

**CREATING A PEACEFUL
SCHOOL LEARNING ENVIRONMENT
A TRAINING MANUAL FOR
ELEMENTARY SCHOOLS**

Stuart W. Twemlow, M.D. - Frank C. Sacco, Ph.D. - Stephen W. Twemlow

(c)1999 (First printing) by Stuart W. Twemlow, M.D., Frank C. Sacco, Ph.D.
and Stephen W. Twemlow
T & S Publishing Group,
All rights reserved.

No part of this manual may be reproduced in any manner whatsoever without written permission from T & S Publishing Group except in the case of brief quotations in reviews for inclusion in a scientific journal, magazine, newspaper, or broadcast. Schools utilizing this material in their antiviolence programs are at liberty to copy freely any forms for the individual use of the schools only.

If a school provides written documentation of need and financial hardship, there are scholarships and fee reductions available. A CD-ROM disk will be loaned and eligible schools allowed to print the manual and appendices for use in the economically struggling schools. We will also help with follow up in return of collection of data for ongoing evaluation.

Please contact:
Stuart W. Twemlow, M.D.
5040 S.W. 28th
Topeka, KS 66614
Phone: 785-272-5222

Published and Distributed by:



T & S Publishing Group

77 Reed Street, Agawam, MA 01001
STwemlow@aol.com
FCSacco@aol.com

TABLE OF CONTENTS

ACKNOWLEDGMENTS and DEDICATION	7
HOW TO USE THIS MANUAL	9
INTRODUCTION: WHY CAPSLE IS NEEDED IN OUR SCHOOLS	14
CHAPTER 1 PROGRAM MISSION and PHILOSOPHY	19
CHAPTER 2 PROGRAM OVERVIEW and INTEGRATION with SCHOOL CURRICULUM	25
CHAPTER 3 FOUNDATIONS OF A SUCCESSFUL PROGRAM: THE PERSONNEL FRAMEWORK	31
CHAPTER 4 A DISCIPLINARY PLAN FOR ELEMENTARY SCHOOLS: THE MANAGEMENT OF POWER STRUGGLES	43
CHAPTER 5 POSITIVE CLIMATE CAMPAIGNS: THE ZERO TOLERANCE PROGRAM	71
CHAPTER 6 THE GENTLE WARRIOR PROGRAM and THE CHILD SAFETY SPECIALIST	85
CHAPTER 7 THE BRUNO and HONOR PATROL PROGRAM	117
CHAPTER 8 PEER MENTOR and PEER LEADER PROGRAMS	125
CHAPTER 9 FAMILY POWER STRUGGLES WORKSHOP	131

APPENDICES

APPENDIX 1	Sample Informed Consent
APPENDIX 2	Power Struggles Referral Alert, Pat on the Back and Personal Notes for Disciplinary Reinforcement
APPENDIX 3	Language for Posters
APPENDIX 4	Bully-Victim-Bystander Poster Competition Suggestions and Rules
APPENDIX 5	Educational Assignment Art and Workbooks, Be a Friend Award Sample Certificate
APPENDIX 6	Patch Art, Buttons, Bookmarks, Magnets and Peace Flag Design for Gentle Warrior Program
APPENDIX 7	Sample News Items for the School Newsletter
APPENDIX 8	Basic Training for the Gentle Warrior Program - Child Safety Specialist
APPENDIX 9	Code of Conduct, Personal Commitment, and Sample Award Certificate for Gentle Warrior Program
APPENDIX 10	Messages for parents to reinforce the Gentle Warrior program.
APPENDIX 11	Bruno Training Manual
APPENDIX 12	Peer Mentor/Leader Training Manual
APPENDIX 13	Handouts for the Family Power Struggles Workshop

ACKNOWLEDGMENTS AND DEDICATION

Frequently, as we wrote this manual, we had the opportunity to reflect on the support, intelligence, and awesome example of effort and creativity that a number of people have provided for us. Chief among them are those listed below (in alphabetical order) :

Martin L. Gies, M.Ed.

Debora Hess, MS.

Cathy Kesner, Ph.D.

Judy Osbourn, LCSW

Judy M. Smith, Ph.D.

Sam Smith

Professor Peter Fonagy, Ph.D., F.B.A., Director of the Child and Family Center of The Menninger Clinic, was a particular inspiration as we watched him ply his design and evaluation skills. The City of Topeka also deserves credit for its wisdom in providing grant money to some of the related projects that preceded this manual. It is to Dr. Fonagy, The Menninger Clinic, and the inspiration of Karl A. Menninger, M.D., that we dedicate our program.

We also dedicate our program to the children of the new millennium, who face a different, more complicated and challenging world than we, the authors, did.

Edited by

Nicholas A. Twemlow, M.F.A.

About the Authors

Stuart W. Twemlow, MD.

Stuart W. Twemlow, MD began his professional career as a High School teacher in New Zealand, his country of birth, and teaching has been a part of his life ever since. He is Clinical Professor of Psychiatry at the University of Kansas School of Medicine in Wichita, and on the teaching faculty of the Topeka Psychoanalytic Institute, Menninger Clinic, Topeka, KS.

Besides a private practice in psychoanalysis and psychiatry in Topeka, KS, he is a member of the research faculty of the Child and Family Center, Menninger Clinic. He has published numerous scientific articles, books, and book chapters, including many on social and psychological aspects of individual and community violence.

Besides co-directing the Peaceful School project, he is engaged in wide ranging consultation on conflict and peace to cities and governments about creating healthy communities and resolving labor disputes, including consulting to the F.B.I. on school shootings.

He has an equally absorbing commitment to the martial and meditative arts. He is ranked 7th Dan in the Okinawan Weapons system, and 6th Dan in Okinawa and Hawaii Kenpo Karate, with a master teacher's license (Renshi). He also holds a black belt rank in Shinko Kaiten Aikido (1st Dan) and Eagle Claw Kung Fu (2nd level).

He is an exhibited Zen painter and long time student of Zen. He practices these arts and instructs in a large school owned by his son, Renshi Stephen W. Twemlow, in Topeka, KS.

Frank C. Sacco, Ph. D.

Dr. Sacco began his professional career working at the University of Massachusetts in the late Sixties in a drop-in center dealing with runaways, transient addicts, and psychedelic emergencies. This work led Dr. Sacco into Massachusetts deinstitutionalization of state-operated facilities for delinquents, chronically mentally ill, and the mentally deficient. This early experience set the foundation for a life's commitment to working in the community with the toughest families without residential or secure back-up.

Dr. Sacco is a graduate of the University of Massachusetts and has a Ph. D. in Psychology from the Humanistic Psychology Institute. Currently, he is the President of Community Services Institute, a private licensed mental health clinic serving multiple-problem families referred by the state for child abuse, neglect, and domestic violence. He is an adjunct Professor at Cambridge College, Counseling Department in Springfield, Mass.

Dr. Sacco pioneered the use of home-based interventions with hard-to-reach, often violent and resistant families. He has published over a dozen papers and books chapters on family therapy and community violence. He has been a program developer in the USA as well as in Jamaica. He specializes in violence reduction at home, in the school, and at the workplace. He is an experienced mediator, presenter and expert witness in cases of protective services and violence. He has consulted with the FBI on school shootings.

Dr. Sacco is a Second Degree Black Belt in Han-Paul Martial arts and is active in developing special applications of traditional martial arts to violent adolescents, bully prevention, self protection, and other personal safety training. He has written and directed 3 professional videos: PERSONAL SAFETY FOR WOMAN (Grant from the Continental Cable Endowment), GET HOME ALIVE: COMMON SENSE AND PEPPER SPRAY, and PREVENTING TEEN SEXUAL HARASSMENT.

Stephen W. Twemlow

Stephen W. Twemlow owns and operates a large dojo (school) of martial arts and meditative arts in Topeka, KS. He has practiced martial arts since childhood and it absorbs his professional and personal life. He holds the rank of 6th Dan in Okinawa Weapons system, 5th Dan in Hawaii Kenpo, and 4th Dan in Okinawa Kenpo. Together with a master teacher's license of Renshi, he is skilled in the grappling arts and works full time exploring the teaching of traditional martial arts, the applications of martial arts to social problems, especially in schools, and works with emotionally disturbed adults and children, teaching martial arts techniques and concepts to help them cope. He has also instructed these ideas in regular clinics at CF Menninger Memorial Hospital inpatient adolescent unit, and receives referrals from the mental health community.

Renshi Twemlow is also an Adjunct instructor at Washburn University in Topeka, KS with regular classes in women and men's self defense.





PREFACE

Teachers today know more than anyone that our schools are in trouble. Students are often inattentive and unmotivated. Teachers and support staff alike are appalled by the lack of basic courtesy, not to mention rude and aggressive behavior among children. It is the goal of this intervention to Create A Peaceful School Learning Environment (CAPSLE). The most telling remark about the effectiveness of CAPSLE was made by a classroom teacher: “I can finally teach again.”

CAPSLE’s approach is inclusive rather than divisive. At-risk students are not separated from their classmates into special programs; they join their peers in learning physical, mental, and emotional techniques for channeling aggressive impulses as well as for self protection. In this way, all students: those without problems, bullies, victims, and bystanders are given the same techniques for resolving conflicts in nonphysical ways.

It is the goal of this program to instill in each student a feeling of self worth and . CAPSLE gives students tools for solving conflicts at school and home and teaches them better and more effective coping skills. After years of research, the CAPSLE program is one that works. **It will make a difference!**



HOW TO USE THIS MANUAL

The school administration (principals and school superintendents) must be knowledgeable about the philosophy and all components of the program. Their primary responsibilities are to oversee the implementation of the program and to assist in modeling appropriate behaviors and language associated with the program. The principal is a partner in the classroom discipline plan, providing leadership in creating a positive school climate. Therefore, it is essential that the school administration read and understand the entire handbook.

The teacher's role is to create a comfortable climate for learning in the classroom. This can be done through use of the **discipline plan** found in chapter 4 with aids listed in Appendix 2. This is not an add-on or additional program but support for the strategies that are already in place. The goal is to prevent interruptions so classroom learning can occur. With this in mind, the teacher is an early detector and group monitor. The teacher needs to understand the power struggles that can occur between students and teachers, and between adults. The underlying concept is not to punish the bully but to engage the entire class in supporting appropriate behaviors. Chapter 2 will give you an overview of all components of the program.

The elementary school counselor/social worker will usually coordinate the **positive school climate campaigns**. These campaigns include poster contests, stickers, buttons, magnets, public and community outreach, peace flags and classroom banners, structured classroom discussions and school exhibits, displays, and special events. They will be instrumental in teaching the bully, victim, and bystander roles, and the language of the program. The counselor/social worker also needs to be sure that these roles are identified when mediating conflicts. The school counselor/social worker facilitates and monitors the program by monitoring the school climate through discipline referrals, Student Resource Team referrals, and teacher and parent input. it



The counselor will communicate regularly with the principal and program coordinators/consultants. Chapter 5 and appendices 1, 2, 4, 5, and 7 will provide information for this role.

The physical education teacher/child safety specialist usually teaches the **Gentle Warrior program**. The program encourages respect for self and others, compassion, and self-esteem. The program offers alternatives to fighting and teaches the use of self-protective skills. The basic structure and lesson plans can be found in chapter 6 and appendices 8, 9, and 19.

The **Peer Mentor and Peer Leader** coordinator, usually the school counselor or social worker, will conduct training and organize placement of high school mentors in the elementary buildings. The principle behind mentors is that students are more likely to listen to other students and ask their advice. Mentors are trained in communication and problem solving skills and in helping children handle power struggles. Chapter 8 and appendix 12 offer information on this component.

Brunos are **adult role models** usually recruited by the PTO in conjunction with the school principal. They help problem-solve, model appropriate behaviors, and offer alternatives to bullying. The playground and hallways are ideal areas for Brunos to work. Brunos should be in close contact with the office, as the principal will be the main resource if problems occur. Chapter 7 outlines the Bruno program, and appendix 11 contains the Bruno Handbook.

Family Power Struggles workshops are an essential component of this program because they provides the link between home and school. The leaders of the workshops should include as many people as possible from the following group of personnel: counselor/social worker, principal, child safety specialist, and teachers. These workshops reinforce information about how to resolve power struggles at home as well as at school. They also give parents a chance to ask questions about the program and to give their



feedback. Chapter 9 deals with the structure of the workshops, with support materials listed in Appendix 13.



INTRODUCTION: WHY CAPSLE IS NEEDED IN OUR SCHOOLS

Schools are no longer Peaceful Learning Environments

In public schools, each classroom period is often spent dealing with disruptions, ultimately reflected in deterioration in academic achievement, a problem that has reached national prominence. Traditionally, a great deal of attention in schools is given to curriculum content, with time, energy, and money being spent on improved teaching techniques. While we strongly support such moves, we believe that school curricula often emphasize intellectual teaching techniques at the expense of social and emotional factors that facilitate learning or interrupt it, however effective the teaching techniques are in themselves. In part, this problem may be due to teachers. The old guard teacher often resents doing anything other than teaching intellectual skills. Time and time again, we have heard teachers remark, "I went to school to learn to teach children, not to be a psychologist or a parent." Teachers who work in inner city or special schools are psychologists and parental surrogates by default, whether they like it or not. In less problematic schools and private and parochial schools teachers can often confine themselves to intellectual curriculum content. Nonetheless, we believe that the teacher for the new millennium is in part a psychologist, counselor, and parent as more and more children are neglected and abused, and because our culture has been unable to respond to serious problems, like fatherlessness. It has been estimated that 20% of American children do not have a functioning male figure in the family. Research has shown quite clearly that it is the male in the family who teaches children ways of handling aggression. So, a fatherless society is often an aggressive and violent one.

It is not necessary to review the well documented and alarming statistics relating to school violence, bullying, and weapons in schools. But



it is interesting to contrast today's schools with those in the 1940's. The Congressional Quarterly reports that the main discipline problems according to public school teachers in 1940 were: talking out of turn, chewing gum, making noise, running in the halls, cutting in line, dress code attractions, and illiteracy! Compare these problems to a similar survey in 1990: drug abuse, alcohol abuse, teen pregnancy, suicide, rape, robbery, and assault. Times have certainly changed and with these changes the role of the school teacher must also change.

It is not possible for school counselors and social workers alone to cope with the psychology of the school climate. All those participating in running a school must be full participants. Students and teachers are center stage, of course, but we consider all others to be very important in maintaining a positive learning environment. An African proverb states, "It takes a whole village to raise a child." We agree. Besides teachers and students, custodial staff and the school secretary, principal and administrative staff, the school board, the PTO organization, and even the municipal government and surrounding community members are all potent influences on children. These are all welcome advances that our CAPSLE program helps to coordinate into a psychologically and intellectually cohesive whole for the benefit of children's learning.

The CAPSLE program was created in 1994 when the principal of a Topeka Elementary school approached Dr. Stuart Twemlow, requesting his help in response to a violent assault on a small girl by a group of boys. The school was also experiencing an increase in out-of-school suspension rates, increasing unrest within the school, and deteriorating academic achievement. This elementary school had the highest out-of-school suspension rate in the school district. Over the period of the study, this situation was dramatically changed, as we have reported elsewhere.¹ Initially, our program was not



the community who gave their time to this unique program. The program was given a volunteerism award by the J.C. Penny Foundation, The Golden Rule Award, and also a grant from The City of Topeka providing money to address various administrative costs.

The CAPSLE program is psychologically comprehensive, designed to be low in cost, and does not pathologize children by focusing on problem children for special and often expensive medical attention or highly intensive teaching. The CAPSLE program does not interrupt the normal educational curriculum, nor does it add additional time-consuming materials to teach in an already overloaded classroom curriculum. In the last year of the four year project, the school continued the program with little help from the team. By that time, it had become so integrated into the daily life of the school that most teachers took for granted that it was simply part of what the school did each day.

The publications in the bibliography describe the program's performance, including highly satisfactory improvement in school safety atmosphere, significant increases in academic achievement, reduction in out-of-school suspensions, as well as the more theoretical implications of the program, including unique and creative approaches to violence. The list of background topics is wide-ranging; the papers published in the *Journal of The American Academy of Psychoanalysis* give a detailed psychoanalytic account of the victim/victimizer relationship in its various forms. The two papers reporting an intervention in Jamaica in both a secondary school and in a mid-sized community are the conceptual foundation for the CAPSLE program. It was during our experiment with various methods to reduce a rocketing city homicide rate and extraordinary brutality in a secondary school

¹Twemlow, S.W., Fonagy, P., Sacco, F.C., Gies, M.L., Evans, R., & Ewbank, R. (1999). *Creating a Peaceful School Learning Environment: A Controlled Study of an Elementary School Intervention to Reduce Violence*. Submitted for publication.



supported by grant money; instead it was staffed entirely by volunteers from that the ideas for adult mentoring and the gentle use of martial art skills were created. The other papers describe various aspects of the application of these ideas in schools and to disturbed children, including the theory and the results


Stuart W. Twemlow, MD
Renshi, Shichidan 



References

Twemlow, S.W., Fonagy, P., Sacco, F.C., Gies, M.L., Evans, R., & Ewbank, R. (1999). *Creating a Peaceful School Learning Environment: A Controlled Study of an Elementary School Intervention to Reduce Violence*. Submitted for publication.

Twemlow, S.W., Fonagy, P., Sacco, F.C., Gies, M., Hess, D. "Improving the Social and Intellectual Climate in Elementary Schools by Addressing Bully-Victim-Bystander Power Struggles." In Press in *Social and Emotional Learning and the Elementary School Child*, Edited by Jon Cohen, Ph.D., Teachers College Press, Columbia University, New York, 1999.

Twemlow, S.W. and Sacco, F.C., "Peacekeeping and Peacemaking: The Conceptual Foundations of a Plan to Reduce Violence and Improve the Quality of Life in a Midsized Community in Jamaica." *Psychiatry* 59, 156-174, 1996.

Sacco, F.C., and Twemlow, S.W. "School Violence Reduction: a Model Jamaican Secondary School Program." *Community Mental Health*, 33,(3), 229-234, 1997.

Twemlow, S.W., Sacco, F.C., Williams, P. "A Clinical and Interactionist Perspective on the Bully/Victim/Bystander Relationship." *Bulletin of the Menninger Clinic*, 60, (3), 296-313, 1996.

Twemlow, S.W. "The psychoanalytic foundations of a dialectical approach to the victim/victimizer relationship." *Journal of The American Academy of Psychoanalysis*, 23(4): 545-561, 1995.

Twemlow, S.W. "Traumatic object relations configurations seen in victim/victimizer relationships." *Journal of The American Academy of Psychoanalysis*, 23,(4): 563-580, 1995.

Twemlow, S.W. and Sacco, F.C. "The Application of Traditional Martial Arts Practice and Theory to the Treatment of Violent Adolescents." *Adolescence*, 33, (131), 505-518; 1998.



CHAPTER ONE

PROGRAM MISSION AND PHILOSOPHY

Teachers have become bogged down with the need to constantly deal with behavior problems that disrupt their classrooms and affect a school's overall climate. Disruptive behavior is an attack on the teacher's ability to teach, and when this disruption overflows into recess, lunch rooms, and school buses, the entire school experience can become a series of destructive power struggles among students and between students and teachers. School administration and parents will be sucked into those struggles. The net result is a non-creative learning environment burdensome to everybody.

Aware school administration and principals can anticipate these problems before they become manifest in increased disciplinary referrals and decreased academic achievement. A parochial school in Springfield, MA, adopted the program to deal with the unhappiness of younger children who felt they were being excluded by the older children. The parent/teacher organization of that school was active in bringing this problem to the principal's attention before it was reflected in any of the typical parameters of disruption. It is at this very early stage that we strongly recommend the



incorporation of the CAPSLE program into the school climate. However, we are also aware that very often schools are no different than other organizations and do not tend to respond until a problem has become clear and the need obvious. An errant approach to this program would be for a school administration to mandate it without full cooperation, especially of the school principals. School administrators often walk a tightrope when making a decision to institute programs like this. If the situation is serious, such as in schools with frequent acts of extreme violence and weaponry, and students are so frightened they may be unable to institute any comprehensive programs due to the mind-numbing, demoralizing effect of fear. On the other hand, an urgent need created by violence in the school may instead be a strong motivator to make such programs successful.

As experienced clinicians, we are acutely aware that it is the people running the program that make this or any program work. The components themselves are useless without the enthusiasm and inspiration of the administration, school principal, and teachers. For example, a school board member whose child has been bullied may force a school into adopting a program that it does not want. We recommend, when evaluating a school for the program, such factors be carefully evaluated instead of being mandated unilaterally by the school administration or school board.

CONCEPTUAL FOUNDATIONS OF THE PROGRAM:

1. Addressing the need.

The Twemlow & Sacco Group recommend an initial evaluation of the needs of the school district, including an intensive on-site visit to typical schools in the area. The demographics of each school are analyzed, with recommendations being made to the school administration regarding ways to individualize the program for the specific cultural and demographic characteristics of the school district. One component of this evaluation is a



violence audit. By sampling children in grades 3-5 we have developed instruments to evaluate feelings of safety and ways in which aggression, victimization, and responses to aggression and victimization occur within schools. This material is summarized and included in the recommendation to the school administration.

2. The continuity of the educational process.

Most school programs are already overloaded with new ideas for their curriculum. Thus, programs which add to an already full classroom schedule are not popular with teachers. Our program philosophy was created with this in mind. These programs fit into existing curricula and are not add-ons.

Case Study

A physical education instructor introduced the Gentle Warrior training into a K-5 gym class. The instructor was trained in the program and was successful up to the 3rd grade. Even though this program is suitable for 4th and 5th grades, these 4th and 5th graders did not want to do the “kids stuff” they saw the K-3 kids doing in the gym. At a teachers’ meeting, a language arts teacher for the 4th and 5th grade suggested a writing assignment based on the 9 Ways to Deal with a Bully (a component of the gym program). Using this method, the 4th and 5th grades did not miss a key component to the “Gentle Warriors” class. The 4th and 5th graders used their more advanced language skills to incorporate the messages of this program.

3. Programs should address the developmental age of the child and, where possible, the existing curricula should reinforce the underlying message of the bully-victim-bystander relationship.

Very young children often find school a frightening place since it is their first separation from the parental home or from other care-taking figures, and represents their first exposure to a large number of peers in a regimented classroom style. Even within typical elementary schools, spanning kindergarten through 5th grade, children go through a variety of normal developmental phases:

Kindergarten through 3rd grade children have not yet developed good



verbal skills and tend to relate to teachers as parental surrogates. Teachers of very young and elementary age children often comment that they feel more like a mother or father than a teacher. Much of what children do at that age is designed to get attention with a desire to please or irritate the teacher rather than to achieve or master any academic or emotional skills. The Gentle Warrior component of our program specifically addresses the needs of younger children with its emphasis on **learning through the body**. Young children learn by doing and are constantly active. Attempts to hold their attention and keep them sitting in their seats are often fruitless. Our program enhances and makes use of a child's developmental learning phase, a phase marked by the rapid acquisition of skills that involve action to compensate for underdeveloped symbolizing skills. They do not tend to form peer leaders, but instead focus attention on major authority figures. Programs that make use of action learning can naturally enlist martial arts concepts, typified in such children's shows as *Teenage Ninja Turtles*, *Mighty Morphin Power Rangers*. Martial arts is an excellent teaching metaphor that addresses the developmental stage (including infantile omnipotence) and readiness of an individual child.

In the 4th and 5th grade, as a part of latency age development, children tend to form peer groups that evolve natural leaders. Their verbal and symbolizing skills are also developing, under normal conditions, and children become competitive, their goals often focused on mastering their own skills by competitively challenging others as part of the resolution of normal oedipal strivings. Programs that make use of Peer Mentors and Leaders are often very useful to these types of groups of children. In making use of peer leadership, older children are utilized to help younger children learn and integrate; for example, by being assistant instructors in the Gentle Warrior program or being part of the Honor Patrol in the Bruno Adult Mentor program. Competitive sports are excellent metaphors at this



age. For example, basketball² is a sport adaptable to a few children or to teams. It is also a sport in which there can be many power struggles. One example is bullying by exclusion. Bullies often become captains of teams and, as a result, can create an exclusive environment that ostracizes many children with its favoritism and creation of unique and idiosyncratic rules. Adult mentors or Brunos are invaluable in helping referee and normalize these sorts of competitive struggles so that they enhance, rather than inhibit, the growth of the children. Among middle and high school age children, competitive sports are also invaluable metaphors to inspire and motivate a child. In later years of high school, power struggles begin to change a child's character. The school yard bully has a decreased social status in the later years of high school as children become more abstract, intellectual, and verbal in their thinking having often mastered the use of verbal means to solve conflicts. In these schools, purely intellectual metaphors can be selected. Forensics and debate are often popular in high schools and are ways in which a whole school can become inspired into examples of an understanding of the bully-victim-bystander dynamic, necessary to a peaceful and creative school environment.

4. Realistic goals and low cost of program.

It would be unrealistic to expect that even a psychologically comprehensive program like CAPSLE could do much for severely disturbed children, especially children who come from dysfunctional families and community settings. Although there are examples where children make quick use of the program to solve problems in their everyday life and in educational environments, they often require additional specialized

²Other competitive activities include: Double Dutch jump roping, dance (solo, duo, ensemble), and singing. For example, a Jamaican school teacher created a dance and poetry group, which eventually sponsored a national competition. She began with only a tape deck, enthusiastic children, and personal skills.



treatments. The goal of CAPSLE is to create a climate in the school more conducive to learning. Individual improvement in children will occur on a case by case basis, and is “icing on the cake” rather than a fundamental and expected part of the program. In this way, unrealistic expectations will not be disappointed and the program has a far better chance of being effectively integrated into the day to day activities of the school.

Costly programs obviously are often not budgeted by school administration, especially in an ongoing way. Since the CAPSLE program will likely take at least three years to become fully integrated into the school itself, it must run largely on volunteer help. For most parts of the program, volunteers can be recruited from the community or from within the support structures around the school, like parent/teacher organizations. This can help keep the costs reasonable.

5. Nonpathologizing interventions.

Children of any age are easily socially stigmatized. Whereas most of us accept the fact that teenagers are highly sensitive narcissistically, it is often difficult to see that young children often suffer from being picked out as unusual, a form of bullying that the staff can inflict inadvertently. For example, clinical experience indicates that children who have to take Ritalin or other medications at specified times during the school day and have to go to the school nurse for such medications, often feel quite stigmatized and are teased and bullied by their peers because of this medical need. Any time a child is referred for any form of special education or behavioral management, that child is often ostracized by his/her peers. Social stigma exacerbates the extant problems of already stressed children, so we take great pains to make sure this program doesn't pathologize individual children, but instead addresses the responsibility of all individuals in the school for the climate, without blaming any single individual in a power struggle.



CHAPTER TWO

PROGRAM OVERVIEW AND INTEGRATION WITH SCHOOL CURRICULUM

CAPSLE is based upon three goals. These are:

1. Instilling , self-esteem, respect, and compassion in students through the acquisition of social and physical skills and philosophies derived, in part, from martial arts.
2. Making students, parents, and all staff aware of the bully-victim-bystander power dynamics so that they can quickly recognize them in their own interactions with others.
3. Giving students tools for solving conflicts in nonphysical ways and teaching them to utilize better and more effective coping skills.

The CAPSLE program incorporates ten basic elements. In brief summary, these are:

1. **STRUCTURED /CLASSROOM DISCUSSIONS:**

During



the first semester of school, lectures and class discussions are held for all grades.

- 2. ZERO TOLERANCE FOR BULLYING, BEING A BYSTANDER, AND BEING A VICTIM:** Following the first lecture, all children are invited to participate in a poster-making contest. Winning posters are displayed throughout the school, supplemented by posters designed to reinforce social and physical skills and self awareness. The key message is that the school will no longer tolerate bullying behavior. A school assembly should be held early, with a well-known figure, such as a local sports or community leader, to speak out against power struggles.
- 3. PEACE FLAG AND BANNERS:** During the first month of school, the school will make or purchase a flag to fly outside the school. Each classroom will develop a banner or flag to display in the hallway by the classroom. These flags and banners indicate a peaceful day in the classroom or school as a whole, serving to reinforce and reward the positive learning environment.
- 4. REINFORCEMENT PROGRAMS:** Along with the posters displayed throughout the school, the peace flags, and the banners, it is important to offer other tangible items to reinforce the changes that are taking place in the school environment and in the students. These can be buttons, refrigerator magnets, stickers, patches, tee shirts, notes to parents asking for their participation, and any other reward and/or reminder. Assemblies should also be held for the awarding of certificates to



students completing the “Gentle Warriors” training to which all parents and students are invited. Special performance should be recognized by a local dignitary, such as the mayor, school superintendent, or local newscaster.

5. **GENTLE WARRIOR LESSONS:** During the school year, two sets of 12 weekly modules are presented, as best meets the individual school’s needs. These can be conducted by Physical Education, or School Counseling Staff, or any staff or volunteers concerned with health education.
6. **PEER MENTOR PROGRAM:** Peer leaders are selected from high school students to work as mentors, on the playgrounds and in the classrooms, with the elementary school children.
7. **BRUNO PROGRAM:** “Bruno” participants are adult volunteer mentors selected from within the community to assist in the resolution of children’s power struggles. Peer role modeling of positive behavior.
8. **HONOR PATROL:** An Honor Patrol consisting of older students who have completed the Gentle Warrior training is formed to assist the Bruno volunteers.
9. **FAMILY POWER STRUGGLE WORKSHOPS:** Each semester, parents are invited to participate in workshops that help train them in better, more effective coping skills, how to deal with power struggles reflected in family conflicts, step parenting, single and divorced parenting, and other timely topics.
10. **MONTHLY CAPSLE PROGRAM MEETINGS:** On a



monthly basis, all those involved in the program, including the Principal, program coordinator, counselor or social worker, Gentle Warrior, peer mentor, Bruno and Honor Patrol supervisors, and, where indicated, children, should meet to discuss the progress of the overall program and look at unique areas that need to be addressed. This is very important as the program must continually be adjusted to meet the needs of the individual school. Because every child is different, so is every teacher, every staff member, and every school different. A vital and dynamic monthly CAPSLE program meeting will accomplish periodic checks and balances on the progress being made. The meeting can be scheduled around the availability of everyone involved, with an evening meeting at the school in order to give full attention to the program without interruption.

CAPSLE incorporates the entire school community and the surrounding attendance area. The program can be administered within normal school schedules, with regular school facilities, and with a minimum of special training. One person, such as the principal, school counselor, or social worker, should be responsible for coordinating the overall program. The 12-week Gentle Warrior classes are best conducted weekly as part of the regular physical education program, both in terms of schedule and facility.

CAPSLE training for the staff can be accomplished by obtaining copies of this handbook for all members of the staff, allowing them to read and study the overall program. After their study, work through the program and its scheduling with all of them during the in-service days at the beginning of the school year and during regular professional staff meetings. Additional time should be incorporated into scheduled in-service days and staff



meetings throughout the year for progress reports or adjustments of the program to the needs of the individual school.

The foundational reinforcement for the program is through a discipline plan for all teachers, which emphasizes the resolution of power struggles. This approach is a useful and relatively painless technical way of engaging the teachers in the CAPSLE components by providing them with additional suggestions about the perennial problem of discipline of students. The discipline chapter in this manual is not meant to replace the often highly creative individualized disciplinary methods that teachers develop to suit their own teaching philosophies and personalities. Instead, it is meant to be a way of integrating the bully-victim-bystander power struggle concepts into the obvious place for such an integration, the teacher's disciplinary techniques.

Integration of CAPSLE with existing School Programs:

Constant reinforcement of the program so that it becomes part of the daily language of the school is essential. Where possible, teachers should be encouraged to integrate these ideas into everything they do in the classroom. Innovative and creative teachers will come up with many more suggestions than we can list. Some include:

- History classes: look for bullies in the lesson. Who are the victims and how do the bystanders impact the process? This method can be adapted to virtually every aspect of history.
- Social Studies: look for bullies in current events. Suggest ways that situations could have been more productively handled.
- Language Arts: younger children can color in books that illustrate the various ways to handle bullies, victims, and bystanders. All of the children can tell stories that describe emotions, outcomes, and good solutions.



- In parochial schools, religious education can incorporate many of the values of the Gentle Warrior program, emphasizing compassion, courtesy, self-respect, and self-discipline.

- Physical Education programs directly incorporate the Gentle Warrior component in a natural way.

- Teachers can use their own creativity in designing homework that involves parents in the messages about power dynamics.

Many schools invoke a variety of social programs to improve the functioning of the school and its climate. CAPSLE is perfectly compatible with and supplementary to such social programs. In one “COMER school,” the COMER program could not get off the ground because of significant school disruption and playground bullying. Once the CAPSLE program took hold, the school climate became more peaceful and collaboration between staff and parents improved sufficiently for the COMER program to become thoroughly established. Other commonly used social programs include: The Boys Town Social Skills Training and Peer Mediation Conflict Management Programs. The Boy’s Town Program, with its “social skill for the day” approach, integrates extremely easily within the components of the Gentle Warrior program, including the ideas of right speech, courtesy, and compassion. If the school is participating in a Peer Mediation Conflict Management Program, the Peer Mediators will be aided by participating in this approach to the school learning environment.



CHAPTER THREE

FOUNDATIONS OF A SUCCESSFUL PROGRAM: THE PERSONNEL FRAMEWORK

Philosophy:

We learned from our work in Jamaica that for a community to be functional and peaceful, four community stabilizing systems must be operating efficiently: **law and order, health and social services, spirituality, and education.** These are the foundations of any community. The degree to which a school program interphases easily within the communities' goals determines the success of any school antiviolence program. Simply developing school focused programs ignores the critical relationship between the commonly stabilizing systems and the school system. Since schools do not exist in isolation but are embedded in the total community, busing and other complexities of politics have fragmented and isolated a number of schools. In bused and magnet schools, children may come from many different parts of the community, with different ethnic backgrounds and from a range of socioeconomic classes. Thus, it is even



more important for the community, including city government and the business community, to be involved in the philosophy, organization, and functioning of the school system **as a whole**. Therefore, the school superintendent should interact on a consistent basis with other city department heads to enable the school system to take its place under the current cultural, political, and economic conditions within the municipality.

Personal Qualities of CAPSLE Staff:

The community leaders we trained in the Jamaica project included police officers and school teachers trained to accent a Code of Conduct derived from the martial arts, which was a reminder of an attitudinal set which ensures the success of this type of program. This program is about the motivation of people and building enthusiasm for the program message with sometimes disturbed, often reluctant, and frequently overcommitted people. We called such people willing to go that extra step, **Peacekeepers** and **Peacemakers**. Peacemaker's code of conduct:

- Enforces peace nonviolently with courage and self-confidence; and if force is necessary, uses the least injurious strategy possible
- Values relationships with others and is altruistic rather than self-centered
- Is committed to maintaining the communities' peace and kindness, and protects others from harm
- Shows humility, accepts difference in others, and is not judgmental
- Is a leader and role model who takes initiative to better the community
- Is mentally alert and mindful, and acts swiftly and effectively when appropriate
- Is physically and mentally healthy and flexible
- Is able to overcome fear by self-awareness and
- Is quiet and self-restrained when dealing with citizens
- Has a commitment to seek new out knowledge and to maintain the knowledge necessary to keep this code



These ten principles embody a theoretical mind set for the community that entails the following attitudes in the individual:

1. That paying attention to the present moment enhances expanded self-awareness, efficiency, effectiveness, and a feeling of self responsibility.
2. The way people think shapes the world they live in and the quality of life within that world.
3. Helping others in a non-judgmental way enhances the quality of your own life.

In practical terms, the ideal individual for such a program includes the following personality attributes, values, and attitudes:

- More altruistic than egoistic
- Aware of and takes responsibility for community problems
- Willing to take risks for peace; not easily frightened
- Relationship oriented and humanistic
- Self-motivated and motivator of others
- Alert, strong, and positive
- Self-rewarding with low need for praise
- Personally well organized
- Advocate for the vulnerable and dis-empowered
- An optimist who sees the best in people
- Not sadistic; i.e., does not gain satisfaction from criticizing others or putting them down
- Highly enthusiastic advocate of the project, with a personal understanding and commitment to it

Not all individuals will have all or even very many of these qualities, but our feeling is, that as part of team building, it's a good idea to have these ideas in mind when you are screening individuals for participation in the program. If several schools in the district have instituted the CAPSLE program, coordinators can work together to reduce redundancy and overlap, but, in our opinion, the following individuals and organizations need to be



involved to insure blending with community needs:

- The municipal leadership
- The school board
- The superintendent of schools
- The School Site Committee (Advisory Committee)
- The principal of the school
- The school counselor and/or social worker
- All school teachers
- The PTO President and/or parents of the children
- Any volunteer coordinator or source of volunteers for the program that the school district sponsors
- Neighborhood programs that could be also sources of sponsorship and support, specifically for Brunos and Peer Mentors. These might include: after school programs, community agencies, Boys' and Girls' clubs, the YMCA and YWCA, local universities and community colleges, and latch-key children programs often set up in the form of neighborhood block parent programs

Merely keeping these agencies involved with a brief newsletter and/or e-mail often assures that the program has name recognition and that you are at least attempting to build a blended, multilevel community team, rather than a more isolated, competitive, and often redundant program.



Ways to Recruit and Maintain a Personnel Framework

Many of the individuals and organizations in the listings above need only information about the status of the project, but a number of them need to be committed and involved for the success of the program. Their participation must move beyond mere information: THEY MUST HAVE ENTHUSIASM. It is the program coordinator's job to motivate individuals and to make available the information, incentives, and enticements to kindle enthusiasm and to provide the support essential to the success of the project. Initially, the school superintendent is the key member of the program; he/she sets priorities and policies for the school district. The support of the head of counseling services for the school is also important in efforts to enlist people for the Gentle Warrior program. The Director of Physical Education programs for the school district needs to be involved early in the program, and should be encouraged to make the Gentle Warrior program an integrated part of the Physical Education Curriculum.

The key issue in inspiring schools to participate is to address the needs of the schools themselves. In general, modern schools have a primary interest in improving academic achievement assessed by national standards. The creation of an environment which is peaceful and non-violent, so that the school teachers can teach and not be constantly involved in legal disputes, unsolicited media exposure, and constant classroom disruption, is the main concern of both school administrators and principals, and is a primary factor in how well children learn. Mr. Martin Gies, principal of Ross Elementary School in Topeka, Kansas, noted that sometimes, if a school is in a state of crisis or in denial of a crisis, faculty and administration may not want to take the time to develop objectives for the program, though sometimes crisis motivates commitment, as it did in his school. Mr. Gies noted in evaluating the overall CAPSLE program that "the program has obviously worked. I don't know if you can lay down what one part was more successful than any



other part. It gave us a common language when we talked about children with problems. We all discussed the problems with the same terminology, which was a big plus for us. Custodians, secretaries, and food service workers all interact with kids. Anybody who is interacting with the kids needs to understand the program, understand the language, and be ready to help out, otherwise we give the kids mixed messages. We also got the parents involved; actually as many people as we could.” He estimated it took him a couple of hours a week to make sure the program was operating. Principals in schools have to discuss how to make the program useful to teachers and parents alike, and they need to sell the program to teachers and parents with enthusiasm and commitment. Some common selling points include:

- Quick responses by the principal or disciplinary designee to a classroom teacher’s request.
- The Gentle Warrior program is fun and relaxes kids.
- Teachers become more reward oriented for a controlled and peaceful classroom.
- Calmer lunches, recess, and other non-classroom student activity.
- Parents using the same language and approach to discipline problems.
- Not an add-on program that creates more work.
- Clear way to express impatience for both teacher and students.

Since the principal has many administrative duties and is often away from the school, there needs to be a “point person” in the school responsible for coordinating the programs. Logically, the school counselor and/or school social worker could be in this role. Often, such individuals are spread quite thinly over several schools, although this may be an advantage or a



disadvantage, depending on the individual skills and energy of the person. However, this point person needs to have mental health knowledge. It could be a school teacher or possibly even a school volunteer or teacher's aid, if enthusiasm and skills are sufficient. For example, we have worked with an older woman who had advanced martial arts skills and an interest in teaching and functioned as a teacher's aid. She was an excellent coordinator and teacher for school programs.

In screening individuals, attributes of the peacemaker may be helpful to keep in mind. It is not necessary to do a great deal of intrusive and stressful interrogation, but most school districts have standards for volunteers that involve checking out police records and other requirements to insure that the people working with the children are safe and reliable. In general, work with volunteers has shown that they need a lot of positive feedback about their efforts, since they are unpaid and thus will often feel less than fully committed to a project in the event of a bad atmosphere in the school, perception of lack of support, etc. On the other hand, a school that highly values volunteer participants and lets them know by awarding certificates and plaques combined with personal and direct feedback on a regular basis, will often find that their volunteers will go to great lengths to fulfill their obligations to the school and to the programs.

School Teachers

All certified staff, teacher's aides, and paraprofessionals need to be involved in the program. Teachers should be enlisted to make sure the language of the bully-victim-bystander relationship is clearly understood. We have found that the best way to enlist teachers' help is to assist them with effective discipline. Chapter 4 contains a detailed discipline plan based on assertive discipline commonly used in schools with an increased reward system and a blending of the bully-victim-bystander concepts to



assist the teacher. Teachers will respond to improved opportunities to teach, especially if less and less of their time is spent settling children down. In middle and high schools, teacher stress can be especially high in schools where there is significant violence.

Parents, Parent Teacher Organization or Association (PTO), and other Community Agencies

The degree of PTO activity varies from school to school. Some schools do not have a functioning PTO and others have a very active one. The PTO organization, in particular the president, may be a valuable resource for Brunos, for raising money for various aspects of the project, and especially for sponsoring Family Power Struggles Workshops that enlist the cooperation of parents. Early on, there should be informational discussions with PTO organizations about the program and its concepts. PTO programs can be developed that assist parents in handling specific problems or power struggles with their own children at home, in similar ways to the school approach. These programs can be held on a once or twice a semester basis, with good public relations value for the program as a whole. Applications of the concepts of the program to a domestic environment are often of value to assist families in functioning with less overt fighting anger, and thus with more peace and happiness. The PTO president can be helpful in coordinating with neighborhood programs, but if the PTO is not active, the principal should be directly involved in assisting the school to integrate with surrounding community agencies and reaching out to involve parents.

Business partnerships can be a significant source of help to schools, depending on the level of activity of the organization. Such relationships need to be fostered, as do all unpaid voluntary community associations.



School Administrative Staff, Custodial/Security, Personnel and Lunch Room Staff

Informal power exists in these two nerve centers of the school, which do not have much direct authority over children, but do have a significant amount of direct contact with students. In many ways, the school secretary is the main communication network for all aspects of school functioning and the custodian is often in close contact with children as he or she is involved in various school activities. Children often create informal relationships with such personnel and thus these personnel have an important role in the creation and amelioration of power struggles in the school. In one school we worked with, a custodian attacked a student. This event uncovered a history of verbal and physical abuse of students by some of the custodial staff carried out while appearing to support the school's anti-violence program. The custodial staff were not sufficiently integrated into the program. We have found that individual meetings with follow up is the best way to integrate these staff with the program and to enlist their help. Custodial staff may have literacy problems, so that enough time should be taken with them to establish a personal relationship.

On-going Program Maintenance

Besides the program coordinating team meeting on a monthly basis, there needs to be a continual updating of the program over time. It takes approximately three years to stabilize the program sufficiently to become a core part of the structure of the school. Continuing education seminars during in-service time for teachers, and at other times for other personnel, need to be maintained. Often, personnel can be stimulated by being involved with program write ups, research, etc.

Outside consultation can continue with the *Twemlow & Sacco Group*, who can provide on-going training and supervision for Child Safety



Specialists, and who will keep in touch with the point person for the school and/or other individuals. A periodic e-mail newsletter containing program updates will be used on a regular basis. We will offer individual problem solving feedback in a timely manner. Contact by phone and fax is possible, and periodic visits to the school may be necessary. We can give assistance for raising money by working with grant writers, since many schools may need to raise additional funds to assist the establishment of a stable program.

Another way to build teams is by constantly monitoring and evaluating how the program is helping the school beyond outcome measures like out of school suspensions, observing disciplinary referrals, and academic achievement. Regular discussions can be held during staff meetings in regularly scheduled times assigned to the CAPSLE program. Questions might include: What types of suspensions are occurring? What daily sorts of classroom problems occur? What children are being written up? From time to time, the Twemlow & Sacco Group can assess the school climate by observing a lunch session, playground activities, hallways, and bathrooms.

Evaluation of Personnel and Program Effectiveness

There are instruments available for evaluating different aspects of a program descriptions and informed consent are in the Appendix, should schools desire to institute such legally protective measures.

typically identifies unacceptable behaviors and rates them along with corresponding levels of punishment.

Using power dynamics as a basis for understanding and responding to disciplinary problems incorporates the following philosophy:

- Discipline must be part of a larger program that stresses the improvement of the overall learning climate using a variety of educational approaches that emphasize large group responsibility for positive and



creative atmospheres, rather than maintaining the focus on the targeted student responsible for the disruption.

- Teachers, parents, and school administration need to use the same approach and language to respond to discipline issues.



CHAPTER FOUR

A DISCIPLINARY PLAN FOR ELEMENTARY SCHOOLS: THE MANAGEMENT OF POWER STRUGGLES

INTRODUCTION

Teachers have become bogged down with the need to constantly deal with behavior problems that disrupt their classrooms and affect a school's overall climate. Disruptive behavior is an attack on the teacher's ability to teach, and when this disruption overflows into recess, lunch rooms, and school buses, the entire school experience can become a series of destructive power struggles among students and between students and teachers. School administration and parents will be sucked into those struggles. The net result is a non-creative learning environment burdensome to everybody.

Most disciplinary plans are too punitive and use extraction of the disruptive student as the primary way of reacting to the problem. The teacher has a responsibility to maintain control, and often attempts to deal with the disruptive students verbally. This requires the teacher to stop teaching, focus on the disruptive child, make various commands or threats, offer alternatives, or any combination of these. The disciplinary code



- Teachers need clear guidelines for responding uniformly to infractions, and they need to be supported through a process that include principals, parents, and the school administration.
- Students must participate in the identification and the response to behaviors that disrupt their learning environment. Discipline cannot be just between teacher and student, but must expand to include the entire class and school.
- Disruptive behaviors need to be understood as power struggles rather than as “bad” behavior. Both student and teacher need a positive educational way to resolve the power struggle. This emphasis reveals the adaptive goal of the struggle (to be accepted by the group), rather than merely to be bad.
- Discipline problems should be addressed quickly with preventative, non-blaming solutions implemented early in the power struggle.
- Discipline problems can be ranked according to the nature and severity of their impact on the school learning climate.

Quick and persistent response reinforced by education and coordinated effort is the cornerstone of this method. This approach does not maintain a passive or weak view of discipline. Disruption should be seen as a group phenomenon, with shared responsibilities.

OBJECTIVES

- Stop disruptive behaviors
- Reduce negative impact of the disruptive behavior on the entire class
- Allow teachers to teach and students to learn
- Create a safe and predictable learning environment
- Establish clear behavioral expectations
- Create a model of prosocial behavior

- 
- Build respect for teachers
 - Improve the student's self-esteem and reduce student's sensitivity to criticism
 - Reward alternatives to disruption
 - Control the group dynamics of the classroom

EFFECTIVE DISCIPLINE PLANS

- Offer a quick end to disruptive behaviors in class
- Are simple
- Offer teachers feedback without demanding large amounts of time, and reduce student's sensitivity to criticism
- Have flexible response options, with rewards for good behaviors, rather than punishment for bad ones
- Minimal conflict with and complaints from parents
- Use teacher modeling to teach children how to obey rules
- Result in the student internalizing the discipline needed in the classroom, with less monitoring and control by the teacher
- View students as not ALL Bad or ALL Good, but both good and bad depending on circumstances
- Involve changing the student's mind as well as his or her behavior
- Support from principal is fast and predictable

DISCIPLINE VS. CONTROL

Punishment alone is ineffective in changing behavior. Reward systems have proven effective in creating lasting change of behavior. It is difficult to think about rewards when a student is acting out and disrupting the learning environment, especially in the classroom, where rewards might take away from the teacher's ability to teach and the other students' ability to learn peacefully.



Discipline needs to be distinguished from Control.

If the teacher becomes the outside control mechanism, the child may become a non-thinking being who behaves badly and requires constant teacher intervention. Imposing outside threat and punishment fosters little in the way of internal control, and negative behavior returns when the teacher is not present or watchful.

True discipline results from the student internalizing “self-discipline,” which is retained when the teacher is absent.

Disciplinary Modeling Process:

- Self-reflection: students can be helped to see their behavior apart from judgment and punishment from the outside. Self-reflection builds internal controls. Students who are misbehaving are often thought of as having “no mind” , like the saying, “Have you lost your mind?” A process of self-reflection leads to inner controls. This process has been referred to as “mentalizing,” or the process of creating and using symbolic expression, such as language, to express inner feelings. This is the opposite of “acting out,” or the undisciplined actions of aggressive and bullying children. This way of thinking helps children develop a theory of mind which enables them to develop a sense of themselves and others as separate individuals with rights and responsibilities.
- Approval and imitation: children identify with adults and “take in” these images. Images of the adult figure eventually dissolve into a child’s self-image. Students being disciplined by methods of fear and punishment internalize negative images that pile on to the already poor images associated with self. Creating internal control requires that the student see the controlling adult as a model for

positive behavior, a non-bully. This reinforcement of a positive approach stressing non-bullying behavior leads to the internalization of “self-disciplined models,” which can then be relied on to offer internal control when adults are not present.



Rewarding behavior involves a never-ending search for ways to promote dialogue as well as approval for the positive, self-disciplined, compassionate, and motivated individual. It should be understood that it is very difficult to achieve mastery of this state of mind. At times, most people are prone to reactive, threatening, and punishing responses. As a rule of thumb:

REWARD TWICE AS MUCH AS YOU PUNISH.

Punishment and reward work together to shape individual and large group behavior at all levels. People like to be recognized and involved. Recognition and involvement make everyone feel important.

Effective teachers develop personal ways to make children feel special at school. This discipline approach encourages teachers to build on existing, successful models. Teacher Rewards:

- Verbal notice of non-bullying behavior, one student helping another student, students not just standing by, but getting involved
- Rewarding positive control using one of the existing programs, such as Canter’s Assertive Discipline, or any other system-wide approach to discipline. Children should devise their own rewards, or at least suggest them



- Kind personal notes to children and their parents. Noting to the parent how well the child has done is effective as a reinforcement as well as a reward, in a personal way
- Special “breaks” from work earned because the class was peaceful and diligent, more outside time, play time, or no homework assignments over weekends or holidays
- Treats or special class or school parties that are earned for peaceful classroom behavior
- Fun activities, recreational trips, or activities on and off school

property

- Public awards given for examples of positive behavior, or for individuals or classes that have repeated peaceful days.
- Favorite music (note: classical music is very calming for children once they adjust to it as “out-of-date”)
- PTO and business partners can participate with coupons, free sport gym memberships, etc
- “Pat on the back” notes: Rewarding a special kindness or model behavior (Appendix 2)

Rewards are concrete signs of approval. Approval makes children grow, stay focused, and learn. Students should not be the only ones in a school building to be rewarded for displaying the positive attributes of a peaceful community member. If a class has peaceful days, then both the teacher and the students should be rewarded. This is how the Positive Climate Campaigns (Chapter 5) can be linked to the Discipline Plan. Discipline creates a school-wide climate

The CAPSLE approach to discipline is a school-wide approach based on a theory of power struggles in large groups. This theory holds that bullying is the result of power dynamics that involve the dialectical roles of BULLY-VICTIM-BYSTANDER. One cannot have a bully without a victim, and the bully needs an audience, so bullying requires bystanders. The teacher is encouraged to understand the unconscious power dynamics that drive the group behavior. Instead of targeting a student and confronting the



disruptive behavior, the teacher would start by addressing the entire class, identifying the bullying behavior, and motivating the group to work together toward a solution.

If the disruption continues, the teacher may indicate that a student is acting like a bully. This is followed by an instruction about the bully-victim-bystander process. However, if the behavior persists and the student has stopped the teaching process, the child needs to be asked to go to the school counselor or social worker, with a power struggles referral strip. An assignment or response from the counselor's office immediately follows the intervention.

Using Curriculum-Based Prevention

This program is not an add-on or an additional program that targets problem students. This program uses the power dynamics model of bully-victim-bystander as its single core message. The vehicle for the message can be any class activity that can be focused on bullying, being a victim, or standing by watching bullying.

Teachers are encouraged to understand the basic social roles and the power dynamic model in order that they can become adept at adapting the program's message to their respective classrooms.

Understanding the Social Roles of BULLY-VICTIM-BYSTANDER

This program's theory maintains that disruptive behavior results from coercive power struggles that develop between children, between children and teachers, and among all adults within sight of children. These power dynamics interact to form a large group dynamic. The leader is the pivotal point in these struggles. Awareness of these power struggles requires a leader (the teacher), who takes a stand against power struggles and fosters a



creative and safe learning environment.

Teachers need to understand the theory behind this intervention. One aspect of this theory defines the social roles of the bully-victim-bystander. These roles describe a variety of children and are not always fixed. Students can switch from one role to another. Children often become associated with their social roles, but these roles are not an inherent quality in the student. When roles become fixed, major class disruption can occur, usually the end point of a process that could have been effectively treated if caught early on.

In brief summary, the three categories of social roles involved in disruptive behaviors are:

Bully

A bully is someone who enjoys a power position and abuses power, enjoys dominance, and does mean acts. Bullying can take many forms. The two main forms of bullying are PHYSICAL BULLYING AND VERBAL OR SOCIAL BULLYING. In each case, a victim is targeted and the bully uses his or her advantage to cause physical or emotional harm to the targeted victim. Some characteristics of the bully include:

- Doesn't think about others' feelings
- Threatens and harasses friends and enjoys their pain
- Is selfish
- Spreads rumors about others
- Lacks friends
- Has a low opinion of himself/herself
- Doesn't respect authority
- Has a sick sense of humor and makes fun of others
- Is dominant and always wants control
- Is often tardy

- 
- Picks on children who are younger and smaller or who have problems
 - Starts conflicts

Bullies can be boys or girls. Boys tend to be physical and use intimidation, while girls tend to use verbal teasing and ostracism. Bullying does not stop when the school day ends. Bullies can be found at all ages, in all cultures, and at all levels of power. Bullies enjoy humiliating the victim, who can be a teacher.

Victim or Target

The victim is the student who is targeted by bullies. The key element of the victim role is submission. The bully corners the victim, usually in front of other students and bystanders, and exercises dominance in ways to humiliate the victim. The antidote is not to punish the bully, who can usually withstand the discipline, but to teach the victim assertiveness, and to educate the bystanders not to stand by and watch a fellow student be bullied. If the “bully play” is looked down on by the whole school, then the motivation to bully is greatly reduced.

The victim role is not fixed, but often weaker, quieter children who lack social confidence are targeted and often stay in that role for the academic year. Discipline as education would help the victim use Gentle Warrior skills in order not to be bullied. Teachers need to identify students who fall into the victim role and direct them to Gentle Warrior staff who can work individually with the student teaching them how to cope with bullies. One-to-one tutoring in this area for victims referred by teachers is available from the specially trained Child Safety Specialist in the Physical Education Department.

CHARACTERISTICS OF VICTIMS:



- Often looked down on by others
- Sometimes are loners
- Tend to be a follower rather than a leader
- Give in easily even if the bully doesn't
- May complain or tattle a lot
- Are nervous and insecure
- Are cautious, sensitive (easily hurt), and quiet
- Often react by crying
- Look upon themselves as failures
- Feel unattractive or not good looking
- Have trouble standing up for themselves

- Don't let others know what is wanted or needed

ASK STUDENTS:

- WHO CAN BECOME A VICTIM?
- HAVE YOU EVER BEEN A VICTIM?
- HAVE STUDENTS ROLE-PLAY SOME OF THESE ROLES:

Teachers also need to be aware of the skills offered in the Gentle Warrior Program integrated within the Physical Education Program. This Physical Education curriculum is 12 weeks long and is designed to be fun, active, and to include the development of self-awareness and self-confidence.

The physical activities include a carefully developed sequence of stretching, breathing, self-relaxation known as "the self-protective response," role-playing, ways of coping with bullies, listening to stories about compassion, heroism, working as a team, other key moral (not religious) stories, and the practice of child safety skills, including how to fall, how to defend oneself if pushed to the ground, releasing oneself from grabs, and protecting oneself from other physical aggression.



Although the techniques are drawn from martial arts, they are blended with skills and applications drawn from psychology. There are no offensive moves taught. The emphasis is on assertive physical posturing, using one's voice, and role-playing. The Physical Education teacher will receive special training in this very specific child safety program. Classroom teachers and parents are encouraged to sit in on, or better yet, to participate in the classes. Some of the role-playing techniques from the Gentle Warrior Program include:

WAYS TO KEEP FROM BECOMING A VICTIM:

- Use a strong confident voice and don't act as though you're frightened
- Walk and sit with confidence
- Ignore the bully and walk away
- Get someone to help: teacher, parent, police, etc.
- Try to talk to bully
- Agree with the bully, even if the bully is wrong
- Make friends with the bully
- Make the bully laugh: tell a joke
- Trick the bully
- Refuse to fight - no matter what happens
- Use your voice: yell "Back Off!"

Bystander

This program expects bullying will decrease when the bystander becomes active and is rewarded for stepping in and stopping bullying or assisting a victim exiting a situation of being bullied. The discipline message must also include the mention of the bystander as a part of the problem that affected the climate of the school. Again, the message is not to punish the bystander, but to motivate and recognize when a student or staff



steps in and stops bullying at any level.

Many students come to school ready to learn, but are overwhelmed by the constant tension and disruption in their classrooms, on the bus, in the schoolyard, or at lunch. These students become the bystanders, lured into watching destructive power dynamics being acted out by other students and adults in their school, and often, in their homes. This is the largest group in any school. They come ready to learn, but get caught up in a whirl of distracting power struggles.

CHARACTERISTICS OF A BYSTANDER:

- Enjoys watching fights
- Stands around and watches fights and does nothing to help
- Encourages the bully to fight
- Helps the bully by cheering for him/her and looking out for the teacher or parent
- May freeze with fear when they are watching a fight

FOUR TYPES OF BYSTANDERS:

1. Bully Bystander - Supports and encourages the bully.
2. Avoidant Bystander- Denies the problem.
3. Victim Bystander - Freezes in fear and cannot function.
4. Ambivalent Bystander - Not committed to any posture and thus can be recruited against power struggles.

CHARACTERISTICS OF A GENTLE WARRIOR:

- Shows self control
- Doesn't cuss, or tell others how they feel and explain their thoughts



- Is respectful. (Discuss what respect means)

- Says something positive to his/her friends and to others every day
- Never puts others down
- Is truthful
- Is polite. Doesn't interrupt others, instead listens to them

- Is courageous
- Keeps their voice soft and is gentle

- Is loyal
- Is friendly and smiles and greets others politely
- Has good manners and is honorable

ROLE OF THE TEACHER

Discipline in the classroom can be a lonely experience. Every teacher has his/her own way of responding to classroom discipline. In the earlier grades, teachers can rely on their surrogate parent relationships with the children, as well as the children's natural desire to fit in and be liked and valued by their adult role model teachers. This effect lessens as the child moves through the grades, and is more influenced by emerging peer leaders.

This power dynamics discipline code asks teachers to use a common language and general approach to the early identification of troublesome behaviors. The principal site-based council and mental health personnel provide ongoing approval and support for the CAPSLE program. Thus, the first key component of the program's approach to discipline is to make teachers aware they are not alone, that they are connected with the school and community. Effective response to destructive power struggles demands a comprehensive, positive approach that gives everybody positive alternatives.

Case Example



A fourth grade student had begun to play mean tricks on one child during class, resulting in the class laughing at the targeted student. The teacher addressed the ridicule phase of this power struggle. The class instantly became quiet. The teacher had already understood that the victimized child was a target. Rather than attempt to identify the guilty student, the teacher educated the class about “power struggles” and identified all children in one or the other role, emphasizing the power struggles as a classroom problem rather than an individual one. She then began to talk about how bystanding and watching someone else suffer was cruel and unnecessary for all concerned. After this brief explanation, she returned to teaching.

When this bullying was repeated a few minutes later, she followed through on the following assignment: she asked a random student to deliver the power struggles referral slip, filled out with the class’ knowledge, to the school counselor. The counselor visited the classroom within the next several hours. The class was assigned a writing project to be completed during language arts titled: “ My feelings when people laugh at me.”

The teacher has to become an active player with the principal and mental health personnel in any follow up to the discipline code. Remember the goals of the discipline:

- Quickly allow teachers to return to teaching
- Stop the disruptive behavior
- Return students to learning with a positive mental attitude
- Educate students, teachers, and parents of the negative impact of coercive power struggles

Severe disciplinary problems in class result from the bully-victim-bystander power dynamics becoming rigid, usually because they are not noticed, or if they are noticed, nothing is done about them. This state of denial in the group climate leads to a group process structure that results in



problems in the classroom that overflow to playground and lunchroom behavior. For example:

In a recent case, a 5th grade girl was sexually harassed by a larger boy; she received no help from the bystanding audience of students and teachers, who dismissed the incident as harmless teasing. The problem came to a head when the girl's mother found a suicide note revealing her misery. Getting no response from the school, the mother contacted the local sheriff. This case resulted in prosecution of the boy for sexual battery, which he admitted, and legal action against the school board, resulting in a Supreme Court decision that makes school boards responsible for taking action against sexual harassment of students by other students (Davis vs. Monroe, County Board of Education).

Typical Disciplinary Responses

Common discipline strategies:

- Punishment by taking away
- Punishment by giving extra work
- Rewarding by giving something
- Public confrontation
- Name on the board
- Scolding in front of the class
- Rewarding by excusing tasks or assignments (homework)
- Removing the problem child from the classroom (time out)
- Showing anger
- Inducing guilt
- Making threats
- Ignoring

These traditional responses have served teachers in their respective classrooms, but often fail to create the level of support necessary to keep the modern classroom safe and creative. Each of the above methods has merit, and teachers are advised to build on their successes at maintaining control



within the classroom and to develop their own disciplinary methods to suit themselves. This approach serves as a foundation from which the teacher can use whatever methods have proven effective that do not oppose the basic premises of this program: NO BULLYING, BEING A VICTIM, or BYSTANDING.

TYPES OF MISCONDUCT

In the active power dynamics approach, the following behavior typology is used:

Disrespectful Bullying

Adult Disrespect

- Talking back to a teacher
- Refusing to follow a teacher's directive
- Swearing in the presence of a teacher
- Calling a teacher a name
- Threatening a teacher verbally
- Using a loud or rude tone with a teacher
- Failing to complete assignments

Peer Disrespect

- Teasing a student
- Name calling
- Spreading rumors
- Overly aggressive in a game
- Mean tricks on other students
- Social ostracism and clique formation
- Extorting lunch, money, or other valuables
- Taunting or group teasing

Disruptive Bullying

- Classroom



- Clowning and distracting the class
- Interrupting the teacher
- Inappropriate touching, pulling hair, or poking
- Cheating
- Disrupting other children while they try to do their work
- Defiance of a teacher
- Refusal to work
- Making fun of classmate's mistakes or wrong answers
- Noise making
- Talking without permission
- Not paying attention

School Bus

- Loud horseplay
- Threats and put-downs
- Minor pushing and shoving
- Excessive noise
- Name calling
- Throwing others' property around
- Making fun of or ridiculing another student
- Not sitting with someone
- Urging others not to sit with a child

Corridor and Schoolyard

- Pushing
- Loud noise
- Mean games
- Keep-out social games
- Intimidation
- Threats



- Group ridicule
- Changing the rules of a game in the middle of the game
- Pushing to be first in line
- Unwanted touching
- Name calling
- Destroying school property
- Dominating games at the expense of others

Misconduct (Bullying resulting in major rule breaking)

- Stealing
- Fighting
- Drug Possession
- Teacher Attack
- Cheating
- Weapons
- Vandalism
- Failure to Participate (Bullying by omission, thus coercing teachers and other students to stop other activities and pay special attention)
- Failure to complete homework
- Not completing class assignments
- Skipping school
- Cutting class
- Being regularly tardy
- Luring another student to skip or cut class
- Sleeping in class

Victim Behavior

If a teacher “disciplines” a victim, the child could see it as a form of victimization. However if after the best efforts of the teacher, victim behavior continues, referral to the counselor could be helpful. A power struggles



referral slip should be used.

Victim Behavior

- Complains or tattles a lot
- Provokes trouble and then tattles and complains
- Gives in easily when pressured
- Frequently by him/herself
- Easily led and manipulated

Bystanding Behavior

Overt recurrent bystanding behavior should be handled by referral to the counselor. There is a particular type of active bully bystanding behavior, where the child is a puppet master or instigator of bullying behavior. Such a student should usually be referred for counseling, soon after such behavior is observed.

Bystander Behavior

- Instigates power struggles
- Seems to enjoy classroom/playground disruption
- Doesn't help with classroom/playground fights
- Assists bullies in bullying behavior

A Power Dynamics approach to Discipline for the Teacher:

THE FIRST STEP: MENTAL AWARENESS

The bully-victim-bystander social roles function as part of a dialectic. That is, for every action, there is a reaction. One cannot have a bully without a victim. Neither bully nor victim can occur without an audience or someone to be impressed by the bully's display of power, i.e., the bystander.

The first step in this progressive discipline system is to focus on your own mind and body arousal cues. In order to accomplish this, we have



personally found it useful to borrow from the martial arts, a technique called

“THE SELF-PROTECTIVE RESPONSE”:

- Take a deep breath and unclench your jaw
- Let your tongue relax and fall to the bottom of your mouth, resting behind your lower teeth
- Let your breath out slowly
- Take another deep breath, hunch your shoulders up, and let your shoulders drop down quickly
- Tighten the muscles in your hands, arms, and legs and then let them completely relax

Teachers are urged to practice self-awareness and to monitor internal emotions and frustrations USING THE SELF-PROTECTIVE RESPONSE to release tension prior to a discipline response. This technique is also taught to the children in the Gentle Warrior Program. In order to have and maintain the proper mental attitude for this style of discipline intervention, the teacher must develop the ability to NOT BE PULLED INTO the disruptive process. The teacher needs to stay mentally alert and ahead of the process, rather than reacting without awareness to students’ provocations.

CLASSROOM DISCIPLINE RESPONSES

Regardless of how much prevention is attempted, there is always going to be a student who will test the teacher’s control of the classroom. Teachers know when they have to step in and modify a student’s behavior in order to return the focus to teaching academic material.

Level of Teacher Response

FIRST STEP RESPONSES: Dealing with the behavior in the classroom



Once the behavior in the class has stopped the flow of academic teaching, the teacher needs to rely on the program messages that are being reinforced in other aspects of the school. A teacher could:

- Remind class of the classroom banner and how nobody in the class would want to be the one to take it down. The teacher reinforces the reward element.
- Discuss how disruption is a form of bullying and that the bystanders in the class are being cheated of creative learning time.
- Remind them of the messages from the Gentle Warrior classes and how real Warriors are considerate and smart, as well as tough.
- Ask the class to close their eyes and practice the self-protective response they learned in gym, or teach it to the class.
- Ask for the students' support in re-starting teaching, discussing objections from disruptive students.
- Remind the class that nobody likes a bully or a whiner, and quickly return to teaching, clapping hands to get the class alert and prepared.
- Ask the class to stand up and stretch for 30 sec. (And then bow with respect.)
- Ask the class if they want the teacher to return to teaching, while at the same time encouraging a non-bystanding role.
- Telling the class a joke.
- Give the disruptive student something to do.
- Personal note cards. (Appendix 2)

Appendix 2 contains examples of cards that can be given to each student to reinforce behavior: Gentle Warrior card to reinforce desired behaviors; sneaky bully, crying victim, tricky bully, bully watcher cards, to point out undesirable behaviors; self-protective response card to clam upset children. Depending on the desire of the teachers, these cards can be laminated and given out are returned, or personalized by the teacher.



An innovative way to use the classroom banner as a positive behavior reward reinforcement, rather than a punishment was developed by the staff of Ross Elementary School, Topeka, Kansas at a recent staff retreat:

At the end of each day, the class task reflects on the day and discusses the following questions after an intercom reminder from the principal 10 minutes before the end of the day.

1. Was there any bullying behavior today?
2. Was there any victim behavior today?
3. Was there any bystander behavior today?
4. Did we do better than yesterday?
5. Should the classroom banner go up tomorrow?

Thus, the whole class makes the decision democratically. A fifth grade student then reports during the morning intercom announcements all classes which are flying their banners for the day.

SECOND STEP RESPONSE: Referral to School Counselor, Social Worker, or Child Safety Specialist

There comes a time when a teacher has to “pull the plug” and ask the persistently disruptive student to leave the classroom in order to be fair to the entire class. This can be the beginning of an educational journey, with a focus on reinforcing the messages about being a bully-victim-bystander.

For example, imagine a student that is persistently disruptive and unresponsive to any of the teacher’s attempts to re-direct. The teacher could then ask the child to join him/her at the door and ask the class to excuse him/her briefly. The teacher could then quickly jot down the behavior on a Power Struggle Notice and ask the child to take the notice to the counselor or child safety specialist and to hurry back, the class will miss him/her if he/she is gone too long. The teacher could encourage the child to take this time to relax, and return ready to learn. If a child is disciplined individually this



way three times, the classroom banner should come down.

THIRD STEP RESPONSE: Referral to Principal

The school year is long; using non-traditional discipline may have to be replaced by more traditional discipline, as would be the case for any violence or crime committed on school property. If a student is volatile, losing control, or at risk of harm to self or others, or in any way evidencing a reasonable need for special adult supervision with high risk behavior or communication, then the traditional referral form should be filled out and the child sent or preferably taken to the principal.

A teacher could use the following outline to develop a plan with the principal:

- **Disciplinary Session:** Principal develops a specific assignment for the student. Student finishes the assignment away from the class, or at home. Student returns to class. No parent notification. School Peace Flag taken down for the day.
- **Home Report:** After a Disciplinary Session, and if the student requires outside classroom attention in this same day, the principal contacts a parent by using the emergency number for student's parent or guardian. Student must have a parent sign and return the slip that will explain the behavior and how it unfolded-again, stressing the power struggle aspect of the problem. Parent does not have to arrive at school unless he or she wishes, but is required to review and sign the slip which should be returned the next school day to the principal before class begins.
- **Parent Visit:** When a student's behavior threatens a class' academic rhythm for three days in a row, the principal will arrange to contact the student's parents for a personal interview at the school or home to discuss the problem. A counselor from the school may be invited at any point to manage an interface with a parent or family of a disruptive student. In and



out of school suspension can be used.

Teacher Follow-up from Principal's Discipline Actions

The principal lets everyone know what will happen when a student disrupts the safety or creative potential of a school. The teacher is the second half of a discipline team. Much like the effective parenting team, the teacher and principal must work together to communicate the same messages to the students about limits of behavior in the classroom.

The principal and the teachers need to have a unified plan on how to respond when a student is sent to the principal. The consistency of the responses defines how well the system will work for all involved. Any plan implemented and developed will require maintenance. It must be the source of constant communication among all involved. Refining the system on all levels keeps the system fresh and allows for the school to fine tune responses and vary responses based on the individual needs of the school.

The teacher should follow up what the principal does with a "Welcome-back" to the classroom. The student must feel he/she is getting a fresh start in the classroom. Otherwise, the student has little way to avoid embarrassment and halt the negative behavior. The teacher needs to model a concern for the larger group, and also help the class accept a bully back, while moving on to academics.

Principal's Response

The principal must set the tone and send a message that is coordinated, fair, responsive, and dedicated to creating an environment for teachers to exercise their maximum ability to teach without disruption from class bullies, victims, and bystanders. The principal's role is to insure a quick response to a student sent from a classroom by a teacher. This quick connection is the mechanism; the way a school achieves this is open for creative development by the individual school. The success of this plan is



linked to the principal's level of involvement and commitment to the process.

The first decision for a principal to make is how much time can be dedicated to providing teacher support for discipline. This support role may have to be delegated to some other person in the school who has the training and motivation to be an active supporter of the program. It is the leader's spirit that is required to power this system. This spirit and intensity needs to be transferred from the principal to, for example, the Child Safety Specialist or school counselor.

The principal and teacher should try to keep the Peace Flag flying. Taking it down signals a failure for the entire school. On the other hand, keeping the flag up while bully behavior disrupts learning drains the flag of its power as a source of pride and accomplishment. Thus, the principal must be skillful in responding to student problems that in any way threaten the flag. If a school is big enough, special classes within the school may be available for severe and chronically disruptive children. The criteria for successful classroom participation requires that the student and teacher respect the need to have academic work proceed without disruption. Students that cannot meet this criteria may be candidates for a mental health screening to determine if their stress is related to a mental health problem. The need for this type of service will vary among schools.

Once treated, an improved child should be assimilated back into the classroom and be helped out of the role of bully.

In summary, the principal could choose from a wide list of responses crafted to the individual school and the ages of the students. Some possibilities are:

- Brief walk and talk with the student and a quick return to the classroom with a reassurance of a quick change of behavior as a verbal agreement.



- Offer the children ways to self correct their own behavior using self-selected techniques such as time outs, quiet exits, or putting head down for a short mental break.

- Brief office talk where the teacher's concerns are discussed more intensively.

- Writing or coloring assignments designed to reinforce the message about coercive power dynamics (SEE coloring books, handouts, and educational clip art in Appendices) that stay in the school and do not require a parent's involvement. The principal could suggest that a parent call is imminent, and ask the student if he or she would prefer to skip a step and just have the call made.

- Extensive written assignment or other discipline duty related to learning about respect for the climate of the school. Call to a parent optional.

- Written assignments or other discipline that requires parents to sign and acknowledge that they have reviewed a certain incident. The parent is also informed that a problem is starting to show up at school.

have common sense, purpose and future, problem solving skills, autonomy, and social competence. In contrast, Peer Mentors are often from high schools with problems and many have dropped out of school for a variety of reasons, including violence. For the Peer Mentor aspect of the program, it's best to recruit high school children from the school most of the elementary school children will ultimately attend, so that a connection can be established early between the schools. The Mentors should be offered academic credit and be willing to visit the school on a two or three times per week basis. It would be useful for the Mentors to be able to spend some time with the children during recess or lunch, perhaps eating with the children in the lunchroom so their own food needs are provided.

Weekly supervision sessions that utilize the work of a counselor or other psychologically knowledgeable volunteer from the elementary school



need to be held with the high school representative for the Peer Mentors. One hour a week sessions are often too short for the wide ranging questions and sharing of information that is helpful not only to the ultimate functioning of the Peer Mentors, but also to consolidate the often remarkable effects of the program on the Peer Mentors themselves, including motivation to pursue teaching careers.

In line with other aspects of the CAPSLE approach, the initial training is brief, with most learning and skill acquisition occurring during the ongoing supervision and trouble shooting of problems. This approach contrasts starkly with often extremely detailed Peer Mentor and Peer Leader training manuals and workshops we have seen. Our belief is that such lengthy approaches overwhelm children and teachers, often with remote academic information that has not been administered in an actual school setting.

Peer Leaders are recruited in K-8 schools from the 6th, 7th, and 8th



CHAPTER FIVE

POSITIVE CLIMATE CAMPAIGNS: THE ZERO TOLERANCE PROGRAM

Campaign Objectives

The Zero Tolerance campaigns are public information strategies designed to educate large groups how to identify the social roles of Bully-Victim-Bystander. The campaigns are designed to “get the message out,” and to offer low-cost methods of keeping the message alive in the large group’s physical space. The school facility offers many opportunities to provide messages, reinforce ideas, and create fashions.

The Zero Tolerance Campaigns are designed to evolve into an everyday consciousness. Initially, the introduction of the campaign messages will appear as new additions to the environment, but will eventually fade into the background of the overall school climate.



Objectives of The Zero Tolerance Campaign's:

- Define the social roles of Bully-Victim-Bystander
- Set standards for “good students” and reward success
- Send messages that attack the use of coercive power
- Develop school spirit and foster group motivation oriented toward creating a peaceful and creative environment
- Instill the idea that “Its Fun to Learn-We Want To Learn”

The campaign is also designed to attract supporters and leaders who, for partly altruistic reasons, want to take up the charge and lead the large group's movement toward a more positive climate for all. The educational element of the campaign requires a leader to associate with or endorse its use in the school. Attracting these trend-setters is an essential part of the goal.

These campaigns can develop detractors. The program's message and messengers may be attacked, ridiculed, or passively resisted by certain elements within the school. Groups of students and/or teachers may organize and speak out against the ideas expressed in the campaigns. Every school, as a large group, will notice some resistance. Forcing the message through punitive dictums, threats, demands, or other top-down approaches will increase resistance between the campaign and the dissenting group.

The program's messengers need to take the high path and model a purely positive, assertive, and educational approach. Teachers need to see an immediate value impact. Students need to believe it will make their school day more enjoyable and less stressful. This requires success at delivering the message. Simply sending the message out once, and expecting it to take hold, is unrealistic. Success demands the formation of teams and a grass roots organization dedicated to sending out the program message.



Campaign Teams

The heart of this program is the teams that are formed. It is essential, in any school, to begin with a core team of the principal, counselor, and Physical Education Instructor. This basic core team is only the first level of development and should become a working unit that is always on the look out for people to include in the expansion of the program's message.

Teams can be formed on any level. Various types of teams include:

Contest Organizations

Teams that work to develop contests to stimulate interest and involvement in school climate improvement. The contests are designed to pull people together around a specific program message. The Poster Contest is an excellent way to start the program in a new school. As the program develops, there may be many different types of contests, such as:

Hero of the Week

Students/teachers/community members who display the characteristics of a hero, a figure opposite of a Bully-Victim-Bystander. Nominations can be sought and reviewed anonymously. This contest is designed to raise awareness and reward individual acts of positive behavior.

Essay and Poetry Competitions

Students, teachers, and parents could enter an essay contest using the themes of the program. Awards could be collected from the community to stimulate interest from all levels.

Debates

Students can be challenged to compete in debates or mock trials, where they are given various power struggles to examine in an educational, verbal format.



Community Improvement Projects

Teams of students, including Bully-Victim-Bystander combinations, could design and implement community projects and earn points or credits. Projects could include mentoring, clean up, gardening, senior visiting, food bank volunteering, or any other project that displays the value of respect for the community and environment.

“Be a Friend” program

Small certificates as in the sample in Appendix 5, can be freely available for students to RECOGNIZE each other’s efforts to be a friend and not a bully, victim, or bystander.

Role-Playing Competitions

The Gentle Warrior curriculum has a set of role-playing exercises designed to help children deal with bullies. These exercises can be used with older children by expanding the techniques of that deal with various types of bullies.

Special Event Coordination

Teams are needed to plan and run special events that support the contests as well as keep the school’s spirit high, especially as they relate to the promotion of the program’s message concerning the destructive nature of the misuse of power and the value of altruism and compassion. The events could be part of school assemblies, sports, lunch, recess, after-school activities, or trips. This team would work together to construct plans for the various events. Each event represents an organized attempt to reinforce the program message and build up the school’s image.

Public and Community Outreach

A team that works to develop ways to involve the larger community in the program’s mission of reducing the misuse of power and promoting



the values of improving the quality of the learning and work environment of the school. Teams could be organized to:

- Involve federal, state, and local elected public officials in the program's application. Officials can be invited to become program sponsors or participate in events and award ceremonies. Parents could be invited to a legislative breakfast to meet and discuss the program and its wider implications.
- Recruit sponsors from the business community to offer volunteers or provide rewards such as shirts or stickers as part of the business promotion that shows the company's support for the goals of the program. Companies can join in the program and offer similar incentives to their employees.
- Develop relationships with the local media and become involved in community education using the school's program as an example.

Disciplinary Improvement

The Discipline Plan in this program is a living document and process that requires constant adjustment to remain effective. Thus, a team needs to be formed to respond to this need. This program's approach to discipline is to support reward and offer maximum opportunity to succeed, while at the same time creating more time for the teaching of academics. The specific response options in the Disciplinary Plan will require an ongoing dialogue and established procedures. This will allow for the anticipation of how students, teachers, and parents will respond, both negatively and positively, to any one aspect of the Disciplinary Plan.

This team does not directly involve itself with the administration of



discipline but is an advisory work group that works with the principal to critique and improve the discipline procedures as they unfold. This Disciplinary Plan is not a list of rules and associated punishments but is a group-teaching and role-modeling strategy.

School Exhibits and Displays

Teachers are accustomed to using classroom displays to reinforce academic messages. The program message can be shared using similar basic display techniques that stress the program message. Displays and exhibits can be designed to feature a competition's entries, or can be constructed as part of a project. This team would design effective ways to have the displays reach an audience (matched for age, culture, language).

Fundraising

This team could focus on ways to raise money and assemble resources for the various team projects. The team could explore raffles, bake sales, carnivals, dances, coin collections, and other methods of fundraising. The team could also look to approaching foundations or other sources of grants to keep the program going, and expand the personnel to dedicate more time to the program.

Types of Campaigns

Campaigns are a mechanism to reach out into the school, the student's home, and the larger community.

Poster Campaigns

An effective way to reinforce the program message is to involve the school in making and displaying posters that send the message of Zero Tolerance for Bully-Victim-Bystander. Poster competitions, described in Appendix 4, can be a strong



way to kick off the program in a school. PTO members can help by raising money for prizes, student councils can help display the posters, and members of the community could become involved in award presentations.

Posters aid in raising the awareness of the role of power dynamics in everyday life at the school. The social roles of the bully-victim-bystander are depicted in art with strong messages about the social undesirability of these power roles. Combine the existing program posters with posters created by the students.

Contest winners can be selected by grade or grade groups. If one corner of the school has K-3, then displays can be targeted to that age group. Contests are geared to motivate teachers, students, and parents in a project that begins to send out the critical program messages concerning the destructive impact of coercive power struggles at school.

Buttons, Stickers, and Magnets

The messages: NO BULLYING.
DON'T BE A BYSTANDER. DON'T JUST WATCH. HELP A VICTIM. These can be incorporated into buttons and stickers to be dispensed throughout the school. Teachers wearing the buttons can foster identification with the messages, especially among children in the younger grades. Suggestions for buttons and stickers are attached.

School Peace Flag

Constructing or purchasing a school peace flag could become a project of the PTO or any other agencies assisting the school; for example, Business Partners with schools. School peace flags can be made at local banner making companies for a low cost and can also be purchased



eady-made. A typical format would be a full scale blue flag connected with the word “peace,” in several languages. Another peace flag design is contained in Appendix 6. The flag could be flown outside the school, beneath the American flag and the state flag, each day, signaling to the whole community that the school has been at peace. Each school can make their own policy but one successful approach has been that the school principal make the decision whether the flag be flying or not, so that major infractions, like significant fighting, would constitute a reason to take that flag down. There should be a ceremony associated with taking down the flag and the students involved in the problem should take the flag down, fold it carefully, and hand it respectfully to the principal, who may also elect to let the parents of the children involved know of the unfortunate occurrence. It is also a good idea to keep count of the number of peaceful days the school has had each year, perhaps displayed in the school lobby, or if facilities are available, outside the school for the entire community to see. Typically, 150 peaceful days would warrant a ceremony, with local dignitaries invited.

Classroom Peace Banners

Similar banners can be constructed inexpensively for each class to display outside their classroom for all in the school to see. A competition could be held to design the banner, which typically involves the school logo connected with the word “peace”. The requirements for having that banner displayed outside the classroom would be a decision for the individual school teacher. If an infraction is serious enough to warrant taking the banner down, the



student(s) involved should do it. If the banner is removed, it should be put back up the next morning since each day is seen as a new opportunity. Various rewards for large numbers of peaceful days in the classroom can be devised, including peace ribbons to be given to each classroom that has a perfect record for a full week, and perhaps even special assemblies or classroom parties. In one school, as reward for a perfect week, a class photograph was taken with a local dignitary. On another occasion, the school was able to obtain an Olympic torch which was passed from room to room as a reward. Imagination is the only limit to the number of ways the flag and banner systems can be used to reinforce the Zero Tolerance program.

Structured Classroom Discussions Reinforcing the Zero Tolerance Program

These discussions should be held each week during the first month of each semester, for all classes in the school. It is an excellent way to involve the school counselor in the mission. The next pages will outline a discussion format for teachers and counselors to use to reinforce the Zero Tolerance message.



DISCUSS THE CHARACTERISTICS, ATTITUDES, AND BEHAVIORS OF

A BULLY:

1. A bully doesn't think about other's feelings.
2. A bully threatens and harasses friends and enjoys their pain.
3. A bully is selfish.
4. A bully spreads rumors about others.
5. A bully lacks friends.
6. A bully has a low opinion of himself/herself.
7. A bully doesn't respect authority.
8. A bully has a sick sense of humor and makes fun of others.
9. A bully is dominant and always wants control.
10. A bully is often tardy.
11. A bully picks on children who are younger and smaller or have problems.
12. A bully starts the conflict.

DISCUSS EACH AND GIVE GENERIC EXAMPLES IF POSSIBLE:

Ask, "Have any of you ever been bullied?"

Ask, "Have any of you ever been a bully?"

Discuss specific incidents mentioned and work through them with the students. Discuss how the conflict might be resolved.



DISCUSS THE CHARACTERISTICS, ATTITUDES, AND BEHAVIORS OF

VICTIM

- A victim is often looked down on by others.
- A victim is sometimes a loner.
- A victim tends to be a follower rather than a leader.
- A victim gives in easily even if he/she doesn't want to.
- A victim may complain or tattler a lot.
- A victim is nervous and insecure.
- A victim is cautious, sensitive (easily hurt), and quiet.
- A victim often reacts by crying.
- Victims look upon themselves as failures.
- A victim feels unattractive or not good looking.
- Victims have trouble standing up for themselves.
- A victim doesn't let others know what is wanted or needed.

Student questions:

- WHO CAN BECOME A VICTIM?
- HAVE YOU EVER BEEN A VICTIM?
- HAVE STUDENTS ROLE-PLAY SOME OF THESE ROLES.

DISCUSS WAYS TO KEEP FROM BECOMING A VICTIM:

1. Use a strong confident voice and don't act as though you're frightened.
2. Walk and sit with confidence.
3. Ignore the bully and walk away.
4. Get someone to help: teacher, parent, police, etc.
5. Try to talk to the bully.
6. Agree with the bully, even if the bully is wrong.
7. Make friends with the bully.
8. Make the bully laugh: tell a joke.
9. Trick the bully.
10. Refuse to fight - no matter what happens.
11. Use your voice: yell "Back Off!"



(30 Minutes) Week Three

DISCUSS THE CHARACTERISTICS, ATTITUDES, AND BEHAVIORS OF

BYSTANDER

1. A bystander enjoys watching fights.
2. A bystander may stand around and watch fights and do nothing to help.
3. A bystander may encourage the bully to fight.
4. A bystander may help the bully by cheering for him/her and looking out for the teacher or parent.
5. A bystander may freeze with fear when watching a fight.
6. A bystander walks away and dismisses the problem as not important.

ASK WHAT TYPE OF BYSTANDER EACH OF THESE (6) BEHAVIORS ILLUSTRATES.

DISCUSS FOUR TYPES OF BYSTANDERS:

1. **Bully Bystander** - Supports the bully and encourages him or her.
2. **Avoidant Bystander**- Denies the problem.
3. **Victim Bystander** - Freezes in fear and cannot function.
4. **Ambivalent (uncertain) Bystander** - Can go either way. An uncertain bystander can become involved and help. Then he or she is no longer called a bystander, but instead, a **Peacemaker**.

HOW DO EACH OF THESE CONTRIBUTE TO THE CONFLICT?
HAVE THE STUDENTS ROLE-PLAY EACH TYPE OF BYSTANDER.
WHAT CAN A BYSTANDER DO TO HELP?



REVIEW THE BULLY-VICTIM-BYSTANDER ROLES.
ROLE-PLAY VARIOUS SCENARIOS.

WHAT ARE THE CHARACTERISTICS OF A GOOD STUDENT?

1. A good student shows self-control. He or she doesn't cuss. He or she tells others how he or she feels and explains his or her thoughts.
2. A good student is respectful. (Discuss what respect means)
3. A good student says something positive to his/her friends and to others every day. He/she never puts others down.
4. A good student is truthful.
5. A good student is polite. He or she doesn't interrupt others; he or she listens.
6. A good student is courageous. (Discuss what that means)
7. A good student keeps his or her voice soft and is gentle.
8. A good student is loyal. (Discuss what that means)
9. A good student is friendly and smiles and greets others politely.
10. A good student has good manners and is honorable. (Discuss)

SOMETIMES, PEOPLE TRY TO MAKE US ANGRY.
DISCUSS ANGER MANAGEMENT/SELF-CONTROL.

THE SELF-PROTECTIVE RESPONSE:

1. Take a deep breath and unclench your jaw.
2. Let your tongue relax and fall to the bottom of your mouth.
3. Let your breath out slowly.
4. Take another deep breath, hunch up your shoulders, then let your shoulders drop down quickly.
5. Tighten your fingers into a fist and then let them completely relax.
6. Tighten your legs, feet, and toes and then let them completely relax.

FINISH THE LECTURE WITH A RELAXATION PERIOD. HAVE THE STUDENTS COUNT THEIR BREATHS. (ONE BREATH IN AND OUT COUNTS AS ONE). BE SURE THEY INHALE AND EXHALE SLOWLY AND DEEPLY SO THEY WON'T HYPERVENTILATE.



CHAPTER SIX

THE GENTLE WARRIOR PROGRAM AND THE CHILD SAFETY SPECIALIST

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

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

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,



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.



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



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

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 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.

Breakdown of “Back Off” Drill

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

PERSONAL SAFETY SKILLS

10 MIN.

“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

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. 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.

Gentle Warrior Class



Lesson Two

<u>SKILL</u>	<u>TIME</u>
SELF-AWARENESS Emphasize breathing and relaxation techniques. Talk about the benefits of practicing them. <u>TECHNIQUES</u> 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).	2.5 MIN.
STRETCHING AND BREATHING EXERCISES Suggested stretches (feel free to add you own): <u>Sitting Stretches:</u> Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog. <u>Standing Stretches:</u> Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.	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.	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.	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 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

<u>SKILL</u>	<u>TIME</u>
SELF-AWARENESS Emphasize breathing and relaxation techniques. Talk about the benefits of practicing them.	2.5 MIN.
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): <u>Sitting Stretches:</u> Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog. <u>Standing Stretches:</u> Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.	10 MIN.
VOICE / ROLE-PLAYING / BOUNDARY SKILLS 1. Basic role-playing review. Use of voice (Back Off) combined with the “Wild” run; use of combinations. 2. Continue working on boundaries, sitting and standing, stress options available on the ground.	10 MIN.
PERSONAL SAFETY SKILLS 1. Review the sitting-to-standing escape. 2. Combinations: sitting sitting position defensive “Back Off” position use of voice “Wild” run	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 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.	

Gentle Warrior Class



Lesson Four

<u>SKILL</u>	<u>TIME</u>
SELF-AWARENESS Emphasize breathing and relaxation techniques. Talk about the benefits of practicing them. <u>TECHNIQUES</u> 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).	2.5 MIN.
STRETCHING AND BREATHING EXERCISES Suggested stretches (feel free to add you own): <u>Sitting Stretches:</u> Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog. <u>Standing Stretches:</u> Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.	10 MIN.
VOICE / ROLE-PLAYING / BOUNDARY SKILLS 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.	10 MIN.
PERSONAL SAFETY SKILLS 1. Review the sitting-to-standing escape. 2. Work on hoe 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	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. 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.	

Gentle Warrior Class



Lesson Five

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 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. Continue working on “Back Off” drill, stressing boundaries and use of voice, and being assertive.
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.
3. Talk about the bully role the students may adopt when they have a substitute teacher. Stress the consequences of this action.

PERSONAL SAFETY SKILLS

10 MIN.

1. Review the sitting-to-standing escape.
2. Work on: body positioning against being grabbed, leaning away from the grab and into the push. Finish with use of voice.
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.

REVIEW

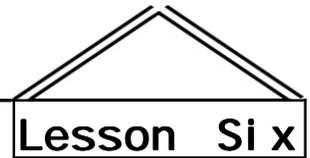
2.5 MIN.

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

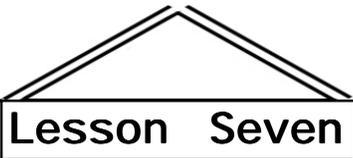
1. Continue to stress to the students the importance of practicing the physical and mental techniques they learn.
2. Talk about bullying substitute teachers, not showing respect.
3. Ask the students: What can happen if you act like a bully?

Gentle Warrior Class



<u>SKILL</u>	<u>TIME</u>
SELF-AWARENESS Emphasize breathing and relaxation techniques. Talk about the benefits of practicing them. <u>TECHNIQUES</u> 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).	2.5 MIN.
STRETCHING AND BREATHING EXERCISES Suggested stretches (feel free to add you own): <u>Sitting Stretches:</u> Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog. <u>Standing Stretches:</u> Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.	10 MIN.
VOICE / ROLE-PLAYING / BOUNDARY SKILLS	10 MIN.
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	
PERSONAL SAFETY SKILLS	10 MIN.
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	
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. 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.	

Gentle Warrior Class



Lesson Seven

<u>SKILL</u>	<u>TIME</u>
SELF-AWARENESS Emphasize breathing and relaxation techniques. Talk about the benefits of practicing them. <u>TECHNIQUES</u> 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).	2.5 MIN.
STRETCHING AND BREATHING EXERCISES Suggested stretches (feel free to add you own): <u>Sitting Stretches:</u> Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog. <u>Standing Stretches:</u> Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.	10 MIN.
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.	10 MIN.
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.	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. 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.	

Gentle Warrior Class

Lesson Eight

<u>SKILL</u>	<u>TIME</u>
SELF-AWARENESS Emphasize breathing and relaxation techniques. Talk about the benefits of practicing them. <u>TECHNIQUES</u> 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).	2.5 MIN.
STRETCHING AND BREATHING EXERCISES Suggested stretches (feel free to add you own): <u>Sitting Stretches:</u> Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog. <u>Standing Stretches:</u> Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.	10 MIN.
VOICE / ROLE-PLAYING / BOUNDARY SKILLS 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.	10 MIN.
PERSONAL SAFETY SKILLS 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.	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. 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"

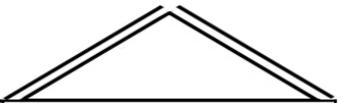
1. Physical fight:

- 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 if necessary.

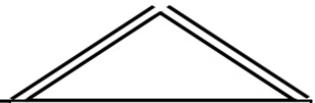
Gentle Warrior Class



Lesson Nine

<u>SKILL</u>	<u>TIME</u>
SELF-AWARENESS Emphasize breathing and relaxation techniques. Talk about the benefits of practicing them. <u>TECHNIQUES</u> 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).	2.5 MIN.
STRETCHING AND BREATHING EXERCISES Suggested stretches (feel free to add you own): <u>Sitting Stretches:</u> Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog. <u>Standing Stretches:</u> Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.	10 MIN.
VOICE / ROLE-PLAYING / BOUNDARY SKILLS	10 MIN.
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	
PERSONAL SAFETY SKILLS	10 MIN.
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.	
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. 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.	

Gentle Warrior Class



Lesson Ten

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 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.

Gentle Warrior Class



Lesson Eleven

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 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

20 MIN.

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

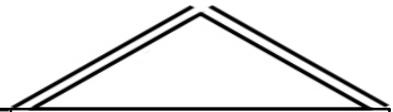
2.5 MIN.

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. 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.

Gentle Warrior Class



Lesson Twelve

<u>SKILL</u>		<u>TIME</u>
SELF-AWARENESS	Emphasize breathing and relaxation techniques. Talk about the benefits of practicing them.	2.5 MIN.
	<u>TECHNIQUES</u>	
	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): <u>Sitting Stretches:</u> Cobra, Butterfly, Long Nose Butterfly, Tortoise, Superman (airplane), Frog, Boat, Cat, Dog. <u>Standing Stretches:</u> Climbing the rope, Elephant, Crazy Elephant, Wild Run, Getting Floppy, the Wall.	10 MIN.
VOICE / ROLE-PLAYING / BOUNDARY SKILLS		20 MIN.
	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		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. Pick students at random to demonstrate the safety skills using combinations. 2. Revey 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

“Please” - Alicia A. Spinwall - from, The Children’s Book of Virtues, 1995, New York, pp. 33-37.

- 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

“The King and His Hawk” - Retold by James Baldwin - from, The Children’s Book of Virtues, 1995, New York, pp. 44-51.

- 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

“Fighting for Peace” - Terrance Webster Doyle - from, Maze of the Fire Dragon, 1992, Middlebury, UT, pp. 38-42.

- 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



“No Greater Love” - John Mansur - from, *The Moral Compass*, 1995, New York, pp. 466-467.

- 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

1. **“Please,”** by Alicia Aspinwall, from, *The Children’s Book of Virtues*, page 33.
2. **“The Twelve Months,”** retold by James Baldwin, from, *The Moral Compass*, page 152.

SELF-CONTROL

1. **“The King and His Hawk,”** retold by James Baldwin, from, *The Children’s Book of Virtues*, page 44.
2. **“The Sphinx,”** Adapted by Elsie F. Buckley, from, *The Moral Compass*, page 320 and *The Children’s Book of Heroes*, page 22.
3. **“Jackie Robinson,”** from, *The Children’s Book of Heroes*, page 29.

HONOR

1. **“The American Boy,”** by Theodore Roosevelt, from, *The Moral Compass*, page 216.
2. **“Boy Wanted,”** by Frank Crane, from, *The Book of Virtues*, page 78.
3. **“The Chest of Broken Glass,”** fable-Anonymous, from, *The Book of*



Virtues, page 202.

4. **“Duty, Honor, Country,”** by Douglas MacArthur, from, The Moral Compass, page 693.

LOYALTY

1. **“No Greater Love,”** by John W. Mansur, from, The Moral Compass, page 466.
2. **“The Man Who Would Not Drink Alone,”** adapted by Rosaline Kaufman, from, The Moral Compass, page 657.
3. **“Flag Day,”** editorial from the New York Times - June 14, 1940, from, The Book of Virtues, page 724.

KINDNESS/BENEVOLENCE

1. **“The Hermit of the Himalayas,”** by Frances Dadmun, from, The Moral Compass, page 421.
2. **“The Star Jewels,”** by the Brothers Grimm, from, The Moral Compass, page 368, and The Children’s Book of Heroes, page 56.
3. **“Waukewa’s Eagle,”** by James Buckham, from, The Moral Compass, page 380.
4. **“Margaret of New Orleans,”** by Sara C. Bryant, from, The Moral Compass, page 435.
5. **“Brothers to the Lepers,”** by Charles W. Stoddard, from, The Moral Compass, page 442.
6. **“St. George and the Dragon,”** by J. Berg Esenwein and Marietta Stockard, from, The Children’s Book of Virtues, page 53.
7. **“Little Sunshine,”** by Etta A. Blaisdell, from, The Children’s Book of Virtues, page 71.
8. **“Practice: Kindness as a Martial Art,”** story by anonymous.
9. **“Helen Keller’s Teacher,”** from, The Children’s Book of Heroes, page 86.

VERACITY, HONESTY, AND TRUTHFULNESS

1. **“A Truth Speaker,”** retold by Grace H. Kupfer, from, The Moral Compass, page 323.
2. **“George Washington and the Cherry Tree,”** by J. Esenwein and Marietta Stockard, from, The Children’s Book of Virtues, page 84.
3. **“Truth, Falsehood, Fire and Water,”** African folk tale, from, The Book of Virtues, page 637.
4. **“Truth and Falsehoods,”** Greek fable, from, The Book of Virtues, page 636.



5. **“Honest Abe,”** from, *The Children’s Book of Heroes*, page 46.

RECTITUDE/STAND UP FOR YOUR BELIEFS

1. **“The Man Who Moved the Earth,”** Anonymous, from, *The Moral Compass*, page 329.
2. **“The Last Fight in the Colosseum,”** by Charlotte Yonge, from, *The Moral Compass*, page 453.
3. **“The Knights of the Silver Shield,”** by Raymond Alden, from, *The Moral Compass*, page 255.

COURAGE

1. **“Henry Box Brown’s Escape,”** by Henry Brown, from, *The Moral Compass*, page 309.
2. **“The Conquest of Everest,”** by James R. Ullman, from, *The Moral Compass*, page 346.
3. **“The Man Who Broke the Color Barrier,”** by Hal Butler, from, *The Moral Compass*, page 348.
4. **“The Shipwreck,”** by Charles Dickens, from, *The Moral Compass*, page 447.
5. **“Jackie Robinson,”** from, *The Children’s Book of Heroes*, page 29.

COMPASSION

1. **“Give Until It Hurts,”** by Mother Teresa, from, *The Moral Compass*, page 758.

COOPERATION AND FRIENDSHIP

1. **“The Blind Men and the Elephant,”** Anonymous, from, *The Moral Compass*, page 192.
2. **“Why the Frog and Snake Never Play Together,”** African folk tale, from, *The Children’s Book of Virtues*, page 106.

STANDING FIRM

1. **“Why the Thumb Stands Alone,”** African folk tale, from, *The Moral Compass*, page 263.



RESPECT

1. **“Bell Ringing in the Empty Sky,”** by Terrence W. Doyle, from, *Maze of the Fire Dragon*, page 34.

RESOLVING CONFLICT

1. **“Fighting for Peace,”** by Terrence W. Doyle, from, *Maze of the Fire Dragon*, page 38.
2. **“There Is No First Attack,”** by Terrence W. Doyle, from, *Maze of the Fire Dragon*, page 57.
3. **“Sound of the Dragon’s Fury,”** by Terrence W. Doyle, from, *Maze of the Fire Dragon*, page 75.
4. **“Mind-Breath-Body,”** by Terrence W. Doyle, from, *Maze of the Fire Dragon*, page 85.
5. **“Walking Away with Confidence,”** by Terrence W. Doyle, from, *Facing the Double-Edged Sword*, page 55.
6. **“Using Your Head,”** by Terrence W. Doyle, from, *Why is Everybody Picking on Me?*, page 59.

OTHER GOOD STORIES

1. **“Is There a Santa Claus?”** by Francis Church, from, *The Moral Compass*, page 240.
2. **“Washington’s Glasses,”** unknown author, from, *The Moral Compass*, page 683.
3. **“Karate Manners,”** by Terrence Webster-Doyle, from, *Facing the Double-Edged Sword*, page 67.
4. **“Bully and Victim Characteristics,”** by Terrence Webster-Doyle, from, *Why is Everybody Picking on Me?*, page 29.
5. **“What is a Bully?”** by Terrence W. Doyle, from, *Why is Everybody Always Picking on Me?*, page 29.

BOOKS USED

1. ***The Book of Virtues***, by William J. Bennett. Simon and Schuster. New York. 1993.
2. ***The Children’s Book of Heroes***, by William J. Bennett. Simon and Schuster. New York. 1997.
3. ***The Children’s Book of Virtues***, by William J. Bennett. Simon and Schuster. New York. 1995.
4. ***Facing the Double-Edged Sword***, by Terrence Webster-Doyle. Atrium Publications. 1988.
5. ***The Maze of the Fire Dragon***, by Terrence Webster-Doyle. Atrium Publications. 1992.

6. ***The Moral Compass***, by William J. Bennett. Simon and Schuster. New York. 1995.
7. ***Why is Everybody Always Picking on Me?***, by Terrence Webster-Doyle, Atrium Publications. 1991.





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 woman 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’mere,” the old man said in an easy tone, beckoning to the drunk. “C’mere 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. Our 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.



CHAPTER SEVEN

THE BRUNO AND HONOR PATROL PROGRAM

The Bruno program is a component that was started to encourage adult role models from the community to become more actively involved in the school. The name Bruno is derived from Jamaican folklore, where a Bruno is depicted as a fierce and protective yard dog that is not vicious, but gently asserts its rights and territory. The Bruno program facilitators recruit and train adults who volunteer time at school to be a friend and companion to students, to help problem-solve, and, as with a mythical hero, be a protector and role model. The message the Bruno carries is one of peaceful resolution of problems, friendship, courtesy, and respect. Control and order at the school are essential to academic progress, and the Bruno program helps to establish a peaceful and harmonious atmosphere.

The primary methods used by Brunos are behavioral and attitudinal. Brunos are encouraged to be happy, positive, alert, gentle, and self-aware. They are also “resource directories,” alternatives to disputes and disruptive, bullying behaviors. They model non-bystanding and non-victimized behavior. Wherever possible, they become involved with activities to assist



children in playing actively. Play is known to be an important psychosocial moratorium for children as part of normal developmental progression. Children who don't play tend to become hyper-mature and miss out on the psychological consolidation provided by play. Current and former Brunos often comment that modern children are not skilled in playing and amusing themselves. In this era of television and video games, children are used to being passively amused, and are not familiar with creating ways to amuse themselves. Thus, simple games like flag football, crafts, and magic tricks are often surprisingly unfamiliar to children, who often respond with enthusiasm when introduced to them. Knowledge of issues of topical interest to children can be discussed by Brunos with students. Brunos, however, are not encouraged to become individual counselors or to form special relationships with individual children. If this happens, and from time to time it will, the Bruno should have a staff person to talk to, most suitably the school principal.

Bruno Training and Recruitment

In the Bruno handbook (Appendix 11) there are a series of tips that describe an ideal Bruno role as being comprised of part mentor, part role model, part problem solver, and part skills teachers. The handbook also contains materials that delineate areas of the school to patrol and a summary of tips on how to address and communicate with children. Brunos are asked to stay in close contact with the school office, and although they function ideally on the playground and in school corridors as a conflict solving resource for children, they can also be involved with classroom intellectual activity; it is important, however, to emphasize to them that their main role is performed during the informal periods of recess time, before and after school, and during lunch sessions. In general, Brunos, especially older



Brunos who are used to traditional school volunteering models, will tend to gravitate to assisting in intellectual tasks, like reading. Whereas Brunos can be very useful in this way, particularly when reading to children, their importance as a psychological model and container for children should be emphasized.

Usually, the school principal will be the main resource for Brunos if there are problems. Whenever situations arise that they cannot handle, there needs to be a “point person” available, which can be any certified teacher. If things are quiet, the Bruno does not simply have to wander around aimlessly. Involving children in play, teaching them various magic tricks and games, and reading to them are often very good diversionary activities, especially if the weather is bad and children are going to be inside during break periods. A creative attitude is of great value for Brunos, but will require fostering and nurturing on the part of the Bruno facilitators. This non-traditional role for the adult volunteer is a role that develops over time. Thus, the Brunos need to have regular consultation available to them. It may be possible to get Brunos to meet in groups on a regular basis for a form of supervision/teaching, but for many people that won't be possible and may instead be seen as an undue burden on the time of the Bruno, which might be better spent helping the children.

Resources for Brunos are limited only by the creativity of the facilitators. Schools have used, for example, nearby retirement homes as a source of Brunos, which are often willing to have their residents assist with schools. They will usually provide their own transportation. Neighborhood support groups may also be options for recruitment.

Brunos need to be identified. We have used a variety of ways to do this and this can become part of a Zero Tolerance positive climate campaign; for example, by the design of a Bruno button or



tee-shirt. The Brunos need to identify themselves, if by name only, so that all children know who they are. From time to time, it is useful to introduce the Brunos at school assemblies, and perhaps have them speak to the children so that they become a known figure and identifiable resource.

Not all Brunos will be comfortable in such an exposed role. Therefore, the facilitators are an important source to maximize the creative potential of the Bruno with minimization of any embarrassment, which often leads to drop out. Business partnerships with schools are common these days, and usually provide special help in an area of interest of the business. It may be possible to ask such businesses to provide a few employees to act as Brunos. In this regard, we have found it very useful to involve as many men as possible, based on research that suggests that about 20% of American children are without a functioning male figure in their families, and in many entitlement programs up to 90% of children are without a functioning male figure. However, it will be quite difficult to get males involved with elementary school programs since, traditionally, this has been considered to be the mother's role. Older men are more amenable to involvement, but younger men will have more general effect and impact on young children as role models.

The Bruno facilitator can be the PTO President or a designee, depending on how active the PTO is, or can be any staff member with a particular interest. If these options are not available, the principal is an ideal person for this function since he/she interfaces with the community and this role involves an understanding of the overall CAPSLE program. The Bruno training handbook contains a checklist Brunos fill out each day they participate at the school. They are asked to return this form to the office before they leave. There are a number of categories that they can check describing the types of conflicts they observed and how they responded. The checklist is also an opportunity for them to convey to staff the difficulties



they are having and what extra training is needed. This will help the staff determine areas that need attention.

The training process itself should be, as are all CAPSLE components, simple. Emphasis is on ongoing supervision and the availability of facilitators to troubleshoot, rather than any extensive or intensive initial orientation. We found it sufficient to have an initial meeting of Brunos for one or two hours, during which the components of the training manual are discussed in detail. The overall CAPSLE program is described in summary and Brunos are given as much information as they desire, which will depend on their prior education and experience. It is also a good opportunity to act out some bully-victim-bystander scenarios, recruiting children from the school to help. Scenarios that we have found useful:

1. Butting in line; in particular, a lunch line.
2. Conflict over playground equipment.
3. Two children fighting for one basketball.
4. Teasing and poking games that often turn to conflict.

It is also useful for the Bruno to adopt a position as mediator between the children who are role-playing the scenarios to gain some experience with giving friendly constructive criticism. This also gives the Bruno an opportunity to discuss the “you and I messages” included in the Bruno training manual. The messages will enable them to speak in a way that encourages the child to take responsibility for his or her actions. The “Be a Friend” notes should be made available for Brunos to give out freely to reinforce the Zero Tolerance message.

Honor Patrol:

The Honor Patrol functions under the supervision of the Brunos. Historically, the Honor Patrol concept is a Peer Leader modeled on the English style public school system, school prefect, a role that is particularly



suitable for the 5th grader in K-5 schools and the 6th, 7th, and 8th grader in K-8 schools. In K-8 schools, it is quite common for the older children who have been in school together for a number of years to form their own cliques, which often exclude young and new children. These cliques, at times, can cause problems in the school climate. Encouraging Honor Patrol children to volunteer as assistants with the integration of younger children into the school climate and community group has a double function: it tends to encourage non-coercive, non-exclusionary behavior on the part of Honor Patrol children, and it assists the children who tend to feel excluded to move into a role acknowledged by the community group as a whole and to the peer leadership structure of that group. Such a patrol is also helpful to the Bruno if physical intervention is necessary, since the Bruno cannot intervene physically with the children. In addition, these students will have considerable experience with the Gentle Warrior training and the other aspects of the CAPSLE program, and this opportunity will give them a chance to use that information in the service of others, thus reinforcing the concepts of compassion and community service. Supervisory sessions for the Honor Patrol are best performed on a regular basis and are found, generally speaking, to be most useful once a month. The Bruno handbook in the appendix contains a suggested way of documenting Honor Patrol training so that the process and types of problems that emerge during the supervision can be tracked. Children tend to ask questions on an as needed basis and are often overwhelmed by information not asked for. The regular supervisory model is a much better one for that training process.

Accompanying the Brunos, the Honor Patrol patrols the school grounds for potential problems. They walk around at recess with the younger children and watch for bullying behavior.

Their role is to:

- Model appropriate behavior

- Solve conflicts peacefully

The Honor Patrol is directly supervised by the principal; or this responsibility can be delegated to the counselor or social worker. As mentioned, children tend to listen to their peers more than they do an older authority figure. The Honor Patrol Program, as peers, sets a good example of what the children should do when handling conflicts. They NEVER bully and do not use their position to control the other children. They are kind and considerate, and after the Gentle Warrior training, they have learned to act properly in difficult situations.

The Gentle Warrior patch that these students may have received during a prior phase of the CAPSLE training can be used to identify them; it can be sewn onto a jacket or shirt, or the school may wish to purchase special tee-shirts for them.

In the ongoing supervision/training of the Honor Patrol student, it is helpful to encourage the Bruno to systematically describe the following:

- What was the problem they helped with?
- Gather the facts about the problem.
- List all of the alternative solutions.
- What makes them think this is a good solution?
- What would happen if the solution was wrong?

This approach allows the problem to be systematically dealt with and to be used as an opportunity for education of the children.

Little by little, the Honor Patrol team will develop its own sense of community. For example, in one supervisory session, after the number of school fights had significantly decreased, the Honor Patrol, having less to do, asked to learn new games to teach other children on the playground. In addition, they discussed substitute teachers, who are often the scapegoat for a lot of pent-up anger aimed at the regular teacher. Handling a substitute]





teacher provides an excellent opportunity to see to what extent children have learned to less be coercive and more other-directed and compassionate. In this example, one of the children brought up the substitute and talked about how all but one of the group tried to be helpful by controlling their own behavior and by helping the substitute learn to use the VCR and TV. They also tried to get the rest of their classmates to follow. Disappointment was expressed at the one Honor Patrol member who didn't seem to want to help. The group finished with one of the members wanting to have a special recess for the Honor Patrol, where they had planned some activities, and they decided to go to the principal to see if that could be OK'd.



CHAPTER EIGHT

PEER MENTOR AND PEER LEADER PROGRAMS

From the outset, it is important to distinguish between the Peer Leader and Peer Mentor approaches. There has been a great deal of recent interest in utilizing older children to help younger children with social and academic problems. There are a great number of new books and articles that address this approach. They capitalize on the idea that children are more likely to listen to children for advice than they are to listen to adults, with whom authority problems and other transference laden fantasy relationships exist, e.g., the parental role of the teacher.

The **Peer Mentor** approach utilizes older children from a local high school to assist younger children in a variety of ways with learning, problem solving, and conflict resolution. Such assignments are usually made on a one on one basis in the classroom or with small groups of children on the playground and in school corridors, gymnasiums, and lunchrooms. A **Peer Leader**, by contrast, is an older child who attends the same school as the children they mentor. Peer Leaders are more exceptional children. Henry Lorenzo considers these types of children resilient; that is, children who



grade students who may also receive special training to enhance leadership have common sense, purpose and future, problem solving skills, autonomy, and social competence. In contrast, Peer Mentors are often from high schools with problems and many have dropped out of school for a variety of reasons, including violence. For the Peer Mentor aspect of the program, it's best to recruit high school children from the school most of the elementary school children will ultimately attend, so that a connection can be established early between the schools. The Mentors should be offered academic credit and be willing to visit the school on a two or three times per week basis. It would be useful for the Mentors to be able to spend some time with the children during recess or lunch, perhaps eating with the children in the lunchroom so their own food needs are provided.

Weekly supervision sessions that utilize the work of a counselor or other psychologically knowledgeable volunteer from the elementary school need to be held with the high school representative for the Peer Mentors. One hour a week sessions are often too short for the wide ranging questions and sharing of information that is helpful not only to the ultimate functioning of the Peer Mentors, but also to consolidate the often remarkable effects of the program on the Peer Mentors themselves, including motivation to pursue teaching careers.

In line with other aspects of the CAPSLE approach, the initial training is brief, with most learning and skill acquisition occurring during the ongoing supervision and trouble shooting of problems. This approach contrasts starkly with often extremely detailed Peer Mentor and Peer Leader training manuals and workshops we have seen. Our belief is that such lengthy approaches overwhelm children and teachers, often with remote academic information that has not been administered in an actual school setting.

Peer Leaders are recruited in K-8 schools from the 6th, 7th, and 8th grade students who may also receive special training to enhance leadership



and reinforce understanding of the bully-victim-bystander power struggle principles in all of their academic, social, and informal activities. Such Peer Leaders can become assistant instructors for the Child Safety Specialists in the Gentle Warrior classes and utilize any other leadership positions they occupy, for example Student Council, to influence the spread of self-awareness and other useful skills to deal with coercive power relationships in their schools. Peer Leaders can be very useful as sponsors for chronically abused and victimized students. Supervised friendship can be developed between the victim and the Peer Leader, in which the Peer Leader can model assertive (not victimized) behavior and motivate students not to become bystanders when someone is being bullied.

Peer Mentor and Peer Leader Training

An initial training of approximately two hours duration is best for small groups of mentors. This initial training, summarized in the Peer Mentor Training Manual in the appendix, emphasizes:

- Written assignment that requires a parent written response.
- Immediate call to the parent combined with a written assignment that has to be personally by the parent to the principal.
- Parent-child conference with principal and counselor.

DISCIPLINE RESPONSES TO NON-CLASSROOM BEHAVIOR

Teachers are regularly involved in supervising the behavior of children during recesses, between classes, lunch time, and before and after school, including reports about school bus behaviors and reports from Brunos. The same general pattern of response can be used, as in the classroom. In summary:

First Step: Note the power struggle and roles of all those involved.

Second Step: For repeated problems use a power struggles referral alert to the school counselor/social worker or child safety specialist.

Third Step: For severe infractions, disciplinary referral to the principal.



Mentors can distribute these slips to students they supervise and encourage them to fill them out for others who say or do something which models the attributes of the Gentle Warrior and Right Speech programs.

(Sample award certificate in Appendix 5)

Ground rules for the supervisory group include:

- Respect for each other
- Not passing judgment on anybody for his/her thoughts or feelings
- Come prepared to be an active participant in the group

These ground rules are read out at the beginning of each session, which has the following structure:

- Five minutes of meditation
- Twenty minutes of journal writing
- Twenty minutes of group discussion and problem solving
- Five minutes of meditation, thus finishing on a positive note
- The training emphasizes reinforcement of an understanding of the bully-victim-bystander dynamic approach

Other approaches that can be of assistance include: conflict mediation skills, homework helpers, tutoring and story telling, and story reading.

Tips for Managers of the Group Supervisory Sessions

- Separate buddies or cliques early in the session.
- Establish the ground rules, particularly who talks first. One method, to use a Native American technique, would be to use an item that when held, signifies the individual has the floor until the item is passed on. In other words, rituals for group functioning and cohesion need to be developed. Small brainstorming groups comprised of two or three children who report back to the group as a whole. Listening skills can be developed using exercises like: Marathon mouth: pair up



students The first student talks for 30 seconds on any subject. When a change is called, the second student continues the theme and elaborates on it for another 30 seconds. Then have the group evaluate the Peers. Have children develop their own situations that trouble them personally, with a group response to a question like: How would you respond if.. These situations can also be role-played. A form the supervisor can use to keep an ongoing record of the themes that emerge is included in the Appendix. It is recommended that this form be reviewed before each session begins. As we reviewed the supervisor's reports, we saw very quickly how this session can be a learning experience for Peer Mentors themselves.

Problems Peer Mentors Experience

- Settling down hyper children.
- Wondering if children were being respectful.
- Having difficulties or getting children's attention and cooperation. Quite often, the Peer Mentors come up with creative solutions. For example, one mentor managed to get student's attention by stooping down to the same physical level of the elementary school student and engaging him in eye contact. Emotional over-involvement with their charges. For example, a desire to physically control children, getting upset when children don't comply, wishing to exchange gifts, and giving financial and other aid to students. Keeping boundaries is an important theme to be dealt with early in the supervisory sessions. Peer Mentors often bring up their own personal problems, problems sometimes triggered by the children they work with. The supervisor should make some individual time



available after the session to help them find assistance if they need it. Thus, clinical training for the Peer supervisor is of considerable value. Dealing with absences of the Peer Mentor, Peer Mentors dropping out of the program, and the impact these absences may have on the children who have formed relationships with them. An increasing sense of responsibility to the children assigned to them should improve attendance, both in the supervisory groups and in the actual work itself. The neediness of the mentors is often revealed when they don't understand why children need their help. This usually means that they are not responding to cues from the child.



CHAPTER NINE

FAMILY POWER STRUGGLES WORKSHOP

Involving parents in the program process enhances the possibility that some of what the children learn will be reinforced at home, and in certain instances may even assist the family to resolve some of their dysfunctional power dynamics. On more than one occasion, we've had examples where children discuss at home what they have learned at school. In a spontaneous and accurate way, young children often comment in ways that bring certain families to an understanding of the need for assistance. Instances like this are brought to our attention because parents in such families will contact the school to find out more about what their children are learning. This gives a chance for the school counselor to assist them in dealing with family conflict; for example, the need for marital counseling, alcohol and drug abuse treatment, etc. In our society, we tend to think that knowledge flows only from the adult to the child, but we have found that children are often capable of bringing adults to self-awareness. Workshops also provide an opportunity for parents to ask questions in a more formal setting about the bully-victim bystander power struggles, whether or not they use them in solving their own dysfunctional family interaction. These workshops need not be limited to



parents. All child caretakers may be included: extended family, foster parents, case workers of various sorts, parole and probation officers, and baby-sitters, where appropriate.

Sponsorship for the workshops should be sought from existing community agencies. For example, Community Action Agencies can assist in creating brochures and publicity, providing a central location, and arranging child care and refreshment. Two hours seems the desired length of workshop time to maintain an optimum balance of information acquisition, personal interaction, and sustaining attention. It is also useful to try and develop the process over time, although there will be drop off in attendance. Four sessions seem to be enough, held at weekly or bi-weekly intervals. Co-sponsorship with the PTO is also essential. Ideally, the workshop should be held at least once a semester; that is, two times a year for each school. Community Child Advocacy and mental health groups can provide information about access in the form of pamphlets to be handed out at these meetings in addition to pamphlets produced by local organizations. The organizers of the workshops can obtain help from the *National Resource Center on Child Abuse and Neglect* (1-800-227-5242). *Kids Rights* is an organization that provides audio-visual material on children's issues (1-800-892-KIDS). *Children's Service Leagues* in each state are also a useful source of pamphlets that address a wide variety of topics. A listing of those that we have used include: Emotional Abuse, the Impact of Divorce on Children, Disciplining with Patience, Creativity, and Love, Talking with Kids about Violence, Ten Steps to Cool Down, Raising Street Wise Kids: a Parents Guide, Coping with Peer Pressure, Parents Helping Parents, and Coping with Anger, a series on normal developmental progression.

Workshop Structure

All those involved with the coordination and teaching of the CAPSLE



program within the school, especially the school counselor and principal, should attend and contribute to these workshops. The more staff that are involved in the process, the more they get to know each others' strengths and weaknesses, gain experience working together, and the more familiar their profile becomes to parents as part of a broad reaching effort to create a peaceful school learning environment.

Choose a catchy title for these workshops, like "Six People, One Bathroom." We have found it useful to be flexible and responsive to ongoing interaction. Begin with a brief introduction summarizing what was learned from the previous workshop, and then introduce limited new material. The Appendix contains a list of the recurring themes in these workshops, together with handouts we have found useful:

- A definition of bully, victim, and bystander relationships
- Families that might need professional help versus families who may be able to solve their own problems
- Approaches to power struggles and how to deal with them
- A list of power struggles between parents and children in our survey of teachers, parents, friends, and relatives. In other words, a partial listing of typical power struggles that act as a catalyst for the group to come up with their own examples
- What is different and the same about stepfamily child discipline
- Self-care for harassed parents. This introduces the popular topics of parent abuse by children and characteristics of sibling order and its effect on families
- Improving communications between parents with a self-administered test to evaluate the quality of a marriage

After the introductory summary and information, the remainder of the session should be devoted to a review of parents' power struggles and questions about power struggles. There are a variety of ways to introduce the concept of the bully-victim-bystander interaction. At the first session, we



assembled a series of clips from the Steve Martin movie “Parenthood” to illustrate a variety of power struggles that are well described and portrayed in that movie. Usually, only a small number of these clips will be completed and analyzed within the bully-victim-bystander format. Our experience is that by the second session the group will have come up with its own set of problems. At each session, a series of scenarios should be developed and acted out by volunteers from the participants or the staff. Besides those listed in the handout, recurring themes from the workshop include:

- Creative discipline
- Having an impaired child or special needs child in the family, e.g., a child with ADHD, physical impairments, etc
- Handling rebellious teenagers
- Divorced families and handling battles between ex-spouses
- Handling relationships with children when both parents work
- Problems in the single parent family and in blending families, as in stepfamilies

An example of the formats and how the discussion emerged is as follows:

Scenario 1

Two young boys in the latency age group are being baby-sat by a 14 year-old sister who tries to get them ready and off to school. Her mother has already gone to work. It’s a single parent family. The older boy immediately provokes the younger one, and they end up tipping over their cereal bowls and fighting on the floor. The older sister, unable to separate them, throws



her hands up in the air and screams, “I’m sick of being the mother here.” She then immediately and angrily calls her mother at work. The mother is also angry and caught off guard since she is not supposed to take calls at work, except for emergencies. Her suggestions are quite unhelpful and the phone conversation ends up in a hang-up situation.

Discussion:

First, the boys were considered. The initial bully was the boy who started the fight. The sister becomes the victim, as does the other boy, and the bystander is the absent mother whose actions are avoidant and unhelpful. One mother suggested simply not letting them go to school as a consequence of their actions. Another mother developed an original idea for distracting them by saying what’s wrong with the family dog, a shared family pet about whom positive feelings emerged. This was an example of converting hate into love, a paradoxing maneuver. Another mother raised the possibility that transformation of the absent mother is not competent. This lead to the disclosure of a case from a mother whose own mother and father were not much involved in her upbringing. She was the mother for the rest of the family.

This seems to be a very common experience. What was not so obvious was the underlying bully-victim-bystander relationship, and the facilitators needed to point this out to the group. For example, the way in which one brother bullies his sister into being a mother in their mother’s absence. The bullying process is a process in which the mother fails to set up adequate ways in which the daughter can get help if she needs it. Failure to do both this and reward the daughter became the focus of discussion, with much sharing of resentment at absentee mothers from the group. A family discussion when the whole family is together seemed to be an important solution, with one compromise being to share responsibility.

At family discussions, the floor leader is assigned by handing around



the ritual item. One family used a ping-pong ball. What was interesting was the enormous variation between individuals in the group as to how comfortably they were able to cope with these situations without losing their cool. The group requested information about relaxation and anger control. There was a lot of discussion about age appropriate behavior, what types of behavior need disciplining, and what behavior is abnormal and requires treatment. Local universities are often a resource for such information and for courses on child development. It is quite possible that various population groups have different needs, so the organizers of the workshop need to be responsive to what the group brings up rather than to employ a rigid format for the workshop.

Scenario 2

Two teenage daughters are arguing in the presence of a single mother. The older, bully-bystander daughter asks if she can stay the night with a friend. Then an argument ensues with the younger bully child who argues vehemently and rudely with the mother, who becomes increasingly angry and desperate and finally stamps her foot, crashes her fist down on a table, and starts complaining about the absent ex-spouse and how she wished she had someone to share the responsibility of bringing up teenagers.

Discussion:

The group quickly identified the bully, the bully-bystander, and the victim, and observed how the roles are flexibly adopted by various members of the family at different stages during the power struggle. For example, the victim single mother quickly becomes a bully as the underlying issue is not resolved. More subtle or covert bully-victim-bystander power struggles occur with her ex-spouse. The group was able to see how often there is a more subtle, less obvious interaction that regulates how the various actors act out the roles. The group was also able to see the general theme: that the



parental relationship is reflected in the way in which children respond, both to each other and to parents and friends. This led to a detailed discussion about handling uncooperative ex-spouses, especially ones who are hateful. The ex-spouse who is not the residential parent was always the male in the experience of this group, and he would do things to harass the custodial parent by frequent use of court confrontations. At the same time, he would not consistently follow-up on visitation, not attend school functions, nor visit the children regularly, yet when he did not get his own way he would complain through the court. The group realized that some situations are chronic and cannot be resolved, at least not in the foreseeable future, if one of the individuals refuses to participate. Drawing from this and other recurrent themes, discussion in the workshop focused on how to look after one's self and how to learn to live in the present and not make one's life miserable with resentment and worry about the future. You cannot control others, the group concluded, but you can control your own emotions. This gave the staff an opportunity to review progressive muscular relaxation, the self-protective response, and other strategies for self-care.