

RESPECT: THE ACT THAT CONQUERS FEAR

A Teacher's Guide

THE MARTIAL ARTS CODE OF CONDUCT™

Ages 10 - 13



by
Dr. Terrence Webster-Doyle
with Adryan Russ

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

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**Atrium Society
P. O. Box 816
Middlebury, VT 05753
Phone: (800) 848-6021
Online website: www.youthpeaceliteracy.org
Email: martialartsforpeace@gmail.com**

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

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

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

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

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

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

Help in Your Everyday Life

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

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

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

The Art of Mental Self-Defense™

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

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

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

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

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

Respectfully yours,

Dr. Terrence Webster-Doyle

Please note:

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

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

By regular mail
Atrium Society
P. O. Box 816
Middlebury, VT 05753

Phone: (800) 848-6021
Online web site: www.atriumsociety.org
Email: martialartsforpeace@gmail.com



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

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





LESSON 1: **Courtesy** **Giving and Getting Respect**

Putting the Mental with the Physical

The martial arts are a manner of self-defense, as well as a sport. Many people think of the martial arts as purely a physical effort. While physical skills are essential to give a student self-confidence, they are only one part of the picture. The way students gain great strength in the study of martial arts is when they study the mental and spiritual aspects of this sport, combined with the physical.

When students perform a martial arts move — such as a punch, for example — and follow it with a thought, or a question, they are using their brains as well as their muscles. And, best of all, they are using their brains and muscles at the same time.

Delivering a mental punch can throw an opponent off-balance. The reason is that it's unexpected. The element of surprise, conjured up by the brain, can often pack a large wallop.

**The power of a mental punch is often more forceful
than the power of a physical one.**

Most important, when students exercise their brains while working their physical actions, they learn how to resolve conflict, build character and create peace in their everyday life. These are skills that cannot be learned by physical skills only.

We want to encourage our students to go beyond their fear, beyond their anger. They can do this when they develop Mental Self-Defense™ skills, which teach them to think before they act. With practice, they learn to think so quickly, we cannot even see it happening. You've heard the old adage that the hand is quicker than the eye? Well, the brain is quicker than the body, and that's why we need to keep it in shape!



LESSON 2: **Gentleness** **Respectful Thoughts Can Be Powerful**

Living with Affection and Compassion

The martial arts are a manner of self-defense, and a sport. Physical self-defense skills are immensely important. They give a person confidence.

Mental and spiritual self-defense skills take that confidence to another level. The reason is that the spiritual and mental factors have a strong potential to help bring about peaceful and humane relationships between people. By developing physical and mental abilities at the same time, what develops most for students is their character — their integrity, sense of responsibility and their ability to see that gentleness often carries a more powerful wallop than a punch.

Martial arts students have long been familiar with the physical freestyle. This allows students to put together, in combination, martial arts moves they have learned to create a strong presentation of their physical skills. A mental freestyle creates a strong presentation of a student's mental skills. Most of the time, after students have performed a healthy physical workout, we ask them to sit or stand in a circle. After our workouts, they are usually quite happy to settle down for a while.

During this mental freestyle, the instructor asks questions. Sometimes students have their eyes closed, and sometimes they're open.

To be spiritually and mentally fit means to be aware of what you are doing at the moment you are doing it — to feel yourself in action at the precise second of that action.

There are never “right” or “wrong” answers to the questions we ask in mental freestyles. It's a gentle, peaceful time. The goal is for students to trust their instinctive responses and to grow confident of their thinking process. Sometimes the responses cause students to laugh, and sometimes to think hard. For example, one question might be: “What's one way you've acted respectfully this week?”



LESSON 3: **Honesty** **Telling the Truth and Being Fair**

Learning How to Roleplay

We are always amazed by how quickly students learn a concept when they roleplay, or when they watch a roleplay.

Roleplay is a dramatization of a lesson. In other words, two or more students stand before the others and read dialogue from scripts. They “act out” a conversation among two or more people. In Lesson 4 of RESPECT: THE MARTIAL ARTS CODE OF CONDUCT: LESSON PLAN, page 9, there is a roleplay in which a character named Marsh says, “I did NOT lie to you!” And a character named Mel says, “Yes you did!”

More often than not, the roleplays we use are a situation in which there is some kind of conflict going on between the characters. Our point is to allow students to be involved in a conflict, or to watch a conflict, so they can think about how they would resolve this conflict. Students are continually reminded:

**The highest goal of the martial artist
is to stop a fight —
the fight inside us and the fight outside us.**

Students learn a great deal about their personal fears, and about the fears of their classmates in these situations. They learn that everybody is afraid at one time or another, and that it’s okay to be afraid. They also learn what they can do when they’re afraid — how to handle themselves as well as others.

We work to inspire students to recognize the importance of recognizing the truth, telling the truth, treating people kindly and fairly, and acting with integrity. We have discovered that when we treat students with respect, they give it back to us. Rather than teach them to bow to us, we bow to them first. More often than not, the bow is graciously returned.



LESSON 4: Humility

Seeing Ourselves as Part of the Whole

Observing How We Fit in the “Big Picture”

When we grow up in our home, among our family and friends, in our own community — we sometimes don’t realize that we are only a few people among billions in the world. Humility is the act of recognizing that we are one part of the picture, and that there are other people with other opinions alive in the world today.

We use mental freestyles for students to practice their mental and spiritual skills. In many of these exercises, students are happy to sit peacefully after an exhilarating physical workout and use their minds.

We ask students a question such as: “Tell me how you are one piece of the puzzle of life.” This is not a question students will be asked in their math class, or history or language class. This is a question that has no “right” or “wrong” answer. A student’s response is a reflection of what he or she thinks. By sharing their thoughts in this way, students not only get the opportunity to express what THEY think and feel, but they also get the chance to hear what OTHER students think and feel. This enables them to agree, disagree, or to think through what they have thought and believed until this moment. This is mental exercise! This strengthens their powers of observation and their ability to think for themselves.

We want our students to know how to respond on the streets in their communities when they are confronted by an attacker, by someone selling drugs or alcohol, but someone trying to get them to join groups that are not in their best interest. We want students to listen to a news broadcast and do more than simply agree with what they hear. We want them to have the ability to think for themselves about whether or not they agree and why.

**Students who can think on their feet and think for themselves
are more powerful than students who cannot —
no matter what their physical condition.**



LESSON 5: **Intelligence** **Thinking Before We Act**

Learning the Difference Between Fact and Fiction

We are often surprised by students who come to us who have not yet developed the ability to tell the difference between something they believe and something that's true. We are all brought up with beliefs that we consider facts and then we get out into the world and sometimes discover, to our amazement, that what we once believed was true simply isn't.

Our discovery, painful as it may be, adds to our intelligence. In a martial arts competition, or in overcoming any obstacle, intelligence is no small factor. Martial arts movies often make the physical skills of the martial arts appear to be the be-all, end-all — but in fact, the mental moves are what create a win. That's why we practice all the mental sparring we can.

The best way to defeat a bully is the smart way. The best way to know what to do in any conflict situation is to do it without a fight, without having to run away in fear. The intelligent way to stop bullying is to use our minds instead of our fists.

**We ask students to participate in mental sparring,
because we like them to be able to answer questions such as:
“Do you think there might be something to learn from understanding
the difference between what is a fact and what is an opinion, or belief?”**

When our students take part in mental sparring, we do not make fun of anyone or belittle anyone's opinion. When students do not agree about whether something is a fact or belief, we let them talk it out. We give them all the information we can to help them reach a decision — and then we let them decide what's right. If WE don't trust our students to make intelligent decisions, then who will? But we must give them the tools to make those decisions. The Martial Arts Code of Conduct provides them with these tools.



LESSON 6: Kindness Treating People Well

Having a Simple Conversation

In today's world, there isn't always time for families and friends to gather around a dinner table and talk with one another. And yet, we've learned that students with strong verbal skills tend to do well, not only in the study of Martial Arts, but in life in general. They are able to relate interpersonally with people, make friends more easily and get better jobs.

The activity in this lesson is meant to inspire simple conversation between students. Sometimes discussions get heated and conversations turn into conflicts, which always leads instructors to help students learn:

**The highest goal of the Martial Artist
is to stop a fight before it starts.**

During these conversations, students learn to voice their opinions without fear, and to question anything that doesn't ring true to them. These are skills we want our students to have as they go out into the world today. If someone they don't know offers them tobacco, drugs, or firearms, we want them to have the ability to question, to refuse, to argue. We want them to feel smart enough to know what's best — for themselves as well as for others.

Sample questions might be:

- Have you ever seen a bully in action?
- Why do you think this bully acted in a mean way?

At the end of these conversations, we always bow to one another, as an act of respect, and we always congratulate students on their generous, intelligent thoughts.



LESSON 7: Order

Keeping Ourselves Organized

Creating Order by Observing Disorder

Sometimes it seems impossible to maintain a sense of order. We live in a chaotic world, there are always more things to do than we have time for, and often the last thing on our list to do is get organized.

And yet being orderly helps us get through our day in a more efficient way. Being organized often saves time, and money. Being orderly also helps people think clearly and work together as a team.

Sometimes we believe that our private thoughts toward others do not matter. In fact, they matter very much. It is not sufficient to behave kindly toward people in public. Our inner attitudes must be just as kindly. What we think inspires how we act. If we think enviously toward another person, we are going to act enviously. Learning this order — that the mind dictates how the body behaves — helps students every day overcome fear and anger.

We've also discovered that, as much as we believe talking helps students develop their brain power, recognizing order requires a different skill from talking. It requires the power of observation.

When we ask students to SHOW us order, without using a single word, we are enhancing their ability to OBSERVE, to SEE, to RECOGNIZE, to be AWARE of people and things around them. When we ask students to LOOK FOR something that's organized — and they see a shelf of books, or a garage that has tools lined up just so — we know they are developing a sense of organization.

In our martial arts school, students line up their shoes just so, and we all bow respectfully to one another — together — in an orderly way. We have discovered that organized thinking and planning — which can be creative as well as businesslike — goes a long way toward helping us live in a more peaceful way. And we like that.



LESSON 8: Character

Being Strong When We're Feeling Weak

What It Means to Have Character

Many of us have heard about the importance of having “character,” but when we ask students — and even adults — what they think it means to have character, few can respond. It’s one of those things we all know we should have, but we’re not sure how to get it.

Having character means to be strong, even when we’re feeling weak. And that’s never easy. But like anything, with practice, it can be done. We all get angry, from time to time, and some of us spill our anger onto others around us, often making them feel as bad as we do. To have character means to be able to understand — when we’re angry — that we ARE angry. To have character means to accept that anger is part of being human. To have character means understanding that when we are angry, we probably have good reasons to be angry — BUT that we don’t have to stay angry!

Having character is understanding that WE can recognize our anger and that we can stop our anger right where it is! Once we recognize that we can understand such feelings as fear and anger, we feel stronger, more powerful!

Having character means that we can forgive. We can forgive ourselves when we’ve made a mistake. And we can forgive others who may have been hurtful — to themselves, to us, or to other people.

Having character is learning to understand the difference between ACTING and RE-ACTING. When we react, we react to someone else’s actions. When we act, based on our own thinking, we are more powerful, because we are acting based on what we understand is the right thing to do.

**Having character means that, before we react, we ask ourselves,
“What is the intelligent thing to do?”**



LESSON 9: **Wisdom**

Understanding What Makes Us Afraid

Focusing to Get a Clear Picture

Helping students learn to focus is one of the greatest gifts we can give them. The reason is that it provides them with common sense. When students can sit quietly and OBSERVE their thoughts — without trying to do anything about them, just LOOK at them — they are instantly transported to a more peaceful place.

When we can close our eyes and look inside at our hurt or anger, we are better able to realize that these are *only thoughts* and cannot hurt us!

We use the image of bubbles floating up in a glass of soda, because this helps students concentrate in a calm way. We encourage students to not judge what they see, but to just WATCH — as if they are watching a movie.

When a student can STOP, LOOK and LISTEN without feeling the need to take any hurtful or revengeful action, we have achieved an amazing goal. For that student has then learned how to NOT hurt back. That student has learned how to stop conflict before it starts.

The moment that we understand what makes us afraid, we are no longer afraid. Our understanding puts our minds in a completely different place than they're in when they're afraid.

**Understanding shows us that fear and anger
are our problem, or the problem — it is what we all share.**

It's a mistake to assume that feelings of fear or anger toward others do not matter. When we feel afraid or angry, our inner attitudes show. We create conflict inside ourselves, and between ourselves and others. This is not something we HAVE to do. Changing thinking comes with understanding the effects that thinking has on ourselves and others.



LESSON 10: **Love** **Being a Champion for Peace**

Raising Consciousness

When we talk about “raising consciousness,” we mean helping our students become aware that there are lots of people, lots of thoughts and actions, in the world — and that our lives are only a small part of what matters.

We use the term “love” as the act of preventing conflict — caring enough about ourselves and our fellow human beings to NOT fight. This builds character.

On the final pages of this mini-curriculum is a reminder for us all:

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

Also, you will find “Twelve Ways to Walk Away With Confidence.” These are suggestions to young students of ways to accomplish our main goal. Instead of becoming afraid or getting angry — instead of fighting with another person — we can use our minds to deliver an even more powerful punch.

When we make friends, use humor or creativity, walk away, agree with a bully, refuse to fight, stand up to the bully, scream or yell, ignore the threats, use authority, or reason with a bully — we are making a decision to NOT fight. If none of these work, and we must defend or protect ourselves, we can take a martial arts stance and fight — but only if all else fails.

It’s a mistake to assume that our private thoughts toward others do not matter. They matter very much. It’s not enough to behave kindly toward people in public. We must truly feel kindly toward them. Our inner attitudes must match our outer attitudes. We must do more than act kindly. We must BE kindly. For our students, there is no other way.



LESSON 11: **Courage** **Standing Up for What's Right**

Our Brain: The Most Powerful Weapon We Have

When we think of acts of courage, we tend to focus on those performed by soldiers, fire fighters, or the police. Sometimes we think of ordinary people we know who, through some surge of adrenalin, saved a life, or fought off an attacker.

Sometimes great courage comes from NOT fighting. It's difficult to NOT want to fight a bully who calls us names or pushes us around. It's sometimes hard to imagine doing nothing as a sign of courage. But it can be!

Making a decision to NOT fight, because you believe that the highest goal of the martial artist is to STOP a fight — in other words, to PREVENT a fight — then following that decision and not fighting is a very courageous act. Learning to stand up for what we believe is right is a worthwhile course of study, because it teaches us to think on our feet, think for ourselves, and take action based on what intelligence tells us is the right thing to do.

There are times in life when we must make a quick decision — act quickly or lose momentum. These are the decisions we are working toward in the study of martial arts. If, for example, you had ten seconds to respond, how would you answer the following question:

**If you were elected Ambassador of Peace for your country
and could do anything,
what would you do first?**

The answer to this question is not in any book. We all need to know how to answer questions like this for ourselves. Being able to answer takes wisdom, courage, honesty and intelligence. These are characteristics that cannot be achieved by physical skills alone.



LESSON 12: **Respect** **The Act That Conquers Fear**

Developing a Beginner's Mind

Many of the thoughts students have were taught to them — by family, friends, teachers, and what they see and do in their lives, on television, in the movies, in the schoolyard. Ask a student why they think as they do, and invariably they will say, “Because my Mom told me so.” Or “That’s what my Grandfather taught me.”

A beginner’s mind does not accept everything it hears as true; it respects, but it also questions. While a conditioned mind tends to see everything in one way, a beginner’s mind opens to new insights and attempts to understand why many people stay with their conditioned beliefs.

**A questioning mind sees many possibilities.
A conditioned mind sees few.**

There’s nothing we enjoy more than listening to students free themselves of conditioned thinking that creates conflict inside them. We feel pleased when our students become strong and independent thinkers.

Sometimes we ask students to repaint the picture of their lives, by thinking about what changes they would make in certain aspects of their lives, if they could. We encourage students to talk about what they see. This kind of conversation helps to free them of their fears, and to create an intelligent life based on understanding what prevents it.