



Guardian Knights

Parent Handbook

A Next Generation Program for Raising the Next Generation

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Conway Academy of Martial Arts

• Guardian Kempo Academy • Guardian Karate • Cardio Kempo •
• Little Guardians • Junior Guardian Karate • Guardian Karate • Guardian Jujitsu •

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Guardian Knights

Page Candidate

Contains:

- 1 Parent Handbook
- 1 Set of Script Summaries
- 1 Guideline Summary
- 1 Tracking Chart
- 5 Bullseye Charts

Any Questions May Be Directed to your child's instructor or:

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If the matter cannot be resolved via email,
you may write him at:

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Dr. Conway has very limited availability for personal or family consulting, but he will make himself available when he can. As is his custom, if you are not satisfied that the information he provides is useful, then there is no charge for consulting him. There is never a charge for quick consultations before or after classes from Dr. Conway or any other instructor.

Guardian Knights

Imagine a child that hardly ever whines or complains. Imagine a child that says “please” and “thank you,” picks up after himself, and fixes her own bed without being told. Consider having a child that helps around the house, that vacuums, does yard work, dishes, and laundry. Imagine having a teen that helps shop, bargain hunt, and can even help the family pay the bills so all the parents have to do some months is sign the checks.

Think about a child that reaches dating age and already has the skills to be a good husband AND a good wife - one set to be one, the other set to recognize when he or she has found one. What would it feel like, as parents to have children that are really ready for the world by the time they turn 18. Imagine feeling confident that they understand how credit cards work before they have one, how leases work and what they mean before they sign one, and how to manage a household before they move out.

Our children will be adults someday, and more than 9 in 10 will marry at least once (hopefully only once), and more than 8 in 10 will become parents. The Guardian Knights program is a life training system designed to help parents raise their children from childhood to adulthood, and prepare children for all the major things they are likely to need to know for their adult lives.

About 80% of life is predictable. However, most of us live in a nearly perpetual state of overwhelm precisely because we were never trained in all the skills we needed to effortlessly master the predictable parts of life. What if we could suddenly get a handle on 4 out 5 issues in our lives? Imagine what it might be like with 80% of our lives on autopilot, allowing us to invest all our emotional energy and our thinking time into the 20% that is fairly unique to us. Wouldn't that be wonderful?

For almost all of us, life gets harder and harder, and it gets more and more complicated. What if we could reverse that trend? What if life got easier instead of harder? What if life got simpler instead of more complicated?

As adults, this is an incredible challenge. It's possible, but it takes a tremendous amount of work to overcome the limitations of our past training, our past choices, and the accumulated mistakes we've made. Virtually all of us went through that, and each one of us has our own sets of challenges that have come about as a result.

Honestly, changing course as adults can be incredibly challenging - but we CAN do better by our children. In this day and age of complex and problematic childhood, we can lay a foundation for our children that our parents didn't know how to lay for us.

We can be the parents we always dreamed we would be, and our children can be the kids that we always hoped they would become. All it requires is forward thinking, and being willing to actively move forward in a consistent manner so our children are ready BEFORE they need to be ready for whatever life might throw at them.

We are raising the next generation of adults, the next generation of husbands and wives, and the next generation of parents. We are raising someone's spouse, and we are raising the parents of our grandchildren. This opportunity is nothing short of changing the course of the generations that will follow us - because they WILL follow us.

HISTORICAL LEGENDS

Training knights during the height of the Age of Chivalry started with a child. A Page was typically very young and under the tutelage of a Knight or Squire. The Page was taught how to do simple labor, had several duties, and was taught the fundamentals of proper behavior, most notably obedience to authority. When a Page was ready, promotion to Squire was possible.

Squires were people of honor, some education, and were considered representatives of the Knights they served. In fact, attorney's today, even in the United States, often have "esquire" after their name to designate them as legally representing others. That's how meaningful the station of Squire was considered. Squires were in training to be Knights, and they learned all the duties and responsibilities of that lofty position. If a Squire proved worthy by actually fulfilling all those duties and responsibilities, then, and only then, would the Squire be considered for Knighthood.

It is important to note that the duties and responsibilities came first. Before a Squire received the powers and privileges of a Knight, he had to do the work first. He had to fulfill the responsibilities first. He had to do everything that was expected of a Knight, but without receiving the honors that would be due to a Knight. Only after proving faithful to proper conduct did a Squire earn the right to the power and prestige of the noble station "Knight."

Even among Knights, not all were equals. Most Orders of Knighthood had differing stations for their Knights. A Knight could aspire to be a Knight Standard Bearer, meaning he was such a worthy example of knightly virtue and skill that he could carry the banner of the Order and lead others. A Knight Commander was ready to assume formal leadership and command the Knights and military. Some Knightly Orders had even higher stations.

It is this model of Knighthood, somewhat drawn from the book *Raising a Modern Day Knight*, that we will use to teach children the skills and character in a steady progression from childhood to adulthood. If you wish to read that book, simply be aware that it provides a much more simplistic model of child training, and it is also intended for raising boys. However, Knights were women as well, the proper honorific being "Dame," the feminine counterpart to "Sir." For instance, Scot and Wendy Conway might have been known as Sir Scot and Dame Wendy of the House of Conway. That would signify both as Knights.

Female Knights were also in a doubly privileged position. They had all the protections afforded a noble woman, including the right for any Knight to champion her, for her husband to defend her legally and take redress on her behalf, and the protection of the law and Code of Chivalry, but she also had the powers of a Knight, the ability command troops, manage the castle, wear armor, and lead in battle. Female Knights were among the most dangerous foes because of their double realms of power: noblewoman and knight.

THE BASIC IDEA

The basic idea of the Guardian Knights program is that children will become adults, are likely to marry, and likely to become parents. (Statistically, more than 90% of them will marry and about 80% will have children.) Many adults wish they had better preparation for what awaited them in adulthood. The goal of the Guardian Knights is to provide children with all the preparation for adulthood that will make their lives easier and easier as they grow up.

The level of Page is primarily intended for younger children, though older minors should work through this level as well. In brief, the training at the level of Page is to teach a child the skills to take care of himself or herself. They learn the fundamentals of the proper place of children. As they work through the levels of Page, they should learn the behaviors and skills that will simplify the lives of parents. In short, a Page should learn to do everything they can to take care of themselves so parents can focus on the things that a child cannot do and the things a child should not do (mostly for safety reasons).

The level of Squire is intended for preteens and early teens. At this level, minors should be learning the skills they will need as adults. They should learn to take care of household chores, cook, clean, do laundry, and yard work. They should also learn about finances, credit, how to shop, and many of the legal things they should know before they become adults. They will learn and practice leadership and learn the fundamentals of business to prepare for a career or job. Squires should not only be able to help parents by taking care of themselves, but also help out around the house as they rotate through household skills. The goal is to have them ready for adulthood so the transition to adulthood is as seamless as possible.

The level of Knight should be achieved in the middle to late teens, and at this level we start teaching practical relationship skills for business, dating and marriage. Part of the goal is to help young people understand how things work in the real world so they don't make decisions based upon fairy tale notions, and they learn how to make certain their first marriage really is "til death do us part" because they have chosen well and built an excellent marriage. One of the reasons it's important to know what makes a good husband or wife is because most of our children will either be one, or they will have to choose one. Very often, young people choose for very foolish reasons, thus the saying "young and stupid." One goal here is to help our children skip the "stupid" part of that.

After that comes parent training. Most parents know that there were some things they were either glad they knew or wish they knew. Skills as simple as feeding and changing a baby are often lost on young people these days, and many young couples become parents without any meaningful preparation. Many parents find that they spend the majority of their time just trying to hang on and get through the years without severely damaging their children. Often thinking about the long range future and planning for the generations that will follow is completely lost in the mire of the day to day turmoil of raising children. We hope to help the next generation be better prepared for the realities of parenting than we were.

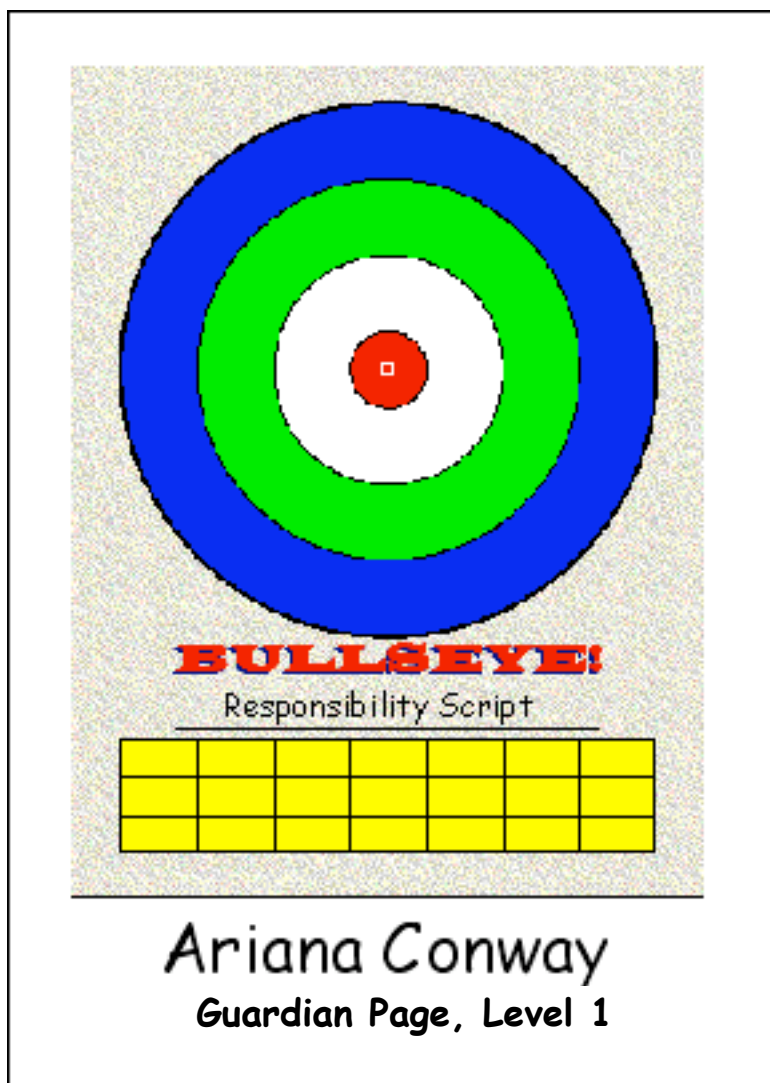
THE BULLSEYE

In ancient Roman archery, the middle of the target is called the "Bullseye," the first circle "Sin One," the second circle "Sin Two," and the third was "Sin Three." The word we translate "sin" simply means "missed the mark." Calling something "sin one," "sin two," or "sin three" told an archer how far off the bullseye his arrow struck. Often the archer could not tell which circle his arrow hit if it was close to the line, so a spotter was near the target to let him know.

We use this concept to help teach the children and young people new skills, and we can even use it to describe behavior. If, for instance, a child is learning how to apologize, a poor apology that only used the right words but a completely wrong attitude might be “Sin Three.” A perfect apology would be a “Bullseye.”

When we are teaching children, we have to expect that they won’t get it on the first try. Chances are what they do with only marginally qualify for what we asked of them, and that would be perfectly normal. However, as we work with them, we can improve on our instructions as they understand the general concept, then more and more details of exactly what we expect.

As an example, if we are teaching our child to fix their own bed, we have to expect that the first time they won’t do a very good job. They might do only a little better than tossing their covers in the right general direction and think they’re done. They hit the target, but it’s a “Sin Three” shot at bed fixing. As they learn to do better, getting everything generally right, but still uneven and lumpy, that might be “Sin Two.” When they get it almost right, but there are still lumps and not everything is quite perfect, that would be “Sin One,” which is “almost there!” When they fix the bed exactly as we would like, then that’s a Bullseye bed.



THE BULLSEYE CHART AND 21 SPACES

Each child has a full color, laminated Bullseye Chart issued for that child. Parents should tape or pin this chart to a child’s bedroom door with the child’s name written along the bottom. Parents can also write the status of the child underneath.

In the line above the yellow area, write the particular script or skill on which the child is working. Every day the child Bullseye’s the script or skill, write the date in a yellow block. If a child does less than a bullseye job, then the parent should place a mark on the target to show the child how he or she is doing.

A mark completely off the chart means that the child didn’t even try or did so poorly that it doesn’t even count as a real try. A mark in the blue circle means it was a poor job, but still a real effort. The green means a good job that needs work, and a mark in the white means “almost there!”

When we put a mark in the Bullseye, that means that the child did it exactly as he or she ought to have (considering age and temperament). After a child has Bullseyed a skill 21 times at home, then the child can receive credit for that skill in the Guardian Knights program. If it is a script, then the child will test with a leader. If it is a home skill, then there is no test.

We keep track of all the scripts and skills the child learns to Bullseye. Parents should keep a running list at home so a child can be praised for his or her accomplishments on a regular basis and a parent and child can both see how much a child has learned.

STATION, LEVELS, and AGE

“Station” means Page, Squire or Knight. Within each station are five levels. The approximate target ages for each station and level are:

| Station | Level | Age | Program/Rank |
|----------------|--------------|--------------|---|
| Page | Level 1 | 6 years old | Little Guardians Karate |
| Page | Level 2 | 7 years old | Junior Guardian, White Belts |
| Page | Level 3 | 8 years old | Junior Guardian, Gold Belts |
| Page | Level 4 | 9 years old | Junior Guardian, Orange Belts+ |
| Page | Level 5 | 10 years old | Guardian Arts, White/Gold |
| Squire | Level 1 | 11 years old | Guardian Arts, Orange/Red |
| Squire | Level 2 | 12 years old | Guardian Arts, Red/Black |
| Squire | Level 3 | 13 years old | Guardian Kempo, White/Adv. Yellow |
| Squire | Level 4 | 14 years old | Guardian Kempo, Adv. Yellow/Adv. Purple |
| Squire | Level 5 | 15 years old | Guardian Kempo, Adv. Purple/Blue |
| Knight | Level 1 | 16 years old | Guardian Kempo, Green |
| Knight | Level 2 | 17 years old | Guardian Kempo, Brown |
| Knight | Level 3 | 18 years old | Guardian Kempo, Adv. Brown |
| Knight | Level 4 | 19 years old | Guardian Kempo, First Degree Black |
| Knight | Level 5 | 20 years old | Guardian Kempo, Second Degree Black |

Children that are older than the target age for a beginner may progress through the levels quickly until they reach the station and level for their target age. The same applies to children in a higher grade program. Especially mature young people might continue to progress through the levels quickly even after reaching the station and level for their age, program and rank. This would require the permission of both the parents and the leaders, but generally leaders will defer to the judgment of parents.

The combination of age and program/rank guidelines will help young people be roughly on track with others of either their age or in their class. Guardian Kempo, in particular, has a lot of high-end training in both martial arts and life, which is why the Station/Level permission is so high. This is always up to the parents, though. Not until a young person is legally an adult will they be permitted to learn material without parental permission.

Parents also have the option of moving lessons around, but we do ask that this right be used sparingly. Parents might see a need, though, for a child to learn and practice a skill that would otherwise be a higher level skill, or learn a higher level script. Parents have this right, as well as many others, which are more fully addressed in Parent Rights and Responsibilities.

BULLSEYE POINTS AND ADVANCEMENT

To advance in level, a young person needs 15 or more points. These points are earned through a combination of scripts and skills selected by parents. We suggest that parents use every script available at each level, and add whatever skills they think appropriate for a child.

Generally, a child should only be working on one or two things at a time - one script and maybe a skill. If one of the skills is a weekly or monthly skill, then a child might be working on more than one skill. For example, laundry is not normally a daily skill, and if parents are training their child to do laundry, a bullseye opportunity might only come up one day a week. In that case, the child might be working on that skill and another skill at the same time.

Parents may also add requirements if they wish. For instance, Scot and Wendy might decide that a Guardian Knight from the House of Conway should do more than the minimum. They could add academic, spiritual training, leadership and Guardian Kempo requirements. This could raise the point requirement to as high as 20 Bullseye Points per level.

What Skills?

Exactly what skills a parent chooses for the child to learn and master remains up to the parents. However, as a suggestion, Pages should work on skills that take care of themselves, Squires should work on skills that take care of things, and Knights should work on skill that care for people.

Sample Page Skills: Brush Teeth, Shower, Choose own Clothes, Dress, Tie Shoes, Make Bed, Clean Room, Put Clothes Away, Do Homework, Practice Karate, Practice Musical Instrument, Vacuum own Room, Clean own Window, Organize Room, Make own Snack, Make own Breakfast, Make own Lunch, Learn to Swim, No Whining for three weeks, Saying 'Please,' Saying 'Thank You,' Apologizing, Putting Things Away when finished with them, Immediate Obedience. Any other learning skills that apply to self-improvement, education, and taking care of oneself. Another level of the skill might be doing the same thing, but doing it without being told.

Sample Squire Skills: Clean Windows, Vacuum Home, Clean Bathroom, Shop for Groceries, Clean Kitchen, Set Table, Do Dishes, Prepare Breakfast, Cook Breakfast, Prepare Lunch, Cook Lunch, Prepare Dinner, Cook Dinner, Bake, Mow Lawn, Tend Yard, Take Care of Animal, Wash Car, Put Gasoline in Car and Check Fluids and Air Pressure, Pay Bills (the child writes the checks and the parent signs them and balances the checkbook), Balancing a Checkbook. Bullseye Points might also be awarded for passing Squire Skills Tests that will be a part of the Guardian Knights Training program that will include understanding credit cards, mortgages, car payments, insurance, contracts and leases, and other financial skills. Any other skill that prepares the young person for life on his or her own.

Sample Knight Skills: Any Etiquette Skill such as Thank You Cards, Holding Doors, Crafting an Appearance that Communicates Respect, Hospitality, or Making Introductions. Saying 'No' politely but firmly, Deep Forgiveness, and Advanced Apologizing may also be used as Knight Skills. Dealing respectfully with others, resolving conflicts, and understanding emotions will also be covered in more detail on this level. Passing Knight Skills Tests that will quiz such things as relationship skills, business people skills, romance skills, and spouse skills. Any other skill that will help a young adult in his or her adult life, particularly in relationship with other adults.

STAND T.A.L.L.!

Stand T.A.L.L. is a principle we teach the children that explains how they should progress in a skill. The acronym T.A.L.L. stands for:

T - Talking
A - Action
L - Leadership
L - Living

This means that the first step of learning is Talking, saying what they're supposed to say. This means the child learns the scripts, learns what it takes to Bullseye a skill and learns to recite any household rules. The scripts are intended to give children a format to understand what is expected of them and provide parents with a standardized set of questions they can ask to remind children of the rules.

The second step is Action, doing what they're supposed to do. It is one thing to learn to recite a script, it is another to consistently do a thing. 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.

The third step is Leadership, being a good example. This is the level at which the child no longer needs reminders, and any hints given are few and far between. It is at this level that a child is such an example of a particular skill or script that others can simply copy this 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. Living means the young person is not only a good example to follow in their conduct, but a good example in character as well.

PARENT RIGHTS AND RESPONSIBILITIES

Since the purpose of the Guardian Knights program is to help Parents prepare children to be adults, Parents have several rights.

The Right to Choose

Parents have a right to choose the skills and scripts that a child must learn to advance through the levels. A suggested list is provided.

The Right to Add

Parents have a right to increase the minimum requirements and add any family or religious requirements.

The Right to Edit

Parents whose philosophical or religious beliefs disagree with any statements in a script or any other lesson have a right to edit the script or lesson so it agrees with the beliefs being taught in the family.

The Right to Withhold Promotion

Parents have a right to withhold promotion of any child who has otherwise fulfilled the requirements to advance a level or a station. This would most commonly be done in a situation in which the child has the necessary points, but the general behavior of the child at home is inadequate to warrant promotion, or the child is being disciplined for any specific wrong behavior.

The Right to Ask

Parents *always* have the right to ask leaders and instructors about the content of the Guardian Knights material. If there are questions about what we mean in a lesson, why we believe or teach what we do, or why we believe something is important, Parents can always ask. Hopefully, the written material is clear, but in those instances where it isn't clear, please ask.

The Right to Judge

Parents generally know the temperament and character of a child better than the leaders and teachers. A level of performance that is excellent for one child might only be adequate for another (most commonly due to maturity). Parents have a right to judge the performance of their children by the standards of the family.

The Right to Create New Material

For family-specific concerns, Parents are encouraged to create new material to deal with those issues. While Parents always have the right to do this in any manner desired, we do have a few suggested guidelines:

- o When making a script, use a unique opening or leading question to start.
- o Keep each answer fairly simple and/or easily explained to a child.
- o Expect the progression from Sin Three to Bullseye to take some time.
- o Encourage progress and try to offer "help improving" rather than "criticism."
- o Reward success. Lavish, enthusiastic praise is always good.
- o Where possible, lead by example.
- o Otherwise, make clear that you missed the Bullseye, but you want to help your child get it right. If something is still a problem, work on it with your child, giving your child the right to rate your performance so mutual progression becomes a team effort. This helps the child see by example that the issue is important, and also makes the child more sensitive to the behavior because he or she is both practicing it and watching for it.

RESPONSIBILITIES

In order for a child to succeed in the Guardian Knights program, the Parents will have to participate meaningfully. If the program is used as written, this may require as little as a minute or two a day, and fifteen minutes or so every three weeks when new skills are taught. However rare, some Parents are so busy that the time simply does not exist to parent a child through this program. In this case, the Parent's responsibility is to delegate that power to a trusted adult or other leader. We have made efforts to keep the responsibilities of the Parents down to a minimum.

The Responsibility to Train or Delegate Training

Ideally, Parents should handle the training of their children personally. This is by far the most effective means of preparing a child for adulthood, and it also establishes the Parents as the ultimate guide for the child, thus increasing the ability of the Parents to exercise authority over the child without resistance. Parents whose children are resisting their authority often find parenting teens and young adults all but impossible.

In those cases in which Parents cannot train their own children, that power should be delegated to a trusted adult or other leader. However, once that delegation is made, Parents should minimize second guessing the other person or they will undermine the ability of their child to trust in the leader or the Parents.

Parents should always make clear that they reserve the right to take over the training of their children at any time, but just as children should not ever be aware that Parents are fighting over how to raise them,¹ children should not see the Parents and leaders debating the training of the child. When children see disagreement in the leadership, they often learn how to play one leader against the other.

Training should ideally involve drilling children on their script daily and on their skill regularly. Generally, no more than one script and one skill should be taught at one time. Also, Parents should consider drilling previously learned scripts and skills from time to time. Scripts that anchor character traits that are a particular issue with a given child should be drilled regularly even after the Bullseye Point has been awarded until the child moves through the Stand T.A.L.L. progression.²

For skills, Parents (or whomever is the designated trainer) should make the requirements clear, preferably using no more than three measurable characteristics to define a Bullseye job. For instance, for fixing a bed, a Parent might decide on 1) the sheets and blankets must be flat, 2) the sheets and blanket must be even, and 3) the pillow must be tucked under the cover. This makes designating a job as “Sin Three,” “Sin Two,” “Sin One,” or “Bullseye” relatively simple.

Parents should wait until a job has been Bullseyed 21 times before making it harder or moving on to a new skill. Parents should also keep a running list of all the skills on which the child has scored his or her Bullseye Points. This allows both Parents and children to see an ever increasing list of achievements for which children can be praised, provides a sense of accomplishment as the list grows, and it also provides a handy reference for Parents to confirm that a child really should know a particular behavior or task.

Training a child in the Guardian Knights program should take no more than a few minutes a day, often less than that, and training time for new skills. As a child learns to Bullseye a script or skill, the Parents may have nothing more to do than drill a script once a day (taking perhaps two minutes) and checking the performance of a skill (likewise just a minute or two). The benefits of the investment cannot be overstated.

¹ Children who believe that their Parents are unified in raising them are more likely to trust their Parents. Children who believe that their Parents disagree on many issues are less likely to trust either Parent and are more likely to rebel against whichever authority they don't like, and they will feel justified by the position of the other Parent. Obviously, two human beings will not be in total agreement all the time on everything, but the issues should be discussed and resolved without argument and without putting the child in the middle. As self-evident as this is to most parents, it is still a frequent problem, especially when Parents are no longer married.

² Stand T.A.L.L. refers to Talking, Action, Leadership and Living.

It may seem like such a small thing to invest five to fifteen minutes a day in raising a child. Considering the majority of a Parent's life typically revolves around or is affected by children, it may seem unbelievable that such a short amount of time could be so meaningful, but as Parents see the results, they are sure to be impressed.

The Responsibility to Lead or Confess

This is one of the most challenging things to discuss in parenting. This subject is the one most likely to offend, but having a clear understanding of this subject is one of the single most powerful techniques Parents can use to raise their children:

“Lead by example.”

It sounds so simple. An old saying about parenting goes something like “I can't hear what you're saying, because what you're doing is so loud.” The “do as I say, not as I do” method of teaching is difficult because the child, or anyone for whom we are responsible for leading, can clearly see that we do not value our statements enough to follow our own advice. If the advice is worthless enough that we would not follow it, then why should anyone else? That's the short version of the emotional sense someone gets, a child in particular, when we say one thing but do another.

Basically, children learn to ignore anything a parent says that they do not also do, and this often leads to a child learning to tune out parents all the time. They sometimes learn that parents say certain things only because they “have to” say it because it's the “parent thing to say.” If the children see follow through on everything the parent says, and they see that the character and integrity of the parent has paid off with happiness and a good life, then the child will be far more likely to follow.

This reveals the even more serious challenge: the need to produce results.

In short, if a child sees a result in our lives they do not desire, and they associate certain behaviors with that result, then they will rebel. For instance, the child of miserable Parents is not likely to follow any of the advice of the miserable Parents because the child assumes (emotionally if not consciously) that the only future the Parents know how to create is a miserable one. The children, not wanting that future, will naturally rebel.

Try to imagine it this way. If a friend consistently lost every penny he ever invested, would you accept his investment advice? If you had two friends, and one is rich and the other is poor, from whom will you take financial advice?

If you knew enough about investing to independently evaluate the information they gave you, then you could draw an independent conclusion. But children don't know much, if anything, about the adult world. They will naturally assume that if they don't like the result they see, that it would be better to simply ignore the leader. If they see someone else who seems to have a better result (like a celebrity), they are more apt to try to copy that person.

So leading by example and producing consistently desirable results is important for parenting. By consistently desirable, we don't mean that we have fancy cars, nice homes and lots of leisure time. What we mean is that there is joy in our lives, and we are in triumph over our circumstances.

In all honesty, most of us, as adults, do a moderate to poor job producing a life that would inspire a child to follow us. While we might excel at one or more aspects of our lives, it seems the majority of people lack consistent joy. Stress seems more the order of this age. This, of course, does not inspire our children.

So where we lack, we must confess.

For instance, a Parent who smokes probably would prefer his child did not smoke. He could sit down with his son and tell him not to smoke, and then go out for a cigarette. How can a Parent make this message effective?

The Bullseye concept can help drive a point home. A parent can explain to a child that some mistakes, once made, cannot be undone. When you shoot at the target, the arrow goes where it goes. A father who smokes can explain to a child that smoking is missing the bullseye, and the child still has a chance to hit it.

A similar technique can be used with just about any issue. The power in confessing that something is wrong and making the point that some mistakes are almost impossible to undo, a parent with vices that he or she hopes a child will not duplicate can make the point without the hypocrisy of “do as I say, not as I do.”

Divorced parents should do this as well. Often, we try to justify and explain away the need for the divorce, but that’s part of why children of divorced couples are more likely to divorce. When divorce is expressed as normal and common, and children do not grow up with an idea that the end of a marriage requires something more serious than normal friction between individuals in a relationship, they are more likely to divorce their own spouses as adults for less of a reason.

Instead, divorced parents can explain to their children that they missed the bullseye, but they want their children to hit the bullseye on the first shot in marriage. We all would prefer that our children chose well and were happily married to a life partner on their first marriage. This also means that we must beware of the sexism that tends to develop as a result of a divorce. For example, a divorced mother raising a son talking about men might scar her son’s perception of how his mother see him. Even if she’s raising a daughter, the mother is also teaching her daughter about “how men are” which might affect her future relationships. The advice given by divorced people is often destructive to intimate relationship because it is defensive, and that not only keeps away the bad choices (that should simply be avoided) but it also keep the best choices away as well.

The Responsibility to Think Generationally

When we ask young children to imagine they are all grown up and they are the moms and dads, and then we give two contrasting views of their children - the *children* can do it! That’s thinking generationally. When children can imagine being parents, and then actually answer questions about what they want life to look like when that day comes, they are learning to think in terms of generations rather than immediate desires.

Of course they’re still children, so their ability to do this is somewhat limited. We, the adults, can do a much better job. Part of what we must do in order to raise our children effectively is to always consider the generational impact. Unlike children, we understand that we aren’t making decisions for the immediate moment. We have the wisdom and maturity to understand that the decisions we make will have an impact on our future.

More importantly, we have a much better ability to predict the natural outcome of the choices we make. When adults say they were “young and stupid,” what they very often mean by “stupid” is that they didn’t really think about the logical consequences of the decisions they made - and they only figured it out when those consequences actually happened to them.

Thinking generationally means thinking about what our children will be when they grow up and making our parenting decisions accordingly. Thinking generationally means keeping in the back of our mind that we are raising someone’s husband or wife. Thinking generationally means that we remember that we are teaching our children how to raise their children by our example - for good or ill - to be copied or rebelled against. Our grandchildren will later be spouses and parents, and so on.

One of the ways you can tell the difference between a wealth mentality and the poverty mentality is how the groups plan financially. Poor families try to figure out what they’re doing paycheck by paycheck. Middle class families think through to their children’s education and their own retirement. Very wealthy families think about the financial future of their families to three and four generations. Basically, they think through their money one generation past their own lives.

When wealthy families raise their children, they teach their children how to manage money and how to use money to make money so the wealth of the family will continue to grow. Most middle class and poor families teach children very little about money except how to borrow and spend it. If we think in terms of generations, we can virtually assure the wealth of our descendants with very little effort. It does take a change in thinking. We can assure our children retire as millionaires with an investment as small as \$100 a month starting from when we discover the pregnancy and stopping when the child is just a few months old.

Similarly, by learning to THINK differently, we can transform the future for our children. We can provide them with things we never had, prepare them for things we had to learn the hard way, and help them absolutely master the skills that will make life an exciting adventure filled with opportunity. We can give our grandchildren parents who will stay married, be very happily married, and will know what to do with them every step of the way.

If we can learn to make choices that will echo down the generations, it helps us keep our own lives and problems in perspective, and it also lends some clarity to the decisions we make. For instance, when a young person decides to be physically intimate, they are not just taking a chance with disease and pregnancy - that are actually risking creating a bloodline that could go on forever. A single moment, a momentary pleasure, and generations can flow from that moment - a child, grandchildren, great grandchildren, and more. Whether they realize it or not, each such choice risks creating a bloodline with the chosen partner. Might that way of thinking have affected some of the choices some of us made? For those of us who are divorced, might that have affected the choice we made in our first marriage?

21 DAYS, SIX MONTHS & TWO YEARS

It takes about **21 Days** of consistent, enthusiastic practice of something to enable it to be a habit. There is a common myth that new habits can be built that fast, but it is more of enabling a thing to become a habit than making it an actual habit. Habits that only have 21 Days behind them might be easier to do, but they are also easy to undo. By doing something actively for three solid weeks, we make it easy enough to do that we can make it a habit if we choose.

For almost any new physical skill, it takes about **6 Months** to lay “neuropathways.” In English, that means that it takes about 6 Months for something to feel natural for us. If it is a physical skill, like martial arts, it takes about half a year of consistent practice for us to be able to do any given movement naturally. Similarly, after 6 Months of practicing any skill, behavior or character trait, it becomes normal for us.

Two Years is the approximate amount of time it takes to make something so natural that it would actually require EFFORT to do it wrong. Once we have more than Two Years experience at something, we are likely to always remember with minimal review - perhaps once every six months or so. We might even be able to come back to a skill after decades of doing nothing and relearn it in no time at all if we had maintained a high level of skill for Two Years.

What makes these times important in training our children is that we should expect to invest no less than 21 consecutive days of loving, enthusiastic, instruction and constant support for their efforts for them to gain the ability to do a thing. We should EXPECT it to take a few weeks. We should not expect even mediocre skill to come quickly.

Then, we will have to work with our child for 6 months to help him or her master a skill enough to really be able to do it without thinking. That means that even when we KNOW our child knows what to do, we will probably spend up to 6 months periodically reminding him or her of the exact right, bullseye thing to do. It would be better to this beforehand when we know a situation is coming up (“Show me a bullseye job on cleaning your room!”).

After six months of consistent, periodic reminders, it will still take 2 years before our children will really do it naturally, 2 years before we can have some confidence that we’ve helped build a permanent character trait into our children.

LAVISH, ENTHUSIASTIC PRAISE

The single most powerful motivator for a child is lavish, enthusiastic praise. Parents are the most powerful source for this praise. While others can give it and still motivate a child, when it’s from important adults like parents, grand parents and other adults they will see their whole lives, it means much more.

If you’re impressed with a performance, let them know, and let them know often and enthusiastically. Tell others in front of your child so your child knows how excited about it. Give a child who has mastered a script a chance to show off to others who might enjoy it (but give a shy child warning beforehand so he or she can practice!). Make a big deal of it. Get excited. Remember what it was like to be a kid and how much fun it was when someone got excited about something you did.

For many of us, it’s been a long time - but most of us still enjoy that as adults. We enjoy lavish praise from a spouse, close friend or our children. When our kids think something we did was just the greatest thing in the world, it makes us feel especially good. Using lavish praise can also help condition a child to give it in return, especially if a parent encourages a child to do so. It will help our children learn to praise others, give compliments and show appreciation.

Treat lavish, enthusiastic praise as the paycheck for which your child is working. Would anyone rather work for less, or more? Most of us would be more enthusiastic about our job if we knew that someone was going to pay us a lot more. Lavish, enthusiastic praise is a commodity that’s free for parents, but a treasure for our children.

LAYING FOUNDATIONS

One of the greatest challenges is knowing the long term effects of what we do, and what we do not do. Many parents have learned too late that sometimes there is nothing you can do with a child. Conversations about life-changing decisions are sometimes impossible because the foundation for parental leadership in an issue had to be laid years earlier.

Many, many parents have found themselves helpless and figured out too late that the answer had to start three or four years earlier than a problem. Sometimes problems start and they go unaddressed because they aren't a serious problem right now - but by the time they become serious, it might be too late.

That's why we spend so much time on some of these things. There are powerful, powerful principles that can impact the lives of our children as adolescents or young adults that start with some simple concepts that we teach them right from the start.

For instance, with the Bullseye concept, we lay a foundation for children to evaluate their own behavior. Suppose they have this foundation, and at some time in the future the 13 year old children approach us about physical intimacy and want to know what's okay to do, we can ask them if they are looking for a "Bullseye" quality morality, or the outside edge of "Sin Three"? That's thinking 5 or 10 years ahead to issues that will arise and building a foundation now that will not only help now, but will also help years from now.

With Stand T.A.L.L., we lay a foundation for personal development that can last through adulthood. We know as adults that just because someone says the right things, that does not mean that they will do the right things. Just because someone can do the right things does not mean they will be consistent. Just because they behave well on the outside does not assure they have good character on the inside.

Stand T.A.L.L. also allows us the vocabulary to work on posture, a skill that has only modest importance to children, but becomes more important as they get older. For teens and adults it serves as an early foundation for a more advanced skill called Functional Anatomy. That's thinking ahead to the child's adulthood and laying a foundation for athletic health.

One of the reasons we do not simply teach the scripts in our classes is because we have several goals to achieve all at once. One of those goals is to have the child learn, and learning character from teachers is NOT the most effective. Parents spend more time with children and have the ability to influence the children every single day. We do not.

Also among our goals is helping children acquire life skills, and parents are far better equipped to train a child at bed fixing, room cleaning, vacuuming, table setting and such. As they get older, there are more skills that we can teach, but the basics of taking care of themselves at home and learning to help around the house are skills that need to be taught at home. This program simply gives parents leverage so the children will be more willing, and provides a format to help guide the parents so the children are part of a peer group of children being trained up for effective adulthood.

Finally, one of our goals is to make PARENTING easier, and this program helps children rely on their parents for character and skill training. This program is intended to help support Parent Authority, elevate the parents in the eyes of children, provide parents with a format for explaining mistakes parents may have made in the past, and helps parents raise children that help take care of themselves - allowing parents to focus on the ongoing growth of their children.

ALWAYS ASK QUESTIONS

Remembering to ask questions is a challenge for some parents, but it is a vital parenting skill. A very important study discovered that asking children questions multiplies their memory and performance. It's not hard to understand why. The brain can turn off when parents talk. It can't turn off when answering a question.

The Guardian Knights program is a systematic process to raise children from childhood to adulthood, and with as fast and complex as is modern life, there is a LOT to teach. So we need our children to learn more efficiently just to keep up with the demands of life. At the same time, parents are busier than ever, and often have less time than in previous generations to really invest in children's character and skills. So we need our children to learn faster still.

The easiest way to do that is to ask questions rather than give commands. Children are bright enough to figure out a lot of things if we lead them to the right conclusion. We might have to tell them, but then we turn right around and ask.

Once we get them to the right answer, we ask again. A little while later, we ask again. A day or two later, we ask again. This is many times more effective than telling a child over and over. After they've answered the question, they know it far, far better than if we just talked.

CORRECTION AND PUNISHMENT

The purpose of correction is to correct a mistake. The purpose of punishment is to inspire a desire to comply. In order for punishment to be effective to change behavior, the punishment must be immediate, certain, and devastating. Correction, on the other hand, just has to be clear and consistent.

There are times in which punishment is absolutely appropriate, and times in which corporal punishment is called for. There are few who would say that it is inappropriate to use force to pick up and remove a child from a room when that child is engaging in dangerous activities. Certainly if someone physically picked up any of us and carried us off, we'd consider that force. However, the purpose of punishment is not to "teach us a lesson" as much as to inspire us to comply with the lesson we already know.

Not every child really understands, though. Before we resort to severe punishment to inspire compliance, we should make certain we've taken corrective measures. Often, children do not do the right thing or they will do the wrong thing because they simply do not understand what is right and what is wrong. Even when they would easily figure it out if they took a moment to think, children often do not think before they act. If even adults will make major life decisions based upon emotions, we should not be surprised when children do the same.

When possible, it is often most useful to correct instead of punish. For example, if a child knows the "No Whining" script, and they start to whine, you could use a corrective technique. A corrective technique might be to ask the child "What's the rule on whining?" If the child knows the script, then that should end the whining. If the child doesn't remember (since even adults often forget obvious things in the middle of emotional situations, children will forget even more often), then punishment might be in order. Simply a "time out" until the child is ready to run over the "No Whining" script a few times would be a punishment to get compliance, and then practicing the script to correct the behavior.

LEADERSHIP EXAMPLE

Something parents may wish to consider is learning the scripts and practicing skills along with the children. Consider how we feel when leaders ask their followers to do things they are not willing to do themselves. Their leadership suffers. It's the difference between a commander that says "Go over there!" and a leader that says "We're going over there! Follow me!" Commanders have to be obeyed - they cannot be followed because they are not in front. Leaders can be followed because they are in front as the example, blazing the trail to get to the goal. We can follow leaders because they are willing to go first.

As Parents, we have to ask ourselves whether it would be useful to learn the scripts along with our children. Would it be more powerful to simply drill the scripts with our children, or to be able to actually show our children exactly how we would like them to do it? What if we took turns as leader? Would that magnify the impact we might have as parents? Might it also increase our credibility with our children when we tell them these things are important?

Also, for Parents who have some issues, it also helps if a child has the right to ask questions about our behaviors. When it sounds to a child like we're whining or complaining, might it help if the child can ask us? If we really are whining, would it be helpful to stop, or justify our position? In this, as in all things as Parents, all we have to do is ask ourselves whether or not our children can simply follow us, and make our decisions accordingly.

FIVE THINGS TO START

To start in the Guardian Knights Program, a child needs to learn five scripts. As stated before, parents have a right to modify the script. This should not be done casually since all the other children will probably be learning the normal script, and casual changing of every script could undermine the sense of being part of a peer group. However, when family principles and religious beliefs demand, parents may change scripts. We simply ask that the leaders are provided a copy from which to read when the children are tested.

The first five scripts are:

1. Karate Rules
2. No Whining
3. Bullseye
4. The Job of a Parent
5. Stand T.A.L.L.

These scripts are roughly in the order of difficulty. A child should be drilled on each one for three weeks, 21 consecutive days. The child should be encouraged to do each script standing at attention, speaking with a strong voice. Speaking loudly also helps a child remember.

Some parents cannot test their child for 21 consecutive days for some reason, either a child's visit to other family members, or a parent's trip. In this case, another adult may be asked to drill the child, or if that is not feasible, then the parent can teach and drill the child 21 times by doing it more than once each day to make up for the missed days. This should not be two or three times back to back, if possible, but once in the morning and again in the afternoon. The testing should be separated by several hours.

Each script follows, with a brief explanation for the parents. The "L" stands for "Leader" and is normally the parent or the instructor. The children's lines are in *italics*.

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.

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 your 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.” 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 might be almost accidental. As the skill level increased, then 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.

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.

- End -

Further Information Will Come in the Parent Handbook for
Guardian Knights: Page, Level One



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Guardian Knights

Page, Level One

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Any Questions May Be Directed to your child's instructor or:

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If the matter cannot be resolved via email,
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Dr. Conway has very limited availability for personal or family consulting, but he will make himself available when he can. As is his custom, if you are not satisfied that the information he provides is useful, then there is no charge for consulting him. There is never a charge for quick consultations before or after classes from Dr. Conway or any other instructor.