

RESPECT: THE ACT THAT CONQUERS FEAR

Twelve Lessons

THE MARTIAL ARTS CODE OF CONDUCT™

Ages 10 - 13



by
Dr. Terrence Webster-Doyle
with Adryan Russ

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

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A Personal Note to Instructors from Dr. Terrence Webster-Doyle

When an organism stops growing, it starts dying.
— *U. S. President John F. Kennedy*

I have discovered, as you probably have, that when we need to learn something new, we sometimes feel a bit resistant. It's comfortable to do things the old way, the way we're used to doing them. We have to put forth extra effort to learn something new, and because life is full of so many things we need to accomplish in the course of a day, when that resistance kicks in, we often go with its flow.

What I've also learned, however, is that when we do take the time and energy to learn something new that's meant to help us grow for the rest of our lives, it's always worthwhile, and it always pays off.

This curriculum is designed to help you, your students and children learn the martial arts — the martial arts that are for peace. Our intent is to show you that it's possible to resolve conflict peacefully, which is the true intent of all martial arts.

It will also introduce you to the Martial Arts Code of Conduct. This Code is basic and essential to your understanding of how to master these arts. What's written may seem difficult to understand, at first. That's because, as with anything new, we need time and practice. If you and your children are serious about learning the art of becoming a Black Belt Warrior for Peace, you will have to practice. There's simply no other way.

Help in Your Everyday Life

The most important aspect of Martial Arts for Peace is that this practice helps you to resolve conflict, build character and create peace in your everyday life. How many practices that you know of can help you do that? In the first Bully Buster System™, we demonstrated how to deal with bullies. In this new Character for Kids™ program, we want to show you how to give your children good relationship skills, so they don't get into bullying situations.

As young people face today's world, families and teachers are challenged to come up with ways they can resolve conflicts *nonviolently*. Parents are overwhelmed with making ends meet in this economically unstable time. Teachers are overworked trying to educate young people academically, to give them the intellectual skills they need to go after their chosen vocations.

Who's going to help children understand and resolve the problems they have with people around them? Who's going to teach them the skills to cope with bullies, conflict and violence?

The Art of Mental Self-Defense™

The martial arts are a manner of self-defense and a sport. The physical self-defense skills are immensely important. They give a person confidence. Mental and spiritual skills take that confidence to another level. The reason is that the spiritual, psychological and mental factors have an incredible potential for helping to bring about peaceful and humane relationships between people.

We have learned that by developing the physical and mental abilities at the same time, what develops most for students is their character — their integrity and sense of responsibility. This is no small accomplishment.

**The greatest gift we have to offer in the martial arts
is character development,
which infuses us with values that create
a capable and responsible citizen of the world.**

This is our intent — to teach martial arts in a practical, fun and humane way. This is what this curriculum is all about. By giving a student the ability to resolve conflict *before* it becomes physical — by having good character development skills — that student will have the confidence to *prevent* a fight from ever happening in the first place.

Thank you for participating in this program. I hope it lives up to your expectations and, most importantly, that it helps you understand and resolve conflict peacefully — by building and enhancing the character of our children and by being willing to see the world in a new way.

Respectfully yours,

Dr. Terrence Webster-Doyle

Please note:

This “mini” version of Dr. Webster-Doyle’s Character for Kids™ is a companion to the Bully Buster System™. Both are beginner level programs.

If you complete either of these programs (ages 5 - 8 or 9 - 12), and would like to teach our intermediate and advanced programs, please contact us, as follows.

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We have a special certified Martial Arts for Peace training program for the advanced levels of these programs that will give you even more benefits on how to implement the programs in your school and in your community.

These will give you more access to and credibility with other teachers, administrators and counselors in the public school system — especially since these programs are internationally acclaimed and have received many awards.

We offer generous discounts on all books and resources.



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LESSON 1: Courtesy

Being Well-Mannered and Considerate

Note to Instructor: As you ask questions, encourage ALL responses. Tell students: **“There are no right or wrong answers. In life, a mistake gives us an opportunity to grow, to learn something new!”**

Make sure children have read Chapter 1 in their copy of *Martial Arts Masters: Black Belt Warriors for Peace*, BEFORE this class.

Let's Build a Foundation

1. Ask students:

- What would you say is the most important part of a house? The walls? The roof? The foundation? They're all important, but which do you think is MOST important? *Encourage all responses.*
- Do you think the foundation is the most important, because it supports everything else in the house? Could a house stand without a strong foundation? *There are no right or wrong answers.*
- Every major structure has a basic foundation. Do you know what the foundation is of the martial arts for peace? *Encourage guesses.*
- Do you think the foundation of these martial arts is developing your character? Why do you think so?

2. Tell students:

- ▲ To be a master of the martial arts, it's essential to develop both your physical and mental skills to a high degree. This goes on your whole life.
- ▲ The art of the martial arts is to take you beyond yourself. Focused on a single thought, a single action — you can stop a fight before it starts.
- ▲ Everything is built on your attitude, your foundation!

Let's Do the Unexpected!

1. Ask students:

- What would you guess might be the first principle in the Martial Arts Code of Conduct? *Encourage any and all responses.*
- The first principle is actually **courtesy**. Did you read Chapter 1 in your book, *Martial Arts Masters: Black Belt Warriors for Peace*? What did Henry find out about courtesy? *Allow all responses.*
- Is courtesy being well-mannered? Considerate? Are you courteous?

2. Tell students:

- ▲ Practicing being courteous sometimes makes us feel afraid. We think people will see us as weak or powerless. If you think this way, you may feel conflict inside you, and with other people.
- ▲ if you can go beyond your fear, like when you dive into the deep end of a pool and feel an exciting rush, there is no conflict!
- ▲ Through the art of martial arts, we can step beyond our fear, but it takes practice. Are you ready to start?

Go to: **Activity 1: Dive Into the Deep End! Page 3**
This exercise helps students prepare to go beyond their fears.
Do this exercise; then return to this page!

3. Tell students:

- ▲ Let's try an experiment. Everything we learn in this class will be applied to your day-to-day life. We want it to have daily value for you!
- ▲ When you go home tonight, do the unexpected! Doing the unexpected is like creating a focused punch! Instead of groaning about doing your homework, helping with the dishes, or going to bed on time — do the unexpected! Here's an exercise!

Go to: **Activity 2: Do the Unexpected! Page 4**
This exercise helps students prepare to apply this lesson to their daily lives.

Activity 1: Dive Into the Deep End!

- ✓ **Ask students to line up.** Have them display a particular movement that you've designed, using a punching technique. The first time, they will do this all together. Tell them:
 1. The art of the martial arts is to take you beyond yourself.
 2. The punch you're about to do is not just a regular punch. This punch is very powerful, because everything in you goes into it.
 3. This punch will take you beyond yourself! You will be so focused on this punch that you will forget yourself! Your total attention goes on this punch and nothing else!
 4. You will go beyond fear, beyond anger. Let yourself go — and PUNCH!
 5. Good! Now again: Everything goes into it! You're completely focused! You forget yourself! There's nothing in the world but this punch! Let yourself go — and PUNCH!
 6. Now, let's do it FIVE more times. FOCUS! BEYOND YOU! LET YOURSELF GO! PUNCH! (Repeat four more times.)

- ✓ **Afterward, ask students::**
 1. Well done! What were you thinking when you let your punch go?
 2. Is the best answer to this question: "Nothing!"?
 3. Were you so focused that you could experience nothing but your punch?
 4. Because you were so focused, was there any room in your thoughts for fear? For anger? Was there room for any conflict?
 5. Did it feel good to be so focused, without any fear or anger? Even if it was just a moment?
 6. Would you like to have more of those moments without fear?

- ✓ **Please return to page 2 for the FINAL PORTION of this lesson.**

Activity 2: Do The Unexpected!

✓ **Ask students:**

1. What are the different ways you find yourself being rebellious at home, at school, or in your community?
2. Do you refuse when an adult at home asks you to do a chore around the house? Do you conveniently forget to do it?
3. Do you groan when any adult asks you to do something that you don't want to do? Does this sound vaguely familiar?

✓ **Tell students:**

1. Here's a way to apply **courtesy** to your daily life. Go home tonight and after dinner when someone suggests that you do the dishes, or your homework, don't argue! Do the unexpected!
2. Instead, get up from the table and bow! And here's how to throw a focused punch they won't believe: Say, "**Thank you.**" Then do what they ask without a single complaint! At our next class, tell us what happened.
3. Let's practice! Who wants to volunteer? (When you get a Volunteer, say to him or her:)

"Just this once, _____ (fill in student's name), do you suppose you could _____ (fill in the activity), without complaining?"

4. Give Volunteer a chance to practice what he or she will do and say.

✓ **First, I bow.**

✓ **Then, I say: "Thank you. I'll be glad to help by ____ (doing the dishes), (taking out the garbage)."**

5. What do you think will happen? Will the adults at home pass out in disbelief? Will they think you're ill? Will doing the unexpected be like a focused punch? Have fun!



LESSON 2: **Gentleness**

Living with Affection and Compassion

Reminder: Make sure children have read Chapter 2 in their book.

Self-Defense Is a Gentle Thing

1. Ask students:

- How did you do acting courteously at home? What happened when you delivered a focused punch and did the unexpected? *Encourage responses; allow students to tell brief stories.*
- What did you discover happens to everyone around you when you're courteous?
- What did you discover happens to YOU when you're courteous?
- Did you feel freer inside? Did you feel any conflict? Did you feel calmer? More peaceful? Is that feeling better than the feeling you get when you refuse to do some things? How so?

2. Tell students:

- ▲ Becoming free of conflict is a terrific new feeling. It comes from using your brain instead of your fists.
- ▲ When you can use your brain more than you use your fists, you begin to understand the core of the Martial Arts Code of Conduct.
- ▲ Practicing **compassion** is a second new way to pack a powerful punch and build Mental Self-Defense™ strength.

3. Ask students:

- Did you read Chapter 2 in your book? What did Henry find out about compassion? *Encourage all responses.* Is it sympathy? Is it a feeling of sorrow for the suffering of others?

- ❑ Can we have compassion for a bully? How about for a bully who has hurt us? Is compassion too gentle for a bully?

Go to: **Activity 3: Standing in the Bully's Shoes! Page 7**
This exercise helps students practice being gentle with a bully and seeing the value in doing so. Then, return to this page.

The Right Level of Response

1. Ask students:

- ❑ Would you put someone in jail for crossing the street against a traffic light? *Encourage responses.* What would be the right level of punishment for someone doing this?
- ❑ When someone attacks you, do you think there are **appropriate** levels of response for an attack?
- ❑ Should we make "the punishment fit the crime"? What does it mean to make the punishment fit the crime?

2. Tell students:

- ▲ There are three main zones of response for an attack. They all consist of Mental Self-Defense™ techniques.
- ▲ Each level of attack needs to be met with the same level of defense.
- ▲ A trained fighter knows how to apply the right technique to a particular level of threat, so the harm done is less rather than more.
- ▲ Let's take a look at the three Target Safety Zones™ and learn how to defeat the bully without fighting. Let's add our techniques of courtesy and compassion to the mix!

Go to: **Activity 4: Target Safety Zones! Page 9**
This exercise helps students think about matching response with attack, in an appropriate way, and to be a victor instead of a victim!

Activity 3: Standing in the Bully's Shoes!

✓ **This is a roleplay, in which two people play the parts of characters, in order to dramatize a situation. We've discovered that these roleplays help students understand situations much more easily.**

✓ **BEFORE ROLEPLAY**, make two PHOTOCOPIES of the roleplay on the following page. Then, ask two Volunteers to play the parts of **SLY** and **JENSEN**.

Tell Volunteers that *words in italics* are read out loud, but they are *private thoughts*, so they are not spoken directly to the other person.

Tell the rest of the students that the Volunteers will roleplay a situation in which one person tends to act, and the other tends to react to situations. Ask students to watch for which skills are being used.

✓ **DO ROLEPLAY (see next page). Then return to this page and ask the following questions.**

✓ **AFTER ROLEPLAY**, ask:

1. What skills did JENSEN use? *Mental? Physical?*
2. Which Target Zone did JENSEN decide to use?
3. Did JENSEN just walk away?
4. Would you have used a different response? Which one? Why?
5. Was JENSEN a victor instead of a victim? Why do you think so?
6. Did you feel any sympathy for SLY? Why?

✓ **Thank Volunteers and class for participating.**

✓ **Return to page 7.**

ROLEPLAY

Standing in the Bully's Shoes!

SLY

(To SAGE:) Hey, kid!

JENSEN

(Looks at SLY and calmly thinks:) *Oh, no. SLY again! How do I get rid of this bully?* (Then says to SLY:) Are you talking to me?

SLY

Who else would I be talking to, numbskull? I protect this turf, and right now I'm protecting it bigtime.

JENSEN

What? I had no idea this turf needed to be policed.

SLY

I'm talking about you, kid. I protect the ground YOU walk on -- for a fee, that is. You pay me on a weekly basis, and I make sure you don't get hurt. YOU UNDERSTAND ME?

JENSEN

(Thinks:) *This is where I'm supposed to bow to this idiot and give him a dollar. How do I get out of this?* Listen, SLY, you have a terrific reputation, but in all honesty, I don't think I need protecting, because I don't offend people.

SLY

(Angry:) You're offending me right now. I always protect people, and I'm gonna protect YOU.

JENSEN

(Thinks:) *Oh, boy. Okay, I can't just tell him what he wants to hear. I have to get out of this.* (To SLY:) Just because something always "has been" doesn't mean it always "should be." You know, when people fight, no one wins. Thanks for the protection, but I gotta go. (QUICKLY walks away.)

SLY

(Angry:) Hey! Where you going? Come back here! That little nerd. Let him go. He's not worth protecting.

Activity 4: Target Safety Zones!

- ✓ Write the following three categories on a board or chart, or photocopy these zones and pass out a copy to each student. You can enlarge this chart — or the color photo on page 41 of *Martial Arts Masters: Black Belt Warriors for Peace* — on most photocopy machines and hang it on your wall as a poster. (This poster is in Bully Buster System™.)

Zone 1 **MILD!**

Make friends
Use humor
Be clever
Walk away

Zone 2 **MEDIUM!**

Use reason
Agree with bully
Ignore the threats
Refuse to fight

Zone 3 **HOT!**

Stand up
Call an authority
Kiai/Yell
Take a stance

- ✓ Ask students to shout out a series of “threats” or “attacks” that a designated Volunteer can write on a chart or blackboard. Some of them may be:

A bully demands all your money!
A bully grabs you by the shirt and threatens to pulverize you!
A bully punches you!
A bully grabs your bike and runs off with it!
A bully demands that you do the dishes! (It’s good to add some humor.)

- ✓ Ask students:

1. What zone would you use for the first threat? The second? The third? The fourth? The fifth?
2. Why do you choose that zone? How do you think that punishment would fit that crime?
3. Do you think that these target ways are compassionate? Why?
4. What does it mean to you to be a victor instead of a victim? Does it mean using all your physical strength? Mental strength? Both? Does it mean being understanding? Compassionate?
5. If you respond to a confrontation with an action that outweighs the attack, what do you think could happen? Will the violence end? Will it escalate?



LESSON 3: **Honesty** **Being Truthful!**

Reminder: Make sure children have read Chapter 3 in their book.

What's Real and What's Fake?

1. **Ask students:**

- Did you know that the martial arts were started by people who wanted not only to protect themselves and have a good physical workout, but more importantly to **understand** themselves — not to create war?
- Do you think it's important to understand yourself? Why? Do you think understanding yourself helps you understand others?
- If you've ever told a lie, do you think it helps to understand why? Why?
- Do you think it helps to understand why other people may have lied to you? Why?

2. **Tell students:**

- ▲ We know that being dishonest isn't good. And many of us —especially those of us who tend to be rebels — will lie sometimes, just to be rebellious.
- ▲ It's better to naturally treat others with kindness and respect than to be dishonest, because it just plain feels better. Why does it feel better? Because it frees us of being in conflict.
- ▲ I don't want to put pressure on you to be any way you don't want to be. However, it's my job as a martial arts educator to help you find out for yourself why **honesty** is important. Are you ready?

Go to: **Activity 5: Scared to Be Good! Page 12**
This roleplay helps students understand how fear gets in the way of their good behavior.

What Makes People Untruthful?

1. Ask students:

- When someone is caught in the act of lying, what's your first response?
- Do you think: "What an idiot? Why did he or she do that?"
- Do you think: "Yay! Someone finally had the guts to lie!"
- Do you think: "I wonder what made that person lie? I wonder what he or she was afraid of?"
- Do you think: If I were in that person's shoes, would I have lied?

2. Tell students:

- ▲ **An opinion is a particular thought or feeling about something.**
I may like chocolate ice cream and believe it's the best flavor in the world! You may like strawberry and believe it's the best. Each of us has an opinion.
- ▲ **A fact is real, true and impossible to refute.** Example: The world is round. People once thought it was flat, but it was proven, without a doubt, that the world is round. We now know that this is true.
- ▲ **It's important to be able to tell the difference between an opinion and a fact,** because not everyone in the world is honest, and we make decisions every day based on what we believe is true.

3. Ask students:

- When you discover you've been lied to, do you feel like a victim?
- What would it take to make you feel like a victor?
- Would you like to practice recognizing lies, so that you get better at it and develop your mental strength while building character?

Go to: **Activity 6: Faking It, Not Making It! Page 14**
This exercise helps students recognize false behavior.

Activity 5: Scared to Be Good!

- ✓ **This is another roleplay, in which two people play the parts of characters, in order to dramatize a situation. These roleplays always help students get involved in the situation and understand it.**
- ✓ **BEFORE ROLEPLAY**, make two PHOTOCOPIES of the roleplay on the following page. Then, ask two Volunteers to play the parts of **Parsley** and **Sage**.

Tell Volunteers that *words in italics* are read out loud, but they are *private thoughts*, so they are not spoken directly to the other person.

Tell the rest of the students that the Volunteers will roleplay a situation in which one person tends to act, and the other tends to react to situations. Ask students to watch for which skills are being used.

- ✓ **DO ROLEPLAY (see next page). Then return to this page and ask the following questions.**
- ✓ **AFTER ROLEPLAY**, thank the Volunteers. Then ask:
 1. Who was being dishonest in this roleplay? Parsley? Sage? Both of them?
 2. Who was the rebel? Parsley? Sage? Did they both rebel?
 3. Did either of them show any compassion for the person who lost the tickets? Why do you think so?
 4. Did either of them show any sign of being scared? Who?
 5. Did fear get in the way of their being honest? How so?
 6. Do you think Sage and Parsley were victors or victims? Why do you think so?
 7. Did you feel sympathy for either of them? If so, who? And why?
- ✓ **Thank Volunteers and class for participating.**
- ✓ **Return to page 12.**

ROLEPLAY

Scared to Be Good!

PARSLEY

I just found two tickets to the Varsity football game, right here on the sidewalk! Isn't that amazing? Let's go to the game! It's tonight!

SAGE

Somebody must have dropped those tickets. They're going to discover they're missing and be really upset! They'll find out that we took them!

PARSLEY

(Thinks for a moment.) Yeah! So?

SAGE

What do you mean "So!"? We have to find out who lost them and give them back. I don't want anybody breathing down my back over some lousy football tickets.

PARSLEY

What's the matter with you? You want to be a goody-goody? We'll walk into the stadium and sit in these seats. Finders, keepers; losers, weepers! You SCARED or something?

SAGE

You don't know who dropped those tickets. What if Sam, the monster bully, dropped them and finds out we've got them. What if the Coach finds out. What if the Principal finds out. We could be expelled!

PARSLEY

So! You don't care anything about the people who lost the tickets. You're just scared someone will find out! What a dunce you are.

SAGE

(Thinks:) *Oh, boy. I can't show I'm scared. Parsley will think I'm a weakling.*
(To PARSLEY:) Okay, you win. Let's go. We'll go to the game. Some stupid idiot lost the tickets. Their loss; our gain.

PARSLEY

Now, you're talkin'. Here! You bring the tickets. I'll meet you at Gate 1 of the stadium at 6:30. Don't be late!

Activity 6: Faking It, Not Making It!

- ✓ **Divide students into groups of three or four, each with a:**
 - Promoter:** Asks questions.
 - Chronicler:** Writes down group's discoveries on paper.
 - Commentator:** Reports group findings to the class.
 - Ambassador:** Handles questions about group findings.

- ✓ **Have the group decide which of its members is which.** They should be able to decide this in a few seconds.

- ✓ **Tell students:**
 - ◆ I'm going to give you five minutes — so you have to work quickly and efficiently — to come up with as many people as you can who you believe have acted dishonestly — who have faked it in order to make it!

 - ◆ After five minutes are up, you'll be asked to explain briefly how you think these people are faking it.
 - Example: My doctor:** Didn't tell me about an illness I have, and when I asked, he lied to me.

 - The President:** He swore under oath that he did not do something he did.

 - ◆ Any questions? Good! On your mark, get set, go!

- ✓ **Give students a 5-minute time limit.** Then, call time. Ask one group at a time, either via their Ambassador, or anyone else in the group who has anything to add, to report their findings. Ask:
 1. Do you think this person who was lying was afraid of something? What?
 2. Did this person have something to hide? What, do you think?
 3. How does fear get in the way of telling the truth?

- ✓ **Congratulate students on their good work.**



LESSON 4: Humility

Acting Without Self-Importance

Reminder: Make sure children have read Chapter 4 in their book.

What Is Cooperative Competition?

1. Ask students:

- Have you ever been part of a cooperative competition?
- How is a cooperative competition different from tournaments or competitions you see in other schools, or on TV or in the movies?
- Does a cooperative competition focus on people working *together* to help each other develop better skills, rather than emphasizing the desire to win?

2. Tell students:

- ▲ The goal of a cooperative competition is to test your opponent's skills, as well as your own. When contestants simply do their best, the result is that everyone wins, everyone improves.
- ▲ As part of the Martial Arts Code of Conduct, we challenge each other to grow, rather than try to beat each other.
- ▲ One way we challenge one another is when we practice "responding" or "shadowing." You have a partner and you move exactly as your partner moves.
- ▲ This kind of "shadowing" helps us become sensitive to our partner's state of mind, so we can "intuit" or anticipate our partner's next move — then move just before it.

Go to: **Chart 7: The Shadow of Your Mind! Page 17**
Here's an exercise that helps students practice shadowing each other, which creates a powerful awareness.

Becoming a Grain of Sand

1. Ask students:

- Have you seen people — sometimes fire fighters or police — forget themselves in times of great danger, to help others?
- Do you think, in this moment of full power they experience, that they are **free of fear**, because all they can see is that someone else is in danger and needs help?
- Do you think there's any conflict in their minds at these times? Or are they so focused that all they see is what they must do?
- Have you ever had a fearless moment like this?

2. Tell students:

- ▲ The cheetah can run much faster than we can. The gorilla is stronger than we are; the monkey can climb higher and swing better.
- ▲ The best human athletes can jump about seven feet high; an ordinary flea can jump the equivalent of more than 100 feet!
- ▲ There are more than six billion people on Earth. Each of us is like a tiny grain of sand on the Sahara Desert. The Earth is one of 9 planets orbiting the sun, which is only one of several billion stars in the Milky Way! And the Milky Way is one of 30 galaxies in a local cluster that's a tiny speck in an ever-expanding universe!
- ▲ Whenever we take ourselves too seriously, there is room for fear and conflict to enter our world. Our focus tends to be too much on ourselves. Our false pride can create suffering, for us as well as for others.

Go to: **Activity 8: One Grain of Sand! Page 18**

Here's a mental freestyle to test students' ability to see the big picture. The fun — as well as the lesson — comes from encouraging students to think on their feet. This freestyle enhances their ability to focus, and to free themselves briefly of traditional thinking. There are no wrong answers!

Activity 7: The Shadow of Your Mind!

- ✓ Divide students into partners. If one student remains, you can be that student's partner. Ask the students to decide who is Partner A and who is Partner B.
- ✓ Ask all Partner A's to step forward and perform a series of moves you've prepared. While you perform the series of moves, all Partner B's must turn away and face the wall so they DO NOT SEE the series of moves.
- ✓ When all Partner A students have learned the series of moves, ask all Partner B students to turn back around.
- ✓ Now, as all Partner A students perform the moves, ask all Partner B students to shadow their every move! **Tell all Partner B's:**
 1. You must **focus** on your partner. You are a silent shadow!
 2. Not only are you copying your partner's every move, but you are watching, listening, sensing your partner's state of mind!
 3. You are trying to read your partner's mind without anyone saying a word. You sense what your partner's next move will be. You anticipate that move, so you know what's coming next!
- ✓ Reverse Partners A and B. Partner A's now face the wall as you show all Partner B's a NEW series of moves. Then, repeat the exercise. *(If you have an Assistant, one of you can work with Partner A's and one with Partner B's, which will make the exercise move faster.)* Afterward ask:
 1. Did you get a sense of what your partner was about to do next? What exactly did you sense?
 2. How did you feel "intuiting" your partner's next move? Did it give you a quiet sense of strength? How so?
 3. Do you think that developing this sense can help you become more aware, more sensitive to things at this "feeling" level?
 4. Do you think this ability might help you sense danger and then be able to act on it quickly, before anything bad happens?
- ✓ **Return to the top of page 16.**

**Activity 8:
One Grain of Sand!
A MENTAL FREESTYLE**

- ✓ **Ask students to form a circle. They may be standing or sitting.**
- ✓ **Have read a bowl or hat of strips of paper. Each strip will have one of the sayings on the following page.**
- ✓ **Fold the strips so that students cannot see what saying they are getting.**
- ✓ **Ask students to each pick on strip out of the hat or bowl. If there aren't enough strips, make two copies of each, or make some up!**
- ✓ **Begin the freestyle by asking for a Volunteer.**
- ✓ **Ask that Volunteer: "Tell me something that's as small and insignificant as a grain of sand?"** This student must blurt out a single response, whatever comes to his or her mind. (*Examples: "A flea!" "A molecule!" "A seed!" "My brain!"*)
- ✓ **Ask that Volunteer to stand in front of another student and ask whatever question is on that student's strip of paper.** The second student must blurt out an answer quickly, and then choose someone new to stand in front of. Student responses may be serious, funny, unintelligible. What matters is that they respond spontaneously!
- ✓ **Continue until all students have had a chance to ask a question.**
- ✓ **After all students have had a turn, congratulate students on their good work.**

**Activity 8:
One Grain of Sand!
A MENTAL FREESTYLE**

Strip Questions

1. What's the difference between wanting to win, and wanting everyone to win?
2. Do you think it's possible for everyone to win? How?
3. Would you rather spend time talking with someone who feels self-important, or with someone who is modest and likes to share credit? Why?
4. What are some actions you personally can take to practice humility — at school, at home, and within your community?
5. Would they involve being helpful to someone you know? What are some ways you'd like to help someone else?
6. How would you define the power and strength that can come from practicing humility?
7. How will you begin to understand the fighter inside you?
8. When your focus is strong, where does fear go?
9. What happens when you greet the dark without resistance?
10. How can you be invisible to anyone who tries to attack you?
11. How does understanding set you free?
12. How can we honor what we know is untrue?
13. When we feel frightened, what should we do?
14. When we are frightened, how can the past and future help us?
15. How do we stop a fight before it begins?



LESSON 5: Intelligence

Understanding What Prevents Peace

Reminder: Make sure children have read Chapter 5 in their book.

The Danger of Incomplete Information

1. Ask students:

- Did you read the story about the wise men and the elephant, Chapter 3 in your book, *Martial Arts Masters: Black Belt Warriors for Peace*? Should we read it again in class, because it's fun?
- What did you learn from this story? That it's best not to make a decision so quickly? That it's easy to be prejudiced when we only have one part of the truth?
- Is prejudice more than hating people because of the color of their skin, or what country they may be from?
- What does prejudice mean? *Encourage all responses.* Does it basically mean to judge in advance, before all the facts are in?

2. Tell students:

- ▲ Prejudice is thinking or acting on the basis of wrong or incomplete information, like the wise men did.
- ▲ Each of the men pre-judged and got into an argument over their opinions. This is a good example of how prejudice causes conflict.
- ▲ This is an example of how wars begin. People of different opinions cannot agree, and wind up fighting.

Go to: **Activity 9: Prejudgment Is in My Blood! Page 22.**
This activity helps students recognize how they are guilty of prejudice and prejudgment, as all human beings are.

How Our Thoughts Become Conditioned

1. Ask students:

- Suppose you meet someone new, have a conversation and decide that you like that person. Would you be inclined to set a time to hook up with that person again?
- What if you have been told that there's a neighborhood near you that's poor and run-down, and that most of the people who live there are stupid, or lazy and that's why they're poor. Would you go there?
- What if you discovered that this new person you met lives in that neighborhood. Would that change your desire to hook up with that person?
- Do you think your response would be one of prejudice? Prejudgment? Would you be making a decision on the basis of wrong or incomplete information that you'd been conditioned to believe was true?

2. Tell students:

- ▲ As Martial Artists, we must do our best to understand how conditioned thinking gets started.
- ▲ Conditioned thinking can create prejudice, and prejudice creates conflict. Conflict is what prevents peace!
- ▲ As we practice our Physical Self-Defense skills, so must we practice our Mental Self-Defense™ skills. Together, they can challenge conditioned thinking!

Go to: **Activity 10: Is My Brain Conditioned? Page 23.**
This activity helps students recognize what thoughts and beliefs have conditioned us all.

Activity 9: Prejudgment Is in My Blood!

- ✓ Ask students the following questions. Let their discussion flow freely. It's best to NOT attempt to get them to think one way or another, but simply to allow them to THINK for themselves.
 1. What was the last time you saw someone who looks very different from you, different from most people you know?
 2. What was your first thought about that person?
 3. Was your thought based on fact, or on opinion?
 4. What fact? Whose opinion?
 5. Did you have an opportunity to meet this person?
 6. If you did, what kind of questions did you ask, if any?
 7. Did you get to know this person at all? How?
 8. Did your opinion change after you met the person?
 9. Did your opinion stay the same because you never met the person?
 10. How would you feel if YOU were that person and someone had pre-judged YOU that way?
 11. Do you think we humans sometimes tend to look for differences instead of similarities?
 12. Why do you think we tend to focus on differences?
 13. Is it possible that this reason is based on fear?
 14. What fear would be involved in thinking in this way?
 15. Have you had this kind of fear? Does having this fear help you understand how a "foreigner" or "stranger" might feel?

- ✓ **Return to the top of page 21.**



LESSON 6: Kindness

Caring for Others as You Would Like to Be Cared For

Reminder: Make sure children have read Chapter 6 in their book.

When Is It Time to Do Nothing?

1. Ask students:

- Did you read in your copy of *Martial Arts Masters: Black Belt Warriors for Peace* about “The School of No Sword”? What do you think it means? *Encourage all responses.*
- Does it mean that, as a Martial Artist, you do not fight unless you absolutely have to fight?
- Does it mean that the highest goal of the Martial Artist is to stop a fight before it begins?

2. Tell students:

- ▲ When we focus on what’s happening right here, right now — there is no room for us to worry about what happened in the past. There is no room for us to fear what might happen in the future.
- ▲ When we focus on right here, right now, we are aware of our surroundings. We are aware of the people around us and what they are saying and doing. We are focused on the present.
- ▲ When we are focused, we are prepared to protect ourselves from harm and prevent any potential conflict.
- ▲ When we belong to the “School of No Sword,” we can subdue the enemy without fighting, because we are focused — aware of our thoughts and feelings as well as those of others.

Go to: **Activity 11: The School of No Sword! Page 26**
Here’s a short story you can read to your students that demonstrates how to subdue an enemy without fighting.

Doing Some Good

1. Ask students:

- What did you think of Henry and other students going to visit a hospital in their town? Do you think they did any good? How so?
- In what way would YOU appreciate a visit like theirs if you had to stay in a hospital for a long time?
- Do you think it's good to be a good guy? Do you think being good can be exciting, even awesome?
- Have you seen movies and television programs where people are beaten up by "bad guys"? Were some of these martial arts movies?
- Sometimes it's fun to watch "good guy/bad guy" movies, but what would you think of starting our own "good guy" network and, instead of just watching good guys in action films, we actually get involved in fighting crime and poverty — right here, right now?
- What do you think are some ways all of us could fight crime and poverty in our neighborhood? Let's get some ideas and write them down (on a blackboard or chart). *Encourage as many ideas as you can possibly get. There are no wrong answers!*

2. Tell students:

- ▲ We are all in this life together. We all have similar problems and we all want and need to be cared for and helped.
- ▲ We want to care for other people because it feels good to be cared for. It also feels good to help someone.
- ▲ The most powerful weapon we have is one that we can use whenever we choose. It's a weapon that won't hurt anyone and one that can win over just about everyone, and never be defeated. That weapon is kindness!

Go to: **Activity 12: Matters of the Heart Chart! Page 28**
Have students yell out ideas for group activities that they can actually do. Then, pick one and figure out a way to do it! Just do it!

Activity 11

The School of No Sword

Ask students to sit as comfortably as they can. Read this story aloud:

Once there was an evil old warrior whose powerful followers had been terrorizing a small town. A young martial artist who lived in that town had never met this warrior, but all of a sudden, there he was.

“I’m in charge of this town! You are walking on MY street! My followers and I do as we wish and *pulverize* anyone who gets in our way!”

The young martial artist stood silently and said nothing.

“Did you hear me?” the old warrior demanded.

The young martial artist continued to stand where he was and remained silent.

“How will you defeat me? I am, you know, the greatest of warriors who’ve ever lived! What will you do to escape my power?”

The young martial artist stood still and smiled.

“Why are you smiling? You must be a coward!” sneered the warrior.

The young martial artist finally spoke. “I and my associates are from the School of No Sword. We don’t fight when we don’t have to.” His voice was calm and gentle. “We subdue our enemy — when there *is* an enemy — without fighting,” he smiled.

“You cannot defeat us!” the old warrior shouted.

“We shall not defeat you, sir,” the young martial artist said.

“Aha! Of course you won’t!”

“Because,” said the young artist, “you are not our enemy, sir.”

The old warrior stopped in his tracks. “What?” he sneered.

The young martial artist repeated, “You are NOT our enemy, sir. You are our friend. We all live together in this community, and we all think it’s possible to live as one people. We do not perceive you as an enemy, sir. You are strong, and your reputation is well known, but I would like to take you someplace where your strength can be more powerful than ever. Will you allow me to escort you there?”

The old warrior was intrigued and, after thinking for a moment, replied, uneasily but forcefully, “Take me there, and we shall see.”

Go to next page.....

Activity 11 The School of No Sword

✓ **After you've read the story aloud, ask students:**

1. Was there a bully in this story? Who?
2. Was there a victim? *Encourage responses.* Was there a victor?
3. When the old warrior verbally attacked the young martial artist, how did the young martial artist respond? Did he attack back? Why, do you think?
4. In the moment that the young martial artist said nothing and simply stood his ground, who was more powerful? Why do you think so?
5. What does it mean to be powerful?
6. When the old warrior boasted about his power, how did the young martial artist respond? What did the young martial artists SEE in this warrior?
7. Did the young martial artist use an element of surprise? How so? Did he say, "We will not defeat you, because you are not our enemy"?
8. Do you think that comment threw the old warrior off balance? In what way?
9. What Safety Target Zone did the young martial artist use? Do you think the Zone was used successfully?
10. What Zone would YOU have used with the old warrior? Why would you choose that Zone instead of the one the young martial artist used?
11. Are you interested in knowing where the young martial artist took the warrior?

✓ **Tell students:** The young martial artist took the old warrior to visit a children's hospital in their neighborhood.

✓ **Return to the top of page 25.**

Activity 12

Matters of the Heart Chart!

Here are some activities we want to try in our neighborhood! Add to this chart anytime! Which of these should we do first? Ask your friends, families, adults and other children for suggestions and ideas. Keep this chart alive!

1. Visit a children's hospital and talk with the kids!
2. Visit a firehouse, get a tour, thank fire fighters for all they do, and ask how we can help them.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

A Bonus Activity!
Courtesy! Gentleness! Honesty! Humility! Intelligence!
Kindness!

✓ **Ask students:**

- ❑ So far, we have taken a look at six different elements of the Martial Arts Code of Conduct. Can you name them?

Courtesy
Gentleness
Honesty
Humility
Intelligence
Kindness

✓ **Divide students into groups of two or three, then ask them:**

- ❑ Come up with one activity you could do — at home, at school, or in your community — that would make use of all six elements! Do you think you can?

✓ **Give students 10 to 15 minutes to come up with activity and then be ready to report to everyone what they've come up with.**

✓ **Visit each group as they are working, to support them, or to propose a question they need to examine. Think about how you yourself would do this activity, but don't reveal your response until they've all reported theirs! Have fun!**

✓ **When students demonstrate their suggestions, give them support and understanding for their work. Congratulate them for coming up with some new ideas. Perhaps you can help them get some of these ideas started for real!**



LESSON 7: Order

Being Aware of What Creates Disorder

Reminder: Make sure children have read Chapter 7 in their book.

What Does It Mean to Be “No One”?

1. Ask students:

- What does it mean to “forget yourself”? *Encourage all responses. There are no wrong answers!*
- Does it mean to be so wrapped up in a thought, or so focused on something or someone, that you’re no longer aware of YOU?
- Do you think it’s a good thing to be focused on the world around you instead of being focused on YOU? Why?
- Have you ever felt cowardly or insignificant because you were being “no one” or perceived by someone else as “no one”? What was the situation?
- What did you think of the stories about famous martial artists told by Ms. Watts in your book? *Encourage all responses.*

2. Tell students:

- ▲ A real hero is one who AVOIDS a fight. Not someone who starts one. Being peaceful takes strength and courage. Hurting someone does not.
- ▲ While being an action hero who conquers the world may seem exciting, the truth is that the hero who AVOIDS or PREVENTS a fight is the most powerful, because it’s just plain harder!

Go to: **Activity 13: Becoming My Own Hero! Page 32.**
This activity helps students recognize the heroic behavior of stopping a fight before it starts.

Creating Order in a Disorderly World

1. Ask students:

- Do you remember being a very young child when life seemed to be full of endless surprises — like biting into an orange for the first time and tasting its sweetness, or smelling a rose for the first time and being overwhelmed by the amazing scent? Do you remember when this happened? Where were you?
- Do you remember a time you experienced a new taste sensation, or a new scent, and how your focus was on the order and beauty of nature? Where were you?
- Do you think that, as you got older, your sense of surprise has lessened? Did you start to think too much, to regret your past mistakes and worry about what's going to happen tomorrow too much? Does that happen at school? At home?
- Do you sometimes get so caught up in worrying about what you said and what you did — and about what you will do and what you will say — that you're not even aware of where you're walking, or if anyone is around you? Do you think that's good?

2. Tell students:

- ▲ When we're caught up in the past, or overly concerned about the future, we create conflict inside ourselves.
- ▲ When we're filled with conflict, our minds and bodies feel as if they're in a state of disorder.
- ▲ The way to achieve a sense of order and balance is to prevent conflict from beginning inside yourself.
- ▲ One way to prevent conflict from brewing inside you is to see the world as it is, as it's happening, without trying to change it!

Go to: **Activity 14: Go for a Walk in the Dark! Page 33**
Here's a mental freestyle that helps students practice staying in the moment.

Activity 13 Becoming My Own Hero!

- ✓ Refer to your chart of the Safety Zones we first learned about in Lesson 2. Or, refer to it on page 41 of *Martial Arts Masters: Black Belt Warriors for Peace*. The Bully Buster System™ includes this poster.

Zone 1 **MILD!**

Make friends
Use humor
Be clever
Walk away

Zone 2 **MEDIUM!**

Use reason
Agree with bully
Ignore the threats
Refuse to fight

Zone 3 **HOT!**

Stand up
Call an authority
Kiai/Yell
Take a stance

- ✓ **Divide students into groups of two or three, and tell them:**
1. These three zones consist of Twelve Ways to Walk Away from a fight with **confidence!**
 2. Every time you act in one of these ways, you become a hero in your own time, because you prevent a fight from happening!
 3. Make up a short roleplay that you can act out for us, using one or more of these Twelve Ways. You'll have 10 minutes, so you have to work quickly and efficiently, working together as a team. On your mark, get set, go!
- ✓ **Call time, and ask for a Volunteer group to go first. Then, give each group an opportunity to show what they came up with. Ask each group:**
1. That was a terrific presentation! Good work! Is this based on something that actually happened to one of you?
 2. Is this a way in which you would LIKE to act, as opposed to a way that you actually acted?
 3. Does it make you feel heroic to stop a fight, do you think, or are you pretty conditioned to believe that a hero needs to do bigger things — such as leap tall buildings at a single bound?
 4. Who is one of your heroes?
- ✓ **Return to the top of page 31.**

Activity 14
Go for a Walk in the Dark!
A Mental Freestyle

- ✓ **Ask for two Volunteers who want to practice seeking order by going for a walk in the dark!**
- ✓ **Ask Volunteers to stand. Make sure they stand facing the other students. You may have to put your back to the other students.**
- ✓ **Tell Volunteers:**
 1. I'm going to fire one question at a time at each of you. Your job is to answer immediately, quickly, in rapid-fire succession. We want fast, intuitive answers!
 2. This is a mental freestyle, so respond quickly!
 3. Trust your intuition! Don't think about the past or the future. You are going to take an exciting walk in the dark!
 4. Empty yourself of old thinking and act based on nothing more than your clear, focused mind!
 5. There are no right or wrong answers, so you have nothing to lose!
- ✓ **Remind other students to WATCH and LISTEN carefully, and to think of how they would answer these questions.**
- ✓ **Rapidly fire the questions that are on the next page at the Volunteers.**
- ✓ **Listen to their responses, but move quickly! Don't be afraid to laugh if they say something funny. Students should be having fun!**
- ✓ **Feel free to add some of your own questions to this list — perhaps questions that you know your students need to learn to answer!**

Go to questions on the following page...

Activity 14
Go for a Walk in the Dark!
A Mental Freestyle

1. **Ask first Volunteer to perform any form he or she wants. Then ask the first question:** How did you perform that form so brilliantly?
2. **Ask second Volunteer:** You are very smart. Does that come naturally to you, or do you have to work at being a genius?

Continue going back and forth:

3. How did you get to be such an expert?
4. You are as brave and beautiful as a Greek god(dess). Did it take lots of practice?
5. I understand you Martial Artists can kick the living daylights out of anyone. Prove it!
6. There is nobody in this school stupider than you are. Did you learn how to be this stupid, or were you born that way?
7. I think terrorists should be shot to death, don't you?
8. I say the only way to resolve this is to fight it out, fair and square. I say, tomorrow night. Where do you want to meet?
9. The FACT is: You're WRONG!
10. The FACT is: I think you two were separated at birth! (Hopefully this will make them laugh.)

✓ **Thank the Volunteers for their willingness to take a walk in the dark!**



LESSON 8: Responsibility

Meeting Life's Challenges with a Brave Spirit

Reminder: Make sure children have read Chapter 8 in their book.

What Does It Mean to Be Responsible?

1. Ask students:

- When you think of someone who's "healthy," what is it that makes that person healthy?
- Does the person exercise? Eat healthy food? Drink lots of water?
- When you think of someone healthy, do you also take into consideration how that person thinks and acts?
- Do you think a person with a negative attitude is healthy?
- How about someone who's old? What did you think of Henry's visit to the home for the elderly?

2. Tell students:

- ▲ The way we think and feel creates what we believe.
- ▲ What we believe — our attitude about life — determines how we live.
- ▲ If we spend our life worrying about what we've done, what we must do, or what someone has done to us or might do to us, we begin to live with fear and hatred. That's not healthy.

Go to **Activity 15: My Thoughts Affect Your Life! Page 37**
This exercise helps students experience how their personal thoughts affect people around them, at home, at school, anywhere.

Being Able to See the Big Picture

1. Ask students:

- Are you aware that nobody is perfect?
- Is that hard to believe when adults all around you try, on a daily basis, to make you act as if you are perfect?
- Did you know that if a baseball player hits only one-third of the time he's up to bat, he's considered a great batter? That's only about three hits out of ten. How does that make you feel about your batting average in life?
- Do you think what matters most is to learn from your mistakes and, when you fall down, to just get back up, brush yourself off and start over again?

2. Tell students:

- ▲ A person with a strong sense of order, free of conflict, can meet life's challenges, and get more done in a day.
- ▲ A person who is not afraid to act responsibly in any situation, is more at peace within and therefore is more able to act peacefully and respectfully toward others.
- ▲ A responsible person is one who asks questions when in doubt about any subject.
- ▲ A responsible person is not afraid to ask those questions, even if he or she has been taught that these questions are sensitive. A responsible person learns *how* to ask those questions in a respectful way.
- ▲ When we can stand back and see the "big picture" — the whole picture of any situation, we begin to understand that our own opinions are only part of the picture, and that it's good to see it all.

Go to **Activity 16: Seeing the Big Picture! Page 38**
Students listen to a story and try to decide what really happened.

Activity 15

My Thoughts Affect Your Life!

✓ **Ask students:**

1. **Tell me a conflict you experienced lately.** Who wants to offer one? *Write four or five of these conflict situations on a blackboard or chart. Keep them as brief as possible. For example:*
 - I wanted to see a movie my parents didn't want me to see.
 - My sister hurt my feelings, and it made me angry.
 - There's a guy in my math class I'd like to punch.

2. **What exactly happened in this situation?**
 - What did you say? What did you do?
 - Did you protest? Did you put up a fight?
 - Who were the people involved?
 - What do you think each person wanted or needed?
 - What do you think caused the conflict between them?
 - What is the effect of the conflict between them?

3. **How do you think your response affected the people around you?** Do you think that what you said and did made no change in how that person, or those people, felt or thought for the rest of the day?

4. **Do you think your actions were like a stone thrown into a pool —** that there were many reverberations that affected everyone, the way a stone creates waves in the pool?

5. **Do you think that when we speak, or take an action of any kind, it's important for us to think about what consequences our words and actions will trigger?** Why do you think so?

6. **Is this kind of awareness a responsible way of acting in our lives?** Is it responsible to investigate our thinking so that we strengthen our minds the way that physical training strengthens our bodies?

7. **Once we understand how we think, do you think we develop an extraordinary power — to be able to see how our thinking may be creating conflict — in us, and with people around us?**

✓ **Return to the top of page 36.**

Activity 16

Seeing the Big Picture!

✓ **Read the following short story to students:**

A young martial artist was walking down the street and reached a corner. A fast-approaching car came speeding to the corner, and the driver didn't appear to notice that the traffic light had changed.

There was a loud screeching of brakes. The young martial artist was suddenly flat on his back and couldn't move.

An adult came running over, using a cell phone to call 911. The adult reported that the young martial artist had walked into the street without looking.

Another adult, who had been driving toward the corner, parked and ran over to help. This adult shouted at the other adult on the phone and said, "No! The driver just ran the kid down! Didn't you see?"

✓ **Ask students:**

1. What do you think really happened?
2. Do we know? Do we have enough information?
3. If you were a police officer, would you be able to write up what actually happened and who was at fault?
4. What the police officer discovered, after the driver of the car got out, is that the driver was talking on a cell phone and wasn't paying attention.
5. Do you think that once the police officer had this information, a better determination could be made of what actually happened? Why do you think so?
6. Are there times in your life when you've seen people make decisions when they do not have all the facts? Who wants to give us an example?
7. Do you think it's irresponsible to make a decision when you don't have all the facts?
8. Do you think sometimes it's impossible to have all the facts? What, then, should you do?

✓ **Thank students for a job well done!**



LESSON 9: **Wisdom** **Living Without Fear**

Reminder: Make sure children have read Chapter 9 in their book.

Discovering Who You Are

1. **Ask students:**

- Do you know what it means to have a “monkey mind”? *Encourage all responses.*
- Is it a mind that has thoughts that jump all over, like monkeys in the trees? Does Henry have a monkey mind?
- Do you get a “monkey mind” when you’re worried about something? When you think you’re failing at something?
- Did you know that failure is one of our best teachers?

2. **Tell students:**

- ▲ When we fail at something, we have an amazing opportunity.
- ▲ That opportunity is to learn something new!
- ▲ When we learn from a mistake we’ve made, we can move on and advance even further in our understanding of a lot of things — the martial arts, and everything in life.
- ▲ The next time you do something “wrong,” or you feel as if you’ve “failed,” look for the opportunity to learn something new. It’s waiting for you!

Go to **Activity 17. A Kick in the Chest! Page 41**
Make two copies of this roleplay. Ask for two Volunteers to read the parts of Alex and Chow. Give them a minute to look it over.

Looking in the Mirror of Truth

1. Ask students:

- ❑ Do you think you know who you are? What does it mean to know who you are? *Encourage all responses.*
- ❑ Do you sometimes think that you should be someone different from who you really are? If so, who do you think you should be? What was Henry's experience with the Mirror of Truth?

2. Tell students:

- ▲ In order to be free of conflict — and that is one of our main goals, as martial artists and as human beings — we must look into the Mirror of Truth.
- ▲ Who we think we “should” be is often NOT who we are, which puts us into conflict.
- ▲ When we look into the Mirror of Truth and recognize who we are — another fine member of the human race — we are free of conflict.
- ▲ Free of conflict within us, we are unlikely to create conflict outside us — with other people. When we create no inner conflict, and no conflict with other people, we are able to lead a peaceful life.
- ▲ A mirror reflects what's there. It doesn't lie. But we do! The mirror reveals our false perceptions about ourselves. As we grow up, we sometimes start to see ourselves as “wrong,” “imperfect,” “ugly,” “stupid,” “a nerd.”
- ▲ This is simply judging ourselves. We've been taught so many different ways that we ought to be “good,” that we start to see ourselves as “bad.”
- ▲ Unfortunately, those who try to get us to be good — by making us feel bad about what we do — only hurt us.

Go to **Activity 18**, The Mirror of Truth. **Page 44**
A mental freestyle to help students see who they are and accept what they see.

Activity 17 A Kick in the Chest!

- ✓ **BEFORE ROLEPLAY**, make two PHOTOCOPIES of the roleplay on the following page. Then, ask two Volunteers to play the parts of **Alex** and **Chow**.

Remind Volunteers that *words in italics* are read out loud, but they are *private thoughts*, so they are not spoken directly to the other person. Words in parentheses () are directions to the Volunteer and should not be read out loud.

- ✓ **DO ROLEPLAY (see next page). Then return to this page and ask the following questions.**
- ✓ **AFTER ROLEPLAY**, thank the Volunteers. Then ask:
 1. Did you see any bullies in this roleplay? Any victims? Any victors?
 2. Did these two friends make use of any Safety Zone skills? Which ones did you see?
 3. Did they make friends? Use humor? Use reason?
 4. Did either of them show any sign of being scared?
 5. Are these two friends comfortable enough with each other to work things out fairly easily? What makes this possible?
 6. Do they really listen to each other?
 7. Do they speak honestly with one another?
 8. Do you have a friend like this with whom you can be straightforward and honest without being afraid?
 9. Do you think we should be able to act in this way with everyone? What are the benefits? Are there any disadvantages?
- ✓ **Thank Volunteers and class for their good work.**
- ✓ **Return to the top of page 40.**

ROLEPLAY
A Kick in the Chest!

ALEX

Aargh!

CHOW

Oh, no! Sorry!

ALEX

You're not supposed to kick me! I mean, not for real, you know!

CHOW

I know. I know. I'm really sorry. I didn't do it on purpose.

ALEX

Yeah, right.

CHOW

You'll have to trust me on that one. Besides, that's not why you're upset.

ALEX

I'm not upset! (Pause.) Okay, I'm upset. You kicked me in the chest, and it hurts!

CHOW

That's not why you're upset.

ALEX

Okay. You're gonna tell me why I'm upset. Fine. Okay, smart one, you know me better than I know me.

CHOW

Actually, I do. Wanna hear my opinion?

ALEX

Not really. I'm in too much pain.

CHOW

You're upset not because I kicked you — but because you were not focusing. When your chest got kicked, your mind was in Timbuktu, or somewhere, but not here.

ALEX

(Thinks for a second:) How do you know that?

CHOW

If you could have seen you in the Mirror of Truth, you would have seen that you were distracted. You didn't block my kick.

ALEX

Well, you didn't control your kick, did you! You were as distracted as I was.

CHOW

(Pauses.) Yeah. I was.

ALEX

What were you thinking about?

CHOW

Honestly? I wanted to show me off. I forgot you were there.

ALEX

It's hard to get out of the habit of trying to win, isn't it.

CHOW

You also never said, "Thank you, Chow," for helping you with your freestyle the other day. Remember Lesson 1, Courtesy? I thought I did a pretty good coaching job.

ALEX

Remember Lesson 4, Humility? Where is yours? Actually, you did a good coaching job, and it was disrespectful of me not to thank you. So thanks.

CHOW

Don't mention it. *(Pause.)* So, you think we can take these two monkey minds and turn them into something useful?

ALEX

My hopes are high, but we may be asking for a lot. Let's go to class. Maybe the Sensei can kick a little sense into us.

CHOW

Watch your language. Please don't use the word "kick" in my presence ever again. Wow, that hurts.

Activity 18
The Mirror of Truth!
MENTAL FREESTYLE

- ✓ **Do this exercise with either a hand mirror, or a large wall mirror.**
 - ❑ If you're using a hand mirror, ask students to sit in a circle on the floor. Ask each student a rapid-fire question, while holding the hand mirror to each student's face.
 - ❑ If you're using a wall mirror, ask students to line up, practicing their sense of order. Students should have their backs to the mirror. Then, as you ask each student a rapid-fire question, turn that student to face the mirror.

- ✓ **Tell students they must answer quickly, without fear, without holding back:**
 1. Who are you?
 2. Who do you think you should be?
 3. Do you like what you see? Why?
 4. What do you think you're good at? How does this make you act?
 5. What do you think you're bad at? How does this make you act?
 6. Are you prejudiced against yourself? Why?
 7. Are you prejudiced against others? In what way?
 8. Do you think we create the world by the way we think and feel? How so?
 9. What are your thoughts saying to you right now?
 10. What would you like to do right now?

- ✓ **When you run out of questions, start with question number 1 again.**

- ✓ **Go around the circle, or through the line, more than once. Then, congratulate students on their quick thinking. Have fun!**



LESSON 10: Love

Being a Martial Arts Warrior for Peace

Reminder: Make sure children have read Chapter 10 in their book.

Learning How to Be Quiet and Alone

1. Tell students:

- ▲ Sit quietly on the floor, in a comfortable position and close your eyes. (Give them a moment to do so.) Everyone comfortable?
- ▲ Okay, now — whatever you do, don't think about a white elephant. (Give them a few moments to try NOT to think about it.)
- ▲ Now, open your eyes.

2. Ask students:

- Was it impossible to NOT think about a white elephant?
- When we try NOT to think about something, isn't that exactly what always happens? The more we try not to think about something, the more we do. Aren't we human beings strange creatures?
- Do you think it's possible to forget painful memories? If we try NOT to think about them, does the same thing happen as happened with the white elephant?
- Do you think the more you watch your thoughts and feelings, the more you'll realize that they're from the past and not really necessary, or helpful for you to think about now?

Go to Activity 19: The White Elephant Is Alive! **Page 47**
This activity helps students look at their thinking and watch their thoughts, without judging them.

Power Comes From Becoming What You Observe

1. Ask students:

- ❑ When you try to *stop* someone, *beat* someone or *win* from someone, you defeat yourself before you begin. Your energy is off balance, unfocused.
- ❑ Power comes from *focusing* on your opponent's body language. When you can see this language, you can see, or anticipate, your opponent's next move.
- ❑ With practice, you can become so in tune with your opponent that you can sense what this opponent will do next. This is the art of becoming what you observe. It gives you great strength.

2. Tell students:

- ▲ In order to be free of any fixed ways, we have to be flexible. We have to be in a free-flowing state of mind and body called "What Is."
- ▲ Being in a state of "What Is" means that we are able to respond to what's happening right now — in this moment — without a single past idea of what should or might happen.
- ▲ This state of being is similar to that of a cat that, when disturbed, can move quickly to a new situation without thinking. It just acts. The response is immediate and appropriate to that particular situation.
- ▲ The attitude of mind behind the fist — the way we think — can cause conflict inside us, and around us. Our actions — what we do — are controlled by what we think! Thought controls everything!
- ▲ In order to understand and resolve conflict peacefully, we have to understand how we were taught, or trained, to think. One of the most powerful things we can discover is the cause of ignorance — our own ignorance as well as that of others.

Go to Activity 20: Becoming What You Observe! Page 48.
This activity helps students practice being in a state of "What Is."

Activity 19

The White Elephant Is Alive!

- ✓ **Ask students to close their eyes and think, for a few minutes about an old memory they have that tends to be painful. Here are some examples:**
 - I'm always the last one picked for any sports team.
 - I didn't get good enough grades this semester.
 - My brother was attacked last year by a bully.

- ✓ **Tell students:**
 - For 2 minutes just sit quietly and think, with your eyes closed.
 - Let your "monkey thoughts" drift in and out.
 - After your monkey thoughts dance around in your head, do your best to finally focus on a single thought by the time the 2 minutes are up.
 - It can be anything. Perhaps something peaceful, something that makes you feel good.
 - Okay, 2 minutes, starting — now.

- ✓ **After 2 minutes, call time and ask:**
 1. Did you allow a painful memory to surface? If so, how did you feel revisiting that memory?
 2. Do you think it strengthens your mind to be able to visit that memory and see that it's something that happened in the past that does not have power over you now in the present?
 2. Do you think that painful, hurtful thoughts and feelings can get in the way of living life day to day? How so?
 3. Do you think that dwelling on fearful or angry thoughts and feelings from the past could clutter your mind with information that prevents you from dealing with, say, a bully who confronts you today? How?

- ✓ **Return to the top of page 46.**

Activity 20

Becoming What You Observe!

- ✓ **Ask students to sit in circle. (Have ready a soft pillow that you are going to throw at a student, but don't tell students you will do this.)**
- ✓ **Choose a student who will be your target, and THROW the pillow! Then, ask that student:**
 1. Did you duck? How did you know to duck in that moment?
 2. Did you think, "Gosh, here comes a pillow, I wonder if I should duck or if I should let this pillow hit me. After all, it's soft and it probably won't hurt me, but maybe there's a rock inside and it will hurt me after all." Did you think all that, or did you just duck?
 3. Did you "defeat" the pillow by simply adapting quickly to a new situation? Yes! That is the magic of "What Is!"
- ✓ **Divide students into two groups — A and B. You work with one group while an assistant works with the other. Each of you will teach your group a simple series of moves that your students can learn quickly.**
- ✓ **When both groups are ready — this should take no longer than five minutes — have the groups return to a common area. Line them up, face to face, across from each other.**
- ✓ **Tell members of Group B that Group A will now perform an "attack." Group B members must allow themselves to fall into a "What Is" frame of mind. Tell them:**
 1. Be like a cat! Without thinking, act! Trust your instinct!
 2. Your intent is not to hurt, but to protect, to prevent!
- ✓ **Then, reverse the groups and repeat the exercise. Afterward, ask:**
 1. Were you able to get into a "What Is" frame of mind?
 2. Was the force of focus with you? Why? Why not?



LESSON 11: **Courage and Commitment** **Fighting Injustice**

Reminder: Make sure children have read Chapter 11 in their book.

Creating Similarities Instead of Differences

1. **Ask students:**

- What did you think of the Martial Arts for Peace Camp that Henry went to? Did he learn anything new? What, for example?
- Do you think we have to judge behavior as either good or bad in order to have goodness in life? Why?
- Do you think that if we judge ourselves as “bad,” then we have to try to live up to what we’ve been told is “good”?
- Do you think that’s hard to do? Do you think it creates conflict? How?

2. **Tell students:**

- ▲ We have been learning how to see with new eyes. Rather than judge, we’ve been learning to just look and see “what is.”
- ▲ When we are able to simply see “what is,” without judging — ourselves or anyone else — we develop our “spirit” — our courage and commitment to say and do what’s best.
- ▲ Acting courageously and committing to what we see as right in an honorable way is what the Martial Arts Code of Conduct is all about.
- ▲ With physical skills to give us confidence, and mental skills to guide our actions, we are stronger than we’ve ever been!

Go to Activity 21: The Fight Against Injustice! Page 51
An activity that helps students recognize their ability to fight injustice in ways they can handle.

Following Through on Your Commitment

1. Ask students:

- We're going to return to your group discoveries, but first: Do you think you were orderly in your approach to this situation?
- Did your discussion tend to get disorderly at all? If so, were you aware of what was creating the disorder? What was it?
- Do you believe you took responsibility within the group to play a part in the development of the ideas that were discussed? How?
- Peacemakers around the world have been trying to do this for hundreds of years, and we're not sure they've been successful. Did you find this task frightening? Challenging? In what way?
- Were you able to jump into the moment and simply look at "what is"? Does it matter what discussions of peace have gone before? Can you learn from previous discussions? Do you think it's best to break from previous discussions?

2. Tell students:

- ▲ Throughout history, people have had to stand up for what was right when it was dangerous for them to do so.
- ▲ If we are intent upon stopping conflict, we need to understand how conflict is created, and stand up for what's right.
- ▲ A Martial Artist for Peace is someone who has the capacity to question, and to see and act on what is true and real.

Go to Activity 22. Continuing the Fight? Page 52
An activity that demonstrates students' ability to think on their feet when they're asked difficult questions.

Activity 21

The Fight Against Injustice!

✓ **Ask students:**

1. Do you think we can achieve peace — inside us, or in the world — by simply *wanting* to be peaceful?
2. Do you think we can achieve peace by understanding what creates conflict?
3. Do you think we have to see conflict in action — in ourselves — when it's happening, in order to achieve peace?
4. Do you think it's important for each of us to have direct contact with the "martial" (the fighter) in each of us, without trying to cover it up with judgments of how bad it is?
5. Do you think that then, and only then, is there an opportunity to be free of the fighter in us?
6. Do you suppose that only *thinking* about peace can lead to a variety of ways of becoming peaceful? Is there a chance that your way or your belief for peace might come into conflict with my way or my belief for peace?
7. Is this what probably created conflict in the first place? Does this kind of behavior simply sustain conflict?

✓ **Divide students into groups of three or four. Tell students:**

1. Let's say that you've become Ambassadors for Peace in your country. It's your job to work with two separate groups who do not see eye to eye and who fight constantly. You've been asked to turn a "We vs. Them" attitude to a mutual attitude of "Us."
2. Make a list of ideas you would suggest to your government to help these two dissenting factions get along. When you make this list, within your group, follow policies you have learned about peace in this class to the best of your ability.
3. In 15 minutes (give students more time, if you prefer), please be prepared to report your suggestions to this class.

✓ **Call time. Return to the top of page 50.**

Activity 21

The Fight Against Injustice!

A Mental Freestyle

- ✓ **Have students stand in a circle and prepare for a mental freestyle.**
- ✓ **Tell students:**
 1. Instead of reporting in your groups, we're going to have a Mental Freestyle, in which we answer questions immediately, quickly, in rapid-fire succession.
 2. Please remember. This is not a test that you are graded on. This is a test of your mental ability to simply be in a state of "What Is." The more we practice, the better we get!
 3. There is no such thing as a "right" or "wrong" answer. Trust your intuition to give you a spontaneous and honest answer!
- ✓ **Fire the following questions at the students. Repeat the questions more than once so that different students get different questions:**
 1. As an Ambassador for Peace, how do you propose stopping all the violence?
 2. Why can't you just stop the violence right now?
 3. Why don't you just punish these people every time they break out into a fight? Who's side are you on?
 4. If you agree with those people, you must be one of "them."
 5. I thought you were one of "us." Are you one of us, or them?
 6. Why do you believe that I have to understand the conflict between these two factions? I don't have time to understand it. I just want it to end — now!
 7. Do you care what I think about all of this?
 8. What do you intend to do about all the violence?
 9. I understand you spend time with "the enemy." Is that true?
 10. Why are you studying martial arts? Aren't they violent?



LESSON 12: **Respect**

Honoring the Dignity of All Life

Reminder: Make sure children have read Chapter 12 in their book.

The Act That Conquers Fear

1. Ask students:

- Have you ever watched a bird soar on the air, wings spread, floating so easily, effortlessly, gliding free in the beauty of the endless sky?
- In that moment, have you wished that you too were free, soaring above the earth with no cares, no worries?
- Are people sometimes so earthbound, they seem to have no ability to cut loose, or fly free? Do they tend to be disrespectful of life around them? Why do you think this happens?

2. Tell students:

- ▲ Respect is honoring the dignity of all life, treating all things with care and sensitivity.
- ▲ In the natural world, everyone and everything has its place and purpose. A tiny ant is as special as a distant star.
- ▲ Everything in the natural world is connected in a mysterious web of relationships. If we disturb one thread, the whole web is affected.
- ▲ The times we focus exclusively on ourselves and our own survival, we usually do so because we are afraid of something.

Go to Activity 23. Soar Like an Eagle! Page 54.
Here's a final mental freestyle to help students feel that they're thinking so fast, they are soaring like eagles!

Activity 23
Soar Like an Eagle!
A Mental Freestyle

- ✓ **Ask students to stand in a circle, in a comfortable position.**
- ✓ **Remind them to answer immediately, quickly, in rapid-fire succession, with fast, intuitive answers. Tell them:**
 - ❑ There are no right or wrong answers!
 - ❑ The point is to be quick, intuitive, and fearless!
 - ❑ Empty yourself of old thinking.
 - ❑ Act based on your respectful mind.
- ✓ **Go around the room many times, as many as you wish, firing the questions that appear on the following three pages. Go around more than once so there is an ongoing firing of questions to keep them on their toes, and so students are asked more than one question.**
- ✓ **When you are done, have students bow to each other within the circle; then, give themselves a masterful round of applause!**
- ✓ **Make and hand out copies of pages 55 - 59 for every student, as their award at the end of class.**
- ✓ **Congratulate students on their fine work. Celebrate!**

Activity 23
Soar Like an Eagle!
A Mental Freestyle

1. How can you get rid of your own shadow?
2. What kind of footprints do you want to leave in time?
3. How do you look in the Mirror of Truth?
4. How will you free yourself from your past today?
5. For you, what is the greatest test of courtesy?
6. For you, what is the greatest test of gentleness?
7. For you, what is the greatest test of honesty?
8. For you, what is the greatest test of humility?
9. For you, what is the greatest test of strength?
10. For you, what is the greatest test of intelligence?
11. For you, what is the greatest test of excellence?
12. For you, what is the greatest test of wisdom?
13. For you, what is the greatest test of love?
14. For you, what is the greatest test of kindness?
15. For you, what is the greatest test of order?
16. What prevents peace?
17. For you, what is the greatest test of courage?
18. For you, what is the greatest test of commitment?
19. For you, what is the greatest test of respect?
20. What good does it do to look back?

Activity 23
Mental Freestyle
Page 2

21. How will you begin to understand the fighter inside you?
22. When concern about yourself vanishes, where does fear go?
23. What happens when you greet the dark without resistance?
24. How can you be invisible to anyone who tries to attack you?
25. How does understanding set you free?
26. How can we honor what we know is untrue?
27. When we feel frightened, what should we do?
28. When we are frightened, how can the past and future help us?
29. When we feel frightened, does it help to feel empty? Why?
30. What is the moment of time between your thought and your action?
31. How do we stop a fight before it begins?
32. How does it feel to soar like an eagle?
33. How do you rate yourself in ability to get along with other people?
34. Do you understand violence you have created?
35. Can you trust your own intelligence? Why?
36. What is your greatest weapon?
37. How does what we think determine what we do?
38. Do you think the “enemy” is a dream? Why?
39. What is something you want that you cannot have?
40. Can wanting something you cannot have create conflict? How?

Activity 23
Mental Freestyle
Page 3

41. Which strength do you prefer: physical or mental? Or do you think both are important?
42. What is the secret of strength?
43. How can you defeat yourself?
44. What's one way you have lost before you even begin?
45. When you feel defeated, who are you defeated by?
46. Who creates our problems?
47. When is it impossible to feel fear?
48. How many boards have attacked you lately?
49. How can focus be concentrated on one point and still be on everything?
50. What do you do that gets in your way?



The highest goal of the martial artist is to stop a fight before it starts!

**This is always your most important goal.
On the following page are twelve ways to help you
act with respect — ways to help prevent bullying.
May the force of focus be with you!**

TWELVE WAYS TO ACT WITH RESPECT!

The highest goal of the martial artist is to stop a fight before it starts.
If we stop a fight brewing inside us,
then we've already prevented a fight outside us!

THINK!

- 1. Think about how you like to be treated.**
- 2. Think about how you like people to treat you.**
- 3. Imagine being spoke to with respect.**
- 4. Make the decision to think before you speak.**

SPEAK!

- 5. Speak as you would like others to speak to you.**
- 6. Ask questions politely: "May I please....?"**
- 7. Offer information in a caring, considerate way.**
- 8. Thank people who are helpful to you.**

ACT!

- 9. Act toward others as you would like them to act toward you.**
- 10. Offer assistance when and where you can.**
- 11. Act today in a way today that will make you proud tomorrow.**
- 12. Give people the greatest gift — respect.**