

Defeat the Bully

Without Fighting

**By developing self-confidence
through the Martial Arts**

A Special Curriculum for
Martial Arts Instructors
to Help Young People
Cope with Bullying

by
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with Adryan Russ

Based on the award-winning book
**Why Is Everybody Always Picking on Me?
A Guide to Handling Bullies**

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LESSON 1

The Highest Goal of the Martial Artist

Breakdown of Lesson 1:

A bully is someone who's angry.
The highest goal of the martial artist.
Physical skills are not enough.

Note To Instructor: Welcome students to this new curriculum. As you ask questions, encourage all responses. There are no "right" or "wrong" answers. Making mistakes, we have an opportunity to learn.

A Bully Is Someone Who's Angry

1. Read aloud story "**There's A Fight Going On**" in **Addendum 1A**. (This story also found in *Facing The Double-Edged Sword*, by Dr. Terrence Webster-Doyle, p. 1, with illustration on pp. 2-3.)
2. Afterward, ask students:
 - Who are the bullies in this story? *Vinnie and Eddie*.
 - How can you tell? Are they happy-go-lucky? Smiling? Tough? Angry?
 - What is Robbie's reaction to the bully? Does he run away? Is he scared?
 - Since Tom is on the ground with blood on his face, what would you guess is his reaction to the bully? To fight? To give in?
 - What is Martha's reaction to the bully? Is she crying? Is this fighting? Running away? Freezing?
 - Have you ever been a bully? Why, do you think?
 - What would you do if Vinnie and Eddie picked on you?
 - Would you fight? Run away? Freeze?
 - What kind of choices do you have in a situation like this one?
3. Tell students:
 - ☛ At one time or another, we ALL are bullies.
 - ☛ When we recognize that we have all been bullies and look at *how* we've been bullies, we can better understand what makes a person a bully.

Note To Instructor: Go to **I Am A Bully!** (Addendum 1B). Follow up with **The Words I Use To Bully** (Addendum 1C) so students begin to recognize key bully words.

The Highest Goal Of The Martial Artist

1. Tell students:
 - ☛ When you are in a situation in which you are bullied, you may feel that you have no choices. In fact, you DO.
 - ☛ Your choices increase when you have the ability to think on your feet.

2. Ask students:
 - From the movies you've seen and television you've watched, what do you think the martial arts can teach you?
 - Physical skills that make you strong?
 - The ability to fight someone and win? The strength to skillfully wipe out an opponent?
 - What would you guess is the highest goal of a martial artist?

3. Tell students:
 - ☛ The highest goal of a martial artist is to STOP a fight *before* it starts. You'd never know this from watching TV or movies.
 - ☛ The highest goal is not to fight and win, but to find a way to NOT fight — in which case *everyone* wins.

Physical Skills Are Not Enough

1. Ask students:
 - What do martial arts moves — physical skills — give you?
 - Do they strengthen your arms? Your legs? Your body?
 - Do you think that in order to be a strong, healthy, whole person physical skills are enough?

2. Tell students:

- ☛ Martial arts moves are **PHYSICAL** skills which help you gain control of your body. This gives you confidence. When you have confidence, you don't *have to* fight.
- ☛ Strong **MENTAL** skills, however, are **JUST AS** important. Without them, you have no way to control your physical skills. You are like a train with no engine, a computer with no memory, a house with no foundation.
- ☛ To stop a fight before it begins — which is the highest martial arts goal — you need strong mental skills.

Note To Instructor: Go to **Physical Skills Only** (Addendum 1D), in which a victim tries to stop a fight with physical skills only.

Summary: *Read all to students as summary, or focus on one.*

- ★ When encountered by a bully, most of us either fight, run or freeze.
- ★ The martial arts give us more choices in tough situations.
- ★ Martial arts moves give us confidence to *not* fight.
- ★ Physical skills are important, but mental skills are **JUST AS** important; we need both to reach the highest martial arts goal.
- ★ The highest martial arts goal is to stop a fight before it ever begins.

Addendum 1A

STORY: THERE'S A FIGHT GOING ON!

You are out on the playground after school when you hear some kids yelling. As you run over to see what is happening, Robbie, one of your classmates, and a good friend, runs past you looking scared. You reach a group of kids standing at the far edge of the school playground, out of sight of any teacher's view. Someone is crying.

You move to the front of the group. You see Tom, your best friend, on the ground. There is blood on his face. His glasses lay broken beside him. Vinnie, the school bully, is on top of Tom holding him down. Martha, Tom's sister, is standing near them crying.

You remember at lunch earlier that day Vinnie pushed ahead of you and Tom in the food line. Tom asked him politely not to do that. Vinnie then pushed Tom and said that he would get him for "mouthing off."

You see your best friend lying there hurt and you wish you could do something to stop the fight. You feel helpless. As you start to move forward to do something, you suddenly feel a pain in your side. Eddie, Vinnie's best buddy, has just elbowed you and is now giving you a challenging glare.

You see that Vinnie is about to hit Tom again. Your stomach starts to hurt as you feel the pain Tom is experiencing. Your side aches also from where Eddie hit you. What can you do? You can run away like Robbie. You also feel like crying, but you fight to hold back the tears of hurt, anger and frustration. If you try to stop the fight, Eddie will probably beat you up. He has threatened to do so in the past and is now waiting for the chance. You feel that your choices are not so great.

Addendum 1B **I AM A BULLY!**

- ✓ Tell students you are going to walk around the room and say an unfinished sentence, which you want them to complete. As you walk around the room, stop and indicate that a certain student should finish the sentence. Here are some sentences:
 - “I am a bully! Sometimes, when I’m really angry, I know I would probably never do this, but I feel I would *really* like to”
 - “I am a bully! Sometimes, when I’m really angry, but I don’t want people to know I’m angry, I”
 - “I am a bully! The last time I got angry with someone, I”
 - “I am a bully! People make me sick sometimes, and when they do, I have to”
 - “I am a bully! I enjoy telling people what to do and how to do it, because”
 - “I am a bully! I like feeling strong and pushing other people around because it makes me feel”
 - “I am a bully! The thing I really don’t like about kids who do martial arts is”

- ✓ Move around the room quickly, giving every student the opportunity to respond.

- ✓ Have as much fun with this as you can. Create your own sentences that you know apply to your particular students.

Addendum 1C

THE WORDS I USE TO BULLY!

- ✓ Tell students:
 - We bullies can be recognized not only by how we look, but what we say.
 - We bullies have a certain vocabulary that communicates we are bullies.

- ✓ Ask students:
 - ▼ Can you think of some examples?

Examples:

You're stupid!
You fool!
Punk!
Shorty!
Sit down!

Gimme that!
I could kill you for that!
Four eyes!
Nerd!
Eat your dinner!
Do that again and you'll be sorry!

Shut up!
Chicken!
Jerk!
Dork!
Dummy!

- ✓ Ask students:
 - What are these words communicating to the person they are spoken to?
 - Are they meant to cut? Hurt? Embarrass? Tease? Put down?
 - Do they say, "I'm better than you!" or "I deserve more than you!"?
- ✓ Make a list or chart of these words that you can hang up in the classroom. Invite students to add to the list whenever they want to.

Addendum 1D

CAN I STOP CONFLICT WITH PHYSICAL SKILLS ONLY?

- ✓ Present to students several different conflict situations, such as those listed as examples below. Begin with one.

Examples:

- A. Someone just knocked you down and said, “Gimme your money — now!”
 - B. One of your parents shouts at you in anger, “You’re grounded for a week. No evenings out for seven days — and that’s final!”
 - C. You accidentally knock down someone’s bike. The owner says, “You stupid fool! Look what you’ve done! Come here!”
 - D. Someone pulls a gun on you and says, “One false move, and you’re a goner.”
 - E. A police officer pulls you over and tells you to step out of the car, slowly.
- ✓ Tell students they must try to work out a resolution to their conflict with *physical* skills only. Review physical skills (kicks, thrusts, blocks, punches, katas) your students already know.
 - ✓ Ask students:
 1. Assuming that you carry with you the highest martial arts goal, which is to stop a fight before it begins — how will you stop this fight?
 2. Are you finding this difficult?
 3. Do you think it’s impossible to stop a fight using physical skills only?
 4. Do you think the use of physical skills merely encourages the fight to continue?
 5. Do you think it’s because when someone is attacked, his or her natural instinct is to fight back?

Addendum 1E **A QUOTE TO NOTE**

“A journey of a thousand miles
Starts under one’s feet.”

—*Lao-tzu*

✓ Ask students:

1. What does this quotation mean to you?
2. Do you think this quotation is referring to a physical journey? A vacation? A road trip?
3. Do you think it’s referring to a journey you take in your mind?
4. Could the message mean more than actually travelling or taking a trip?
5. Could it mean that no matter how difficult the road ahead appears, the only way to get where you want to go is to begin?

✓ Tell students:

1. Every day, life presents us with new challenges, and every day we must face them with a beginner’s mind.
2. A beginner’s mind is one that always sees the world as it is, with fresh eyes and an open mind.
3. With this lesson, we begin a journey of a thousand miles, and we are going to start right here, under our feet.

LESSON 2

Roleplay: A Way To Practice Our Skills

Breakdown of Lesson 2:

What is roleplay?

How can roleplay help us?

Your mind is the most powerful weapon you have.

What Is Roleplay?

1. Ask students:

- When you want to become a top-notch basketball player, or musician, how do you get to be one? *Practice.*
- If you want to become a black-belt martial artist, what do you have to do? *Practice.*

2. Tell students:

- ☛ To get really good at dealing with a bully, we have to practice.
- ☛ The way we practice dealing with a bully is through roleplay. We take turns playing parts, like in a play. One day you play the part of a bully; another, the role of a victim. One day you play yourself; another, you play someone you may know.
- ☛ By pretending, we get to practice dealing with many different situations. Every time we practice, we get stronger and smarter.

Note To Instructor: Go to **Roleplay: How Do I Stop This Bully?** (Addendum 2A).

How Can Roleplay Help Us?

1. Tell students:

- ☛ When we roleplay, we practice what it's really like to meet up with a bully.
- ☛ When we pretend that a bully is about to attack us, we can practice what we would do in such a situation.
- ☛ Roleplaying is a way to understand. We see a situation from *all* sides, rather than just our own.

2. Ask students:

- What are the advantages in playing the role of someone different from you?

- Do you get to see things from another point of view?
Can you learn from someone different from you?
- What are the advantages to practicing with a pretend bully?
Do you get to feel how it is to be that person?
- Do you think being that person helps you understand that person's thinking?

Note To Instructor: Go to **I'm Protecting Myself!** (Addendum 2B).

Your Mind Is The Most Powerful Weapon You Have

1. Tell students:
 - ☛ Your mind is the most powerful weapon you have.
 - ☛ When you learn to use your mind to STOP conflict before it begins, you become very powerful.
 - ☛ Without fighting, running away or freezing — you can have control over yourself and the situation you are in.
 - ☛ This reduces your chances of getting hurt, but puts you in a very powerful place.

Note To Instructor: Go to **Roleplay: Can I Stop Conflict More Easily When I Have Both Physical And Mental Skills?** (Addendum 2C). If time permits, go to **Hey, Brain!** (Addendum 2D) for another roleplay, and/or to **A Quote To Note** (Addendum 2E).

Summary: *Read all to students as summary, or focus on one.*

- ★ To get really good at dealing with a bully, we have to practice. We can practice dealing with a bully through roleplay.
- ★ Every time we practice, we get stronger and smarter.
- ★ Roleplaying is a way to understand. We see a situation from *all* sides, rather than just our own.
- ★ Your mind is the most powerful weapon you have. When you learn to use your mind to STOP conflict before it begins, you become very powerful.
- ★ Without fighting, running away or freezing — you can have control over yourself and the situation you are in, which reduces your chances of getting hurt, and puts you in a powerful place.

Addendum 2A

HOW DO I STOP THIS BULLY?

- ✓ **BEFORE THE ROLEPLAY**, ask for two volunteers to roleplay the parts of **Peanut** and **Hook**. (Make two copies of roleplay.)
- ✓ Instruct volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Show volunteers the dialogue and explain that words in parentheses, (*in italics*), indicate an action they should take rather than words they should speak.
- ✓ Give volunteers a minute to look over the parts they will play, as you tell the class:
 1. Peanut has been studying the martial arts with an instructor who teaches physical skills only. Peanut has learned many martial arts moves and can do them skillfully when asked to do so in class.
 2. Peanut has NOT yet learned any martial arts mental skills.
- ✓ **DO THE ROLEPLAY.**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Peanut knows some martial arts moves. Was Peanut able to stop the fight?
 2. Using martial arts moves that you know, would you be able to stop that fight?
 3. Peanut, did you feel any control in stopping that fight?
 4. Hook, did you feel any impulse to stop the fight? Were you more inclined to escalate that fight — fight even more? Why?
- ✓ Thank students for participating.

— continued

ROLEPLAY: HOW DO I STOP THIS BULLY?

PEANUT

Uh-oh. Here comes Hook, again. That big bully doesn't know that I've been studying martial arts. If I get any trouble, Hook is in for a big surprise.

HOOK

Well, well, well. If it isn't my little buddy, Peanut. *(Walks up to Peanut and puts a heavy-handed arm on Peanut's shoulder.)* Seems to me we made a deal last time we met and you haven't come through.

PEANUT

Leave me alone, Hook! I didn't make any deal with you!

HOOK

You were about to give me your money, when we got interrupted. Now hand over that money, punk.

PEANUT

You better watch out, Hook! I've never told you this, but I'm learning martial arts, and you could get hurt.

HOOK

(Grabs Peanut's shirt.) HA! You gonna hurt me, squirt? You and who else?

PEANUT

(Breaks free and does a kick that throws Hook off balance.)

HOOK

Why you little punk! *(Comes at Peanut with his fist clenched, pretending to smash him.)*

Addendum 2B

I'M PROTECTING MYSELF

- ✓ **BEFORE THE ROLEPLAY**, ask the same volunteers to roleplay the parts of **Peanut** and **Hook**. (Make two copies of roleplay.)
- ✓ Instruct the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Tell volunteers that the words in *italics* are **private thoughts** — said out loud, but not to the other person in the roleplay.
- ✓ Give volunteers a minute to look over their parts, as you tell the class:
 1. Most bullies bully other people to protect themselves from getting hurt — physically, mentally or emotionally.
 2. Notice how Hook bullies — what Hook says and does. This time you will hear what Hook is thinking as well as what Hook says.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Did this roleplay give you a deeper understanding of why Hook bullies people?
 2. Did you like Hook any better than you did before?
 3. Do you think Hook needs help?
 4. What do you think would help Hook?
 5. What would you do in that situation?
 6. Would you feel a need to protect yourself too?
 7. Do you think that if you didn't feel a need to protect yourself, you could act more *intelli-gently*?
- ✓ Thank students for participating.

— continued

Addendum 2B
I'M PROTECTING MYSELF!

PEANUT

Uh-oh. Here comes Hook, again. Maybe I made a mistake by telling him I know martial arts moves. I should use them if he bullies me!

HOOK

Well, well, well. It's my little buddy, Peanut. *This guy is small enough for me to pick on, and he scares easily. Much different from my father, who beats up on me. I'll just beat up on Peanut and show this kid that I can be tough too!* (To Peanut:) I appreciate the money you gave me last week. Problem is, I need more.

PEANUT

(Calmly:) Listen, Hook! We had a deal, and I completed my part of the bargain. *This guy could eat me alive. If I don't act tough, he'll just beat up on me and take my money. I better get out of here, fast.*

HOOK

You talk awfully big for a squeaky little guy, you know? *He's acting tough, but I can tell he's really scared. The martial arts stuff is baloney. Reminds me of my father — always bluffing and puffing and pretending to be something more than what he is.*

PEANUT

Do I try a kick or a punch? This guy is getting serious. I'm going to have to do something, or run away. If I run, he'll run after me and that will fuel his fire even more. How do I get out of this?

HOOK

(Grabs Peanut's shirt.) You better pay up, or you are mincemeat!

Addendum 2C
CAN I STOP CONFLICT MORE EASILY
WHEN I HAVE *BOTH* PHYSICAL AND MENTAL SKILLS?

- ✓ **BEFORE ROLEPLAY**, ask three new volunteers to roleplay the following situation between **Rusty, Topper** and **Mr. Wood**. (Make three copies of roleplay.)
- ✓ 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 students that the volunteers will roleplay a situation in which the person being bullied will use mental skills and hopefully not *have to* use physical ones.
- ✓ Ask students to watch for how many physical and how many mental skills are being used.
- ✓ **DO ROLEPLAY**
- ✓ **AFTER ROLEPLAY**, ask:
 1. Did you see physical skills? Mental skills? What kind?
 2. Did Rusty trick Topper? Did Rusty really have money? Did Rusty have poison oak? Did Rusty call for help?
 3. Do you think it was cowardly for Rusty to call for help? Didn't Rusty succeed in attaining the highest martial arts goal, which is to stop a fight?
 4. Could you see the wheels turning in Rusty's mind as he came up with mental skills to keep Topper from either striking or taking money?
 5. Do you see how possibilities open up to you when you can use mental skills?
- ✓ Thank volunteers and class for participating.

continued . . .

Addendum 2C: CAN I STOP CONFLICT MORE EASILY WHEN I HAVE *BOTH* PHYSICAL AND MENTAL SKILLS?

TOPPER

Boy, it looks like this kid has a lot of money. Look at those nice clothes. I wish I had that kind of money. Obviously has parents who care. (To Rusty:) Give me your lunch money!

RUSTY

(Looks at Topper and speaks calmly:) I don't have any money. I bring my lunch from home. This is scary. I wonder if Topper can tell I'm using trickery. What was it my teacher told me about getting out of this type of situation without fighting? Take a deep breath and FEEL the scared feelings. (Takes a deep breath.)

TOPPER

(Reaches out and grabs Rusty.) I don't believe you!

RUSTY

(Still speaks calmly:) Be careful! I've got poison oak! You could get it from me!

TOPPER

(Quickly lets go of Rusty.) I still want your money!

RUSTY

(Pretend you see your teacher coming.) Mr. Wood! Mr. Wood! We need some help here! Topper needs some money!

MR. WOOD

You need money, pal? (Reaches into his own pocket.) I'll be glad to loan some to you for now. (Hands Topper some money.) I can also help you find ways to earn money, if you're interested and need it badly.

TOPPER

Yeah, I need it badly. What's it to you?

RUSTY

Mr. Wood. Topper's family is in trouble. He needs it. He'll pay you back, maybe my dad will hire him to mow our lawn or something.

Addendum 2D

HEY, BRAIN!

- ✓ **BEFORE ROLEPLAY**, ask three new volunteers to roleplay the following situation between **Totem** and **Reggie**. (Make two copies of roleplay.)
- ✓ 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 students that the volunteers will roleplay a situation in which the victim will use mental skills and hopefully not *have to* use physical ones.
- ✓ Ask students to watch for which skills are being used.

- ✓ **DO ROLEPLAY**

- ✓ **AFTER ROLEPLAY**, ask:
 1. What skills did you notice being used?
 2. If you were Reggie, the victim in this roleplay, how would you feel if the Bully demanded your homework?
 3. As a Bully, what would you gain by getting Reggie to do your homework for you?
 4. If you were Reggie, how would you feel about offering to help Totem to get the focus away from bullying?
 5. Do you think it might make Totem, the bully, feel good to know that Reggie's heard Totem is a great basketball player?
 6. Do you think someone like Totem could feel good about helping someone like Reggie? Why?
- ✓ Thank volunteers and class for participating.

continued . . .

Addendum 2D

HEY, BRAIN!

TOTEM

This kid always gets the teacher's attention — knows all the answers. Must be good. Schoolwork is hard for me; I don't like it when the teacher calls on me and I don't know the answers. No way I can please the teacher; I guess I must be dumb. No way to get the teacher's attention; I must be no good. (To Reggie:)
Hey, Brain! Give me your homework!

REGGIE

(Looks at Totem and calmly and thinks:) *Oh, no. It's Totem again! How do I get rid of this bully?* (Then says to Totem:) I'd like to help you, but I already turned it in this morning.

TOTEM

You always get good grades, so you're gonna do my homework from now on, or else you're in big trouble.

REGGIE

I can't do your homework for you, Totem. It's not honest, for one thing. And you don't learn anything, for another. But I've got a better idea.

TOTEM

Okay, Brain. What's your brilliant idea?

REGGIE

I'll help you with your homework, if you do something for me. We'll make a deal.

TOTEM

Like what?

REGGIE

Let's meet after school today and talk. Maybe we can help each other. I hear you're pretty amazing at basketball. I'm lousy at it. Maybe you can teach me something.

Addendum 2E

A QUOTE TO NOTE

“All the world’s a stage, and all the men and women
merely players. They have their exits and their entrances;
and one man in his time plays many parts.”

— *William Shakespeare*

✓ Ask students:

1. What does this quotation say to you?
2. Is it literally about actors who perform on stage?
3. Can you see a meaning beyond the apparent one?
4. Can you see how we all play certain parts in our lives? What are some parts you play?

Child
Daughter
Son
Cousin, niece, nephew
Student
Learner
Martial Artist
Friend
Bully
Victim

5. Do you agree that all of us, in our time, play many parts?

LESSON 3

Scared Fighter, Or Confident Non-fighter?

Breakdown of Lesson 3:

When there's conflict, both sides can learn.
How did the martial arts begin?
Twelve ways to walk away with confidence.

When There's Conflict, Both Sides Can Learn

1. Read aloud story “**Bofu & Matsu**” in **Addendum 3A**. (This story is also in *Facing The Double-Edged Sword*, by Dr. Terrence Webster-Doyle, p. 8.)
2. Ask students:
 - Are there any bullies in this story? Who are they?
 - Who started the conflict between Bofu and Matsu?
 - Why did Bofu whack Matsu?
 - Did Matsu see himself as a victim?
 - Did this victim then become a bully?
 - How do you know he became a bully? What did he say? What did he do?
 - Matsu learned in this conflict situation that he had not yet attained real peace and nonviolence, even though he thought he had. If he had, how would he have acted?

Note To Instructor: Go to **Bofu & Matsu Revisited** (Addendum 3B).

How Did the Martial Arts Begin?

1. Tell students:
 - ☛ The martial arts have developed into a system of self-defense over many centuries.
 - ☛ More than a way to protect yourself, the study of martial arts is also a healthy physical fitness program; and, most important of all, a means to understand and go beyond the violence and disorder we all live with every day.
 - ☛ The earliest record of martial arts began many hundreds of years ago when a famous Buddhist monk named Daruma Taishi (Dar-u-ma Tie-she) taught monks how to stay fit and protect themselves against bandits. He called this “Shaolin-szu” or “Kempo,” which translates as “fist way.”

- ☛ Kung Fu, another style of Karate, was styled after movements of such animals as the tiger, crane, monkey, leopard, snake and even the dragon.
- ☛ Kempo and Kung Fu spread to Korea and Okinawa, where they were called Karate, meaning “Chinese hands.” At the time it was a crime for common people to have weapons. So, the people developed parts of their bodies into weapons. The side of the hand (Karate “chop”) was used like a sword. The tips of the fingers were made hard and strong like a spear (spearhead). The bottom of a clenched fist became a hammer or mace.
- ☛ An elementary school teacher named Gichin Funakoshi gave up teaching to study Karate full time under two Masters. He eventually developed his own style of Karate and spent 77 years of his life studying and teaching this art form.
- ☛ In Japan, the meaning of Karate (“Chinese hands”) evolved into “empty hands,” which evolved into the philosophy behind the martial arts, which is “emptying” your mind of thoughts that frighten you or make you worry too much.
- ☛ One method of emptying the mind is called “Zazen.” In Zazen, a person just sits and watches his or her breathing, without thinking of anything else. Concentration on breathing tends to make our minds quiet, relaxed, more able to focus.
- ☛ Frightening, hurtful thoughts waste time and energy and prevent us from responding instantly to an attack.
- ☛ The martial arts help us “empty” ourselves of anger, hurt and confusion that cloud our minds and cause them pain.
- ☛ The martial arts help develop a confident, gentle, yet powerful person.
- ☛ The martial arts can help a fighter become a non-fighter and grow stronger in the process!

Twelve Ways To Walk Away With Confidence

1. Tell students:
 - ☛ No matter how a fight starts, we can stop it before it begins using the twelve basic ways to walk away with confidence.
 - ☛ If we don’t stop a fight before it begins, that fight could harm someone for life — physically, mentally, or both.

Note To Instructor: Go to **Twelve Ways To Walk Away With Confidence** (Addendum 3C). Follow immediately with **Hurt For Life** (Addendum 3D).

Summary: *Read all to students as summary, or focus on one.*

- ★ The martial arts have developed into a system of self-defense over many centuries.
- ★ Many different forms in different countries evolved into a philosophy: As your hands are empty, so empty your mind of thoughts that frighten you or make you worry too much.
- ★ The martial arts develop a confident, gentle, yet powerful person.
- ★ The martial arts can help a scared fighter become a confident non-fighter, and grow stronger in the process.
- ★ We can try to stop a fight before it begins by using twelve basic ways to walk away with confidence.
- ★ A fight can hurt someone physically, or mentally, or both — for life.
- ★ When there is conflict, rather than fight, both sides can learn.

Addendum 3A

BOFU & MATSU

One day as Bofu, the well-known Japanese Karate teacher, was sitting carving a long stick, he was approached by Matsu, a famous Samurai (a Japanese warrior). Matsu exclaimed excitedly that he had finally understood the real meaning of true Karate (Kara...empty). He was finally empty, he said. He was free from his mind; he had attained real peace and nonviolence.

Expressionless, Bofu listened quietly for a few minutes as Matsu went on. Bofu suddenly whacked Matsu sharply on the head with his stick.

Enraged, the Samurai leaped to his feet and shouted, "You stupid old fool! That hurt! I could kill you for that!"

"My, my," said Bofu calmly. "This emptiness is certainly quick to show anger, isn't it?"

After a few moments, Matsu smiled sheepishly and crept away.

— *an Old Story*

Addendum 3B

BOFU & MATSU REVISITED

- ✓ **BEFORE ROLEPLAY**, tell students we are going to revisit Bofu and Matsu and re-do the ending of their story.
- ✓ Ask for two volunteers to roleplay **Bofu** and **Matsu**. Select students who have not yet had a chance to roleplay. (Make copies of roleplay.)
- ✓ Give volunteers time to look over their parts. Remind the volunteers:
 1. Instructions to roleplayers will appear in parentheses ().
 2. Dialogue that is *private thoughts* will appear in *italics* — to be read aloud, but not directed at the other person in the roleplay.
- ✓ **DO ROLEPLAY**
- ✓ **AFTER ROLEPLAY**, ask:
 1. What did you think of this ending?
 2. Was the fight stopped before it ever started?
 3. What do you think of Matsu now?
 4. Do you think you could have responded the way Matsu did if someone had whacked you on the head?
 5. Which reaction do you think takes greater mental skills: shouting at Bofu for striking him, or thanking him for showing Matsu the way?
 6. Do you think you could, in a similar situation, stop your hurt, angry feelings, learn something about yourself, and thank the person whom you believe has started those hurt feelings?
 7. Do you think with practice you will learn to do this well?

Addendum 3B: Bofu & Matsu Revisited

BOFU

(Sitting carving a long stick.)

MATSU

Bofu! Now I am complete! I finally understand the real and true meaning of Karate! I am finally empty! I am free from my mind! I have at last attained real peace and nonviolence!!

BOFU

(Slowly gets up while Matsu is speaking. When Matsu is done, Bofu pretends to WHACK Matsu sharply on the head with his stick.)

MATSU

(Enraged for a second. Then STOPS himself to regain his composure. He takes a deep breath and says:) Your test is a good one, old friend. (*Bows to Bofu.*) I see now that I am CLOSE to empty, but not quite there. Thank you, Master, for showing me the way. (He bows.)

BOFU

(He bows in return.)

Addendum 3C

TWELVE WAYS TO WALK AWAY WITH CONFIDENCE

Here is a list of twelve ways you can powerfully avoid conflict and walk away with confidence. These are basic ways to use your *head* to stop a fight before it ever starts.

1. **Make Friends.** Treat the bully as a friend instead of an enemy. All bullies need admiration and respect.
2. **Use Humor.** You can turn a scary situation into a funny one, but be careful. Have fun *with* the bully rather than making fun *of* the bully.
3. **Use Trickery.** Pretend you are sick. Pretend you have poison oak. Pretend you have some disease or infection the bully will get if he/she fights with you. Tell the bully someone is about to meet you. Pretend to faint.
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. Keep walking.
5. **Agree With Bully.** If a bully insults you, agree with him/her. If you feel insulted, let your anger rise up, watch it, and let it go.
6. **Refuse To Fight.** This probably sounds contrary to what you have always been told, but one way to stop conflict is to not fight, no matter what happens.
7. **Stand Up To The Bully.** This can work, but it can also make some bullies angrier. You must decide if you think this alternative will work in this situation, with this bully.
8. **Scream/Yell.** A good shout or yell (Kiai) can shock the bully and distract him or her for a moment, so you can get away.
9. **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.
10. **Use Authority.** 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 coward. This is stopping violence before it begins.
11. **Reason With The Bully.** If you are a good talker, perhaps you and the bully can talk it out. If you don't argue or get angry, if you act friendly, you might convince the bully to not hurt you.
12. **Take A Martial Arts Stance:** As a last resort, take a strong martial arts stance. This tells the bully that you are prepared to protect yourself if you are attacked. But hopefully, one or more of the other ways will work.

Addendum #7A, Twelve Ways To Walk Away With Confidence

Ask students:

1. How is “making friends” using your head?
2. Is “refusing to fight” using your head?
3. Is “agreeing with the bully” using your body or your mind?
4. How do you feel about using trickery?
5. When you walk away, do you take the wind out of a bully’s sails?
6. Mahatma Gandhi refused to fight, no matter what abuse was put upon him. Do you think this takes greater strength than fighting? Physical strength? Mental strength?
7. If you stand up to the bully and lose, do you think you’ll feel better than if you give in?
8. Do you think screaming and yelling is cowardly? In fact, it can get you help and stop the fighting, which is your primary goal.
9. Is there a danger if you ignore a bully’s threats? Isn’t there also danger in acknowledging them?
10. We’ve been trained to believe that “telling on” someone is cowardly. In fact, you are preventing violence before it happens.
11. Are you a good talker? Reasoning with a bully could be your best approach to stopping a fight.

Addendum 3D

HURT FOR LIFE

- ✓ Read to students the introduction in Chapter 2, *How Does Bullying Affect Us?*, in *Why Is Everybody Always Picking On Me?*, p. 23.
- ✓ Then read the story “The Day Of The Bee Sting,” p. 23.
- ✓ Afterward, ask students:
 1. This man is now 50 years old and he still gets scared thinking about the bullies who attacked him. Would you say that he’s been hurt for life?
 2. Why do you think he’s still afraid to mention the names of the bullies who attacked him, even though it’s 40 years later?
 3. Do you think a bully could have an effect like that on you?
 4. If you’ve ever bullied anyone, do you think you could have an effect like that on someone else?
 5. Why would a bully want to hurt someone for life?
 6. Do you think the bully is hurting inside? Or scared? But is too afraid to talk about it?
 7. The greatest goal in the martial arts is to stop a fight before it begins. Do you think you’d be in favor of achieving that goal as opposed to fighting, which could hurt someone for life — maybe even YOU?
 8. Which would you rather be: a scared fighter, or a confident non-fighter? Why?

Addendum 3E **A QUOTE TO NOTE**

“The only way to make a man trustworthy is to trust him;
and the surest way to make him untrustworthy is to distrust him
and show your distrust.”

— *Henry Lewis Stimson*

- ✓ Ask students:
1. What does this quotation mean to you?
 2. Do you like to feel confidence and trust in someone?
 3. If someone trusts you, how does that make you feel?
 4. If you get the feeling that someone distrusts you, how does that make you feel?
 5. Have you stopped to think how another person can pick up your “vibrations” if you don’t trust him or her?
 6. Do you think we communicate how we feel about other people in ways we may not be aware of?

LESSON 4

Making My Hands “Empty”

Breakdown of Lesson 1:

One fight always leads to another.
Karate means empty hands.
Making friends.

One Fight Always Leads To Another

1. Read aloud story “**The Danger Of Pride**” in **Addendum 4A** (This story also appears in *Facing The Double-Edged Sword*, by Dr. Terrence Webster-Doyle, p. 18. Show illustration, p. 19.)
2. Afterward, ask:
 - Are there bullies in this story? More than one?
 - Why do you think the boys bullied Funakoshi into fighting?
 - Why do you think Funakoshi fought?
 - Was he teased? Accused of being a coward? Physically attacked?
 - Is it difficult to not fight when this happens?
 - After he fought the first opponent, was the fight over? After the second? Third?
3. Tell students:
 - ☛ This is the way of all fights. Once there is one, there is always another.
 - ☛ Funakoshi was ashamed that he allowed himself to enter the hand-wrestling competition because of his belief in the highest martial arts goal — which is to stop a fight before it begins.
 - ☛ Funakoshi was aware that once one person fights, there will be more fights.
 - ☛ If one person can stop a fight, there is a better chance that all fighting will be prevented.

Karate Means Empty Hands

1. Tell students:
 - ☛ The word “Kara-te” means “empty hands.”
 - ☛ Karate has three functions. It is:
 - A. A system of self-defense
 - B. A healthy physical fitness program
 - C. A means to understand violence and disorder and go beyond them.

2. Ask students:
 - Why do you think this system of self-defense is called “empty hands”?
 - Isn’t it a perfect description of physical power without weapons?
 - How are Karate and other martial arts a healthy physical fitness program?
 - Do you tone muscles? Keep your body in balance?
 - How do you think Karate and other martial arts can help you understand violence and disorder, and go beyond them?
 - Can we go beyond violence and disorder using physical skills only?
 - Are you ready to develop your mental skills today?

Note To Instructor: Go to **Make Fun Of Me, Please!** (Addendum 4B).

Making Friends

1. Tell students:
 - ☛ One way to strengthen your mind is to make it think in ways that are different from the ways you usually think.
 - ☛ For example, let’s look at one of the twelve ways to walk away with confidence — making friends.

2. Ask students:
 - Have you ever considered treating a bully as a friend instead of an enemy?
 - Do you think bullies need admiration and respect, just like the rest of us?

3. Tell students:

- Trying to make friends with a bully doesn't always work. If what you try does not work, and you feel you could get hurt, get away as soon as possible. Don't stay and argue with someone who's threatening you. But try to make friends first!

Note To Instructor: Go to **Aren't You.....?** (Addendum 4C). Then go to **Insert** (Addendum 4D) and/or to **A Quote To Note** (Addendum 4E).

Summary: *Read all to students as summary, or focus on one.*

- ★ One fight always leads to another.
- ★ If we can stop a fight before it begins, there is a chance we will preventing many more fights to come.
- ★ “Kara-te” means “empty” hands, a perfection description of this method of self-defense.
- ★ Karate is also a healthy program for physical fitness, and, very important, a means to understand violence and disorder — and go beyond them.
- ★ One way to strengthen your mind is to make it think in ways that are different from the ways you usually think.
- ★ When approached by a bully, instead of letting our fear take over the way we act, we can try to make friends with the bully.
- ★ Don't stay and argue with someone who is threatening you, but try to make friends first.

Addendum 4A THE DANGER OF PRIDE

Gichin Funakoshi, who is considered the “father” of Karate, was just 13 years old when he walked down a long and lonely road on his way to a neighboring town. On his journey he came upon a group of young people on a grassy hillside who were in the midst of an exciting and challenging game of hand wrestling.

Since Funakoshi was quite fond of this sport, and felt confident in it, he stopped and watched for a time. Suddenly one of the young boys called to Funakoshi, “Hey you! Come on and try to beat us! But maybe you’re afraid to take one of us on?” Another of the youths called to him and challenged him again.

Since Funakoshi didn’t want to cause trouble he said, “Thank you, no; excuse me, but I have to go.” He started down the path.

“Hey, you can’t go!” A few of the boys ran up to the young Funakoshi.

“Scared? Running away?” jeered one of the group.

“Come on, kid, that’s not polite to leave,” said another.

Two of the boys grabbed Funakoshi’s shirt and dragged him back to where the remaining boys were waiting. Funakoshi realized that, after having studied Karate for the last two years, he could have used his skills and made a fast escape, but instead he decided to try his hand at the contest. His first bout, with the weakest and youngest of the group, he won easily. His second opponent he also defeated with ease. He went on to win the next three challenges. Now there were only two left, and they both looked strong.

“All right,” said one of the strong, large boys, “it’s my turn now. You won’t get away so easily. Are you ready to take me on?”

Funakoshi looked at these last two larger boys. “I’m afraid I’m not; I’ve had enough, and I’m sure I can’t beat you anyway.” He excused himself. But the young boys blocked his way. One of the two boys grabbed his hand so Funakoshi had to take him on. Funakoshi won again. “Now I really must leave,” he said. “Thank you.” And he excused himself again.

This time they let him go, but as he began walking down the road away from the group, he heard sounds behind him. That morning when Funakoshi had left home, he had taken his umbrella with him as it had been raining. Now that the rain had stopped he was using the umbrella as a walking stick. He opened it quickly and held it over the back of his head as a defense from any blows that might come from behind.

As he reached his destination, Funakoshi was filled with regret and sorrow. He was ashamed that he had let himself enter that hand-wrestling competition. He wondered why he had done so. “Was it mere curiosity?” he asked himself. But the true answer came to him: It was his over-confidence in his strength, in his ability to defeat those other boys at a game he felt good at. It was, in other words, his pride. He felt he had let his Karate teachers down and violated the spirit of the Art of Karate.

As he told this story almost 75 years later, he still felt deeply ashamed, because the great teacher truly believed: “To subdue the enemy without fighting is the highest skill.”

Addendum 4B

MAKE FUN OF ME, PLEASE!

- ✓ **BEFORE ROLEPLAY**, tell students:
 1. The more practice we get **LISTENING** to things we do not want to hear, the better we get at handling them.
 2. The more practice we get **WATCHING** our thoughts rather than fighting back, the stronger our minds become.

- ✓ Ask for two volunteers to read the following roleplay between **Tex** and **Sonoro** in front of the class.

- ✓ Tell **Sonoro**:
 1. **LISTEN** to the hurtful words.
 2. **WATCH** the hurtful feelings.
 3. Let the hurt **COME UP** so that you can feel it.
 4. Let the hurt **GO AWAY**.

- ✓ **DO ROLEPLAY**

As **Tex** keeps yelling and criticizing, encourage **Sonoro** as you go along, saying, “Just **LISTEN!** Just **WATCH!** You don’t have to do anything. Let the feelings come up. You know they’re there! Let them come up because you don’t want to hang onto them! Then, let them go!”

- ✓ **AFTER ROLEPLAY**, divide students into groups of three or four.

- ✓ Tell students they will take turns doing the same thing; this time, three or four people will shout insults *without getting physically violent*. Students can use Tex’s dialogue or make up their own.

- ✓ Talk them through it. Walk around the room to make certain students are **LISTENING**, **WATCHING**, letting **HURT** come up, then go away.

- ✓ Afterward, ask students:
 1. How did it feel to have someone lay into you?
 2. Were you able to just listen? Just watch?
 3. Did you try to stifle what you were feeling?
 4. Were you able to let it come up?
 5. Were you able to let it go away, or is it still on your mind?
 6. Do you think it’s difficult to let go of feelings that hurt you?

— continued

ROLEPLAY: MAKE FUN OF ME, PLEASE!

TEX

Hey, you! Punk! What are you doing just sitting there like a dummy?

SONORO

(Just sits and says nothing. Listens and watches feelings.)

TEX

You are the stupidest looking person I have ever seen in my life! Where did you get those ugly clothes? I'll bet your mother picked those out, huh! I'll bet you still go shopping with you mommy and she buys you sissy stuff to wear! And your hair! Man, oh, man, I'll bet you think it looks cool, huh? That hairstyle went out in about 1980! Don't you know how to get with it? What's the matter with you? Are you too dumb to know anything at all? Well, it shouldn't surprise me, I guess, considering where you live and the crazy people in your house. I've seen those fat, sloppy, putty-for-brains people hanging around. No wonder you're such an idiot! There's no hope for you, kid! Give up trying to get anywhere in your life! You are worthless! Stupid! Unimportant! Why don't you just die!

Addendum 4C AREN'T YOU.....?

- ✓ **BEFORE ROLEPLAY**, tell students:
 1. We are going to practice using a new technique in dealing with bullies, called “making friends.”
 2. Sometimes this technique works and sometimes it does not. Practice helps us get a better sense of what will work.

- ✓ Ask for two volunteers to read the following roleplay between **Bulldog** and **Catbird** in front of the class.

- ✓ Tell **Bulldog**:
 1. LISTEN to the hurtful words.
 2. WATCH the hurtful feelings.
 3. Let the hurt COME UP so that you can feel it.
 4. Let the hurt GO AWAY.

- ✓ **DO ROLEPLAY**

- ✓ **AFTER ROLEPLAY**, ask students:
 1. Have you ever considered treating a bully as a friend instead of an enemy?
 2. Do you think bullies need attention, respect, to laugh at jokes as much as, or more than, other people?
 3. What did Catbird do to distract Bulldog?
 4. How did Catbird try to make friends?
 5. Do you think this would work with the bullies you know?
 6. What do you think might work best with a bully you know?

— continued

Addendum 4C
AREN'T YOU.....?

BULLDOG

(To self:) *This guy looks easy to beat. Now it's my turn to win. I'm always getting it at home and the big kids at school beat me up. I feel like busting! I feel like hurting someone else for a change!* (To Catbird:) Hey, you stupid jerk — you sat in my seat! If you do it again, I'll break your face! Understand?

CATBIRD

(To self:) *Wow! This character could hurt me. I wish I could run away, but that just makes me feel lousy. Okay, let's take a deep breath and try to make friends.* (To Bull-dog:) Sorry. I guess I was stupid all right. Here's your seat. I didn't know it was YOUR seat. Aren't you Bulldog?

BULLDOG

Everyone knows this is MY seat. I don't have to tell you my name, punk.

CATBIRD

I'm new at this school, and I don't know my way around yet. Maybe you can help me, Bulldog. By the way, my name is Catbird.

BULLDOG

(Laughs.) That's a stupid name! I don't help punks, punk! I think you need a lesson in good manners! (Makes a threatening gesture.)

CATBIRD

(Thinks fast.) Wait! Wait! I gotta tell you this. You're gonna love it. I know this kid who's crazy about you — would love to go out on a date with you — told me so. Wants to kiss you!

BULLDOG

(Stops making threatening gesture.) Give me a break! Yuk! I ain't gonna let nobody kiss me, you fool! Hey, are you joking? That's a laugh. What a clown! Get out of here, stupid, before I bust your nose.

Addendum 4D

BULLIES ARE VICTIMS IN DISGUISE

- ✓ **BEFORE ROLEPLAY**, tell students:
 1. The reason most bullies are bullies is because they are angry, in conflict, because of things that have happened to them.
 2. Often a bully was once a victim who now carries such bad feelings that, with feelings of revenge, s/he bullies others.
- ✓ Ask for three volunteers to read the following roleplay between **Avery. Harewood** and **Mr. Jin** in front of the class.
- ✓ Tell students: Watch how the victim becomes a bully in this roleplay.
- ✓ **DO ROLEPLAY.**
- ✓ **AFTER ROLEPLAY**, ask students:
 1. What was it that turned Harewood into a bully?
 2. Do you think Harewood would not have become a bully if Harewood had not been bullied first?
 3. Think of the bullies you know. Can you imagine how they became bullies?
 4. Are you a bully? How did you get to be one? Have people been unkind to you?
 5. What do you think you can do to NOT be a bully?
 6. What do you think you can do to help someone NOT be a bully?

— continued

Addendum 4D
BULLIES ARE VICTIMS IN DISGUISE

HAREWOOD

Dad, I'm not gonna mow the lawn today. There's a martial arts gathering downtown — lots of bouts. I want to see them. So, I can get the lawn tomorrow, okay?

MR. JIN

(Angry:) I think you need to mow the lawn *before* you go to the bouts.

HAREWOOD

But, Dad, they start in fifteen minutes!

MR. JIN

You should have thought of that earlier. You could have mowed the lawn an hour ago.

HAREWOOD

But you sent me to the store to get wood and nails. Here they are!

MR. JIN

(Speaks with great authority:) I appreciate it. Thank you. However, you have a job to do, and you better do it before you leave the house. (He walks away.)

HAREWOOD

(Starts to mow the lawn, mumbling to self:) This is not fair. This is not right. I could mow the lawn LATER.

AVERY

(Walks up to Harewood:) Hi, Hare! Let's get going to the bouts.

HAREWOOD

(Angry:) Forget it! Get out of here! Leave me alone!

AVERY

(Surprised:) What's the matter with *you*?

HAREWOOD

(Angry:) I SAID, GET OUT OF HERE! IF YOU'RE NOT GONE IN FIVE SECONDS, I AM GOING TO BEAT YOU TO A PULP!!

Addendum 4E
A QUOTE TO NOTE

“This is the true nature of home — it is the place of Peace; the shelter, not only from injury, but from all terror, doubt and division.”

—*John Ruskin*

- ✓ Ask students:
1. What does this quotation say to you?
 2. Is your home a place of peace?
 3. What kind of home do you think the quote is talking about? A real home? Your mind?
 4. If this “home” is your mind, what is the quote saying about your mind?
 5. Why do you think it’s important to keep our minds as free from “division” as possible?

LESSON 5

Seeking My “Empty” Self

Breakdown of Lesson 1:

Emptying the trash in my mind.
Life is an ever-changing wonder.
Using humor.

Emptying The Trash In My Mind

1. Read aloud story “**The Empty Cup**” in **Addendum 5A**. (This story also appears in *Eye Of The Hurricane*, by Dr. Terrence Webster-Doyle, p. 5. Show illustration, p. 4.)
2. Afterward, ask:
 - Why did the Martial Arts Master keep pouring tea when the cup was already full?
 - Did the professor understand what the Master was doing?
 - What did the professor learn from the Master?
 - Does your mind sometimes feel so full, like a packed trash can, that you cannot let anything else in?
3. Tell students:
 - ☛ There are so many different things that happen to us every day, it’s difficult to always work out all our problems.
 - ☛ We worry. We get upset. We feel offended. We feel hurt. We get angry. We lack confidence. We’re confused.
 - ☛ All these feelings can clutter up our minds and keep us from experiencing what’s happening to us right here, right now.
 - ☛ In the martial arts, paying attention to here and now is very important, as it is in life.

Note To Instructor: Go to **My Mind Is On Overload!** (Addendum 5B).

Life Is An Ever-Changing Wonder

1. Ask students:
 - How often do you take the time to notice a beautiful flower growing in a garden, or wild on a plot of land?
 - How often do you notice the stars at night — in the same pattern they’ve been in for centuries?

- Do you notice what your mother is wearing, what kind of aftershave your father is using, the smell of coffee or chocolate or bread wafting out of a shop?
 - Do you ever pay close attention to birds and how different their songs are?
2. Tell students:
- ☛ Life is an ever-changing wonder. Nothing stays the same. A flower is different every day. The way the stars look in the sky is different every day.
 - ☛ It is important to be aware of people and things around you. They help unclutter your mind, and relax it.
3. Ask students:
- Can you guess why it would be important for you to be able to quickly unclutter your mind and be keenly aware of what is around you?
 - Guitarists and piano players have to tune their instruments. Can you guess what you have to tune to be aware?
Your senses — of smell, sight, taste, touch and hearing.

Note To Instructor: Go to **Stop! Look! Freeze!** (Addendum 5C).

Using Humor

1. Tell students:
- ☛ When our minds are clear to respond to a bully, we are free to try any of our basic twelve ways to walk away with confidence.
 - ☛ It is sometimes possible to turn a scary situation into a funny one. But, be careful! Laugh *with* the bully, not *at* the bully.
 - ☛ Trying to use humor goes along with making friends with the bully. You are approaching the bully in a way totally different from what the bully expects, which throws the bully off guard.
 - ☛ Remember, the idea is to distract this person from wanting to hurt you. Then, get away.

Note To Instructor: Go to **Using Humor** (Addendum 5D).

Addendum 5A

THE EMPTY CUP

One day a well known and respected university professor visited two great and wise Martial Arts Masters.

“I have come a long way to see you both, since I have heard that you are great Masters of *Kara-te*, the Art of Empty Self. I have studied very hard for many years to understand the essence of what you teach. Can you tell me the meaning of *Kara-te*, of Empty Self, and how it can bring peace to the world? What is the secret of this teaching?”

The older Martial Arts Master was serving tea as the professor spoke. He poured the visitor’s cup full, and still kept on pouring until the tea was running off the table onto the floor.

The professor watched the cup overflowing until she could no longer stand it. “The cup is full, no more will go in!” she exclaimed.

“Like this cup,” said the Master, “your mind is full of questions and seeking answers. Until you empty your cup, no more can go in. Likewise, until you empty your mind, you cannot receive anything.”

Addendum 5B

MY MIND IS ON OVERLOAD!

- ✓ **BEFORE ROLEPLAY**, tell students:
 1. What makes us afraid and angry are memories of things that have happened to us in the past.
 2. We need to become **AWARE** of how these memories affects us.
 - ✓ Ask for two volunteers to read the following roleplay between **Elefondi** and **Rhino** in front of the class.
 - ✓ Tell **Elefondi**:
 1. You are a bully — angry and afraid of people.
 2. Your mind is on overload with hurtful things that have happened to you.
- Tell **Rhino**:
1. You are talking to Elefondi, trying to have a normal conversation.
- ✓ **DO ROLEPLAY**
 - ✓ **AFTER ROLEPLAY**, ask students:
 1. Do you think Elephondi's mind is on overload?
 2. What's troubling Elephondi? How can you tell?
 3. Have you ever seen someone like Elephondi? When? Who did you see?
 4. Have you ever felt like Elephondi? Do you remember the situation? What was it?
 5. Did Rhino say anything that set Elephondi off? Was Rhino pretty friendly?
 6. Do you dislike Elephondi?
 7. Do you understand that Elephondi is on overload, and needs help?

Addendum 5B
ROLEPLAY: MY MIND IS ON OVERLOAD!

ELEPHONDI

What the hell are you doing here, you feeble-brain!?

RHINO

Hi, Elephondi. Are you going to the game today?

ELEPHONDI

Why would I go to a stupid game, you potato head?

RHINO

Because it's the championship game for our school. Everyone's going. You gotta go!

ELEPHONDI

(Makes threatening gesture.) What'd'ya mean I gotta go? Are you telling me what to do, you butthead? Just what I wanna hear is one more person telling me what to do!!

RHINO

Hey, you can do whatever you want. I thought you'd enjoy going. I'm going with Peanut and Totem. You wanna come with us?

ELEPHONDI

When I go somewhere — IF I decide to go somewhere — you KNOW I go alone. I go on my bike, and there's nobody on it but me, butthead. You get it?

RHINO

Listen, Elephondi. You do whatever you please. I'm being friendly — asking you to come along. You want to do your own thing? Fine.
(Leaves.)

ELEPHONDI

(Shouts after Rhino:) You bet, I'm gonna do my own thing, because nobody, but nobody, tells me what to do and how to do it! Besides, football is for creeps! The coach wouldn't let me on the team even though I'm a hot player. He says I got an attitude. I'll give him attitude! I'm riding my bike to the desert. Get lost!

Addendum 5C
STOP! LOOK! FREEZE!

- ✓ Tell students they will now practice increasing their power of awareness.
- ✓ Ask students to walk around the classroom casually (or ask them to do slow katas).
- ✓ At some point, shout “Stop! Look! Freeze!” At this time, students must hold whatever position they are in and say *to themselves*:

“Right now, I am aware of . . . (fill in the blank).”

- ✓ Most often, students will be aware of body posture, sights, sounds, smells and even tastes. Since this is a silent game, have students sit down afterward and share with the class what they experienced. Encourage ALL responses.
- ✓ Encourage students to practice Stop! Look! Freeze! in their schoolyard, or at home, with family and friends.

Addendum 5D USING HUMOR

- ✓ **BEFORE ROLEPLAY**, tell students:
 1. Sometimes we can turn a scary situation into a funny one.
 2. But be careful! Have fun, but don't make fun of the bully!
- ✓ Ask for two volunteers to read the following roleplay between **Laurel** and **Hardy** in front of the class. Select volunteers who have not yet had the opportunity to roleplay in front of the class.
- ✓ Remind students that words in parentheses () are instructions for them to do, rather than words to be read. And that words in *italics* are words read aloud to themselves.
- ✓ **Tell Laurel:** You are a bully who is picking on Hardy.
Tell Hardy: You are trying to use humor to stop this bully.
- ✓ **DO ROLEPLAY**
- ✓ **AFTER ROLEPLAY**, ask students:
 1. Did Hardy succeed in putting Laurel off from fighting?
 2. Did Hardy have a gift for gab that delayed the fight? Did Hardy give Laurel something to think about?
 3. Do you think Hardy is still in trouble?
 4. What would you do in Hardy's place?
 5. Do you have a gift for gab — are you good at telling jokes and making people laugh?
 6. Do you think this is a good alternative for you to try with a bully?
- ✓ Tell students: **REMEMBER: If you find that an alternative is not working, and a bully is getting angrier, find the best moment to leave as quickly as you can. Don't stay around someone who is violent. Your goal is to stop a fight BEFORE it ever begins.**

— continued

Addendum 5D USING HUMOR

LAUREL

The time has come for me to pulverize you, you twerp!
You have been getting on my nerves for too long. (Makes a threatening gesture.)

HARDY

(To self:) *Why does this always happen to me? No matter what time I leave school, this bully is right here waiting.* (To Laurel:) Oh, it's you, Laurel. What a great surprise to see you! You must be the toughest person I have ever met in my life. Never, in my life, have I seen a tougher, taller or stronger person. Never. And I like your hat, too. Did you hear about the man who mistook his wife for a hat? He kept trying to put her on!

LAUREL

Listen, you dunce. You are always trying to sing and dance your way out of my busting your jaw, but this time, I'm gonna do it.

HARDY

Laurel, it'll only hurt you more than it'll hurt me. Don't you understand? You are a decent, upstanding citizen. I am a lousy, little twerp. If the word gets out that you wasted your time on a lousy little twerp, your reputation goes to the dogs, you know? Unless, of course, you pay me.

LAUREL

What are you yakking about, clown?

HARDY

I think if you're going to ruin my face, destroy my arm, you ought to pay me: Today I have a big sale on jaw restructuring. Normally, I charge ten bucks a punch. For you, five. Most days, it's twenty bucks for a karate chop to the belly — that's because the belly is a very tender place. For you, ten bucks. Is this a steal, or what?

LAUREL

Hey! What a great idea! From now on, I'm gonna charge people ten bucks a punch, and YOU are gonna collect the money for me! How's that, twerp?

Addendum 5E

A QUOTE TO NOTE

“Mastering others requires force;
mastering the self requires enlightenment.”

— Lao-tzu

- ✓ Write the quotation on the board, or on a chart, or simply say it several times so students can grasp it.
- ✓ Ask students to look at the quotation and think about it for a couple of minutes, silently.
- ✓ Ask students:
 1. What do you think the quotation means?
 2. Have you tried mastering someone else? Were you successful?
 3. Have you tried mastering yourself? Were you successful?
 4. Which do you think you have a better chance of mastering: yourself or someone else?
 5. When you attempt to master yourself (tell yourself: “Don’t overeat!” “Don’t use drugs!” “Don’t smoke!” “Don’t steal!” “Don’t be violent!”), who must you convince?
 6. Can you convince yourself of anything if your mind is on overload?
 7. Do you think “mastering” yourself is simply seeing yourself as you are — forgetting hurtful things that people have said to you?
 8. Do you think seeing yourself as you truly are is enlightening? How so?

LESSON 6

I Am Here — Now

Breakdown of Lesson 2:

- Seeing what's there.
- What is Zazen?
- Using trickery.

Seeing What's There

1. Read aloud to students the story **“The Test Of The Wild Horse”** in **Addendum 6A**. (This story also appears in *Eye Of The Hurricane*, by Dr. Terrence Webster-Doyle, p. 29, with illustration on p. 28.)
2. Afterward, ask:
 - What was the difference between the three approaches?
 - What was so different about the last student's approach?
 - Was she able to find her “empty” self?
 - Was she focused on her fear or on the horse?
 - Did she bully the horse?
 - Did she stay tuned to what was happening right then, right there, in that moment?
3. Tell students:
 - ☛ More and more, we talk about the importance of finding your “empty” self.
 - ☛ When we are “empty,” we are free to think clearly and to feel confident.
 - ☛ When we are “empty,” we are free to focus on whatever is happening now. Fear is not seeing what is there — now.
 - ☛ When our minds are clear and uncluttered with daily cares and old frustrations, we are more in touch with what is happening in life.
 - ☛ To be a strong martial artist, it is essential to be in touch with what is happening right here, right now.

Note To Instructor: Go to **I Sense You!** (Addendum 6B).

What Is Zazen?

1. Tell students:
 - ☛ One method of emptying the mind is called “Zazen.”
 - ☛ In Zazen, we sit and watch our breathing — that’s all.
 - ☛ It is simple because it is natural to be quiet and let our minds rest. It is difficult because our thoughts often run wild and make us feel confused.
 - ☛ Doing Zazen quiets the mind so that unnecessary thoughts slow down and eventually disappear.

Note To Instructor: Go to **Clearing The Clouds In My Brain** (Addendum 6C).

Using Trickery

1. Tell students:
 - ☛ Once your mind is “empty,” you can respond to your situation with a nonviolent alternative — a way to walk away with confidence.
 - ☛ We have talked about making friends and about using humor. Let’s work on a new one.
 - ☛ Tricking a bully out of becoming violent is very positive. You are fooling the bully because your number one, highest martial arts goal is to prevent a fight.
 - ☛ When our main goal is to stop a fight before it begins, we use whatever method we can to get us there.
2. Ask students:
 - What could you do to trick a bully?
 - Pretend to speak another language? Say you have poison ivy? Say you are sick and had a recent operation? Walk to a nearby house and yell, “Mom! Dad!” Look for an adult to help you?

Note To Instructor: Go to **Trick or Treat?** (Addendum 6D). Then go to **A Quote To Note** (Addendum 6E).

Summary: *Read all to students as summary, or focus on one.*

- ★ When we are “empty,” we are free to think clearly and to feel confident.
- ★ When we are “empty,” we are free to focus on whatever is happening now.
- ★ Fear is not seeing what is there — now.
- ★ When our minds are clear and uncluttered with daily cares and old frustrations, we are more in touch with what is happening in life.
- ★ To be a strong martial artist, it is essential to be in touch with what is happening right here, right now.
- ★ One method of emptying the mind is called “Zazen.” In Zazen, we sit and watch our breathing — that’s all.
- ★ Doing Zazen quiets the mind so that unnecessary thoughts slow down and eventually disappear.
- ★ Tricking a bully out of becoming violent is very positive. You fool the bully because of your number one, highest martial arts goal: to stop a fight before it begins.

Addendum 6A

THE TEST OF THE WILD HORSE

“Students, today you will be tested by a wild horse.” The chief instructor directed her three senior students to a narrow ravine where a wild horse grazed. She instructed them to go through the ravine and meet her on the other side where she would wait for them.

The first student stood and started through cautiously. Part way in, the wild horse charged him, flailing his hooves. The student skillfully blocked and dodged the hooves and made it through to the other side.

The next student stood at the entrance, deep in thought. Instead of entering the ravine directly, he decided to climb up the sides of the ravine and pass above the horse. The horse tried to charge the student, but the student was too high up. He successfully passed the wild horse and reached the other side.

The third and last student stood at the entrance of the ravine. Both students and the instructor at the other end waited and watched. The third student sat down on the ground and started to play as if she were a child. The wild horse, curious, came up to the student who was playing with sticks in the dirt. Calmly and gently, the student reached out and stroked the horse’s nose and slowly stood up and patted its neck and mane. The horse, sensing the student’s calmness and kindness, stood still as the student got up on its back. Together they rode through the ravine to where the other students and their teacher were waiting.

Addendum 6B **I SENSE YOU!**

- ✓ Divide the students into partners.
- ✓ Tell students:
 1. Face your partner and stretch your right arm out in front of you until your palm touches the palm of your partner.
 2. Close your eyes and try to feel the energy between your hand and that of your partner.
 3. Drop your hands, and take two giant steps backward, and turn in place three times.
 4. Keep your eyes closed and try to reconnect the palms of your right hand with the right hand of your partner.
NO FAIR PEEKING!
 5. Keep your outstretched arm slightly bent so that it will “give” in case of a collision.
 6. When you connect with your partner, you can open your eyes and watch everyone else.

Addendum 6C

CLEARING THE CLOUDS IN MY BRAIN

- ✓ Ask students to sit, on the floor or in a chair, as comfortably as they possibly can. Give them a minute to settle in and get calm.
- ✓ Ask students to simply sit and watch their breathing.
- ✓ Tell students, in a soft, slow, peaceful voice:
 1. This seems like a simple thing to do — and it is — but sometimes it becomes difficult because our thoughts can run wild and create temporary confusion and anxiety.
 2. Concentrate on your breathing, something that's constant and always there, and you will notice that your mind gets quiet, and your unnecessary thoughts slow down and eventually disappear.
 3. Zazen teaches us **relaxation** and **focus** — two essential elements in becoming strong martial artists.
 4. Select one of your martial arts basic moves — a kick, punch, block or strike — or select one of your favorite Katas. Focus on that move or Kata. See yourself doing it in your mind.
- ✓ Give students a minute or two to get into focus and to feel calm. Tell them, still speaking softly, slowly and calmly:
 1. This mode that you are now in — peaceful, calm, quiet — is the best place for you to be aware of an opponent. Otherwise, you are not able to respond instantly to an attack.
 2. This kind of focus empties your mind of anger, hurt and confusion, which clouds your mind and causes you pain.
 3. The better we get at zazen, the sooner we develop the confident, gentle, yet powerful person inside us.
- ✓ Use this practice of zazen any time you feel students can use it, and encourage them to use it anywhere — at home, at school, at work.

Addendum 6D TRICK OR TREAT?

- ✓ **BEFORE ROLEPLAY**, tell students:
 1. Using trickery requires a positive attitude.
 2. Rather than thinking of this alternative as lying to someone, it is best to focus on this as a way to stop a fight before it happens.

- ✓ Ask for two volunteers to read the following roleplay between **Trickle** and **Vickster** in front of the class.

Tell **Vickster**: You are a bully who is intent on attacking Trickle for your own reasons.

Tell **Trickle**: You are going to use your best trickery to keep this bully, Vickster, from attacking you.

- ✓ Remind students that words in parentheses () are instructions to them, and words in *italics* are spoken out loud to themselves.

- ✓ **DO ROLEPLAY.**

- ✓ **AFTER ROLEPLAY**, ask students:
 1. Was Trickle successful in using trickery on Vickster?
 2. What kind of trickery did Trickle use? A “widget” on the bike? The measles? A father who is a police officer?
 3. Do you think Trickle was thinking very clearly, using mental skills quickly and effectively?
 4. How would you handle a situation like this one?

- ✓ Tell students:
 1. Practice using your new alternatives with friends and/or family.
 2. The more you practice these nonviolent alternatives, the better at them you will be.
 3. Be creative and make up some of your own.

Addendum 6D
ROLEPLAY: TRICK OR TREAT?

TRICKLE

(To self:) *Uh-oh, here comes that bully again. Why, oh why does this gonzo think I'm the only mincemeat in town?*

VICKSTER

Well, well, well. If it isn't my favorite punk, trying to sneak away again! I like that bicycle of yours, punk. I think I'd like to own it!

TRICKLE

Hey, Vick. I like the bicycle too. Great thing about it is it's got a little widget on it that makes the bike fold and fall out right from under you, if you don't know where it is.

VICKSTER

Oh, yeah? Well, maybe you better show me where it is. (Reaches for the bike.)

TRICKLE

Whoa! Whoa! Not so close! I'm just getting over the measles, and you can get 'em from me! Watch it! Trust me, you don't want the measles — they make you itch EVERYWHERE, and when you scratch you make 'em worse! Better keep your distance.

VICKSTER

(Backs away from Trickle.) You are a real creep, you know that?

TRICKLE

I not only know it, I say it — every day. I look in the mirror and I say, "Trickle, you are a creep, and you need to get home before your father, who is a very angry police officer, sees you wasting time having fun when you should be getting some work done. (*Turns away from Vickster.*) Bye, Vick. See you soon — I'm sure. (*Rides away.*)

Addendum 6E

A QUOTE TO NOTE

“As a mirror’s polished surface reflects whatever stands before it, and a quiet valley carries even small sounds, so must the student of Karate empty one’s mind of selfishness in order to respond appropriately to anything one might encounter. This is the meaning of Kara, or ‘empty’ in Karate.”

— *Gichin Funakoshi*

- ✓ Ask students to listen quietly as you read this quotation.
- ✓ Read the quotation as many times as you think your students need to develop some kind of feeling for it or understanding of it.
- ✓ Ask students to contemplate the quotation silently for a minute.
- ✓ Afterward, ask:
 1. What does this quotation mean to you?
 2. Which of the words stick out in your mind?
 3. Have you noticed how a mirror reflects everything just as it is?
 4. Have you been in a large valley and heard the echoes of the smallest sound?
 5. What do you think is meant by emptying oneself of selfishness?
 6. Encourage all responses; there are no “right” or “wrong” answers.

LESSON 7

I Can Bend Instead Of Break

Breakdown of Lesson 7:

We can bend instead of break.

Mukuso: Letting the fear rise up.

Learning to just walk away.

We Can Bend Instead Of Break

1. Ask students:

- When you've been hurt, what have you wished you could do?
- Duck or dodge? Get out of the way? Hit someone back?
- Because it didn't feel good when someone made fun of you, or hurt you in some way, was your immediate instinct to hurt that person back?
- Did you hit back? If you did, did you feel better afterward, or did you still not feel good?

2. Tell students:

- ☛ There is something else you can do. You can be like bamboo.
- ☛ In Japanese, "Take Nami Do," a form of self-defense, means "block like bamboo-wave-way."
- ☛ Bamboo is a plant so strong that when the wind blows, it bends instead of breaking. When the wind stops, the bamboo comes back to its original form unharmed.
- ☛ You can be like bamboo. You can listen to hurtful words, or avoid a hurtful punch.
- ☛ Your mental strength comes from NOT punching back, NOT hurting back.
- ☛ The trick is to LISTEN to all your feelings but not act on them!

Note To Instructor: Go to **It Hurts Like Hell!** (Addendum 7A).

Mukuso: Letting The Fear Rise Up

1. Tell students:
 - ☛ As part of the Art of Karate, the Japanese teach Mukuso (mock-so), which means to meditate.
 - ☛ When you meditate, you sit quietly and watch your thoughts and feelings without doing anything about them — like being bamboo.
 - ☛ You can do Mukuso with your eyes opened or closed and simply watch your feelings and thoughts come up like bubbles in a glass of soda.
 - ☛ One by one, your hurt feelings rise to the surface and disappear.
 - ☛ Mukuso helps us learn to discover where our hurt comes from. When you know where your hurt comes from, your mind is very strong, because it can then understand your hurt, move it aside, and find your “empty” self.

Note To Instructor: Go to **Bubbles In A Glass Of Soda** (Addendum 7B).

2. Read aloud story “**Hey, You! Punk!**” in **Addendum 7C**. (This story also appears in *Facing The Double-Edged Sword*, by Dr. Terrence Webster-Doyle, bottom of p. 24.)
3. Afterward, ask:
 - Are there any bullies in this story?
 - Who is the bully? How can you tell? What does Brian look like? What kind of words does Brian use?
 - What kind of feeling did Luke’s teacher tell him “fear” is?
 - How did Luke handle this situation? Did he let his fear distract him? Did he let his anger take over? Did he resist his feelings of fear and anger — try to make them go away?
 - How was Luke like bamboo? Did he bend with his fear and angry feelings, without snapping?
 - How did Luke use his mukuso? Did he let his feelings rise up and then fade away, so that he was ready to face whatever was going to next happen in his life?

Learning To Just Walk Away

1. Tell students:
 - ☛ Here is another way to walk away with confidence that is simple and nonviolent: Just walk away.
 - ☛ You don't get into the argument. You don't fight. You refuse to let anything the bully says trick you into fighting.
 - ☛ Whatever you are feeling — anger, fear, revenge — you watch your feelings, and you walk away.

Note To Instructor: Go to **Just Walk Away** (Addendum 7D). Then, to **A Quote To Note** (Addendum 7E).

Summary: *Read all to students as summary, or focus on one.*

- ★ When we hurt, our instinct is usually to hurt back.
- ★ Since the greatest martial arts goal is to STOP a fight before it begins, we can take other actions besides hurting someone back.
- ★ We can be like bamboo — watch our thoughts and feelings of anger, hurt, revenge — and bend in the wind, without breaking.
- ★ It takes a strong mind to be like bamboo.
- ★ Mukuso helps us discover where our hurt comes from. When we understand our hurt, move it aside and find our “empty” self, we can walk away with confidence — without fighting!

Addendum 7A

IT HURTS LIKE HELL!

- ✓ **BEFORE THIS EXERCISE**, tell students:
 1. The more practice we get **LISTENING** to things we do not want to hear, the better we get at handling it.
 2. The more practice we get **WATCHING** our thoughts rather than fighting back, the stronger our minds become.
- ✓ Ask students to reveal words or phrases that hurt their feelings. Make a list of them on the board or on a chart.
- ✓ Ask for a volunteer to come to the front of the class and be willing to have students shout the words and phrases that are most hurtful to this volunteer. Remind students that this kind of volunteering helps strengthen their minds.
- ✓ **DO THE EXERCISE.**
Ask the volunteer to sit in a comfortable position and to keep an open mind. Tell volunteer to:
 1. **LISTEN** to the hurtful words.
 2. **WATCH** the hurtful feelings.
 3. Let the hurt **COME UP** so that you can feel it.
 4. Let the hurt **GO AWAY**.
- ✓ Ask four or five students to come up and shout the hurtful words and phrases at the volunteer.
- ✓ **Give as many volunteers as you can an opportunity to do this exercise.**
- ✓ **AFTER THE EXERCISE**, ask volunteers:
 1. How did it feel to have someone shout hurtful words at you?
 2. Were you able to just listen? Just watch?
 3. Did you try to stifle what you were feeling, or were you able to let it come up?

— continued

4. Were you able to let it go away, or is it still on your mind?
5. Do you think the more you do this, the better you will get?

✓ Ask other students:

1. How did you feel shouting those awful words and phrases at the volunteers?
2. Did it make you feel good to shout?
3. Did you feel guilty verbally attacking someone, knowing that you were hurting that person?
4. Were you able to put yourself in that seat and realize that you wouldn't like it if you were there?
5. Did you feel like a bully?
6. Why do you think people say hurtful words and phrases to one another?

Addendum 7B

BUBBLES IN A GLASS OF SODA

- ✓ Ask students to sit comfortably, wherever they are, so they can relax.
- ✓ Tell students:
 1. Think of someone who has been on your mind lately, or something that you have thought a lot about lately — your father, mother, teacher, close friend, the kids at school, your homework. Pick just one thought.
 2. Perhaps you might want to think about someone or something you feel angry or hurt about.
 3. As you are sitting comfortably, close your eyes and look inside at your hurt or angry feelings. Don't do anything — just watch. Be like the bamboo — bending with your thoughts.
 4. Whatever your hurt or angry thoughts and feelings, let them come up like bubbles in a glass of soda. Watch them bubble up, and then watch how they disappear, without any effort.
 5. You don't have to do anything. All you have to do is watch.
 6. Try not to judge what you see, by saying that's good or that's bad. If you do, just watch that you are doing that.
 7. The point is to let the thoughts and feelings come and go without ever acting on your fearful or hurtful thoughts.
 8. When you can do this, you are bending like bamboo in the wind. You are able to NOT hurt back even when you have been hurt.
 9. This is the true essence of the study of martial arts: learning how to NOT hurt back — stopping conflict, whether it's in your mind or with another person — before it ever starts.
 10. Congratulations on a successful Mukuso.
- ✓ Tell students that they can do this anytime, anywhere when they feel angry, hurt, frustrated, alone, discouraged. Mukuso and Zazen help us feel the hurt and NOT hurt back.

Addendum 7C **“HEY, YOU! PUNK!”**

“Hey, you! Punk! You with the four eyes. You look stupid,” yelled Brian, a tall, rough-looking, red-haired kid.

He was yelling at Luke in the playground. The playground super-visor was on the other side of the yard and couldn’t hear what Brian was yelling. Luke got a queasy feeling in his stomach, a feeling he was used to but was not worried about any longer since he was taking Karate. He remembered his Karate teacher saying, “Look, Luke, fear is a natural feeling. Sometimes it helps you get out of trouble, like when you realize you’ve run out into the street without looking. It helps you act quickly so you can prevent yourself from being harmed. But fear can cause problems, like when it makes you act at a time you know you shouldn’t.”

“You heard me, jerk!” Brian was coming across the yard towards Luke.

Luke felt the fear rise up inside him. But this time, instead of running away from Brian, as he usually did, he stopped and looked at the fear. He let the feeling come up but didn’t act on it. Luke turned in Brian’s direction and stood very still, watching and waiting.

“So, you wanna fight me, shorty? Is that it?” Brian continued to push.

Luke felt a sudden flare of anger rise up in himself, but instead of acting out his anger, he just watched it. He heard his teacher’s words, “Be like bamboo, Luke. Let the wave come up and crash on you. Just bend with it, don’t resist.”

Suddenly Brian stepped forward. Luke, looking up at the larger boy, stood his ground. Although he noticed a slight weakness in his knees, he didn’t let it bother him. He felt fear, but, again, he just watched it come up like a wave, and then go. Luke noticed that Brian was unsure of himself now that Luke was taking a stand.

“Aw, you ain’t worth it anyhow,” Brian blurted out in disgust. “You’re a coward! You know I could beat you if I wanted.”

“You may be right,” Luke replied calmly. “So why fight?”

At this, Brian turned away and went back across the schoolyard looking for someone else to pick on.

“Good for you, Luke,” his teacher said when Luke told him what had happened that day. “You have learned the lesson well of the bamboo and the wave.”

Luke’s teacher rang the bell at the beginning of class and all the students sat down quietly in Mukuso. As they sat they just watched what was going on — inside and out. Luke saw that his mind was going over what had occurred with Brian. Little by little the thoughts faded as he sat.

When the bell rang again and it was time for practice, Luke got up quickly, his mind now ready and alert in the moment for whatever should happen.

Addendum 7D JUST WALK AWAY

- ✓ **BEFORE ROLEPLAY**, tell students:
 1. Just walking away requires a very strong mind.
 2. No matter what someone says to you, you do not fight, and you do not shout back. You walk away.

- ✓ Ask for two volunteers to read the following roleplay between **Talker** and **Walker** in front of the class.

Tell **Talker**: You are a bully and the fact that Walker does not acknowledge you makes you very angry.

Tell **Walker**: You do not give in to Talker's shouts, no matter what. You look, you walk.

- ✓ Remind students that words in parentheses () are instructions to them, and words in *italics* are spoken out loud to themselves.

- ✓ **DO ROLEPLAY**

- ✓ **AFTER ROLEPLAY**, ask students:
 1. Was Talker pretty abusive? Why was Talker being a bully?
 2. Do you think Talker needed to get attention?
 3. Do you think that sometimes that's all bullies need is attention, and they don't know a positive way to get it?
 4. Did Walker have a strong mind? Was Walker scared?
 5. Do you think Walker listened to the fear inside, watched the thoughts and feelings inside and just let them go?

- ✓ Remind students:
 1. Practice new alternatives with friends and/or family.
 2. The more you practice, the better you get.
 3. Be creative and make up some of your own.

Addendum 7D
ROLEPLAY: JUST WALK AWAY

TALKER

(Shouts:) Walker! Hey, Walker! I've been looking for you!

WALKER

(Looks at Talker and says nothing.)

TALKER

I'm gonna bust you wide open for what you did today! You made a fool outa me! Everybody laughed at me when you walked outa the room when I told you to stand there and wait. It's time for you to understand who's boss around here, smart aleck.

WALKER

(Looks at Talker and starts to walk away.)

TALKER

(Shouts and gets angrier and angrier:) You are a chicken! You don't have any guts, do you, Walker? You think you're such a big deal because you don't say anything, don't you? Well, I know and everybody knows that all you are is a lousy chicken, because you won't fight me. Well, you know what? You don't have to fight me. You know why? Because I can beat the crap out of you, and everybody knows it!! That's why you run away, isn't it? You're scared I'm gonna beat you to a pulp, aren't you?

WALKER

(Looks at Talker and keeps walking away, saying nothing.)

TALKER

(Loud:) Well, I'm telling everybody around that you are the worst chicken I've ever seen in my life!! You're gonna get a reputation around here that you're gonna regret! I'm gonna get you, Walker. You'll see!!

Addendum 7E

A QUOTE TO NOTE

- ✓ Ask students to sit in Mukuso and let their feelings come up like bubbles in a glass of soda.
- ✓ As they become calm and relaxed, read them the following quotation:

“When walking, just walk; when sitting, just sit.
Above all, don’t wobble.”

— Old Saying

- ✓ Allow students to contemplate the quotation for a minute or two. Repeat the quotation a few times.
- ✓ Ask students to keep their eyes shut, and ask:
 1. What does this quotation mean to you?
 2. Does it mean to do only one thing at a time?
 3. Does it mean to focus on whatever you’re doing now?
 4. Does it mean to LOOK AT what is happening right now because this is how to feel balanced?
 5. Do you think this quotation can mean different things to different people?
 6. Do you feel different after mukuso?
 7. Do you think, after mukuso, it’s easier to just walk away?
 8. Does mukuso help you stop and think?

LESSON 8

My Mind Is Like The Moon

Breakdown of Lesson 8:

The unbroken flame of attention.
Shining my light on all things.
Agreeing with the bully.

The Unbroken Flame Of Attention

1. Read to students “**The Unbroken Flame Of Attention**” in **Addendum 8A**. (This story also appears in *Eye Of The Hurricane*, p. 94, with illustration, p. 96.)
2. Afterward, ask:
 - What kind of combat is this story about?
 - Is it a combat in which two opponents work together to find a balance?
 - What is the meaning of death in martial arts terms?
 - Do you think that death of all your hurts, fears, confusion and violence can make you a stronger martial artist? How so?
 - Did you get a sense of the awareness going on between the two instructors?
 - What is the unbroken flame of attention?
3. Tell students:
 - ☛ The martial arts is not about breaking boards and bricks, or doing flying kicks in the air.
 - ☛ The martial arts is about being aware, paying close attention, relating sensitively and cooperatively with other people.

Note To Instructor: Go to **A Simple, Natural Magic** (Addendum 8B).

Shining My Light On All Things

1. Tell students:
 - ☛ An important principle of the art of Karate is called “mind like moon.”
 - ☛ Picture a full moon on a dark night and see in your mind how it shines equally on everything within its range.

- ☛ Your mind is like the moon. If it shines equally on everything within its range, it will be open, aware of all things.
- ☛ In the art of self-defense, it is important for you to be constantly aware of all your opponent's movements. Then you can be aware of an attack and react immediately to get out of the way of someone trying to harm you.
- ☛ Mind like moon also means that you must see and understand violence — have an open mind to why someone would want to do you harm.
- ☛ Mind like moon means you must look at what causes the violence.

2. Ask students:

- Do you think you can focus on the hurt, fear and anger you feel if you are attacked?
- Do you think you could learn to see reasons why you might want to hurt someone, and understand why you feel hurt?
- Can you get a sense that “hurt” is what causes violence?
- Can you see that when you defend yourself against an attack, your defense must be more than physical?

Note To Instructor: Go to **Clearing The Clouds From The Moon** (Addendum 8C).

Agreeing With The Bully

1. Tell students:

- ☛ Many fights start when a person feels insulted.
- ☛ When a bully insults you, you find your mind like moon. You WATCH your feelings of insult, let them come up, let them go, without reacting!
- ☛ When you feel calm, agree with the bully. If the bully calls you a name, like “Shorty” or “Four Eyes” or “Stupid,” say “That’s right! I AM short and I AM stupid.”
- ☛ You can calmly tell the bully he or she is wrong and just walk away, but the most important act is to not give in to what the bully wants: which is, to make you angry and fight!
- ☛ With a strong mind, you will be like bamboo in the wind: you will bend without breaking. AND you prevent a fight!

Note To Instructor: Go to **You're Absolutely Right!** (Addendum 8D).
Afterward, if time allows, go to **A Quote To Note** (Addendum 8E).

Summary: *Read all to students as summary, or focus on one.*

- ★ Death of our hurts, fears and confusion helps us find our “empty” self.
- ★ Once empty, our minds can shine, like the moon, on everything around us and SEE what’s there.
- ★ The unbroken flame of attention is a focused, total awareness that prevents us from being attacked by an opponent.
- ★ The martial arts is about being aware, paying close attention, relating sensitively and cooperatively with other people.
- ★ With a strong mind, we can be like bamboo in the wind: we can bend without breaking. AND we prevent a fight!

Addendum 8A “THE UNBROKEN FLAME OF ATTENTION”

A bell sounded and the students sat up straight. Their two chief instructors came in from opposite sides of the room, walking slowly to the center, to that red bordered area. Students moved aside. The chief instructors entered the area and knelt down, facing their students. A bell sounded again and they all bowed to each other — student to teacher — teacher to student — one movement in unison.

The senior assistant instructor arose. “Students, this evening you will be given the opportunity to see your chief instructors in combat.”

The air became electric with excitement. The students held their breaths. *Combat! Our chief instructors! But can they fight each other? Isn't that against everything we have been taught?* wondered the bewildered students.

“And this fight will be to the death!” the instructor added.

“What? No! Death?!” the students blurted out. There was confusion, disbelief, fear — and quite a commotion in that training hall.

“Dear students, you read too many ninja tales! No one is going to be hurt. Death in this context is death of the self, not the body. Do you, by now, know the difference? Death is the emptying of that which you are — all the memories, hurts, fears, confusion — the violence of the ‘me,’ the ‘self.’ There is nothing to fear! Yet your chief instructors are abso-lutely serious. This is mortal combat! It is not a demonstration. It is for real! This is life and death, the greatest challenge of all, the ultimate test of one’s skill in action.”

The students quieted down on hearing these words. *Death of the self?* they thought. *How do you die to yourself in combat?* They had been told over and over again about Empty Self. It had been shown to them in many ways, mostly by observing nature. They remembered the time the school cat caught a mouse and was cruelly playing with it — in a slow death dance. They had tried to stop it, and felt that nature was cruel. But they realized that this was just the way of things. There is life and death. Once cannot be separated from the other. Without facing the reality of death, they could not really live fully. They had to empty themselves of all thoughts of right and wrong, good and evil, and let their natural response to life run through them. They had learned that spontaneous natural action brings about real feelings, real emotions and right action. But they had never been shown Empty Self in serious human combat.

The students became very quiet as the two chief instructors turned towards each other. *Won't the man overpower the woman? Isn't he stronger than she is? Even though they are both chief instructors, doesn't the male have the advantage over the female?* they thought. This had been a secret debate among the students for a long while. Now they were going to find out.

Slowly the chief instructors rose, staring intently at each other. Everyone in the room was focused on them. The instructors bowed slowly and with great dignity to each

other. Both were wearing their formal outfits — white *gi* tops and black *hakama* skirts. They both took their fighting stances. Like colossal mountains, they faced each other.

For what seemed like years, these two chief instructors faced each other! There was not a flicker of inattention, not a moment's lack of awareness; their eyes were locked, as if they were one. It was incredible, and yet so natural, like when a dog spots a squirrel before the chase.

Then, ever so slowly, at a snail's pace, the two circled each other, never at any time letting down their guard. This was the lesson of the unbroken flame of attention. This absolute intensity left no room for the past and its distractions. Even the tiniest lapse of attention was not possible. It was as if they were one whole, undivided movement, working together to create an incredible yet simple event. There was nothing magical about what was happening, yet there was a beauty, a magic that occurs naturally and simply in nature.

There were no spectacular displays of superhuman power. No boards, bricks, blocks of ice, stones or bones being broken by gnarled and hardened hands. No incredible flying kicks through the air, as if off springboards. No frightening sound effects to excite the mind into a frenzy of blood lust. There was only a quiet yet deafening attention, a relationship of sensitivity and cooperation. This was true Mastership!

After what seemed like a long, long while, the two chief instructors — without ever offensively striking out at each other — lowered their guard and resumed the ready stance. Kneeling down, they bowed to each other, touching their foreheads to the bare worn wooden floor. It was over! And yet — it had just begun!

Addendum 8B

A SIMPLE, NATURAL MAGIC

- ✓ Divide students into partners. Encourage students to pair off with other students they have not partnered with before.
- ✓ Select moves or specific katas for the partners to do, just as the instructors did in the story “The Unbroken Flame Of Attention.”
- ✓ Tell students:
 1. Decide which of you will go first, and that will be Partner 1.
 2. **Partner 1:**
Begin your moves or katas.
 3. **Partner 2:**
Face your partner and begin now to clear your mind of any thoughts and feelings that have been keeping you from thinking only of here and now.

Begin to focus on your partner: how your partner is looking at you, his/her arms, legs, stance — how your partner is moving.

Create an unbroken flame of attention on what your partner is going to do next, totalling removing thoughts of what YOU do.

Every one of your moves is going to be based only on what your partner is doing. Your focus: your partner.
- ✓ Ask students to change places and do the exercise again.
- ✓ Afterward, ask:
 1. Were you able to pay total attention to your partner and your partner’s moves?
 2. How did it feel to create an unbroken flame of attention?
 3. Was it too difficult for you to focus strictly on your partner?
 4. Do you think such focus helps you become a stronger martial artist? How?

Addendum 8C

CLEARING THE CLOUDS FROM THE MOON

- ✓ **BEFORE ROLEPLAY**, tell students:
 1. Sometimes we can clear the clouds from the moon better if we talk with someone.
 2. Talking with someone gives you a perspective you didn't have before and often helps you figure out what you can do to make yourself better.
- ✓ Ask for two volunteers to play the parts of **T. J.** and **Q. T.** Ask for volunteers who have not yet had the chance to roleplay.
- ✓ Tell the volunteers that they are just a couple of people sitting around talking. Give them a minute to look over their lines.
- ✓ **DO ROLEPLAY.**
- ✓ **AFTER ROLEPLAY**, ask volunteers:
 1. How did you feel about this roleplay? Was it helpful?
 2. Were you able to learn anything new?
 3. Do you think the roleplay was realistic?
- ✓ Ask all students:
 1. Do you have conversations like this with people you trust?
 2. Do you ever stop to think about **WHAT CAUSES** violence?
 3. Do you think that if we understand what causes violence, we have a better chance of doing something about it?
 4. Do you think understanding can come only from physical martial arts moves? Do we need to use strong mental skills?
 5. Why would a bully want to harm you, or anyone?
 6. Is a bully just a victim in disguise?

Addendum 8C
ROLEPLAY: CLEARING THE CLOUDS FROM THE MOON

T. J.

Hi, Q. T. You seem a little out of it today. Is something wrong?

Q. T.

I guess I'm pretty upset. This kid I know in the neighborhood next to ours got shot today. He's dead.

T. J.

Oh, no! Not another one! When is it gonna stop?

Q. T.

I don't think it's ever gonna stop. It makes me feel helpless, like I can't do anything. I feel like, in a way, it's my fault. He asked me to go to a movie with him, and I said no. Maybe if we had gone, he'd be okay.

T. J.

That's not your fault! Listen, you've gotta relax. You wanna try something I learned in my martial arts class?

Q. T.

I don't think it would help right now for me to do a Karate chop.

T. J.

No! No! This is different. Here's what you do. You sit as comfortably as you can. Come on, try this! You close your eyes. Then you let the stuff you're feeling and thinking come up. You don't try to hide it or anything. You just let it be there, and all you do is WATCH it. Like you feel guilty now? Just WATCH that guilt. You see it?

Q. T.

Yeah. I see it. It's killing me.

T. J.

Okay, okay. Let it be there. Don't tell yourself you're to blame. Just LOOK AT the guilt, like you're watching a movie on TV, you know? Just like, there's Tom Cruise, and there's your guilt. Got it? Okay, let the guilt just float up in your throat, like bubbles in a soft drink, see?

Q. T.

Okay, yeah.

T. J.

Then, just let the guilt go.

Q. T.

What do you mean, let it go?

T. J.

You see the guilt, right?

Q. T.

I see it. I feel it.

T. J.

Let it go, like you let go of a rope that someone's pulling from the other side. Just let it go, and let the rope and the guilt fly!

Q. T.

Okay, it's gone.

T. J.

Okay, open your eyes. How do you feel?

Q. T.

I feel all right. Better, anyway.

T. J.

It helped me too when my dad died. I felt guilty too, like it was my fault, because I didn't tell him I loved him, you know?

Q. T.

Yeah. You know what would be the best? If we could know why people keep shooting each other. Guess they're not happy, huh. People feel lonely or something, and they watch TV and see a big shootout, and they wanna shoot out too. Be like the big heroes. Maybe they're not such big heroes after all, huh? What d'ya think?

T. J.

Maybe you and me — we can be quiet heroes. We stop fights BEFORE they start. How about it? We'll make a pact. Did you know that in the real martial arts — not the kind you see in the movies or on TV — the number one goal is to STOP a fight before it starts? Honest! (Pause.) I stopped a fight today.

Q. T.

You did? When?

T. J.

Just now.

Q. T.

I don't understand.

T. J.

You had a fight going on — inside your head, right? You were having a fight with the guilt inside you, right? I helped you get rid of the guilt, so you don't have to fight with it anymore. See?

Q. T.

So we stop fights INSIDE us in addition to the ones OUTSIDE us.

T. J.

That's it! And you know what? If you can stop the ones INSIDE, there ain't gonna be any OUTSIDE! You get cool inside and then you don't have to get hot outside.

Q. T.

This is good stuff. Where are you taking this martial arts class?

Addendum 8D

YOU'RE ABSOLUTELY RIGHT!

- ✓ **BEFORE ROLEPLAY**, tell students:
 1. There are many occasions in which agreeing with a bully can be very important.
 2. If you've ever watched our country's senators and representatives in action, you know that they could benefit from learning this essential nonviolent alternative.

- ✓ Ask for three volunteers to play the parts of **Minister Utopia**, **Minister Atlantis**, and **Minister La Paz**. Ask for volunteers who have not yet had the chance to roleplay.

- ✓ Give the volunteers a minute to look over their lines. Then, tell them they are like senators or congress-people.

- ✓ **DO ROLEPLAY**

- ✓ **AFTER ROLEPLAY**, ask students:
 1. What did you notice about the ministers that they had in common?
 2. Did they both seem to insist on fighting with each other?
 3. Had they been fighting for a long time?
 4. Did it seem that they both really wanted peace?
 5. Could you tell the difference between the freedom fighters and the terrorists?
 6. Is it difficult sometimes in any wars our world has had to distinguish between the freedom fighters and the terrorists?
 7. Do you think both sides are BOTH freedom fighters AND terrorists?
 8. Did the ministers seem to enjoy AGREEING and finding a solution to their war?

Addendum 8D
ROLEPLAY: YOU'RE ABSOLUTELY RIGHT!

MINISTER OF UTOPIA

I don't know how many times I have to repeat myself, but I will do it once again. WE are the freedom fighters, and YOU are the terrorists!

MINISTER OF ATLANTIS

No! WE are the freedom fighters and YOU are the terrorists! It is clear to us that you are the ones who started this war. Therefore, we have no recourse but to fight back!

MINISTER OF UTOPIA

My dear minister, I do not know how else to drum this simple fact into your head. You are the ones who started this war, because you are the ones who refused to accept our offer to you of a fair trade between your apples and our oranges.

MINISTER OF ATLANTIS

Any high minister would immediately understand that it is impossible to compare apples and oranges and make a fair trade out of them. I'm afraid we will have to continue this war, because we are fighting for freedom and you are terrorizing our people!

MINISTER OF LA PAZ

My colleagues! Forgive my interruption, but I couldn't help notice something I would like to share with you both. (Pause) Thank you for your attention. You both say you are fighting for freedom, correct?

MINISTER OF UTOPIA

Correct.

MINISTER OF ATLANTIS

Correct.

MINISTER OF LA PAZ

Therefore, I have two questions. Number one: How is it possible to "fight" for freedom? Shouldn't we be making peace for freedom? (Pauses and looks at the two other ministers.) When we fight, we only encourage more fighting, and then the fighting never ends. Number two: If you are both fighting for the same thing — freedom — then, you both agree.

MINISTER OF UTOPIA

Well, I never thought of it like that before. But it's impossible, we can't possibly agree.

MINISTER OF LA PAZ

Why not?

MINISTER OF ATLANTIS

Because we never have, and we never will.

MINISTER OF LA PAZ

How can you be certain?

MINISTER OF UTOPIA

Well, I suppose you have a point, dear Minister of La Paz. Just because we've always been at war doesn't mean we always HAVE TO be at war.

MINISTER OF ATLANTIS

And since we both agree that freedom is what we are fighting...
I mean....what we are.....hoping for — there is no reason to fight!

MINISTER OF UTOPIA

You are absolutely right! We can call all our troops home and celebrate!

MINISTER OF ATLANTIS

You are absolutely right, too! We can celebrate together!

MINISTER OF LA PAZ

What a fascinating idea! You could laugh together, eat good food together, dance together, tell jokes together, get along together — forever — and never have to fight again.

MINISTER OF UTOPIA

What a concept!

MINISTER OF ATLANTIS

Do you think the world is ready for us?

MINISTER OF UTOPIA

Maybe this is a new disease we could spread, called “understanding.”

MINISTER OF ATLANTIS

Or we could call it “mind like moon.”

MINISTER OF UTOPIA

Or, “finding our empty selves!”

MINISTER OF ATLANTIS

I think “mind like moon” is better.

MINISTER OF UTOPIA

Actually, “mind like water” is much better.

MINISTER OF ATLANTIS

No, I think “mind like moon” is it.

MINISTER OF UTOPIA

No! You're wrong!

MINISTER OF ATLANTIS

I am NOT wrong! YOU are wrong!

MINISTER OF LA PAZ

Ministers! Ministers! Please! Let's find our mind like moon,
mind like water right now!

(The three ministers bow to one another.)

Addendum 8E
A QUOTE TO NOTE

“Birds in their little nests agree:
‘Tis a shameful sight
When children of one family
Fall out, and chide, and fight.”

— *Isaac Watts*

- ✓ Ask students:
1. What does this quotation mean to you?
 2. Do you think the poet is saying that other creatures in nature, such as birds, seem to know how to agree with one another, but human beings do not?
 3. How do you think agreeing with a bully can help you?
 4. Do you think that if you can get your mind to be like the moon, and like water, you can agree with a bully easily?

LESSON 9

My Mind Is Like Water

Breakdown of Lesson 9:

One encounter — one chance.

A stone thrown into water causes ripples.

Refusing to fight.

One Encounter — One Chance

1. Read to students the story about “**Emily & John**” in **Addendum 9A**. (This story also appears in *Facing the Double-Edged Sword*, p. 33, with illustration, p. 26.)
2. Afterward, ask:
 - Is there a bully in this story?
 - Did Emily think of John as a bully, because he hit her?
 - Do you think sometimes accidental “hits” are misinterpreted as intentional “hits”?
 - Why did Emily get hit?
 - Were both Emily and John focused on what they were doing when the hit happened?
2. Tell students:
 - ☛ You can be hurt if you let thoughts interfere with your action.
 - ☛ When your mind is clear, your action is clear.
 - ☛ When your mind is still and unclouded, it can see to the depths of yourself and another.
 - ☛ A clear mind sees where the attack comes from, and sees the hurt and anger just below the surface.
 - ☛ There is only one encounter and once chance. When you become inattentive, you are in danger.

Note To Instructor: Go to **Listening To My Thoughts** (Addendum 9B).

A Stone Thrown Into Clear Water Causes Ripples

1. Ask students:
 - Still water reflects, like a mirror, exactly what is there, with no distortion. How does it help you to have a mind like water?
 - If your mind is still and calm, can you see an attack coming and, at the same time, respond to it immediately and accurately?
2. Tell students:
 - ☛ A distracting thought is like a stone thrown into water. It causes ripples which throw the water off its clear course.
 - ☛ A mind filled with thoughts of attack and defense won't correctly understand what the opponent is trying to do. Such unnecessary thought could bring harm to you and your opponent.
 - ☛ Mind like water reflects what is there, without judging. A still, clear mind does not think about what should or should not be there; no right or wrong; no good or bad. Judging stirs the water and makes it muddy.
 - ☛ A still mind can achieve INSIGHT, the ability to see, understand and act immediately to handle a problem.

Note To Instructor: Go to **I See What's There!** (Addendum 9C).

Refusing To Fight

1. Ask students:
 - How many people does it take to have a fight?
 - Does a fight start with two people?
 - Does it take one to start a fight and two to complete it?
 - So, if you REFUSE to fight, can there be a fight?
 - What is your highest goal in the martial arts?
2. Tell students:
 - ☛ If you refuse to fight, you are achieving the highest martial arts goal.
 - ☛ If you refuse to fight, you can stop a bully from hurting you.

- ☛ It takes a very powerful mind to ignore that you are angry or afraid; to refuse to fight even as friends are watching and they may accuse you of being a “chicken.”
- ☛ But turning your back, walking away, refusing to fight are alternatives that take great strength — AND they prevent a fight!

Note To Instructor: Go to **I Won't Fight! Don't Ask Me!** (Addendum 9D). Follow up with **A Quote To Note** (Addendum 9E).

Summary: *Read all to students as summary, or focus on one.*

- ★ In the martial arts, you can be hurt if you let thoughts interfere with your action.
- ★ There is only one encounter and once chance. When you become inattentive, you are in danger.
- ★ When your mind is still and unclouded, it can see to the depths of yourself and another.
- ★ Mind like water reflects what is there, without judging. A still, clear mind does not think about what should or should not be there; no right or wrong; no good or bad.
- ★ A still mind can achieve INSIGHT, the ability to see, understand and act immediately to handle a problem.
- ★ It takes a powerful mind to refuse to fight, but if you succeed, you achieve the highest martial arts goal: to stop a fight!

Addendum 9A

EMILY & JOHN

Suddenly a fist struck Emily in the face and her eyes started to water. Her face stung with pain as the teacher stopped the match. It was a freestyle match in which fighting is controlled but real. Emily sat down wanting to cry but she fought back the tears.

“That must have hurt. I’m sorry,” said John. The rest of the class at their Dojo (Karate school) was busy practicing Kata (the Karate forms) when the accident happened. Their teacher sat down next to Emily.

“Emily,” her teacher asked, “what were you thinking of when you got hit?” Her teacher looked at her face and saw that there was no injury.

“How did you know that I was thinking about how good John was at free-styling?” Emily responded in surprise.

“I didn’t know what you were thinking. But I could see that you were distracted. You didn’t block that punch. John didn’t control his punch either. Both of you seemed preoccupied with something other than what you were doing. Can you see what happens when you are not giving your attention to what is happening in the moment?”

John came over and sat down next to Emily and his teacher. “Sorry, Emily. I just lost it. I was trying too hard. I thought I wanted to really show how good I was and I forgot that you were there.”

“Do you both remember the talk I gave to the class last month on Mind Like Moon — Mind Like Water? Can you see now how this accident happened?”

Emily thought back to that talk and remembered her teacher telling them about it.

“Mind Like Moon is being aware of all things equally like the moon shining on everything. When your mind is like the moon you are immediately aware of an attack and you can react spontaneously to get out of the way. Thoughts of winning or losing are like clouds blocking the light of the moon. They are distractions that interfere with the correct response to what is happening in the moment.”

Emily also remembered how her teacher had talked about Mind Like Water, how water reflects exactly what is there and that the mind must be still, clear and calm like water and reflect without distortion. “Throwing a stone into clear water causes ripples. These ripples are like disturbing thoughts in a clear mind. You can be hurt if you let thoughts interfere with your action.”

Emily remembered how her teacher also mentioned that there were deeper parts to Mind Like Moon and Mind Like Water than just getting out of the way of an attack.

“When the mind is still and unclouded, it can see to the depths of yourself and another. It can see where the attack comes from, it can see the hurt and anger just below the surface. Watch carefully and you will see the root of violence within. Just watch and do not be distracted by the ripple and the storm clouds.”

Emily thanked her teacher and got up. “May we begin again, Sensei (teacher)?” asked Emily as she bowed.

“Remember, Emily, there is only One Encounter — One Chance! When you become inattentive, you are in danger.”

John bowed to Emily. They both took their fighting stances.

“Kiai!” (a yell used in Karate to give strength to the technique) shouted Emily as her kick shot out, stopping just short of her target.

“Kiai!” shouted John as he jumped forward with a controlled punch to Emily’s chest.

“Kiai!” Emily swiftly blocked John’s punch.

“Yami,” (which means “stop” in Japanese Karate, called their teacher. “Good, you are now Mind Like Moon and Mind Like Water. You have faced and met the challenge of One Encounter — One Chance. Be alert — always!”

Addendum 9B

LISTENING TO MY THOUGHTS

- ✓ Tell students, as you do this with them:
 1. Sit on the floor or use a chair and sit as comfortably as you can.
 2. Keep your back straight and your head up.
 3. Look down at the floor in front of you.
 4. Breathe naturally, counting each breath: One — inhale, two — exhale, and so on. We will count to ten and then start over.
 5. If you find that you've gone beyond ten, just notice it and start over again at one.
 7. Watch your thoughts and be aware, don't be distracted by noises.

- ✓ When students have done this to the point that they seem calm, tell them:
 1. Stop counting now and just sit quietly.
 2. Look at your thoughts. Just observe them.

- ✓ Ask students to relax now and return to their former positions or seats.

- ✓ Tell students:
 1. This is something you can do to relax any time, anywhere.
 2. You can start with one minute and work up to five or ten minutes.
 3. You can keep a notebook near you and, after counting and opening your eyes, you can write down any thoughts you have.
 4. This is one of the ways we martial artists develop our minds, by listening to them, watching them, and learning to understand them.

Addendum 9C

I SEE WHAT'S THERE!

- ✓ Divide students into groups of three or four.
- ✓ Ask each group to stand in a circle facing each other.
- ✓ Tell students:
 1. Close your eyes, and turn around three times.
 2. Open your eyes and focus immediately on what you are looking at. Look at it carefully and completely as you stay in that position for one minute. Notice: Is it a photo? Who is in it? What colors are in the photo? How many people? How does the photo make you feel? Are you looking at a wall? How tall is it? Is it round? Flat? Bumpy? LOOK and OBSERVE.
- ✓ Call time and tell students to return to their group circles.
- ✓ Tell students to, one at a time, describe what they saw to their fellow groupmates.
- ✓ Tell students to monitor each other and to remind each other that they must say only what they actually SAW, HEARD, TOUCHED, TASTED, SMELLED.
- ✓ Now, tell students:
 1. Do the same thing. Close your eyes, and turn around three times.
 2. Open your eyes and notice immediately what you are focusing on.
 3. This time, notice what your OPINION is of whatever you are looking at. Do you like it? Not like it? Do you think it is good? Bad? Right? Wrong? Appropriate? Cheap? Expensive? Terrific? Awful?
- ✓ Tell students to return to their group circle and, this time, one by one, tell their groupmates their OPINION of what they saw.
- ✓ Afterward, ask students to sit down, and ask:
 1. What is the difference between seeing and noticing what's there — color, texture, feel, sound, taste, shape, size — and creating your OPINION of what is there — I like it; I don't like it. It's wonderful! It's terrible! — It's ugly!?
 2. When we LOOK AT and OBSERVE, are we simply seeing what's there?

3. When we judge something, are we adding our thoughts and feelings about the object we are observing?
4. Do you think people do this often with other people?
5. Do we look and see someone, say, who has different skin color, or comes from a different country, and instead of just SEEING that skin color or HEARING the language accent that tells us this person is from another country — we JUDGE that skin color or that different country as wrong, or bad, or scary?
6. Do you think this judging creates conflict in our minds?

✓ **Play this game “I See/I Imagine” with students:**

One person says: “I *see* that you are frowning.”
Another person says: “I *imagine* that you are angry.”

One person says: “I *see* that your shirt is ripped.”
Another person says: “I *imagine* that you were in a fight.”

One person says: “I *see* that you are smiling.”
Another person says: “I *imagine* you are happy.”

✓ Ask students:

1. Can you see that what we imagine we see may not be what is actually happening?
2. How can what we imagine cause conflict? Can we imagine people are saying something offensive to us when they really are not?
3. Do you think many fights start this way? One person imagines the other has purposely insulted the first?

Addendum 9D

I WON'T FIGHT! DON'T ASK ME!

- ✓ **BEFORE ROLEPLAY**, tell students:
 1. Every day there are people, places and things that trigger a response in us to fight.
 2. When we become familiar with how they trigger this reaction in us, we get better at **SEEING** what they are and **DECIDING NOT** to fight.
- ✓ Ask for a volunteer — hopefully someone who has not yet had the opportunity to roleplay — to come before the class and be willing to practice **refusing to fight**.
- ✓ Tell all other students to think of one slur, one nasty, mean thing to say to this volunteer that will entice the volunteer to fight.
- ✓ **DO ROLEPLAY.**
- ✓ Ask for any other volunteers who want to practice refusing to fight and going through the same process.
- ✓ **AFTER ROLEPLAY**, ask volunteer(s):
 1. Did any of the slurs and mean words get to you?
 2. What was running through your mind when you heard these words?
 3. What did you tell yourself about these words and thoughts?
- ✓ Ask students:
 1. How did it feel to curse and put this volunteer down?
 2. Did it get rid of aggressive feelings? Make you feel better?
 3. Did it resolve any conflict in your mind?
 4. Did you feel like a bully?
 5. Were your curses **FACTS** or **IMAGININGS**?

Addendum 9D
ROLEPLAY: I WON'T FIGHT! DON'T ASK ME!

VOLUNTEER

The highest goal of the martial arts is to NOT fight. Therefore, I will NOT fight. Don't ask me. Don't try to make me. I have decided that I will not fight. Nothing you can say will make me get angry or upset. I control my mind — not you.

STUDENT #1

You are a creep! I hate your guts, because you have (fill in the blank) colored eyes, and because you come from a different religious background than I do! I think you should get out of town!

VOLUNTEER

Your words don't upset me. I control my feelings — not you.

STUDENT #2

Here's a gold watch, stupid! I'll give you this watch if you buy some drugs from me. C'mon, try 'em. I promise you, you're gonna love 'em. I know you don't have the money to go anywhere or do anything, but this trip is one you'll never forget. C'mon, creep. Buy this!

VOLUNTEER

Your words don't convince me. I control my feelings — not you. I can take a fabulous trip anytime I want — I travel inside my mind and find lots of fascinating places there.

- ✓ Continue in this way, encouraging students to come up, one at a time to try to incite this volunteer to riot.
- ✓ Give the volunteer the opportunity to respond, peacefully and calmly every time a student tries to create conflict.
- ✓ Let students be creative and make up their dialogue.

Addendum 9E A QUOTE TO NOTE

“Sitting quietly, doing nothing,
Spring comes, and the grass grows by itself.”

— *Zenrin Kushu*

- ✓ Ask students:
1. What does this quotation mean to you?
 2. Does it mean that it's important to have a quiet, peaceful mind?
 3. Does it mean that a mind, once it is calm, will simply know what to do?
 4. Sometimes when we refuse to water the grass, does it grow anyway?
 5. Do you think that if we refuse to fight, we will grow anyway?
 6. Can a still mind SEE things better than one that is filled or confused?
 7. What kind of stones distract the calm waters of your mind?
 8. If you refuse to fight, walk away, agree with the bully, trick the bully or use humor, or make friends, are you helping yourself achieve the highest martial arts goal?

LESSON 10

Focus: A Short Distance Between Two Points

Breakdown of Lesson 10:

Like an animal sensing danger.
Focus is a straight line.
Standing up to the bully.

Like An Animal Sensing Danger

1. Read to students the story “**Song Of Life Facing Death**” in **Addendum 10A**. (This story also appears in *Flight Of The Golden Eagle*, p. 6.)
2. Afterward, ask:
 - What does it mean to “sense a presence”?
 - Was the student scared? Did he fight? Run? Freeze?
 - Was the student face-to-face with a bully of a different kind?
 - How did the student use his mind? What did he instinctively sense about the lion that helped him?
 - Did he sense that since the lion had her cubs with her, she was not going to leave them?
 - What was the primeval bond between the boy and the lion? Do you think either of them wanted to harm the other?
 - What did the *kiai* represent?
 - Why do you think the boy felt so joyfully alive afterward? Did he win this encounter — without fighting?

Note To Instructor: Go to **The Things We Have In Common** (Addendum 10B).

Focus Is A Straight Line

1. Ask students:
 - What is the shortest distance between two points?
 - Is it a curved line? A circle? A square?
 - Is a straight line?
 - When you are totally focused, is your focus like a laser beam between two points?

2. Tell students:
 - ☛ Focus is a straight line; it is the shortest distance from your mind to the object you are focusing on.
 - ☛ Focus in the martial arts is a process of developing a powerful defense or counter-attack by a series of movements done in a certain order.
 - ☛ Physical focus is the ability to concentrate all the body's energy on a certain target for an instant.
 - ☛ Mental focus is the correct attitude, a strength of confidence, without which your body cannot have its tremendous power.

Note To Instructor: Go to **I Am Focused!** (Addendum 10C).

Standing Up To The Bully

1. Tell students:
 - ☛ With correct attitude and mental strength, you have the power to walk away with confidence.
 - ☛ A new way to walk away with confidence is to stand up to the bully.
 - ☛ Standing up to the bully means that you tell the bully — with words, with your body, with how you present yourself — that you do not want to be bullied.
2. Ask students:
 - Do you think this may want to make the bully fight more?
 - Do you think it may depend on the kind of bully you deal with?
 - Do you think standing up to a bully may surprise the bully?
 - Do you think a bully, expecting you to be afraid, might back off?
 - Do you think you have a better chance of the bully backing down if you and the bully are alone, as opposed to standing in front of a lot of other kids? Why?
 - Is it possible a bully may not back down in front of people because s/he feels his/her reputation is at stake?

3. Tell students:

- Standing up to a bully is an important decision.
- It means that inside yourself you have decided you are not going to tolerate being bullied any longer.

Note To Instructor: Go to **I Don't Want To Be Bullied Anymore!** (Addendum 10D). Follow up with **A Quote To Note** (Addendum 10E).

Summary: *Read all to students as summary, or focus on one.*

- ★ Physical focus is the ability to concentrate all the body's energy on a certain target for an instant.
- ★ Mental focus is the correct attitude, a strength of confidence, without which your body cannot have its tremendous power.
- ★ Standing up to the bully means that you tell the bully — with words, with your body, with how you present yourself — that you do not want to be bullied.
- ★ Standing up to a bully means you've decided you are not going to be bullied anymore — ever.

Addendum 10A

SONG OF LIFE FACING DEATH

The high hills were covered with new snow. It was early in the season for such whiteness. The land was hushed, not a creature stirring, except for a lone large bird slowly gliding in the air far above the earth. The snow glistened — millions of tiny iridescent crystals shining in the sun. The branches of tress, with few remaining leaves, were lined with frozen snow, bending low to bear their gentle burden. Fall leaves of red, gold and green were resting against a background of soft white.

The student walked slowly in silence, appreciating the splendor of this unexpected early winter. He had awakened early to put on this winter uniform and snow shoes for the first time. As he paddled through the crunching snow, the wind ceased. The frozen lake below shimmered like a sapphire in the early winter sun.

The student ventured far away from camp, lost in the beauty of the day. Suddenly, without seeing or hearing anything unusual, he felt a presence that made the hair on the back of his neck stand up. Like an animal sensing danger, he stopped and looked in all directions. Everything was still. As he turned to retrace his steps, he noticed an animal's tracks off to his left on higher ground. Curious, with instinctive caution, the student climbed up to get a better look. There were three sets of prints: one larger and two smaller. By their shape, he could see that they were the tracks of a large cat.

The student suddenly felt alone, far away from the safety of his camp. He had wandered beyond the limits set by the teachers for traveling alone, but the morning was so wonderful that he had become unaware of time and place. Now realizing that he had wandered, he started back down the hill by which he had come. For a moment, he was disoriented and could not find his own footprints. When he did, he began to retrace his way back. Rounding a bend in a thick part of the woods, he stopped dead in his tracks! There in front of him, blocking his way, was a mother mountain lion and her two cubs. All were frozen in a heightened state of awareness.

The mother mountain lion's green eyes flared, her teeth flashing a deadly warning. The two cubs stayed close to her, not moving, intensely aware of the human intruder. The student felt fear in the air and the danger it was producing. For what seemed like eternity, they all stood frozen in indecision. The student's heart pumped faster; his muscles tensed; his mouth was dry. This was primitive fear born of the instinct for survival. In this primal encounter, the mountain lion had the advantage since she was well-equipped by nature to battle her foes with sharp claw and fang. She could also run fast when threatened, but with her cubs this was not an option she could risk — and the student instinctively knew it.

Without conscious reasoning, the student stood very still and began to sing a children's lullaby he had heard as a small boy. From some long forgotten place, the song emerged. It was as if his own mother's voice was speaking to the mother in the mountain lion. Some deep connection beyond rational thinking or action prompted this gentle song to come forth in this moment of extreme danger.

The mountain lion, almost undetectably, relaxed her defense and began to listen. For an endless moment outside of time and place, a young boy was singing to a large mother mountain lion and her cubs! There was a unity between them, a primeval bond. Neither wanted to harm the other; each had been reacting out of fear for survival and wanted only peace and well-being. The song filled the student with an energy that allowed him to feel whole again, whereas moments before he had felt disconnected, as if he were outside his body with fear.

And then there arose, without thinking, from deep within him, the *kiai* (martial arts shout) — a great booming *kiai* that echoed off the snowy mountains. The mountain lioness, who had been lulled by the song into momentary inaction, suddenly awoke to this commanding sound. It was a sound that did not threaten or harm. It was a sound that charged the air with energy and strength — a call to power that was understood by the mountain lioness. She did not show fear or aggression when confronted with this sudden charge of intensity. With dignity and respect, she lowered her protective claw and stood tall next to her cubs. The cubs looked up at their mother and she looked straight at the student. Then, without warning, she turned and slowly walked up the hill, her cubs trailing along beside her.

The student watched them as they disappeared into the snowy woods and beyond, until he was standing alone in the forest, wondering if what had just happened really did! Slowly he moved on towards camp, noticing how much more he was aware of. The smell of the woods, the feeling and sound of snow beneath his feet, the slightest glimmer of sun reflected on the scene around him — all magnified a hundred times greater than ever before. He was alive. Alive! And because he had brushed up against death, he felt keenly, exquisitely, joyously alive.

Addendum 10B

THE THINGS WE HAVE IN COMMON

- ✓ Ask students:
 1. In the story “Song Of Life Facing Death,” what did the boy and the lion have **in common**?
 2. Were they both scared?
 3. Did they both want to survive and not have to fight?
- ✓ Tell students:
 1. In situations in which we feel afraid, and we lose our ability to see clearly what is there, we tend to see differences instead of similarities.
 2. To help build a strong mind, we need to be aware of what we have in common with each other.
- ✓ Divide students into groups of three or four. Do your best to create these groups with students who are very different from each other.
- ✓ Tell students:
 1. Have a discussion with your group members for a few minutes and figure out what the three (or four) of you have in common. It can have something to do with the way you look, the way you think, the way you act, where you come from, where you live, your family members, the subjects you enjoy: **Jan and I have the same color eyes. We both live on Main Street, we both have two brothers, and we both like fast action movies.**
 2. Interview one another, making sure everyone gets the chance to talk, so that you begin to see what you have in common with that person.
 3. Every time you hear or notice something you have in common, make a note of it.
- ✓ Give students 5 - 10 minutes; then call time.
- ✓ One group at a time, ask for volunteers to read their lists.

Addendum 10C **I AM FOCUSED!**

- ✓ **BEFORE THE EXERCISE:** Ask for four or five volunteers to demonstrate a reverse punch, or a particular kata that you have selected.
- ✓ Tell volunteers:
 1. The object of this exercise is **focus**.
 2. You want to do this punch (or kata) clearly, no matter what else is going on in the room.
 3. Other students will be trying to distract you, but you must maintain your focus.
- ✓ Assign three or four students to each volunteer. Tell them:
 1. Without touching the volunteer, try to distract the volunteer.
 2. You can shout, yell, call the volunteer names, act funny or crazy, but you cannot touch the volunteer.
- ✓ Ask volunteers to do their punch (or kata) first, with no distraction.
- ✓ **DO EXERCISE:** Ask volunteers to do their move again, and tell the other students to GO! DISTRACT!
- ✓ **AFTER THE EXERCISE,** ask:
 1. What did you volunteers do to keep yourself focused when the other students were trying to distract you?
 2. Did you have to focus more? Think harder?
 3. Were you able to ignore their curses and threats?
 4. What do you have to do with your mind to stay focused on what you are doing?
 5. Do you have to quiet your mind? Make it “empty”?

Addendum 10D

I DON'T WANT TO BE BULLIED ANYMORE!

✓ **BEFORE ROLEPLAY**, tell students:

1. We never know how a bully is going to act or react for sure. We do our best to be aware of a bully's facial signals or body signals, but we never know for certain what the bully will do.
2. When you make the decision to stand up to a bully, your focus is: I have decided I am not going to tolerate being bullied any longer.
3. With your face, your body, your mind, your voice — you tell the bully that you are not going to take the bullying anymore.

✓ Ask for two volunteers to play the parts of **Hurricane** and **Eagle**.

✓ **DO ROLEPLAY**

✓ **AFTER ROLEPLAY**, ask students:

1. What did you think of Eagle's standing up to the bully?
2. Do you think it took a powerful mind?
3. Did Eagle have to wipe out past thoughts and fears about what had happened between Eagle and Hurricane before?
4. Did Eagle maintain a certain focus — on a track of offense rather than defense?
5. Do you think Eagle surprised Hurricane?
6. Do you think Eagle became a bully?
7. Was anyone else around when Eagle and Hurricane met?
8. Do you think this tactic might not be as effective if some of Hurricane's buddies were around? Or if other people were watching?
9. Can you see yourself being Eagle?

Addendum 10D
ROLEPLAY: I DON'T WANT TO BE BULLIED ANYMORE!

HURRICANE

Yo, pea-brain! Not so fast walking away! You and I need to have a conversation!

EAGLE

What do you want, Hurricane?

HURRICANE

You KNOW what I want, Eagle-eyes. You've been a fine, fine contributor to my weekly salary, and seeing as how I have no lunch money today, I think you ought to give me yours.

EAGLE

(To self:) I have given him lunch money four times; he has punched me and bruised me, and this is never going to stop.

(Closes eyes for a second, takes a deep breath, stands tall and summons up a strong stance and voice and says to Hurricane, forcefully:) In the first place, I don't have any, Hurricane. In the second place, if I did have some, I wouldn't give it to you. You know why? Because I'm not going to let you take my money anymore. You know why? Because I don't like you! Because you take advantage of people and have no respect for anyone. You know why? Because you don't have respect for yourself! If you respected yourself, you wouldn't pick on other people! If you ever want to learn what respecting yourself is about, ask me sometime — when I'm in the mood to tell you! In the meantime, BUZZ OFF! (Walks away, quickly.)

Addendum 10E **A QUOTE TO NOTE**

“Upon the clatter of a broken tile, all I had learned
was at once forgotten.”

—Anonymous

✓ Ask students:

1. What kind of focus is this?
2. Is it immediate, total focus, right in the moment?
3. Have you ever heard a noise that immediately captured your attention to the exclusion of everything else?
4. Do you remember how that felt — to focus your eyes, ears, attention to that sound? Perhaps you were alone in a room and the sound frightened you. Or you were outside and heard a car crash.
5. Did your mind instantly stop whatever it was thinking about and focus directly on where the sound came from?
6. Do you think this is the kind of focus we need to put on our martial arts moves? On dealing with a bully? On people who speak to us?

LESSON 11

Summoning All My Strength

Breakdown of Lesson 11:

A great impulse of energy.

Kiai: the shout of strength.

Screaming and yelling can stop a bully.

A Great Impulse Of Energy

1. Read to students the story “**Kiai: From A Distance**” in **Addendum 11A**. (This story also appears in *Facing The Double-Edged Sword*, p. 38, with illustration, p. 39.)
2. Afterward, ask:
 - Are there bullies in this story? Who are they?
 - What do you think caused the boy to pull a knife out of his pocket?
 - Do you think he was scared? Angry? Why?
 - How did Dobson save the shopkeeper?
 - Was Dobson’s reaction a physical one? A mental one?
 - What effect did the *kiai* have on the boy with the knife?
 - Did it wake him up from the nightmare he was about to create?
3. Tell students:
 - ☛ *Kiai* is another important principle in the martial arts.
 - ☛ *Ki* means energy. *Ai* means union.
 - ☛ *Kiai* means a union, or coming together, of energy.

Note To Instructor: Go to **The Razor’s Edge!** (Addendum 11B).

Kiai: The Shout Of Strength

1. Ask students:
 - Isn't *kiai* the perfect word to describe that piercing yell that is heard when a movement is completed?
 - Does *kiai* use your vocal chords? Your chest? Your abdomen muscles?
 - How do you feel when you use *kiai*?
2. Tell students:
 - ☛ *Kiai* is done by a sharp breathing out and tightening of the abdomen muscles in the lower stomach.
 - ☛ *Kiai* is physical. Many parts of your body work together to create this shout.
 - ☛ *Kiai* is also mental. It is a form of communication, as it was in Dobson's story that we just heard.
 - ☛ *Kiai* is a shout that gives strength to a block or attack.
 - ☛ *Kiai*, symbolic of all martial arts moves, is a combination of physical and mental skills.
 - ☛ As you will see in the following exercise, *kiai* can also be a source of peace.

Note To Instructor: Go to **Beast Of The Dark Side** (Addendum 11C).

Screaming And Yelling Can Stop A Bully

1. Ask students:
 - What are the different ways we use our voices every day?
 - Do you use your voice to speak? Sing? Shout? Make a point? Bring people to attention? Cause people to act quickly?
 - What happens if I shout, "HELP!" or "FIRE!"?
 - Can use of your voice make you feel sad? Happy? Full of energy? Angry?
2. Tell students:
 - ☛ In the martial arts, *kiai* is used with a block, punch, kick or strike.

- ☛ The *kiai* gives power to a self-defense technique because it causes the stomach muscles to tighten, adding strength.
- ☛ *Kiai* also scares a bully and, for a fleeting moment, the bully forgets wanting to fight you. You can get away before anything more happens.
- ☛ If the scream does not stop the bully, it may at least give you time to get away.

Note To Instructor: Go to **Stop! Think!** (Addendum 11D). Follow up with **A Quote To Note** (Addendum 11E), if time allows.

Summary: *Read all to students as summary, or focus on one.*

- ★ *Kiai* is a union, or coming together of energy.
- ★ *Kiai* is a shout that gives strength to a block or attack. It is therefore physical.
- ★ *Kiai* is also mental. It is a form of communication indicating power and strength.
- ★ *Kiai* scares a bully and, for a fleeting moment, the bully forgets wanting to fight you.
- ★ If the scream does not stop the bully, it may at least give you time to get away.
- ★ In dealing with a bully, we use all the mental resources we can to abide by the highest martial arts goal: to stop a fight before it ever begins!

Addendum 11A

KIAI: FROM A DISTANCE

When he was in New York City a few years back, Terry Dobson, a skilled teacher of Aikido (another form of the Japanese martial arts), witnessed a strange and near-fatal scene. While walking down 14th Street on a late autumn afternoon, he noticed two teenagers run out of an appliance store and down the street. One of the boys had a large TV set in his arms; the other boy was trying to get it into a shopping bag as they ran together. The TV was much larger than the bag, so they were having some difficulty. Just then, the shopkeeper ran out after them in hot pursuit. The shopkeeper was well-dressed in expensive clothes and jewelry. From across the street, Dobson watched this chase scene. Since the TV was too big for the boys to carry and still run fast enough to lose the shopkeeper, the boys sat it down on the sidewalk. One of the boys ran across the street leaving his companion. The shopkeeper caught up to where the lone boy was standing by the abandoned TV set. The shopkeeper, not paying attention to the youth, bent over to inspect his property. As he did, he turned his back to the boy.

From across the street, Dobson saw something happen. A change took place on the boy's face, and a look of rage suddenly appeared. The boy reached into his pocket and pulled out a knife. The blade flashed in the sun as he raised it above the shopkeeper's back.

Dobson was stunned by the violence that was about to be committed. Physically there was nothing he could do; he was too far from them and there was no time. In a few seconds, the shopkeeper could be mortally wounded. Suddenly from a deep place inside Dobson, a silent scream raced upward from his belly to his head. "NO!" he shouted! In a split second, a great impulse of energy streaked from Dobson to that boy. This *ki*, this shout, this energy, hit the youth like a bolt of lightning and snapped the boy's head back. At that moment the youth *saw* his knife for the first time and *saw* what he was really about to do. In that moment of realization, he turned around, closed his knife and quickly walked away. The shopkeeper had not seen any of this. He was busy inspecting his property. His life was almost taken but he would never know.

This *ki* (from *kiai*), this union of energy, can be called upon in times of emergencies. It seems to be a natural part of us. Through the practice of martial arts, you can more easily summon this great power at will. In addition to being a power or energy that can give great strength to the performance of Karate techniques, it also gives unusual power and intensity to tasks of everyday life. For example, in other sports, or in dangerous activities like rock climbing or rushing down the rapids of a river in a boat, *kiai* can be helpful in summoning great strengths to meet the challenges. *Kiai* has been known to help people survive in many emergency situations. *Kiai* has been called the "life source" — the source of energy that is in all things and moves all things. It has been given many names but it is common to all people. It is the life blood of the art of Karate.

Addendum 11B

THE RAZOR'S EDGE!

- ✓ **BEFORE EXERCISE:** Ask for two volunteers — make certain all students get the chance to volunteer for these exercises and roleplays.
- ✓ Have the volunteers come to the front of the room and face the front wall, so that their backs are to the rest of the students.
- ✓ Select several other students who will do their best to “attack” the volunteers without the volunteers knowing they are there until the “attack” happens.
- ✓ The “attack” consists of deciding which volunteer you want to “tag” and “tagging” (tapping on the back) that volunteer before the volunteer realizes the student is there.
- ✓ Tell the volunteers:
 1. You are going to focus on sounds and feelings around you.
 2. When you think you sense an attack, yell “Kiai!” and quickly turn around.
 3. If you are right about someone attacking you, you win a point. If the “attack” is about to happen to the other volunteer, you do NOT get a point.
 4. If a student succeeds in completing an “attack,” then the students get a point.
- ✓ **DO EXERCISE.**
- ✓ **AFTER EXERCISE,** ask:
 1. How did you volunteers feel being “attacked”? Were you scared?
 2. Were you able to quiet your fear, focus and pay attention? Was your mind empty enough to HEAR an attack coming?
 3. What did the frustration of being attacked do to your mind?
 4. This exercise is calling “the razor’s edge.” What does it mean to live on the razor’s edge?

Addendum 11C BEAST OF THE DARK SIDE!

✓ **BEFORE EXERCISE:**

1. You, the instructor, **choose an animal** that you feel is “you.”
2. For example, if you choose to be a bear, leap at the students with the ferociousness of a great bear. With a *kiai* that sounds like a growl, rise up tall and strike the air with two curled hands, as if clawing a threatening predator. Then bend low and take great strides, moving across the floor. Swing your arms in enormous sweeping motions; then stop and give one more roaring *kiai*.
3. Tell students: “This is the great bear in me. The giant kodiak is MY animal. I feel like the bear; I move like the bear; I fight like the bear. When I sleep, I dream I am the bear. One morning when I awoke, for a moment I wondered if I was a bear dreaming that I was human, or if I was a human who had taken the soul of a bear. It is the beast in me; this is the form the beast takes when it passes through me. This beast is in everyone; it is in you — and today you are going to meet YOUR beast within.

✓ Ask students to choose a beast. Tell them:

1. Each of you has a special animal that is you, and you can act through that animal. Therefore, it will not harm you.
2. Most people spend their lives running away from the beast, but we cannot escape, because the beast is our “dark” side. If we open the door to this part of ourselves, we will invite the beast to come out. This will let light in and you will not be afraid of the dark any longer.

✓ Ask students to sit in mukuso for a couple of minutes to discover what their animal might be.

✓ Call time and help students choose an animal if they have not already done so, from the list below.

✓ Have students say: “I am a (fill in the blank), and I (growl, hiss, neigh, roar).

horse	monkey	lion	tiger
elephant	rhinoceros	hippopotamus	moose
leopard	cheetah	gorilla	zebra
dinosaur	gopher snake	alligator	crocodile
cobra	anaconda	octopus	shark
whale	albatross	eagle	owl
fish hawk	baboon	wolf	mule
porcupine	buffalo	hyena	camel

- ✓ When students select their animal, ask:
 1. What does this animal do to express the beast? Beat its chest? Growl? Run up a tree?
 2. How would you fight as this creature? How would your beast show itself as a warrior?

- ✓ Ask students to walk around the room in a circle, being their animal. Tell them:
 1. Just BE your animal, freely; let the primitive force inside you come out.
 2. The beast is the animal nature of human beings. Some people deny it, but it is there.
 3. Being your animal can help give you a new sense of strength and confidence in your martial arts forms.
 4. Being your animal and watching us all be our animals helps us see this primitive force that is a part of who we are.
 5. Great writers, musicians, painters and people in science have come face-to-face with this part of themselves.
 6. People avoid this side because they are frightened by it, or because they do not want to accept their primitive ancestry; but great creativity lies inside this primitive side of us and can sometimes be harnessed for great achievements.

- ✓ Ask students:
 1. How did you feel being your animal? Scared? Strong?
 2. Do you think you can use your beast's power for creative, peaceful means? How?

Addendum 11D

STOP! THINK!

- ✓ **BEFORE ROLEPLAY**, tell students:
 1. Being able to stop! think! in the face of a bully's attack requires a strong mind.
 2. When you can act in your behalf, rather than simply as a reaction to something a bully says or does, you are developing a powerful mind.

- ✓ Ask for two volunteers to read the following roleplay between **Aloe** and **Bay** in front of the class.

Tell **Aloe**: Bay is a bully, but you focus on being who you are.

Tell **Bay**: You're a bully, but you're going to use STOP! THINK!

- ✓ Remind volunteers that words in parentheses () are instructions to them, and words in *italics* are spoken out loud to themselves.

- ✓ **DO ROLEPLAY**

- ✓ **AFTER ROLEPLAY**, ask students:
 1. How did Bay use stop! think!?
 2. Did Bay have a lot of negative thoughts getting in the way?
 3. Do you think stop! think! helped Bay make some positive decisions?

- ✓ Remind students:
 1. Although you think and feel like bullying someone, the truth is: you don't have to. YOU have the power to turn your thinking around.
 2. Sometimes NOT bullying takes more strength than bullying does.
 3. There are times when we all feel hurt and times when we all want to strike out. If we STOP! THINK!, we can find peaceful ways to behave and still get what we want.

Addendum 11D
ROLEPLAY: STOP! THINK!

ALOE

Hi, Bay! Good to see you!

BAY

(To self:) *I know Aloe is better off than me. Look at those neat clothes and that super car that family drives. I feel like giving Aloe a hard time. Nobody should show off that much.* (To Aloe, sarcastically:) It's good to be seen, Aloe, as you well know.

ALOE

What do you mean?

BAY

(To self:) *STOP! THINK! Aw, who cares anyway? Those aren't my kind of clothes anyhow. Maybe someday I'll earn enough money to have great clothes. Why waste my time on this? I've got better things to do. Aloe sure does look great though.* (To Aloe:) Aw, just kidding. I meant that you look terrific. Really. You do.

ALOE

Thanks, Bay. I think you look terrific too. You should come out a little more and spend some time with the crowd — come to the party today.

BAY

(To self:) *Yeah, right! Go to a party with preppy idiots. We'd really get along.* (To Aloe:) Thanks, but I don't fit in with that stupid crowd.

ALOE

What do you mean? I'm part of that crowd, you know.

BAY

(To self:) *Stop! Think! I just hurt Aloe's feelings.* (To Aloe:) You're different from the crowd. But I'd still feel out of place. *Stop! Think!* Wait a minute! I'll go if you go with me!

ALOE

(Smiles to Bay:) C'mon. I'll give you a ride.

Addendum 11E
A QUOTE TO NOTE

“As the sun makes it new,
Day by day make it new,
Yet again make it new.”

— Confucius



Ask students:

1. What does this quotation mean to you?
2. How do you relate it to creating a strong mind?
3. What does it mean to have a beginner’s mind?
4. How do you think this quotation can help a bully?
5. How do you think this quotation can help you deal with a bully?

LESSON 12

Power Begins In My Mind

Breakdown of Lesson 12:

Giving full power to what we do
Attitude + Form = Speed = Power
Ignoring the bully's threats

Giving Full Power To What We Do

1. Read to students the story “**The Beauty Of Form**” in **Addendum 12A** (This story also appears in *Flight Of The Golden Eagle*, p. 50, with illustration, p. 52.)
2. Afterward, ask:
 - What was the chief instructor’s advice to the young girl?
 - Did she suggest the girl give full power to what she does and forget who she thinks she is?
 - How does concentrating on your form relate to focus?
 - Does focusing on form cause you to LOOK? WATCH? BE AWARE?
 - What happens when we focus like a laser beam on form?
 - Do our movements become sharper? More powerful?
 - How does focus on form help you ignore a bully’s threats?
2. Tell students:
 - ☛ If your mind is clear, rather than full of fear, you won’t *react* to the bully’s threats! You will *act* in your own behalf!
 - ☛ When your body becomes coordinated to the rhythm of the cadence of your strikes and your form, your awareness increases.
 - ☛ Caught up in your form and movement, you go beyond yourself — beyond fear, beyond aggression, beyond violence.

Note To Instructor: Go to **My Form Is My Life!** (Addendum 12B).

Attitude + Form = Speed = Power

1. Write on board or chart:
 - ☛ Attitude + Form = Speed = Power
2. Ask students:
 - What does “attitude” mean?
 - Is your attitude simply the way you think?
 - What is “form”?
 - Is form how you block, punch, kick or strike?
3. Tell students:
 - ☛ At first, you cannot present good form and be powerful at the same time. As you focus on form, you will get better and faster.
 - ☛ Proper attitude consists of thinking thoughts that help you, “emptying” your mind of unnecessary thoughts that hurt you, and practicing proper form, slowly and carefully.
 - ☛ I know you may be scared by a bully out there and want to be able to protect yourself quickly, but patience is a definite requirement.
 - ☛ If you’re here to get power right away, you will not stay with the martial arts long.

Note To Instructor: Go to **Friend Or Foe?** (Addendum 12C).

Ignoring The Bully’s Threats

1. Tell students:
 - ☛ This is a way to walk away with confidence that requires caution.
 - ☛ When you ignore the bully, you pretend that s/he is not there. This can work well with some bullies and backfire with others.
 - ☛ Ignoring is an alternative you may want to use in combination with trickery, or walking away.
 - ☛ The right attitude gives you mental strength.

2. Ask students:

- Can you ignore someone calling you names?
- Do you have the mental strength to NOT fight?

Note To Instructor: Go to **Ignore The Bully!** (Addendum 12D).
Follow up with **A Quote To Note** (Addendum 12E).

Summary: *Read all to students as summary, or focus on one.*

- ★ A proper attitude means that you think positively.
- ★ Your form is how you block, punch, kick and strike.
- ★ Proper attitude and high quality form will eventually give you speed.
- ★ Attitude + Form = Speed = Power
- ★ A positive mental attitude, in combination with top-notch form, helps you ignore the bully's threats. You respond correctly to what's there.
- ★ Patience is essential in learning the martial arts.
- ★ If you can ignore someone calling you names and have the strength to NOT fight, you achieve the highest martial arts goal — to stop a fight from ever happening!

Addendum 12A

THE BEAUTY OF FORM

It was a stormy, winter day with huge icicles hanging from trees and snow drifting up to the windows. A young woman approached her teacher with a concern. She was a gentle girl, polite and kind. She especially loved the animals at camp and always volunteered to care for them. She would never wish to hurt anyone or anything.

“Teacher, I am afraid I will hurt someone or be hurt by another when we practice our combat free forms together. I find myself holding back and letting the others come at me. I can’t seem to stand up to their power, especially the energy of the young men. As a young child, I was taught that fighting was wrong, that the martial arts were violent. I have found out that this is not true, that the martial arts can open the way to gentleness. But when I practice free forms, I am fearful. What can I do?”

The elderly woman chief instructor paused a long time before answering. “Student, I understand your concern. I too felt as you do when I was young. The key is to give full power to what you do by forgetting who you think you are. I can only show this to you by demonstration.”

The teacher walked with her student over to the practice wall on which were placed a row of beaten looking bags designed for punching and striking. They were dark and stained from thousands of poundings over the years. They had been re-stuffed numerous times. The girl had used them before, but only half-heartedly, afraid of being too aggressive.

“Now stand in front of this one here,” the teacher instructed. “Concentrate on your form only. Do not think about hitting the target. Move slowly, aware of every movement. Watch your hips; don’t extend too far. Focus on the point of impact and then immediately release. Just concentrate on the form! Don’t worry about the target. Just form!” the teacher urged.

The student repeated the movement over and over, each time performing it more correctly, faster. The movement began to happen naturally. She didn’t even notice the bag, the targeted goal in front of her. Her attention was fully placed on the form, nothing but the form.

“Faster, faster, watch your form, don’t leave the form! Concentrate! Faster!” the teacher urged her student.

The movements were sharp, powerful, and explosive. Each strike was free of any restraint, each movement perfectly timed.

“Faster, form, faster, form,” the teacher repeated over and over.

Wham! Wham! Wham! the girl’s fist struck the soiled bag again and again. Harder and harder she hit until students passing by outside could hear the impact. Wham! Wham! Her body was coordinated to the rhythm of the cadence. Suddenly she became aware of the power of her strikes as she pounded the bag. She was thoroughly caught up in the movement and was at that point beyond herself — beyond fear, beyond aggression, and beyond violence. There was only the beauty of the form. Nothing else!

Addendum 12B

MY FORM IS MY LIFE!

- ✓ Have students stand, spread out in the dojo or classroom.
- ✓ Select a particular movement that you want your students to do that will help them focus on their form.
- ✓ Tell students:
 1. Many times when we practice our martial arts moves, we hold back — because we don't want to hurt someone, or because we are afraid that we WILL hurt someone.
 2. As you do this movement into the air (or into punching bags, if you have them), do not think about hitting the target. Concentrate on your form only.
 3. Move slowly, aware of every movement. Watch your hips. Don't extend too far. Focus on the point of impact and then immediately release. Concentrate only on form. Don't worry about the target. Just form!
 4. Faster! Faster! Watch your form! Don't leave the form! Faster! Concentrate! Faster! Form! Faster! Form!
- ✓ Call time. Ask students to sit down. Remind students:
 1. The more you focus on your form, the better and faster you will get.
 2. We are conditioned to not be powerful in our lives — sometimes we must obey lots of rules and do what we are told.
 3. When we focus on form, we develop our power in a positive way. Solid form plus a positive attitude make us more powerful every day.
- ✓ Ask students:
 1. How does this kind of concentration help us?
 2. Does good form contribute to a clear, peaceful mind?

Addendum 12C

FRIEND OR FOE?

- ✓ **BEFORE THE EXERCISE:** Ask students to make a circle.
- ✓ Ask for a volunteer to go into the middle of the circle. This volunteer will get the chance to practice being aware, focused, on guard.
- ✓ Tell the other students:
 1. One by one, you will approach our volunteer in one of two ways — either friendly, or threatening.
 2. Then, when you get to the volunteer, you will either stay friendly, or be threatening.
 3. So, you will be one of the four following ways:
 - ✓ Approach friendly, and continue to be friendly.
 - ✓ Approach friendly, and turn threatening.
 - ✓ Approach threatening, and continue to be threatening.
 - ✓ Approach threatening, and turn friendly.
- ✓ Ask for another volunteer to be the first approacher.
- ✓ **DO EXERCISE.** Give as many students as possible the opportunity to come to the middle of the circle.
- ✓ **AFTER EXERCISE,** ask:
 1. How did it feel to be such a victim?
 2. Was it frightening?
 3. Were you forced to concentrate and clear your mind? What happened if you didn't?
 4. Were you forced to have a response-able mind that acts appropriately?

Addendum 12D

IGNORE THE BULLY!

- ✓ **BEFORE ROLEPLAY**, tell students:
 1. Ignoring a frightening bully requires a very strong mind and a lot of caution.
 2. This works well with some bullies and backfires with others. Use this in combination with walking away or trickery.
- ✓ Ask for two volunteers to read the following roleplay between **Yin** and **Yang** in front of the class.

Tell **Yin**: You are going to ignore this bully, and be prepared with another alternative in case ignoring doesn't work out for you.

Tell **Yang**: You are a bully and you know what you want.
- ✓ Remind volunteers that words in parentheses () are instructions to them, and words in *italics* are spoken out loud to themselves.
- ✓ **DO ROLEPLAY**
- ✓ **AFTER ROLEPLAY**, ask students:
 1. Which combination of alternatives did Yin use in dealing with the bully?
 2. Do you think ignoring, trickery and walking away work well together?
 3. Do you think Yin sensed that Yang was getting angry and decided to move away quickly?
 4. Do you think Yin has a powerful mind? Why?
- ✓ Remind students:
 1. When you ignore a bully, you are taking a chance. The bully could get angrier, or could back down.
 2. Just like your katas are combinations of certain moves, you can use combinations of nonviolent alternatives.

Addendum 12D
ROLEPLAY: IGNORE THE BULLY!

YIN

(Sits in a comfortable position, reading a book.)

YANG

(Shouting:) Hey, you! Yin! (Waits while Yin ignores.) HEY! I'm talking to you! Are you deaf?

YIN

(Continues to ignore Yang and to read.)

YANG

Listen, you creep! You know that you were supposed to do my homework for me in math yesterday. Where were you after class? (Waits for a response.) If you don't start talking. . .

YIN

I was sick and I had to go home.

YANG

You don't look sick to me now, stupid! I need that homework!

YIN

(Looks up from book.) I'm still sick. I've got a bad case of pneumonia which, in case you haven't heard, is very catchy.

YANG

What?!? (Backs away.) What are you doing outside with pneumonia? Are you crazy?

YIN

Trying to find some peace and quiet, which I'm not getting here. I'm reading, Yang. I need to forget that you are here.

YANG

(Angry:) Next week, YOU are going to do my math homework for me, whether you like it or not, or you're gonna be sorry!

YIN

(Continues reading book. Looks up at Yang. Stands up and walks away — quickly.)

Addendum 12E
A QUOTE TO NOTE

“An old pine tree preaches wisdom
And a wild bird is crying out truth.”

— *Old Saying*

- ✓ Ask students:
1. What does this quotation say to you?
 2. What kind of wisdom can a pine tree teach you?
 3. If you focus on a pine tree and clear your mind of all your worldly troubles, do you think you may feel stronger?
 4. What kind of truth can you learn from a wild bird?
 5. If you listen to the bird’s cry, are you practicing focus, paying attention, emptying your mind of unnecessary thoughts?
 6. How can paying attention to pine trees and wild birds help you in dealing with a bully?

LESSON 13

Winning By Losing

Breakdown of Lesson 13:

Learning from defeat.

Power comes from understanding yourself.

Using authority to get away from a bully.

Learning From Defeat

1. Read to students the story about **Miguel & Suki** in **Addendum 13A**. (This story also appears in *Facing The Double-Edged Sword*, p. 44, with illustration, p. 46.)
2. Afterward, ask:
 - Is there a bully in this story? Who?
 - Is Miguel's father a bully? In what way?
 - Why does the martial arts appeal to Miguel?
 - What is the conflict in Miguel's mind?
 - What defeated Miguel in his encounter with Suki? Was his mind filled like a teacup?
 - Which one of them *looked* powerful?
 - Which one actually was the most powerful?
 - What put Miguel out of balance? His boyd? His mind? His form? Speed? Attitude?
2. Tell students:
 - ☛ Miguel's main lesson was that he had not been beaten by Suki, but by himself — his attitude.
 - ☛ Suki's form, relaxation, and attitude beat Miguel's physical power.
 - ☛ Miguel learned from his defeat that he needed to respect who he is as a person and face his father as a winner — whether he won or lost the bout.

Note To Instructor: Go to **Winning By Losing** (Addendum 13B).

Power Comes From Understanding Yourself

1. Ask students:
 - Where does power come from?
 - Does it come from your attitude? Your form? Your speed? Physical strength?
 - When you see movies or television programs that are violent, how do they depict power?
 - Do you get power by wielding a gun? Punching someone hard? Talking tough? Being able to leap from one building to another?

2. Tell students:
 - ☛ Power is not physical strength and the ability to dominate other people.
 - ☛ Power is not the ability to win every match and always know more than another person.
 - ☛ People who can be defeated are truly powerful, because they can learn and grow from their defeat.
 - ☛ Power comes from attitude, form, speed, physical strength AND understanding yourself and how you operate.
 - ☛ When you can understand what you do, and how and why you do it, you develop an understanding of yourself — a crucial factor in your move toward your greatest martial arts goal.

Note To Instructor: Go to **Instant Black Belt** (Addendum 13C). This exercise gives students first-hand experience of where real power, strength and wisdom lie.

Using Authority To Get Away From A Bully

1. Tell students:
 - ☛ There are two ways you can use authority to demonstrate your power.
 - ☛ One way is to show the bully you are not afraid and you will not allow the bully to hurt you. Here you are being your own authority, using your own power.
 - ☛ Another way is to call someone else to help you who is more powerful than the bully. Powerful can mean someone older, someone *in* power, like a parent, teacher, or police officer.

2. Ask students:

- Do you think calling an adult in power is “ratting” on someone or being a coward?
- If a bully is hurting you, don’t you think you have the right to use any means necessary to help you?
- Don’t you think kids and adults should stop bullies together?
- Don’t you want to learn skills that help you end conflict before anyone gets hurt?

Note To Instructor: Go to **Help!** (Addendum 13D). Follow up with **A Quote To Note** (Addendum 13E) as time permits.

Summary: *Read all to students as summary, or focus on one.*

- ★ A top-notch martial artist learns from defeat by developing strong mental skills which lead to understanding of self.
- ★ Power comes from beautiful form, a positive, focused attitude, an aware mind and a trained, coordinated body.
- ★ Calling upon authority to help you stops a fight before it starts, which is your primary martial arts goal.

Addendum 13A

MIGUEL & SUKI

Miguel finished his warm-up, doing 50 sit-ups and 50 push-ups. His body felt strong. He had been working out with weights and felt confident of his strength. He felt his muscles growing, but he also felt stiff and tired, as if he had been working out too hard.

Today, however, he was participating in his final round of freestyle competition. Miguel got excited when he thought about winning. He had won all his bouts against his fellow students so far. His father had always told him that winning was all that mattered. Since he and his father worked out together, and his father had been in the Marines and a college football star, Miguel very much wanted to please him and be like him.

Miguel also liked to dance. He had joined a dance class at school and at first was embarrassed that the class consisted mainly of girls, but he wanted to try it out and stayed with the class. He was afraid to tell his father about his interest in dance. He had tried to play football but found that it was too violent a game for him. When he suffered an injury in the tryouts, he decided it wasn't for him.

Although his father was unhappy about Miguel's decision, he urged Miguel to practice Karate so he could "be a man." Although Miguel signed up for his father's sake, he found that he really liked Karate. It was taught by an older man who was gentle and understanding and who helped Miguel see that the art of Karate was like a dance — and that appealed to Miguel.

Today, during Miguel's final round, he was unusually excited because his father was there to see him compete. He noticed that his stomach started to hurt. He was very nervous and felt conflict within himself. On the one hand, he loved Karate and respected his Karate teacher and his teachings. On the other hand, he respected his father, but was afraid of him. He wanted his father's approval but he couldn't find it in his heart to compete the way his father wanted him to. Miguel had worked very hard for this day, and now that it was here, he felt this conflict inside him. He watched the other bouts with a mixture of excitement and anxiety. He knew that his father was watching him. And he knew that his father would only accept him as a winner.

Suddenly it was Miguel's turn. He jumped up and came forward to the free-fighting area. He was ready, but tense. He wondered who he would fight. He had seen all the other boys compete before him. A person came up behind and passed him.

"There must be a mistake!" Miguel thought, almost out loud, as the person turned to face him. There before him stood Suki, a girl! She was 16, two years older than he, and a higher rank — a brown belt — while he was a green belt. She practiced in the evening adult class so he had only seen her a few times. He couldn't believe it! Why her? Why a girl? He felt his face redden. How could he fight her? Although he had sparred with girls before, he had never done it seriously.

"Bow, please," he heard his teacher say. While thinking, Miguel bowed to Suki, and then both of them bowed to their teacher.

"Ready," their teacher called. Miguel's mind raced with confused thoughts. What will Dad think of me fighting a girl? Should I go all out? But before he could resolve his questions, his teacher shouted, "Begin!"

"Point!" called his teacher. Suki had immediately moved in with a round house kick and caught Miguel wide open. He looked at his father and then back at Suki. "Okay," he thought, "girl or no girl, I must fight!" With that he jumped forward with all his might and attacked.

“Point!” his teacher called again. Suki had easily and effortlessly blocked his attack and counter-attacked, scoring again.

Miguel was shocked! He started to get angry and more tense. He had trained for so long and felt so strong. How could this girl score twice on him? Again he attacked. With a flurry of techniques he charged his opponent and again she easily and gracefully moved out of his way, moving effortlessly and lightly as she dodged his attacks. She didn’t look strong, but when she moved, her techniques were powerful. He, in contrast, looked powerful. He had developed a strong body weightlifting and could deliver a powerful punch or kick. And yet he couldn’t score on her.!

For the full two minutes of the bout, Miguel went all out, giving his opponent the best he could, to no avail. He felt stiff and awkward pursuing her. She made him look like a muscle-bound ape, falling all over himself trying to capture a hummingbird. Just before the call to end the bout, Miguel felt his feet go out from under him as he tried one final and hopeless technique in an attempt to score. With all his might, with all the muscle and strength he could muster, he shot out a strong front thrust kick. It was like kicking the wind, and he fell forward in an off-balanced attempt.

Miguel got up, stunned by not hurt. Suki was standing in the ready position in front of him. She didn’t even look tired, while he was sweating and out of breath.

She smiled at him, not a smile of victory, but one of understanding. He knew he had been beaten, not by her as much as by himself. And she knew it, too, from her smile. He saw how his attitude had beaten him, how he thought that brute strength alone could win. He wanted to be powerful, to physically compete and dominate, and he learned that this idea of power wasn’t useful in freestyle. That, in fact, it got in the way. Real power was agility, gracefulness and relaxation. Suki had wonderful technique. She didn’t have weight training or muscular strength, but she had excellent form. Miguel’s muscular power simply became useless with Suki.

Miguel looked at Suki and he, too, smiled. He realized the truth of her smile and understood one of the basic principles of the art of Karate his teacher had talked about. “Real power not only comes from form, from being relaxed and gentle, but from understanding yourself, and knowing how to learn from defeat.”

Miguel bowed deeply to his teacher and to Suki. He understood something important. The real lesson was in learning who he was. Realizing this, he knew he had “won” and would always be a “winner,” even if he lost the bout. Now he could face his father as a “winner,” knowing that the real victory was in learning what he had learned that day.

Addendum 13B

WINNING BY LOSING

- ✓ **BEFORE EXERCISE:** Tell students:
 1. In the story about Miguel and Suki, Miguel worked hard while Suki moved effortlessly and gracefully to win the bout.
 2. When we strain against what’s happening to us here and now — we exert a lot of energy, and we get nowhere.
 3. When we move in the direction of a pull, our movement is effortless, easy, and we “go with the flow.”

- ✓ Have ready two or three pieces of long, thick rope tied together to make a huge loop, that 10 students can hold onto as they sit in a circle. (Create as many groups (minimum of 10 students) as you can.)

- ✓ **DO EXERCISE:** Tell students:
 1. Sit in a circle and pick up the rope that’s in front of your feet.
 2. EVERYONE pull at the same time as you stand up. If everyone pulls together, at the same time, you should be able to stand up.
 3. If you didn’t succeed this time, sit down with the rope and try again. Be aware of how all your group partners are rising, and how evenly.
 4. The group has a common focus: rising together.

- ✓ **AFTER EXERCISE:** Ask students:
 1. How did it feel to be pulling together?
 2. Why do you think this exercise is called “Tug Of Peace”?
 3. How can this exercise help you in dealing with a bully?
 4. Can you envision yourself working “together” with a bully in preventing a fight?
 5. Would you push *against* the bully, or try to stop a fight *with* the bully — giving and taking, understanding and yielding?

Addendum 13C INSTANT BLACK BELT

- ✓ Announce that today someone is going to become an instant black belt.
- ✓ Ask for three volunteers.
- ✓ Pull out three black belts and put them on the volunteers. Tell volunteers: “You are Black Belts for a day.”
- ✓ Engage all students in vigorous practice of some new stances and moves. After the practice, ask all students to sit down. Ask:
 1. Did everyone enjoy the practice?
 2. How about our three Black Belts? How did you feel?
 3. Did you feel different today than you usually feel here?
 4. Did you feel more powerful?
 5. Where did you get this power from?
- ✓ Hold up a black belt in front of students. Ask:
 1. What do you see? Power? Strength? Wisdom? Energy?
- ✓ If students agree that this is what they see, tell them: “I only see a black piece of cloth.” If a student is aware enough to see only a black piece of cloth, or a black belt, ask:
 1. Where does this great power come from if this is only a black piece of cloth? From our bodies? Our minds?
 2. How did our minds get this image of this piece of cloth?
 3. Are we *taught* that a black belt symbolizes power, wisdom, strength and energy?
 4. Is there real power, real strength, real wisdom in this cloth?
Give students a moment to think.
 5. Isn't it true that there is no strength in a piece of black cloth?
 6. Then, what is the purpose of this black belt?
To hold up our pants!

✓ Tell students:

1. No matter what you are wearing, how short or tall, fat or thin, muscular or non-muscular you are — your real source of power is YOU — your mind, your thinking, your belief in your own strength!
2. The first person you must trust completely is — YOU!

Addendum 13D

HELP!

- ✓ **BEFORE ROLEPLAY**, tell students:
 1. Calling for help is a positive way to stop a fight before it starts.
 2. Calling for help is not a weakness; it is completely in line with the greatest martial arts goal — to prevent a fight.

- ✓ Ask for two volunteers to read the following roleplay between **York** and **Hampton** in front of the class.

Tell **York**: You are an angry bully, potentially dangerous.

Tell **Hampton**: Your number one goal is to prevent a fight.

- ✓ Remind students that words in parentheses () are instructions to them, and words in *italics* are spoken out loud to themselves.

- ✓ **DO ROLEPLAY**

- ✓ **AFTER ROLEPLAY**, ask students:
 1. How do you think Hampton handled this situation? Would you have handled it in the same way?
 2. Did Hampton try other alternatives before calling for help? Which ones?
 3. Did Hampton use “making friends” and “trickery”? Did these alternatives work?
 4. Do you think Hampton was wise to call for help? Why? Was York pretty threatening?

- ✓ Remind students:
 1. When you sense that you may be in danger, your main goal is to prevent anything dangerous from happening.
 2. Do not be afraid to call for help when you need it.
 3. Calling for help stops a fight before it starts!

Addendum 13D HELP!

Hampton

(To self:) *Uh-oh. Here comes that crazy guy, York. This weirdo gives me the creeps. Maybe if I say something to him, it'll be okay.*

York

(To self:) *Okay, okay. So I'm gonna fail math. Big deal! The stupid principal expects me to do something about it, right? (Kicks the street.)*
(Angry:) *What I'm gonna do about it is fly a kite!*

Hampton

(To York:) Hi, York. Great basketball game yesterday, huh?

York

(Angry:) WHO CARES! (Grabs Hampton by the collar.) WHAT MAKES YOU THINK I CARE ABOUT ANYTHING YOU SAY!?

Hampton

Hey. Let go, okay? I didn't mean anything. Just trying...

York

SHUT UP! I don't wanna hear it.

Hampton

Hey, let go, okay? You know, I've got tuberculosis, and...

York

SHUT UP, I said! Take off those stupid glasses!

Hampton

York, you and I have been buddies for a long time. What are you doing? Didn't I help you with your math....

York

SHUT UP! SHUT UP! SHUT UP! TAKE OFF THOSE GLASSES, YOU FOOL!

Hampton

(Looks around and sees school principal, and shouts:) MR. WILLIAMS! MR. WILLIAMS! HELP! HELP ME PLEASE! YORK IS ABOUT TO GO NUTS! HELP!

Addendum 13E
A QUOTE TO NOTE

“Life is not a problem to be solved, but a reality to be experienced.”

—*J. J. Van Der Leeow*

✓ Ask students:

1. Do you think a bully is a reality to be experienced?
2. Do you think a bully is a problem to be solved?
3. By trying to find solutions (fixes), do we clutter our minds?
4. Why is it important to have an uncluttered mind when dealing with a bully?
5. When we experience things as they are, are our minds as clear as they can be?

LESSON 14

Awareness: Seeing The Unseeable

Breakdown of Lesson 14:

Awareness is a sixth sense.

Sen-No-Sen: Awareness of an attack before it happens.

Reasoning with the bully.

Awareness Is A Sixth Sense

1. Read to students the story “**No Sound You Can Hear — No Image You Can See**” in **Addendum 14A**. (This story also appears in *Flight Of The Golden Eagle*, p. 57, with illustration, p. 61.)
2. Afterward, ask:
 - When the student was beaten, the teacher asked the student, “What did you do to defeat yourself?” What did the teacher mean?
 - Could the teacher read the students’ thoughts? What *could* the teacher read? His eyes? Face? Mouth? Leg? Shoulder?
 - Are you aware of the signs *you* communicate when you are about to move?
 - How can this kind of awareness when you come face to face with a bully?
3. Tell students:
 - ☛ When the student was concentrating on winning, he wound up defeating himself.
 - ☛ To win, our focus must be on the signs being communicated.
 - ☛ Awareness enables you, through subtle signals, to be a winner without fighting and to not defeat yourself before you begin!

Note To Instructor: Go to My Body Talks! (Addendum 14B).
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Sen-No-Sen: Awareness Of An Attack Before It Happens

1. Ask students:
 - Have you ever “felt” that something bad or dangerous was going to happen? Even though everything seemed calm?
 - Did you not really “listen” to those feelings and just go on your way?
 - Have you ever stopped to look at those feelings and try to figure out where they came from?
2. Tell students:
 - ☛ What is probably happening is you are sensing “vibrations.”
 - ☛ These vibrations are disturbances in another person that haven’t come out yet as physical action.
 - ☛ A person in conflict, such as a bully, is in two places at the same time — talking to you, but thinking of something else.
 - ☛ You may have noticed a person in conflict: Wiggly feet. Rubbing hands. Tapping fingers. Squirming body.
 - ☛ This is body language — a language without words that tells you something about a person.
 - ☛ A bully who is angry about something and talking to you at the same time could be a dangerous person. If you are aware of the bully’s body language, you are better able to stop a fight.
 - ☛ Another way to increase awareness is to break habits and do things differently.

Note To Instructor: Go to **Shuhari** (Addendum 14C). Students will improvise physical forms and break old habits.

Reasoning With The Bully

1. Ask students:
 - Do you know how to speak well? To use words to convince others?
 - Do you think it’s important to know how to reason well, whether or not you have a great gift for gab?

- Do you think, as you grow up, because you take on more and more responsibilities and have more details to work out, it will be helpful to you to practice reasoning skills — which will strengthen your mind?

2. Tell students:

- ☛ Sen-no-sen, which is awareness of an attack before it happens, helps you develop reasoning skills.
- ☛ When your mind is calm enough for you to turn up your sixth sense, you can try to reason with a bully when you sense that you may be attacked.

Note To Instructor: Go to **Let's Make A Deal!** (Addendum 14D). Follow up with **A Quote To Note** (Addendum 14E).

Summary: *Read all to students as summary, or focus on one.*

- ★ Awareness is a sixth sense.
- ★ Sen-no-sen is awareness of an attack *before* it happens.
- ★ By being aware of what a bully is *not* aware of, you can act *before* the bully does.
- ★ If you are attacked, physically or verbally, you must first observe and deduce, which requires a strong, calm mind.
- ★ Awareness comes not only from developing your sixth sense, but from not being a creature of habit and learning to do things differently.
- ★ If you can stop conflict before it happens, then you are mastering the main intent of the martial arts: to end conflict!

Addendum 14A

NO SOUND YOU CAN HEAR — NO IMAGE YOU CAN SEE

The student was about to punch when he found himself on the mat, surprised but not hurt. How could this have happened? His stepping punch was invincible; it had always worked before. He was incredibly quick and could always score with his well-worked-out technique. His opponent had come in just as he was thinking of attacking and had somehow swept him off his feet!

This student also had a formidable spinning back kick, especially for opponents who liked to come in on him. He would create an opening by faking a high punch, leaving himself wide open. As his opponent began to take advantage of this opening, he would spin with a fast back kick to counter. It was a sure winner.

He was back up again. The two students slowly circled each other. He saw his opening and faked his punch. “Oh, no!” he said out loud as he flew through the air and landed on his back again! He never saw it coming. He jumped up quickly in order to meet his opponent again and was about to charge forward with a thrusting front kick when — at that very moment of anticipation — his opponent was on top of him, jamming his kick and scoring with a reverse punch.

“You have a well-developed sixth sense,” the teacher told the student’s opponent. “Can you see what has happened here?” he said to the two of them and to the class.

“Teacher, I tried my best technique, but every time I was about to attack, I was dumped.”

“What did you do to defeat yourself?” the teacher asked.

“Defeat myself? I don’t understand. I was doing everything to win!” the student replied.

“Please stand up,” the teacher directed. “Now attack me!” Don’t hesitate, just do it!”

The student moved toward the teacher and in a fraction of a second he was down on his back again. With good spirits, he jumped up quickly and asked, “How did you do that? How did you know what I was going to do?”

“Because you told me!”

“I didn’t say anything, Teacher. I only thought it. Can you read my thoughts?” he asked.

“Yes and no. I cannot see into your mind but I can see what your thoughts are by how you display them. For instance, just before you are ready to attack, your eyes narrow slightly and your mouth becomes tense. This is a sign that you are about to move. Then, you usually look at your intended target — for instance, at your opponent’s chest. So now I have two pieces of information, two clues as to what is going to happen. One is that you are going to move and the other is where you intend to strike.

“Please, tell me more. This is amazing. I never realized that I did this!”

“You also tell me what technique you are going to use. For example, if you are intending a stepping punch, you start to tense your right leg for springing forward. Also, if you are about to use your effective spinning back kick, which everyone is well aware of, you let your opponent

know this by dipping your right shoulder in preparation. All those small signs add up to tell your opponent a lot about you.”

“But how come no one before today had seen this and defeated me?”

“Some people have not yet developed this sixth sense. Some may see but are too slow to respond. But if a person practices awareness, over time he or she will begin to develop this capacity. It’s really not that difficult,” the teacher told him. “We will try two small experiments so you can see this for yourself. Please freestyle with your opponent again, but this time go slower and stop when I tell you.”

This time the student was more aware of himself, but in an awkward, self-conscious way. As he was about to move again, his teacher yelled, “Stop!”

“Now what just happened? Did you see anything? Please, you other students watching, join in.”

The student he was fighting spoke up first. “Your face became tense. This was the first signal.”

“Do it again,” the teacher commanded. And each time there was a signal, the teacher stopped the match and someone pointed the signal out. After a while, the student himself began to notice when he tensed his face, or gave another sign of his intentions.

In the next experiment, the teacher had this student face a large mirror and shadow fight an invisible opponent. The teacher would call out when the student was to attack, and when he did, the student began to notice how he signaled his intentions — how he dropped his shoulder, moved his foot, tensed his face, or gave some other tiny message.

“You see, students, how this is crucial to your free form. You see how you can defeat yourself before you start. If your opponent has developed this sixth sense, he or she will be in a state of readiness. You, on the other hand, will be at a great disadvantage. In the martial arts, there is an expression: ‘See the unseeable and hear the unheard’ — which means, be aware of what the other is not aware of and act before he or she does. This is important, not only in free form but in daily life. If you can stop conflict before it happens, then you are mastering the real intent of the martial arts: to end conflict.

“See how this works in your daily relationships — for instance, when someone is about to attack you verbally. This is an important skill to develop in every area of life: the skill of observation and deduction. By seeing what others are not aware of and being able to understand subtle signals, you can be a winner without ever having to fight!”

The students all bowed to end the class. And the two students who had free-styled together shook hands and smiled.

Addendum 14B

MY BODY TALKS!

- ✓ Ask for two volunteers to present their own workout techniques.
- ✓ Every time one volunteer is “defeated,” stop the match and:
 - Ask the volunteer:** How did you defeat yourself?
 - Ask the opponent:** What did you see that told you what to do to win?
 - Ask the class:** Did you see any signals that gave this volunteer away?
- ✓ Have the volunteer and opponent continue their workout.
- ✓ Every time you see a signal, stop the students and ask them what they think happened; then ask the class.
- ✓ As the volunteers begin to use their sixth senses to better understand what they are doing to defeat themselves, give other volunteers the opportunity to do the same thing.

Addendum 14C SHUHARI

- ✓ Present to your students a form they have never seen before. Make each move new, fresh and energetic.
- ✓ Tell students:
 1. This is a *Shuhari* form.
 2. The word *Shuhari* means learning from tradition (shu); having your own insight into what you're learning (ha); going beyond tradition because you have understood it (ri).
 3. The *Shuhari* form is performed spontaneously. You make it up as you go. You start with a block, and any movement that naturally follows and feels right is what comes next.
 4. The form can be short or long, but never repeated. It is performed once and then forgotten.
- ✓ Ask for a volunteer. Tell volunteer:
 1. Perform your favorite form. Congratulate student on the form.
 2. Now, perform this same form with your eyes closed. Congratulate student on winding up in exactly the same place, which your student probably will.
 3. Now, do this form backwards.
- ✓ Student will want to think this through. Encourage student to not think, but to just do it!
- ✓ Tell students:
 1. Our volunteer did an excellent job of trying this new technique.
 2. It is difficult to take yourself out of a form you know well, because it has become a habit: a deeply ingrained, single-minded way of doing something exactly the same as it has always been done.
- ✓ Ask students:
 1. If you were attacked, how would you defend yourself if your opponent didn't go by the rules? In other words, if he or she just came at you?
 2. Can you see that a pattern works only if the attacker follows the pattern's attack response?

- ✓ Ask for another volunteer. Tell volunteer:
 1. Grab my wrist; hold on as tightly as you can with both hands.
 2. If I try to pull away from you, I will have great difficulty, because I am pulling against your strength.
 3. If I try to push toward you, this creates resistance.

- ✓ Break free from this grasp by NOT acting out of habit. Notice the volunteer's weak points and go with that. Tell the class this is what you are doing.

- ✓ Tell students:
 1. The weak points are usually where the thumbs and forefingers join.
 2. It is best, however, not to make that assumption.
 3. Each time someone grabs you, you must respond with sensitivity to the new and find out where the weakness NOW lies. It changes from moment to moment.
 4. The past is the past and may not apply here. I may be able to use my learned techniques, but perhaps just reverse the order.
 5. When you are quiet and listen to your body and its impulses, then you will "know" what to do.
 6. This "knowing" is not something you learn, like math. It comes from a heightened awareness — inside you.

- ✓ Divide students into pairs; have them do this exercise, pushing, pulling and becoming aware of weak points.

Addendum 14D

LET'S MAKE A DEAL!

✓ **BEFORE ROLEPLAY**, tell students:

1. Reasoning with a bully can be very effective, if the bully has a reasonably strong mind.
2. When you can reason with a bully, you are already half-way toward stopping a fight from ever happening.

✓ Ask for two volunteers to read the following roleplay between **Hercules** and **Socrates** in front of the class.

Tell **Hercules**: You are a bully with strong body and strong mind.

Tell **Socrates**: Your mind is your fortune. Your reasoning ability is famous.

✓ **DO ROLEPLAY.**

✓ **AFTER ROLEPLAY**, ask students:

1. How did Socrates handle this big bully?
2. Do you think Socrates was able to keep a clear mind?
3. Did Soc use quick thinking?
4. Do you think Socrates could have been successful in this nonviolent alternative if Hercules were more volatile, angry, upset and less easy to talk to?
5. Which alternative would you have used if Hercules had been threatening?

✓ Remind students:

1. It's important to know how to think out what to say and do so you don't hurt others, and they don't hurt you.
2. As you grow up and take on more responsibilities, it is essential for you to know how to reason. Start now, and practice!

Addendum 14D
ROLEPLAY: LET'S MAKE A DEAL!

Hercules

Well, if it isn't my old buddy, Socrates. What's happening, Soc?

Socrates

Doing well, Hercules. I was just philosophizing about how some of us are stronger than others of us.

Hercules

So! You recognize that I have greater strength than you, eh, Soc? And by so recognizing my wondrous strength, you also recognize that if you do not give me that paper you are writing on, I'm going to have to take it from you forcefully.

Socrates

My good friend, Hercules, whatever would you want to use paper for? You do all your thinking with your fists, do you not?

Hercules

Now, Soc, you know by now that I keep these muscles in shape by tearing bundles of paper into shreds. It's my personal way of recycling.

Socrates

But if you take my paper, I will have nothing to write upon, and all the wisdom of the ages will have to remain in my brain.

Hercules

On the other hand, if you don't give me that paper, you won't have to worry any longer about your brain, because I will personally bash it in.

Socrates

And if you personally bash in my brain, you will no longer have anyone to pick on. If you let me keep my paper, I will give you my bag of rocks and stones.

Hercules

What the devil will I do with a bag of rocks and stones?

Socrates

Why, you can lift the bag every day, 400 times, and make your muscles even stronger! You start today with only one big rock; tomorrow you add another rock; and in no time, you will be able to lift all the rocks at once!

Hercules

But these rocks are not enough! I want to be able to lift the world!

continued

Socrates

All things in time, Hercules. I am happy to be of assistance to you in your workouts. With this paper, I can write down just how many rocks and stones you have lifted each day. And you too will be able to write and leave for posterity a record of how you came to lift the world! It will be right here, on this paper!

Hercules

You don't say? I'm gonna be famous! Okay. Keep the paper. (Pause.) But you're gonna have to give me your computer.

Addendum 14E
A QUOTE TO NOTE

“He who hesitates is sometimes saved.”

— *James Thurber*



Ask students:

1. What does this quotation mean to you?
2. There is another quotation that says that he who hesitates usually loses. What do you think?
3. How does this quotation apply to you when you encounter a bully?
4. Do you think it can help you to hesitate — to stop! think! — before acting?
5. Do you think hesitating can include using your mind — before your body?

LESSON 15

Respect: The Act That Conquers Fear

Breakdown of Lesson 15:

Good manners make for a strong mind.

Positive values are the foundation of the martial arts.

Taking a martial arts stance.

Good Manners Make For A Strong Mind

1. Ask students:

- How many of you have had family and teachers lecture you about the importance of “good manners”?
- Do you think of practicing good manners as something you *should* do?
- Have you ever thought of good manners as something you *want* to do?
- What does it mean to have “good” manners? “Bad” manners? *Encourage all responses.*
- To those of you to whom “good manners” is distasteful, what is it about them that you don’t like? *Encourage all responses.*

2. Tell students:

- ☛ We all want to be treated kindly and in a caring way.
- ☛ Having good manners is simply being kind and caring for others.
- ☛ When we bow and when we address our instructor as “Sensei,” the Japanese word for “teacher,” we are being polite.
- ☛ In the practice of martial arts, it is important to act politely at home, in school, and everywhere you happen to be.
- ☛ Respect is the act that conquers fear. When your mind is strong enough to show respect for others, you can walk forward, or walk away, with confidence.

Note To Instructor: Go to **Expressing Yourself** (Addendum 15A).

Positive Values Are The Foundation Of The Martial Arts

1. Tell students:

- ☛ Here are some examples of good manners.
 1. You are aware and notice that an older person is having difficulty opening a heavy door. You offer to help.
 2. Your parents have agreed to pay for repairs you need on your bike, or car, or teeth — you thank them, when you know they originally intended to use that money to do repairs on the house, or their car.
 3. For two weekends you've been unable to help around the house. You thank your family by offering to do something special this week — mow the lawn, wash the car, do dishes.
- ☛ Here are some examples of bad manners.
 1. Your family has to leave you alone during the day. You feel stranded and invite friends over, who mess up the house, and you don't clean it.
 2. You rush around and push and shove to get in front of a line of people.
 3. You interrupt someone while s/he is talking, or call someone a name because s/he is "different" in some way.

2. Ask students:

- Why do you think good manners are the foundation of the practice of the martial arts?
- How can positive values, such as courtesy, kindness and respect help you in dealing with a bully? Dealing with your life?
- How can good manners help you when you've encountered a bully? Do they help clear your mind? Maintain focus?

Note To Instructor: Go to **My Shoes, Just So** (Addendum 15B).

3. Tell students:

- ☛ Using good manners must be practiced just like we practice our martial arts moves and our nonviolent alternatives.
- ☛ Once practiced, they come naturally.

Taking A Martial Arts Stance

1. Tell students:
 - ☛ Hopefully, you will try everything you can to stop a fight BEFORE you take a martial arts stance.
 - ☛ This stance does not mean you are going to fight; it means you are READY to fight, if necessary.
 - ☛ You hope, by taking this stance, that the bully will back down and leave you alone.

Note To Instructor: Go to **Take A Stance!** (Addendum 15C) and/or **Practice Makes Perfect** (Addendum 15D). Then follow up either one with **A Quote To Note** (Addendum 15E).

Summary: *Read all to students as summary, or focus on one.*

- ★ Good manners make for a strong mind.
- ★ Respect is the act that conquers fear. When your mind is strong enough to show respect for others, you feel more confident.
- ★ Positive values are the foundation of the martial arts.
- ★ Using good manners must be practiced just like we practice our martial arts moves and our nonviolent alternatives.
- ★ Taking a martial arts stance means you're ready to fight, if you have to.

Addendum 15A EXPRESSING YOURSELF

- ✓ Ask students:
 1. What are some ways you express yourself that some people think are “disrespectful”? For example: Does your mother get upset when you say, “Gimme that!” without saying “please” or “thank you”?
 2. What are some other words, phrases or sentences that you say that you’ve been told are not polite? Respectful?
- ✓ Make a list of these “disrespectful” phrases on the left side of the board or chart as students call them out. They may include:

“Shut up!”	“You’re wrong!”	“Go to hell!”
“%@#*!”	“Damn it!”	“Get out!”
- ✓ Opposite these words and phrases, challenge students to come up with positive ways of expressing themselves that reflect a positive attitude and a respectful way of dealing with people.
- ✓ Let the wording and phrasing come out of the students, so that they can use their own lingo, jargon, way to communicate.
- ✓ Tell students:
 1. Manners are taught to you because someone cares enough to want you to speak and act in ways that will help you get along in this world and help you get what you need and want.
 2. In the martial arts, we bow to one another as an act of respect. What do you do in your household as an act of respect?
 3. Try bowing at home! When your parents ask you to do something, do what they ask — and bow! Will they be surprised! When you do this, take note of how it makes you feel to do what you’re told and bow.
- ✓ Divide students into pairs. Ask them, one partner at a time, to ask their partner to do something. The partner must bow and then do it.

continued

✓ Give students some sample requests they can make of one another, such as:

1. Would you please untie and then re-tie my shoe.
2. Would you please brush my hair.
3. Would you kindly go the window and open it.
4. I would appreciate it if you would write my name on the board.
5. Would you be so kind as to show me your favorite freestyle move?
6. I am anxious to see your favorite block or punch.
7. My back hurts. Would you give me a five-second massage?
8. Please tell the teacher that I would like to stay late today.

Addendum 15B

MY SHOES, JUST SO

- ✓ Ask students to:
 1. Put their shoes in front of the dojo, or classroom, in a pile.
 2. Sit down, close their eyes and relax.
- ✓ Mix up students' shoes while their eyes are closed.
- ✓ When you are done mixing them up, ask students to open their eyes and retrieve their shoes.
- ✓ After the mass confusion, tell students they are going to start again.
- ✓ Ask students to:
 1. Line their shoes up — just so — in a neat and orderly line.
 2. Return to their seated positions.
 3. Look at their shoes now.
- ✓ Ask students:
 1. What is the difference between messed up and orderly?
 2. Why is it important to line up, just so?
 3. How does creating order help us in dealing with a bully?
 4. If your mind is cluttered with unnecessary thoughts, are your reactions to the bully going to be successful?
 5. If your mind is neat, orderly and clear, do you stand a better chance of dealing with a bully?
 6. Can you think of other areas of your life that are not neat and orderly, that might benefit from your making them so, to simplify and clarify the way you live? How so?

Addendum 15C

TAKE A STANCE!

- ✓ **BEFORE ROLEPLAY**, tell students:
 1. Taking a stance requires a strong mind and strong body.
 2. It tells a bully that you are strong, you know how to protect yourself, and you are prepared to defend yourself.

- ✓ Ask for two volunteers to read the following roleplay between **Bartlett** and **Seagram** in front of the class.

Tell **Bartlett**: You are a bully and pretty annoying person.
Tell **Seagram**: You do not want to fight, but you are annoyed.

- ✓ **DO ROLEPLAY.**

- ✓ **AFTER ROLEPLAY**, ask students:
 1. What was Seagram's first alternative with Bartlett?
 2. Did Seagram make Bart nervous by mentioning the possibility of nearby friends?
 3. What kind of trickery did Seagram use? Do you think Seagram is really HIV-positive?
 4. Do you think Seagram's martial arts stance worked well after the other alternatives?
 5. If you were in Seagram's place, and the bully didn't get scared after your taking a martial arts stance, what would you have done? Run away? Called for help?

- ✓ Remind students:
 1. Every run-in with a bully is different. You never know how a bully will act or react to what you do.
 2. Get together with friends or family and talk about the different nonviolent alternatives that are available.
 3. Practice them and try them out on people you know. Their reactions will help you get even stronger!

Addendum 15C
ROLEPLAY: TAKE A STANCE!

Bartlett

Hey, you! Punk! What makes you think you're so smart! C'mere, you squirt! Finally, I got you away from all your stupid friends!

Seagram

My friends are never far away, Bart. Look around you.

Bartlett

(Looks around.) I don't see anyone, punk! What are you trying to pull? (Comes closer to Seagram.)

Seagram

A friend in need is a friend indeed. Hey, did I tell you I'm HIV-positive? Just found out yesterday. Great, huh?

Bartlett

(Backs away.) I'm gonna pulverize you, turkey. You're just saying that to put me off — (unsure) right?

Seagram

(Takes a karate stance.)

Bartlett

(Surprised.) What are you doing, Seagram?

Seagram

I see that you intend to fight me. (Does a kick in the air.) So, I'm getting ready to fight you. (Does a punch in the air with speed and power.) (Stops. Takes a martial arts stance. Looks right at Bartlett.) I'm ready. Are you?

Bartlett

(Thinks twice.) Look! There's a cop. Get out of here. (Starts to walk away.) Hey! HIV isn't catchy from fighting, you know. But you stay away from me anyway, you hear? (Walks away faster.) You get near me, and I'll pulverize you!

Addendum 15D

PRACTICE MAKES PERFECT!

- ✓ Quickly review all twelve ways to walk away with confidence, and/or write them on the board or chart (see Addendum 3C).
- ✓ Divide students into groups of three or four.
- ✓ Have each group create a short roleplay in which two or three nonviolent alternatives are used.
- ✓ Either assign two or three alternatives to each group, or allow students to select their own. Tell students:
 1. Select two or three alternatives. You have two minutes to do so. (Give students two minutes.)
 2. Now, create your short roleplay — everyone in the group can write down the dialogue as you create so that each person can read from his or her copy when it's time to present your roleplay. Be quick! Don't think! Just write!
 3. You will have ten minutes to write your roleplay. I will call time. (Give students extra few minutes, if necessary.)
- ✓ Call time. Ask for a group to volunteer to present its roleplay.
- ✓ After each group presents, ask:
 1. Which alternatives were used in this roleplay?
 2. Do you think the bullies were handled well? Would you have handled the bully any differently? How?
- ✓ Tell students:
 1. Congratulations on creating your own exercise!
 2. Confidence comes from *practicing* these nonviolent alternatives to fighting. They are skills! Having ready alternatives can help you avoid being bullied!
 3. If you are in real danger — get help! Don't stay and argue with someone who's threatening you. Distract the person! Get away!

Addendum 15E

A QUOTE TO NOTE

“We ask our young students to put their shoes by the entrance of our place of practice. They line them up just so, taking care to observe the order in this simple gesture. They think that Karate is punching and kicking. We know that the Art of Karate is lining up their shoes — just so.”

— *Terrence Webster-Doyle*
from *Karate—The Art Of Empty Self*

✓ Ask students:

1. What does this quotation’s words say to you?
2. Is it saying that Karate, or any of the martial arts, is more than punching and kicking?
3. Is it saying that the martial arts is mental as well as physical?
4. Is it saying that an orderly mind will better assure an orderly response to a possible attack?

✓ Tell students:

1. An orderly mind is still a creative mind.
2. In fact, an orderly mind leaves more room for creativity, because it is clear and free!

LESSON 16

Memories Are Old; Life Is New

Breakdown of Lesson 16:

Living is always new and fresh.
Meditation is seeing and being aware.
Fighting the invisible enemy.

Living Is Always New And Fresh

1. Read to students the story “**The Riddle’s Answer**” in **Addendum 16A**. (This story also appears in *Eye Of The Hurricane* , p. 101.)
2. Afterward, ask:
 - In what ways will what you have learned here help you live more peacefully? *Encourage all responses. There are no “right” or “wrong” answers.*
 - Have you become more aware in this class of the kind of false signposts the story describes — things we are taught to believe that are not always true? Like believing that you have to fight when someone challenges you?
 - What does it mean to have an open mind, like a newly ploughed field? Does it mean to be aware of the world around you?
 - Are you still interested in becoming a great warrior? Like the ninjas? The samurais?
2. Tell students:
 - ☛ Memories are old. Whatever anger, sorrow and fear you carry with you hurts you and weakens your mind.
 - ☛ Life is new. Memories stay with you but they do not have to interfere with your living in the present.

Note To Instructor: Go to **Life Is New!** (Addendum 16B).

Meditation Is Seeing And Being Aware

1. Tell students:
 - ☛ To understand that life is new is true meditation.
 - ☛ Meditation is not repeating something over and over, which only dulls the mind and puts it to sleep.
 - ☛ Meditation means to be aware, to look at and to see; and it is something you can do anytime, wherever you are.

- ☛ When old fears creep back into your brain, just say, “Hello! Goodbye!”
- ☛ When fear of a bully comes into your mind, you can deal with it in intelligent, nonviolent ways.

Note To Instructor: Go to **Negative Thinking Into Positive Action!** (Addendum 16C).

Fighting The Invisible Enemy

1. Tell students:
 - ☛ If you find that you are frightened by a person, a movie, a scary story, or awaking from a nightmare, here is something you can try:
 - ✓ Sit in a quiet place in mukuso. Allow the images in your mind to come up. Just WATCH them. Let them come up and then let them go. Count your breaths if you need to get more calm.
 - ✓ As you begin to see these images, watch them as if your mind was a movie screen. Don’t call them fearful or joyful; just look at them. Realize that the images are moving pictures and will not hurt you.
 - ✓ If a particular image really bothers you, face it. When you can face it; then you can let it go!
 - ✓ YOU have control over these images. For example, if your scary image is a bad guy:
 1. Talk to the bad guy. Tell it you are not afraid.
 2. Tell it a joke to make it laugh.
 3. If the image is big, make it small. If it looks scary, make it smile, dance, or make it hug you!
 - ☛ You will find out that you have control over these images. The more control you have, the less they will have over you!
 - ☛ The more control you have over these images, the more you strengthen your mind.

2. Ask students:

- Why do you need a strong mind?
- How do you think gaining control over images that scare you can help you in dealing with a bully?
- Do you think being able to control the images in your mind is similar to controlling how you respond to a bully?

Note To Instructor: Go to **Streets & Alleys** (Addendum 16D).

Summary: *Read all to students as summary, or focus on one.*

- ★ Memories are old, and life is new. We don't have to let old memories get in the way of our life today.
- ★ To understand that life is new is true meditation.
- ★ Meditation is to be aware, to look and to see, and can be done anywhere, anytime.
- ★ When fear of a bully comes into your mind, you can stop, look at the image causing your fear, and change the image in your mind!
- ★ You have control of the images in your mind! The more control you have over them, the more you strengthen your mind.
- ★ Congratulate students on their good work!

Addendum 16A

THE RIDDLE'S ANSWER

The students had come together after another stormy night. Tree branches had fallen, broken off in a fierce wind. A few clouds still drifted in the morning sky. The ground was soaked by the downpour. The air was clean and fresh, the sun breaking through to warm the earth.

Last night, just before the storm came, they practiced their forms in the main hall. Ceremoniously they had lit dozens of candles to illuminate their practice area. In the flickering of those yellow lights, they moved with grace and ease, playing with their shadows on the wall.

The room today was clean and dry. The smell of burnt wood, sweat and candle wax filled the air with a strange, pungent, sweet odor. The students rose and bowed as the chief instructors entered. Then they all sat quietly for a while, letting their minds relax.

Then one of the teachers spoke: “Why is there so much sorrow in the world? Why do people fight and kill each other? How can you, as a martial artist, live peacefully through your art? Have you ever seriously thought about these questions? Or are you caught up in fanciful images of attack and defense?” The students were quiet and listened intently.

“When you leave here and go back to your regular lives, what will you take home from here? What difference will all of this training mean to your lives? Have you understood what we are teaching?”

A bird sang outside the window. The cats on the window ledge stretched, yawned, then went back to sleep.

“Oh, students, the world is a maze and you have to find your way through it without getting lost. It is so easy to get lost. There are many false signposts, so many dead ends that you can get caught up in — even for a lifetime. This is no childhood game. You are growing up and need to become strong and capable. It is our job as teachers to help you understand yourself and the world, to give you skills — not just to read and write, but to live in relationship peacefully. This is the real meaning of your education here. We hope that you have some sense of this. I know that your stay here has sometimes been hard. You probably haven't completely understood what we are trying to demonstrate. But no matter, don't worry. Just listen and someday it will all make sense. Just keep your minds open, like a newly plowed field. If your field is fertile, the seeds will grow.”

The students were very still. They know that what was being said was of great importance to their lives, and that the teachers cared deeply for them. The students had come to this place with all kinds of romantic ideas about the martial arts, with spectacular desires to be great warriors, like the ninjas or samurais of old. But they had grown up a lot here and were filled with a new wisdom. They knew the true and right meaning of *Kara-te*, the art of the martial arts.

“Oh, students, be beginners!” the teacher called out. “What meaning does the past have for you? Can you remember a time of anger, of sorrow, of fear? Why? Live *now*! Let the old run through you like a river. Just listen, observe, then let it go. Memories are with you but they should not interfere with your living in the present. All those images you have are just that: images. They cannot harm you. They have no place in living. Living is always new, fresh. Your memories are old, stale, dead. To understand this is true meditation. Meditation is not repeating something over and over. That only dulls the mind, puts it to sleep. Meditation means to be aware, to look at, to see. And you can do it anytime, wherever you are. Just stop — look

— listen! When old fears creep back into your brain, just say, ‘hello — goodbye!’ And have a beginner’s mind.”

The students felt warm inside, as they did when they first put their shoes in order by the training hall door — just so. They felt healthy and happy and, most of all, cared for. Realizing that their special training time together for this session was coming to a close, they also felt sad.

It’s all right to cry when one feels sad. This is as natural as cherry blossoms falling from a tree in spring,” their teacher said with tears in her eyes. Both of the teachers cried in silence with their students. The sun came out fully from behind the clouds and warm rays flooded the training hall.

“One last thing, students. What is it that you cannot see, cannot hear, cannot take hold of, is silent when you speak, speaks when you are silent, and you can only have when you don’t want it? Answer, and you will not know. Don’t answer and you will be a fool!”

With these words the teachers looked at each one of the students.

“Can you now tell me the meaning of Empty Self?”

The two elected senior students stood, walked up to the teachers, and held out their hands to them. In the students’ hands were dandelion flowers: lovely, common, beautifully brilliant yellow weeds.

The teachers accepted the flowers, stood up, bowed, and left the training hall. The formal class was over, but the training would remain with the students throughout their lives.

Addendum 16B **LIFE IS NEW!**

- ✓ Ask students to think for a minute about some old, haunting memories they have — or memories people they know have, such as memories of pain, anger, frustration.

For example: I get angry every time I think of how I was the last one picked for the volleyball team.

It hurts to think of my brother, who was killed last year.

When I don't get a good grade in school, I get angry with my teacher, angry with the school, and mostly angry with me.

I get upset when my parents don't understand that I want to work as well as go to school.
- ✓ Ask students to talk about any memory they choose.
- ✓ Encourage all responses. Tell students:
 1. When you are able to talk about a particularly painful thought or feeling, you help clear your mind and make it stronger.
 2. Painful, hurtful thoughts and feelings can impede your reaction to a bully.
 3. Dwelling on thoughts and feelings that make you angry or scared clutters your mind with information from the past.
 4. You need to focus your attention here — now!
- ✓ For each angry, painful thought, ask students:
 1. What kind of thought can we substitute for this thought?
 2. How do we turn this negative thought into positive action?
 3. How do we take a negatively thinking group, such as a street gang, and turn it into a positively charged group?
 4. How do we turn a negatively-oriented country into a nation that thinks and acts positively, creatively, peacefully?

Addendum 16C

NEGATIVE THINKING INTO POSITIVE ACTION!

- ✓ Tell students:
1. Bullying is a lose/lose situation. Your victim loses self-esteem, and you lose self-respect. You get what you want for a minute, but it doesn't last.
 2. The following are some bully situations that are based on negative thinking. Let's turn them into positive action by using the twelve ways to walk away with confidence!

NEGATIVE THINKING

POSITIVE ACTION

☛ This kid's acting like a crybaby. I'm gonna punch him!	Making friends.
☛ This kid always get's teacher's attention. I'm gonna steal his homework.	Using humor.
☛ You sat in my bus seat! If you do it again, I'll break your face!	Walking away.
☛ She's better off than I am. Look at those clothes. I'll take her money!	Trickery.
☛ You bumped into me on purpose! Get on your knees and pray!	Agreeing with the bully.
☛ That kid is stuck up! I'm gonna bust that nose so it never sticks up again!	Refusing to fight.
☛ That jerk's a weirdo brain. Maybe I'll just knock his squeaky bike over!	Standing up to the bully. Taking a karate stance.
☛ I'm such a clutz! I can't do anything right! I'm not going to the game!	Ignoring the bully.
☛ I'll never pass this class. I don't have the brains for it! I'm skipping class!	Reasoning with the bully.
☛ What a weakling! I'll knock him down!	Using authority.

Addendum 16D STREETS & ALLEYS

✓ Tell students:

1. Here are the names of some streets and alleys (write on board, if you have one, so they are easy to remember):

Propaganda Road	Robot City
Bully Blvd.	Here and Now Drive
Private Road to the Past	Practice Park Avenue
Freeze Street	Confidence Parkway
Empty Alley	Overload Mind Road

2. Set up a series of behaviors you can tailor to your own students, asking them to select which road this behavior will lead them to, such as:

Threatening to hit someone.
Bullying someone smaller than you.
Insisting that your friends do things your way.
Acting disrespectfully toward your parents.
Getting scared when you see a bully.
Doing things the same way every day.
Practicing nonviolent alternatives every day.
Worrying that you won't do well in your bout.

3. Look through newspapers and magazines for current events that reveal "dead end" actions or illustrate propaganda. Bring them in and ask students:

1. How is this a "dead end" action?
2. Can you recognize the propaganda?
3. What is this ad trying to do to your mind?
4. What are you inspired to do when you see this ad?

Addendum 16E
A QUOTE TO NOTE

“Drinking a bowl of green tea, I stopped the war.”

— *Paul Reps*

- ✓ What does this quotation say to you?
- ✓ What does it have to do with dealing with a bully?
- ✓ Can you relate it to a bully incident that happened to you?
- ✓ Do you think we can apply it to what is happening to all of us — individually? Nationally? Globally? How?