

RESPECT: THE MARTIAL ARTS CODE OF CONDUCT

A Special Mini-Curriculum
To Help Young People To Treat Others Respectfully



by
Dr. Terrence Webster Doyle
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**
by Dr. Terrence Webster-Doyle

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HOW TO MAKE IT WORK FOR YOU!

Dear Instructor:

Respect is the act that conquers fear. Thank you for caring enough about your students to want to help them learn how respect, for themselves and others, comes from the mightiest weapon they have: their minds.

This curriculum is only as good as it works for you. What you personally bring to it, with your background, experience and knowledge, is what will make it useful. To help you implement the lessons, we would like you to know:

1. **The Length of Each Lesson.** Each lesson is intended to require 15 to 30 minutes of your class time. Not everyone works at the same speed, so we know that this may vary for you and that you may need to adjust accordingly.
2. **How To Time Each Lesson.** Each lesson is divided into three sections; so, for an overview, you might think of each section as a five-minute or ten-minute segment. In actuality, one segment may take two minutes; another may take seven. But this will, at least, give you a place to start in allotting enough time. You may opt to use only one or two sections of a lesson, saving the rest of the lesson for another time.
3. **How To Save Time.** We feel it is essential for you to read the lesson plan ahead of class time. This will save you a large chunk of time for what you want to accomplish. With an overview in mind, you can jump into the lesson for the day, and appropriately target the lesson's high points for your students.
4. **Best Use of Each Lesson.** We know that you know your students better than we do, so you will have an instinct for what works best. We strongly recommend using the entire lesson for complete learning; however, we certainly understand if you decide to focus on one aspect of the lesson you know your students need most.

If we can be helpful to you in any way, we hope you will contact us by calling or writing. We are concerned about your students and want to do our best to contribute to their learning these essential principles.

With care...

Dr. Terrence Webster-Doyle

Atrium Society
P. O. Box 816
Middlebury, VT 05753
Phone: (800) 848-6021
Online website: www.youthpeaceliteracy.org
Email: martialartsforpeace@gmail.com

MINI-LESSON 1

We All Leave Footprints In Time

Breakdown of Mini-Lesson 1: **MANNER OF THE WEEK: CURIOSITY**

Welcome to students.

Being curious is natural.

We are all children of ancient warriors.

We can break the chains of our warrior shadow.

Welcome To Students

- ❑ Tell students, as you bow:
 - ✓ Welcome! I invite you to journey with me to a powerful place. In this powerful place, we love mistakes!
 - ✓ Every time you make a mistake, you challenge your brain and get to discover something new! This strengthens your mind.

Being Curious Is Natural

- ❑ Ask students:
 1. When we observe other people and things, we use our five senses to get to know them.
 2. Do you know your five senses? What are they?
Seeing, hearing, smelling, tasting, touching.
 3. Which of these senses do you use for what?
- ❑ Tell students:
 - ✓ Our five senses tune us in to everything around us.
 - ✓ When we meet someone new, we are naturally curious to know: Who is this person? Where did s/he come from? What would I like to know about this person? What do this person and I have in common?

Addendum 1A: Who? What? Where? Why? How?
Shows students how they and their partners are alike.

- ❑ Ask students:
 1. Do you like when someone is interested in you? When people listen to you and want to know more about you?
 2. Do you enjoy listening to other people — taking turns talking, listening and sharing ideas?

Addendum 1B: Ask Me, Please! Students learn to give and get requested attention.

We Are All Children of the Ancient Warrior

- ❑ Tell students:
 - ✓ As well as being naturally curious human beings, we are all children of the ancient warrior. This means that every one of us has a natural dark side. The times it shows up are when we're angry, hurt or frustrated.
 - ✓ When we have such dark feelings, we usually want to fight or run away. That's because we are scared. Being scared is part of being human.
 - ✓ While there are many people, places and things we would like to be able to run away from, some are impossible to flee.

Addendum 1C: CHART. Things We Cannot Run Away From. Helps students become aware of our impossible and humorous attempts to "get away."

- ❑ Tell students:
 - ✓ When you are at home or in classes this week, pay attention to things you would like to run away from. Make a note of them and bring them to class. We'll add them to our chart.
 - ✓ 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. Know what that is? Our brain.
 - ✓ Our power comes in knowing that although we have a dark warrior inside us, we do not have to act on it — ever.

Addendum 1D: Leave Your Footprints In Time.

This activity shows students that becoming a warrior is a decision made in the brain.

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, step by step, to become the strongest, most honorable person possible?
- ❑ Tell students:
 - ✓ In life, we all will leave our footprints in time. The kind we leave depends on the strength of our minds.
 - ✓ When we can STOP A FIGHT before it starts, we have minds powerful enough to break the chains that bind us to our warrior shadow.

**Will you REACT to Warhawk or ACT?
Will you run away? Fight? Negotiate? Just listen?
It's up to YOU.**

Summary:

- ★ Our five senses allow us to see, hear, smell, taste and touch — and give us a sense of curiosity about the world around us.
- ★ Being curious is natural. We show the highest Martial Arts manners when we are interested in other people.
- ★ Each of us has a shadow — the ancient warrior who lives inside us — who gets scared and angry.
- ★ We cannot run away from this Ancient Warrior in us, but we can explore this 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 footprints we leave is up to us.

Addendum 1A

WHO? WHAT? WHERE? WHY? HOW?

- X** Divide students into pairs.
- X** Ask partners to quietly bow to each other.
- X** Tell students:
 - Look carefully and quietly at your partner. Notice your partner's hair, clothing, height, eye color and shape, size and shape of nose.
 - Without saying a word, notice things about your partner that are the same as you. Same height? Same hair color?
 - Are there other physical features you have in common? Do you both have blue eyes? Brown eyes? Are you wearing a similar color?
 - Do you stand the same way? Walk the same way?
- X** Tell students:
 - Decide which of you is Partner A and which is Partner B.
 - For 60 seconds, Partner A will ask Partner B all about him/herself — what s/he likes, doesn't like, using Who? What? Where? Why? How?
 - While you are listening, Partner A, notice what you and Partner B have in common, what you like and don't like that's the same.
 - Okay, go, Partner A. You have one minute.
- X** Call time and ask partners to switch and do the same thing. After a minute, call time again.
- X** Afterward, ask for volunteers to tell what they found in common with their partners.

Encourage all responses.
Doing the exercises is important.
Being able to talk about them reinforces students' experience.

Addendum 1B

ASK ME, PLEASE!

- X** Divide students into pairs; students can keep the same partners.
Tell students:
 - Bow to your partner, focusing carefully on nothing else in the room but your partner. This is a gift — complete attention.
 - Please sit down, quickly and quietly, facing your partner.
 - Think of something you would like your partner to ask you or give you: Perhaps there's a story you heard that you want to share? Maybe you need help with something? Would you like a gentle hug? Perhaps you'd like to be told that you're a good kid? Or show a drawing you've done? Some words you've written?
 - Once you've decided what you want to your partner to ask you, sit quietly, with your legs crossed and eyes closed and *think about* what you are going to ask for.

- X** Ask students:
 1. Is everyone ready? Have you decided what kind of attention you want from your partner?
 2. Does anyone need help picking something to focus on?

- X** Tell students:
 - Partner A, tell your partner what you want him/her to ask you by saying, "Ask me, please —." Partner B, ask your partner what s/he just requested; and, as you ask, bow to Partner A. Your bow is part of the gift you are giving. Okay, go!

- X** Call time, and reverse. This time, Partner B tells Partner A what s/he wants to be asked and bows while asking.

- X** Call time. Afterward, ask:
 1. Did you like being asked what you wanted? Why?
 2. Did you like asking someone what s/he wanted? Why?
 3. What do you know about your partner that you didn't know before?

**We show the highest Martial Arts manners
when we are interested in other people.**

Addendum 1C

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?
 6. Do you think, since these are thoughts and feelings you are going to have from time to time, it might be most important to learn how to deal with them rather than try to make them go away?

Addendum 1D

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 1D
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!

MINI-LESSON 2

The First Step Is The Last Step

Breakdown of Mini-Lesson 2: MANNER OF THE WEEK: KINDNESS

To be kind is to be strong and brave.

Real bravery is understanding the fighter inside you.

Walking through darkness can often bring light.

To Be Kind Is To Be Strong And Brave

- ❑ Bow to students; they will bow in return. Ask:
 1. Did you know that kindness — the gentle way we treat other people, animals and ourselves — is an important aspect of Martial Arts manners?
 2. When someone treats you with kindness, how do you feel? Does an act of kindness make you feel good? Why?
 3. Do you think that people who are unkind have probably not been treated well in their lives?
- ❑ Tell students:
 - ✓ Being kind means being AWARE of what other people are doing; NOTICING when they are working, sleeping, concentrating — and RESPECTING their need for quiet.
 - ✓ Being kind means HELPING someone who needs it and feeling pleasure in being able to help.
 - ✓ Sit quietly and think of an act of kindness you could do for someone at home. Cleaning your room? Doing dishes? Helping with gardening? Taking out the trash?

Addendum 2A: Random Acts Of Kindness, in which students plan acts of kindness at home, at school and in their community.

- ❑ Tell students:
 - ✓ Being kind is not just good manners. It's a way to gain mental strength, which is essential in developing your Martial Arts techniques.

- ✓ Being kind creates a partnership with people around you. Because you respect one another, you prevent conflict by learning to understand the fighter inside you.

Real Bravery Is Understanding The Fighter Inside You

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

- After this activity, ask:
 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.*
- Tell students:
 - ✓ When we talk about “conflict” in the world today, we immediately think about two or more people fighting.
 - ✓ Actually, 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?

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. You can stay afraid, or you can learn from this dark time. To learn, you must:
 - ❶ LOOK AT YOUR FEAR. Say, "I know you! You are my fear!" (With recognition, your mind no longer feels 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.)

Addendum 2C. I Am Brave! Mental Freestyle. This activity helps train students to think quickly on their feet, and break the chains of ancient thinking.

Summary:

- ★ Being kind is not just good manners. It's a way to gain mental strength, essential in developing your Martial Arts techniques.
- ★ 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 what we're scared of, we empty ourselves of conflict.
- ★ Empty of conflict, we can understand what we're afraid of.
- ★ Understanding our fear is the bravest thing we can do!

Addendum 2A

RANDOM ACTS OF KINDNESS

- X** Write the following four categories on a board or chart:
 1. Home
 2. School
 3. Community
 4. Dojo

- X** Ask students to quietly take 2 or 3 minutes to think up one or more acts of kindness they could perform in each of the above settings.

- X** Some examples might be:
 1. **Home:** Doing dishes, cleaning your room, mowing the lawn, taking out the trash; helping parent in some way.
 2. **School:** Saying “Yes, Ma’am” and “Yes, Sir” to your teachers. Throwing away trash; picking up stray pieces of paper in the school yard; starting a “Free Help Club” to assist people in need.
 3. **Community:** Organizing a community car wash to help raise money for school computers; donating used items from home to under-privileged or homeless people.
 4. **Dojo:** Bowing to your teachers and fellow students; opening a door for someone; asking, “May I..., please?”

- X** Call time. Then ask:
 1. What random acts of kindness have you come up with?
 2. Are any of these something you too could do at your home, your school or your community? Which ones?
 3. Is there anyone who had trouble coming up with acts of kindness? If so, let’s help this person.

Addendum 2B

A MEETING WITH YOUR ANCIENT WARRIOR SHADOW

- X** Ask for TWO VOLUNTEERS:

An Ancient Warrior: SHADOW
A Martial Artist For Peace: TAMARON

- X** Make TWO PHOTOCOPIES of the dialogue on the next page so each reader has a copy.
- X** For this first roleplay, you will need a teacher or student helper to assist you. 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. This is a verbal video game come to life.

Addendum 2B
A Meeting With Your Ancient Warrior Shadow

SHADOW

Who are you?

TAMARON

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

SHADOW

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

TAMARON

(Bows to Shadow.) Great Shadow, you have indeed carried out all that was expected of you in your time.

SHADOW

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

TAMARON

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

SHADOW

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. There always have been enemies to defeat, and there always will be.

TAMARON

My respected friend, Shadow. 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.

SHADOW

There ARE winners. I have won many battles.

TAMARON

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

SHADOW

It is not needless! We need war to fight for peace!

TAMARON

(Laughs.) 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. People who work and live together peacefully reap more benefits than people who fight one another.

SHADOW

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.

TAMARON

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

SHADOW

They always have and they always will. We cannot change people, Tamarón.

TAMARON

Ah! But we CAN change ourselves. Each of us is capable of changing our self to think and act any way we choose. Are you not powerful enough to change your thinking if you want to?

SHADOW

I am.

TAMARON

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

SHADOW

(Thinks for a moment.) I COULD! Good Lord! 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, Shadow. You can start now.

SHADOW

How?

TAMARON

Every time you feel afraid, LOOK at your fear. LOOK at your fear and SEE it for what it is — something that lives only in your head.

SHADOW

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

TAMARON

It starts in your head. Just WATCH your thoughts of fear. 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 your thoughts! Have respect for your fear!

SHADOW

You and the ancient spirits are putting me on!

TAMARON

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

SHADOW

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

TAMARON

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

SHADOW

Impossible!

TAMARON

Look! (Points to the air.) There is your fear!

SHADOW

Oh, no!

TAMARON

Yes! Now look at it. LOOK at it. And say, "Hello, old friend! Hello emotion in my head!" (To SHADOW:) Go ahead, try it! Be brave. You'll thank me.

SHADOW

(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!"

SHADOW

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

TAMARON

Once you SEE your fear, Shadow, you begin to understand it. In understanding it, you are free!

SHADOW

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 fierce and awesome “fighter”? (Lots of smiling and waving.) How will I know when I reach new understanding? (Big smile.) When am I truly brave?

TAMARON

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

SHADOW

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

Addendum 2C
I AM BRAVE!
MENTAL FREESTYLE

- ✗ 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.)
- ✗ 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.
- ✗ Tell other students to WATCH and LISTEN carefully. MAKE THIS FUN!

Empty yourself of old thinking.
Trust your intuition to give you a brave answer.

- ✗ Fire the following questions at the Volunteers. Make up your own:
 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?
 11. How does being curious help you in the Martial Arts?
 12. Do you think being curious is natural?
 13. What is something you'd like to be able to run away from?

Addendum 2C
I Am Brave! Mental Freestyle
Page 2

14. How do you handle something you'd like to run away from?
 15. Are you a child of the Ancient Warrior? How do you know?
 16. Do you think you have to act on the dark warrior inside you? Why?
 17. How do you want to leave your footprints in time?
 18. What do you think of kindness?
 19. What is your definition of bravery?
 20. What's your favorite random act of kindness?
 21. How have you strengthened your mind this week?
 22. Is there conflict inside you today? What is it?
 23. Do you think walking through darkness can sometimes bring light? How so?
 24. Where does your fear come from?
 25. What is the bravest thing you can think of to do today?
- X** Thank the Volunteers for being brave enough to take this test. They deserve applause!

MINI-LESSON 3

The Place Where No Fear Can Go

Breakdown of Mini-Lesson 3: **MANNER OF THE WEEK: RESPONSIBILITY**

Responsible people think, act and focus on doing their best.

Concentrating the mind and body on one point.

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

Responsible People Think, Act And Focus On Doing Their Best

- ❑ Tell students:
 - ✓ It is one thing for me to *say* that responsible people think, act and commit to doing their best. It is another thing for us to actually do it.
 - ✓ Just as becoming a strong physical Martial Artist takes practice, so does acting responsibly.
 - ✓ When you say you will do something, when you make a promise or a commitment to someone, do it! Just do it!
 - ✓ Whether you remind yourself to do it, write it down and leave yourself a note somewhere, or ask for help to be reminded — **TAKE RESPONSIBILITY** for your promise and **DO IT!**

Addendum 3A. JUST DO IT! This activity encourages students' discussion of and participation in how to responsibly meet their commitments.

- ❑ Tell students:
 - ✓ When you combine a physical move with a mental move, the thought is more deeply ingrained in your body.
 - ✓ Acting responsibly, you do your job and feel no guilt.
 - ✓ Feeling no guilt, you prevent conflict — inner conflict — before it begins.
 - ✓ Able to prevent conflict, or stop it before it ever begins, you become a more peaceful, mentally strong person.
 - ✓ Able to control and strengthen your thoughts, your focus becomes sharper.

Concentrating the Mind and Body on One Point

- ❑ Ask students:
 1. Do you think most TV and movie watchers believe that the study of Martial Arts is about breaking boards? Why?
 2. Does clear focus include your mind as well as your body?
 3. 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.
 4. Would the fire fighter look for places where people or animals might be hiding from the fire? Would the fire fighter's ears be sharply tuned to cries for help? Would the fire fighter be concerned with the weather? Air temperature? Why?
- ❑ 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 fearful thoughts in our heads.
Fear can alter our sharp focus.**

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?

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

Addendum 3C: Unbroken Flame of Attention. Mental Freestyle.

Summary:

- ★ Trust that who you are and what you know is good. You may make mistakes, but you will learn to think for yourself.
- ★ Focus is concentrating the mind and the body on one point. This energy of concentration is released on a target.
- ★ Focused on here and now, there is no room for conflict.
- ★ Focus is the place where no fear can go.

Addendum 3A JUST DO IT!

- X** Ask for Volunteers to reveal:
 1. What is one chore you are asked to do at home that you absolutely do not like to do? *Encourage all responses.*
 2. Why don't you like doing it? Is it the job itself that you don't like, or the fact that you HAVE TO do it?
 3. Is there anything you can think of that would make this task more pleasant? Can anyone else in this classroom offer a suggestion to make this task more enjoyable for this person?
 4. Can you think of a way that doing this task benefits you? Are you learning something? Getting stronger in some way?
 5. What do you think it will take to get you to commit to this responsibility, do it every time, and not feel taken advantage of?

- X** Ask students to sit comfortably with eyes closed. Tell them:
 - ✓ Focus on this responsibility you have that you don't like.
 - ✓ Now, think of a Martial Arts move — one simple move — that you truly enjoy. Has everyone done this?
 - ✓ Think of the responsibility and the move at the same time. For example, if the activity you chose is mowing the lawn, and the Martial Arts move you chose is a particular block you recently learned, SEE yourself doing the move to remind yourself of the job you must do.
 - ✓ The Martial Arts move will remind you that:
 - What you are doing is important and that understanding the importance of commitment is essential.
 - You are a responsible person who values people who keep their word — including you.

- X** Ask for Volunteers to demonstrate the move and the commitment they've chosen.

- X** Congratulate students on their wise choices and on their decision to honor their commitments and responsibilities.

Addendum 3B MY FOCUS, INTERRUPTED!

X Tell students:

- ✓ 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.

X Ask students:

What are some thoughts that get in the way of your focus? Take 3 to 5 minutes to discuss some of these thoughts.

Home example:

When my mother asks me to do dishes, instead of just doing them, my THOUGHTS say: that's a waste of time.

School example:

Sometimes during classes, I don't hear everything that my teacher says, because my MIND is 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 I'm REMEMBERING seeing one of them accidentally shoot someone I knew.

Friends example:

I have a friend who always makes fun of me as a joke. I get scared about losing this friend, so I THINK: Just laugh it off.

X Ask students:

What would be one 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.

Addendum 3C
UNBROKEN FLAME OF ATTENTION:
MENTAL FREESTYLE

- X Bring up a team of THREE VOLUNTEERS who are ready, willing and able targets for mental-freestyle questions.
- X Remind Volunteers they must answer immediately, quickly, in rapid-fire succession. We are concerned with fast, intuitive answers. There are no “wrong” responses. Cheer them on. Have fun!
- X Remind all other students to WATCH and LISTEN carefully.
- X Tell Volunteers:

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. What is your least favorite chore? When will you do it again?
 6. What commitment will you make today??
 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?
 12. Why is it good to combine a physical move with a mental move?
 13. How does acting responsibly help you become a better Martial Artist?

Addendum 3C
Unbroken Flame of Attention:
Mental Freestyle
Page 2

14. When is the only time you don't see clearly?
 15. When you are told to do something, what's your first response?
 16. When you are told to do something, what's your second response?
 17. What's your favorite way to free yourself of conflict?
 18. How will you begin to better understand the fighter inside you today?
 19. Do you trust that who you are is good? Why?
 20. Have you made a mistake this week? What was it? What did you learn from it?
 21. How does staying focused on here and now keep you from feeling conflict?
 22. Where is the place where no fear can go?
- ✗ Thank the Volunteers for their willingness to show us their focus.
- ✗ Applaud their unbroken flame of attention!

MINI-LESSON 4

The Moment Between Night and Day

Breakdown of Mini-Lesson 4: **MANNER OF THE WEEK: ORGANIZATION**

A knotted mind creates turmoil in the world.

Order can free the mind of knots.

When our minds create order, our actions follow.

A Knotted Mind Creates Turmoil In The World

Addendum 4A. Cutting The Ancient Warrior Knot.

An activity to help students stop conflict before it starts.

☐ 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.
Example: A teammate yells at you for missing a point.
2. Afraid, we think thoughts that don't make us feel good.
Example: I'm not good enough to play on the team.
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!
4. Full of inner conflict, we encounter family, friends and strangers, and act tough, angry, warrior-like. We create outer conflict, conflict between ourselves and other people.
Go away! Leave me alone!
5. 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. You don't belong here.
6. In one easy lesson, we go from fear to war. This is how a knotted mind can create turmoil in the world.

Addendum 4B. From Fear To War In One Easy Lesson.

A **CHART** to show students how fear produces war.

Make this chart; hang it up; refer to it frequently.

Order Can Free The Mind of Knots

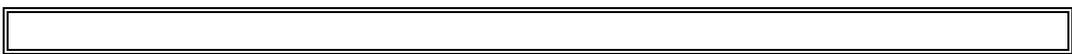
- ❑ Ask students:
 1. When you are asked to do chores at home, do you feel honored to be chosen for these tasks? Or afraid that you will have to do something you don't want to do?
 2. Do you think that if you see your tasks as a privilege, and do them well, you essentially wash away negative thoughts? Do you think this could change how you handle your tasks?
- ❑ Tell students:
 - ✓ Most of us are taught that putting our lives, or our rooms, in order is something we *should* do.
 - ✓ However, in experiencing order, we discover that order makes sense. Order helps us.

Addendum 4C: Ordering! Students discover ways to apply order to their lives.

- ❑ Ask students:
 1. Did you see and experience the order in your mind?
 2. Were you focused on order and only order? Or did other thoughts creep in? It's okay if they did.
 3. Did you focus on things and other people in that situation as well as on yourself? Did that change your focus? How?
 4. Do you think that understanding what creates DISorder can bring about order? Why do you think so?

When Our Minds Create Order, Our Actions Follow

- ❑ Ask students:
 1. Do you think that by *seeing* what we do to create our own mental disorder that we start to *understand* our thinking?
 2. And if we organize our thinking, does it follow that our actions will also be organized?



Addendum 4C: There's A Method To My Moves!
Physical Freestyle. Students apply their experience of order to planning a physical freestyle.

- ❑ Tell students:
 - ✓ When you think clearly, your mind is focused on here and now, rather than on thoughts of the past.
 - ✓ A person with a strong sense of order can do less and get more done in a day.
 - ✓ You can learn to untie the knots in your mind by getting into the spirit of focus — keeping your thoughts here and now.
 - ✓ The line between confusion and clarity is focus.
 - ✓ Focus is the moment between day and night, light and dark, that is neither one and yet both. You cannot put your hands on it, but you know when it's there.

Summary:

- ★ Order creates beauty, as well as clarity of mind and body. 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 and orderly, your mind is free of the chains of past thinking and focused on here and now.
- ★ Focused clearly, with care, on the order of things, we are ready for any situation that challenges us.
- ★ Focusing 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

CUTTING THE ANCIENT WARRIOR KNOT

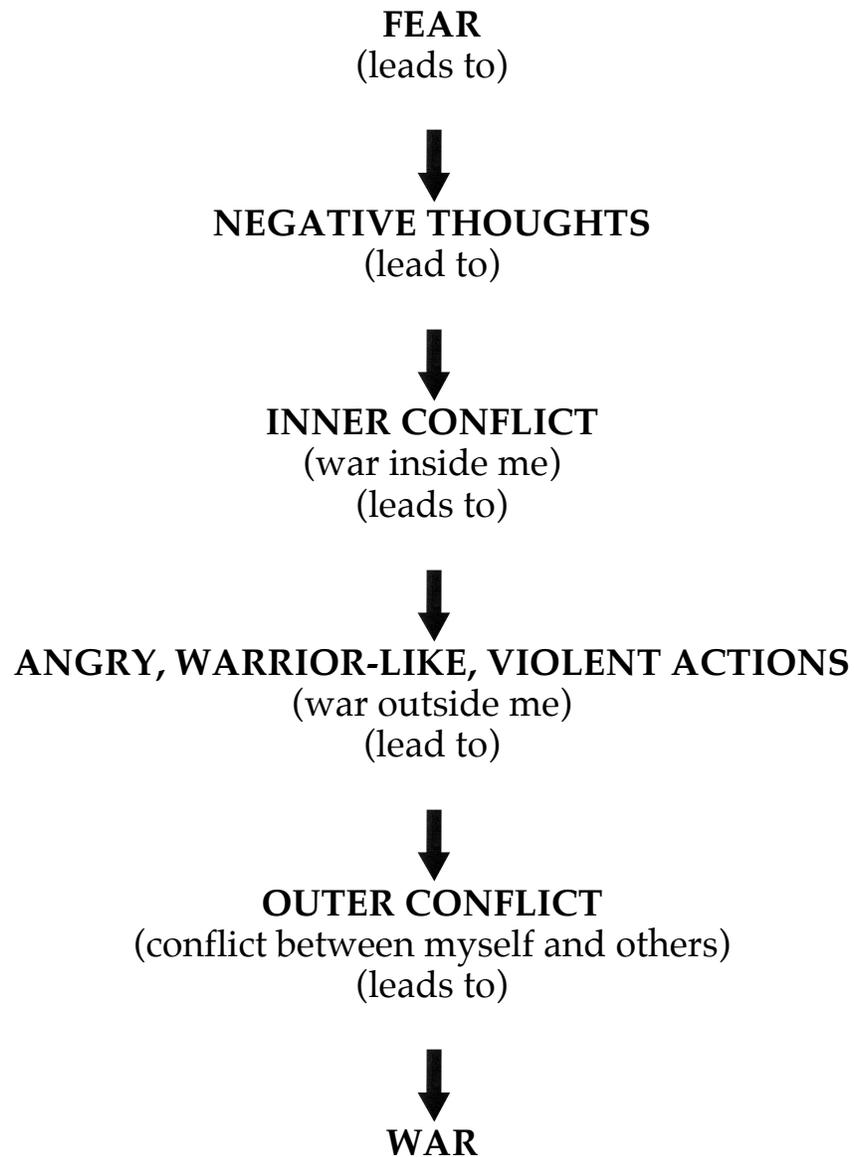
- X** Tell students:
 - ✓ Close your eyes, and sit comfortably where you are.
 - ✓ Focus on something or someone in your life you find disturbing. Maybe someone makes fun of you; maybe a parent won't allow you to do something you want to do. Maybe there's a teacher who believes you have more potential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

- X** Ask students:
 1. What kind of thoughts enter your mind? Thoughts from the past? Thoughts that cloud your vision and prevent clarity? 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?

- X** Tell students:
 - ✓ Don't let the wrath of the Ancient Warrior flood your brain.
 - ✓ Focus your mind on something you can 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 open our eyes.

- X** 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

ORDERING!

- X** Choose several activities which students do every day that could benefit from a sense of order. **BEFORE CLASS**, write them on a board or chart. Create your own list, if you prefer, since you know your students best. Possible examples:

- Getting ready for school
- Helping my mother or father make breakfast
- Practicing my Martial Arts moves
- Talking to a friend about a problem
- Deciding what to wear
- Helping a friend after school
- Doing homework
- Studying for a test
- Looking at what makes me angry
- Taking a walk
- Handling a bully
- Cleaning my room
- Running an errand for my parents
- Sharing a crowded bedroom
- Calming myself down when I'm upset

- X** Ask students to select one topic.
- X** Ask students 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** Bring up as many Volunteers as time permits.
- X** Congratulate students on their powerful thinking.

Addendum 4D
THERE'S A METHOD TO MY MOVES!
PHYSICAL FREESTYLE

- X Quickly divide students into groups of three or four.
- X Ask them to create a physical freestyle using of four or five orderly movements. Tell students:

As you create your freestyle of four or five different moves, consider the order of:
 - A. How one movement flows into the next.
 - B. How all movements are arranged — perhaps starting with a small move and building to larger ones.
- X Give students five minutes to put this together. The benefits of working this out in a group are far greater than having them work alone. They are forced to work together, quickly and efficiently.
- X Call time. Ask for a Volunteer from each group to present the freestyle they've created. Ask students from the presenting group:
 1. What sense of order did you feel in creating this freestyle?
 2. As you created your freestyle, did you create an order in your mind?
 3. Did this order in your mind then create an order to your body?
 4. Would you say it's a natural flow from mind to body?
 5. Do you think this sense of order can help you in other things you think and do? In doing homework? Cleaning? Working out a problem? Looking at something you might be scared of? How?
- X Tell students:
 - ✓ Bring with you to our next lesson one example of order that you saw at home, at school, among animals, on the earth, in the sky. This world is a very orderly place, but you have to look to get a sense of it.
- X Thank students for a job well done.

MINI-LESSON 5

The Glory Of The Endless Moment

Breakdown of Mini-Lesson 5: **MANNER OF THE WEEK: LOVE**

Love is understanding what prevents peace.

A peaceful mind sees its limitations.

A peaceful mind goes beyond its boundaries.

Love Is Understanding What Prevents Peace

- ❑ Ask students:
 1. Did you find an example of order this week? Where? What did you find? Good work!
 2. On another subject, when you feel conflict inside you (anger, hurt), did you know that YOU have the power to release it?
 3. Did you know that one way is to focus on something you have in common with whoever / whatever you are angry or at war with?
- ❑ Tell students:
 - ✓ When there is a hurricane, there is an empty space inside it known as the “eye of the storm.”
 - ✓ When there is chaos all around you, if you have a strong mind, you can stand in the eye of the storm, watch it rage outside you, and consciously decide NOT to be a part of it! You can decide that YOU will stay in an endless moment of calm.
 - ✓ Today, we will discuss that kind of decision, which you make because you have great respect for your peace of mind.

Addendum 5A: The Big Picture. Encourages students' awareness of how to stop conflict instantly.

- ❑ Tell students:
 - ✓ When we look at “the other” point of view, we get a view of the problem we didn't see before.
 - ✓ Looking at the problem from more than one point of view gives us a bigger picture of what's happening.

- ✓ When we can get “the big picture,” our minds are balanced, open, more prepared to prevent conflict before it begins.

A Peaceful 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! 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 allow ourselves to think new thoughts, it is easier to understand how we often limit our thinking, and get caught up in repetitious old thinking about the past.

Addendum 5B: Where Is Love? This activity increases students’ awareness of how quickly we get into conflict and how quickly we can regain peaceful thoughts.

- ☐ Tell students:
 - ✓ When you catch yourself in a moment of fear, trapped by the Ancient Warrior, know that you do have the power to clear your mind of the past and find an endless moment of peace.
 - ✓ With practice you can free yourself of the Ancient Warrior.
 - ✓ Empty of fear, you are clear to face whatever comes before you.

A Pure Mind Goes Beyond Its Boundaries

- ☐ Tell students:
 - ✓ A pure mind feels the energy of spirit and the unbroken flame of focus.
 - ✓ A pure mind is free of conflict and sees clearly what is before it.
 - ✓ The pure mind frees itself of Ancient Warrior thinking and welcomes the new, the unknown.

- ✓ By questioning limited thinking, our minds begin to understand this thinking and travel beyond it.

Addendum 5C: How Far Must You Travel? A fast-paced 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 peaceful mind is open and calm, and grows stronger every day.
- ★ Love is standing in the eye of the storm, calmly, and seeing the glory of the endless moment of peace.
- ★ Seeing all sides of a situation, like the moon shining down on the world, our minds can survey the whole scene and see the big picture.
- ★ 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 we understand how we sometimes limit our thinking.
- ★ Upon questioning our limited thinking, the mind can then understand this thinking and travel beyond it.
- ★ There is a thin line between fear and excitement; our thinking makes it one or the other.

Addendum 5A THE BIG PICTURE

- ✗ Ask students to please sit comfortably. Tell them:

 - ✓ Think of a time when you were really angry with someone. Got that picture in your mind?
 - ✓ Think about what it was that made you feel so upset? Something this person said? Something this person did?
 - ✓ Can you feel the conflict inside you as you think about this?
 - ✓ What happens in your mind the moment you think of something in common?
 - ✓ Does your mind stop feeling conflict? Do you STOP conflict on the spot?

- ✗ Ask for a Volunteer to come up before the class and talk about a time s/he got angry. Ask the Volunteer:

 1. If you were face to face with this person you were angry with right now, what what you say to or ask of this person?
 2. Do you think asking questions will help the situation? How?
 3. Even if you don't get any real answers, do you think asking questions helps clear your mind of conflict?
 4. Do you think that asking questions makes you calmer, more well-mannered, a lot more clear about the big picture?

- ✗ Tell students:

**As soon as you meet conflict of any kind with a question,
the very act of questioning
STOPS the conflict inside you in an instant!**

- ✗ Ask for other Volunteers. Encourage all responses.

Addendum 5B

WHERE IS LOVE?

- X** In a hat or bowl, place slips of paper on which the following phrases are written (MAKE UP more phrases that are relevant to your class).
PHOTOCOPY and CUT INTO STRIPS:

Your parents have told you that if you don't get an "A" in science, you will be grounded on weekends.

A classmate keeps threatening to attack you when you are not aware.

You get a low grade on an exam, and your teacher reads the grades out loud.

Your parents say your grades will suffer if you get a job after school, which you would really like to do.

There are a few CDs on the market that you'd like to have, but you don't have enough money.

A bunch of your friends are going to a party, but you don't particularly enjoy parties. They give you a hard time about it.

You believe you are incapable of a black belt in Karate.

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

Teachers call you a trouble-maker. You see yourself as someone who simply says what s/he thinks.

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

You have one neighbor who refuses to take part in the community watch program that prevents burglaries.

Your neighborhood has a number of homeless people wandering the streets. Your parents want to call the police.

You have recently emigrated to this country and do not feel welcome. Many people ignore you, refuse to talk to you because you don't speak the language well, and don't answer when you stop by to say hello.

—continued

Addendum 5B Where Is Love?

- ✗ Quickly pass around the hat or bowl, offering one slip of paper to each student.
- ✗ Tell students:
 - ✓ Read your statement aloud and decide:
 1. What response to this situation on your part would be negative, conflict-producing, and war-like?
 2. Where is love in this situation? What response on your part would be a positive, understanding, and peaceful act of love?
- ✗ Give students a minute to think this out. Call time and ask for Volunteers.
- ✗ Ask Volunteers to read their slip of paper. Then ask questions 1 and 2 directly above.
- ✗ Afterward, congratulate students on good work! Tell them:

**When you are filled with anger or other negative feelings,
you have two choices.
You can stop, think and feel peaceful,
or you can continue to feel the conflict.
The power is in YOUR mind!**

Addendum 5C
HOW FAR MUST YOU TRAVEL?
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:

Empty yourself of old thinking.
Act based on your pure mind.

- X** Fire the following questions at the students:
 1. What is one step you can take today to help clear your mind?
 2. What can you do about your sense of discomfort?
 3. If light travels 6 trillion miles in one year, how far must you travel to find peace of mind?
 4. In our limitless universe, how important is a pair of dirty socks?
 5. If 30 children die of hunger and inadequate health care every minute, how much money should our government spend on war?
 6. If you were President and you knew that 10% of the military budget could take every child out of poverty, what would you do?
 7. In a city of millions of homeless people, how important is your having your own telephone?
 8. We live in a world brimming with information but we are starved for understanding. How do we change that?
 9. Although we have had wars since the beginning of human time, do we ever have to have a war again? Why?
 10. Give me your most orderly thought.
 11. Give me your most loving thought.

Addendum 5C
How Far Must You Travel
Mental Freestyle
Page 2

12. Give me your most fearful thought.
13. What's your idea of the big picture?
14. What do you see as your greatest limitation?
15. When was the last time you actually saw "the other" point of view?
16. When was the last time you felt balanced?
17. How far must you travel to see a miracle?
18. How do you think your mind has grown stronger?
19. When was the last time you were afraid to be wrong?
20. What's the most recent "new thought" you've had?
21. When was the last time you were aware of your own limited thinking?
22. What's the difference between fear and excitement?
23. Give me your most excited thought.
24. Give me your most fearful thought.
25. Give me your purest thought.

x Thank the Volunteers for loaning us their strong minds!

MINI-LESSON 6

Expecting The Unexpected

Breakdown of Mini-Lesson 6: **MANNER OF THE WEEK: HEALTH**

A healthy mind focuses on the present.

Paying attention to the present empties us of fear.

Once empty, we are free of the conflict fear gives us.

A Healthy Mind Focuses on the Present

- ❑ Ask students:
 1. What are some things you've seen people do to keep their bodies healthy? *Encourage all responses.*
 2. What have you seen people do to keep their minds healthy? *Encourage responses. This is often more difficult to answer.*
 3. One thing everyone can do — you don't need exercise equipment and you can do it wherever you are — is practice zazen.

Addendum 6A: Zazen: Stop Conflict In An Instant.
Students learn to relax their minds to promote healthy thinking.

- ❑ Afterward, ask students:
 1. Can you see how healthy thinking can stop conflict?
 2. How healthy thinking can make you more confident and gentle, yet powerful?
 3. Do you think healthy thinking makes for healthy actions? How?
- ❑ Tell students:
 1. A healthy mind is like the surface of undisturbed water. It reflects exactly what is there.
 2. A healthy mind looks and sees people and things as they are, and respects them. A healthy person says "Please," "Thank you," and "You're welcome," and feels great power in making the decision to do so.

Paying Attention to the Present Empties Us Of Fear

- ❑ Ask students:
 1. Do you think learning to pay attention to trees rustling, birds singing, stars sparkling can help you in the Martial Arts? How?
 2. What does it mean to expect the unexpected?
 3. Does the art of listening require only your ears?
- ❑ 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 the floor, windows, colors, shapes, people, movements — you are aware and alert.
 - ✓ Aware and alert, there are no thoughts of past mistakes, no painful remembrances filling your heart, no negative thinking clouding your mind or throwing you off balance.
 - ✓ Aware and alert, you are empty inside — listening, sensing — expecting the unexpected.

Addendum 6B. Expect The Unexpected. A two-part activity that introduces students to the art 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 every time we meet a new challenge. Fear says: **Don't take on this new challenge. You'll get hurt! Remember how you suffered before?**
 - ✓ We can, however, empty ourselves of those memories by focusing on what is happening right now. Say to fear: **Yes, Ancient Warrior, I remember. But that was then! This is now! I must face this challenge based on what I see, hear, feel, sense, think — now!**

- ✓ Instead of taking the path of the Ancient Warrior, we can take the way of the Golden Dragon, which means staying in the present. We can say: **I hear and see what is before me. I'm ready to move forward.** Empty of fear, we feel no conflict inside us, and we are ready to move ahead.

Addendum 6C. Creating A Scene. An activity to show students where they are on the road between the Path of The Ancient Warrior and the Way of the Golden Dragon.

Summary:

- ★ Zazen, which is relaxed thinking, can be helpful in keeping your mind healthy.
- ★ A healthy mind is like the surface of undisturbed water. It reflects exactly what is there.
- ★ Our fears are Ancient Warriors from our past. They enter our minds and fill us with conflict.
- ★ Acting with a clear mind is the way of the Golden Dragon. Free of conflict, we can focus on the present.
- ★ Tuned in to here and now, we empty our minds of ancient fears.
- ★ Free of fear, we are ready to face whatever crosses our path.

Addendum 6A

ZAZEN: STOP CONFLICT IN AN INSTANT!

- x Tell students:
 - ✓ Sit comfortably where you are, and close your eyes.
 - ✓ Focus on your breathing. Breathe in and breathe out as comfortably as you can.
 - ✓ For one minute, I will not say a word, and just let you relax.
 - ✓ If thoughts creep into your mind, let them do so. Look at them, notice they are there, and then just let them go.
 - ✓ Let whatever thoughts you have float like bubbles to the top of your mind, and disappear — starting now.

- x Give students a minute. Call time.

- x Ask students to open their eyes. Ask:
 1. Do you feel more relaxed?
 2. If someone came up to you now and shouted at you, do you think your response would be different from the response you would have had a few minutes ago? In what way?

- x Tell students:
 - ✓ Whenever you are angry, upset, disappointed, worried, sad — you can sit down, close your eyes and do zazen.
 - ✓ What zazen does is stop unnecessary thinking.
 - ✓ By stopping unnecessary thinking that you makes you feel bad, you stop conflict in an instant.
 - ✓ When you can stop inner conflict in an instant, there's an excellent chance that you will stop outer conflict — conflict between you and another person.
 - ✓ Reducing the conflict in your own mind, and the conflict between you and another person, makes for a healthier mind.

Addendum 6B

EXPECT 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 again, please, and take a deep breath. Relax.
 2. Relaxing can fill you with power and clarity of mind. If you sit quietly, peace will come to you.
 3. Listen to the silence. Pay attention to what you are hearing.
 4. Other thoughts may try to creep into your mind, but they will only take you on a journey to the past or the future.
 5. If the past sneaks in, tell it silently, "Hello, past." Then let it go. If the future sneaks in, tell it politely, "Hello, future." Then let it go. For the next minute or so, just listen.
- x Let students just listen, for a minute.
- x Ask students to open their eyes and take a deep breath. Ask them:
 1. What did you hear?
 2. Did you hear anything you normally don't pay attention to?
 3. Did you hear birds? The wind whistling through the treetops? Traffic? Airplanes? Voices? Drain pipes?
 4. Did the past or future try to sneak in and intrude on your listening?
 5. What was the past saying to you? The future?
 6. Were you able to tell your future and past hello and let them go?
- x Congratulate students on a job well done.
- x If time allows, do Part B, The Art of Seeing, on the next page.

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. Focus can fill you with power and clarity of mind. When you sit quietly, clarity of mind 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 or future.
 6. You know what to tell them. Then let them go.
- X** Let students just look and see, for a minute.
- X** Call time and ask:
 1. What did you see?
 2. Anything you normally don't pay attention to?
 3. What colors, sizes, shapes, movement did you see?
 4. Did any thoughts sneak in and intrude on your seeing?
 5. What were your thoughts saying to you?
 6. Were you able to tell them hello and let them go?
- X** **Congratulate students on taking another step toward leaving strong footprints in time.**

Addendum 6C CREATING A SCENE

- X** Ask students, in rapid-fire succession, to collectively create a story, one student at a time, the story building with each response. Give them the following examples:

 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? Where are you?
 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** Ask students to sit in a circle.
- X** Start the story yourself, or ask for a Volunteer to begin the story with one sentence. The next person in the circle adds a sentence to the story.
- X** Go around the circle as many times as you wish. When the story is completed, congratulate students on good work. Then ask them: 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.
 - ❁ I had a flash of the Golden Dragon, but not for long.
 - ❁ I am ready for prime-time Golden Dragoning.

MINI-LESSON 7

The Force of Nature Within Us

Breakdown of Mini-Lesson 7: **MANNER OF THE WEEK: HONESTY**

To be honest is to be real.

Mistaking fiction for fact can create conflict.

The danger of fighting is not make-believe.

To Be Honest Is To Be Real

□ Ask students:

1. Do you think anyone is perfect? Do you think we can only be our best, and that “our best” is stronger some days than others?
2. Can you see how our desire to be perfect can create great conflict inside us? We are torn between who we think we *should* be and the reality of who *we are*.
3. Do you think you can be anyone other than who you are? Do you try sometimes? In reality, who you are is made up of a lot of different human feelings. Understanding these feelings, both “good” and “bad,” is what makes for an honest person.

Addendum 7A: Conditioned To Be Good. This activity helps students see how having been taught to be “good” can sometimes prevent them from being honest.

□ Tell students:

- ✓ We all make mistakes. Sometimes we think it’s not okay to make them, but it is human to make them.
- ✓ Mistakes can help us learn. When we can admit we’ve made a mistake, and understand how it happened, we strengthen our minds. The next time we get into a similar situation, we will have the brain power to think and act differently.
- ✓ If you’ve ever been dishonest, and then admitted your mistake, you know that with it comes a sense of relief. When we are honest, we are at peace — with ourselves and with others.
- ✓ With no conflict inside us, we are encouraged to continue to be honest — to speak the truth we feel inside us. This is freedom!

Mistaking Fiction for Fact Can Create Conflict

- ❑ Ask students:
 1. Can an image hurt you? Do you think sometimes we're scared of images in our minds, confusing them with the real thing?
 3. What would be an example of this kind of confusion? Movies? Commercials? Scary stories? *Encourage all responses.*
 4. Do television and movies show us "warriors" who aren't real? Do we still get scared when we watch them?
 5. Do you think we often confuse fact and fiction? Have we been conditioned to believe some things are TRUE when they are only BELIEFS?
 7. What's something you were conditioned to believe that you have begun to question? *Encourage all responses.*

Addendum 7B: Fact Or Fiction? Students fill in the blanks to determine whether they can tell the difference.

The Danger Of Fighting Is Not Make-Believe

- ❑ 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 can make you feel as powerful as thunder and lightning — not to hurt anyone, but to enliven, empower and refresh yourself.
 - ✓ 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.
 - ✓ There is no such thing as an "expert" in understanding conflict. We are all learning every day.

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!**

Summary:

- ★ To be honest is to be real.
- ★ To be real is to make mistakes, because nobody is perfect.
- ★ We learn from our mistakes. When we can admit we've made a mistake, and understand how it happened, we strengthen our minds.
- ★ Being honest keeps us from saying and doing anything that could create conflict, both inside us and with other people.
- ★ When we respect ourselves and others, and we want to prevent conflict before it begins, we express ourselves honestly in thought and action.
- ★ 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.

Addendum 7A CONDITIONED TO BE GOOD!

- X** Ask students to please sit comfortably. Ask:
1. What is one way you've been taught to be good?
Encourage all responses.
 2. What is another way? *Solicit as many responses from students as you can.*
 3. Are you "good" all the time? Do you think it's possible to be "good" all the time?
 4. When you are encouraged to be "good" and your inclination is to *not* be "good," do you feel conflict inside you?
 5. What is the conflict? You want to be "good" but you don't want to do what is asked of you? Does that mean you are "bad"?
 6. When you feel that you are being judged as "bad," does it become difficult to be honest? Why?
 7. Have you ever been punished after being honest? What happened?
- X** Tell students:
- ✓ It is important to practice honesty in your daily life. The more you practice, the better you get — just like with your Martial Arts moves.
 - ✓ Rather than being dishonest and working hard to not get caught, why not just *understand* why you were dishonest? Then you won't have to conceal anything!
 - ✓ If you are punished for admitting what you have done, what could you do to *not* be punished?
 - ✓ Like the boy who cried wolf — do you know this story? — if you come to be known as someone who does not tell the truth, even when you do tell the truth, people will not believe you.

Addendum 7B
Fact or Fiction?

✗ 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 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?

MINI-LESSON 8

United We Stand; Divided We Fall

Breakdown of Mini-Lesson 8: **MANNER OF THE WEEK: VISION**

All sides at once.

The moon's rays touch everything equally.

The Earth is one planet, timelessly united.

All Sides At Once

- ❑ Tell students:
 - ✓ In our first lesson, we learned that most information we get comes from our sense of curiosity and our five senses.
 - ✓ Having “vision” is equivalent to having a curiosity magnified 100 times. It is a code of thought, a way of thinking.
 - ✓ With vision, we see all sides of things at once — the positive *and* the negative, the good *and* the bad, the way people are different *and* the same.

Addendum 8A: FROM A DISTANCE. Helps students learn to gather information and see all sides.

- ❑ Ask students:
 1. What do you think is the basis of conflict humans have had for centuries? Do we humans tend to see only *our* side of a situation, without considering our fellow humans' side?
 2. Do you think we, as a country, threaten our own survival by the conflict we create? How so?
 3. When the astronauts first went to the moon and we saw, from their photographs, the Earth as we'd never seen it before — one large, planet circling around in space — do you think people began to look at our planet differently? How?
 4. Do you think people began to see that we are one big family living in a large house called Earth, and that when we argue with one another and get into wars with one another, it is like members of one family fighting?

The Moon's Rays Touch Everything Equally

- ❑ Ask students:
 1. Have you noticed that when the moon shines, it shines on everything, its rays reaching everywhere?
 2. Have you ever sat outside, in a quiet place, and just listened to the sound of the Earth? How does it make you feel?
 3. 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?

- ❑ Tell students:
 - ✓ If your mind shines equally on everything within its range, it will be open and aware of all things.
 - ✓ If you *understand* violence, you are better able to handle it.
 - ✓ If you *understand* why someone would want to harm you, you are better able to prepare for an unexpected attack.
 - ✓ If you *understand* your own fear, you can respond with intelligence and without violence to someone else's.
 - ✓ When we can see what creates conflict in our minds, we stop conflict instantly!

Addendum 8B: A Fist in the Face. Here is a roleplay for two students to act out while other students carefully watch.

- ❑ Tell students:
 - ✓ Whatever feelings you have inside you are there for a good reason. Something put them there.
 - ✓ Glenn and Shelly respected their feelings by admitting them. So can you. They are your feelings 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 One Planet, Timelessly United

- ❑ 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. It sees the WHOLE picture, and understands.

Addendum 8C: 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 will put you more at ease, help you feel more confident, and more at peace.

Summary:

- ★ By seeing all sides of a situation, your understanding of it increases. By looking at all aspects of a situation, you get closer to the truth.
- ★ Having vision is understanding that the greatest goal for mankind is stopping conflict before it begins.
- ★ When the moon shines, it shines on everything. When we are in conflict, we must shine our minds on all aspects of that conflict.
- ★ When we stop, listen and understand a conflict situation, 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 8A FROM A DISTANCE

X Read the following situation to students:

Lee says: All we have to do to have a wonderful world is to imagine the world IS wonderful. We do not have to accept what exists now. Instead, we must visualize a perfect world — the way things *should* be. If we imagine a perfect world, we will have one. Thinking something is true will make it true.

Jan says: Imagining the world is wonderful does nothing. We must get involved in protesting war, hunger, pollution, and start a revolution. It is sometimes necessary to die or kill others for this cause — we must act, do something, now — otherwise, we can never have world peace.

X Ask students:

1. What do you have to do to figure out your own view of this disagreement between Lee and Jan?
2. Do you have to look at and understand what each one is saying?
3. Do you see both sides of the disagreement? Do you think they are both “right”? Both “wrong”? Partially right?
4. In order to understand the similarities and differences of what these two people think, do you have to stand back and see the big picture? How will you do that?
5. Will you ask lots of questions? Like what?
6. To understand peace do we need to understand what is NOT peace — what PREVENTS peace?
7. Do we have to see that what prevents peace is conflict — in our minds, in our thinking and in our actions?
8. Do we have to recognize the Ancient Warrior in us?
9. If you could meet Lee and Jan, what would you tell them? What would you ask them?
10. Do you think either one of them has the intention to stop conflict right now? Why?

Addendum 8B

A FIST IN THE FACE

Roleplay Preparation

- X** The following dialogue is to be read by two Volunteers: **SHELLY** and **GLENN**.
- X** Give the VOLUNTEERS a copy each of the dialogue on the next page. Give them time to look it over before reading aloud.
- X** Instruct the VOLUNTEERS to become the characters as much as they possibly can.

Do Roleplay.

Roleplay Followup

- X** Thank the VOLUNTEERS.
- X** Ask students:
- X** Afterward, ask students:
 1. What was Shelly's first reaction to being hit by Glenn?
 2. Why was Shelly angry?
 3. When Glenn apologized, was Shelly still angry? Why?
 4. Was Shelly's mind open to why Glenn thought Shelly was upset?
 5. Was Glenn angry with Shelly 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?

Roleplay 8B
A Fist In The Face
Page 1

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 class, 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.

Roleplay 8B
A Fist In The Face
Page 2

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 I forgot that 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 guess 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.

Roleplay 8B
A Fist In The Face
Page 3

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 8C THE WHOLE PICTURE

- ✗ Read the following story to students.
- ✗ 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 Billie, who liked Woody and wanted to talk with him. Billie tried to engage Woody in conversation, but although Woody said hello to Billie, he kept walking so he wouldn't be late. Billie 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 Billie's remark. He didn't believe nobody likes him, but right then, in that moment, he felt it was true. Why else would Billie 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 8C 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 9:10 am. 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 Billie's view of the encounter with Woody? Was Billie angry? About what?
3. Did Billie have the whole picture?
4. Do you think Billie's anger means Billie might be scared about something? If Billie thought Woody was being a snob, what could Billie 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?

—continued

Addendum 8C
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 Billie, 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!

MINI-LESSON 9

The Timeless Face of Humanity

Breakdown of Mini-Lesson 9: **MANNER OF THE WEEK: HONOR**

Honor is understanding what it means to be human.

Honoring our fear acknowledges mankind's humanity.

Understanding our fears sets us free.

Honor Is Understanding What It Means To Be Human

- ❑ Tell students, as you bow:
 - ✓ Congratulations on the fine progress you have made. Let us continue to strengthen our minds today with a discussion of honor.
 - ✓ When someone acts in a way that appears dishonorable to you, you have the power to strengthen your mind enough to stop before you act violently or vengefully.
 - ✓ When you can look at your anger and NOT fight, NOT seek revenge, NOT act violently, you not only strengthen your mind but you achieve the highest Martial Arts goal — which is to stop a fight before it ever begins.

Addendum 9A: Stop! Look! Think! Act! Mixing Martial Arts moves with Martial Arts thoughts to achieve the highest Martial Arts goal.

- ❑ Ask students:
 1. Have you ever hurt someone else's feelings? What is an honorable thing to do when you realize you have hurt someone?
 2. Have you ever apologized to someone for something you said or did that hurt that person?
 3. Do you find it difficult to say, "I'm sorry" to someone? Why? Do you think "I'm sorry" means you did something wrong? Or that you made a mistake you would like to make right?
 4. Do you feel a sense of honor based on what OTHERS think of you, or based on what YOU think of you? Which do you think is more healthy?
 5. What is something you could do or say today — here, at home, at school, that would give you a sense of honor?

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?
 3. Did you know that successful people honor their fears and welcome them as *challenges*?
 4. 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*?
 5. Does “the old way” always work? Why do you think we do it?

Addendum 9B: What Am I Afraid Of? A fast, fun, fill-in-the-blank exercise to help students see what pushes their fear button and what happens as a result.

- ❑ 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 and determines how we think, how we act — how we live our lives.

Addendum 9C: How I Handle My Ancient Warrior:
Put up this **CHART** students can see on an ongoing basis.
Read its contents aloud.

Understanding Our Fears Sets Us Free

- ❑ 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? Why?
4. Is accepting your fear the first step to having power over 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?

Addendum 9D: Understanding My Ancient Warrior: Mental Freestyle. Another chance for students to learn to think quickly on their feet.

Summary:

- ★ Honor is understanding what it means to be human.
- ★ We face the test of honor every day, in the way we SEE, the way we stop to THINK, and the way we ACT.
- ★ A sense of honor comes from inside you. No one can give it to you but YOU.
- ★ We cannot run away 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 other people's thoughts and feelings as well as your own.

Addendum 9A
STOP! LOOK!! THINK!!! ACT!!!!

- 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, take the **Ancient Warrior** partners aside and tell them to alter the combination ONCE without telling their partners, being VERY CAREFUL to NOT HURT anyone.
- X** Take the **Honored Guest** partners aside and instruct them to BE AWARE of what feelings come up when the Ancient Warrior moves.
- X** Tell the **ALL** partners out loud:
 1. As soon as you FEEL a response inside you that is disrespectful, STOP what you are doing.
 2. Go directly to the board and WRITE DOWN that feeling. It might be: scared, angry, frustrated, tight, closed, ticked off.
- X** Afterward, ask students to sit down.
- X** Take note of which words have been written on the board. Ask:
 1. What caused these feelings inside of you?
 2. Do you think this response could mean you're scared of something?
 3. What could you be 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 honor have to do with this feeling and your reaction to it?

Addendum 9B

WHAT AM I AFRAID OF?

X Walk among students and ask one person at a time to answer the following questions quickly and spontaneously:

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 who 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 9B
What Am I Afraid Of?

X Ask students:

1. Do you see a pattern in our responses?
2. Are there many fears mentioned that you too 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?
5. Does it feel good to share scared feelings with other people who have had those feelings too?
6. Does it make you feel more human to know that there are others who feel the same way?

Addendum 9C
CHART: HOW I HANDLE MY ANCIENT WARRIOR

1. STOP!
2. LOOK at my feelings!!
3. BREATHE!!!
4. THINK about my feelings!!!!
5. ACT instead of RE-ACT!!!!!!

Tell students:

- ✓ Every situation is different; each produces a different response.
- ✓ With practice, you eventually will come to know your Ancient Warrior so well that you will understand this warrior's motivation and learn to prevent conflict no matter what the situation.

Addendum 9D
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 Volunteers who have not had the opportunity to do mental freestyle.
- 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 to have fun and to:

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?
 11. What do you think is the basis of human conflict?
 12. If a needle is tiny compared to the Empire State Building, how tiny are we compared to the Earth?

— continued

Addendum 9D
Understanding My Ancient Warrior:
Mental Freestyle

13. What can you do today to better understand your own violence?
 14. What can you do today to better understand other people's violence?
 15. What would you do right now if I punched you in the face?
 16. When is your mind divided?
 17. When was the last time you weren't good?
 18. When was the last time you weren't bad?
 19. What is your highest goal?
 20. When does unity begin?
 21. How much information do you think is too much?
 22. What will you do today to get the whole picture?
 23. What must we do to have a wonderful world?
 24. How does thinking something is true make it true?
 25. How does believing something is true make it true?
- x** Thank the Volunteers for participating.
- x** Give them honorable applause!

MINI-LESSON 10

The Small Seed of Intelligence

Breakdown of Mini-Lesson 10: **MANNER OF THE WEEK: TRUST**

Your insight is real, and you know what is true.

Each of us is a seed that, to grow, needs to learn how to trust.

Trust is the capacity to see and act on what is true.

Your Insight Is Real, And You Know What Is True

- ❑ Ask students:
 1. Have there been times when you wished you could trust that what you are doing is the “right” thing to do, but you just weren’t sure?
 2. Do you think, when practicing Martial Arts moves, it’s important to trust that your mind and body will be there for you?
 3. Have you ever felt something inside you that you know is true against all the odds? *Encourage all responses. Relate your own experiences.*
- ❑ Tell students:
 - ✓ As you already know, questioning exercises your brain, your intelligence. To be a strong Martial Artist, you need a curious, inquisitive mind that listens to the voice inside you.
 - ✓ That voice sometimes says: “This doesn’t seem right to me.” “I need to do some thinking.” “I need to ask some questions.”

Addendum 10A: I Know What Is True! This is a group activity designed to help students listen to and trust their inner voices.

- ❑ Tell students:
 - ✓ You are all bright, intelligent, wise people. You have strong insights, represented by that voice inside that talks to you now and then, especially when you are in conflict.
 - ✓ It is important to listen to that voice, to trust that feeling that tells you what’s clear, what’s right.
 - ✓ Trust that who you are and what you know is good. You may make mistakes, but you will learn to think for yourself.

Each Of Us Is A Seed That, To Grow, Needs To Learn How To Trust

- ❑ Tell students:
 - ✓ Sometimes the “authority figures” in our lives (at home, at school, on TV) tell us what to do and how to do it, because they believe this will help us survive in the world. The intentions of these people are positive.
 - ✓ Sometimes authority figures tell us what and how in order to help *them* survive. In these cases, their intentions are selfish.
 - ✓ While living in harmony with others is important, doing only what we are told to do 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 — to just listen carefully and not react?
 4. Do you trust yourself enough to know that what you are thinking has value and that, when you are in conflict, it’s important for you to find someone you trust to talk with?

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.
 - ✓ When we fight authorities, we create conflict.
 - ✓ When we are able to understand and question authorities, we learn to respect our own ability to discover the truth.

Trust Is The Capacity to See and Act On What Is True

Addendum 13C: What Is Real? Mental Freestyle.
Another opportunity for students to challenge their intuitive minds.

- ✗ Tell students:
 - ✓ When we are told by authorities what to do, rather than helped to learn what to do by clear thinking, we feel inner conflict.
 - ✓ When we feel inner conflict, the choices are: 1) Build more inner conflict, 2) create outer conflict, or 3) learn how to resolve our inner conflict.
 - ✓ When we fight authorities, we create conflict. When we can question and understand them, we learn to respect our own ability to discover the truth, which resolves our conflict.
- ✗ Ask students:
 1. Do you think it's important to look at things from ALL sides before you decide where to put your trust? Why?
 2. 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?

Summary:

- ★ Each of us is a seed that needs nurturing so we can eventually develop and grow on our own power.
- ★ There are people in the world who would rather tell us what to do than nurture us by helping 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 lose our trust, of ourselves as well as others. Thrown off balance, we wind up in conflict.
- ★ Trust is the capacity to question, see, think and act on what is true and real.

Addendum 10A
I KNOW WHAT IS TRUE!

- X** Pass around a bowl or hat that has, on slips of paper, situations students will determine are true or false. Use samples below to PHOTOCOPY and CLIP, or make up your own examples to fit your particular students.
- A. Some of my family members go to religious gatherings and services, and some don't.
 - B. Drugs are bad for you; yet, lots of people experience them.
 - C. Strict curfews keep kids off the street and out of trouble.
 - D. People used to believe the Earth was flat. Maybe drinking alcohol isn't really bad for you.
 - E. Doing well in school doesn't necessarily mean that you will do well in life.
 - F. Do what your parents tell you to do and you will be fine.
 - G. Study everything your teachers tell you to study and you will be smart.
 - H. Politicians are there to help us; we should leave them alone and let them run our country.
 - I. The military teaches you new skills and gives you an education you wouldn't otherwise get.
 - J. News broadcasts tell us the news that's important.
 - K. It's a good thing to know how to fight, because you never know when you're going to need to punch someone.
 - L. Trust is unquestioning obedience.

BASED ON **YOUR** STUDENTS, CREATE MORE STATEMENTS THAT FIT THEM PERFECTLY. THEY WILL ENJOY THE ATTENTION AND ARE LIKELY TO ANSWER MORE CREATIVELY!

—continued

Addendum 10A
I Know What Is True!

- x Tell students:
 - ✓ Trust is the ability to SEE and ACT on what is true — real.
 - ✓ In this situation:
 1. What is TRUE? What is real?
 2. Does this situation make me think I don't know the truth?
 3. Does this situation give me another way of looking at what I DO know?
 4. What have people told me about this situation?
 5. Do I believe what I've been told about this, or do I have my own ideas about it?
 6. When I have been told that I am "wrong" about how I think about this situation, I feel_____.
 7. What I understand about people who tell me I'm "wrong" is _____.
 8. The thoughts that tell me what I think and feel about this situation are_____.
 9. I trust my thoughts and feelings, because _____.
 10. Learning to trust the voice inside me is _____.

Addendum 10B AUTHORITY SPEAKS!

- x Read each of the following bolded quotes to students. Afterward, ask the questions that follow. Make up your own quotes and questions, if you prefer.

POLITICIAN: **“My friends, my opponent on the other side of the aisle wants you to believe he’s right.”**

1. Have you heard politicians making speeches like this?
2. How do you perceive someone who calls you “friend” whom you’ve never met?
3. How do you feel toward someone who calls you an “opponent”? Friendly? Warm? A teammate?
4. When one politician refers to another politician as someone “on the other side of the aisle,” do you think these words promote working together? Acting in harmony?

RELIGIOUS LEADER: **“May God have mercy on our souls and set us free.”**

1. Have you heard religious leaders speak?
2. Do they use words and phrases only religious leaders use?
3. How do you feel in a religious service? Inspired? Guilty? As if you have to do penance? Relieved?
4. Free to be who you are and think as you do? Eager to work together with others to promote world peace?

YOUR SCHOOL: **“Three tardy slips and you will be expelled for a 10-day probation.”**

1. What words do school leaders and teachers use that you don’t hear at home or anywhere else?
2. How do you respond to authority figures at school? With respect and admiration? With resignation?
3. Do you think rules and regulations help things run more smoothly, or do you think they hinder your ability to be who you are? What are some of the positive aspects you see?

— *continued*

Addendum 10 B Authority Speaks

MILITARY LEADER. “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.”

1. How often have you heard military leaders speak? Do they use military jargon — a language all their own?
2. Do you think it’s odd to call a weapon “PeaceKeeper”? Why?
3. Do you think you can be all that you can be in the Army?
4. Do you think that phrase is only a come-on to get you to enlist?

YOUR FRIENDS. Select a group of your friends whom you believe come on as authorities.

1. Why do they think they’re authorities?
2. What kind of language do they use? What tone of voice?
3. Are they bullies?
4. Do they make fun of you when you don’t think and act the way they do?

THE MEDIA. People on television, or in the movies, in comics or magazines.

1. What kind of language do you hear on TV or in the movies or in magazines that is different? What do they say and how do they say it?
2. Which of them have you experienced as authority figures?
3. Do certain commercials subconsciously tell you what to do? How?
4. Do magazine/newspaper writers/critics what to think and what to see and what not to see?

X Tell students:

**There is a huge difference between
an authority who *shares with you* what he or she thinks,
and an authority who wants *totell you* what to think.**

Addendum 10C
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 carefully, cheering the Volunteers on.
- X Tell Volunteers:

Empty yourself of old thinking.
Trust your intuition to give you a trustful answer.

- X Fire the following questions at the students:
 1. How does the Ancient Warrior deal with 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?
 11. What kind of language do you trust when listening to a commercial on television?
 12. What kind of language do you NOT trust when hearing a commercial on TV?

Addendum 10 C
What Is Real?
Mental Freestyle

13. When you listen to a religious leader, how do you decide whether or not to trust what you hear?
 14. As a seed that is growing, what have you heard at school that makes you distrustful?
 15. Is there anything you have heard about joining the military that inspires your inner voice to ask questions?
 16. When are the times you feel most trustful of your surroundings?
 17. When was the last time you felt totally distrustful of your situation?
 18. When an authority figure speaks to you, what is your first reaction?
 19. What do you think is the healthiest action you can take when you get advice from an authority?
 20. What do you think is an unhealthy action to take when an authority offers you advice?
- ✕ Thank the Volunteers for trusting us enough to take this test.
- ✕ Applaud their questioning minds!

MINI-LESSON 11

In The Eye of the Hurricane

Breakdown of Mini-Lesson 19: **MANNER OF THE WEEK: PERSISTENCE**

Stick with it!

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

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

Stick With It!

- ❑ Tell students, as you bow:
 - ✓ Good day, students! We have travelled far in our journey to new thinking.
 - ✓ We have dug deep and looked inside us. We have reached out and looked around us.
 - ✓ Now we are going to fly high and reach beyond us.
- ❑ Ask students:
 1. When a spider's web is torn away, does it get angry? Does it refuse to build a web ever again? What does it do?
 2. Do you think you can develop your beginner's mind by simply starting over again when some disaster enters your life?
 3. Can you see how having a beginner's mind can help you stay healthy? Curious? Kind? Honest? Responsible? How?
 4. When you have the strength of mind to practice your basics every day, even though you are doing a lot of the same thing over and over again, how do you think this persistence pays off?
 5. What do you think of the saying, "Try it for five minutes and if you don't like it, try it for ten more."?

Addendum 11A: Practice Makes Perfect. To help students develop their code of conduct.

- ❑ Ask students:
 1. Do you think we humans are more naturally conditioned to take a war-like action than a peaceful one? Why?

2. 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?
3. What do you think would happen if we all gave in to 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 Ancient Warrior shadow in yourself without turning away, the enemy no longer exists.

Addendum 11B: 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.

Addendum 11C: In The Eye of the Hurricane. To help students experience the calm of love.

- ❑ Ask students:
 1. When you think of someone as your "enemy," where is love?
 2. Is it impossible to feel love when you feel conflict?
 3. Is the eye of the hurricane a place where love can begin?

4. Is struggling for dominance — over someone else, or over your negative thoughts — a true test of your persistence?
5. Is *understanding* your desire for dominance a better test of your persistence?
6. Is understanding that YOU can decide to persist in any challenge you desire a difficult thought? Why?
5. What do you do — at home, at school, in your life — that prevents you from experiencing this kind of challenge?

Summary:

- ★ Sometimes we are talked into saying or doing something that goes against our code of conduct.
- ★ It takes a strong mind to be persistent enough to stick with it — to stay with our code of conduct in difficult times.
- ★ LOOKING AT and UNDERSTANDING a situation helps us THINK and ACT more consistently in line with our personal Martial Arts Code of Conduct.
- ★ This kind of mental strength helps us prevent conflict before it begins, which, as you already know, is the highest goal of the Martial Artist.
- ★ 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 the way of the Golden Dragon. Love is understanding what prevents peace.
- ★ When there is love, the "enemy" no longer exists.

Addendum 11A
PRACTICE MAKES PERFECT!

- X** Walk among students and ask one person at a time the following questions. Encourage students to respond honestly, respectfully.
- X** Ask all students to think of what their own response to these questions would be so that they are already thinking when their turn comes.
 1. Something that really frightens me is _____.
 2. I think that in order to understand this thing that frightens me, I have to _____.
 3. It's sometimes difficult for me to understand when I'm upset, because when I try, I feel _____.
 4. It feels good to talk about things I'm scared of, because when I do, I start to understand that _____.
 5. One person who gets me really upset is _____.
 6. I think I get angry with this person because _____.
 7. I'd feel better if this person would just _____.
 8. I think this person triggers these feelings in me, because _____.
 9. When I get these feelings, I am probably scared of _____.
 10. I think I have the friends I have, because _____.
 11. I think I get along with my family the way I do, because _____.
 12. The problem I have with authority figures is _____.
 13. Authority figures trigger disrespectful feelings in me, because _____.
 14. Sometimes there's a voice inside me that tells me _____.
 15. I pay attention to this voice, because _____.

Addendum 11A

Practice Makes Perfect

- ✗ Ask students:
 1. Do you see value in asking yourself questions like these?
 2. What do you think the value is?
 3. Do questions like this develop your understanding of the situation you find yourself in?
 4. What are some examples of questions you want to remember to ask yourself — about home, about school, about life in general?
Encourage all responses.

- ✗ Tell students:
 - ✓ When something is troubling you, instead of hiding it, focus on it. Practice zazen and think about it. Talk about it with someone you trust. Be persistent in finding a solution.
 - ✓ This is how we practice persistence. We stay focused on what we are thinking and what we need to do.
 - ✓ We sit, relax and calm our minds. When we can peacefully envision the whole picture, we strengthen our minds.
 - ✓ When you can stay focused on the challenge before you, you have great mental power, which feeds your physical power.
 - ✓ During these relaxing moments, you can also think about which random acts of kindness, honesty, curiosity, respect, order, health and honor you want to do this week.

Addendum 11B AWAKING FROM THE DREAM

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

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

- ✗ 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, ORGANIZATION, TRUST, CURIOSITY, KINDNESS, HONESTY, HEALTH, RESPONSIBILITY, PERSISTENCE, TRUST, LOVE AND VISION — what, in your role, can you do to properly prepare for this event?
- ✗ Ask, standing before one student at a time:
 1. Your role in the community is _____?
 2. Using the test of _____ (honor, organization, etc. — select one), what would you do to prepare for this extraordinary event?
- ✗ Thank students for their inventive, clear-thinking minds!

Addendum 11C IN THE EYE OF THE HURRICANE

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

✗ Tell them:

Imagine that you've just heard there is a hurricane coming to 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, howling 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.

✗ 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 11C

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 going on 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 — put your mind 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 — the kind of love that, like the moon, shines on everything.
 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.

MINI-LESSON 12

Becoming Your Own Master

Breakdown of Mini-Lesson 12: **MANNER OF THE YEAR: RESPECT**

Respect is the act that conquers fear.

Making the Martial Arts philosophy part of your life.

Becoming your own master.

Respect Is The Act That Conquers Fear

- ❑ Ask students:
 1. Have you ever wanted respect and wondered how to get it?
 2. Why do you think you needed respect at that time? Were you feeling unsure about yourself? Scared about something?
 3. Did you know that the way to feel respected is to *give* respect? We give respect to other people, but did you know that you can also give respect to yourself?

Addendum 12A: Respect Is A Gift! This roleplay introduces students to the power of giving respect.

- ❑ Tell students:
 - ✓ When we feel scared, we often feel as if we are in a kind of darkness.
 - ✓ In these dark times, keep in mind that we can do one of two things: (1) Stay afraid, or (2) learn from this old friend called fear.

Addendum 12B: Hello, Old Friend! A **CHART** to help students learn from their fear, and develop their sense of self-respect.

Making The Martial Arts Philosophy Part of Your Life

- ❑ Tell students:
 - ✓ As you travel on in your lives, when you sense that you are not feeling your best, and you are not sure why, give yourself time to quiet your mind. Say to yourself:
 1. There is a conflict in my mind. What is it?
 2. What thoughts put this conflict there?
 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 in this curriculum, let's have a final mental freestyle. Ask:
 1. What should we call this freestyle? (Make up a name.)
 2. Should we do the freestyle in a circle so everyone gets to be challenged together?

Addendum 12C: You Name It! Mental Freestyle.

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

Summary:

- ★ Respect is honoring yourself as a real human being with real feelings, and honoring other people around you as valued family and friends.
- ★ To *get* respect, we must act respectfully, to ourselves as well as to others.
- ★ One of the ways to feel respect is to give respect. At the times when you feel most needy, you can give respect to yourself.
- ★ One of the greatest acts of respect is to look at your feelings — fear, joy, sadness, worry, disappointment — and honor them as true and real.
- ★ In honoring these feelings inside you, you respect the fact that you are a human being who is made up of a rainbow of feelings, thoughts and actions.
- ★ The Martial Arts is more than physical skills; it is a way of life.
- ★ This way of life is most interested in understanding what creates conflict and, therefore, what prevents peace and love.
- ★ Where there is love, there are no enemies.
- ★ Where there are no enemies, there is no fear.
- ★ Respect is the act that conquers fear.

Addendum 12A
ROLEPLAY: RESPECT IS A GIFT

- X** Have ready TWO COPIES of the following roleplay to be played by:

FLYER (a student who wears glasses and speaks calmly)
FLAME (a student with a hot temper)

- X** Ask for TWO Volunteers to read the roleplay; or you can play one of the parts. Give Volunteers a few seconds to look it over. Encourage them to read with vitality.

- X** Do roleplay.

- X** After the roleplay, ask:
 1. Was Birddog respectful to Piston ?
 2. Why do you think Birddog was not a respectful person?
 3. Was Birddog upset about something? Hurt? Angry?
 4. Was Piston a respectful person?
 5. Was Piston respectful to Birddog? Did Piston help Birddog? How?

Addendum 12A
The Act of Respect
Page 1

BIRDDOG

(Loud:) Hey, Piston. What'cha doing?

PISTON

(Peacefully washing windows outside his house:) I'm practicing my Martial Arts code of conduct.

BIRDDOG

(Loud:) No way!

PISTON

(Calmly:) You don't think I am? How do you know?

BIRDDOG

I know, because I'm watching you clean windows. I'm not blind, you know.

PISTON

Seeing is sometimes more than using your eyes.

BIRDDOG

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

PISTON

Glasses have nothing to do with seeing. There are blind people who see better than some people who are sighted. Would you please pass me that rag?

BIRDDOG

(Shouts:) GET IT YOURSELF, WINDOW WASHER! YOU TELLING ME I'M BLIND? IS THAT WHAT YOU'RE TRYING TO SAY?

PISTON

(Continues to clean. Speaks calmly:) What I am saying is that my eyes are on the windows, but I can see other things. For example, I see that you are angry.

BIRDDOG

SO WHAT!

PISTON

So, why be angry?

Addendum 12A
The Act of Respect
Page 2

BIRDDOG

(A little hesitant:) None of your business.

PISTON

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

BIRDDOG

I'm not scared! (Pause.) My mother doesn't know I'm alive!

PISTON

How do you know?

BIRDDOG

You ask a lotta questions, you know that?

PISTON

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.

BIRDDOG

SO WHAT!

PISTON

I'm just trying to prove to you that some people can see even when they're not looking at you. I can see, for example, that you are hurt.

BIRDDOG

I AM NOT HURT! I'M TIRED, JUST TIRED!

PISTON

Why are you shouting?

BIRDDOG

My mother has no respect for me. She thinks I'm a loser!

PISTON

How do you know?

BIRDDOG

She screams at me. Tells me to mind my own business!
Refuses to talk to me, because I swore at her.

PISTON

Do you respect yourself?

BIRDDOG

What's THAT got to do with anything?

PISTON

Respecting yourself is thinking honorable thoughts and acting in honorable ways — no matter how anyone else acts.

BIRDDOG

Nobody can do that.

PISTON

(Looks directly at Birddog:) YOU can do that. You're a strong person. I think you can do anything you want once you set your mind to it. When that kid was run over by a car, you rushed over and lifted that car....!!

BIRDDOG

Yeah, yeah. It was just a helpless kid, you know?

PISTON

You could start by accepting what I'm telling you right now — you're a human being worthy of respect. Of course, you have to act that way. You have to THINK respectfully in order to ACT respectfully. You could bow to your mother....

BIRDDOG

...there is no way I'm going to bow to my mother, you idiot.

PISTON

(Pause.) Hear me out. You could bow to your mother and say, "Mom, I honor you, and I am grateful for what you have given me. Thank you." Then bow again, and walk away.

BIRDDOG

Are you crazy? She'd send me to a doctor.

PISTON

How would *you* feel doing it?

Addendum 12A
The Act of Respect
Page 4

BIRDDOG

Like I need a doctor.

PISTON

Practice with me. Pretend I'm your mother.

BIRDDOG

Give me a break! You aren't pretty enough!

PISTON

Come on. Do it. But you have to be serious. Really act like I'm your mother.

BIRDDOG

(Hesitant at first, bows to Piston and speaks calmly:) Okay. Okay. (Clears his throat. Bows to Piston.) Mom, I honor you, and I am grateful for what you have given me. Thank you. (Bows to Piston again.)

PISTON

Whaddya think?

BIRDDOG

I think I'm crazy.

PISTON

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

BIRDDOG

What for?

PISTON

You can't understand the whole situation unless you look at it from both sides of the coin. You want to trust me on this or not?

BIRDDOG

Okay.

PISTON

(Pretending to be Birddog, bows to Birddog:) Mom, I honor you, and I am grateful for what you have given me. Thank you. (Bows.)

Addendum 12A
The Act of Respect
Page 5

BIRDDOG

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

PISTON

(Smiles.) You gonna use it?

BIRDDOG

(On his way out:) I don't know. I don't know. You're a crackup, Piston. You know that? And you do good windows. (Bows to Piston.) You're an idiot, but you're a real crackup.

Addendum 12B
CHART: HELLO, OLD FRIEND!

LOOK AT YOUR FEAR. Say, "I know you! You are my fear!" (With this recognition, your mind clears itself of conflict.)

ASK YOURSELF: "Where did this fear come from?"
(Clear of conflict, you begin to question this fear.)

UNDERSTAND: I can change this fear. I respect that I have it, but I can reduce my conflict if I _____.
(With questions come new understanding.)

Walking through darkness can often bring light.

Addendum 12C
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:

Empty yourself of old thinking.
Act based on your respectful mind.

- X Ask one student at a time:
 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 could you do at home today to test your curiosity?
 5. What could you do at school today to test your kindness?
 6. There is someone in your life with whom you feel some conflict. What's a loving thing you can do to remove that 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?
 11. How can you get rid of your own shadow?

Addendum 12C
You Name It!
Mental Freestyle
Page 2

12. What kind of footprints do you want to leave in time?
13. What does your Ancient Warrior look like?
14. How will you free yourself from your past today?
15. For you, what is the greatest test of honesty?
16. For you, what is the greatest test of respect?
17. For you, what is the greatest test of organization?
18. For you, what is the greatest test of health?
19. For you, what is the greatest test of persistence?
20. For you, what is the hardest part about trust?
21. For you, what is the easiest test of love?
22. For you, what is the most exciting test of vision?
23. For you, what is the most difficult part about understanding?
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, when will the Golden Dragon come?
33. What is the way of the Golden Dragon?

Addendum 12C
Mental Freestyle
Page 3

34. When concern about yourself vanishes, what happens to fear?
35. What is the curse of the Ancient Warrior?
36. What happens when you greet the dark without resistance?
37. How can you be invisible to anyone who tries to attack you?
38. Do you understand violence you have created? How do you know?
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 "respect" 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 your ability to get along with other people?
53. How will you begin to trust your own intelligence?

Addendum 12C
Mental Freestyle
Page 4

54. How does what we think determine what we do?
55. What is the chain of the Ancient Warrior that we need to break?
56. How do illusions create conflict for us?
57. How is the “enemy” a dream?
58. What is something you want that you cannot have?
59. Can wanting something you cannot have create conflict? How?
60. Which strength do you prefer: physical or mental? Why?
61. What is the secret of strength?
62. How can you defeat yourself?
63. What’s one way you have lost before you started?
64. How can the light of the full moon be like your mind?
65. When you feel defeated, who are you defeated by?
66. Where does the Ancient Warrior live?
67. When is it impossible to feel fear?
68. How many boards have attacked you lately?
69. How can focus be concentrated on one point and still be on everything?
70. What do you do that gets in your way of becoming your own master?
71. How can power come from being relaxed?
72. When is it best to feel respect?
73. How do you find out for yourself what is true?

Addendum 12C
Mental Freestyle
Page 5

74. What is a beginner's mind?
 75. What is the best way to see through illusions?
 76. How do you feel about the limitless universe?
 77. What prevents you from feeling respect?
 78. What prevents you from becoming the best you can be?
- X** Have students bow to the circle; then, give themselves a rousing round of applause!