





MILE HIGH KARATE®

SIXTEEN WEEKS TO BLACK BELT AND BEYOND

THE BLACK BELT MINDSET INSTRUCTOR'S MANUAL

Sixteen 3–4 minute Mat Chat lessons and discussion guides for every age on the mat.

GRAND MASTER STEPHEN OLIVER & GRAND MASTER JEFF SMITH







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The Black Belt Mindset Instructor's Manual

Mat Chat Lessons and Discussion Guide

For use with *The Black Belt Mindset* and *The Black Belt Mindset Workbook*.

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START HERE

WHY THE MAT CHAT MATTERS

The kicks and punches are what students come for. The Mat Chat is what changes their lives.

Every class at Mile High Karate has a few minutes when the whole class kneels, gets quiet, and listens. That is the Mat Chat. It is where a white belt first hears that **"maybe" means no**, where a nervous adult learns to talk back to the voice that says "I can't," and where a family decides the Black Belt is their goal.

This manual gives you a complete Mat Chat for each of the sixteen weeks of *The Black Belt Mindset*, plus a discussion guide for every age group on your mat. Each lesson runs **three to four minutes** and follows the same five-part formula, so your students always know what is coming and you always know where you are going.

You do not have to be a great speaker. You have to be prepared, sincere and consistent. Read the script the first time through. By the second rotation, say it in your own words. Either way, the students are listening to *you*, and what they hear is that a Black Belt instructor believes they will be a Black Belt.

Each week stands alone. Students join any week, and the curriculum repeats every sixteen weeks. Never say "last week" or "next week" in a Mat Chat. Every student on the mat should feel the lesson was made for them.

WHAT IS IN EACH LESSON

1. **Lesson at a glance.** Success Skill, Principle of the Black Belt, Key Word, Creed line, objective and what to prepare.
2. **The Mat Chat script.** Five timed parts: Hook, Teach, Story, Ask and Commit, ending with the week's Call and Response.
3. **Discussion guide.** Questions for Little Dragons (4–6), kids (7–12), and teens and adults; what to listen for; follow-ups; cautions; and what to do if the room is quiet.
4. **Into the mat drill.** How to bridge from the chat into the week's drill, a job for your Black Belt or Leadership Team helper, and the check-in that opens the next class.
5. **Black Belt and Beyond.** The goal-setting module for the week, the test-cycle checkpoint, your three action steps and the parent tip.

THREE TO FOUR MINUTES, FIVE PARTS

THE MAT CHAT FORMULA

Same structure every week. New lesson every week.

1 **HOOK** 0:00–0:30

Grab attention with a question, a prop or a demonstration. Get the first answer out loud. Introduce the Key Word and have the class say it back.

2 **TEACH** 0:30–1:30

Name the Black Belt Success Skill in plain words. Explain what it looks like on the mat, at home and at school or work.

3 **STORY** 1:30–2:30

Tell one true story from the chapter: Grand Master Jhoon Rhee, Grand Master Smith, Grand Master Oliver or a Mile High Karate student. Stories are what students remember.

4 **ASK** 2:30–3:15

Two or three quick questions to the whole class, then hands up or turn to a partner. Every student says something.

5 **COMMIT** 3:15–3:45

Give the 7-day Home Challenge, tie it to each student's Black Belt date and "Black Belt and beyond," and finish with the Call and Response.

DELIVERY TIPS

- ✓ **Set the room.** Students kneel or sit in rows facing you. Get down to their eye level. Parents in the viewing area should be able to hear you.
- ✓ **Use your Mat Chat voice.** Slower and lower than your drill voice. Pause after every question. Let the energy come from the students' answers.
- ✓ **Expected answers are in parentheses.** If students don't give them, smile, give a hint, and ask again. Then say it together.
- ✓ **Stage directions are in [brackets].** Prepare props before class, not during the chat.
- ✓ **Watch the clock.** Four minutes is the limit. A short, sharp chat beats a long lecture every time. The discussion can continue during water breaks, at the end of class, or with the drill.
- ✓ **Write the Key Word and the Call and Response on the whiteboard** and use them all week as class-control cues and in your praise.

GETTING EVERY STUDENT TALKING

GUIDELINES FOR DISCUSSION

A good discussion is not the instructor talking more. It is the students thinking out loud.

1. **Ask, then wait.** Count three seconds in your head after every question. The best answers come after the silence.

2. **Call on hands and on quiet faces.** Start with volunteers, then invite a quiet student by name with an easy question they can answer.

3. **Praise the thinking, not just the answer.** "Great example!" "That's exactly how a Black Belt thinks." Use the Key Word in your praise.

4. **Repeat the answer so everyone hears it.** Then build on it: "Yes, and what would that look like at home?"

5. **Make it personal and practical.** Steer every answer toward one action the student can take in the next 24 hours.

6. **Use pair-share.** "Turn to a partner and tell them..." gets every student talking in thirty seconds.

7. **Mix the ages on purpose.** Ask the little ones first, the kids second, the teens and adults last. Older students model deeper answers.

8. **Keep it safe.** Never ask a student to confess a mistake, a fear or a family problem in front of the class. Ask for examples "a student might" have, not "you have."

9. **Keep it positive.** If an answer goes negative, thank the student and reframe: "What would a Black Belt do next?"

10. **Close the loop.** Every discussion ends with the Call and Response and a reminder of the Home Challenge.

ONE MAT, EVERY AGE

TEACHING MIXED AGES

LITTLE DRAGONS

AGES 4–6

- Short questions with one-word answers, yes/no, or "show me."
- Use their bodies: thumbs up, stand up, kiai, show me your Black Belt face.
- Repeat the Key Word many times. Make it a game.
- Praise effort and courage loudly and often.

KIDS

AGES 7–12

- Ask for examples from school, home and class.
- Use "what would you do if..." situations.
- Let them teach it back: "Who can explain it to a new white belt?"
- Challenge them: "Who will be the first to finish the Home Challenge?"

TEENS & ADULTS

13 AND UP

- Ask about real life: school, work, family, health.
- Invite them to share how they will apply it, not just what it means.
- Ask adults to model answers for younger students.
- Connect to leadership: the Black Belt Club and the Leadership Team.

HANDLING TOUGH MOMENTS

- **A student shares something personal or upsetting.** Thank them, keep your response short and kind, and move on. Speak with the student and parent privately after class. If anything suggests a student may be unsafe, follow your school's safeguarding policy right away.
- **A student says something negative about themselves.** Don't argue in front of the class. Reframe it gently ("You're still learning, and you're here") and follow up after class.
- **Answers turn into jokes or showing off.** Smile, say "Black Belt answers only," and call on someone else. Use the Call and Response to reset the room.
- **Someone blames another student or a family member.** Redirect to what *they* can control: "What part is yours?"
- **The group is silent.** Answer your own question with an example, then ask again. Or switch to pair-share or a show of hands.
- **You are running long.** Skip to Commit. Finish the discussion during the drill or at the end of class.

WRITTEN BY GRAND MASTER STEPHEN OLIVER

THE MILE HIGH KARATE STUDENT CREED

1. *"I develop myself physically and mentally, based on the MILE HIGH KARATE SPIRIT."*
2. *"I intend to develop myself in a positive manner and avoid anything that would reduce my mental growth or physical health."*
3. *"I intend to develop self-discipline in order to bring out the best in myself and others."*
4. *"I intend to use what I learn in class constructively and defensively, and never be abusive or offensive."*

PRINCIPLES OF THE BLACK BELT

MODESTY
Be proud of your work without bragging.

COURTESY
Use good manners and kindness with everyone, every time.

INTEGRITY
Do the right thing, even when no one is watching.

PERSEVERANCE
Keep going when it gets hard.

COURAGE
Do the right thing even when you feel afraid.

INDOMITABLE SPIRIT
Never let anything beat your spirit. Never give up.

Open every class with the Student Creed and the Principles of the Black Belt. Each Mat Chat names one creed line and one Principle to point out and praise all week.

TWO TEST CYCLES, SIXTEEN LESSONS

SIXTEEN WEEKS AT A GLANCE

WK	LESSON	SUCCESS SKILL	KEY WORD	CALL & RESPONSE
1	**Aim Before You Kick** Perseverance	Goal Attainment & Positive Self-Expectancy	TARGET	Where are you going? *Black Belt and beyond!*
2	**Never Quit** Indomitable Spirit	Definite Commitment	COMMIT	Are you interested or committed? *Committed!*
3	**Knowledge, Honesty, Strength** Integrity	Unshakable Character & Personal Honesty	HONEST	What do Black Belts build? *Knowledge, honesty, strength!*
4	**See the Black Belt in the Mirror** Courage	Visualization	SEE	Who do you see in the mirror? *A future Black Belt!*
5	**Expect Good Things** Courage	Total Self-Confidence	EXPECT	What do Black Belts expect? *To win, because we prepare!*
6	**What You Say When You Talk to Yourself** Indomitable Spirit	Positive Self-Talk	CANCEL	What do we do with 'I can't'? *Cancel it!*
7	**Do It Without Being Told** Perseverance	No Excuses	DISCIPLINE	What does discipline choose? *What I want most!*
8	**Courtesy and Respect** Courtesy	Positive Respect	RESPECT	How do Black Belts treat people? *With respect, every time!*
9	**Know Yourself** Modesty	Goal Attainment & Positive Self-Expectancy	MIRROR	What kind of mirror does a Black Belt keep? *A clean one!*
10	**The Fire Inside** Indomitable Spirit	Definite Commitment	FIRE	Where does your fire come from? *Inside me!*
11	**An Action Is Worth a Thousand Pictures** Integrity	Unshakable Character & Personal Honesty	ACTION	What is an action worth? *A thousand pictures!*
12	**Like Who You Are** Modesty	Total Self-Confidence	EARN	How do you get self-esteem? *I earn it!*
13	**Walk Like a Black Belt** Courage	Visualization	PICTURE	How do you walk in? *Like a Black Belt!*
14	**You Are in Charge of You** Courtesy	Positive Self-Talk	CHOOSE	Who's in charge of you? *I am!*
15	**Small Steps, Every Day** Perseverance	No Excuses	STREAK	What do Black Belts make? *No excuses!*
16	**The Black Belt Is a Beginning** All six Principles	All Eight Together (Black Belt and Beyond)	BEYOND	Where are you going? *Black Belt and beyond!*

TEST-CYCLE CHECKPOINTS

- **Weeks 1 & 9** Progress Update about 2 months (16 classes) before graduation.
- **Weeks 4 & 12** Progress Update about 1 month (8 classes) before graduation.
- **Weeks 7 & 15** Progress Update 2 weeks before graduation.
- **Weeks 8 & 16** Belt graduation, and the Black Belt and Beyond invitation for qualified students.

AIM BEFORE YOU KICK

SUCCESS SKILL	PRINCIPLE	KEY WORD
GOAL ATTAINMENT & POSITIVE SELF-EXPECTANCY	PERSEVERANCE	TARGET

> *"A goal is not always meant to be reached, it often serves simply as something to aim at."*
>
> — BRUCE LEE

LIVE THE CREED *"I develop myself physically and mentally, based on the MILE HIGH KARATE SPIRIT."*

THE BIG IDEA
Pick a clear goal, write it down, and take a step toward it every day.

OBJECTIVE
By the end of this Mat Chat, students will be able to say their Black Belt goal out loud using the word "when," name what SMART stands for, and explain why we aim past the target.

PREPARE
- ✓ A kicking target or a hand-held pad to hold up during the Hook.
- ✓ Copies of the SMART Goal Worksheet ready to hand out at the end of class.
- ✓ Recruit a Black Belt or Leadership Team helper to model saying a goal with "when" during the partner share.

1 THE MAT CHAT

3–4 MINUTES

HOOK
0:00–0:30

[Hold up a kicking target.] Students, eyes on me. Before you throw a kick, where do you look? *(At the target!)* Right. If you kick without looking, you might hit the wall. You might even hit me! Every good martial artist aims first. Life works the same way. If you don't know where you're going, you'll end up somewhere. It just might not be somewhere you want to be. So today, we aim.

TEACH
0:30–1:30

This week's Black Belt Success Skill is called Goal Attainment and Positive Self-Expectancy. First, pick a clear TARGET and write it down. Second, expect to hit it, and act like it. Our key word is TARGET. Your biggest target in this school is your Black Belt. A good target is SMART: Specific, Measurable, Attainable, Realistic and Tangible. A Black Belt is all five. You can even hold it in your hands! And every target needs a date. It takes about 48 months of steady training to earn your 1st Degree Black Belt. Grand Master Oliver has watched more than 1,000 students earn their Black Belts here. Every one of them set the goal at white belt. Not someday. Not maybe. He says there are only two choices, and maybe means no. So a Black Belt never says "if I get my Black Belt." A Black Belt says "when."

STORY
1:30–2:30

Meet a young man with a goal. In 1956, Jhoon Rhee got off a plane in San Francisco. He came from Korea to train with the U.S. Air Force. He had no school. He had no students. But he had a target: share Tae Kwon Do with America. In 1962 he opened his first school in Washington, D.C. He became the Father of American Tae Kwon Do. But Grand Master Rhee noticed something sad. Many students who earned a Black Belt quit about 60 days later. Sixty days, after years of training! Why? The Black Belt was the end of their aim. So he taught us what we do when we break a board. [Mime a punch through a board.] We don't aim at the board. We aim past it, so the power goes all the way through. Your Black Belt is the target. Your 2nd Degree, the Leadership Team, maybe teaching this class one day: that's aiming past it.

ASK
2:30–3:15

Let's check. Where do you look before you kick? *(At the target!)* When we break a board, where do we aim? *(Past it!)* What word does a Black Belt use, "if" or "when"? *(When!)* Hands up if you already know your Black Belt date. Great. Now turn to a partner and finish this sentence: "When I get my Black Belt, I will..." Go! [Give them 20 seconds.] I heard some great targets out there.

COMMIT
3:15–3:45

Here's your seven-day challenge. Every day this week, say your Black Belt goal out loud to someone: a parent, a friend, a teacher. Use the word "when." Then do one thing that day to train for it. Take home your SMART Goal Worksheet, write your 1st and 2nd Degree dates with your family, sign it and bring it back. That date is your target. Black Belt and beyond is your aim past it. Where are you going? *(Black Belt and beyond!)*

INSTRUCTOR **WHERE ARE YOU GOING?**
STUDENTS **BLACK BELT AND BEYOND!**
KEY WORD **TARGET**

2 DISCUSSION GUIDE

AIM Help every student, at every rank, name a definite Black Belt goal with a date and start talking about it with "when," not "if." Older students should also see that aiming past the Black Belt is what keeps a goal alive.

LITTLE DRAGONS

AGES 4–6

1. Show me where your eyes go before you kick. Can you point at the target?
2. Can you say "When I get my Black Belt" with a big voice?

KIDS

AGES 7–12

1. What is one goal you have at school or at home besides your Black Belt, and what is your first step?
2. Why do you think Grand Master Rhee wanted students to think about their next degree before they even got their Black Belt?
3. Who is one person you will tell your Black Belt goal to this week, and what will you say?

TEENS & ADULTS

13 AND UP

1. Think of a goal you set and let fade. Which SMART letter was missing?
2. Grand Master Oliver says "maybe means no." Where in your school, work or family life are you living in "maybe" right now?
3. What is your "aim past the target" after Black Belt, and how does knowing it change how you train today?

LISTEN FOR

- ✓ A clear target with a date, not a fuzzy wish.
- ✓ Using "when" instead of "if" about the Black Belt.
- ✓ Aiming past the target: the next goal is chosen before the first one is reached.
- ✓ A small daily action, not just a big dream.

FOLLOW-UP QUESTIONS

- What would saying your goal out loud look like at dinner tonight?
- How will you know you hit that target? What exactly will you see?
- What is one thing you could do in the next 24 hours to move toward it?

COACHING CAUTIONS

- Some students and families have not filled in a date yet. Never ask anyone to state a date in front of the class; invite them to work it out with family on the worksheet.
- Keep "maybe means no" warm, not scolding. Aim it at the decision, never at a student who has missed classes or is new.
- Little Dragons may not grasp 48 months. Use "when you are bigger" or "after lots of belts" instead of numbers.

IF THE ROOM IS QUIET Have the Black Belt helper go first with "When I get my 2nd Degree, I will…", then do a fast pair-share where partners say only their next belt color with "when."

3 INTO THE MAT DRILL

MAT DRILL Aim Past It: hold kicking targets and have students strike while focusing on a spot six inches behind the pad. Before each strike, the student calls out their goal ("Black Belt!"). Finish with each student saying their Black Belt goal to a partner using the word "when."

LEADER ROLE A Black Belt or Leadership Team helper models the partner share first and then holds a target for any student who needs a partner.

HOME CHALLENGE **Say It Every Day.** Every day this week, say your Black Belt goal out loud to someone (a parent, a friend, a teacher, a grandparent). Use the word "when," not "if." Then do one thing that day to train for it: practice a form, stretch, or do your karate homework. Write who you told and what you did. (Earns an attitude stripe when parent-signed.)

OPEN NEXT CLASS Open the next class with a hands-up check: "Who said your Black Belt goal out loud to someone, using 'when'? Who brought back a signed SMART Goal Worksheet?"

4 BLACK BELT AND BEYOND

Module A: Goal Setting Process (SMART Goals). *Checkpoint:* Progress Update: about 2 months (16 classes) before graduation

- ✓ Hand out the SMART Goal Worksheet. Teach SMART (Specific, Measurable, Attainable, Realistic, Tangible) in 60 seconds using the Black Belt as the example.
- ✓ Students fill in approximate goal dates for 1st and 2nd Degree Black Belt; parents co-sign the Personal Commitment.
- ✓ Keep a copy in the student file and book each family's 2-month Progress Update.

ADULT & PARENT TIP Parents: say "when you get your Black Belt," never "if." Post the goal dates on the fridge. Adults: write your own Black Belt date where you will see it every day.

NEVER QUIT

SUCCESS SKILL	PRINCIPLE	KEY WORD
DEFINITE COMMITMENT	INDOMITABLE SPIRIT	COMMIT

> *"Defeat is a state of mind; no one is ever defeated until defeat has been accepted as a reality."*
>
> — BRUCE LEE

LIVE THE CREED *"I intend to develop self-discipline in order to bring out the best in myself and others."*

THE BIG IDEA
Champions get knocked down like everyone else. They decide ahead of time to get back up.

OBJECTIVE
By the end of this Mat Chat, students will be able to explain the difference between interested and committed and state one thing they will do on a hard day instead of quitting.

PREPARE
- ✓ Copies of the Make the Commitment page ready to send home.
- ✓ Plan the "One More Rep" conditioning set so it starts right after the chat.
- ✓ Recruit a Black Belt or Leadership Team helper to share, in one sentence, a time they wanted to quit and kept going.

1 THE MAT CHAT

3–4 MINUTES

HOOK
0:00–0:30

Students, quick question. Do you wake up every morning and ask yourself, "Do I feel like brushing my teeth today?" *(No!)* Of course not. You decided a long time ago. It's not a question anymore. It just happens, every single day. That is what today is about. Not brushing teeth. Deciding. One time, for sure, so a bad day never gets a vote.

TEACH
0:30–1:30

This week's Black Belt Success Skill is Definite Commitment. That means you decide for sure. No "maybe." No "I'll try." Our key word is COMMIT. Here's the difference between interested and committed. An interested person shows up when it's easy, when it's fun, when they feel like it. A committed person shows up no matter what. When you're only interested, every hard day turns into a vote: "Should I go to class today?" Sooner or later, a bad day wins. When you're committed, there's no vote. The only question left is, "How do I get better today?" Committed people think about the reward, not the fear. They picture the day they tie on their Black Belt. And Grand Master Oliver says it this way: difficulties don't create character, they reveal it. Hard days show who you already are.

STORY
1:30–2:30

Now let me tell you something surprising about Grand Master Jeff Smith. He was the PKA World Light Heavyweight Champion from 1974 until 1980. Thirty-two wins and only one loss. But when he first started karate as a teenager in Texas, he quit. [Hold up two fingers.] He trained for about two months. Then other sports and a part-time job got in the way, and he stopped going. That was almost the end of the story. But his friend Johnny Woolley kept telling him to come back. Finally, he did. And he made himself a promise: "I'm going to get back into it this time, and I'm not going to quit." Not "I'll try." "I'm not going to quit." That is a definite commitment, and he kept it for the rest of his life. Think what the world would have missed if he had stayed home. Quitting once doesn't make you a quitter. What matters is what you decide next.

ASK
2:30–3:15

Let's check. Who shows up only when it's easy, interested or committed? *(Interested!)* Who shows up no matter what? *(Committed!)* When a kick feels hard and you say "I can't do this," what word do we add at the end? *(Yet!)* Now turn to a partner. Tell them one thing you will do on a bad day instead of quitting. Maybe "I'll come to class anyway," or "I'll do five more kicks at home," or "I'll ask my instructor for help." Go! [Give them 20 seconds.]

COMMIT
3:15–3:45

Here's your seven-day challenge: Finish Strong Week. For seven days, finish everything you start: every drill, every chore, every page of homework, every set of push-ups. Take "I'll try" out of your vocabulary. Say "I will," and do it. Take home your Make the Commitment page, read it with your family, and write your Black Belt date in ink. That's a commitment to Black Belt and beyond. Now, the big question. Are you interested or committed? *(Committed!)*

INSTRUCTOR **ARE YOU INTERESTED OR COMMITTED?**
STUDENTS **COMMITTED!**
KEY WORD **COMMIT**

2 DISCUSSION GUIDE

AIM Help students see commitment as a decision made ahead of time, so hard days do not become a vote. Each student should leave with one specific plan for a bad day.

LITTLE DRAGONS

AGES 4–6

1. Show me your strongest "I can do it" face! Now show me what you do when a kick is hard: do you stop or keep going?
2. Can you say "I can't do it... YET!" with me?

KIDS

AGES 7–12

1. What is something you do every day without asking "Do I feel like it?" How could karate be like that?
2. Grand Master Smith's friend Johnny Woolley helped him come back. How could you be a Johnny Woolley for a friend?
3. What is one thing in karate that is hard for you right now, and what is one small step you could take on it this week?

TEENS & ADULTS

13 AND UP

1. Think of something you quit. Were you interested or committed? What would a definite commitment have changed?
2. What does "difficulties don't create character, they reveal it" look like at school, at work or at home?
3. Where in your life do you still say "I'll try"? What would change if you said "I will" or "I won't" instead?

LISTEN FOR

- ✓ Commitment is decided once, ahead of time, not re-voted on every hard day.
- ✓ Hard days are normal for everyone, including champions.
- ✓ A specific bad-day plan: show up, take one small step, ask for help.
- ✓ Quitting once does not make you a quitter; what you decide next matters.

FOLLOW-UP QUESTIONS

- What would that look like on a day you're tired after school or work?
- Who in your family can help you keep that commitment?
- How will you know at the end of the week that you finished everything you started?

COACHING CAUTIONS

- Some students, or their parents, have quit things before. Never ask students to list what they quit in front of the class; keep that question for the written workbook or for teens and adults who volunteer.
- A child who says "I want to quit" in the chat should not be challenged publicly. Thank them, say "Lots of Black Belts felt that way," and talk with them and their parent privately after class.
- Keep "Yet!" encouraging. The class calls it out to lift a student up, never to tease someone who is struggling.

IF THE ROOM IS QUIET Have the Black Belt helper share one sentence about a time they wanted to quit, then run a quick thumbs-up, thumbs-sideways check: "Has a kick or form ever felt too hard?" and call on a thumbs-up.

3 INTO THE MAT DRILL

MAT DRILL One More Rep: during conditioning, when students reach their goal number, the instructor calls "Commit!" and everyone does one more rep together with a kiai. Then have partners tell each other the one thing they will do on a bad day instead of quitting.

LEADER ROLE A Black Belt or Leadership Team helper shares a one-sentence "I wanted to quit, but..." moment during the chat and leads the count on the extra rep.

HOME CHALLENGE **Finish Strong Week.** For seven days, finish everything you start: every drill, every chore, every page of homework, every set of push-ups. Do not say "I'll try" all week. Say "I will" and do it. Each night, check the box if you finished everything you started that day. (Earns an attitude stripe when parent-signed.)

OPEN NEXT CLASS Open the next class by asking, "Hands up if you finished everything you started this week. Who brought back a Make the Commitment page with your Black Belt date in ink?"

4 BLACK BELT AND BEYOND

Module B: Commitment. *Checkpoint:* Spotlight students in class for Black Belt Leadership and Goal Setting

- ✓ Read the W. H. Murray commitment passage to the class.
- ✓ Ask: "What's the difference between interested and committed?" Take three answers.
- ✓ Spotlight 2 or 3 students who have kept their training commitment this cycle, and collect the signed Make the Commitment pages.

ADULT & PARENT TIP Parents: make it a family rule that nobody quits on a bad day, and have the commitment conversation this week. Adults: replace "I'll try" with "I will" every day this week.

KNOWLEDGE, HONESTY, STRENGTH 03

SUCCESS SKILL	PRINCIPLE	KEY WORD
UNSHAKABLE CHARACTER & PERSONAL HONESTY	INTEGRITY	HONEST

> *"Strength in my body, honesty in my heart and knowledge in my mind."*
>
> — GRAND MASTER JHOON RHEE

LIVE THE CREED *"I develop myself physically and mentally, based on the MILE HIGH KARATE SPIRIT."*

THE BIG IDEA
A true martial artist builds three things: knowledge in the mind, honesty in the heart and strength in the body.

OBJECTIVE
By the end of this Mat Chat, students will be able to name the three things a Black Belt builds (knowledge, honesty, strength), explain "might for right," and say what an honest Black Belt says after a mistake.

PREPARE
- ✓ Write "Knowledge • Honesty • Strength" on a whiteboard, or tape three labels to the floor.
- ✓ A copy of Grand Master Rhee's creed to read from, and the Black Belt Stories page to send home.
- ✓ Recruit one or two Black Belts or Leadership Team helpers to answer "What kept you going?" after the chat.

1 THE MAT CHAT

3–4 MINUTES

HOOK
0:00–0:30

[Touch your head, then your heart, then make a muscle.] Students, do what I do. Touch your head. Touch your heart. Now make a muscle! Those three things are what a Black Belt builds. Knowledge in the mind. Honesty in the heart. Strength in the body. Picture a stool with three legs. Take one leg away, and what happens? *(It falls over!)* Today we make sure all three legs are strong.

TEACH
0:30–1:30

This week's Black Belt Success Skill is Unshakable Character and Personal Honesty. Character is the kind of person you are on the inside. A person with unshakable character knows who they are. They follow their own inner compass, not the crowd. When friends push them to do something wrong, they don't bend. Our key word is HONEST. Being honest means more than not lying. It means telling the truth, being fair, and doing what you say you will do. It also means owning your mistakes: "I did it. I'm sorry. I'll fix it." Those are some of the strongest words a Black Belt can say. And here's why you need all three legs. A strong person who isn't honest can become a bully. A smart person who isn't honest can trick people. Put all three together, and you have a Black Belt.

STORY
1:30–2:30

These lessons come from Grand Master Jhoon Rhee, the Father of American Tae Kwon Do. In 1956, he came to America from Korea with very little money, and he spoke very little English. In 1962, he opened his first school in Washington, D.C. More than 200 people came on opening day. Twelve signed up. Twelve! From there, he taught members of Congress and became friends with Bruce Lee. Years later, he sent a handwritten letter to a teenager running a small karate school in Tulsa. He invited him to train in Washington for the summer and test for his Black Belt. That teenager was Grand Master Oliver, and he still has that letter. Grand Master Rhee taught him that happiness starts with honesty. In his words: "When I am truthful, my heart is beautiful. When my heart is beautiful, everybody loves me. When everybody loves me, I am happy."

ASK
2:30–3:15

What three things does a Black Belt build? *(Knowledge, honesty, strength!)* When is it okay to use your karate? *(To protect! To do what's right!)* That's called might for right. What do you say when you make a mistake? *(I did it. I'm sorry. I'll fix it!)* Now, close your eyes. [Give them 10 seconds.] Thumbs up if you can think of a time telling the truth was hard, but you did it anyway. You don't have to share. That was a Black Belt moment.

COMMIT
3:15–3:45

Here's your seven-day challenge. Every morning, say Grand Master Rhee's creed. Each day, do one thing for your body, one thing for your mind and one honest thing for your heart, like owning up to a mistake before anyone asks. By Day 7, say the creed to a parent from memory. And find a Black Belt and ask how they made it. Their story shows the road to your Black Belt, and beyond. What do Black Belts build? *(Knowledge, honesty, strength!)*

INSTRUCTOR **WHAT DO BLACK BELTS BUILD?**
STUDENTS **KNOWLEDGE, HONESTY, STRENGTH!**
KEY WORD **HONEST**

2 DISCUSSION GUIDE

AIM Help students see honesty as strength, not weakness, and connect the three legs of the stool to everyday choices. Students should leave able to name one honest action they will take this week.

LITTLE DRAGONS

AGES 4–6

1. Show me: where is your knowledge? (Head!) Your honesty? (Heart!) Your strength? (Muscle!)
2. If you spill your water by accident, is it okay to say "I did it, I'm sorry"?

KIDS

AGES 7–12

1. Which leg of the stool is strongest for you right now, and which one needs more work?
2. What is a time someone could use karate the wrong way, and what would "might for right" look like instead?
3. Grand Master Rhee opened his school and only twelve people signed up. Why do you think he kept going?

TEENS & ADULTS

13 AND UP

1. Describe a time you followed your own compass instead of the crowd. What did it cost you, and what did it earn you?
2. Grand Master Rhee said happiness starts with truthfulness. Where do you see that at school, work or home?
3. What makes "I did it. I'm sorry. I'll fix it" hard to say, and what happens to trust when someone says it?

LISTEN FOR

- ✓ All three legs matter; honesty keeps strength and knowledge from being misused.
- ✓ Honesty includes owning mistakes before anyone asks.
- ✓ Might for right: karate is to protect, never to show off or bully.
- ✓ Following your own compass even when the crowd goes another way.

FOLLOW-UP QUESTIONS

- What would one honest thing for your heart look like at home tomorrow?
- How do you feel inside after you tell a hard truth?
- Which Black Belt in our school will you ask for their story, and what will you ask first?

COACHING CAUTIONS

- Do not ask students to confess lies or mistakes publicly. Keep personal examples silent (thumbs up, eyes closed) or optional.
- If a child names a sibling or classmate as "the liar," redirect gently: "We only talk about our own choices here."
- Keep "might for right" clear and age-appropriate: protecting yourself or someone who needs help, then getting an adult. Do not invite stories about fights.

IF THE ROOM IS QUIET Have each student touch the leg of the stool (head, heart or muscle) they want to grow this week, then call on two students who chose the heart.

3 INTO THE MAT DRILL

MAT DRILL Creed Combo: teach a three-move combination where each strike matches a word (punch on "knowledge," block on "honesty," kick on "strength"), shouting the word with each move. Then pair each beginner with a Black Belt for one minute to ask, "What kept you going?"

LEADER ROLE A Black Belt or Leadership Team helper partners with beginners after the chat and answers, in a minute or less, "How long did your journey take, and what kept you going?"

HOME CHALLENGE **Learn and Live the Creed.** Say Grand Master Rhee's creed out loud every morning for seven days. Each day, do one thing for your body, one thing for your mind and one honest thing for your heart (like owning up to a mistake before anyone asks). By Day 7, say the creed to a parent from memory. (Earns an attitude stripe when parent-signed.)

OPEN NEXT CLASS Open the next class by asking volunteers to say Grand Master Rhee's creed from memory, and ask, "Who talked with a Black Belt? Tell us one thing they said."

4 BLACK BELT AND BEYOND

Module 3: Black Belt Stories. *Checkpoint:* Pre-frame Black Belt during class; identify "A" students and parents

- ✓ Have a current Black Belt read a short Black Belt essay or give a 1-minute performance.
- ✓ Share one student or parent testimonial about what training has changed.
- ✓ Talk about existing Black Belts by name: where they started and what they overcame.

ADULT & PARENT TIP Parents: at dinner, ask what your child did for their body, their mind and their heart today, and praise honesty most. Adults: pick the weakest leg of your stool and give it ten minutes a day.

SEE THE BLACK BELT IN THE MIRROR 04

SUCCESS SKILL	PRINCIPLE	KEY WORD
VISUALIZATION	COURAGE	SEE

> *"Always remember that your success begins inside you: If you can't see it first, no one else ever will."*
>
> — CHUCK NORRIS

LIVE THE CREED *"I intend to develop myself in a positive manner and avoid anything that would reduce my mental growth or physical health."*

THE BIG IDEA

See yourself as the person you are working to become, and you will start to become that person.

OBJECTIVE

By the end of this Mat Chat, students will be able to explain what visualization and pre-playing are, show how a Black Belt stands, and picture themselves receiving their Black Belt.

PREPARE

- ✓ Clear floor space so the class can switch from a "white belt on day one" stance to a Black Belt stance.
- ✓ Copies of the Visualization Worksheet ("Make a Definite Commitment") to send home.
- ✓ Recruit a Black Belt or Leadership Team helper to model the Black Belt stance and lead the first line of the Black Belt Walk.

1 THE MAT CHAT

3–4 MINUTES

HOOK
0:00–0:30

[Speak slowly and quietly.] Students, close your eyes. Keep them closed. See yourself on stage at the Black Belt Extravaganza. The lights are bright. Your family is in the seats. Your name is called. You walk forward, and your instructor ties a Black Belt around your waist. Hear the clapping. How are you standing? How do you feel? Now open your eyes. That person is real. You just haven't met them yet.

TEACH
0:30–1:30

What you just did is this week's Black Belt Success Skill: Visualization. Visualization means seeing something clearly in your mind before it happens. Our key word is SEE. Champions don't just practice with their bodies. They practice in their minds. Before a big form, a Black Belt runs the whole thing in their head first. That's called pre-playing. After a great performance, they play it back. That's re-playing. Your brain treats a clear picture almost like real practice. You also carry a picture in your head of who you are. It's called your self-image, and you tend to act like that picture. If it says "I always mess up," you'll find ways to mess up. If it says "I'm a Black Belt in training," you'll stand, train and talk like one. At Mile High Karate we say: self-motivation arrives through visualization.

STORY
1:30–2:30

Grand Master Jeff Smith became a world champion, but the picture in his head started small. He was only 14 years old when he started sparring with college men at a karate club in Kingsville, Texas. Back then, there was no safety gear. Today we wear pads and use control, so don't try what he did! But think about how a 14-year-old had to see himself to step in with grown men. In his words: "So I was used to sparring big guys, and I wasn't intimidated too much." He didn't see himself as "just a kid." He saw himself as a fighter who belonged in that room. That picture grew. He won the PKA World Light Heavyweight title in 1974 and held it until 1980. Chuck Norris said it this way: "Always remember that your success begins inside you: If you can't see it first, no one else ever will."

ASK
2:30–3:15

Show me how a white belt stands on day one. [Let them slump, then switch.] Now show me how a Black Belt stands! *(Chin up, shoulders back, eyes forward!)* What do we call running your form in your mind before you do it? *(Pre-playing!)* Who can SEE themselves wearing a Black Belt? Hands up! Now turn to a partner and tell them one word that describes you as a Black Belt. Strong? Brave? A leader? Say it with a strong voice. Go!

COMMIT
3:15–3:45

Here's your seven-day challenge: Black Belt Picture Week. Every night before bed, spend 30 seconds seeing yourself receive your Black Belt. See it, hear the clapping, feel the belt being tied. Then write down one piece of proof from that day that you're becoming that person. Take home your Visualization Worksheet, write your Black Belt date, and draw your Black Belt self. See your Black Belt, and beyond. Who do you see in the mirror? *(A future Black Belt!)*

INSTRUCTOR **WHO DO YOU SEE IN THE MIRROR?**
STUDENTS **A FUTURE BLACK BELT!**
KEY WORD **SEE**

2 DISCUSSION GUIDE

AIM Help students practice seeing a clear picture of themselves as a Black Belt and understand that the picture they hold shapes how they act. Each student should name one Black Belt quality they will practice this week.

LITTLE DRAGONS

AGES 4–6

1. Close your eyes. Can you see your Black Belt? What color is it? (Black!)
2. Show me your Black Belt stand! Show me your Black Belt kihap!

KIDS

AGES 7–12

1. When could you pre-play something this week, at karate or at school?
2. What is one thing a Black Belt does that you could start doing today, as the rank you are now?
3. Grand Master Smith saw himself as someone who belonged. Where would you like to feel like you belong?

TEENS & ADULTS

13 AND UP

1. What belief about yourself did you form years ago that may no longer be true? What proof from training says otherwise?
2. How could you use pre-playing before a test, a presentation at work or a hard conversation at home?
3. What label has someone given you that you are ready to erase, and what word would you put in its place?

LISTEN FOR

- ✓ A clear picture with detail: what they see, hear and feel.
- ✓ Self-image is not pretending; it is seeing who you are becoming.
- ✓ Pre-playing before and re-playing after a performance.
- ✓ Collecting proof: small brave or strong actions that match the picture.

FOLLOW-UP QUESTIONS

- What would a Black Belt version of you do at home tomorrow morning?
- What piece of proof could you write down tonight?
- When you pre-play your form, which move do you want to see most clearly?

COACHING CAUTIONS

- Some students carry hurtful labels ("shy," "clumsy," "lazy"). Never ask them to share labels aloud in the group; keep that question for teens and adults who volunteer.
- During the stance switch, praise the Black Belt version only. Don't single out a student as the example of a slumped white belt.
- If a student says "I can't see it" or "I'll never be a Black Belt," thank them, reframe it ("You can't see it yet; every class adds a line to your picture"), and speak with the parent privately.

IF THE ROOM IS QUIET Run the stance switch again, then have partners give each other one Black Belt word ("strong," "brave," "focused") before you call on anyone.

3 INTO THE MAT DRILL

MAT DRILL Black Belt Walk: students walk across the mat one line at a time as if they already wear their Black Belt (chin up, shoulders back, eyes forward). Then everyone closes their eyes and pre-plays their form once in their mind before performing it for real. Ask: did it feel smoother?

LEADER ROLE A Black Belt or Leadership Team helper models the Black Belt stance during the Ask and leads the first line of the Black Belt Walk.

HOME CHALLENGE **Black Belt Picture Week.** Every night for seven days, spend 30 seconds before bed picturing yourself receiving your Black Belt: see it, hear the clapping, feel the belt being tied. Then write one piece of proof from that day that you are becoming that person (you stood tall, used a strong voice, did something brave). (Earns an attitude stripe when parent-signed.)

OPEN NEXT CLASS Open the next class by asking, "Hands up if you pictured your Black Belt every night. Who can share one piece of proof you wrote down?" and collect any returned Visualization Worksheets.

4 BLACK BELT AND BEYOND

Module 4: Visualization Worksheet. *Checkpoint:* Progress Update: about 1 month (8 classes) before graduation

- ✓ Hand out the Visualization Worksheet ("Make a Definite Commitment"): students write their Black Belt date and fill the thought bubbles with Black Belt qualities.
- ✓ Parents list how they see their child as a Black Belt; students may add a photo of their face on the figure.
- ✓ A returned worksheet earns an attitude stripe. Hold 1-month Progress Updates this week.

ADULT & PARENT TIP Parents: fill in the "how I see my child as a Black Belt" section with specific words, and avoid labels like "shy" or "clumsy," even as jokes. Adults: rehearse your next test requirement in your mind during your commute.

EXPECT GOOD THINGS

SUCCESS SKILL	PRINCIPLE	KEY WORD
TOTAL SELF-CONFIDENCE	COURAGE	EXPECT

> *"To be a great champion you must believe you are the best. If you're not, pretend you are."*
>
> — MUHAMMAD ALI

LIVE THE CREED *"I intend to develop myself in a positive manner and avoid anything that would reduce my mental growth or physical health."*

THE BIG IDEA

When you work hard and expect to succeed, you give yourself the best chance to win.

OBJECTIVE

By the end of this Mat Chat, students will be able to explain the difference between wishing and expecting, turn one "I can't" into "I can't yet," and say "when," not "if," about their Black Belt.

PREPARE

- ✓ A Black Belt to hold up during the Hook.
- ✓ Kicking targets or a practice board set out for the Expect It drill.
- ✓ Recruit a Black Belt or Leadership Team helper to model a winner's stance and say "I expect to hit it."
- ✓ Camera and tape strips ready if this is photo day for Black Belt photos and target dates.

1 THE MAT CHAT

3–4 MINUTES

HOOK
0:00–0:30

[Hold up a Black Belt.] Students, eyes on me. Raise your hand if you want one of these someday. *(Hands up!)* Great. Now here's a tricky question. Do you HOPE you'll get it, or do you EXPECT you'll get it? Those sound the same. They are not. One is a wish. The other is a plan with work behind it. Our key word today is EXPECT. Say it with me, loud and proud! *(EXPECT!)*

TEACH
0:30–1:30

Our Black Belt Success Skill is Total Self-Confidence. A Black Belt believes, "I can do anything I am willing to work for." Not everything today. Anything you are willing to work for. To expect something means you believe it will happen. What you expect from yourself is called self-expectancy. But listen closely: expecting is not wishing. Wishing is sitting on the couch saying, "I hope I pass my test." Expecting is practicing every night, then walking in and saying, "I'm ready." Wishing skips the work. Expecting is earned by the work. And confidence? Nobody is born with it. You build it one brick at a time, just like your kicks. Every time you prepare and do well, you add a brick. Soon, when someone says, "You can't," it bounces right off.

STORY
1:30–2:30

In August 1978, Grand Master Oliver stood in a room in Washington, D.C., to test for his 1st Degree Black Belt. Grand Master Jhoon Rhee sat across from him, next to a board of senior Black Belts. One of them was a young world champion named Jeff Smith. Yes, our Grand Master Smith! It was a real test. Long, hard, and every part was scored. Was Grand Master Oliver nervous? Of course. But he expected to pass. Not because he was lucky. Because he had trained since 1969. He had practiced his forms more times than he could count. He had earned the right to expect a good result. And he passed with one of the highest scores ever given on that exam. Grand Master Smith lived it, too. He promised himself he would compete until he was 35. Then he trained six hours a day to earn it.

ASK
2:30–3:15

So let me ask you. If you never practice your form, can you expect to know it at your test? *(No!)* Why not? *(Because you didn't do the work!)* What is the magic word that turns "I can't" into a goal? *(Yet!)* Do Black Belts say "if" or "when"? *(When!)* Turn to a partner. Tell them one thing you can't do yet, and one thing you will do to prepare for it. Go! [Give 20 seconds, then clap twice to bring them back.]

COMMIT
3:15–3:45

Here is your 7-day challenge. Every morning, say out loud, "I prepared, and I expect a good day." Then do one thing to prepare for something that matters: practice your form, study for a test, or lay out your uniform. Have a parent check it each day. Hang your Black Belt photo with your target date where you see it every morning. Say "when," not "if." Black Belt and beyond! What do Black Belts expect? *(To win, because we prepare!)*

INSTRUCTOR **WHAT DO BLACK BELTS EXPECT?**
STUDENTS **TO WIN, BECAUSE WE PREPARE!**
KEY WORD **EXPECT**

2 DISCUSSION GUIDE

AIM Help students see that expecting success is earned by preparation, not luck, and get each student to name one specific thing they will prepare for and say "when" about their Black Belt.

LITTLE DRAGONS

AGES 4–6

1. Show me your winner's stance! Do you stand tall or small when you expect to hit the target?
2. If you practice your kicks at home, will they get better? Show me with a thumbs up or thumbs down.

KIDS

AGES 7–12

1. What is the difference between wishing you pass a test and expecting to pass it?
2. Tell us about something hard you did before, like riding a bike. How can that help you feel confident at your next belt test?
3. What is one thing you can't do yet in karate, and what will you practice to get it?

TEENS & ADULTS

13 AND UP

1. Where in your life are you wishing instead of expecting, at school, work or home? What preparation is missing?
2. What old "I can't" or "I'm not a ___ person" belief do you carry? How would you rewrite it using the word "yet"?
3. Grand Master Smith promised himself he would compete until he was 35. What promise could you make to yourself about your Black Belt, and how will you earn it?

LISTEN FOR

- ✓ Expecting is earned by preparation; wishing skips the work.
- ✓ Confidence is built one rep or brick at a time, not something you are born with.
- ✓ "Yet" keeps the door open, and Black Belts say "when," not "if."
- ✓ A miss is a lesson: learn from it and expect to do better next time.

FOLLOW-UP QUESTIONS

- What exactly will you do tomorrow morning to prepare for that?
- How will you feel walking into your test if you practiced every day this week?
- What could you tell yourself if you expect to do well and it doesn't go your way?

COACHING CAUTIONS

- Don't let "expect to win" turn into bragging or putting down classmates; steer it back to preparation and quiet confidence.
- A student who recently failed a stripe or test may feel singled out by "expect to pass"; frame misses as lessons and never use a real student's result as an example.
- Students with a later Black Belt target date may compare themselves to others; stress that everyone's date is their own and "when" applies to every student.

IF THE ROOM IS QUIET Go first: say one "I can't" of your own out loud and have the whole class shout "YET!" back, then invite three volunteers to do the same.

3 INTO THE MAT DRILL

MAT DRILL Expect It: before a target kick, board break or form, each student looks at the target and says 'I expect to hit it,' sets a winner's stance, then performs. Afterward, ask the class how it felt different.

LEADER ROLE A Black Belt or Leadership Team helper models the winner's stance and "I expect to hit it" before the drill, then holds a target for the youngest students.

HOME CHALLENGE **Prepare, Then Expect.** Every morning this week, say out loud, "I prepared, and I expect a good day." Then do one thing to prepare for something that matters: practice your form, study for a test, or lay out your uniform. Have a parent check each day to earn your attitude stripe. (Earns an attitude stripe when parent-signed.)

OPEN NEXT CLASS Open next class by asking, "Hands up if you said 'I prepared, and I expect a good day' every morning," and have two students share what they did to prepare.

4 BLACK BELT AND BEYOND

Module 5: Black Belts: Photos and Target Date. *Checkpoint:* Invite qualified ("A") families to preview Leadership class

- ✓ Photo day: each student is photographed wearing or holding a Black Belt, standing with the school's Black Belts.
- ✓ Write each student's target 1st Degree date on a strip of tape on the belt in the photo; students fill in the workbook page.
- ✓ Send the photo home with a note asking parents to post it where the student will see it every day.

ADULT & PARENT TIP Parents: say "when you get your Black Belt," never "if." Adults: notice whether you walk into class expecting to improve, or just hoping to survive.

WHAT YOU SAY WHEN YOU TALK TO YOURSELF

06

SUCCESS SKILL	PRINCIPLE	KEY WORD
POSITIVE SELF-TALK	INDOMITABLE SPIRIT	CANCEL

> *"If you learn to think positively, your subconscious will go along, even working for you while you sleep."*
>
> — CHUCK NORRIS

LIVE THE CREED *"I intend to develop myself in a positive manner and avoid anything that would reduce my mental growth or physical health."*

THE BIG IDEA

The words you say to yourself all day long become the person you are.

OBJECTIVE

By the end of this Mat Chat, students will be able to name the three steps of Positive Self-Talk (catch it, cancel it, change it) and turn a negative "I can't" into a positive "I am" sentence out loud.

PREPARE

- ✓ Index cards and a marker to show a sample "I am" card for the mirror.
- ✓ A short list of common class negatives to call out in the Ask ("I can't do push-ups," "I'm too slow").
- ✓ Recruit a Black Belt or Leadership Team helper to demonstrate the Cancel Partner high block with you.

1 THE MAT CHAT

3–4 MINUTES

HOOK
0:00–0:30

Students, eyes on me. Who talks to you more than anyone else in the whole world? Your mom? *(No!)* Your teacher? *(No!)* You do! All day long, there's a voice in your head. Sometimes it sounds like a great coach. Sometimes it sounds like a grumpy critic. Today you learn how to fire the critic. Our key word is CANCEL. Say it like you mean it! *(CANCEL!)*

TEACH
0:30–1:30

Our Black Belt Success Skill is Positive Self-Talk. A Black Belt is in charge of the conversation inside their own head. Here's the secret: your brain believes what you tell it. It works like a computer, and your self-talk is the program. Put in "I can't," and your brain stops trying. Put in "I'm getting better every class," and your brain gets to work. So we use the Black Belt method. Catch it. Cancel it. Change it. When you hear "I always mess this up," catch it. Say, "Cancel!" Then change it: "I'm learning this, and I get better every time." This is not pretending. If you miss a kick, you missed it. But a Black Belt doesn't say, "I'm terrible." A Black Belt says, "Chamber higher. Again."

STORY
1:30–2:30

When Grand Master Oliver started karate in Tulsa, Oklahoma, in 1969, training was tough. Hard contact. No participation trophies. But the hardest part of class was not the push-ups. It was not the sparring. It was the little voice in his head saying, "You can't do that. Everybody is better than you." He had to learn to talk back to it. Grand Master Smith learned it, too. In 1975, he was getting ready to defend his world title for the first time. A reporter asked about the fight. He said, "I've worked a long time for it. I've won a lot of titles." That's not bragging. That's a champion reminding himself of the truth. Then he said what came next: "I'm going to probably double my training." First, remind yourself what you've done. Then tell yourself what you'll do next.

ASK
2:30–3:15

So let me ask you. Who is in charge of that voice? *(I am!)* What are the three steps? *(Catch it, cancel it, change it!)* What does the bad voice sometimes say in class? *(I can't! I'm too slow!)* Let's practice. When I say a "can't," you shout "Cancel that!" Ready? "I can't do push-ups!" *(Cancel that!)* "I'll never learn this form!" *(Cancel that!)* Hands up if you can change it into an "I am" sentence. [Call on two students.] *(I am getting stronger every class!)*

COMMIT
3:15–3:45

Here is your 7-day challenge: Mirror Talk Week. Write one "I am" sentence on a card and tape it to your mirror. Every morning and every night, look yourself in the eye and say it three times with energy. Then write three sentences: why you WILL be a Black Belt, who you're becoming, and what you'll do after. Not "want to." WILL. That's self-talk for your Black Belt date and beyond. What do we do with "I can't"? *(Cancel it!)*

INSTRUCTOR WHAT DO WE DO WITH 'I CAN'T'?
STUDENTS CANCEL IT!
KEY WORD **CANCEL**

2 DISCUSSION GUIDE

AIM Help students notice their own self-talk, practice catch it, cancel it, change it, and leave with one strong "I am" sentence they will say in the mirror every day.

LITTLE DRAGONS

AGES 4–6

1. When you say "I can't," what do we shout? Show me your Cancel high block!
2. Can you say "I am strong!" with a big kiai voice?

KIDS

AGES 7–12

1. What does the bad voice sometimes say to you in class, and how could you change it?
2. How is good self-talk like buckling your seatbelt?
3. Where in your house is the best place to put your "I am" card so you see it every day? Why there?

TEENS & ADULTS

13 AND UP

1. What "I always" or "I never" statement do you make about yourself at school, work or home? How has it shaped your choices?
2. Grand Master Smith reminded himself what he'd done, then said what he'd do next. How could you use that before a test, a game or a big meeting?
3. How does the way you talk about yourself in front of friends or family change the way you think about yourself?

LISTEN FOR

- ✓ Your brain believes what you tell it; self-talk is the program.
- ✓ Catch it, cancel it, change it, and say the new sentence as if it is already true.
- ✓ Positive self-talk is honest, not pretending: name the fix ("Chamber higher. Again.").
- ✓ Repetition builds the habit: out loud, on paper, every day.

FOLLOW-UP QUESTIONS

- What would you say to yourself the very next time you miss a kick in class?
- What would that "I am" sentence sound like said out loud, with energy?
- Who at home could help you remember to say your card morning and night?

COACHING CAUTIONS

- If a student shares a very negative thought about themselves ("I'm stupid," "Nobody likes me"), thank them for being honest, reframe gently, and speak with the parent privately after class.
- Keep "Cancel that!" playful and aimed at the words, never at the person; don't let classmates use it to mock someone.
- Don't ask students to share their worst self-talk publicly; invite common examples ("I'm too slow") instead of personal confessions.

IF THE ROOM IS QUIET Call out three common negatives yourself and have the class shout "Cancel that!" after each, then pair-share: each partner rewrites one into an "I am" sentence and says it to the other.

3 INTO THE MAT DRILL

MAT DRILL Cancel Partner: Partner A says a common negative ('I'm too slow'). Partner B blocks with a high block and shouts 'Cancel!' Together they change it ('I'm getting faster every class!'). Switch roles.

LEADER ROLE A Black Belt or Leadership Team helper demonstrates the Cancel Partner drill with the instructor and then circulates to coach partners who get stuck finding an "I am" replacement.

HOME CHALLENGE **Mirror Talk Week.** Write one "I am" sentence on a card and tape it to your mirror. Every morning and every night this week, look yourself in the eye and say it out loud three times with energy. Have a parent check each day to earn your attitude stripe. (Earns an attitude stripe when parent-signed.)

OPEN NEXT CLASS Open next class by having three students say their "I am" card out loud with energy, and ask for a show of hands on who said it morning and night every day.

4 BLACK BELT AND BEYOND

Module 6: Black Belt Essays, Performances and Testimonials. *Checkpoint:* Preview classes for invited families

- ✓ Feature a Black Belt essay or performance (a different one from Module 3).
- ✓ Share a parent testimonial about long-term results such as grades, confidence and focus.
- ✓ Students begin their 3-sentence draft "Why I will be a Black Belt" on the workbook page; collect a testimonial for each student file.

ADULT & PARENT TIP Parents: listen for how you talk about yourself in front of your child this week. Adults: notice the first thing you say to yourself after a mistake, and change it.

DO IT WITHOUT BEING TOLD

07

SUCCESS SKILL	PRINCIPLE	KEY WORD
NO EXCUSES	PERSEVERANCE	DISCIPLINE

> *"I hated every minute of it. But I said to myself, 'Suffer now, and live the rest of your life as a champion.'"*
>
> — MUHAMMAD ALI

LIVE THE CREED *"I intend to develop self-discipline in order to bring out the best in myself and others."*

THE BIG IDEA
Self-discipline means doing the right thing because you choose to, not because someone makes you.

OBJECTIVE
By the end of this Mat Chat, students will be able to name Grand Master Rhee's two ingredients of discipline (attention and respect) and replace an excuse with "That's on me. Here's what I'll do next."

PREPARE
- ✓ A blank Self-Discipline Sheet to hold up during the Hook.
- ✓ Two or three completed Self-Discipline Sheets (or parent notes) to read and cheer, if available.
- ✓ Recruit a Black Belt or Leadership Team helper to lead the Mental Rehearsal form after the chat.

1 THE MAT CHAT

3–4 MINUTES

HOOK
0:00–0:30

[Hold up a blank Self-Discipline Sheet.] Students, eyes on me. What does the word discipline make you think of? A teacher yelling? *(Yes!)* Getting sent to your room? *(Yes!)* Here's the surprise. At Mile High Karate, discipline is not something done TO you. It's something you do FOR yourself. And it starts with doing things without being told. Our key word is DISCIPLINE. Say it! *(DISCIPLINE!)*

TEACH
0:30–1:30

Grand Master Jhoon Rhee said discipline has two ingredients: attention and respect. Attention means you notice what needs doing. Respect means you care enough to do it, whether anybody is watching or not. Our Black Belt Success Skill is No Excuses. An excuse is a reason you give for why something isn't your fault. "I didn't practice because my brother was loud." "I forgot my belt because nobody reminded me." Here's the problem: every excuse hands your power to someone else. A Black Belt takes one hundred percent responsibility and says, "That's on me. Here's what I'll do next." When you own the problem, you own the fix. "I forgot my belt. Tonight I'll pack my bag before bed." That's discipline.

STORY
1:30–2:30

When Grand Master Oliver was a young Black Belt, he thought discipline meant a tough teacher yelling about push-ups. Then Grand Master Rhee taught him those two ingredients, and he never forgot them. Now think about Grand Master Jeff Smith. He was the PKA World Light Heavyweight Champion from 1974 to 1980. How? He trained six hours a day, in three workouts, for almost twenty years. Nobody stood over him with a stopwatch. He was the champion. He could have taken it easy. He chose not to. And in his school, kids earned a self-discipline sticker for helping at home without being asked. A champion training six hours a day and a seven-year-old putting away his shoes come from the same place: deciding to do what needs doing, without being told.

ASK
2:30–3:15

So let me ask you. What are Grand Master Rhee's two ingredients? *(Attention and respect!)* Which one means noticing what needs doing? *(Attention!)* What does a Black Belt say instead of an excuse? *(That's on me!)* Hands up: who did something at home without being told this week? [Call on two or three and lead a quick cheer for each.] Now turn to a partner and name one hard thing you'll do first today, before you play. Homework before games! Go!

COMMIT
3:15–3:45

Here is your 7-day challenge. Keep your Self-Discipline Sheet. Every day, do at least one helpful thing at home, school or work without being told. Write it down and have a parent initial it. Then plan your "Journey to Black Belt" poster, with your target date in big letters. When the easy thing calls your name, look at that poster and choose your Black Belt, and beyond. What does discipline choose? *(What I want most!)*

INSTRUCTOR **WHAT DOES DISCIPLINE CHOOSE?**
STUDENTS **WHAT I WANT MOST!**
KEY WORD **DISCIPLINE**

2 DISCUSSION GUIDE

AIM Help students see discipline as a choice they make for themselves, not a punishment, and leave with one specific thing they will do without being told before the next class.

LITTLE DRAGONS
AGES 4–6

1. Can you put your shoes away before Mom or Dad asks? Show me a thumbs up if you'll try tonight!
2. Show me how you look around a room to find a job that needs doing.

KIDS
AGES 7–12

1. What is one thing you did at home without being told, and how did it feel?
2. Think of an excuse you've heard or used. How would a Black Belt say it the No Excuses way?
3. Grand Master Smith trained six hours a day. What is one small thing you could do every day without anyone telling you?

TEENS & ADULTS
13 AND UP

1. What is a promise you made to yourself that you haven't kept? What small step will you take this week?
2. Which excuse do you reach for most at school or work: time, traffic, other people? What changes if you say "That's on me" instead?
3. Discipline is choosing what you want most over what you want right now. Where in your life is "right now" winning, and what would flip it?

LISTEN FOR

- ✓ Discipline has two ingredients: attention (noticing what needs doing) and respect (doing it whether or not anyone is watching).
- ✓ Every excuse hands your power to someone else; owning the problem means owning the fix.
- ✓ Small things done without being told are reps that build big discipline.
- ✓ Do the hard thing first, and keep promises to yourself, not just to others.

FOLLOW-UP QUESTIONS

- What would that look like at home tomorrow, before anyone says a word?
- When the game or the phone is calling your name, what will you tell yourself?
- Who will notice when you do it, and how will you know you kept your promise to yourself?

COACHING CAUTIONS

- Don't let "No Excuses" become blaming; a student facing a real hardship at home is not making an excuse. Keep the focus on what they can control next.
- When cheering Self-Discipline Sheets, make sure the same few students aren't the only ones praised; find something to recognize in quieter students too.
- Avoid examples that sound like discipline means punishment or fear; keep linking it to pride, stripes and cheers.

IF THE ROOM IS QUIET Read one completed Self-Discipline Sheet or parent note out loud and lead a big cheer, then have every student hold up fingers for how many things they did without being told and call on the highest hands.

3 INTO THE MAT DRILL

MAT DRILL Mental Rehearsal: students close their eyes and perform their form in their minds, every move, at full speed and power. Then they open their eyes and perform it for real. Ask: did it feel smoother?

LEADER ROLE A Black Belt or Leadership Team helper leads the class through the Mental Rehearsal form and quietly notes students who line up or tidy gear without being asked so the instructor can praise them.

HOME CHALLENGE **My Self-Discipline Sheet.** Every day for seven days, do at least one helpful thing at home, school or work WITHOUT being told. Write what you did each day. Ask a parent to initial it to earn your attitude stripe. (Earns an attitude stripe when parent-signed.)

OPEN NEXT CLASS Open next class by reading three Self-Discipline Sheets out loud and having the class cheer each one, then ask who has a hard thing they did first.

4 BLACK BELT AND BEYOND

Module 7: Visualization and Goal Posters. *Checkpoint:* Progress Update: 2 weeks before graduation

- ✓ Students create a "My Journey to Black Belt" poster: photo, goal date, quotes and their reasons why (planned on the workbook page).
- ✓ Display finished posters in the lobby for the week before graduation.
- ✓ Hold 2-week Progress Updates with each family; confirm graduation readiness.

ADULT & PARENT TIP Parents: notice and name it when your child does something without being told, then tell the instructor. Adults: keep your own Self-Discipline Sheet this week and catch your excuses.

COURTESY AND RESPECT

08

SUCCESS SKILL	PRINCIPLE	KEY WORD
POSITIVE RESPECT	COURTESY	RESPECT

> *"Respect begins the first time a martial arts student steps into a dojo and bows to his instructor."*
>
> — CHUCK NORRIS

LIVE THE CREED *"I intend to use what I learn in class constructively and defensively, and never be abusive or offensive."*

THE BIG IDEA

Respect is how you treat people, especially the ones who can't do anything for you.

OBJECTIVE

By the end of this Mat Chat, students will be able to explain what a bow means, use the words of respect correctly, and name one person who helped them earn their belt and how they will thank them.

PREPARE

- ✓ A set of sparring pads (gloves and foot pads) to hold up during the Story.
- ✓ Recruit a Black Belt or Leadership Team helper to demonstrate a proper bow, eye contact and firm handshake.
- ✓ Graduation details on hand (time, walk-on order) for rehearsing during the drill.

1 THE MAT CHAT

3–4 MINUTES

HOOK
0:00–0:30

[Bow to the class.] Students, eyes on me. What was the very first thing you learned at Mile High Karate? A kick? *(No!)* A punch? *(No!)* A bow! *(A bow!)* A bow says, "I see you. I value you. I will take care of you while we train." That's a lot of meaning in one little move. Our key word today is RESPECT. Say it, then bow! *(RESPECT!)*

TEACH
0:30–1:30

Our Black Belt Success Skill is Positive Respect. Courtesy is good manners, what people see on the outside. Respect is what you feel on the inside: treating people like they matter, because they do. A Black Belt has both. Our words of respect are small but powerful: "Yes, sir." "Yes, ma'am." "Please." "Thank you." "You're welcome." They cost nothing, and they work in class, at home, at school and at work. Here's the real test of respect: how do you treat people who can't do anything for you? The new white belt. Your little brother. The person who cleans the school. And there's a second half that many people miss: respecting yourself. Good food, enough sleep, and staying away from habits that hurt the person you're becoming.

STORY
1:30–2:30

[Hold up sparring pads.] When Grand Master Oliver started training in 1969, nobody wore pads. Sparring was hard contact, and people got hurt. Then, at a tournament, one of Grand Master Jhoon Rhee's students was kicked in the face. It broke a bone in his cheek. Grand Master Rhee could have said, "Get tougher." Instead, he created foam pads for the hands, the feet and the head. He once asked a reporter, "What is so great about beating people?" Your sparring gear is respect you can hold in your hand. Grand Master Jeff Smith won his world title in 1974 partly because of respect. His opponent was penalized for unsportsmanlike conduct. Grand Master Smith kept his self-control. Later, when a reporter asked about that rival, he said, "He's a pretty good person." Tough and respectful. Those go together.

ASK
2:30–3:15

So let me ask you. Why do we bow before we train with a partner? *(To show respect! To say we'll take care of them!)* Grand Master Rhee asked, "What is so great about beating people?" What do you think he meant? *(Karate is for building people up, not hurting them!)* What does a great bow look like? *(Stand tall! Look them in the eye!)* Now think: who helped you earn your belt? Turn to a partner, name that person, then show each other your best bow. Go!

COMMIT
3:15–3:45

Here is your 7-day challenge: The Words of Respect Week. Every day, use "yes, sir," "yes, ma'am," "please," "thank you" and "you're welcome" at home without being reminded. And thank one person each day who helps you. Start tonight: look your mom or dad in the eye and say thank you. Every belt on the way to your Black Belt, and beyond, is earned with help. How do Black Belts treat people? *(With respect, every time!)*

INSTRUCTOR **HOW DO BLACK BELTS TREAT PEOPLE?**
STUDENTS **WITH RESPECT, EVERY TIME!**
KEY WORD **RESPECT**

2 DISCUSSION GUIDE

AIM Help students connect respect to everyday actions (the bow, the words of respect, control with partners) and leave ready to thank the people who helped them earn their belt.

LITTLE DRAGONS
AGES 4–6

1. Show me a good bow. Are you standing tall and looking at me?
2. When someone gives you something, what do you say? (Thank you!) Can you say it with "sir" or "ma'am"?

KIDS
AGES 7–12

1. Why do we bow before we train with a partner? What is the bow saying?
2. How can you show respect to someone who can't do anything for you, like a new white belt or a little brother or sister?
3. Who helped you earn your belt, and what is one specific thing you will thank them for?

TEENS & ADULTS
13 AND UP

1. Grand Master Smith called his rival "a pretty good person" before their rematch. How do you show respect to someone you are competing against at school, in sports or at work?
2. When someone is rude to you, how can you stay respectful without letting them push you around?
3. Respect includes respecting yourself. What habit are you keeping that doesn't respect the person you're becoming, and what will you do instead?

LISTEN FOR

- ✓ A bow means "I see you, I value you, and I will take care of you."
- ✓ The real test of respect is how you treat people who can't do anything for you.
- ✓ You can be tough and competitive and still respect your rival; control and self-control are respect.
- ✓ Every belt is earned with help, so a Black Belt says thank you.

FOLLOW-UP QUESTIONS

- What would that look like at home tonight at dinner?
- What words exactly will you use when you thank that person?
- How would your training partner know you respect them, even in hard sparring?

COACHING CAUTIONS

- If a student shares that someone is being mean to them, thank them, keep the answer focused on calm responses and telling an adult, and follow up privately with the parent if it sounds like bullying.
- Some students may not have a parent who brings them to class; when asking who helped, accept any helper (grandparent, sibling, coach, instructor) so no one feels left out.
- Keep the bow practice positive; correct posture with a quick demo from the helper rather than calling out a student's sloppy bow in front of the group.

IF THE ROOM IS QUIET Have the helper and instructor demonstrate a sloppy bow and a great bow, ask the class to say what was different, then go around the line and have each student finish "Thank you to ___ for ___" in five seconds.

3 INTO THE MAT DRILL

MAT DRILL Black Belt Introduction: partners practice standing tall, bowing with care, making eye contact, giving a firm handshake and saying 'Thank you, sir' or 'Thank you, ma'am.' Then rehearse how to walk onto the floor and bow at graduation.

LEADER ROLE A Black Belt or Leadership Team helper demonstrates the bow, eye contact and handshake, then partners with the newest or youngest students during the Black Belt Introduction drill.

HOME CHALLENGE **The Words of Respect Week.** Every day for seven days, use the words of respect at home without being reminded: "yes, sir," "yes, ma'am," "please," "thank you" and "you're welcome." Also thank one person each day who helps you. A parent checks the box each night to earn your attitude stripe. (Earns an attitude stripe when parent-signed.)

OPEN NEXT CLASS Open next class by asking students to raise a hand for each day they used the words of respect at home without a reminder, and have two students share who they thanked and what they said.

4 BLACK BELT AND BEYOND

Module 8: Graduation and the Black Belt and Beyond Invitation. *Checkpoint:* DEADLINE: belt graduation date. Qualified (A, A, A) students move to the Black Belt and Beyond conference.

- ✓ Feature one final Black Belt essay or performance at graduation.
- ✓ Families complete the workbook self-assessment (home / school / karate) and Black Belt Guarantee; review it with each family.
- ✓ Present the "Black Belt and Beyond" Special Invitation to qualified students and book each family's Black Belt and Beyond conference.

ADULT & PARENT TIP Parents: model the courtesy you want your child to show when you speak with staff, and come to graduation to cheer. Adults: say thank you to every person who serves you this week.

KNOW YOURSELF

SUCCESS SKILL	PRINCIPLE	KEY WORD
GOAL ATTAINMENT & POSITIVE SELF-EXPECTANCY	MODESTY	MIRROR

> *"Knowledge in the martial arts ultimately means self-knowledge."*
>
> — BRUCE LEE

LIVE THE CREED *"I develop myself physically and mentally, based on the MILE HIGH KARATE SPIRIT."*

THE BIG IDEA
Knowing your strengths and weaknesses is where every improvement starts.

OBJECTIVE
By the end of this Mat Chat, students will be able to name one strength and one thing they are fixing, answer a correction with "Yes, sir" or "Yes, ma'am" and show the fix, and say whether they are on track for their Black Belt date.

PREPARE

- ✓ A small hand mirror (or a phone screen wiped clean) to hold up during the Hook; smudge one side with a fingerprint.
- ✓ Students' Black Belt goal sheets or workbooks within reach, so you can point to the goal date.
- ✓ Recruit a Black Belt or Leadership Team helper to model the partner share and to demonstrate a correction-and-fix.
- ✓ Know two or three specific, positive corrections you plan to give during the drill.

1 THE MAT CHAT

3–4 MINUTES

HOOK
0:00–0:30

[Hold up the hand mirror.] Students, eyes on me! What does a mirror show you? *(Me!)* Does a mirror ever lie? *(No!)* If your hair is sticking up after sparring, the mirror tells you. But here's the problem. Some mirrors get smudged. [Point to the fingerprint.] Smudges hide things. Today we're talking about the most important mirror in this whole school. It isn't on the wall. It's inside you. Our key word this week is MIRROR.

TEACH
0:30–1:30

Our Black Belt Success Skill this week is Goal Attainment and Positive Self-Expectancy. Black Belts expect good results, and then they work to make those results happen. But you can't hit a target you can't see. So this skill starts with a clean MIRROR. That's called self-awareness: knowing what you do well and what you need to fix. Some mirrors are smudged by pride. Those people only see the good stuff. Some are smudged by fear. They only see the bad stuff. A Black Belt says both in the same breath: "My kicks are strong, and my form needs work." No bragging. No beating yourself up. Here's the secret. A weakness you know about is a weakness you can fix. So when I correct you, I'm cleaning your mirror. And what do you say? *(Yes, sir! Yes, ma'am!)* Then you fix it.

STORY
1:30–2:30

Let me tell you about Grand Master Oliver. In 1975, he opened his own karate school in Tulsa. He was 15 years old! He thought he knew a lot. Then, in 1976, he traveled to Washington, D.C., to train at Grand Master Jhoon Rhee's headquarters. He trained right next to Jeff Smith, who was already the PKA World Light Heavyweight Champion. At home, he was the teacher. In Washington, he was just another student, and he was not the best one in the room. Not even close. That could have crushed him. Instead, it gave him a clean mirror. He saw what he did well. He saw exactly what he needed to fix. He went home with a goal and a map. Two years later, in 1978, he came back and tested for his 1st Degree Black Belt. Grand Master Smith says it this way: "The better your training partners, the better you do all over the world."

ASK
2:30–3:15

Let's check our mirrors. What is self-awareness? *(Knowing what I do well and what I need to fix!)* When an instructor corrects you, is that bad news or good news? *(Good news!)* Why? *(Because now I can fix it!)* Turn to a partner. Tell them one thing you do really well and one thing you're fixing. Go! [Allow about 20 seconds.] Now, hands up if you know your Black Belt date. Keep your hand up if you're training two or three times a week and practicing at home. That's a clean mirror!

COMMIT
3:15–3:45

Here is your challenge for the next seven days: the Nightly Mirror Check. Every night, write one thing that went well today and one thing you will fix tomorrow. Then do that fix the next day. And hold your Black Belt goal up to the mirror. Keep your date, or move it sooner. Black Belts don't look away from the mirror. They look closer, all the way to Black Belt and beyond! What kind of mirror does a Black Belt keep? *(A clean one!)*

INSTRUCTOR **WHAT KIND OF MIRROR DOES A BLACK BELT KEEP?**
STUDENTS **A CLEAN ONE!**
KEY WORD **MIRROR**

2 DISCUSSION GUIDE

AIM Help students see strengths and weaknesses as equally useful information, so corrections feel like help rather than criticism, and get each student to check honestly whether they are on track for their Black Belt date.

LITTLE DRAGONS

AGES 4–6

1. Show me your strongest kick! Is that one of your strengths?
2. When Sensei fixes your stance, do you say "Yes, sir" or "Yes, ma'am"? Show me how you say it.

KIDS

AGES 7–12

1. What is one thing you are really good at in karate, and one thing you are still working on?
2. Why is it a good thing when your instructor corrects you, even if it feels a little embarrassing?
3. Who in this class is better than you at something you want to learn? What could you learn by watching them?

TEENS & ADULTS

13 AND UP

1. Is your mirror more often smudged by pride or by fear? How does that show up at school or work?
2. Describe a pattern in your day, a time you get tired, grumpy or distracted. What is one change that could fix it?
3. Grand Master Oliver found out he was not the best in the room. When has being around people better than you helped you grow?

LISTEN FOR

- ✓ Naming a strength and a weakness together, without bragging or putting themselves down.
- ✓ Seeing a correction as a gift that shows something they could not see on their own.
- ✓ Knowing a weakness is the first step to fixing it, not a reason to quit.
- ✓ Connecting self-awareness to their Black Belt goal: training 2–3 times a week, home practice, being on track to test.

FOLLOW-UP QUESTIONS

- What is the very first thing you would do tomorrow to fix that?
- How would you know, one week from now, that your fix is working?
- If a friend said, "I'm terrible at karate," how would you help them clean their mirror?

COACHING CAUTIONS

- Never ask students to name another student's weakness, and don't put anyone's weak spot on display; let each student name their own.
- If a student only names weaknesses or says something harsh about themselves, thank them, ask for one strength too, and mention it to the parent privately if it seems like a pattern.
- Keep the on-track check private-feeling: praise hands up, and don't call out students who are behind on attendance or home practice in front of the class; follow up one-on-one.

IF THE ROOM IS QUIET Go first: name one of your own strengths and one thing you are still fixing, then have partners do a 20-second mirror share and invite two volunteers to tell the class what their partner said they do well.

3 INTO THE MAT DRILL

MAT DRILL Mirror Partners: partners face each other. Each one says one thing they do well and one thing they are fixing. Then the instructor walks the line, gives each student one correction, and the student answers 'Yes, sir!' or 'Yes, ma'am!' and shows the fix three times.

LEADER ROLE The Black Belt or Leadership Team helper models the partner share first, then walks half the line during Mirror Partners giving one positive correction per student and praising each fix out loud.

HOME CHALLENGE **Nightly Mirror Check.** Every night this week, write one thing that went well today and one thing you will fix tomorrow. The next day, do the fix. Check the box on each day you did yesterday's fix. Have a parent initial the week. (Earns an attitude stripe when parent-signed.)

OPEN NEXT CLASS Open next class by asking, "Hands up if you did your Nightly Mirror Check last night. What was your fix, and did you do it today?" and have two students show their fix.

4 BLACK BELT AND BEYOND

Module A: Goal Setting Process (SMART Goals), revisited. *Checkpoint:* Progress Update: about 2 months (16 classes) before graduation

- ✓ Pull each student's goal worksheet from cycle 1. Confirm the goal date or move it up.
- ✓ Review the action plan line by line: 2 to 3 classes a week, testing every 2 months, 15 to 30 minutes of home practice.
- ✓ Have students and parents re-sign the Personal Commitment, and book each family's 2-month Progress Update.

ADULT & PARENT TIP Parents: review the goal sheet with your child this week and re-sign it together. Use specific praise and specific correction. Adults: ask one trusted person for one strength and one thing to improve, and just say thank you.

THE FIRE INSIDE

SUCCESS SKILL	PRINCIPLE	KEY WORD
DEFINITE COMMITMENT	**INDOMITABLE SPIRIT**	**FIRE**

> *"Champions aren't made in gyms. Champions are made from something they have deep inside them—a desire, a dream, a vision."*
>
> — MUHAMMAD ALI

LIVE THE CREED *"I intend to develop self-discipline in order to bring out the best in myself and others."*

THE BIG IDEA
The strongest push to do great things comes from inside you, not from someone else.

OBJECTIVE
By the end of this Mat Chat, students will be able to explain the difference between outside motivation (a match) and inside motivation (a fire), say "I have decided" about their Black Belt, and name the set time they will start home practice each day this week.

PREPARE

- ✓ Plan the pretend match: strike it with your hand, count to three, and blow it out.
- ✓ Have each student think of one reason they train; post a simple "Add it to the fire!" reminder if helpful.
- ✓ Recruit a Black Belt or Leadership Team helper to shout the first reason in the Build the Fire drill and lead the class reply.
- ✓ Keep Commitment Check pages (workbook goal step) handy to show the 1-to-10 rating.

1 THE MAT CHAT

3–4 MINUTES

HOOK
0:00–0:30

Students, eyes on me. Watch this. [Strike a pretend match, count to three, and blow it out.] Fsst. One, two, three. Whoosh. What happened? *(It went out!)* That's what it's like when somebody else pushes you. Mom says practice, so you practice. The second she stops pushing, you stop too. Now picture a campfire. You keep adding wood, and it burns all night long. Which one lasts longer, a match or a fire? *(A fire!)* Our key word this week is FIRE.

TEACH
0:30–1:30

A match is outside motivation. Someone else pushes you. A FIRE is inside motivation. You do it because you want it. Your reason, your "why," is the wood for your fire. The bigger your why, the bigger the fire. Our Black Belt Success Skill this week is Definite Commitment. That means you decide for sure, and then you work steadily to make it happen. Here's the word that puts fires out: maybe. "Maybe I'll practice later." "Maybe I'll get my Black Belt someday." Grand Master Oliver has watched hundreds of families on the road to Black Belt, and he says "maybe" means no, almost every time. Interested people do what is easy. Committed people do what it takes. Every Black Belt made a decision: "I am going to be a Black Belt." A decided student doesn't ask, "Should I go to class tonight?" A decided student asks, "What time do we leave?"

STORY
1:30–2:30

Let me tell you about Grand Master Jeff Smith. He was a junior-high paperboy in Kingsville, Texas. His mother worked at a college there. One day, young Jeff saw a sign for a karate demonstration. He went, and he was hooked! But there was one big problem. The karate club was for college students only. Jeff was just a kid. Most kids would have given up right there. Not Jeff. In his words, "I talked to my mother, she talked to the dean, and they decided to let me and several other of the faculty kids in." Did anybody tell Jeff to go find a karate class? *(No!)* Did anybody beg him to ask? *(No!)* The fire was his. And that fire carried him a long way. He became the PKA World Light Heavyweight Champion and held that title from 1974 to 1980. It all started with a boy who wanted something enough to ask.

ASK
2:30–3:15

Quick questions. Who pushed Grand Master Smith to take karate? *(Nobody!)* What does "maybe" usually turn into? *(No!)* What's the difference between interested and committed? *(Committed people do what it takes!)* Now turn to a partner and tell them one reason you want your Black Belt. That's a log for your fire. Go! [Allow about 20 seconds.] Hands up if your reason came from inside you. Look around. That's a lot of fire in one room!

COMMIT
3:15–3:45

Here's your challenge for the next seven days: Start On Time. Pick one set time for home practice every day. Start within five minutes of that time, with nobody reminding you. Practice at least 15 minutes. And do your Commitment Check: rate yourself from 1 to 10, fix your lowest number, and write your Black Belt date under "I have decided." That's how fires get to Black Belt and beyond. Where does your fire come from? *(Inside me!)*

INSTRUCTOR **WHERE DOES YOUR FIRE COME FROM?**
STUDENTS **INSIDE ME!**
KEY WORD **FIRE**

2 DISCUSSION GUIDE

AIM Help each student find and say their own reason for training, and replace "maybe" with a clear decision, starting with a set daily practice time they choose themselves.

LITTLE DRAGONS

AGES 4–6

1. Show me how you blow out a match! Now show me a big fire with your arms. Which one lasts longer?
2. Can you start your practice at home all by yourself, without Mom or Dad telling you? Show me a thumbs-up if you will try.

KIDS

AGES 7–12

1. Grand Master Smith asked for something that looked impossible. What would you have done if the club said "college students only"?
2. Think of a day you did not feel like coming to class. What could help you come anyway?
3. What time will you start your home practice this week, and what will you do to remember it without a reminder?

TEENS & ADULTS

13 AND UP

1. Where in your life are you still saying "maybe"? What would change if you decided for sure?
2. Grand Master Smith says a good instructor motivates but a great one inspires. Who has fed your fire, and how?
3. Motivation often shows up after you begin, not before. When has that been true for you at school, work or home?

LISTEN FOR

- ✓ A personal "why" that belongs to the student, not just "my parents make me."
- ✓ The difference between interested (doing what is easy) and committed (doing what it takes).
- ✓ Understanding that "maybe" usually turns into no because it never gets on the calendar.
- ✓ A specific plan: a set start time, a decision about their Black Belt date, or a fix for their lowest Commitment Check number.

FOLLOW-UP QUESTIONS

- What would that look like at home tomorrow, minute by minute?
- What excuse is most likely to show up, and what will you say back to it?
- Who could you train near this week to keep your fire hot?

COACHING CAUTIONS

- Some children truly come because a parent signs them up; don't shame "my mom makes me." Help them find one reason of their own ("What do you like about class?").
- Keep the 1-to-10 Commitment Check private; don't ask students to announce low numbers, and remind them a 6 is a starting point, not a bad grade.
- Avoid praising only the loudest reasons; a quiet "to be brave" is as strong a log as any, and Little Dragons may need you to offer two choices.

IF THE ROOM IS QUIET Start the fire yourself: shout one reason you train, then go down the line with a quick one-word reason each ("strong," "family," "brave"), letting students pass and come back.

3 INTO THE MAT DRILL

MAT DRILL Build the Fire: students line up. One at a time, each steps forward, throws a reverse punch with a strong kiai and shouts one reason they train ('To be strong!' 'For my family!'). The class answers 'Add it to the fire!' Finish with the whole class shouting 'I have decided!'

LEADER ROLE The Black Belt or Leadership Team helper steps up first in Build the Fire with a strong kiai and reason, then leads the class in answering "Add it to the fire!" for every student.

HOME CHALLENGE **Start On Time.** Pick one set time for home practice every day this week. Start within five minutes of that time, without anyone reminding you. Practice at least 15 minutes. Write the time you started each day. A parent signs at the end of the week. (Earns an attitude stripe when parent-signed.)

OPEN NEXT CLASS Open next class with, "Hands up if you started home practice on time, with no reminder, at least three days. What time did you start?" and praise students who wrote their start times.

4 BLACK BELT AND BEYOND

Module B: Commitment, revisited. *Checkpoint:* Spotlight students in class for Black Belt Leadership and Goal Setting

- ✓ Re-read the W. H. Murray commitment passage and tie it to the words 'I have decided.'
- ✓ Run the Commitment Check: students rate attendance, home practice and effort from 1 to 10 and set one fix.
- ✓ Spotlight 2 or 3 students whose commitment has grown since cycle 1.

ADULT & PARENT TIP Parents: do the Commitment Check with your child and rate your own part, getting them to class 2 to 3 times a week. Adults: replace one 'maybe' in your week with a decision and put it on your calendar.

AN ACTION IS WORTH A THOUSAND PICTURES

11

SUCCESS SKILL	PRINCIPLE	KEY WORD
UNSHAKABLE CHARACTER & PERSONAL HONESTY	INTEGRITY	ACTION

> *"A picture is worth a thousand words; an action is worth a thousand pictures."*
>
> — GRAND MASTER JHOON RHEE

LIVE THE CREED *"I intend to develop self-discipline in order to bring out the best in myself and others."*

THE BIG IDEA

People believe what you do much more than what you say.

OBJECTIVE

By the end of this Mat Chat, students will be able to name the three kinds of people, explain integrity as "my actions match my words," and name one promise they will keep and one Black Belt they will interview this week.

PREPARE

- ✓ A target pad to drop on the floor for the Three Kinds of People demonstration.
- ✓ Recruit a Black Belt or Leadership Team helper who is willing to be interviewed and to answer "What did you say to yourself when you wanted to quit?"
- ✓ Line up three volunteers ahead of time to act out the three kinds of people in the drill.

1 THE MAT CHAT

3–4 MINUTES

HOOK
0:00–0:30

Students, eyes on me. You've heard the saying, "A picture is worth a thousand words." Who knows what that means? *(One picture tells a lot!)* Grand Master Jhoon Rhee took it one step further. He said, "A picture is worth a thousand words; an action is worth a thousand pictures." Think about that. If a picture beats a thousand words, then one real action beats a thousand pictures. What you DO is the loudest thing about you. Our key word this week is ACTION.

TEACH
0:30–1:30

Grand Master Rhee said there are three kinds of people. People who make things happen. People who watch things happen. And people who say, "What happened?" Which one is a Black Belt? *(The first one!)* That's right. A Black Belt sees a mess and cleans it up. A Black Belt sees a new student and says hello. No waiting to be asked. Our Black Belt Success Skill this week is Unshakable Character and Personal Honesty. Honesty is more than not telling lies. It means telling the truth with your ACTION, too. Doing what you said. Owning your mistakes. That's called integrity: your actions match your words. A person with integrity is the same person when nobody is watching as when everybody is watching. Every time your actions match your words, people trust you a little more. Trust is built one action at a time.

STORY
1:30–2:30

Here's a funny story about Grand Master Oliver. Years ago, he helped Chuck Norris raise money for his foundation, Kick Drugs Out of America. Grand Master Oliver had an idea: give the top fundraiser a guest spot on Chuck's TV show, Walker, Texas Ranger. Everybody loved it. Then guess who raised the most? *(Grand Master Oliver!)* He won his own contest! He told Chuck, "I don't want to be a TV star." Chuck said, "No, no, no. That was the deal. You have to do it." So he did. They filmed him from behind, as the center referee at a tournament. And the night it aired, Colorado showed a high school basketball game instead. Almost nobody back home saw it! But he kept his word. A deal is a deal, even when it's your own idea. And the real action was the money families raised to help kids across the country.

ASK
2:30–3:15

Quick check. What is an action worth? *(A thousand pictures!)* What is integrity? *(When my actions match my words!)* If a target falls on the floor during class, which kind of person picks it up? *(The one who makes things happen!)* Turn to a partner and tell them one promise you will make and keep before bedtime tonight. Go! [Allow about 20 seconds.] Hands up if your promise is something your family will see you do.

COMMIT
3:15–3:45

Here's your challenge for the next seven days: Promise Keeper Week. Write down every promise you make, big or small. Each night, check the box if you kept every one. And interview a Black Belt. Ask, "What did you say to yourself when you wanted to quit?" Then copy one of their actions. That's how you get to your Black Belt date, and Black Belt and beyond. What is an action worth? *(A thousand pictures!)*

INSTRUCTOR **WHAT IS AN ACTION WORTH?**
STUDENTS **A THOUSAND PICTURES!**
KEY WORD **ACTION**

2 DISCUSSION GUIDE

AIM Help students connect integrity to small, everyday promises and to being the person who makes things happen, and get each student ready to interview a Black Belt and copy one of their actions.

LITTLE DRAGONS

AGES 4–6

1. If you drop your water bottle, who picks it up? Show me how a Black Belt picks it up.
2. Can you keep a promise today, like "I will put my shoes away"? Thumbs-up if you will!

KIDS

AGES 7–12

1. Why do you think Grand Master Oliver went on the TV show even though he didn't want to be on TV?
2. What is one thing at home that needs to be done that nobody has asked you to do?
3. Which Black Belt will you interview this week, and what do you think they will say about wanting to quit?

TEENS & ADULTS

13 AND UP

1. Who watches what you do every day, at home, school or work? What are your actions teaching them?
2. Think of a small promise that slipped recently. What makes small promises easy to break, and how could you protect them?
3. Grand Master Smith says a good instructor motivates but a great instructor inspires. When has someone's action inspired you more than their words?

LISTEN FOR

- ✓ Integrity means actions match words, including small promises and when nobody is watching.
- ✓ Making things happen without being asked: cleaning up, helping, saying hello to new students.
- ✓ Owning mistakes ("That was me. I'll fix it.") as part of honesty.
- ✓ Seeing that the road to Black Belt is walked by copying the actions of those who have done it.

FOLLOW-UP QUESTIONS

- What would that look like at home tomorrow morning?
- Before you make a promise, how can you check that you can really keep it?
- If you break a promise this week, what will you say and do next?

COACHING CAUTIONS

- Don't ask students to confess broken promises or lies in front of the class; keep sharing focused on promises they will keep.
- In the "three kinds of people" role-play, rotate roles and keep it playful so no student is labeled the "What happened?" person.
- Steer away from "promising" things a child can't control (a family trip, a parent's schedule); help them choose a promise that is fully theirs.

IF THE ROOM IS QUIET Drop a target pad on the floor and wait; when someone picks it up, call out "Action!", then ask that student what made them do it and use their answer to start the discussion.

3 INTO THE MAT DRILL

MAT DRILL Three Kinds of People: drop a target pad on the floor. Three volunteers act out the person who makes things happen (picks it up and returns it), the one who watches, and the one who says 'What happened?' Then run class with a rule: anyone who sees something that needs doing does it without being asked, and the instructor calls out 'Action!' to recognize them.

LEADER ROLE The Black Belt or Leadership Team helper sits for a 30-second interview in front of the class, answering "What did you say to yourself when you wanted to quit?" and "What did you do to keep going?"

HOME CHALLENGE **Promise Keeper Week.** For one week, write down every promise you make, big or small. Each night, check the box if you kept every promise you made that day. A parent signs at the end of the week. (Earns an attitude stripe when parent-signed.)

OPEN NEXT CLASS Open next class by asking, "Hands up if you checked your Promise Keeper box every night so far. Who interviewed a Black Belt, and what action are you copying?"

4 BLACK BELT AND BEYOND

Module 3: Black Belt Stories, revisited. *Checkpoint:* Pre-frame Black Belt during class; identify "A" students and parents

- ✓ Feature a different Black Belt than cycle 1, ideally one close in age to the class, and have students interview them.
- ✓ Ask the Black Belt in front of class: 'What did you say to yourself when you wanted to quit?'
- ✓ Collect one new student or parent testimonial for the school's files.

ADULT & PARENT TIP Parents: keep every small promise you make to your child this week, and point out when they keep theirs. Adults: write down every promise you make for seven days and check each one off.

LIKE WHO YOU ARE

SUCCESS SKILL	PRINCIPLE	KEY WORD
TOTAL SELF-CONFIDENCE	MODESTY	EARN

> *"Showing off is the fool's idea of glory."*
>
> — BRUCE LEE

LIVE THE CREED *"I intend to develop myself in a positive manner and avoid anything that would reduce my mental growth or physical health."*

THE BIG IDEA

Real self-esteem comes from what you earn, not from comparing yourself to others.

OBJECTIVE

By the end of this Mat Chat, students will be able to explain that real self-esteem is earned, compare themselves only to who they were before, and name one hard thing they will finish each day this week and one "I am" statement about the Black Belt they are becoming.

PREPARE

- ✓ A ruler (or a belt held straight) to show "someone else's ruler" during the Teach.
- ✓ Pick the hard set for the Proof Round (for example, 20 slow front kicks or a one-minute horse stance) and scale it for Little Dragons.
- ✓ Recruit a Black Belt or Leadership Team helper to share one thing they can do now that they couldn't when they started.
- ✓ Have the workbook visualization page ("I am" statements) ready to show.

1 THE MAT CHAT

3–4 MINUTES

HOOK
0:00–0:30

Students, eyes on me. I have a question for you. What if somebody offered you a million dollars right now? There's just one catch. You have to give back everything you learned in karate. Your kicks. Your confidence. Your friends here. The person you're becoming. All of it, gone. Hands up if you'd take the deal. [Pause and look around.] Hmm. Not many hands. Hold that thought. Our key word this week is EARN.

TEACH
0:30–1:30

Self-esteem means liking and respecting who you are. And here's the big secret: real self-esteem is EARNED. It doesn't come from hearing "good job" a hundred times. It comes from doing a good job. At Mile High Karate, rank is earned, never sold. Our Black Belt Success Skill this week is Total Self-Confidence. That means you know you can do anything you're willing to work for. You're not born with it. You build it from proof. [Hold up the ruler.] Now watch out for a trap. Don't measure yourself with somebody else's ruler. There will always be someone faster or stronger. A Black Belt compares only one person: you today versus you yesterday. And real confidence is quiet. Bragging is loud. The best Black Belts are confident and kind at the same time.

STORY
1:30–2:30

Every year, Mile High Karate holds a Black Belt Retreat in the Colorado mountains. Today it's in Breckenridge. The Black Belt test there has run about 48 hours from start to finish. It is hard. It is supposed to be hard. When it's over, Grand Master Oliver sits down with the brand-new Black Belts and their parents and asks one question: "If I gave you a million dollars right now, would you give back everything you gained on the way to Black Belt? The confidence. The discipline. The friendships. The person you became." By 2007, he had asked 487 Black Belts and their parents. How many took the money? *(Zero!)* Not one. Why? Because they earned it. Grand Master Smith says, "If you get to black belt, you now have lifelong skills for a higher level of discipline, respect and confidence." Lifelong skills. That's what nobody would sell.

ASK
2:30–3:15

Quick questions. Does self-esteem come from hearing "good job" or from doing a good job? *(Doing a good job!)* Who is the only person you should compare yourself to? *(Me, yesterday!)* Is bragging the same as self-esteem? *(No!)* Turn to a partner. Tell them one thing you can do now that you couldn't do when you started karate. Go! [Allow about 20 seconds.] Hands up if your partner said something that made you proud of them.

COMMIT
3:15–3:45

Here's your challenge for the next seven days: Earn It Every Day. Every day, finish one hard thing you could have skipped. Extra practice. A chore with no help. Homework before play. Write down what you earned. Then draw yourself as a Black Belt and write six "I am" statements about that person. That's proof you're on your way to your Black Belt date, and Black Belt and beyond. How do you get self-esteem? *(I earn it!)*

INSTRUCTOR **HOW DO YOU GET SELF-ESTEEM?**
STUDENTS **I EARN IT!**
KEY WORD **EARN**

2 DISCUSSION GUIDE

AIM Help students feel proud of real, specific progress they have earned, measured against their own starting point rather than other people, and connect that proof to seeing themselves as a future Black Belt.

LITTLE DRAGONS

AGES 4–6

1. Show me something you can do now that you couldn't do on your very first day!
2. When a friend does a great kick, do you clap for them? Show me your best clap.

KIDS

AGES 7–12

1. Why do you think nobody would trade what they gained on the way to Black Belt for a million dollars?
2. What is the difference between bragging and real self-esteem? What does each one sound like?
3. What is one hard thing you could finish this week that you would usually skip?

TEENS & ADULTS

13 AND UP

1. Whose ruler do you sometimes use to measure yourself, at school, work or online? What would your own ruler measure instead?
2. Think of something you are truly proud of. What did you have to do to earn it?
3. Why might hearing "you're so talented" build less confidence than "you worked hard and it shows"?

LISTEN FOR

- ✓ Self-esteem is earned through real effort, kept promises and finished hard things, not handed out.
- ✓ Comparing yourself to who you were, not to other students.
- ✓ Confidence is quiet and kind; bragging is a sign of needing others' approval.
- ✓ An "I am" picture of themselves as a Black Belt, tied to actions they can take now.

FOLLOW-UP QUESTIONS

- What would that look like at home tomorrow?
- How will you feel when you write "Today I earned..." in your tracker?
- What is one "I am" statement you can start acting like today, before you ever wear a black belt?

COACHING CAUTIONS

- Don't compare students to each other when praising; name specific effort and choices ("Great focus on that stance, Emma!") rather than talent.
- Students who feel behind (newer, older adults, or those who struggle) may feel small; point them to their own progress, and if someone says something very negative about themselves, thank them, reframe gently, and speak with the parent privately.
- Keep the million-dollar question about what students gained, not about money; move quickly to the skills nobody can buy.

IF THE ROOM IS QUIET Have your Black Belt helper go first with "When I started I couldn't..., now I can...," then let each student show (not tell) one move they can do now that they couldn't before.

3 INTO THE MAT DRILL

MAT DRILL Proof Round: give the class a hard set (for example, 20 slow front kicks or a one-minute horse stance). Students who finish without stopping step forward and say 'I earned that!' while the class cheers. Then pair students and have each one name one thing their partner can do now that they couldn't do when they started.

LEADER ROLE The Black Belt or Leadership Team helper shares one thing they can do now that they couldn't when they started, then leads the class cheer for each student who steps forward in the Proof Round.

HOME CHALLENGE **Earn It Every Day.** Every day this week, finish one hard thing you could have skipped: extra practice, a chore done without help, homework finished before play. Write what you earned. A parent signs at the end of the week. (Earns an attitude stripe when parent-signed.)

OPEN NEXT CLASS Open next class by asking, "Hands up if you wrote 'Today I earned...' every day so far. Who will tell us one hard thing they finished?"

4 BLACK BELT AND BEYOND

Module 4: Visualization Worksheet, revisited. *Checkpoint:* Progress Update: about 1 month (8 classes) before graduation

- ✓ Have students complete a fresh visualization worksheet with every thought bubble written as an 'I am' statement.
- ✓ Compare it with the cycle 1 sheet: ask each student what has changed in how they see themselves.
- ✓ Award an attitude stripe for each returned worksheet, and hold 1-month Progress Updates this week.

ADULT & PARENT TIP Parents: praise effort and choices, not talent, and write specific lines in the 'how I see my child as a Black Belt' section. Adults: measure your day by your own ruler: Did I keep my word? Did I do my best?

WALK LIKE A BLACK BELT

13

SUCCESS SKILL	PRINCIPLE	KEY WORD
VISUALIZATION	COURAGE	PICTURE

> *"He who is not courageous enough to take risks will accomplish nothing in life."*
>
> — MUHAMMAD ALI

LIVE THE CREED *"I develop myself physically and mentally, based on the MILE HIGH KARATE SPIRIT."*

THE BIG IDEA
How you stand, look and speak tells the world who you are before you say a word.

OBJECTIVE
By the end of this Mat Chat, students will be able to picture their Black Belt walk with eyes closed and then demonstrate it, walking and greeting a partner with head up, eye contact, a clear voice and a firm handshake.

PREPARE

- ✓ Recruit a Black Belt or Leadership Team helper to model a slumped walk-in and a confident walk-in on cue.
- ✓ Have the camera ready and a Black Belt available for this week's new Black Belt photos and target-date shout-outs.
- ✓ Clear a lane across the mat for the Picture It, Then Walk It drill.

1 THE MAT CHAT

3–4 MINUTES

HOOK
0:00–0:30

[Stand at attention, chin up, eyes forward.] Students, eyes on me. Quick question. Can you spot a Black Belt from across the room, even if you can't see the belt? *(Yes!)* How? *(The way they walk in!)* That's right. Head up. Shoulders back. Eyes forward. When they say hello, you can hear them. They don't shout. They don't mumble. Everybody sends a message before they say a single word. The question is, what message are you sending?

TEACH
0:30–1:30

That message has a name: self-projection. It's what you send out to the world about yourself. Try this. Slump your shoulders and look at the floor. How do you feel? *(Small! Tired!)* Now stand tall, chin up, eyes forward. How about now? *(Strong!)* Your body doesn't just show how you feel. It changes how you feel. Our Black Belt Success Skill is Visualization. That means making a clear picture in your mind before you do it. Our key word is PICTURE. Every Black Belt pictured their Black Belt day long before it happened: walking onto the stage at the Black Belt Extravaganza, the belt tied around their waist, their family clapping. Your mind practices the picture. Then your body follows the picture. So give your mind a winning one. And remember: confident, never cocky. Confident people don't need to make anyone else feel small.

STORY
1:30–2:30

Let me tell you about Grand Master Oliver's teacher, Grand Master Jhoon Rhee. He came to America from Korea in 1956 with almost nothing. In 1962, he opened his first school in Washington, D.C. A few years later, in 1965, he started teaching karate to members of the United States Congress, some of the most powerful people in the country. Class was at five in the morning, three days a week, and he did it as a volunteer. Over the years, hundreds of members of Congress trained with him. How? He walked into every room like he belonged there. He stood straight. He looked people in the eye. He spoke clearly and kindly. He built that confidence one class at a time. Grand Master Smith shows it too. Before a world title rematch, a magazine asked if he would win. He said, "No question." Then he called his opponent "a pretty good person." Strong and kind. That's real self-projection.

ASK
2:30–3:15

Quick check. The Four Laws of Concentration: focus your eyes, your ears, your mind and your... *(body!)* When you meet someone new, where do your eyes go? *(On their eyes!)* What's the difference between confident and cocky? *(Confident people don't brag or put others down!)* Now close your eyes. Picture yourself walking in on your Black Belt day. How are you standing? [Pause ten seconds.] Open your eyes. Hands up if you saw yourself standing tall. Turn to a partner and tell them one thing you saw.

COMMIT
3:15–3:45

Here's your 7-day home challenge. Every day, greet one person with eye contact, a clear voice and a firm handshake, or a polite wave, and say their name. Then, before bed, close your eyes for one minute and picture your Black Belt walk. This week we also take your new photo with the Black Belts, and you'll say your target date out loud. That's not bragging. That's telling the world where you're going: Black Belt and beyond. How do you walk in? *(Like a Black Belt!)*

INSTRUCTOR **HOW DO YOU WALK IN?**
STUDENTS **LIKE A BLACK BELT!**
KEY WORD **PICTURE**

2 DISCUSSION GUIDE

AIM Help students connect what they picture in their minds with how they carry themselves, and see that confident posture, eye contact and voice are skills they can practice, not traits they are born with.

LITTLE DRAGONS
AGES 4–6

1. Show me your Black Belt stand. Can you show me a sleepy, slumpy stand too? Which one feels stronger?
2. Can you look at your partner's eyes and say "Hi!" in a big, clear voice?

KIDS
AGES 7–12

1. When you closed your eyes and pictured your Black Belt day, what did you see? Who was there?
2. Picture a new kid walking into your classroom. What would make you want to say hi to them?
3. How could standing tall and looking alert help keep you safe on the playground or at the park?

TEENS & ADULTS
13 AND UP

1. Where in your life (a class presentation, a job interview, a meeting) could better posture, eye contact or voice change how people respond to you?
2. What could you picture for 30 seconds before that moment so your body follows the picture?
3. Grand Master Smith said "No question" about winning, then called his opponent "a pretty good person." Why is that combination harder, and stronger, than trash talk?

LISTEN FOR

- ✓ Your body language sends a message before you speak, and it can change how you feel.
- ✓ Visualization means seeing it clearly in your mind first; then your body follows the picture.
- ✓ Eyes, voice, hand: eye contact, a clear voice and a firm handshake show confidence.
- ✓ Confident means strong and kind; cocky means bragging or putting others down.

FOLLOW-UP QUESTIONS

- What would that look like when you walk into school or work tomorrow morning?
- What do you usually picture before something scary, like a test or a tournament? What could you picture instead?
- Who is someone you know who walks in "like a Black Belt"? What exactly do they do?

COACHING CAUTIONS

- Shy students may freeze when asked for eye contact or a loud voice. Praise small steps (a brief look, a slightly louder hello) and never call out a quiet student for being shy; remind everyone that Black Belts get nervous too.
- Keep "confident, not cocky" positive: don't let students name classmates as examples of cocky behavior. Use the chapter's hypothetical "Maya" instead of real people.
- Some students may not be comfortable with handshakes (cultural, sensory or health reasons). Offer the polite wave and name as an equal option.

IF THE ROOM IS QUIET Have your helper do a slumped walk-in, then a Black Belt walk-in, and ask the class to call out three differences they saw. Then pair-share: each partner names one thing they pictured.

3 INTO THE MAT DRILL

MAT DRILL Picture It, Then Walk It: students close their eyes for 15 seconds and picture their Black Belt walk, then cross the mat one line at a time exactly as pictured (chin up, eyes forward). At the far side, each student shakes a partner's hand with eye contact and says, "Hi, I'm ___, and I'm a future Black Belt."

LEADER ROLE The Black Belt or Leadership Team helper models the slumped and the confident walk-in on cue, then waits at the far side of the mat to shake each student's hand and give a quick posture tip.

HOME CHALLENGE **Eyes, Voice, Hand + Picture It.** Every day for one week, greet one person with eye contact, a clear voice and a firm handshake (or a polite wave), and say their name. Then, before bed, close your eyes for one minute and picture your Black Belt walk. A parent initials each day. A completed, signed week earns an attitude stripe. (Earns an attitude stripe when parent-signed.)

OPEN NEXT CLASS Open next class by asking students to raise a hand if they greeted someone with eyes, voice and hand every day and pictured their Black Belt walk before bed, and have two volunteers share who they greeted and what they saw.

4 BLACK BELT AND BEYOND

Module 5 (revisited): Black Belts: Photos and Target Date. *Checkpoint:* Invite qualified ("A") families to preview Leadership class

- ✓ Retake each student's photo with the school's Black Belts; post the cycle 1 and cycle 2 photos side by side.
- ✓ Have each student say their target date out loud for the camera (self-speak), in a strong voice.
- ✓ Send the photo home with a note inviting the family to talk about the goal beyond Black Belt and the upcoming Black Belt and Beyond conference.

ADULT & PARENT TIP Parents: post the new photo where your child sees it every morning and have them say their date to you out loud. Adults: before an important meeting, take 30 seconds to picture it going well.

YOU ARE IN CHARGE OF YOU

14

SUCCESS SKILL	PRINCIPLE	KEY WORD
POSITIVE SELF-TALK	COURTESY	CHOOSE

> *"Under pressure you need to slow down, control your thoughts, and control your movements."*
>
> — CHUCK NORRIS

LIVE THE CREED *"I intend to use what I learn in class constructively and defensively, and never be abusive or offensive."*

THE BIG IDEA

You can't control everything that happens, but you can always control how you respond.

OBJECTIVE

By the end of this Mat Chat, students will be able to demonstrate the pause button (one slow breath) and the three steps Catch it, Cancel it, Change it by saying a calm, strong sentence out loud in response to a frustrating moment.

PREPARE

- ✓ Prepare three or four quick frustrating scenarios to call out (for example: "Your brother knocked over your tower!" "Someone bumped you in line!" "You missed your board!").
- ✓ Recruit a Black Belt or Leadership Team helper to model a controlled technique that stops exactly on target.
- ✓ Have sparring gear ready for controlled partner sparring after the drill.

1 THE MAT CHAT

3–4 MINUTES

HOOK
0:00–0:30

Students, who decides whether you have a good day or a bad day? Your brother? *(No!)* The weather? *(No!)* Your teacher? *(No!)* Here's the truth. Lots of things happen that you don't get to choose. Rain cancels your game. Somebody cuts in line. Your sister eats the last cookie. You don't control those things. But you always control what you do next. Today you're going to learn how a Black Belt does it.

TEACH
0:30–1:30

At Mile High Karate we say, "A mighty person is one who has control over their emotions." Not the biggest muscles. Not the loudest voice. Feelings aren't bad. Everybody gets mad. Everybody gets frustrated. The question is, who's the boss, you or the feeling? Here's the secret. Between what happens and what you do, there's a little voice in your head. Our Black Belt Success Skill is Positive Self-Talk. Black Belts make that voice a coach, not a critic. Our key word is CHOOSE. You choose the words, so you choose the action. Three steps. Catch it: notice the angry words. Cancel it: say "Cancel!" Change it: say one calm, strong sentence, like "I'm mad, and I'm in charge." You don't pretend nothing happened. You just don't let the angry voice make your choices.

STORY
1:30–2:30

Grand Master Jeff Smith knows this better than anyone. On September 14, 1974, he fought for the PKA World Light Heavyweight Championship. Full contact. In the final, he faced a tough fighter named Wally Slocki. Slocki won the second round. The fight was close. Then, in the third round, Slocki lost control, and the referee penalized him for unsportsmanlike conduct. Grand Master Smith kept his cool. When it was over, all seven judges voted for him. He was the new world champion, and he held that title until 1980. Think about it. He was one of the hardest hitters of his time, with 32 wins and only 1 loss. Yet the night he won the world title, control was the difference. As Chuck Norris said, "Under pressure you need to slow down, control your thoughts, and control your movements." Power without control is a problem. Power with control is a skill.

ASK
2:30–3:15

What does a mighty person control? *(Their emotions!)* What are the three steps? Catch it... *(Cancel it! Change it!)* Does a coach say, "You're terrible, quit"? *(No!)* Show me your pause button breath. [Breathe with the class.] In through the nose, out through the mouth. Now turn to a partner. Tell them one calm sentence you could say the next time you feel mad. Hands up if your partner's sentence sounded like a coach.

COMMIT
3:15–3:45

Here's your 7-day home challenge: Pause Button Week. Every day, catch one moment when you feel mad, frustrated or impatient. Take one slow breath, say "Cancel!" to the angry thought, and choose a Black Belt response. Write down the calm sentence you used. This week you'll also write your Black Belt Essay. Write why you WILL be a Black Belt. Not maybe. Will. Every calm choice is a step toward your Black Belt date, and beyond. Who's in charge of you? *(I am!)*

INSTRUCTOR **WHO'S IN CHARGE OF YOU?**
STUDENTS **I AM!**
KEY WORD **CHOOSE**

2 DISCUSSION GUIDE

AIM Help students see that the moment between what happens and what they do is where they get to choose, and give them a concrete tool (breathe, catch, cancel, change) they can use at home, at school and at work.

LITTLE DRAGONS

AGES 4–6

1. Show me your pause button breath. Can you freeze like a statue and breathe slowly?
2. If your brother knocks over your blocks, can you say "Cancel!" and use your words instead of your hands?

KIDS

AGES 7–12

1. What is something that makes you really mad or frustrated? What does the voice in your head usually say then?
2. What calm, strong sentence could you say to yourself instead?
3. Grand Master Smith's opponent lost control in the third round. What do you think was going on in that fighter's head?

TEENS & ADULTS

13 AND UP

1. Where in your life (traffic, a difficult coworker, a sibling, a teacher) do your feelings most often make the decision for you?
2. After you make a mistake, is the first thing you say to yourself a coach or a critic? What would the coach say instead?
3. Self-control isn't only about anger. What "easy over best" choice (phone, snooze button, snacks) would the pause button help you with this week?

LISTEN FOR

- ✓ You can't control what happens, but you can control your response.
- ✓ Self-talk is the voice in the middle; changing the words changes the action.
- ✓ The steps: breathe, catch it, cancel it, change it to one calm, strong sentence.
- ✓ Control is strength, not weakness: power with control is a skill.

FOLLOW-UP QUESTIONS

- What would that look like at home tomorrow when someone bugs you?
- How long does a pause button take? (Just a few seconds.) What could those few seconds save?
- Who in your family could help remind you? What if "Cancel!" became your family code word?

COACHING CAUTIONS

- Do not ask students to describe a time they hit someone or lost their temper badly in front of the class; keep examples hypothetical or low-stakes (the Lego tower, being cut in line).
- Make clear that feelings are not bad and students should not hide or deny anger; the goal is choosing the response, not pretending not to feel.
- If a student describes ongoing anger at home or being hurt by someone, thank them, keep the discussion moving, and follow up privately with the parent or the appropriate staff member.

IF THE ROOM IS QUIET Call out one frustrating scenario ("Someone took your spot in line!"), have everyone freeze and take one breath, then ask three volunteers to shout a calm sentence; praise each one and the room will usually open up.

3 INTO THE MAT DRILL

MAT DRILL Freeze, Breathe, Cancel: the instructor calls out a frustrating moment ("You missed your board!" "Someone bumped you!"). Students freeze in fighting stance, take one slow breath, shout "Cancel!" with a high block, then say a calm sentence together ("I'm in charge. Again!"). Finish with controlled partner sparring where every technique stops exactly on target.

LEADER ROLE The Black Belt or Leadership Team helper models a fast technique that stops exactly on target before the drill, then partners with any student who needs help keeping control during sparring.

HOME CHALLENGE **Pause Button Week.** Each day, catch one moment when you feel mad, frustrated or impatient. Press your pause button: take one slow breath, say "Cancel!" to the angry thought, and choose a Black Belt response. Write the calm sentence you used. A parent initials each day. A completed, signed week earns an attitude stripe. (Earns an attitude stripe when parent-signed.)

OPEN NEXT CLASS Open next class by asking students to hold up fingers for how many days they pressed their pause button, and invite two volunteers to share the calm sentence they used.

4 BLACK BELT AND BEYOND

Module 6 (revisited): Black Belt Essays, Performances and Testimonials. *Checkpoint:* Preview classes for invited families

- ✓ Have students expand their earlier 3-sentence draft into a full Black Belt Essay (self-write) using the workbook page.
- ✓ Invite two volunteers to read their essays to the class; praise "I will" language.
- ✓ Collect essays and family testimonials for the student file; keep strong ones for future Black Belt Stories.

ADULT & PARENT TIP Parents: make "Cancel!" a family code word, and help your child answer the three essay questions without writing it for them. Adults: notice whether the first thing you say to yourself after a mistake is a coach or a critic.

SMALL STEPS, EVERY DAY

15

SUCCESS SKILL	PRINCIPLE	KEY WORD
NO EXCUSES	PERSEVERANCE	STREAK

> *"Do it. Then do it again, and when you think you've learned it all, do it all again from a slightly different angle."*
>
> — CHUCK NORRIS

LIVE THE CREED *"I intend to develop myself in a positive manner and avoid anything that would reduce my mental growth or physical health."*

THE BIG IDEA

Big results come from small things you do every day, until they become habits.

OBJECTIVE

By the end of this Mat Chat, students will be able to name one small daily step they will repeat for seven days, explain how 10 push-ups a day adds up, and replace a common excuse with a No Excuses answer out loud.

PREPARE

- ✓ Clear space for the whole class to do 10 push-ups together.
- ✓ Write the math on a whiteboard or card: 10 a day = 3,650 a year = more than 14,000 in four years.
- ✓ Have a few blank Reading, Healthy Eating and Self-Discipline challenge sheets to show, and recruit a Black Belt or Leadership Team helper to lead the push-up count.

1 THE MAT CHAT

3–4 MINUTES

HOOK
0:00–0:30

Raise your hand if you buckled your seatbelt on the way here. [Raise your own hand.] Did you have to think about it? *(No!)* Of course not. Click. Done. But you weren't born knowing how. Somebody taught you, and you did it over and over, every single ride, until it was automatic. That's a habit. A habit is something you've done so many times that you do it without thinking. Today we talk about building the right ones.

TEACH
0:30–1:30

Say this with me: "Good habits are hard to make but *(easy to live with)*. Bad habits are easy to make but *(hard to live with)*." Now, every habit has an enemy. It's called the excuse. "I'm too tired." "I'll do it tomorrow." "My brother was loud." An excuse hands your result to somebody else. Our Black Belt Success Skill is No Excuses. Black Belts take 100 percent responsibility for their results. If they skip practice, they say, "I skipped it. Tomorrow I won't." Then they ask, "What can I do better next time?" Our key word is STREAK. A streak is doing something many days in a row. Small steps, every day, add up to big results. And if you ever miss a day, remember this rule: never miss twice.

STORY
1:30–2:30

Grand Master Jhoon Rhee was famous for push-ups. Not one or two. Hundreds. For years, push-ups were part of his workout every single day. Even in his sixties and seventies, he could do 100 push-ups in about a minute. People could hardly believe it. He didn't get there in one day. He got there one push-up at a time, one day at a time, for years. His goal was "100 years of wisdom in a body of a 21 year old." Grand Master Jeff Smith became a world champion the same way. When he was competing, he trained six hours a day, split into three workouts, for almost 20 years. Nobody can do that by thinking about all 20 years at once. You do it by showing up for today's workout. Then tomorrow's. That's how you earn your Black Belt too: about 48 months, one class at a time.

ASK
2:30–3:15

Picture a student who does 10 push-ups a day. How many in a year? *(More than 3,600!)* How many in four years? *(More than 14,000!)* What's the enemy of a good habit? *(The excuse!)* And what do Black Belts ask instead? *(What can I do better next time?)* Turn to a partner. Tell them one excuse you hear yourself say, and your No Excuses answer. [Give pairs 20 seconds.] Hands up if you've got your answer ready.

COMMIT
3:15–3:45

Here's your 7-day home challenge: Build a Streak, No Excuses. Pick ONE small step. Read 15 to 20 minutes, make one smart food choice, or do one helpful thing without being asked. Do it every day for seven days and write down what you did. This week, add your "I am" sentences and your daily step to your Journey to Black Belt poster. Every day of your streak is a stepping stone to your Black Belt date, and beyond. What do Black Belts make? *(No excuses!)*

INSTRUCTOR **WHAT DO BLACK BELTS MAKE?**
STUDENTS **NO EXCUSES!**
KEY WORD **STREAK**

2 DISCUSSION GUIDE

AIM Help students see that big goals like Black Belt are built from small daily steps, and that owning their results (instead of making excuses) is what keeps a streak alive.

LITTLE DRAGONS

AGES 4–6

1. Show me how you buckle your seatbelt. Did you have to think about it?
2. Can you do one helpful thing at home tomorrow without being asked? Show me with a thumbs up!

KIDS

AGES 7–12

1. What is one good habit you already have? Who helped you learn it?
2. What excuse do you hear yourself say the most? What could you say instead?
3. Which small step will you pick this week: reading, a healthy food choice, or helping without being asked? Why that one?

TEENS & ADULTS

13 AND UP

1. What habit have you tried to change all at once? What would a smaller first step look like?
2. What is the excuse you will most need to watch out for this week, and what will you say back to it?
3. Grand Master Smith trained six hours a day for almost 20 years by showing up for today's workout. Where in school or work would thinking only about "today's step" help you?

LISTEN FOR

- ✓ Small steps done every day add up to big results.
- ✓ Good habits are hard to make but easy to live with; bad habits are the reverse.
- ✓ An excuse hands your result to someone else; Black Belts take 100% responsibility.
- ✓ If you miss a day, own it and never miss twice.

FOLLOW-UP QUESTIONS

- What would that look like at home tomorrow? When exactly will you do your small step?
- What could you tie your step to, like right after brushing your teeth or after dinner?
- If you miss a day, what will you say to yourself the next morning?

COACHING CAUTIONS

- Don't let "No Excuses" turn into blaming students for things outside their control (a parent's work schedule, illness, a family move). Focus on what they can own, even if it's five minutes.
- Keep the Healthy Eating Challenge positive: celebrate smart choices and avoid comments about weight, body size or "bad" foods, especially with students who may be sensitive about eating.
- Celebrate streaks, not perfection. A student who missed a day should hear "Never miss twice," not that they failed.

IF THE ROOM IS QUIET Do 10 push-ups together right away and count out loud, then ask for three hands to shout the math; once they are moving and loud, ask partners to swap one excuse each.

3 INTO THE MAT DRILL

MAT DRILL Ten a Day: the class does 10 push-ups together while counting out loud, then the instructor does the math (3,650 a year; more than 14,000 in four years). Then Excuse Buster: the instructor calls out an excuse ("I'm too tired!"), and students answer with a punch and kiai, "No excuses! Five minutes!"

LEADER ROLE The Black Belt or Leadership Team helper leads the push-up count from the front and checks form, then writes each student's chosen small step on a quick list for the instructor.

HOME CHALLENGE **Build a Streak, No Excuses.** Pick ONE small daily step: read 15–20 minutes (Reading Challenge), make one smart food choice and write what you passed on (Healthy Eating Challenge), or do one helpful act without being asked (Self-Discipline Challenge). Do it every day for one week. Write what you did. A parent initials each day. A completed, signed week earns an attitude stripe. (Earns an attitude stripe when parent-signed.)

OPEN NEXT CLASS Open next class by asking students to show with fingers how many days are in their streak, and have each student say the small step they kept (or will restart today, never missing twice).

4 BLACK BELT AND BEYOND

Module 7 (revisited): Visualization and Goal Posters. *Checkpoint:* Progress Update: 2 weeks before graduation

- ✓ Have students update their "My Journey to Black Belt" posters with their Black Belt self-talk statements and daily small steps.
- ✓ Display the posters again; invite parents and students to walk the poster wall together.
- ✓ Hold 2-week Progress Updates; confirm graduation readiness and readiness for the Black Belt and Beyond conference.

ADULT & PARENT TIP Parents: post one challenge sheet (Reading, Healthy Eating or Self-Discipline) on the refrigerator and celebrate streaks, not perfection. Adults: replace each excuse you hear yourself make with "What can I do next time?"

THE BLACK BELT IS A BEGINNING 16

SUCCESS SKILL	PRINCIPLE	KEY WORD
ALL EIGHT TOGETHER (BLACK BELT AND BEYOND)	ALL SIX PRINCIPLES	BEYOND

> *"Learning is a constant process of discovery, a process without end."*
>
> — BRUCE LEE

LIVE THE CREED *All four lines of the Student Creed*

THE BIG IDEA
A Black Belt is not the end of the road. It is where the real journey starts.

OBJECTIVE
By the end of this Mat Chat, students will be able to explain why the Black Belt is a starting line, name their next belt and the goal after it (including a goal beyond First Degree), and say one "I am" sentence from their Black Belt Self-Talk Script.

PREPARE
- ✓ Write the eight Success Skills on a poster or whiteboard so students can see them during the Teach.
- ✓ Recruit a Black Belt or Leadership Team helper to share their own goal beyond their current rank.
- ✓ Clear space for a Winner's Circle and have workbooks or Self-Talk Script pages available.

1 THE MAT CHAT

3–4 MINUTES

HOOK
0:00–0:30

Students, here's a question. What happens after you get your Black Belt? [Let two or three students answer.] Some people say, "I'm done!" or "I'm an expert!" I understand why. A Black Belt takes about 48 months of steady training. Tests. A community service project. The Black Belt Retreat in the mountains. It feels like the top of the mountain. But here's a secret. The Black Belt is not a finish line. It's a starting line.

TEACH
0:30–1:30

Our key word is BEYOND. And our Black Belt Success Skill is all eight together. Let's name them. Goal attainment and positive self-expectancy. Definite commitment. Character and personal honesty. Visualization. Total self-confidence. Positive self-talk. No excuses. Positive respect. Each one is strong by itself. Together, they are what a Black Belt really is. The belt is just the sign on the outside. You use all eight, every day. That's why a Black Belt always knows the goal after the goal. First Degree, then Second Degree, about 30 months later. Then the Black Belt Club and the Leadership Team: team member, leader, teacher. As Bruce Lee said, "Learning is a constant process of discovery, a process without end." A Black Belt never stops being a student.

STORY
1:30–2:30

When Grand Master Oliver was a young man, he was a head instructor and branch manager at the Jhoon Rhee Institute in Washington, D.C. He worked for Grand Master Jhoon Rhee and next to Grand Master Jeff Smith. The Institute was producing hundreds of Black Belts. But they found a big problem. On average, a new Black Belt kept training for only about 60 days after earning the rank. Then they quit. Sixty days, after years of work! Grand Master Rhee figured out why. Students had been told the Black Belt was the goal. When they got it, there was nothing left to reach for. So he made one rule. A brown belt's goal can't be First Degree. It has to already be Second Degree, before they even test for their first. Grand Master Smith says it this way: "You don't go to college to drop out as a freshman."

ASK
2:30–3:15

Is the Black Belt a finish line or a starting line? *(A starting line!)* Why should your goal always be one step past the belt you're working on? *(So you never stop!)* Which Success Skill is your strongest? *(Visualization! No excuses!)* Turn to a partner and say your next belt, the belt after it, and one goal past Black Belt. [Give pairs 15 seconds.] Hands up if you named a goal past Black Belt.

COMMIT
3:15–3:45

Here's your 7-day home challenge. Finish your Black Belt Self-Talk Script in your workbook: one "I am" sentence for each of the eight Success Skills. Then read it out loud every day this week, standing tall, in a strong voice. A mirror works great. Don't stop at seven days. Keep going for 30. And write your goal beyond Black Belt right next to your target date. Where are you going? *(Black Belt and beyond!)*

INSTRUCTOR **WHERE ARE YOU GOING?**
STUDENTS **BLACK BELT AND BEYOND!**
KEY WORD **BEYOND**

2 DISCUSSION GUIDE

AIM Help every student, at every rank, set a goal one step past the belt they are working on, and see the eight Success Skills as the real meaning of Black Belt and a lifelong toolkit for school, work and family.

LITTLE DRAGONS

AGES 4–6

1. Can you point to your belt and tell me the color of your next belt?
2. Can you show me how you could help a brand-new white belt? (Show me a bow, a stance or a high five.)

KIDS

AGES 7–12

1. Why do you think so many new Black Belts at the Jhoon Rhee Institute quit after about 60 days?
2. Which of the eight Success Skills is your strongest? Which one do you most want to grow?
3. The Leadership Team has three stages: team member, leader and teacher. Which one sounds most exciting to you, and why?

TEENS & ADULTS

13 AND UP

1. What is a goal in your life (school, work, health, family) that you should extend one step past the finish line?
2. Grand Master Smith says, "You don't go to college to drop out as a freshman." Where have you seen people stop right after reaching a goal, and what happened next?
3. Who taught you something important on the mat or in life? How could you pass that on to someone newer than you?

LISTEN FOR

- ✓ The Black Belt is a starting line, not a finish line.
- ✓ Always set your next goal before you reach the one you are working on (a brown belt aims at Second Degree).
- ✓ The eight Success Skills together are what a Black Belt really is; the belt is the sign on the outside.
- ✓ After Black Belt comes more learning and leading: Second Degree, Black Belt Club, Leadership Team, teaching.

FOLLOW-UP QUESTIONS

- What would reading your Self-Talk Script out loud look like at home tomorrow? Where and when will you do it?
- What is the goal after the goal after your Black Belt?
- Which Success Skill will you need most on the days you don't feel like training?

COACHING CAUTIONS

- Newer students may feel far from Black Belt. Keep the focus on "your next step and the one after it" so a white belt feels as included as a brown belt.
- This is graduation week, and some students may not be graduating. Avoid comparing who is or isn't testing; praise effort and every student's next goal.
- Don't let "Black Belt and beyond" sound like pressure. Frame goals beyond First Degree as exciting choices (teaching, leading, helping), and let students choose their own.

IF THE ROOM IS QUIET Have your helper share their own goal beyond their current rank first, then go around the line and ask each student to say just two words: their next belt and the belt after it.

3 INTO THE MAT DRILL

MAT DRILL Winner's Circle: students stand in a circle. Each one steps in, delivers their strongest "I am" statement from their script with a punch and kiai, and names their goal past Black Belt. The class answers together: "Yes, you are!"

LEADER ROLE The Black Belt or Leadership Team helper shares their own goal beyond their current rank to open the discussion, then goes first in the Winner's Circle to model a strong "I am" statement.

HOME CHALLENGE **Read My Script Out Loud.** Finish your Black Belt Self-Talk Script on the next page. Every day for one week, read it out loud, standing tall, in a strong voice (a mirror works great). Then keep going for 30 days. A parent initials each day. A completed, signed week earns an attitude stripe. (Earns an attitude stripe when parent-signed.)

OPEN NEXT CLASS Open next class by asking students to raise a hand if they read their Black Belt Self-Talk Script out loud every day, and have three volunteers read their strongest sentence and remind everyone to keep going for 30 days.

4 BLACK BELT AND BEYOND

Module 8: Graduation and the Black Belt and Beyond Invitation. *Checkpoint:* DEADLINE: belt graduation date. Qualified (A, A, A) students move to the Black Belt and Beyond conference.

- ✓ Feature one final Black Belt essay or performance at graduation; have volunteers read their completed Black Belt Self-Talk Script.
- ✓ Present the "Black Belt and Beyond" Special Invitation to qualified students, followed by the Application, the Million Dollar Bill Letter and the Black Belt Q&A.
- ✓ Book Black Belt and Beyond conferences. The 16-week curriculum restarts at Week 1 for the next cycle.

ADULT & PARENT TIP Parents: post your child's Self-Talk Script where the family sees it daily, and write and read a script of your own alongside theirs. Adults: set a goal that reaches past First Degree, such as Second Degree or assistant instructor.

POST IT BY THE MAT

CALL & RESPONSE QUICK REFERENCE

WK	KEY WORD	INSTRUCTOR	STUDENTS
1	TARGET	Where are you going?	**Black Belt and beyond!**
2	COMMIT	Are you interested or committed?	**Committed!**
3	HONEST	What do Black Belts build?	**Knowledge, honesty, strength!**
4	SEE	Who do you see in the mirror?	**A future Black Belt!**
5	EXPECT	What do Black Belts expect?	**To win, because we prepare!**
6	CANCEL	What do we do with 'I can't'?	**Cancel it!**
7	DISCIPLINE	What does discipline choose?	**What I want most!**
8	RESPECT	How do Black Belts treat people?	**With respect, every time!**
9	MIRROR	What kind of mirror does a Black Belt keep?	**A clean one!**
10	FIRE	Where does your fire come from?	**Inside me!**
11	ACTION	What is an action worth?	**A thousand pictures!**
12	EARN	How do you get self-esteem?	**I earn it!**
13	PICTURE	How do you walk in?	**Like a Black Belt!**
14	CHOOSE	Who's in charge of you?	**I am!**
15	STREAK	What do Black Belts make?	**No excuses!**
16	BEYOND	Where are you going?	**Black Belt and beyond!**

WHAT GETS MEASURED GETS DONE

MAT CHAT DELIVERY LOG

Record each Mat Chat you deliver. Rate it 1–5 for student engagement, and note what to keep or change next rotation.

WK	DATE	CLASS	INSTRUCTOR	1–5	KEEP / CHANGE NEXT TIME
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

MILE HIGH KARATE® · SIXTEEN WEEKS TO BLACK BELT AND BEYOND

FOUR MINUTES ON THE MAT CAN CHANGE A LIFE.

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- ✓ A timed 3–4 minute script for every week, with expected answers and stage directions
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- ✓ What to listen for, follow-up questions and coaching cautions
- ✓ The mat drill, Home Challenge and a job for your Black Belt helpers
- ✓ Black Belt and Beyond goal steps, test-cycle checkpoints and parent tips
- ✓ Guidelines for leading great discussions and handling tough moments

> *"I never thought that three years ago, when I started in Mile High Karate that I would ever be sitting and writing about my goals after I got my Black Belt."*

ERIC MUROTAKE, BLACK BELT ESSAY

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