The Gentle Warrior component of our program is the “hook” which gets the students interested. This training helps children learn to respect one another, to exercise self-control, to feel compassion, and it improves their self-esteem. It also aims to make students aware of the bully, victim, and bystander roles and to teach them more effective coping skills along with non-violent ways to deal with others. The martial arts techniques are simply a means to an end, and provide a unique metaphor for the program suitable for the developmental phase of elementary school children. It could be controversial if parents do not understand that the children will be learning defensive, NOT offensive, moves.

Children regularly witness violence on TV and in the movies; many of them have experienced violence firsthand, and are surrounded by negative role models. Even typical “good guys,” such as Chuck Norris and Arnold Schwarzenegger, are portrayed using excessive violence on a regular basis, possibly leading children to believe that that is the only way to handle Peer
similar situations. Admittedly, this is part of the attraction of children to
martial arts, but the benefit lies in having a role model they can admire who
shows them a better way to handle their problems in a gentle and assertive
manner.

The techniques taught in this program are simple and safe. You don’t
need to be trained in martial arts to become a Child Safety Specialist. The
martial arts also employs many calming techniques that reinforce self-control.
Many children have not learned coping skills to enable them to deal with
confrontational situations. Through the Gentle Warrior training, we try to
give students an alternative to fighting, and we teach them a variety of
strategies for conflict resolution, and for recognizing and addressing anger
and stress in themselves with simple techniques for relaxation.

Each structured Gentle Warrior lesson contains the following
components:

- A sitting down, stress management period in which a special method
  of relaxing the body, the self-protective response, is taught and
  practiced.
- A question and answer time is held, with the discussion of the
  Gentle Warrior code of conduct based on the martial arts Bushido
  code. The code stresses self-respect, self-control, and respect for
  others.
- Stretching and strengthening exercises.
- Martial Arts techniques taught include: balancing, break-falling (if
  mats are available and children can practice), defensive positioning,
  and blocking and release techniques. No striking techniques are
  taught.
- Role-playing: bully-victim-bystander relationships are role-played by
  the children with instructor supervision. Bullies, victims, and
  bystanders switch roles to get familiar with the various mind sets.
- How to break up a fight.
- Stories are read. They are chosen from a variety of classical
  sources, such as Aesop’s Fables, each illustrating a value reflected
  in the Gentle Warrior Code of Conduct (See Appendix).
### TRAINING PERSONNEL FOR THE GENTLE WARRIOR PROGRAM

<table>
<thead>
<tr>
<th>Model</th>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train school Physical skills</td>
<td>Physical skills</td>
<td>Possible lack of interest</td>
</tr>
<tr>
<td>PE teacher</td>
<td>Known to children</td>
<td>Too familiar to children</td>
</tr>
<tr>
<td></td>
<td>Available</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Predictably</td>
<td></td>
</tr>
<tr>
<td>Train another member training of school</td>
<td>Available</td>
<td>Lack PE skills and training</td>
</tr>
<tr>
<td>staff</td>
<td>Known to children</td>
<td>Too familiar to children</td>
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<td></td>
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</tr>
<tr>
<td>Recruit outside Martial Artists</td>
<td>Fresh - new face “outside expert”</td>
<td>Need training</td>
</tr>
<tr>
<td></td>
<td>Has Martial Arts skills already</td>
<td>Screening and coordination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May be problems with coverage</td>
</tr>
<tr>
<td>Recruit outside non martial arts volunteers</td>
<td>Enthusiasm</td>
<td>Scheduling problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lack of skills</td>
</tr>
</tbody>
</table>

The strength of CAPSLE is its adaptability to specific community and school needs. There are several models possible for training staff for the Gentle Warrior program each with strengths and weaknesses as follows:

Other preventive school programs hire outside experts e.g., DARE programs, Teen Pregnancy programs, etc. The impact of a new face and special uniforms or skills in martial arts are all part of the impact especially on impressionable young children. On the other hand, a loved and familiar face can have an equal impact. Familiarity sometimes breeds contempt, but not necessarily often or always: it can “breed” a closer bond and increased knowledge. A wise program planner will use all means available to improve the impact of these new skills, even if ideal people are not available at certain times. There is always somebody who can be trained. Remember, this isn’t rocket science.
IMPLEMENTING THE LESSON PLAN

What follows is a detailed outline of the 12 week Gentle Warrior Lesson Plan, with attached suggested reading materials. In K-5 schools, including schools with a preschool, this program will be suitable for all grades. In K-8 schools, additional material may need to be developed for the 4th through 8th grades. The basic lesson plan can be adapted, with the creation of new drills and more verbally sophisticated interventions. In our experience, the 4th and 5th graders in a K-5 school find this program adequate. It’s not until 4th and 5th graders are around older children, with whom they often compete, that they tend to find the pace of the basic lesson plan too slow or not varied enough. The school plan should be individually adapted through consultation addressing the school’s unique needs.

Child safety specialists need to be specifically trained for this program. Three levels of training are offered; the basic training program is described in more detail in the appendix. The basic skills are easily learned by an enthusiastic Physical Education teacher, but others interested in the program, including school counselors, school volunteers, and martial artists in the community, can also be trained.
Gentle Warriors Program: 12 Week Lesson Plan

**Classes (suggested times)**

- Kindergarten through 3rd Grade - 25-30 minutes
- 4th and 5th Grades - 35-45 minutes

**General Objectives**

To teach the students respect, self-control, and compassion, and to raise self-esteem through skills learned during the application of martial arts techniques and philosophies. This will be accomplished by role-playing, physical activity, balance and strengthening exercises, relaxation techniques, reading, and discussion or stories related to the theme of the lesson.

To make students aware of the bully-victim-bystander roles and how to deal with them. To use nonphysical ways of avoiding conflicts whenever possible.

**Entry Characteristics**

**Child Safety Specialist**

Basic good health. Knowledge of physical education with a background in martial arts is helpful but not essential. A willingness to share related life experiences, with a basic understanding of how to deal with behaviorally disordered children, and the ability to communicate with children on his/her level, are useful background characteristics of the child safety specialist.

**Students**

Must be teachable, meaning they will at least give the course a chance. May need parental permission for participation.

Chapter Six: The Gentle Warrior Program and the Child Safety Specialist
**Expected Results**

- The students will learn and understand: respect, self-control, and honor.

- The students will recognize the bully-victim-bystander roles and the non-physical ways to deal with them.

- Students will become more aware of their bodies and will learn some basic escapes, all designed to reinforce self-confidence.

- Students will learn to use martial arts as a way to control anger in a positive way, and to deal with interpersonal conflict.

**Resources Needed**

1. Blockers: to be used in blocking drills.
2. Access to the various books used for the stories.
3. Large room - gym area with access to the outside for running, trash pick up, etc.

**Optional Resources**

1. Mats: to be used for break-falls/escapes.
2. CD or tape player for music during warm-ups and stretches.

**Time**

12 weekly sessions each semester. Children who need more exposure to the training can continue between modules and can be recruited as assistant instructors, to reinforce independence and leadership skills.

**Follow Up**

Summer classes should be offered at the school: 1-2 hours once a week, with the purpose of reinforcing the concepts taught in the “Gentle Warriors” classes.
Procedures To Be Followed Each Week

1. Upon entering the room, students will take off their shoes (optional), and place them in a straight line, then sit down quietly and wait. This sets the tone for an orderly and respectful class. Taking off their shoes signals the start of the lesson. Sitting down allows the teacher to take roll and give any instructions and/or observations. It is important that this routine is followed so the students understand what is expected of them. (Control your space)

2. After students are seated and quiet - take roll verbally (this helps the teacher learn names — very important). Instruct children to sit up straight (back straight), chin up, eyes closed. Breathe in through the nose, out through the mouth. Focus on having them not moving, making noises, or bugging their neighbors. Start out with 30 seconds, increase time each lesson. This gives students a chance to calm down and relax - quiet time. One recurring problem is the bathroom break. Get the water and bathroom breaks taken care of initially.

3. At the end of the relaxation time, spend a few minutes talking about controlling anger - taking a deep breath - counting to 10 - taking a deep breath before responding to a conflict. Emphasize the need to take time to calm down and think before acting. Keep stressing and talking about respect: what it is, how to show it, ways/examples of how students should use respect in everyday activity, and whom to respect. Keep emphasizing respect. Also discuss ways disrespect is
shown, then inform students about what to expect for the rest of the lesson.

OBJECTIVES FOR EACH LESSON 1 - 12

LESSON ONE
- Know what respect is
- Introduction of relaxation techniques
- “Back Off” drill
- “Wild” run

LESSON TWO
- Know what self-control is - how to deal with anger
- Initiate discussion of Bullies-Victims-Bystanders
- Sitting-to-standing escape - introduction of technique
- Basic role-playing - using your voice

LESSON THREE
- Continued emphasis of respect, self-control, and ways to deal with anger
- Review lessons one and two
- Continue the basic role-playing

LESSON FOUR
- Start the discussion: “Nine Ways to Deal with Bullies”
- Review “Back Off” drill and sitting-to-standing escape
- Role-play with “Nine Ways to Deal with Bullies”
- How to get up if you are on the ground, flat on your stomach
LESSON FIVE
• Start the discussion on bullying the substitute teacher
• Talk about consequences of these actions
• Body positioning against being grabbed
• Defense against a front bear hug or being pushed against a wall - “The Frame”

LESSON SIX
• Talk about the victim role and how to keep from becoming one
• Add a few real life situations into the role-playing
• Wrist grab escapes - single and double grabs
• Review all skills using combinations

LESSON SEVEN
• Talk about the bystander role, the types of bystanders, and how they contribute to or enable the conflict
• Role-playing using the various types of bystanders
• Use combinations to teach the personal safety skills

LESSON EIGHT
• Continue the discussion on the bystander role in a conflict
• How to break up a fight
  • Physical  • Verbal
• Open-hand blocks (low, mid, and high)

LESSON NINE
• Discussion on respect and how we show it
• Relate it to respecting the environment
• Talk about having a work ethic, what it is and how we use it
• Pick up trash

Chapter Six: The Gentle Warrior Program and the Child Safety Specialist
LESSON TEN
- Continued discussion on respect and the consequences of not showing it
- Review on how to break up a fight using voice and bystanders
- Defense against a front choke with combinations
- Review of the 3 open-hand blocks

LESSON ELEVEN
- Discuss loyalty, honor, and friendship
- Review of conflict role-playing
- Review of ways to deal with anger
- How to break up a fight

LESSON TWELVE
- Review the bully-victim-bystander roles
- Review the personal safety skills
- Review some of the main points covered in the course
- Tell the students to practice, practice, practice

The following is a detailed lesson plan for use by child safety specialists. The lesson plan can be supported using the training video which breaks down the exercises.
# Gentle Warrior Class

## Lesson One

<table>
<thead>
<tr>
<th>SKILL</th>
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</thead>
<tbody>
<tr>
<td><strong>SELF-AWARENESS</strong></td>
<td>2.5 MIN.</td>
</tr>
<tr>
<td>Emphasize breathing and relaxation techniques.</td>
<td></td>
</tr>
<tr>
<td>Talk about the benefits of practicing them.</td>
<td></td>
</tr>
<tr>
<td><strong>TECHNIQUES</strong></td>
<td></td>
</tr>
<tr>
<td>1. Take a deep breath, count to 10, take a deep breath.</td>
<td></td>
</tr>
<tr>
<td>2. 5 Relaxation points (self-protective response).</td>
<td></td>
</tr>
<tr>
<td>3. Sitting relaxation period (count your breaths).</td>
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</table>

## STRETCHING AND BREATHING EXERCISES

<table>
<thead>
<tr>
<th>TIME</th>
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<tbody>
<tr>
<td>10 MIN.</td>
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Suggested stretches (feel free to add you own):

- **Sitting Stretches:** Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog.
- **Standing Stretches:** Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.

## VOICE / ROLE-PLAYING / BOUNDARY SKILLS

<table>
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Breakdown of “Back Off” Drill

- 1. Boundary skills. How close should someone get to you?
- 3. Attitude: your look, how you carry yourself.
- 4. Stances: the difference between a strong and weak stance (base).

## PERSONAL SAFETY SKILLS

<table>
<thead>
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<tbody>
<tr>
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</table>

“Wild Run”

- 1. Zigzag run.
- 2. Acting wild, waving your arms.
- 3. Use of voice.

Combine the “back off” drill with the “wild” run.

## REVIEW

<table>
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<tbody>
<tr>
<td>2.5 MIN.</td>
</tr>
</tbody>
</table>

1. Review what was done in class.
2. State objectives (homework). Talk about the idea of practicing during commercials of favorite TV show.
3. Stress respect and self-control.
4. Final sitting relaxation period.

## COMMENTS

1. Constantly stress respect, self-control, and ways to deal with conflict.
2. Always involve the students.
3. Go over the basic rules of the course.
4. Ask questions - get their input.
Lesson Two

SKILL

SELF-AWARENESS

Emphasize breathing and relaxation techniques.
Talk about the benefits of practicing them.

TECHNIQUES

1. Take a deep breath, count to 10, take a deep breath.
2. 5 Relaxation points (self-protective response).
3. Sitting relaxation period (count your breaths).

TIME

2.5 MIN.

STRETCHING AND BREATHING EXERCISES

Suggested stretches (feel free to add your own):
- Sitting Stretches: Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog.
- Standing Stretches: Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.

TIME

10 MIN.

VOICE / ROLE-PLAYING / BOUNDARY SKILLS

1. Continue working on the “Backk Off” Drill.
2. Sitting position - boundary skills
3. Start a discussion on the bully-victim-bystander roles.
   Do some basic role-playing using the “Back Off” drill and “Wild” run.

TIME

10 MIN.

PERSONAL SAFETY SKILLS

Sitting to Standing Escape - Breakdown of moves (introduction of technique)
1. Continue working on sitting position.
2. Head and hand positioning to stand up.
3. Foot movement to standing position - “Back Off!”
   *Show why the traditional way of standing up doesn’t work, and how dangerous it is.

TIME

10 MIN.

REVIEW

1. Review what was done in class.
2. State objectives (homework). Talk about the idea of practicing during commercials of favorite TV show.
3. Stress respect and self-control.
4. Final sitting relaxation period.

TIME

2.5 MIN.

COMMENTS

1. Stress breathing and relaxation when practicing the physical skills.
2. Practice for technique first and speed second - strength is not important.
3. Talk about the bystander role in a conflict.
4. Stay positive - You are good.
## Gentle Warrior Class

### Lesson Three

<table>
<thead>
<tr>
<th>SKILL</th>
<th>TIME</th>
</tr>
</thead>
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<td><strong>TECHNIQUES</strong></td>
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### STRETCHING AND BREATHING EXERCISES

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### VOICE / ROLE-PLAYING / BOUNDARY SKILLS

<table>
<thead>
<tr>
<th></th>
<th>10 MIN.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Basic role-playing review.</td>
<td></td>
</tr>
<tr>
<td>Use of voice (Back Off) combined with the “Wild” run; use of combinations.</td>
<td></td>
</tr>
<tr>
<td>2. Continue working on boundaries, sitting and standing, stress options available on the ground.</td>
<td></td>
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</tbody>
</table>

### PERSONAL SAFETY SKILLS

<table>
<thead>
<tr>
<th></th>
<th>10 MIN.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review the sitting-to-standing escape.</td>
<td></td>
</tr>
<tr>
<td>2. Combinations: sitting sitting position defensive “Back Off” position use of voice “Wild” run</td>
<td></td>
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</tbody>
</table>

### REVIEW

<table>
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<th></th>
<th>2.5 MIN.</th>
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<td>2. State objectives (homework). Talk about the idea of practicing during commercials of favorite TV show.</td>
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</tr>
<tr>
<td>4. Final sitting relaxation period.</td>
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</tr>
</tbody>
</table>

### COMMENTS

1. Stress the benefits of stretching.
2. Stay positive, be firm. You must set the example for the students.
3. Talk about respect and saying, “Please.” Ask for examples of showing respect.
SKILL | TIME
--- | ---
SELF-AWARENESS | 2.5 MIN.

Emphasize breathing and relaxation techniques. 
Talk about the benefits of practicing them.

TECHNIQUES
1. Take a deep breath, count to 10, take a deep breath.
2. 5 Relaxation points (self-protective response).
3. Sitting relaxation period (count your breaths).

STRETCHING AND BREATHING EXERCISES | 10 MIN.

Suggested stretches (feel free to add your own):
- Sitting Stretches: Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog.
- Standing Stretches: Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.

VOICE / ROLE-PLAYING / BOUNDARY SKILLS | 10 MIN.

1. Continue working on “Back Off” drill, stressing boundaries and use of voice.
2. “Nine Ways to Deal with Bullies”: discussion and role-playing.
   * Popular role-playing - Use of voice
     - Walking away
     - Go to a teacher
     - Trickery
3. Keep talking about the bystander role.

PERSONAL SAFETY SKILLS | 10 MIN.

1. Review the sitting-to-standing escape.
2. Work on how to get up off the ground if you are flat on your stomach.
3. Combinations: flat on your stomach sitting position standing position “Back Off” drill “Wild” run

REVIEW | 2.5 MIN.

1. Review what was done in class.
2. State objectives (homework). Talk about the idea of practicing during commercials of favorite TV show.
3. Stress respect and self-control.
4. Final sitting relaxation period.

COMMENTS
1. Working combinations helps with the flow of each move. Each move works off the other.
2. Role-playing - critical part of the program. Most of the students love this area. Have students play both bullies and victims, so they can see what it is like from both sides.
<table>
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**TECHNIQUES**
1. Take a deep breath, count to 10, take a deep breath.
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<tbody>
<tr>
<td>1. Continue working on “Back Off” drill, stressing boundaries and use of voice, and being assertive.</td>
<td></td>
</tr>
<tr>
<td>2. Continue on “Nine Ways to Deal with Bullies” discussion and role-playing. When possible, have the students use the “Wild” run at the end of each role-playing.</td>
<td></td>
</tr>
<tr>
<td>3. Talk about the bully role the students may adopt when they have a substitute teacher. Stress the consequences of this action.</td>
<td></td>
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<tbody>
<tr>
<td>1. Review the sitting-to-standing escape.</td>
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<tr>
<td>2. Work on: body positioning against being grabbed, leaning away from the grab and into the push. Finish with use of voice.</td>
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</tr>
<tr>
<td>3. Add in the “Frame” once the students understand the body positioning concept. Talk about using the “Frame” against a front bear hug and if pushed against the wall.</td>
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<tbody>
<tr>
<td>1. Continue to stress to the students the importance of practicing the physical and mental techniques they learn.</td>
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<tr>
<td>2. Talk about bullying substitute teachers, not showing respect.</td>
</tr>
<tr>
<td>3. Ask the students: What can happen if you act like a bully?</td>
</tr>
</tbody>
</table>
Gentle Warrior Class

Lesson Six

SKILL

SELF-AWARENESS
Emphasize breathing and relaxation techniques.
Talk about the benefits of practicing them.
TECHNIQUES
1. Take a deep breath, count to 10, take a deep breath.
2. 5 Relaxation points (self-protective response).
3. Sitting relaxation period (count your breaths).

TIME
2.5 MIN.

STRETCHING AND BREATHING EXERCISES
Suggested stretches (feel free to add you own):
Sitting Stretches: Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog.
Standing Stretches: Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.

10 MIN.

VOICE / ROLE-PLAYING / BOUNDARY SKILLS
1. Talk about the victim role and how to keep from becoming a victim. Ways of using your voice, eye contact, and body positioning to keep from being a victim.
2. Continue on “Nine Ways to Deal with Bullies” role-playing with an emphasis on not becoming a victim. Add in a few real life situations.
   *Someone offering you drugs
   *Stranger offers you a ride
   *Peer pressure

10 MIN.

PERSONAL SAFETY SKILLS
1. Review all physical skills using combinations:
   *on your stomach sitting standing position back off wild run
   *sitting standing position body positioning frame back off wild run grabbing both wrists
2. Wrist grab escapes
   *Single wrist grab
   *Double wrist grab
   *Combine with use of voice as distraction

10 MIN.

REVIEW
1. Review what was done in class.
2. State objectives (homework). Talk about the idea of practicing during commercials of favorite TV show.
3. Stress respect and self-control.
4. Final sitting relaxation period.

2.5 MIN.

COMMENTS
1. Stress practicing techniques slowly and step by step. Body positioning and leverage are important, not strength.
2. Start the shift from bully to victim. Talk about the role of the victim and what to do about it.
3. Start relating the role-playing to real life situations.
SKILL

SELF-AWARENESS

Emphasize breathing and relaxation techniques. Talk about the benefits of practicing them.

TECHNIQUES

1. Take a deep breath, count to 10, take a deep breath.
2. 5 Relaxation points (self-protective response).
3. Sitting relaxation period (count your breaths).

STRETCHING AND BREATHING EXERCISES

Suggested stretches (feel free to add you own):
- **Sitting Stretches:** Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog.
- **Standing Stretches:** Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.

VOICE / ROLE-PLAYING / BOUNDARY SKILLS

1. Talk about the bystander role in a conflict.
   *Facilitate a discussion of the types of bystanders and how they contribute to or exacerbate a conflict.
2. Role-play dealing with bullies using the various types of bystanders. This will show how bystanders contribute to or exacerbate conflict.
   *Have a short discussion after each role-playing. Evaluate each scenario.

PERSONAL SAFETY SKILLS

1. Review all physical skills using short combinations:
   *Wrist escape back off run or walk away
   *Frame back off wild run
   *Flat on your stomach sitting-standing position back off
   *Defense against being grabbed wrist escape back off
2. Practicing combinations is a great way for the students to retain the techniques. Stress using your voice.

REVIEW

1. Review what was done in class.
2. State objectives (homework). Talk about the idea of practicing during commercials of favorite TV show.
3. Stress respect and self-control.
4. Final sitting relaxation period.

COMMENTS

1. When talking about the bystander role, stress safety in numbers.
2. Start a discussion on how groups can bully. Get the students’ input. Role-play their examples.
<table>
<thead>
<tr>
<th>SKILL</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-AWARENESS</td>
<td>2.5 MIN.</td>
</tr>
<tr>
<td>Emphasize breathing and relaxation techniques.</td>
<td></td>
</tr>
<tr>
<td>Talk about the benefits of practicing them.</td>
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</tbody>
</table>

**TECHNIQUES**

1. Take a deep breath, count to 10, take a deep breath.  
2. 5 Relaxation points (self-protective response).  
3. Sitting relaxation period (count your breaths).  

**STRETCHING AND BREATHING EXERCISES**  

10 MIN.  

Suggested stretches (feel free to add your own):  
Sitting Stretches: Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog.  
Standing Stretches: Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.  

**VOICE / ROLE-PLAYING / BOUNDARY SKILLS**  

10 MIN.  

1. Continue talking about the bystander’s role in a conflict. Talk about each student’s role in breaking up a fight.  
   *How to break up a physical fight - role-play  
   *How to break up a verbal fight - role-play  
2. Stress distraction, positioning, and use of voice in breaking up a fight. Evaluate each scenario.  

**PERSONAL SAFETY SKILLS**  

10 MIN.  

1. Work on open-hand blocks (low, med, high).  
   *Keep stressing the reason for using martial arts - unprovoked self-defense.  
   Emphasize defense, not offense.  
2. Practice for technique, then for speed. Stress breathing during application.  
   Practice various combinations.  
3. Practice use of voice during the blocking.  

**REVIEW**  

2.5 MIN.  

1. Review what was done in class.  
2. State objectives (homework). Talk about the idea of practicing during commercials of favorite TV show.  
3. Stress respect and self-control.  
4. Final sitting relaxation period.  

**COMMENTS**  

1. Keep the students thinking about non-physical ways to deal with conflict.  
2. Talk about the do’s and don’ts of breaking up fights.  
3. Continue an awareness of the bystander’s role in the bully-victim-bystander equation.
LESSON EIGHT - “HOW TO BREAK UP A FIGHT”

1. Physical fight:
   • This is a fight involving pushing, shoving, punching, wrestling, or a weapon.
   • Go get help right away (teacher, parent, older students).
   • Do not get in the middle of the fight. You could get hurt.

2. Verbal fight:
   • Most fights start with a verbal confrontation. This is the time to break it up.
   • Do not get in between the students engaged in the verbal fight. At most, your hands are the only thing that would get in between (to create a distraction).
   • Create a distraction: clapping your hands, whistle, yell (hey, stop, back off). The goal is to distract the two people engaged in the verbal conflict away from each other. The focus shifts from each other to you.
   • Separate the two in conflict.
   • This is where the bystanders can play active roles in stopping the conflict. As soon as the distraction starts, the bystanders help separate the two in conflict by forming a bystander wall. Have someone get help is necessary.
Lesson Nine

SKILL

SELF-AWARENESS

Emphasize breathing and relaxation techniques.
Talk about the benefits of practicing them.

TECHNIQUES
1. Take a deep breath, count to 10, take a deep breath.
2. 5 Relaxation points (self-protective response).
3. Sitting relaxation period (count your breaths).

TIME

2.5 MIN.

STRETCHING AND BREATHING EXERCISES

Suggested stretches (feel free to add you own):
Sitting Stretches: Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog.
Standing Stretches: Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.

TIME

10 MIN.

VOICE / ROLE-PLAYING / BOUNDARY SKILLS

1. Talk about respect and the many ways we show it. Focus on respecting the environment and what we can do about it. Relate the discussion to the activity to be performed: trash pick up.
2. Lay some ground rules:
   * Do not pick up sharp objects: glass, metal, etc.
   * Do not pick up cigarette butts
   * Do not touch anything messy
   * Do not touch any weapons (get your teacher)
   * The boundaries of the trash pick up area

TIME

10 MIN.

PERSONAL SAFETY SKILLS

1. Divide into groups with trash sacks. Go around the school picking up trash. Great activity, since it gets the student outside and it helps the school.
2. If there is a park nearby, have the school adopt it, and pick up trash on a regular basis.

TIME

10 MIN.

REVIEW

1. Review what was done in class.
2. State objectives (homework). Talk about the idea of practicing during commercials of favorite TV show.
3. Stress respect and self-control.
4. Final sitting relaxation period.

TIME

2.5 MIN.

COMMENTS

1. Talk about respect and the work ethic necessary to do something about any problem you may face.
2. This lesson plan can be substituted with another lesson plan depending on weather conditions.
Lesson Ten

**SKILL**

**SELF-AWARENESS**

2.5 MIN.

Emphasize breathing and relaxation techniques.
Talk about the benefits of practicing them.

**TECHNIQUES**

1. Take a deep breath, count to 10, take a deep breath.
2. 5 Relaxation points (self-protective response).
3. Sitting relaxation period (count your breaths).

**STRETCHING AND BREATHING EXERCISES**

10 MIN.

Suggested stretches (feel free to add you own):
- **Sitting Stretches:** Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog.
- **Standing Stretches:** Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.

**VOICE / ROLE-PLAYING / BOUNDARY SKILLS**

10 MIN.

1. Talk about not liking someone but still respecting them. The consequences of not showing respect. Giving your enemy a way out.
2. Continue working on how to break up a fight (physical and non-physical) using bystanders.

**PERSONAL SAFETY SKILLS**

10 MIN.

1. Defense against a front choke.
   *3 ways to tighten the neck
   *Work on the concept of going against the thumbs.
   *Practice the technique step-by-step before adding any speed.
2. Practice the combination: escape from a front choke back off wild run.
3. Practice the 3 open-hand blocks (low, med, high).

**REVIEW**

2.5 MIN.

1. Review what was done in class.
2. State objectives (homework). Talk about the idea of practicing during commercials of favorite TV show.
3. Stress respect and self-control.
4. Final sitting relaxation period.

**COMMENTS**

1. Continue to emphasize working on combinations as a step-by-step plan for practical self-defense.
2. Keep the students aware of the self-control. Constantly stress the need for breathing techniques during stretching, role-playing, personal safety skills, etc.
Lesson Eleven

SKILL

SELF-AWARENESS
Emphasize breathing and relaxation techniques. Talk about the benefits of practicing them.

TECHNIQUES
1. Take a deep breath, count to 10, take a deep breath.
2. 5 Relaxation points (self-protective response).
3. Sitting relaxation period (count your breaths).

STRETCHING AND BREATHING EXERCISES
Suggested stretches (feel free to add your own):
- Sitting Stretches: Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog.
- Standing Stretches: Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.

VOICE / ROLE-PLAYING / BOUNDARY SKILLS
1. Combine this unit with the personal safety skills unit.
2. Talk about respect, honor, and friendship. How far would you go for a friend? What are some limits among friends? Discuss different types of loyalty and what loyalty means.
3. Conflict role-playing review.
   * How to break up a fight: physical and non-physical
   * Nine Ways to Deal with Bullies
   * Use of voice and body positioning (back off)
   * How not to become a victim
   * Ways to deal with anger
   * Role-playing using real life situations
   * Role-playing using bystanders

PERSONAL SAFETY SKILLS

REVIEW
1. Review what was done in class.
2. State objectives (homework). Talk about the idea of practicing during commercials of favorite TV show.
3. Stress respect and self-control.
4. Final sitting relaxation period.

COMMENTS
1. Tell the students: You must practice non-physical techniques so they can work when you need them to.
2. Continue to stress non-physical, non-violent ways of dealing with conflict.
SKILL

SELF-AWARENESS
Emphasize breathing and relaxation techniques.
Talk about the benefits of practicing them.

TECHNIQUES
1. Take a deep breath, count to 10, take a deep breath.
2. 5 Relaxation points (self-protective response).
3. Sitting relaxation period (count your breaths).

STRETCHING AND BREATHING EXERCISES
Suggested stretches (feel free to add your own):
Sitting Stretches: Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog.
Standing Stretches: Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.

VOICE / ROLE-PLAYING / BOUNDARY SKILLS
1. Combine this unit with the personal safety skills unit.
2. Review the bully-victim-bystander roles. Get the students involved.
3. Review personal safety skills.
   * Sitting-to-standing escape
   * Defense against being grabbed or pushed
   * Defense against a bear hug or being pushed against a wall
   * Wrist grab escapes
   * Front choke escapes
   * How to get up off the ground when you are flat on your stomach
   * 3 open-hand block (low, med, high)

PERSONAL SAFETY SKILLS

REVIEW
1. Review what was done in class.
2. State objectives (homework). Talk about the idea of practicing during commercials of favorite TV show.
3. Stress respect and self-control.
4. Final sitting relaxation period.

COMMENTS
1. Pick students at random to demonstrate the safety skills using combinations.
2. Review some of the main points covered in the course:
   * Learning to relax so you don’t react
   * Your voice is your best weapon
   * Ways to deal with anger
   * Respect
Suggested Reading for Class Storytelling

LESSON ONE


- Important to remember to vary the stories with different age groups.
- Be aware of the mood of the class while reading the story. Stop and ask questions.
- Reinforce the message of the story. Homework: say “Please” in a sentence 10 times a day.

LESSON TWO


- Good story about controlling anger.
- Talk about ways to deal with anger and what can happen when you act out in anger.
- Get examples from the students.
- Give examples of non-hurtful ways to deal with anger.

LESSON FOUR

“Walking Away with Confidence” - Terrance Webster Doyle from, Facing the Double Edged Sword, 1988, Middlebury, UT, pp. 55-57.

- Continue talking about ways to deal with bullies and important alternatives to remember.

LESSON SIX


- Talk about the consequences of your actions.
- What could happen if you act like a bully?
- How would you feel if you hurt someone in anger?

LESSON EIGHT

“Practice Kindness as a Martial Art” - anonymous - (See story on page 110)

- Continue talking about alternatives to using physical force.
LESSON ELEVEN


• Talk about friendship.
• How far would you go for a friend?
• Would you lie for them?
• What are some limits among friends?

The stories and books mentioned in the lesson plan and in the list below are suggested reading materials. Feel free to use other appropriate reading material in their place.

Stories Relating to Manners, Respect, Compassion

POLITENESS


SELF-CONTROL


HONOR


LOYALTY


KINDNESS/BENEVOLENCE

8. “Practice: Kindness as a Martial Art,” story by anonymous.

VERACITY, HONESTY, AND TRUTHFULNESS

2. “George Washington and the Cherry Tree,” by J. Esenwein and

RECTITUDE: STAND UP FOR YOUR BELIEFS


COURAGE


COMPASSION


COOPERATION AND FRIENDSHIP


STANDING FIRM

RESPECT


RESOLVING CONFLICT


OTHER GOOD STORIES

5. “What is a Bully?,” by Terrence W. Doyle, from, Why is Everybody Always Picking on Me?, page 29.

BOOKS USED


PRACTICE KINDNESS AS A MARTIAL ART:
An Anonymous Martial Arts Legend

The train clanked and rattled through the suburbs of Tokyo on a drowsy spring afternoon. Our car was comparatively empty - a few housewives with their kids in tow, some old folks going shopping. At one station the doors opened, and suddenly the afternoon quiet was shattered by a man bellowing violent, incomprehensible curses. The man staggered into our car. He wore laborer’s clothing, and he was big, drunk, and dirty. Screaming, he swung at a women holding a baby. The blow sent her spinning into the laps of an elderly couple. It was a miracle that the baby was unharmed.

The train lurched ahead, the passengers frozen with fear. I stood up. I was young then, and in pretty good shape. I’d been putting in solid eight hours of Aikido training nearly every day for the past three years. I thought I was tough. Trouble was, my martial skill was untested in actual combat. As students of Aikido, we were not allowed to fight.

“Aikido,” my teacher said again and again, “is the art of reconciliation. Whoever has the mind to fight has broken his connection with the universe. If you try to dominate people, you are already defeated. We study how to resolve conflict, not how to start it.” I listened to his words. I tried hard. I felt both tough and bold. In my heart, however, I wanted an absolutely legitimate opportunity whereby I might save the innocent by destroying the guilty. “This is it!” I said to myself, getting to my feet.” People are in danger and if I don’t do something fast, they will probably get hurt.”

Seeing me stand up, the drunk roared, “Aha! A foreigner! You need a lesson in Japanese manners!” I gave him a slow look of disgust and dismissal. I planned to take this turkey apart, but he had to make the first move. “All right,” he hollered, “You’re gonna’ get a lesson!”
But a split second before he could move, someone shouted “Hey!” It was earsplitting. I remember the strangely joyous, lilting quality of it — as though you and a friend had been searching for something, and had suddenly stumbled upon it. “Hey!” I wheeled to my left; the drunk spun to his right. We both stared down at a little old Japanese man. He must have been well into his seventies, this tiny gentleman, sitting there immaculate in his kimono. He took no notice of me, but beamed delightedly at the laborer, as though he had a most important, most welcome secret to share. “C’mer,” the old man said in an easy tone, beckoning to the drunk. “C’mer and talk with me.” He waved his hand lightly.

The big man followed, as if on a string. He planted his feet belligerently in front of the old gentlemen, and roared above the clacking wheels, “Why the hell should I talk to you!” The drunk now had his back to me. If his elbow dropped so much as a millimeter, I’d drop him in his socks. The old man continued to beam at the laborer. “What’cha been drinkin’?” he asked, his eyes sparkling with interest. “I been drinkin’ sake,” the laborer bellowed back, “and it’s none of your business!”

Oh, that’s wonderful,” the old man said, “absolutely wonderful! You see, I love sake too. Every night, me and my wife—she’s 76, you know — we warm up a little bottle of sake and take it out into the garden, and we sit on an old wooden bench. We watch the sun go down, and we look to see how our persimmon tree is doing. My great-grandfather planted that tree, and we worry about whether it will recover from those ice storms we had last winter. Out tree has done better than I expected, though, especially when you consider the poor quality of the soil. It is gratifying to watch when we take out sake and go out to enjoy the evening — even when it rains!”

As he struggled to follow the old man’s conversation, the drunk’s face began to soften. His fists slowly unclenched. “Yeh,” he said, “I love persimmons too...” His voice trailed off.
“Yes,” said the old man, smiling, “and I’m sure you have a wonderful wife.” “No,” replied the laborer. “My wife died.” Very gently, swaying with the motion of the train, the big man began to sob. “I don’t got no wife, I don’t got no home, I don’t got no job. I’m so ashamed of myself.” Tears rolled down his cheeks; a spasm of despair rippled through his body.

Now it was my turn. Standing there self righteous, I suddenly felt dirtier than he was. Then the train arrived at my stop. As the doors opened, I heard the old man cluck sympathetically. “My my,” he said, “that is a difficult predicament indeed. Sit down here and tell me more about it.”

As we left the train together, the old man winked at me and smiled, “Better luck next time!” I realized I had been taught a lesson. What I had wanted to do with muscle had been accomplished with kind words. I had just seen Aikido tried in combat, and the essence of it was love. I would have to practice the art with an entirely different spirit. It would be a long time before I would speak about the resolution of conflict with force. I later learned that the kind old man who had seen right through me was none other than O. Sensei; Morihei Ueshiba, the legendary founder of Aikido. I finally realized that a warrior’s greatest strength is his gentleness. I hope I can become a Gentle Warrior.
Stress time to calm down and think before you act. Remember what to do when you get angry: take a deep breath - count to 10 then take another deep breath. Relax so you don’t react without thinking.

Parents: your children can practice this with you. This is a copy of one of the signs of Getting Angry that are posted around the school.

Practice these skills with your child to help reinforce the **GENTLE WARRIOR** program.
Practice defense against a wrist grab. Here’s the drill:

• Fist
• Twist
• Elbow up
• Yell “back off”
• Run.

Your children can show you what to do. Hold their wrists and have them practice on you.

GENTLE WARRIOR
Practice the five relaxation points:

1. Relax your jaw (up and down, side to side).
2. Relax your tongue (slide it down the back of your teeth).
3. Relax your shoulders (up to the ears, then let them drop).
4. Relax your fingers.
5. Relax your toes.

GENTLE WARRIOR
Remember to say “Please.”

Notice when your child uses please and reward and praise them for sharing and being polite. Go out of your way to use please with your child.
Practice these skills with your child to help reinforce the GENTLE WARRIOR program.

Practice the “Back Off” response:

1. Step Back.
2. Bend your knees.
3. Hands up, palms out-no fists.
4. Look like you mean it.
5. Yell “Back Off!”

Parents, play the bully and help your child practice using voice skills.
Ask your child(ren): What is the best weapon you have?

Answer - Your voice. Ask them to show you the stance they learned:

palms out, knees bent, back straight.
PARENT REMINDER

Practice these skills with your child to help reinforce the **GENTLE WARRIOR** program.

What is the second best weapon you have?

Answer - *Your legs, so you can run. Ask your child(ren) to show you the “Wild Run.”*
PARENT REMINDER

Practice these skills with your child to help reinforce the GENTLE WARRIOR program.

Have your child(ren) practice stretches and balance techniques from the “GENTLE WARRIOR” program during the commercials of their favorite TV show. Have them show you their favorite stretches and balancing exercises and practice with your child.
Encourage your child(ren) to practice sitting still as a statue (back straight, chin up, breathe in through your nose and out through your mouth) 2 times a day for 2 minutes each time.
Watch for bullying behavior in your children. If you see it, have them stop and ask your child if they are acting like a bully and what would be a better response. Point out when you child is bullying and encourage everyone in the family to comment each time they are being a bully.
Practice these skills with your child to help reinstate the GENTLE WARRIOR program.

Work then play. Homework comes first.

Help your child schedule “down time” for doing homework. Do it with them.

Always notice good homework habits.
Stand up the Ju-Jitsu way (the sitting to standing move) every time you get up off the ground.

Your children can show you.

Practice with them if possible.

have them assume the on-ground Ju-Jitsu position. Ask them to show you while you slowly approach like a bully.
Ask your child(ren) how do we respect the environment, e.g., picking up trash, recycling, planting trees? After they answer ask them to show you an example, e.g., picking up around the yard, neighborhood, etc.
Keep stressing respect.

Keep asking your child(ren): What is respect?

1. Treat people how you would want to be treated.
2. Treat the substitute teacher with the same respect as you treat your regular teacher.
3. Show your child respect- be a model.
4. Reward your child’s respectful behavior.
PARENT REMINDER

Practice these skills with your child to help reinforce the GENTLE WARRIOR program.

Keep reinforcing what to do if a strange car pulls up by your child and/or a stranger starts talking to them. Turn around and run in the opposite direction. Do the zigzag run and scream. Try to remember things about the car, e.g., color, make, description of the people in the car, license tag number, etc. Report this incident immediately to your parents and/or the police.

Never send a stranger to pick up your child. Tell them that!

GENTLE WARRIOR
Continually emphasize to your child(ren) non-violent alternatives for releasing anger: hitting a punching bag, relaxation techniques, learning to ignore conflict and to walk away, running, physical activity (any exercise that will raise the heart rate and/or cause a light sweat).
Try to arrange after school and weekend sports, recreation, and artistic activities.
Keep stressing - **never give up, don’t quit, always try**

**your hardest.** Encourage your child(ren) to finish what they start. Notice when they do.
Set aside two times a week (20 minutes each time) to work with your child(ren) on self-defense techniques learned in the “Gentle Warriors” program. This will give you some quality time with your child(ren) while helping them reinforce valuable self-defense moves.

Check with the GENTLE WARRIOR Institute for access to a video to help you learn.

The “Frame” Technique.
Ask your child to show you.
Encourage your child(ren), if they have brothers and/or sisters, to teach them what they learn, or if they do not have siblings, to teach you. This will help reinforce the techniques. Teaching someone helps you learn the technique better.

PARENT REMINDER

Practice these skills with your child to help reinforce the GENTLE WARRIOR program.