

UNDERSTANDING WHAT PREVENTS PEACE: A Martial Arts Education for Peace Curriculum

Curriculum A For Young Students



by
Dr. Terrence Webster-Doyle
with Adryan Russ

based on the Martial Arts Books
by Dr. Terrence Webster-Doyle

©1992 Dr. Terrence Webster-Doyle
Atrium Society

TABLE OF CONTENTS

		<u>Page</u>
Lesson #1	What Is Karate?	1
Lesson #2	Karate Is Mental As Well As Physical	5
Lesson #3	Learning To Listen To Feelings	11
Lesson #4	Mind Like Moon; Mind Like Water	16
Lesson #5	One Encounter; One Chance	21
Lesson #6	We All Have Fears; We All Make Mistakes	26
Lesson #7	Nonviolent Alternatives	30
Lesson #8	What Is A Bully?	34
Lesson #9	Understanding Conflict	42
Lesson #10	Not Hurting Back	47
Lesson #11	Who Are You?	52
Lesson #12	What Is Real?	57
Addenda	(See List of Addenda, next page)	61

List of Addenda CURRICULUM A

Addendum #1A	What Is Karate And Why Do You Want To Learn It? (Questionnaire)	62
Addendum #1B	Moment Of Mukuso	63
Addendum #2A	About Roleplay	64
Addendum #2B	Words and Feelings That Start Fights (Chart)	68
Addendum #3A	The Story of Sam & Victorio (Story)	69
Addendum #4A	Two Games: Slap Hands & Walnut Grab	70
Addendum #6A	Hurtful Feelings List	71
Addendum #6B	Roleplay: Part I - I Stole The Knife	72
Addendum #6B	Roleplay: Part II - I Stole The Knife	73
Addendum #6C	Blurt It Out!	74
Addendum #6D	The Detective Game	75
Addendum #7A	Twelve Nonviolent Ways To Protect Yourself	76
Addendum #8A	Roleplay: Staying Empty	78
Addendum #8B	Roleplay: Hey, You!	79
Addendum #8C	Roleplay: Stop! Think!	80
Addendum #9A	Beliefs That Can Cause Conflict	81
Addendum #10A	Pushing For Stability	82
Addendum #10B	Pulling For Balance	83
Addendum #10C	The Link In The Chain	84
Addendum #10D	Ways To Get In	85
Addendum #10E	Roleplay: Lunch Money	86
Addendum #11A	Who I Am	88
	Who I Am (filled in)	89
Addendum #11B	I Will Fight No More Forever (Story)	90
Addendum #12A	Is That A Fact?	91

LESSON #1

What Is Karate ?

Breakdown of Lesson #1:

Why do you want to learn martial arts?
What is Karate?

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. A copy of Multiple Choice Questionnaire, Addendum #1, per person.
- C. Pencils for students.
- D. A copy of *Facing The Double-Edged Sword*

Why Do You Want To Learn Martial Arts?

1. Welcome students to class. Explain why *you* wanted to learn martial arts when you first started. Then ask:
 - Why do *you* want to learn martial arts?
List all responses on blackboard. Encourage participation from all who want to respond.
 - Did something happen to you that made you want to learn martial arts? If so, what?
*Allow students to briefly say what happened: "I got beat up."
"My brother yelled at me."*
2. Encourage discussion of similarities and differences:
 - Is Sue's reason different from Sam's? Is Diego's different from Yuki's?
 - How is your reason *the same as* John's?
How is your reason *different from* Lola's?
3. Ask students:
 - How do you think martial arts can help you with this?
*Every answer can be acknowledged, whether "right" or not.
Thank students for participation.*
4. Ask students:
 - Can you think of something that we *all* want from learning martial arts? *Encourage all responses.*

What Is Karate?

1. Pass out multiple-choice Questionnaire, Addendum #1. Pass out pencils.
2. Announce that you are going to perform a Karate move and you want all students to watch carefully and take note of:
 - Your eyes
 - Your face
 - Your hands
 - Your arms and legs
 - Your body torso
3. Read instructions aloud on the Questionnaire, and then read the first question aloud. Ask students to:
 - Think a moment about their answer and then circle the answer they believe is correct.
This is not a test. Guessing is okay.
4. Give students a minute to respond. Then ask:
 - How many circled a)? b)? c)? d)?

Discussion:

Congratulate students on their thinking and reasoning as you explain that two of the answers are correct. Do the same demonstration you did before the questions. Then:

1. Tell how "Kara-Te" evolved from "Chinese hands" to "empty hands." Ask:
 - Who can guess why this art would be called "empty hands"? *Encourage all responses.*
2. Move to question #2, and proceed in the same way as question #1. Ask:
 - How do you think Karate can develop your body? *Every response has value.*
 - How do you think Karate can develop your mind? *Use every response.*
 - How do you think Karate can develop your emotions? *Acknowledge each response.*

3. Tell how "Kara-Te" then evolved to mean "empty self," the essence of Karate and all the martial arts. Discuss the concept of "empty self."
 - We talked about Karate meaning "empty hands." Who can guess what it means to have an "empty self"?

*A self with nothing inside.
No thoughts that prevent us from feeling good.
The ability to watch feelings without judging them.*
 - What kinds of things do we want to empty ourselves of?

*Feelings like anger, hurt, frustration
and confusion -- feelings none of us like.*
4. Move to questions #3, 4 and 5 and proceed in the same way as the first two questions. *If there is any sign of lack of understanding, perform your Karate move again, or a different one, to make your point.*

Story:

Tell the story of Bofu and Matsu (*Facing The Double-Edged Sword*, p. 8). Ask for students' interpretation of story.

1. Was Bofu a violent man?
2. Did Bofu have a good reason for whacking Matsu?
3. What do you think his reason was?
4. What did Bofu want to show Matsu?

Summary of Lesson #1: *Say this to students as reminders:*

1. We all want to learn Karate for many different reasons.
2. We all want to learn Karate to be more powerful.
3. We will learn to be powerful with "empty" hands.
4. We will learn ways to help "empty" our minds of hurtful thoughts and feelings.
5. We are going to learn that we have many questions, and the best part is that we can learn to answer them.

Moment of Mukuso

For the final two minutes of each lesson, practice Mukuso (the Japanese word for meditation). This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about.

The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Muskuso, to read to students.

LESSON #2

Karate Is Mental As Well As Physical

Breakdown of Lesson #2:

How do we get the thoughts in our heads?

What are the thoughts that make us want to fight?

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Read Addenda #1B and #2A, descriptions of Mukuso and Roleplay, before class. These addenda will be used in many lessons.
- C. Addendum #2B, Words And Feelings That Start Fights, can be used as is, or enlarged for a wall chart for further additions.
- D. A copy of *Facing The Double-Edged Sword*

How Do We Get The Thoughts In Our Heads?

1. Welcome students to class. Tell them:

We are all here to get stronger, right? I have information for you that will help you get stronger. That information is: The study of martial arts is mental as well as physical. To be a totally strong person, you must use your mind as well as your body. Ask:

- Who can tell me what is thought? *There is no right or wrong answer. Express a strong interest in knowing what each student believes thought is. Encourage any and all responses. Write key words on the board.*

Thought is using your mind.

Thought is figuring things out.

Thought is making decisions.

Thought is deciding what's right and what's wrong.

2. Mention that computers have big memories and can store a lot of information. Ask:

- How many of you have seen or used a computer?
- There is a part of your body that is like a computer. What do you think it is? *Your mind. Your brain.*
- How does a computer get information? *We have to input information.*

- For our brains to get information, we too have to input information. How do we get this information?
We talk to each other, read, listen to the media, share thoughts and ideas.
3. Use the following example (or use one of your own):
- How do you know the following information: A knife can hurt someone. *Encourage all responses.*

*I've **touch**ed a knife, and it's sharp.*
*I cut myself accidentally; it **stung** and I bled.*
*I've **seen** people stab someone, and **watch** them fall.*
Movies and TV show us. News broadcasts show us.
4. We get information in two main ways:
- When we touch, see, hear, smell, taste, what are we using? *Our five senses.*
 - When we SEE someone get stabbed, or STING from cutting ourselves, or TOUCH a knife edge and know it's sharp, what are we using? *Our five senses.*
 - When we gather information and think about it, what are we using? *Our minds. Our brains.*
 - So, after we SEE (five senses) someone get hurt with a knife, and then we REALIZE (thought) the harm that a knife can do, what are we using to get this information? *Our minds. Our brains.*

What Are The Thoughts That Make Us Want To Fight?

1. Congratulate students on good information-gathering. Remind them of last discussion about "empty self":
- Who can remember what it means to have an empty self? *Encourage all responses.*

A self empty of hurtful thoughts and feelings, empty of information that makes us feel bad.
2. Tell students: the martial arts are physical; we learn body movements that make us strong. Another important part of the martial arts is not shown to you in movies or on TV, but you are lucky because you are going to learn it here. It's something that makes you even stronger: using your mind.

- We have been learning what it means to have an "empty self." What do you think it means to have a "filled up" self? *Encourage all responses.*

A self that is filled with hurtful thoughts and feelings., information that doesn't feel good.

- When you have a "filled up" self, what kinds of thoughts and feelings is it filled up with?

Anger, revenge, jealousy, aggression, hate, fear, pain.

- How did you get a "filled up" self? When do you first remember being angry, upset, jealous, revengeful, aggressive? *Allow students to tell brief stories.*

Discussion:

To develop a stronger mind, you must learn how to take the information in your "filled up" self, sort it out -- these are good thoughts and feelings, and these are hurtful thoughts and feelings -- and resolve the ones that are harmful to you. When you can do this, you get stronger.

1. Announce that now we are going to find out how to do this: Ask:

- When you fight someone, do you just start punching, or is there a thought in your mind, before you ever begin, that tells you to fight? *There is a thought, even though we may not be aware of one at the moment.*

- Why would you make the decision to fight someone? What kinds of thoughts would be in your head? *Encourage responses.*

I'm angry, because someone made fun of me.

Someone hit me and I want to hit back.

She hurt my feelings.

My parents treat him better than me.

He called me a terrible name.

If I don't fight back, everyone will think I'm a sissy.

My father says I should hit anyone who hits me.

- Why would you make the decision to NOT fight someone? What kinds of thoughts would be in your head? *Encourage responses.*

He's bigger than I am.

She might hit me back.

I'm scared; maybe I'll get hurt.

I am a peace-loving person.

I don't like to fight.

I don't want to hurt him.

My mother told me she'd ground me if I got into another fight.

Exercise:

Set up a Roleplay. See Addendum #2A, Roleplay, for explanation of how to set up. Ask for two volunteers, one who will play the part of a Bully, and one who will play the Victim.

- **Instruct Volunteer #1 (Bully):**

Make fun of the Victim. Don't be nasty, but call him/her names, make fun, shout at Victim. See if you can get Victim angry or upset using only words. Don't use bad words, but be serious about this. Be your best bully.

- **Instruct Volunteer #2 (Victim):**

No matter what the Bully says to you, you will not react. You are going to LISTEN TO WHAT THE BULLY SAYS, and you are going to WATCH WHAT YOU FEEL. You will watch your feelings as if they were in a movie and you are the audience. You will say nothing and do nothing except be aware of your thoughts and feelings.

1. Prepare to write on the blackboard, or on a chart that you can keep and add to, all thoughts and feelings that come out of the Bully. Call it "Words And Feelings That Start Fights." (See Addendum #2B.) Afterward, ask the Bully:

- What are some of the thoughts you had when you were working up your anger? *It's sometimes hard to talk about feelings, so be supportive and helpful. Write responses on the blackboard.*

- Did those thoughts make you feel like a fight? How? *Start the sentence for the Bully, if necessary: "What made me feel like fighting was..." "I could feel my pulse go faster when..." Write responses on the blackboard.*

2. Ask the Victim:
 - What are some thoughts and feelings you had when the Bully was shouting at you? *Encourage the Victim to say whatever thoughts came up. Say: "I got scared by the Bully. Were you as scared as I felt for you?" Write key words and phrases on the blackboard.*
 - Did those thoughts and feelings make you want to shout or hit back? *If the Victim finds it difficult to speak, tell Victim that the Bully's words made you want to hit back. Ask Victim if he/she felt the same way.*
3. Ask other students:
 - What thoughts and feelings did you have when the Bully was shouting at the Victim? *Add to blackboard list.*
 - Did those thoughts and feelings make you want to fight? If so, how? *Add key phrases to the "Words And Feelings That Cause Fights" list.*
4. Thank students for participation and for using and strengthening their minds.

Discussion:

Look at list on the blackboard of thoughts and feelings that made us want to fight. Talk about other thoughts that are "fighting words." Keep list of "Words And Feelings That Start Fights" for future use in other exercises.

Story:

Read story of Gichin Funakoshi (*Facing The Double-Edged Sword*, p. 18).
Ask:

1. What were fighting words in this story?
2. What words did Funakoshi say that were peaceful words?
3. When did we see Funakoshi's "filled up" self?
4. When did we see his "empty" self?
5. What does Funakoshi believe is the highest skill?

Summary of Lesson #2: *Say this to students as reminders.*

1. The martial arts are mental as well as physical.
2. Our brains get information from our five senses and from our minds.
3. The information in our minds is called thought.
4. Our thoughts are connected to our feelings.
5. Some of our thoughts make us want to fight.
6. The martial arts show us how to handle those thoughts and feelings.
7. By watching these thoughts and feelings without fighting, our minds grow stronger.
8. A strong mind is just as important as a strong body.

Moment of Mukuso

For the final two minutes of this lesson, practice Mukuso. This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is under-standing conflict; the process is Mukuso. See Addendum #1B, Mukuso, to read to students.

LESSON #3

Learning To Listen To Feelings

Breakdown of Lesson #3:

Mental strength comes from being more aware.

Awareness comes from listening to feelings.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Enough space to divide students into twos.
- C. Read Roleplay, Addendum #2A, before class; bring it with you.
- D. A piece of flexible bamboo, rubber or rubber bands (optional)

Mental Strength Comes From Being More Aware

1. Welcome students to class. Remind them we are learning that a strong mind is as important as a strong body. Then ask:

- What is a strong mind? *Ask students to define this. Encourage and acknowledge all responses.*

A mind that can think clearly.

A mind that can make decisions.

A mind that sorts through its information.

A mind that listens and learns.

- Can you think of someone you know, or someone you know about, who has a strong mind? Who?
Allow students to name some people.

- Why did you choose this person? How can you tell he/she has a strong mind?

My grandmother says whatever she thinks.

Martin Luther King, Jr. helped the cause of peace, risking his life.

A policewoman helped others in the face of danger.

A fireman entered a burning building to save my sister.

My father has a hard job, but he does it well.

*A man called a policeman some pretty raunchy names
and the policeman didn't hit him.*

2. Make the point that when we develop a strong mind *along with* a strong body, our strength increases. Ask:
 - One of the greatest martial artists, Gichin Funakoshi, said the highest skill is to stop the enemy *without* fighting. What does this mean? *Encourage all responses.*
 - If we're going to stop an enemy without fighting, are we going to use our bodies or our minds?
 - How many people in this room want a strong mind as well as a strong body?

3. Tell students we are now going to look at more ways to develop strong minds. *Write on blackboard: Bamboo.* Ask students:
 - Who knows what "bamboo" is?

*A plant.
Something we make furniture out of.*

(Hold up piece of flexible bamboo, if you have one, and demonstrate its resiliency. Other substitutes include a piece of rubber hose, a rubber band.)

Discussion:

1. Tell students that when the wind blows, bamboo bends, but does not break. (Or, when a rubber band is stretched, it snaps right back.) When the wind stops, bamboo goes right back to its original form, unharmed. The way to develop a strong mind is to learn to be like bamboo.

2. To learn how to be strong, we first have to see what things make us feel weak. So, to learn to be strong like bamboo, we first have to see how we get hurt.
 - What are some of the different ways you've been hurt physically and emotionally? *Encourage responses.*

*Were you hit?
Did you fall?
Get scratched or wounded?
Did someone make fun of you?*
 - When you were hurt, what did it feel like? *Encourage responses, because we want to teach the importance of listening to feelings, which makes us more aware.*

- Did you want to do something or say something?
If so, what?

Hit someone back?
Duck?
Run away?
Break something?
Cry?
Yell at someone?
- How many of you actually hit back or yelled?

Did you feel better afterward?
Did you feel worse?
Why?
- How many did *not* hit back or yell?

Did you feel better afterward?
Did you feel worse?
Why?

Awareness Comes From Listening To Feelings

Discussion:

Thank students for talking about their feelings. Tell them you hope they will understand that developing a strong mind means being as AWARE as we can be, and part of being AWARE comes from listening to our feelings and the feelings of others.

It takes practice to listen to feelings, just like it takes practice to learn martial arts moves.

Sen-No-Sen (in Japanese Karate) is awareness of an attack before it happens. Achieving Sen-No-Sen takes practice but it takes no time at all if you are really AWARE.

Exercise:

Set up a Roleplay. See Addendum #2A, Roleplay, for explanation of how to set up. Ask for three volunteers -- Bully #1 and #2 and Victim #1.

- Take Bully #1 and Bully #2 OUT OF THE ROOM:

Tell them to whisper to each other how they are going to make fun of the Victim, then pin his arms back and shout at him, threaten him if he doesn't give them the pen in his pocket. They will not actually do this, but they will whisper about it. They must NOT BE HEARD, but they must USE THEIR HANDS AND FACES to express what they plan to do. Bring them back into the room.

- Instruct Victim:

Here is a pen to put in your pocket. The Bullies are planning to do something. Don't do anything but carefully watch *them* and watch *your feelings*. After this Roleplay, I'm going to ask you what you saw and what you felt.

- Instruct rest of class:

Watch the Bullies and the Victim carefully. I'm going to ask you about your awareness of what the Bullies are going to do and what you believe the Victim is thinking.

1. After the roleplay, ask Victim:

- What were you thinking as the Bullies whispered to each other? How did you feel? *Were you scared? Did you think they were going to hurt you in some way?*
- Were they communicating what they were going to do to you? Were you aware of a possible attack?
- What told you that you might soon be a victim of an attack? *Their faces, their hands, their agitation.*

2. Ask Class:

- What were the Bullies communicating to you about what they were going to do?

- Can you think of times when you've seen a fight that was soon going to happen? What signs did you see?

Someone scowling.

Someone making a fist in anger.

Two people shouting at each other.

Someone squirming in his chair or pacing.

- This is called "Body Language." Why do you think it's important to be aware of such things? *These actions can signal when danger is present.*

Story:

Read story "**Sam & Victorio**," Addendum #3A, at the back of this curriculum. Afterward, ask:

1. What did Victorio see that made him aware of Sam's feelings?
2. What does it mean to be in two places at the same time?
3. What does it mean to be in conflict?
4. Was Sam in conflict with himself or with someone else?
5. Do you think Victorio understood Sam's problem?
6. When you have trouble understanding something, do you keep thinking about it?

Summary:

1. Developing a strong mind is part of learning martial arts.
2. To stop the enemy without fighting, we must use our minds.
3. Becoming aware of feelings in ourselves and others helps develop our minds.
4. To develop this awareness, we must practice.
5. Practicing awareness means watching people's "body language."
6. Mental strength comes from being more aware.

Moment Of Mukuso

For the final minutes of this lesson, practice Mukuso. This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Mukuso, to read to students. You can vary each Mukuso at the end of each lesson by including one thought from that day's lesson in the Mukuso, so that each lesson teaches the importance of Mukuso and, at the same time, adds more for the student to think about during the Mukuso.

LESSON #4

Mind Like Moon; Mind Like Water

Breakdown of Lesson #4:

To be powerful, we must become "empty."

The more "empty" we are, the better we focus our attention.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Personal stories about times YOU felt hurt and decided to talk to someone.
- C. Personal stories about times YOU felt hurt and decided *not* to talk to anyone.
- D. Copy of Addendum #4A, Two Games: "Slap Hands" and "Walnut Grab."
- E. Copy of *Facing The Double-Edged Sword* by Dr. Terrence Webster-Doyle

To Be Powerful, We Must Become "Empty."

1. Welcome students to class. Then ask:
 - Who remembers what it means to have an "empty" self?
A self with nothing inside. No thoughts that prevent us from feeling good.
 - What kinds of things do we want to empty ourselves of?
Feelings that we do not like.
 - Remind students of the story of Bofu, who whacked Matsu, the Japanese warrior, when Matsu claimed he was "finally empty" (*Facing The Double-Edged Sword*, p. 8).
2. Ask students:
 - What does it mean to be strong? *Acknowledge all responses and write them on blackboard.*
Having muscles?
Being a bully and hurting other people?
Understanding other people's hurt?
Not fighting back?

- What does it mean to have strong feelings?
Feelings that hurt?
Feelings of love and appreciation?
Is anger a strong feeling?
Is joy a strong feeling?
Can a strong feeling make us laugh? Cry? Get angry? Cheer?
- What are some strong feelings we get that don't feel good? *Encourage all responses.*
- What are some of things we do, or want to do, when we have strong feelings like these?
Hit someone
Yell or shout
Get angry back
Run away
Play or read by ourselves
Worry
- Are there times when you have a strong feeling and you WANT to talk to someone? Who wants to tell us about one? *Encourage responses; if no one volunteers, offer your own story.*
- Are there times when you have a strong feeling and you DO NOT WANT to talk to someone about it? *Encourage responses. If there are none, offer one of yours.*

3. Tell students the following question is one that they can answer by using and strengthening their minds. Ask:

- Can anyone think of something that I or (name of student) can do when he/she has this strong feeling and does not want to tell anyone about it?
Acknowledge all responses. Any guess is a contribution. List these on the blackboard. Thank students for good thinking and participation.

Mukuso
Go for a walk
Relax your mind

4. Explain "Mind Like Moon" concept (DES, p. 31): Your mind is open and aware of all things. This is important in the art of self-defense. You must be constantly aware of two things:
 - (1) **BODY** (Action):
WHAT your opponent's movements are.
 - (2) **MIND** (Understanding):
WHY your opponent would want to harm you.
5. Prepare students for playing game "Slap Hands." See *Addendum #4A, Two Games*. Ask students to pair up into "Slapper" and "Slappee" and play the game as described. Have partners switch places so that each one has the experience of being a "Slapper" and a "Slapee."

After the game, ask:

- How was your reaction time? Fast? Slow?
- Were you aware of your opponent's movements?
- Did your opponent want to harm you?
- What did your opponent want to do?
- Did you have good concentration as a Slappee?
- Did you bluff the Slapper?

The More Empty We Are, The Better We Focus Our Attention

1. Announce that today we are going to do Mukuso earlier than usual. Mukuso gives us "Mind Like Water." It calms us so we are like a mirror, reflecting only what is there. With mind like water, we can sense an attack before it happens and respond to it immediately, accurately.
2. Prepare students for Mukuso. Read *Addendum #1B*. After Mukuso, ask, quietly:
 - Do you feel more relaxed?
 - Do you feel more "empty"?
 - Are you able to reflect only what's there without any distracting thoughts?

3. Keep the calm mood as you prepare students for "The Walnut Grab." *Read Addendum #4A.* Pair students up with the SAME partners they had before. Make certain that each partner has the experience of being a "Grabber" and a "Grabee."

Afterward, ask:

- How was your reaction time?
- How was your concentration?
- How was your bluffing?
- How many had better reaction time after Mukuso?
- Why do you think Mukuso might help you do better?

I was more relaxed.

My mind was more "empty."

I could concentrate better because my mind was clear.

- Do you understand the meaning "Mind Like Moon; Mind Like Water"? *Go over, if necessary. Give personal examples or made up ones.*

Story:

Read the story in *Facing The Double-Edged Sword*, about Emily, beginning in the middle of p. 33, "Suddenly a fist struck Emily..." through p. 35. Afterward, ask:

1. How did Emily's teacher know that she was not concentrating?
2. What was Emily thinking about? Where was her mind?
3. Was Emily in two places at the same time?
4. What did John say that showed his understanding?
5. What can your mind see when it is unclouded?

Summary:

1. We all get strong feelings sometimes that don't feel good.
2. Sometimes we want to talk about them; sometimes we don't.
3. Those times we don't, we can do Mukuso to "empty" ourselves of feelings that don't feel good.
4. "Mind Like Moon" means you are AWARE of your surroundings, open to all thought and action.
5. "Mind Like Water" means you see what's "there" like a mirror, with no hurtful or judging thoughts.

Moment of Mukuso:

For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). The intent of this important exercise is to help students understand conflict and to ease those thoughts that cause conflict inside them. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Muskuso, which can be read to students.

LESSON #5

One Encounter; One Chance

Breakdown of Lesson #5:

Good focus is a source of great power.

Power comes from the way we think as well as the way we move.

Power comes from many sources -- even defeat.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. A container of "focus" slips: Each slip of paper has written on it something a student will focus all his/her attention on.
- C. A copy of *Facing The Double-Edged Sword*.

Good Focus Is A Source Of Great Power

1. Welcome students to class. Remind them of last lesson:
 - Did we find out Mukuso can help create a more empty self? How?
 - Remember the game "Walnut Grab"? Why did most of us do better on the second game, "The Walnut Grab," than on the first game, "Slap Hands"?
2. Tell students you are going to demonstrate an example of focus. Perform a martial arts move, such as a punch, where the power of the mind/body is brought into play at the target. Use Kiai. Ask students:
 - Did you see focus in this situation? Did you hear it? Sense it? What is focus? *A concentration of energy in one place. Encourage other responses.*
 - What is Kiai? *Ki = energy. Ai = unison. Kiai means a coming together of energy. This shout gives strength to a block or attack, right at completion of the movement.*
 - How did Kiai help my martial arts move? *By putting more focus on the move.*
3. Tell students you are going to demonstrate another example of focus. Ask for a student volunteer to help you. Ask volunteer to make many different kinds of motions to "attack" you, but to not actually do it. Tell students to watch YOU and your reactions carefully as you focus on the volunteer's every move.

Afterward, ask:

- Did you see focus in this situation? What was it? Describe the focus you saw. *Encourage all responses.*

*You never took your eyes off the volunteer.
You seemed to be listening to the volunteer's thinking
by watching his/her movements.
A continuous awareness of someone else's thoughts.*

Discussion:

What we think affects what we do. If someone is planning to punch you, or kick you, that person thinks about it first. If you can "read" that person's thoughts, by focusing on what he or she is doing, you may be able to prevent yourself from being attacked or getting hurt.

1. In order to focus on a person's thoughts, what kind of thoughts do *you* need to have? *Clear.*
2. What kind of self must you have to see someone else's thoughts? *Empty self.*

Power Comes From The Way We Think As Well As The Way We Move

1. Write on blackboard: "Attitude + Form = Speed = Power."
Remember that when asking students to respond to questions, it is essential that students learn to feel comfortable expressing what they are thinking. If students laugh at anyone's response, stop to tell them that we understand why they would react that way, but that such a reaction is not respectful and that in the study of martial arts, we honor all responses, even if we don't agree with them.
2. Point to the word "Form" on the blackboard and ask:
 - What is form in the martial arts? *Encourage all responses.*

*How you block, punch, kick or strike.
The way you align your body in martial arts moves.
The shape of your body in martial arts.*
 - Is it important to be powerful when you are first practicing your form? *No.*
 - Why not? *It's important to develop the best form possible; power will come when form is solid.*
 - As you get better and better, and your form improves, will you become more powerful? *Yes.*

3. Point to the word "attitude" on the blackboard. Ask students:
 - What is attitude in the martial arts? *Encourage any and all responses.*

The way you think.
What you believe about yourself and the world.
 - What is your attitude toward smart people? *Allow all responses, from fear to admiration.*
 - What is your attitude toward French fried potatoes? *Encourage all responses, from "oohs and aahs" to disapproval of greasy food.*
 - What is your attitude toward someone from a different country who speaks a different language? *Important to encourage all responses, from fear to prejudice. We are learning to understand ourselves.*
 - Is attitude mental or physical? *It's mental but often shows up in physical ways.*

Power Comes From Many Sources -- Even Defeat

1. Write on blackboard: "Attitude = the way you think."
"Form = the way you move."
Ask:
 - Can you see how form AND attitude = speed?
 - Can we get speed only from the way we move?
 - Can we get speed only from the way we think?
2. Tell students: What we think and the way we move *together* gives us speed. Strong moves are not enough. Clear, strong thinking helps make strong moves.
3. Write on the blackboard: "Self-understanding." Tell students: Power also comes from understanding yourself. Ask:
 - Are you prepared to work on your mind as well as your body? If so, we have to talk about things we're sometimes afraid of.

3. Tell students, from your personal experience:

- a) a mistake you made;
- b) a situation in which you were defeated.

Ask:

- Are you afraid of making mistakes? *Tell students it's okay if they are. You were when you first began to study martial arts, and sometimes you still are. It's a learning process. Realizing your fear is the first step to getting through it.*
- Are you afraid of defeat? *Again, it's okay to be afraid. We are all afraid of losing at one time or another.*

5. Tell students: When you are defeated you have two choices. You can:

- Sulk about losing, or
- Decide to learn something from losing.

If you decide to learn, your mind gets stronger, more powerful. Defeat can bring you strength in the long run.

6. Prepare students for game "Pick A Focus." In a container, have slips of paper, each containing something a student will have to focus on. Examples: "Nothing can make me laugh." "I am the most serious person in the world." "Nothing can make me angry."

Each student picks a "focus" from the container, then, one by one, call a student up, read his or her focus, then sit or stand perfectly still while the other students are encouraged to change his or her focus. *Explain to students that they cannot hit, frighten or do anything dangerous. Ask them to use good common sense in the ways they choose to distract the person focusing.* Each person can take one or two minutes. Afterward, ask:

- Did you have trouble staying focused?
- What was your biggest challenge in staying focused?
- Which was easier to keep focused, your mind or your body?

Story:

Read story from *Facing The Doubled-Edged Sword*, that begins at the bottom of p. 43, beginning, "The following story..." Read to the end of the story, through p. 48. Since this story is longer than most, you may want to leave extra time for it. Ask:

1. How did Miguel feel about winning?
2. What attracted Miguel to Karate?
3. Did Miguel have an empty self when he began the bout?
4. What thoughts had Miguel in conflict?
5. Was Suki strong? What made her powerful?
6. What kind of smile did Suki give Miguel after beating him?
7. What was Miguel beaten by?
8. What did Miguel discover was real power?
9. Why did Miguel consider himself a winner, even though he lost the bout to Suki?
10. What was Miguel's real victory that day?

Summary: *Say this to students as a reminder.*

1. Focus is a strong awareness.
2. Focus is essential in becoming more powerful.
3. A strong, focused attitude is essential in becoming more powerful.
4. Good form must be practiced a lot before we can become powerful.
5. Power comes from the way we think AND the way we move.
6. Power comes from working on our minds as well as our bodies.
7. Understanding yourself makes you more powerful.
8. Defeat can bring you greater strength in the long run.

Moment Of Mukuso

For the final minutes of this lesson, practice Mukuso. This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, to read to students.

LESSON #6

We All Have Fears; We All Make Mistakes

Breakdown of Lesson #6:

What are the feelings that make us afraid?

How can we learn from our mistakes?

Talking about fears and mistakes helps us understand ourselves and others.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Copies of Addenda #6A, #6B, #6C and #6D
- C. Copy of *Why Is Everybody Always Picking On Me?*

What Are The Feelings That Make Us Afraid?

1. Welcome students to class. Remind them that power comes from many sources. Ask:
 - Who remembers some of the things that give us power?

Focus
Awareness
Form
Attitude
Strong body -- the way we move
Strong, clear mind -- the way we think
Speed
Self-understanding
Learning from defeat
2. Pass out list of "Hurtful Feelings" (Addendum #6A) -- one to each student. Explain that study and discussion of this list help strengthen the mind, which is very important in the martial arts. Ask:
 - Do you see any feelings on this list that you have felt?
 - When you had these feelings, did you do anything about them? *Encourage all responses.*
 - What did you do? *Allow students to tell brief stories.*

3. Tell students about:
 - (a) a time you were afraid,
 - (b) a time you made a big mistake.

Speak freely about your fears so that students understand it's all right to not only have fears, but to talk about them.

How Can We Learn From Our Mistakes?

1. Ask for two Volunteers to help you roleplay a situation in which which one must take responsibility for a mistake. *See Addendum #6B, I Stole The Knife Roleplay, Parts I and II.* Instruct Volunteers how to follow lines. After roleplay of Part I:
 - Ask Jan: How did you feel about Dale? Did you suspect that Dale stole the knife?
 - Ask Dale: How did you feel when you told Jan that you didn't take the knife, even though you did?
 - Ask Students: Did you suspect Dale took the knife? Do you think Dale was afraid to admit stealing?
2. Ask the same Volunteers to read Part II, which is another version of the same roleplay. After roleplay of Part II:
 - Ask Jan: How did you feel about Dale when Dale admitted taking the knife?
 - Ask Dale: How did you feel when you admitted taking the knife? Were you scared?
 - Ask Jan: How did you feel when you offered Dale your other knife?
 - Ask Dale: How did you feel when Jan offered you another knife?

Discussion: We all make mistakes, and we all get scared that there's no way out. The way to correct our mistakes is to use our minds.

1. Which roleplay did you like best? Why?
2. Do you think that Dale was afraid?
3. Do you think Dale made a mistake?
4. What did Dale do that you liked?
5. What did Jan do that you liked?
6. Which character showed an understanding of the other?

Talking About Fears and Mistakes Helps Us Understand Ourselves And Others

- Tell students you are going to play game, "Blurt It Out!" *See Addendum #6C, Blurt It Out.* You are going to go around the room and ask each student to verbally fill in the blank. The idea of this game is to say whatever comes to your mind, without thinking a long time about it or worrying that what you are going to say is "wrong" or "silly" or "stupid." The fun of the game is blurting out the first thing that comes to mind. *You may want to start either by filling in the first blank yourself, making sure it's free and outlandish, or by choosing a student whom you know will be free enough to play the game instantly.*

Discussion: Sometimes we are afraid to just say what we think. This game encourages us to say whatever's on our mind. *Thank students for participating so freely, and acknowledge that all their responses were excellent.*

1. How did it feel to just blurt out anything?
2. Were you embarrassed by your response?
3. Did you think your response was a good one?
4. Did anyone think their response was not good? Why?

- Tell students you are going to play another game! *Games are used to make talking about fears and mistakes easy and fun for the students.* This game is called "The Detective Game." *See Addendum #6D, The Detective Game.* This is a game that can be played during or after any lesson if there is extra time. It keeps students talking about people or situations they are afraid of and gives them a place to air these fears.

Discussion:

1. How does it make you feel to talk about something you are afraid of?
2. Do you think it helps you build a strong mind?
3. When you hear what others are afraid of, does it help you understand them better?
4. Does this help you understand yourself better?

Story:

Read story from *Why Is Everybody Always Picking On Me?*, pp. 23,-24 called "The Day Of The Bee Sting." Afterward, ask:

1. The storyteller always felt frustrated and wanted to cry but didn't. Why do you think he didn't?
2. Why do you think the storyteller didn't fight back?
3. How did the bee sting change the storyteller?
4. What did the storyteller learn from the bee sting?
5. What do you think Dickie learned from the bee sting?

Summary Of Lesson #6: *Say this to students as reminders.*

1. We get more powerful when we strengthen our minds.
2. One way to strengthen our minds is talking about our fears.
3. We all have fears and we can learn from them.
4. We all make mistakes, and we can learn from them.
5. The more we talk about things we're afraid of, the more we can clear our minds and create our "empty self."
6. Talking about feelings makes us more powerful.

Moment Of Mukuso

For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Mukuso, to read to students.

LESSON #7

Nonviolent Alternatives

Breakdown of Lesson #7:

Nonviolent alternatives helps us protect ourselves.
There are many basic nonviolent alternatives.
If at first you don't succeed, try again.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Addendum #7A, Twelve Nonviolent Ways To Protect Yourself.
- C. A copy of *Tug of War: Peace Through Understanding Conflict*.
- D. Please re-read Addendum #2A, Roleplay, before starting this lesson.

Nonviolent Alternatives Help Us Protect Ourselves

1. Welcome students to class. Remind them of the last lesson in which we learned that everyone makes mistakes and everyone has fears.
Ask:
 - What do we strengthen by talking about our mistakes?
Our minds. Our understanding.
 - What do we strengthen by talking about things that scare us? *Our minds. Our understanding.*
2. Remind students that we are all brought up to be tough and to fight, but it is important to know WE DON'T HAVE TO. Ask students: *There are no wrong answers. Encourage responses.*
 - Why don't we have to be tough and fight?
 - Does it mean we aren't strong if we don't fight?
3. Remind students: A true student of the martial arts is a GENTLE person -- one who always INTENDS to end a fight by nonviolent ways.
Ask:
 - Are the people you see in martial arts movies gentle?
 - Do you think people like to see violence? Why?
 - Do you think a gentle person can still be strong?

4. Remind students they are here, because they want to learn how to PROTECT themselves. Nonviolent ways are the way to real power and real strength and they PROTECT us at the same time.

Ask:

- If we want to protect ourselves from the cold, do we fight, or do we put on warm clothing?
- What does it mean to protect ourselves?
- Does protect mean fight?
- Does protect mean NOT fight?
- Do you think it's sometimes necessary to fight to protect yourself?

There Are Many Basic Nonviolent Alternatives

1. Tell students: In this lesson, we are going to learn many different ways to PROTECT ourselves without fighting. Pass out Addendum #7A, Twelve Nonviolent Ways To Protect Yourself.
2. Go over the list, reading each alternative to the class. Discuss each one so that students get a solid image in their minds of what each one means and what each one can do.
3. To make certain students understand each one, ask questions such as:
 - Do you think this would work with a bully you know?
 - Who in the class could make good use of this nonviolent alternative? Tell us how you would use it.
 - Do you think this takes a lot of strength? What kind? Mental? Physical?
 - Do you have a difficulty with this way? Why? (Students often don't like calling an authority figure, because they believe they are being a "stool pigeon." Discuss this, if you have students who feel this way.)
 - Which of these are good for good talkers?
 - Which of these are good for the silent type?
4. Break students into groups of two or three. Have ready a hat or some other container with slips of paper -- each slip has one nonviolent alternative written on it. Pass the container to each group. Tell students:

- Each group will make up a roleplay about your particular nonviolent alternative. *Explain that roleplay means a small play between two or three characters. Perhaps one person is a bully and another person is a victim. Perhaps there are two bullies. Stress that this exercise is more mental than physical.*
 - The rest of us will have to guess which one it is.
 - You have five minutes from now. Go!
5. After each roleplay, ask:
- Which nonviolent alternative is that?
 - Do you think it worked?
 - Would you have used that alternative or another one?

If At First You Don't Succeed, Try Again

1. Ask students:
- Will you always be able to use the same nonviolent alternative in every situation?
 - When you have tried one alternative and it doesn't work, can you try another one?
 - Do you think it's important to be aware of many different kinds of alternatives?
2. Tell students: These alternatives often work well and protect you from being hurt. Sometimes, however, it's dangerous to even try to deal with a bully. You never know how a bully is going to act or react. Remember to keep a strong, clear mind, as you:
- Use an alternative; then move away from the bully as soon as possible.
 - Don't continue to argue with a person who is threatening you. With a clear mind, find a way to leave as soon as you can.
 - Distract the person from wanting to hurt you; then find a way to get away. Act from what you see.
 - Look for a nearby house to walk up to as if you lived there, or look for an adult to help you. It's okay to get help.
 - Getting away is not cowardly; it is protecting yourself and preventing a fight from happening.

Story:

Tell students, until now, they have been learning about fighting between themselves and another person. Now you want to read them a story about fighting on a larger, grander scale. Read "Through The Eyes of Peace," pp. 18-19, in *Tug Of War*. After the story, ask:

1. Can you see how the fight between a bully and a victim is similar to a fight between two countries? How?
2. Could you tell the difference between the two sides that were at war?
3. Who were the freedom fighters?
4. Who were the terrorists?
5. What did the experts have to say? Did they do anything to end the conflict between the two countries?
6. Why did the young girl think the fighting people were afraid?
7. Why did she think they hated each other?
8. Why did she believe it was impossible for the two sides to be enemies?
9. Do you think any fight you've had is like the fights we see between countries on the news?
10. Why do you think the story is called "Through The Eyes Of Peace"?

Summary: *Say this to students as reminders.*

1. We are all studying martial arts to learn how to protect ourselves.
2. A true student of the martial arts is a gentle person.
3. A true student of the martial arts always intends to end a fight in nonviolent ways.
4. There are many nonviolent alternatives to fighting.
5. Not all these ways work with all people.
6. It is important to know many alternatives so you can select properly for the right occasion.
7. Fights between a bully and victim are similar to fights between countries.
8. People who fight wars have been taught to be tough and fight back.
9. If we see with eyes of peace, we are better able to prevent fights.

Moment Of Mukuso

For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Mukuso, to read to students.

LESSON #8

What Is A Bully?

Breakdown of Lesson #8:

- How do we recognize a bully?
- How do we recognize a victim?
- How do we put an end to bullying?

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen
- B. Copies of Addenda #8A, #8B
- C. Copy of *Why Is Everybody Always Picking On Me?*
- D. Paper and pencils for students

How Do We Recognize A Bully?

1. Welcome students to class. Tell them: In the last lesson, you learned many different nonviolent alternatives. Who can name one?
Quickly go through the list on Addendum #7A.
2. Tell students that today we will *begin* with a story, which is different from the way we usually do things. Pass out paper and pencils, and ask them to write down:
 - Who is the bully, or who are the bullies in this story?
3. Read story, "Boys Will Be Boys" in *Why Is Everybody Always Picking On Me?*, pp. 1-11. *The story is about 6-1/2 pages long.*
4. After reading the story, ask:
 - Who can tell me the name of a bully in this story?
They ALL are bullies:

<i>"You"</i>	<i>Jason, the Brother</i>	<i>Rambo</i>
<i>Jack</i>	<i>The Sister</i>	
<i>Mrs. Potter</i>	<i>The Father</i>	
 - Discuss why each of these is a bully.
Mrs. Potter bullied with commands and threats.
The Sister bullied by making fun of her brother.
Jason, the brother, bullied by being sly.
The Father bullies his family by getting drunk and violent.

5. Ask students:

- What does a bully look like? What are a bully's facial expressions? *Write on blackboard as students call out responses.*

Angry Bossy Frowning Hard
Mean Cold Nasty Sly

- What does a bully's body look like? Ask a Volunteer to stand in front of everyone and imitate a Bully. Or you can do it.

Shaking or pounding fists
Rude finger displays
Hands on hips
Arms crossed on chest
Legs spread apart
Chest out, chin forward
Shoulders hunched
Swaggering walk

- What kind of language does a bully use? *Write words on blackboard as they call them out.*

Words that are cutting, hurtful, mean
Words that frighten, harass, embarrass or tease
"Punk," "Jerk," "Chicken," "Four eyes," "Shorty,"
"Nerd," "Dork" (use up-to-date slang expressions)
Words that say, "I'm better than you"
Words that say, "I deserve more than you"

Discussion:

Ask students how many of them have been bullied. Ask them how it felt to be bullied. *Encourage all responses to keep students interested in talking about innermost feelings. Remind them that talking about such things helps strengthen their minds, making them more powerful.*

Note to Instructor:

This lesson will include some roleplay situations. If you are looking for more roleplay possibilities, many can be found on pp. 81-87 of *Why Is Everybody Always Picking On Me*.

How Do We Recognize A Victim?

1. Tell students: The victim is the one who is being picked on by the bully. Ask:
 - How do we recognize a victim? What does a victim's face look like? *Write responses on board.*

Fearful Timid Shy
Fragile Weak Sad
 - What does the victim's body look like? Ask for a Volunteer to imitate a Victim. Or, you can do it.

Arms limp by side
Shoulders drooped
Shaking, legs trembling
Head bowed
Knees knocking
Feet turned inward
Looking down at the ground, crouched
 - What language does a victim use?

"I'll give you anything, just don't hit me."
"I'll tell my mother on you."
"I guess I am a nerd, now can I have my hat back?"
Words that say: "I feel inferior to you"
Words that say: "You are better or stronger than I am."
2. Ask for two Volunteers to roleplay a Bully and Victim. *Give each Volunteer a copy of Addendum #8A, Staying Empty. Give them a few seconds to read it over, then instruct them to really get into their roles. BE A GUIDE for them as they play the roles. HELP THEM understand and act out their parts.*
3. After the roleplay:
 - Ask Bully: How did it feel to bully the Victim around? When the Victim did what you wanted, did you feel good?
 - Ask Victim: How did it feel to be yelled at by the Bully? Each time you tricked the Bully, how did you feel afterward?
 - Ask all students: What did you learn by watching the Bully and the Victim?

- Was the Bully someone you admired?
 - Was the Victim someone you admired?
4. Pass out to all students a copy of Addendum #8B, Hey, You! Ask students to pair off into teams of two. Ask them to decide who will play the part of the Bully and who will play the part of the Victim. It doesn't matter who does which, because afterward, they will change roles. *Instruct them how to read "thinking out loud" as compared to regular dialogue lines.* It's going to get noisy in the room, so tell them it's important for them to focus on their own roleplay, and to empty their minds of everything except their own part and the part of their partner. *Walk around to make sure they are doing the exercise correctly.*
5. After this roleplay, ask the partners to switch roles. Whoever played the Bully will now play the Victim, and whoever played the Victim will now play the Bully. Once again, remind students to focus and get into their parts.
6. Ask students to be seated again. Thank them for roleplaying so well. Ask students:
- What was your reaction to getting bumped into?
 - How did it feel to be a Bully?
 - Did you, as a Bully, feel like a Victim as some point?
 - Were you scared as a Victim?
 - As a Victim, when did you start to feel stronger?
7. Ask students:
- Have you ever been bullied by someone?
 - What was the situation?
 - How did you respond?
 - Did you get out of your bully situation nonviolently?
 - How could you have gotten out nonviolently?
8. Divide the students into two groups -- Bullies and Heroes. *It is recommended that you get one or two assistant instructors to help you with this activity so that you can monitor it. Each assistant could help each of the following two groups.*

Tell students:

- The point of this game is to create nonviolent alternatives to conflict.
- We are going to pretend, by using made-up situations, or real situations (but not the names of real people), to create a conflict situation and solve it right here. *Give an example -- from your own experience or one you know about.*
- Ask the Bullies to come up with a particular way a Bully would act.
- Ask the Heroes to come up with a "solution" -- a creative, nonviolent alternative to this particular situation.
- Give students 5 - 10 minutes to figure out their situations and responses. Call time.

Ask for one Volunteer from each group to come before the class. *Remember to act as facilitator and to help Volunteers if they get stuck. Feed either student some whispered help in his/her ear if they cannot come up with a response.*

- The first Volunteer to play out the role is the Bully. He or she comes up to the Hero and starts picking on him/her. Tell the Bully to be persistent. At some point the Bully will give in, to give the Hero the experience of winning -- but for now, the Bully should be tough and to not give up easily.
- The Hero then tries his or her nonviolent alternative. Tell the Hero that if the first alternative he/she tries does not work, to come up with another one -- to use all the resources she/he has.
- As the Hero tries out different alternatives, ask for volunteers from the Bully group to come up to the blackboard and write which alternative the Hero is trying. (This keeps them involved in both sides of the situation.)

Tell students:

- If you see your group representative in trouble, walk up to him or her and whisper some helpful dialogue they can use in this situation. *Instructors and assistants are invited to do the same.*

How Do We Put An End To Bullying?

1. Ask students:
 - Why do you think someone would be a bully? *Encourage students to talk about why they themselves might decide to be a bully.*
 - They've been treated roughly.*
 - To hide that they're scared.*
 - To protect themselves from abusive people.*
 - Is bullying good for a bully? What does it get the bully?
 - Is bullying good for victims?
 - If bullying isn't good for anyone, do we want to find a way to put an end to bullying?
2. Tell students: One way to put an end to bullying is by using and strengthening our minds: We can change negative thoughts into positive thoughts.
3. Ask for one Volunteer to help you. Use Addendum #8C, Stop! Think! while you play the Bully and your Volunteer plays the Victim. *This roleplay starts out the same as the previous one, but it changes to show how the Bully changes from negative thinking to positive thinking.*
4. After the roleplay, ask:
 - When did the Bully change his thinking from positive to negative?
 - Did the Bully lose face by stopping and thinking?
 - Do you think the Bully's change in thinking prevented a fight?
 - What is the highest goal of martial arts? *To end conflict without fighting.*

Discussion:

If you are a bully, or you have been bullied, what are some things we can do? *Encourage all responses and add the following:*

1. Talk to someone about how you feel (parents/ friends).
2. Request a family time when you can talk together.
3. Think and talk about ways you can get what you want without hurting people.
4. Practice these ways.
5. Appreciate who you are and praise yourself for doing things you feel proud of.
6. Help family and friends instead of teasing them.
7. Communicate in ways that make you feel good.
8. Find friends who support your positive feelings
9. Watch healthy, nonviolent television programs.
10. Play video games that make you feel creative and peaceful; many of these are very exciting and challenging.

Story:

Read story, "The School of No Sword," in *Why Is Everybody Always Picking On Me?*, p. 47. Afterward, ask:

1. What does the school of "no sword" mean?
2. What made the Samurai angry?
3. Was the Samurai a bully or a victim?
4. How was Bokuden different from the Samurai?
5. What's the difference between defeating others and not being defeated?
6. Why did Bokuden carry a sword?
7. How did Bokuden suggest they fight?
8. How did Bokuden win this fight?
9. What do you think of Bokuden's way?
10. Do you see ways that you could resolve your own conflicts the way Bokuden did?

Summary of Lesson #8: *Say this to students as reminders.*

1. We are all bullies and all victims at times in our lives.
2. Bullies are people with problems.
3. We can recognize bullies by their faces, bodies and language.
4. Victims are people with problems.
5. We can recognize victims by their faces, bodies and language.
6. Bullying doesn't help bullies or victims.
7. One way to put an end to bullying is to think positive thoughts instead of negative ones.
8. Another way is to talk to someone you trust.
9. Make yourself a member of the School of No Sword, because ending conflict without fighting is the highest goal.

Moment Of Mukuso

For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Muskuso, to read to students.

LESSON #9

Understanding Conflict

Breakdown of Lesson #9:

When we are in conflict, we hurt.

When we hurt, we sometimes want to hurt others.

When we understand our conflict, we can resolve it.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen
- B. A true story about a time you were in conflict.
- C. Copy of *Fighting The Invisible Enemy*
- D. Paper and pencils for students
- E. Copies of Addendum #9A.

When We Are In Conflict, We Hurt

1. Welcome students to class. Remind them of the last lesson in which we learned about bullies, victims and the School of No Sword.
Ask:
 - Do you think it feels good to be a bully?
 - Do you think it feels good to be a victim?
2. Tell students: Both the bully and the victim are people with problems. Both the bully and the victim hurt and become a bully or a victim because of something hurtful that happened in the past. Both the bully and the victim are people in conflict.
3. Tell students: People in conflict are in two or more places at the same time.
 - What does this mean? How can we be in two or more places at the same time? *Encourage responses.*

We may be here physically, but our thoughts are somewhere else.
 - When we are in two or more places at the same time, is it possible for us to have an "empty self"? *No.*
 - If we are in danger, and we are in conflict -- in two places at the same time -- is there a chance we will not sense the danger? *Yes.*

- What are some things we can do to help ourselves when we are in conflict?

*Practice Mukuso
Stop! Think!
Watch our thoughts
Talk to someone we trust*

When We Hurt, We Sometimes Want To Hurt Others

1. Tell students about a time you were in conflict. Then ask:
 - When was the last time you were in conflict? *Encourage responses. Prompt responses with some questions: Did you have an argument with someone at home? With a friend? Did someone say something that offended you, but you didn't say anything to anyone? Maybe somebody hit you and caused you to feel conflict you can't forget.*
 - When you felt this conflict, were your thoughts positive or negative? Did you feel upset? Angry?
2. Tell students: Conflict is a very human feeling. Everyone feels it, probably every day. It is not a bad thing to feel conflict. But since conflict feels hurtful, the martial arts show us ways to help resolve our conflict so that we don't hurt.
3. Divide students into groups of three or four. Ask each group to develop a roleplay, a pantomime (story without words), or a short story with words showing people in conflict. Each group will take a turn presenting its story to everyone else. *This exercise calls upon students to use experiences of conflict from their own lives and helps them work out conflict. It also allows them to create something of their own rather than depend on a pre-written script. It's okay to use either real or made-up situations. However, if a real situation is used, it is best to NOT use names of real people.*

Give the groups about 10-15 minutes to develop their presentations. Ask who wants to be first.
4. After each group presentation, ask students:
 - Where did you sense conflict in this presentation?
 - How did you know that these people were in conflict? By looking at their faces? Their bodies? Listening to their words?
 - What did you SEE that told you there was conflict?

- What did you HEAR that told you there was conflict?
- What did you FEEL that told you there was conflict?
- Did these people resolve their conflict?
- What do you think these people could have done to resolve their conflict?
- Do you think these people have an interest in wanting to change their behavior to resolve the conflict?
- Do you think these people will resolve their conflict? Why? Why not?

When We Understand Our Conflict, We Can Resolve It

1. Tell students there are three kinds of conflict:
 - Physical conflict, when one person strikes another
 - Mental conflict, a disagreement between people
 - Personal inner conflict, when our feelings are hurt

2. Tell students: We are going to do an activity that focuses on inner conflict. When we can resolve inner conflict, we have a better chance of resolving other kinds.

3. Pass out paper and pencils to students. Tell them to write:
 - "I believe..." and then write down any thought that comes to mind. Ask students to write 10 different responses. *Give them 2-3 minutes.*
 - Ask students to write: "I don't believe..." Once again, ask them to write whatever comes to mind, and to put down 10 different responses. *Give them another 2-3 minutes.*
 - Ask students to write: "I should..."
Then, "I shouldn't..."
Another 2-3 minutes should be enough. The idea is to not think too long, but to be spontaneous.

4. Divide students into groups of four. As they are dividing, write on the blackboard:
 - Why do you believe.....?*
 - Why don't you believe.....?*
 - Why do you think you should...?*
 - Why do you think you shouldn't..?*

5. Ask students to read to each other what they have on their lists. Then ask the appropriate question on the blackboard. If the student reads an "I believe..." statement, then ask "Why do you believe...?" If the student reads an "I shouldn't" statement, then ask, "Why do you think you shouldn't...?" Give the groups about 10-15 minutes. *The purpose of this exercise is to accustom the students to discussing these thoughts among themselves, among friends.*
6. Reconvene the groups and ask:
 - Were some of your answers the same as those of some of the other students?
 - Were some of your answers different?
7. Ask students to think about where they learned their "I believes" and "I shouldn'ts."
 - Who would like to tell all of us one of your "I believes..."? Where do you think this "I believe" comes from?
 - Did you learn it at home? At school? From friends? Parents? Grandparents?
 - Who would like to tell us one of your "I shouldn'ts"? Where do you think this "I shouldn't" comes from? Where do you think you learned it?
 - Do you think you were born with these beliefs or do you think you learned them?
 - Why do you think someone taught you to believe that?
 - Have you heard a belief today that you think could cause conflict? Which ones? Let's make a list.

Make a list of *Beliefs That Can Cause Conflict*. Keep it around and visible so that you can add to it any time anyone thinks of any additions to the list. *Addendum #9A is a blank sheet with this title, for your convenience.*

Story:

Read story "Conditioned To Be Good," in *Fighting The Invisible Enemy*, pp. 105-109. Afterward, ask:

1. What do you think the word "conditioning" means? *Taught to believe.*
2. Do you think John was a good boy? A bad boy? Why?
3. The story doesn't tell us, but why do you think John was arrested on theft and drug charges?
4. Do you think John was hiding some of his true feelings?
5. Do you think we all hide our true feelings sometimes?
6. Are you "conditioned" to be good, to live properly?
7. What can you do to make your life happier than John's?
8. Do you agree that nobody is perfect?
9. Can you see how trying to be perfect creates conflict in us?
10. Do you think it's important to just be who you are, no matter what?

Summary: Read these to students as reminders.

1. When we are in conflict, we hurt.
2. When we hurt, we sometimes want to hurt others.
2. Hurting others does not help us get rid of our hurt.
3. There are ways to help us when we are in conflict.
4. We can see, hear, sense, feel conflict.
5. Learning to resolve inner conflict helps us resolve outer conflict.
6. Some things we believe we were taught to believe.
7. Some beliefs can cause conflict.
8. Nobody is perfect.
9. Trying to be perfect can cause us inner conflict.
10. When we understand conflict, we are better able to resolve it.

Moment Of Mukuso

For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Mukuso, to read to students.

LESSON # 10

Not Hurting Back

Breakdown of Lesson #10:

We are all brought up to be tough and to fight.
Being in conflict is not a good feeling.
There are alternatives to fighting.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Addenda #10A, 10B, 10C, 10D, 10E (read before class).
- C. A copy of *Facing The Double-Edged Sword*.

We Are All Brought Up To Be Tough and To Fight

1. Welcome students to class. Tell them: People talk a lot about outer conflict (when one person strikes another), but they don't always talk about inner conflict (when our feelings are hurt). To strengthen our minds, which you recall is essential in order to strengthen our bodies, we need to work with INNER conflict. *Ask and encourage participation from all who want to respond. There are no wrong answers.*
 - How many of you were taught to be tough?
 - Is it good to be tough? Why?
 - How many of you were taught that fighting is the way to even the score?
 - Do you think it evens the score?
2. Pull out list of "Words And Actions That Start Fights" (*Addendum #2B*) and add to it as you discuss how fights got started.)
 - How many of you have been in a fight?
 - How did the fight get started?
 - After the fight, did you feel better?
3. Tell students: When our heads get bumped, or we get cut and we bleed, we *know* we've been hurt. Ask:
 - How do we know we're hurt?
We see the injury.
Everyone else can see our injury.
We can see the blood.
There's a bump on our head.
We don't look well.

Being In Conflict Is Not A Good Feeling

1. When we are in conflict, we also hurt. But this kind of hurt is more difficult to see. Ask:
 - How can we tell we've been hurt when we are in conflict?
*We don't feel good about something someone said.
We're upset about something someone did.
We are angry, frustrated, sad.
Our faces show concern or a frown.
Our bodies are tense and tight.*
 - Up to now, we've learned a few things we can do when we feel hurt. What are these ways?

*Moment of Mukuso
Strengthening our minds
Becoming aware: mind like moon; mind like water
Listening to our feelings
Talking with someone
Learning to understand our hurt
Learning to understand others' hurt
Playing games, like "Blurt It Out!" and "The Detective Game"*
2. Divide students into pairs. If possible, match them by size, weight, age, strength, to make for an equal game. Tell them they are going to play two games. The first is a pushing game(see Addendum #10A, *Pushing For Stability*). After the game, ask:
 - What went through your mind as you were pushing?
 - Did you enjoy pushing? Why?
 - How did it feel to be stronger? Weaker? Equally strong?
 - Are there times at home or school when you feel like you are playing a pushing game?
 - What are those times? *Encourage brief stories.*
3. Keep the same pairs. Tell students they will now play a pulling game (see Addendum #10B, *Pulling For Balance*). After the game, ask:
 - What went through your mind this time?
 - Did it feel different to be pulling instead of pushing?
 - Did you feel in balance with your partner?
 - How many of you have heard the phrase "pulling together"? What do you think it means?
 - When have you experienced "pulling together" at home, at school, or anywhere outside the school?

Being In Conflict Is Not A Good Feeling

1. Tell students: Feeling conflict is another way of feeling hurt. It's an inside hurt. We ALL feel it. There's nothing *wrong* with feeling it, except it doesn't feel *good*. Because we don't feel good, we sometimes try to hurt *back*. This is what gets us into trouble. Ask:
 - Why does trying to hurt back get us into trouble?
 - When we hurt back, have we solved our problem?
 - If you hit me, and I hit you back, have I resolved the conflict between us by hitting you back?
2. Tell students: Part of developing a strong mind is to learn how to NOT HURT BACK. I know you've probably seen lots of martial arts movies or TV shows where the hero or the villain hurts back, and you think: Yeah! That person deserved that! But real power comes from NOT HURTING BACK (*write this on blackboard*). This is what the study of martial arts is all about. When you have a strong mind and you understand why you and other people feel hurt, you will be strong enough to NOT HURT BACK.

There Are More Alternatives To Fighting

1. Prepare students for game "The Link In The Chain." (*See Addendum #10C, The Link In The Chain.*) After the game, ask:
 - How did the outsiders feel when they couldn't get in?
 - How did the insiders feel about keeping the outsider out?
 - When was the last time you felt like an insider?
 - When was the last time you felt like an outsider?
 - Did you feel hurt about being an outsider?
 - Are there times outside the school when you feel like an outsider? When? *Encourage responses.*
2. Write on blackboard or start a chart that is an ongoing list called "Ways To Get In" (*see Addendum #10D*). Ask students:
 - Did anybody use a "trick" to get inside the circle?
 - What are some other ways to get into the circle?
 - Tickling*
 - Promising a reward*
 - Creating a distraction*
3. Make a chart on the blackboard with three columns, labeled:
"Fight" "Flight" "Freeze"

Ask students:

- Has anyone ever come up to you wanting to fight?
 - What did you do? *Encourage brief responses. As they respond, put a check under one of the three columns.*
4. Tell students they are going to participate in a three-part roleplay today. Ask for two volunteers. *Give copies of Addendum #10E, Roleplay #1, Lunch Money Roleplay, to each volunteer. Explain exactly what to read and how to read it: The Alter Ego lines are lines to him- or herself, read in an audible whisper. The bold lines are to be read louder, to the other person. Before any discussion, ask same volunteers to read Roleplay #2. Then, Roleplay #3.*

Discussion:

After the roleplay, ask students:

- What did Roleplay #1 tell us about the Bully? About the Victim?
- What did Roleplay #2 tell us about them?
- What did Roleplay #3 tell us about them?
- Did the Victim PROTECT him/herself? How?
- Do you think Roleplay #3 can help you? If so, how?
- Do you think Roleplay #3 works all the time?
- What other alternatives could you use to get out of this situation?
- Do you think it might work some of the time?
- Did the Victim stop the fight?
- Did the Victim stop the fight with his/her mind or body?

Story:

Read story, "There's A Fight Going On," pp. 1-2, *Facing The Double-Edged Sword*. Afterward, ask:

1. If you saw a scene like this on your school playground, do you think there is anything you could do?
2. Would you fight Vinnie like Tom did?
3. Would you run away like Robbie?
4. Would you cry like Martha?
5. Would you come up with something different?

Summary: *Read these to students as reminders.*

1. We are all brought up to be tough and to fight, but we don't have to.
2. Fighting does not even the score. It starts another fight.
3. There are ways to protect yourself without fighting.
4. Being in conflict happens to everyone, but it doesn't feel good.
5. To resolve conflict, we have lots of choices.
6. When we have strong, clear minds, we can protect ourselves -- without fighting, without running away, without freezing from fright.
7. When in conflict, we can pull together to find a solution.
8. Sometimes our solutions work and sometimes they don't.
9. It's important to be creative and think of many solutions.
10. Your mind is the best weapon you have -- and you don't have to pay anything for it. All you have to do is strengthen it!

Moment Of Mukuso

For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Mukuso, to read to students.

LESSON #11

Who Are You?

Breakdown of Lesson #11:

A self-image is a picture you have about yourself.

An unrealistic self-image can cause inner conflict.

Accepting who you really are can resolve inner conflict.

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Addenda #7A, #11A-1, #11A-2, #11B

A Self-Image Is A Picture You Have About Yourself

1. Welcome students to class. Tell them: In the last lesson, you learned many different nonviolent alternatives. Who can name one. *Quickly go through the list on Addendum #7A.*
2. Tell students: These will help you protect yourself against anyone who tries to hurt you. Today, we're going to learn another way to protect yourself. It's called "Knowing Who You Are." Ask:
 - If you were to ask yourself "Who am I?," what would your answer be? *There is no right or wrong answer. Encourage responses and write key words on blackboard.*
 - Do you have a self-image? *Tell students YOUR self-image: Have fun. "I'm tall, dark and handsome." "I'm beautiful as a fashion model. No? I'm not?" Ask: What is your self-image? How do you see yourself? Are you happy? Sad? Smart? Dumb? Tall? Short? A jock? A fox? A bear? An owl?*
 - Would you say your image of yourself is positive or negative? Why?
 - Does this image change? Do you feel positive some days and negative other days?
3. Tell students: Your self-image is how you see yourself. How you see yourself affects the way you see other people. Ask:
 - Are there times when you wish you were someone else? A rock star? A movie star? A great athlete? President? *Allow students to fantasize, tell who they would like to be.*

- Do you think we sometimes dress to fit our self-image? *Allow students to talk about other classmates or about themselves, friends, family, and to joke without offending.*

- Do you know people who fit the following images?

The California Surfer

The Preppy (Class President)

The Rock Star (Punk Rocker)

The Most Popular Girl (Cheerleader)

The Super Jock (Football Player)

The Academic Achiever (Nerd)

An Unrealistic Self-Image Can Cause Inner Conflict

1. Tell students: The problem with self-images is that they sometimes lead to conflict. An example is when people believe that their self-image is better than somebody else's. Or when people believe their self-image is the only way to be. Ask:

- Do you know anyone like that? *Allow students to briefly talk about someone they know or know about.*
- If you are a punk rocker, and you've decided you don't like preppies, are you creating conflict? How?
- Does this conflict exist in the world, or in your mind? *It starts in your mind, and then you put it out in the world.*

2. Tell students:

- Imagine that the color Red looks at the color Blue and decides not to like it because it isn't Red. That sounds silly, because the only color that Red can be is red.
- Now imagine that Jane, the Punk Rocker, looks at Bob, the Preppy, and decides not to like him because he isn't a punk rocker. Is this the same thing?
- Now imagine that one country looks at another country, and decides to make war on it because that country has a different lifestyle. Can this start a big conflict, a war?

3. Ask students:

- Can you see the danger in believing that there are "right" and "wrong" images and self-images? *Encourage responses and allow students to speak their minds.*

- When was the last time someone gave you a hard time about the way you dress or talk or are? Did you get angry? Walk away? How did you feel?
 - Why do you think kids sometimes make fun of how other kids dress, talk, think or act? *Allow students to respond freely.*
4. Take out list "Words and Feelings That Start Fights" (Addendum #2B). *A large chart that you keep in the school is helpful and can be referred to at any time. Ask:*
- What are some words or actions about the way we dress, walk, talk or think that we can add to our list of "Words And Feelings That Start Fights"?

*I am better than..../I dress better than.../I think better than...
You are wrong and I am right.
He is stupid..... She is bad...*
 - Can you see any danger in just THINKING "I am better than..." or "You are wrong and I am right"? Some people will say, "I'm not hurting anyone if I'm just *thinking* something." Are they right?
 - Remember when we learned that the way we act depends on the way we think? Well, if I think "I am better than..." is there a chance that I will act as if I am better than?
 - And if I think I am better than..., am I making one person right and one person wrong? Who am I making right? Who am I making wrong?
 - Do you want to be with people who make you wrong? I don't either.
 - Do you want to be with someone who makes him/herself a hero and makes you a villain? I don't either.
 - But is it important to UNDERSTAND why someone wants to make him/herself a hero?
5. Announce that we are now going to play a game. Pass around a hat or container that holds slips of paper on which are pre-written "villains" and "heroes." *Use well-known celebrities or local heroes in your area. Some examples in the United States can be Madonna, Rocky, The Terminator, Michael Jackson, Janet Jackson, the President of the United States, Big Bird (from Sesame Street), Kermit the Frog, Winnie The Pooh.*

Ask each student to select a name. You can either mix both male and female names in the container, or separate them. Then ask for volunteers first, and ask each student to say:

- The name I picked is _____.
 - I think this person is a "hero" / "villain" because _____.
 - If I could be like this person, I would be happy/sad _____.
 - The reason I feel this way is _____.
 - I would rather be just like this person/just who I am.
 - When I try to be like someone else, I feel _____.
6. Congratulate students on their participation and good work recognizing the conflict that can result when we try to be like anyone other than who we really are.

Accepting Who You Really Are Can Resolve Inner Conflict

1. Tell students we are now going to work on seeing who we really are. Tell them it's exciting to discover the really terrific things about ourselves and to find out how different we people can be. "Variety is the spice of life." Discovering who we are helps strengthen our minds and helps us act naturally, lessening our conflict.
2. Pass out copies for each student of Addendum #11A-1, Who I Am. *A copy of this Addendum (#11A-2) is provided with sample answers, for your convenience.* Ask students to write their names in the space provided and then fill in a short answer that describes themselves. Give them five minutes.
3. Collect these and read them if there's time. Whether you read them or not, find a place to hang them in the school, where students can walk up and see them. Put a title over them -- perhaps "True Colors" or "Variety -- The Spice Of Our Lives."

Story:

See Addendum #11B, "I Will Fight No More, Forever," taken from *Fighting The Invisible Enemy*, p. 61. Read it to students. Then ask:

1. Did you know that the "white" U. S. settlers from Europe and the Indians fought for 300 years?
2. Why do you think they fought so much?
3. Do you think the "white" settlers were heroic?

4. Do you think the Indians were heroic?
5. Who was the bully? Who was the victim?
6. Have you ever played the game "Cowboys and Indians"?
7. Which did you want to be? Why?
8. What would have been truly heroic behavior in this story?
9. How would you react if new settlers came to the U.S., tried to take your land and drove you and your family onto reservations?
10. Indian Chief Joseph learned a hard lesson. What was it?

Summary: *Read to students as a reminder.*

1. A self-image is a picture in your mind about yourself.
2. Sometimes our self-images are not who we really are.
3. Knowing who you really are helps protect you.
4. How you see yourself affects how you see other people.
5. Sometimes we think we'd rather be someone other than who we are.
6. Wanting to be other than who we are causes us conflict.
7. When we accept who we are, we feel less conflict.
8. What we think comes out in how we act.
9. Discovering who I really am helps strengthen my mind.
10. Heroic behavior benefits *both* sides of people in conflict.

Moment Of Mukuso

For the final two minutes of this lesson, practice Mukuso (the Japanese word for meditation). This essential final exercise helps students in the basic process of understanding conflict, which is what this curriculum is all about. The intent is understanding conflict; the process is Mukuso. See Addendum #1B, Moment Of Mukuso, to read to students.

LESSON #12

What Is Real?

Breakdown of Lesson #12:

What you think you see is not always what's there.

There are no "good guys" and "bad guys."

With strong minds, we can think through our conflict and resolve it.

Materials Needed:

- A. Chalk and chalkboard or large paper pad with felt pen.
- B. Addendum #12A
- C. A copy of *Fighting The Invisible Enemy*

What You Think You See Is Not Always What's There

1. Welcome students to class. Tell them: In the last lesson, we learned the importance of being who we are and how this helps protect us.
2. Tell students: Today we are going to look at our "conditioning."
We are **CONDITIONED** (*write this word on the blackboard*):
 - By our family, school, friends and other people
 - By things we believe, habits we hold, customs we live by
3. Ask students:
 - Do you know anyone you treat badly all the time? Maybe you're not even sure why you treat him/her badly. You just do. That is conditioning. You've treated him/her badly, you got used to doing it, and you are *conditioned* to treat him/her badly.
 - Do you grumble every time your parents ask you to help around the house? Why do you grumble? You don't want to help? Why not? Are you *conditioned* to not help around the house? How did you get conditioned to not help?
 - When a teacher calls on you in class, do you clam up? Why? What are you *conditioned* to believe? You'll look stupid? You'll say something "wrong"?
 - When someone you know calls you names, do you always respond by calling him/her a name back? Why? How did you get *conditioned* to be just as offensive as he is?
5. In answer to all these situations, even though you are conditioned to respond the way you do, do you have to keep responding that way? Can you change the way your respond? *Encourage any and all responses.*

There Are No "Good Guys" And "Bad Guys"

1. We are conditioned to be:

- Good
- Right

Sometimes we get tired of trying to be "good" or "right" and we rebel. Trying to be "good" or "right" all the time is trying to be someone we are not. Nobody is "good" or "right" all the time. So, when we try to be good and right all the time, we create conflict inside ourselves.

2. Ask students: Who can tell us about a *conditioned* reaction you have. It can be at home, at school, with your friends -- something you do all the time -- that's not necessarily good or bad -- just something you do without really thinking. *When you get a volunteer, ask:*

- What is your conditioned reaction?
- What brought this reaction about?
- Was the cause something the other person said?
- Was the cause something *you* said?

3. The difference between you and the other person is what you both believe. Write on the board two columns: "I Believe" and "He/She/They Believe." Ask for volunteers to call out entries for your list.

- I believe _____. He believes _____.
- Are you the good guy?
- Is the other person the good guy?
- Is there a good guy?

4. Tell students: Now let's take a real problem. You want to go to a party, and your parent doesn't want you to go. So, you are in conflict. You see yourself as the good guy and your parent as the bad guy.

- Have you stopped to think that your parent may see him/her-self as the good guy and you as the bad guy?
- Who is the good guy? Who is the bad guy?
- If you feel you are the good guy, are you creating conflict?

5. Tell students: Anytime we make ourselves different from somebody else — better, worse, smarter, more stupid, good, bad — we create conflict. We live in a strange world. Most people agree that we want peace in our lives, but most people also believe that we have to fight to get it!

- Do you think that's strange?
- Why do you think people want peace in their lives?
- Do you think people know how to get peace in their lives?
- Why do you think people believe they have to fight to get it?

With Strong Minds, We Can Think Through Our Conflict And Resolve It

1. Tell students we are going to play a game called "Is That A Fact?" (See Addendum #12A for the rules of the game.) After the game, ask:

- Can you see the difference between a fact and a belief?
- What's the difference?
- Is it sometimes difficult to see the difference?
- Do you think this difficulty can cause conflict?

2. Tell students: If you catch yourself in a conditioned response that you now think may not be right, you are becoming AWARE of what has caused your conditioning. This is a very good sign.

Story:

Read students story "Star Wars: The Outcome of Conditioned Thinking," in *Fighting The Invisible Enemy*, pp. 112-113. After the story, ask:

1. Is there a problem with the U.S. wanting to be "the best"?
2. What does it mean for the U.S. to be "the best"?
3. What do you think of "Star Wars"?
4. Do you think Star Wars costs too much?
5. Do you think the U.S. is conditioned to fight wars?
6. Is it a fact that we can only solve wars by fighting?
7. Is it a belief that we can only solve wars by fighting?
8. How would *you* attempt to resolve this conflict?

Moment Of Mukuso

Ask students to focus, in these moment of Mukuso, on how they would begin to resolve conflict in the world. See Addendum #1B, Moment Of Mukuso, to read to students.

End with congratulations to students for their excellent work!

Leave time at the end of this final lesson to celebrate everyone's learning and understanding, and to congratulate the students on their fine work toward better understanding conflict. Suggested activities:

- Have a festive gathering, in which students talk about their favorite parts of what they've learned.
- Take a vote and select their favorite activity and play it as a final activity.
- Bring in a newspaper, select an event happening this week and have everyone pretend they are members of the United Nations, and attempt to work out the problem.
- Write a letter to the President of the United States, recommending ways to resolve conflict. Have every student sign the letter — and send it.
- Pre-plan a dramatic presentation to put on for other students, or families and friends, illustrating conflict and how we all can work together to resolve it.
- Make up some diplomas and give one to each student who completes this curriculum, inserting each student's name on his or her diploma. Plan a ceremony to pass out the diplomas.
- Choose your own activity.
- Ask students what they would like to do as a final activity.

Final Words

- Tell students about the next level they can go to in this curriculum -- that their learning does not have to stop here.
- Look over the following curriculum and give the students examples of what they would be learning in the next curriculum.
- Send them off feeling good about themselves and proud that they have learned so much about how to resolve conflict -- in themselves and in the world.

UNDERSTANDING PEACE:
CURRICULUM A
ADDENDA

Addendum #1A

Questionnaire #1 - Understanding Conflict What Is Karate and Why Do You Want To Learn It?

The following are some multiple-choice questions for you to answer. This is not a test. You will answer each question individually, and then we will go over your answers together. The purpose of this questionnaire is to help you learn about Karate and to understand your own reasons for wanting to learn it. Circle the letter next to the answer of your choice. If you're not sure of the answer, it's okay to guess.

1. The word "Karate" means:
 - a) Chinese hands.
 - b) Empty hands.
 - c) Fight with your hands and feet.
 - d) Punch your lights out.

2. The practice of Karate can develop:
 - a) Your body
 - b) Your emotions
 - c) Your mind
 - d) Your football pass.

3. The art of Karate is:
 - a) A way to defend yourself without fighting.
 - b) A healthy way to exercise and stay fit.
 - c) A way to understand yourself, and others.
 - d) For boxers and wrestlers only.

4. Karate can make you more:
 - a) Powerful.
 - b) Gentle.
 - c) Intelligent.
 - d) Understanding.

5. Which is most powerful:
 - a) The fist
 - b) The foot
 - c) The knee
 - d) The mind

Addendum #1B

MOMENT OF MUKUSO

For the final minutes of each lesson, practice the following Mukuso. The intent of this important exercise is to help students understand conflict and to ease thoughts that cause conflict inside them.

Ask students to sit as comfortably as they can, as relaxed as they can. Then tell them the following:

- Think of someone or something that has been on your mind lately -- your father, your mother, your teacher, your close friend, kids at school, your homework. Pick just one thought.
- Perhaps you might want to think about someone or something you feel angry or hurt about.
- Sit as comfortably as you can, close your eyes, and look inside at your hurt or angry feelings. Don't DO anything. Just WATCH.
- Let those feelings come up like bubbles in a glass of soda. Watch how they disappear, without any effort. You don't have to do anything. What is important is to just watch. Try not to judge what you see. If you do, just watch your judging. The point is to let the thoughts come and go without doing anything, without acting on the scary or hurtful thoughts.
- Think about where that hurt or angry feeling came from, and think about how good it feels to have it go away.

You can vary each Mukuso by including a thought from each day's lesson in the Mukuso, so that every lesson teaches the importance of Mukuso and, at the same time, adds more for the student to think about during Mukuso.

Addendum #2A

ABOUT ROLEPLAY

Why Use It?

Young people have many of the same problems as adults, and have to deal with conflict situations just as trying as ours, but they are not as verbal or intellectual as adults. Just as we adults better understand concepts when we see examples, young people need examples even more. When they "play out" examples, they get the information more easily. When very young children are playing house, with the mommy, daddy and dolls, it is not idle play. They are learning what it is like to *be* a mother or father; they are acting out roles -- roleplaying parents.

Roleplaying is understood from age 6 up. The main objectives of roleplaying are:

- To create a safe, controlled and supportive atmosphere, where a young person can act out a threatening situation. This relieves the pressure and anxiety of conflict the young person has experienced.
- To give a young person the chance to create alternatives to their conflict encounters, thus creating a sense of power and mastery in similar threatening situations.
- To give the young person a chance to not only play out the role of the victim but also to play out the role of the aggressor. This gives the student the opportunity to "get into" the other person's shoes, so they can begin to understand why that person would want to be the bully. This helps relieve fear and promotes a more subjective, empathetic understanding of another person's plight.
- By creating, recreating or re-enacting a disruptive event, the young person may become more aware of his or her *own* contribution to the problem.
- To give the young person an opportunity to see how he or she could have prevented the situation from happening in the first place.

How Do I Do It?

Much has been written, especially in Humanistic Psychology, about roleplaying. You can find books in your local bookstores or library on roleplaying and psychodrama that will help you. Roleplaying and psychodrama can be very effective in helping people work out their fears. These are powerful tools and should be practiced carefully. Training from qualified teachers is recommended, and can be gotten from colleges, universities and other organizations.

Since our basic interest here is "kids fighting," the following are simple pointers to enable you to help them create alternatives to conflict situations.

There are two ways to do roleplaying:

1. **Made Up Or Mock Situations.** The advantage here is that you are less likely to get too deeply into emotional problems behind their conflict. The disadvantage is that it is only play-acting. There is no real feeling behind it, and so learning is more at the surface level.

2. **Real Life Situations.** You might uncover emotional trauma a young person has beneath the surface situation. If you sense that a person is "emotionally disturbed," you may want to use mock situations with this person. You may want to let the parents know if you see any behavior that might warrant more professional help.

The advantage here is that real life situations are more real, and the student will have strong emotions around it. This usually helps motivate a person in understanding and wanting to do something about the problem.

The Process

Most roleplays have a "bad guy" and a "good guy" -- the Bully and the Victim. Neither is truly solely good or bad, but when we start with a black and white situation, it helps us learn about the grays.

It's good to ask for volunteers. Kids usually love to ham it up. I tell them what the roleplay is about and sometimes hand out sheets that have roleplays already written out for them to read. Some include portions they read as if they were talking out loud to themselves, and some include only dialogue between two or more characters. To avoid confusion, it's advisable to give them an example of what you want, or to read a portion of the dialogue yourself to illustrate the kind of roleplaying you are looking for. Get a good roleplayer by modeling one.

You may want to act as facilitator of each roleplay situation or participate yourself. There will always be an audience for every roleplay and, as such, they give valuable feedback to the volunteer roleplayers. They can also boo or cheer, which adds to the dramatic effect, including everyone in the skit.

The roleplays offered in the Lesson Plans are for your convenience, to help students learn the lesson being taught. You are welcome, however, to create any roleplay situation you think might help. For example, you might divide the students into two groups: The Bully Group and the Victim Group. Then, ask one volunteer to act or play out the role of a Bully or Antagonist. He or she comes up to the Victim and starts picking on him or her. The Bully goads the Victim on by pushing, shoving, grabbing (ask students to not get too physical). Try to keep the participants from moving too far away from the center of the group. At this point, the Victim can try out his or her nonviolent alternative. Tell the Bully ahead of time, on the side, not to give up too easily, or to not give up at all. There must be enough time to let the situation be real enough so that the Victim has to work at his/her role. This will create a more realistic situation. As the Victim ("good guy") is trying out an alternative, ask the Bully Group which one the Victim is using. This gets them involved in both sides of the situation.

When using real life situations, you will want more sensitivity. You don't want booing and yelling. It should be more thoughtful and serious. Ask for volunteers to raise their hands. Listen to several stories and pick the easiest or safest first. Potential problem situations are best referred to a professional.

In real life situations, ask for a volunteer to be the Antagonist. It is sometimes best to let the volunteer victim pick his or her antagonist, but not always. Be sensitive to this process. You may have to do it for them. In real life situations, it is advisable that you stay in control of the game -- be the "authority," gently supporting and guiding the process. Allow them to freely explore their feelings and situations independently, but also, and at the same time, be there for them if they need you.

On the following page are more techniques in roleplaying that you can use. Some are already used in the Lesson Plans, and some are not.

Additional Roleplay Techniques

○ **Soliloquy.** The Victim speaks aloud about feelings he or she had before, during and after the conflict situation. This helps the student to identify his/her feelings as valid, ones that everyone at one time or another feels. It is helpful if YOU are HONEST about your own feelings -- your fears, humiliations, sadness. I usually tell the group about my personal experiences with conflict I had at their age -- not as a lecturer, but as someone sharing with them that I know, from the inside, what they are going through.

○ **Mirroring.** One person imitates a Victim's behavior. This is an effective way to give feedback and understanding to the Victim as to how others see and react to him or her. It can give the Victim a new viewpoint on the situation. Be very careful that this is done with sensitivity -- as a gift rather than a putdown. You might begin this technique by playing the role first yourself.

○ **Alter Ego.** The Alter Ego is the Victim's own invisible, unexpressed self. The main purpose is to help the Victim express emotions. Another is to provide support, give empathy and dramatize unexpressed feelings. It can help interpret the Victim's resistances and defenses. For example, if you get behind the Victim while he or she is playing out his or her role and say, "I feel scared. I just want to run and hide and cry" -- this can help the Victim identify his or her own feelings. Again, care and sensitivity are very important.

○ **Role Reversal.** The Victim literally takes the place of the Bully -- actively places him or herself in the other person's shoes, taking on *their* emotions, attitudes. This helps decrease anxiety and allows for greater empathy and understanding of the Bully.

○ **Imaging.** One good imaging process asks students to imagine themselves as animals -- they pick one special animal they really like. Ask them to do some research on this animal: What are its habits? Where does it come from? How does it live? This works well for very young students. They imagine themselves as this animal -- move like it, feel what it's like to be this animal, from the inside. This fantasy gives them the chance to develop psychological power, a "spirit" that can give them strength. They can talk about their animals as an ongoing process. You might ask them to be their animal during basics and katas.

There are many more techniques -- too many to include here. I recommend you read *The Centering Book -- Awareness Activities For Children, Parents and Teachers* by Gay Hendricks and Russel Wills, for excellent exercises to do with your students to help them resolve conflict. They are easily adapted to your own or your students' situations.

Addendum #2B
Words And Feelings That Start Fights

Addendum #3A
The Story of Sam & Victorio

Victorio was talking to Sam and noticed that he was smiling, but that underneath the surface of his smile there was a feeling or vibration of anger, or hurt, or sadness. It was as if Sam were in two places at the same time. Sam was talking to him, but seemed to be thinking about something else. His lips were curled in a frown, and his hands were clenched into fists. He knew that Sam's attention was divided between talking to him and thinking about troublesome thoughts. Sam looked as if he were going to punch Victorio.

Victorio could see that Sam was in conflict. He was *aware* that Sam was having trouble understanding something that had happened to him so he kept thinking about it. Even though what happened happened in the past and was over, Sam still had it on his mind. This is why he was in conflict.

Victorio had experienced that kind of conflict himself, so he understood why Sam wasn't giving him his full attention. Because Victorio had learned Sen-No-Sen, he understood that it hurts to be in conflict -- to want to be finished with what happened in the past and be able to be in the present. Victorio's Sen-No-Sen -- his awareness -- stopped the potential conflict between him and Sam before it ever had a chance to come out.

Addendum #4A Two Games

Slap Hands

This is a game many kids play already, so you may not need to explain it, but be sure to explain what the game helps them do as far as the martial arts are concerned.

Have the students pair up, usually the same height. The object of the game is to have one person hold out his or her hands, palms up. The other person places his/her hands, palms downward, on top of the other's palms, about an inch or so apart. The person on the bottom is supposed to try and slap the hands of the other by coming quickly around on top with a slapping motion. The person who is on top tries to avoid the other's slap by pulling back quickly. *Be careful that they do not hit too hard.* If that person is successful in hitting the other, they keep on going until the person slapping misses. Then they trade positions, until either one wants to stop. *It is best to stop them when they are still interested in the game. Then they will want to come back to it more eagerly in the future.*

This game, like the following game, builds up speed, reflex action, concentration and creative bluffing.

Walnut Grab

This is a game I got from watching the David Carradine Kung Fu Show on television.

Have the students pair up, usually the same height. Each team gets one walnut (or other round object). The object of the game is to have one person hold the walnut in his or her open hand. The other person tries to grab the walnut before the other can close his or her hand. Have them keep their hands far enough apart so they are not too close together. When one successfully snatches the walnut from the hand of the other, they switch.

This game build up speed, reflex action, concentration and creative bluffing, and is also a lot of fun!

Addendum #6A
Hurtful Feelings List

anxious	helpless
worthless	powerless
out of control	unfairly punished
ridiculed	harassed
hurt	vengeful
ashamed	angry
humiliated	frustrated
insecure	lonely
enraged	unloved
rejected	violent
ambitious	greedy
pressured to conform	pressured to compete
scared	afraid of not "making it"

Addendum #6B
I Stole The Knife Roleplay - Part I

Jan

Hi, Dale.

Dale

(You've just stolen a knife from the table, and you are surprised to see Jan so quickly.) Hi, Jan. How you doing?

Jan

I'm okay, but I can't seem to find my knife. It was lying right here on this table just a few minutes ago, and now it seems to have disappeared.

Dale

Oh, well. That's too bad. Maybe you'll find it soon.

Jan

You're sure you haven't seen it? Or maybe you saw someone take it?

Dale

(Feeling guilty because it's in your pocket.) No. No, I haven't seen anybody. Maybe you moved it and you don't remember. Or maybe your brother, or somebody, came and got it.

Jan

Yeah. Maybe you're right. I'll go ask. Are you going to the game tonight?

Dale

Uh, yeah.

Jan

Well, I'll see you there.

Dale

Oh, yeah. Sure. I'll see you there.

Addendum #6B
I Stole The Knife Roleplay - Part II

Jan

Hi, Dale.

Dale

(You've just stolen a knife from the table, and you are surprised to see Jan so quickly.) Hi, Jan. How you doing?

Jan

I'm okay, but I can't seem to find my knife. It was on this table just a few minutes ago, and now it's gone.

Dale

Oh, well. That's too bad. Maybe you'll find it soon.

Jan

You haven't seen it? Or maybe you saw someone take it?

Dale

(Feeling guilty because it's in your pocket.) You know, this is stupid. I feel like an idiot. I took the knife. Here. Take it back.

Jan

Thanks. How come you took it? Were you stealing it from me?

Dale

Yeah. I was. I guess I really liked it and, well, you have a lot of nice things. I thought you wouldn't miss it. Pretty stupid, huh?

Jan

No, I understand. Listen, I kinda like this one myself, but I have another one I'm not using. I'll give it to you.

Dale

Really?

Jan

Sure. You're a good friend. Here. Take it. Happy unbirthday. You going to the game tonight?

Dale

Yeah.

Jan

I'll see you there.

Addendum # 6C
Blurt It Out!

Go around the room and face one student at a time. Ask Question #1 of one student, then ask every other student the same question. When through with Question #1, move on to Question #2. Some students will get more time to think than others, so start each different question in a different part of the room.

1. I get scared when _____.
2. The thing I like worst about making a mistake is _____.
3. I think it's silly when people _____.
4. I think I am bad when _____.
5. I think I am good when _____.
6. People don't like me when I _____.
7. I would like to be like _____.
8. I would not like to be like _____.
9. I don't like it when my parents think I am _____.
10. I like it when my teachers think I am _____.

Addendum #6D
The Detective Game

1. A Volunteer describes something that he/she is afraid of.
2. Every person in the room takes a turn guessing why the Volunteer is afraid.
3. If nobody guesses the reason the Volunteer is afraid, the Volunteer tells the reason.
4. Then every person in the room takes a turn suggesting something the Volunteer could do to overcome this fear or work through this problem.

Addendum #7A Twelve Nonviolent Ways To Protect Yourself

Here is a list of twelve ways you can powerfully avoid conflict and walk away with confidence:

1. **Make Friends.** Treat the bully as a friend instead of an enemy. There isn't a bully alive who doesn't need admiration and respect. Few of them get it the way they need it.
2. **Use Humor.** You can turn a scary situation into a funny one. If you have a good sense of humor, use it. But be careful! In making jokes, don't make fun of the bully.
3. **Use Trickery.** Pretend you are sick. Pretend you have poison oak and if you fight with the bully, he/she will get what you have. Tell the bully someone is about to meet you. Pretend to faint.
4. **Walk Away.** Don't get into it. Just walk away. There is nothing cowardly about walking away from a bully. This is a simple and often overlooked way to end conflict before it begins.
5. **Agree With Bully.** If a bully insults you, agree with the bully. Even if you feel insulted, let your anger rise up, and let it go. Remember, your number one goal is to prevent a fight. Your strong mind will help you.
6. **Refuse To Fight.** This probably sounds contrary to what you have always been told, but one way to stop conflict is to just not fight, no matter what happens.
7. **Stand Up To The Bully.** This can work, but it can also make the bully angrier. You must decide if you think this alternative will work for you. If the bully gets angrier, try something else.
8. **Scream/Yell.** A good shout or yell (Kiai) can shock the bully and distract him/her for a moment, giving you time to get away. Learn to develop your Kiai. It can come in handy.
9. **Ignore The Threats.** This is similar to waling 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 "stool pigeon." This is finding a way to stop a fight.

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 not to hurt you.

12. **Take A Martial Arts Stance:** As a last resort, you can take a strong martial arts combat stance. This tells the bully that you are prepared to protect yourself if you re attacked. But hopefully, one or more of the other suggested ways to end the conflict will work.

Addendum #8A
Roleplay: Staying Empty

Bully

Hey, stupid punk, you're sitting in my seat!

Victim

I'm sorry. I guess I am. I won't do it again.

Bully

You do that again, and I'll punch you good!

Victim

Listen, I'm new at this school, and I don't know my way around yet. Maybe you can help me.

Bully

Oh, yeah? Well maybe you can help *me*! Give me your money!

Victim

Be careful! Don't touch me. I got poison oak this weekend. If you touch me, you could get it too!

Bully

You sound like a real brain, kid! Give me your homework!

Victim

I'm sorry. I already turned it in. Besides, I can't do your homework for you. That's not honest. Maybe I can help you do yours. Let's meet in the library today and talk about it. Maybe we could help each other.

Bully

Look, creep! I'm getting tired of your talking. Let's fight.

Victim

Okay, but I need to warm up first. *(Victim steps back and goes through a few warmup self-defense techniques of Karate, snapping out some powerful punches and kicks.)*

Bully

(Seeing this, the Bully has second thoughts.)
Aw, you're taking too long, punk. I'm going!

Addendum #8B
Roleplay: Hey, You!

Bully and Victim pass each other walking by, and Victim accidentally bumps into the Bully.

Bully

(Thinking out loud:) *This guy bumped into me on purpose. I'll show him!* **Hey, you!**

Victim

Are you talking to me?

Bully

Yeah, I'm talking to you! Who did you think I was talking to?

Victim

I don't know. What do you want?

Bully

You bumped into me!

Victim

I'm sorry. I didn't mean to.

Bully

You did it on purpose. I know you did!

Victim

No, I didn't. I'm sorry. Did I hurt you?

Bully

You? Hurt me? Hah! I could mash you into a pulp of mashed potatoes!

Victim

I'm sure you could. Look, I'm sorry. Okay?

Bully

I think I'll just punch your lights out and teach you a lesson!

Addendum #8C
Roleplay: Stop! Think!

Bully and Victim pass each other walking by, and Victim accidentally bumps into the Bully.

Bully

(Thinking out loud:) *This guy bumped into me on purpose. I'll show him!* **Hey, you!**

Victim

Are you talking to me?

Bully

Yeah, I'm talking to you! Who did you think I was talking to?

Victim

I don't know. What do you want?

Bully

You bumped into me!

Victim

I'm sorry. I didn't mean to.

Bully

I'm going to punch your lights out! **STOP! THINK!**
(Thinking out loud:) *He apologized, said he was sorry. Look at his face. He's afraid of me. Maybe he's telling the truth. Okay. I accept your apology. Accidents happen. Just be more careful next time.*

Addendum #9A
Beliefs That Can Cause Conflict

Addendum #10A

Pushing For Stability

In this game, each person will need a partner. Ask students to pair up, or select partners for each of them. If they are allowed to pick their own partners, they will probably pick their own friends. There's nothing wrong with this, but if you see an advantage in doing so, you might want to couple them up by putting people together who may be having trouble getting along together. It is also important to match students as to size, weight, age, strength, so as to make it an equal game. Tell them:

- Stand facing each other about two feet apart and raise your hands to shoulder level.
- Place your palms on your partner's palms.
- Keep your hands at shoulder level, and push against each other's hands — as hard as you can.
- See if you can push your partner back.

It can be beneficial to let the students, in the group, after the game, talk about what they experienced. Refer to Lesson Plan for questions to ask.

Addendum #10B

Pulling For Balance

This is another game for pairs. It can be played sitting, kneeling or standing. Tell pairs of students:

- Join hands, lean back, and pull against each other, but **KEEP IN BALANCE**. Rather than fighting against one another, it is important that they **WORK AS A TEAM**, working together in pulling while keeping balanced.

If you find some people pulling their partners over consistently, try to show them what they are doing that causes that. Perhaps one partner is trying to prove that he or she is stronger.

Tell students:

- This time, choose a different partner, and try the exercise again. Remember the point in this game is to **KEEP IN BALANCE**. **WORK AS A TEAM**.

Every new partner will create a new kind of effort in balancing. This can be a valuable lesson in understanding how people work together in cooperation.

Get involved in the games if you do not need to solely be a facilitator. Your participation can be beneficial and fun, allowing you to get to know your students better, and allowing them to have fun with you.

Take time to talk about the game afterward, per the Lesson Plan.

Addendum #10C

The Link In The Chain

For this game, everyone (Insiders) in the class join arms, or hands, and forms a circle. Select one, two or three people to be Outsiders, and they should remove themselves to outside the circle. If you have a very large class, two or even three groups might be better.

Tell the Insiders it is their job to keep the Outsiders out. Tell the Outsiders, it is their job to try to get inside the circle. The group tries to keep the loners out in a way that WILL NOT HURT that person or the group. The Outsiders must, by some means, get in during a set time, perhaps two minutes.

Some ways I have found with this game that they do get in is usually trying to squeeze in or go under over the Insiders. Some more creative ways are tickling or promising a reward to some person (link) in the human chain. Let them work out their own solution, but if they get stuck or frustrated, you might want to give them a creative hint. Let as many students as possible get a turn to be an Outsider.

Talk about the game afterward, per the Lesson Plan.

Addendum # 10D
Ways To Get In

Addendum #10E
Lunch Money Roleplay

The two characters in this Roleplay are: The Bully, The Victim.

The lines in *italics* are Alter Ego lines and should be read as the Bully's or Victim's inner self talking to him/herself. The lines in **bold** are read aloud, to the other person. *The Bully should be tough, but NOT BE PHYSICAL WITH Victim.*

=====

ROLEPLAY #1

Bully

(Alter Ego:) *Boy, it looks like she has a lot of money. Look at her nice clothes. I wish I had her money. Her parents must really love her.* **"Give me your lunch money!"**

Victim

(Alter Ego:) *He looks too tough for me and I don't want to deal with him.* **Here! Goodbye!** (Victim throws money at Bully.) *I'm getting out of here.* (Victim runs away.)

=====

ROLEPLAY #2

Bully

(Alter Ego:) *Boy, it looks like she has a lot of money. Look at her nice clothes. I wish I had her money. Her parents must really love her.* **"Give me your lunch money!"**

Victim

(Alter Ego:) *He looks tough, but I'm not letting him get away with this.* **"You want it? You're gonna have to come and get it!"**

The Bully and Victim fight and the Bully runs away with the Victim's money.

Addendum #10E (continued)
ROLEPLAY #3

Bully

(Alter Ego:) *Boy, it looks like she has a lot of money. Look at her nice clothes. I wish I had her money. Her parents must really love her.* **"Give me your lunch money!"**

Victim

(Alter Ego:) *What should I do? I'll try to trick him/her.* **"I don't have any money; I bring my lunch from home."** *This is scary, but I have to practice "empty self."*

Bully

(Reaches out to grab Victim.) **"I don't believe you!"**

Victim

(Alter Ego:) *Oh, oh. I better try something else.* **"Be careful, I've got poison oak!"**

Bully

"I still want your money!"

Victim

(Alter Ego:) *I better try something else. Stay calm.* **You want money? How would you like mow our lawn? My dad says we need someone to mow our lawn? Come over tonight and talk to him. I mean it! We paid the last guy \$10 to do it.**

Bully

(Alter Ego:) *This kid doesn't seem scared. Actually offering me a way to make money. How do I stay cool and still look into this?* **"Yeah? Well, I need money. I'll talk to your dad. I need \$15. You think he'll pay \$15?"**

Victim

(Alter Ego:) *This guy is pushing his luck, but at least he's not trying to steal money from me.* **I don't know. Call first. Here's my telephone number. I understand needing money. I helped George Wilson with his math to earn money.**

Bully

Yeah? I'm no good in math. Maybe you can help me.

Victim

My name is _____. Maybe we can help each other.

Addendum # 11A-1
Who I Am

Name: _____

1. My favorite clothes are:
2. The languages I speak are:
3. My favorite foods are:
4. My best friends are:
5. My family consists of:
6. I go to school at:
7. I take lessons in:
8. My favorite hobby is:
9. My family heritage is:
10. What I think about government is:

Addendum # 11A-2
Who I Am

Name: _____

1. My favorite clothes: *Blue jeans, sweaters, black and white silk*
2. The languages I speak: *English, Spanish, Japanese*
3. My favorite foods: *Veggie burgers, taco chips, vanilla milkshakes*
4. My best friends: *Bobby, Phyllis, Robin and Peg*
5. My family consists of: *Mother, father, two brothers, two aunts, lots of uncles, cousins, grandparents*
6. I go to school at: *Edward Cole Elementary School*
7. I take lessons in: *Martial arts, piano, Spanish*
8. My favorite hobby is: *Collecting stamps from all over the world.*
9. My family heritage is: *My Japanese heritage has provided my family with many customs and traditions*
10. I think government is: *I'm not sure I agree with our government. Sometimes I think politicians don't tell us the truth. I'd like to be a Senator one day.*

Addendum #11B

I Will Fight No More, Forever A Story

When people from Europe landed in what is now the United States of America, about one million Indians were living here. The Indians had a very developed culture and lifestyle that was in harmony with the land. The Europeans, however, didn't see this harmony, and they believed that the Indians were savages. By the year 1900, the effects of new diseases and strong liquor (which the Europeans brought with them), and the fighting that followed for 300 years, reduced the number of Indians to about 200,000 (less than one-quarter of their original population). That is a loss of 750,000 human beings.

The battles between the new U. S. settlers and the Indians went on for a long time, including the Massacre of 1622, the French and Indian War, Pontiac's Rebellion, the Battle of Tippecanoe, the Sioux War, the Nez Perce War, and the final terrible Battle of Wounded Knee Creek.

Many people believe that the U. S. settlers, who were "white" men, were heroic in conquering the Indians. Other people believe that the Europeans did not win the West with heroism. It was one set of human beings killing and taking land from another set of human beings -- using force, guns and violence. The "white" men were victorious over the Indians and drove those who survived onto "reservations" -- land that the settlers designated for Indians only.

The following quote is from the well known Nez Perce Indian Chief, Joseph, about the battle he was forced to fight with the U. S. Army as he tried to lead his people across Montana and Idaho into Canada:

"I am tired of fighting. Our chiefs are killed... the old men are all killed.... It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills and have no blankets, no food; no one knows where they are, perhaps freezing to death. I want time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs, I am tired; my heart is sick and sad. From where the sun now stands, I will fight no more, forever."

Addendum #12A

Is That A Fact? A Game

In a hat or other container, place pre-written slips of paper on which are written one word. You can select the words. Some examples might be:

Good	Bad	Right	Wrong	Happy
Sad	Catholics	Protestants	Jews	Blacks
Japanese	Hispanics	WASPs	Germans	French
Russians	Chinese	Vietnam	the South	Conflict
Fears	Mistakes	Bullies	Victims	Hurt
Feelings	Aware	Angry	Upset	Karate
Empty	Mind	Body	Moon	Water

You may come up with words that are more appropriate for your particular class.

As each student takes a turn selecting a slip of paper, he or she must use the word in a sentence that begins with either:

It is a fact that....

-or-

I believe that...

If any student disagrees with a statement, he or she must say so right away. If a discussion begins, let it happen.