help us deal with this Ancient Warrior called Fear?

Note to Instructor: Go to **Addendum 6A. The Golden Dragon. Mental Freestyle.** Students practice thinking quickly on their feet, and learn to break the chains of ancient thinking.

Paying Attention to the Present Empties Us Of Fear

- ❑ Tell students:
 - ✓ Listening, seeing, paying attention, keeps our senses focused on what's around us — right here, right now.
 - ✓ As you look around this room and notice floor, ceiling, windows, colors, shapes, people, movements — you are aware and alert — living life in the moment.
 - ✓ Aware and alert, there are no fears filling your mind, no painful thoughts filling your heart, no negative thoughts making you feel bad.
 - ✓ When we are filled with thoughts that make us feel bad, we don't tune in to what's around us. Fear takes over and clouds our thinking. It throws us off balance and gives us away.
 - ✓ Aware and alert, we are empty inside — listening, sensing — travelling the path of the Golden Dragon, expecting the unexpected.

Note to Instructor: Go to **Addendum 6B. Expecting The Unexpected.** A two-part activity that introduces students to the arts of listening and seeing. Do one part, or both.

Once Empty, We Are Free of the Conflict Fear Gives Us

- ❑ Tell students:
 - ✓ We have all had past experiences that have scared us.
 - ✓ Fear, the Ancient Warrior, returns to us and reminds us how we felt in those past experiences every time we meet a new challenge. Fear says: **Don't take on this new challenge. You'll get hurt! Remember how you suffered? Don't do this!**

- ✓ We can, however, empty ourselves of those memories by focusing totally on what is happening right now. You say to fear: **Yes, Ancient Warrior, I remember you. But that was then! This is now! I am here. I must face this challenge based on what I see, hear, feel, sense, think — now!**
- ✓ Empty of fear, we no longer feel conflict inside us. Empty, we can deal with the new challenge. **I'm about to face a new test. I see the challenges. I hear what is before me. I'm ready to move forward.**

Note to Instructor: Go to **Addendum 6C. Creating A Scene.** An activity that helps students create, in a group, a scenario that indicates where they are on the road between the Path of The Ancient Warrior and the Way of the Golden Dragon.

- ☐ While students work on creating their scene:
 - ✓ Prepare for the following addendum.
 - ✓ Write on the board the flowered descriptions in Addendum 6D: *How Am I Doing?*

Note to Instructor: Go to **Addendum 6D. How Am I Doing?** An activity to help students assess their own progress.

Summary:

- ★ Our fears are Ancient Warriors from our past.
- ★ They enter our minds and fill us with conflict.
- ★ Tuned in to here and now, we empty our minds of ancient fears.
- ★ Empty, we are free of the conflict that fear provides.
- ★ Free of conflict, we are ready to face whatever crosses our path.
- ★ Free of conflict, our senses are open, and we are able to travel the way of the Golden Dragon.

Addendum 6A
THE GOLDEN DRAGON:
MENTAL FREESTYLE

- x Ask for a team of THREE VOLUNTEERS to come before the class who are willing to be targets of our questions. (This exercise, used throughout this curriculum, helps students learn to be more comfortable with thinking on their feet.)
- x Tell Volunteers they must answer immediately, quickly, in rapid-fire succession. We are not concerned about right or wrong answers. We are concerned with fast, intuitive answers.
- x Tell other students to WATCH and LISTEN carefully.
- x Tell Volunteers:

The fun is in walking in the dark.
Empty yourself of old thinking.
Trust your intuition to give you a selfless answer.

- x Fire the following questions at the students:
 1. Can you see without seeing? Hear without hearing? How?
 2. Do you chase away your fears or welcome them? How?
 3. Do you think it's better to greet your fear instead of hide it? Why?
 4. Can fear fill you up with war-like feelings? How?
 5. What kind of war-like feelings do you get when you're scared?
 6. How would you like to practice battling your Ancient Warrior?
 7. How does the way of the Golden Dragon help you do this?
 8. "The stars are shimmering like sparkling jeweled diamonds in the heavens!" Where was your fear when I said that?
- x Thank the Volunteers for taking the test of selflessness. They deserve applause!

Addendum 6B

EXPECTING THE UNEXPECTED

Part A: The Art Of Listening

- X** Take students outside and ask them to sit on the grass. Or, stay indoors, and ask students to sit on the floor.
- X** Tell them, softly:
 1. Close your eyes, and take a deep breath. Relax.
 2. The Golden Dragon can fill you with power and clarity of mind. If you sit quietly, the Golden Dragon will come to you.
 3. As you learn the art of listening, you will know the Golden Dragon.
 4. Listen to the silence. Pay attention to what you are hearing.
 5. Other thoughts may try to creep into your mind, but they will only take you on a journey to the past.
 6. If the past sneaks in, tell it silently, "Hello, past." Then let it go. The past is like a flowing river. It reflects what's there but then it's on its way. For the next few minutes, just listen.
- X** Let students just listen, for 2-5 minutes.
- X** Ask students to open their eyes. Ask them:
 1. What did you hear?
 2. Did you hear anything you normally don't pay attention to?
 3. Did you hear the birds? The wind whistling through the treetops? Traffic? Airplanes? Voices? Pipes?
 4. Did the past try to sneak in and intrude on your listening?
 5. What was the past saying to you?
 6. Were you able to tell your past hello and let it go?
- X** Congratulate students. Tell them:

**Opening yourself to the Golden Dragon, you break the chains
that bind you to the wrath of the Ancient Warrior.**

Part B. The Art Of Seeing

- X** Tell students:
 1. The art of seeing is the art of listening with your eyes.
 2. Take a deep breath, sit quietly and look around you. When you are truly looking and seeing, nothing can distract you.
 3. The Golden Dragon is waiting to fill you with power and clarity of mind. When you sit quietly, the Golden Dragon comes.
 4. Pay attention to what is around you: people, places, colors, shapes, sizes, movement.
 5. Other thoughts may try to creep into your mind, but they will only take you on a journey to the past.
 6. If the past sneaks in, tell it, "Hello, past." Then let it go.
- X** Let students just look and see, for 2-5 minutes.
- X** Call time and ask:
 1. What did you see?
 2. Did you see anything you normally don't pay attention to?
 3. What colors, sizes, shapes, movement did you see?
 4. Did the past try to sneak in and intrude on your seeing?
 5. What was the past saying to you?
 6. Were you able to tell your past hello and let it go?
- X** Congratulate students. Tell them:

**Break the chains that bind you to the Ancient Warrior of the past!
Ride with the Golden Dragon.**

Addendum 6C CREATING A SCENE

- x Divide students into groups of four or five.
- x Ask each group to come up with a story with the following elements:
 1. **Describe a place.** It can be any place where you are practicing your moves. What time of day is it? How does the sun look? Are there hills? Streets? What kind? Stars? Wind? Are you indoors? How does the room feel? Pin-drop quiet? Noisy?
 2. **Describe a change in atmosphere.** This place, which once felt safe, suddenly feels threatening. How? Is electricity suddenly off? Is there a rumbling earthquake? A dizzying tornado? Did a gold moon hide behind frizzy clouds? Are you in an echoey cave? A bone-chilling basement? A doorless dungeon?
 3. **What movement do you hear? See?** Are there dark, black-caped figures? Rustling footsteps? Creaky doors? Strange looking animals? Ghosts you can practically touch?
 4. **How do you feel?** Terrified? Energized? Shocked? Sweaty? Abandoned? Shakey? Excited? Knowledgeable? Trained? Ready? Trapped? Resistant? Empty? Aware? Panicked? Frozen in time? Unconscious? Acutely aware?
 5. **How do you act?** Are you listening? Watching for figures in the dark? Hiding in a corner? Letting fear come up? Staying attentive? Moving forward? Looking back? Singing? Laugh-ing? Whispering? Staying silent? Confused? Lashing out at the darkness? Screaming? Angry? Defensive? Aggressive?
- x Tell students they must work together quickly. One person per group will be Recorder and will write as the group creates. Give students 10-15 minutes to develop their stories.
- x Call time. Ask a student from each group to read that group's story.
- x Ask the following questions after each group's presentation:
 1. Did we get a good sense of the place described?
 2. How did we feel when the atmosphere changed?
 3. Did you see signs of the Ancient Warrior? Where?
 4. Did you see signs of the Golden Dragon? When?

Addendum 6D HOW AM I DOING?

X Ask students to look at the following descriptions you have written on the board. Ask:

1. Which of the following best describes you, so far?
 - ❁ The Ancient Warrior is totally with me.
 - ❁ The Ancient Warrior appears and disappears.
 - ❁ I need practice dealing with the Ancient Warrior. Fortunately, I look forward to the challenge.
 - ❁ I had a flash of the Golden Dragon, but not for long.
 - ❁ I am ready for prime-time Golden Dragoning.
2. How is the test of selflessness like the test of purity?
3. Is a pure mind untouched by the past?
4. How is the test of selflessness like the test of spirit?
5. Can spirit cut through the confusion of illusions we've created in our own minds? Does it promote selflessness?
6. What do the tests of selflessness, purity and spirit have to do with the test of focus?
7. When we welcome the dark, do we sometimes find new light?
8. When, this week, did you welcome the dark?
9. How do selflessness and purity break the chains of Ancient Warrior thinking and put us on the path of the Golden Dragon?
10. How do focus and spirit clear our minds and make them able to expect the unexpected?
11. Do they untie the knots in our confused thinking and make us excited to understand the truth?
12. In the act of asking all these questions, do we clear our minds of negative thinking? How?

LESSON 7

The Force of Nature Within Us

Breakdown of Lesson 7:

Mistaking fiction for fact can create conflict.

We want to understand and resolve conflict *before* it becomes conflict.

Understanding conflict does not require physical technique.

Mistaking Fiction for Fact Can Create Conflict

Note to Instructor: Write on the board: TEST OF THE WEEK: HUMILITY. Read aloud: **Face of the Enemy: The Test of Humility**, page 137 in textbook.

- ❑ Afterward, ask students:
 1. What is the difference between what we are scared of and an image of what scares us?
 2. Can an image hurt you?
 3. Do you think sometimes we get scared of images in our minds and confuse them with the real thing?
 4. What would be an example of this kind of confusion? Movies? Commercials? Scary stories? *Encourage all responses.*
 5. Do television and movies show us “warriors” who aren’t real? Do we still get scared when we watch them?

Note to Instructor: Go to **Addendum 7A: Fact Or Fiction?** To help students see the difference between the two.

- ❑ Afterward, ask students:
 1. Do you think people often confuse fact and fiction? Why?
 2. Have we been conditioned to believe some things are true when they are beliefs?

3. What's something you were conditioned to believe that you have begun to question? *Encourage all responses.*
4. What is the danger in mistaking something imagined for something that's real?
5. Does making that kind of mistake create a strong breeding ground for conflict?

We Want to Understand and Resolve Conflict *Before* It Becomes Conflict

- ❑ Tell students:
 - ✓ Physical defense skills are taught, not to develop your ability to hurt someone, but to give you the confidence to *not fight*.
 - ✓ Self-defense skills represent the force of nature within you. The energy you get from these skills wakes you up to feel as powerful as thunder and lightning — not meant to hurt anyone, but to enliven, empower and refresh.
 - ✓ In our Martial Arts practice, we make believe people get hit or kicked, but we take care not to hurt anyone. Outside, in the real world, the danger of fighting is not make believe. This is why we study these arts: to hopefully stop conflict before it begins.

Note to Instructor: Go to **Addendum 7B: Conflict Is Coming!** To help students see conflict before it begins.

- ❑ Tell students:
 - ✓ There is no such thing as an “expert” in understanding conflict. We are all learning every day.
 - ✓ Some Martial Arts masters believe that the only answer to conflict is developing strong physical technique.
 - ✓ You and I know that physical and mental strength, combined, treat conflict with understanding and intelligence.

Understanding Conflict Does Not Require Physical Technique

Note to Instructor: Go to **Addendum 7C: Becoming Your Own Master.** To help students practice personal decision-making.

- ❑ Tell students:

**No one ever completely masters life,
but the more you can become your own master,
the more masterful you become!**

- ✓ The more masterful you become — seeing the difference between fact and fiction, feeling the spirit of bravery, purity and focus —the more you realize the importance of being simple, empty, nothing inside! This is humility.
- ✓ In awe of the magnitude of endless challenges we face every day, we become more humble, more accepting and understanding of our Ancient Warrior roots.
- ✓ This opens us to more careful listening, seeing, feeling, sensing, understanding — which can prevent conflict.

Note to Instructor: Go to Addendum 7D: The Beauty of Nothing! Mental Freestyle.

- ❑ Ask students:

1. How is the test of humility like the test of focus?
2. How does having a humble mind help us stop conflict before it starts?
3. How does a humble mind help us act respectfully?
4. Do you think images of our “enemies” are based on reality?
5. Do you think sometimes we are our own enemies? How so?

Summary:

- ★ Every day, millions of people confuse fact with fiction. Mistaking fiction for fact can create conflict — in our minds, and between us and other people.
- ★ When what we believe creates conflict in our minds, or between us and others, it’s time to question those beliefs.
- ★ Questioning helps us become our own masters — awed by the world around us and humbled by its magnitude.

Addendum 7A
Fact or Fiction?

X Pass around the bowl or hat and ask students to select a slip of paper.
Tell them:

1. Look at your piece of paper.
2. Say: "It is a fact that . . ." or "I believe that . . ."
3. Then, say whatever phrase is on your piece of paper.
4. Finish the statement according to the truth that you believe.
5. Examples:

It is a fact that the Earth is round.

I believe that the Earth is the only planet
on which there is life.

Addendum 7B CONFLICT IS COMING!

- X Divide students into groups of four. Each group will have a:
- | | |
|------------------------|--|
| Facilitator: | Conducts the questioning. |
| Recorder: | Writes down group's discoveries. |
| Reporter: | Reports group's findings to the class. |
| Representative: | Fields questions about group's findings. |

If you prefer, the group can operate without specific job descriptions.

- X Assign each group one of the following situations:

Situation A: A female figure skater who is tall, beautiful and skilled is about to compete in the Olympic Games. This skater has trained long and hard and comes from a healthy, middle-class family that supports her financially and emotionally. Another female figure skater, who has a short, muscular, bulky body and a harder looking face is also about to compete in the Olympics. She has also trained long and hard, coming from a poor, lower-class family, consisting primarily of a divorced mother who is unable to support her either financially or emotionally. The shorter figure skater hangs around with bullies and crooks, who attack the first figure skater with a metal pipe, which seriously bruises that skater's leg.

Situation B: You are in gym class and your teacher has picked two team captains for volleyball. It is now up to the captains to choose the rest of their teams. You are not a strong volleyball player, and everyone knows it. The team captains are calling out names, and you know that you are going to be the last person anyone picks, and whichever team gets you is going to be disappointed that you are on their team. You ask yourself why you are so weak and so unable to play volleyball well. You wish you were in English class where you can do well, or at home reading a good book. If your brother had just taken the time to play volleyball with you, you'd be a better player. But he doesn't seem to want to spend time with you. You've decided you're just not going to play, no matter who picks you.

Situation C: A new student has just arrived at your school. She hardly speaks your language and she dresses differently from anyone else. She doesn't smile and looks scared all the time. Everyone says she comes from an "enemy" country and that maybe we shouldn't talk to her. Somebody says her father, who is a terrorist, left the family and never came back. Somebody else says that her mother has not been able to find work and that she is poor. She sat in the lunchroom yesterday eating by herself. When she accidentally put her lunch tray in the wrong place, a table of students laughed loudly as she walked by.

Addendum 7B
Conflict Is Coming!

- x** Ask them to determine:
 1. What kind of conflict(s) do you see brewing in this situation?
 2. What are the warning lights pointing to this conflict?
 3. What thought(s) do you think brought on this conflict?
 4. Do you think the action(s) were based on these thoughts?
 5. What action(s) would you take to prevent this conflict?

- x** Give them 10 minutes of discussion; then call time and ask for Volunteers.

- x** Ask the Volunteers the above questions, 1 through 5.

Addendum 7C BECOMING YOUR OWN MASTER

- x Ask students to sit comfortably in a circle. You can join them.
- x Tell them:
 1. Think of a situation at home that sometimes troubles you. It could be a problem between you and your brother or sister, between you and your mother or father, between you and someone you see every day.
 2. In this situation you've sometimes become so frustrated that you've either physically fought, or almost come to blows with this person. Or maybe, you've just imagined hitting or hurting this person. Or maybe running away from this person forever.
 3. This is the human "fight or flight" response working in you; it's your Ancient Warrior at work.
 4. Close your eyes and see this conflict between you and this other person.
 5. Ask yourself: What would it take for me to become my own master in this situation? What could I say or do that would resolve the conflict, or make me feel good about my actions?
 6. Think about standing in the other person's shoes and seeing the situation from his or her point of view. If I were that person, what would I want me to do?
 7. Think about this and only this for the next couple of minutes, during which we will give you peace and quiet to contemplate.
- x Call time and ask for a Volunteer. Ask:
 1. What is your situation?
 2. What have you come up with that could make you become your own master in this situation?
 3. How is this different from anything you've tried before?
 4. Do you think this is a better solution to resolve your conflict than fighting or running away? Why?

Addendum 7D
THE BEAUTY OF NOTHING!
MENTAL FREESTYLE

- X Bring up another team of THREE VOLUNTEERS who love to be challenged by questions.
- X Remind Volunteers to answer immediately, quickly, in rapid-fire succession. We want fast, intuitive answers.
- X Remind all other students to WATCH, LISTEN carefully, and think of how they would answer these questions.
- X Tell Volunteers:

The fun is in walking in the dark. Empty yourself of old thinking.
Act based on your humble mind.
- X Ask students: What would you say to someone who asks you...
 1. How did you perform that freestyle so brilliantly?
 2. You are the smartest person I have ever met. Does that come naturally to you, or do you have to work at being a genius?
 3. How did you get to be such an expert in the Martial Arts?
 4. You are as brave and beautiful as a Greek god(dess). Did it take lots of practice?
 5. I understand your Martial Artists can kick the living daylights out of anyone. Want to prove it to me?
 6. There is nobody in this school stupider than you are. Did you learn how to be this stupid, or were you born that way?
 7. I think terrorists ought to be shot to death, don't you?
 8. Why is the President being so nice to our enemies?
 9. I say the only way to resolve this is to fight it out, fair and square. I say, tomorrow night. Where do you want to meet?
 10. The FACT of the matter is: you're WRONG.
- X Thank the Volunteers for their willingness to challenge their humble minds!

LESSON 8

In Order To Travel Beyond

Breakdown of Lesson 8:

Order creates beauty, and clarity of mind and body.

Our insight knows it makes sense to create order.

When our minds create order, our actions follow.

Order Creates Beauty, and Clarity of Mind and Body

Note to Instructor: Go to **Addendum 8A: Line Up My Shoes.**
A test of students' understanding of the concept of order.

- Afterward, ask (*encourage all responses; no "wrong" answer exists*):
 1. Does order come from putting everything in its proper place?
 2. Does order come from observing and understanding your thoughts?
 3. Does order come from getting along well with people?

Note to Instructor: Write on board: **TEST OF THE WEEK: ORDER.** Read aloud: **Quest For Peace. The Test of Order,** Page 101, in textbook.

- Afterward, ask students:
 1. Why is it an honor to be chosen for the harder cleaning tasks?
 2. What is order? *Encourage students to SHOW by pointing to something in the room.*
 3. Can an explanation or knowledge about order bring about order? Why is it essential to understand order?
 4. Do you think the better we are able to put our thoughts in order, the less violent our world might be? Why?
- Tell students:

- ✓ Most of us are taught that putting things in order is something we *should* do — we should clean our rooms, keep our clothes neat, do our homework in a tidy way.
- ✓ *Experiencing* order is different from being *told about* or *shown* order.
- ✓ When we experience it, being our own masters, we discover that order makes sense.

Our Insight Knows It Makes Sense to Create Order

- ☐ Ask students:
 1. Have you driven by a corn field and noticed how beautiful the rows of cornstalks look?
 2. Does your insight tell you that this order is not only pleasing to the eye but important to optimum growth of the corn?
 3. Do you think farmers grow the corn that way because someone told them to, or because they have experienced that this is the way to grow the best corn?

Note to Instructor: Go to **Addendum 8B: Doing My Best.**
Students discover ways to apply order to their lives.

- ☐ Afterward, ask students:
 1. In planning your order, were you seeing and experiencing the order in your mind?
 2. When you created order, were you focused on that and only that? Did you get a sense of humility? Selflessness? How?
 3. Did you have to focus on everything and everyone in that situation as well as yourself? Did that alter your focus? How?
 4. Do you think we sometimes refuse to be orderly because we've been told that we *should* be orderly? Why?
 5. Do you think that understanding what creates DISorder brings about order? Why do you think so?

When Our Minds Create Order, Our Actions Follow

- ☐ Ask students:

1. Do you think the Ancient Warrior feeds on wrath that we ourselves create?
2. Do you think that by seeing what we do to create our own mental disorder — like piling our shoes up in a mess — that we start to understand our actions? Is understanding the beginning of order?

Note to Instructor: Go to **Addendum 8C: Lining Up My Moves, Just So: Physical Freestyle**. Students apply their experience of order to planning a physical freestyle.

- ❑ Tell students:
 - ✓ A person with a strong sense of order can do less and get more done in a day.
 - ✓ A sense of order clears your mind and allows you to think in an intuitive, non-conditioned way.
 - ✓ When you can think clearly, your mind is not cluttered with thoughts from the past.
 - ✓ You are prepared for whatever is beyond thought and beyond time, because you are empty, prepared, confident and strong.

Note to Instructor: Go to **Addendum 8D: Turning Chaos Into Order, With Care. Mental Freestyle**.

Summary:

- ★ Order creates beauty, and clarity of mind and body. Our insight knows that it makes sense to create order.
- ★ Experiencing order, we understand that it is something we want to do rather than something we have to do.
- ★ When you can think clearly, your mind is free of the chains of past thinking.
- ★ Focused clearly, with care, on the order of things, we are ready for any situation that challenges us.

Addendum 8A LINING UP MY SHOES

- X Ask students to please remove their shoes and put them (point to where you want them).
- X Watch as they unload their shoes in a disorganized manner.
- X Ask students to sit down and close their eyes. Mess up their shoes so no two are together. Then tell them to open their eyes. Ask:
 1. Looking at your shoes, would you say they are in order, or disorder? How do you know?
 2. What would you have to do to put your shoes in order?
- X Ask students to quickly return to their shoes and make them orderly, then return to their seats.
- X There is a good chance that, in their struggle to make order, they will bump into each other and get in one another's way.
- X When they return, ask:
 1. Are your shoes in order?
 2. Do you think while putting your shoes in order that you acted in an orderly way? Why?
 3. What would it take for you to act in an orderly way to put your shoes in order?
 4. Would you have to honor everyone else's space? How would you do that? Create a line? Do it alphabetically? By size?
 5. Would you have to consider your fellow classmates in creating this order?
 6. Do you think you now understand how to put your shoes in order, in an orderly way? (Whatever students decide, do it that way.)
- X Ask students to go back and retrieve their shoes — in an orderly way. When they return, ask them to go back and line their shoes up where they were, just so — in order, in an orderly way. Ask:
 1. Are your shoes in order?
 2. Did you do it in an orderly way?

Addendum 8B

DOING MY BEST

- X** Write on the board or make a chart of several activities which students do every day that could benefit from a sense of order. You may want to create your own list, since you know your students best, but the list might include:

- Doing my homework
- Getting ready for school
- Practicing my Martial Arts moves
- Discussing a problem with a friend
- Deciding what to wear
- Helping around the house
- Studying for a test
- Taking a walk
- Handling a bully
- Cleaning my room
- Going to the grocery store
- Helping my mother or father make dinner
- Dealing with a crowded bedroom
- Looking at what makes me angry
- Calming myself down when I'm upset

- X** Ask each student to select one topic.

- X** Then ask each student to sit calmly for two minutes or so, with eyes closed, and mentally create an order to this task.

- X** Call time and request Volunteers. Ask:
 1. Which topic did you choose?
 2. Tell us the order you've created for this task.

- X** Work with as many Volunteers as time permits.

Addendum 8C
LINING UP MY MOVES, JUST SO:
PHYSICAL FREESTYLE

- X** Divide students into groups of three or four.
- X** Ask students to create a physical freestyle, consisting of four or five movements, taking the concept of ORDER into consideration.
- X** Tell students:
 1. As you create your freestyle of four or five different movements, consider the order created by how one movement flows into the next.
 2. As you create this freestyle, consider the larger order of how all the movements are arranged, perhaps starting with a small move and building to a larger one, and ending with the largest — or vice versa.
 3. As you create your freestyle, look at the order that is created in your mind and the order created in your body.
 4. Finally, consider how this order helps you in the world.
- X** Give students 5 - 10 minutes to put this together. Since they are working in a group, the process may take longer. The benefits of working this out in a group, however, are far greater than having them work through this alone.
- X** Call time and ask for a Volunteer from each group to present the freestyle they've created. Ask students from the presenting group:
 1. What small sense of order do you create in this freestyle?
 2. What large sense of order did you see?
 3. What sense of order do you get in your mind and body?
 4. How does this order help you in the world?
- X** Thank students for a job well done.

Addendum 8D
TURNING CHAOS INTO ORDER, WITH CARE
MENTAL FREESTYLE

- X** Bring up a new team of THREE VOLUNTEERS who are willing targets for questions.
- X** Remind Volunteers they must answer immediately, quickly, in rapid-fire succession. We are concerned with fast, intuitive answers.
- X** Remind all other students to pay close attention.
- X** Tell Volunteers:

The fun is in walking in the dark.
Empty yourself of old thinking.
Act based on your orderly mind.

- X** Fire the following questions at the students:
 1. What is order?
 2. Where does order come from?
 3. How does the Ancient Warrior keep us from thinking and acting in an orderly way?
 4. How is insight a factor in creating order?
 5. What is something in your life you want to line up, just so?
 6. How does a sense of order keep us from being violent?
 7. What is one way order will help you in your family?
 8. What is one way order can help you at school?
 9. How can a sense of order help you if you're attacked by a bully?
 10. Tell me something that makes you feel orderly.
- X** Thank the Volunteers for facing the test of order.
- X** Applaud their new, focused, orderly thinking!

LESSON 9

United We Stand; Divided We Fall

Breakdown of Lesson 9:

The moon's rays touch everything equally.

The Earth is a giant round mass journeying through the galaxies.

One planet, timelessly united.

The Moon's Rays Touch Everything Equally

Note to Instructor: Write on board: TEST OF THE WEEK: **UNITY**. Read aloud: **Mind Like Moon. The Test of Unity**. Do your best to reflect the peaceful feeling this story inspires.

- ❑ Afterward, ask students:
 1. Did you find yourself concerned about the mouse?
Or, were you excited for the cat?
 2. Did you take sides in this test of life and death, or did you watch as an unbiased bystander, viewing the whole picture?
 3. Have you noticed that when the moon shines, it shines on everything, its rays reaching everywhere?
 4. Have you ever sat outside, in a quiet place, and just listened to the sound of the Earth? How does it make you feel?
 5. Are you aware of how tiny we are? How huge the Earth is? How amazing it is that we are on this round massive planet that makes a complete revolution every day, without fail?
 6. Have you ever had the sense that all people who have lived before us and all those who come after us are somehow together on a timeless journey?
- ❑ Tell students:
 1. If your mind shines equally on everything within its range, it will be open and aware of all things.
 2. If you understand violence, you are better able to handle it.

3. If you understand why someone would want to harm you, you are better able to prepare for an unexpected attack.
4. If you understand your own fear, you can respond with intelligence and without violence to someone else's.

Note to Instructor: Go to **Addendum 9A. A Fist in the Face.** Here is a roleplay for two students to act out while other students carefully watch.

- ❑ Afterward, ask students:
 1. What was Chelsea's first reaction to being hit by Glendin?
 2. Why was Chelsea angry?
 3. When Glendin apologized, was Chelsea still angry? Why?
 4. Was Chelsea's mind open to why Glendin thought Chelsea was upset?
 5. Was Glendin angry with Chelsea too? About what?
 6. What happened when they both RESPECTED their feelings enough to admit them to each other?
 7. What happened when each LISTENED to the other person's reasons for being angry or hurt?
- ❑ Tell students:
 - ✓ Whatever feelings you have inside you are there for a good reason. Something happened to put them there. Respect your feelings by admitting them. They are yours and they are real.
 - ✓ When the two students STOPPED, LISTENED and UNDERSTOOD each other's view, they were no longer divided. They had the WHOLE picture. This UNITED them.

The Earth Is A Giant Round Mass Journeying Through The Galaxies

Note to Instructor: Go to **Addendum 9B. The Test of Unity.** An activity to help students mentally unify diverse entities.

- ❑ Tell students:
 1. Respect begins in your mind.
 2. When you are angry or upset, your mind is DIVIDED. There is CONFLICT between the part of you that is upset and the part of you that JUDGES that it shouldn't be upset.
 3. When you respect your anger or frustration, and accept that what you feel is there for a good reason, then your mind is not divided. Your UNIFIED mind shines like the moon. It sees the WHOLE picture and, therefore, understands.

One Planet, Timelessly United

Note to Instructor: Go to **Addendum 9C. The Whole Picture.** An activity that makes students aware of how often we make judgments without having a mind-like-moon view.

- ❑ Tell students:
 1. As you begin to shine your minds on understanding the full story of any situation, you will feel less conflict.
 2. Seeing THE WHOLE PICTURE and feeling less conflict, you will feel more at ease, more confident, more at peace.

Note to Instructor: Go to **Addendum 9D. Mind Like Moon: Mental Freestyle.** Another round of mental freestyle.

Summary:

- ★ When the moon shines, it shines on everything. When we are in conflict, we must shine our minds on all aspects of it.
- ★ When we stop, listen and understand a situation that provides conflict, unity begins.
- ★ Stopping and listening helps us gather information we do not have and gives us the whole picture.
- ★ When we have the whole picture, conflict ends and peace begins.

Addendum 9A
A FIST IN THE FACE

- x** Ask for TWO VOLUNTEERS to read the parts of **SHELLY** and **GLENN**.
- x** **HAVE READY:** Two copies of the roleplay on the next two pages so the Volunteers can take a couple of minutes to read through their parts.
- x** When Volunteers are ready, ask them to begin.

Roleplay 9A: A Fist In The Face

SHELLY

Ow!

GLENN

SHELLY! I'm sorry. That must have hurt.

SHELLY

You know you're not supposed to hit anyone! I mean, not for real, you dodo! Save that for the outside world!

GLENN

I said I was sorry. What are you angry about? I didn't do it on purpose.

SHELLY

Well, how do I know that for sure?

GLENN

You'll have to trust me on that one. I know what you're ticked off about.

SHELLY

Well, that's not hard, is it? I'm ticked off because you slugged me and it hurts!

GLENN

Uh-uh, you're not.

SHELLY

Right. You're gonna tell me what I'm ticked off about. You know better than I do!

GLENN

Actually, I do. Do you wanna know what I think?

SHELLY

Not really. But in the spirit of this classroom, let me try to open my mind and listen.

GLENN

You're ticked NOT because I slugged you — and it WAS accidental, by the way — but because you weren't focusing. When you got hit, your mind was not here.

SHELLY

How did you know that?

GLENN

If you could have seen *you* with *my* eyes, you would have seen that you were distracted. You didn't block my punch.

SHELLY

Well, you didn't control your punch very well.

GLENN

True. True. I didn't.

SHELLY

So, you were just as distracted as I was!

GLENN

(Pauses.) Yeah. I guess I was.

SHELLY

What were you thinking about?

GLENN

Frankly, I wanted to show how good I was and forgot you were there.

SHELLY

So much for "mind like moon" for you, huh?

GLENN

Yeah, I guess so. And for you too.

SHELLY

It's hard to get out of the habit of thinking about winning and losing. But I remember our teacher said that thoughts of winning and losing are like clouds blocking the light of the moon. They distract and interfere with what's happening in the moment.

GLENN

That's right. Plus, I think I was hurt because you never thanked me for helping you with your freestyle the other day. I thought I did a magnificent coaching job.

SHELLY

You did. You really did. That was disrespectful of me not to thank you. Thanks, GLENN.

GLENN

You're welcome. I enjoyed it. So, you think we can take these two Minds Like Putty and turn them into Minds Like Moon?

SHELLY

Sure. Let's do it.

Addendum 9B

THE TEST OF UNITY: A Circle Game

- ✗ Ask students to sit in a circle.
- ✗ Tell students the following rules of the game:
 1. One person will start the game by naming one object on Earth. This can be anything — tree, ruler, apple, chair, zebra.
 2. The next person in the circle must name something that is somehow associated with the first object, either physically or mentally. For example, if the first person says, “tree,” the second person could say, “grass,” or “bird” or “earth” or “trunk.”
 3. The next person could take the word “trunk” and say “roots” or “air” or “squirrel.”
 4. The idea is to keep the connection going as long as we can. In reality, everything in the world is related, so we should be able to connect anything and everything.
- ✗ Another variation of this game would be to put up a map of the world and play the game connecting **country to country**, using oceans and other bodies of water as connectors.
- ✗ Another variation of this game would be to put up an illustration of a rainbow and connect names of specific items by **color**. For example, connect fruits and vegetables by colors you see in the rainbow: a yellow banana to an orange tangerine, to a red apple, to a purple cabbage.
- ✗ Another variation of this game would be to have each student choose a **job** or **profession**; then figure out how each would function and connect with another, creating a working community.

Addendum 9C

THE WHOLE PICTURE

- x** Read the following story to students.
- x** Ask them to pay particular attention to who has the whole picture and who does not.

Woody's Story

Woody was walking down the street quickly. He had an appointment with the school principal at 9:00 am and didn't want to be late. He had been called in to meet with the principal because he was often absent and on those days he did show up, he was constantly late. He was wondering how he would explain to the principal that his mother was an alcoholic and often demanded special attention.

As Woody walked, he encountered Jan, who liked Woody and wanted to talk with him. Jan tried to engage Woody in conversation, but although Woody said hello to Jan, he kept walking so he wouldn't be late. Jan felt snubbed by Woody and angrily yelled after him, "You're a creep, Woody. Nobody likes you!"

Woody kept walking, but he felt hurt by Jan's remark. He didn't believe nobody likes him, but right then, in that moment, he felt it was true. Why else would Jan say that? Worried that nobody liked him, Woody didn't realize that the traffic light had changed to red. He crossed the street, bringing a car to a screeching halt. The driver yelled out his window to Woody. "Watch where you're going, you idiot! You kids think you own the streets!"

The man's shouts whisked Woody out of his worries, right into the danger of the moment. He jumped when he realized he'd almost been hit. He stopped walking after crossing the street to catch his breath. The wind had been knocked out of him and he felt as if his heart had stopped. In that moment, a young girl on roller skates skated right into him. She didn't see him stop where he was.

"Oh!" she said, as she slipped and fell on the sidewalk.

"You clumsy kid!" Woody shouted at her. "Why don't you watch where you're going!" He was still shaken up from his near miss in the street.

The girl began to cry. Woody helped her get up. "I hurt my leg!" she said. "I can't walk! You carry me home. It's your fault that I fell!"

Woody could not believe this was happening to him. "Where do you live?" he asked her.

"Two blocks from here," she replied.

(continued)

Addendum 9C The Whole Picture

For two blocks Woody practically carried the girl home. When he got her there safely, he looked at his watch and noticed that he had five minutes to get to school. He ran the rest of the way.

When he arrived in the principal's office, it was 9:10am. The principal said, upon seeing Woody, "Young man, you have no concept of time. I don't even want to discuss your tardiness with you. Because you are late today, of all days, I am sending you to spend the next three days with our truant officer.

"Ms. Wilson," Woody tried to explain. "I would like to explain why I am...."

"Woody," she interrupted. "No more excuses. This is the end of this discussion." And she left the room.

#

X Ask students:

1. What do you know about Woody that none of the other people in the story knew? Do you think any of them would act differently toward him if they knew?
2. What's Jan's view of her encounter with Woody? Was she angry? About what?
3. Did Jan have the whole picture?
4. Do you think her anger means she might be scared about something? If she thought Woody was snubbing her, what could she be scared of?
5. What was the driver of the car angry about? Do you think he really believes kids think they own the streets?
6. Do you think the driver's anger meant he was scared about something? What could he have been scared about?
7. Why do you think the little girl yelled at Woody? What was she scared of, do you think?
8. When Woody got to the principal's office, he was late. Did the principal want to know why?
9. How did the principal act? Do you think the principal's anger meant the principal was scared of something? What?

Addendum 9C
The Whole Picture

10. Who in this story seems to be the one person who has the whole picture regarding Woody?
11. Do you think there are times when we are like Woody — we are the only ones who have the whole picture, and nobody else can see it?
12. Do you think there are times when we are like Jan, or the little girl, or the principal — we are so concerned with our own anger that we cannot possibly open our minds to seeing the whole picture?
13. Do you think it's important to remember that when you are angry, you probably don't have the whole picture?
14. What can we do to ring a bell in our minds every time we get angry, sad, upset, or disappointed? Can we think:

RING! RING!
STOP! LOOK! LISTEN!
GET THE WHOLE PICTURE!

Addendum 9D
MIND LIKE MOON:
MENTAL FREESTYLE

- X Once again, ask for a team of THREE VOLUNTEERS to come before the class —willing targets for questions. Call three Volunteers who haven't had the opportunity to do mental freestyle.
- X Remind the Volunteers they must answer immediately, quickly, in rapid-fire succession. We are concerned with fast, intuitive answers.
- X Ask the other students to WATCH and LISTEN just as carefully.
- X Tell Volunteers:

The fun is in walking in the dark.
Empty yourself of old thinking.
Trust your intuition to give you a mind-like-moon answer.

- X Fire the following questions at the students:
 1. Where was your Ancient Warrior last night under the stars?
 2. Where was your Ancient Warrior today in school?
 3. How are the tests of focus and unity related?
 4. Does the moon discriminate? Does it cast its rays on some things and not others?
 5. What does it mean to say: United we stand; divided we fall?
 6. If our thoughts are united, how do we function?
 7. Do united, orderly, humble thoughts make us stronger? How?
 8. When our thoughts create conflict and divide our thinking, what happens to our sense of order?
 9. When you think of the Earth as a giant mass journeying through the galaxies, what do you think of Arabs and Jews?
 10. What will you do today to test your sense of unity?
- X Thank the Volunteers for taking this test.
- X Applaud their focused, orderly, unified minds!

LESSON 10

Winging Your Way Into The Unknown

Breakdown of Lesson 10:

When we shoot arrows, our target is the bull's eye.

Focusing on where we are now, our target is harmony.

When we are one —the bow, the arrow, and us — we are in harmony.

When We Shoot Arrows, Our Target Is The Bull's Eye

Note to Instructor: Write on the board: TEST OF THE WEEK: HARMONY. Read aloud: **Unbroken Flame of Attention. The Test of Harmony**, page 81, in textbook.

- ❑ Afterward, ask students:
 1. Did the Master Teacher's requests seem impossible?
 2. What do you think the Teacher wanted the students to see?
 3. Among the bow, the arrow and the target, where were the students originally most focused?
 4. Do you think in our daily lives we sometimes focus on our targets, our goals, and we forget *how* we are achieving them?
 5. Do you think some people today, for example, focus on getting a lot of money and will do anything, honorable or not, to get it?

Note to Instructor: Go to **Addendum 10A: My Goal**. An activity to make students aware of their priorities.

- ❑ Tell students:
 - ✓ When fruit ripens on a tree, it doesn't think, "Where will I fall?" or "Should I fall?" It just falls.
 - ✓ We can miss what is happening in life if we are not focused on what is happening to us right now.
 - ✓ In the art of self defense, it is essential to be aware of what is happening right now so we can expect the unexpected.

Focusing On Where We Are Now, Our Target Is Harmony

- ❑ Tell students:
 1. Sometimes we get in our own way. Our thoughts take us to something that happened before or something we anticipate will happen in the future.
 2. When we get out of our way, we can focus on now, and give life our unbroken flame of attention. Then, mind, body, spirit, focus, and sense of order, unity and humility are one.

Note to Instructor: Go to **Addendum 10B: My Goal, Revisited.**
An activity to help students focus on here and now.

- ❑ Afterward, ask students:
 1. Do you feel a difference between your first responses and these? What's the difference?
 2. Are you in the present, living life right here and now?
 3. Are your thoughts more relaxed or more agitated?
 4. Does your body feel more or less comfortable?
 5. Do you feel in tune with what's happening around you, or are you in conflict?

When We Are One —the Bow, the Arrow, and Us — We Are In Harmony

- ❑ Tell students:
 - ✓ In tune with everything around you, you feel no conflict.
 - ✓ Feeling no conflict, you create no conflict.
 - ✓ Creating no conflict, you are at peace — within yourself and in the world.
 - ✓ At peace and empty, you can wing your way into the unknown as if it were nothing at all.

- Afterward, tell students:
 1. It took time for you to learn the language you speak. It happened, word by word, phrase by phrase.
 2. Now, you speak what you mean without thinking.
 3. So it is with harmonious thinking and movement. With practice, your thoughts and actions flow from one to the next with no past, no future, no conflict.

Note to Instructor: Go to Addendum 10C: Like Apples From A Tree. Mental Freestyle.

Summary:

- ★ When we shoot arrows, our target is harmony between the bow, the arrow and us — not the bull's eye.
- ★ In life, when we focus only on hitting a target, we miss the experience of unity between our selves and the people, places and things that help us get to the target.
- ★ How we achieve our goals is just as important as reaching them. Our goals are in the future; the act of achieving them is here and now.
- ★ Focusing on where we are now puts our thoughts in the present, making them harmonious with our bodies.
- ★ In the present, we observe things as they are, without judging them.
- ★ When there is no judgment, and we see the world as it really is, there is no conflict inside us.
- ★ Imagine a world in which no one feels conflict!

Addendum 10A

MY GOAL

X As you walk around the room, read the following incomplete sentences to students. As they verbally fill in the blank, ask them to go the board and write their response there.

1. When I get up in the morning the first thing I think is ___.
2. As I get dressed on a weekday, I am concerned about ___.
3. As I walk to school, I usually think about _____.
4. When the bell rings for class, I want to _____.
5. When I'm sitting in my math class, I'm thinking _____.
6. When I run into a student I know in the hall, the first thing that comes to my mind is _____.
7. Around 2:30 in the afternoon, what's on my mind is ___.
8. After school, all I want to do is _____.
9. At dinner time, I usually think about _____.
10. When it's time for bed, I think _____.

X Tell students to look at their responses carefully. Ask:

1. How many of your responses refer to something in the past?
Probably very few, but encourage all responses.
2. How many refer to something in the present?
Again, probably few.
3. How many of your responses are future-oriented?
Probably, a lot.
4. Why do you think we are so focused on the future — on what's going to happen *next* instead of what's happening right now?
5. Do you think we are scared of what might be happening next?
6. Do you think we've been conditioned to look ahead instead of enjoying what's happening right here, right now?

Addendum 10B MY GOAL REVISITED

- x Walk around the room again and read the same sentences to students.
- x Tell them:
 - ✓ As you hear the sentence, put yourself in the moment of what is happening. Close your eyes, if it helps.
 - ✓ Picture yourself doing this activity, and fill in the blank with something *in the present*.
- x As they verbally fill in the blank, ask them to go the board and write their response. (Possible answers are in italics.)
 1. When I get up in the morning the first thing I think is _____.
What a beautiful, sunny morning it is.
 2. As I get dressed on a weekday, I am concerned about _____.
How the clothes feel next to my body.
 3. As I walk to school, I usually think about _____.
How colorful these maple trees are in the fall.
 4. When the bell rings for class, I want to _____.
Get up and stretch before my next class.
 5. When I'm sitting in my math class, I'm thinking _____.
About how much 4 to the 4th power is.
 6. When I run into a student I know in the hall, the first thing that comes to my mind is _____.
It's John! Just the person I want to see!
 7. Around 2:30 in the afternoon, what's on my mind is _____.
Science. This is my favorite class.
 8. After school, all I want to do is _____.
Walk home on Main Street and look in shop windows.
 9. At dinner time, I usually think about _____.
How good the food tastes.
 10. When it's time for bed, I think _____.
About how good it feels to be sleepy.

Addendum 10C
LIKE APPLES FROM THE TREE:
MENTAL FREESTYLE

- X** Bring up a team of THREE VOLUNTEERS who are sharp, understanding, willing targets for questions.
- X** Remind Volunteers they must answer immediately, quickly, in rapid-fire succession. We are concerned with fast, intuitive answers.
- X** Remind all other students to WATCH and LISTEN carefully.
- X** Tell Volunteers:

The fun is in walking in the dark.
Empty yourself of old thinking.
Act based on your harmonious mind.

- X** Fire the following questions at the students:
 1. In harmony, there is no actor acting. What does this mean?
 2. Can you hit a target without seeing?
 3. Is the target our goal?
 4. What does it mean to observe, like apples falling from a tree?
 5. What do you see when you observe nonjudgmentally?
 6. How can an arrow fit through the eye of a sewing needle?
 7. What is the unbroken flame of attention?
 8. Why is it important to forget the bull's eye?
 9. What is the essence of harmony?
 10. In harmony with this room, what do you see?
- X** Thank the Volunteers for their willingness to show us their presence of mind.
- X** Applaud their harmonious nature!

LESSON 11

The Illusions That Thought Weaves

Breakdown of Lesson 11:

We are what we think.

All that we say and do arises from our thoughts.

With our thoughts we make the world.

We Are What We Think

Note to Instructor: Write on the board: **TEST OF THE WEEK: UNDERSTANDING.** Read aloud: **Defeating the Enemy Without Fighting. The Test of Understanding,** page 75, in the textbook.

- ❑ Afterward, ask students:
 1. To be free of the chains of the Ancient Warrior, is it enough to be physically strong?
 2. Why do you think it's essential to be mentally strong as well?
 3. Do we need our minds in order to cut through the confusion and chaos that comes with daily life? Can physical strength help us do that?
 4. Are all our thoughts positive thoughts? Necessary thoughts? Conflict-creating thoughts? Do we have some of each?
 5. Do you think most of us, at one time or another, have false thoughts we believe are true?
 6. Does false thinking divide people? Create conflict? How?

Note to Instructor: Go to **Addendum 11A: We Are What We Think.** An exercise to make students aware of how their thinking makes them the people they are.

- ❑ Tell students:

- ✓ People in our lives sometimes give us their opinions of us. They may say, “You’re too lazy.” “You’re too fat.” “You’re not smart enough.” “You talk too much.”
- ✓ What people say about us affects how we see ourselves and sometimes causes us to feel inner conflict.
- ✓ If we think we’re too lazy, too fat, too dumb, or too talkative, then we are!
- ✓ We are conditioned to believe what we are told, when, in fact, things people say about us may not be true.

All That We Say And Do Arises From Our Thoughts

- ☐ Tell students:
 - ✓ All that we SAY and DO is based on what we THINK. If you think: “I’m stupid!” everything you say and do will reflect that.
 - ✓ Habits, traditions, customs, values and beliefs, which we get from families, friends, what we learn from books, newspapers, television and movies — all affect how we THINK and, therefore, what we SAY and DO.

Note to Instructor: Go to **Addendum 11B: I Am Conditioned!** To help students recognize their conditioned thinking.

- ☐ Ask students:
 1. Do you think we are all conditioned in the same way?
 2. Do we all learn to get up at the same time every morning? To comb our hair the same way? Dress the same way? Think the same way?
 3. Have you noticed there are people in this classroom who think much differently than you do? In what ways? *Encourage responses that are respectful.*
 4. The people who are the first to condition us are our families. They are the ones we spend the most time with before we ever get to school.

Note to Instructor: Go to **Addendum 11C: A Creature of Habit!** To help students see where there conditioning begins.

- ❑ Afterward, ask students:
 1. Do you see how we are conditioned by our surroundings?
 2. Can you see how we can sometimes not be AWARE of how we've been conditioned by our surroundings?
 3. What kinds of conflict arise between you and others you know because of your backgrounds? Your habits and traditions?

Note to Instructor: Go to **Addendum 11D: Similarities Instead of Differences! Mental Freestyle**. Another challenging opportunity for students to think on their feet.

- ❑ Tell students:
 - ✓ As you now know, what we think has a tremendous effect on whether or not we create conflict in our own minds.
 - ✓ What we think has an enormous effect on what we say and do.
 - ✓ What we say and do has a huge effect on whether or not we create conflict in the world.
 - ✓ If you've ever looked at all the conflict that exists in the world today, and wondered how it got there — now you know. You and I put it there by the way we think and act!
 - ✓ In this lesson we have examined our thinking and where it comes from. In our next lesson, we look at how our thinking affects our actions — another test of our understanding.

Summary:

- ★ We are what we think. Our brains are filled with thoughts -- some positive, some necessary, some mere illusions.
- ★ What we think determines what we say and do.
- ★ Your mind is your greatest weapon. It can shoot you down in a mess of confusion and chaos, or it can act as a sharp sword of truth and bring you clear, harmonious understanding.
- ★ Respect your thoughts — both positive and negative — and understand that they foretell what you say and do.

Addendum 11A

WE ARE WHAT WE THINK

- x** Write on the board the following classifications:
 - Super Jock Athlete
 - Very Cool Musician
 - Extra Smart Mathematician
 - Top-Notch Organizer / Group Leader
 - Hard-Working Organization Follower
 - Super Independent Thinker
 - Get-Along-With-Everyone Team Player
 - Belly Laugh-A-Minute Comedian
 - Hard Rock 'n Roller
 - Preppy Class Officer
 - Shy, Intelligent Scientist

- x** Ask students to look at these classifications and select one they like the best. (It's okay to add classifications.)

- x** Present them with the following situation:

You have been chosen to participate in an experiment in which you and your classmates will be living in one house, under one roof, for one year. The house is very large, with room for everyone.

The house rules are: There will be three meals a day, and everyone must eat only what is served in the house. Only classical music will be allowed and only during meals. Otherwise, the house must remain quiet. There will be television watching allowed from 6pm to 8pm evenings only. Three hours per day will be spent learning a new language; four hours per day will be spent reading books and magazines; and two hours per day will be spent planting and gardening. The rest of the time is to be spent as you wish. You can leave the house only on Sundays, between 8am and 3pm.

(continued)

We Are What We Think
Addendum 11A

- X** Ask students, according to their category:
1. What's your response to this situation?
 2. What do you think about living with these people for one year?
 3. How do you feel about eating only the food served in the house?
 4. What do you think about restricted TV watching and the kind of music to be played?
 5. How do you feel about planting and gardening every day?
 6. What's your greatest excitement about this project?
 7. What's your greatest fear about it?
 8. What do you see as potential sources of conflict?
 9. Do you think everyone will get along? Why?
 10. Do you already have a good idea of who you would like to spend more time with?

Addendum 11B I AM CONDITIONED!

- X** Ask students:
1. What are some things you've been **punished** for doing? Coming home late? Not saying where you were going? Doing something you were asked not to do? *Encourage all responses. Make a list on the board or on a chart.*
 2. What are some things you've been **rewarded** for doing? Doing what you're told? Getting good grades in school? Smiling? Being kind? Respectful? *Encourage all responses. Make a list on the board or on a chart.*
 3. When you are rewarded or punished for certain behavior, what is the message you get?
 4. Is the message: You will be loved, appreciated and respected when you do what someone else wants you to do?
- X** Divide students into groups of three or four. Write on the board:
- | | |
|-----------------------|----------------------------------|
| Get up in the morning | Eat breakfast |
| Exercise | Talk |
| Walk to school | Get a ride to school |
| Listen in class | Participate in class discussions |
| Eat lunch | Be with my friends |
| Have dinner | Do my homework |
| Watch television | Go to bed |
- X** Ask each group to select two topics (doesn't matter if more than one group selects the same topic) and to discuss:
1. The way I (TOPIC) is the result of conditioned behavior.
 2. The way I was conditioned was when I was (REWARDED/PUNISHED) for (fill in the blank).
- X** Give groups about 10 minutes. Call time. Ask for Volunteers to tell or read their responses.

Addendum 11C

A CREATURE OF HABIT!

- X** **MAKE COPIES** for every student of the form that follows on the next page. Pass them out. Provide enough pens/pencils for students.

- X** Ask students to take ten minutes to fill out the form. (If students need more time, please allow for it.)

- X** Ask for Volunteers to read aloud what they've written.

- X** As students read, ask each reader:
 1. Have you been "conditioned" to believe that if you do not conform to these habits and traditions that you are wrong? Bad? Not spiritually correct?
 2. Have you met other students who have been "conditioned" to believe things that are different from what you believe?
 3. How do you feel about these people?

- X** Ask other students:
 1. Are these habits, traditions, values different from yours? In what way?
 2. Do you think this person is bad? Wrong? Not proper?
 3. Do you feel in conflict with this person's values? How so?

- X** Ask students:
 1. If you believe one thing, and your friend believes another, do you feel a difference between you? Why do we need beliefs?
 2. Using the tests of harmony and order, how would you help them understand how established beliefs divide people and create conflict?
 3. Using the test of focus, how would you change this thinking?
 4. Challenging yourself to the tests of bravery and spirit, how would you tell your brain to alter this thinking?

(continued)

**Breaking The Chain
Addendum 11C**

CONDITIONED BY MY SURROUNDINGS

1. My name is (fill in your name):

2. I live with my (parents/grandparents/other) _____
_____ in a (house/apartment/complex) _____
_____.

3. My ancestors come from the country _____, and some of the
traditions we follow include: (going to church/synagogue, eating certain food on
certain days/celebrating certain holidays, praying) _____

_____.

4. A custom at our household is to (offer visitors a place to sleep for the night/say a
prayer before eating) _____

_____.

5. A strong value I have is (doing well in school/earning lots of money/treating
other people as I want to be treated) _____

_____.

6. Something I strongly believe in is (God/we are all sinners/we are all fallen
angels/money is the root of all evil/the good of humanity) _____

_____.

Addendum 11D
SIMILARITIES INSTEAD OF DIFFERENCES!
MENTAL FREESTYLE

- X** Time for another team of THREE VOLUNTEERS who are sharp, willing targets for questions.
- X** Remind Volunteers to answer immediately, quickly, in rapid-fire succession. We are concerned with fast, intuitive answers.
- X** Remind all other students to WATCH and LISTEN carefully.
Tell Volunteers:

The fun is in walking in the dark.
Empty yourself of old thinking.
Act based on your understanding mind.

- X** Fire the following questions at the students:
 1. Who is someone very different from you? How are you the same?
 2. What is a false thought you have had?
How do you put yourself in harmony with this thought?
 3. What is your understanding of someone who says to you, "You are stupid!"
 4. What is your understanding of someone who bullies you?
 5. If you think and believe, "I am weak!" how will you act? How can you resolve this thought in your mind?
 6. What is a family tradition that has helped you over the years?
 7. What is a family habit that is a test of harmony for you?
 8. How do you feel about being a creature of habit?
 9. If established belief systems divide people and create conflict, why do we keep believing in them? What purpose do they serve?
 10. Can understanding how we divide ourselves end these divisions?
Is this being "empty" (as in Kara-te "empty self")?
- X** Thank the Volunteers for demonstrating their understanding.

LESSON 12

Seeing The Timeless Face of Humanity

Breakdown of Lesson 12:

You cannot escape fear. The harder you try, the more tension you create.
Honoring our fear acknowledges mankind's humanity.
Understanding our fears sets us free.

You Cannot Escape Fear. The Harder You Try, the More Tension You Create

Note to Instructor: Write on board: TEST OF THE WEEK: HONOR. Read *Curse of the Ancient Warrior. The Test of Honor*, page 36, in textbook. Bring the story to life! **If you have access to Chinese finger puzzles, bring them in.**

- Afterward, ask students:
 1. Have you seen Chinese finger puzzles? Played with them? What is the challenge in freeing your fingers?
 2. Is the challenge *understanding* how the puzzle works?
 3. As human creatures of habit, do you think we sometimes resort to doing things the way we always have in the past rather than understanding what we could do now?
 4. Does “the old way” always work? Why do you think we do it?
 5. When the student asked: “How can we honor what is destructive?” do you think this student was using “old way” thinking?
 6. During the fight, was the younger student furious with what seemed a lack of proper conduct by the older student?
 7. What did the younger student lose?
Control – of self.
 8. When the young student finally SAW the Ancient Warrior in the mirror, what did the warrior look like?
*A frightened, enraged animal that was out of control.
An animal with eyes that could kill.*
 9. Have you ever seen this Ancient Warrior in the mirror? When?

Note to Instructor: Go to **Addendum 12A, What Am I Afraid Of?** A fast, sit-down fill-in-the-blank to help students see what pushes their fear button and what happens as a result.

Honoring Your Fear Acknowledges Mankind's Humanity

- ❑ Ask students:
 1. Do you think being afraid is natural?
 2. Do you think people who accept that they get scared are healthier? Happier? Why?
 4. Did you know that successful people honor their fears and welcome them as *challenges*?
- ❑ Tell students:
 - ✓ The more fears you can admit to, the braver you are. Brave people allow themselves to be put through more tests.
 - ✓ Fear, the Ancient Warrior, lives inside all of us. How this warrior controls us determines how we think, how we act — how we live our lives.

Note to Instructor: Go to **Addendum 12B, Chart: How I Handle My Ancient Warrior:** Put up a chart students can look at on an ongoing basis to remind them of the ways we can deal with our Ancient Warrior.

Ask students:

1. Do you think you can look at the Ancient Warrior inside you and, rather than judge it as wrong, accept it as human?
2. Do you think that if you accept it as human and natural, you have a better chance of becoming empty? Pure? Focused?
3. Do you believe that accepting the fear inside you is essential to your being prepared for the unexpected?
4. Is accepting your fear the first step to controlling it?

Note to Instructor: Go to **Addendum 12C. When Safety Is Not A Factor.** While the Martial Arts train students in relatively safe environments, life experiences are rarely this generous. This activity helps students prepare for the unexpected.

- Afterward, ask students:
 1. What is the honorable thing to do when you have knowingly hurt someone?
 2. Do you sometimes feel reluctant to apologize for hurting someone? Why?
 3. When you focus on something you said or did that may have hurt someone, what would be a test of your honor?
 4. Is honor giving your word and keeping it?
 5. If you know inside you that you've done something you are not proud of, what would you do to test your sense of honor?
 6. Does your honor rely on what OTHERS think of you?
 7. What scares you about showing yourself some honor?

Understanding Our Fears Sets Us Free

Note to Instructor: Go to **Addendum 12D. Understanding My Ancient Warrior: Mental Freestyle.** Another chance for students to learn to think quickly on their feet.

Summary:

- ★ We cannot get way from fear, the Ancient Warrior within us.
- ★ The harder we try to escape our fear, which is our link to all humanity, the greater the tension we create.
- ★ Freedom comes *not* from fighting to be free of fear, but from honoring and understanding what a hold fear can have on us.
- ★ Honor is not fame or glory, but respect for yourself and others.

Addendum 12A

WHAT AM I AFRAID OF?

x Walk among students and ask one person at a time the following questions. Encourage students to respond quickly. As they respond, ask one or two Volunteers to write their responses on the board.

1. Something that really scares me is _____.
2. The last time I was completely terrified was when _____.
3. It's difficult for me to admit I'm scared, because when I do, I feel _____.
4. It feels good to talk about things I'm scared of, because when I do, _____.
5. A person who pushes my buttons and gets me really upset is _____.
6. The reason I get upset with this person is _____.
7. If this person would just _____ I'd feel better.
8. When my anger button is pushed, I usually _____.
9. When I get angry, I am probably scared of _____.
10. When friends are around, I'm afraid of _____.
11. When my family is around, I'm afraid of _____.
12. The authority figure that frightens me most is _____.
13. What scares me more than anything is _____.
14. The scariest situation I've ever been in is _____.
15. Fear is a feeling I really _____.
16. When I'm scared, my body starts to _____.
17. When I'm scared, my mind gets _____.
18. One of my greatest fantasies when I get scared is _____.

(continued)

Addendum 12A
What Am I Afraid Of?

- x* Look at the students' responses on the board. Ask students:
1. Do you see a pattern in the responses?
 2. Are there many fears listed that you have had at one time or another?
 3. Do you feel a little strange talking about what you're afraid of? Why do you think that's so?
 4. Is there a part of you that feels good talking about what scares you? Why do you think that's so?

Addendum 12B
CHART: HOW I HANDLE MY ANCIENT WARRIOR

- A. **Pretend my Ancient Warrior doesn't exist.** Hide. Run away. Deny that my Ancient Warrior is alive in me.
- B. **Welcome the Ancient Warrior inside me.** LOOK at it. SEE what it tell me about myself.
- C. **Acknowledge the Ancient Warrior inside me.** SEE that the warrior inside me is inside all humans.
- D. **Understand my Ancient Warrior.** LOOK at what makes my Ancient Warrior tick, and understand that I can learn to control my warrior's ways.

Tell students:

1. Ask yourself: Which of these ways work for me in any given situation?
2. As we progress through our many tests in this class, you will be asked this question many times.
3. Every situation is different, and each produces a different response.
4. Hopefully, with practice you eventually will come to know your Ancient Warrior so well, you will understand this warrior's motivation and prevent conflict before it begins.

Addendum 12C

WHEN SAFETY IS NOT A FACTOR

- X** Divide students into pairs: **Ancient Warrior** and **Honored Guest**.
- X** Teach the pairs a freestyle combination you have designed.
- X** Once the students have learned this combination, tell the **Ancient Warrior** partner to alter the combination **ONCE** and take an action that is not considered respectful in Martial Arts training, being **VERY CAREFUL** to **NOT HURT** anyone.
- X** Tell the **Honored Guest** partner to **BE AWARE** of what feelings come up when the Ancient Warrior makes this disrespectful move.
- X** Tell students:
 1. As soon as you **FEEL** a response inside you to that disrespectful move, **STOP** what you are doing.
 2. Go directly to the board and **WRITE DOWN** that feeling. It might be: fear, anger, frustration, tight, closed, ticked off.
 3. Go back to your partner and change places.
 4. Now, the Ancient Warrior becomes the Honored Guest, and the Honored Guest becomes the Ancient Warrior.
 5. Start the combination again.
- X** Do this three or four times, then ask students to sit down.
- X** Take note of which words have been written on the board. Ask:
 1. Have all these feelings applied to you at one time or another?
 2. Do you think this response could mean you're scared of something?
 3. What are you scared of? If you don't know, can you guess?
 4. Can you see how this fear might affect you in a time when you need to be totally focused?
 5. What can you do when this feeling comes up for you?
 6. What does **FOCUS** have to do with this?

Addendum 12D
UNDERSTANDING MY ANCIENT WARRIOR:
MENTAL FREESTYLE

- X** Ask for a team of THREE VOLUNTEERS to come before the class who are willing to be targets for our questions. These should be three different volunteers from the first freestyle in Lesson 3.
- X** Tell the Volunteers they must answer immediately, quickly, in rapid-fire succession. We are not concerned about right or wrong answers. We are concerned with fast, intuitive answers.
- X** Tell other students to WATCH and LISTEN carefully.
- X** Tell Volunteers:

The fun is in walking in the dark.
Empty yourself of old thinking.
Trust your intuition to give you an honorable answer.

- X** Fire the following questions at the students:
 1. How can we honor that which we know is destructive?
 2. The next time you feel rage, how can you honor it?
 3. Do you think respecting your rage can prevent conflict? How?
 4. Do you think a person who is enraged enough to shoot someone might be able to prevent conflict by simply understanding his/her rage? How?
 5. What kind of honor comes from fame or glory?
 6. What kind of honor comes from respecting yourself?
 7. What kind of honor comes from respecting others?
 8. What is the greatest act that can conquer fear?
 9. Do you think that a pure, focused feeling of respect — for yourself and everyone around you — can conquer fear?
 10. What will you do today to test your honor?
- X** Thank the Volunteers for agreeing to take this test.
- X** Give them honorable applause!

LESSON 13

The Small Seed of Intelligence

Breakdown of Lesson 13:

Each of us is a seed that needs nurturing.

Part of nurturing is learning how to trust.

Trust is the capacity to see and act on that which is true.

Each Of Us Is A Seed That Needs Nurturing

Note to Instructor: Write on the board: **TEST OF THE WEEK: TRUST.** Read aloud the story, **Games Martial Arts Masters Play: The Test of Trust**, page 53, in the textbook.

Ask students:

1. What did this story have to tell you about rituals?
2. Can some rituals be good for you?
3. Can some rituals imprison you into believing something that's not true?
4. What's important for us to do before we dutifully bow down to and follow a ritual?
5. Can questioning lead to a new awareness — SEEING what is really happening?

Note to Instructor: Go to **Addendum 13A: Teachers & Authorities.** An activity to show students the difference.

Part of Nurturing Is Learning How To Trust

Tell students:

- ✓ Sometimes the authority figures in our lives tell us what to do and how to do it, because they believe this will help us survive in the world. Their intentions are positive.

- ✓ Sometimes they tell us what and how in order to help *them* survive. Here, their intentions are selfish.
- ✓ The kind of training that teaches us to do what we are told can cause deep conflict.
- Ask students:
 1. What kind of conflict have authority figures created in *your* life?
 2. When in the presence of authority figures, do you get the feeling that *your* desires and thoughts are bad? Wrong?
 3. Are you brave enough to just listen when an authority person preaches to you — brave enough to just listen and not react?
 4. Do you trust yourself enough to know that what you are thinking has value and that it's important for you to find someone you trust to talk to about it?

Note to Instructor: Go to **Addendum 13B: Authority Speaks!** An activity to show students how to recognize when authority is speaking.

- ✗ Afterward, tell students:
 - ✓ When we are told by authorities what to do, rather than helped to learn what to do by using clear thinking, we feel conflict.
 - ✓ Teachers want to help you understand conflict and how to resolve it peacefully.
 - ✓ When we fight authorities, we create conflict. When we understand them and question them, we learn to respect our own ability to discover the truth.

Trust Is The Capacity to See and Act On That Which Is True

- ✗ Ask students:
 1. Was your mind “conditioned” to see a cross?
 2. Was your mind “conditioned” to see two angry faces?
 3. Would you have raised your right hand and sworn that the second picture was that of a cross? Of two angry faces?

4. What does this tell you about the way we make decisions about what we see in our daily lives?
5. Do you think it's important to look at things from ALL sides before we decide where to put our trust?
6. Do you think it's important to understand someone else's point of view, because what that person is seeing may be just as much the truth as what you are seeing?
7. Do you think the truth sometimes exists on BOTH sides of an argument?

Note to Instructor: Go to Addendum 13C: What Is Real? Mental Freestyle.

Summary:

- ★ Each of us is a seed that needs nurturing.
- ★ Nurturing is the care we get from adults that eventually enables us to grow from our own power.
- ★ There are people in the world who would rather tell us what to do than help us learn to think for ourselves.
- ★ To protect ourselves, we need to learn to ask questions, which develops our ability to understand when to trust.
- ★ When we get scared, we sometimes don't trust others; as a result, we don't treat them fairly.
- ★ Part of nurturing is learning to trust other people and acting from a personal code of conduct.
- ★ Trust is not unquestioning obedience, but rather the capacity to question, see and act on what is true and real.

Addendum 13A TEACHERS & AUTHORITIES

X Tell students:

1. Name someone you think of as a teacher in your life — not necessarily a school teacher, but someone who has been helpful to you and has taught you.
2. Name someone you think of as an authority — someone in a position of power.

X Ask:

1. Say that you are a student who is having trouble deciding whether to fight a bully or run away from the bully.
2. What do you imagine an authority would say to you on the subject?
3. What do you imagine a teacher would say to you?
4. Would the authority just tell you what to do based on his or her own opinion?
5. Would the authority ask you to trust his or her judgment based on his/her own experience?
6. Would a teacher tell you what to do, or would a teacher ask you what you think would work best?
7. Would a teacher encourage you and assume that you have the ability to grow from your own power?
8. Would a teacher try to make you grow in artificial ways, to echo his or her own beliefs? Would an authority?
9. Which would be most likely to ask you questions?
10. Which would be most likely to tell you what to do?
11. Which of these people would you be most likely to trust? Why?
12. Which do you think has your best interests at heart?
13. Which do you think has his/her own best interests at heart?

Addendum 13B AUTHORITY SPEAKS!

- x Divide students into groups of two or three.
- x In a hat or bowl, put slips of paper, each of which has the name of a particular group, including:

Your friends	Your school	The media
Community leaders	Politicians	
Religious leaders	The military	
- x Have one member of each group select a slip of paper. Groups should not look at what other groups have selected.
- x Tell students:
 1. Work out a short roleplay between imaginary members of this group.
 2. Pay attention to the language you use and your tone of voice.
- x Read these descriptions to the groups:

Politicians. “My friends, my opponent on the other side of the aisle wants you to believe he’s right.” Have you heard politicians making speeches? Defending their party?

Religious leaders. “May God have mercy on our souls and set us free.” Have you heard religious leaders speak? Do they use words and phrases most other people don’t?

Your school. “Three tardy slips and you will be expelled for a 10-day probation.” What words do school leaders and teachers use? What phrases are used in school announcements from the principal’s office?

Military leaders. “Our new weapon, the PeaceKeeper, has been developed during this time of peace. We have to fight for peace.” “Be all that you can be.” You’ve heard military leaders speak.

Your friends. Select a group of your friends who you believe come on as authorities. Why do they think they’re authorities? What kind of language do they use? What tone of voice? Are they bullies?

Authority Speaks Addendum 13B

The media. People on television, or in the movies, in comics or magazines, use a certain language. Which of them have you experienced as authority figures? What do they say and how do they say it?

Community leaders. Have you heard any business leaders lately? Any people who work with your father or mother? What about police? Fire fighters? Postal carriers? Trash collectors? Shop owners?

- ✗ Give students 10 minutes. Then call time; ask who wants to go first. **Tell students not to reveal which group they are. We have to guess.**
- ✗ As each group performs, ask other students to listen for key words and phrases for that group. Then, after each group, ask:
 1. Can you identify this group?
 2. What are the telltale signs?
 3. What words and phrases gave them away?
 4. Are these authority figures you trust? Why?
- ✗ Tell students:

**There is a huge difference between
an authority with useful knowledge who *shares with us* what one can think,
and an authority with useless knowledge, who *conditions us* in what to think.**

Addendum 13C
WHAT IS REAL?
MENTAL FREESTYLE

- X Once again, ask for a team of THREE VOLUNTEERS to come before the class —willing targets for questions.
- X Remind the Volunteers they must answer immediately, quickly, in rapid-fire succession. We are not concerned about right or wrong answers. We are concerned with fast, intuitive answers.
- X Ask the other students to WATCH and LISTEN just as carefully.
- X Tell Volunteers:

The fun is in walking in the dark.
Empty yourself of old thinking.
Trust your intuition to give you a trustful answer.

- X Fire the following questions at the students:
 1. Where is the Ancient Warrior when it comes to trust?
 2. What part does trust play in your life?
 3. Who do you trust?
 4. Can you trust without seeing?
 5. Can you trust without hearing?
 6. When is it improper to question?
 7. Do you trust your ability to trust? Why?
 8. Do you trust politics? Why?
 9. What is the difference between an authority who shares knowledge with us and an authority who conditions us in beliefs?
 10. What have you come to understand about trust?
- X Thank the Volunteers for trusting enough to take this test.
- X Applaud their questioning minds!

LESSON 14

You Have Come A Long Way

Breakdown of Lesson 14:

- What does it mean to live a good life?
- How can someone with nothing give a lot?
- Can you give without feeling you've been robbed?

What Does It Mean To Live A Good Life?

Note to Instructor: Read aloud the story, **Gift of the Moon, The Test of Charity**, page 63, in textbook.

- ❑ Afterward, ask students:
 1. Have you ever seen a crescent moon look like a dragon's claw grasping a pearl?
 2. Can you see the moon without any images — just see it anew?
 3. What does this perspective do to your "old thinking"? Does it give you a new view of the moon? Does it break the chains of your past images of the moon?
 4. How did the Teacher describe the trees? Have you ever seen trees that looked like fingers pointing upward toward the heavens? Can you see the trees as they are, without an image?
 5. How do you think this new awareness of common things we see every day can help you in your Martial Arts?
 6. Every time you break old images, are you a little more AWARE of things around you? Breaking the chains of old thinking?

Note to Instructor: Go to **Addendum 14A: The Wonderful Mystery of Life**. An activity to sharpen students' awareness.

- ❑ Afterward, ask students:
 1. Is it fun to see familiar objects as if for the first time?

2. How do you feel when you do this activity? Joyful? Peaceful?
3. Do you feel good when you can look at life without the past interfering, making what you see “old”?

How Can Someone with Nothing Give A Lot?

❑ Tell students:

- ✓ When you can fill your life with the joy of simple things, you will always be able to end conflict.
- ✓ When your mind is made peaceful by the vision of beautiful places, people and things, and feels at peace, you can give this gift to someone else and give that person peace.
- ✓ At peace, there is no conflict inside us.

❑ Ask students:

1. When the man in the story, who had very little, encountered the thief in his hut, what was his first reaction?
2. Did he treat the intruder as a thief or as a friend? What did you think when the man gave the thief his clothes?
3. Did you wonder how someone with nothing could give so much?
4. This story is meant to teach us something. What would you guess it is? *Encourage all responses.*
5. Could it be that no matter how little we have, we always have something to give? That no matter how weak we feel, we always have strength, if we look for it? Is the greatest gift seeing simply the immediate joy of life?

Note to Instructor: Go to **Addendum 14B: The Gift of Love**
An activity to prepare students for the act of giving.

❑ Afterward, ask students:

1. Can you think of a time when someone verbally attacked you and you yelled back? *Encourage all responses.*
2. Did you feel good after you yelled back?

3. Did you feel as if you were in control? Satisfied? Sure that this little war was over?
4. If you could relive that time, would you react the same now?
5. Can you see how ending “old thinking” removes conflict, both from your brain and the situation between you and the other person?

Can You Give Without Feeling You’ve Been Robbed?

Note to Instructor: Go to **Addendum 14C: You Have Come A Long Way.** An activity to help students apply the principle of charity to their own lives.

- ❑ Afterward, ask students:
 1. How did you respond to your “attacker”? Were you able to clear your mind of angry thoughts?
 2. What gift did you give your partner?
Encourage all responses. These are important.
 3. How did you feel when you gave your partner a gift rather than returning your partner’s poison?
 4. Were you able to give your gift without feeling robbed?

Note to Instructor: Go to **Addendum 14D: Empty-Handed Gifts. Mental Freestyle.**

Summary:

- ★ Each of us can live a positive life by becoming aware of what makes us comfortable, happy, peaceful.
- ★ When we are in a giving frame of mind, we can better feel charity when someone tries to rob us of things, ideas, peace.
- ★ Feeling charity, we create charity.
- ★ There is no such thing as having nothing to give. Giving of ourselves is often the greatest gift of all.

Addendum 14A
THE WONDERFUL MYSTERY OF LIFE

- X** Hang some posters on the wall of nature, foreign countries, or any realistic artwork of your choice; or simply ask students to look at the surroundings of the room — the window, the floor, any plants, furniture, fixtures.

- X** Tell students:
 1. You have five minutes to look at your surroundings. Take them in, notice their shapes, sizes, colors.
 2. Find one or two you particularly like and focus on them. Are they beautiful? Strange? Mysterious? What are they shaped like?
 3. Can you be aware of them now, without any image or association with the past? Is this how a little child looks at life? Is this how a Martial Arts Master looks at life?

- X** Call time after five minutes. Ask for Volunteers.

Addendum 14B

THE GIFT OF LOVE

- X** Ask for a Volunteer to stand before the class as you roleplay the part of a friend.
- X** Ask the Volunteer to listen carefully to everything you say and then respond accordingly.
- X** Say the following to the Volunteer, in a kind, gentle voice:

“You are the kindest, most generous person in the world. I love you for your gentle manner, your joyful behavior, your intelligence, bravery, spirit and honor. I feel lucky that I know you and that I have the benefit of your friendship. Thank you for being my friend.”
- X** Ask the Volunteer to respond. Then ask other students if they would have responded in the same way.
- X** Ask students:
 1. What happens inside you when you hear these words?
 2. How does your body feel? Your mind?
 3. Are you embarrassed? Happy?
 4. Do you feel you’ve been given a gift?
- X** Ask for another Volunteer. Give this one the same instructions; then say the following, in a tough, loud, reprimanding voice:

“You are the stupidest, ugliest, worst person in the world. I hate you because you think you know it all! You think you’re so hot! Well, I hope you get cut by a knife or run over by a car! I hate the day I met you! I hope every day that I don’t have the bad fortune to run into you. Get out of my life, creep!”
- X** Ask the Volunteer to respond. Then ask other students if they would have responded in the same way.

(continued)

The Gift of Love Addendum 14B

X Ask students:

1. Is dealing with this second person like the man in the story dealing with the thief?
2. What happens inside you when someone talks to you like this?
3. How does your body feel? Your mind?
4. Does a calm response from you require strength? What kind? Physical? Mental?
5. Does a peaceful response from you require love? What kind? Compassion for a human being who is in pain?
6. Does a peaceful response from you require intelligence? What kind? An understanding that this person's Ancient Warrior is at work?
7. When someone shouts and yells at you like this, do you feel like someone has given you a gift?
8. Do you think in some ways it IS a gift? How?
9. Is it a gift in that it's an opportunity to test your "new seeing"?
10. Is it a chance to try something new in the way you deal with people who attack you?

Addendum 14C YOU HAVE COME A LONG WAY

- X** Divide students into pairs — Partner A and Partner B.
- X** Tell students:
 1. Think of a situation in your life — at home or at school — in which you felt “attacked” by someone. Perhaps your father or mother yelled at you; maybe a teacher or friend scolded you; perhaps no one really singled you out, but you walked away feeling put down, depressed, unwanted or unimportant.
 2. If you are Partner A, take on the role of that person who “attacked” you. Get into that part and play it as best as you can remember it.
 3. Then, Partner B, while this “attack” is coming at you, be aware of, or listen to, something in the room, or coming from outside. LISTEN to the words that are coming at you, FEEL THE CHALLENGE of staying calm, take DEEP BREATHS and CLOSE YOUR EYES, if it helps, and stay focused on what is happening inside and out, but without judging it.
 4. When Partner A is finished accusing and yelling, Partner B, open your eyes, look at your accuser and give Partner A a verbal gift.
- X** Tell students:
 - ✓ Partner A, you have one minute. BEGIN!
- X** After one minute, call time. Tell students to change places. Repeat instructions from 1-4 and do the exercise again.

Addendum 14D
EMPTY-HANDED GIFTS:
MENTAL FREESTYLE

- X Once again, ask for a team of THREE VOLUNTEERS to come before the class — willing targets for questions.
- X Remind Volunteers they must answer immediately, quickly, in rapid-fire succession. We are concerned with fast, intuitive answers.
- X Ask the other students to WATCH and LISTEN carefully.
- X Tell Volunteers:

The fun is in walking in the dark.
Empty yourself of old thinking.
Act based on your charitable heart.

- X Fire the following questions at the students:
 1. There is an old saying that charity begins at home. Do you agree?
 2. Where does charity begin for you?
 3. Is charity alive today? Where?
 4. Can you give without seeing? Without hearing?
 5. Is there intelligence in charity? How so?
 6. How does charity heal the curse of the Ancient Warrior?
 7. Do you think thieves ought to leave empty-handed?
 8. What is the greatest gift you have to give?
 9. Name a time when you really needed the kind of gift we're talking about.
 10. What is the greatest gift you have ever received?
- X Thank the Volunteers for giving us their willingness to take this test.
- X Applaud their Martial Arts charity!

LESSON 15

A Way To Heal The Wounds

Breakdown of Lesson 15:

Reaching for nothingness.

Sharing the sorrow.

The gift of compassion.

Reaching For Nothingness

Note to Instructor: Write on board: **TEST OF THE WEEK: COMPASSION.** Read aloud the story, **Attacking Nothingness: The Test of Compassion**, page 67, in the textbook.

- ❑ Afterward, ask students:
 1. Do you think the Teacher in the story was brave?
 2. Do you think, in her mind, she was being brave, or opening her mind to the challenge of a person in pain?
 3. When the drunk man asked her what she was looking at, what did she say?
 4. What did she mean when she said, "Nothing, why just nothing."?
 5. Where did the Teacher place her focus? On her own fear? On the sounds coming out of the house? On the man's humanity, by saying that it sounds like someone in the house is hurt?
 6. Did the Teacher stay focused on the man's humanity and pain, no matter what he said?
 7. Why did she stop and talk with him when, a great Martial Artist, she could have fought him and probably won?
 8. Was her focus on winning, or on washing away the conflict?

Note to Instructor: Go to **Addendum 15A: Sharing The Sorrow.** An activity to help students learn how to listen to another's pain and comfort that person.

- ❑ Afterward, ask students:
 1. When you share someone else's sorrow, does it strengthen your mind? How?
 2. When you focus on another person's misfortune, do you clear your mind of any pain *you* may be feeling?
 3. Cleared of your own pain, is your mind, therefore, more open to what is happening around you?
 4. How can this help you in your Martial Arts training?

Sharing The Sorrow

- ❑ Tell students:
 - ✓ In today's world, many people are being hurt mentally and physically.
 - ✓ Sometimes we feel so much pain and suffering that we want to run away from it, not listen to it or pay attention to it.
 - ✓ When you can feel the pain of someone else's sorrow — whether it belongs to a friend or someone on television news who lives thousands of miles away — that is compassion.
 - ✓ Compassion ends conflict and leads to a peaceful state of mind.
- ❑ Ask students:
 1. What is it in your mind that makes you want to run away when someone talks about his or her sorrow?
 2. Do we think of people in pain as bad? Wrong? Weak? Boring? Mean? Undeserving? Do we get scared? Of what?
 3. If you were to wash away Ancient Warrior old thinking and apply new thinking, how would you describe a person in pain?
 4. Would you think of such a person as sad? Upset? Needy? Desiring help? A prisoner of his/her thoughts? Hurt? Afraid?

Note to Instructor: Go to **Addendum 15B: The Circle of Compassion**. An activity to help students share sorrow.

- ❑ Afterward, ask students:
 1. Can you think of a time when someone verbally attacked you and you yelled back? *Encourage all responses.*
 2. Did you feel good after you yelled back?
 3. Did you feel as if you were in control? Satisfied? Sure that this little war was over?
 4. If you could relive that time, how would you react now?
 5. Can you see how removing “old thinking” takes away conflict, both from your brain *and* the situation between you and the other person?

The Gift of Compassion

Note to Instructor: Go to Addendum 15C: Removing The Sword. Mental Freestyle.

- ❑ Afterward, ask students:
 1. How can your new understanding about compassion help you in relation to your brothers and sisters?
 2. Do you think compassion for people you don't like is possible?
 3. Who is someone you haven't been very compassionate with but would like to be? In what way?

Summary:

- ★ When we are hurt, we often want someone with whom to share our sorrow.
- ★ Sharing someone's sorrow strengthens our minds, and it reduces conflict — both for us and for the other person.
- ★ With our conflict reduced, mental wounds can be healed.
- ★ The highest goal of the Martial Arts is to stop conflict of any kind before it starts. The act of compassion is a good beginning.

Addendum 15A SHARING THE SORROW

- ✗ Write on the board for all students to see:

“It’s okay. There’s nothing to worry about.”
“You can stop fighting now.”
- ✗ Divide students into groups of three. Tell them:

 1. Decide who will go first, second, and third in your group.
 2. On your turn, take two minutes to tell the other members of your group about something that happened to you that you consider sad, tragic, or painful.
 3. Persons B and C, listen carefully. After every few sentences, take turns saying: “It’s okay. There’s nothing to worry about.” (Or other comforting words you or they choose.)
 4. If you think the person speaking needs more attention, say or do what you feel is necessary.
- ✗ Call time. Ask Person B to take a turn. Read the same instructions, numbers 2 - 3. Call time. Ask Person C to take a turn. Read the same instructions.
- ✗ Afterward, ask:

 1. How did you feel having people listen to you and tell you everything was going to be all right?
 2. Did the conflict inside you lessen? Why?
 3. Did you feel uncomfortable at first listening to someone open her/his heart? Did you *not* want to listen? Want to leave?
 4. Did it get easier as you listened and spoke the comforting words? How did you feel comforting someone else?
 5. Did you feel the other person’s pain? How did it make you feel about this person? Do you feel you know him/her a little better?
 6. If this is a person with whom you have ever felt conflict, did this activity reduce that feeling? Why?

Addendum 15B THE CIRCLE OF COMPASSION

- x Ask students to sit on the floor in a circle.
- x Have ready a hat or bowl with slips of paper on each of which is written one of the "I Need Compassion Sentences" that appear on the next page. You can photocopy the page and cut the sayings into strips.
- x Ask every OTHER person to select a strip and read it to themselves.
- x Tell students:
 1. Let's have a volunteer Compassion Needer begin the Circle of Compassion by reading the sentence on his/her piece of paper to a person seated next to him/her.
 2. The person who has been read to is a Compassion Giver and will offer the Volunteer some kind of compassion.
- x Go around the circle until everyone has had a chance to read a strip of paper or respond with compassion.
- x Ask students who have not yet selected from the hat or bowl to do so.
- x Repeat the exercise, giving each student a chance to be a Compassion Needer and a Compassion Giver.
- x Afterward, ask students:
 1. Did you feel that your Compassion Giver gave you something that made you feel better? Worse? No different?
 2. What did you like best about *getting* compassion from someone?
 3. What did you like best about *giving* compassion to someone?
 4. Can you see how compassion can help you in your life?
 5. What's one way that getting compassion can help you?
 6. What's one way that giving compassion will help you?

(continued)

The Circle of Compassion
Addendum 15B

“I NEED COMPASSION” SENTENCES

1. I have never felt so miserable in my life. My house just burned down, and everything I own is in a mountain of ashes!
2. I just got beat up and I can feel myself bleeding inside! Don't let them come and get me again! Please! Don't let them!
3. My baby sister gets all the attention at my house. Seems like my parents don't even care if I'm around anymore.
4. I hate sports! I'm always the last person picked on any team!
5. I'll never be as good as my older brother! My parents like him best because he does everything they tell him to!
6. I hate little kids! That's why I beat up on them! I love when they look at me all scared and crying! Makes me want to hit them more!
7. Everyone's scared of me, and that's how I like it! Don't mess with me unless you want to get punched!
8. There's no hope for me! I can't read well, I can't do math or science! I just want to leave school! Leave me alone!
9. I want to grow up and be a soldier! I want to fight wars and kill people! That's a real feeling of power!
10. I like to write poetry, but kids make fun of me when I do! Why should I write it? It's just nonsense! Ridiculous! Stupid!
11. I push people around, because I am number ONE! I am the best and everybody just better know it — or ELSE!
12. I can't help it if I'm smarter than you! Some of us have it and some of us don't — and you DON'T!
13. I come from a country in which thousands of people have been murdered because of what they believe. I can't make friends here, because I'm scared if I get to know you, I'll be taken away and we can't be friends anymore.
14. I come from a country in which thousands of children have died in war or lost their limbs. It's because your country wouldn't help that these children died! It's YOUR fault!

Addendum 15C
REMOVING THE SWORD:
MENTAL FREESTYLE

- X** Ask for a team of THREE VOLUNTEERS to come before the class — sharp, excited, willing targets for questions.
- X** Remind Volunteers they must answer immediately, quickly, in rapid-fire succession. We are concerned with fast, intuitive answers.
- X** All other students are to WATCH and LISTEN carefully.
- X** Tell Volunteers:

The fun is in walking in the dark.
Empty yourself of old thinking.
Act based on your compassionate heart.

- X** Fire the following questions at the students:
 1. Where does compassion live?
 2. What prevents you from being compassionate?
 3. Is sharing someone’s sorrow just spreading the sorrow? Why?
 4. Can you be compassionate without knowing someone?
 5. What does it take for you to be compassionate?
 6. How does compassion heal the curse of the Ancient Warrior?
 7. Do you think compassion should be given to people who kill and injure others?
 8. What does “Forgive them, for they know not what they do” mean?
 9. What can you do in school that will test your compassion?
 10. What can you do at home that will test your compassion?
- X** Thank the Volunteers for their willingness to take this test.
- X** Applaud their compassionate, growing-ever-stronger minds!

LESSON 16

Bloom Where You Are Planted

Breakdown of Lesson 16:

Our Ancient Warrior image of strength is a punch, a kick, a sword.
Power comes from being that which you observe.
Strength lies in blooming where you are planted.

Our Ancient Warrior Image of Strength Is A Punch, A Kick, A Sword

Note to Instructor: Write on the board: TEST OF THE WEEK: **STRENGTH.** Read aloud: **War of the Rose. The Test of Strength,** page 90, in textbook.

- ❑ Afterward, ask students:
 1. Does this story define strength as something physical? Mental?
 2. Do you think the thugs who attacked were mentally strong?
 3. Do you think the old man was physically strong?
 4. How important is it to balance physical and mental strength?

Note to Instructor: Go to **Addendum 16A: Just Do It!** A test of students' ability to do what is called for in the moment.

- ❑ Afterward, ask:
 1. Because you had to act quickly, were you able to focus?
 2. Did the Ancient Warrior creep in and alter your focus? How?
 3. How did it feel when you were RIGHT THERE, RIGHT NOW?
 4. Did you feel energized? Clear? At one with your body?
- ❑ Tell students:
 - ✓ When we are focused, we actually put out *less* force, because our minds and bodies are in harmony with our movements.

**When we trust — our mind, breath and body are one —
and that one, our whole being, energizes our movements.**

Power Comes From Being That Which You Observe

- ❑ Tell students:
 1. When you try to *stop* someone, *beat* someone or *win* from someone, you defeat yourself before you begin. Your energy is not harmonious; it is in a state of conflict.
 2. Power comes from *focusing* on body language that signals your opponent's next move, *seeing* your opponent's strategy.
 3. With practice, you can become so in tune with your opponent that you can sense what this opponent is going to do. This is becoming what you observe, which gives you great strength.

Note to Instructor: Go to **Addendum 16B: The Secret of My Strength.** Students focus on an object for 5 minutes.

- ❑ Afterward, ask students:
 1. What did you sense? *Encourage ALL responses.*
 2. Were you focused or distracted? If you were distracted, were you able to return to your focus?
 3. Do you think this exercise takes practice to do well?
 4. In the story, Carlos did this exercise with the old man ALL NIGHT. Can you see why this exercise takes great strength?

Strength Lies In Blooming Where You Are Planted

- ❑ Ask students:
 1. Becoming one with someone you consider an opponent is contrary to customary thinking. How does it help you?
 2. When our human instinct is to run away or attack, how do you strengthen your mind enough to stay where you are, gather your inner strength, and bloom where you are planted?
 3. Do you think, by using this exercise, you are displaying more strength than if you fight someone? How so?

Note to Instructor: Go to **Addendum 16C: Using My New Strength.** Students apply this new learning to their lives.

- Tell students:
 - ✓ Focusing on something that relaxes you and empties you of the Ancient Warrior, you feel no conflict.
 - ✓ *Feeling* no conflict, you *create* no conflict.
 - ✓ Creating no conflict, you are at peace inside yourself and in the world.
 - ✓ At peace and empty, you feel safe, confident — able to wing your way into the unknown as if it were nothing at all.

Note to Instructor: Go to **Addendum 16D: Like Roses In The Night. Mental Freestyle.**

Summary:

- ★ In the past, the image of strength was always physical — a punch, a kick, a sword. The harder we tried, the stronger we felt.
- ★ Today we know that when our strong minds join forces with our bodies, we need less force.
- ★ When we are focused, our mind, breath and body are one, and that *one* — our whole being — energizes our movements.
- ★ Making yourself *a part of* your opponent, mentally sensing your opponent's every move, gives you great strength.
- ★ Practicing mental focus brings peace to your mind and makes it empty, clear.
- ★ Practicing peace of mind strengthens your character and develops you ability to face challenges positively every day.

Addendum 16A

JUST DO IT!

- X** Ask students to stand in a large circle.
- X** Have prepared a series of Martial Arts moves that each student must do the second you tell them to.
- X** Perhaps you will want to put on the board suggested combinations of moves that you have been working on.
- X** As you give students the following instructions, speak **WITH URGENCY** so students understand this must be done **QUICKLY** and **EFFICIENTLY**:
 1. I will walk around the circle and stop in front of one of you.
 2. At that second, I will quickly shout out a series of three moves for you to make. Then I will stand aside, as fast as I can, ready to take your place in the circle.
 3. Without a moment's hesitation, step forward into the circle and do it — no questions, just do what you heard! If you're not sure of what you heard, just do what you think you heard!
 4. Immediately afterward, walk around the circle and stop in front of someone. Shout out a series of three moves and quickly stand aside.
- X** Continue this circle game until all students have had the opportunity to participate.
- X** Stay on them, **REMINDING THEM TO MOVE QUICKLY AND EFFICIENTLY**.

Addendum 16B

THE SECRET OF MY STRENGTH

- X** Divide students into groups of 6 to 8.
- X** Ask each group to make a circle and situate themselves in a comfortable position on the floor.
- X** Choose an OBJECT to place at the very center of each circle — something large enough to be clearly visible to all students. It could be a large flower in a pot, a large indoor plant such as a ficus tree, a large squash, a collection of oranges, a collection of lemons, a collection of ears of corn, a pair of shoes. Whatever you choose, the object should be simple. If you choose a collection, make it a collection of one object.
- X** Tell students:
 - ✓ For the next 10 minutes, you are going to focus on the object in the middle of your circle.
 - ✓ Put everything else in the world out of your mind.
 - ✓ As you look at this object, notice its size, shape, color. Use every one of your five senses to focus on it. What do you hear, see, taste, smell, sense?
 - ✓ Be like the moon. Shine all your senses down on every part of it. Become one with object so that you understand its connection to you, to everyone and to the world.
 - ✓ BECOME this object. Tell yourself that you ARE this object.
 - ✓ You will have 5 minutes to do this.
- X** Give students 5 minutes and make certain the room is quiet enough to hear a pin drop.
- X** It is best not to talk at all during this period. If you sense any disruptions, use body language to signal your message to any student who needs it.
- X** Call time. Ask students to stand, stretch and make one large circle.

Addendum 16C USING MY NEW STRENGTH

- x Tell students:
 - ✓ Sit where you are and close your eyes.
 - ✓ Focus on a challenge you face — at home, at school, somewhere out in the world — that makes you scared, angry, tense, or sad.
 - ✓ Get that challenge in your mind and look at it, even though it brings up feelings you don't like. This is a test of mental strength, and the more we practice, the better we get.
 - ✓ For a minute or so, just LOOK at it. You don't have to do anything else but LOOK at it. LOOK for a whole minute and SEE that it's there.

- x Give students a minute or so to focus on this. Ask them to open their eyes, then ask:
 1. What can you focus on to relax when you have to face this challenge?
Encourage all responses.
 2. When you close your eyes and focus on your breathing, what does it take away?
 3. What does focusing on something, like your breathing, do to the thoughts of fear, sadness or anger?
 4. When you focus on something outside your thinking, what is your state of mind? How can this help you in the Martial Arts? In life?

- x Tell students:
 - ✓ This may seem like an unusual way to prevent conflict in the minds of most people, but you and I know this magical secret works!
 - ✓ Let the flower's blossoming blossom you.

Addendum 16D
LIKE ROSES IN THE NIGHT:
MENTAL FREESTYLE

- X** Bring up a team of THREE VOLUNTEERS who are willing targets for questions. Make certain everyone in the class is getting more than one opportunity to do this.
- X** Remind Volunteers they must answer immediately, quickly, in rapid-fire succession. We are concerned with fast, intuitive answers.
- X** Remind all other students to WATCH and LISTEN carefully, answering questions silently.
- X** Tell Volunteers:

The fun is in walking in the dark. Empty yourself of old thinking.
Act based on your strong mind.

- X** Fire the following questions at the students:
 1. Is it possible to defeat yourself? How?
 2. Is it possible to let yourself lose before you even start? How?
 3. If your target is strength, how do you shoot your arrow?
 4. Do you have the strength to listen to anger and stay empty?
 5. What strength will it take to do your best in school even when you feel insecure in some subjects?
 6. What strength will you demonstrate when your parents want you to do something you don't want to do?
 7. How will you show strength when someone you may not like is hurt or angry ?
 8. If you could become something you are scared of, what would it be? What would be your test?
 9. What will you do today to bloom where you are planted?
 10. Where can you find your greatest strength?
- X** Thank the Volunteers for showing us their growing strength. Applaud their powerful thinking!

LESSON 17

The Truth That Anyone Can See

Breakdown of Lesson 17:

In all of us are the chains, the past, the Ancient Warrior.
Through questioning, we become alert, intelligent, alive.
The beginner's mind looks, listens and respects.

In All of Us Are the Chains, the Past, the Ancient Warrior

Note to Instructor: Write on the board: TEST OF THE WEEK: WISDOM. Read aloud: **Beginner's Mind: The Test of Wisdom**, page 125, in textbook.

- ❑ Afterward, ask students:
 1. Why do you think the Teacher picked up the rocks and began to rub them together?
 2. What kind of mirror did he make — a real one you look into, or a way to get the students to look at themselves in a new way?
 3. Are you getting better at freeing yourself from the Ancient Warrior — from the chains of your past? How?
 4. Do you think fighting is an honorable solution to solving problems of relationship between people? Why?
 5. Do you understand that the human brain has been conditioned to accept fighting and war as honorable solutions?

Note to Instructor: Go to **Addendum 17A: The Ancient Warrior Lives!** An activity to show students that traces of the Ancient Warrior are alive within them.

- ❑ Tell students:
 - ✓ The Ancient Warrior is a living, breathing part of our daily lives.
 - ✓ How you handle your Ancient Warrior determines the way you live your life.

Through Questioning, We Become Alert, Intelligent, Alive

- ❑ Tell students:
 - ✓ By totally accepting what authorities tell us, we listen and do as we are told — our minds are asleep, semi-conscious.
 - ✓ By questioning, we listen to what we are told and determine with our own minds if what we hear seems true.
 - ✓ Through questioning, there is no need to rely on what others tell us; we have the wisdom to discover the truth for ourselves.

Note to Instructor: Go to **Addendum 17B: Discovering The Truth.** To encourage students to think for themselves.

- ❑ Afterward, ask:
 1. Do you think your mind is sometimes fed illusions that distract you from the truth?
 2. What do you think prevents us from seeing some of these illusions?
 3. Do you think sometimes we want so much to be free of feeling bad, angry, upset, or scared that we accept any illusion that makes us feel better?
- ❑ Tell students:
 - ✓ When you stop to question something that isn't sitting well in your mind, you are contributing to your inner strength.
 - ✓ Letting go of your old thoughts, and questioning, are part of having a beginner's mind, that sees things freshly every day.
 - ✓ A beginner's mind looks at life anew and awakes from the authority and weight of the past — no matter how glorious it sounds, or how important certain authorities seem to be.

The Beginner's Mind Looks, Listens and Respects

Note to Instructor: Go to **Addendum 17C: The Beginner's Mind.** To give students a sense of this treasured state of mind.

- ❑ Tell students:
 - ✓ Freedom from Ancient Warrior thinking comes from questioning, and looking at life freshly every day.
 - ✓ When you are awake to the world around you, you are free of conditioned thinking.
 - ✓ Free of conditioned thinking, you *feel* no conflict and, therefore, *create* no conflict.

Note to Instructor: Go to Addendum 17D: Awake & Alive! Mental Freestyle.

Summary:

- ★ In all of us are the chains of the Ancient Warrior.
- ★ A real teacher, rather than keeping us chained to old thinking, encourages us to have beginner's minds and think for ourselves.
- ★ When we can understand our Ancient Warrior by asking questions about things we have come to believe, we develop our mental strength.
- ★ Questioning makes us alert, intelligent, alive.
- ★ As we question, we come to understand what is true; the truth becomes clear, focused, real.
- ★ The beginner's mind looks at, questions, listens to and respects things and people as they are.

Addendum 17A
THE ANCIENT WARRIOR LIVES!

- X** **Have ready:** Current newspapers (divided into sections), magazines, books.

- X** Divide students into groups of 3-5. Give each group a newspaper section, a magazine, a book or two.

- X** Tell students:
 - ✓ You will have 5-10 minutes to look through your materials and find one or more articles, a story, a news item — something that shows evidence of the existence of the Ancient Warrior.

 - ✓ Look at the items, and be prepared to tell us:
 1. Where is the Ancient Warrior in this section?
 2. How do you know the Ancient Warrior is there?
 3. How do you think the Ancient Warrior got there?
 4. How do you think the Golden Dragon can help?
 5. If you were to meet the people in this story / article, how would you question them?

 - ✓ Call time. Ask students the above questions.

Addendum 17B

DISCOVERING THE TRUTH

- x Ask students to sit comfortably.
- x Read to them the following quotation. Ask them to listen carefully and thoughtfully:

“I am the Ancient Warrior. I was taught by my elders that I had to learn to defend our way of life from the forces of evil. I developed powerful skills to help me in my career as a fighter. My father and my uncles taught me to use a knife, to kill with my bare hands. During my training I was taught to fight until the death of my opponent, to treat my great sword as my life, and how to use a bow and arrows to kill and maim my enemies. At the time I didn’t fully realize that these targets would one day be replaced by people. When I shot, I shot with only one thing in mind: To be brave, to be successful, to be accepted by my tribe, I had to kill. I was not conscious of it then, when the world was much younger and there were no books, no ways to learn to understand. But I am now. I do not wish to be part of the killing anymore.”

- x Afterward ask:
 1. Why do you think this Ancient Warrior was originally attracted to being a warrior? Do you think the idea of being a warrior attracted his desire to be strong? Brave? Patriotic?
 2. What did the Ancient Warrior learn? Do you think he’s happy about what he did? Did he learn that he wants to be different? Do you think his experience taught him an important lesson?
 3. Did the Ancient Warrior’s training live up to his expectations?
 4. Do you think the Ancient Warrior felt disillusioned by what he discovered in his training?
 5. Do you think the Ancient Warrior’s ancestors and their talk of the importance of warring gave him an illusion of what fighting is about?
 6. Why would the elder warriors do that?
 7. Were the elder warriors were afraid of something? What?
 8. Do you think the Ancient Warrior is proud of his having been a blind follower?

Addendum 17B
Discovering The Truth

9. Do you think the Ancient Warrior could have questioned his elders at the time about the wisdom of their intentions?
10. How is this Ancient Warrior different from you now? Can you question people around you about the wisdom of their intentions?
11. Do you think sometimes you don't know the truth of a situation until you are actually in it?
12. Why do you think the Ancient Warrior wasn't conscious of the fact that he was being trained to kill people — people just like himself?
13. If you could talk to this Ancient Warrior today, what wisdom would you want to give him today?

Addendum 17C THE BEGINNER'S MIND

- X Select several objects in the room that students will use to focus their attention on. These may include: A window, chair, desk, floor, light fixture, wallpaper, gi, belt, stairway, book, wall switch, picture, photo, bowl, shoe, hair, person. Any object in your room is a good subject for this exercise.
- X Assign one object to each person.
- X Tell students:
 - ✓ LOOK AT this object for five minutes. Look, however, with a beginner's mind.
 - ✓ You have always looked at this object and seen it for whatever it is or whatever it does.
 - ✓ Today, look at it differently. Notice something new about it. If you've always thought it was ugly, find it's beauty. If you think of it as small, think of it as large. Think of something it reminds you of, or something opposite of what it reminds you of.
 - ✓ Give yourself a *mental* whack at the side of the head that causes your brain to see this object differently.
 - ✓ A beginner's mind is innocent and curious. It is alert, active and sees through illusions.
- X Give students 5 minutes; then call time.
- X Ask for Volunteers to report what their beginners' minds discovered. Encourage all responses. Get ALL students to respond.

Addendum 17D
AWAKE & ALIVE!
MENTAL FREESTYLE

- X** Bring up another team of THREE VOLUNTEERS who are ready to be challenged by questions.
- X** Remind Volunteers to answer immediately, quickly, in rapid-fire succession. We want fast, intuitive answers.
- X** Remind all other students to WATCH and LISTEN carefully, answering these rapid-fire questions in their own minds.
- X** Tell Volunteers:

The fun is in walking in the dark.
Empty yourself of old thinking.
Act based on your wise mind.

- X** Fire the following questions at the students:
 1. What does wisdom have to do with seeing illusions?
 2. What's an illusion that has clouded your vision?
 3. What does it mean to be awake, alert, alive?
 4. What's something you can do at school to wake up from your sleeping state?
 5. What can you do at home this week that will test whether you are chained to the Ancient Warrior or riding the wave of wisdom of the Golden Dragon?
 6. What is an example of authority you have always accepted and would now like to question?
 7. When you question authority, how will you do it so that it is respectful?
 8. How can you possibly know what is true?
 9. What illusions have you seen in your quest for freedom from the Ancient Warrior?
 10. How do you measure wisdom?
- X** Thank the Volunteers for their wise ways!

LESSON 18

Think Only of Serving Tea

Breakdown of Lesson 18:

Skill in action depends on simple and clear thoughts.

Because of your skill, you feel inner peace.

Instead of fighting, serve your opponent tea.

Skill in Action Depends on Simple and Clear Thoughts

Note to Instructor: Write on the board: **TEST OF THE WEEK: EXCELLENCE.** Read aloud: **Way of the Sword: The Test of Excellence,** page 118, in textbook.

- ❑ Afterward, ask students:
 1. How did the tea servant see the Martial Arts — as a way to hurt others?
*A spiritual endeavor. A way to end conflict.
A way to understand violence in the world.*
 2. How did the tea servant practice his art of serving tea? With what qualities did he perform his duty?
 3. How did he apply these qualities to meeting the Swordsman?
 4. How did these qualities affect the Swordsman?
Encourage all responses.

Note to Instructor: Go to **Addendum 18A: Simple & Clear.** An activity to help students think simply and clearly.

- ❑ Tell students:
 - ✓ When you are calm, steady and focused, your peace of mind alone can defeat your opponent.
 - ✓ It unnerves a bully to see you unafraid, confident — secure in your peace of mind.
 - ✓ You can reach this state of mind by mentally serving tea.

Because of Your Skill, You Feel Inner Peace

- ❑ Tell students:
 - ✓ To demonstrate this peace of mind, truly feel it.
 - ✓ This skill is not something you don't know; it is simply practicing something you *do* know.

Note to Instructor: Go to **Addendum 18B: My Excellence on Video**. An activity to put students in touch with their own excellence.

- ❑ Afterward, ask:
 1. What do you think prevents us from achieving excellence in action all the time?
 2. Are there thoughts in our minds that get in the way of our focusing, as the young tea servant did?
 3. What can you do to prevent those thoughts from getting in your way?
- ❑ Tell students:
 - ✓ When we can stay calm in the face of violence or catastrophe, we have enduring mental strength.
 - ✓ We turn the tables on those who would try to hurt us, and on those tables, we serve them tea!

Instead of Fighting, Serve Your Opponent Tea

- ❑ Tell students:
 - ✓ Skill in action is excellence in living.
 - ✓ This means that no matter what action you take — mowing the lawn, dunking basketballs, playing an instrument, cleaning your room — you take pleasure in acting skillfully.
 - ✓ Acting skillfully, you have great respect for yourself and for whatever activity you are performing.

- ✓ Feeling respect for yourself and your performance, you act respectfully toward others.

Note to Instructor: Go to **Addendum 18C: The Act of Respect: A Roleplay:** To help students make the connection between respect and excellence.

- ❑ Afterward, ask students:
 1. Why do you think Zeeb liked the feelings he got in bowing and being bowed to?
 2. Do you think he got a sense of excellence and respect?
 3. Breaking our chains to the ancient warrior, we are free to honor ourselves by acting respectfully.

Note to Instructor: Go to **Addendum 18D: Skill In Action. Mental Freestyle.**

Summary:

- ★ Skill in action depends on simple and clear thoughts.
- ★ When you are calm, steady, focused, your peace of mind alone brings excellence.
- ★ Skill in action is excellence in living.
- ★ Acting skillfully, we have respect for ourselves and whatever action we are taking.
- ★ Acting skillfully, feeling respect for our thoughts and actions, we naturally act respectfully toward others.
- ★ Acting respectfully toward others, there is no conflict between us.
- ★ Acting respectfully toward others, we understand what creates conflict and, therefore, end it instantly.

Addendum 18A **SIMPLE & CLEAR**

- X** Have prepared: Rags, paper towels, water, mops, brooms and any other materials you may need for students to clean the premises.

- X** Ask students to think of an activity they love to do. Ask:
 1. What is this activity? How often do you do it?
 2. Do you do it well? Why do you think so?
 3. Do you feel good when you do it?

- X** Assign each student a task to perform. These tasks could include:

Cleaning windows	Collecting trash
Dusting the furniture	Dusting blinds
Sweeping the floor	Straightening books
Serving other students water	Straightening others' gis

- X** Tell students:
 - ✓ Your test of the week is EXCELLENCE.
 - ✓ Think of that activity that you love to do and apply everything you think and feel about that activity to the activity you are now about to do.
 - ✓ Focus on your chore simply and clearly: an opportunity to fortify your mental strength.
 - ✓ If other thoughts get in your way, bow to the activity you are performing and say to it, "Thank you for helping me become a Master Swordsman."

- X** After the chores are done, ask:
 1. Were your thoughts any different about your chore? How?
 2. What does giving respect to a person or activity do to the way you think?
 3. Do you like when people treat you and your actions with respect?
 4. How do you feel inside when you treat someone respectfully? Weaker? Stronger? Smarter? More skillful? Peaceful?

Addendum 18B MY EXCELLENCE ON VIDEO

- x Ask students to sit comfortably and quietly in a circle.
- x Ask students to close their eyes as you tell them:
 - ✓ Let's create a video in your mind that will help you build your mental strength.
 - ✓ When I stop talking and pat you on the head, fill in the blank with a Master Swordsman response, as quickly as you can.
 - ✓ There is no right or wrong answer. There is only *your* answer, so say whatever is on the tip of your tongue. This is a powerful way to practice your skill.
 - ✓ You are a Master Swordsman (which can be a girl or boy) with sharp focus, simple and clear thoughts.
- x As you read the elements of this video in the making, inject mystery into your voice and move as quickly as you can:
 1. You are on your way home, when you turn the corner and there is the senior class bully sneering at you. As soon as you spot the Bully you: (TAP SOMEONE)
 2. The Bully demands that you give some money. You don't want to, so you say: (TAP!)
 3. Your heart is racing, but you want to be a Master Swordsman, so you: (TAP!)
 4. You focus your thoughts on: (TAP!)
 5. You talk to your breathing. You whisper to it, softly: (TAP!)
 6. The Bully looks you right in the eye and says, "I'm gonna pulverize you, if you don't give me the money — NOW!" The only thing you can think to do is: (TAP!)
 7. Somehow you manage to get away. You race home and rush to open the front door. When you get inside, you notice a police officer pointing at you threateningly. The officer spots you right away and says, "WHAT DO YOU THINK YOU'RE DOING! GET OVER HERE!"
 8. The first things you do is: (TAP!)

Addendum 18B
Me Excellence on Video

9. The police officer starts to come after you. You decide instantly to: (TAP!)
 10. You see through a window that your next door neighbor, who is a friend, has come home. You decide to rush over there. Just as you are walking out the door, the house, the ground and everything starts shaking violently. Your town is having an earthquake! The first thing you do is: (TAP!)
 11. You hang onto the door frame as you watch books fall off shelves, dishes fly out of cabinets, the TV set falls off the table. When the earth stops shaking, you (TAP!)
 12. Sirens are screeching, people are crying and screaming, the electricity has gone off, and the house across the street has burst into flames. The police officer who has been in your house comes out. You say: (TAP!)
 13. When the officer suggests that the two of you get busy, your first action is to: (TAP!)
 14. Your kid sister dashes up to you crying and holding tightly to you, refusing to let go. You tell her: (TAP!)
 15. Your mother arrives home and rushes to you and your sister and asks if everyone is all right. The ground starts to shake again. You immediately: (TAP!)
- X** Continue to make up the story, if you like, so that every student gets the opportunity to take part in creating the videogame.
- X** Afterward, ask:
1. Did you feel in control of all the circumstances?
Or, were there times when you couldn't calm yourself?
 2. Can you see how practice facing threatening situations — even if in your mind — can help you?
 3. Can you see how focusing on something you know well can calm your mind so you can face danger fearlessly?
 4. Does this activity give you new respect for those Master Swordsmen who can think only of serving tea?

Addendum 18C
THE ACT OF RESPECT: Roleplay

- X** Ask for two Volunteers to read the roleplay beginning on the next page. Make two copies for them. Give them a few seconds to look over the dialogue, and encourage them to read with vitality.
- X** Do roleplay.
- X** After the roleplay, ask:
 1. Was Zeeb respectful to Octo?
 2. Why do you think Zeeb was not a respectful person?
 3. Was Zeeb upset about something? Hurt? Angry?
 4. Was Octo a respectful person?
 5. Was Octo respectful to Zeeb? Did Octo help Zeeb?

Addendum 18C: Roleplay The Act of Respect

ZEEB

Hey, Octo. What'cha doing?

OCTO

(Cleaning bicycle wheel:) I'm practicing my Martial Arts code of conduct.

ZEEB

No, you're not!

OCTO

I'm not? How do you know?

ZEEB

I know, because I'm watching you clean the spokes of your bicycle. I'm not blind, I can see.

OCTO

Seeing is sometimes more than using your eyes.

ZEEB

So, just because you wear big glasses, you think you can see better than me? You are weird!

OCTO

Glasses have nothing to do with seeing. There are blind people who see better than some people who are sighted.

ZEEB

(Shouts:) ARE YOU TELLING ME I'M BLIND, OR SOMETHING? IS THAT WHAT YOU'RE TRYING TO SAY?

OCTO

(Continues to clean bicycle. Speaks calmly:) What I am saying is that some people see with their ears, their noses, their hands. For example, my eyes are on my bicycle, but I can see that you are angry about something.

ZEEB

SO WHAT!

OCTO

So, what are you angry about?

Addendum 18C
The Act of Respect
Page 2

ZEEB

(A little hesitant:) None of your business.

OCTO

I also see that you're scared to tell me what you're angry about.

ZEEB

I'm ticked because my father doesn't care anything about me!

OCTO

How do you know?

ZEEB

You ask a lotta questions, you know that?

OCTO

Asking questions is part of my Martial Arts training. I also see that you don't talk to people much about what you're thinking or feeling.

ZEEB

SO WHAT!

OCTO

So, nothing. Absolutely nothing. I'm just proving to you that some people can see even when they're not looking right at you. I can see, for example, that you are hurt.

ZEEB

I AM NOT HURT!

OCTO

Why are you shouting?

ZEEB

My father, he has no respect for me. He hates me!

OCTO

How do you know?

Addendum 18C
The Act of Respect
Page 3

ZEEB

He shouts at me. He tells me to mind my own business. He doesn't talk to me.

OCTO

Do you respect yourself?

ZEEB

Whaddya mean?

OCTO

If YOU respect yourself and your father doesn't, you still can have respect. Respect is thinking honorable thoughts and acting in honorable ways.

ZEEB

I don't know how to do that.

OCTO

(Looks away from his bicycle and looks directly at Zeeb:) You could start by THINKING of yourself as a respectful person, and then act that way. You could bow to your father and say, "Father, I honor you, and I am grateful for what you have given me. Thank you for being my father." Then bow, and walk away.

ZEEB

He'd think I was crazy !

OCTO

How would *you* feel doing it?

ZEEB

Like I'm crazy.

OCTO

Practice with me. Pretend I'm your father. Come on. Do it. But you have to be serious. Really consider me your father.

ZEEB

(Hesitant at first, bows to Octo:) Okay. Okay. (Clears his throat. Bows to Octo.) Father, I honor you, and I am grateful for what you have given me. Thank you for being my father. (Bows to Octo again.)

Addendum 18C
The Act of Respect
Page 4

OCTO

Whaddya think?

ZEEB

I don't know. It's different. It's really weird. But...different.

OCTO

Okay, I'll do it to you. I'm you, and you're your father.
Okay?

ZEEB

Okay.

OCTO

(Pretending to be Zeeb, bows to Zeeb:) Father, I honor you,
and I am grateful for what you have given me. Thank you
for being my father. (Bows.)

ZEEB

(Laughs.) That's nice. I like it.

OCTO

(Smiles.) You gonna use it on your father?

ZEEB

(On his way out:) I don't know. I don't know. But I like it.
You're a crackup, Octo. You know that? (Bows to Octo.) A
real crackup.

Addendum 18D
SKILL IN ACTION:
MENTAL FREESTYLE

- X** Bring up a team of THREE VOLUNTEERS who are ready, willing and able targets for questions.
- X** Remind Volunteers they must answer immediately, quickly, in rapid-fire succession. We are concerned with fast, intuitive answers.
- X** Remind all other students to WATCH and LISTEN carefully.
- X** Tell Volunteers:

The fun is in walking in the dark.
Empty yourself of old thinking.
Act based on your skilled, respectful mind.

- X** Fire the following questions at the students:
 1. What are the elements of a good tea server?
 2. How is a tea server like a Master Swordsman?
 3. When your body and mind are in harmony, what are your actions like?
 4. Name one thing you can do when you go home today that would be practicing the test of excellence.
 5. What can you do at school to put yourself through the test of excellence?
 6. What can you tell your mind when it recalls the Ancient Warrior of the past and gets in the way of your having peaceful thoughts?
 7. When you feel anger rise inside you, what would be a test of excellence to put you on the path of the Golden Dragon?
 8. On what occasions do you think you most need to practice the test of excellence?
 9. How do you feel when you've mastered a difficult activity?
 10. What, for you, would be the greatest test of excellence?
- X** Thank the Volunteers for their skill in action!

LESSON 19

In The Eye of the Hurricane

Breakdown of Lesson 19:

The Ancient Warrior is in all of us.

We either give in to the Ancient Warrior, or "slay" it.

The only way to "slay" the Ancient Warrior is through love.

The Ancient Warrior Is In All of Us

Note to Instructor: Write on the board: **TEST OF THE WEEK: LOVE.** Read aloud: **Bell Ringing In The Empty Sky: The Test of Love**, page 143, in textbook.

- ❑ Afterward, ask students:
 1. Have you seen stories like the dream this student had, or have you had dreams like this?
 2. What was the student fighting for the death of?
 3. Why do you think it was essential for the student to "slay" the Ancient Warrior?
 4. Did the student win by physical strength? What kind of energy pierced the Ancient Warrior?
 5. Do you think the student was fighting a real Warrior, or the Ancient Warrior inside all of us?

Note to Instructor: Go to **Addendum 19A: Love Or War?** To help students understand how their thoughts and actions are instrumental in creating one or the other.

- ❑ Afterward, ask students:
 1. Can you see that there is a line between love and war and that sometimes we step over the line that promotes one or the other?
 2. Do you think we humans are more naturally conditioned to take a war-like action than a peaceful one? Why?

3. Since that Ancient Warrior has been inside us for as long as humans remember, do you think it's impossible to overcome this Warrior? Why?
4. What do you think would happen if we all gave in to the Ancient Warrior?
5. What do you think would happen if we were all able to "slay" the Ancient Warrior?

We Either Give In to the Ancient Warrior, or "Slay" It

- ❑ Tell students:
 - ✓ Of all the tests you have faced over these weeks, "slaying" the Ancient Warrior is the most difficult.
 - ✓ The tests you have faced, however, have prepared you well for this job.
 - ✓ When you can face the shadow in yourself without turning away, the enemy no longer exists.

Note to Instructor: Go to **Addendum 19B: Awakening From The Dream.** To help students break the chains of the Warrior.

- ❑ Tell students:
 - ✓ The culmination of all the tests you have faced is understanding the meaning of love — not personal love for another person — but that state of love in which "enemy" no longer exists.
 - ✓ Hatred and fear are only nightmares, those parts of a dream that are brought to us by the Ancient Warrior.
 - ✓ Empty of negative conditioned thoughts, love can arise like a rose after winter's last snowfall.

The Only Way to "slay" the Ancient Warrior Is Through Love

Note to Instructor: Go to **Addendum 19C: In The Eye of the Hurricane.** To help students experience the calm of love.

- ❑ Ask students:
 1. What do you think the test of love has to do with respect?
 2. Do you think respect is simply doing what we are told?
 3. When you think of someone as your “enemy,” where is love?
 4. Is it impossible to feel love when you feel conflict?
 5. Is the eye of the hurricane a place where love can begin?

Note to Instructor: Go to Addendum 19D: Shining on Everything Equally. Mental Freestyle.

- ❑ Ask students:
 1. Is struggling for dominance — over someone else, or over your negative thoughts — a way to pass the test of love?
 2. Is understanding your desire for dominance a way to pass the test of love?
 3. Is questioning why you have a desire for dominance a way to pass the test of love?
 4. Is understanding that you can decide to change this desire for dominance a way to pass the test of love?
 5. What do you do, at home, at school, in your life — that prevents you from experiencing this kind of love?

Summary:

- ★ The Ancient Warrior lives inside us all.
- ★ We either give in to the Ancient Warrior, or "slay" it.
- ★ The way to "slay" the Ancient Warrior is through love.
- ★ Love is understanding what prevents peace.
- ★ In love, the enemy no longer exists.

Addendum 19A

LOVE OR WAR?

- x** In a hat or bowl, place slips of paper on which the following phrases are written (or you can make up phrases you think are more relevant to your class). Photocopy and cut into strips:

A bully keeps threatening to pulverize you.

You get a low grade on an exam.

Your parents have told you that if you don't get an "A" in math, you will be grounded for a month of weekends.

You want to get a job after school, but your parents say your grades will suffer.

You want to buy a computer program that's pretty expensive and you don't have the money to buy it.

A bunch of your friends are going on a hike, but you don't particularly enjoy walking. They are giving you a hard time about it.

Your Martial Arts moves are not as smooth as you would like them to be. You believe you are incapable of a black belt.

In a recent competition, someone smaller and younger than you did better than you.

At school, your teachers say you are a trouble-maker. You see yourself as someone who simply says what s/he thinks.

Your parents want you to join the armed forces, because your father did. You would rather not join the military.

A neighbor on your block refuses to be part of the disaster preparedness program that everyone else on the block is participating in.

A homeless person has been sighted in your neighborhood. Several of your neighbors want to call the police to get rid of this person.

You have recently immigrated to this country and have felt less than welcome. Many people don't talk to you or acknowledge that you are there.

Addendum 19A
Love or War?

- X** Divide students into pairs; then pass around the hat or bowl, providing one slip of paper to each pair.
- X** Tell students:
 - ✓** Read your statement and decide together:
 1. What response to this situation on your part would be negative, conflict-producing, and war-like?
 2. What response to this situation on your part would be a positive, understanding, peaceful act of love?
- X** Give students 10-15 minutes to talk this out. Call time and ask for Volunteers.
- X** Ask Volunteers to read their slip of paper. Then ask them questions 1 and 2 directly above.

Addendum 19B AWAKING FROM THE DREAM

- x Ask students to sit in a circle, as comfortably as they can.
- x Tell them:
 - ✓ We are going to roleplay a community.
 - ✓ Each of you is an essential part of this community.
- x From the inside of the circle, stand before each student and assign each one a role in the community from one of the following (or create your own positions). Ask students to listen carefully to each role so that they aware of what makes up their community.

Baker	Fire fighter	Police officer
Farmer	Real estate agent	Actor
Grocer	Mail deliverer	Restaurant owner
Mayor	Senator	Bookshop owner
Librarian	Art dealer	Pianist
Gardener	Trash collector	Florist
Pet shop owner	Teacher	Writer
Banker	Furniture maker	Log cutter
Army recruiter	Cleaners	Architect
Religious leader	Computer wizard	Coffee grower
Plumber	Electrician	Accountant
Telephone installer	Secretary	Drugstore owner

- x Choose a Mayor (yourself, another instructor, or student), and give him or her a copy of these roles.
- x Tell students:
 1. Your Mayor has just called a meeting and told you that word has come from the highest government officials that a spaceship has been spotted and is destined to land in this community in about 24 hours.
 2. Practicing the tests that have come before you — HONOR, ORDER, UNITY, FOCUS, TRUST, CHARITY, HARMONY, COMPASSION, UNDERSTANDING, STRENGTH, EXCELLENCE, WISDOM, PURITY, and HUMILITY — decide what each of you will do in preparation for this landing.
 3. Your Mayor and I will divide you into groups and assign a group facilitator in each group.

(continued)

Addendum 19B
Awaking from the Dream

- ✗ Take 5 to 10 minutes for you and Mayor to get groups somewhat organized.
- ✗ Ask students if they have any questions about this.
- ✗ Tell students:
 - ✓ Find a way to gather all your information — in an ORDERLY, FOCUSED way — and get it to your group facilitator by the next time we meet.
 - ✓ You may decide to meet outside this class to plan your work and work your plan.
 - ✓ When we meet next week, we will get back into our groups, make certain that our group facilitators have all the information we want them to have, and then report.
 - ✓ Good luck!

Addendum 19C

IN THE EYE OF THE HURRICANE

X Ask students to sit comfortably and to close their eyes.

X Tell them:

Imagine that you've just heard there is a hurricane coming to our town. Everyone is terrified; people are tying down furniture and other valuables, locking cabinet doors, packing their bags, boarding up windows. You sit quietly and watch as the hurricane approaches. Suddenly trees begin to sway violently, the sky is dark, and the wind begins to howl. You hear trash cans falling over, a bicycle is lifted into the air, and a small hut is whisked away.

As you open your eyes, you see that you are standing in the center of the hurricane, while everything around you is blowing, circling in the air. Watering cans, hoses, dogs, cats, brooms and rakes fly in circles around you. Where you are, however, everything is still, quiet. You are in the eye of the hurricane, the one place that's untouched, safe. You watch in amazement as the world seems to furiously go 'round and 'round in circles as you stand quietly watching.

In a few moments, the wind dies down and the objects that have been flying around begin to lower and eventually fall to the ground. The dust whirls in smaller circles and begins to settle; buckets stop rolling and trees stop swaying. Finally, the world gets quiet again.

X Tell students to open their eyes. Ask:

1. How did you feel standing in the midst of all that turmoil?
2. Were you scared? Calm?
3. Were you worried about what would happen to you? To your family? Your friends and neighbors? The world?
4. Did you simply stay clear, quiet, focused?

(continued)

Addendum 19C

In The Eye of the Hurricane

- x Tell students:
 - ✓ The way you felt in the eye of that hurricane is an indicator of how you might respond in the face of any potentially frightening situation.
 - ✓ The way you want to work toward, to the best of your ability, is to BE the eye of the hurricane around you.
 - ✓ When there is a disagreement between you and someone else; when you are upset about something that happened to you and are lost in your own negative thoughts; when everyone around you seems to have gone crazy — the place to be in your mind is in the eye of the hurricane.
 - ✓ In this place:
 1. You will not judge yourself or anybody else as being “right” or “wrong.”
 2. You will not see yourself or anybody else as “good” or “bad.”
 3. You will understand that we are all human beings who sometimes make a mistake, or lose a sense of what it means to do the best we can.
 4. In this understanding there is love. For love, like the moon, shines on everything — even a dark world.
 5. You can pass the test of love, when you can face the shadow in yourself without turning away.
 6. You pass the test of love when you can accept who you are, knowing that there is time right now to meet challenges that will strengthen your mind.
 7. You pass the test of love when the “enemy” —whether in your mind, down the street from you, or in another country — no longer exists.

Addendum 19D
SHINING ON EVERYTHING EQUALLY
MENTAL FREESTYLE

- X** Bring up a willing team of THREE VOLUNTEERS who love to be challenged by questions.
- X** Remind Volunteers to answer immediately, quickly, in rapid-fire succession. We want fast, intuitive answers.
- X** Remind ALL students to WATCH, LISTEN carefully, and think of how they would answer these questions.
- X** Tell Volunteers:

The fun is in walking in the dark. Empty yourself of old thinking.
Act based on your LOVING mind.

- X** Ask students:
 1. How do we begin to understand peace?
 2. When we understand what prevents peace, how does this understanding help us?
 3. Do you think, in the still point of the eye of the storm, there is freedom? Why?
 4. What will you do at home today to pass the test of love?
 5. What can you do at school today to pass the test of love?
 6. There is someone in your life with whom you feel some conflict. What's a loving thing you can do to remove the conflict?
 7. What is a loving question you can ask yourself first thing when you wake up tomorrow morning?
 8. What's the first thing you will do next time you are filled up with war?
 9. Which enemy will you make into a friend today?
 10. If love is understanding what prevents peace, where does peace begin?
- X** Thank the Volunteers for challenging their minds in the test of love!

LESSON 20

Becoming Your Own Master

Breakdown of Lesson 20:

Being A Master of the Martial Arts.

Making the Martial Arts philosophy part of your life.

Becoming your own master.

Being A Master of the Martial Arts

Note to Instructor: Write on the board the following:

Student: "Teacher, tell me how to become a Master of the Martial Arts."

Teacher: "I will, if you don't ask me."

- Read aloud to students. Afterward, ask:
 1. What does the teacher mean? How can this student get an answer to this question if the student doesn't ask?
 2. Do you think the teacher means to discourage the student from asking questions?
 3. Is the teacher suggesting that the student look within?
 4. If you had to answer that student's question, how would you answer it?
- Tell students:
 - ✓ You know that becoming a Martial Arts master takes a lot of practice.
 - ✓ There are many tests that must be passed — and they must be practiced every day.
 - ✓ You have done very well in your tests, and I congratulate you on your willingness to face the challenges presented to you and your desire to defeat the Ancient Warrior inside you.
 - ✓ (Bow to students:) My respect for you has grown with every lesson.

Making The Martial Arts Philosophy Part of Your Life

- ❑ Tell students:
 - ✓ Last week you were given an assignment to prepare for the landing of a foreign spaceship.
 - ✓ Let's begin with the Mayor giving us a rundown of what happened last week and what we can expect to see today.
 - ✓ Then, let's have a Volunteer Group go first, and every other group will follow.

Note to Instructor: Go to **Addendum 20A: The Dream Is Over.** Students present their assignment.

- ❑ Tell students:
 - ✓ As you go on in your lives after this class, when you are sensing that you are not feeling your best, and you are not sure why, ask yourself:
 1. There is a conflict in my mind. What is it?
 2. What thoughts put this conflict in my mind?
 3. What actions did I take based on this conflict?
 4. What can I do to understand my conflict?
 - ✓ By understanding what *prevents* your peace of mind, you *find* peace of mind.

Becoming Your Own Master

- ❑ Tell students:
 - ✓ There is a voice inside us that knows the answers to our questions.
 - ✓ Sometimes that voice speaks to us and we decide not to listen to it. We think it cannot possibly be right, because it is US speaking.
 - ✓ Becoming your own master requires that you ask questions when you are in doubt, listen to answers, respect the voice inside you and do what you think is best.

- ✓ In honor of our last class, let's have a final mental freestyle. Ask:
 1. What should we call this freestyle? (Make up a name.)
 2. Should we do freestyle in a circle so everyone gets to be challenged?

Note to Instructor: Go to Addendum 20B: You Name It! Mental Freestyle.

- ☐ Tell students:
 - ✓ Congratulations on your journey through this adventure. You have done well.

Summary:

- ★ The Martial Arts is more than physical skills; it is a way of life.
- ★ Accepting, understanding and knowing how to "slay" the Ancient Warrior inside us is the key to living a spirited life.
- ★ The only way to "slay" the Ancient Warrior is through love. All the tests that have preceded this one point to it.
- ★ Love is understanding what creates conflict and, therefore, what prevents peace.
- ★ The dream says we have enemies. Where there is love, there are no enemies.

Addendum 20A

THE DREAM IS OVER

- X** **HAVE PREPARED:** Name tags for each of the roles given in the assignment in Addendum 19B, *Awaking From The Dream*.
- X** Distribute name tags in an orderly manner and ask each student to attach the name tag to his/her clothing so everyone can see what his/her role is.
- X** Ask the Mayor:
 1. What different groups have you designed for your community?
 2. Who are the group facilitators?
- X** Ask the group facilitators to come forward and sit in front of the rest of the students, as a panel.
- X** Ask facilitators, **one at a time:**
 1. Tell us, please, how is your group organized?
 2. What did you decide to do to prepare for this event?
- X** Ask other community members:
 1. What do you think of how your ideas have been represented?
 2. Is there any information you want to add?
 3. How do you think these ideas will be received by the visitors from outer space?
 4. What tests do you believe you have passed in preparing for this event?
 5. What tests do you believe you may have to pass once the visitors arrive?
- X** Ask ALL students:
 1. What has been the greatest test for you in participating in this event?
 2. Did any part of this preparation bring out your Ancient Warrior?

(continued)

Addendum 20A
The Dream Is Over

3. How did you handle your Ancient Warriors?
4. Which test in preparing for this event was the most joyful for you?
5. Which test caused you to ask the most questions?
6. How do you feel about the footprints you are going to leave in time?

Addendum 20B
YOU NAME IT!
MENTAL FREESTYLE

- X** Ask students to sit in a circle.
- X** Remind them to answer immediately, quickly, in rapid-fire succession, with fast, intuitive answers.
- X** Remind ALL students to WATCH, LISTEN carefully, and think of how they would answer each question.
- X** Tell students:

**The fun is in walking in the dark. Empty yourself of old thinking.
Act based on your loving mind.**

- X** Ask students:
 1. How can you get rid of your own shadow?
 2. What kind of footprints do you want to leave in time?
 3. What does your Ancient Warrior look like?
 4. How will you free yourself from your past today?
 5. For you, what is the greatest test of bravery?
 6. For you, what is the greatest test of selflessness?
 7. For you, what is the greatest test of honor?
 8. For you, what is the greatest test of unity?
 9. For you, what is the greatest test of focus?
 10. For you, what is the greatest test of trust?
 11. For you, what is the greatest test of charity?
 12. For you, what is the greatest test of compassion?
 13. For you, what is the greatest test of understanding?

(continued)

Addendum 20B
Mental Freestyle
Page 2

14. For you, what is the greatest test of harmony?
15. For you, what is the greatest test of strength?
16. For you, what is the greatest test of order?
17. For you, what is the greatest test of excellence?
18. For you, what is the greatest test of wisdom?
19. For you, what is the greatest test of purity?
20. For you, what is the greatest test of humility?
21. For you, what is the greatest test of love?
22. For you, what is the greatest test of self-respect?
23. For you, what is the greatest test of respect for others?
24. What prevents peace?
25. What, to you, is the urgency of life?
26. Where does the need to defend come from?
27. Where do warriors and war come from?
28. Who are the winners in war?
29. What is the beginning of intelligence?
30. What good does it do to look back?
31. How will you begin to understand the fighter inside you?
32. If you sit quietly, will the Golden Dragon come?
33. What is the way of the Golden Dragon?
34. When concern about yourself vanishes, what happens to fear?
35. What is the curse of the Ancient Warrior?

Addendum 20B
Mental Freestyle
Page 3

36. What happens when you greet the dark without resistance?
37. How can you be invisible to anyone who tries to attack you?
38. How is the Ancient Warrior inside you like a Chinese finger puzzle?
39. How does understanding set you free?
40. How can we honor what we know is destructive?
41. When we feel frightened, what good does it do to remember what went before?
42. When we are frightened, what good does it do to hope for what will come?
43. When we feel frightened, does it help to feel empty? Why?
44. What is the moment of time between night and day?
45. What does "spirit" mean to you?
46. What can resolve the chaos that thinking creates?
47. How do we "slay" the Ancient Warrior?
48. How do we end the battle before it begins?
49. What can happen when we give unquestioning obedience to authorities?
50. What is an honorable way to question authorities?
51. Do you think a seed has the ability to grow from its own power? How do you know?
52. How do you rate yourself in ability to get along with other people?
53. Do you understand violence you have created? How do you know?
54. How will you begin to trust your own intelligence?

Addendum 20B
Mental Freestyle
Page 3

55. What is your greatest weapon?
56. How does what we think determine what we do?
57. What is the chain of the Ancient Warrior that we need to break?
58. How do we get chained to the conditioning we've inherited?
59. How do illusions create conflict for us?
60. How is the "enemy" a dream?
61. What is something you want that you cannot have?
62. Can wanting something you cannot have create conflict? How?
63. What is the unbroken flame of attention?
64. Which strength do you prefer: physical or mental? Why?
65. How can you hear what your breath is saying?
66. What is the secret of strength?
67. How can you defeat yourself?
68. What's one way you have lost before you started?
69. How can the light of the full moon be like your mind?
70. When you feel defeated, who are you defeated by?
71. What does it mean to be chosen for the more difficult tasks?
72. What is order?
73. What is the difference between an explanation, an example, and an experience?
74. Do you learn best by telling, showing, or doing?
75. Where does the Ancient Warrior live?

Addendum 20B
Mental Freestyle
Page 5

76. Who creates our problems?
77. When is it impossible to feel fear?
78. How many boards have attacked you lately?
79. How can focus be concentrated on one point and still be on everything?
80. What do you do that gets in your way of becoming your own master?
81. How can power come from being relaxed?
82. When is it best to feel respect?
83. How is becoming your own master like serving tea?
84. How do you find out for yourself what is true?
85. What is a beginner's mind?
86. What is the best way to see through illusions?
87. How do you feel about the limitless universe?
88. What prevents you from feeling respect?
89. What prevents you from becoming the best you can be?
90. Tell me how to become a Master of the Martial Arts.

X Have students bow to the circle; then, give themselves a masterful round of applause!