

Bully's Dojo Act 1

Preface: In Safe Defense, there are two types of self-defense: one against Conflict with danger and one against Conflict without danger. Brown belt curriculum, as presented here in Act 1, is used for Conflict with danger. It addresses the danger from conflict and removes it. Black belt curriculum, as presented in Act 2, features Peace DNA, a Foul free method of conflict resolution. Peace DNA is an easy to follow Peace map of 6 essential questions that lead two people out of Conflict and into a sustainable Peace Agreement. So Act 1 is self-defense and Act 2 is conflict resolution.

(Scene 1 - Opening up: Dan Bully is walking up to and unlocking the door on his self-defense school (dojo) while talking out loud to the audience, introducing himself. As he enters, he turns on the 'open sign' and overhead lights. He enters his office to sit down, turn on the computer and, as he does, he explains his thinking on both bullying and self-defense until interrupted by a mother seeking self-defense lessons for her daughter.)

Act 1- Brown Belt

Dan: "Hello. Another beautiful day! My name is Dan Bully and I run this self-defense school, also called a dojo. You've probably seen a self-defense school somewhere near your neighborhood and maybe even been curious about it. Well, this is mine, and I teach a true self-defense called Safe Defense. I call this a True Self-defense because I can protect myself often without injuring my attacker. I protect myself now and in the future by not creating injury and reasons for payback." (Entering office to sit)

"No one likes to lose a conflict, even if they start it. (as Dan sits) My definition of self-defense is to act as needed to be safe...to dissipate danger. And when it comes to self-defense, there are two important questions to consider, first is what is an attack? Is violence or the threat of violence the only time you may need to protect yourself with self-defense? What about when someone accuses you for something or when they call you nasty names? Or throws you a put down? Or approaches you with a challenge?"

Isn't this a kind of attack? Like they're mini-attacks, and not always violent or dangerous? What about bullying? Or cyber-bullying even? Any physical or verbal action meant to harm or intimidate you is an attack. Not all attacks come with danger."
(Turning to face new direction)

"The second thing to ask is what is self-defense? I mean, fighting back with punching, kicking and moving around are certainly self-defense moves. But what about running away? What about getting help from someone else? Like the police? What about trying to fix things yourself? With an apology maybe? Is that conflict resolution? Is that self-defense? Can these things help or protect you? Does that make them self-defense? (pause) Yes, it does. Self-defense is much bigger than just fighting back. Safe Defense, what I teach is a True self-defense because, if effective, you protect yourself without injuring your attacker."

"Have you ever heard the old expression: 'If the only tool you have is a hammer, then every problem starts to look like a nail?' It's a pretty famous quote. It means, knowing how to fight back is important, just like having hammer is important, but if you have no other tools, fighting back will be how you tend to handle it. That is, handle all your conflicts, verbal and physical. If it's the only tool you have, it's the thing you're going to do. Fortunately, Safe Defense, my true self-defense, includes many more tools. Peace tools, not just hammers..." (Dan is interrupted by a mother (Alice) peeking around the corner with her daughter (Mary) to ask about joining the school).

Alice: "Excuse me. (My name is Alice and) I'd like to talk to someone about enrolling my daughter 'Mary' in self-defense classes."

Dan: "Sure. My name's Dan Bully and this is my dojo. Come on in and have a seat. (Both enter and sit down across from Dan) May I ask why are you interested in Mary learning self-defense?"

Alice: (With exuberance) "Well, everyone knows that karate is the ultimate in self-defense...except for having a gun. It's like mixed martial arts...kick butt...now that's some self-defense! You know, takin' care of business!"

Dan: "That is some self-defense all right! You know, as I listened to you describing what self-defense is, I didn't hear anything about 'why' you're interested. What's the reason for wanting Mary to learn self-defense? Mary, why do you want to learn self-defense?"

Mary: "I guess so I won't have to worry..."

Alice: (Interrupting Mary) "...maybe she'd have a little more confidence. You know, stand up for herself."

Dan: (Facing Mary directly, face to face) "How old are you?"

Mary: "I'm..."

Alice: (Interrupting Mary) "...she's 14. And I know she's a little tall for her age but she's going to be a real good-looker when she grows into it."

Dan: "Are you a good student? Do you study hard? Do you like to learn new things?"

Mary: "I'm..."

Alice: (Interrupting Mary) "...she's a wonderful student at her school. The teachers are always saying that. And study?! I should say so, like clockwork...hit those books before tv and before the internet!"

Dan: "Are you ready to start as soon as today?"

Mary: "I'm..."

Alice: (Interrupting Mary) "Heck ya! You bet! She sure is! And I'll make sure she practices every day!"

Dan: (Slight sarcasm) "Mary. Nod if you want to do this?"

(Mary nods with slight grin, Alice draws back with slight jaw drop in dismay.)

Dan: "OK, good. Let me explain. There're two situations for a Safe Defense: Conflict with danger and Conflict without danger. One safe and one unsafe. Brown belt curriculum is used to remove the danger. This would leave only the Conflict. That is, conflict without immediate danger. Black belt curriculum focuses on using a Peace DNA map to navigate the conflict situation. Of course, not all dangerous conflicts have problems. Many have only violence and intimidation."

Mary: "I don't get it."

Dan: “No problem. My karate method is called ‘Safe Defense’ and it has two halves. The first half focuses on remove the danger from Conflict. That’s a Brown belt. How to defend against words and violence, what we call Fouls. And how to stay safe just-out-of-reach with special hopping technique. (Dan casually demonstrates) And how to stay untouchable with hand sweeps. (again, Dan casually demonstrates) How to freeze the body, fold it to the floor or counterstrike it with safe, just-out-of-reach advantage. The Brown Belt program removes danger and builds safety.”

“The second part is for Black belt and is focused on learning to follow the Peace DNA map and resolve conflicts without danger. Peace DNA is 6 easy questions. Also, it doesn’t matter if you learn Brown or Black belt first. Black and Brown curriculums are switchable.”

Mary: “So first I’ll learn a ‘talking’ self-defense then I’ll learn how to fight? And I get a Brown belt? I guess that’d be alright...but this is karate, right?”

Alice: “This is a karate school isn’t it?”

Dan: “Ya, sure. Let me explain. Karate is actually two Japanese words put together; ‘kara’ which means ‘empty’ and ‘te’ which means ‘hand’. The word karate means literally ‘empty hand’ for the purpose of self-defense. That is exactly what Safe Defense does. It is self-defense with words, positions and, if needed, counter-striking. They are all empty-handed self-defense skills. This is called safe defense because you use no fouls.”

“So anyway, the Beginning class is about to start. Want to join in?”

Mary: “Sure!”

(With mischief, Dan re-starts the mother/daughter interruption volley, like from before, to humorously close and end the scene with 5 volley cycles. Mary’s head and body slumps more and more with non-verbal communication as Alice answers each question until Mary is completely on the floor laying symbolically.)

Dan: (Intending to re-start the interrupting cycle) “Great, before we go Alice, a couple quick questions, does Mary have any brothers and sisters at home?”

Alice: (proudly) “Yes, three brothers and an older sister.

Dan: "Nice. Now Mary, what kinds of things have you learned about real world, street self-defense?"

Mary: "I think..."

Alice: (1/5; Interrupting) "...she knows all about stranger danger, keeping distance from an angry or crazy person, how to 'just say no'...that particular one she practices on me all the time. 'No, no, no...that's all I ever hear! What she needs is to learn to fight back and hurt someone if they mess with her!"

Dan: "Mary, do you get into conflict with your friends? Anyone at school?"

Mary: "I..."

Alice: (2/5; Interrupting) "...she knows how to handle the non-verbal stuff...how to stand tall...how to fight back! But every once in a while, things do get out of hand...usually connected with girls at school...and nowadays with the internet, everybody talks about everybody else's business. It can be so vulgar. We never talked that way. And I do mean never! Not like when I went to school. It's social bullying! That's what it is!"

Dan: "Mary, what kinds of things do you want to do with yourself?"

Mary: "I'd like to..."

Alice: (3/5; Interrupting) "...she's already looking at colleges and dental schools. She'll be making good money by the time she's 24! She's very excited! We're all very excited!"

Dan: "Mary, how often do you have conflict with your teachers and parents? Any adults?"

Mary: "Probably about..."

Alice: (4/5; Interrupting) "...she doesn't have any conflict with adults because she's respectful and does what they say. She follows the rules. She knows that if she sassed back to me, to a teacher, to that kind of person, she'd be in real trouble."

Dan: "Mary, are you able to speak to your mom about how she affects your feelings?"

Mary: "I tried to..."

Alice: (5/5; Interrupting) "...she knows she can talk to me anytime! I'm very open. Everybody tells me how easy I am to talk to. (Fading scene) Why just last weekend, I was at our friend's having football night..." Close scene)

Scene 2- Open 'mat' space: Mary is wearing a new white karate uniform (gi) and a white belt. She is joined by Target (black male), then, arriving together, Angie and Thomas (brother/sister). Total of 4 students in white uniforms, white belts. While hanging out, waiting to begin, each causally steps forward to take a 'thinking' posture against a pre-recorded 'thought' that expresses their personality and attitude. Each will end their thought with the prefix: 'I guess I'm afraid of...'

Individual thoughts (recorded and played against a front, center staged position):

Mary: "I don't like being here. This is looking like a big mistake! Damn! I don't want to be around a bunch of wusses. Thanks a lot mom! I don't need any self-defense lessons anyway! I can take care of my own business. Always have, always will. Besides, that karate stuff can look kind of complicated. I guess I can admit that I'm afraid I'll mess up and what everyone else will think."

Target: "There're too many people here. I'm counting 4 of us. Man, this'll be interesting. Although it might be cool to be around a bunch of criminals. They're probably here 'cause the court sentenced them. I wish this could be over with...although...it would be kinda cool to kick some butt if I need to. If it works. I guess maybe I'm afraid to mess up. What would everyone think?"

Angie: "This is stupid. What a mistake? I don't want to be around these dudes all day, especially today. Well maybe with just that one boy. He's kinda cute. (smiling broadly) I sure hope we don't start with one of those team building things...man, I hate those things. But I'd admit it'd be good to learn how to fight better. Maybe learn some new tricks. I wonder if I'm afraid of messing up and what others will think about me."

Tom: Wow. Land of the losers. What a tragedy! This is my day? I gotta get out of here. I don't want to work with a bunch of dudes...although she looks ok. I feel like I'm at a pajama party. Oh well, I suppose this might be ok. Who knows? I guess it's possible that I'm afraid of messing up what others will think if I do." (Tom's body language showing exaggerated during the 'one girl' comment, flexing, straightening his gi, brushing his hair back)

(Dan, having changed to his black gi and black belt, walks in to the semi-circle, claps his hands to show the beginning of class. Two students, Jim and Ben, wearing white gis and brown belts step into the scenes but stay still out of the student semi-circle. Both Jim and Ben know the Brown belt curriculum. These two students will be Dan's helpers. A white board and markers will be used for Conflict Math.)

Dan: "Good morning class."

Class: "Good morning sensei."

Dan: "Can anyone tell me what 'Sensei' means?"

Class: "Teacher."

Dan: "Who can tell me what self-defense is?"

Target: (after uncomfortable group pause) "Self-defense means fighting back to protect yourself. Like when a bully starts up on you."

Angie: "Ya, fighting back to stop someone from hurting you or against someone threatening you. I mean talking it out is better but sometimes that just won't work."

Tom: "Self-defense is to throw down with some Jacki Chan moves. I hope that's what we're gonna learn!"

Dan: "Ok, can everyone agree with that? That self-defense means to protect yourself from body harm? What about when someone says something to harm you? Like name calling?"

Angie: "I just let that stuff go. No big deal."

Dan: "I think everyone takes offense sometimes at what other people do and have done to us. Probably most every day we get some minor offense from someone, not always a stranger, sometimes from our own family. The risk for emotional harm is a big reason to do self-defense isn't it. When people intimidate us with threatening, insulting or accusing language, what we call Fouls, fighting back, to stand up for yourself, is self-

defense. Right?"

Class: "Ya, Sure, Yes!" (Others signal the affirmative with non-verbal cues.)

Dan: "OK, good. We agree! Now let me ask, how many ways can someone harm you without actually touching you in any way? In other words, how can you hurt someone without hitting, kicking or pushing you, with no physical contact at all? Anyone?"

Mary: "They can shoot you with a gun or stab you with a knife."

Dan: "Good examples...how else?"

Target: "They can hit you with a stick or they can threaten you."

Dan: "Hold up! How is 'threatening' an example of harm? The stick I get but does a threat actually harm you? I can see it making you uneasy or uncomfortable? But actual harm? Is it a signal or promise of pending offense or danger? Is a threat a kind of challenge? Is it disrespectful? Yes, verbal attacks, like threatening, are fouls. You know this because they're intended to harm you. Verbal fouls like name calling and put downs, also often try to make you feel bad."

Target: "It's a way to intimidate other people...to make them do something they don't want to do. My mom and dad use it all the time." (group is nodding in agreement)

Dan: "Good, ok, how else? We got gun, stick and threats."

Angie: "They can tease you...or call you names like butt wipe or ugly."

Dan: "More good examples. Anything else?"

Target: "They can put you down, like saying you're stupid or lazy."

Tom: "They can mock you or be sarcastic. They can make fun of you, like teasing."

Mary: "They can say something about you or your family that's untrue, like starting a rumor."

Dan: "OK, that's a pretty good list and maybe you noticed already but what do all these bully kinds of things have in common?"

Tom: "They're all are trying to hurt or scare you. Man, that happens all the time...every day."

Dan: "These ways of hurting or scaring you are called Conflict Fouls and you can see they're focused more on the person then on any problem. When Conflict Fouls are focused on hurting the other person and when you're that other person, you have an extra problem. Do you see what I mean? Any questions so far?"

Angie: "I know what a foul in basketball is. When you bump or trip an opponent. That's just part of the game isn't it Sensei?"

Dan: "Well, ya, kind of. Fouls are unfair ways to play or, in the case of conflict, unfair ways to communicate. Conflict Fouls are mean things that people say and do. Things like name calling, put downs, accusations and threats. Plus, there are many more kinds of Fouls. Fouls are not just verbal. There's hitting and pushing. There's starting rumors and posting mean or untrue things on-line. In other words, (pause) fouls are disrespectful, focused only on the person, not the problem."

"And because many conflicts can be dangerous, and they involve fouls, our Safe-defense should begin by protecting ourselves from them. And this brings us to our first self-defense skill: 'Foul Buster'. Can anyone guess what a Foul Buster is or does?"

Tom: "A bird you shoot with a gun? (a few chuckles from the class) You know, a foul is a bird (smiling broadly)...a bird is a foul you bust with your gun...Foul Buster" (trying to explain his joke in a smart-alec way)

Dan: "Funny...but no. Think about how you respond when you are fouled by someone at the beginning of a conflict. When someone calls you a harsh name, in a harsh manner."

Mary: "I foul back...you bet! It's just how you do things on the street. It's how you show you're not afraid. How you're willing to fight. You know, bring it on!"

Tom: "Plus, I got my pride and my reputation with my friends. When someone fouls me, I make 'em wish they'd never started up, that's why they don't come back."

Angie: "Ya, plus, cyber bullying...I think they call it social bullying, is all about fouls. It's nothin'

but fouls!”

Dan: “Fouls in sports are unfair actions that break the rules to which both sides agree to play. Conflict Fouls are unfair words and actions meant to harm the other person. There are no rules. There is no agreement. But, like in sports, fouls are focused winning...on defeating the other side.”

“In sports there are often referees or umpires to monitor and enforce a fair game. In street conflict, there are no agreements on what’s fair, there are no referees and often there’s no outside help to be found. You’re pretty much on your own...with your one tool...the hammer. This is the reason for learning a well-rounded self-defense, with many tools, tools to defend against both words and actions. Non-violent tools that won’t make things worse.”

Mary: “So throwing conflict fouls is like fighting with words. What’s wrong with that as long as no one gets hurt?”

Dan: “Well, when you say no one gets hurt, is that really true? Do you mean that no one gets hurt by cyber bullying? How about when someone spreads a rumor or calls you ugly in front of your friends at school? There’s nothing wrong with choosing to fight back when it’s the right choice. It’s good to have a hammer when you need it. But many conflicts, especially with friends and family, must be handled with respect...even if they don’t show it to you. Often a hammer just makes things worse.”

Target: “But if I don’t like them, what do I care if my words hurt them?”

Dan: “You may not like them at all. Fight if you want. Jump off a cliff if you want. I’m just saying that there are other ways to deal with Conflict Fouls besides fighting back, or by ignoring or denying that there is even a conflict. I’m talking about using respectful questions to protect yourself with Foul Buster.”

Mary: “I think I like fighting back and standing up for myself. It’s the self-defense I’m gonna use. If they start it, I’ll finish it. My dad says in a fight, hit first and ask questions later.”

Dan: “Fighting back is an important choice but a choice that risks all sorts of unintended consequences. Even trying to fight back against a cyber bully, by using more Fouls, risks provoking more torment. The point is that not all self-defense has to be fighting back or ignoring the person. Accepting or returning a Conflict Foul isn’t the only alternative self-defense. There are other tools.”

Target: "So Foul Buster is like a screwdriver, you know, instead of a hammer?"

Tom: "Great, now we'll have the right tool when we're about to be screwed." (everyone laughs)

Dan: "Foul Buster is a self-defense skill that works against verbal Conflict Fouls. If it doesn't work, then nothing will, and trying more talk is a poor choice. Foul Buster can be very helpful for signaling and knowing if a hands-on self-defense is needed. It's effective self-defense against some kinds of cyber bullying by 'calling out' an aggressor with respect. Do you see what I mean?"

Target: "It's protecting yourself from someone trying to hurt your feelings or scare you."

Mary: "Or intimidating you."

Angie: "It's a talking self-defense."

Tom: "And you can protect yourself without making things worse...that's cool!"

Dan: "OK good. Let's get started with the Foul Buster. Everybody get a partner and stand face to face. Jim (one of the helper Brown belts), I'm gonna need your help." (Dan & Jim square off in front of the group)

"Jim, how do you begin a Foul Buster? What's the first thing out of your mouth?"

Jim: "You ask a question. You say either 'Stop, what's the problem' or 'Why would you say that?', whichever feels better in the moment...and then listen until you get a Conflict Foul-free answer."

Dan: "That's right. The first priority is to be safe. Deal with any danger. The second thing to do is to get the focus off of you personally and onto the problem. We do this by asking a question that will be of high interest to them. Also, in my opinion, most people want to explain why they do what they do, especially if there's a hidden touch of wrongness involved. However, sometimes an immediate apology is best, done and forgotten."

"So, our first Peace Talk question, is what? Jim?"

Jim: "Stop, what's the problem' or if that doesn't feel quite fit, 'Why would you say that?' Whichever it feels more natural to say."

Dan: "Plus making it a question is inviting. It requires some sort of listening and thinking."

Jim: "Ya, and it gives me confidence to already know what I'm gonna say or maybe do when there's tension."

Dan: "Right, you'll understand more about that later, after you practice the whole thing. OK, so Jim, I'll tell you that the problem is, you stepped on my blue suede shoes." (saying with a humorous grin) Your turn Jim, what's next?"

Jim: "Are you saying you didn't like it when I stepped on your foot?"

Dan: "Good. Did you all notice that Jim didn't try and solve the problem, like with an apology or denial, but instead rephrased what I said was the problem. This is because the second thing to do in a Foul Buster, after you identify the problem, is to get agreement...a 'yes' agreement, the cornerstone of peacemaking."

"So the purpose of Jim's rephrase was to promote thinking and get agreement...with a focus on the problem. As important as what he said is the way he said it. Jim made it a respectful question that had to be answered with a 'yes' or a 'no' or a correction if he got it wrong."

(Dan using his fingers to count and illustrate his points) "OK, so we now know 1) what the problem is behind the foul, 2) we've created 'yes' agreement, and so now it's time to 3) create remedy...the Conflict solution...our goal! Jim, what's our final Foul Buster question?"

Jim: "Accusing me of stepping on your foot, on purpose, is an option, is there another?"

Dan: "Ya! you can apologize.' or 'No! I want you to be more careful' or 'You should be more careful...ok? In either case, you create 'yes' agreement."

"And so that's the three parts of Safe Defense Foul Buster. Three questions; 'Stop, what's the problem?', 'Are you saying...?', and 'That's an option, is there another?'. It's just 3 simple questions that are completely respectful and focused on removing the

danger from a conflict. So, the first Foul Buster question is what? Everybody?"

Class: "Stop, what's the problem?"

Dan: "or"

Class: "Why would you say that?"

Dan: "Good. Take care not to say 'what's your problem?'...that would be accusing them of having a problem. 'What's your problem?' is accusing them of having a what? Everybody?"

Class: "A problem!"

Dan: "Is that a foul?"

Class: "Ya!"

Dan: "Right! Next, after we get a Foul-free answer, the problem, what's at the center of the Conflict, we do what? Class?"

Class: "Rephrase to get agreement."

Dan: "Rephrase to get agreement. Starting with what 3 words? What words make our rephrase a question? Class?"

Class: "Are you saying...?"

Dan: "or?"

Class: "Do you mean..?"

Dan: "Right! A common beginner's mistake is to accept a Conflict Foul as the problem. In other words, they'll rephrase 'you're stupid' as the problem. They'll say 'Do you mean I'm not very smart?' They should be finding the problem behind the foul. If someone calls you stupid, what should you ask? Anybody? Target?"

Target: "I'd say 'Why would you say that?'"

Dan: "OK good. Now it's time for some practice."

Exercise: (Dan and Jim perform the Foul Buster with 4 back-and-forth examples...modeling the exercise. Fouls include; threatening, blaming, name calling & put down). Then, students are instructed to make up and throw a Conflict Foul at Jim, one at a time. Jim replies with first Foul Buster questions, challenging each student to experience the aggressor's side. This 'role reversal' practice, done with earnest, will be an exceptional experience.")

Mary: "You're a dork."

Jim: "Why would you say that?"

Mary: "You study all the time...no wonder no body likes you."

Jim: "Are you saying that you don't like me because I'm smart?"

Mary: "That's right Einstein."

Jim: "Calling me names and throwing put downs is an option, is there another?"

Dan: "Good, next?" (Dan hand signals to stop Jim and start Target)

Target: "Shut up or I'll knock you into tomorrow!"

Jim: "Stop, what's the problem?"

Target: "You're being totally disrespectful dude."

Jim: "Why would you say that?"

Target: "You keep saying stuff that's none of your business!"

Jim: "Are you saying I'm trash talking you?"

Target: "Ya, and it needs to stop right now!"

Jim: "Threatening me is an option, is there another?"

Dan: "Good, next." (signaling)

Tom: "Man, you're so ugly your mom tied a porkchop around your neck just so the dog would play with you."

Jim: "Why would you say that?"

Tom: (again with a new Foul) "What are you eye-balling me for? You want to fight?"

Jim: "Stop, what's the problem?"

Tom: "You keep staring at me making faces. What, do you want to take it outside...dumb-ass."

Jim: "Do you mean you think I want to start a fight?...with you?...right now?"

Tom: "Obviously, genius!"

Jim: "Violence is an option, is there another?"

Dan: "Good, next." (hand signaling)

Angie: "You're a lazy kid."

Jim: "Why would you say that?"

Angie: "Every time I see you, you're watching tv. Man, I bet you got bed sores? I bet your butt's purple! (everyone chuckles) You probably eat in front of the tv too, huh?"

Jim: "Are you saying you've never seen me do anything except watch tv?"

Angie: "That's absolutely correct." (mocking Sensei humorously and wiggling her butt at him)

(Everybody sits in the semi-circle to de-brief)

Dan: "OK good, let's talk about what we just did. I believe everyone has thrown a Self-defense Foul back at someone only to bounce fouls back and forth? It can get very nasty...very fast! Plus, even if it's not a dangerous Conflict, things can get said that shouldn't be said. Things you can't just take back. And even if you choose to let it go, walk away, there are going to be unpleasant feelings created and, in a way, the future with this person is poisoned."

Tom: "Ya, but that's only natural. You gotta be careful because usually the person is the problem. So, if you take care of the person, the problem goes away. Simple as that! And besides, standing up for yourself is the way my family handles our business. Like the bible says 'do unto others as they would do unto you.'"

Dan: "Says the teenage adult with a big scary hammer! And the confidence of youth! And the quote is; 'do unto others as you would have them do unto you'. It's a very important quote. But the question for us here is what do you do after the problem is said out loud, for all to hear?"

Tom: "Rephrase Sensei!"

Angie: "I'm still a little fuzzy on this rephrase thing. So, if someone calls me lazy, a Foul, I'm supposed to say 'Are you saying I'm lazy?' I don't get it."

Dan: "Right! I can understand. It can be a little confusing because you're doing two things at once; changing the words to mean the same thing and turning it into a question by starting with the words 'Are you saying...?' Our expectation is agreement. Jim, would you explain this to the class in your own words? It's pretty important."

Jim: "Sure sensei. Well I'm sure everyone knows what a rephrase is. You know, change the words but not the meaning of what someone says. Like I could rephrase you have 'big' teeth with you have 'large' choppers. They both mean the same thing so it's super easy to agree with."

“With Foul Buster, you rephrase what they say the problem is but you make it a question. That means they’ll have to listen and think. We rephrase with: ‘Are you saying..blah, blah, blah?’ or ‘Do you mean...blah, blah, blah? Remember that we are trying to create ‘yes’ agreement.”

Dan: “That’s; ‘Are you saying this or that?’ or ‘Do you mean that or this?’ Does everyone understand?”

Angie: “I think I see. If someone says I’m ugly, I would say: ‘So you’re saying you don’t like the way I look?’

Dan: “Well, yes and no. Yes, you put some words in front of your rephrase and made it a question. That was a good start. But the words you used were actually accusing them of having a problem, which is a Foul. You said ‘So you’re saying...? It’s certainly not asking a respectful question. You fouled them back, even if on accident. You said: So you’re saying...not are you saying. One is a question and one is an accusation. That’s why we train to Foul Buster’s exact words. The words to use, the thing to say is; ‘Are you saying...’ or ‘Do you mean...’ and then say your rephrase.”

Dan: “Your goal is to reduce danger and get them to ‘yes’ agreement.”

Jim: “Another thing is by telling instead of asking, you didn’t exactly inspire listening. Who’d listen to an accusation, bold faced and untrue? Plus, you were rephrasing the Foul. The last thing to be focused on. Get off the person...you and onto the problem, if there is one. Being called ugly...a name calling foul...or lazy...or slow...is focused on the person. That’s not good.”

Dan: “You should have asked instead? What question? Class?”

Class: “Stop, what’s the problem?”

Dan: “or?”

Class: “Why would you say that?”

Dan: “Right. Keep on the first question until you find out why they Fouled you. What’s going on? and then create a ‘yes’ agreement once you understand with rephrase. Do you see?”

Angie: “Ya, I should say “Why would you say that?” and then rephrase the answer.”

Dan: “If it’s a foul-free answer, yes. That’s exactly right.”

Jim: “Which will be the problem behind the foul.”

Jim: “You’re so lazy, you should be ashamed of yourself.”

Angie: “Why would you say that?”

Jim: (mocking an adult) “You could be so much more if only you’d try new things.”

Mary: (Interrupting) “I’d say ‘So what?’, then walk away. What do I care what he thinks if he’s putting me down? I’m a counter puncher!”

Dan: “OK fair enough, if it’s someone you don’t care about, that’s a choice. Sometimes it’s a good choice. The point is that it’s never the only choice. What if you do care about the person and/or what they think about you? Like what if it was an uncle drinking too much or was just being rude? What about when your friend group ‘test your metal’? What if you want to defend yourself but not at the cost of the trouble it’ll bring back; What if it was something one of your buddies said. Or something about your friend’s parents? And what if it’s not being called lazy but being called out for ‘eyeballing’ someone who could clearly, and may likely, kick your butt? This is how we train in self-defense. We learn to protect ourselves against all fouls, physical, verbal and cyber. And right this minute we’re training to bust verbal fouls.”

“So now, try again. Angie had just asked Jim why she would call him lazy. Jim?”

Jim: “She didn’t do a chore...again...even after I’d reminded her earlier.”

Dan: “Very good and believable. So, Angie, what do you say?”

Angie: “Are you saying that I didn’t do it because I forgot or didn’t care?”

Dan: “Nice job. Is that what you were saying Jim?”

Jim: "Yes."

Dan: "So are you agreeing with Angie's rephrase?"

Jim: "Yes Sensei."

Dan: "Congratulations Angie, you've gotten to the problem behind Jim's foul and created cooperation, listening and a 'yes' agreement, all by asking two natural questions about something that is of very high interest to him. One last tip for you on rephrasing, don't rephrase with a repeat of their words. It's easy to change their words up but still mean the same thing. For example, don't rephrase the problem 'You forgot about it!' with 'Are you saying I forgot about it?' Make it genuine. Otherwise, don't do it. Jim, rephrase the answer, you forgot about it."

Jim: "Do you mean I spaced it?"

Dan: "Good, Thomas?"

Tom: "Are you saying it slipped my mind?"

Dan: "Good, Mary?"

Mary: "Are you saying...uhh...uhh...are you saying I let you down?"

Dan: "Yup, Target?"

Target: "Do you mean I did something wrong?"

Dan: "Hmmm...better than ok. Angie?"

Angie: "Are you saying that my memory is bad?"

Dan: "Great! The real purpose of a rephrase is to promote listening, understanding and agreement. Mary, make up something and foul Jim with a blame for doing something you didn't like. Jim, take Mary through the first and second Foul Buster questions."

Mary: "You did that on purpose."

Jim: "Why would you say that?"

Mary: "I saw you do it!"

Jim: "But why do you think I was doing it on purpose?"

Mary: "I don't know, but you shouldn't even be touching it. You should keep your hands away from stuff that's not yours."

Jim: "Are you saying that I should keep my hands to myself?"

Mary: "Ya."

Dan: "OK, good...agreement...she said 'yes'. In the Foul Buster, when the other person says yes, that's agreement focused on the problem. And that means it time for our third and final Foul Buster question. It's the question that creates Remedy: 'Violence is an option, is there another?' Jim, I don't like the color of your stupid shoes!

Jim: "Stop, what's the problem?"

Dan: "I remember the same color of your shoe on a dude who ripped me off."

Jim: "Are you saying that you think I took something of yours?"

Dan: "Ya, maybe!"

Jim: "Coming up on me all hard is an option, is there another?"

Dan: "Ya, you can confess."

Jim: "If I'd done it, that'd be an option, is there another?"

Dan: "No."

Jim: "Sensei, I don't know what to do next."

Dan: "Well, you haven't learned Peace DNA Peace map yet so I guess, ya, your choices are pretty limited. Apologize maybe? Denial can work. You can foul back or just blow it off completely. The name of this skill is Foul Buster not Problem Solver. The Foul is busted when there is 'yes' agreement focused on the problem. When the danger is at a safer level. We do the actual problem solving with the Peace DNA map."

"Now it's time to practice with a partner. Remember, that we are training on what to say just as surely as if we were training to counter attack with a kick and punch combination. That is, you practice till you can do it right, then you practice till you can't do it wrong. Pair up Angie, Mary and Target, Tom. Go through the script of a Foul Buster engagement. Ask the 3 Foul Buster questions. (Now written on the white board for help) Practice partners, help make the scenario real but cooperative...be a good teacher."

Jim: "Also, because most people don't know what a foul is, I suggest your final question starts up with the name of the foul they used. I mean that with the last foul buster question, instead of saying that 'Fouling is an option, is there another?' actually name the foul; such as: name calling is an option or threatening me is an option is there another? or posting lies about me on line is an option, is there another?' 'Violence is an option' is the original and we use it when we train."

Dan: "Feel free to use it anytime. OK, get partnered up and practice the Foul Buster back and forth. Make it serious and also, make it a successful practice."

Scene Change: Pair 1-Angie and Mary.

Angie: "I'll go first if you want to throw a foul at me."

Mary: "You'd better clean that up or I'm gonna tell the teacher you did it."

Angie: "Stop, what's the problem?"

Mary: "You made a mess and I don't want to have to clean it up."

Angie: "Do you mean you're afraid of getting blamed for this mess?"

Mary: "That's exactly what I mean."

Angie: "Threatening me is an option, is there another?"

Mary: "You can clean up the mess before anyone sees it?"

Angie: "That's an option, is there another?"

Mary: "You can tell anyone who asks that I had nothing to do with it."

Angie: "That's a good option is there another?"

Dan: "OK, good. Angie did a good Foul Buster. Next Target and Tom."

Target: "I'll volunteer to go first."

Tom: "OK...Shut up!"

Target: "Stop, what's the problem?"

Tom: "You talk and talk and talk but never really say anything that's not hateful. I'm tired of hearing it."

Target: "Are you saying that you're not interested in what I'm saying?"

Tom: "Boy, I'll say."

Target: "Well telling me in such a rude way is an option, is there another?"

Tom: "You can let others have a chance to say something...just take a breath."

Target: "That's an option, is there another?"

Tom: "Not really."

Dan: "Well done, both of you. And remember we're not trying to fix a problem, only bust the foul. Good acting...I can believe what I'm hearing. OK, Mary and Angie it's your turn again, switched roles."

Angie: "You did that on purpose."

Mary: "Why would you say that?"

Angie: "Why else would you have done it. It couldn't have been an accident."

Mary: "Are you saying I wanted this to happen?"

Angie: "Well...ya, that's exactly what I'm saying."

Mary: "Well accusing me is an option, is there another?"

Angie: "No!"

Mary: "Well you're wrong. I didn't do anything on purpose. It's not my fault that it happened. It was an accident as far as I'm concerned."

Angie: "It is too. You're such a liar"

Mary: "Why would you say that?"

Angie: "Shut up!"

Mary: "Stop, what's the problem?"

Angie: "You're the problem."

Mary: "Sensei, this isn't working too well."

Angie: "It sure isn't. Trying to be peaceful just made things much worse."

Dan: "Yes it sure did. OK class, gather around. Sometimes a Conflict Foul is actually an opinion claimed as a fact. Like when someone claims to know what you're thinking or they make a judgement about you or something you did. They might say 'you did that on purpose' or 'you started it', or 'you asked for it'. These are examples of 'Faux Facts'. The word faux is a French word and it means 'fake'. So, a Faux Fact is a fake fact or, in other words, an opinion claimed as a fact. I'm going to have Jim sit back down and ask Ben to step up. Ben, tell the class what a Faux Fact is and how to bust it respectfully."

Ben: "Yes Sensei. A Faux Fact is when someone tells you something they think is a fact but is really an opinion. For example, if someone claims you did something on purpose, like an accusation or a put-down. You could argue back and forth forever about whether what you're accused of doing was accidental or on purpose or you are or are not what they claim in their put down. The point is that the Foul goes un-Busted because we're focused on the truth of the Faux Fact rather than the busting the foul."

Dan: "And all of it distracting from the problem. It is true that sometimes, even in conflict, faux facts are ok. But when they are protecting a foul then they must be broken so that thje foul can be busted. Will?"

Ben: "So when you face a Faux Fact protecting a Foul, you have to expose the opinion behind Faux Fact first. For example, if I say 'you did that on purpose' I'm accusing you of doing something but the real reason for it being a problem is that it was on purpose...my opinion expressed as a fact. My guess about your intent stated like a fact. It is not a real fact. It's a Faux Fact. To expose a Faux Fact, use a question: 'Are you saying...that in your opinion...' and repeat exactly what they said. So I would say: 'Are you saying that in your opinion' I did this on purpose? And then bust the accusation...' Why would you say that?"

Dan: "Keep in mind that your goal is to get agreement, with the answer 'yes'."

Ben: "So after I busted the Faux Fact, I'd ask 'why would you say that?'"

Dan: "Ya....good...everyone agree? (heads nod) Ok everybody, make up a Faux Fact Foul and throw it at me. Will, you start."

Ben: "You're always thinking of yourself."

Dan: "Good. The Foul is blaming and the Faux Fact is you're always thinking about yourself,

non-stop. Thomas?"

Tom: "If you're lips are a movin', then you're a lyin'." (class chuckle)

Dan: "Right. The Foul is a put down, calling you a liar, and the Faux Fact is that you can't ever tell the truth. Now this was a funny one but it brings up something important. Tom's Foul could have been busted by asking what?"

Mary: "Stop, what's the problem?"

Dan: "Sometimes appropriate but not always. Anyone else?"

Angie: "Why would you say that?"

Dan: "Ok good. So now just because a Foul and Faux Fact appear together, that doesn't mean there's a connection. I mean you don't have to bust every Faux Fact. Only the ones stopping the Foul Buster from working. You'll know quickly when the Foul Buster isn't working and Peace Moves is needed. Or when it's an inconsequential or important Faux Fact. Ok, who's next? Angie?"

Angie: "You started it a long time ago. You know you did!"

Dan: "OK, the Foul is accusing and the Faux Fact is what? Anybody? Target?"

Target: "That I knew that I had started whatever it was."

Dan: "OK good, let's keep going. A conflict Faux Fact please Mary?"

Mary: "If you do that again I'll kick your ass!"

Dan: "Is there a Faux Fact in there? Anybody?"

Ben: "The foul is a threat and the Faux Fact is that they can win if they fight."

Dan: "Right. But consider, does anyone think that it'd be important to challenge the truth of an in-your-face Faux Fact threat right now? When things are so dangerous? No?"

Good. This was a place to consider Peace Moves...hopping back to say what? Class?

Class: "Stop, what's the problem?" (in unison) We'll call that just an example of a dangerous Faux Fact and just unusual training practice. OK, good job Mary and Ben. You're up again Target."

Target: "You're always blaming me for things I didn't do."

Dan: "Good. Anybody want to dissect it?"

Tom: "The Foul was accusing! Faux Fact is that you do it each and every time...always."

Dan: "Good. Keep in mind also that everyone uses faux facts many, many times each day. When we're by ourselves or when we're with others. Faux facts make up how we feel about our lives, how we imagine our lives and they're not for just throwing around. For example, if someone says 'good work' they're expressing their opinion as though it were a fact. It could be true. It could not be true. It's easy to hear and believe. This difference is important because fact and truth are different Critical Path steps; what happened and why was it important...starting with the words; 'In my opinion...' For now, we're practicing for self-defense situations. To disarm a Faux Fact giving shelter to a foul, ask if their opinion is understood. This is our practice...your new skill set. Tom, your turn."

Tom: "You're just as ugly coming as you are going. No wonder why everyone laughs at you and thinks you're a grub."

Dan: "Wow, that's harsh. Is that what cyber bullying is like?"

Class: "murmuring; Ya...and worse; Ya, I've seen it myself; My friend..."

Dan: "Has anyone ever been cyber bullied?"

Class: "No; huh -uh; no way man"

Mary: "I've been a cyber bully."

Angie: "Ya, I have, once. At the beginning of last summer, just before school year end. My

mom told me to reply just once and say that if I see cyber trash about me again, I'll call the authorities and make a complaint."

Dan: "How did it first make you feel Angie? Did you tell anyone?"

Angie: "It really scared me, you know. I didn't do anything to anybody and I get this nasty post where everyone can see it! It seemed bad....but I mean....I've got friends that have been cyber bullied too...some a lot worse than me. It helps to talk about it. With my friends, we're practically a support group (weak chuckle)...and my mom and Principal Scott really came through."

Dan: "And Mary, you say you've been a cyber bully? Are you Angie's cyber bully?"

Mary: "Naw, that wasn't me. I didn't know her until this class sensei."

Dan: "Do you have to know who you're bullying for it to be fun? Is that why you did it? For fun? Is it trying to be mean and hurt people? What do you think about when you do it?"

Mary: (Rolling her eyes...another lecture)"I guess...sometimes. Actually, I've only done it twice. It really wasn't that fun, and the other girls who did it with me, aren't very loyal friends...they're kind of shallow. I hardly talk to them anymore."

Dan: "Did you think at all about what you were doing to the other person?"

Mary: "Sure I did...I just didn't really care about them. What else I can say?"

Dan: (Shaking head disapprovingly) "OK, nice...who can de-code this one? 'You're just as ugly coming as you are going. No wonder why everyone laughs at you and thinks you're just a grub."

Mary: (with a bit of humility/shame) "The foul is name calling and put down. The Faux fact is...hmm...I guess is that everybody is laughing and thinking those same things about you."

Dan: "Good. So what did we learn here Benjamin?"

Ben: "That all facts are not equal sensei. (Smiling broadly) And people use Faux Facts to shield their fouls."

Dan: "Yes! These special kinds of fouls, these Conflict Faux Facts, can make Foul Busting impossible. You have to first turn the Faux Fact back into an Opinion. The Opinion that was claimed as a fact. Only then can you bust the foul within it. It's like you should disarm someone before you try and capture them or turning a doorknob before you push or pull. First one thing then the other."

Ben: "So when you come across a foul-loaded Faux Fact, the first thing you have to do is ask 'Are you saying that in your opinion blah, blah, blah?' so that they can agree and say 'yes'. They agree that it is an opinion and not a fact. This simple process changes their Faux Fact to an Opinion plus a foul. After the Faux Fact is exposed as an opinion, and not an actual fact, then it's time to address the foul problem and ask 'Why would you say that?'"

Dan: "For example, if you are fouled with 'you did that on purpose', first expose the Faux Fact by asking 'Are you saying that in your opinion, I wanted that to happen?' After they say 'yes', agreeing that it's their opinion, and not a fact, you can bust the foul by asking 'Why would you say that?' and then continue with the Foul Buster rephrase."

"OK Mary and Angie, let's try your conflict again using our new Faux Fact Buster."

Angie: "You did that on purpose!"

Mary: "Why would you say that?"

Angie: "Because I know you did."

Mary: "Are you saying that in your opinion, I did that for a reason?"

Angie: "Ya."

Mary: "Why would you say that?"

Angie: "Because I saw you think about it before you did it."

Mary: "Do you mean that just because I paused before I did it that it was intentional?"

Angie: "Ya, I think so."

Mary: "Accusing me of doing it on purpose just because I paused a moment is an option, is there another?"

Angie: "You can explain why you did it."

Mary: "That's a good option, is there another?"

Angie: "No."

Mary: "OK then, let me explain."

Dan: "Very good. Well done. Any questions about either the Foul Buster or the Faux Fact Buster? No? Good. Don't expect that the Foul Buster alone will solve conflict. It's a self-defense skill not a problem-solving skill. The problem-solving skill is called Peace DNA mapping and is an advanced skill set that you can learn later if you like."

Target: "What if you try and bust the foul but all they want to do is fight?"

Dan: "Then it will fail. Foul Buster begins only after you're safe. Criminal violence and bullying have one thing in common, the intention to harm, degrade and intimidate. Period! No amount of talking or asking questions or apologizing will work against the criminal act or bullying. That's not the point here. The point is to recognize when a verbal defense will work and when a physical move is necessary. We'll get to that physical self-defense stuff next."

Jim: "The Foul Buster is a way to protect yourself against someone trying to harm you with words."

Dan: "It's only a part of the Safe Defense method of self-defense...what is called necessary but not sufficient. Just like dribbling in basketball is necessary to playing the game but not sufficient all by itself. You need to learn other skills besides. Let's pair up and practice the Faux Fact Buster and then the Foul Buster. Mary and Target and Angie and Tom."

Mary: "I'll go first, ok?"

Target: "OK. You're the stupidest kid in the class if you don't at least try to answer the questions on the test. Guessing is better than nothing."

Mary: "Why would you say that?"

Target: "Because it's so easy. Nobody cares."

Dan: "OK, that was a good example of a Faux Fact protecting the foul. But it's a foul made without the intention to harm...without malice. It's not a Conflict Foul. Defending against it would be turning a nothing into a conflict. Right? But since it's good creative practice, we'll go forward with it. Start again Target."

Target: "You're the stupidest kid in the class if you don't at least try to answer the question."

Mary: "Are you saying that in your opinion I'm stupid if I don't at least try?"

Target: "Ya."

Mary: "Why would you say that?"

Target: "Because if you don't at least try, you'll regret it later."

Mary: "Are you saying that you'd do it if you were me so that you'd feel better later?"

Target: "Ya"

Mary: "Well calling me stupid is an option, is there another?"

Target: "I don't know. I just think you should try...that's all."

Dan: "OK, good job. With this particular exchange, using the Faux Fact Buster may be a little over-kill but it was a good, harmless live practice. Remember that somethings you probably will just want to let things slide. There's no advantage in treating a non-

problem like it was a problem. And again, good job.”

Ben: “Tom, you and Angie are up. How about something from home life? Something between brother and sister?”

Angie: “No problem...leave my stuff alone or I’ll make you bleed!”

Tom: “Are you saying that in your opinion, I should? Hmm...help Sensei.”

Dan: “Ben, is there a Faux Fact at work here?”

Ben: “No Sensei. This is a straight up Foul that needs busting or Peace Moves.”

Dan: “Tom was expecting a Faux Fact but there was none. This was a straight up foul...a threat. And a dangerous one, threatening violence. Tom should have started out with either a Peace Move and saying Stop, what’s the problem?”

Jim: “Be sure and listen carefully to what is being said. Don’t go into automatic pilot just because you train and practice. It does take a bit of practice or should I say training but you can always practice listening. Listening better each time. They call it active listening for a reason. Remember this is a self-defense skill, not magic. You have to learn it, practice it and use it.”

Dan: “Try again Angie. Think of a Faux Fact about your brother and link a foul to it.”

Angie: “All your so-called friends are just using you to come over and swim at our house. They don’t care about you.”

Tom: “Sensei...help.”

Dan: “You can do this Tom. What’s the Foul here?”

Tom: “Kind of a put-down.”

Dan: “OK, good. What’s the Faux Fact?”

Tom: "They don't care about me."

Dan: "Right you are. So now use the Faux Fact Buster by asking what?"

Tom: "Are you saying that in your opinion, my friends don't care about me?"

Dan: "Good! Angie?"

Angie: "Ya, I guess it is." (Dan points to Tom to ask the next question.)

Tom: "Why would you say that?"

Angie: "They always talk trash about people I know and they leave their garbage everywhere. And they say mean things to me. I don't like it or them."

Tom: "Do you mean that you don't want them around because of how they act?"

Angie: "Ya."

Tom: "Saying crazy things about my friends and attacking me is an option, is there another?"

Angie: "Just ask them to not leave a mess and to leave me alone."

Tom: "That's an option, are there any others?"

Angie: "Please? Tom?"

Tom: "OK. I'll talk to them about it next time they come over."

Dan: "Nice! Before we stop for day, I want to show you the Conflict Equation math. This math shows that a Foul plus a Foul equals Escalating Conflict. (Draw Fig 1 on whiteboard) So in a way, when you choose to defend yourself from a Foul by returning a Foul, you are choosing to escalate the conflict. So, in a way you often have the power to choose how things can turn out. Now you have a choice. Choose wisely."

Scene change: A white board and colored marker are used to show:

Target: "Conflict math! That's pretty good sensei."

Foul
+Foul

Escalating Conflict

Foul
+ ~~Foul~~ Question

Listening Interest

Dan: "And if you return a question instead of a foul, what would you ask?"

Class: "Stop, what's the problem? or Why would you say that?"

Tom: "Ya, I like that. If they answer the question, it's because they're listening and because they're interested. I can also see this working with my neighbor Mr. Wilson the next time he says something mean about Angie. I don't think he's ever forgotten the time we tagged his house on Halloween, like three years ago...what a grump."

Target: "Ya, they're focusing on the problem and not the person...if they're willing to listen to you. I'm not sure that it'll work except for with adults or when there's no danger of getting beat up."

Mary: "Sure, but I'm not about to ignore somebody calling me out so that I can ask them to express themselves." (Said dramatically; everybody laughs)

Tom: "No, you're gonna act first, ask questions later. My dad says that in a fist fight, I should let my fists do the talking...and so far, it's worked pretty well."

Dan: "The way to bust a foul is to ask the first Foul Buster question. That question is 'Stop,

what's the problem?' or 'Why would you say that?' Asking or thinking this question is your first go-to action, even if you only think it in your head and don't say it out loud."

Tom: "So if someone comes up to call me out, I'm supposed to say, what? (In a mocking tone) Stop, what's the problem?"

Dan: "Why not? Who can think of a reason not to ask before counter-fouling? Especially when things are heating up, maybe when people have gathered to watch?"

Mary: "No one's going to listen to a question in the middle of a fight. Things are moving way too fast...and it's dangerous. If someone calls you out, you have to answer.

Dan: "It's important to know how to answer an attack with the proper skill set. Foul Buster isn't the right skill in the middle of a fight just like a punch isn't right in the middle of a hallway argument. There's a time when the Foul Buster is perfect and a time when it's not. Think about it, the Foul Buster is unexpected and it does make the other guy think...about how to answer it. It's good for 90% of your conflict fouls."

Mary: "Ya, maybe...I guess I can see it working in a few situations."

Angie: "It slows things down for a second...and I like that!"

Tom: "It takes the attention off of fighting, which is pretty cool."

Ben: "It begins cooperation and agreement even if no one sees it. It's kind of sneaky that way."

Target: "I've heard my friend's parents tell them they're lazy or stupid or that they're not trying hard enough. Those are Fouls for sure."

Dan: "How to bust fouls from people who have control over you? Does anyone think Foul Buster will work on your parents and teachers?"

Angie: "Oh ya. I can see it."

Tom: Man, we'd be in some real pain if we talked that kind of self-defense to our dad."

Angie: "Ya, that's true. You're not going to win any fights with our dad."

Dan: "OK, so don't try. The Foul Buster is all questions, isn't it? You're not fouling in any way unless you're being sarcastic. When said with a respectful tone, you can talk to just about anyone. Remember you can win a battle but still lose the war. Foul Buster is very respectful."

Mary: "What does that mean? You can win the battle but lose the war? I don't get it."

Dan: "It means that there's more ways to protect yourself than to conquer and humiliate the other person, even if they start it. It means that you can win a single back-and-forth fouling contest but in doing so, create large and hidden negative feelings, now and in the future. And in the future, you could lose bigger, more important arguments or battles. Winning the individual battle is not the same as winning the overall war."

Mary: "Well if they start it, then they're getting just what they deserve whether they intended it or not."

Tom: "I agree. It's like, 'don't do the crime if you can't do the time'. If they start it up, they leave you no choice...well, you gotta do what you gotta do."

Dan: "I agree that you have to do what you have to do to protect yourself. And it's here that the old saying about having a hammer as your only tool really makes sense. If the only way you know how to defend yourself is by fighting back, even with fouls, then you really won't have a choice but to escalate or surrender and leave the conflict."

Tom: "What if fighting back is the only option sensei? I mean some kids just want to stir it up."

Dan: "Glad you asked Tom. That's what Peace Moves is all about...and that comes next. For now, go home, practice your rephrasing with everyone you talk to. Make a game of it."

(Student actors to develop real world scenarios)

Scene option: In the classroom Angie finds someone sitting in her seat and is rude about getting out.

(Student actors to develop real world scenarios)

Scene option: At school, Target is confronted by the principle who believes he has made graffiti marks on the bathroom wall.

(Student actors to develop real world scenarios)

Scene option: In the school yard, Tom is facing off with a student in a fight situation.

(Student actors to develop real world scenarios)

Scene option: On the computer, Mary reads a cyber bully attack and responds with Foul Buster on-line.

Peace Moves; Distance

Scene change: Next day at Bully's dojo, Dan is addressing the audience as he, again, goes through the routine of opening (door, lights, etc.) the business.

Dan: "Good morning. I hope you got an idea of how to use Peace Talk in a self-defense. You got an idea of what to say and how to say it, before things get out of control. Can you see that without knowing what to say, it'd be easy to defend yourself with fouls and escalate bad feelings, sparking defensiveness...even if on accident. Self-defense against verbal fouls is just a part of the Safe Defense skill set."

"Self-defense against a physical attack, to be effective, must use a natural movement and have an intuitive strategy. To this end, Safe Defense offers Peace Moves, two skill sets for a physical self-defense."

"Let me explain, Safe Defense uses the advantages of Position to more safely create advantage for control and, if needed, counter-attack. Let's get started."

Scene change: The same 6 students are gathered around sensei as previous day.

Target: "Sensei, I used my Foul Buster yesterday."

Dan: "That's great! And I want to hear all about it right after our lesson. But we need to get started right away and I'm afraid your story is gonna have to wait just a bit longer. Thank you for understanding. So let's get to it."

"Today you'll be learning ways to physically move in a hands-on self-defense. Ways of using natural hopping movement and an 'old man' posture to move safely with advantage. It's from the advantage of Position that you can push to the floor without injury or counter strike a vital area causing serious and fatal injury...plus many things in-between. Any physical attack requires 3 elements; an Acceptable Distance, being within reach, and Acceptable Direction, being lined up, in front and the Intention to harm. Peace Talk and later, Peace DNA take care of the intention to harm but to use Distance and Direction, you have to move."

"We'll start with acceptable Distance. That 'within reach' Distance between my attacker's body and me, his target. When Distance is 'acceptable' that means it's within immediate distance for striking, pushing or grabbing. The danger is very high. Peace Moves begins here."

"The body will not reach out beyond its center of gravity, what it can support, because it'll fall down. Even with a surprise lunge, there's a natural limit. A natural Distance limit of about 1 ½ steps. This is important because when you Distance hop backwards, your natural Distance hop, the attacker will be forced to shift and adjust to a Distance again acceptable to them...before attacking. They only require the briefest second to reach a new acceptable Distance and continue looking to strike but the advantage is yours, and you'll use that just a little later."

"So tell me class, what does it mean when I say; just out of reach? Anyone care to guess?....Target?"

Target: "Does it mean that you can't grab or hit the other person because your arm is not long enough to reach?"

Dan: "Correct. That's a good example of the Distance advantage. Distance advantage means keeping just out of lunging reach or the reach of a boxer when they bounce and dance. We also have a huge second advantage, because our hop creates immediate balance for ourselves when we land. We can immediately move again to yet another Position even while the attacker is still readjusting to the first, previous Position shift. Be thinking to always move twice."

(Dan demonstrates with Jim the concept of acceptable Distance)

“Peace Moves Distance hop is; straight backwards 1 ½ distances, landing with both feet ready to move again or ready to ask: ‘Stop, what’s the problem?’, if there’s opportunity. Ready to use handsweeps or Direction hopping, if not. Keep your body balanced, take a slightly tilt forward, feet shoulder width, ‘old man’ posture (demonstrating), breathing low and centered, hands face out, open, forming a triangle (demonstrating). Thinking to yourself or saying out loud; ‘Stop, what’s the problem? This is move and message technique is called the Bridge because our movement is creating a bridge to cross from a physical attack to a verbal one, where we can use Foul Buster.”

(Dan demonstrates with Jim the Bridge hop technique)

Class practices Bridge hop 10 times each.

“OK good. The attacker’s attention and intention will always be focused on its target...our body. Your body is their target. They will seek, set and maintain acceptable distance to their target...you...your body. This is their first weakness...they always seek acceptable distance to your body, their target.”

Mary: “I don’t understand what you just said Sensei.”

Dan: “In a Distance advantage maneuver, you’ll hop straight backward, out of reach with your peace hands up (demonstrating peace hands), creating immediate balance. Ready and able to immediately move again and again. You’re changing the distance between your body and the reach of the attackers’ outstretched hands...staying just out of range.”

“When it comes to using your hands, think of having to swat at their out stretched hands (demonstrating Distance hand swatting) and what’s the perfect distance to do that. Your body is the attackers’ target but you’re staying untouched just out of reach using Distance hopping. The outreached hands of the attacker are your hand swatting target so out of reach it’s the exact right distance to make good contact.”

Mary: “OK, I get it. Are you saying that by staying out of Acceptance Distance we stay out of reach. By changing our target to the outreached hands instead of their body, they are always at an Acceptance Distance to us? (chuckling) That’s kinds of sneaky...I like it.”

Dan: "It's a skill. Watch as I show you. Jim, I need you again."

(Dan demonstrates Distance hop/hand swatting with Jim)

Target: "Sensei, what if they bull rush us. I'll get run over!"

Dan: "If you're ready for the possibility of a bull rush, you'll be a lot better off. Don't think for a moment that there's a single 'magic bullet' or technique for all occasions. There is not. Hopping back twice with a rushing attack would not work well. However, it does work well against a boxer's dance."

Tom: "What do we do after the first hop back? Stand there? Won't they just keep trying until they tag you?"

Dan: "Ya, probably. That's why we have hand sweeps which, if you'll remember, happens to be in Acceptable Distance to our target, his outreached hands. We can also hop straight back again. We can use Direction hopping, that you'll learn next, instead of Distance hopping or we can use the Bridge technique and say what? Class?"

Class: "Stop, what's the problem?"

Dan: "Right on. Let's spend a minute on our first handsweep pattern. I call it Paddle-wheel handsweep because it reminds me of the old paddle boats. The famous 'karate kid' wax on and wax off is for Direction advantage handsweep. That's later. This is Distance handsweeps and paddle-wheel motion."

(Dan demonstrates hop and paddle handsweeps with Jim)

Dan: "Ok let's practice. Tom and Angie together with Jim helping. Mary and Target, you're with me. Each partner does 10 Distance hops with paddle handsweep practice. Each practice includes the Bridge, which means, after the paddle handsweep, saying 'Stop, what's the problem. OK? Begin.'"

(Scene: The mechanics of the drill take quick hold and, after the roles are reversed and practiced the handsweep drill is debriefed. Corrective actions will include: immediate 50/50 weight balance, correct Peace Hands formation, correct Paddle-wheel balance and handsweep motion, new target spacing, centering breath, old man posture and using peripheral vision.)

Tom: "Sensei, don't handsweeps fail pretty much right away when the attacker starts boxing dance? moving in and out?"

Dan: "Right you are Tom but remember, because handsweeps are nothing more than a fundamental skill, they have a fit in some places better than in others. You are learning just one skill at a time. And the skill you're learning now is Distance advantage with paddle handsweeps."

Angie: "I thought it was pretty cool. I started thinking about all the time I had when I hopped back. Putting my hands up like this (showing Peace Hands) is a pretty smart move to practice...and like, handsweeps are right there (performing the skill as she talks). I can see how that could be automatic...and a better thing to do."

Dan: "OK everyone, huddle up. Before learning Direction advantage, does anyone want to say anything about what we just learned? Mary?"

Mary: "No, ya, I can see Handsweeps and Distance advantage working for 1 or 2 or maybe 3 punches, but after that, it's not gonna work."

Dan: "Are you saying (winking at the students to emphasize the use of rephrase skill) that your gonna need a few more skills before you're going to buy in to Safe Defense Peace Moves? (Class heads nod) Rephrasing is a powerful skill, isn't it? Ok, let's learn about the advantages of Position Direction.

Peace Moves; Direction

Dan: "OK, good. Understanding Direction advantage begins by imagining how the body is limited in its side-to-side movement. Anything inside the area directly in front of the body...within its reach...is acceptable Direction. Imagine placing snow ski's on your feet and seeing the edge lines that are formed along the outside of each foot. Kind of like standing on railroad tracks. In between these two edge lines is what is called the Path. In other words, how the feet are pointed, like how your skis would be pointed. They show a natural Path with a left and right sidelines."

"An attacker will first place your body on their Path before attacking. This is called Acceptable Direction and it always comes before Distance. However, like with both Distance and Direction, adjustments happen in the blink of an eye...and that's ok. With

Direction advantage, there's still much advantage. So, is everyone with me? Good so far everybody?" (class nods)

Tom: (raises hand and speaks up) "Are you saying that an attacker has to face you before he can attack you?..that they have to put you on their 'railroad tracks'? Between the skis? What about when someone takes a fighting stance and turns their body sideways so they can throw their punches from the side?"

Dan: "Good questions Tom. Yes, I am saying that an attacker has to put you on their 'railroad tracks' in order to attack you. Now if an attacker stands sideways where you are not on their 'track', they have shifted their acceptable direction to the sides of their feet, rather than the front. Their unnatural side Path becomes very, very narrow which, when we side hop, offers advantage. As you will see."

"Direction hopping, keeps you close to the attacker, within their Acceptable Distance range, but safe, off their Path. They are always trying to catch up and align their acceptable Direction. Using Direction advantage offers opportunity for hands-on defensive action...not like with Distance. As you will see. Ben, would you come up and be my Direction man? Thank you, Jim. Have a seat."

(Dan demonstrates Direction hopping with Benjamin.)

"Any questions? No? OK everybody, pair up."

(Scene: Dan demonstrates Direction Paths hopping to the right and left around Ben, then pair practice 10 times each. The mechanics of the drill take quick hold and, after the roles are reversed and practiced the drill is debriefed. Corrective actions to include: timing/cadence, multi-position 'multiple movement' strategy, telegraphing movement, breathing, and natural walking test).

Dan: "OK everyone, huddle up. Does anyone want to say anything about what we just learned? Target?"

Target: "Ya, I can see myself trying it in certain situations but I don't know if a fist fight would be one of them...just being honest, sensei. I mean, they're still chasing you, so they can hit you."

Dan: "So, yes, you have to change the Intention of the attack. That's what Peace Talk does! The Bridge Distance technique that we learned earlier is what you do immediately

after the danger is removed. Remember to focus on the problem, not the person. Anyone else?"

Mary: "Ya, I like how it's giving them what they want, my Position, where I'm at. All I do is move to anywhere else and be ready for them. It's kind of like a boxer's fight dance."

Dan: "Right Mary! The final lesson today is learning hand sweeps for Direction advantage. They're a different thing than Distance Handsweeps. (Dan demonstrates) Direction Handsweeps are more like in the movie Karate Kid. They're wax on, wax off, circular motions."

(Scene: Dan demonstrates Direction Handsweeps with Ben, then group practice. The mechanics of the drill take quick hold and, after the roles are reversed and practiced the drill is debriefed. Corrective actions to include: opposite side hand motion for balanced power, timing, demonstrating 'old man' posture, change of target, and breathing).

Dan: "OK everyone, does anyone want to say anything about what we just learned? Angie...would you think there might be a time to use the Directional advantage hand skill?"

Angie: "Ya, that was pretty cool. I can't wait to learn counter-striking! Definitely cool how you get all sorts of openings...I mean if you wanted to hit them back...in self defense. (playing coy)"

Dan: "Hmmm. I guess I'm not surprised. It's natural to be curious about the possibilities of counter striking...you know, fighting back. Keep in mind that you can also be ready to do the Bridge technique...and say 'Stop, what's the problem?'"

"And you should be aware that no person will communicate off Path. There will be no talk off Path. You'll have to accept this and depend on your Distance advantage when you speak or listen, if they do answer 'stop, what's the problem?' I mean don't expect them to answer your Foul Buster questions until you're on their Path. In other words, if you want to do the bridge technique, to take them through the Foul Buster, you must allow them to put you on their Path. Just be sure to be ready to side hop again should it be a fake or trick."

Peace Moves; Body Contact

Scene change: Next day at the Safe Defense school. Dan is addressing the audience as he, again, goes through the routine of opening the business.

Dan: “So far my students have been learning the strong, active and non-violent self-defense skills of Safe Defense. Now it’s time to get to where the ‘self-defense’ rubber hits the road...fighting back! But more than just striking, each student will be learning to freeze a body so that it can’t move and how to fold the skeletal structure or push it so that the attacker will fall down without injury. After that, they will learn where and how to strike critical places to incapacitate a violent attacker if needed. It’s an important day!”

“Oh ya, one more thing I wanted to mention. Actual counter striking is not always the best hands on self-defense move. And it’s not always the best thing to do first, right off the bat. But sometimes, it is. Having said that, I believe a student will use first what he knows best, which is often what he learned first. That’s why we start learning hands on with; Body Freezing; then Body Folding, Pushing, Locking; and finally, the third option for a hands-on defense, counter-striking. Anyway, enjoy the day’s lesson on Direction striking.”

Scene change: The same 6 students are gathered around sensei as previous day.

Dan: “Hi everyone. As you know, it’s time to learn Direction advantage to make contact with an attacker’s body...and yes, that includes counter striking. You’ll remember that Position has both Distance and Direction aspects. To use striking with the advantage of Distance is to go battle toe-to-toe, so to speak, and that takes a great deal more training. Plus, it’s very dangerous, just think of martial arts. And there’s a very slim margin for error. We will stay away from striking from within the Path, your Paddle handsweeps and Distance hopping will be good enough for now. You’re going to learn to put effective hands on an attacker using the advantage of Direction and rotation! Benjamin could I use you for this?”

(Dan demonstrates Direction advantage with Ben.)

“So now that you take the Directional advantage. And you have the intention of putting hands on. Now what? Anybody?”

Target: “We can run.”

Mary: "I don't think so! I'm going to swing on them fast, before they can turn and set their new Path."

Target: "I don't think so, I'm gonna run."

Tom: (Mocking) "We can hop back and say 'Stop, what's the problem?'"

Angie: "We can knock them out!"

Mary: "We can probably kill them if we wanted."

Dan: "Wow!...Stop! Those are all options all right but I guess, with so many choices. Maybe you should consider the possible consequences if you choose violence. Death and permanent injury can happen with violence. You can make these things happen or they can happen on accident. Even a heart attack or stroke can result from violence, without your intention, and you can still be blamed. You can be held responsible for unintended injury."

"This is where a Direction advantage really fits in a well-rounded self-defense skill set. How does Safe Defense Direction advantage work? (rhetorically) It begins by focusing on rotation so the first body contact skill is to stop that rotation. Called body freezing and folding."

(Dan demonstrates Body Freezing with Ben)

(Scene: Dan demonstrates Body freezing with a student, then pair practice 10 technique repeats. The mechanics of the drill take quick hold and, after the roles are reversed and practiced the drill is continued with Body Folding added as an additional 10 repetitions are assigned. Corrective actions will include: contact points, combinations of contacts, breathing with contact, weight shifting and moments of weightlessness).

Dan: "Ben, what's your favorite Body Fold?"

Ben: "Sensei, I like the hip push down. I call it the freeze and push."

Dan: "Tell us about it. How does freeze and push work? Show us."

Ben: (Nervously, acting like he was put on the spot) "My favorite is to freeze the hip and shoulder so that they can't turn to face me. They lose their balance and I kind of collapse them onto where I imagine their 3rd leg would be...if they had one. I push off, take a step back and say 'Stop, what's the problem?'"

Dan: "Let me explain that a 3rd leg means that a stool needs at least 3 legs to stand. Two legs on a stool won't work. We're two legged people who stand only because we can create an imaginary tail or 3rd leg. When you fold a person to the floor, you simply push them onto their imaginary 3rd leg. It's the weakest place they have. Well done Ben. Ok, so now show us your push and bolt skill with Tom."

Ben: "So Tom, take an aggressive step and grab at me."

(Ben demonstrates his fold and push technique.)

Dan: "Sounds like a great place to get started with body folding. Give me a hand will you Ben?"

(Dan demonstrates and explains body rotation, freezing and folding with Ben. Connection to the Direction advantage will be continually re-enforced.)

"There is a moment with their body frozen, to either fold or push them onto the floor without harm and, again, hop back for Distance Advantage and say "Stop, what's the problem?" you know, the Bridge technique."

(Dan demonstrates with student, Body folding)

(Scene: Dan again demonstrates Body Folding using knees, hips and shoulders then supervises pairs practice; more free stylish. The mechanics of the drill quickly take hold and, after the roles are reversed and practiced the drill is debriefed. Corrective actions to include: third leg destination, critical fold points, dropping weight, timing and breathing).

Dan: "Ok good. Remember that Body Folding is a gentle skill. You basically jackknife the body like a semi-truck and trailer. You use the power of gravity because you're pushing the hips or shoulders to a position with no support...the 3rd leg. Gravity takes over and you can push gently or with wreckage; snapping the spine, dislocation shoulders and knees. Or walk them head first into a wall. For our group today, our training and

practice will be both gentle and effective...folding them gently to the floor.”

(Group practice)

“Ok, good. Let’s gather up and talk about Body freezing and folding”

Scene change: The students gather around Sensei as in previous debriefs.

Dan: “What do you think about Body freezing, with and without Body Folding? Tom?”

Tom: “It was pretty cool. I never thought of fighting back like that, even though it’s not really fighting back. But aren’t they going to get back up and come back again? I mean, why not take care of it right now, no question, just pure self-defense?”

Dan: “Maybe...but maybe not. Asking Stop, what’s the problem? is not a weakness...it’s a kindness. If they do continue looking to fight or to pursue, are you any worse off? I don’t think so. You can even consider it giving them a second chance but now you have to injure them. Mary, what did you think of Body Freezing and Folding?”

Mary: “I can see this working against a girl or a kid, but if someone’s trying to hurt me, I’m gonna hurt them first. Otherwise they’ll just get up, even madder, and come at me again.”

Dan: “Ya, but you do have a choice here. You can certainly hurt them for trying to hurt you. You can hurt them because you won’t feel safe until they can’t move anymore. You can hurt them just because they started it and that makes it self-defense. This is all true. But now hurting them is not your only option. Violence is not always the best defense. Not always.”

Angie: “Why would I push an attacker away, or fold them to the floor instead of just hit ‘em. I can promise you that if I have to hit someone, they definitely started it.”

Dan: “What if I told you that one of the secrets to a powerful and effective counterstrike is based on Body Freezing and Folding skills? The timing and positions are the same. I mean if you strike at the moment they become weightless, when they adjust to your new Position, you will be much more damaging.”

Target: “Maybe they’ll be more willing to talk and say what the problem is after they’ve had

to get up a few times.”

Angie: “Maybe they’ll realize that they have a tiger by the tail and back off. That’s what my dad would say.”

Tom: “Ya, or they’ll be even madder and more threatening than before.”

Dan: “People can be mad without fouling or being violent. And when you think about it, you’re not in any worse position no matter what happens. I wouldn’t do it more than 3 or 4 times in a row. Not without a Distance hop backwards or a counterstrike forwards. So, let’s learn counterstrikes.”

“When we practice this in pairs, no one is to make contact. No contact! Only partial, careful, striking movement is allowed. No kidding around here! You will practice make the proper back fist, hammer fist and punch and the use of timing and gravity...general feelings of basic counter strike movement.”

(Dan demonstrates Direction striking with Jim)

“Notice that the targets I select are very specific. I’m not going to strike just any ol’ place. That would be sloppy, dangerous and probably ineffective. Our first target to practice striking is the side of the head or neck. A hard strike to the side of the skull, in the temple area can fracture and kill. A strike to the side of the neck, where it meets the shoulders, can temporarily cripple and even kill. This target is less likely to kill and more likely to cripple. It’s a critical strike. I remind you again, no contact during practice.”

“Also, all our striking will be with either a back hand, hammer fist or bear swat. All 3 of these strikes use arcing motion unlike a punch. Punches are a Distance advantage strike. Directional striking uses arc motion to complement rotating body movement and weight.”

(Scene: Dan again demonstrates Direction striking. The mechanics of the drill take quick hold and, after the roles are reversed and practiced the drill is debriefed. Corrective actions will include: Control of strike, hand formation, body mechanics and breathing).

(More pair practice demonstrating various combinations.)

Dan: "The rib cage is a good target that is softer and will be an effective strike because it can knock the wind out of the attacker making it impossible to immediately continue. This rib area back knuckle strike can break ribs, puncture a lung, and disrupt breathing. It is not usually fatal but can create the need for immediate medical attention."

(More pair practice demonstrating various combinations.)

"The hip bone is a pretty good hammer fist target because of the nerve plex that is there. A good hard strike can render an attacker unable to walk. There is little chance of significant bodily damage even though there's tremendous pain at the joint. A strike here, to the hip bone, requires a well-formed hammer fist."

(More pair practice demonstrating various combinations.)

"The knee is easily crippled with your foot or shin bone. With something like a low kick or stepping onto the side of the knee, it will be dislocated and badly torn. Not a life threatening counter attack, but a serious injury that will stay with the attacker for the rest of their lives."

"In other words, a powerful knee dislocation might be ok on the street, against a criminal, but on the school yard, maybe that's a bad idea. The way people think, they'll blame you even when they're the ones that started the fight. Do you want an enemy for the rest of their life? Having non-violent choices is a good thing I think."

(More pair practice demonstrating various combinations.)

Dan: "Ok, good. Let's gather up and de brief counter-striking with Direction advantage."

Scene change: The students gather around Sensei as in previous debriefs.

Mary: "It seems like fighting back can cause more than a bloody nose or a fat lip. I'm not at all sure I want to do all that."

Angie: "Ya, really. It's one thing to punch someone in the nose or mouth, but you're talking about crippling and killing. That's not what I want to do."

Dan: "Wise words to be sure. Fortunately, you have learned skills that you can try before having to counter strike. Skills like Body Freezing, Body Folding and Pushing. And of

course, there's always Foul Buster."

Target: "Ya but if I use folding, the other guy is gonna get up and come after me again. So, I have to go through the whole thing again."

Dan: "Maybe yes maybe no. You do risk giving them another chance to hit you. But it's not nearly as risky as it once was...before learning Safe Defense skills. The unintended consequences of violence can easily outweigh the risk of taking an attacker on a second time. I would probably strike back if a third attack came. 'Once bitten twice shy'.

Mary: "I will admit I've got more willingness to not fight. I mean I'll do what I gotta do but, ya, I might use body folding or even Peace Talk when I get jammed up."

Dan: "OK, good. It's time to test for your Brown belt in Safe Defense. Everyone will get a scenario that they must play with their partner. Your test will be your performance in front of the rest of us. So, take a scenario and go prepare with your partner for your Brown belt test." (Test scenarios are written out on index cards and given to each student.)

(Potential scenario briefs)

Scenario #1 (classic)

Student is relaxed being with friend in hallway at school when a bully, walking by, bumps shoulders, stops, and says: What's your problem? You want a piece of me?"

Scenario #2

Student is with a teacher, clearly in a bad mood, who repeatedly fouls with name calling and put downs. Student will demonstrate the Bridge technique with adult teacher.

Scenario #3

Student is walking home at night, alone in a rough neighborhood. Out of the shadows a stranger steps in to block you. He says to give him your money or give him your life.

Scenario #4

Student name calls some kid. That kid's brother over hears and comes up to say 'What's your problem?'

Dan: "Ok, good. That's it for the Safe Defense Brown belt. Congratulations! You're all now Safe Defense Brown Belts"

(Scene: Dan closing up the business and talking to the audience)

Dan: "So that's it for the rank of Brown Belt here at Bully's Dojo. Maybe you'll use some of these self-defense skills for yourself or maybe not. Maybe you'll be curious about learning even more, and again, maybe not. Regardless, I'm glad to have made your introduction and showed you how to defend yourself without violence. How to remove the danger from some kinds of conflict. How to focus on the problem instead of the person. Next, for Black Belt, you'll see how to resolve the problem that was causing the conflict with Peace DNA."