

LIFE ARCHITECT PARENT SERIES

VOLUME 3

How to Talk So Your Child Can Think

Questions, Correction, Listening, and Language That Build Wisdom Instead of Shame

THE PURPOSE: Teach parents to use communication that helps children reflect, explain, solve problems, and take responsibility rather than merely comply in the moment.

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Identity • Knowledge • Character • Purpose • A Brighter Tomorrow

How to Use This Book

You do not need to finish this book quickly. One chapter per week is enough. Read the teaching page first, then use the Home Practice page with your child. Keep the conversation short enough that the child stays engaged.

The four-part rhythm

- 1. Understand - Learn one practical principle.
- 2. Translate - Say it in words a five-year-old could understand.
- 3. Practice - Use an everyday example, role-play, or small family exercise.
- 4. Repeat - Use the same language again when real life creates the opportunity.

The Life Architect baseline

MODEL: EVENT → MEANING → PERCEPTION → THOUGHT / FEELING → CHOICE → ACTION →
PATTERN → RESULT

The goal is not to control every feeling. The goal is to help the child notice what is happening, test the meaning, choose according to truth and values, and practice a wiser response.

A simple child version

STOP → NOTICE → NAME → CHOOSE → GROW: Stop for a moment. Notice what is happening. Name the feeling, thought, or urge. Choose what is wise. Learn from what happens next.

Chapter 1: Ask Before You Lecture

BIG IDEA: Questions make the child retrieve and organize their own thinking.

Psychology lens

Guided questioning supports metacognition: thinking about one's own thinking. It can reveal the belief or misunderstanding underneath behavior.

Neuroscience lens

Retrieval and explanation engage memory and executive processes more deeply than passive listening.

Scripture lens

Proverbs 20:5; James 1:19. Use the passage to discuss truth, wisdom, responsibility, hope, and character in context rather than as a slogan.

Everyday example

Instead of a five-minute speech after a conflict, ask, "What happened? What were you trying to make happen?"

SAY IT TO A FIVE-YEAR-OLD: I want to understand before I teach.

Parent reminder: Keep correction specific. Keep dignity intact. Keep the next step visible.

Home Practice 1: Ask Before You Lecture

Try this this week

Use only three questions before giving advice: What happened? What did you want? What happened next?

Scenario to work through

Which question would help you understand the behavior instead of assuming the motive?

Use these four questions

- What happened?
- What did you think it meant?
- What did you feel or want to do?
- What choice would match truth, wisdom, and the person you want to become?

Parent language

"I am not asking you to pretend this does not hurt. I am asking us to understand what happened, check the story, and decide what a wise next step looks like."

Child reflection

What I noticed: _____

What I can practice: _____

One thing I want help with: _____

One-minute close

REPEAT: I want to understand before I teach.