

P.A.L.S **Positive Action Life Skills For Kids™**

As Easy as A, B, C

**Twelve Personal, Social, Coping Skills
Martial Arts for Peace
Life Skills for Kids Program™**



Ages 8 – 12

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

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LESSON 1:

How Do I Stay Neat and Healthy?

Good Grooming and Physical Needs

- 1. Ask students the following questions. Encourage them to give quick, alert answers! You only have 15 minutes per lesson.**
 - What's the best way you can think of to be neat?
 - Does it take a lot of effort to be neat, or just some extra care?
 - Does neat mean that you take care of your clothing? Your room, if you have one? Keep your clothes clean?
 - What do you think it means to be "healthy"?
 - Does it mean to take care of your body, inside and out? Take showers or baths and wash your hair? Eat healthy food and drink beverages that are good for you?
- 2. Tell students:**
 - ▲ Being well groomed and healthy doesn't take a lot of money. It takes understanding and a little time.
 - ▲ When we're neat and healthy, we feel good about ourselves.
 - ▲ Feeling good about ourselves colors everything we do every day in a positive way.
 - ▲ When we feel good about ourselves, we show people our best self!

Activity 1 Do The Unexpected!

✓ **Ask students:**

1. Do you ever do anything that your parents or family don't expect you to do — something you know they would like?
2. When your parents ask you to clean up after yourself, or help wash clothes or dishes, or take out the trash — how did you react?
3. Did you groan the last time someone asked you to clean up? Does this sound vaguely familiar?
4. Have you ever thought about how keeping things tidy contributes to YOUR self-image?

✓ **Tell students:**

1. Here's a way to apply **neatness and health** to your daily life. When you're at home tonight, and someone asks you to help with the dishes, or take a bath, do it, without grumbling! Do the unexpected!
2. Here's how to really surprise them! Stand up and bow! Say, "**Thank you for that terrific suggestion!**" Then do what they ask without a complaint! At our next class, tell us how they respond!
3. Let's practice! Who wants to volunteer? (When you get a Volunteer, say to him or her:)

**"I need you to wash these dishes _____ (fill in student's name).
Would you help me?"**

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

✓ **First, I bow.**

✓ **Then, I say: "I'm glad to help! Thanks for asking!"**

5. What do you think will happen? Will your family laugh? Will they pass out in disbelief? Will they think you're "putting them on"? Have fun!



LESSON 2:

What Does It Take to Feel Good About Myself? Emotional Needs

1. **Ask students the following questions. Encourage them to give you rapid-fire, alert answers! It's important for them to think quickly, on their feet!**
 - Tell us how you practiced neatness and health at home! What happened when you did the unexpected? *Encourage responses; allow students to tell very quick stories.*
 - Did this playful exercise make you feel good about yourself? Why do you think so?
 - Did everyone respond positively to the way you handled the situation?
 - What did you discover happens to YOU when you act in a positive way?
 - Did you feel any conflict? Or did your emotions get comfortable?
 - Do you think that sometimes we say or do things that make us feel good, and sometime we say or do things that make us feel bad?

2. **Tell students:**
 - ▲ Becoming free of conflict is amazing! We feel powerful and gentle at the same time.
 - ▲ To be physically healthy, we need to take care of our body, inside and out. To be mentally healthy, we need to feel appreciated, accepted, secure, confident and happy!
 - ▲ Sometimes we aren't aware of how to get the appreciation, acceptance and confidence we need.
 - ▲ Our Mental Self-Defense™ strength relies on recognizing our emotional needs and knowing what to do to feed them!

Activity 2: My Uncomfortable Feelings!

- ✓ **BEFORE CLASS, write the column zones on the next page on the board, or make a copy for each student.**
- ✓ **Tell students: Here are three Discomfort Zones: Mild, Medium and Hot!** Zone 1 has some mild, gentle discomforts we all feel from time to time.
Zone 2 discomforts are a little more uncomfortable, more upsetting.
Zone 3 discomforts are the most difficult to handle!
- ✓ **Go through EACH ZONE, ONE AT A TIME, and ask:**
 1. Who has a mild, gentle discomfort we can add to this chart?
(Thank students for helping us provide some examples!)
 2. Who has a medium discomfort we can add to this chart?
(Thank students for their terrific examples!)
 3. Who has a hot discomfort we can add to this chart?
(Thank students for admitting that they, too, are human beings!)
 4. Add as many short examples as you can to the chart. Remember, though, to keep moving quickly. You have only 15 minutes!
- ✓ **Then ask:**
 1. Who can identify what we might need to do to feel comfortable in this first situation? *Encourage ALL responses.*
 2. Who can identify what we could do to feel comfortable in this next situation?
Encourage ALL responses.
 3. Go as far down the list as you can.
- ✓ **Tell students:**
 1. For most situations, there's something we ourselves can do to help make ourselves more comfortable. We just have to think about them!
 2. Thanks for your thoughtful, alert, quick responses! Your Mental Self-Defense™ techniques are getting sharper already!

Activity 2: My Uncomfortable Feelings!

Uncomfortable Feelings Aren't Fun!

**Discomfort
Zone 1
MILD!**

"I feel lonely."

**Discomfort
Zone 2
MEDIUM!**

"My friend won't play
with me!"

**Discomfort
Zone 3
HOT!**

"I'm afraid of the
dark!"

How to Feed My Uncomfortable Feelings!

**Feed me!
Zone 1
MILD!**

"I'll phone a friend!"

**Feed Me!
Zone 2
MEDIUM!**

"I'll ask my friend why
he/she doesn't want
to play with me!"

**Feed Me!
Zone 3
HOT!**

"I'll tell my Mom why
I'm afraid of the dark
and ask her for a
night light!"



LESSON 3:

Am I Creative? Am I Smart?

Creative and Intellectual Needs

1. **Ask students the following questions. Encourage them to give you rapid-fire, alert answers! Make the most of your limited time of 15 minutes!**
 - What do you think it means to be “creative”?
 - Does it mean to bring something into existence that wasn’t there before?
 - If you draw a picture that didn’t exist before, or take a picture that didn’t exist before, or write a story that didn’t exist before — are you being creative?
 - What do you think it means to be “smart”?
 - Does it mean getting an “A” on an exam? Being able to think about a problem and make a decision? Wondering? Being curious? Knowing how to walk and talk? Knowing names of animals and plants?

2. **Tell students:**
 - ▲ Every single person is creative and smart in many ways. Some of us don’t know that we are, but we are!
 - ▲ Every time you make some kind of “creation,” you learn something new! You learn what materials to use, creations you like most, and what skills, talents and gifts you naturally have!
 - ▲ Every time you wonder, or consider, or think about why people and things are the way they are, you get smarter!
 - ▲ Wondering, considering, and thinking before we speak or act strengthens our awareness and Mental Self-Defense™ skills!
 - ▲ Having a skill is knowing how to do something. Every skill makes us smarter. A talent is a skill we have the ability to learn well!

Activity 3: A Mental Freestyle I Have a Skill! I Have a Talent!

- ✓ **BEFORE CLASS, photocopy the following page, and cut the sayings on that page into strips.**
- ✓ **Fold the strips, so no one can see what they say, and put them into a hat or bowl.**
- ✓ **In class, ask students to form a circle. They may stand or sit.**
- ✓ **Ask for a Volunteer to pick a strip out of the hat or bowl. Make more than one copy of each strip. Supplement the strips with ideas of your own! You, too, can be creative!**
 - ❑ **Ask the Volunteer to pick a strip, open it and hand it to you. Ask the Volunteer whatever the strip says. The Volunteer must give a quick, short response!**
 - ❑ **Then, ask that Volunteer to stand in front of another student, offer the bowl or hat of strips, and ask that student whatever question is on that student's strip of paper.**
 - ❑ **Allow student responses to be serious or funny. What matters is that they respond quickly and spontaneously! Have fun with this!**
- ✓ **Continue until all students have had a chance to respond — but you'll have to move quickly!**
- ✓ **Congratulate students on their good work!**

I Have a Skill! I Have a Talent!
PICK A STRIP!

-
1. The best skill I think I have is:

 2. The best talent I think I have is:

 3. The best skill I think I've ever seen in my life is:

 4. The most talented person I know has the ability to:

 5. I think that real talent means:

 6. I think that being smart means:

 7. There is a skill I would like to have, but I don't. This skill is:

 8. A talent I wish I had is:

 9. I know that I have talent, but I just haven't found it yet! I think I might be talented at:

 10. I've always believed that being smart means:

 11. I think I may be smarter than I think I am. The reason for this is:

 12. I've never thought of myself as talented, but maybe I am. If I were going to explore a talent of mine, I would probably explore:

 13. What I'm really the most curious about is:

 14. Each creation is new and special. My favorite creation is:

 15. There are people who don't always like the things I create. The way I feel about this is:

 16. It may be impossible to know everything there is to know, but one thing I know for sure is:

 17. My favorite way to get smarter about something is to observe it. What I most like to observe is:

 18. My favorite thing I've learned so far is:



LESSON 4:

How Do I Present Myself?

Manners and Relational Needs

1. **Ask students the following questions. Be sure to limit the discussion time so that you can get through the whole lesson in 15 minutes!**
 - Are there times when you feel happy, excited, really good? Are there times when you feel sad, upset, angry?
 - Do you think we all would rather feel “up” rather than “down”? Comfortable rather than uncomfortable?
 - Do you think that every person has both kinds of feelings, and that everyone sometimes feels up and sometimes feels down?
 - What do comfortable, happy, good feelings do for us? Do they help us enjoy people and things around us?
 - What do unhappy, sad, upset or angry feelings do for us? Do they just make us feel bad, or do you think they can sometimes be helpful? If so, in what way?

2. **Tell students:**
 - ▲ Feeling loved, accepted, confident and happy makes us feel safe. Feeling angry, guilty, jealous, lonely, frustrated or afraid makes us feel insecure and uncomfortable.
 - ▲ How we feel affects how we think; how we think affects how we act.
 - ▲ The way we act communicates to other people who we are.
 - ▲ It’s important to remember that our “down” days help us think about what we need to do to grow and change for the better — and that’s always an important lesson.
 - ▲ So, the next time you’re feeling “down,” you may want to find someone you trust to talk with, and think about what you could do to feel better about yourself!

Activity 4: Here I Am!

- ✓ **BEFORE CLASS**, write the column zones on the next page on the board, or make a copy of the following page for each student.

- ✓ **Ask students: Remember our Discomfort Zones from Lesson 2? What are the zones called?** Mild, Medium and Hot! **Remember:**
Zone 1 has some mild, gentle discomforts we all feel from time to time.
Zone 2 discomforts are a little more uncomfortable, more upsetting.
Zone 3 discomforts are the most difficult to handle!

- ✓ **Ask students:**
 1. Remember, when we talked about our uncomfortable feelings, we also talked about ways to “feed” our feelings, to feel more comfortable?
 2. When we show our feelings — comfortable or not — to people around us, we are showing them who we are.

- ✓ **Play the game:**
 1. Tell students: Let’s play a game called “Here I Am!” in which we “paint a picture” of how others see us when we express a thought or a feeling.
 2. Who wants to Volunteer to come up to the board and fill in the last column blank of the first feeling, which is: “I’m excited!” (If you’ve made a copy of the next page for each student, then simply go through them, one by one, asking for a Volunteer to respond to each thought or feeling.)
 3. What Zone would you put that feeling under? Mild? Medium? Hot?
 4. Do you think everyone will choose the same zone for each thought or feeling?
 5. How do you think other people see YOU, as a result of this thought or feeling?
 6. Will they think you’re smart? Confident? Creative? A friend? Impossible to be with? In need of help? (*Encourage all responses!*)

Activity 4: Here I Am!

| HERE'S A THOUGHT OR FEELING I HAVE! (I'm going to check the Zone it's in!) | ZONE 1 MILD | ZONE 2 MEDIUM | ZONE 3 HOT | WHEN I HAVE THIS THOUGHT OR FEELING, OTHERS SEE ME AS: |
|---|----------------|------------------|---------------|--|
| I'm excited! | | | ✓ | |
| I'm relaxed! | ✓ | | | |
| I'm upset! | | ✓ | | |
| I'm proud! | | | | |
| I'm feeling lonely. | | | | |
| I'm confident! | | | | |
| I'm afraid! | | | | |
| I feel rejected. | | | | |
| I'm thrilled! | | | | |
| I'm humiliated! | | | | |
| I'm frustrated! | | | | |
| I feel accepted! | | | | |
| I'm disappointed! | | | | |
| I feel secure! | | | | |
| I'm happy! | | | | |
| I feel defeated! | | | | |
| I'm me! | | | | |



LESSON 5:

Am I Programmed to Act in Certain Ways? Conditioning Makes Us Creatures of Habit

1. **Ask students the following questions. Encourage them to give you rapid, alert answers!**
 - Do you ever stop to think about WHY you do the things you do? Why you think the way you think, or say the things you say?
 - Do you think that most of us learn how to think, speak and act from the people who bring us up, care for us, teach us?
 - Do you think that we also learn what we know from books, television, movies, all of the media?
 - How do we know that everything we've been taught, by all these people, is true?
2. **Tell students:**
 - ▲ It's important to have a "beginner's mind." A beginner's mind is a questioning mind — a mind that does not accept everything it hears as true, but a mind that thinks for itself.
 - ▲ The opposite of a questioning mind is a conditioned mind. A questioning mind sees many possibilities; a conditioned mind sees few.
 - ▲ All of us are human beings. The fact is, we humans have minds that are partly questioning and partly conditioned.
 - ▲ Here's another fact. Conditioned minds create conflict.
 - ▲ When we can understand how our minds are conditioned, we strengthen our Mental Self-Defense™ skills and develop the way we relate to the people, and to the world.

Activity 5: Am I a Conditioned Person?

- ✓ **Ask students the following questions. Let their discussion flow, but keep up the pace! Remember, you have only 15 minutes!**
1. What was the last time you saw someone “different” from you, different from most people you know?
 2. What was your first thought that popped into your head about this person?
 3. Do you think your thought was based on a fact, or on an opinion? What fact? Whose opinion?
 4. Did you get the chance to meet this person? Talk with this person? If so, did you ask this person questions? What questions? Did this person ask you questions? What questions?
 5. Did you get to know this person? Did your opinion change after you met the person? Or did your opinion stay the same because you never met the person?
 6. How would you feel if YOU were that person and someone had pre-judged YOU?
 7. Do you think that when we “pre-judge” someone, we are using our beginner’s mind”? Does a beginner’s mind think for itself?
 8. Why do you think we humans often look for differences instead of similarities? Does it have anything to do with our upbringing?
 9. Why do you think we *notice* differences more often than we notice similarities?
 10. Do you think that this reason might be based on some fear we have?
 11. Do you think some fear you have may have influenced the way you think and feel about some people?
 12. Do you think that fear may be a strong factor in the way we think, feel about and act toward other people? Why do you think so?
- ✓ **Congratulate students on their good work!**



LESSON 6:

How Good Am I at Resolving Differences? Disagreements and Conflicts

1. **Ask students the following questions. Once again, encourage rapid-fire, alert answers! It's important for them to think on their feet!**
 - Why do you think people fight?
 - Do you think that most people don't like to fight, but they do it all the time anyway?
 - Do you feel good after you've had a fight? Or do you feel worse than you felt before?
 - If fighting often hurts people —their bodies and their feelings — why do we see people fighting so much?
 - Do you think that people who fight are upset, hurt or angry about something?
 - Do you think that people who fight don't always know how to NOT FIGHT?
2. **Tell students:**
 - ▲ You can solve the problems you have with other people without fighting!
 - ▲ The first thing to remember is to stop the fight before it starts — in other words, take a deep breath, go inside yourself and see if you can calm yourself down.
 - ▲ Once calm, you can think clearly — and defend yourself safely. The most powerful defense you have is one you can use anytime. This defense involves being creative and smart — two things you already know you are!

Activity 6: A Mental Freestyle I Calmly Disagree!

- ✓ **BEFORE CLASS, photocopy the following page, and cut the sayings on that page into strips.**
- ✓ **Fold the strips, so no one can see what they say, and put them into a hat or bowl.**
- ✓ **In class, ask students to form a circle. They may stand or sit.**
- ✓ **Ask for a Volunteer to pick a strip . Make more than one copy of each strip. Supplement the strips with ideas of your own! You know best what your students need to learn!**
 - ❑ Ask the Volunteer to pick a strip, open it and hand it to you. Read the Volunteer whatever the strip says. The Volunteer must fill in the blank with a brief response.
 - ❑ Then, ask that Volunteer to stand in front of another student, offer the bowl or hat of strips, and read that student whatever is on that student's strip of paper.
 - ❑ Allow student responses to be serious or funny. What matters is that they respond spontaneously! Have fun!
- ✓ **Continue until all students have had a chance to play — but move quickly! Remind students that there are no “right” or “wrong” answers.**
- ✓ **Always remember to congratulate students on their good work!**

I Calmly Disagree! STRIP QUESTIONS

-
1. The last time someone made me angry was when:
The way I responded was:

 2. The last time I made someone else angry was when:
The way that person responded was:

 3. We see a lot of fighting on television and in the movies.
I think that these media teach us to:

 4. The last time I got upset, I wish I could handled things better.
If I got the chance to do things over, I would:

 5. When people at home disagree, I usually:

 6. When I see people fighting at school, I usually:

 7. When I see people fighting in the movies, or on TV, I want to:

 8. When I hear politicians fighting, I think:

 9. When two countries go to war, it's like two people fighting.
This makes me want to:

 10. I've always believed that, when it comes to fighting, being smart means:

 11. When it comes to a fight, I think that doing what the other person wants to do is:

 12. When it comes to a fight, I think that each of the people fighting needs to:

 13. The best way to resolve a fight is to:

 14. When I'm involved in a fight, I think I can calmly disagree by doing the following:

 15. When I disagree calmly, instead of angrily, what I accomplish is:

 16. I think I'm pretty good at resolving differences, because I know how to:



LESSON 7:

What Part Do I Play in My Family?

Parent-Child-Family Relationships

1. **Ask students the following questions. Remember to encourage immediate answers!**
 - Do you think arguments and disagreements are a normal part of family life?
 - Do you think this is because a family's members are related to each other and live together in the same place?
 - Do you think family members sometimes get jealous of one another — for example, if one person thinks someone else is getting more attention? Or if one does something better or worse than another?
 - What are some of the things your family argues about? Household rules and regulations? How money is used? Who does what chores? What activities the family should do? Who everyone should spend time with? Where and when to go places and do things?

2. **Tell students:**
 - ▲ Family arguments are harmful if anyone gets hurt — physically or emotionally — or if anything is damaged or destroyed.
 - ▲ Family arguments can be helpful if everyone's okay with saying what you feel, and if problems can be discussed and resolved.
 - ▲ People who argue are not bad or abnormal, and an argument doesn't mean that people don't care about each other.
 - ▲ An argument doesn't mean that one person's right and the other is wrong.
 - ▲ Family disagreements help if everyone learns a valuable lesson.

Activity 7: A Mental Freestyle

If I Can't Resolve It, I'll Learn from It!

✓ **Tell Students:**

- I'm going to fire one question at a time at each of you. Your job is to answer immediately, quickly! What makes this game fun is to fire away with fast, intuitive answers! *(Use the questions below — it's okay to repeat them — or make up some of your own!)*
- Trust your intuition! Say your first thought without judging or censoring what you feel.
- There are no right or wrong answers, so you have nothing to lose! If something funny or crazy or bizarre comes out, enjoy it!

✓ **Ask Students:**

1. The way I can be helpful in a family argument is....
2. If I need to talk to my Mom or Dad, the thing to do is to....
3. If a family member is angry with me, the best thing I can do is....
4. When I really listen to a family member who's upset, what usually happens is....
5. When I'm really listening, I find it's best to not interrupt or to make any decisions about who's right or wrong, because....
6. Whenever I honestly share my thought and feelings with a family member I'm arguing with, what happens is....
7. I think it's best to talk about MY thoughts and feelings instead of my family member's because....
8. I think the best way to resolve any family argument is to....
9. If I have to choose between doing what I want to do and doing what another family member wants to do, I think it's best to....
10. The way I show respect for my family members' rights is....

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



LESSON 8:

What Does It Mean to Be a Good Friend? Companionship Takes Work!

1. Ask students the following questions. Be sure to limit the discussion time so that you can get through the whole lesson in 15 minutes!

- What is a friend? Someone who likes you? Someone you like? Someone you see often? Just at parties and other events?
- Is a friend someone you like to spend time with, no matter how often or how seldom you get to see each other?
- What other qualities would you use to describe a friend? Someone who helps you? Someone you help? Someone you care about a lot? Someone whose thoughts, feelings and body you respect — in other words, someone you would never want to hurt?
- Do friends make one another feel special, and important? Listen to and pay attention to each other — because we're all valuable?

2. Tell students:

- ▲ No one is perfect, but everyone has something valuable to offer. We need to accept ourselves as we are, accept other people the way they are — and appreciate them for who they are.
- ▲ You know you have reasons for your own thoughts and feelings. Understanding them helps develop your Mental Self-Defense™ skills. What develops your mental skills even more is to put yourself in another person's place and understand how that person thinks and feels — and to respect those thoughts and feelings.
- ▲ It's important to see when you have made mistake and to admit it. If your mistake has hurt someone's feelings, it's also important to say you're sorry — and to help a person feel better when he or she has made a mistake, or done something wrong.
- ▲ Friends make life interesting. Do something special for a friend!

Activity 8: A Roleplay My Friend!

- ✓ **BEFORE CLASS**, make two PHOTOCOPIES of the roleplay on the following two pages.
- ✓ Ask for two Volunteers to play the parts of **PAT** and **DALE**.
 - ❑ Remind Volunteers to get into their parts as best they can!
 - ❑ Tell Volunteers to have fun with the roleplay!
- ✓ **DO ROLEPLAY! (Leave time to ask the following questions!)**
- ✓ **AFTER ROLEPLAY**, thank the Volunteers. Ask the following questions. Always encourage students to think quickly, on their feet, and to respond with whatever thoughts enter their minds.
 1. Do you think Pat and Dale are good friends? Why do you think so?
 2. What qualities of their friendship did you see? (*Helping each other? Talking things out? Understanding? Apologizing?*)
 3. Did these two friends really listen to each other? How could you tell?
 4. Did they treat each other with respect? Why do you think so?
 5. Do you think that these two friends comfortable enough with each other to work things out fairly easily? What makes this possible?
 6. Are these two friends honest with each other?
 7. Do you have a friend like this with whom you feel comfortable enough to be straightforward and honest without being afraid?
 8. Do you think that having this kind of a relationship with a friend helps us learn how to be with other people? In what ways?
- ✓ **Thank Volunteers and class for their good work.**

ROLEPLAY

My Friend!

PAT

Thanks!

DALE

You're welcome.

PAT

I can't believe that you helped me mow the lawn. That's so cool! You made mowing the lawn quicker and more fun.

DALE

Well, this way we get to play together. I mean, I know mowing the lawn is work, but if we do it together, it feels more like play.

PAT

Wow. I never thought of it like that before. I think you're right!

DALE

I also owe you an apology.

PAT

You do?

DALE

Last week, I got upset with something you did, and I called you a weird name.

PAT

Yeah, I remember that.

DALE

I don't know where that stupid name came from, but...well....I just want to tell you I'm sorry for doing that. I think I was angry because my Dad had just chewed me out.

PAT

That's okay. I understand. We all say things we regret from time to time. How come your Dad chewed you out?

DALE

Because I wouldn't help him mow the lawn.

(Both Pat and Dale laugh.)



LESSON 9:

Does Every Privilege Have a Responsibility?

Human Rights and Responsibilities!

1. Ask students the following questions. By now, they're probably getting better at answering spontaneously. Keep up the good work!

- What does it mean, as a human being, to have certain “rights”?
- Does it mean the right to be who you are, to have your basic needs met, to ask questions and get honest answers?
- Do you have the right to think your own thoughts, have your own beliefs, make mistakes, and the right to grow and develop?
- Do you think that, because we have certain rights, we also have certain responsibilities? Do you think they go hand-in-hand?

2. Tell students:

- ▲ Our right to be honest, and to say what we really think, carries the responsibility to say what we think in a kind way.
- ▲ Our right to have our basic needs met carries the responsibility to respect our physical needs — to make sure we get the food, water and rest we need.
- ▲ Our right to express our feelings comes with the responsibility to express them in a way that doesn't hurt us or anyone else.
- ▲ Our right to have friends comes with the responsibility to develop relationships with people that are good for you! And for them!
- ▲ Our right to be creative means that we're responsible for trying to do lots of different things — to find out what we create best!
- ▲ Our right to grow smarter comes with the responsibility to be curious, to explore and discover what we don't know, and to continue learning.

Activity 9: Question and Answer The Right to Ask!

✓ **Ask students — and encourage them to respond quickly, with their first thoughts. It’s okay to repeat questions, and it’s always okay to make up some of your own!**

1. Do you believe that you have the right to ask questions and get honest answers?
2. Do you think it’s fair to see every disagreement as one in which someone is “right” and someone is “wrong”?
3. What’s the best way to get an answer to a question no one in your family will not answer?
4. Do you find sometimes that people say they’re too busy to answer your questions? Do you think there might be another reason?
5. How would you respond if you asked a question and someone said, “That’s a stupid question! Why would you be curious about something dumb like that?”
6. What do you think of the response, “You’re too young to understand”? Does that satisfy your curiosity? Does it make you angry? Do you believe it when people say this?
7. How would you respond if you asked a question and someone said, “You don’t need to know the answer to that question”? How does that response make you feel? Is this the end of the road, or is there anything else you can do to get the answer you want?
8. Do you believe that you have the right to have your own thoughts and feelings, no matter what anyone in your family or any friends think?
9. What’s the best way to find the truth?
10. Do you think that the rights you have as a human being also belong to other people? Do you think this means that you have a responsibility toward others? What responsibility is that?
11. How do you know that what we’re telling you in this curriculum is true?

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



LESSON 10:

Is Everything We're Told by "Experts" True?

Intelligent Media Reaction and TV Watching!

1. Ask students the following questions. Remember to move quickly!

- Do you watch TV? Do you think everyone these days watches TV?
- Do you think that watching TV can be harmful as well as helpful? Why do you think so?
- Do you think it's important to choose programs carefully? Why do you think so?
- Do you think that some TV programs, and commercials, can lead us to believe things that aren't true?
- Do you think the news — and all media reports — give us the truth, all the time?

2. Tell students:

- ▲ Watching TV can turn us into watchers instead of doers. It can also keep us from solving problems.
- ▲ TV can introduce us to new ideas, broaden our view of the world, teach us valuable information, and stimulate a conversation between you and your family and/or friends.
- ▲ TV programming all too often shows people being aggressive, or violent. Sometimes, as a result of watching these shows, we think that we should act that way, too.
- ▲ We are bombarded by the media — newspapers, radio, TV. They compete for our attention and blast us with "information." What we don't always know is whether that information is fact or fiction.

Activity 10

Who Is the Expert?

- ✓ **Ask students to sit in a circle and close their eyes. Ask them to think silently about someone they believe is an expert — a classmate, an adult, a person in the news.** (Give them half a minute.)

- ✓ **Then ask: Can everyone think of an expert?** (Give them some ideas: The President of the U.S.? Your Mom or Dad? Your school principal? A news broadcaster?) **Let the room be quiet for half a minute.**

- ✓ **Then, ask students to open their eyes. Ask for Volunteers to talk about the expert they've chosen.**

- ✓ **Ask students:**
 1. Why have you chosen this person as an expert?
 2. What did this person say or do to lead you to believe that he or she is an expert?
 3. Is this person an “expert” in a particular field of study?
 4. What do you think makes this person an expert?
 5. Do you think that an “expert” can ever be wrong about something?
 6. Do you think that you could be an expert at something?
 7. If you could be an expert at something, what would it be?
 8. What would it take for you to become an expert?
 9. Do you think that we should always believe someone who's tagged “expert”? Why do you think so?
 10. Do you think we're all becoming experts on experts?

- ✓ **Congratulate students on their creative and intelligent thoughts.**



LESSON 11:

Why Should I Know About Time and Money? Time and Money Management

1. **Ask students the following questions. Encourage them to give you rapid-fire, alert answers! Keep the lesson to 15 minutes!**
 - Do you need and want things that cost money?
 - How do you get your money? By getting an allowance? By working? By receiving money as a gift? By selling something you own? By performing a service and charging for it?
 - Do you need time to do all the things you want to do?
 - How do you manage your time and your money? Have you given this any thought?

2. **Tell students:**
 - ▲ Whatever you decide to do to earn money, think about what you enjoy doing, what you do well, and what goods or services people around you want.
 - ▲ Consider how you can do what you'd like to do, how much your project will cost, and how much time you'll need to complete your project. You can research this information at the library, online, or talk with other people.
 - ▲ Other people may be affected by what you decide to do. That's why it's advisable to get permission from your family to do what you want to do.
 - ▲ Make sure that whatever you're going to do is something you learn how to do well. The library, online services and people can help!
 - ▲ It's important to figure out how much a project will cost you, how much time it will take to do, and how much you think people will be willing to pay. It helps to talk with others to get some good advice!

Activity 11: Roleplay

Time Spent and Money Earned!

- ✓ **BEFORE CLASS**, make TWO PHOTOCOPIES of the roleplay on the following two pages. **ALSO**, MAKE A PHOTOCOPY FOR EVERY STUDENT of the “List of Services” on the page after the roleplay.
- ✓ Ask for two Volunteers to play the parts of **RAY** and **TARO**.
 - ❑ Remind Volunteers to get into their parts as best they can!
Tell Volunteers to have fun with the roleplay!
- ✓ **DO ROLEPLAY! (Leave time to ask the following questions!)**
- ✓ **AFTER ROLEPLAY**, thank the Volunteers, **HAND OUT** a copy of the “List of Services” to every student. Read through the list out loud — quickly!
- ✓ **ASK THE FOLLOWING QUESTIONS**. Encourage students to think on their feet, and to respond with whatever thoughts enter their minds.
 1. Are there services on this list that appeal to you? Which ones?
 2. How would you manage your time to perform this service? Would you have to make a weekly plan for your activities?
 3. How much time do you think you’d need to put this together?
 4. How would you balance this time you need with other activities in your life?
 5. How much money would you need to get started? Would you put together a budget, a plan for how to use your money?
 6. Would this plan include your income — how much money you have and where it came from? Would this plan include your expenses — how you intend to use your money?
 7. Do you think it’s important to balance your budget, so your expenses don’t add up to more than your income?
 8. What would you do with the money you earn from this project? Would you spend it all? Save it all? Spend some and save some? Give some away?
- ✓ **Thank Volunteers and class for their excellent work!**

ROLEPLAY
Time Spent and Money Earned!

RAY

I am excited!

TARO

How come?

RAY

I just figured out how I'm going to have enough money to take martial arts classes!
And you can do this, too!

TARO

Okay, I'm listening. What are you gonna do?

RAY

I'm gonna earn it!

TARO

Very interesting. And how do you propose to earn money when you're not old enough to get a job.

RAY

Well, I went to this class with my family where they talked about how kids can earn money. And now I know what I'm gonna do!

TARO

Oh, yeah? A class? Well, what did you learn? I'm all ears.

RAY

I learned that I can do a lot more than I thought I could!

TARO

I think you're putting me on. You and I both know that you and I are not capable of doing anything. Remember? We had that conversation the other day.

RAY

Yes, we did. But you know what? It's not true! There's lots of stuff we can do.

TARO

Okay, smart one. Like what?

RAY

(Hands Taro a piece of paper:) Take a look at this list!

TARO

Make sack lunches for your family? My family wouldn't pay me for that! I have to do that anyway, and nobody pays anything for that kind of job!

RAY

Keep looking! Look at this one! Make a meal for your family and clean up afterward!

TARO

You couldn't pay me enough for that one.

RAY

Okay. How about this? You could walk other people's dogs! We knock on our neighbors' doors and tell them we provide this "service."

TARO

Hmmm. That's pretty cool. I know my parents hate to walk the dog. They're always grumping about it. I like to walk.

RAY

Or look at this! We could mow lawns, shovel sidewalks and driveways after it snows, offer to help out at the store down the street — offer to make deliveries for them!

TARO

That's cool, too! I have a basket on my bike that would be good for that!

RAY

And what about the family down the street with all those little kids — we could offer to walk their kids to and from school.

TARO

You'd be better at that than I would. Hey, this looks good — putting on a puppet show for neighborhood kids. I could use my puppet collection!

RAY

Look at this! You fixed my bike last month, remember? You could repair neighbors' bicycles!

TARO

Wow! This is hot! Ray, you are smarter than I thought you were!

RAY

Thanks, Taro. So are you! Martial Arts classes, here we come!

List of Services

Indoor Jobs

- Make meals for the family.
- Help clean up the house.
- Water and tend to houseplants.
- Mend clothing, sew on buttons.
- Clean up before, during and after parties.
- Take care of a vacationing family's house.

Outdoor Jobs

- Mow lawns, rake leaves, weed gardens.
- Walk people's dogs.
- Clean animal cages, pens, stables.
- Shovel sidewalks and driveways.
- Wash cars.
- Run errands for people.

Work with Young People

- Walk children to and from school.
- Play with a child in a park area.
- Take a child to a library.
- Entertain a child while parents are occupied.

Work with Older People

- Help with housecleaning and meal preparation.
- Read books, letters and newspapers out loud.
- Write letters for a person.
- Run errands and make deliveries.

Perform for People

- Put on a puppet show or story hour for kids.
- Produce a variety show.
- Learn magic tricks and entertain people with them.
- Put together a clown costume; appear at birthday parties.

Special Services

- Rent out your toys, games and equipment.
- Start a neighborhood newsletter on your computer.
- Photograph people at events; parents like "kid" pictures.
- Repair bicycles and tricycles.
- Decorate packages for special events.
- Tutor kids who need help in a subject you're good at.



LESSON 12:

Do We Need Boundaries for Our Behavior?

Understanding the Law

1. Ask students the following questions. This is the last segment — make it the best!

- Have you ever wondered why we have laws? Why do you think we have them?
- Do you think that our laws protect us? Can you name one you know that protects us? How does it protect us?
- Do you think that if we had a better understanding of right relationship between people that we would not have to create so many laws to govern people's actions?
- Do you think that it's important to have laws? Do you think we'd be better off without them?

2. Tell students:

- ▲ Laws are social guidelines. They create boundaries for our behavior.
- ▲ Laws are created to protect people from unfair practices, and from physical and mental harm.
- ▲ If all people acted in intelligent ways, laws would not be necessary — and lawyers would be out of work!
- ▲ Not everyone knows that within the legal system there is litigation and mediation.
- ▲ These days, many people sue when they claim that their rights have been violated. That's litigation. What many people don't know is that there's often a way to work things out! That's called mediation.

Activity 12: Game

Explanation! Example! Experience!

- ✓ **BEFORE CLASS!** Make ONE PHOTOCOPY of the strips on the following page. Cut the pages into strips and put in a basket. It's always okay to add your own strips!

- ✓ **TELL STUDENTS:**

There are three ways we learn what we know. We learn through explanation, example and experience. Here's how they work:

Explanation. A teacher (or anyone) gives you a piece of information. You are told this information, and because it comes from someone you believe is intelligent, you accept the information as truth. For instance, your teacher tells you that when you plant a flower seed, it will grow.

Example. You see something in your own life that sets an example for you. For instance, you watch your parent plant a flower seed, and you see for yourself that the seed has been planted. When you look in the garden later, you see that the seed has sprouted. So, you believe that what you've seen is true.

Experience. You buy some flower seeds and you plant them in your garden. You water the seed patch, add fertilizer and check the area on a daily basis until one day, you see the sprouted seed. You know, from experience, that when you plant a flower seed, the seed grows. You have personal insight in the moment.

- ✓ **TELL STUDENTS:**

- We're going to pick final strips out of the basket. When you pick a strip, open it, read it aloud, and then say: "This is an explanation," or "This is an example," or "This is an experience."
- If anyone disagrees, raise your hand and give us your opinion. Remember, these are all opinions! No one is right, and no one is wrong! But we're all entitled to question and to disagree!
- Are you ready?

- ✓ **Leave a minute or two to read through the very last page!**

Explanation! Example! Experience!
PICK A STRIP!

-
1. My Mom says that money does not grow on trees!

 2. I watch my kid brother replace a spoke on his bicycle!

 3. I mow the lawn and discover that a power mower makes life easier!

 4. I attend a puppet show and think I know how to make puppets move!

 5. My English teacher says Shakespeare is the best writer in the world!

 6. I read through a Shakespeare play and think he's the best writer ever!

 7. My Dad says that no one in our family is prejudiced!

 8. My Grandfather said our neighbor is stupid!

 9. I judge a new kid in town and suddenly realize that I don't even know her!

 10. My father says that being smart means you can earn a lot of money.

 11. My neighbor doesn't have a lot of money, but I think she's very smart. Last week, she saved a kid's life.

 12. The expert on TV said that his gym equipment is the strongest and best.

 13. Dale says that David is freaky because he wears weird shoes!

 14. My teacher wrote out and solved an algebra equation on the blackboard, then gave us the answer.

 15. My science teacher told us the difference between induction and deduction. I reasoned that I don't know the difference, and deduced that I was right!

 16. It may be impossible to know everything there is to know, but what I know for sure is that I am breathing, which means I'm alive!

 17. My Mom says that she heard our next-door neighbors having an argument. She says that they don't like each other.

 18. The President says that we need to go to war.

Congratulate your students on their insightful and excellent work!

Tell students:

- ❑ Always consider the truth for yourself — no matter what's being said and who's saying it!
- ❑ It's always best to take it upon yourself to know the truth and falseness of what anyone — including us! — tells you!
- ❑ Memorizing information can help us remember details, but it's not as important in life as knowing how to find the truth!
- ❑ Think for yourself! Stimulate your own awareness! Stimulate your child's awareness!
- ❑ You can always stop a fight — inside your head, or physically between you and another person — if you first STOP and THINK! Inaction is the highest form of action, because rather than act based on your conditioning, you act based on what you know is true!

✓ Remind students:

- ▲ Hope that all of you can get together again to learn about yourselves.
- ▲ There are other classes you offer at your school that are like this one but even more fun!
- ▲ Next time, bring a friend!
- ▲ Hope to see you all soon!