

Little Guardian Karate

BASIC FORM

Attention, Bow "Basic Form," Position; Move

Upward Block (Right)	Honor
Inside Block (Right)	Truth
Outside Block (Right)	Obedience
Low Outside Block (Right)	Responsibility
Upward Block (Left)	Helpfulness
Inside Block (Left)	Hard Work
Outside Block (Left)	Wisdom
Low Outside Block (Left)	Never Give Up
High Punch (Right)	Honor - Do the Right Thing
High Punch (Left)	Truth - Always Tell the Truth
Vertical [Punch] (Right)	Obedience - Do What You're Told
Vertical [Punch] (Left)	Responsibility - Do What You're Supposed to Do Without Being Told
Inverted [Punch] (Right)	Helpfulness - Do Special Favors
Inverted [Punch] (Left)	Hard Work - Always Do Your Best
Upward Inverted (Right)	Wisdom - Think First
Upward Inverted (Left)	Never Give Up - Never, Ever, Ever Give Up
Forward Kick (Right)	Honor
Forward Kick (Left)	Truth
Side Kick (Right)	Obedience
Side Kick (Left)	Responsibility
Round Kick (Right)	Helpfulness
Round Kick (Left)	Hard Work
Back Kick (Right)	Wisdom
Back Kick (Left)	Never Give Up

Attention, Bow "Basic Form," Position

STANCE SET

1. Triangle Frame
2. Cover
3. Forward
4. Middle
5. Back
6. Cat
7. Chat

FALL and ROLLS

F&R 1: Drop
F&R 2: Fall Forward
F&R 3: Fall Backward
F&R 4: Fall Sideways
F&R 5: Roll Forward
F&R 6: Roll Backward
F&R 7: Roll Sideways
F&R 8: Cartwheel
F&R 9: Break Fall Backwards
F&R 10: Break Fall Roll

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)
Step Backward (Left), Step Forward (Left)
Skip Backward (Left), Skip Forward (Left)
Step Inside (Left), Step Outside (Left)
Skip Inside (Left), Skip Outside (Left)
Jump Switch (Right)
Step Backward (Right), Step Forward (Right)
Skip Backward (Right), Skip Forward (Right)
Step Inside (Right), Step Outside (Right)
Skip Inside (Right), Skip Outside (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

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 encourages gratitude for what parents do and reminds children to honor their parents. Honor will be discussed in more detail 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. 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 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.