

RESPECT: THE ACT THAT CONQUERS FEAR

A Teacher's Guide for the Mini-Curriculum

THE MARTIAL ARTS CODE OF CONDUCT™

Ages 6 – 9



by
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with Adryan Russ

based on the
Martial Arts for Peace books
by Dr. Terrence Webster-Doyle

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How To Use This Guide

The Martial Arts Code of Conduct is based on giving and getting respect. Our primary advice is to give it. When we do, we almost always get it back.

The way we like to use this guide is to help you conduct the short sessions in the lesson plan right after you and your students have had a good physical workout. Once a week, after a physical session, do an activity right afterward.

Use this time to sit and talk, to help your students develop their mental strength. They will become even stronger if their Mental Self-Defense™ skills develop alongside their Physical Self-Defense skills.

We recommend that you use the book that goes with this curriculum. You know your students best. If some of the exercises and activities don't work with them, you can alter them to suit your students, or make up some of your own. If you do, we'd like to hear about them and how they work.



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Other Martial Arts for Peace™ Books For Your Use

Facing the Double-Edged Sword

Fighting the Invisible Enemy

Tug of War

Why Is Everybody Always Picking on Me?

Why Is Everybody Always Picking on Us?

Eye of the Hurricane

Flight of the Golden Eagle

Maze of the Fire Dragon

Breaking the Chains of the Ancient Warrior



PART 1

The Highest Goal of the Martial Artist

What You Already Know

Ask yourself:

- What is my purpose in teaching the martial arts to young students?
- Is it to teach them only to defend themselves?
- Is it to help them learn how to not be victimized by the different kinds of bullies in the world today and to develop their confidence?



The highest goal of the martial artist is to STOP a fight. That means, stop a fight BEFORE it starts. More and more children are being victimized by bullies today, and we want to help these children learn how to defeat these bullies — but WITHOUT FIGHTING.

You can do this! Any instructor can do this. It isn't difficult. Like anything new, it takes a little time to learn *how* to do it. That's all. If you are a martial arts instructor, you know how to teach your students how to defend themselves — all the skills they need to participate in the art of physical self-defense. If you are a parent of a child studying the martial arts, you know that your child will develop these skills from his or her martial arts instructor.

Students strengthen their bodies and learn how to control their movements with style and grace. They develop a sense of self-confidence in their ability to protect themselves if they are ever aggressively or violently attacked. If they must respond to any physical confrontation, they learn the proper and humane use of physical restraint.



PART 2

The Art of Mental Self-Defense™

Violence — on television, in films, newspapers and magazines — is often portrayed as a heroic cultural ideal. Due to this mistaken view of the martial arts by the media, a great number of young people still think that martial artists train to be lethal fighting machines who learn to believe in an “eye-for-an-eye” approach to resolving conflict.

When we teach our students *only* physical self-defense skills, we are teaching them to deal with conflict AFTER it becomes a physical confrontation.

**The highest goal of the martial artist
is to stop conflict BEFORE it starts —
to AVOID and therefore PREVENT it.**

Physical defense skills are used as a final resort — we use them, if necessary. We use them when we have no other way. Knowing these physical defense skills gives us the confidence to NOT fight.

A balanced instruction of the martial arts includes Mental Self-Defense™ skills as well as physical ones. We combine the power of muscle and intelligence for a balance between brute force and reason. Learning Mental Self-Defense™ and using the strongest “muscle” in their bodies, the most powerful weapon in their possession — their brains — young people develop the skills to avoid conflict by employing a collection of nonviolent alternatives.

Instead of resorting to brute force, and possibly getting physically hurt (by fighting) or emotionally hurt (running away or not “winning”) — your students combine brain and brawn for the most powerful line of self-defense in existence.

Mental Self-Defense™ Skills (Intelligence) The Power to Reason	+	Physical Self-Defense Skills (Muscle) The Power of Brute Force	=	The Ability to Stop a Fight Before It Starts
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PART 3

How To Work With Children This Age The Three “P’s”!

Patience! Paraphrase! Persistence!

Children of this age have a short attention span. It’s important to be patient with them as they learn something new — you may have to repeat and re-teach. Find different ways to get the information across. Paraphrase what you’ve just said! Language strikes different people in different ways! Be persistent! If they don’t get it the first time, the first two times, the first three times — find another way to say it!

People! Plants! Pets!

Children need to know that we teach them manners — or a code of conduct — not just so that we all can appear well mannered. Good manners help all of us get what we want in life, because they teach us to think before we speak or act. Learning to think — to appreciate and respect all living things — people, plants, pets — is a way to create a map for life. We respect ourselves as human beings and we discover that we can learn from our mistakes. Sometimes our greatest lessons come from our shortcomings!

Prevent! Prepare! Protect!

The three “P’s” are easy to use to help your children learn the basics:

PREVENT — We prevent a fight from happening by avoiding it. We see it coming and we find a way to stop it before it starts. This is the best!

PREPARE — We use our brain instead of our fists to resolve a fight that has already started. We call upon our verbal skills and do our best to stop this fight before it gets worse.

PROTECT — We protect ourselves by using self-defense physical skills. Knowing them gives us the confidence to *not* use them — unless we must, as a last resort.

Learning these arts in this manner can help us cope not only with the school-yard bully, but also with bullying that occurs in the adult world — domestically and internationally.

Start with the Workbook

The simplest way to begin is with the Workbooks. Each child has a Workbook of his or her own. Your children read their Workbooks and are instructed to read and mark boxes as they go along.

It's perfectly all right for you to purchase one Workbook and make copies for your students. Sell them, if you like, to earn more income for your school. Or, if it's more efficient for you, purchase enough copies of the Workbook for all of your children.

How to Use the Program

Take 15 minutes out of every class you teach for students to sit down and use their Workbooks. Or take 15 minutes to teach one of the principals in the Lesson Plan. Maybe it's easier for you to have a special time during the week to teach this program — perhaps a Saturday class devoted specifically to the program. You know what works best for you!

Contact Dr. T.

If you have any questions or concerns, you can always contact Dr. T at either (800) 848-6021 or (800) 966-1998.

By email, write him at atriumsociety@gmail.com
You can also visit:

www.martialartsforpeace.com
www.atriumsociety.org



PART 4

What's In It For You

1. Read the headlines:

- The Washington Post*
School Reeling After Taunted Boy Strikes Back: DeKalb, Mo. (AP)
— Counselors were called in to help students cope today with the memories of a 12-year-old boy, often taunted as “Chubby,” pulling a gun from a bag, fatally wounding a classmate and killing himself.
- The New York Times*
The Bully: New Research Depicts a Paranoid, Life-long Loser
- News Chronicle, Thousand Oaks, California*
What Can We Do to Stop Bullies? Harvard hosts national experts in study of schoolyard terrorists.

2. Learning the Dr. Terrence Webster-Doyle's *Character for Kids, Respect: The Martial Arts Code of Conduct*:

- Helps young people cope with an urgent social issue.
- Establishes martial arts Instructors as a “team member” (along with parents, counselors, educators, and school administrators) in helping young people resolve conflict nonviolently.
- Adds credibility to any martial arts program and reassures parents with its emphasis on nonviolent resolution of conflict.
- Helps martial arts schools extend the scope of their audience.
- Enhances the public image of martial arts training.
- Increases student enrollment.



PART 5

Six Smart Ways to Resolve Conflict Peacefully

Practice Makes Perfect

Ask yourself:

- Do I think that the development of physical self-defense skills is only one part of learning the martial arts?
- Does it make sense that the first two lines of self-defense require no physical skills at all?
- Is it true that mental and verbal skills are necessary to avoid/prevent a fight, or to resolve a fight that's already started?



Six Bully Buster™ Basic Bamboozles

As is true when learning anything new, using these three lines of self-defense takes practice. We need tools to help us understand how to use them effectively. To use these tools, we need to understand:

- Power is not based on physical strength or the ability to dominate other people.
- Power is not the ability to win or know more than other people.
- A powerful person is one who knows defeat.
- A powerful person is one who wants to learn.
- A powerful person is one who can understand him- or herself and has the desire to understand others.

On the following page are the tools, and the page after that, a more extensive description of each one.



SIX SMART Bully Buster Basic Tools™



1. **Ignore the bully.** Listen to the threats, but don't react. Tell yourself that you don't have to get back at the bully. Ignore the threats!
2. **Agree with the bully.** If the bully calls you names, agree! Let the insults go — don't fight back.
3. **Be nice to the bully.** Treat the bully as a friend instead of an enemy. You can turn a threatening situation into a friendly one.
4. **Walk away.** Don't get into it — just walk away. This takes the wind out of the bully's sails!
5. **Refuse to fight.** The winner of a fight is the one who prevents it. Stick up for yourself. Just say no to fighting.
6. **Call for help.** Call a teacher, a friendly adult, a police officer — anyone who can help you stop a fight before it happens!

Here's how the Six Ways work. The **Lesson Plan** that was designed to accompany this **Instructor Guide** provides detailed examples of these ways that you can use in your classroom.

1. **Ignore The Threats.** This is similar to simply walking away. You hear the threats and you turn and walk away from the bully, even though the bully is calling you a coward and trying to get you angry enough to react.
2. **Agree With Bully.** If a bully insults you, agree with him/her. There's nothing cowardly about trying to make the bully feel more calm. By agreeing with the bully, you take the wind out of his or her sails. By agreeing, there is no fight — and that's your number-one goal.
3. **Be Nice To The Bully.** Bullies become bullies because they were once bullied themselves. There isn't a bully alive who doesn't need admiration and respect. Think up a way to befriend that bully. Face your fear and ask the bully for help — how to play basketball, or offer to help the bully with something you know how to do — math homework. Think on your feet!
4. **Walk Away.** Don't get into it. Walk away. This is a simple and often overlooked way to end conflict before it ever begins. No matter what the bully say, keep walking. You can look at the bully or not look at the bully. Just walk away. There's nothing cowardly about walking away from a bully. It's a simple way to end conflict before it begins.
5. **Refuse To Fight.** This probably sounds contrary to what you've always been told, but one way to stop conflict is to not fight, no matter what happens. Just say no.
6. **Call For Help.** A good shout or yell (kiai or ki-hap) can shock and distract the bully for a moment, giving you time to get away. Use that shout to call a teacher, a police officer, a parent, or someone you know who can help stop the bully from hurting you. This is not being a "stool pigeon." This is finding a way to stop a fight.

PART 6

Martial Arts Partners for Peace

New Education

Ask yourself:

- Do I want to increase student enrollment by creating a special Dr. Webster-Doyle's Character for Kids™ Program that parents support, that children enjoy, and something your community is seeking.
- Do I want to help my students resolve their conflicts peacefully?
- Do I want to gain public exposure — show my community and students how the martial arts, when properly taught, develop good character?



The Importance of Character Development

The martial arts have an enormous creative potential for teaching young people to resolve conflict peacefully and build fine moral character. Society is crying out for help in these troubled times, and the martial arts can be an intelligent and effective way to prepare our children to cope with today's challenges.

The martial arts can teach the virtues of compassion, love, wisdom, bravery, courteousness, honesty, intelligence and respect that may contribute to creating a gentler and more peaceful world.

**By helping the young student understand
and creatively cope with conflict,
the martial arts “educator” brings out
the true character of the student.**

The martial arts can be an exciting and educational way to teach a “code of conduct” — a way of acting with respect not only through a physical discipline, but from a well-thought-out program of teaching values — values, such as resolving conflict peacefully, that parents want to see their children attain.

Peace is not only coping with the schoolyard bully. It’s also learning life skills that help children understand and resolve conflict peacefully, at home and in society, as they grow into adulthood.

After reading this guide, you’ll need to look through your Lesson Plan. As you go through each lesson with your students, we think you’ll be glad you chose this program. We hope it lives up to your expectations and, most importantly, that it helps you understand and resolve conflict peacefully — by becoming aware of prejudices that create bullying