



The Guardian Angels “Stomp the Bullying”
Leadership Program

To become a Junior Angel

Student Manual



www.guardianangels.org

www.stompthebullying.org

About the Program:

This is a voluntary anti-bullying and leadership program through the Guardian Angels teaching children how to be good citizens and to service their community, always looking to make the community a better place by helping others as much as possible and doing community service.

Those in this program will learn about bullying, how not to be a bully, how to handle bullying situations on all levels, how to be a good leader, how to treat other people, ways to help other people, how to communicate respectfully, and more. They learn about awareness, safety, what to do in emergency situations, and also learn some basic self-defense.

This program also builds self-esteem, self-confidence, self-control, and self-discipline. Although this program is for children ages 7 and up, we want their parents to be involved as well. Once the children complete this 3 month program they will become Junior Angels.

About the Guardian Angels:

The Guardian Angels (www.guardianangels.org) was founded by Curtis Sliwa in 1979 while living in the Bronx and watching his city deteriorate through drug and gang infestations. Sliwa knew he had to do something to clean up his streets so he took an active approach and created the Guardian Angels—a voluntary, weapon free program to take charge by patrolling the streets and making citizens arrests to create a safer environment.

The Guardian Angels began with thirteen people and has grown immensely over the past thirty years with over 125 chapters throughout the world. Aside from constantly patrolling the streets, the Guardian Angels provide education for everyday citizens to take responsibility for their environment.

The Guardian Angels are volunteers who provide public safety and education in our neighborhood streets our schools and cyberspace. They include successful professionals as well as young people on the rebound. They are from the inner-city the suburbs and even the countryside. They are men and women and young people from all colors and backgrounds. They

all work towards a universal goal that everyone has the right and deserves to be safe.

- Safety Patrols
 - Revitalization efforts via increasing safety in business districts
 - We attend community festivals and celebrations to deter criminal activity
- Education
 - In-School Programs
 - Professional Development
- Internet Safety
 - Online Learning Center
 - Ask an Angel assistance program
- Community Service
 - Park Reclamations, Graffiti Paintouts, Disaster Relief Efforts
- Personal Development Opportunities
 - Leadership Training
 - Inclusion of at-risk youth and marginalized populations to increase community participation and personal responsibility
 - First aid, self defense, and safety seminars

About Miller's Kenpo Karate Dojo:

Miller's Kenpo Karate Dojo is McKean County's number one source for fitness, self-defense and character. It was founded by self-defense expert Michael Miller in 1998 and has been open full-time since May of 2005. Miller's Dojo is the only martial arts studio in the history of Bradford, Pa that has been a full-time school.

At Miller's Dojo we are dedicated in teaching children what's right in life and to become all they are capable of becoming. We improve them on social, behavioral, intellectual, mental, emotional, spiritual, and physical levels. We also provide the most comprehensive and realistic training that McKean County has to offer learning how to protect yourself standing up and on the ground.

Miller's Kenpo Karate Dojo was where the very first "Stomp the Bullying" graduation took place, and Michael Miller is the co-founder of the program.

Stomp the Bullying:

“Stomp the Bullying” is a concept Guardian Angel and international martial arts expert Sean P. Kelley came up with to tackle the bullying epidemic our society is facing. The concept is to launch the program in martial arts schools where they become Guardian Angel “Safe Places” where anybody who is being bullied or harmed in any way can come to the “Safe Place” for guidance. This community service program is to help children to learn to service their communities and how to minimize bullying as well as how to handle bullies.

Once the children graduate this program they become Junior Angels. Kelley pitched the idea to Michael Miller and Miller created the manual for the program and was the first person to implement the program graduating 12 students as Junior Angels through Miller’s Kenpo Karate Dojo (www.millersdojo.com) in Bradford, Pa.

Become a protector, instead of a predator!

We can't control other people and the decisions they make. We CAN control ourselves and the reactions that we have to other people and their decisions. We can change US, but if other people choose to act a certain way, we have no power over that. We CAN influence them, however, by proper role modeling behavior and helping them in any way we can.

We must first make sure we are making the right decisions in our own lives so that we don't stray down the path of violence. Our goal is to HELP people, not HURT people. We can not bully others or become a punk or predator. You must make that clear in your head. Our program will not tolerate bullies, punks, thugs, or predators.

Students in this program meet on a regular basis (one hour per week) to learn how to become good citizens and how to help rectify the bullying epidemic.

The intention of the program is to help students:

- Understand that no student has the right to bully or harass other students
- Learn empowerment strategies and coping skills necessary to counteract negative influences within the community
- Recognize the importance of "sticking up" for each other
- Learn the importance of the individual in making a change in society

This program provides an alternative to gangs and drugs through a supportive club environment dedicated to community service and personal responsibility.

RESPECT

READ

EAT

SLEEP

PRACTICE

EDUCATION

CAN/CAN'T

TRUTH

School Grades and Behaviors:

It's important that you maintain good grades and good behaviors in school. When you have homework, discipline yourself to get it done right away and to focus wholeheartedly on doing your best. Always turn in homework on time and if you ever have problems with your school work ask your teacher and/or your parents for help.

Follow all school policies and regulations and be sure you always:

Focus

Listen to your teachers

Behave yourself

Keep your hands to yourself

Treat classmates with respect

Keep quiet when a teacher is teaching

Complete your work to the best of your ability

Greeting others:

Introduce yourself to others

Shake hands

Have a polite greeting like "Hello, how are you?"

Using Kind Words:

In this program we ALWAYS use kind words wherever we go. Make these words a regular part of your vocabulary:

Yes, Sir

No, Sir

Yes, Ma'am

No, Ma'am

Please

Thank – you

You're Welcome

Helping Others:

One of the most important things about this program is constantly helping others. Make it a habit to be helpful to your parents, teachers, brothers and sisters, and everybody else you come in contact with. This means:

-- Do your chores

-- Brush your teeth

-- Pick up after yourself (pick up toys, throw away your trash)

-- Always listen to your parents and teachers

-- Do your homework

-- Help your parents around the house

-- Never talk back to your parents

-- MUCH, MUCH MORE.

This also includes Random Acts of Kindness

Random acts of kindness are nice things you do for others when they are not expecting it. Such as:

-- Opening a door for somebody

-- Letting somebody go in front of you when you are in line

-- Putting a quarter in a parking meter for somebody

--Writing a letter to someone who means a lot to you letting him/her know how you feel about him/her

--Give a thank you card to someone in the community (bus driver, teacher, etc.)

--Give an inspiring book to a friend in need

--Volunteer for something

--Rake someone's yard

--Tape the exact change for a can of pop to a vending machine

Those are just some ideas for you. You can also come up with your own.

It's the act of giving – a selfless service. When we give, we give out of the kindness of our hearts expecting nothing in return. We give to give, not give to receive.

Community Service:

Our community is important. We need to keep it as clean and as productive as possible. This program will teach you that concept. Once you graduate, we will do community service projects when the opportunity presents itself. This may be garbage clean up, or an array of other things.

Friendship:

Try to make as many friends as possible. The more friends you have, the less likely you will get bullied. If you do get bullied you have several friends who can step in and surround the bully. Be kind to others even if they are not kind to you.

100 Percent Effort 100 Percent of the Time:

No matter what you are doing in life, whether it's working out, learning a martial art, playing soccer, studying for a test, etc., always give your absolute best effort. There is no such thing as failure if you know in your heart you gave everything in your power to succeed at that task. You may not always win, or may not always come out on top, but if you gave everything you could give there is no shame. You will learn from every experience in your life. Give 100 percent. There is no such thing as 110 percent. You can't give 110 percent, but you can give 100 percent.

Seek Progress, not Perfection:

Always strive for progress, not perfection. We are imperfect people and we will never be perfect. If you try for perfection you will always fall short. If you try to make progress everyday, that is obtainable. We can make progress everyday. So do it.

“Success is peace of mind which is a direct result of self-satisfaction in knowing you made the effort to become the best of which you are capable.”

--Coach John Wooden

Lessons to Live by in Life:

Be yourself

Make goals

Reach goals

Don't nag

Don't gossip

Be forgiving of yourself and others

Keep it simple

Keep good company

Keep your promises

Believe in yourself

Be a good loser

Be a good winner

Compliment others

Be there when people need you

Make a difference in somebody's life

Make a difference in everybody's life

Make it a habit to do nice things for people who will never find out it was you.

Never deprive someone of hope. It may be all he/she has

Don't be afraid to say "I'm Sorry."

Don't be afraid to say "I'm Wrong."

Take responsibility for every area of your life

Take care of your reputation, but more importantly have good character

Don't postpone joy

Know who your REAL friends are

Never give up on anyone. Miracles happen everyday.

Smile. You never know who is watching

Dream big

Make your dreams come true

Do things that others only dream of

Live each day as if there is no tomorrow. Yesterday is just a memory

Pay attention to what is in front of you. Your life is in front of you

Don't waste another day

Other Words of Wisdom:

Failing to prepare is preparing to fail

Do not mistake activity for achievement

There is nothing stronger than gentleness

Be most interested in finding the best way, not in having your way

It's what you learn after you know it all that counts

Happiness begins where selfishness ends

The man who is afraid to risk failure seldom has to face success

You discipline to correct, to help, to improve – not to punish

Be more concerned with your character than your reputation

Make each day your masterpiece

Manners: Here are some manners to follow:

Manner #1

When asking for something, say "Please."

Manner #2

When receiving something, say "Thank you."

Manner #3

Do not interrupt grown-ups who are speaking with each other unless there is an emergency. They will notice you and respond when they are finished talking.

Manner #4

If you do need to get somebody's attention right away, the phrase "excuse me" is the most polite way for you to enter the conversation.

Manner #5

When you have any doubt about doing something, ask permission first. It can save you from many hours of grief later.

Manner #6

The world is not interested in what you dislike. Keep negative opinions to yourself, or between you and your friends, and out of earshot of adults.

Manner #7

Do not comment on other people's physical characteristics unless, of course, it's to compliment them, which is always welcome.

Manner #8

When people ask you how you are, tell them and then ask them how they are.

Manner #9

When you have spent time at your friend's house, remember to thank his or her parents for having you over and for the good time you had.

Manner #10

Knock on closed doors -- and wait to see if there's a response -- before entering.

Manner #11

When you make a phone call, introduce yourself first and then ask if you can speak with the person you are calling.

Manner #12

Be appreciative and say "thank you" for any gift you receive. In the age of e-mail, a handwritten thank-you note can have a powerful effect.

Manner #13

Never use foul language in front of adults. Grown-ups already know all those words, and they find them boring and unpleasant.

Manner #14

Don't call people mean names.

Manner #15

Do not make fun of anyone for any reason. Teasing shows others you are weak, and ganging up on someone else is cruel.

Manner #16

Even if a play or an assembly is boring, sit through it quietly and pretend that you are interested. The performers and presenters are doing their best.

Manner #17

If you bump into somebody, immediately say "Excuse me."

Manner #18

Cover your mouth when you cough or sneeze, and don't pick your nose in public.

Manner #19

As you walk through a door, look to see if you can hold it open for someone else.

Manner #20

If you come across a parent, a teacher, or a neighbor working on something, ask if you can help. If they say "yes," do so -- you may learn something new.

Manner #21

When an adult asks you for a favor, do it without grumbling and with a smile.

Manner #22

When someone helps you, say "thank you." That person will likely want to help you again. This is especially true with teachers!

Manner #23

Use eating utensils properly. If you are unsure how to do so, ask your parents to teach you or watch what adults do.

Manner #24

Don't reach for things at the table; ask to have them passed.

Originally published in the March 2011 issue of [Parents](#) magazine.

Bullying:

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. A child who is being bullied has a hard time defending himself or herself.

Bullying can take many forms such as hitting or pushing (physical bullying), teasing or name calling (verbal bullying), intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying), and sending insulting messages via e-mail, text messages, facebook, etc. (cyberbullying).

Bullying is a widespread and serious problem that can happen anywhere. It is not a phase children have to go through, it is not "just messing around", and it is not something to grow out of. Bullying can cause serious and lasting harm.

Although definitions of bullying vary, most agree that bullying involves:

- **Imbalance of Power:** people who bully use their power to control or harm and the people being bullied may have a hard time defending themselves
- **Intent to Cause Harm:** actions done by accident are not bullying; the person bullying has a goal to cause harm
- **Repetition:** incidents of bullying happen to the same the person over and over by the same person or group

Children who come to school each day fearful of being bullied simply cannot be expected to concentrate on their academic studies. Unfortunately, 160,000 children fear attending school each day because of intimidation and humiliation suffered at the hands of bullies, according to a recent study. Far from being a harmless playground nuisance, bullying causes psychological harm, self-esteem damage and other lasting effects for victims.

Those who bully are usually in a more powerful position than their victim. They may feel insignificant in one aspect of their life, and bullying may ease the pain. Bullying can be a way of gaining social status, or fitting in. There are many reasons that people bully:

- They have seen people that they respect or care for (i.e. parents, relatives, even teachers) use bullying behaviour for personal gain with success.
- They have never been told that this behaviour is wrong by the people bringing them up. (If this behavior is not quelled at a young age, new research has shown it may result in a pathological need for bullying)
- They think that it makes them look powerful to other people.
- They feel pressured into acting that way by their peers (they are pressured into bullying by friends or their crew).
- They see bullying as a way to gain social status or popularity in order to rise in social hierarchy.
- New research has shown that the grand majority of bullies *don't* experience problems at home like many were raised to believe, although this may or may not influence bullying behavior in some.

With the knowledge of who bullies essentially are, we now must identify victims. Bullies choose victims who seem to be easy targets, often with less physical prowess and a lower social standing. The only prerequisite to being a victim of bullying is to be different. Bullies attack those who they perceive to be abnormal, such as those who are too short or tall, fat or skinny, among many other things. Now that we have cohesive definitions of bullying, as well as the parties engaged, the question arises

Warning Signs:

There are many warning signs that could indicate that someone is involved in bullying, either by bullying others or by being bullied. However, these warning signs may indicate other issues or problems, as well.

Being Bullied

- Comes home with damaged or missing clothing or other belongings
- Reports losing items such as books, electronics, clothing, or jewelry

- Has unexplained injuries
- Complains frequently of headaches, stomachaches, or feeling sick
- Has trouble sleeping or has frequent bad dreams
- Has changes in eating habits
- Hurts themselves
- Are very hungry after school from not eating their lunch
- Runs away from home
- Loses interest in visiting or talking with friends
- Is afraid of going to school or other activities with peers
- Loses interest in school work or begins to do poorly in school
- Appears sad, moody, angry, anxious or depressed when they come home
- Talks about suicide
- Feels helpless
- Often feels like they are not good enough
- Blames themselves for their problems
- Suddenly has fewer friends
- Avoids certain places
- Acts differently than usual

Bullying Others

- Becomes violent with others
- Gets into physical or verbal fights with others
- Gets sent to the principal's office or detention a lot
- Has extra money or new belongings that cannot be explained
- Is quick to blame others
- Will not accept responsibility for their actions
- Has friends who bully others
- Needs to win or be best at everything

There is no one single cause of bullying. Rather, individual, family, peer, school, and community factors can place someone at risk for being bullied or for bullying others. Even if a child has one or more of the risk factors, it does not mean that they will bully or will become bullied.

Who is At Risk for Being Bullied?

Generally, children, teens and young adults who are bullied:

- Do not get along well with others
- Are less popular than others
- Have few to no friends
- Do not conform to gender norms
- Have low self esteem
- Are depressed or anxious

Who is At Risk for Bullying Others?

Some people who at risk for bullying others are well-connected to their peers, have social power, and at least one of the following:

- Are overly concerned about their popularity
- Like to dominate or be in charge of others

Others at risk for bullying others are more isolated from their peers and may have any of the following:

- Are depressed or anxious
- Have low self esteem
- Are less involved in school
- Are easily pressured by peers
- Do not identify with the emotions or feelings of others

Other risk factors for bullying others include the following:

- Being aggressive
- Have less parent involvement
- Think badly of others
- Are impulsive
- Are hot-headed and easily frustrated
- Have difficulty following rules
- View violence in a positive way

Family Risk Factors:

Children who bully are more likely than their non bullying peers to live in homes where there is:

- A lack of warmth and involvement on the part of the parents
- Overly-permissive parenting (including a lack of limits for children's behaviors)
- A lack of supervision by parents
- Harsh, physical discipline
- A model for bullying behavior

What Does Not Increase Risk:

- **Location.** There are no differences in rates of bullying for urban, suburban, or rural communities. Bullying happens everywhere.

- **School Size.** The overall percentage of students being bullied does not vary based on school size, although bullying does happen more often in larger schools.
- **Gender.** Boys and girls are just as likely to be involved in bullying. Forms of bullying may vary by gender; for instance, some research has found that girls are more likely to bully others socially.

Nobody likes to be picked on. What can you do?

- **Speak up against bullying.** Say something like, “stop it.”
- **Walk away.** Act like you do not care, even if you really do.
- **Tell an adult you trust.** They may have ideas about what you can do.
- **Stick together.** Staying with a group might help.

Things to remember...

- You are not alone.
- It is not your fault. Nobody should be bullied!
- Talk to someone you trust.
- Do not hurt yourself.
- Do not bully back. Do not bully anyone else.
- Do not let the bully win. Keep doing what you love to do.

Has someone called you a bully?

Think about what you are doing.

- If someone did the same thing to you, would you be hurt?
- Remember that making others feel bad is wrong.
- Know that everyone is different, but different does not mean better or worse.
- Try getting to know others who are not like you. You may find out, you are more alike than you think.
- Talk to an adult you trust. They may have good ideas about what you can do to stop the bullying.

Have you seen bullying?

You can help stop the bullying. Next time you see someone being bullied, try one (or more) of these ideas:

- **If it is safe, speak up.** Say something like, “Stop it!”
- **Tell an adult.** Kids who are being bullied are sometimes scared to tell an adult. That is where you come in--tell an adult who you trust, like your teacher or coach. You can tell them in person or leave them a note.

- **Be a friend to the person who is being bullied.** You can still help the kid who is being bullied:
 - Talk with them.
 - Sit with them at lunch.
 - Play with them at recess.
- **Set a good example.** Do not bully others.

Common Myths about Bullying:

1) Bullying is the same thing as conflict

Wrong. Bullying is an aggressive behavior that involves an imbalance of power or strength. Often, bullying is repeated over time.

Conflict involves antagonism among two or more people. Whereas any two people can have a conflict (or a disagreement or a fight), bullying only occurs where there is a power imbalance – where one child has a hard time defending himself or herself. Why is the difference between bullying and conflict important? Conflict resolution or mediation strategies are sometimes misused to solve bullying problems. These strategies can send the message that both children are “partly right or partly wrong” or that “we need to work out the conflict between you.” These messages are not appropriate messages in cases of bullying (or in any situation where someone is being victimized). The appropriate message to the child who is bullied should be “bullying is wrong and no one deserves to be bullied. We are going to do everything we can to stop it.”

2) Most bullying is physical (involves hitting, shoving, kicking).

Physical bullying may be what first comes to mind when adults think about bullying. However, the most common form of bullying –both for boys and girls—is verbal bullying (name-calling, rumor spreading). It is also common for youth to bully each other through social isolation (shunning or leaving a child out on purpose).

3) Bullying isn't serious. It's just a matter of kids being kids.

Bullying can be extremely serious. Bullying can affect the mental well being, academic work, and physical health of children who are targeted. Children who are bullied are more likely than other children to have lower self-esteem, and higher rates of depression, loneliness, anxiety, and suicidal thoughts. They also are more likely to want to avoid attending school.

Recent research on the health-related effects of bullying indicates that victims of frequent bullying are more likely to experience headaches, sleeping problems, and stomach ailments. Some emotional scars can be long-lasting. Research suggests that adults who were bullied as children are more likely than their non-bullied peers to be depressed and have low self-esteem as adults.

4) Bullying doesn't happen at my child's school.

Bullying is more common at some schools than others, however it can happen anywhere children and youth gather. The best way to find out about bullying at your child's school is to ask children and youth, themselves. One good way to do this is by administering an anonymous survey about where bullying occurs, when it occurs, and how often it occurs.

5) Bullying is more likely to happen on the bus than at school

Although bullying does happen on the bus, most surveys indicate that bullying is more likely to occur on school grounds. Common locations for bullying include playgrounds, the classroom, the cafeteria, bathrooms, and hallways. A student survey can help determine where the hotspots are in any particular school.

6) Children who are bullied will almost always tell an adult.

Adults are often unaware of bullying – in part because many children and youth don't report it. Most studies find that only 25 – 50 percent of bullied children talk to an adult about the bullying. Boys and older children are less likely than girls and younger children to tell adults about bullying. Why are children reluctant to report bullying? They may fear retaliation by children doing the bullying. They also may fear that adults won't take their concerns seriously or will deal inappropriately with the bullying situation.

7) Bullied kids need to learn how to deal with bullying on their own.

Some children have the confidence and skills to stop bullying when it happens, but many do not. Moreover, children shouldn't be expected to deal with bullying on their own. Bullying is a form of victimization or peer abuse. Just as society does not expect victims of other types of abuse (child maltreatment or domestic abuse) to "deal with it on their own," we should not expect this from victims of bullying. Adults have critical roles to play in

helping to stop bullying, as do other children who witness or observe bullying.

Pennsylvania is one of the top five states where the most bullying occurs. Here is a list of the five states with most bullying behavior:

- 1) California
- 2) New York
- 3) Illinios
- 4) Pennsylvania
- 5) Washington

Here are some things your can do to avoid being a target of a bully:

- 1) Be friendly and make as many friends as possible
- 2) Stand up for yourself verbally (being assertive)
- 3) Be social.
- 4) Show confidence in your verbal and non verbal communication
- 5) Let people know if you recognize bullying behavior

Here are some School Bullying Statistics from 2009 Surveys:

*Over 75% of our students are subjected to harassment by a bully or Cyber-Bully and experience physical, psychological and/or emotional abuse.

*Over 20% of our kids admit to being a bully or participating in bully-like activities.

*Over one half of bullying & Cyber-Bullying events go unreported to authorities or parents.

*In 2009 surveys showed over 100,000 children carried guns to school as a result of being bullied.

*28% of students who carry weapons in school have witnessed violence in their homes.

*On a daily average 160,000 children miss school because they fear they will be bullied if they attend classes.

*On a monthly average 282,000 students are physically attacked by a bully each month.

*Every seven minutes a child is bullied on a school playground with over 85% of those instances occurring without any intervention.

*46% of males and 26% of females admit to having been involved in physical fights as a result of being bullied.

*Over 85% of our teenagers say that revenge as an aftermath of being bullied is the leading cause for school shootings and homicide.

*The top 5 states in regards to reported incidents of bullying and Cyber-Bullying are California, New York, Illinois, Pennsylvania, and Washington.

*A child commits suicide as a direct result of being bullied once every half hour with 19,000 bullied children attempting to commit suicide over the course of one year.

As you can see from the school bullying statistics listed above it is indeed a serious problem that must be addressed whenever discovered.

Unfortunately, as indicated above, most instances of school bully activity go unreported by the student victims.

This makes it very difficult for teachers or parents to intervene on behalf of the victim and provide the proper counseling needed for the victim as well as the bully.

A relatively new type of bully, the Cyber-Bully, is relevant in schools as well as home and is a growing concern for parents when trying to protect their kids from this form of abuse.

Cyber-Bullying is the harassment of kids through the use of the internet and filters into the schools when kids return to classes.

It is so serious that over one third of our kids who frequent the internet are victims of the Cyber-Bully.

Rules of Engagement

Sometimes children fear standing up for themselves due to fear of punishment, from school administrators and from parents, is so strong that most children will do nothing in response to verbal or physical harassment from a persistent bully. By learning the Rules of Engagement and the three T steps to verbal harassment children have a step by step plan to follow any time they are targeted by a bully.

School Policies

Bullying is such a widespread problem in the United States that most schools have implemented a zero-tolerance bullying policy. Although this policy has reduced some of the physical bullying, it has done little to remedy the ever-increasing problem of verbal harassment (calling somebody names like “stupid” or “fat so” or “ugly” – making fun of people, etc.)

The Three T-Steps

Verbal harassment can be difficult to detect, but studies suggest it can cause even greater long-term damage than physical aggression. If a persistent bully verbally harasses a child, the three T-steps will enable the child to take control of the situation and end the torment. Only the victim can take care of this problem. Nobody else can do it. Although others can console the victim and help increase his self-esteem, the victim himself is the only person who can stop verbal harassment. As long as the bully feels he can continue to intimidate the victim, he will continue to do so. He will do it when teachers aren't around. When teachers are around he will act innocent and won't cause trouble.

If the bully attacks you, defend yourself. If the bully is calling you names you cannot hit him or attack him in any way. It's not right. Instead, follow the three T-Steps.

T-Step number one: **TALK**

Talk to who? The bully. “Please stop bugging me.” “Please don’t call me that.” “Please leave me alone.” It’s respectful, simple, and to the point.

That works very often because when bullies pick on other kids sometimes they don’t know how much of an impact their words have. They may not realize that their words hurt you until you tell them. Sometimes friends joke around and make fun of you and they don’t know it hurts you unless you tell them. Although they are joking it’s still bullying. (Keep in mind, you should not allow the bullies words to effect you. What a bully says about you is not true. You do need to speak up though). Keep in mind people bully because they are not happy with themselves. A bully may call you stupid to make himself feel better. Maybe someone called him stupid so he decided to call you stupid? A lot of times what people say to you negatively is a reflection of them – what they feel, so they are saying it to you to make themselves feel better. Even though their words shouldn’t affect you, still tell them to leave you alone. “Please don’t say that, I don’t like that.” That should work. If it doesn’t work, maybe the bully left you alone for a day, a week, or whenever, but then came back at you with another offensive remark. You go to T-Step number two.

T-Step number two: **TELL**

You need to tell everybody. Get the grown ups involved. Tell your teachers, tell your parents, tell your principal, tell your friends. Tell the teacher that Joey is making fun of you. Tell her that you already talked to Joey about this and asked him to stop last week. Because he didn’t stop you are telling her about it. Many times schools will do nothing, but you still need to tell as many people as possible. Tell your parents and they can call the principal. The principal could talk with the bully and possibly the bully’s parents. You may say, “Then I will be a tattler.” I’d rather be a tattler and be left alone than to not say anything and get picked on all the time. There are people who were bullied for years because they never spoke up. If you get the grown ups involved, and they try to solve the problem, and the bully was talked to, and the bullies parents were talked to, but it still doesn’t solve the problem. It starts to get serious. If the grown ups could not get the bully to stop, the only person who can put an end to it is you. Go to T-Step number three.

T-Step number three: **TACKLE**

You need to tackle them mentally first with verbal Judo. Then you attack them physically if they attack you. Only if they attack you. If it gets physical, try to lock the person up (physical submission so that they have to cooperate, and you negotiate). Verbal Judo is to get a mental submission on the bully so he has no choice but to leave you alone. There is only one verbal technique you need to master. If a bully just won’t leave you alone after you’ve followed the first two steps; if the bully just keeps pestering you, keeps

making fun of you, you are going to ask him one simple question: “Are you challenging me to a fight?” When you ask that question the bully has to say “yes” or “no.” In either case, you win. If the bully says “yes” the bully will have to move forward and attack you. He will be accepting the responsibility of wanting to fight you so he will have to attack you. When he attacks you, you are allowed to defend yourself with the self-defense techniques you have learned. You can take them to the ground, or control them in any other way and then once that happens the bully will not mess with you anymore.

The more likely response, however, after asking if he is challenging you to a fight is “no.” At this point the bully is acknowledging that she doesn’t have power over you. She realizes that you are not scared of her. She realizes that she’s in fact maybe a little scared of you now. A bully verbally attacking you almost NEVER wants to fight. How do we know that? Because if the bully wanted to fight he would just run over to you and start punching you. Bullies do not want to be challenged by anyone. They just want to pester and make fun of everyone. It’s so much easier for a bully to call you “stupid” everyday than to fight you.

So by asking the question, “are you challenging me to a fight” you are putting an end to all the verbal torment you have been receiving. If they say no, they will have to leave you alone because they now know they don’t have power over you and you’re not scared of them. Keep in mind, when you ask that question, you don’t do it aggressively. You don’t want to fight the bully, but you simply use this verbal Judo question.

Bullies are very funny sometimes. Sometimes you’ll ask this question and maybe you won’t get a response, or maybe the bully will laugh it off, or say “yes” but not mean it or say “no” and not mean it. They don’t act upon what they are saying. If you ask the question and they do not respond or they don’t follow through with what they are saying you follow up with this statement: “Listen, if you want to fight me, I’m not scared of you. But if you don’t want to fight me, leave me alone and stop wasting my time.” You’re letting the bully know that you are ready for whatever comes your way. By saying “I’m not scared of you” that catches the bully off guard. Nobody has ever said that to him. He begins to think *what does this person know? Everybody is afraid of me, why isn’t he?*

By doing this you draw the line so clear that the bully either has to do something or never bother you again. 100 percent of a bully’s power is based on fear. Once he sees you are not afraid he loses that power. By standing up for yourself and showing confidence he does not want to bully you. The goal is not to fight, but to show the bully that you aren’t afraid.

If the bully says, “yea, I want to fight you” tell him “I’m ready. Do what you have to do.” Even if the bully says he wants to fight, 99 percent of the time he really doesn’t. If he doesn’t attack you use the follow up statement.

If the bully attacks, defend yourself. Try to take the bully to the ground, get on top and establish control. Once you establish control, negotiate. Say, “Are you going to stop

bugging me?” “Are you going to leave me alone?” The bully will say “yes” because you are in control.

When you ask the critical question, “Are you challenging me to a fight” make sure you don’t yell it aggressively and make sure you don’t say it too quietly. You need to have confidence when you say it. Say it in a normal tone and look the bully in the eyes as you say it.

The Rules of Engagement

Rule # 1 Avoid the fight at all costs

Rule # 2 If physically attacked, defend yourself

Rule # 3 If verbally attacked follow the three T-steps

Rule # 4 Establish control and negotiate – striking is last resort (try not to)

Rule # 5 When applying submissions, use minimal force and negotiate

The Critical Conversation

If negotiation fails and the bully attacks both children will end up in the principal’s office, regardless of how the fight started or its outcome. Keep that in mind. You will explain the timeline of events before the engagement. You will explain how long this person has been bullying you, what you said to him, the fact that you told teachers and parents, and the bully never stopped. You let him know everything and that you did not want to hurt the bully, you just wanted him to stop picking on you and that you defended yourself without hitting the bully.

Violation of the Rules

Although a child should never be punished for following the rules of engagement, it is important that the child does not abuse his/her power. The child must follow the rules and he will never get in trouble. Keep in mind that if the child follows the rules of engagement that 99 percent of the time the child will not have to get physical with the bully.

Self-Defense:

The self-defense being taught for both regular defense and bully defense in this program are primarily from two different forms of martial arts: 1) American Kenpo Karate, which is a modern practical street system based on logic and reason, and 2) Gracie Jiu-Jitsu, which is an art that teaches to establish control and negotiate through joint locks. Both systems compliment each other well and together make for a great mix of real life self protection strategies.

Acceptance (it can and probably will happen to you)

Awareness (on us, in us, around us at all times)

Always scan an area before approaching

Know where all people are at all times

Pick up on body language

Know where all escape routes are

Look for potential environmental weapons

Stay in well-lighted areas as much as possible

Know where the nearest safe place is

3 types of weapons (natural, environmental, man-made)

Senses

The three senses we use dominantly in avoidance and physical self-defense are SEEING, HEARING, AND TOUCHING. Avoidance involves seeing trouble and hearing trouble and getting away. You can also feel trouble (intuition). If you take one of those senses away you are making yourself an easy target. For instance listening to an ipod (or anything else) while

walking or jogging. You just took away one of your most important senses for self-defense.

- Intuition (our inner voice – usually a feeling)

Your intuition is a powerful tool. ALWAYS listen to it. It is a feeling we get that something just isn't right. Your intuition is ALWAYS right.

- Escape, not conquer
- Verbal Judo (de-escalation)

A crime gets violent because the person wants something

Is it something you can give to avoid the violence?

Remove the intent – dissuade (convince him he doesn't really want it)

Convince him that violence won't get him what he wants

Be assertive – tell him what you expect to happen (not passive, not aggressive).

Firm voice

Be in a non – aggressive stance

Have direct eye contact

Scream if you have to

Do not challenge him, insult him or deny what is happening

- Avoidance
- Body language (walk confidently – erect posture)

Look people in the eyes as you pass them

Always look alert

- Your safety and the safety of others is your main concern
- If one strategy doesn't work use another

Possible strategy options include: negotiating, stalling for time, distracting the assailant and fleeing to a safe place, verbal assertiveness, screaming to attract attention, or physical resistance. Just **BE PREPARED** by knowing your options ahead of time.

- The best defense is to not be there in the first place
- The second best defense technique is to run – escape

If neither of these two options is available you must do whatever it takes to stop the attack.

If you don't want to be a victim of some sort of attack it's essential that you learn how to:

- 1) Minimize the Opportunity. If an attacker doesn't have the opportunity to attack you it can't happen. There are some specific things you can do to minimize the opportunity a potential attacker has.
- 2) Change the Intent. If the opportunity is present you can still influence the attacker's intent. Sometimes a little verbal judo can alter the situation entirely. Working through potential scenarios can help you develop the ability to influence an attacker's intent when the pressure is on.
- 3) Destroy the Ability. If the attacker has both the opportunity and an undeterred intent, you must be able to destroy his

ability to follow through. This takes a certain practiced determination to use violence against your assailant. It's hard to fight and win. It's harder when the assailant is bigger and stronger. But it is possible and a few simple tools and techniques may be all it takes.

Physical Self-Defense and Restraint Movements:

- If ever attacked, DON'T PANIC
- Weapons (keys, pepper spray, Kubaton, anything)

Weapon rule – hard goes to bone, point goes to soft tissue

- If one strategy doesn't work try another

Techniques:

Keep in mind the simplest moves are the one's that will work. All the flashy stuff you see in movies will not work.

NOTE:

Bullying situations are different than street self-defense situations. In a bullying situation striking is always last resort. On the streets you need to do whatever possible to get out of there and many times striking is what you have to do, and you have to be violent with it. Hit hard, fast, and in multiples.

- Palm strike (nose, jaw, temple, ear, groin)

- Finger strike (poke, claw, gouge – eyes, skin)
- Knee strike (groin, solar plexus, ribs, jaw)
- Elbow strike (face, solar plexus)
- Front kick (groin)

Ready stance (hands are up) you yell “STOP” or “BACK OFF”

Palm strike (ear slap) hip exercise to develop power

Seated posture (if you are sitting on the floor)

Standing up properly from ground

Kicking from ground (vertical foot and diagonal)

Kicking from ground drill: moving forward and in reverse

Hip swivel (shrimping)

Escapes:

Grip release (wrist grabs – twist and pull)

Types of wrist grabs: single on single (cross and direct), double wrist grab (they are grabbing both wrists with both their hands), and two on one.

Front Choke escape 1 (his arms are extended)

- bend over and make a U with your head

Front Choke escape 2 (his arms are bent)

- step back as you bend over and make a U with your head and follow it up with a slap to the ear.

Falling (Back falls, Side Falls)

Rear Choke escape

- grab his arm with both of yours and pull down
- step your right leg behind his then walk your left leg around (180 degrees) and bend over – taking him down

Trapping the arms (blocking punches)

- do the blocks then go around arm with your elbow trapping his wrist and secure his elbow with your hand. Take your right arm and brace it on him (shoulder/pec area). Fire a couple knees.

Mount escape (on ground) (two versions)

- 1) Keep elbows in, secure the wrist, trap arm, foot to outside
- 2) Trap arm, put hand on hip

After mount escape – strike groin and puss off his knees to escape.

Guard (getting up while he is inside both your legs)

- put your hands on his arms, take left foot plant it on ground, move your hips out and place your right foot on his hip (right leg is extended), move your head and scoot back then stand up.
- if he grabs both your legs as you are trying to scoot back slap him in the ear.
- If he lays on you with his weight forward close your legs, push him back and precede.

Self-Defense 101 Summary

Acceptance (it can and will happen to you)

Environmental awareness: what's in you, on you and around you at all times

Senses (sight, sound, and touch)

Listen to your intuition (inner voice)

Defining self-defense: stopping an immediate threat

Levels of self-defense: 1) verbal de-escalation (talking someone down)

2) assertiveness (telling someone to back off)

3) passive restraint (joint locks and such)

4) aggressive striking

Exiting (the goal of all levels of self-defense)

Time and level of threat play and important role in strategy

Self-defense is not fighting or combat – all are different. You don't have to be a good fighter to be able to protect yourself in self-defense.

Methods of attack – armed, unarmed, unarmed while he is armed, armed while he is unarmed.

Methods of training for an attack: with or without a partner

Also consider multiple attackers

3 M's to self-defense: mindset, movements, methods of training

Dead, semi-live, live (types of attacks)

Body breakdown: Front, rear, sides

Centerline

One arm, two arms, one leg, head

Inside arm, outside arm, inside leg, outside leg

Weapon and target specific

Ideal, What-if, Formulation

Realistic training methods (drills)

Non-striking techniques to establish control:

This is what works well for bullying situations where you are attacked, along with some of the stuff mentioned above.

- 1) Americana Armlock
- 2) Positional Control (mount)
- 3) Take the back (mount)
- 4) Leg Hook Takedown
- 5) Clinch (Aggressive Opponent)
- 6) Punch Block Series
- 7) Straight Armlock (mount)
- 8) Positional Control (side mount)
- 9) Body Fold Takedown
- 10) Clinch (Conservative Opponent)
- 11) Headlock Counters (mount)
- 12) Double Leg Takedown
- 13) Headlock escape 1
- 14) Double ankle sweep
- 15) Pull guard
- 16) Headlock Escape 2
- 17) Shrimp escape
- 18) Kimura Armlock
- 19) Standing headlock defense
- 20) Hook Sweep
- 21) Rear Takedown
- 22) Haymaker Punch Defense
- 23) Take the back (guard)
- 24) Standing armlock
- 25) Twisting arm control