

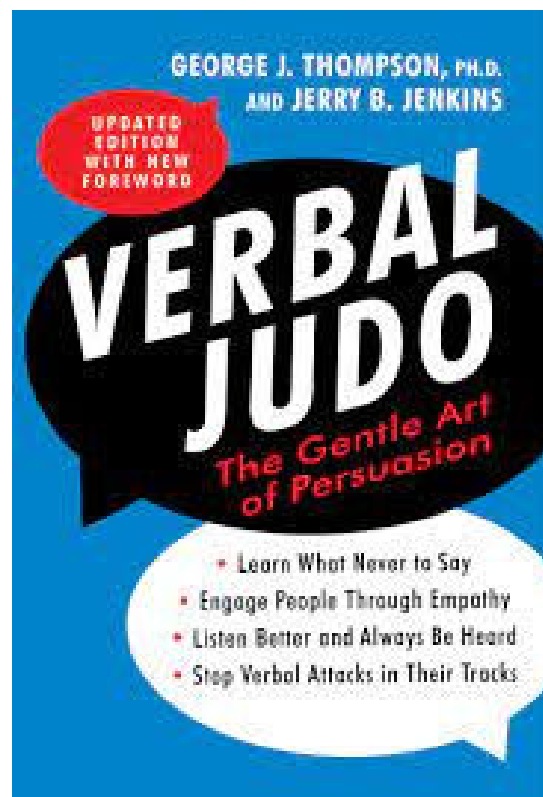
Verbal Judo: The Gentle Art of Persuasion

By George J. Thompson, PH.D, and Jerry B. Jenkins

www.verbaljudo.com

General Goals/Format:

- Developing empathetic leaders who can use the power of tactical language
- Interactive Example/Drills to Enforce Key Concepts
- Application as Leaders at Ripple Effect, School and Home



VERBAL JUDO: The Gentle Art of Persuasion

Lesson 1:

Natural vs Tactical: Preparing for Mushin with Anger Guards and Calming Techniques

In this week's Verbal Judo lesson...

We learned that natural reactions are disastrous! They give the other person control. Our goal as leaders is to become **TACTICAL** with our language.

Everyone has a "hot button", something that never fails to get you really, really **ANGRY**. **That's a problem!** In a state of anger, you can't control yourself or the situation.

The first step to self-control is recognizing your weaknesses. If you identify your hot buttons, you don't have to react with anger. This is how you put an **Anger Guard** on your emotions! We call this **Name it, Know it, Own it**.

If you can identify what bugs you, **you're ready for Mushin** ... This tenet of Asian philosophy means that you must keep a cool head in all situations. Don't get angry; remain emotionless. (As martial artists, Mushin is like a ready stance for your mind. You're cool, level-headed and ready to respond with no traces of anger.)

Complete and return this portion to your next class

Verbal Judo #1

Know your weaknesses: Identify two things that always make you angry

- 1. _____
- 2. _____

Anger Guards: Now give them a label. ("Look! Here comes Miss Insults-Me-In-Front-of-everyone!") You'll find that you're less angry when you stay rational in the face of conflict.

- 1. _____
- 2. _____

Stay Calm: Brainstorm with your family two techniques you will use to help stay calm and cool-headed.

- 1. _____
- 2. _____

Use the back of the sheet to answer the following questions:

1. What situations in your life require an anger guard? How can you use Verbal Judo in these situations?
2. Maintaining a Mushin mindset is more difficult than it sounds! Do you agree or disagree? Why?
3. When was your "hot button" pushed this week? How did you use Mushin to stay calm, cool and ready to be tactical?

VERBAL JUDO: The Gentle Art of Persuasion

Lesson 2:

Word Blocks ... What to do when you've been insulted!

In this week's Verbal Judo lesson ...

We talked **about harassment, bullying and verbal abuse**. What do you do when this happens to you? Fight? Ignore the problem? Neither one begins to solve the problem. **You need Word Blocks**. Word Blocks are a **pre-planned response** – a kind of script – ready for the situation that would otherwise catch you off-guard. Word Blocks can be **funny, serious or even a little bit threatening**.

Think of it this way: When a martial artist is being attacked, the first thing he or she does is put up their hand to **block the punch**. It's the same thing with the verbal deflectors we call Word Blocks. This week we started off with **FUNNY Word Blocks** (we'll cover other types of Word Blocks over the next few weeks.) Have fun devising some of your own!

EXAMPLE: IF THEY SAY ... "You're stupid!"

YOU COULD SAY ...

- "Thanks! Are you offering to tutor me?"

Dr. George Thompson suggests a formula in which we use two deflectors in our response.

"Thanks" is #1. "Are you offering to tutor me?" is #2. It is unexpected by the person who insulted you and will often be enough to get them to move on from trying to insult you. We train to make these responses like a reflex, **done swiftly and without a trace of anger** or emotion. (Remember Mushin from last week's lesson? You need to **keep your cool** to effectively block the conflict that comes your way.)

Complete and return this portion to your next class

Verbal Judo #2

Come up with 2 FUNNY Word Blocks for 2 situations.

Word Block #1

Word Block #2

Situation 1:

Situation 2:

VERBAL JUDO: The Gentle Art of Persuasion

Lesson 3:

The power of Empathy and Apology Word Blocks

In this week's Verbal Judo lesson ...

We talked about **Empathy**. Dr. Thompson calls it "the most important word in the English language". **Empathy** means to share the thoughts, feelings or experiences of another by trying to see things as if they are that person.

Last week, we discussed how Word Blocks are **the best way to respond to conflict** – whether it's in the form of an insult, harassment or anger. Then, we devised some Funny Word Blocks that diffuse a situation with humor.

This week, we used our empathy to see that if we do something wrong to make another angry, the best tactical response is an **Apology Word Block**. When someone else gets angry and we're to blame, our natural reaction is to **get angry in return**. Practicing Verbal Judo, we use Mushin and STAY CALM instead. (We don't want to snap back, but use a tactical response done swiftly and without a trace of anger). An **Apology Word Block** looks like this:

1. **Acknowledge** their anger (we call this tactical empathy ... put yourself in their shoes) "I can see that you're mad ..."
2. **Apologize**
"I've let you down and I'm sorry."
3. **Offer a solution**
"I'll turn off the TV and get right to work. I won't stop until my project is done."

Complete and return this portion to your next class

Verbal Judo #3

1. Use the back of this page to describe one time when you had to apologize for a mistake you made. Put yourself in their shoes, why did your mistake make them upset?

2. Using all 3 steps, write out an Apology Word Block you could have used in the above situation.

FAMILY DISCUSSION: When someone is angry with you, how does it make you feel? Angry? Guilty? Ashamed? Should you respond with this type of emotion? Why or Why not? What Verbal Judo technique will help you overcome these feelings?

VERBAL JUDO: The Gentle Art of Persuasion

Lesson 4: Project yourself well and let them know the consequences!

In this week's Verbal Judo lesson ...

We discussed the importance of positive self-projection and representing well. Don't forget the definition of Positive Self-Projection: "Winning black belts project their best selves everyday in the way they look, talk, listen and react. Winners communicate immediate impressions of happiness and success at all times".

For the past few weeks, we've delved into Word Blocks, coming up with **ones that work for us**. Some have been funny, and others have helped us apologize, saying "I'm sorry" in cases when the fault has been ours.

This week's discussion focused on using **Boundary Word Blocks**. (In the book he calls these Polite Threats). Sometimes, the only way to stop people determined to do us harm is to **tell them exactly what will happen** if their verbal abuse continues.

A basic Boundary Word Block works like this:

1. **Acknowledge** their feelings (we call this tactical empathy ... put yourself in their shoes.)
"I can see that you don't like me ..."
2. **Set a boundary with a clear consequence for crossing it**
"But if you don't stop calling me ugly I will get the teacher!"

As with all Word Blocks, these responses must be like a reflex, **done swiftly and without a trace of anger** or emotion. (So, keep working on your Mushin!)

Complete and return this portion to your next class

Verbal Judo Lesson #4

Don't ignore insults in hopes that the bully will stop or get tired of picking on you. Say, "No, more!" Come up with three Boundary Word Blocks. Families will likely need to work together on these. Brainstorm different situations you may need to set a clear BOUNDARY! (at home, at school, etc.).

1. _____

2. _____

3. _____

Now ROLE PLAY: practice your responses as a family for at least 10 minutes. Repeat this exercise as often as you think you need to throughout the week. You want this to feel like a reflex that you can pull out anytime the need arises and that you stay calm, cool and collected!

How did it go? What did you learn? Use the back of this page to write down your insights.

VERBAL JUDO: The Gentle Art of Persuasion

Lesson 5: Working the Crowd

In this week's Verbal Judo lesson ... We discussed **awareness**.

- Don't forget our definition for *Positive Self-Awareness*: "*Winning Black Belts know who they are and where they are going. They understand themselves and their goals*". It is important to know the truth of who you are so you can identify when someone is flinging a hurtful lie at you!
- We also learned to use **external awareness** and **crowd control**. Ask yourself: *Who is there when the conflict is happening? How can you use the setting to your advantage?* If you're being harassed, chances are good that it's not happening in private! You're likely on a playground, in a conference room, or somewhere where there are bystanders watching the verbal assault take place. If others are just watching and not helping, get them to come to your aid.
- **Working the crowd** draws those *bystanders* into the event. Imagine that the bully has just called you fat. Here's your response: "Are you calling me fat? Then Brenda must be fat. Then Joey must be fat. Is that what you're saying?" This response takes the spotlight off of you and puts the glare on the bully. More times than not, there's nothing left for the bully to do but back down, drop it or walk away.
- Add this to your toolkit of Word Blocks. Keep them next to the Word Blocks that are funny, apologetic and boundary setting. Don't forget, all these Word Blocks must be like a reflex, done swiftly and without a trace of anger or emotion! (Mushin!)

Complete and return this portion to your next class Verbal Judo Lesson 5 FAMILY

CHALLENGE: Come up with a Word Block that **Works the Crowd**. Practice it 10 times.

Wrapping up Word Blocks: Now you know 4 types of Word Blocks (Funny, Apology, Boundary and Working the Crowd.) What Word Blocks do you think work best for you? Why?

VERBAL JUDO: The Gentle Art of Persuasion

Lesson 6: Whoa, Time Out!

In this week's Verbal Judo lesson ...

We learned one last, super-effective Word Block. And it's really simple.

If someone is **suddenly in your face**, ready to strike, push or lash out verbally, you do this:

Put your hands up, gesture and say, **"Whoa, Time Out!"**

This simple move does a number of things. It buys you a little bit of **time for you to respond**.

And, it is a universally recognized **gesture that means STOP**.

Keep your **hands up until the threat of physical violence has passed!** If the attacker continues towards you or throws a punch, you can quickly move to protect your face.

Martial artists know this as a ready **stance**, or guarding stance. From here you can block a punch, move away or counter, if necessary.

Next Week, we'll progress from Word Blocks to new material. **This week's homework** includes Time-Out Word Blocks, and a quick review of what we've covered so far.

Complete and return this portion to your next class

Verbal Judo - Lesson 6

FAMILY CHALLENGE: Partner up and practice the Time Out Word Block 5 times each. (Be sure to keep your hands up and move from the time-out gesture into a ready stance!)

In your own words: Explain each of the following terms ...

Mushin:

Anger Guard:

Anger Tigger:

Funny Word Block:

Apology Word Block:

Boundary Block:

Working the Crowd Word Block:

Time-Out Word Block:

VERBAL JUDO: The Gentle Art of Persuasion

Lesson 7: Listening with LEAPS!

In this week's Verbal Judo lesson ...

That Active Listening is like **setting up your radar**: Tune in, listen and learn.

We use the acronym LEAPS (Listening, Empathy, Ask, Paraphrase and Summarize) to explain the **many facets of active listening**.

L = Active listening ... First, remember to project yourself in a way that says you are listening to what they have to say. Secondly, be tactical. Hear the words they say and HOW they say it. Observe both facial expressions and body posture. Note the distance between you and the other person. "I'm so angry," he said with a snarl, his face close to mine.

E = Empathize ... Comprehending why the person is acting as they do. Is this person in a bad mood because their favorite team lost? You know to steer clear today!

A = Ask ... Don't be afraid to **ask questions!** You do this to get more information and to clarify. You can only act when your facts are straight. "Are you mad at me, or are you in a bad mood because the Packers just lost last night?"

P = Paraphrase ... Instead of letting the other person rant, break in and paraphrase to make sure you're interpreting the situation correctly. Use these words: "**Let me see if I got this straight ...**" We call this phrase the "Sword of Interruption." Now, you've taken control of the situation. (And, since people always like to hear their own words, they'll certainly let you talk!) Let me see if I got this straight ... You are in a bad mood already, and you don't like it when I am cheerful around you?"

S = Summarize ... Make sure you get it right and **get some closure**. "I see now that you're angry because you're upset with the Packers. If they lose again, I'll leave you alone and just take my good mood somewhere else."

Here's an important final note: **Never react to words!** You now have the tools to comprehend the meaning behind the words; act on that instead.

Complete and return this portion to your next class

Verbal Judo - Lesson 7

Family Challenge: Your challenge this week is to practice ACTIVE LISTENING. Role play with someone in your family. Practice using LEAPS in different situations that have different emotions. Write three different situations/emotions you practiced this technique with.

1. _____
2. _____
3. _____

VERBAL JUDO: The Gentle Art of Persuasion

Lesson 8: “A Role is a role is a role” and the Meet and Greet!

In this week’s Verbal Judo lesson, we learned ...

How to **think tactically about the roles we play**. All of us play different roles including son/daughter, martial artist, student, friend, etc. If you think ahead about how you want to portray yourself in those roles and consider the situation BEFORE you start a conversation, the better your chances are for success.

When you need to approach someone to ask them a favor, to apologize or bring up an issue, you need to **look, talk, listen and react as your best self!** Just like an actor, you need to understand your role and portray it well!

In class, we used the Meet and Greet strategy to help us harness the power of a positive presentation and play our role well. Here’s how to structure this type of interaction:

1. Use their name
2. Explain who you are
3. Give them the reason for your discussion
4. Give them a chance to respond and/or explain
5. Come to a decision and/or close

For example: You’ve forgotten your homework and need to discuss this with your teacher.

- “Good morning, Mr. Smith. I’m Chan Lee, a student in your fourth hour science class. I’m really sorry, but I completely forgot to do last night’s assignment, and I apologize. “Is there something I can do to get it to you tomorrow? I understand this might hurt my grade, but I really want to get this done.”

Complete and return this portion to your next class

Verbal Judo Lesson #8

FAMILY CHALLENGE: Practice, practice, practice. Your “Meet and Greet” technique is the best way to make a positive impression on someone ... So learn it and use it!

Practice these scenarios:

1. You’ve completely forgotten to do today’s science homework. When do you say to your science teacher?
2. You are approaching the bully at a quiet time to ask him or her to stop picking on you. What do you say?
3. You are working on your leadership project and raising money for charity. What do you say to your neighbor as you ask them for a donation?

VERBAL JUDO: The Gentle Art of Persuasion

Lesson 9: When words alone fail, it's time to ACT

In this week's verbal judo lesson, we learned ... That it is OK to **TAKE ACTION**.

Appropriate action takes different forms, depending upon the circumstances. It can mean self-defense – telling a teacher – calling 911 – or running away as fast as you can.

Today we introduced students to the S.A.F.E.R. concept (Security, Attack, Flight, Excessive Repetition and Revised Priorities.) **Knowing WHEN** to take action **helps determine WHAT** the course of action should be. To summarize:

- **S = Security** ... Suppose you find out someone has brought a gun to school. Clearly, a gun threatens your security and the security of others. Tell a teacher! Run out of the school! Call 911! Your words alone won't solve this problem. You need to take action.
- **A = Attack** ... If someone grabs you and shoves you against the wall, you've got to respond with more than words.
- **F = Flight** ... If someone runs into the path of danger, you need to move them out of harm's way. For example, you're throwing the football with your friend, and it flies into incoming traffic. You wouldn't just yell to your friend to get out of the road, you'd physically get him out of the way.
- **E = Excessive repetition** ... If someone fails to heed your repeated warnings, you need to take action. For example, you've warned your sister not to meet her new online friend at the park. But she won't listen, and she's on her way. You need to take appropriate action.
- **R = Revised priorities** ... Your focus changes from one threat to a more immediate danger. Say some kids are playing with matches in their house. You tell them no. Suddenly, a curtain lights on fire. Your priority has just shifted from saying no to getting out of there safely.

Verbal Judo Lesson 9

FAMILY CHALLENGE: Brainstorm at least one of each type of action required situation you have encountered and write it down. What would be an appropriate action?

1. S- _____
2. A- _____
3. F- _____
4. E- _____
5. R- _____

VERBAL JUDO: The Gentle Art of Persuasion

Lesson 10: Ask and Tell them Why (5 Steps of Persuasion)

In this week's Verbal Judo lesson, we learned ... How to **set the stage for success**.

We reviewed the art of positive presentation, our right hand tool the **Meet and Greet**. Most of the time, this will accomplish your mission. But in situations where there's conflict, you might need a **technique to take you one step further**.

It's called the **Five Steps of PERSUASION**, and it will help you determine if – and when – you need to take action. We only covered the first two steps of this technique this week:

1. **Ask** ... If you want someone to do what you want them to do, is it better to ask them or tell them? **No one likes being told what to do!** So, if you want a bully to stop tormenting you, ask them to stop. (Hint: You will need to do this in a calm manner. Remember your Anger Guard and Mushin!)
2. **TELL THEM WHY** ... They need to know **what's in it for them**. You need to find the most compelling reason for them to do what you're asking them to do.

Let's say someone is pushing you repeatedly in the school hallway. Of course, you want them to stop! **Here's what to do:**

"Can you not push me?" you say in a calm, emotionless voice. "You can't push people in school, and the last thing I want to do is get you in trouble."

Verbal Judo Lesson 10

FAMILY CHALLENGE: There's a better way! Take a look at these situations and use your Verbal Judo skills to really get things solved. (Be sure to pay attention to both **WHAT** you say and **HOW** you say it!)

1. **INSTEAD OF** telling the bully ... "Quit pushing me!" **YOU SAY** _____

2. **INSTEAD OF** telling your sister ... "Stop calling me ugly!" **You Say** _____

Now EXPLAIN what you did. Be sure to use these terms!

Mushin * Anger Guard * Word Blocks * LEAPS * Meet and Greet

VERBAL JUDO: The Gentle Art of Persuasion

Lesson 11: Give Options, Confirm and ACT! (5 Steps of Persuasion)

In this week's Verbal Judo lesson, we learned ... How to successfully get a bully to STOP by using the 5-Steps of Persuasion.

The Five Steps are: **Ask, Tell Them Why, Give Options, Confirm Noncompliance and Act.** Last week we covered **ASK** (If you want a bully to stop tormenting you, ask them to stop), and **TELL THEM WHY** (finding the most compelling reason for them to do what you're asking them to do.)

But if the **bully just won't stop**, we must move into the final three stages of the 5 step:

Step 3: GIVE OPTIONS ... Using your calm voice and cool mushin attitude, start by giving positive options and moving onto the negative ones. Try to explain WHY it's good for them to stop this behavior. ("Can we just stay away from each other so you can stop calling me names? If you continue calling me ugly, I'll have to tell the teacher and you'll get in trouble.)

Step 4: CONFIRM NONCOMPLIANCE ... YOU MUST ASK THIS DIRECTLY ... **"Is there anything I can say or do to get you to stop calling me names? I'd like to think so."**

Step 5: ACT ... By now you've exhausted your verbal techniques for de-escalating the situation, so you need to take action. This doesn't mean resorting to a physical fight. This means telling a teacher, walking away from the situation or, if the bully is indeed aggressive, blocking a punch.

SCENARIO: "Can you not push me?" you say in a calm, emotionless voice. "You can't push people in school, and the last thing I want to do is get you in trouble."

The bully responds with another shove. "If you don't stop, I will go find a teacher."

"Is there anything I can do to get you to stop pushing me?"

"Nope!" says the bully defiantly.

You walk away. You've done everything to stop the situation. Now it's time to tell the teacher.

Verbal Judo: Lesson 11

FAMILY CHALLENGE: Practice the 5-Step with these scenarios (Be sure to pay attention to both WHAT you say and HOW you say it!) You might want to make up some of your own.

- 1.The bully is shoving you around on the playground ... **What should you do?**
- 2.Your sister keeps calling you "smelly." **What should you do.?**
- 3.Have you been bullied? What happened? **If this happens again, what should you do?**

VERBAL JUDO: The Gentle Art of Persuasion

Lesson 12: Stand Up for Others

In this week's Verbal Judo lesson, we learned ...As martial artists, we have a duty to do the right thing. It's called **Ethical Intervention**.

Whether we're white belt beginners or black belt masters, we all follow a high code of conduct! We bow in class and treat others with respect. And whether we're in uniform or on the playground with our friends, we need to always be on our best behavior (That's the Art of Representation, remember?). This means that if we see a bad situation unfolding, we can't just watch it happen. We are not innocent bystanders; we need to stand up and do the right thing!

"Because I am a martial artist, bad things are not allowed to happen around me," says Chan Lee, a Tae Kwon Do Master and Verbal Judo Expert. All of us need to follow in his footsteps.

Is this difficult? You bet. Taking action can be anything from telling a teacher what's going on or telling the truth, even when it hurts you or your friends. But your Verbal Judo skills will help you through. Did you know that bullies never act alone? In order for them to act like bullies; their victims, the authorities and the people just standing by all play a part in enabling the bullies. If you speak up, you help make it stop.

The Police Officers who use Verbal Judo to protect our safety call themselves Peace Warriors. As martial artists, we must also do what's right. We are Peace Warriors, too.

Verbal Judo Lesson 12

FAMILY CHALLENGE: Discuss the three scenarios below. Be sure to use as many of the following Verbal Judo terms as you can: Art of Representation, Anger Guard / Mushin, Word Blocks, LEAPS (Listen, Empathize, Ask and Summarize), Meet and Greet, 5-Steps of Persuasion, and Ethical Intervention.

1. The bully is shoving your friend around on the playground. What should you do?
2. The student next to you is cheating on a test. What should you do?
3. Your friend is lying to her mom and asks you to cover for her. What should you do?

Verbal Judo Review Questions

1. What is the ancient Samurai term that literally means “no mind”? **Mushin**
2. Why do we call Verbal Judo the gentle art of persuasion? **Judo means the gentle way. In Verbal Judo we use our verbal skills to persuade others and not escalate the situation.**
3. Define empathy. **Empathy means that we put ourselves in someone else’s shoes. We try to understand things from that person’s perspective.**
4. Give an example of a funny word block.
5. Explain the difference between a natural response and a tactical response.
6. What three elements do we need to set up an anger guard? **Name it, Know it, Own it.**
7. What are the 3 steps to an apology word block? **Acknowledge, Apologize and Offer a Solution.**
8. In your own words, define a word block.
9. How should you represent yourself to others?
10. What are 3 ways you can physically demonstrate that you have a positive Self-Esteem?
11. Fill in the blanks: Winning black belts project their best selves everyday in the way they ____, ____, ____ and _____. Winners communicate immediate impressions of happiness and success at all times. **Look, Talk, Listen and React.**
12. We learned to use LEAPS to help us be better active listeners. What do each of the letters represent? **L - Listen, E-Empathize, A-Ask, P-Paraphrase, S-Summarize**
13. What are the 5 (right hand) steps to the Meet and Greet?
 - a. **Use their name**
 - b. **Explain who you are**
 - c. **Give them the reason for your discussion**
 - d. **Give them a chance to respond or explain**
 - e. **Come to a decision and/or close**
14. As a team, show us how the “Working the Crowd” word block technique works.
15. What is a boundary block?
16. We talked about the acronym S.A.F.E.R as a way to identify when we need to take action right away. What do the letters in this acronym stand for? **(Security, Attack, Flight, Excessive Repetition, Revised Priority)**
17. Give an example of when you would use a Time out block.
18. Show us the universal hand sign for “Whoa” or “Stop”?

19. Name 3 different examples of roles you play in your life.
20. What is an ethical intervention?
21. What are 3 possible ways to ethically intervene? (**Stop Mean Conversations, Interrupt harassment, Be an advocate, report cyber-bullying**).
22. What are the 5 steps of Persuasion? (**Ask, Tell them Why, Give Options, Confirm non-compliance, Act**).
23. Who is the author of the book Verbal Judo? **Dr. George Thompson**.
24. Why did we emphasize know who you are and where you are going in terms of Verbal Judo? YOu have to spot the lie without anger or malice in order to deflect their energy back.
25. As martial artists, do we start the fight? Why or why not?
26. Dr. Thompson divides the people of the world into three categories. What are they? **The nice, the wimps and the difficult**.
27. What is cyber-bullying?