

Mr. Alex Jarvis: Just walked in, I'm waiting at the door.

Hi, how are you? What's your name?

Sam: Sam.

Mr. Alex Jarvis: Sam, nice to meet you Sam, I'm Mr. Jarvis and hi what's your name?

Joseph: Joseph.

Mr. Alex Jarvis: Joseph, nice to meet you Joseph, I'm Alex, and ...?

Beth: Beth.

Mr. Alex Jarvis: Beth, nice to meet you Beth. All right, well welcome to Mile High Karate and we're here for our first lesson today. Are you excited?

Sam: Yes

Mr. Alex Jarvis: Good. Give me a high five. We're going to have a lot of fun today. We're going go over our first lesson and actually Mom, Dad if I could have you fill out this information sheet for me.

Joseph: She does all the paperwor.

Mr. Alex Jarvis: She does all that stuff? Here you go Mom, here's a pen real quick

Beth: Thank you.

Mr. Alex Jarvis: All right and Sam before we get started I'm going to show you where we're going to put our shoes so actually if you come with me we're going to come over here.

Sam: Okay.

Mr. Alex Jarvis: Go around the corner, you can take off your shoes your socks, go ahead and put them all over here.

Sam: Okay, shoes, socks.

Mr. Alex Jarvis: Perfect, wonderful. Good job. All right come on over. All right and actually we're going to come into our front office here. So come on in. Oh and it looks like you brought uncles and cousins and everybody today.

Speaker 5: Hey. Mr. Alex Jarvis: All right well welcome guys, welcome, nice to see you now that you're here, nice to see you, I'm Mr. Jarvis.

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Speaker 5: Don't let him hurt you

Mr. Alex Jarvis: Good to see you guys. All right ... I know he looks pretty tough. All right come over here Sam. Alright so, Mr. Sam why do you want to do Karate?

Sam: It's fun.

Mr. Alex Jarvis: It's fun? That's an awesome answer, I actually got started for the same reasons. Actually it was Ninja Turtles, Ninja Turtles got me started I was like ...

Sam: I like Ninja Turtles.

Mr. Alex Jarvis: Who's your favorite?

Sam: Leonardo.

Mr. Alex Jarvis: Leo? Nice! Mine was Raph, he was like "Yeah. I can do it." All right awesome. And why do you want Sam to do Martial Arts? What got you started?

Joseph: Well I saw ... you know I'm big into the UFC you know so I want him to get some training to defend himself.

Mr. Alex Jarvis: Okay, all right, I got it. And what about you Ma'am?

Beth: I also don't want him to be a crazy UFC fighter on the playground because that's just a little out of control because Sam is a small child.

Mr. Alex Jarvis: Okay, all right so Dad likes the kicking and punching, the physical aspects and Mom you're looking more for the ...

Beth: I don't want this to make him overly aggressive.

Mr. Alex Jarvis: No Ma'am, no definitely. And from today's lesson you're really going to be able to see what we do here and what we work on. We work a lot and heavily, mostly on the mental aspects as well as the fun stuff, the physical aspects as well because we're a Karate school but we'll go through our first lesson you'll have a better idea about what we do and then we'll have a whole lot of fun and Sam, how old are you again?

Sam: Five.

Mr. Alex Jarvis: You're 5 years old, well glad you're here. All right so feel free Ma'am, go ahead and take a seat and Mister Sam right here for me Sir.

All right what I want you to do is I want you to take out your hands, put them behind your back, little bit of space in between your feet, very good, all right now are you pretty fast?

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Sam: Yes.

Mr. Alex Jarvis: Good, all right so when I say go what you're going to do is your going to slide your feet together and you're going to stand up nice and tall and put your hands at your side, just like this. Ready? On your mark, get set, and go.

Speaker 5: Good job.

Mr. Alex Jarvis: Go ahead do it again, do it again. Now this time I'm gonna say "Attention" and when I say "Attention" I want you to move even faster. Ready, and attention.

Good job, now when you're at attention there's no moving, you're going to be still like a statue even if a bee lands on your nose you can't move, even if I come over here and mess with your shoulder or mess with your other shoulder, or even your toes. Pretty good, nicely done, high five. Excellent job. All right, last one, best one. Ready and attention, and we're gonna give each other a little bow for one, two and three.

Very good, so we balanced your respect and actually I have seven magic words that are going to help you with that respect aspect. Ready so repeat after me say "Yes Sir"

Sam: Yes Sir.

Mr. Alex Jarvis: No Sir.

Sam: No Sir.

Mr. Alex Jarvis: Yes Ma'am.

Sam: Yes Ma'am.

Mr. Alex Jarvis: No Ma'am.

Sam: No Ma'am.

Mr. Alex Jarvis: Please.

Sam: Please.

Mr. Alex Jarvis: Thank you.

Sam: Thank you.

Mr. Alex Jarvis: You're welcome.

Sam: You're welcome.

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Mr. Alex Jarvis: Who do you want to use these words ... Have you heard these words before?

Sam: Yes.

Mr. Alex Jarvis: Who do you want to use these words with?

Sam: Teachers?

Mr. Alex Jarvis: Teachers. Good job. Anybody else?

Sam: You.

Mr. Alex Jarvis: Me? All right, what about Moms and Dads?

Sam: Mom and Dad.

Mr. Alex Jarvis: Grandma and Grandpa's?

Sam: Yes.

Mr. Alex Jarvis: Aunts and Uncles?

Sam: Yes.

Mr. Alex Jarvis: Brothers, sisters?

Sam: Yes.

Mr. Alex Jarvis: Cousins?

Sam: Yes.

Mr. Alex Jarvis: Everybody. Everybody ... Yes?

Sam: Yes Sir!

Mr. Alex Jarvis: Sir, good job! That's what I'm looking for! All right, so we use them with everybody because they show manners, they show respect and you know what happens when you show other people respect? You know what they're going to give you?

Sam: No.

Mr. Alex Jarvis: The same thing. They're going to show you respect. So it's important that we're always respecting people. Yes Sir?

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Sam: Yes Sir.

Mr. Alex Jarvis: Okay so let's say em fast, ready, say "Yes Sir".

Sam: Yes Sir.

Mr. Alex Jarvis: No Sir.

Sam: No Sir.

Mr. Alex Jarvis: Yes Ma'am.

Sam: Yes Ma'am.

Mr. Alex Jarvis: No Ma'am.

Sam: No Ma'am.

Mr. Alex Jarvis: Please.

Sam: Please.

Mr. Alex Jarvis: Thank you.

Sam: Thank you.

Mr. Alex Jarvis: You're welcome.

Sam: You're welcome.

Mr. Alex Jarvis: Nicely done, good job. He's doing good. All right so ready, and hands behind your back, and attention, now I want you to tap your right leg, there you go and you're going to put it behind you. Very good and then you're going to put your hand up just like this. Good and come back, now you're going to get that leg back super fast, you're going to get those hands up extra fast, ready and go.

Very good. All right, one more time. Ready and go. Does he move this fast at home? Because he's moving quick.

Beth: Sometimes.

Mr. Alex Jarvis: He's moving pretty good. All right now I want you to use your confident voice I want you to say "Stop", ready say stop.

Sam: Stop.

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Mr. Alex Jarvis: I think you can be a little bit louder for me all right, you don't have to worry about being quiet here, be as loud as you want. Ready and say "stop".

Sam: Stop.

Mr. Alex Jarvis: Say "leave me alone".

Sam: Leave me alone.

Mr. Alex Jarvis: Good job! All right, ready? Now we're gonna mix the two. So that leg is going to shoot back, those hands are going come up and you're going to say "stop, leave me alone" extra loud. Ready, and go.

Stop, leave me alone.

Sam: Stop leave me alone.

Mr. Alex Jarvis: Pretty good. Now keep those hand up, because we want everybody to know you're the good guy, Yes Sir?

Sam: Yes Sir.

Mr. Alex Jarvis: Because if I do this at school am I gonna get in trouble?

Sam: No.

Mr. Alex Jarvis: No Sir.

Sam: No Sir.

Mr. Alex Jarvis: But if I do this at school, now who's going get in trouble?

Sam: Me.

Mr. Alex Jarvis: That's right. Or, if your hands are up, right, and the teacher looks over and you said "stop, leave me alone" and I'm the bully and I have my hands like this, who's going to get in trouble?

Sam: Bully.

Mr. Alex Jarvis: That's right. But if you close your hands, go ahead. Now what does it look like?

Sam: A fight.

Mr. Alex Jarvis: That's right. So we want to keep those hands nice and open, being the good guys. Yes Sir?

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Sam: Yes Sir.

Mr. Alex Jarvis: All right, so we're setting those strong boundaries Mom and Dad and making sure those hands are out and we always want to be the good guy, setting that strong boundary not only with our body, but with our voice as well, okay? So ready one more time. Last one, best one. "Stop, Leave me alone." Ready, and I'm being mean, I'm picking on you, what do you say?

Sam: Stop, leave me alone.

Mr. Alex Jarvis: Good job. Nicely done. Make me a promise. Say "I keep my Karate".

Sam: I keep my karate.

Mr. Alex Jarvis: "In my pocket".

Sam: In my pocket.

Mr. Alex Jarvis: So outside of here, we always keep our Karate in our pocket, making sure that we're being the good guys, Yes Sir?

Sam: Yes Sir.

Mr. Alex Jarvis: All right but when you're here, get those feet back, get those hands up and you can close those hands. Now here this is okay, Yes Sir?

Sam: Yes Sir.

Mr. Alex Jarvis: Good Job. This is your self discipline because you know how to use it right?

Sam: Yes sir.

Mr. Alex Jarvis: Good, all right so now, whenever I say, "duck" because we're learning how to get out the way. You're going to bend your knees, you're going to touch the ground and you're going to jump right back up. Ready? And duck. Good job, little bit faster. Ready and duck. Good job. Ready and ... Oh not yet. Ready and duck. Good job, good job. Extra fast. All right now this time you're going to go "ah yeah". Yes sir?

Sam: Yes sir.

Mr. Alex Jarvis: Good job Sam. Ready and go.

Sam: Ah yeah.

Mr. Alex Jarvis: Ready and go.

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Sam: Ah yeah.

Mr. Alex Jarvis: Nice, all right. So Mom and Dad said you were fast. So here's what's going to happen, I'm going to try and be that mean kid, I'm going to try and swing the bat at you, I'm going to try and swing it and hit you but you're going to duck. Yes sir?

Sam: Yes sir.

Mr. Alex Jarvis: Loud "ah yeah". Ready and go.

Sam: Ah yeah.

Mr. Alex Jarvis: It's pretty good. Ready and go.

Sam: Ah yeah.

Mr. Alex Jarvis: Ready and ... Duck. Ready, duck.

Sam: Ah yeah.

Mr. Alex Jarvis: Ready and duck.

Sam: Ah yeah.

Mr. Alex Jarvis: Excellent job, nicely done Sam. All right so now, can you jump super high?

Sam: Yes.

Mr. Alex Jarvis: Let me see how high you can jump. Ready, jump. That's pretty good. But if I jump with my legs like this am I going to be able to go very high?

Sam: No sir.

Mr. Alex Jarvis: No sir. There you go. So what I want to do is touch your knees, bring it up to my belly, bringing my knees up as high as I can. Jumping more like that. Are you ready? And jump. Much better, good job, all right. So now I'm going to try and get you on your toes. I want you saying ... Can you say "black belt" for me?

Sam: Black belt.

Mr. Alex Jarvis: So this time jump and say, "black belt". Ready? Ready and jump.

Sam: Black belt.

Mr. Alex Jarvis: Ready and jump.

Sam: Black belt.

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Mr. Alex Jarvis: Nicely done. Good job Sam. All right so here's what's going to happen. I'm going to try and get you on your toes and you're going to use that "black belt" confidence to overcome obstacles. It doesn't matter if we have hard things going on at school or someone is picking on us or running around playing with your friends. We want to overcome life's obstacles. Yes sir?

Sam: Yes sir.

Mr. Alex Jarvis: Ready? Let me hear that "black belt" confidence. Ready and jump.

Sam: Black belt.

Mr. Alex Jarvis: Ready and jump.

Sam: Black belt.

Mr. Alex Jarvis: Ready. Moving faster now. Ready and jump.

Sam: Black belt.

Mr. Alex Jarvis: Ready and jump.

Sam: Black belt.

Mr. Alex Jarvis: Ready and ... Oh not yet. Ready, jump.

Sam: Black belt.

Mr. Alex Jarvis: Good job and attention. That's pretty good, nicely done. Good job Sam. All right Sam go ahead and take a seat for me sir. I'll come down here with you. All right. So I'm going to give you a challenge and I'm going to teach you one more thing. Yes sir?

Sam: Yes sir.

Mr. Alex Jarvis: And I really want to see your focusing skills, your listening skills. Now I have four laws of concentration that are not only going to help you here but they're going to help you at home with Mom and Dad, at school and life in general. Yes sir?

Sam: Yes sir.

Mr. Alex Jarvis: All right, so ready? Take out your focusing ears. All right good. Ready, say "focus my eyes."

Sam: Focus my eyes.

Mr. Alex Jarvis: Say "focus my ears".

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Sam: Focus my ears.

Mr. Alex Jarvis: Say, "focus my mind".

Sam: Focus my mind.

Mr. Alex Jarvis: Say, "focus my body".

Sam: Focus my body.

Mr. Alex Jarvis: My body. Good job, nice Sam. All right, now when you focus your eyes, you want to make sure you're looking people that you're talking to. So right now I'm talking to you, so it means you are looking at who?

Sam: You.

Mr. Alex Jarvis: That's right. And who am I looking at?

Sam: Me.

Mr. Alex Jarvis: That's right. Now when you focus your ears, you want to listen to what people have to say. Eyes and ears, they go together. Because even though we have all this stuff going on in here and we can hear what's going on outside of this room, are we paying attention to that?

Sam: No.

Mr. Alex Jarvis: No. Who are you paying attention to?

Sam: You.

Mr. Alex Jarvis: That's right. Who am I paying attention to?

Sam: Me.

Mr. Alex Jarvis: Same thing with Moms and Dads, right? We've got to make sure, if we're watching our favorite tv show and they're talking to us, you can't just be like, "Ah huh, okay." No we've got to make sure we're are making eye contact. Yes sir?

Sam: Yes sir.

Mr. Alex Jarvis: All right so say, "look."

Sam: Look.

Mr. Alex Jarvis: Say "listen". And then focus your mind, you've got to say, "think."

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Sam: Think.

Mr. Alex Jarvis: Go "hmm".

Sam: Hmm.

Mr. Alex Jarvis: There we go, you've got a good thinking face.

Sam: I know.

Mr. Alex Jarvis: He said, "I know". Good, nice. All right now when you focus your mind, you've got to think about what you're doing. Yes sir?

Sam: Yes sir.

Mr. Alex Jarvis: So right now we're in karate and we're thinking about?

Sam: Karate.

Mr. Alex Jarvis: And when you're at school in your math class, what are you thinking about?

Sam: School.

Mr. Alex Jarvis: School. You're thinking about that math, right? And when you're in reading, what are you thinking about?

Sam: Reading.

Mr. Alex Jarvis: So wherever you are, you have to be there. You can't take a spelling test and watch the kids play outside can you?

Sam: No sir.

Mr. Alex Jarvis: Would you do very good?

Sam: No sir.

Mr. Alex Jarvis: No sir. So ready? Say, "wherever I am".

Sam: Wherever I am.

Mr. Alex Jarvis: Say, "Be there."

Sam: Be there.

Mr. Alex Jarvis: And the last one, say, "focus my body".

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Sam: Focus my body.

Mr. Alex Jarvis: I like that attitude. That's good. So whenever you focus your body, you're going to make sure your body is doing what it needs to do, sometimes what it wants to do. Do you like to have fun?

Sam: Yes sir.

Mr. Alex Jarvis: I know like being five, there's all kinds of things that we really want to do. But if I'm doing the fun thing, mostly kicking up, is that really going to help me out?

Sam: No sir.

Mr. Alex Jarvis: No sir. Ready? Say, "focus". Okay so let's think of a couple things that I should do before I have fun? Should I watch tv or get ready for bed first?

Sam: Get ready for bed first.

Mr. Alex Jarvis: Good job. Should I play games or get ready for dinner first.

Sam: Get ready for dinner first.

Mr. Alex Jarvis: Good job. So you know what's important, yes sir?

Sam: Yes sir.

Mr. Alex Jarvis: Say "important first."

Sam: Important first.

Mr. Alex Jarvis: Say, "then the fun".

Sam: Then the fun.

Mr. Alex Jarvis: Good job, you're focused. So say, "look".

Sam: Look.

Mr. Alex Jarvis: Listen.

Sam: Listen.

Mr. Alex Jarvis: Think.

Sam: Think.

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Mr. Alex Jarvis: Focus.

Sam: Focus.

Mr. Alex Jarvis: Good job. All right so I want to test your focus. I'm going to say, "one, two, three." When I say "go" I want you to stand up as fast as you can, ready? One, two, three. Oh, I didn't say, "go". Get back down here, get back down here, that was pretty good all right. You caught yourself at the end. Ready? One, two, three ... Excellent job. Ready, go. Yes sir.

Sam: Yes sir.

Mr. Alex Jarvis: Excellent job. All right so ready? I want you to take that foot and put it behind you extra fast. I want you to get those hands up and I'm messing with you, what do you say?

Sam: Stop, leave me alone.

Mr. Alex Jarvis: Sam we've learnt a lot so far. We're learning how to set those boundaries, we're using those good manners, showing respect and how to move quickly and get things done, as well as our focus. Yes sir?

Sam: Yes sir.

Mr. Alex Jarvis: All right now. I want you to put those hands next to your face. This is your self discipline. Where do we do this? Only where?

Sam: In Karate.

Mr. Alex Jarvis: There you go. Now I want you to take that hand, you're going to put it above your head like this. Just like this. All right, this is your high block. So if I'm trying to hit you on the head right, I can't do that. Yes sir?

Sam: Yes sir.

Mr. Alex Jarvis: All right so let's bring it right back down. Ready and back up, ready, go. Excellent job. Ready and go. Now we're missing something. What do karate guys say?

Sam: Ah yeah.

Mr. Alex Jarvis: Ah yeah. That's right. So ready? I want to hear that loud, "ah yeah". I want to hear that confidence in your voice. Ready and go.

Sam: Ah yeah.

Mr. Alex Jarvis: A little bit louder. Ready and go.

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Sam: Ah yeah.

Mr. Alex Jarvis: And one more time, ready, go.

Sam: Ah yeah.

Mr. Alex Jarvis: Excellent job. Good job Sam. All right so focus my what?

Sam: Eyes.

Mr. Alex Jarvis: And my?

Sam: Ears.

Mr. Alex Jarvis: And my?

Sam: Mind.

Mr. Alex Jarvis: And my whole?

Sam: Body.

Mr. Alex Jarvis: There you go. So I might say "high block".

Sam: Ah yeah.

Mr. Alex Jarvis: I might say "duck".

Sam: Ah yeah.

Mr. Alex Jarvis: And I might say "jump".

Sam: Ah yeah.

Mr. Alex Jarvis: But you don't know which one I'm going to say so you really have to focus. Yes sir?

Sam: Yes sir.

Mr. Alex Jarvis: All right so attention. Let's turn on our black belt focus. Ready? Your hands are going to go up, loud "ah yeah".

Sam: Ah yeah.

Mr. Alex Jarvis: Good job. Ready and moving slowly first, high block.

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Sam: Ah yeah.

Mr. Alex Jarvis: Duck.

Sam: Ah yeah.

Mr. Alex Jarvis: Jump.

Sam: Ah yeah.

Mr. Alex Jarvis: Little bit faster, ready. High block.

Sam: Ah yeah.

Mr. Alex Jarvis: Duck.

Sam: Ah yeah.

Mr. Alex Jarvis: Jump.

Sam: Ah yeah.

Mr. Alex Jarvis: Fastest we can, ready. Block.

Sam: Ah yeah.

Mr. Alex Jarvis: Duck.

Sam: Ah yeah.

Mr. Alex Jarvis: Jump.

Sam: Ah yeah.

Mr. Alex Jarvis: Now we're going to mix it up, are you ready?

Sam: Yes sir.

Mr. Alex Jarvis: Jump.

Sam: Ah yeah.

Mr. Alex Jarvis: Duck.

Sam: Ah yeah.

Mr. Alex Jarvis: Jump.
Sam: Ah yeah.
Mr. Alex Jarvis: Duck.
Sam: Ah yeah.
Mr. Alex Jarvis: Jump.
Sam: Ah yeah.
Mr. Alex Jarvis: Duck.
Sam: Ah yeah.
Mr. Alex Jarvis: Jump.
Sam: Ah yeah.
Mr. Alex Jarvis: High block.
Sam: Ah yeah.
Mr. Alex Jarvis: High block.
Sam: Ah yeah.
Mr. Alex Jarvis: Duck.
Sam: Ah yeah.
Mr. Alex Jarvis: Jump.
Sam: Ah yeah.
Mr. Alex Jarvis: Duck.
Sam: Ah yeah.
Mr. Alex Jarvis: High block.
Sam: Ah yeah.

Mr. Alex Jarvis: And attention. That was pretty good. So even though we were moving around and having fun, you showed that focus just like at school when your teachers need the attention and your class is moving around. Zero back in. Yes sir?

Sam: Yes sir.

Mr. Alex Jarvis: Excellent job. So quick question, Sam. Since you're a tall five year old man, what I want you to do is I want you to take a look at these belts. See all the belts up there?

Sam: Yes sir.

Mr. Alex Jarvis: Quick question, what is the most important of all the belts?

Sam: Hmm. The red.

Mr. Alex Jarvis: The red one. Is red your favorite color?

Sam: Red is my favorite color.

Mr. Alex Jarvis: Red is pretty cool, I like the red one. It's good though because we've got a big red floor out there. That's pretty cool but red is an important belt because it's your favorite but actually let's take a look at this. The white belt is the most important belt.

Sam: Yes sir.

Mr. Alex Jarvis: It's because it's your first one. Red is pretty cool because that's a short term goal, that's what we're going to try and get to but also long term goal would be that black belt. Do you want to be a black belt one day?

Sam: Yes sir.

Mr. Alex Jarvis: That's what I like to hear. So we're going to do what it takes to get there, yes sir?

Sam: Yes sir.

Mr. Alex Jarvis: Just like that white belt. So that promise, that perseverance, even when things were not hard but challenging, we kept going, right?

Sam: Yes sir.

Mr. Alex Jarvis: There you go so ready, okay here we go. I want you to make sure you're using those good manners with Mom and Dad. So if I say, "yes ma'am" I would be talking to a boy or a girl?

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Sam: A girl.

Mr. Alex Jarvis: a girl and if I say, "yes sir" I talk to a girl or a boy?

Sam: A boy.

Mr. Alex Jarvis: A boy. That's right so make sure you're using those good manners with Mom and Dad and if they don't like Ma'am or sir at least go, "yes Dad" or "yes Mom." Okay?

Sam: Yes sir.

Mr. Alex Jarvis: High five. Good job, man. All right now we have our student creed on here and we have three sentences, you're a smart guy so I know you can get all three. Now number two though, I can't help you on that one at all. Because that's the one about keeping your karate ... Where do you keep your karate again?

Sam: In my pocket.

Mr. Alex Jarvis: High five. That's exactly right. So let's say this one together. Say, "I will only fight to protect my life."

Sam: I will only fight to protect my life.

Mr. Alex Jarvis: "And the lives of others."

Sam: And the lives of others.

Mr. Alex Jarvis: Keep the karate in your pocket and people safe. So it's not about fighting, it's about making sure you're being the good guy, helping others. Yes sir?

Sam: Yes sir.

Mr. Alex Jarvis: Excellent. Now the last part on here is your self-discipline. Do you know what self-discipline is?

Sam: Not really.

Mr. Alex Jarvis: Not really? So self-discipline is when you're doing things on your own but without Mom and Dad even having to tell you. So we want to make sure that if something needs to be picked, you can go over there and get it done really fast. So what are some things that I can probably do around the house that would help out Mom and Dad?

Sam: The dishes.

Mr. Alex Jarvis: The dishes. All right so he's going to do the dishes.

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Joseph: Great.

Mr. Alex Jarvis: What else can we do?

Sam: Take out the trash.

Mr. Alex Jarvis: Taking out the trash. Can you think of anything else? Like brushing your ...?

Sam: Teeth.

Mr. Alex Jarvis: Or taking a ...?

Sam: Shower.

Mr. Alex Jarvis: Shower. Or getting ready for ...

Sam: Bed.

Mr. Alex Jarvis: Bed. And what is that thing that after school we should probably get it done?

Sam: Homework.

Mr. Alex Jarvis: Homework. There you go. So we came up with at least like I don't know, eight different things. Do you think you can do six?

Sam: Yes sir.

Mr. Alex Jarvis: Yes sir. Okay and it's pretty easy. Now Mom and Dad know you're still working on your self-discipline so what's going to happen is they're going to remind you, "hey Sam, what do we need to do in order to earn our white belt?" Let's do our karate paper. And then you're going to think of something, you're going to go get it done and then they're going to write it down and give you a big old high five. Deal?

Sam: Yes sir.

Mr. Alex Jarvis: All right. There you go Sam, so this is for your white belt and when I see you next time, if you can get that done not only will you earn your belt but you'll earn your uniform too. Deal?

Sam: Yes sir.

Mr. Alex Jarvis: Good job. All right excellent job. You know what? For doing such a great job, here. You did such an awesome job, I want you to take my bracelet. So this is a cool bracelet, it has our website and everything on there about karate and some kicking guys but it has some karate power in it so, you ready? Let's go ahead

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and get that on. Excellent job, all right so go ahead and get your shoes and socks on as fast as you can and then we'll schedule time with Mom and Dad, okay?

Sam: Yes sir.

Mr. Alex Jarvis: Good job Sam. Come to attention. Bow. And ready, set, go. Go get your shoes. Excellent. So Mom, Dad, what did you think?

Joseph: Great.

Mr. Alex Jarvis: Great. Wonderful so is this something that you could see Sam continuing in?

Joseph: I think it would be great.

Mr. Alex Jarvis: Pretty awesome. And uncles what did you guys think? He did a pretty great job right?

Speaker 5: Right. He did a great job.

Mr. Alex Jarvis: Hey go get the high fives. They're giving you those kudos man. There you go. Excellent, excellent. Right. Okay well then as you can see, you will get that physical aspect as far as being able to protect ourselves but especially on this first lesson we want to make sure we're keeping our hands up, setting those boundaries and knowing, "hey I'm confident enough to say, 'I don't like that and you're not going to be able to pick on me.'"

Okay and Mom was that along the lines of what you were thinking?

Beth: Mm-hmm (affirmative). It's fantastic.

Mr. Alex Jarvis: Good, good, good. Well is this something that you can see Sam continuing in? Being successful at?

Beth: Absolutely.

Mr. Alex Jarvis: Wonderful. Well what we can do is we can schedule a time where I can sit down and go over the schedule and the tuition and just the structure of our program, making sure everything is going to be a good fit for you guys. Sound like a plan?

Beth: What do you think Sam?

Sam: I like it. I want to do it.

Mr. Alex Jarvis: Wonderful, all right. So here's a copy of our schedule and after about what time typically works best for both of you guys as far as your schedule goes?

Joseph: After five on Monday.

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Mr. Alex Jarvis: After five. What about you?

Beth: Sounds perfect.

Mr. Alex Jarvis: Okay. Well let me see here, pull out my schedule. Well it doesn't look like I have a Wednesday but if after five works it looks like I have a six forty-five on Monday and I also have a six thirty on Tuesday. Do one of those days work out for you?

Joseph: Monday would be good.

Mr. Alex Jarvis: Monday? Six forty-five? Perfect, awesome. So let's go ahead, I'll write that down for you. All right and here's a copy of the schedule. Go ahead and take a look at this. These are the classes I'm looking at for Sam, the times are here. Make sure you go over and find at least two days that work out best for your schedule and then I went ahead and wrote down, Monday at six forty-five. And go through the packet, make sure you answer the questions, this is part of now ... Sam has his homework but this is your homework, okay? So I want you to go through the questions, answer those for me. Go to the video here.

Did you guys have a chance to watch that first video from the email or the text?

Joseph: Not yet.

Mr. Alex Jarvis: Not yet? Okay if you could do that for me, watch that video because that's going to give you a lot of information about making a good decision about getting Sam started in the school that's really going to help him out. So watch that video and watch this video here. This is a video with grand Master Oliver, he's going to go over everything. That's going to help you guys make a good decision and make a decision that making sure this is the best thing for Sam. Okay?

Go over the budget and see what you can put towards a developmental education like this, okay? All right. Other than that, that is it and I'll see you guys on Monday at six forty-five.

Beth: Thank you Mister Jarvis.

Mr. Alex Jarvis: You're very welcome. Thank you for coming in.

Joseph: Thank you sir.

Mr. Alex Jarvis: Thank you for coming in.

Speaker 5: Thank you.

Beth: Thank you.

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Mr. Alex Jarvis: Gentlemen I appreciate you guys coming in, being an awesome support network for Sam here.

Speaker 5: Thank you.

Mr. Alex Jarvis: Wonderful. Sam, you did a great job and I look forward to seeing you on Monday, okay buddy?

Sam: Yes sir.

Mr. Alex Jarvis: Wonderful, all right.

Speaker 5: Yay. 23 minutes.

Mr. Alex Jarvis: 23 minutes.

Joseph: In the beginning you ask them to fill this out and then the follow up generally?

Mr. Alex Jarvis: And the follow up. So the follow-up, on this part, this is more like because I asked you from the beginning what you were looking for and typically if it was like that, if Dad wants self-defense because of the UFC thing then the self-defense thing would be circled but if Mom wants the confidence and self-discipline aspects so those would be circled. So that's why I ask. What are you guys looking for?

I'll look at that and I'll pretty much know. There's other typical questions, if you have a hard time finding those, it's all great. It's like what school do you go to, what's your favorite color, that type of stuff. If he's shy, trying to get him out but since he didn't play the shy angle then I was like, "Okay he's in let's get started."

Sam: Got right into it.

Mr. Alex Jarvis: Got right into it. So if I have a shy kid then I'll get down on their level, get real low, "tell me about yourself. What school do you go to? Who's your best friend? What's your favorite superhero?" And then that kind of opens them up and I go, "All right well, do you want to play a game? You want to have some fun?"

And usually games are like, "I want to play a game. Let's play some games." And then just how it how it happens. But as far as followup then they get moved in the schedule and they'll get automatic response confirming their time, your second lesson and then that second lesson video will also be sent out in that text message and the email and then they'll get a reminder on the day of and then I'll call and text if I don't get a hold of them. I'll call, leave a message and then I'll text them like, "hey this is Mister Jarvis from Mile High Karate, looking forward to seeing you on this day or I look forward to seeing you tonight at six forty-five and working with Sam. Getting him going. Did you have a chance to

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watch the video? Oh great you did? Wonderful or make sure you watch that video before coming in tonight."

Sam: Let me ask, are you guys doing two intros? Like two intro lessons?

Mr. Alex Jarvis: So we do the first intro and then the second intro would be the enrollment.

Sam: Okay now do you teach a lesson before the enrollment or do you go straight into the enrollment?

Mr. Alex Jarvis: Oh we teach the lesson. Okay so this one is we'll do open hands, duck, jump, block, get out the way. That will be the aspect of kicking, punching, where to keep our karate, you've got to have that self control not to use this outside of here and then "oh awesome, let's keep going. I want to check out your balance. Oh wonderful. And then what's your student creed? Physically you're looking awesome and you know your student creed? You know what, come on out." And then we come out of here, we introduce him to the class, "Hey you guys this is Sam."

They'll say, "hi Sam." "Wonderful, everybody Sam did a great job on his first karate lesson and he also knows his student creed, did his self-discipline, helping out at home. So he's going to be earning his white belt today. So everybody, give Sam a big hand." And then the whole class claps for him as I tie the belt on him. While I'm tying the belt I say, "Oh Sam they're cheering for you. You did a good job today. What you do is you're going to come to attention once I get it on. We're going to bow. Got it? Okay ready"

And, "Everybody come to attention. One more time give Sam a big hand. Welcome him to our school." And then we'll come in and I'll say "that was pretty exciting, you did a good job Sam. Why don't you keep that up." So let's go over and then I'll go over the evaluation and then we'll just sit down and talk about how he did, what we're going to work on. "I really want to see the eye contact or I really want to see that self-confidence." So if you know the answer I want you to tell me or use that big voice, communicate with confidence.

Obviously everything that I see, parents are going to want to see too. And then if there's something else, just touching on that a little bit. "We did this, how do you think you did with that? Great, I want you to keep that up for me." And then Mom and Dad, anything you want to add in to that? Want to give Sam some kudos? You go, "Sam, you did wonderful." And then talk about that. Go through the questions, really any time next year, anything physically that I should know about. Drink lots of water. Attend class too.

So a lot of parents benefit from taking the class with their kids and notice that it only helps their children if they're out there on the floor too. So would you like to take class, do this with him? You can go, "Well I thought about it" or maybe a lot of times it's, "No. Not so much." Well here's what I'll do for the next week,

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next two weeks, depending on how much time is left in this month I'll go, "hey take the next couple of weeks out with Sam on the floor, he's only going to benefit from that anyway and I'll give you a uniform. Don't worry about it and he's only going to benefit from that. You'll be able to understand more about what we are doing out on the floor because it changes from being on the bench to being on the floor and what you get out of that class."

So does that sound fair?

Joseph: Oh yeah I like that.

Mr. Alex Jarvis: Okay perfect. And if you want to continue, wonderful. Most of them don't continue so you'll go over that with him later. Or if they say, "yeah I'm just going to go ahead and do it. Let's get out of here." Perfect, then let's talk about that. Then we go over the schedule, two days, work the best way out. Go over the schedule, "How does that look?" "This day and this day works." "Perfect." If they have any questions you answer them real quick and just go right into the questions. "Does 247 fit to the budget or whatever that tuition is, does that fit to the budget?" "Yes, no" "Okay we'll work through that. What did you picture it being?" "Okay well more like \$180." "Okay so now we're looking at a \$70 difference so where could we ... Do you think it would be worth Sam getting this, this and this out of it? That's your \$70."

"You could not go out to eat one night. That's one outing, going out to eat." "Okay you know I didn't really think about that. Okay I guess I could give up Starbucks or something." "Yeah that would be business." That's a poor business, Starbucks, honestly for what you get. "Okay great well then yeah we could do that." "Okay, wonderful. So the tuition, that fits for you guys?" "Oh yeah." "Perfect. Great."

And then you go into the next question, sorry. Plenty of room at home to practice? "Oh yeah we have plenty of room." Okay so practicing means you're not kicking and punching other people but you're, if he's anything like me, I know he's not going to stop kicking and punching and running around having fun but as long he's not hurting anyway or kicking or punching and breaking stuff, then it's all just, I want him to have fun. Have fun but play with your martial arts, fight invisible ninjas. Deal?

Sam: Deal.

Mr. Alex Jarvis: Deal right. And then it's are you willing to support our school and share the value of our program with others? So sharing that with friends and family and say, "oh yeah I actually think I have a cousin that would like that." "He can get a black belt." "Oh I haven't really thought about that. Maybe that's something we should start thinking about." "Yeah, actually that is." No one really starts martial arts with the idea, "Oh I want to be a blue belt and quit." "I want to start martial arts and finish. I want to be a black belt." So if a black belt is something that you

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see for him, the character and focus, those things, now is the time to start thinking about that.

We'll talk a lot about that in class, it's hard to understand what black belt really means right now but we'll talk about that in class and we'll educate you guys in the next couple of classes to make sure that black belt is a goal that you have set for Sam. Well Sam do you want to be a black belt one day?

Sam: I do.

Mr. Alex Jarvis: Wonderful. Then we'll talk about that during the class, okay. You need to have a good mindset to do that.

Sam: Yes sir.

Mr. Alex Jarvis: Work hard?

Sam: Yes sir.

Mr. Alex Jarvis: All right perfect. And then, does anyone else need to be involved? I see we have a big support group here but Mom, Dad, as far as transportation, financial or anything else like that? No. And then that's when you go over the rest. "Great Mom we're going to start on this basic program. It's this much, this much down, how do you want to handle that?" Cheque, cash, card, whatever you want to do. Fill out the paperwork.

Joseph: Okay awesome.

Speaker 5: Hard to say no after the intro and everything. That was awesome.

Mr. Alex Jarvis: Yeah I mean I think that's pretty much everything. That's just a quick overview.

Speaker 5: Could we trouble you for some of those papers that you've got?

Mr. Alex Jarvis: This one?

Speaker 5: You had that packet that you gave them?

Mr. Alex Jarvis: Oh that one?

Speaker 5: Yeah, could I get that agreement? Thank you very much.

Mr. Alex Jarvis: This green paper is a qualified question paper as far as like coming in and any questions I want to take a look at.

Speaker 6: I'd like one of those too please.

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Mr. Alex Jarvis: You want this one?

Speaker 6: Yeah that would be great thanks.

Mr. Alex Jarvis: Sure. There's just this guy that has like the outline of the programs so we talk about we're getting started on our basic classes, it's more of a trial program before moving into the black belt training qualification period. Qualifying for black belt training is typically within two to four months. You have your white belt between that time. But what we're going to qualify him off of is his interest in that program. Aptitude being more mental aptitude, making sure that he's asking the right questions, "I want to be a black belt." Or he's working really hard for those things.

Not so much physical because that comes in the long run. So looking at him, qualifying him for and then moving him to black belt training. It usually just takes it one step further with those leadership skills. Those are the programs that would take him to his first degree, his second degree and potentially even beyond that like myself and some of the other martial arts instructors here. It takes about 36-48 months in order to accomplish that goal however those are more robust programs and they can be more financially however we don't ever start there because we don't ever start there because we want to make sure that's going to be a good fit for you and for our school first so we always start in our basic classes to get him started. Does that make sense? Wonderful and then you go onto your price negotiation.

So it's just a quick cut and dry of what he's going to do. He's going to qualify within the first 12 months, looking at moving him forward into black belt training. But we don't start there, we're going to start here first. Make sure that's a good fit. So it's not necessarily a good fit for them but it has to be a good fit for us too. So you needed this one.

Speaker 6: Thank you. You do all the enrollments right here?

Mr. Alex Jarvis: We do the enrollments here. If somebody is here it will be me or Mister Christian will take them, even like behind the desk or something just to make sure everything looks top ten. We'll do the lesson in the hall there.

Speaker 6: The character sheets, the second intro form.

Mr. Alex Jarvis: Oh none of that stuff as far as the qualifying questions that I gave you but the homework is the character sheet and yeah, they're all in here as far as the step by step process and "okay this is what you need to do next. Or this is when you should qualify for black belt training. You should set a goal, it's all in here."

But we sit down and go through this with him, we'll schedule him for a parent packet because going through all this stuff and pricing and talking about the agreement, you're already loading them with information and they won't

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remember half the stuff you tell them if you keep going about this as well. So their next class is when you're like, "okay I'm going to go over the first four pages of this." So you go over the first couple of pages and the homework. Now they're going to find their belt and their card to check in. And then the next class you schedule them to go over a bit more and then you just check over the next week or two weeks, "do you have any questions? Everything making sense so far? Wonderful."

And then you do that for the next three to four weeks and then you start working with him to qualify for black belt training. "Oh great he's really made some improvements." I don't know who was here but that's what I was doing with the little girl that was on the side. I was doing the evaluation for the black belt training. And I walked up to her with a piece of paper and went through this and talked through this. I want you to take some classes to have an idea and understanding of the what we do.

She gets a leadership application [inaudible 00:38:59].

Sam: Yeah Mister Smith was talking about that too, the steps and earning them. While we were outside. He's scheduling all these, how many appointments did you just go through, do you think?

Mr. Alex Jarvis: Oh this? Appointments so there's the first, there was the enrolment and then their first class is technically scheduled so then that's the parent packet. Then there's the next parent packet finishing up that, checking in with them throughout the ... These are floater appointments but you're going to want to talk to them when they're going to be in class. So I'd say three to four times you're talking to them and then you have their first leadership tutoring class, second leadership tutoring class, they're getting their application and you're scheduling their follow up meeting to talk about black belt training.

So I would say probably 10-12 like meetings before they're here but you can sit down and you can check in every time, at least 12 times and in between just talking, "hey how's things going this week? How's Johnny doing? How's Susie? Is she using good manners?" "She is? Oh well it looks like she still needs to work on some of her healthy eating stripes, let me talk to her right after class. You got two minutes?" "Yeah we got two minutes." "Okay perfect."

"Hey Susie, I noticed that we don't have very many green stripes. Can you remember healthy eating for me? Does Mom or Dad ever take you to Macdonalds?" "Oh yeah, yeah." "Do you ever eat apples?" "Sometimes." "Well could you do me a favor, instead of getting those french fries can you make a good healthy decision for me to eat some apples instead?" "Yeah I can do that." "Then you can write it down. Deal?" "Deal"

"Perfect so make sure you get that food down for me." "Yes sir." That way you're following through on some of the stripes and some of the other things,

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helping them qualify. You've got to make sure they're getting all those little pieces. So listen, it sounds like a lot but as long as you just check in, "Hey how are you?" It doesn't take a lot of time, just as long as you're investing in them as much as they are investing in school.

Speaker 5: Educating them on what is a black belt and what does it mean and painting that picture of what's that going to be in the next four years.

Mr. Alex Jarvis: That little girl today I was like, "Well what does a black belt mean?" "Well I think it means helping other kids become black belts." "I was like well you've got the big picture. That's good. What does it look like?" "Well they're confident, they're respectful, they try hard. Yeah I think that's what it means to be a black belt." "Okay well what do you think you look like?" "I'd be powerful, strong, I could kick really hard." "Well how does a black belt act?" "Oh hey now I understand."

I talked to her Mom and Dad and said, "I really like that she said this. I really like that she said this. It looks like she understands that overall what it means to be a black belt, we just need to help her move in the direction of this is what we need to do in order to be a black belt." "So is that something that you want to see her do?" "Oh yes definitely." "Then you're going to want to go through this list because that's what helps her qualify for black belt training. I'd like to see her in this class to help educate her a bit more, help educate you guys a bit more about what it means to take the next step." "Okay yeah I'd definitely like to do that." "Okay perfect. I'll see her this day, this day, 15 minutes before every class we're going to go over the aspects of being a strong leader, black belt training." That's really it.

Joseph: Good job, thank you sir.

Speaker 5: Yeah thank you.