

Junior Guardian Karate Student Handbook

This handbook is provided as a training aid for students of Junior Guardian Karate and their families.

The Junior Guardian Karate Student Handbook has all the information a student needs to know for two years of the program. This includes the complete list of Forms and Sets with a list of the moves. Basic information describing the moves follows the list of material.

Protocol Commands, information on Headbands and Belts, and information about Junior Leader and Assistant Instructor follow. Then the Instructor's Guidelines provide a general outline of what material is emphasized during each session over a two year period.

The Appendices include all the Guardian Knights Scripts a student will need to learn for the first two years of training. Additional scripts may be obtained at the website or the school.

Junior Guardian Karate Material

Basic Form

Attention, Bow "Basic Form," Position; Move

High Block	Honor
Inside Block	Truth
Outside Block	Obedience
Low Block	Responsibility
High Block	Helpfulness
Inside Block	Hard Work
Outside Block	Wisdom
Low Block	Never Give Up
High Punch	Honor • Do the Right Thing
High Punch	Truth • Never Tell a Lie
Vertical	Obedience • Do What You're Told
Vertical	Responsibility • Do What You're Supposed To Do Without Being Told
Underneath	Helpfulness • Do Special Favors
Underneath	Hard Work • Always Do Your Best
Uppercut	Wisdom • Think First
Uppercut	Never Give Up • Never, Ever, Ever Give Up
Forward Thrust	Honor
Forward Thrust	Truth
Side Thrust	Obedience
Side Thrust	Responsibility
Roundhouse	Helpfulness
Roundhouse	Hard Work
Back Thrust	Wisdom
Back Thrust	Never Give Up

Deflect	Respect
Deflect	Growth
Duck	Humility
Duck	Trustworthiness
Straight Block	Contribution
Straight Block	Forgiveness
Swat	Kindness
Swat	Great Attitude
Chop	Respect • Treat Others Right
Chop	Growth • Keep Getting Better
Vertical Chop	Humility • Know Your Proper Place
Vertical Chop	Trustworthiness • Do What You Say You'll Do, Always Keep a Promise
Reverse Chop	Contribution • Make a Real Difference
Reverse Chop	Forgiveness • Just Let it Go
Straight Chop	Kindness • Be Nice
Straight Chop	Great Attitude • Have a Really, Really Great Attitude
Crescent	Respect
Crescent	Growth
Reverse Crescent	Humility
Reverse Crescent	Trustworthiness
Double Side Thrust	Contribution
Double Side Thrust	Forgiveness
Double Roundhouse	Kindness
Double Roundhouse	Great Attitude

Attention, Bow "Basic Form," Position

Line 1

Outside Hand Sweep, High Punch, Underneath Punch, Side Thrust, Forward Thrust, Roundhouse, Back Thrust, Vertical Punch

Line 2

Back Knuckle, Underneath Punch, Reverse Crescent, Double Roundhouse, Step In Side Thrust, Chop, Uppercut, Straight Chop

Cover Commands

Right Cover, Cover	Up - Back to the Line
Left Cover, Cover	Up - Back to the Line
Right Cover, Cover Forward, Cover	Up
Left Cover, Cover Forward, Cover	Up
Right Cover, Split Cover, Cover	Up - Back to the Line
Left Cover, Split Cover, Cover	
Cover Back (Right)	
Cover Back (Left)	

Cover Forward (Right)
 Cover Forward (Left)
 Retreat (Left)
 Skip Backward (Left)
 Advance (Left)
 Skip Forward (Left)
 Jump Switch (Right)
 Retreat (Right)
 Skip Backward (Right)
 Advance (Right)
 Skip Forward (Right)
 Switch (Right to Left)
 Switch (Left to Right)
 Jump Switch (Left)
 Jump Switch (Right)
 Right Cover to Right Cover Switch, Switch
 Jump Switch (Left)
 Left Cover to Left Cover Switch, Switch
 Up

Basic Techniques

Basic Technique 1 - Outside Deflect and Palm, Front Kick
Basic Technique 2 - Duck and Hook Punch, Side Thrust
Basic Technique 3 - Straight Block, Power Slap, Reverse Elbow
Basic Technique 4 - Swat and Roundhouse, Elbow
Basic Technique 5 - Outside Block and Underneath Punch, Elbow

Foundation Form

Attention, Bow "Foundation Form," Position

Bad Guy 1 - High Punch, Chop, Uppercut, Straight Chop
Bad Guy 2 - Forward Thrust, Side Thrust, Elbow, Back Knuckle
Bad Guy 3 - Reverse Groin Grab, Vertical Punch
 Roll (Right Shoulder)
Bad Guy 4 - Groin Grab, Straight Chop, Eye Poke, Middle Punch
Bad Guy 5 - Back Knuckle, Low Punch, Reverse Crescent, Crescent, Back Thrust
 (Cover)
Bad Guy 6 - Underneath Punch, Reverse Chop, Vertical Chop, Crescent
Bad Guy 7 - Step In Double Side Thrust, Underneath Punch, High Punch, Chop,
 Groin Grab, Vertical Chop, Reverse Crescent
Bad Guy 8 - Double Roundhouse, Palm, Eye Poke, Vertical Punch, Reverse Chop,
 Hook Punch, Hook Punch, Elbow, **Cover**, Side Thrust
Bad Guy 9 - Reverse Groin Grab, Low Punch
 Roll (Left Shoulder)
Bad Guy 10 - Double Block, Double Chop, Palm, Back Thrust; (Cover)
Bad Guy 11 - Double Side Thrust, Uppercut, Forward Thrust
Bad Guy 12 - Double Roundhouse, Roundhouse, Middle Punch
Bad Guy 13 - Roundhouse, **Circle**, **Breathe**, High Crosswrist Knifehand, Break
Attention, Look Left, Look Right, Look Ahead, Bow

Stance Set

1. Right Cover, Cover
2. Forward Stance
3. Horse Stance
4. Back Stance
5. Cat Stance
6. Jump Switch (now in Left Cover)
7. Forward Stance
8. Horse Stance
9. Back Stance
10. Cat Stance

Falls and Rolls

- Fall and Roll 1** - Fall Forward
- Fall and Roll 2** - Fall Backward
- Fall and Roll 3** - Roll Forward
- Fall and Roll 4** - Roll Backward
- Fall and Roll 5** - Breakfall

Kick Techniques

- Kick Technique 1** - Side Thrust, Front Kick, Front Kick, Roundhouse
- Kick Technique 2** - Arm Knee Guard, Front Kick, High Punch, Sternum Rake, Double Chop
- Kick Technique 3** - Leg Jam, Back Knuckle, Underneath Punch, Ear Box, Headsmash to Knee
- Kick Technique 4** - Knee Block, Side Thrust, Instep, Outstep, Upward Heel, Spinning Reverse Crescent
- Kick Technique 5** - Range Defense, Side Thrust, Roundhouse, Roundhouse, Back Knuckle, Side Thrust

Junior Guardian Karate

Move Descriptions

The list below includes all the movements Junior Guardian Karate students need to know. It is divided into general categories: Blocks/Defenses, Punches, Chops, Other Hand, Kicks, Covers/Stances, and Falls/Rolls. Within each category, items are listed in alphabetical order. The descriptions are very short. They are intended only as reminders. If more detail is needed, please check with an instructor.

Each move is described for the Right Side when right and left are used in the description. Reverse all references of “right” and “left” to perform the Left Side of the same move.

Blocks/Defenses

Double Block - Reach forward and upward with both hands together, like you’re reaching between an attacker’s arms reaching for you. Deflect both sides outward and toward you at the same time. Finish with both hands by your head, elbows tucked close to your ribs.

Duck - Drop straight down with the hips. Go under the punch. Keep the body over the hips.

High Block - Raise the arm past the face and over the head like you’re pounding upward.

Inside Block - Block inside like you’re pounding your right fist into a wall on the left.

Low Block - Use your fist to pound something away from your leg to the outside.

Outside Block - Block outside like you’re pounding your right fist into a wall on the right.

Outside Deflect - Reach forward across the center, deflect outside. Hunch the shoulder. Hand by the head.

Range Defense - This move is used in Kick Technique 5 in response to a linear kick, but may also be used against any move if you do not have a clear defense. If you are already in a Cover, this move is the same as Retreat. If not, then it is nearly the same as Cover except you will move backward far enough to avoid the kick. The key part of Range Defense is that you move back just far enough to get Out of Range of the kick. A perfect Range Defense would leave you at the Range at which an opponent could just barely touch you if he overreached his kick as far as possible.

Straight Block - Reach forward across your center then upward at a diagonal with a straight arm.

Swat - Slap downward with your hand.

Punches

Proper Fist: Fold the fingers down, thumb on the outside. Hit with the first two knuckles.

High Punch - Normal fist, punching head height.

Hook Punch - Fist almost upside down, dropping down in a circle and punching upward.

Low Punch - Normal fist, punching about belt level.

Middle Punch - Normal fist, punching at the solar plexus (top of the stomach).

Underneath Punch - Fist upside down, punching straight forward about rib level.

Uppercut - Fist upside down, punching upward in a straight line away from the body.

Vertical Punch - Fist sideways, punching straight forward about chest level.

Chops

Chop - Touch the hand to the ear on the same side, chop with the blade of the hand.

Double Chop - Both hands vertical, chop forward with both hands.

Reverse Chop - Touch the hand to the ear on the opposite side, chop with the blade of the hand.

Straight Chop - Hand flat, palm down, chop straight forward with the blade of the hand.

Vertical Chop - Hand vertical, fingers up, chop straight forward with the blade of the hand.

Other Hand

Back Knuckle - Fist like a punch, hit like you're using the back of your hand to hit, but flex the hand back so the same two knuckles hit that you use for a punch.

Circle, Breathe - Circle: Each hand makes a circle at the same time similar to a double block, down on the outside and up on the inside, almost crossing in front, with the circles ending with the hands at chest level in the position of a double chop (two vertical chops). Inhale with a long, slow breath while making the circles. Breathe: Extend both hands like a double chop slowly exhaling, forcing the air out hard enough to make a sound with your breath.

Ear Box - Cup both ears with both hands.

Elbow - Arm bent, striking with the elbow from the outside to the inside. The part of the elbow that hits is on the forearm side of the bend. Often you will strike into your opposite hand, like you are crushing the ribs.

Eye Poke - All four fingers together, thrust at the eyes.

Groin Grab - Hand open, palm up. Strike forward so the heel of the palm strikes the pelvic bone (bottom of the hip between the legs). Grab and pull.

High Crosswrist Knifehand, Break - High Crosswrist Knifehand is like two reverse chops at the same time. After both hands hit, they slice outward and down.

Outside Hand Sweep - From a cover, used against someone in the same cover facing you (Right Cover to Right Cover, for instance). Hook your hand over the opponent's wrist, and sweep his hand out of the way to your outside (the opponent's inside). This move is usually used when an opponent has his guard up and we want to move his guard out of the way.

Palm - Hand open, fingers flat, strike forward with the heel of the palm. We keep the hand completely open. Do not fold the ends of the fingers.

Power Slap - Similar to a normal slap, but the power comes by hitting with the heel of the palm and twisting the hip.

Reverse Elbow - Arm bent, striking with the elbow from the inside to the outside. The part of the elbow that hits is on the triceps side of the bend.

Reverse Groin Grab - Palm down, swooping down and outward so the heel of the palm strikes the pelvic bone (hip bone part between the legs), grab and pull by letting the turn of the body pull the hand.

Sternum Rake - The fist, wrist and elbow are lined up like a punch that travels downward. The punch strikes in the middle of the sternum and rakes downward. The effect of a proper Sternum Rake is to round the torso, collapsing the rib cage similar to doing a crunch, and it also damages the sternum and can knock the wind out of an opponent as it drives through the solar plexus. It is most often used to set up a finishing move to the ribs or collar bones, and after other strikes have already damaged the opponent.

Kicks and Legs Moves

Arm Knee Guard - This guards against a Roundhouse when you are not yet sure of the opponent's target. The arm guards the head down to the ribs with the arm vertical, and the same knee rises to meet the elbow so the shin guards from the ribs down.

Back Thrust - Linear kick: In tight, push out. Stomp with the heel toward the back.

Crescent - Circular kick. Foot arcs from the outside to the inside, hitting with the bottom of the foot.

Double Roundhouse - Like a roundhouse, but you keep the knee pointed at the target, pull your foot away from a low roundhouse (belt level), raise your knee higher to point it at the opponent's head, and roundhouse again high (head level).

Double Side Thrust - Like a side thrust, but you stomp knee height sideways first, pull the foot straight back toward you, then stomp sideways at head height.

Forward Thrust - Linear Kick: In tight, push out. Thrust the ball of the foot forward like a spear.

Front Kick - Kick forward and upward, like a groin kick.

Headsmash to Knee - [From In Front] - Reach behind the neck with both hands and using your forearms braced on them for leverage, bend their neck so their face points downward, then smash the head downward into a rising knee. Make certain the knee is above the hip at the time of impact. In Kick Technique 3, use the front knee. Either knee may be used effectively, with the choice dependent upon the direction of movement and the relative need for power or speed.

Instep - Lift the knee and stomp inward, from the outside to the inside. This move usually strikes a knee with the instep of your foot, so the foot must be lifted above the level of the knee. Ideally, an Instep should strike along a line flatter than diagonal when attacking from the inside, but perfectly diagonal is good for an Instep from the outside, such as in Line 4 and Kick Technique 4..

Knee Block - Typically used against a Roundhouse to the groin, pick up the leg with the knee pointing into the incoming kick. Bend the leg far enough so the kneecap isn't exposed. If the leg isn't bent far enough, an impact with the kneecap can damage your knee.

Outstep - Lift the knee and stomp outward like a Side Thrust to the opponent's knee, usually hitting from the inside of the opponent's leg and pushing his knee outward. Ideally, an Outstep should strike the knee along a line of attack flatter than a perfect diagonal so it pushes the knee outward. (An "Outstep" that does straight downward would be a Side Thrust.)

Leg Jam - This move looks a lot like a Knee Block, but it is used to jam a kick from in front. Lift your lead leg and skip in toward your opponent. The purpose of the Leg Jam is to occupy the space through which an opponent's leg must travel to kick you.

Reverse Crescent - Circular kick. The foot goes to the opposite side, then arcs from the inside to the outside, hitting with the blade (side) of the foot.

Roundhouse - Circular kick. Turn your side to the opponent, point your knee at the target, kick with the ball of your foot coming around to hit in a partial circle.

Side Thrust - Linear Kick: In tight, push out. Turn sideways, lift the leg and stomp to the side.

Spinning Reverse Crescent - Described from Right Cover. If you start in Right Cover, you finish in Right Cover, and you kick with the right foot. Start your turn like a Switch, keep going clockwise until you can see your target, putting all your weight on your left foot and point your chest at your target. Then Reverse Crescent. As you improve, execute your kick as you spin, working it up to one fluid motion.

Upward Heel - Snap the heel upward behind you to strike an opponent's groin. This move would usually follow an Instep or Outstep to the knee to clear the path. If you start with this move, it is easy for an opponent to catch your foot between his legs before the heel can strike.

Covers/Stances

Advance (Left) - From Left Cover. Step up with the back foot, then step forward with the front foot. Stay in Left Cover the whole time. The idea of the steps is to avoid getting in the opponent's range as you advance while increasing your range. Having your back foot move up makes the kicking range of your front foot increase without actually getting closer to the opponent.

Advance (Right) - From Right Cover. Step up with the back foot, then step forward with the front foot. Stay in Right Cover the whole time. The idea of the steps is to avoid getting in the opponent's range as you advance while increasing your range. Having your back foot move up makes the kicking range of your front foot increase without actually getting closer to the opponent.

Back Stance - Front foot pointed forward, back foot pointed at a diagonal or to the side, feet about as far apart as a cover, but the weight is mostly on the back foot. From the hips to the head, Stand Tall.

Cat Stance - Stand on the back foot. Only the ball of the foot of the front foot is on the ground.

Cover Back (Left) - Step backwards from Right Cover to Left Cover.

Cover Back (Right) - Step backwards from Left Cover to Right Cover.

Cover Forward (Left) - Step forward from Right Cover to Left Cover.

Cover Forward (Right) - Step forward from Left Cover to Right Cover.

Forward Stance - Front foot pointed forward with the front knee bent far enough that you cannot see your toes. The back leg is straight with the back foot pointing between forward and diagonal. From the hips to the head, Stand Tall.

Horse Stance - Feet pointed outward at a diagonal, knees bent over your feet. A low horse stance can be checked by turning to the side and dropping one knee to the ground. If the head doesn't have to drop for the knee to touch, that is a good, low horse stance. From the hip to the head, Stand Tall.

Jump Switch (Left) - From Right Cover, jump slightly upward and quickly switch to Left Cover in the exact same place. Do not move forward to backward.

Jump Switch (Right) - From Left Cover, jump slightly upward and quickly switch to Right Cover in the exact same place. Do not move forward to backward.

Left Cover, Cover - From whatever position you're in, step back with the left foot to Left Cover. Left Cover has the left foot back a comfortable distance, both hands up to guard, both knees slightly bent. The idea of Left Cover is to "cover" the left side so the opponent can't hit it while stepping back to create more distance and give you more time to respond.

Left Cover, Cover Forward, Cover - From whatever position you're in, step forward with the right foot to Left Cover.

Left Cover, Split Cover, Cover - This is like a Jump Switch starting from facing forward. The right foot goes forward and the left foot goes backwards to Left Cover. The body stays in about the same place.

Retreat (Left) - From Left Cover. Step back with the front foot, then step back with the back foot. Stay in Left Cover the whole time. The idea of the steps is to get some distance from the opponent quickly without sacrificing your attack range by moving the front foot first. If you moved the back foot first, your front leg and possibly your body stay in danger for more time.

Retreat (Right) - From Right Cover. Step back with the front foot, then step back with the back foot. Stay in Right Cover the whole time. The idea of the steps is to get some distance from the opponent quickly without sacrificing your attack range by moving the front foot first. If you moved the back foot first, your front leg and possibly your body stay in danger for more time.

Right Cover, Cover - From whatever position you're in, step back with the right foot to Right Cover. Right Cover has the right foot back a comfortable distance, both hands up to guard, both knees slightly bent. The idea of Right Cover is to "cover" the right side so the opponent can't hit it while stepping back to create more distance and give you more time to respond.

Right Cover, Cover Forward, Cover - From whatever position you're in, step forward with the left foot to Right Cover.

Right Cover, Split Cover, Cover - This is like a Jump Switch starting from facing forward. The left foot goes forward and the right foot goes backwards to Right Cover. The body stays in about the same place.

Skip Backward (Left) - From Left Cover. This is similar to a Retreat, except your lead foot skips back past where your back foot started. You move your front foot back past your back foot, skipping the back foot back to land in the same Cover. If you inadvertently change Covers, you can practice by stepping backwards with your front foot passing in front of your back foot, then stepping back with your back foot. Then speed it up so you skip quickly back. Stay close to the ground. It isn't a leap backwards. It's just a very rapid Retreat.

Skip Backward (Right) - From Right Cover. This is similar to a Retreat, except your lead foot skips back past where your back foot started. You move your front foot back past your back foot, skipping the back foot back to land in the same Cover. If you inadvertently change Covers, you can practice by stepping backwards with your front foot passing in front of your back foot, then stepping back with your back foot. Then speed it up so you skip quickly back. Stay close to the ground. It isn't a leap backwards. It's just a very rapid Retreat.

Skip Forward (Left) - From Left Cover. This is similar to Advance, except your back foot skips forward past where your front foot started. You move your back foot forward past your front foot, skipping the front foot forward to land in the same Cover. If you inadvertently change Covers, you can practice by stepping forward with your back foot, passing behind your front foot, then stepping forward with your front foot. Then speed it up so you skip quickly forward. Stay close to the ground. It isn't a leap forward. It's just a very rapid Advance.

Skip Forward (Right) - From Right Cover. This is similar to Advance, except your back foot skips forward past where your front foot started. You move your back foot forward past your front foot, skipping the front foot forward to land in the same Cover. If you inadvertently change Covers, you can practice by stepping forward with your back foot, passing behind your front foot, then stepping forward with your front foot. Then speed it up so you skip quickly forward. Stay close to the ground. It isn't a leap forward. It's just a very rapid Advance.

Switch (Left to Right) - From Left Cover, look to the left and behind you, then turn your body to face the opposite direction. Slide the new front foot (left foot) over as you turn if necessary for a good Right Cover.

Switch (Right to Left) - From Right Cover, look to the right and behind you, then turn your body to face the opposite direction. Slide the new front foot (right foot) over as you turn if necessary for a good Left Cover.

To Left Cover, Switch (Left to Left) - From Left Cover, look to the left and behind you, then turn your body to face the opposite direction like switching to Right Cover, then slide your left foot back to Left Cover.

To Right Cover, Switch (Right to Right) - From Right Cover, look to the right and behind you, then turn your body to face the opposite direction like switching to Left Cover, then slide your left foot back to Right Cover.

Up - From position, step back with the front foot to bring your feet together. Do not change the direction you were facing.

Falls/Rolls

Breakfall - Like a shoulder roll, but catch your body with the bottom of both feet and the opposite hand from the shoulder you went over.

Fall Backward - Sit down enough to touch your hands behind you and roll to your back. When you get up, roll to the side, brace your hands, slide your feet backward under you, and stand.

Fall Forward - Fall forward with arms bent, catching yourself on your hands and quickly lowering yourself all the way to the ground. When you get up, push up, pull your feet under you, and stand.

Roll Backward - This rewinds a Roll Forward. Sit with one leg tucked and the leg of the shoulder you will roll over straight. Point the shoulder back, get your head out of the way, and roll backwards over the shoulder, putting the knee from the straight leg as close to the shoulder as you can. Get both feet on the ground and stand up.

Roll Forward - Knee, hand, reach through. Go to both knees, place the opposite hand in a straight line with both knees, and reach through with the same hand as the shoulder you're rolling over. Reach straight backwards until your shoulder touches the ground where your opposite knee is and roll forward. Finish on one knee (the opposite knee) in forms, or on your feet in Falls and Rolls.

PROTOCOL COMMANDS

With some protocols, children are also expected to obey the same commands from their parents. One of these is the “Attention, Eyes on Me, Eyes on Who?” series. Parents who wish to give Karate commands should start by giving the children fair warning by announcing “KARATE RULES!” prior to giving a command.

The Bowing In Protocol is listed below, with additional notes for the Bowing Out Protocol. The Commands are listed in **BOLD CAPS**, with the meaning of the Command explained.

LINE UP

When this command is given, you have **THREE SECONDS** to line up for class. The most senior belts go on the right side of the line, with the junior belts on the left. If there are too many students for one line, start a second line.

DRESS RIGHT, DRESS!

Put your right hand on the shoulder of the student to your right. The instructor will demonstrate how much distance he or she wants between you by holding out his or her own arm, either straight or bent. Copy the instructor and spread out. The person on the senior end stays in place. Everyone else moves to even out the line.

ATTENTION

IMMEDIATELY stop whatever you’re doing, stand up, face the instructor that gave the command, and put your feet together, hands at your side. Say “YES, SIR!” if it was a man, or “YES, MA’AM!” if it was a woman.

EYES ON ME

Look directly at the eyes of whomever is giving the commands, and say “YES, SIR!” if it was a man, or “YES, MA’AM!” if it was a woman.

EYES ON WHO?

Still looking directly at the eyes of whomever is giving the commands, snap **BOTH** hands up, pointing at the person, and say “EYES ON YOU, SIR!” if it is a man, or “EYES ON YOU, MA’AM” if it is a woman. Then snap the hands back to your side as quickly as possible and remain at attention waiting for the next command.

BOW

Right fist, left hand open over the fist, holding them both in front of your heart. Bow slightly. Look at the person to whom you are showing respect. (The open hand means “Humility” and the fist means “Power,” so the bow means “Humility Over Power.”)

WELCOME TO CLASS [GOOD CLASS EVERYONE]

Clap for everyone to show that you want to encourage them to do well and want everyone to be happy and excited about learning something today! [At the end of class, you clap because you want to encourage others that did a good job and show that you are thanking them to making class better by working hard. You do this if *anyone* did a good job.]

[CLASS DISMISSED]

At the end of class, students are not dismissed until the Instructor says “Class Dismissed.”

Guardian Academy Headbands

In each 8 week Session, a student will typically earn between 20 and 24 Behavior Stars, with the maximum possible 32 for exceptionally good behavior or progress on whatever Parents are teaching the child. The Bonus Star Certificates a student earns for performing their Guardian Page Scripts does not count toward this total (students earn 5 Bonus Stars when they test on a Guardian Page Script).

A student who already has earned a headband in Little Guardian Karate continues from the same headband in Junior Guardian Karate. A new Junior Guardian Karate student will start at White Headband and spend the first year working through the headband colors to Black Headband. A student from Little Guardian Karate will continue earning headbands until earning a Black Headband.

The items listed as General Requirements under the Headband Color are requirements to perform for the appropriate headband.

Headband Colors General Requirements and Time

<u>Stars</u>	<u>Headband Color</u>	<u>Typical Time to Earn</u>
0	White	Starting Headband
20+	Yellow + know words + enthusiastic obedience	8 Class Weeks past White 2 Months Total (approximate)
40+	Orange + words and meanings	8 Class Weeks past Yellow 4 Months Total (approximate)
60+	Purple + Strong Kiai	8 Class Weeks past Orange 6 Months Total (approximate)
80+	Red	8 Class Weeks past Purple 8 Months Total (approximate)
100+	Brown	8 Class Weeks past Red 10 Months Total (approximate)
120+	Black + Enthusiastic Leadership + Bowing In, Bowing Out + Good Example	8 Class Weeks past Brown 12 Months Total (approximate)

For students who previously studied Little Guardian Karate, the Guardian Knight Scripts and Karate material requirements are connected to Belts rather than the headband.

Sleeve Stars and Patches

After earning a Black Headband, students will be awarded Sleeve Stars. Blue Stars are attached to the right sleeve. After a student has earned five Blue Stars, then the student will start earning Red Stars. Red Stars are attached to the left sleeve. A student should expect to receive one star every eight weeks of full attendance.

After all ten sleeve stars are earned, a student will earn a lapel patch next. The lapel patch will follow about one full trimester (four months) after the last star. The lapel patch is the last award made for accumulating stars. Students still earn spending stars for Shopping.

Jr. Guardian Karate

Six Year Black Belt Program

Minimum Age: Little Guardians transfer Age 5

Starting In Jr. Guardian Karate: Age 7

Two Year Rotation, 6 trimesters

Trimester: January - April, Odd Years

Advanced Basic Form, Blocks, Defenses

Line 1

Line 2

Cover Commands

One Month+ of Sparring

Trimester: May - August, Odd Years

Advanced Basic Form, Punches, Chops

Basic Techniques

One Month+ of Sparring

Trimester: September - December, Odd Years

Advanced Basic Form, Kicks

Stance Set

Falls and Rolls

High Kicks, Low Stances

One Month+ of Sparring

Trimester: January - April, Even Years

Advanced Basic Form, Blocks, Defenses

Foundation Form bg 1-7

Targets and Guard

One Month+ of Sparring

Trimester: May - August, Even Years

Advanced Basic Form, Punches, Chops

Foundation Form bg 8-end

Speed and Power

One Month+ of Sparring

Trimester: September - December, Even Years

Advanced Basic Form, Kicks

Kick Techniques

High Kicks, Low Stances

One Month+ of Sparring

Appendix A: Guardian Knight Scripts

Five Scripts before Page Level One

Karate Rules

L: Karate Rules!

(Look at commander)

L: Attention!

*Yes Sir/Ma'am!
(Stand at attention)*

L: Eyes on me!

Yes Sir/Ma'am!

L: Eyes on who?

*Eye's on you Sir/Ma'am!
(Pointing at commander with both index fingers)*

This script requires both words and actions.

“Karate Rules” is a tool for parents to get the attention of their children. In class, we use a format of “Attention,” “Eyes on me!”, “Eyes on Who?” to get the children focused and paying attention. The home version simply adds “Karate Rules” to the beginning so the children are put on notice that the parent is about to use commands from the karate class. The child should know what’s coming next.

When the Leader says “Karate Rules,” the child should look at the commander.

When the Leader says “Attention!” (preferably with a firm authoritative, but not angry, command), the child should instantly stand to his or her feet. The feet should be all the way together, the hands flat against the thighs, and the eyes looking at the commander. At the same time, the child should say “Yes, Sir!” or “Yes, Ma’am!” depending upon whether the commander is male or female.

If any of these is lacking, we offer reminders by announcing/asking “Attention Feet!” so the children know to make sure their feet are together, “Attention Hands” so the children know to have their hands flat on their legs, and “Attention Eyeballs!” so the children know to look right at the eyes of the commander (and “eyeballs” is cuter and more entertaining, so the children often like it when “eyeballs” is said instead of “eyes”).

When the Leader says “Eyes on me!” the child should remain at attention and say “Yes, Sir!” or “Yes, Ma’am!” depending upon whether the commander is male or female.

When the Leader says “Eyes on who?” the child should quickly and strongly point both index fingers at the commander, announce “Eyes on you sir!” (or Ma’am), and instantly return to attention.

No Whining

L: What's the rule on whining?

No whining!

L: Can you ask?

Yes.

L: What do you always say when you ask?

Please!

L: If your parents say "no"?

Say, Okay.

L: If your parents say "yes"?

Say, Thank you!

L: Can you whine or complain?

No!

L: Can you scream or cry?

No!

L: Can you throw a tantrum?

No!

L: What's the rule?

No Whining!

"No Whining" is a rarity in that it's a script that makes extensive use of negative statements, which is normally discouraged. However, in this case, we wish to draw the attention of children to a set of behaviors in the whining category, and help children make it clear to themselves that these are not proper behaviors when you don't get your way. This way, when they do start whining, parents can ask "What's the rule on whining?" and children, after they've really learned the script, will instantly think of the answer. (Don't just ask "What's the rule?" because later on, it could be talking about any of the rules.)

Parents may wish to explain the difference between appropriate complaint, crying, etc. and inappropriate. For instance, they should know they can cry when they get hurt, but not because they didn't get their way.

Stand T.A.L.L.!

L: How should you stand?

Stand T.A.L.L.!

L: Stand how?

T - A - L - L

L: What's the "T"?

Talking

L: What does that mean?

You say what you're supposed to say!

L: What's the "A"?

Action

L: What does that mean?

You do what you're supposed to do!

L: What's the first "L"?

Leadership

L: What does that mean?

You're a good example!

L: What's the second "L"?

Living

L: What does that mean?

You're a good example on the inside, too!

L: So what does T.A.L.L. mean?

Talking. Action. Leadership. Living.

L: How should you stand?

Stand T.A.L.L.!

“Stand T.A.L.L.” is pronounced “Stand Tall.” The proper answer to “How do you stand” isn’t “Tall!”, it’s “Stand Tall!” When we ask “Stand how?” the answer to spell out “tall,” T - A - L - L. Then we work our way through each letter, what that letter means, and restate the concept at the end.

The first step of learning is Talking, learning to say what they’re supposed to say. In the case of the scripts, this step is obvious. In the case of a skill, such as making a bed, it might be learning to say “I’m going to fix a bullseye bed in the morning.” Even if the child forgets, the “Talking” step will have been fulfilled.

The second step is Action, learning to do what they’re supposed to do. This refers specifically to the scripts and skills that we teach them, meaning if they said they would do it, then they do it. Sometimes, of course, they can do the right thing without saying anything. At first, we should expect children to need reminders. As we are consistent and firm with our reminders, the children should need less and less of a hint to remember the proper behavior. This should take 21 days or more, perhaps as long as 6 months.

The third step is Leadership. This is the level at which the child no longer needs reminders, and any hints given are few and far between. At this level, it could be a look, or simply letting a child know that you’re going to go look at something in a few minutes (like the bedroom). It is at this level that a child is such an example of a particular skill or script that others can simply copy our child and they will be doing a Bullseye job.

The final step cannot be measured in the short term, but consistent Leadership will result in a child Living out the character over time. Once a child has consistently done a behavior for six months, that behavior will flow very easily - whether good or bad. That means that if we let our children get away with a bad behavior that long, it will be very difficult to overwrite it, and almost impossible to fully erase it. It could take two years or more before a character trait or skill is so natural that it is not likely to be forgotten.

The Job of a Parent

L: Should children honor their parents?

Yes!

L: What's a parent's first job?

Give children what they need to live!

L: What's a parent's second job?

Teach children to be good children!

L: What's a parent's third job?

Teach children to be good adults!

L: Will parents be perfect?

No!

L: Who will make more mistakes, a child or a parent?

A child!

L: So are parents still in charge even when they might be wrong?

Yes!

L: If your parents do more than their job, what should you always say?

Thank you!

L: How often should you say it?

Every time, all the time!

L: If parents do nothing more than their job, what should you say?

Thank you!

L: How often should you say it?

Every time, all the time!

L: What should children always do?

Honor their parents!

“The Job of a Parent” is meant as a reminder of several things, first what is and is not part of a parent’s job, and second, that parents don’t have to be perfect to be in charge. It also tries to encourage gratitude for what parents do and remind children to honor their parents. Honor will be discussed in more detail as a first level Page when they learn “Honor.”

The first job is simply to make sure a child lives, such as infants who cannot be taught anything, but may only be cared for. In each case, children can be reminded that it is not always the job to do it personally, but to make sure it’s done. For instance, just because a parent buys food at a restaurant does not mean that the parent isn’t feeding a child.

The second job is teaching children to be good children, which is where a great deal of time is often spent. This includes basic character and basic skills to take care of himself or herself.

The third job is teaching children to be good adults, but if children misbehave this one is often put off indefinitely while parents try to get children to conduct themselves properly. This is here to remind children that parents do have a third job, and that it is the desire of parents to prepare them for adulthood. With this reminder, we try to encourage children to cooperate so parents can complete their second job well enough to start the third.

The section on parents not being perfect is to remind children that parents do not have to be perfect to be in charge. Parents know they will make mistakes, but when parents are uncertain, they will usually err on the side of caution. Does this mean a child will be horribly injured or kidnapped if he or she is out of sight for two minutes? Of course not, but children’s mistakes will tend to be more dangerous mistakes, and parent mistakes will usually be safer. Even when parents are dead wrong, they will still make fewer mistakes than a child by virtue of wisdom and life experience.

Reminding children to be thankful and say so for parents doing their job follows. When a parent has to do something a child finds unpleasant, there are a number of approaches that can make use of the scripts. If was saying “no” to something the child wanted, the parent may refer to “No Whining.” If a child remains upset, a parent can review this script and then explain briefly how what the parent did is part of the parent’s job, then ask “and what should you say when your parent does his/her job?”

If you can get your child to actually say the words “thank you” in response to something the child found unpleasant because the child really understand you are doing your job, it will help greatly in many issues later on. In the future, as a teen, there will some social things from which you may wish to protect your child that may seem “life and death” to the child, and understanding with gratitude that you are there to help and protect will be very useful then.

There is no mention of “love” in the script on purpose. Parents do their job *because* they love their children, and children often confuse “love” and “happy with” and therefore mistakenly think that a parent who is dissatisfied with a behavior does not love them. Because this script is meant for younger children and we have not discussed “love” and the types of love or how any of them work, we have left it out.

Parents are encouraged to make certain their children understand that the reason parents do their job is because of love. However, by stating “love” as a “job” it may make it seem that love can be turned on and off at will, so we think it best to keep love as a motivation for doing the job, not as part of the job itself.

Bullseye

L: In ancient Roman archery, what is the middle of the target called?

The bullseye!

L: What did you have to hit to stay in a tournament?

The bullseye!

L: What was the first circle outside the bullseye called?

Sin One!

L: What was the second circle called?

Sin Two!

L: What was the third circle called?

Sin Three!

L: What if you missed the bullseye?

You were out!

L: What if you came really, really close to the bullseye, missing by only a little?

You were out!

L: What do your parents want you to do?

Hit the bullseye!

L: What if you're doing something, and you get it just right, what is that?

A Bullseye!

L: What if you did a good job, but you could do better?

Sin One!

L: What if you did an okay job?

Sin Two!

L: What if you did it, but you did a really poor job?

Sin Three!

L: What do your parents want you to hit?

The bullseye!

L: What are they supposed to do when you can hit the bullseye?

Make it harder!

L: Why do they always make it harder?

So we get better!

L: When will you need to hit all your bullseyes by yourself?

When we're adults!

L: Do you want to learn to hit all bullseyes before or after you're an adult?

Before!

“Bullseye” is a mini history lesson that helps set the stage for how we measure the performance of the children. They are reminded that archers were out of the tournament if they didn't hit the bullseye, no matter how close they came, which is intended to encourage children to try their best to get a bullseye. This applies to bed fixing, room cleaning, or any chores.

“Sin” simply meant “missing the bullseye,” and this is where most religions get the word. Archers were rated at the levels of sin so they knew how far off the mark the shot went, and some of the more skilled archers would fire from so far away that they needed a spotter to tell them where they hit the target. This feedback helped the archer improve.

When an archer could hit a bullseye easily from a given range, then he or she would practice from farther away. Obviously, the first shots would be expected to miss the bullseye, or, at least, any bullseyes early on would be almost accidental. As the skill level increased, the archer could hit bullseyes at the harder range, and then they'd make it harder again.

The greater difficulty obviously was not unkind, which is how children sometimes take it when more is expected of them. Rather, it was to help the archer improve so he or she could master hitting the bullseye under difficult circumstances. That's what we want the children to know. We make it harder so they get better.

Finally, we want to remind them that they want to be able to hit all bullseyes by the time they are adults. As adults, we know that we won't always get things right, and part of personal growth involves always trying harder things. However, the point for the children is that once they are adults, they will have freedom, and that means that if they aren't hitting bullseyes and they head off on their own with a “Sin Three” idea of how to live life, they could be in trouble.

This system also gives us a simple way to evaluate our children's progress at a skill (“It's better! You're up to a ‘Sin One’! By next week, it should be a perfect ‘Bullseye’!”), and define what we expect in three steps so our children can understand. When our children do less than a bullseye, we should be able to tell them exactly what to do to make it a bullseye, even demonstrating for them so there's very little chance of misunderstanding.

Appendix B: Ten Scripts at Page Level One

The Job of a Page

L: What is the first job of a Page?

Help Parents do their jobs.

L: What is the second job of a Page?

Stand T.A.L.L.!

L: What is the third job of a Page?

Get better faster than life gets harder!

L: What are the top three jobs of a Parent?

*Give children what they need to live.
Teach children to be good children.
Teach children to be good adults.*

L: And what should a Page do?

Help Parents do their jobs.

L: What does Stand T.A.L.L. mean?

*Talking: Say what you're supposed to say.
Action: Do what you're supposed to do.
Leadership: Be a good example.
Living: Be a good example on the inside, too.*

L: And what should a Page do?

Stand T.A.L.L.!

L: What happens when you get better faster than life gets harder?

Life gets easier and easier!

L: So what should a Page do?

Get better faster than life gets harder!

The Job of a Page reminds children that they have three basic jobs to do. First, they should help their parents take care of the basic necessities, help parents teach them to be good children, and teach them to be good adults. Then they should remember and work their way through Stand T.A.L.L., learning to say the right things, then do them, then do them as a habit, then make those behaviors part of their character. Third, children should seek to get better faster than life gets harder.

The job to help Parents do their job means that Pages should cooperate with Parents in the job of Parents. The first job of a Parent is to give children what they need to live. That means that when Parents are feeding, clothing or providing shelter for their children, the children should be cooperative and helpful. Depending upon the child, the first level of focus might be to help with those tasks. In feeding them, helping to set the table to clear it, helping with dishes, or taking care of their own breakfast or light lunches when the children are home could fulfill this responsibility. It could be as simple as cooperating when the Parents provide healthy food, and not always begging for sweets.

In providing clothing, a Page can help by putting his or her clothes in the hamper, or even assisting with the laundry. A Page should also avoid arguments about clothes, whether it's what to wear, whether to put on a jacket or sweater, or over what's appropriate to wear to particular places or events. Pages should also cooperate when Parents are providing shelter, knowing that it might always include every amenity the child desires, nor will it always remain where the child might prefer, but providing shelter is a big enough expense without a child adding to the cost emotionally.

In fact, some of these things would make ideal Bullseye Skills for a Page. If a child could use improvement in one or more of these areas, it might be useful to use them for those skills. If a Bullseye Skill is particularly difficult, Parents might do well to alternate between an imposed skill and an agreed upon skill. If the child knows that he or she gets to choose the next skill with the approval of Parents, the child may be more receptive to accepting an undesirable assignment.

Similarly, Pages should cooperate with Parents when they try to teach important behaviors for good children or good adults. Parents should think through the principles to make sure there are no unintended consequences or conflicts with other principles. But if a child misbehaves or resists, a child who has his or her Bullseye Point on "The Job of a Page" should be quizzed on the script, and then asked about a Page's first job to try to secure their cooperation.

The second job, Stand T.A.L.L. refers to the "Stand T.A.L.L." script from before they were promoted to Page. Parents can refer to the discussion there. Standing Tall is important both in the acronym and in physical posture, Standing Tall or even when sitting down, "standing tall" from the hips to the head (which is also a command in martial arts stances). This will help a child's body to develop properly, and will help condition the muscles and guide the skeleton to proper alignment as it grows. This is reduce back, knee, hip and neck problems as a child goes through the teens and adult years.

The third job is a lesson that's important to learn young. As a child, this will largely mean school, trying to learn a little more than necessary so the next school year will be easier. It also applies in their martial arts training. Students who excel at their skills always find the higher grades or ranks easier, while students who focus on "what do I *have to do*" tend to run into a wall at which point failure is nearly assured - then they want to quit. As adults, we know that we need to improve faster than life forces us so we are not always living on the stressful edge of a hard life. When we get better faster, life gets easier. Children need this insight early.

Safety First

L: What do we say about safety?

Safety First!

L: What if you catch fire?

Stop, Drop and Roll

L: If you're inside a building on fire?

Get out fast and safe.

L: If there's lots of smoke?

Smoke goes up. Air goes down.

L: What do you do if there's any kind of disaster?

Get to a safe place, and stay where my parents can find me.

L: If you're hurt?

Tell the adult in charge.

L: What if a bad guy tries to hurt you?

Run, Scream and Get Help.

L: What if someone does something to you that might be wrong?

Tell my parents.

L: What if the bad guy says something bad will happen if you do?

Tell my parents anyway!

L: How do you avoid stupid accidents?

Safety First!

L: How do you stay safe when you play, work or train?

Look, think, choose.

L: Choose what?

Safety First!

“Safety First” is a general, not an absolute rule. Obviously, as adults, there are times when we would intentionally choose a more dangerous path because something important is on the line, but children can start with the general rule. It’s up to Parents whether to teach children that there are exceptions to the rule, mostly to help others.

The first answers deal with fire safety, what to do if you catch fire or a home catches fire. Parents can start with these skills and build on them, helping children understand the different things they can do to deal with fire emergencies. Non-script questions like “can you start a fire on accident if you play with matches?” can help children understand the dangers of fire. Parents can also explain that there are sometimes even better ways to help when there is a fire, like jumping in water, or dropping and rolling on wet grass. Also, they can learn that if someone else is on fire that it can smothered with a jacket or blanket so they know what to do if someone else catches fire. They should also be taught at some point to tell the difference between fires that can use water and fires that need sand or a fire extinguisher. A child should also know the fastest ways out of a building if there’s a fire.

Using fires as an example, children can be taught that all safety measures are “just in case” skills. Most people will never need to use them, but the people who need them need to know them before a problem, and there’s no way of know. It’s not an exercise in fear, but in preparedness so there is less to fear. All preparedness is to deal with potential danger to reduce or eliminate it, not to focus on and fear it.

This leads to the next general rule to get to a safe place and stay where you can be found whenever there’s a disaster. Whether it’s a fire, earthquake, hurricane, tornado, school shooting, explosion or anything else, the rule for children is simple: Get safe, get found. If they have a phone or access to a phone or other means of communication, they should call to let parents know they are safe and where to find them. This general rule also applies to adults, of course, with anyone who might have some responsibility or other important connection, such as a spouse, and this point can be made to children. Only adults with proper training should take risks on the chance at helping others, since untrained or underprepared people often get in the way of trained professionals and make rescue and protection even more difficult. Specific situations can be discussed.

The admonition to tell the adult in charge when you get hurt lets someone with greater experience or responsibility make the decision whether something seems to need medical attention. If the adult in charge is someone other than the parent, the parent should be told as soon as the child sees the parent.

If a bad guy attacks, a child should not try to fight because the size difference between a child and adult almost always assures that the adult will win - no matter the skill of the child. Getting away and getting help is the priority. A child should only fight to get away, poking at eyes, biting hands, kicking shin and hitting groins to do so. As soon as the child can, he or she should run. A child should scream all the time, “This is NOT my Parent!”

Children also need to know they have a Parent in whom they can confide. This requires a certain measure of trust in a child, but without necessarily denying the possibility that the adult is innocent. If, however, the adult in question has told a child not to say anything, a child needs to know that he or she can come to parents anyway - no matter who the bad guy is or what threats were made.

Children are then reminded to look at a situation, think about the potential dangers, and then make a safe choice, since this will avoid almost all stupid accidents.

Honor

L: What's Honor?

Do the right thing!

L: What's the word?

Honor: Do the right thing!

L: What if you don't feel like doing the right thing?

Do the right thing anyway!

L: What if people will tease you if you do the right thing?

Do the right thing anyway!

L: What if no one would ever know you did the wrong thing?

Do the right thing anyway!

L: What's the word?

Honor: Do the right thing!

L: What does that mean?

Do the right thing no matter what!

When children are asked about right and wrong, it's amazing how well they can determine right from wrong simply by thinking about it. They can figure out a lot if they know the Golden Rule: Do to others as you would have other do to you.

Where the Golden Rule doesn't always lead to the right answer, asking "What's best for someone in the long run" often solves the problem. For instance, a child might want someone to lie for them, but if Parents ask what would be best in the long run if someone asked the child to lie for them, a child can usually figure out that lying for someone isn't the best action for the long run. It will teach the other person to lie more.

Fortunately, children don't often have complex moral situations in which the right thing is hard to determine. Where these times might exist, Parents should explain the principles behind the action, doing their best to be consistent on the principles as stated. For instance: "Hiding these people to keep them alive is more important than telling the gestapo the truth."

Children are admonished to do the right thing even though they might not always feel like it. They might get teased for it. They might think they will never be caught. But no matter the situation, they should learn that the right thing is a matter of honor, not feelings, popularity or getting in trouble. They should conduct themselves with honor no matter what.

Truth

L: What's Truth?

Never tell a lie!

L: What's the word?

Truth: Never tell a lie!

L: What about when you're asked a question?

No lying

L: When you do your work?

No cheating

L: When you tell your parents about you?

No secrets

L: Does that mean you always have to tell everyone everything?

No

L: So who needs to know?

Whoever has to make a decision

L: What do they need to know?

Everything about the decision they have to make

L: What are the three Jobs of a Parent?

Give children what they need to live!

Teach children to be good children!

Teach children to be good adults!

L: So, do they need to know everything about you?

Yes! No lies. No secrets.

L: What's the word?

Truth: Never tell a lie!

Frankly, this one can be sticky in some households. While children are told not to tell lies, sometimes they are encouraged to lie or keep secrets by unsuspecting adults that would never intentionally teach children to lie. Simple commands like “Tell them I’m busy” or “Tell them I’m not home” when a child answers the phone. Children might be taught to lie for safety’s sake, such as never admitting to a stranger on the phone that Parents aren’t home at the moment.

However, like the sometimes morally complex situations mentioned in the discussion about honor, Parents should explain the what’s and why’s of certain choices. This is why this script gets into the fact that not everyone needs to be told everything.

Children are told that when they are asked a question, they answer truthfully. Parents can explain that this includes any intentional deception, such as editing the truth so the other person will get the wrong idea. Sometimes kids, teens or even adults will withhold important information and when finally confronted will answer with some variation of “Well, you didn’t ask.” They should learn to “tell the truth, the whole truth, and nothing but the truth.” Of course some allowances need to be made for the natural embellishments of emotion, since memory and emotion are attached, but to the extent possible with their younger minds, an effort to stick to the facts and actually answer the question should be encouraged.

They are reminded that when they work, they should not cheat. Parents can explain that in school, this means no copying from tests, no copying reports or cutting and pasting things from computer files. It also applies to playing games. When they get older, it’s applies to work, career, sales, business, job applications, and even dealing with friends and others. You don’t get ahead by cheating, even if the other side is cheating.

Children are told that Parents need to know everything so they can make the best possible decision under the circumstances. Of course this presumes a certain level of trust on the part of the child that the Parent really is looking out for the child’s long term best interests. A few children really don’t understand this since all they experience is the “now” filled with “do this” and “don’t do that.” Parents can help by explaining the long term goals. Even if the child doesn’t remember what the goals were, he or she will likely remember that there was a reason.

Children are reminded that the people who need to know everything are those who need to make decisions, which gives Parents the opportunity to discuss the difference between Public and Private information. Some things are no one’s business, while other things are important for others to know. For example, if a child has a psychiatric problem and the parents are always around, it may be that others don’t need to know. But if a child is going to spend a day with others, then those others are entitled to fair warning. However, if information does not pertain to a decision that others must make, nor does it affect them in any way, they may not be entitled to the information. The complexity of this can be systematically explained to the children as they work on this script, or later as the scripts are periodically reviewed, as a Parent thinks the child is ready for more information.

Finally, children are cautioned about the consequences of lying. Liars are seldom believed, and Parents can discuss this with children from the point of view of an outsider. If the child knew one person lied a lot, and they didn’t even know the other person, and they both told opposite stories, who would the child believe? Would the child believe the liar or the other kid? So long as it externalized, that is, made an outside situation, children can pretty easily figure out that eventually they would not believe someone anymore. Of course Parents will have to help watch for adults that break promises, since a child will often want to believe the promises and will be often hurt. This principle can help a child learn that some people don’t make promises to keep them, only to look good, and the child can learn not to trust promises by that person.

Obedience

L: What's Obedience?

Do what you're told

L: What's the word?

Obedience: Do what you're told!

L: Do you have to obey everyone in everything?

No

L: Who do you obey?

The right people saying the right things.

L: What's harder, child obedience or adult obedience?

Adult obedience.

L: Why is that?

They have a lot more rules and can get in a lot more trouble.

L: So what should you do?

Learn and practice obedience while it's still easy.

L: What's the word?

Obedience: Do what you're told!

Obedience is often a challenge, since we want our child to obey some people in some things, but not all people in all things. Since they have to learn to distinguish between the right people and the right things, that statement is in the script, but Parents should periodically discuss who are the right people and what are the right things. The idea of "right things" was introduced in the Honor script, so children can learn to do the right thing no matter what, but Parents should spend some time explaining how the choices are made. Should the child obey other adults? Which ones, and under what circumstances, and with what limitations? This should be built upon by Parents step by step over time, with consistent principles taught so the child will eventually be able to make his or her own judgments.

The reminder that adult obedience is harder is important because many children have the idea that adults have freedom, but they don't see all the rules adults must follow because the adults are ordering them around. Children should be reminded that adults have to obey bosses, or they can be fired. Adults must obey the law, or they can get tickets or go to jail or prison. Adults have to obey many rules, or they could get seriously injured, injure others, lose homes, etc. The more children realize this, the more they understand that they are practicing the easy obedience.

Responsibility

L: What's Responsibility?

Do what you're supposed to do without being told

L: What's the word?

Responsibility: Do what you're supposed to do without being told!

L: If you do what you're supposed to do when you're told, what is that?

Obedience.

L: If you know what you're supposed to do already, what should you do?

Do what you're supposed to do without being told.

L: Which one shows more maturity: Obedience or Responsibility?

Responsibility!

L: How do you show that you're ready for freedoms?

Show responsibility!

L: How do you show you're ready for power?

Show responsibility!

L: How do you show maturity?

Show responsibility!

L: What's the word?

Responsibility: Do what you're supposed to do without being told!

Learning Responsibility isn't as complicated as Obedience in the sense that Responsibility is doing what you're supposed to do, which assumes that the Parent and child has already figured out what is supposed to be done. Obedience has the challenge that we want our children to learn to obey us and the proper authorities in their lives, but not the wrong people or anyone in the wrong things. With Obedience, we have to distinguish between honorable things and dishonorable things. With Responsibility, that's already been figured out.

The key lesson for children with Responsibility is that they show that they purchase freedom with responsibility. They are given power with responsibilities - since everyone should always have the power to fulfill their responsibilities. They also demonstrate maturity by being responsible. Generally, being responsible, not age, should lead to freedoms and privileges. The law cannot make that distinction, so it uses age, but Parents can properly judge responsibility.

Helpfulness

L: What's Helpfulness?

Do special favors!

L: What's the word?

Helpfulness: Do special favors!

L: What is Helpfulness?

More than Obedience; more than Responsibility.

L: What are special favors?

More than you have to do!

L: How do you find out how to be helpful?

Ask!

L: When you know, what do you do?

Help!

L: What's the word?

Helpfulness: Do special favors!

While Obedience and Responsibility are things that a child needs to do, Helpfulness are the things that are not chores or jobs, but simply things that help others with their jobs. Parents and other adults should always express lavish praise and gratitude for children who practice Obedience and Responsibility. However, it's Helpfulness by which a child truly earns real gratitude. We appreciate children being Obedience and Responsible because we appreciate children who are growing up and doing what they ought to do - especially since it all too common for children to resist maturity. It's with Helpfulness that children are doing things that help others with their jobs.

What we want a child to do for Helpfulness will vary by child. Different children have different skills, so this script does not include any specific ideas. It does not even leave that judgment up to the child, since even adults who sometimes try to help do more harm than good. Also, some things a child might try to do to be helpful might also be dangerous, such as if a young child were to try cooking breakfast on a gas stove or get something heavy down from a high shelf. That's why this script says a child should ask how to be helpful so someone with better judgment can decide what a child can do, and, if necessary, train a child in the task.

Hard Work

L: What's Hard Work?

Always do your best!

L: What are the words?

Hard Work: Always do your best!

L: Why do you work hard?

When you do your best, your best gets better!

L: How fast do you want to get better?

Get better faster than life gets harder!

L: When you get better faster than life gets harder...

Life gets easier and easier!

L: What's the fastest way to get better?

Always do your best!

L: What if your best is different than someone else?

You do your best; they do their best!

L: Does it matter whose best is better?

No! You do your best, they do their best!

L: What are the words?

Hard Work: Always do your best!

Hard Work refers back to the Job of a Page, the idea that you do your best so your best gets better. It's important for children to learn that the way to improve their abilities is to push to the limits of those abilities. Parents can lead powerfully here by showing the child how a Parent has improved in certain areas, reminding the child that at once time Mom and Dad were children and didn't know how to do any of the things that they do now. Often, children feel that they are always being pushed, and Parents aren't and never were pushing hard.

Another key lesson in this script is that a child should focus on doing his or her best and not worry about whether someone else is better or worse. A poor performer that continues to improve will ultimately achieve excellence, and a high performer that coasts at any skill will eventually be passed up. Also, someone who does their best will sometimes feel bad if they compare, and someone who does better may start to get arrogant. The only one a child competes with is himself or herself, and the only standard of comparison is their own potential. If we can teach this to children, there is a better chance to prevent the "keeping up with the Jones's" mentality that plagues many teens and adults.

Wisdom

L: What's Wisdom?

Think first!

L: What's the word?

Wisdom: Think first!

L: Why do you think first?

When you think first, you can figure it out!

L: Why else do you think first?

When you think first, you find out what you know.

L: What if you don't know?

When you don't know, you know to ask!

L: Who do you ask?

People who are wiser, like my Parents.

L: So what do you do before you act?

Think before you act!

L: What's the word?

Wisdom: Think first!

Wisdom gives children credit for being able to sort through information if only they stop long enough to think about it. It also reminds us, as adults, to remember that part of our job is to help children learn to think - not just to give them orders. We know that in the immediate term, it's quicker and easier just to tell a child what to do or what not to do. However, that tends to discourage thinking, and asking questions encourages thinking. In the long term, it's also a much faster process since the child will learn about 8 times faster if a child is asked questions rather than given orders, or in addition to being given orders.

Children in this script are reminded that they should think first, to think before they act so they can figure out what's the best thing to do. If they don't know, then they are reminded to ask someone who is wiser, like Parents. This also reminds the children (and us adults) that they won't always actually figure things out, that there are limits on what a child knows. We know that just because we think we've taught something does not mean a child has learned it, just like we don't always remember what someone tried to teach us, particularly if it a particular issue doesn't come up often.

Never Give Up

L: What's Never Give Up?

Never, ever, ever give up!

L: What are the words?

Never give up: Never, ever, ever give up!

L: What do you have to do FIRST!

All the right things.

L: Like what right things?

Honor, Truth, Obedience, Responsibility, Helpfulness, Hard Work and Wisdom.

L: So if you're doing the right things, what do you do?

Never give up!

L: What if you were doing the wrong things?

Stop doing the wrong things. Start doing the right things!

L: Why do you give up if you're doing the wrong thing?

You shouldn't be doing it anyway.

L: If someone keeps doing the wrong thing, what does that show?

Stubbornness.

L: What's Stubbornness?

I will stick to what I feel no matter what is right.

L: What if someone sticks to the right thing, what does that show?

Will Power.

L: What's Will Power?

I will stick to what is right, no matter what I feel!

L: Do you want Stubbornness or Will Power?

Will Power!

L: What are the words?

Never give up: Never, ever, ever give up!

Never Give Up is an important lesson for children since at their age, emotions tend to dominate their decision making process. In this script, an immediate reminder is that they only “never give up” if they are already doing the right things. If they aren’t doing the right things, then they stop because they should not have been doing what they were doing anyway. Examples are the words and concepts already covered.

Another important lesson just touched on in this script is the difference between Stubbornness and Will Power. Stubbornness flows from emotions, and Will Power is a matter of the will. An example of Stubbornness is when a child wants something and refuses to budge because he or she doesn’t feel like it. If a child makes a commitment, and doesn’t feel like doing it anymore, but the child does it anyway, that’s Will Power.

Parents can work with children on when it’s appropriate to stop doing something. Obviously, in hopeless situations, it might be time to cut your losses and get out of something before it’s a more serious problem. Parents can help children understand these situations.

Parents have many examples by which children can be shown how adults Never Give Up. Parents can let children know that sometimes adults are too tired to want to feed children, or clean, or do laundry, or go to work, but because of Will Power, you choose to do what you’re supposed to do no matter how you feel.

If there are areas in which a Parent has given up, the seriousness of what would justify such a decision should be emphasized. This often created serious challenges since there is a tendency to use reasons that teaches a child that it doesn’t take much to justify quitting.

Here’s an example of a very difficult situation: divorced Parents when a child spends time with both Parents. If the reason for the divorce is cryptic with a false principle like “We were young and stupid” would accidentally tell a child that if you are young and can plead stupidity, then your promises can be broken, and that excuse can be used for any activity the child might want to do, including serious criminal activity. If Parents talk generically about “we weren’t happy together” then a child learns that being happy is more important than commitment, and it also makes a child fearful that he or she may be abandoned if Mom or Dad aren’t happy with them.

One good answer to explain this particular quitting might be that the Parents got into marriage without knowing what it was or how to do it, and they didn’t know that there was a way to learn. By the time they found out there was a way to build things right, they had already built their marriage completely wrong. By the time they found out there might be a way to fix it, it was so broken that it was too late. Parents can then tell the child that for the child, there will be a chance to learn about marriage and what it’s supposed to be and how it’s supposed to work beforehand, and the child will have the chance to build a marriage right the first time and how to fix it when problems come up.

An answer like the example above can help diffuse the argument that Mom and Dad gave up, and can turn a bad situation into a lesson that will be useful for a child’s growth.

Honesty

L: What's the **worst thing** that can happen to you if you lie to your Parents?

You get away with it.

L: **Why** is that the worst thing?

Because you move toward bad guy.

L: Do we want to be good guys or bad guys?

Good guys!

L: What's the **BEST** thing that can happen to you if you tell a lie?

You get caught and you get in trouble.

L: **Why** is that the best thing that can happen to you?

Because you learn to be honest.

L: What the best thing **you can do** if you feel like lying?

Tell the truth!

L: What if you always tell the truth?

You can be trusted!

L: What if someone is a liar?

People won't believe that person.

L: What if someone is honest?

People WILL believe that person.

L: Do you always tell everyone everything?

No

L: So who needs to know?

Whoever has to make a decision

L: What do they need to know?

Everything about the decision they have to make

Manners

L: Do ladies and gentlemen have good manners or bad manners?

Good manners!

L: What do you say when you ask for something?

Please!

L: What do you say when someone does something for you?

Thank You!

L: What do you do when people give you gifts?

Say thank you!

L: How do you say thank you for gifts?

In person or with a card!

L: What do you say when someone thanks you?

You're Welcome!

L: Should children **ask** parents permission, or just **tell** parents?

Ask!

L: Should you chew with your mouth closed or mouth open?

Mouth closed!

L: Is a lady or a gentleman polite or rude?

Polite!

L: What if someone else is rude? Is a lady or a gentleman polite or rude?

Polite!

L: What if someone doesn't like you? Should you be polite or rude?

Polite!

L: If you are a lady or a gentleman, will you have good manners or bad manners?

Good Manners!

Respect

L: What's Respect?

Treat others right!

L: What's the word?

Respect: Treat others right!

L: What's the respectful title for a man?

Sir!

L: What's the respectful title for a woman?

Ma'am!

L: Do you use Good manners or bad manners?

Good Manners!

L: Do you treat people like they're important, or like they're not important?

Like they're important!

L: What's the Rule of Everyone?

It's not about Me; It's about Everyone, and I'm One of EveryOne.

L: What's Will Power?

I will stick to what is right no matter what I feel!

L: Will you treat others right, no matter what you feel?

Yes.

L: Will you treat others right, no matter what they do?

Yes.

L: Will you treat others right, even if they don't treat you right?

Yes.

L: What's the word?

Respect: Treat others right!

Growth

L: What's Growth?

Keep getting better!

L: What's the word?

Growth: Keep getting better!

L: How fast do you get better?

Get Better Faster Than Life Gets Harder!

L: What Happens if you get better faster than **Life** gets harder?

Life gets Easier and Easier!

L: What if you get better faster than **School** gets harder?

School gets Easier and Easier!

L: What if you get better faster than **Karate** gets harder?

Karate gets Easier and Easier!

L: When do you give up getting better?

Never give up! Never, ever, ever give up!

L: How fast do you keep getting better?

Get better faster than Life gets harder!

L: What's the word?

Growth: Keep getting better!

Humility

L: What's Humility?

Know your proper place!

L: What's the word?

Humility: Know your proper place!

L: What's the Open Hand Mean?

Humility: Know your proper place!

L: What's the Closed Hand Mean?

Power: The Power to Control Yourself!

L: What's the Bow?

Humility Over Power!

L: What's that mean?

We are Partners, Not Opponents!

L: If You're Humble, Do You Know Your Proper Place?

Yes!

L: If You're Humble, Do You Treat Your Partners Like They're Partners?

Yes!

L: Are Your Parents Partners or Opponents?

Partners!

L: Are Your Teachers Partners or Opponents?

Partners!

L: Is fighting against partners smart or silly?

Fighting against partners is silly!

L: What's the word?

Humility: Know your proper place!

Trustworthiness

L: What's Trustworthiness?

Do what you say you'll do; always keep a promise!

L: What's the word?

Trustworthiness: Do what you say you'll do; always keep a promise!

L: What if you want people to trust you?

Be Trustworthy!

L: What if you want people to know that you do what you say?

Be Trustworthy!

L: What if you want people to know that you always keep your promises?

Be Trustworthy!

L: What is Trustworthy?

Worthy of Trust!

L: What's Trustworthiness?

Do what you say you'll do; always keep a promise!

L: What's the word?

Trustworthiness: Do what you say you'll do; always keep a promise!

Contribution

L: What's Contribution?

Make a real difference!

L: What's the word?

Contribution: Make a real difference!

L: What if you Make a Real Difference?

I make it better because I'm here!

L: What's Obedience?

Do What Your're Told

L: What if you practice Obedience?

I make it better because I'm here!

L: What's Responsibility?

Do what you're supposed to do without being told!

L: What if you practice Responsibility?

I make it better because I'm here!

L: What's Helpfulness?

Do Special Favors!

L: What if you practice Helpfulness?

I make it better because I'm here!

L: What does Stand T.A.L.L. mean?

Talking: Say what you're supposed to say.

Action: Do what you're supposed to do.

Leadership: Be a good example.

Living: Be a good example on the inside, too.

L: What if you Stand T.A.L.L.?

I make it better because I'm here!

L: What's Contribution?

Make a real difference!

L: What's the word?

Contribution: Make a real difference!

Junior Guardian Karate

Forgiveness

L: What's Forgiveness?

Just let it go!

L: What's the word?

Forgiveness: Just let it go!

L: Do you "Forgive and Forget"?

No! You Forgive and Remember!

L: Why do you remember?

*So you're ready **if** there's a next time.*

L: Can you be forgiven, and still be in trouble?

Yes!

L: Why?

Forgiven doesn't take it all away.

L: If your parents forgive you, how come you might still be in trouble?

Because they have to teach you to never do it again!

L: So what does being forgiven mean?

They aren't hurt or angry anymore.

L: Does Forgiveness undo what someone did?

No!

L: How do you forgive?

You just let it go!

L: Let go of what?

Let go of the hurt! Let go of the anger!

L: Then what do you do?

Do what should be done, and then move on.

L: What's the word?

Forgiveness: Just let it go!

Kindness

L: What's Kindness

Be nice!

L: What's the word?

Kindness: Be nice!

L: What's "A.O.K."?

Acts Of Kindness!

L: If there's a Mean Way and a Nice Way, which one do you do?

The Nice Way!

L: If there's a Nice Way and Nicer Way, which one do you do?

The Nicer Way!

L: Do Kind people show Disrespect or Respect?

Respect!

L: Do Kind people use Bad Manners or Good Manners?

Good Manners!

L: Do Kind people cut people down or lift people up?

Lift People Up!

L: What if you are Kind?

I make it better because I'm here!

L: What's the word?

Kindness: Be nice!

Great Attitude

L: What's Great Attitude?

Have a really, really great attitude!

L: What are the words?

Great Attitude: Have a really, really great attitude!

L: Should you complain or compliment?

Compliment!

L: Should you whine or be grateful?

Be Grateful!

L: Should you act bored or behave like you're excited?

Excited!

L: Act like an opponent, or behave like a partner?

Partner!

L: Should you make it harder or make it fun?

Make it Fun!

L: Who controls your attitude?

I do!

L: So who decides if you have a Bad Attitude or a Good Attitude?

I do!

L: Who decides if you have a Good Attitude or a Great Attitude?

I do!

L: What if you have a Great Attitude?

I make it better because I'm here!

L: What are the words?

Great Attitude: Have a really, really great attitude!