

Rights and Responsibilities For a Bully Free Society

I have the **right** to not be bullied or physically hurt and the **responsibility** to learn ways of resolving conflict peacefully.

I have the **right** to not be called hurtful names and the **responsibility** to understand what would make me want to call others hurtful names.

I have the **right** to not be picked on because I do not belong to a certain group and the **responsibility** to understand what it means to belong to a “group.”

I have the **right** to not be made fun of because I am “different” and the **responsibility** not to pick on others for what I have been taught to think are differences.

I have the **right** to not be bullied because of race, gender, sexual orientation or culture and the **responsibility** to educate myself about why this happens.

I have the **right** to not be bullied because of my physical appearance and the **responsibility** to not pick on myself for what I think others may think of me.

I have a **right** to not be teased because I am not as smart as other people and the **responsibility** to educate myself to be as intelligent as I can be.

Learn more ➞

I have a **right** to not be bullied because I am not as athletic as others and the **responsibility** to find other endeavors that give me a sense of well being.

I have the **right** not to be bullied because I am smaller or weaker and the **responsibility** to find ways that will strengthen me.

I have the **right** to learn the skills to understand and handle bullies without hurting or being hurt and the **responsibility** to teach others these skills so they will not get bullied.

I have the **right** to protect myself from harm and the **responsibility** to use these skills humanely.

Every child everywhere has a basic **right** to be treated with respect and the **responsibility** in turn to respect all others.



R&R **Rights & Responsibilities**

They Go Hand in Hand!

A Martial Arts for Peace Life Skills for Kids Program™



Ages 10 - 13

by
Dr. Terrence Webster-Doyle
with Adryan Russ

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

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We hope you find this curriculum valuable in your teachings.

If you would like support, we offer group trainings for teachers/administrators to help you learn how to use the curriculum to its full potential.

If you want to teach other teachers or parents this program, the group training is invaluable.

We're also creating an online course to help you teach our programs. <https://mapstarstraining.org/course/>

For more information, please email atriumsociety@gmail.com.

If You Lived as a Child in the '40s, '50s, '60s or '70s, How Did You Survive?

Looking back, it's hard to believe that we have lived as long as we have. As children, we rode in cars with no seat belts or air bags. Riding in the back of a pickup truck on a warm day was always a special treat.

Our baby cribs were covered with bright colored lead-based paint. We had no childproof lids on medicine bottles, doors, or cabinets, and we drank water from the garden hose, not from a bottle. When we rode our bikes, we did not wear helmets, and many of us hitchhiked to town.

We would spend hours building our go-carts out of scraps and then ride down the hill, only to find out we forgot the brakes. After running into the bushes a few times, we learned to solve the problem.

We would leave home in the morning and play all day, as long as we were back when the streetlights came on. No one could reach us all day — no cell phones. We played dodgeball, and sometimes the ball would really hurt. We got cut, broke bones, broke teeth, and no lawsuits came from these accidents. They were accidents. We had fights and punched each other and got black and blue and learned to get over it. No one was to blame, but us.

We ate cupcakes, bread and butter, and drank sugary soda but we were never overweight... we were always outside playing. We shared one grape soda among four friends, from one bottle, and no one died.

We did not have Playstations, Nintendo 64, video games, 99 channels on cable, videotaped movies, personal computers, or Internet chat rooms. We had friends. We went outside and found them. We rode bikes or walked to a friend's home and knocked on the door, or rang the bell or just walked in — and talked with them, without asking a parent or guardian — by ourselves.

We made up games with sticks and tennis balls, and ate worms. Although we were told it would happen, the worms did not live inside us forever. Little League had tryouts and not everyone made the team. Those who didn't had to learn to deal with disappointment. Some students weren't as smart as others, so they failed a grade and were held back to repeat the same grade. Tests were not adjusted for any reason.

Our actions were our own. Consequences for behavior were expected; there was no one to hide behind. The idea of parents bailing us out if we broke a law was unheard of. They actually sided with the law.

The '40s-'50s-'60s-'70s generation has gives us some of the best risk-takers, problem-solvers and inventors ever. The past 50 years have produced an explosion of innovative people and ideas. We had freedom, bondage, failure, and success, and we learned how to deal with them all — before lawyers and government regulated our lives for what they call "our own good."

If you're among this generation's risk-takers — congratulations. You remember when our own good was something we fought for and believed was our responsibility.

— *Anonymous*

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LESSON 1:

Think Free Thoughts!

My Right! My Responsibility!

1. **Ask students the following questions. Encourage them to give quick, alert answers! You have only 15 minutes per lesson.**

- ☐ Do you believe you have the right to think free thoughts?
- ☐ What gives you this right? Are you born with it? Why do you think so?
- ☐ Do you think that everyone in the world has the right to think free thoughts?
- ☐ Do you think that those of us who have the right to think freely take it for granted?

2. **Ask students:**

- ☐ Do you think that every human being is entitled to certain rights?
- ☐ Do you think that many people forget that every right carries certain responsibilities?
- ☐ If we have the right to think freely, what responsibility do you think this right carries?
- ☐ Is it our responsibility to allow others to think freely — even if their thoughts conflict with ours?
- ☐ What does it mean to allow others to think freely? What action must we take to allow others to think whatever thoughts they choose?

Activity 1: Fill in the Blank I Think the Worst!

✓ Ask students:

1. Have you ever thought of getting back another person, even though you don't have the "right" to do so?
2. Did you have this thought because this person offended you, or hurt you, in some way?
3. Does it feel good to think this kind of thought, even though you would never consider actually doing harm to this person?
4. What if you learned that this person has sometimes thought of getting back at YOU? Does this feel good, too?
5. Do you think that other person is entitled to think this thought, even though it makes you uncomfortable?

✓ Tell students:

1. This is how it works! If I want the right to think freely — about anything at all — then I must allow others to think freely, too.
2. The right to think freely carries with it the responsibility to allow others the same right as I have.
3. Let's practice! Who wants to volunteer? *(When you get a Volunteer, ask him or her to fill in the following two blanks. Read the words that precede (1), and allow the Volunteer to fill in the first blank. Then, read the words that precede (2) and allow the Volunteer to fill in the blank:)*

"The reason I have the right to think freely about (1) (food, love, sports, poetry) is this : (2)_____"

4. Now ask the Volunteer to choose the name (1) of someone he or she disagrees with, argues with, has issues with, doesn't understand! Then, do the same thing:

"The reason I believe (1)_____ has the right to _____ is this: _____"

5. How does it feel to stand in the other person's shoes and contemplate what it's like for him or her to think freely?



LESSON 2:

Say and Do What I Want!

My Right! My Responsibility!

1. **Ask students the following questions. Encourage them to give you rapid-fire, alert answers! It's important for them to think quickly, on their feet!**
 - ☐ Do you think it's okay that you think a certain way and other people may not agree with you?
 - ☐ Is it okay to not say and do what everyone else does?
 - ☐ Are there times when you just plain want to say and do what you please, when and where you please, and you don't care what anyone thinks about that?
 - ☐ Do you ever stop to think how what you say and do, as well as when and where you say and do things, might affect other people?
 - ☐ Do you think that it may be your responsibility to think about how your words and deeds affect others?
2. **Tell students:**
 - ▲ If your team just *won* a championship game, you are very happy. You may cheer, jump up and down, and pat your team members on the back.
 - ▲ If your team just *lost* a championship game, you are not happy. You may mope, feel discouraged, unimportant, or incompetent.
3. **Ask students:**
 - ☐ Do you think that the right to "win," to be successful, comes with any responsibilities? What responsibilities, for example?
 - ☐ When recently did you say or do something, just the way you wanted to say or do it, without considering the effect on others around you? *Encourage Volunteers to speak! Offer an example of your own!*

Activity 2: Activity I Say What I Please!

- ✓ **BEFORE CLASS, write the column zones on the next page on the board, or make a copy for each student.**
- ✓ **Tell students: Here are three Say and Do Zones:**
Sweet! Spicy! Sour!
Zone 1 is one way to say what we please that's thoughtful, respectful.
Zone 2 is more self-centered; sometimes it bites and burns.
Zone 3 is bitter and disrespectful.
- ✓ **Go through EACH ZONE, ONE AT A TIME, and ask:**
 1. Who wants to volunteer and quickly offer a "sweet" way to tell us what you want? See the example? Now, you write one. (*Thank students for helping!*)
 2. Who wants to quickly offer a "spicy" way to say what just went up under Zone 1? (*Thank students for their good examples.*)
 3. Who wants to volunteer to quickly offer a "sour" way to tell us what's under Zones 1 and 2? (*Thank students for their thoughts!*)
- ✓ **Then ask:**
 1. Do all of the examples demonstrate a certain **right** we all have as human beings? *Go through the examples quickly.*
 2. Do all of the examples demonstrate a certain **responsibility** we all have as human beings? *Encourage quick responses.*
 3. If there are examples that do NOT demonstrate a responsibility, what does this say about us?
 4. Do you think that to understand everyone's human rights, we also need to understand everyone's responsibilities? Do they go hand-in-hand?
 5. When it comes to what we say and do, what do you think we need to do to remind ourselves to think responsibly?
 6. How do we stay alert so that we can SEE the effects of our thoughts, our words, our deeds on other people?

Activity 2:
I Say What I Please!

Zone 1
SWEET!

"I hope we win
this game!"

Zone 2
SPICY!

"I want to win this
game, and I want you
to lose!"

Zone 3
SOUR!

"I'm going to win,
and I don't care
who loses!"



LESSON 3:

Ask Questions and Receive Truthful Answers!

My Right! My Responsibility!

1. Ask students the following questions. Encourage them to give you rapid-fire answers! Make the most of your 15 minutes!

- ☐ Do we all have the right to ask questions?
- ☐ Do we all have the right to receive truthful answers?
- ☐ Are we entitled to these rights, because questioning and getting honest answers help us learn and grow?
- ☐ What should we do if we can't get an answer from someone, or if someone doesn't want to answer our question, or is too busy, or tells us that our question isn't important?
- ☐ Should we ask someone else? Keep asking until we get our answer? Settle for NOT getting an answer?

2. Tell students:

- ▲ When people tell you that you are too young to understand, or that you do not need to know something — don't believe them!
- ▲ Age does not matter when you want to learn something. It's important to *respect* your curiosity.
- ▲ Every time you wonder about something, you get smarter!
- ▲ Wondering, considering and thinking strengthen our awareness and Mental Self-Defense™ skills (which you can learn more about in other classes)!
- ▲ When someone asks YOU a question, listen and respond truthfully. That is your responsibility!

Activity 3: A Mental Freestyle

Ask Questions! Get Answers!

- ✓ **BEFORE CLASS**, photocopy the following page, and cut the sayings on that page into strips. Fold the strips, so no one can see what they say, and put them into a hat or box.
- ✓ In class, ask students to form a circle. You can decide whether they stand or sit.
- ✓ Ask for a Volunteer to pick a strip out of the hat or box. Make more than one copy of each strip. Supplement the strips with ideas of your own! Be creative! You know your students best!
 - ❑ Ask the Volunteer to pick a strip, open it and hand it to you. Ask the Volunteer whatever the strip says. The Volunteer must give a short, quick, alert response!
 - ❑ Ask that Volunteer to stand in front of another student, offer the box or hat of strips, and ask that student whatever question is on that student's strip of paper.
 - ❑ Student responses may be serious or funny. What matters is that they respond quickly! And have fun!
- ✓ Continue until all students have had a chance to respond — but you'll have to move quickly! You have only 15 minutes for this lesson!
- ✓ Congratulate students on their good work!

Ask Questions! Get Answers!
PICK A STRIP!

1. The right to go where I please means that I'm responsible for:

2. The right to say and do whatever I want means that I'm responsible for:

3. I have the right to crack a joke about someone, and the responsibility to:

4. My right to study the martial arts carries the responsibility to:

5. My right to eat whatever food I wish carries the responsibility to:

6. I have the right to receive truthful answers to my questions. My responsibility is to:

7. When I have the right to pick my own friends, my responsibility is to:

8. When I have the right to play loud music, my responsibility is:

9. I have the right to not do my homework. This carries the responsibility to:

10. My right to refuse to help with home chores carries the responsibility to:

11. When I ask a question and don't get an answer, my right is to:
And my responsibility is to:

12. I have the right to speak to any stranger. But my responsibility is:

13. When I have the right to work after school, my responsibility is:

14. I have the right to disagree with my parents. My responsibility is:

15. I have the right to spend my allowance any way I wish. The responsibility that comes with this right is:

16. I have the right to any course of study I choose. My responsibility, however, is to:

17. I have the right to not speak to a person. But there's a responsibility that comes with this right. It is:

18. I have a right to not play this game, but my responsibility is to:



LESSON 4:

Have My Own Belongings!

My Right! My Responsibility!

1. **Ask students the following questions. Be AWARE of the discussion time so that you can get through the whole lesson in 15 minutes!**
 - ☐ Are you convinced that you have the right to have and keep your own belongings?
 - ☐ Do you think there's any responsibility involved in having your own "stuff"?
 - ☐ If you had to take a guess, what would you suppose is one responsibility you have that goes along with your right to have your belongings?
 - ☐ Do you think that when you "own" something, someone else has the responsibility to take care of it, or do you?
 - ☐ Is it your opinion that other people ought to respect your belongings and treat them accordingly? What does that mean exactly?
 - ☐ Is it your opinion that you must also be aware of the belongings of others and treat them respectfully? What does this mean exactly?
2. **Tell students:**
 - ▲ It's natural to want and have certain belongings — whether they include jewelry, a game, a pet or a computer.
 - ▲ It's also natural to feel possessive about our belongings and to want them handled with care.
 - ▲ What we must understand is that the right to own something comes with the responsibility to take care of it.
 - ▲ What we must also understand is that the right of others to own something comes with a responsibility for us: to respect what belongs to them, as we expect them to respect what belongs to us.

Activity 4: I'm Aware! I Take Care!

- ✓ **BEFORE CLASS**, make TWO PHOTOCOPIES of the roleplay on the following two pages.
- ✓ Ask for two Volunteers to play the parts of **CHRIS** and **SAFFRON**.
 - ☐ Remind Volunteers to get into their parts as best they can!
 - ☐ Tell Volunteers to have fun with the roleplay!
- ✓ **DO ROLEPLAY! (Leave time to ask the following questions!)**
- ✓ **AFTER ROLEPLAY**, thank the Volunteers. Then, ask the following questions. Encourage students to think quickly, on their feet, and to respond with whatever thoughts enter their minds.
 1. What did you think of Saffron using Chris' computer?
 2. Did Saffron have a right to use Chris' computer? Why do you think so?
 3. Did Chris have the right to complain when Saffron used it? Why?
 4. What kind of responsibility was Chris expecting from Saffron about his computer?
 5. Do you think that Saffron had any concept of what responsibility means with regard to other people's property?
 6. Is it your opinion that many people do not have this concept of how to treat other people's "stuff"?
 7. What do you think is the best way to talk with people who do not have this understanding?
 8. Do you think YOU are AWARE of other people's things, and respect and care for them properly?
- ✓ **Thank Volunteers and class for their good work.**

ROLEPLAY
I'm Aware! I Take Care!

CHRIS

That's MY computer!

SAFFRON

Well, I'm just using it for a couple of minutes!

CHRIS

But you didn't ASK me if you could use it!

SAFFRON

You went to answer the phone, and I was trying to pass some time until you came back. What's wrong with that?

CHRIS

How would you like it if I used YOUR computer without asking you first?

SAFFRON

I don't have a computer.

CHRIS

Oh. (Thinks.) That's even MORE of a reason! Do you even know HOW to use one?

SAFFRON

Every chance I get, I try to play with other people's, so when I can afford to get one, then I'll know how to use it.

CHRIS

But, people's computers are private property! Besides, the last time I let you use my Game Boy, you broke it!

SAFFRON

That's 'cause I didn't know how to use it!

CHRIS

That's exactly my point!

SAFFRON

Your point? Well, let's start over, because I'm just not getting it.



LESSON 5:

My Basic Physical Needs!

My Right! My Responsibility!

1. Ask students the following questions. Encourage them to give you quick alert answers!

- ☐ Do you ever stop to think about what you need in order to survive and grow?
- ☐ Do you think about what YOU need to do to make sure you get what you need, without hurting yourself or anyone else?
- ☐ Do you respect your physical needs? Do you get the food, water, exercise and rest that your body needs?
- ☐ Are you aware that you have a right to these things?
- ☐ Are you aware that everyone has a right to these things?
- ☐ Is it your opinion that this right comes with a responsibility? What do you think that responsibility would be?

2. Tell students:

- ▲ We all have the right to have our basic physical needs met. We all have the right to healthy food, water, exercise and rest.
- ▲ If you have to give up any of these things so that someone else can have them, the responsibility is not being shared.
- ▲ Sometimes we have to make other people aware of our basic needs, especially when they are not being met.
- ▲ Sometimes we have to be aware that other people may not be getting their basic physical needs met because of something WE are doing.

Activity 5: My Physical Needs!

✓ **Ask students the following questions. Let their discussion flow, but keep up the pace! Remember, you have only 15 minutes!**

1. Are you getting enough rest? Do you sleep enough hours at night? If not, why?
2. Do you eat healthy food? Every day? Every meal?
3. How much water do you drink in a day? Do you drink sodas instead? What other things do you drink?
4. How much exercise do you get in a day? Do you walk every day? Do you do any special activities that give your body a good workout? Like what, for example?
5. Do you think that anyone in your household loses sleep because of you? If so, who — and why?
6. Does anyone you know eat less so that you can eat more? If so, who — and why?
7. Do you think anyone in your household eats too much food? Gets too much rest?
8. Do you think that when our physical needs are met, we're better able to think, to study, to grow?
9. Do you suppose that when you don't get enough sleep, you may not do as well in school?
10. What do you think is your responsibility when it comes to your personal physical needs?
11. Is it your responsibility to make sure these needs are met, or do you think meeting your physical needs is the responsibility of someone else? Why do you think so?
12. Do you think that when we drink enough water, eat the right food, exercise our body and get enough rest — we are the physically strongest and most powerful we can possibly be?

✓ **Congratulate students on their good work!**



LESSON 6:

My Basic Emotional and Social Needs!

My Right! My Responsibility!

1. **Ask students the following questions. Once again, encourage rapid-fire, answers! It's important for students to think on their feet!**

- ☐ Do you think that you have emotional needs? What are they?
- ☐ Do you think it's important to accept your feelings, whatever they are?
- ☐ Is it a good idea to express your feelings, and respond to them — but in ways that do not hurt you or anyone else?
- ☐ Do you have social needs? Is it important to you to develop relationships with other people, or do you tend to be a loner?
- ☐ Is it wise to develop relationships only with people who are good for both you and for them? Can you tell when a relationship is NOT good for you? What's a sign that a relationship isn't good for you?
- ☐ Is it your opinion that people don't always respect their emotional and social needs? Why do you think so? Are they afraid of something?

2. **Tell students:**

- ▲ Sometimes we have strong feelings and believe we're the only one who has them. This sometimes makes us afraid to talk to other people about them.
- ▲ When we respect our emotional and social needs, we understand that it's important to find someone to talk to whom we trust.
- ▲ When we respect our emotional and social needs, we understand how important it is to respect the emotional and social needs of other people — and to help them when we can.

Activity 6: A Mental Freestyle Here's What I Need!

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

Here's What I Need!

STRIP QUESTIONS

-
1. My greatest physical need is :
The way I like it met is:

 2. The food I eat at home is best described as:
My need for healthy food is met whenever I:

 3. I'd say that my strongest emotional need is:
The best way for me to get it met is probably to:

 4. The thing that really upsets me the most is:
The way I usually deal with it is:

 5. The thing that really upsets me the most is:
As I see it, my responsibility in this situation is:

 6. When I see people fighting at school, I usually:
As I see it, my responsibility in these situations is:

 7. I find it difficult to talk about certain feelings, because:
If someone upsets me, I'd say it's my responsibility to:

 8. It's easier for me to see other people's responsibility than my own,
because:

 9. I believe that it's my right to tell people how I honestly feel about:
With this right comes the responsibility to:

 10. I believe that it's my right to show other people:
With this right comes the responsibility to:

 11. I think it's my right to be creative about:
With this right comes the responsibility to:

 12. I think it's my right to be smart about:
With this right comes the responsibility to:

 13. Sometimes people will make fun of the way I:
I think their right to make fun of me comes with a responsibility, which is:

 14. Sometimes my family pays attention to my needs, and sometimes not.
I think it's my responsibility to:



LESSON 7:

I Can Be Honest and Open!

My Right! My Responsibility!

1. Ask students the following questions. Remember to encourage immediate answers!

- ☐ Is it easy for you to be honest about some things and less easy to be honest about others? Why do you think that is?
- ☐ Are you sometimes asked to say something that isn't true? When has that happened to you?
- ☐ Do you think it's difficult to be thoughtful and kind, AND be honest in some situations?
- ☐ Why do you think someone would want you to be less than honest with another person? To lie? To save a person's feelings? To make another person feel good?

2. Tell students:

- ▲ There are times when we are asked to say we're sorry, when we're not — to say we miss someone, when we don't — to say we're not angry, when we are.
- ▲ It's important to be honest — but it's also important to be honest in a caring way.
- ▲ An argument doesn't mean that one person is right and the other is wrong — just that they disagree. It's important to say what you think and feel, but in a kind way.
- ▲ If everyone could be honest — and kind — maybe people wouldn't fight as much as they do.

Activity 7: A Mental Freestyle

The Truth Doesn't Have to Hurt!

✓ **Tell Students:**

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

✓ **Ask Students:**

1. Your parent asks you to get on the phone and tell your aunt that you miss her. You really don't. You get on the phone and say:
2. You're asked to tell your brother you're sorry you hurt his feelings. Right now, you're anything but sorry. You say:
3. You've been asked to tell your relative how much you like the new clothes you received as a gift. You don't like them at all! You say:
4. You're at someone else's home for dinner and you're asked if you'd like some spinach. You say:
5. Someone in your family gives another kid permission to play with your toys because, they say they were sure you wouldn't care. You say:
6. A teacher gives an assignment that he says is simple and he's sure everyone will understand it. You don't! You say:
7. Someone says, "You're not nervous, are you? You're much too smart to be nervous. Besides, you're too old for that!" You say:
8. Sometimes an adult will say, "I've explained my reasons. Don't you agree that my decision is the best for everyone?" You say:

✓ **Thank your students for their willingness to be honest and open!**



LESSON 8:

I Do Make Mistakes!

My Right! My Responsibility!

1. **Ask students the following questions. Be sure to limit the discussion time so that you can get through the whole lesson in 15 minutes!**
 - ☐ Do you think there's any person in the world who is absolutely perfect?
 - ☐ Do you think everyone has accidents? Makes wrong choices? Makes mistakes?
 - ☐ Is it possible that making mistakes can help us learn and become better people?
 - ☐ Is it your right to make mistakes? Why do you think so?
 - ☐ What responsibility do you think comes with this right?
2. **Tell students:**
 - ▲ We all make mistakes. It's important for us to accept the fact that we make mistakes and accept the fact that we're not perfect!
 - ▲ Although making a mistake can be embarrassing and painful, we have a choice: we can either hide from our mistake, or we can learn from it.
 - ▲ When we have accidents, we can learn to be more careful. When we make a wrong choice, we can learn to ask for help from other people. Making a mistake often causes us to stop and think about what we did and how we might prevent this mistake from happening again.
 - ▲ It's your right to make mistakes. And it's your responsibility to learn from the mistakes you make.
 - ▲ It's also your responsibility to understand when other people make mistakes, and to do your best to help rather than blame them.

Activity 8: Roleplay I'm Not Perfect!

- ✓ **BEFORE CLASS**, make TWO PHOTOCOPIES of the roleplay on the following page.
- ✓ Ask for two Volunteers to play the parts of **COLE** and **REGAN**.
 - ☐ Remind Volunteers to get into their parts as best they can!
 - ☐ Tell Volunteers to have fun with the roleplay!
- ✓ **DO ROLEPLAY! Leave time to ask the following questions!**
- ✓ **AFTER ROLEPLAY**, thank the Volunteers, then ask the following questions. Always encourage students to think quickly, on their feet, and to respond with whatever thoughts enter their minds.
 1. Do you think Cole had a hard time accepting the mistake? Why do you think Cole had a hard time?
 2. Do you think Cole may be self-conscious about making mistakes because, as mentioned, Cole's Dad says that Cole is stupid?
 3. Does Cole see making mistakes as a personal right?
 4. If Cole does not accept making a mistake as a personal right, will Cole be able to accept responsibility for making one?
 5. Do you think Regan tried to help Cole accept the mistake?
 6. Did Regan understand that it's important to accept a personal mistake as human error?
 7. Do you think that if Regan made a mistake, Regan might accept it more readily than Cole did? What makes you think so?
 8. When we make a mistake, what do you think is our greatest responsibility?
- ✓ **Thank everyone for their good work!**

ROLEPLAY

I'm Not Perfect!

COLE

How could I have made such a dumb mistake?

REGAN

Easy! It was a mistake, and there was nothing dumb about it!

COLE

I was so overconfident about knowing all the answers on the exam, I didn't take a couple extra minutes to check my answers! THAT is dumb.

REGAN

You know, you could beat yourself up forever about this, or you could learn from it.

COLE

Oh, I learned all right. I learned that I'm dumb.

REGAN

What you really learned is that from now on, you're always going to check your answers. If you had gotten a perfect score on the exam, you would have stayed overconfident and never learned that you need to always check your answers. Right?

COLE

I'd rather have a perfect score.

REGAN

Nobody's perfect, Cole.

COLE

My Dad was right. I'm just plain stupid.

REGAN

Are you going to moan about this forever, or are you going to learn what you're supposed to learn from this?

COLE

If I were really smart, I'd take the course over again — start over and then take all the exams and get them all right.

REGAN

Now you're talking dumb. THAT would be really dumb.



LESSON 9:

My Right to Be Private!

My Right! My Responsibility!

1. **By now, your students are most likely getting better at answering spontaneously. Keep up the good work!**

- ☐ Are there times when you want to be alone?
- ☐ Do you think you have the right to be alone when you want to be?
- ☐ Is it your opinion that we all need time to think, to daydream, to be with our own thoughts without being distracted or disturbed?
- ☐ Do you think it's your right to go someplace where you can be by yourself? A safe place?
- ☐ If so, what responsibility comes with this right?
- ☐ Do you suppose it's your right to let others know where you are, so nobody thinks you're lost, so no one worries about you?

2. **Tell students:**

- ▲ Sometimes we all have thoughts or feelings we don't want to share with anyone else.
- ▲ It's okay to keep such thoughts and feelings to yourself, until you're ready to share them with someone you trust.
- ▲ Just as you have the right to be alone, and to have private thoughts and feelings — you also have the right to be with anyone you choose, and to share your thoughts and feelings with that person.
- ▲ Still, whenever you decide to be with another person, it's your responsibility to let others know where you are, and who's with you. The right to privacy comes with the responsibility to act safely.

Activity 9: Question and Answer I Want to Be Alone!

✓ **Encourage students to respond quickly! First thoughts are best! It's okay to repeat questions, and it's always okay to make up some of your own! Ask:**

1. Do you believe that you have the right to spend time alone? What responsibility comes with this right?
2. Do you believe that you have the right to spend time with anyone you choose? What responsibility comes with this right?
3. If your parents told you that they needed to spend time alone, without you, and left for two days without telling you where they were going, do you think they would be avoiding their responsibility? If you did the same, would you be avoiding yours?
4. Do you think that parents who don't want you to be alone, or to spend time with someone they don't know, are afraid of something? What do you think they're afraid of?
5. Do you think that it's your responsibility to help them to not be afraid? Why do you think so?
6. Do you suppose that if you told your family that you wanted to spend time alone, and you told them exactly where you were going and how to reach you — they would be okay with this?
7. Is it fun to daydream when you're alone? Do you think everyone should have private time to think their own thoughts and mull over their hopes, their dreams? Why do you think so?
8. Are there times when you have some thoughts or feelings that you don't want to share with other people? Do you think your family and friends understand this? Do you think that perhaps they have private thoughts and feelings of their own?
9. If a friend or family member wanted private time away from you, do you think you would understand and not feel left out?
10. What do you think is the greatest responsibility that comes with your right to privacy?

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



LESSON 10:

Decisions That Affect Me!

My Right! My Responsibility!

1. Remember to move quickly, as you ask:

- ☐ Have you ever listened to people around you make a decision about something that you will have to do — without including you in that decision-making process?
- ☐ How does it make you feel to not be part of this decision-making process? Do you feel unimportant? Incapable? Indifferent?
- ☐ Do you think that it's your right to be part of any decision that affects you? Why do you think so?
- ☐ What responsibility comes with this right?
- ☐ Do you think that you have a responsibility to think fairly — to do your best to see the “big picture” — in other words, to see how a decision affects everyone involved?

2. Tell students:

- ▲ Have you ever heard the phrase: “If you're not part of the solution, you're part of the problem”? What does it mean? Do you think it makes good sense? Why?
- ▲ Every day, there are decisions to be made: What time do I wake up? What will I have for breakfast? What clothes do I wear? Will I get my homework in on time? When should I do my chores? When should I get to sleep?
- ▲ You have the right to contribute to any of these decisions — to any decision that affects you personally. When you do, you help not only those around you, but yourself too!
- ▲ What comes with this right is the responsibility to participate fairly, and to be respectful of how your decision affects other people.

Activity 10

I'll Decide!

- ✓ **Ask students to consider this situation: Your father played football when he was in high school. Your mother played on the women's baseball team. They both decide, and tell you, that you should sign up for a sports team. You would rather play in the school band as an extra-curricular activity, and you would rather study martial arts.**
- ✓ **Ask students:**
 1. Do you believe that it's your right to NOT join a sports team if you don't want to be part of any team?
 2. What, do you think, gives you this right?
 3. Do you think that you have the right to play in the school band, or orchestra, if you're accepted by the music director?
 4. What, do you think, gives you this right?
 5. If your family objects to your playing in the band instead of participating in sports, how would you handle this situation?
 6. Is there a responsibility that comes with this kind of choice? What do you see as your responsibility in this situation?
 7. Do you think that, because this decision affects you, in your life, you have the right to contribute to it?
 8. If your parents feel strongly about any decision that affects you, and you disagree, what is your responsibility? What do you think is theirs?
 9. Do you think it might be worthwhile to ask your family why it's so important to them that you play sports — and have a discussion?
 10. Do you think it might be worthwhile to take the time to explain to your family why playing in the band is important to you?
- ✓ **Congratulate students on their intelligent and creative thinking!**



LESSON 11:

I Can Live Without Fear!

My Right! My Responsibility!

1. Encourage students to give you alert answers! Keep the lesson to 15 minutes! Ask:

- ☐ Are there people in your life who make you feel afraid all the time?
You don't have to say who they are!
- ☐ Do you think that it's your right to live free from fear?
- ☐ If this is your right, do you think you need to take responsibility for handling this situation, or do you think someone should help you? Why do you think so?
- ☐ Do you feel safer keeping your fears to yourself, or talking with someone you trust?
- ☐ Do you think that your responsibility, in this case, is to talk with someone you think is trustworthy — someone who might be able to help you handle your fear?

2. Tell students:

- ▲ Every right we have — from saying and doing what we want, to making mistakes and contributing to decisions that affect us — every right carries with it a responsibility.
- ▲ The right to free speech comes with the responsibility to speak respectfully. The right to vote comes with the responsibility to know what you're voting for, or against.
- ▲ Our right to feel safe and to live free from fear comes with the responsibility to be AWARE, and to know how to protect ourselves the best we can.
- ▲ Respect is the act that conquers fear. When we are able to respect our own thoughts and feelings — as well as those of other people, no matter who they are — fear fades.

Activity 11: Roleplay I'm Not Afraid!

- ✓ **BEFORE CLASS**, make TWO PHOTOCOPIES of the roleplay on the following two pages.
- ✓ Ask for two Volunteers to play the parts of **ASHLEY** and **TEPPER**. Remind them to get into their parts as best they can, and to have fun with the roleplay!
- ✓ **DO ROLEPLAY! Leave time to ask the following questions!**
 1. Did Ashley start off terrified of the bully? What made Ashley scared?
 2. Do you think that Ashley's decision to talk with Tepper about the fear was a good idea? Why do you think so?
 3. If Ashley had never talked with Tepper, do you think that Ashley would still be terrified of the bully?
 4. When did Ashley's fear begin to fade? Was it when Ashley started to take some responsibility for the fear?
 5. Did Ashley's fear start to go away when the focus switched to some action Ashley could take to be helpful to someone?
 6. Do you think Ashley's decision will work with this bully? Why do you think so?
 7. If Ashley's decision does not work with the bully, if you were Ashley's friend, what would you advise Ashley to do next?
 8. Does this roleplay help you think about what responsibility you could take with anything or anyone that frightens YOU? In what way?
 9. Can you think of someone you believe you can trust with whatever scares you? Do you think you'd want to trust different people with different situations or fears?
 10. When you think about words you can say, or actions you can take, does this help remove your fear? Why do you think that happens?
- ✓ **Thank Volunteers and class for their excellent work!**

ROLEPLAY

I'm Not Afraid!

ASHLEY

I'm terrified!

TEPPER

Why? What's the matter?

ASHLEY

I better not talk about it.

TEPPER

Hey, if you're scared, you should always talk about it! Otherwise, it just eats away at you. Know what I mean?

ASHLEY

Yeah. Okay, well...this is hard for me....that bully — I can hardly talk about him without shaking — you know who I mean?

TEPPER

Yes, I know who you mean. Is he bothering YOU now?

ASHLEY

He finds me, every day after school, and tells me that if I don't help him with his math homework, he's going to trip me, or steal my books. He scares me to death!

TEPPER

That's pretty funny — a bully who wants tutoring.

ASHLEY

This is not funny. I don't know what to do.

TEPPER

You should help him.

ASHLEY

What?!

TEPPER

You should help him with his math!

ASHLEY

Are you crazy?

TEPPER

You are very good in math — probably the smartest in our class. You could help him!

ASHLEY

Why should I help someone who threatens to hurt me?

TEPPER

Okay, listen. This guy is probably feared and hated by just about everyone. You could respect the fact that he's asking YOU for help!

ASHLEY

He's not asking. He's threatening! I'm not sure what kind of help he really wants!

TEPPER

This is his way of asking for help. He probably doesn't know any other way. Once you help him he'll be on YOUR side, and you'll be protected for life! No one will give you trouble if you've got HIM behind you!

ASHLEY

Wow. I never thought of it that way. But I'm scared to be alone with him.

TEPPER

Say that you'll meet him in the park, where there are other people. Or at the library, or in the school yard. Tell him you'll do it, but it has to be on your terms.

ASHLEY

Hmmm. I like the idea of respecting that he wants help. That's really cool. When I think of that, I don't feel afraid of him.

TEPPER

Exactly!

ASHLEY

I could show him how to do multiplication, and he could surprise everyone in class by looking smart! That would be fun!

TEPPER

There you go! You could teach him how to make change from a \$20-dollar bill, then the multiplication tables and have him rattle them off in class, then teach him a few algebra formulas, then some geometry....

ASHLEY

Okay, stop. Now YOU'RE the one who's scaring me.



LESSON 12:

I Stand Up for My Rights!

My Right! My Responsibility!

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

- ☐ Have you ever wondered why we have laws? Why do you think we have them?
- ☐ Do you think that our laws are meant to protect us? Name one law that protects us! How about stopping for a red light?
- ☐ Do you think that if we humans were better at respecting one another, we would not have to create so many laws to govern our actions?
- ☐ Do you believe it's your right to stand up for your rights?
- ☐ Okay, here comes the responsibility question! If it's your right to stand up for what you believe, what responsibility do you have with regard to this right?

2. Tell students:

- ▲ There may be many times in your life when people do not respect your rights. You can always approach them and attempt to remedy this.
- ▲ Talking with others about your rights carries the responsibility of telling them, in a kind way, exactly how you think and feel.
- ▲ It's your right to ask people to be more considerate of your rights! These people may not always respond, but it's helpful to do your best to understand *why* they might act disrespectfully toward you.
- ▲ When we can UNDERSTAND why people act disrespectfully, we have already begun to resolve our conflict!

Activity 12: Game

I Respect! I Understand!

- ✓ **BEFORE CLASS!** Make ONE PHOTOCOPY of the strips on the following page. Cut the pages into strips and put in a basket or box. It's always okay to add your own strips!
- ✓ **TELL STUDENTS:**
 - ❑ This is our last exercise in this course! We hope you've had a good time learning how to explore and expand your world.
 - ❑ Now it's up to you to enhance your world — by being aware of and understanding your rights, and by learning how to best take responsibility for keeping them!
 - ❑ We're going to pick strips! When you pick a strip, open it, read it aloud. Then fill in the blank!
- ✓ **Leave a minute or two to read through the LAST PAGE!!!**

I Respect! I Understand!
PICK A STRIP!

-
1. It is my right to think whatever I wish. When I hear other people's thoughts, and I don't agree with them, I believe it's my responsibility to:

 2. It is my right to say and do what I want, when and how I want. If my family or friends do not agree with me, it is my responsibility to:

 3. I know that it's my right to ask questions. When people I ask do not answer my questions, I believe it's my responsibility to:

 4. It is my right to receive truthful answers to my questions. When I am unsure of whether I've received a truthful answer, it's my responsibility to:

 5. When someone misjudges me or my abilities, I know that I have the right to:
When someone misjudges me or my abilities, I know that I have the responsibility to:

 6. When my family tells me something that I do not understand, I can ask for clarification or just accept it as true, but it's my responsibility to:

 7. If my basic physical or emotional needs are not being met, I can either blame someone or I can take responsibility for getting them met. What I would do is:

 8. Sometimes we kids judge other people based on the way they speak, their actions, their clothes, their home, the way they look. I have the right to speak, act, dress and look any way I please. It's my responsibility to:

 9. It's my right to be honest. Sometimes I know that the truth can hurt. I believe I can take responsibility for the truth by:

 10. We all make mistakes. I sure don't want to make one now! If I do, I know that it's my responsibility to:

 11. I am aware that not everyone in the world is lucky enough to have privacy. I have the right to privacy and I believe that it comes with a certain responsibility, which is:

 12. I have sometimes been afraid to stand up for what I believe. It's not always an easy thing to do, but I understand that my responsibility is:

Congratulate your students on their insightful and admirable work!

Tell students:

- ☐ Always consider the truth for yourself — no matter what's being said and who's saying it!
- ☐ It's always best to take it upon yourself to know the truth and falseness of what anyone — including me! — tells you!
- ☐ Memorizing information can help us remember details, but it's not as important in life as knowing how to find the truth!
- ☐ Think for yourself! Stimulate your own awareness! Stimulate the awareness of those around you!

✓ Remind students:

- ▲ There are other classes at this school/center that are like this one, but even more fun!
- ▲ Next time, bring a friend!
- ▲ Hope to see you all soon!