



The Essential Guide

For Parents and Leaders

by

Jeff and Susan Zakula
Keepers of the Faith



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Welcome to Keepers of the Faith

Welcome to Keepers of the Faith! Because you have picked up this book, the *Essential Guide for Parents and Leaders*, we know that you are interested in wholesome activities for your children. We recognize the ever present need to furnish children with constructive *and* character-building activities. This book is intended to fill that need and so much more!

We seek to combine both the spiritual and practical aspects of the Christian walk. For the Christian, there is really no difference between the secular and the sacred. “*Whether therefore ye eat, or drink, or whatsoever ye do, do all to the glory of God,*” —1 Corinthians 10:31. Our primary goal as parents is to equip our young people to walk in the steps of our Lord and Saviour, Jesus Christ, every day, every moment, and in every situation.

We hope that this book will be a stepping stone to a stronger relationship with your children. Families who pray together, work together, and learn together, will, more often than not, stay together. The things you enjoy doing together *now* can build strong bonds reaching into the future ensuring the family unit to remain close despite the pull of the world to separate it. This guide can provide structure, know-how, tools, and direction to that end.

The ideas and concepts found in the Keepers of the Faith materials can be used ideally by a family or group of families, by a local church fellowship, homeschooling community, or as an outreach program. These materials strive to emphasize masculinity for boys and femininity for girls. These can all be combined into a structured, Bible-based, Christ-centered, curriculum-oriented program. The materials are designed to provide a set of avenues and tools for godly men and women to teach and train the next generation of God’s people.

*Families who
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All this, and you can be in charge! Yes, you decide what goals require the most emphasis for your family or group. You determine how each concept should be approached, and how it should be viewed in the light of God’s Word. Your group is not a mere extension of some national organization. You are not required to teach mandatory lessons or concepts that are issued from a central office. You will not be compelled to use materials that may include such broad spectrum values as political correctness or a unisex agenda. You may use your favorite lesson source, or even prepare your own lessons—those that address what you feel are the most emphatic spiritual needs of your family or group at present. Keepers of the Faith also provides free lessons, which are available on the website—www.keepersofthefaith.com.

You can teach your own children real values based on the Word of God and give them practical skills for a lifetime. The handbooks, awards, and resources will enable you to form your own autonomous group, answerable only to God. These materials are carefully designed to provide a solid framework for biblical teaching, while making learning and accomplishment an enjoyable process. One hundred and thirty-six productive pursuits and practical skills are listed in this guide as major topics with dozens of other ideas for additional activities sprinkled amongst them. God will often use us for service in the areas in which we are skilled. By giving our children skills, we also give them opportunities of service.

Every child is eligible to achieve every goal. There is no last place. There is no second place. *These materials are about learning—not competing.* Success is not dependent on brains or talent. Hard work, character, and perseverance are emphasized, encouraged, and rewarded throughout.

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Keepers of the Faith materials promote parent-child relationships and the family unit, with, of course, God at the center of all. We parents have a duty from God to teach our young people. Let us minister together to train them to be strong, godly adults, independent of the world, yet fully dependent on God—leaders *in the world*, yet not falling prey to philosophies *of the world*.

Truly, we want to help you in your endeavor to teach your children. If you have questions, please call or write.

The Bridge Builder

An old man going a lone highway
Came at the evening cold and gray,
To a chasm vast and wide and steep,
With waters rolling cold and deep.
The old man crossed in the twilight dim,
The sullen stream had no fears for him;
But he turned when safe on the other side,
And built a bridge to span the tide.

“Old man,” said a fellow pilgrim near,
“You are wasting your strength with building here.
Your journey will end with the ending day,
You never again will pass the way.
You’ve crossed the chasm, deep and wide,
Why build you this bridge at eventide?”

The builder lifted his old gray head.
“Good friend, in the path I have come,” he said,
“There followeth after me today
A youth whose feet must pass this way.
The chasm that was as nought to me
To that fair-haired youth may a pitfall be;
He, too, must cross in the twilight dim—
Good friend, I am building this bridge for him.”

Will A. Dromgoole

How to Use the Essential Guide for Parents and Leaders

This *Essential Guide* is designed to be used in conjunction with the handbooks, but can be used independently by anyone desiring to spend time teaching young people the practical, productive skills of life. There are scores and scores of ideas for spending quality time and doing productive things with young people. A person only needs to browse through this book and pick a few things to begin teaching their children. In order to use the *Essential Guide* most effectively, we would recommend taking a few days to read through the entire book. Helpful insights gained over the years are shared throughout. You will not always find specific how-to information for a particular pursuit, but will find practical ideas *for teaching* the pursuit. For example, you will not find specific embroidery stitches, but you will find information on *how to teach* embroidery to girls. You will not find drawing techniques, but you will *find techniques for teaching* drawing to children.

This guide is not only about “what,” but about “how” and “why.” It is about being an effective parent. It is about being an effective teacher. It is about how we should approach the process of handling all those areas in which children need training. The short discussions about skills, crafts, and projects contain a multitude of helpful tips on teaching and training children in general.

These are more than just skills to be learned by your children. They are starting places to build lifelong relationships with them. The more you do with your children, the stronger your family ties will become. The time spent now will bring returns much larger than we might realize. This teaching time and these skills will not only help young people become competent adults, but also may well filter down to grandchildren. Your children will be grateful for all the productive and practical skills that they have learned. And, we will feel a sense of satisfaction that we have taught them all we could in preparation for their lives.

Part 1—The Quick Overview

Ways the Keepers Clubs Are Being Used

In Families

If you do not belong to a Keepers of the Faith club, you can begin one with just your family. This is the perfect opportunity to teach your children the practical skills in life, tackle new endeavors together, and even plan field trips centered around a skill or a family camping trip. Bible memory and study can be done as a family, and even working on a character trait together has a tremendous impact on the entire family. Children love to learn new things, and what better way to learn new things than by spending the time with quality activities with your *own* children? The handbooks just naturally lend themselves to become an integral part of learning and family life.

In Small Groups

Two or three families can form a club and work together to teach their children the skills in the handbooks. Camping trips, field trips, and more can be shared. And each set of parents most likely has their set of particular skills that they can teach to the group. It is a win-win situation. Good fellowship, being productive, and having quality times strengthens the bonds of family and friendship.

In Homeschool Groups

Many homeschool groups have monthly meetings and some have weekly co-ops. This is a perfect time for a Keepers Club too. More children can be involved, moms and dads can be involved, and the teaching can be shared. In bygone years, people came together to accomplish mutual tasks. Women held quilting bees or men raised barns or shared harvesting. Keepers provides a wonderful opportunity for the same quality experience—people coming together to learn, to work, to share, to create, to build, to help one another and others too.

In Church Groups

What better place to come together to teach children than the local church? Spiritual lessons as well as practical lessons can be woven together at one delightful time and in one wonderful place, the local church. The older men have skills that will help the young men to become competent in many areas such as finances, leadership, Bible study, and even how to use tools. The older women have so much to share with handskills, baking, serving, and more. It has been our experience to find that many of the mothers and fathers would like to learn along with their children those things they have missed in their own growing-up years. Using the Keepers programs helps to solidify the community of believers around the Word of God, the family, and the local church. It is a perfect fit!

And Did You Know?

Keepers Clubs are free! There is no registration fee! There are no monthly dues! There is no national organization to whom allegiance is due! These clubs are yours; the authority rests with

you, where it belongs. It is up to you to teach your children just how you would like to do so, without interference from outsiders.

Getting Started

Now that you have decided to have a Keepers of the Faith Club, and use these resources with your children, you may be wondering what you should do next. You may be feeling a little daunted at the prospect, but it is actually quite simple and easy. The first thing to decide is what kind of club you are going to have. Will it just be a family club? Do you want to include a small number of families? Are you thinking about taking it to your homeschooling group? Does your church need a children's program? Is there already a Keepers of the Faith club in your area? Keep these thoughts in mind as you read through this section on getting started.

Questions Answered

How do I find a club in my area?

Because Keepers of the Faith does not require a registration, there is no national registry of clubs. We suggest contacting your local homeschool group, or local churches. If there are no clubs in your area, it is quite easy to start your own!

What should we do first?

It would be a good idea to read through this *Guide* to obtain an overview of what you will be able to learn and do with your children. You then will be able to choose a general direction in which to proceed. As you read, you will realize that Keepers of the Faith does not legislate to you on how to do things. You are in control, you will make the decisions, and you will choose what course of action is appropriate, according to the specific needs and resources of your family or group.

For what ages are the materials designed?

There are two *Contenders for the Faith* handbooks. *Little Contenders for the Faith* is designed for ages four through six. The *Contenders for the Faith Handbook for Young Men* is designed to provide the necessary flexibility to be used by a wide variety of different ages beginning with age seven and finishing up with age fourteen to sixteen, depending on the group's interest.

There are also two *Keepers* handbooks, which cover a wide age group, from age four through sixteen. *Little Keepers at Home* is perfect for little girls, ages four to six. *Keepers of the Faith Girls* covers ages seven through age sixteen.

Who can join our group?

Once again, this is completely up to you. Upon deciding what kind of group you will be having, this is the next question that needs to be answered. And, it is an important one. Many groups start out as a single family. Sometimes this is because the parents feel more comfortable starting something new in a family setting. Some folks limit the club to their own children because

they feel that this is the most effective method. Often, a single family, after sharing the results they are having with other Christian parents, find themselves sharing their skills in a small multi-family club. Some open it up to their homeschool group and may wind up with quite a large club. Many take it to their local church where it can become a very effective ministry. Some even use it as an outreach ministry to needy children in the neighborhood. Some groups grow large and decide to divide to keep a small-group flavor. There are many options available. Clubs can range from two children to over 100 children.

The answer to the question, “Who can join our group?” will depend on the purpose for beginning a group. A single family has a different purpose than a church’s purpose. Another important thing to remember is to limit what you do to what you can do well.

When should we meet?

It is important to choose an advantageous time and place to have your Keepers of the Faith club meet. Try to choose the most convenient time for everyone. Minimizing the necessity for parents to make additional trips to transport their children will have a favorable effect on club attendance, and it tends to make parents more receptive and cooperative.

Single Families

Single family groups have great flexibility in selecting a meeting time. Some folks choose an evening and call it “club night.” They have a meeting and work on projects. This works great, especially for boys. Oftentimes, a dad’s schedule allows him to be present in the evening to direct projects and activities. In other cases, when a dad’s schedule is less accommodating, the mom and children can meet during a morning each week to work on handbook projects, and schedule a special time for those things that just require Dad. Some families, who school at home, work on the handbooks a little each day. Scheduling for girls can generally be more flexible because moms are usually more available. Whatever will work best with your family is the way to go! The important thing in a single family setting is to establish a time and stick to it.

In Small Groups

Whatever time is best for the families in the group is the best time to meet. A weekday morning, a Saturday morning, or an evening will all work. In small groups it becomes easier to have some dads present at evening activities even if all the dads are not always present. Often, a wonderful time of fellowship among parents results from meeting to teach skills to their children.

In Homeschooling Groups

The “when” is largely determined by when the homeschool group meets for activities. There are many homeschool groups where a Keepers club is part of the larger homeschool group, but often meets at different times than the standard time allotted by the homeschool group.

In Church Groups

If your group meets at the local church, a Wednesday evening service works well, or perhaps a Saturday morning, or a weekday after school will do. Try to select a time when other activities are occurring. The club is flexible enough to expand or shrink with the time given to it by the church. ***Always*** attempt to make everything convenient and economical for parents, as your program will reach children more effectively with the help and support of willing parents.

How frequently should we meet?

Most families and groups meet once a week. They feel that this develops a certain continuity of learning the particular skills involved. However, there are also some groups that meet every other week, and a few that meet once a month. These groups often require the parents to attend the skill-learning time, as they will be working with their children on that particular skill at home during the intervening weeks. Again, whatever is most effective for your group is the method that you will want to use.

Can our group begin any time?

Groups can begin any time of year. You can also make your yearly changeover at any time of year, regardless of what time of year your group began. For example, you may wish to start the program immediately. However, it may be January, and you wish your program year to begin and end in September. Just start your first year in January and end it in September. Some groups opt for a change of pace during the summer months, electing to meet primarily for games and recreation. Others take a break in June and start afresh in September. Still others continue year round without missing a beat.

How can we have a change of pace for summer?

The outdoor and recreational skills offer a structured environment for groups that desire to meet during the summer, yet offer a change of pace for a few months. It can actually be great fun for children and parents. A weekday or Saturday morning is usually chosen. An area park or a large grassy area on the church property works well. There is plenty of time for songs, a good devotional, and then a morning of games and recreational activities followed by a picnic lunch.

Where can we meet?

Club meetings can take place in homes, libraries, churches, schools; just about anywhere that will allow a group of supervised children to gather. Choose a place to hold your club meetings with ample room for the children to spread out or use separate work spaces if necessary. Discipline and control become much easier, and more teaching is accomplished with a small group of children in each room or work space. Small family or homeschool groups might decide to meet in someone's home or rotate among different homes. An evening meeting when both fathers and mothers can be present often works well.

Can different ages meet together?

Yes, children of all ages can meet together. The lesson time can be shared by the entire group. Projects, such as decoupage, many nature skills, and a host of others, allow all ages to participate in completing the requirements. However, if quilting is to be taught to the girls or electrical wiring to the boys, obviously, the little ones would need to be busy working on simpler projects. In that case, the group would only be divided for learning the skill.

If you wish to teach the same, more difficult skill to all ages, you can scale down the award requirements for the little ones, and allow them to earn a silver-backed award as a junior achievement award, while awarding the standard gold-backed award to the older children for completing the full set of requirements. At a later date, when the younger children become old enough, they will have already partially achieved the skill and can easily finish the remaining requirements.

Can boys and girls meet together?

Yes, they can meet together. It is perfectly fine for a woman to teach both boys and girls as she is able. It is preferable for a man to teach boys, but this is not always possible. Perhaps a man would be willing to teach the boys at least once a month, or a few men would be willing to take turns teaching their particular expertise.

Can boys learn skills that are in the girls' handbook and vice versa?

It is perfectly fine for children to work out of both handbooks. Our goal is to present you, the parents, with materials that preserve masculinity and femininity as God decreed them. This is not to say that some of the skills in the handbooks should not at least be partially learned by members of the opposite sex. As always, this decision is up to you, as parents, to teach those things that you find needful to prepare your children for adulthood.

Who should choose the skills to work on, the children or parents?

A child may not understand the difficulty level of some skills or the time commitment involved. Also, a child may not know or understand just how interesting some skills may be. Thus, it is good for a child to peruse the handbooks, and then talk over with the parent or leader the skills he is interested in learning. As some skills really are more difficult than others, parents should help the child select skills in which he or she is capable of mastering. Parents may wish to have an older child and a younger child work on the same skill. If so, they may wish to create a "scaled down" subset of the actual requirements for the younger child to complete. The younger child can then be awarded a silver award for now, and earn the gold award when old enough to complete the full list of requirements.

In a large group situation, it is better to have the leaders choose the projects. The young people may express what they desire to learn, but the adults are aware of the constraints of time, money, adequate help, and what is needed to complete the skill. It is also a good idea for the children to all work on the same project rather than six different ones. Later, on their own, if they wish to do a different project, they may.

Can young people work on different skills at home independently of their club?

Yes, there are many skills that are home-related, and must be done at home, such as Cleaning, Ironing, Cooking, Man of the House, and Home Repair to name a few. A young person might also choose a particular academic study or character trait study or a hand skill that the club will not be learning as a group. Perhaps a family wants to work on a Bible Memory selection together or belongs to a Rest Home ministry. These can all be worked into the young person's individualized use of the handbook.

What if we don't have all these skills?

This is not a problem! You can learn right along with your children. Perhaps you can take a class. Maybe, you can have a friend teach you. You may need to go to the library for a book or a video on the skill. Once you have learned the skill yourself, you can teach it to children. In some cases, adults and children may be able to take a class together. Perhaps you will find within your church fellowship an older person skilled in the particular area that you wish your children to learn. Invite him or her over for dinner, and then spend an evening learning the new skill! Or invite him to come to club meeting time to teach all the children.

Where will we find resources?

The local library is an excellent resource for craft books. Fabric and hobby stores are usually rich storehouses for kits and projects for young people. Also, don't forget *human* resources such as grandparents and friends. There might be an excellent woodworker down the street, or a widow who is an expert at knitting. Most likely, they will be delighted to teach others their expertise.

What does a meeting look like?

There is usually a thirty minute opening time for singing, announcements, passing out awards, and teaching a lesson on Christian living. The next sixty minutes are devoted to learning a new skill or working on a project.

Why include outdoor recreational activities?

Recreational outdoor activities are good exercise, can be enjoyable, and promote good health. The outdoor activities are designed to help children develop proficiency in physical activities, which will give them the confidence and ability to enjoy such times when opportunity presents itself. The outdoor activities are just another teaching time. It is very important to avoid allowing the environment to become competitive, lest learners on lesser planes become timid and discouraged.

What about extracurricular activities?

Extracurricular activities are a wonderful addition to any program and can be held throughout the year. This is a great time to become closer with your children and enjoy them in new ways. Hikes, picnics, hayrides, trips to museums, or camping out with them are all great ways to spend time learning new skills and building family relationships.

Special award parties can be given for completing Bible memory or a "finish your project" party can be held as an incentive to help children complete their projects. It may often take some extra "one on one" effort on the part of an adult to help some children finish their project. This can sometimes make the difference between a child seeing himself as capable, or possibly coming to think of himself as a "loser." Look for opportunities to help your children succeed by helping them to complete their tasks. The program, by design, avoids the idea of winners and losers. *Every child, with proper guidance and help, can be a completer with confidence and competence.*

Will we need a separate Bible Memory program to go along with Keepers handbooks?

No, you will not. The handbooks present the opportunity for memorizing over fifty-five portions of Scripture. Yes, portions. There are not isolated verses given for memory work, but solid portions of Scripture, such as Psalm 103 and Isaiah 53. And you can choose your own portions to memorize and there is a general Bible Scripture award available.

What if we want to do a skill not listed in the handbooks?

That is fine. Keepers Clubs are *your* clubs. You may individualize the clubs for your use.

What is lesson time?

When the children are gathered together, and before they commence working on their projects, twenty to thirty minutes can be spent teaching the children a lesson in practical, daily Christian living. For more discussion of lesson time see the section on lessons.

Do we need uniforms?

Uniforms are not necessary. The decision to have children wear any group specific clothing is left up to the discretion of the family or group. Uniforms can be helpful, but are not the most important thing on a ladder of priorities—the children are. Uniforms can also be costly due to how fast children grow. Please see Part 2 for a description of club sashes.

What are the club materials like?

Please see Part 2 for a complete description of club materials.

Part 2—Club Materials

The Handbooks

The Keepers of the Faith handbooks are unique. They do not just list requirements for the children to do. There is always an introduction to each skill, sometimes with a bit of history provided. Helpful information is given for learning the skill, plus a list of needed tools, a glossary of new words with definitions, and any other tips for making the process easier are also given. Best of all, for many, many of the skills, the how-to information for actually doing the skill is included. This saves hours of research on the part of parents and leaders. These handbooks can become lasting sources of pertinent information or reference regarding these skills. The handbooks also contain a skill level indicator for each skill to allow the leader or parent to quickly identify the difficulty level of a skill. Lastly, there is the list of requirements given for achieving competency in each skill.

Each child should have his or her own handbook. It will be his or her constant reference and record-keeping source for many years. Progress on any or all skills being learned is continually recorded or updated in one's personal handbook. The handbook should be brought to each meeting so skill requirements can be reviewed and progress can be checked. In some church club settings, where it cannot be counted on that the children will bring their handbooks consistently to the meetings, it is more efficient for the handbooks to remain on site or in possession of a leader or director to ensure that they are available as needed at meeting time.

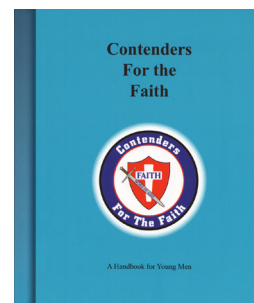
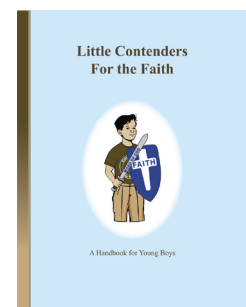
Contenders for the Faith Handbooks—

Little Contenders for the Faith

This is a handbook for four-, five-, and six-year-old boys. The skills are simple beginnings for boys. They will learn a new skill, practice it, do it, complete it, and receive a little reward for the process. This is a good habit to build into our boys—learning something new, trying it, working at it, and finishing it. Boys will become more competent as they work through the book, and it is an excellent preparation for the older Contenders handbook.

Contenders for the Faith for Young Men

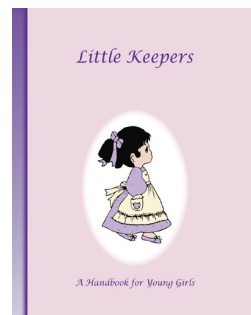
This handbook ideally suits a wide range of age groups with some skills being easier than others, and there are many skills that will require more maturity to tackle. The boys will learn how to handle finances, do home maintenance, and develop skills in leadership. Plus, extensive Bible reading, memory work, and Bible study are included to aid them in developing good habits in their own walk with God.



Keepers of the Faith Girls Handbooks—

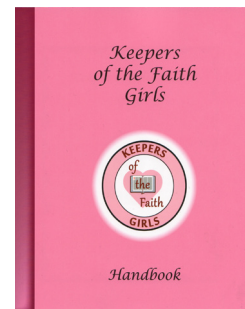
Little Keepers

Little girls, ages four to six, will enjoy this handbook designed just for them. You know that little girls want to do just what their mothers and older sisters do. They love to play with dollies, cook and bake, and make crafts. The skills in this handbook are simple beginnings for them as they start on their journey to becoming keepers at home. The *Little Keepers* handbook will help to prepare them for the older girls' handbook.



Keepers of the Faith Girls

This handbook is perfect for girls 7 through 16, and is brimful of information to teach and prepare girls to become godly, competent women, skilled wives, and mothers. It not only includes extensive skills for practical living and creative handiwork, but provides for spiritual growth as well with a variety of Bible reading and memory work, and even a study on Proverbs 31.



The Companion Notebooks

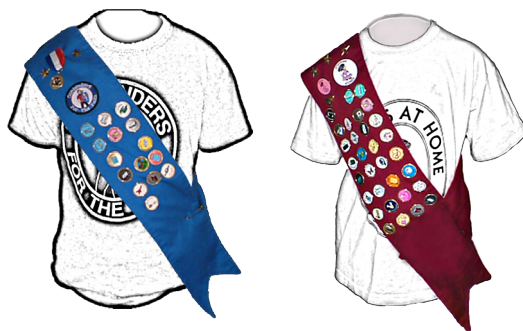
The Companion Notebooks contain a place to perform and store many of the activities for requirements that would otherwise require extra papers, binders, notebooks, etc. There is a specified, easy-to-find place to do it! The notebook does not replace the handbook or contain the instructions for each skill. It only lists each requirement for a skill that instructs the child to do work in the Companion Notebook. The pages of the notebooks may be duplicated as desired for personal use without first gaining permission from Keepers of the Faith.

A complete listing of all the skills in each of the handbooks is given in Part V—Getting the Most From Using the Handbooks.

Club Clothing

Uniforms are not mandatory. The decision to have all the children wear the same item of clothing is left up to the discretion of the club leadership. Uniforms are not the most important thing on a ladder of priorities—the children, of course, hold that position. Uniforms can also be costly due to how fast children grow. Following are some suggestions to have a uniformity of appearance if so desired. Choose a color to be the club color. Coordinate colors around this central color.

Banners or Sashes—In the absence of a uniform on which awards could be worn, a sash has been designed for the children on which they may place their awards. The sashes are not sewn at the bottom but rather are joined with a large gold safety pin. This allows the sash to be used through many years of growth. The sashes are worn from left to right. There are two sizes of sashes available—regular length and extra long. The sashes can be made from a pattern available from Keepers of the Faith. This pattern is located in the Forms section of this guide.



Club Achievement and Membership Awards

Why give awards? Is it biblical? Should we reward our children? You will find an article addressing these issues in Part 5, “Things to Ponder.”

The club achievement awards are not meant for competition. They are designed for a young person to learn a skill and to employ that skill in the completion of a project, or continue a certain practice to form a habit (as in the Others badge). The main goal is not the award but acquiring the skill or habit. The award is a reward or visible sign of accomplishment. The children need to understand that it is not right to compete against one another to see who can earn the most awards since the Bible admonishes us in *2 Corinthians 10:12* not to “*compare one to another.*” The wonderful thing about the skills in the Keepers of the Faith handbooks is that *everyone* can achieve competency in the skills through paying attention, practicing, being diligent, and a little work. There is no child left out because every child can succeed.

Achievement Awards

A standard achievement award is given to a young person when he has completed the corresponding requirements for that skill in the handbook. Skills not contained in any handbook also can be acquired and awards can be awarded at the discretion of the leader/parent based on requirements that the leader/parent with on his own.

The achievement awards are usually given to children as they earn them. The awards are 1" pins available in gold with a clutch back, so as to be able to be pinned on a sash. The frontal designs typify the skill learned and are in full color. The entire set of awards also is available with silver clutch backs as partial milestones or junior achievement awards for younger children. This way the group can scale down the requirements for particular skills in order to make it possible for younger children to earn a partial achievement award. However, some clubs use silver as their preference for everyone. The complete set is also available as medals (formerly called replica disks) which can be attached to a bracelet or a sash. Even some Contender groups prefer medals because they can be attached to a variety of things. The medals are available in gold or silver.

The awards are available on Amazon.com through Keepsake Awards.

PLEASE NOTE! It is a good idea to wait and see if the children earn the awards before ordering them. The children may say they are going to finish their projects, but that does not always turn out to be the case. If the children fail to earn the awards, you will have awards that you do not need.



Membership Awards

The membership awards typify membership in a Keepers of the Faith club. They are given to the child when he or she joins the club, or when the child has memorized his goal, verse, pledge, and song (depending on your club's policy). The available membership awards are:

Contenders for the Faith

Little Contenders for the Faith

2" gold pin with safety pin back

Keepers of the Faith Girls

Little Keepers of the Faith Girls

2" gold pin with safety pin back



All are available in a 1 inch size with a clutch backing. They are available in gold or silver and the Keepers are also available as a medal.

Annual Membership Awards

An annual award is given to each child at the end of the year for being a member of a Keepers of the Faith club during that year. This will enable every child to receive at least one award the night of the awards banquet.

Annual awards are available in two forms. The first option is a 1" pin or replica disk emblazoned with the Keepers or Contenders logo along with the current year.

Another option is a beautiful gold star pin.



Honor Awards

Outstanding Achievement Awards

The purpose of the Outstanding Achievement Award is not to simply honor those who completed the most skills. Awards need only be part of the requirement. Your club may wish to make a godly and helpful attitude or a young person's contribution to the club, or to others, a part of the necessary requirements to earn this award. Such requirements, if the young people are occasionally reminded of them, can encourage the forming and displaying of good behavioral habits on a consistent basis.



The exact requirements for earning the Outstanding Achievement Award are best set by the local club leadership. Following are suggested guidelines or starting points for levels, ages, and requirements.

Level A (ages seven through ten)

Completing five skills is recommended for Level A. The five skills should include Bible Memory and Bible Reading. The remaining skills should be selected from a variety of categories.

Level B (ages eleven through fourteen)

Completing ten skills is recommended for Level B. The ten skills should include Bible Memory, Bible Reading, and a skill selected from the Others category. The remaining skills should be selected from a variety of categories.

Faithful Award

This special award encourages the young people to be faithful to their club meetings. It is not an award for perfect attendance, as children are not in control of their circumstances. If a child misses because of illness or parental plans, this would not be a mark against his/her faithfulness. If the child goes to his friend's house to play instead of attending the club meeting, that would not display faithfulness. The award is a 1" pin or replica disk available in gold or silver.



Finisher Award

It is important for young people to finish what they start. This award encourages the children to complete their projects. The award is a 1" pin or replica disk available in gold or silver.



Part 3—Organizing Your Club

Administrative Policies

Whether you are a family club, small group, large group, or a church group, every group needs some policies, some rules, some plan to keep things going in a positive and successful direction.

Establishing Membership Qualifications

Requirements for membership in a local Keepers of the Faith club are established by the local group leadership. Some church groups restrict membership to church members. Other clubs are church-operated, but participation is available to other children in the community. Churches often adopt this type of open membership because these programs provide such an excellent outreach ministry to families in the community. Learning real skills in a loving, Christian environment often creates such a genuine sense of accomplishment and anticipation in a young person that the parents take notice and wish to become involved. People are looking for ways to establish family values, and they often become excited (and rightly so) at the prospect of these unique, family-oriented programs.

Some family and homeschool groups prefer to keep their clubs small, limiting them to their own individual family, their local homeschool group, or simply some close friends. Opting for several small clubs works as well as forming one large club and sometimes lessens administrative details. Thus, as clubs grow, they sometimes subdivide to remain whatever size the leaders feel is the most manageable and profitable to the children. The nice thing about a Keepers of the Faith club is that it can be used effectively by a single family or a group of one hundred families, depending upon needs and circumstances. So, who can join your club? This is a question you will want to settle before beginning operation of the program in order to avoid any conflicts or ambiguity later.

Recruiting Workers

The success of your program, to a great extent, will eventually depend upon your leaders. The most important qualities are *faithfulness and dependability*. You can teach a new skill to almost anyone, but only that person's character can make him or her faithful and dependable. Do not look for talented individuals, but seek for faithful people to serve with you. Though it is nice to work with a few people who are full of creative and talented ideas, dependable people who listen to instructions, and can carry them out as you would expect, are more valuable.

Club time is the highlight of the week for many children. When a leader fails to show up or comes unprepared, the children are there without anything to do. They feel unloved, disappointed, and discouraged, and if this continues with any kind of regularity, you will lose them from your program, along with the opportunity to touch their lives for Jesus.

Best choices for leaders—

- parents of children who will be in the program
- women who have only boys and would love to work with girls
- men who have only girls and would love to work with boys
- ladies who enjoy crafts and homemaking
- empty-nesters
- grandmothers and grandfathers

If your club is a church club, before accepting the services of anyone, present a list of possibilities to your pastor for his approval. He often knows much more about the people in his church than you might. He will greatly appreciate the opportunity to approve or disapprove how individuals are involved. His choices will only tend to make your club run more smoothly. Therefore, never immediately accept anyone's offer to help. Always say, "I will keep that in mind," or, "If we need more help in that area, I will certainly consider you." This keeps you from being put "on the spot." Do not say, "I will have to check with the pastor." This puts him "on the spot." Always leave it open-ended so that you are not required to explain a decision or deal with a situation in which you are almost certain to damage feelings by not recruiting someone.

After discussing each prospect with your pastor, keep a current, ongoing list of names. If an opening occurs, try an individual out as a substitute (for a considerable time, if possible) before assigning that person to a group. *It is better to be safe than sorry.*

Keep a list of those who do not want to be permanent workers but are willing to come for a few weeks to teach a particular craft. Those who have studied proper technique and can teach their skill to others are preferable to those with pure talent.

A good rule of thumb for sizing groups is to allow one leader for approximately every five children. Some people may be able to handle more, on occasion, but it is always difficult to teach embroidery or woodworking to a group larger than five. Children usually need plenty of individual instruction and attention in order to properly master a skill and its nuances.

Structuring Your Group

We will discuss the structure of larger groups, whether they are church groups or homeschool groups, because a large group definitely needs structure. However, all groups need structure, and the same care and planning applies to a small group as well, and even a single family needs some structure and forethought.

The Director

The director of a Keepers of the Faith club is like an overseer and is the prime organizer, and must be very responsible. The director oversees all the activities, projects, plans, and meetings. This is not to say that the director does all the speaking, teaching, or project preparation. It does mean that the director is *aware* of everything that is being done and planned, that it is being done and planned correctly, and that those things which are necessary are, in fact, being done and planned. The responsibility really rests at the door of the director for overseeing all crafts, maintaining order, setting the schedule, handling discipline problems, cleaning up, seeing that crafts or activities proceed in a timely fashion, and any other areas that directly influence the club, the leaders, and the children.

The director usually does not work with a specific group of children. Sorry, directors. We know that working with children is where all the fun is, but it is simply too difficult to properly supervise the entire club meeting *and* give proper attention to an individual group as well. A director may have no choice but to fill in for a missing leader, or teach a special class in a pinch. However, if it happens with any regularity, it will soon become apparent that there is no control center.

Club Structure For a Large Club

Director

Age-Level Group Leaders

Single Group Leaders

Occasional Helpers

Age-Level Group Leaders

If you have a large number of children in your club, it is advisable to divide them into ages for crafts and projects. Thus, if you have 100 children total and thirty are seven and eight years old, you would want to consider the group of thirty children as one group, which will be overseen by an age-level group leader. Within this group of thirty children, you will divide them into single groups of five children each. A single-group leader will be assigned as a leader to a group of five children. Also, the age-group leader would normally have his/her own group too. Age-level group leaders would be assigned similarly over the ten and eleven-year-old single groups, and so on with each such age level or division. You can choose simpler names for these age groups.

It is far more effective to have all the single groups of the same age level working on the same projects and crafts. The coordination of such crafts and the supervision of supplies and materials needed might be handled by the leader at the age-group level, thereby relieving such responsibility from the individual single-group leaders. This would, of course, be done with the agreement of the director, and the director should always remain in contact in order to be sure that things are going smoothly and as planned.

Single-Group Leaders

A leader of a single group is normally responsible for only the children in his/her immediate group. Under the best circumstances, everything necessary for that leader to teach the scheduled project is provided. The leaders should have been previously prepared, and the materials should be ready, so that when craft time arrives, the children can be taught the craft with a minimum of difficulty. By using this approach, you may limit the time required of your leaders to: attending the actual meeting, the time required to learn the skill, and the time required to occasionally phone the children to remind them of a special project or activity.

Occasional Helpers

Occasional helpers are those who come in for short periods of time to teach their special skill. For example, a man skilled in the area of finance may teach the Finance skill. His class could last a few weeks. A woman skilled in ceramics may teach the girls how to do ceramics.

Occasional helpers may also be just an extra pair of “hands” to help the children.

Working With Your Leaders and Fellow Workers

This is such an important topic to cover. How smoothly your club runs, whether it be a family club, a homeschool group, or a church group depends on how well people are working together. We all know that someone needs to head the group up, and organize it, and keep it flowing. There are many responsibilities that go along with heading up a Keepers of the Faith club. The success of it primarily rests upon you. We pray the following thoughts will be helpful to you.

For Leaders of Church Groups

As a director or leader of the club, it is very important for you to maintain good communication with your pastor. Make sure your pastor knows your goals, and the direction that you are going. Keep him informed of your successes and failures. Give him your plans to correct those failures and improve the ministry. Always bring solutions along when you must inform him of problems. He often may have better solutions, which he would rather have you employ, but do not ever simply dump the problems on him, or create difficult situations with which he must deal. The work that you do should be a help and a blessing to him, not an extra load to carry. Share blessings. **ALWAYS** make your pastor's job easier. Always consider how your plans will affect him. Always be positive.

For Leaders of Homeschool Associations and All Other Groups

If you are conducting a Keepers of the Faith club through a homeschool association or another sponsoring group, these same principles are still important. Make sure the other members of the association are informed of the progress of the club, and obtain their input for improving the ministry. If problems develop, have solutions ready. Always be positive.

Leading Others

As a Leader

As a director follows his or her pastor's or association's leadership, the director in turn becomes a leader to those who assist him/her with the Keepers of the Faith ministry. **Position authorizes leadership, but leadership is the opportunity to minister, to be a servant, NOT TO BE A BOSS!** If your attitude becomes bossy, you will not see the results for which you are hoping. The size of your group is not important. However many or few adults work with you, YOU are still the director, and the responsibilities that go along with the position are yours.

Give the leaders who work with you your time, love, and praise. If you build your leaders, you will be building the children through them. You will have a more successful program if you show appreciation for their time and work. Try to make everything as easy as possible for your leaders. Do all that you can to help them. **NEVER, NEVER, NEVER BE BOSSY!** **ALWAYS** be very tactful when showing your leaders something new or correcting a situation, and always do so privately. If you are bossy, they will resent it and you, and then problems will occur.

When You First Begin

When you first begin your program do not have any expectations of your leaders. **DO NOT**

EXPECT anything from them. It takes time to get to know people and their level of dependability. If, at the onset, you rely only on yourself, you will know the strengths and weaknesses of your leaders before giving them tasks that they might be either unable or not responsible enough to complete. You then can save yourself from feeling that they have let you down. Once you are familiar with your leaders, you can begin to delegate tasks to those whom you feel will be sure to complete them. You will feel less frustration, disappointment, or perhaps anger toward others for letting you down, because you have not given them the opportunity to let you down. *Proverbs* tells us that “*a brother (sister) offended is harder to be won than a strong city.*” As directors or leaders of others, let us make every effort not to wound our fellow workers. As directors, you are not just ministering to children but also to your leaders and parents of your club members. A director must realize that others might not be as capable, responsible, or simply as organized as might be expected. It simply never occurs to some people to do what some consider basic responsibilities. It is not necessarily deliberate, but possibly a lack of experience or training. A director needs to be very patient with club leaders and the children.

Training Leaders

Yes, as a director, one of your roles is to train new leaders. In order to do that successfully, **YOU MUST KNOW YOUR STUFF! YOU MUST BE PREPARED!** Your leaders have the right to expect you to be prepared and to know about what you are teaching. Be able to answer all their questions. If you cannot answer a question, tell them you will find out, and be sure to get back to them. Always keep your word.

All Christians are busy. Again, try to make things as easy as possible for your leaders. The only time involved for most of your workers should be the actual time during a Keepers of the Faith club meeting, and the time to learn a new skill.

Annual Meeting

It should be mandatory to have all leaders present for one meeting each year. At this meeting the club program and plans should be thoroughly reviewed, problems discussed, goals established, and schedules passed out, and reviewed.

Leaders need to know what is expected of them:

- ✓ Punctuality, faithfulness, dependability
- ✓ Proficiency in their crafts and projects

Always be willing to receive input from your leaders. Many of them are tremendously creative, and the club can benefit from group problem-solving. *Remember, even though you are leading, you are ministering together with those working with you.* Be very sensitive to the leaders’ feelings, input, and criticisms. LISTEN to them. If you are unsure how to respond to suggestions or criticism, pause and say, “That is interesting. I’ll need some time to think this through and pray about it. Thank you for sharing your point of view. I will get back with you about it.” You never have to commit to anything at that moment or even respond.

Continually pray for wisdom in working with others. Be careful not to offend, yet still maintain the order necessary for the success of the club. If a leader feels strongly on a given point, and it is not a major matter, allow some freedom in that area. Everything does not have to be done the

director's way. If you control too tightly, others will resent it. They want to have input and be involved. When you can be flexible, by all means be so. A director guides the overall direction and sets the course. There can be room for leader creativity within the structure.

During this meeting review some of the principles on diplomacy that are presented on the next few pages. Review how to teach a craft to children (see below). Give suggestions for overcoming problems of the past year.

If you need to have more than one meeting per year, perhaps one at the beginning of each semester will suffice. Some clubs have monthly meetings. Try to keep meetings to a minimum, because again, Christians are very busy. If the club becomes too burdensome for leaders, they will leave.

Training Leaders to Teach Crafts

As a director, **ALWAYS** be the first one to learn to make a craft or project. You can then be aware of pitfalls or problems that may arise. You will also have an opportunity to plan how to avoid any problems, and to offer suggestions to make the project go more smoothly. You cannot really show anyone else how to do something unless you have experienced it yourself. Make sure your leaders know what they are doing **BEFORE** they arrive at the club meeting. It is very difficult, if not impossible, to teach the leader and the children at the same time.

If the director does not know how to do a particular craft or project and a leader does, the director should schedule a meeting time to have the knowledgeable leader teach the craft to the other leaders. And also teach them how to teach the craft. This is not a meeting at which the craft is taught by discussion. Crafts are not taught by discussion. At this meeting, each leader will literally make whatever project that he or she will be teaching the children to make. There is no other way to ensure that the leaders have proper knowledge of the craft and the correct answers for the questions asked by the children. Even before this meeting takes place, the director has handled or has been assured by the person responsible that all the planning, shopping, and meeting preparations have been completed.

Give leaders written copies of instructions on the crafts and projects on which they are expected to teach. *Insist* they make each particular project before attempting to teach it to the children. Be thorough in your own instruction. Ask questions to ascertain that each leader understands the craft or project. Give them all the help and time they need to be successful.

Teaching Crafts to Children

1. Assume the children do not know anything. Instructions should start with the most basic of concepts, as illustrated in the following statements. *This is a crochet hook. This is how a knot is tied. This is a hand saw.*
2. Be patient with the children and give them as much time and assistance as is needed.
3. During group time, keep **all** children busy.
 - ★ Start the quicker ones and then help the slower ones.
 - ★ Don't spend thirty minutes untangling yarn or cleaning excess glue off a board. Get everyone going and then deal with problems.
4. Teach each child how to keep his or her work clean and neat.
5. Have all the children work on exactly the same project. It is extremely difficult to simultaneously read five different sets of instructions.
6. Help them to do good work. They can do better than they think they can, and they will not

really be satisfied with messy, sloppy, or inadequate work.

7. **DO NOT LET CHILDREN TAKE PROJECTS HOME.** They will forget to bring them back, and then they will not have anything on which to work. Do not send the project home until you are finished with it during group time, and the children are capable of completing it on their own.
8. If size permits, keep projects in Zip-Loc bags with the appropriate names on them. Try to locate a closet or perhaps a metal cabinet in which to store projects and materials.

Keep all the crafts at the place where you meet. DO NOT let the leaders take them home. If a leader becomes ill or cannot attend for any reason, her group will have nothing to do. If you cannot keep your projects at the location where you meet, the director should transport them. The director should be responsible.

- ★ Be on the watch for leaders who spend too much time visiting with each other. Quietly remind the leaders to visit instead with the children. Watch out continually for improper situations, and correct them before they grow into problems. Keep gently working and shaping your workers so that they will be more successful with their own small groups.

Leaders and Diplomacy

Leaders need to maintain positive contact with parents. Leaders should keep parents informed, and they should always be willing to answer questions or be of help to parents. If a leader cannot answer a parent's question, a good response would be, "Let me get back with you." A leader should never say, "I don't know," in order to avoid dealing with a question. People do not ask questions that they do not want answered. Also, a leader should never say, "I'm too busy." If he or she is too busy at the moment, the proper response would be, "I'll get back with you." Instruct leaders to make you aware of any problem, and to allow you to help craft the best solution.

Instruct leaders to never repeat what a child might confide in him or her. We do not ever want to gossip about our groups, the children, or the parents. A leader can touch a family's life through a child. That is what this ministry is all about, touching lives. It would be a shame to ruin those opportunities through indiscretion.

Caution leaders **NOT** to tell a parent, "Your child is a brat; he won't sit still." If a parent needs to be spoken to about his/her child, and only on the rarest of occasions should this be necessary, the director should be the one to speak with the parent. We are there to help these youngsters—not to measure their level of perfection.

Leaders and Group Time (Share these principles.)

1. Have fun! If the children do not have fun, they will not stay with the club. Allow them to giggle and talk while working productively on their projects.
2. Praise the children often. Praise their hard work, the pretty colors they chose. Compliment them whenever possible. Such compliments might be the only kind words they have heard all week.
3. Encourage them through the difficult and awkward time of learning something new. "You'll get it!" "You can do it!"
4. Review memory work.
5. Encourage them to keep working on skills at home.

6. Do not let children run around or wander off. This is learning time.
7. If there is any serious discipline problem, have the leader bring it to the director.
8. Before the children begin a new project, read over the *Requirements, Equipment, and Facts to Know* in the handbook with them. It is important for them to learn the different size needles or the different tools used in making the project.
9. Lastly, leaders should not work on their own projects during the meeting time. Meeting times are for the children, and a conscientious leader will spend every available minute evaluating the progress of the children, and assisting, correcting, and improving their technique.

What a Meeting Looks Like

Meetings are quite simple. Once you have your meeting place decided upon, and the amount of time you have available to you, the meeting time will just flow into place. A suggested format is given below, but is easily altered to accommodate special events, a guest speaker, a field trip, or just about anything you wish to do.

Suggested Program Format

Assembly Time—25 to 30 minutes

- Sing theme song
- Recite verse, goal, etc.
- Read any announcements
- Hand out any earned awards
- Show completed projects
- Teach a Christian lesson (approximately 20 minutes)

Group Time—60 to 90 minutes

- Time for working on projects
- Time for listening to verses
- Time for discussing skills

Last Ten Minutes—Cleanup

Be sure to always include a proper and thorough cleanup *by the young people* as part of the meeting. It is good training for them. It also helps to ensure orderly meetings by helping to instill a responsible, cooperative attitude in the young people. Special attention should be given to cleanup time. Take notice of everything on the premises before each meeting starts. Be sure that everything is cleaned, replaced, and arranged *exactly* as you found it. This is your responsibility, and is reasonably expected by your host. Nothing will go so far to convey your gratitude for the use of the premises as your caring for every detail in order to cause no inconvenience of any kind to your host by using the premises, be they located at a home, a school, a church, or some other public place.

Things to Consider—Food, Cleanup, Rest Room Breaks, Phone Access

- ✓ Have your boys and girls been in school all day? Do they need a fruit break?
- ✓ How much time do you need to put the meeting rooms back into the exact state in which you found them?
- ✓ Where will you put your garbage? Are there ample accommodations, or should you make arrangements to dispose of it elsewhere?
- ✓ Will you need wet cloths to wipe tables? Will you need to vacuum the floor? What preparations will you need for emergencies or spills?
- ✓ Is there a telephone available in case of a real emergency? Have the parents been given the number in case they must reach their child? If the telephone belongs to the host premises, has everyone been instructed not to abuse the privilege of using it?

Consider all possible problems and special situations. Develop solutions beforehand.

Scheduling

A Word to Families Using the Handbooks Concerning Schedules

Do not let the following information and schedules intimidate you. The schedules are very helpful in overseeing larger clubs, but a similar schedule is good for families too. What do you want your children to know six years from now? What skills would you like them to be proficient in? How much Scripture do you want to have tucked away in their memories? Everyone needs a plan to accomplish their goals, otherwise the years tick away, sometimes quite aimlessly. We only have so much time with our children, and it goes by quickly.

Make a simple schedule of what things you would like your children to learn this year, next year, and the next. When you fill out your calendar for the new year, instead of just marking birthdays or holidays, add a spring skill, a summer activity, a fall skill, and something for the long winter months. Tuck more things around and in those months. You will be surprised how it all adds up. And these skills, both spiritual and practical, will contribute to whom your children are becoming. Your children will be busy, productive, and find satisfaction in the doing.

Making Schedules

Our God is a God of order and schedules. He created the seven-day week. He has days, weeks, months, years, generations, seasons, and more. Schedules are good things. We need them and our clubs need them too. Whether your club has five children or fifty children, in order for the club to operate smoothly throughout the year, a director should plan the club's schedule well in advance. Schedules are quite simple, if the following things are taken into consideration.

1. Avoid as many conflicting events as possible. The director will want to sit down with the church calendar, the children's school calendar, and his/her personal calendar. Cross off any days that conflict with other activities, which would involve club members and cause problems for them with their own schedules. Try to schedule club meetings on only those other dates that remain.

2. Next, select the skills the club will learn during the year.

The director will want to estimate approximately how long each of the scheduled skills will take to learn, and allow a sufficient number of meetings for these skills to be learned. For example, if the estimated time to learn the skill and complete the project is six hours, and an hour per meeting is allowed for skills, at least six meetings will be needed. Be sure to schedule enough time to help slower children finish if the need arises. It is not uncommon for this to occur. Continue to plan the entire year in this manner.

The following charts are examples of yearly meeting schedules for groups operating nine months per year. If you have one of the many clubs that operate all year, you will obviously want to schedule accordingly. Summer is an excellent time to work on outdoor skills.

One-Year Sample Schedule for a Keepers Club

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
S K I L L S	3 meetings	3 meetings	3 meetings	2 meetings	4 meetings	4 meetings	4 meetings	4 meetings	3 meetings
	Weaving 3 weeks	Decoupage 2 weeks	Letters 1 week	Others 1 week	Latchhook 4 weeks	Others/ Sm Craft 1 week	Embroidery 3 weeks	Birds 4 weeks	3 weeks of Sm crafts to be used for Rest Home & Mother's Day gifts
		Sm craft 1 week	Others 1 week	Sm Craft Semester party 1 week		Embroidery 3 weeks	Sm Craft 1 week		
			Sm Craft 1 week						

One-Year Sample Schedule for a Contenders Club

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
S K I L L S	3 meetings	3 meetings	3 meetings	2 meetings	4 meetings	4 meetings	4 meetings	4 meetings	3 meetings
	Stamp Collecting 3 weeks	Tools 3 weeks	Tools 2 weeks	Others 1 week	Stamp Collecting 1 week	Knots 1 week	Chess 3 weeks	Birds 4 weeks	Stamp Collecting 1 week
			Others 1 week	Sm Craft Semester party 1 week	(to add new stamps)	Others/ Sm Craft 1 week	Others 1 week		(to add new stamps)
					Knots 3 weeks	Chess 2 weeks			Chess 1 week Sm Craft for rest home

If your leaders need to learn the new skills that are scheduled, be sure and plan a time to teach your leaders so they will be well prepared to teach these skills to the children. Always be sure to give copies of the schedule to each leader. Also, in the director's personal schedule, a time should be set aside for locating, obtaining, and preparing all necessary materials for both the leaders and the children.

It is always possible that some projects will take longer than planned, and others finished more quickly. In these cases, adjustments can easily be made as necessary throughout the year. The next project, of course, can be moved up or back, or a short one-week project can be used as a filler if you wind up with extra meetings. When a project runs over, it might even be necessary to eliminate something, or plan an extra meeting time to finish. It is always best to allow more time than less. Things often take longer than planned.

A Six-Year Schedule for Hand Skills

A church club, Christian school club, or homeschool support club may want to develop a four to six year plan to cover the major hand skills in the handbooks. Actually, a long-range plan of six years is a wonderful idea even for a single family using the program. This is one of the exciting things about using the Keepers of the Faith handbooks. A young person can learn three new skills each year, and at the end of six years, he or she will have mastered eighteen skills! This same

young person also will have read his Bible through many times and memorized a goodly portion of Scripture, all the while being taught by godly, loving Christians in a truly godly environment.

A six-year plan covering hand skills could be similar to those in the following examples. These programs are so rich and varied in the skills offered that there are actually skills enough for a nine or ten year schedule.

Six-Year Sample Schedule of Major Hand Skills for Keepers

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoupage	Embroidery	Candlewicking	Quilting	Crewel Embroidery	Crochet
Weaving	Latch Hooking	Flower Arrangement	Counted Cross Stitch	Miniatures	Needlepoint
Albums	Plastic Canvas	Ceramics	Macrame	Knitting	Needlepunch

Six-Year Sample Schedule of Major Hand Skills for Contenders

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Stamp Collecting	Photography	Tools	Computer	Models	Electricity
Astronomy	Drawing	Knots	Woodworking	Woodburning	Archery
Oirgami	Pocketknife	Chess	Kites	Handyman	Small Engine Repair

Using the Schedule Through the Years

Large clubs are an ever-changing entity. New families and new children are continually enrolling and graduating. How does one make a schedule to adapt to a living organization? It is easier than it sounds. If this is your first club year and you have many children of varying ages, the above sample schedules for hand skills will work for you. Each year may correspond to a child's age, and the child will begin the program at his/her appropriate level. A child enrolled in Year 1 will finish the program at the completion of Year 6. A child enrolled in Year 3 will continue each year until he graduates out of the program. This division of years works effectively for very large clubs.

If your club is a little smaller, you may wish to divide your groups into three two-year schedules consisting of Years 1 and 2, Years 3 and 4, and Years 5 and 6. The first two years the younger children will work through Year 1, then Year 2, middle age children will work through Year 3, then Year 4, and older children will work through Year 5, then Year 6. The following two years the new younger children will work through Year 1, then Year 2, middle age children will work through Years 3 and 4, and older children will work through Years 5 and 6. This type of scheduling allows for all members, regardless of the year in which they start the program, to learn all the same skills as other children their age.

For example, if Years 1 and 2 apply to six and seven-year-old children, then a six-year-old entering the program during Year 2 on the schedule simply learns the skills for Year 2 as a six-year-old, and learns the skills for Year 1 as a seven-year-old when they are repeated the following year. Thus, all six-year-old children who enter the program learn all skills in the schedule for Years 1 and 2, and consequently, for the other years also.

If you wish, you may divide your groups into two three-year schedules consisting of Years 1, 2,

and 3 and Years 4, 5, and 6. The younger group can work through Years 1, 2, and 3 consecutively, while the older group will be working through Years 4, 5, and 6 consecutively. Some children, due to their age, will advance from the younger group to the older group before the three-year schedule is completed, and there will be some who will advance out of the older group before the three-year schedule is completed. This, of course, cannot be avoided due to the many varying ages of the children involved. However, children can work independently at home with their parents to learn many of the other skills listed in the handbooks but not taught during club meeting time.

If your club is very small, perhaps all the children will be working on the same projects. This is done quite easily by focusing on skills that any age can master, such as Decoupage, First Aid, Missionary and other skills of that nature. With a little creativity, all members can learn simultaneously.

Flexibility is the key. This program is designed to provide the flexibility that you need to make it a perfect fit for your particular needs. Taking advantage of that flexibility will give you the keys to reap tremendous success from your program no matter what your situation. If your club includes very young children, a six-year plan may be the best option. If you have a very large group, each age level might be one year, and therefore, each age level may be doing a different year of crafts. Again, if your group is small, perhaps everyone will work on the same crafts.

Gradually, as children move up in age, they will be working through your entire schedule of skills and crafts. Throughout this time you will also be adding such skills as the Rest Home skill, Widows, Trees, and be working through the handbooks in a timely manner.

When mastering a particular skill is beyond the abilities of younger members of the club, but you would like to teach the same skill to the whole club for consistency or simplicity of scheduling, the awarding of silver awards for partial completion of a skill might be just what is needed. The requirements for earning the gold award could be scaled down to a subset or smaller list of requirements necessary to receive a silver award for the particular skill. Thus, the young children can receive silver awards for learning the basics of the skill, and receive a gold award when they learn the rest of the skill as older children.

Generally, thirteen, fourteen, and fifteen-year-old young people can effectively continue to use the program with tremendous results. At this age, young people are becoming very capable of learning practical skills, and there will remain many skills not yet mastered that may have previously been a little difficult, but are now able to be conquered. Projects can be made slightly more difficult to achieve greater levels of skill.

You may want to add to this schedule a list of small crafts to be done each year. If you have six age groups with which to work, you will need six years of small crafts. After six years, the list can be repeated.

The sample charts have the skills/crafts broken down into skill level, with the most difficult projects reserved for twelve to fourteen-year-old young people.

Sample Six-Year Schedule Including Hand Skills, Other Badges, & Small Crafts

For Keepers

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoupage	Embroidery	Candlewicking	Quilting	Crewel Embroidery	Crochet
Weaving	Latch Hooking	Flower Arrangement	Counted Cross Stitch	Miniatures	Needlepoint
Grandparents	Plastic Canvas	Ceramics	Macrame	Knitting	John 15
Psalm 121	Psalm 113	Psalm 103	Psalm 139	Psalm 37	Bible Reading
Croquet	First Aid	Bible Reading	Bible Reading	Bible Reading	Visitation
	Etiquette	Cleaning	Cooking	Personal Journal	Missionary
	Badminton	Drawing	Pets	Tole Painting	Ironing
	Birds	Trees	Literature	Baking	Sewing
		Table Tennis	Church	Laundry	Rest Home
			Others	Friends	Letters
			Prayer Warrior	Bowling	Volleyball

For Contenders

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Stamp Collecting	Photography	Tools	Computer	Models	Electricity
Astronomy	Drawing	Knots	Woodworking	Woodburning	Archery
Grandparents	Psalm 121	Psalm 103	Chess	Ephesians 6	John 15
Psalm 100	First Aid	Bible Reading	Bible Reading	Bible Reading	Bible Reading
	Propriety	Trees	Prov. 3:1-24	Personal Journal	Great Commission
	Birds	Table Tennis	Literature	Neighbors	Family
	Croquet	Pets	Church	Finance	Friends
		Genealogy	Payer Warrior	Widows	Wildlife
		Library	Pocketknife	Writing	Scholarship
		Others	Plants	Missionary	Widows
			Hiking	Swimming	Rest Home
					Tennis

You can see from the above charts that we have not covered the majority of skills to be learned. There is no limit to what we can teach our children. This ministry is so exciting and so *life-changing* for the children, and quite often, for the adults too!

Sample schedules and blank schedule forms are included in the Forms Section of this book.

Finances

Large Keepers of the Faith clubs can easily be totally self-supporting on the basis of minimal local registration fees and/or dues received from its members. There are a number of easy ways to handle finances and registration fees. The following is one example.

Establish an initial (first year) registration fee sufficient to cover the cost of the handbook and sash, companion notebook (optional), special awards, banquet expenses, reward parties, small crafts, and one or two large crafts. (Large Craft would be a kit, 6 skeins of yarn, or anything more than a dollar or two.) If the registration fee is large enough, the monies can also cover the cost of the skill awards. However, since some children may earn considerably more awards than others, you may wish to put awards on a “pay as you earn” basis. A local Keepers of the Faith club establishes its own fees according to its own needs, projects, outings, etc. Some examples are shown below.

Fee	Covers
\$25.00 per year	-Small crafts, special awards, banquet <i>Members purchase handbook, sash, skill awards, and a large craft once or twice a year.</i>
\$20.00 per semester (Fall & Spring)	-Small crafts, special awards, sash, skill awards, banquet <i>Members purchase handbook and a large craft once or twice a year.</i>
\$10.00 Summer fee	-Covers equipment, picnics
Weekly dues (\$.50 to \$1.00)	-Covers special awards, banquet, sashes, skill awards, large and small crafts <i>Members do not purchase anything, except handbooks, if dues suffice.</i>

NOTE! *Collecting weekly dues can be difficult and time-consuming. Record-keeping can also become burdensome. It can also turn into a negative situation if certain members consistently forget to bring their dues. A policy may then be required for delinquency, which is always distasteful to enforce.*

If the club is a church ministry, or the program is an extension of some larger organization that sponsors it, then the church or sponsoring organization may wish to consider helping the club with one-time start-up costs. Expenses are a little higher the first year due to the one-time purchase of handbooks and the cost of a number of supplies that initially must be purchased. These particular expenses disappear after the first year. The help of \$100.00 to \$200.00, in most cases, will be sufficient to allow the club to handle such “start-up” expenses. The sponsoring organization may also give a “shower” of craft items. Many people have material and other craft items that they no

longer plan to use, but which would be quite useful in teaching the basics to children. This also reduces the need for dues. It can be helpful, if there are those who are willing to fill such a need, to institute a policy of some sort for helping needy children who may truly be unable to afford fees.

It is advisable, from a standpoint of organizing and tracking funds, to set up an account in the parent organization or to establish a checking account in the name of the local club to handle funds.

Budget

A budget must be established in order to properly handle club funds and make sure that there will always be enough funds available to accomplish the projects or plans which the club attempts. A director must be able to balance the budget! To do this:

- ✓ Total all the registrations for the year.
- ✓ Subtract sashes and books (1st year expense for new members).
- ✓ Subtract cost for all crafts being purchased for children. (See sections for craft planning.)
- ✓ Subtract cost for banquet, special awards, picnics.
- ✓ If club is paying for skill awards, subtract estimated cost of awards (average is 5 to 7 per year).

Your final total hopefully is positive. If the projected total is negative, begin adjusting expenses to make them fit the budget, or come up with an alternative source of income! Some clubs have car washes or bake sales to help offset expenses.

Sample accounting and budget forms are in the Forms Section.

Banquet and Award Time

Many clubs decide to have an Awards Banquet. The Awards Banquet can be a very special occasion for the young people. It is a time when their finished projects are displayed and end-of-the-year awards are presented. Fathers, sons, mothers, and daughters enjoy this special time together. The banquet is also an excellent opportunity to invite prospective children and their parents. The banquet is a terrific encouragement tool to inspire the children to work harder and learn more in the coming year.

May and September are the two most popular months in which banquets are held. It seems that most clubs prefer to begin/end their year either immediately before or after summer. Many clubs who do not meet in the summer have their banquets in May. Still, other clubs prefer December, January, or some other month. Do not be afraid to experiment to find what works best for your group.

Keep your banquet simple. Have an inexpensive potluck dinner or a luncheon. Avoid expensive decorations. The children's dues should be used for the children, not on a fabulously decorated banquet. After all, the children are the centerpieces on this occasion.

Take time during your program to review some of your procedures, rules, and plans for the coming year. If you do have a special speaker, it would be nice if the message was brief. Personal testimonies are always a blessing. Skits are fun, and a few personal anecdotes from the past year can be a nice, light-hearted touch. It is a wonderful opportunity for you to speak to the parents. You have taught their children all year, and now is the time to share with them.

Awards are sometimes best presented last. This keeps the children's interest high throughout the evening.

A banquet planning worksheet is included in the Forms Section. Plan early to eliminate unnecessary stress.

Newsletters

A newsletter is an excellent way to establish good communication between your club and the families involved. Parents definitely need to be kept informed about activities, and children cannot be depended upon to convey information to their parents in a timely fashion.

A monthly or bimonthly newsletter is usually a very good option. You might wish to add other features. You might want to list the names of the children who recently earned awards, feature one of the club members in a story, add a poem, announce future activities, or make preparatory announcements for an upcoming project. This lets parents know what is happening with your club, and the newsletter also becomes a keepsake for the children.

Also, now that nearly everyone is connected with the Internet, an e-list or e-mail update would work too.

A Quick Review for Starting a New Club

This is a quick overview of the previously covered material with a checklist to get you quickly up and going.

✓	To do
	Read through this Guide
	Create a 3-ring notebook in which to keep any notes that you take, the forms and record-keeping information that will be needed, project plans, required material lists, etc. Keep all notes and plans organized in one book.
	Decide exactly who can join your club.
	Decide when and where to hold your club meetings.
	Decide whether your local group will receive a registration fee from its members. If so, how much it will be, and for what purposes it will be used.
	Determine how many adult leaders you will need and enlist them.
	Have a planning meeting.
	Decide what skills the children will work on, and choose what crafts and projects will be taught at meetings during the first few months.
	Decide on how you will promote your new program: verbal announcements, printed flyers, etc.
	Reproduce the necessary number of Registration, Questionnaire, and Personal Record-keeping forms. These forms can be copied from those found in the Forms Section of this guide.
	Sign up the children.
	Order the handbooks needed.
	Set a date for your first meeting.

Place the club member's Registration, Personal Record-keeping, and Questionnaire forms in your record-keeping notebook.

Part 4—Lessons

Lesson Time

Most Important Time

The effects of combining spiritual lesson time with practical lesson time can be very powerful. Lesson time should be the most important part of the club meeting. This is a tremendous opportunity to influence the children for God. With the expectation of learning a craft or developing a skill, the children will be quite attentive and receptive. Let's seize upon the opportunity to teach children that Christianity is a privilege. Contenders for the Faith and Keepers of the Faith Girls can be used as a plan to systematically implement the principles of God's Word in the lives of boys and girls.

Children need a great deal of training to prepare them for adulthood. Competent, godly men and women do not just happen by accident. They are the result of diligence and hard work on the part of parents. Parenting is an enormous job and no aspect of it should be overlooked.

Emphasis of Lessons

The emphasis of the lesson we teach here should be quite different from a Sunday school lesson or classroom teaching. This is a practical Christianity course preparing the children for their future. It is in the small details of daily life that we should bring glory and honor to our Lord. It is in doing a job well, having a good character, keeping Christ-honoring attitudes in our minds, preferring others before ourselves, keeping our thought life pure, and a host of other things, that we reflect who really is Lord of our lives. If we are mindful of the little things, to bring every detail of our lives into submission to God, we will find that we are faithful in the big things. Why worry if we will have the courage to die a martyr's death if we do not have the courage to be honest, kind, and hardworking? Our children need to be God-fearing and God-honoring now. If they honor God now, they most likely will continue to do so as they mature into adults.

It is in the small details of daily life that we should bring glory and honor to our Lord. It is in doing a job well, having a good character, keeping Christ-honoring attitudes in our minds, preferring others before ourselves, keeping our thought life pure, and a host of other things, that we reflect who really is Lord of our lives.

Never Just Teach a Lesson

With these thoughts in mind, never just teach a lesson. Beg God for wisdom in how to impart the principle and wrestle to break through into the minds and hearts of the children, that they might understand it fully. Only then will they attempt to make it part of their lives. Never belabor a point to boredom, but if the response that you see on their faces indicates a lack of understanding, then pray for God to give you a new lesson on that topic from another viewpoint for the next meeting.

The key to imparting the knowledge that changes lives is not in an abundance of audiovisuals or teaching aids. It lies in prayer and diligence to teach on a level that the children can understand the truths involved. For example, suppose we are teaching on how we should love one another. Children need to see that concept on their level. They commonly exhibit a lack of such love by criticizing or "cutting down" one another.

To say that criticism is a sin is to tell them what they already know, but does not hit home. What if we describe a very pointed criticism—one with which everyone in the group can identify? We could then elicit comments from the group on how it feels and why it is unfair. We can explain how to deal with it in love.

Then, once this is understood, we can go on to explain the smallness and feelings of inadequacy that cause one person to belittle another. He is trying to gain respect by damaging others. We might stress that it is never in God's interest for any man to belittle or criticize another. We only destroy ourselves by criticizing others. God abhors it. Satisfaction never comes from trying to be better than someone else. Real satisfaction can only come from obeying God through avoiding such sins, and practicing godly consideration for others.

Once everyone in the group thoroughly understands that he who criticizes is the weak brother, not the strong one, there will be a greater tendency not to commit that particular sin. Also, now that the real weak one has been exposed, the act loses its intended effect. The recipient of such behavior need no longer consider it personal harm, but an opportunity to help a "weak brother."

It May Take Several Lessons

Do not be surprised or dismayed if it takes several lessons to instill a single concept. We might remember how difficult it is for us as adults to absorb knowledge and change habits. Always be as personal and direct as possible. Never attack an individual. Teach against the sin—not the sinner. And remember, "*prayer availeth much,*" —James 5:16.

What Shall I Teach?

We, at Keepers, are working on providing lessons for you. Check our website often for new lessons. You are also free to use lessons from other sources or create your own. Keepers of the Faith also has a series of character books available. These are easily adaptable for lesson time. You could teach one character trait each spring and fall. We also have a list of suggested topics to use as a guideline for things to teach. Every few years the list can be repeated. Any of the topics can be used for several sessions. Always use the Bible as your primary reference book. Teach the children that all of the answers to their questions are found in God's Word. Challenge them to KNOW the WORD and OBEY the WORD.

Sample Lesson

MYOB, or “Mind Your Own Business”

Part 1

Goal for the Lesson

“Mind your own business!” is a phrase frequently used by parents and teachers. These four words are very important, and they reflect an important Bible truth. Sometimes teaching the “why” behind the command to “mind your own business” will help children realize how this statement is vital to them and others. A continual stream of stress is added to people’s lives by those who meddle. Thus, our goal in this lesson is to teach the importance of minding one’s own business.

Scripture for the Lesson

“But let none of you suffer as a murderer, or as a thief, or as an evildoer, or as a busybody in other men’s matters,” —I Peter 4:15.

Definitions

Ask the children what they think the words mean in this verse, and then explain the correct definitions.

<i>Busybody</i>	-one who concerns himself with affairs not his own synonyms include: meddler, gossip, talebearer, snooper, nosey person
<i>Business</i>	-affair, matter, task, activity
<i>Matter</i>	-subject under consideration or subject of disagreement or circumstances of a situation

Ask the Children

Ask the children questions to prod them to think about how the verse can apply to them.

- (1) What is a child’s business? (There can be many right answers to this question.)
- (2) How can children be busybodies? (Ask the children to give specific examples.)
- (3) Do you like it when someone points out things about you that you would rather not have pointed out?
- (4) How do you feel when others gossip about you?
- (5) Do you think being a busybody is a very bad sin?
- (6) Notice the list of names that precede the name busybody in I Peter 4:15: murderer, thief, evil-doer. Whew! Murderer is put on the same level as busybody in other men’s matters. What do you think about that?

Skit 1

Tammy is standing with some boys and girls at church when Susie walks up and says to Tammy in a slightly superior tone with a little smirk on her face, “Your blouse doesn’t match your skirt.”

Ask the Children

- (1) Why do you think this was rude of Susie to say?
- (2) Would Susie appear more knowledgeable than Tammy if she pointed out Tammy’s clothing mistakes?

- (3) Would it make Susie feel more important than Tammy?
- (4) Why do you think Susie's comments might embarrass Tammy?
- (5) Were Susie's comments sinful? Does she need to ask Tammy's forgiveness? Why?
- (6) Is it really any of Susie's business to judge what Tammy was wearing?

Personal Application Questions

- (1) Do you ever ask questions about things that are really none of your business?
- (2) Why? Is it because you like to show off your knowledge? Or do you simply like to talk without thinking about how you may be hurting others?
- (3) Do you like to act like you are better than others?
- (4) Do you use "asking questions" to be a busybody?
- (5) Is this a sin? Why?

Responding in Love

When *others* become busybodies and ask questions or make inappropriate comments about us, we need to know how to respond in a proper, yet godly manner. We are to be *kind* in all situations. Others can be rude, for whatever reason, but we can be kind.

Proverbs 26:4 says, "*Answer not a fool according to his folly, lest thou also be like unto him.*" While we want to be careful that we do not go around calling others fools, we do want to learn *not* to answer back in the same manner.

Susie can sweetly say, "Why, thanks for pointing that out. I didn't know." She could respond with a question, "What makes you think so?" She might just smile and say nothing or say, "I just love the color in both of these. That's why I wear them together."

Skit 2

Jack has spent the night at his cousin Joey's house, and he is eating breakfast with him. He watches Joey pour ketchup on his scrambled eggs. That's gross!"

Teacher Notes (explanation of skit)

There are many underlying reasons for the things people say. It is often a good idea to help a child reflect on the real motives involved in saying such things. These motives are usually sinful, but are seldom thought of as such until one is introduced to such motives for what they are. This should be done gently. It will not be a learning experience if it is not done gently.

It is also important to teach how others are affected when we say such things, and how we may need to seek forgiveness for our sin against them, and, last—or maybe first—before we ever speak, we need to know if it is even "our business" to say anything at all. In this example, Susie comments on her friend's blouse, informing Tammy that the blouse and skirt do not match. This is really none of Susie's business.

Sharing Thoughts With Children

Susie seems to need to feel important by showing her superior taste, but Tammy will likely feel embarrassed, defensive, and perhaps a bit angry. Even if Susie is right, Tammy will not like Susie for pointing this out, especially if it was done in front of others. Whether Tammy's clothes match or not is one of those things which is not part of Susie's "business." Tammy did not ask for her advice or opinion. Susie's "business" was simply to give Tammy a warm greeting.

Ah, but what if Susie was trying to be helpful? If she was, she likely would have told Tammy in private in order not to embarrass her in front of others. However, telling Tammy in private could still embarrass her. Also, Tammy may not have had any matching clothes to wear that day. That also could be embarrassing. These are all very good reasons for Susie to "mind her own business."

Jack comments, "You put ketchup on eggs?"

Ask the Children

- (1) Do you think Jack's comments were rude? Why?
- (2) Is it any of Jack's business how others might season their food?
- (3) Was Jack's comment a sneaky way of lifting himself up or making himself seem better than Joey?
- (4) What sins are committed when we make ourselves to seem better than others?
- (5) How might Joey have felt after Jack told him the way he was eating was gross?

Personal Application Questions

- (1) Do you ever make unnecessary comments about what someone else eats, wears, or does?
- (2) Why? Is it to show that you do things a better way?
- (3) Do you sometimes like to act as if your way of doing things is better? Why do you think you do so?
- (4) Do you use the "making of comments" as a way of lifting yourself just a little above another?
- (5) Name some of the sins involved in this behavior.

Responding in Love

Proverbs 26:4 says, "*Answer not a fool according to his folly, lest thou also be like unto him.*" While we want to be careful that we do not go around calling others fools, we do want to learn *not* to answer back in the same manner.

For instance, in the case of Jack and Joey, we would not want Joey to say, "Yeah, well your eggs look sick without ketchup." We don't want a tit for a tat. Thus, that leads us to an important thing for all of us to know, and that is that God expects us to respond kindly. When other folks misbehave, we do not always know why, but we can always act in love.

Joey should not feel uncomfortable because Jack is so rude. Neither should he doubt his family's enjoyable eating patterns. He could smile and say nothing. He could smile and say, "I love ketchup on my eggs. It's delicious. You ought to try it."

Review

Review the verse and give the children a challenge to "mind their own business!"

Teacher Notes (explanation of skit)

It is always rude and unfair to judge others according to *our* own personal tastes. We certainly would not want others to judge us according to their personal tastes. It is none of our business how other people season their food. Jack's attitude and demeanor seemed to indicate that the way *he* eats eggs must be far superior to the way Joey eats eggs. But, of course, Jack's way is no better at all. It is all about individual taste, and Joey's tastes have no part in Jack's "business."

Sharing Thoughts With Children

It might seem like a little thing, but Joey was probably embarrassed when Jack acted like he, Joey, was odd or strange. Something that was perfectly acceptable in his family has now been labeled as unacceptable by Jack. Joey was made to feel uncomfortable because of the thoughtless words of his cousin. Jack could have said, "Joey, that's different! I've never seen anyone eat scrambled eggs that way. I think I'll try some ketchup on mine."

It is always rude to make unnecessary comments about what others do. Again, the person making such comments usually lifts himself up, generally at the expense of pushing someone else down. This sin of seeking superiority over others is something called "self-love." Jack's comment was made without any love, care, or thought about Joey. It was simply selfish.

Lesson Topics

1. True Value - A child's true value is based on God's Word! The world calls it self-esteem, but our Bible teaches our value is being found in God.
 - God made us.
 - God's love was so great for each of us that Jesus came to die for us.
2. A child is to bring honor to God.
 - A child brings honor to God by obedience to God and those in authority over the child. There is no other way to bring honor.
3. Propriety and Etiquette
 - Christians should not be offensive to anyone. It is important to teach the children proper behavior for all occasions.
 - Courtesy
4. Character Traits
 - Initiative
 - Determination
 - Discretion
 - Discernment
 - Diligence
 - & many more
5. Submission
 - A man needs to learn submission to God and the authorities in his life.
 - A woman needs to learn submission to God and the authorities in her life.
6. How to make biblical decisions.
7. What is biblical leadership?
8. How to handle peer pressure. (Illustrate different situations.)
9. How to study.
10. How to really love your mother.
11. How to really love your father.
12. How to handle worry and fear.
13. The importance of music in your life.
14. Reaching your goals.
15. Learning to abide in Jesus.
16. What to do when you make a mistake.
17. How to talk to Mom and Dad and other adults.
18. Friendship
19. What to do when you have a problem getting along with someone.
20. How to get along with your brothers and sisters.
21. How to handle criticism.
22. Have a good devotional time with God. Make God your counselor.
23. How not to be bossy.
24. How to follow instructions.

25. How to overcome sin.
26. How to schedule.
27. How to be punctual.
28. How to be organized.
29. How not to be forgetful.
30. What really is kindness?
31. Should Christians tease one another?
32. What constitutes good reading material?
33. The importance of good habits, and the danger of bad ones.
34. How to be self-disciplined instead of self-indulgent.
35. How to avoid the sin of self-pity.

Children face all the problems and pressures of life that we adults face, and sometimes more. We need to help them. Children are vitally interested in their lives and futures. Their minds are open to truth. They are listening, forming their ideas, and deciding what kind of adults they want to be.

These are certainly important years. They are the years that God has given us to teach and train our children. Believe the older folks who tell you that these years will fly past at a blinding rate. Blinding, because time and opportunity flee almost as fast as they are noticed, and sometimes before. Our child-rearing years will be over before we know it. If we are not diligent daily, we could find ourselves only half finished and sorely wishing that we had done more.

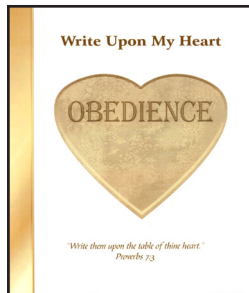
We need to give our children goals for their lives that they can work toward through their youth. *"I press toward the mark for the prize of the high calling of God in Christ Jesus,"* —Philippians 3:14. We pray that their first goal will be to serve Jesus Christ as their Lord and Saviour. To see this come to fruition, we need to make this goal real and visible to them. They need something that they can set a course toward.

Look over the list of topics. Schedule one or two things to teach your children each month. Repeat the lessons as often as is necessary. This is not a complete list. There is so much more that you will want to add to the list. Let us make wise use of our time while we have the hearts and minds of our young ones.

Character Studies

Excerpt From Character Book

Character—What Is It?



What is character? Why do we say that one person has good character and another poor character, or that someone has character and someone else does not? What is being measured? It is not really a person's actions, for people often make mistakes acting in good faith, and we do not consider that bad character. No, it has to do with who a person is—or has become—by the *habits* that he or she has formed.

Good habits become good character, and bad habits become bad character; and yet character is not just the sum of one's habits. In many cases it has taken only a single bad habit to destroy a life. In other cases, just one outstanding good habit has prevented an otherwise mediocre life from totally crumbling.

We cannot know which habit might be our most powerful support, or which might cause our complete downfall. So, the safest venture is to develop as many good habits or traits as we can, especially in areas displacing any habits that we have which may not be good.

It takes work to form habits, but the good news is that once they are formed they are a snap to keep, for then they come naturally to us! How nice it is to be so used to doing the right thing that we actually prefer to do it! *"Be not deceived; God is not mocked: for whatsoever a man soweth, that shall he also reap,"* —Galatians 6:7. Develop good habits when you are young, and you will reap the benefits for all of your life.

Where can we look to find the best essence of good character? How about God's Word? It has the essence of everything good. Jesus was an example of perfect character. *"For even hereunto were ye called: because Christ also suffered for us, leaving us an example, that ye should follow his steps;"* —1 Peter 2:21. As we study His life and God's Word, they will give us the guidelines by which to form our own habits and lives.

Habits—What Are They?

Habits are those things that we do most naturally or instinctively—without having to make a decision, because the decision has been made enough times that we do not have to think about it any more. Things said and done by habit are sometimes done without thinking.

For example, you do not contemplate whether or not to dress in the morning. You do it out of habit. If you brush your teeth every morning, you do not ask yourself if you should each day. You do it out of habit. Each good habit that we build—diligently—doing the best thing in an oft-repeated situation—is like a fence that we build between ourselves and some sort of heartbreak. However, it requires no effort to develop bad habits, and bad character is exactly what lack of effort becomes. So, a little work early in life can do much to prevent the manifold grief and loss encountered as a poorly formed character limps on through the years of life.

Habits—They Begin in the Heart

"For as he thinketh in his heart, so is he:" —Proverbs 23:7a. That means that we are what we

think. We say what we think, and we do what we think. What determines what we think? We do. Why do we think the way that we do? We taught ourselves to think that way. Often when people say, “I really didn’t think about it,” they had already taught themselves exactly what to think about “it.”

Each thought makes a tiny connection in the brain like a thread. Each similar thought strengthens that connection by adding another thread. Eventually, the threads become great enough in number that they become a rope. Often a mind becomes bound by such a rope, whether it is a good rope or a bad rope. Habit begins to affect our thinking. We begin to do things almost automatically because what we think is what we will do.

It is important to form good habits *now*. Later may be too late. We are becoming *right now* what we are going to be. We are going to become what we are thinking *now*, because “*as he thinketh in his heart, so is he.*” Our thoughts are very powerful. We cannot touch them or see them, but nevertheless, they are very real. They are more powerful than our actions because they control our actions. However, we can decide what we think! We can make our thoughts subject to our will and the will of God. We have access to a power stronger than our thoughts—the power of God. He tells how to control our thoughts. “*For though we walk in the flesh, we do not war after the flesh: (For the weapons of our warfare are not carnal, but mighty through God to the pulling down of strong holds;) casting down imaginations, and every high thing that exalteth itself against the knowledge of God, and bringing into captivity every thought to the obedience of Christ;*” —2 Corinthians 10:3-5.

So, why is it so important to form good habits early? Is not God powerful enough to break bad habits? Yes, He has the power to break any habit, but there are very many that He never breaks. The reason is that people grow to like their habits. They begin to hate the thought of breaking them—even the bad ones. People do not like change. The ropes that bind their minds are of their own making, and they are loath to give them up. How many drug addicts live absolutely horrid lives, bound to drugs from which they wish they were free, yet who will lie, cheat, steal, fight, and even kill to continue taking the drugs causing them so much misery? People grow to like their bad habits so much that they often will not let them go for what they wish they could have.

How do we learn not to like our bad habits? By learning to like new ones. Do what is right, and soon you will like doing it. There is a saying, “Your actions will determine your emotions.” We become comfortable with something only after we do it for a while. Another saying says, “Eat olives nine times and you will like them.” Proverbs 16:3 teaches, “*Commit thy works unto the Lord, and thy thoughts shall be established.*” Do you want to think rightly? Do you want to feel good doing right even if you do not like it right now? Just do it anyway! See how much it changes the way you think and feel. Replace bad habits and have good character by simply making new habits in place of the old ones!

Lastly, it is not enough to have good character. We can have the very best character, and yet become lost for eternity, for there are none who have not sinned. The Bible tells us that the wages of sin is death, but the gift of God is eternal life through Jesus Christ. Jesus paid the price for our debt of sin. Only by trusting Him will we see the celestial city.

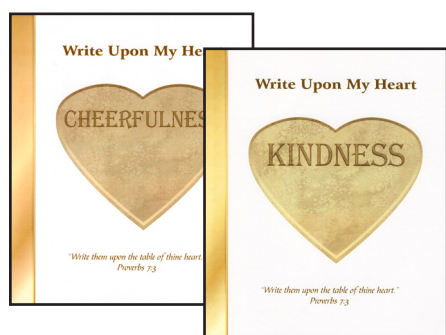
It is said that “character has its own reward,” and so it does. People with good character instinctively feel much better about themselves than people without it. This is a far better and happier way to live. However, this reward pales at the prospect of eternal reward. It is great to have character. But, remember, it is infinitely more rewarding to belong to Jesus, and have character for His glory.

Teaching Character to Children

How do we get the knowledge from the head into the heart—where it becomes character—where it becomes lifelong habit—where it unifies with Christ? This requires more than knowledge. We must add Scripture. We must exercise the trait and analyze our performance. We need a schedule to follow. We must allow sufficient time to make good behavior a habit.

Keepers of the Faith has developed the *Write Upon My Heart* character series. It was revised, honed, and child-tested repeatedly in order to attain these goals. It will do all three! With an individual, inexpensive training manual for each character trait, the child will be not overwhelmed by an entire array of life changes to make, nor feel rushed to move to the next chapter. The idea is not to “cover material,” but to change a life—carefully and methodically—one obstacle at a time.

Each character booklet contains:



✓ Scriptures regarding the trait to be learned	✓ Stories centering on the trait
✓ Biblical examples of the trait	✓ Poems involving the trait
✓ How Jesus lived the trait in His earthly life	✓ Practical applications and more!
✓ Practical lessons on the trait	✓ A thirty-day journal to record one's progress
✓ Instructions in developing the trait	

Change a life—one trait at a time! *Write Upon My Heart* can be used by children individually, in Sunday school, in the classroom, during family devotions, or for lesson times at Keepers and Contenders clubs! Each booklet is 7x8½ inches and 68 pages. Look for information for these at www.keepersofthefaith.com.

How to Use a Character Book for Club Lesson Time

The character books are designed so that a teacher or leader can work through one with a group over a number of weeks or months, depending how often the group meets. The young people can be assigned work to complete in the character book, such as looking up definitions, writing out verses, reading stories, answering questions, and more. The teacher's lessons can review the previous assignments or introduce and cover new assignments. The questions in the character books promote lively discussion, because they are focused on personal application. The children can report at each meeting on just how they are progressing with developing the particular character trait in their lives. We personally have used them for several years for our club's lesson time. Sometimes it may take three months to work through a book, but when we are finished, the character trait we studied is an integral part of the children's lives. You can see the change in them! We encourage you to give these a try with your own club, or even as a family.

Part 5—Getting the Most From Using the Handbooks

When we observe people, we notice that there are those who accomplish much, and there are those who accomplish little. We may think that some are hard workers, some are lazy, some are creative, some lack creativity, some love to learn new things, and some do not want to learn new things. Most young children have a natural curiosity about new things, and can work very hard at “play.” However, in many cases, the older the child becomes, the less he may seem to desire to learn and do new things. As a consequence of following the path of “avoiding” versus “doing,” the child can become an adult who, instead of accomplishing a great deal, actually accomplishes very little.

First Reason—Understanding Fear

There are a couple of reasons for children to seemingly withdraw from learning new things. The first reason is the same for adults and children alike—fear. Of what are we afraid? Of what are our children afraid? Failure. Failure brings embarrassment and humiliation. Children want to do things well. When they cannot, or do not know how, they do not want to risk failing. Also, children may not be able to put these feelings into words. They would probably be embarrassed to admit they were afraid. So they will mask this fear with such statements as “I don’t want to. That’s stupid. I can’t. It’s too hard. I just don’t feel like it.”

How can we help our children to overcome fear? *Assure them that they may not fail.* What is failure anyway? Is it the inability to do something well the first time? How foolish. We only fail when we cease trying. It is not how long it takes that is important, but that finally, the skill is mastered. There are early readers and late readers. There are early walkers and late walkers. There are those who ride a bike at six, and those who ride a bike at nine. There are those who never fall when riding a bike, and there are those who fall dozens of times. The length of the process is not important, but the end result is vital.

“I can’t” is unacceptable. Life is made up of skills to be learned. What we will accomplish in life and our measure of service for others will be based on our level of skill.

So, we can encourage our children. What’s to fail? You fall down, you get up! Practice! Your crochet stitches are a little uneven. You rip it out and start again. Practice! Your pie crust is like cement. You make a new one. Practice! You can’t hit a ball. So what’s to fail? Practice! You cut the boards crooked. Cut the boards a little smaller and make the project a little smaller. Practice! Your drawing of trees doesn’t look like trees. Practice! “I can’t” is unacceptable. Life is made up of skills to be learned. What we will accomplish in life and our measure of service for others will be based on our level of skill.

We must never belittle a child or allow others to belittle a child who is trying and struggling to learn new skills. The child who learns slowly is developing character and perseverance. The child who does it right the first time learns nothing of character and perseverance. (If you have a talented child, be sure to increase the level of difficulty, so this child can learn what it is to struggle.

The struggle is the important part of learning.) Praise effort and praise perseverance. See that the child does not stop with failure, but proceeds to victory. Victory is worth the struggle. Do not praise talent, for it is worth nothing. If there is no struggle, there is, correspondingly, no victory.

Learning new things is not a race to see who can finish first. (Talent, by the way, will usually finish first.) Learning new skills is important to each child's life. Learning new skills is not a competition. There is no first place. Learning new skills is for personal self-improvement, so that one can lead a more productive life.

It is we, as adults, who most often dampen the learning process. How quick we are to notice he who develops a skill the soonest. Do we think the slower ones do not notice who receives our favorable opinion? We truly are of the ilk of the fool spoken of throughout Proverbs, as we open our mouths with no inkling of the damage we utter.

For who is more worthy of praise—he who perseveres to learn a skill, or he who picks it up effortlessly? How foolish we are! How true it is that *“The LORD seeth not as man seeth; for man looketh on the outward appearance, but the LORD looketh on the heart,”* —1 Samuel 16:7.

People often unfairly compare children. Some people say, “I treat them all equal.” Children are not equal. They are not to be compared. Any mathematician or computer programmer knows that the “equal-sign” (=) is a comparison operator. Even the word “equal” bespeaks comparison. Can a raisin be compared with a banana? Can a rump roast be compared with a watermelon? We could help children so much more if we could treat them as individuals, as God does. *II* Corinthian 10:12 tells us, “. . . *they measuring themselves by themselves, and comparing themselves among themselves, are not wise.*” I would that we could be like Jesus and never even notice who learns fastest, finishes first, is the smartest, or is the most coordinated. Isn't that how we would like to be treated?

I would that we could be like Jesus and never even notice who learns fastest, finishes first, is the smartest, or is the most coordinated. Isn't that how we would like to be treated?

Second Reason—Not Knowing How to Begin

A second reason for a child to seemingly not want to learn new things is that a child does not know *how to begin* learning something new. That's our job. We are supposed to teach in such a way that the child will succeed in his new skill. If a child fails, *we* are usually to blame. Ouch! We are responsible for his learning. We must think about the new skill and what is required to teach it. If the child is not proceeding to learn, we must stop and evaluate what is hindering the learning process. Can we do more? How can we change what we are doing to ensure the child's achievement? When we have the attitude, “Oh, he just can't learn this one,” we are relieving ourselves of the responsibility of teaching, and placing the blame on the child. No wonder the child feels incompetent. Our teaching is sorely lacking, and we are telling the child that *he* is the dumb one.

The first step in helping a child succeed is to give the child proper, understandable information about what he is going to learn. Few children work independently *and* have the ability to gather all the necessary information to perform a large task, such as learning all the facets of a skill. They must be broken down into little jobs the child can handle. Through this process, he learns that little pieces make a big piece. Doing things one piece at a time, eventually accomplishes the entire task. This is technique. It is to be taught. If a child has not learned this, it is the fault of the teacher, who

has never guided him to successful completion of a task by employing this principle. It is difficult for a child to understand what he has not experienced.

Upon selecting a skill on which to work (we will choose the subject of knots for boys and macrame for girls since the skills are somewhat similar), read over the section in the handbook regarding these topics. *Everyone* can learn to tie knots. No one can fail at this. Tell the child everything he will be learning and doing. Knowledge removes fear.

Obtain a how-to book on knots or macrame. Show the children the pictures of the various knots. Have rope or cord available. Show each child how to make a simple knot. Verbalize and demonstrate step by step what you are doing, and what each finger on each hand is doing. Allow each child to perform each, individual step immediately after it has been demonstrated. (Break the whole knot into small, learnable pieces.) It might also be necessary to put your hands on the child's hands, and tie a few knots together. Let the child practice until he/she can tie many knots in a row, and the knots are all uniform in appearance. Do not immediately proceed to the next knot, perhaps causing the child to forget the newly-learned first knot while struggling to learn the next. The next day or the next time you meet with the child, practice the knots again. Once the child has the skill of tying the knot by rote, proceed to the next knot. When the child can effectively tie all the knots, provide a project for the practical use of this skill.

Praise the child for learning another new skill. He now is more highly skilled than previously, and has met with success instead of failure. A son can now tie a knot when Mom is in need of one, and a young girl can make handy, useful items for gifts or for around the home, such as plant hangers. The children have been productive, and productivity brings a reward of contentment. If we teach our children well, they will become adults who accomplish what needs to be done.

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Keepers of the Faith Girls

Spiritual Life Skills

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Skills and Teaching Tips

This section contains a listing of what is in each handbook, and information on teaching the skills and crafts contained in the handbooks. If a badge is followed by a (C), that skill is in the Contenders handbook. If the skill is found by a (K), that skill is found in the Keepers Handbook. If the skill is marked by a (C) and (K), that skill is found in both handbooks.

Although there is a little overlap in the content of Little Contenders and Little Keepers with the handbooks for older children, the section on teaching tips does not contain the skills listed in the Little Contenders and Little Keepers because the requirements for those books are very simple and easy.

When teaching a particular skill, always read *What You Will Need* and *Helpful Information* in the *Keepers* or *Contenders* handbook with the boys and girls. Make sure they understand the requirements for the badges. Take time to show them examples of finished projects.

Spiritual Life Skills

Nothing could be more important in the lives of our children than teaching them to walk with God. The spiritual life skills in the handbooks are designed to encourage children to spend serious time in God's Word—reading, memorizing, studying—and to help them make practical applications. The spiritual life skills are a set of skills that the whole family can work on together. Pick out a portion of Scripture to memorize together. Read through the Bible together. Support a missionary together. And, of course, pray together—pray for your children, and *with* them. This section can be a springboard for spiritual growth for the entire family.

Bible Memory (C&K)

"In the beginning was the Word, and the Word was with God, and the Word was God," —John 1:1. Jesus IS the Word. The more we read His Word, the more we meditate on His Word, and the more we hide His Word in our hearts, the more we will *know* Him, and He is life, the Bread of life. Regularly memorizing Scripture is one way to systematically fill our minds with His Words. *"Thy word have I hid in mine heart, that I might not sin against thee,"* —Psalm 119:11. Memorizing Scripture gives the Holy Spirit the Words of Jesus to work with during our times of searching, trials, and testings. It gives Him words hidden in our own heart to recall to memory when we need them most. A Bible Memory award should be earned every year by every child. It seems that we make sure our children brush their teeth, eat three meals a day, and learn the 3Rs, all of which will pass away with this world. We ought not to leave those undone, but His eternal Word is settled forever in Heaven. Ought we not make sure that our children are hiding His Word every day in their hearts? A few minutes of group or family time could be devoted to hearing the children recite their verses. Since the children are required to recite entire chapters as opposed to random verses, the children should be able to recite the passage in its entirety with only one or two prompts to earn the award. Each award lists the particular portion of Scripture memorized such as Psalm 113. There is also an award with only the words "Bible Memory" for those families or groups who are memorizing scriptures not listed in the handbooks.



Bible Reading (C&K)



Of all the awards to be earned, this one should take top priority. Of all the habits that this program can help to form, this and the habit of prayer will be the most important to a real Christian life. Bible memorization and other things are helpful, but they cannot substitute for daily abiding in Jesus. We hope some of the following thoughts and suggestions will prove helpful to you in encouraging the children to read their Bibles.

What position does reading God's Word hold in our own lives? Is it a priority? Children are looking at the adults in their lives. *They are watching us with their little eyes—they are watching our walk.* Are we just good talkers, or do they see us living and depending on God and His Word? Are we too busy to spend more than five or ten minutes reading His Word? Our children will be

too busy too. We have no right to expect children to do more than their parents or examples. There is an old saying, “You will find time for the things you want to do.” It is certainly true.

Second, with what spirit do we read the Bible? Is it our daily duty? Is it to keep up with a Bible Reading chart? Is it boring? Our children will “catch” our attitude! Approach God’s Word with the attitude “What am I going to learn today about my God?” God wants us to *know* Him. It is only through knowing Him that we can begin to walk in godly ways and love one another. Share with the children what you learn from your Bible reading. Verbalize how important your Bible is to you. Your love of the Word might just inspire your children to love God’s Word.

Third, Bible reading time is even more than reading and learning new things about God. God desires to spend time with us. God wants to teach us things. He has the answers to our problems and peace for our souls. He is there all the time waiting for us to come to Him, while we are sometimes too busy with the things of this world. We should teach children to come to their Bible and devotional time with specific questions or problems for God to answer. Examples—Why do I always fight with my brother? Why am I tempted to cheat in school? Why did I exaggerate the truth to my friend? How can I be a friend to the boy at church who is such a bully? This will enable the child to begin to have a personal relationship with God. His Bible reading time will become a vehicle for learning about and speaking with God. Our Bible reading should be a two-way communication with God. We need to show children how to have this two-way communication.

Fourth, ask the children what they have learned this week in their Bible reading. Listen attentively. This is a wonderful opportunity for you to see how God is working in their lives. Remember, we are all just children to our heavenly Father, some of us being just a little older.

As for younger children, ages eight through eleven, we could aim for them to read the entire Bible through before they reach the age of twelve. Parents can help the children by reading the Bible aloud to them. For teens and those who are older, our goal is not to complete a chart, but to read a portion of God’s Word each day. It is the daily habit and dependence on God that we seek. Commitments to a chart, more often than not, bring failure. When one falls behind, it is a temptation to quit. We feel like a failure and become discouraged. It is better to read less, and read to know the Lord, than read to fulfill a duty. God does not want our duty, but our devotion.

Be an encourager to others in this area. Speak of the Lord and His Word at every opportunity. It is good to teach the practical things, but it is better to instill a love for God and His Word. May that be our prayer as we teach our young people.

Bible Study (C)

This is a very important skill for everyone, and we should especially teach our children the importance of studying God’s Word. For a disciple of Jesus, this must go beyond just reading it lightly. 2 Timothy 2:15 says, *“Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.”* The Book of Proverbs in chapter 3, verses 13-15 teaches us that *“Happy is the man that findeth wisdom, and the man that getteth understanding. For the merchandise of it is better than the merchandise of silver, and the gain thereof than fine gold. She is more precious than rubies: and all the things thou canst desire are not to be compared unto her.”* The Bible is full of God’s wisdom, true wisdom, and there is no happiness to be found outside of the Bible’s teachings. What more could we want for our children than the real, true happiness that the well-versed Christian finds in the Word?



The Bible Study award has five levels of study. Encourage your children to work through all five levels. After they have achieved that, continue assigning your own studies using the same or similar format, so that Bible study becomes an integral part of their lives. And, keep those lines of communication open with them by discussing their studies.

Church (C&K)

This is a wonderful opportunity to provide children with a good overall view of the local church and all its ministries. The parent might schedule their children to see and participate in the different ministries, a few children at a time, throughout the course of a year.

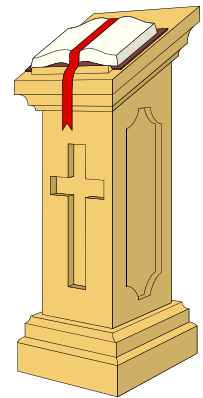


Church Service (C&K)

Church Service is different from the Church Skill in that the Church Skill focuses on the outreach ministries of the church, and Church Service focuses more on the actual serving. This skill gives young people a good understanding of all the work that goes on behind the scenes to keep the church building presentable, to keep the ministries going, and teaches them to be responsible and participating members of the church community. This is also a great skill to work on as a family.

Great Commission (C)

All children should learn to tell of the Lord Jesus and His wondrous salvation plan. Witnessing requires that we know and understand what the Word of God says about salvation. Teaching our sons to witness for the Lord and share His plan of salvation requires not only teaching, but also our example. Several lesson times could be held explaining what true biblical repentance is (it is so much more than saying, “I’m sorry”), and what it means to believe on the Lord Jesus Christ. Belief requires heart knowledge as well as head knowledge. These lesson times may also be very important to our children, themselves, as one cannot teach what one does not know. If our children do not know Jesus, all else we teach them will be in vain. Thus, we should never take for granted that they have truly repented and have a real belief. Of course, those who are His will develop a yearning to obey Him and tell others.



Missionary (C&K)

No child should grow up without exercising charity for those special saints of God who put their lives and their possessions behind them to carry the gospel of Jesus Christ to foreign lands. Supporting missionaries through prayer and with real giving will help focus a child’s attention on the reality of what those missionaries are doing. Who knows whether through serving missionaries, a child might realize that God is calling him/her to the mission field. Meeting the needs of missionaries can certainly be done as a family or as a group project. Perhaps the group or family could adopt a missionary family for a year.

Prayer Warrior (C&K)

It is so easy nowadays to fall prey to the illusion that to read one’s Bible for ten to fifteen minutes, and to whisper several short prayers each day, will keep us in good stead with God. After

all, we lead some pretty busy lives, and the Bible does say pray without ceasing, so the average Christian sends a few prayers heavenward during their commute to work, their jogging run, or while vacuuming. It would be interesting to know what God thinks about this praying on the run. In reality, are we saying that we are too busy to give focused and undivided attention to God, and it is okay to do two things at once? We have little time set aside just for God. How does the term “prayer warrior” fit in here? How can we teach our young people to pray? We lament about how worldly our children are, but do we fail to look at the patterns we often set? We need to pray. Our children need to learn to pray.



We need to be aware of Whose presence we are in when we pray. It is not just our neighbor down the street or the guy at work. It is God. It is a holy, powerful, and mighty God. *“Fear of the Lord is the beginning of knowledge.”* Yes, that includes the knowledge of how to pray. We need to have fear, reverence, and awe, and know what a sacred privilege we have to be able to come into God’s presence. Try to visualize a holy God sitting on His throne with Jesus at His right hand, twelve elders on thrones on either side, a host of angels surrounding the throne, the saints gathered around, and you kneeling before that throne. We come into His glorious presence with our humble requests. This visualization puts us in our place, a speck of humanity. All too often we see ourselves and our requests as the important factor in the equation. Maybe the first step is to see things in the right perspective.

The saints of generations past spent hours on their knees. Why on their knees? Because it shows reverence and respect and honor. How long has it been since we traded our easy chair for our knees? Remember, it is not important what we think should please God. What is important is what *does* please Him.

God desires *us*. God wants our obedience and service, but we can become so busy giving Him our service that we never give Him ourselves. God wants us personally. God wants to teach us One on one, and lead us in the plain path of His light. God wants to speak to us. His Word says to be still, to commune, to meditate, to listen. This takes time—quiet time. “Life is too busy. We don’t have quiet time.” Justifications are only excuses. We do what we want to do. We make choices. Choices reflect our heart attitudes. Do we want time with God or fellowship with others? Do we want time with God or the television, the social functions, phone calls, commitments, and all the other activities that consume our time?

A warrior, what is he? According to *Webster’s Encyclopedic Unabridged Dictionary*, a warrior is a man experienced or engaged in warfare, a soldier. Also, a person who has shown great vigor, courage, or aggression. Do these definitions reflect our own prayer life? Do we catch God on the run, or are we warriors, full of vigor and courage, aggressively fighting the darts and ploys of Satan? Are we warriors dedicating ourselves to intercessory prayer? Are we warriors giving allegiance and respect to our God? Are we warriors, good soldiers, saying “God, here I am; send me; use me. I give my life for your kingdom”? Warriors are serious. Are we really serious about prayer? Remember, our children are watching.

Both *Contenders for the Faith* and *Keepers of the Faith* Girls handbooks can be valuable tools to encourage children to keep a prayer journal. A prayer journal or notebook can be a wonderful record of the working of God in our lives. When we become discouraged, it is a testimony and reminder of all God has done for us.

Help the children to keep their prayer notebooks. God helps us and gives us grace. We need to help our young ones until they establish their own habits and become faithful prayer warriors.

Proverbs Study for Boys (C)

This is a lengthy Bible study on Proverbs, which discusses many things that boys need to develop in order to become wise men. Our intention with this study is for young men to begin to dig into the Scriptures, study them, make practical applications from them, and make “living” the Scriptures a very real part of their daily lives. This study focuses on some basic character traits as well as learning to put actions to words. We want the Christian walk of our sons to match their talk. After all, God expects no less of us!

Stewardship (C)

It is important for every young man to learn the skills of being a good steward. A young man’s awareness of the many areas of stewardship should be developed early in order to give him a more accurate perspective of things as he grows. For instance, a young man’s room is a matter of stewardship—not ownership. He should always care for it and keep it in a manner that pleases its owners. This preparation in childhood will prepare him to be a properly-oriented husband, father, employee, neighbor, and even man of God. The study of stewardship, of course, makes an excellent family study of what Scripture has to say on the subject. Everyone can be drawn into the study. Make it a personal challenge to each one to become an excellent steward of those things for which he is responsible.



Timothy (C)

The study of 1st and 2nd Timothy is a comprehensive study highlighting the use of Bible reading and study to obtain real value from God’s Word that one applies to one’s life. What Paul wrote to Timothy 2,000 years ago still applies to every young man today. This would make a great father/son Bible study, and provide many opportunities for sharing the truths of God’s Word.

Witnessing (K)

If one does not set aside a certain time to visit others for the sake of Jesus, this visiting will seldom, if ever, be done. Our time is taken up by so many meaningless details and activities. The Visitation skill presents young people with the opportunity to go with adults to be a witness for Jesus Christ. This is an important skill to learn because it can give children firsthand experience in witnessing for the Lord.

All visiting is not necessarily for the purpose of converting someone, but there should be purpose in the things that we do. The first commandment tells us to love God with our whole mind, whole heart, and whole soul. The second tells us to love others. Since we have no leftovers from the first commandment, the second is only a part of loving God. Some of us do plenty of visiting. When we visit others, should it be for us, for them, or for God? Is there a concept here that our children should learn?

Character Studies

Character Badges (C&K)

What is character? Why do we say that one person has good character and another poor character?— or that someone has character and someone else does not? What is being measured? It is not really a person's actions—for people often make mistakes acting in good faith, and we do not consider that bad character. No, it has to do with who a person is—or has become. It is due to the *habits* that he or she has formed.

Where can we look to find the best essence of good character? How about God's Word? It has the essence of everything good. Jesus was an example of *perfect* character. *"For even hereunto were ye called: because Christ also suffered for us, leaving us an example, that ye should follow his steps;"* —1 Peter 2:21. As we study the life of our Saviour and God's Word, they will give us the guidelines by which to form our own character and the character of our children.

In this section, you will learn many traits that comprise good character. Keepers of the Faith has many excellent character studies for young people, and more are being produced each year. See www.keepersofthefaith.com for a full description of our character books. We encourage you to select one trait at a time, and choose a corresponding study, if available, or complete a character study of your choice. Also, please read "Teaching Character to Children" in Part 4 under Lessons.



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Personal Skills

Some skills that are basic to a godly, productive, and prosperous life are found among the personal skills. They are a foundation for a personal life, and a future home and family. The people who become most useful and productive in life know how to do things well, know how to do things in a timely manner, know how to handle finances, and know how to serve. These skills will be a great help in learning any other skills, and in becoming competent adults.

Budgeting (K)

“House and riches are the inheritance of fathers and a prudent wife is from the LORD,” —Proverbs 19:14. If we are serious about preparing our daughters for their futures as wives, we will certainly want to train them to be prudent. Our desire will be to give them the necessary skills to handle money wisely and to be good stewards of all the things that will be placed into their possession. We will teach them about thrift, economy, and wise spending. We also will need to teach about budgets and living within their means.



Young ladies can begin to learn quite early how to save, spend, and give. Use every opportunity to help them become competent in these matters. Some ideas would be to have extra work or jobs available which they could do to earn money. This can be picking weeds, extra ironing, cleaning jobs, etc. Allow them to purchase things with their savings, thereby allowing them to contemplate how much things cost, and how long they must work and save for the desired item. Another idea would be to allow your older girls to plan menus for a week within a certain amount of money designated for food. They will learn to stretch their dollars to cover all the needed meals and snacks. Allow them to help plan and save for extra things, such as camping trips or vacations. Teach them the importance of giving to others and especially those in need. Whenever possible, include them in every discussion concerning finances, budgeting, and spending.

Dorcas (K)

The aim of studying Dorcas is to help our girls develop a focus on using their time to supply the needs of others. In our present society, it is so easy to spend all of our time on ourselves and our families. Unselfishness—a virtue near to the heart of our Saviour—can be learned by making and giving things away to the needy. It is a good habit to make and give. Developing habits that please God will help to build godly lives.

As a means of developing the “Dorcas” spirit, the leader or parent might regularly bring needs or ideas for “Dorcas” projects to the group. Girls who are working on, or have achieved, the Dorcas skill could volunteer to fulfill those needs.

Etiquette (K)

Etiquette is an excellent skill to learn in a group setting. The members of any size group can learn and practice manners together. Earning this award normally requires several group sessions. Each session could involve a question and answer period to increase participation. It can be

amazing how many questions children might have regarding situations in their lives, which we may have overlooked. Resource books are easily found in a local library.

Finances (C)

It seems we teach our children the 3 R's, and, oftentimes, leave out some of the most important uses of the third R, such as financial survival. Hence, many families are deeply in debt through lack of knowledge. Financial experts often remark that most American families are only one or two paychecks away from being homeless. Now, that is a disturbing thought. How can men provide protection and security for their families when they are financially insecure? A little knowledge and a great deal of character is all that is necessary to remain solvent in most cases. Men, we need to make it a priority to teach our sons strong financial principles based on the Bible. Boys need to understand finances, as one day they will be the financial providers of their families. Teaching finances can be done individually or in a group. Teaching the habitual use of a savings account also should be a must.

Fitness (C&K)

We may wonder what is so important about teaching our children to be physically fit. Well here are just a few reasons. Physically fit people are healthier, have more energy, are usually stronger, and they have more endurance. They can carry stronger workloads (both physically and emotionally), they can help others because they do not need help, and as servants, they have more strength to offer their Master.

The requirements for this skill are fairly simple but require a schedule to build a habit of fitness. This is a great skill to work together on as a family. If doing so as a club, spend a meeting or two teaching the basics and then have weekly or biweekly checks to encourage everyone to stay with it. This is a lot of fun for the children, and it is important for a healthy life.

Once the official groundwork for this skill has been laid, it can be worked in at club meetings as a sort of parallel skill. Since consistency is a key with fitness, a little practice can make a great reminder. A group could devote the first ten to fifteen minutes of skill time to a short exercise routine for four to six weeks to keep the idea before the young people to help jump-start the habit.



Health (C&K)



Why study about health? One has only to look around at our society to see the results of ignoring health and the learning of its needs. We see a society plagued by innumerable maladies—obesity, allergies, diabetes, cancer, even in young people, and many other chronic illnesses. Yet we see little concern for knowing the causes or preventions of ill health. What elements in our food, air, water, and environment are harmful to us? What elements are available to help?

Living life with awareness and purpose to care for the temple that God has given us for His Spirit can make a difference. Psalm 103:5 says, *“Who satisfieth thy mouth with good things; so that thy youth is renewed like the eagle’s.”* God is happy to give us those things which will make us healthy. It is not His idea for us to rely on man-made pills. The average elderly person has thirty prescriptions costing over \$2,000 per year.* Our children do not want this future, but they need

awareness and knowledge.

To a great extent we can see this phenomenon borne out in two old axioms. “You are what you eat,” and, “You are becoming what you will be.” Government and independent studies have both shown that many of our grocery store labels are studded with ingredients that are proven to be harmful substances that are truly poisonous in larger quantities. Shall we poison ourselves slowly because the measurement of harm from a small dose is considered no emergency? When presented with such data, most young people are literally willing to read labels and avoid toxicity on their own behalf. They are usually very receptive to a mini-course on food values and especially on the effects of destructive toxins.

The study of health is great for groups of children, but it is also a perfect family study. The Fitness skill is important and can be worked in side by side with the study of health. Plan to spend a couple of months working on these and really making this information a part of the children’s lives.

* From PRIME Institute for Families USA

Hope Chest (K)



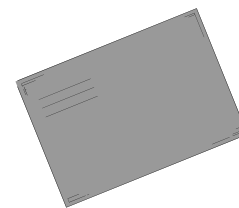
Earning the Hope Chest award is a worthy goal for any young lady. Hope is something we have for a future time. Young ladies are preparing themselves or should be preparing themselves for the time when they will become some young man’s wife and helpmeet. They will have a home of their own someday. A hope chest helps to direct a girl’s thoughts toward that time. Hope chests are wonderful items that a mother and daughter can work on together. Through youth the daughter can learn to make many things to be put away for a later time. Plus, she will always treasure the time spent learning with her mother. Clubs also make a perfect time for mothers and girls to come together to learn a new hand craft.

Hygiene (C&K)

Hygiene is a profitable study. Good hygiene habits make healthier families, and there is simply no price you can put on good health. Setting time aside to study hygiene reinforces the importance of cleanliness. While studying hygiene, why not take the time to study the hygiene laws in the Bible, which enhanced the physical lives of the Jews? Next, make a study of spiritual hygiene laws. God’s Word has much to say about keeping ourselves spiritually clean too. This would make a great family study, school study, or club study.

Letters (C&K)

Here is something that is so easy! All that is necessary is paper, a pen, a stamp, and time. Yet few children earn this award. Letter writing is important. A great part of the New Testament is comprised of letters. God communicates to us through these letters in His written Word. Letters mean so much to the receiver. A phone call is nice, but it is immediately gone. A conversation is only remembered a short time. A letter can last a lifetime, and is often enjoyed each time it is reread.

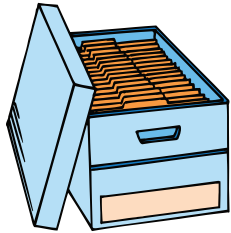


Few children will write their first letter without encouragement. Most need help from an adult to begin. It takes time and effort to set thoughts down on paper. Writing letters is a wonderful

habit and you can help your children to develop this habit over the next year. They will bless others while strengthening their penmanship, grammar, and communication skills!

Is anyone too busy to take thirty minutes per month to help a child write a letter? In eight months, each child will have earned the Letters award.

Organization (C&K)



Learning to be organized is a vital skill to teach children. It is one of those things that if we do not teach it at a young age, it becomes increasingly difficult to master as children mature. Actually, organization also has a great deal to do with building good habits, and we all know, that once habits are formed, they are difficult to change.

Organization can be important to our well-being. It is a proven fact that “mess causes stress.” When our homes or our lives are not well organized, we can begin to feel that we face frustration everywhere. In our minds, we may be thinking, “We should clean this. There is so much to do. It never gets done.” We may also have trouble finding things, which is upsetting. We are certainly less efficient in a messy environment, and we simply never feel on top of things. More importantly, as Christians, we represent the Lord. When people look at us or our homes, how is God reflected? Certainly, our God is not a messy, unorganized God. The moon, the stars, the waters, the mountains, the planets in their orbits—everything is in its place.

How can we teach our children to be organized? First, of course, our example is important. We should be organized. If you feel that you are weak in this area, there are plenty of books on organization available. The library might be a great place to start. Share with your children what you are learning. Then, as a family, work together to bring order to your environment. Allow your children to have special areas for which to be responsible. The skill requirements will give your children a good place to begin.

Have a Bible study over a few months and note any scriptures which reveal God’s orderliness and organization. Your children will learn a great deal about God, and memorizing these verses will help to effect some healthy changes in their lives.

Personal Journal (C&K)

In past centuries, when times were quieter, people kept journals. People were not constantly bombarded by electronic media in the form of radio, MP3 players, television, cell phones, videos, computer games, and on-line computer activities. How can we think when our ears and minds are assaulted from every side? How can our children think when their world is a constant neon mix of bright colors and incessant noise? Neither adults nor young people even seem to care to write anymore. Why write? Writing takes time. Adults are too impatient. Children are too impatient. To write means to think. Thinking takes time. Reflection? What is that? Meditate on the Word? This generation has little understanding of real meditation. It seems to have been nearly supplanted by the thought of dreamily sitting cross-legged and taking deep breaths with one’s eyes closed.



“This book of the law shall not depart out of thy mouth; but thou shalt meditate therein day and night, that thou mayest observe to do according to all that is written therein: for then thou shalt make thy way prosperous, and then thou shalt have good success.” —Joshua 1:8. Is it any wonder that we sense a lack of spiritual fruit in our lives, and in the lives of our young people,

when we set aside so little time for thinking?

A personal journal provides an excellent reason to turn off the radio or television, to still our bodies, and quiet our minds. It requires one to think before one writes. This is a wonderful habit, and it costs nothing to learn. It just takes time, thought, and consistency.

It can be very helpful to just take time to occasionally collect one's thoughts. What went well today, and what went not so well? A journal is a good place to note what one could have done better, especially in God's eyes. In privacy, one's honest feelings can be safely expressed on paper and then analyzed. Prayers can be recorded, or a thoughtful meditation on a verse can be written down for future reference. A perplexing problem can be noted, and solutions sought from God concerning it. A family could perhaps keep a family journal for a year just to help the children become comfortable with the idea, and develop the habit. This would be a great start to help children develop consistency.

Propriety (C)

It is important for a Christian young man to know how to conduct himself properly. One of the marks of Christianity is appropriate and proper behavior. Young people are very interested in learning to do things correctly. There are a number of areas in which young men need to be taught propriety. Each one could be an individual lesson. When teaching propriety, be sure to allow for a question and answer time. Certain circumstances can often pose a point of confusion for a young man. Demonstrations acted out by boys and dads, interspersed with instructional comments, can be a great aid in teaching propriety.

Proverbs 31 Study for Girls (K)

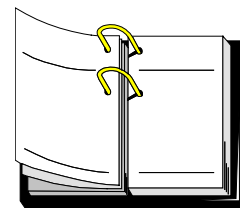


This is quite an extensive study, which covers many areas. This study could easily take place over the course of a year. It is a perfect at-home study or a perfect group study. The group can keep each other encouraged to keep on with the many requirements and be helpful to each other. When they have finished, their competency level will have been raised several notches higher. Our particular intention with this study is for young ladies to begin to dig into the Scriptures, study them, make practical application to them, and make "living" the Scriptures a very real part of their daily lives. After all, God expects no less of us!

It could be useful to have a Proverbs 31 tea every couple of months to share with and encourage each other.

Scheduling (C&K)

Anyone who has read the Bible knows that God is a God of schedule. From the schedule of creation, through biblical history and prophecy, to the coming of Christ, and on to the final judgment, God is following a timetable (schedule). God is accomplishing His will. When Jesus came, He fulfilled His Father's will according to schedule. We, all of us, have a timetable. We have one life to live. It will end at the time appointed. Whatever we are to accomplish must be within this time frame. We have jobs to do. We parents have children to rear and only a short time to do it. We must constantly be going over our own schedules to be sure that nothing crowds out the necessary time to effectively train our children. And, we must teach our children how to schedule their time as well.



It is important to impart this valuable skill to children because children will not always have parents to tell them what to do next. If children never learn to plan and schedule for themselves, they will always be looking for someone to tell them what to do. They will develop subtle dependencies, which may compromise their effectiveness and decision-making abilities as adults.

When you are teaching children about scheduling, share with them some of the choices that you must make as parents. Explain why you choose to do some things and not others. Explain that no one can do everything; therefore, things that are truly important must receive priority. Explain what makes things important. Work with your children in learning to identify the important things for themselves.

Next, when your children have projects, such as schoolwork or music lessons, or they have a goal they wish to reach, such as reading the Bible through in a year, help them map out a plan or schedule to accomplish that goal. How many hours per week do they need to spend on it to accomplish it? When other activities come up which may conflict with the goal, a decision is necessary. Which activity has more value: the current one or the proposed one? Which activity, if applicable, may have eternal value? Will the activity not only take time away from the current goal, but will it cause them to spend less time with the family? Help your children to think through the decision-making process, thereby teaching them to make sound decisions.

Serving Others

Serving others is the heartbeat of Christianity. Jesus came as a servant. He became the example. All children of Christ must learn the great truth that it is better to serve than to be served. The heart that seeks to obey God will serve others. “Others first” should be our motto. We pray that these skills would be but stepping stones to lives in which our children embody those words.

Child Care (K)

“Lo, children are an heritage of the LORD: and the fruit of the womb is his reward,” —Psalms 127:3. Children are wonderful blessings from God. It is so important that we reflect a love for children, and not ever consider “children” as something we must endure or as just a job. Children are a heritage and gift of the Lord to us. They must be treated as such. Our daughters need to know that this is a sacred trust given to us by God. Every young lady should know how to care for babies and small children. One day she will be a mother with children of her own. When girls care for their younger siblings or provide child care services for another family, they are caring for little ones who belong to God. It is a tremendous responsibility. Lessons on child safety and how to care for younger children are very important. Certainly, the basics of responsible child care are knowledge that all girls should possess.

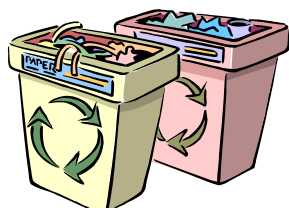


Community Service (C&K)

We live in communities, and as Christians we should be helpful to our communities. We should care about our communities needs and problems. It is good for young people to learn a little bit about where they live, and how even they can have an effect on those around them. A family or a club could work on accomplishing these skills together. It is always easy to “talk” about problems. This is a good skill because it teaches involvement. It puts hands and feet to our “talk.”

Encourage the young people to discuss community needs that they see or about which they have heard. Have a short list of needs ready in case the children cannot think of any. Decide upon something doable, even if it is small. To be a real community service, optimally, it would be something that might be repeated quarterly or yearly. For larger groups, different age groups or classes might take turns. For any size group, after the first few times, it would be great experience for the young people to learn to cooperate and accomplish service on their own.

Ecology (C&K)



The ecology skill provides an excellent opportunity to teach children about waste, pollution, and being personally responsible for the area in which they live. Some groups and/or families have even adopted an area of a highway to keep clean. Teaching on ecology is a good time to teach children about thrift versus waste. Our generation is a throw-away generation. We seldom try to repair, recycle, or even do without. Instead, many have the habit of “throw

it away and buy new.” By learning to become thrifty, we could redirect considerable resources to more profitable use. Also, by using less instead of more, we will be good stewards of all that God has given us. Ecology is an excellent family project.

Family (C&K)

There is a constant pull from the “world” to separate family members from each other. Children are often subtly manipulated to turn their focus from their family to outside sources for just about everything including fellowship! This, of course, is not biblical. God has planned the family unit perfectly. The man is the leader, provider, and protector of his family. The woman and children are sheltered under his protection. It is wise to direct a child’s thinking toward his/her family, and to encourage him/her to develop a consistent pattern of doing things for them. While teaching children about family, it is an excellent time to study the Scriptures on family, family positions, and what God expects from each.

Friends (C&K)

In teaching children about friends, a lesson on biblical friendships might be a very good starting point. In learning about friendship, children need to understand that the focus is strictly on others rather than self. I John 5:2 says, *“By this we know that we love the children of God, when we love God, and keep his commandments.”* We can best be friends with others by first keeping God’s commandments. Friendship is not about popularity. Friendship is about loving and caring for the eternal souls of our friends. The children should be taught that the Bible warns about the pitfalls of having carnal friends, those who would draw us away from Jesus. We need to help children grasp the concept taught in Proverbs, that having real friends is a by-product of being a real friend. Whatever we covet, even friendship, will come to nought.

Grandparents (C&K)

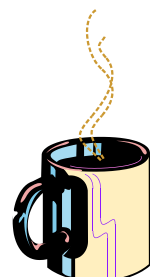
Setting time aside for grandparents provides a tremendous opportunity, not only for children, but also for parents. There is so much to learn from the older folks, and there is so much we can do for them. Spending this time with grandparents is an occasion for a child to focus his/her mind on sincerely caring about someone else and forgetting about self. This is also an opportunity for parents because one’s focus is determined by one’s habits. A parent cannot hope to teach a child proper focus without providing occasions to form habits that develop that focus.



If a child does not have grandparents, perhaps you can allow the child to “adopt” suitable grandparents in his/her neighborhood or church fellowship. Even an uncle or aunt will do just fine.

Hospitality (K)

Since Scripture commands us to show hospitality, this should be an important item on our list of priorities to teach our children. Hospitality requires a great deal of thoughtfulness and concern for others. Only an unselfish person is a hospitable person. There are multitudes of little ways to show hospitality to others that children will readily embrace, if we will only teach them what they are. Children will think of few of them on their own because of inexperience. How needed are lessons and

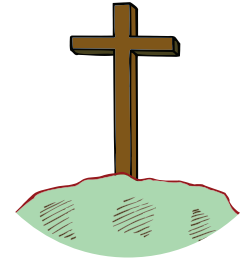


examples on how to serve people while truly making them feel welcome.

Parents, why not make it your project to engineer at least one situation per month in which your children can exercise real hospitality. See the handbook for ideas.

Love (C&K)

This skill requires no money, just time spent in God's Word, time memorizing His Word, and time expressing His love for others. What can be more worthy to learn? The following comments taken from an article we have previously written could be applied to Love, Family, Grandparents, Neighbor, and several other skill areas. Since this book is meant primarily for use in the family environment or by small groups, we will talk about loving family. The primary concept is "loving family members for God."



What? Love family members for God? You might ask, "Shouldn't we just love them because they are our family?" Yes and no. Yes, there will be some instinctive behavior that will develop as we continually practice the godly behavior of loving family members according to God's recipe. No, we will never love the other members of our family with the richness, depth, purity, and truth of love that we should if we do not strictly adhere to God's recipe.

What is God's recipe? Of course, it is His commandments. It is the fact that all ten are part of the first two, of which the second is part of the first. It is the fact that they are all love—love of God. Yes, love of family members *is* love of God. So, we come to the question, "How does this apply to the lives of our children and their familial relationships?"

Let's start by banishing a few misleading thoughts regarding the issue. *"Jesus said unto him, Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, Thou shalt love thy neighbour as thyself,"* —Matthew 22:37-39. Jesus said that these are the two great commandments. Now, we are most used to hearing the second of these two commandments applied directly to matters of intra-family relations. It does apply, but when applied by itself, it has relatively little strength because it lacks foundation and guidance. The second commandment can only be properly obeyed through the power of the first commandment. In other words, when we teach our children to love their brothers and sisters, we must remember that it is impossible for them to properly love their siblings for the sake of those siblings. They can only do it well out of love directed toward God.

For example, let's take a situation in which a young man knows something about his brother that his parents should probably know, but are unaware. Under the second commandment alone, he lacks direction. He is in a quandary. Should he tell his parents out of love for them? But what if by doing so, he hurts his brother by getting him in trouble? Is this thing serious enough to risk hurting his relationship with his brother?

Now, under the first commandment things are a little different. All his love for his brother is now based on his obedience to God. Realizing that in obedience to God he must make his parents aware of the situation, he knows that what he is doing is in love for his brother, and can have peace about it, regardless of his brother's reaction to it.

Ordering our love properly not only takes away the temptation toward false loyalty to others, but also removes the temptation of false loyalty to ourselves. With ourselves and others on a basis of equality ("love thy neighbor as thyself"), we can be tempted to pick and choose when we will deny ourselves for others. However, if we love our brother through complete obedience to God, then we can never ignore or dodge words such as the following: *"Let nothing be done through*

strife or vainglory; but in lowliness of mind let each esteem other better than themselves. Look not every man on his own things, but every man also on the things of others,” —Philippians 2:3-4. Now, there can never be a question of rights. There is no question but that one should deny one’s self for the other. Think of the peacefulness of a household governed by this commandment.

We all tend, sometimes, to be a little backward in our approach to love. Perhaps a demonstration of the correct outlook can be found in a story that I once heard somewhere about a certain preacher. It seems that he and his wife were having a rather quiet, intimate chat one day, when she posed the following question: “Why do you love me?”

His answer was immediate. “Because God told me to.”

It is impossible to properly prepare a gourmet dish without its recipe. The love that God wishes our children to have for others is far more important and intricate than any gourmet dish. Let us be sure that we do not neglect to provide them with His recipe.

Neighbor (C&K)

Do your children need some motivation to give greater consideration to the needs of others? Have them think about what it means to be a godly neighbor, and then, not only think, but put those thoughts into action. A family or a small group of children occasionally could schedule time to really do a “good work” for a needy neighbor. And remember, a neighbor does not necessarily mean a Christian brother, but a person in need. Children can really develop a heart for serving others once they have experienced it, but this is one of those areas that most children will miss out on (maybe for life) if there is no adult with enough concern to initiate the process.

Others (C&K)

Any time of year is a good time to teach children that real joy comes not from what others can do for us, but what we can do for others. Many of us teach this to our children, but we never seem to move them from the “talk” stage to the “walk” stage. If we do not engineer the opportunity for our children to give sacrificially of themselves, they cannot experience this joy. Without that experience, they cannot know the truth of getting true joy from giving to others. Therefore, we can say it as often as we want, but they most likely will not believe it.

The Others skill is designed for this purpose. It is the only skill besides Bible Reading which can be earned over and over again. We encourage the children to complete this skill each year so as to build a lifelong habit of living for others.

It might be nice to memorize the poem “Others” as a group. The family or group could even plan an “others” activity. A day could be spent washing walls for an aged saint or cleaning out his garage. Notes could be sent to brighten the life of a shut-in, or a special visit to a rest home might be in order. How about spending the day working at a food pantry or gathering a collection of toys and clothes for needy children? Maybe there is room for some well spent time washing and fixing the toys and clothes.

Too often, we find ourselves giving money and goods instead of time and labor. Because money is often impersonal, it is sometimes the easiest thing for us to give. That is why God sometimes considers it a trivial, almost meaningless gift (Mark 12:43-44). We need to teach our children that God expects more. He expects our whole heart and our whole soul, and when we give to others, He wants us to give of ourselves, not just of our wealth.

Patriotism (C&K)



Because patriotism means many different things to people we have copied the introduction to Patriotism from the handbooks here.

Patriotism is many things to many people. Every Christian should be patriotic in more ways than one. You see, there is the *King* and there are *kings*. Our first loyalty must always be to the King, our Creator and Saviour. It is to Him that we owe everything—even our very existence, and our eternities for those of us who belong to Him. And He expects to be our King. *“And thou shalt love the LORD thy God with all thine heart, and with all thy soul, and with all thy might,”* —Deuteronomy 6:5.

Now God knew long before man was around that mankind would need some government in order to get along and survive with each other. Thus, He ordained that there should be rulers, and He ordained that His people should honor and obey the governors of their land. Jesus said, *“Render to Caesar the things that are Caesar’s, and to God the things that are God’s,”* —Mark 12:17. Peter said, *“Fear God. Honour the king,”* —1 Peter 2:17. And Paul said, *“Let every soul be subject unto the higher powers. For there is no power but of God: the powers that be are ordained of God. Whosoever therefore resisteth the power, resisteth the ordinance of God: and they that resist shall receive to themselves damnation. For rulers are not a terror to good works, but to the evil. . . . For he is the minister of God to thee for good. . . . for he is the minister of God, a revenger to execute wrath upon him that doeth evil. Wherefore ye must needs be subject, not only for wrath, but also for conscience sake. For for this cause pay ye tribute also: for they are God’s ministers, attending continually upon this very thing,”* —Romans 13:1-6.

Patriotism is practiced toward our country. We and our rulers are that country. Again, patriotism is many things to many people, including Christians. It is a part of Christian life whose details are best decided by the individual group. Your group leader or parents will decide the requirements and sign below when you have completed them.

Rest Home (C&K)

This is an area that can be personally rewarding for children as well as adults. The children will be ministering to the elderly. They may be able to share their love for Jesus, sing hymns, read a short story, write a letter for someone, or perhaps bring a gift to someone special. The children learn to give of themselves, and to both think and do for the lonely and the needy. It would be a wonderful thing to regularly, throughout the year, visit the elderly in rest homes. It might just develop a lifelong habit.



Special Needs (C&K)

“Bear ye one another’s burdens, and so fulfil the law of Christ,” —Galatians 6:2. Jesus is the perfect example of bearing another’s burden. He bore our burden of sin on the cross. *“Greater love hath no man than this, that a man lay down his life for his friends,”* —John 15:13. Jesus paid the highest price for us that we might be forgiven of our sins. He asks us to follow His example. He might not ask us to die a martyr’s death, but He does ask us to lay down our lives for others. In 1 Peter 2:21 we read, *“For even hereunto were ye called: because Christ also suffered for us, leaving us an example, that ye should follow his steps.”* In following His example, how can we lay down

our lives for others? Well, Jesus not only went to the cross for us, He gave His life daily to meet the needs of others. Our Lord and Saviour cared about people with special needs. He loved them and taught them, as well as spending much of His earthly life healing them. Although we cannot heal, we can love with compassion and tenderness as Jesus did. Let's help our children learn about others with special needs and give them some skills to enable them to be of help.

Tea Party (K)

When we think of a tea party, we think of friends and family, good conversation, and enjoyable times. The Bible encourages us to have hospitality and having tea parties just goes hand in hand with hospitality. This is a good thing to take the time to learn to do this skill we can encourage our daughters in is to look for opportunities of having people come to a party who might otherwise not be invited. Perhaps there is a lonely girl who lives alone, or a new girl at church, or an elderly woman who would be blessed to be part of a little tea party.



Especially in a church group, learning this skill can become an excellent outreach ministry. Tea parties can be scheduled at the church. The girls in the group can be encouraged to invite friends and acquaintances from their neighborhoods. Mothers can be invited also. It may be a nice mother-daughter affair for some. Such events have often yielded new church and club members.

Widows (C)

Amongst all the different handcrafts that children find fascinating, we hope that parents will not neglect some of the activities that are the most important in God's eyes. Although a child will seldom come to realize it on his own, an activity such as serving widows will offer peace and joy that simple handskills will not. As an added bonus, we receive heavenly rewards for endeavors in this area.

God has given the job of caring for the needs of widows to the church, in particular, to the men of the church. This skill provides a wonderful opportunity for some dads to teach their sons true religion. James 1:27 says, *"Pure religion and undefiled before God and the Father is this, to visit the fatherless and widows in their affliction, and to keep himself unspotted from the world."* How about it Dads?

Around the Home

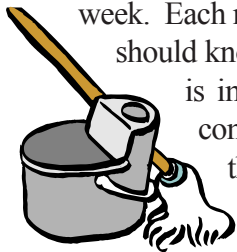
Home is our base. It is where we live, love, work, play, and rear our families. It is supposed to be a bit of Heaven on earth!—a joyous spot, a beautiful spot, and a place where we feel safe and secure. Hmm . . . In order for this description to be true, we all know that it takes a lot of work—and a lot of grace. Our children need to begin early to acquire the necessary skills and attitudes to make their present and future home a bit of Heaven.

Cleaning (K)

We cannot overestimate the value of girls learning how to clean properly. A woman is responsible for the cleanliness of her home. When the home is clean and neat, the whole family just seems to function better. God is a God of order and beauty, and we should have our homes ordered in such a manner as to reflect godly living. All women can have a clean and organized home. It is a skill to be learned. It does not take talent or intelligence, just a little knowledge and hard work.

When we teach the subject of cleaning a home, we should treat it like we would an English or math lesson. It is serious business, and there are many things to learn to do correctly. There are professional cleaning books available through your local library that will provide plenty of helpful information. If you know a woman who is especially skilled in keeping a beautifully-ordered home, she might be willing to share some of her tips with a small class of girls.

To begin, pick one room and teach how to clean it from top to bottom. Assign this one room to your daughter for four weeks. It is hers to deep clean once a week, and keep it maintained throughout the week. Each month or so, select a different room and repeat the process. At the end of a year, she should know how to thoroughly deep clean a house as well as maintain it on a daily basis. It is important for Mom to keep a close inspection and to ensure that the job is done completely every time. Never reward a sloppy job or let it pass. That will only teach the daughter to do as little as possible to get the job done. Remember, we are to do all things beautifully as unto the Lord.



Gardening (C&K)

Gardens are long term, satisfying projects that illustrate cause and effect relationships as well as the ratio of profitable return on expense and labor. This is one reason gardening can be used to teach so much to young people. One must break up the ground, rake it, fertilize it, plant seeds, water, and keep the weeds under control throughout the growing season; then the increase. What an awesome phenomenon to witness the way God has designed seeds to turn into organisms which draw nutrients from the sun, wind, rain, and soil to increase one thousand fold in size and also bear fruit! Afterward, the crop must be harvested. Harvest season also creates a wonderful opportunity for teaching the basic principles of food storage and preservation.

Many in our generation might say, “Why go to all that trouble? It is so much easier to shop!” Well, we could add price, lack of chemical pesticides and fertilizers, and healthier, better-tasting vegetables to the fact that our young people will never learn in the aisles of the local food mart the things they will learn in the rows of a garden.

Gardening is hard work, and it also gives great pleasure. It is peaceful, and it provides quiet for thinking in the midst of the outdoors. Weeding develops character and attention to detail, and when finished, a feeling of accomplishment comes with the completed task. If you teach your young people about gardening, they will gain skills for a lifetime, but even more importantly, they will develop an understanding of the wisdom and beauty of God's creation. Through this yearly sowing and reaping, they will come to a deeper appreciation of their heavenly Father and the principles of sowing and reaping throughout life. Some of us may think that the garden has been replaced by the grocery store, but the garden is still God's plan, not only to feed the world, but also to fill the grocery store. Man has yet to improve on it.



The requirements are listed in the handbooks, and following are some suggestions for helping the youngsters to develop this skill.

1. Families who already garden together have a slight advantage over those who have not yet begun to garden. May we encourage you to assign specific vegetables for children to be entirely responsible for themselves.
2. For those families who have never gardened, give it a try! Start with a few easy things like tomatoes, carrots, and cucumbers. For those folks living in the suburbs, gardening is an excellent source of work to keep children busy. If you have no plot of ground available, try container gardening.
3. Assign a particular vegetable to a child. Have him/her find all the information he can on his vegetable, and report to the others.
4. Church clubs might have a plot on their property that the children can turn into a garden. The children could possibly come once a week in the mornings to weed. This is a marvelous opportunity to become close with your young people. If there is no available property for this purpose, perhaps a church member might have a plot available.
5. Harvest time could provide wonderful opportunities of bringing baskets of fresh produce to widows or needy families.
6. Since one of the requirements for completing this skill is to read a book on gardening, it would be helpful if adults would provide this book or obtain a list of good books on gardening that are available through your local library.

Handyman (C)

Handyman is one of those skills for which requirements can be earned in a group setting. It simply requires that a number of preselected props and tools be made available on site at the club meeting. It is also a wonderful skill to be learned in a family setting. In whichever setting this skill is taught, both the club leader and the parents should encourage its continued and furthered use around the home.

Every repair or project that a young man attempts around the home will not be a success the first time. Mom and Dad, be prepared. However, with a little patience, encouragement, and guidance, in many situations a young man can become a willing and able stand-in for Dad. This becomes a great convenience and can often be used to grease the wheels of life in the household. Several of these skills were added specifically because they offer simultaneous opportunities for the young person to learn a skill, be a benefit to the family, and be fulfilled. It is said that families that pray together stay together. There is also something to be said for families that work together.

Home Care (C)

Skills and habits in home care must obviously be developed primarily around the home. In training a son to have good habits in this area, parents definitely will need to teach consistency in performing responsibilities. It is amazing at what an early age boys are eager to begin learning adult skills and responsibilities. We, as parents, sometimes put off teaching them until they no longer have any interest. We then wonder at their disinterested attitude. They need to learn early, and they cannot learn alone. Sometimes, it might even be hazardous for them if they do not have a guiding hand every step of the way. Don't be tempted to say, "I could do the job more easily by myself." Remember, Dad, the important job is parenting. The other is simply wood, hay, and stubble.

It not only requires the help of a parent to learn how the job is to be done, but also to determine when the job is finished. A parent should never accept a job done sloppily, but should approve a job only after it has been done thoroughly and correctly.

Home Decorating (K)

So many young ladies who marry and begin homes of their own often do not have a clue on how to make a house a "home." It takes a bit of knowledge and skill to attractively decorate a room, and give it a homey and comfortable look. Teach your girls how to do this by giving them a hand in their own room. Allow them to have a voice in the choice of colors, fabrics, and decorations. They will love being a part of the decision-making process, and it will make their room more special to them.



Ironing (K)

Neat and well-pressed clothes are important. How does one learn to iron if no one teaches? This practical skill can be taught to one girl or a group of girls anywhere that they can have access to an iron and an ironing board. Remember, neatness is the purpose of ironing. Double creases or difficult areas that still have wrinkles are not found on *ironed* garments. For the teacher, teaching technique is the easy part, but inspection is the key needed to impart this skill to the student. If the purpose is neatness, it ought not be lost in the process.

Landscape Care (C)

Landscape Care will generally be learned around the family house and yard, although a group of young men could offer to take care of their church's property for a season of time. Whatever way is selected to teach the boys, it is good to thoroughly go over the handbook requirements, give the boys job assignments, supervise, and see that it is a job well done. Safety should be the primary concern in all landscaping activities. These skills introduce physical work, plant life, and creativity in an excellent combination.

Laundry (K)

Every young lady should be trained in the area of laundry. It will one day be important for her to understand how a washing machine and a clothes dryer function, the purpose of the different water temperatures and washing cycles, and that different fabrics often require different water temperatures and cycles. No less important is knowing how to separate clothes, not only by fabric, but also by color.

This is a great skill to teach at home and the sooner the better. Many items of clothing can be spared from the disaster of shrinkage, fading, and discoloration if a young lady has a little knowledge and applies it before learning the hard way. Also, the younger a child is the more likely that she will actually be excited about learning to perform such “grown-up” chores. In the beginning, teach her to simply identify and avoid delicate fabrics or those that require special procedures. Teach the basics until they are learned well. Then phase in things like: hot water tends to shrink fabrics and fade colors, whereas cold water tends to preserve fabrics and colors. Difficult fabrics can be avoided until a suitable age while still giving the young person a thorough “laundry” education. Stress the idea that carelessness or mistakes cost clothes and money. Treat the idea of doing laundry in a “professional” manner. It will certainly save on clothes!

Man of the House (C)

The reason that this skill is thus named is because many young men, in this generation especially, might have the mistaken idea that the abilities learned for this skill are beneath them or are girlish. Yet none of these things are things that a man of the house should not know and be able to do whenever needed. It may require special encouragement for some young men to see these things as manly opportunities to be an asset to their parents and families. This was another skill designed to be “family beneficial.”

Napkin Folding (K)

Folding napkins properly and/or decoratively is easy and fun, but it also shows a little extra thought and care for family meals. It helps to add that special detail, which creates a little atmosphere, to the family’s dinner table. Napkin folding can be learned at home, or it is a perfect skill to learn in a club setting. Perhaps this skill also could be used at club banquet time or to make holiday meals a little extra special. Help your children to be creative and to always be thinking of ways to brighten their world.

Painter (C)

Painting is not a terribly difficult skill to learn but there are some easy-to-learn things about handling the media and equipment that make the primary difference between a painter and a non-painter. These things are easy to teach. It would not be difficult to find a painting project during which an individual or small group could receive the needed one-on-one training. Painting is a good skill to learn before Wood Finishing, which will require the same knowledge of application techniques.



Wood Finishing (C)

Wood Finishing, as stated above, requires knowing the same application processes as painting. It does require a little more experimentation. With painting, what the outcome will be is generally known before the project is started—a different color. When finishing wood, the combination of stains and different protective coatings can often even be different on different woods. This learning process is half the fun to someone with an interest in finishing.

Culinary Skills

Both Contenders and Keepers has skills under Culinary Skills. Because there are so many skills in this section, and they are quite similar as far as accomplishing them, we will discuss this section as a whole and list the skills after it. We will address working through the Keepers Culinary Skills first, and then address the Contenders.

Keepers Culinary Skills

The following are excerpts from articles that we previously published and contained thoughts about cooking.

Failing to Prepare Our Daughters

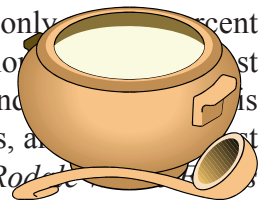
I have been wanting to write on some of the basic Keepers skills for many months. The correspondence coming in proves over and over again that we are failing to really prepare our daughters for their future jobs as keepers of their homes and for what that job description entails. The problem is that so many mothers do not have the skills, themselves, because they were only trained in academics. For many, their own training of their daughters is really just hit and miss, due to their own lack of knowledge and expertise in these areas. We hope that the following words will provide some sound structure to help fill in the gaps.

What to Teach?

What is your goal for your girls in your home or class? Is it to complete the requirements in the *Keepers* handbook? That is a worthy goal. As a mother, one of my goals for my daughter was for her to be able to prepare a complete Thanksgiving dinner on her own by the time she was fourteen. She did. We need to set our goals, and then set a time schedule to complete the goals. Our aim is to prepare our daughters to cook nutritious and economical meals for their future families. Every husband is deserving of a wife who is a good cook. He will be eating her meals for the next fifty years! Food is important for good health and even enjoyment. God certainly provided a variety of color, texture, and taste for us to enjoy. Shouldn't we, as His daughters, provide our families with the same?

Purchase a good cookbook and read through it. It is nice to give a daughter her own cookbook. There is just something special about having your own. It is certainly nice to put one in a hope chest. A hope chest is a wonderful thing also because it signifies preparation for the future. Again, it is good, when learning to cook, to read through the entire book to get an overview of all the different foods and preparation methods.

I often receive requests for what is a really good basic cookbook. If you only use a percent of the recipes in a cookbook, it is not a good one. It may just be a waste of money for a collector. The best cookbook, that I have been able to find for beginners and advanced cooks is the *Rodale Basic Natural Foods Cookbook*. It has been out of print for years, and I am now finished revising it and making it better than ever. It is now called the *Rodale Basic Natural Foods Cookbook*. It is very large and very detailed. It gives basic information on all types of foods and a recipe or two using each. It covers cooking, freezing, canning, etc. It does not use recipes



with white sugar or processed foods. It is designed for the person who desires to eat wholesome, organic foods. The recipes are plain and practical. It is for families, not gourmet diners.

The second most enjoyable informative source for family cooking is the *Taste of Home* magazine published by Reiman Publications. This magazine is written basically by the subscribers without any advertising. The meals are designed for families. They do make occasional use of processed foods and sugar.

Also, try using your local library. The books are free. You can copy the recipes that look good to you (recipes are not copyrighted), try every type of cooking, and taste all the ethnic variety you desire. Why spend more money buying books and have all those books take up valuable space?

Teach your girls how to collect their favorite recipes. They can put them into three-ring notebooks, or write them on index cards and put them in a pretty box. There is a limit to the amount of recipes we need. After all, there are only 365 days in a year! If we just cooked sixty dishes, we would have a tremendous variety throughout the year.

Next, we need to teach our daughters some important knowledge about carbohydrates (simple and complex), proteins, fats, and calories. It is interesting to note that once we have an illness, such as diabetes, low blood sugar, heart disease, etc., the above knowledge becomes very important to us. How sad that we do not gain this knowledge until after disease has begun. *“A prudent man foreseeth the evil, and hideth himself: but the simple pass on, and are punished,”* —Proverbs 22:3. We should perhaps be more prudent in our eating habits, and we might have less health problems! *“Therefore to him that knoweth to do good, and doeth it not, to him it is sin,”* —James 4:17. Ouch! Sin? That’s what the Word says.

Cooking skills include preserving foods by canning, freezing, and dehydrating. Some folks would say, “It’s the 21st century! Why preserve foods? Should we not be doing more productive things with our time?” I use to think this too! However, there are a few things to consider. Preserving food is very economical. This economy can often allow a mother to stay home instead of working out of the home. Think about it. A woman is working in the home or out of the home. Food preservation and economical cooking often can be a trade off of time.



Preserving food might allow one to stay home and provide good meals for the family instead of working out of the home and eating high-cost fast food or highly processed foods from the grocery store. Another benefit is the superior nutritional value of foods that are grown without chemicals and stored away for the winter. One is not dependent on the grocery store and fluctuations in the market prices. Often, the food preserved at home tastes much better than foods purchased at the store. Lastly, it is fulfilling and pleasurable to stand back and look at all one’s work. It is a sweet reward!

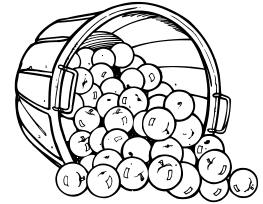
We must also teach our daughters menu planning with a budget! This is often an eye-opener for young daughters. They need to understand why meat may not necessarily be served at every meal and lasagna is for special occasions! Daughters have no idea of the cost involved unless they are shown. They will learn how to stretch dollars and make do or be creative when they are responsible for meals.

Before we leave cooking, here are a few more thoughts to ponder. Do you ever wonder why some women love to cook and others do not? To take the thought even further, is it right to take the attitude that because we do not like to do it, we, then, only do what it takes to get us by?

Let’s start with the first question, “Why do some women dislike cooking and others thoroughly enjoy it?” The answer is really very simple. We enjoy doing that which we do well. We do not

like to do things with which we are unfamiliar or do not do well. Some women are more comfortable in an office than in a kitchen. Perhaps that is because when they were growing up, they spent their greatest efforts on academics, higher education, and business skills. Now they are home, and, having spent little time in the home during earlier years, they are at a loss or have little understanding of the mechanics of running a home. They never learned to cook, so now it is harder than office work to cook.

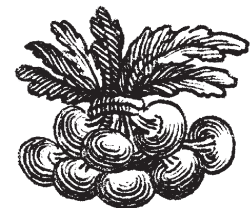
Most folks are uncomfortable learning new things. They don't like to fail. Thus, they cook what they know, which is often limited, and, therefore, makes them feel less than creative in the kitchen arts. They might excel in the area of music, where they spent hours practicing, or excel in teaching school, where they spent years training, but they flounder in the kitchen. If we are in this group, this emphasis on non-domestic skills may run very deeply in our thought processes. We may tend to think: "Music is important. Talent is important. Teaching is important. But cooking? McDonald's can handle that."



Our thought life needs to be changed! Cooking is tremendously creative, rewarding, and necessary. For those who do not have a background in cooking, why not treat it as a two-year course in cooking, and get busy and learn all you can about it. Map out a plan to not only become proficient, but excel in the kitchen. Your family will not mind a bit! Your husband will likely be overjoyed. You will begin to feel good on your "job" because you will be able to perform and produce. As you study the nutritional and economical aspects of feeding your family, you will feel a certain satisfaction from being able to meet these needs for them. If prevention is preferable to cure, then why fall into the trap of a second job to pay for high-priced, fast foods, and doctor bills?

You can have a great deal of enjoyment teaching yourself, your girls, or a Keepers class about foods. In your Keepers group, you could bring a fruit, vegetable, or spice each week and just spend five minutes telling all about it. You could assign a food to each girl and have the girls take turns each week telling about these foods. The book, *Prescription for Dietary Wellness*, is an excellent resource book. For example, we all know how good carrots are for us, but what about turnips? I have only had turnips once in my life thirty-five years ago! I'm not sure I would even recognize one.

Prescription for Dietary Wellness says, "Turnips balance the calcium in the body, reduces mucus, helps asthma and bronchitis and relieves sore throats. Turnips are good raw or shredded for salads. Cook the green tops like any green or steam lightly or add to soups and stews. Being a cruciferous vegetable, they have cancer-fighting compounds plus high amounts of antioxidants, mainly vitamins A and C. High in calcium, iron, and niacin."



How about bringing a turnip to show the girls what it is, how to cook it, and how good it is for them? Cabbages are natural virus fighters, and folks who consume cabbages once a week are 60% less likely to have colon cancer! There is so much we could learn and share with our daughters, and we all could experience better health, often saving thousands of dollars in medical bills, as well as be spared of so much illness. My grandchildren have only had one ear infection amongst the sixteen of them. Nutrition makes a difference. We can get excited about this if we will let ourselves. It truly is sad that we give our children academic schooling and leave the more important things completely out of their education! Let's begin to teach!

Another creative idea is to experiment with foods from different countries. Learn about Chinese foods or Italian foods for an entire month. How about doing a food study about all the foods listed in the Bible and learning about Middle East cooking and spices? The ideas are

limitless. Everyone can pitch in and help, and great “together times” can be enjoyed by all. Don’t be a failure in the kitchen. Look at it as an opportunity of service to your Lord, your family, and your daughters.

For the following skills, a good cookbook is needed. Girls love to cook, if given the chance. These skills make for great opportunities to learn together in just about any situation. They can be learned at home creating opportunities for close-knit mother-daughter time; they can be accomplished in a club setting amongst friends; and they can be done in the church kitchen. Mothers, and even grandmothers, can share their own areas of expertise and teach others. Always have a culinary skill in progress!

Keeper Culinary Skills

Bread Baking

Cake Baking

Cake Decorating

Candy Making

Canning

Casserole Making

Cookie Baking

Cooking

Dehydrating

Doughnut Making

Freezing

Fruits

Grocery Shopping

Ice Cream Making

Jelly Making

Master Baker

Master Cook

Master Preserver

Meats

Menu Planning

Muffin Baking

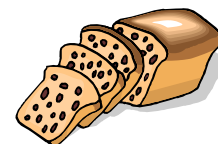
Pastry Baking

Pie Making

Snacks and Drinks

Soup Making

Vegetables



Contender Culinary Skills

Most men, young and old, enjoy playing Chef once in a while, and grilling is a lifelong skill that will provide enjoyment and good times for others. And being a homemade ice cream aficionado will delight others all along life’s way also! One day our young men will mature into fathers, and these are three skills that are always powerful tools in creating family times and memories that bring families close—a valuable asset for both generations.

The skills are clearly laid out in the handbook, and the family or a small group is the perfect place to learn these skills. Let your young men be responsible for a holiday barbecue. It is a big job to prepare the meats, and do the grilling for a small or large crowd, so, for bigger outings, split up the jobs and teach a little teamwork also! It is great experience for them.

In our family, there are some males with excellent culinary skills (one with chef’s training). We also have extremely talented females in this area. Culinary skills are something that have been a shared domain throughout the centuries. In the Bible, we read about both men and women preparing “the fatted calf.” Often, we have been asked about young people learning skills from either handbook. We see these skills as a benefit to either gender, so we would encourage experimentation.

Contender Culinary Skills

Chef

Grilling

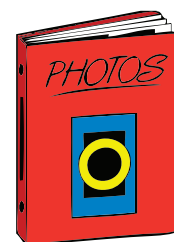
Ice Cream Making

Creative Skills

Our God is *the* God of Creation and all creativity begins and ends with Him. Mankind is made in His image, and He has put the spark of creativity in all of us. It is an interesting fact that we came upon some years ago—those who pursue creative hobbies do not suffer depression. They are too busy creating and working with the things that they love to become depressed. Perhaps there is a good lesson in that for us. Creating items, working on projects, finishing projects, beginning new ones all contribute to a positive, healthy lifestyle. We should not stifle creativity in our children, but encourage them to learn creative skills.

Albums (C&K)

Everyone enjoys looking through albums. They are records of family, love, and accomplishments, or can be journals of nature, art, or even vacations or special trips. Albums are fun to work on in a group, as a family, or individually. Children can do this and do a good job with just a little help from adults to provide the necessary things.



If you ask any scrapbooker, the process and joy of creating an album goes way beyond collecting and mounting pictures. This will be true of your young people also if you make some “extracurricular” materials available and teach them how such materials are employed. These might include rubber stamps, glitter, different coloring options, working with themes, and on and on. These types of things only serve to broaden the interest and improve the experience. It would be very beneficial to have an experienced scrapbooker help in selecting and using such embellishments. We are not suggesting learning scrapbooking here—simply that a few well chosen supplies will go a long way in making outstanding albums.

Appliqué (K)

Appliqué is a useful and thrifty skill to possess. Appliqué is sewing or adhering, usually fabric, to another piece of fabric. It is most often used in quilting, but can be applied to decorative or seasonal wall hangings, pillows, and clothing. Frequently, it can be used to repair a ripped or torn item of clothing, repair a bed spread, or be creatively used to mend any other items needing repairs. Appliqué is fairly simple to do, and the girls usually love doing it. It is quite creative too.

When teaching appliqué to beginners, it is best to start with simple patterns that employ only a few large pieces. One might have several such patterns available along with several different fabrics. Mixing them can yield a considerable number of different combinations. The girls may need to practice doing the button hole stitch (appliqué stitch) before actually working on their projects.

Basket Weaving (K)

Many of us, if we belonged to a children’s club in our youth, probably have memories of weaving a basket at one time or another. It is not really difficult, and is a great “hands-on” learning experience. It does take some concentration and precision to turn out a well-made basket, both of which are excellent skills in and of themselves for children to develop. Hence, the making of baskets is more than a skill. It is sort of a vehicle to expand a child’s overall development.

The easiest and least expensive way to learn basket weaving is from a kit. Using a kit gives you all the materials needed for your basket combined with step-by-step instructions. It is essential to make one basket yourself *first* before attempting to teach others. When you make a basket, you will know first hand all that is involved from the beginning to the end of the project. Choose a small, simple basket for a first-time project, preferably a square basket. Allow plenty of time. It would be a good idea to allow three hours for a small basket. It is also easier to work on the basket over several sessions than one long session.

Beadwork (K)

Beadwork is very popular in the United States, and it is especially easy for children to do. Even little ones can use beads with large size holes, which makes threading them a bit easier. Beading helps develop eye-hand coordination. Beads can be used to decorate clothing, personal items, and home decor projects. Beading project ideas are limited only by one's imagination. Beading is a great addition to crazy quilting for older girls. The girls, themselves, might like to pick a project they could do that could be embellished with beading.

Calligraphy (C&K)

Calligraphy is a very useful skill to possess, and it is a fairly easy one for young people to learn. It only takes a certain carefulness and practice to perfect this beautiful lettering. Quiet, winter afternoons are a perfect time to learn this, and, once this skill is possessed, it will seem like the owner is always in demand to add the "perfect touch" to invitations, certificates, or some special thing.

Calligraphy is also easy to do in a group. Samples of different lettering can be shown to the group. Papers can be passed for the children to practice the alphabet on. Their calligraphic verse might be framed as part of the project.

Candle Making (K)

Making candles is another hands-on experience that children love doing. It is also a great educational project. Children learn about melting points of various waxes and about the importance of doing things just at the right time to produce a candle which looks as it should and burns well.

Making candles in a group can be effectively and inexpensively done. Small jars, juice cans, or even paper cups can be used to make candles. You will want to remind the children to be careful as hot wax can burn!

It would be easy to come up with a fitting devotional to go along with the candle making. There are many references to "light" and "candles" in the Bible. If the children are giving the candles as gifts, it would be an excellent idea to write out a Bible verse to go along with the gift.

Candlemaking is also a great family activity since a number of candles can be made in one evening. The candles can be embellished with color and decorations and placed in a seasonal type of holder. The children will enjoy burning a candle which was handcrafted by them!



Candlewicking (K)

Candlewicking is not working with candles! It is a form of needlework dating to colonial days. Muslin fabric and candlewicking thread were used to make pillow coverings, quilts, and decorative designs.

Candlewicking is an easy project for children. Small projects are easily fabricated from scratch and can be as simple as a 6x6 inch pillow. Simply stencil a design (designs are comprised of dots) on a piece of muslin fabric. Teach the girls how to do a colonial knot (which is a variation of a French knot), or a French knot will suffice. Materials needed are muslin, candlewicking thread, cotton lace, and pillow stuffing. The girls can easily complete a pillow from start to finish in a short time.

Card Making (K)

Card making truly is a lifelong skill! Caring people create sympathy cards, get well cards, and many other types of cards. Cards are a fun and economical way to write brief notes to keep in touch with loved ones or friends. Most people love to receive homemade cards. Thus, teaching young people to make cards is a good activity, and it requires little expense. Cards can be made up ahead of time for special occasions or just to have on hand.

A nice group activity might be for each girl to make a card and the group of cards be sent to a missionary, a shut-in, a deployed member of the Armed Forces, or someone who has been hospitalized. This could be done for several people on several occasions. Card making is an easy project to do. If materials are gathered in advance, it can even be a stand-in project on a rainy day or when something else does not work out.

Counted Cross Stitch (K)

Counted cross stitch is not difficult. It is simply the cross stitch worked on a special cloth called Aida that is comprised of tiny woven squares. On a stamped embroidery sampler, the cross stitches are imprinted on the fabric. With counted cross stitch, the fabric does not have a design imprinted upon it, and you must count the squares while carefully following a pattern to stitch the design upon it. It is often easier for young girls to begin with a stamped embroidery sampler. After mastering a stamped embroidery, they can tackle a counted cross stitch design with little trouble. With the embroidery experience behind them, the girls will know how to thread a needle, tie a knot, and perform basic needle skills.

A girl's first project needs to be a very simple one. Enlarge the pattern so it is easy to read. The girls will probably do best with Aida cloth size 11. Parents might finish off the edges and place the finished work in a mat or frame for the younger girls. The older girls can learn to add these finishing touches themselves. Be sure that the girls always have very clean hands, and that they are careful not to stretch or pull the fabric, as it can easily become misshapen. Please refer to the Embroidery skill for more help with teaching needlework to children.

Crazy Quilting (K)

Crazy quilting is sewing different-sized small pieces of fabric together, by machine or by hand, in different directions with no need for a recurring pattern. Crazy quilt tops or blocks are then embellished with various embroidery stitches. Laces, beads, and motifs also can be used to embellish a crazy quilt. These crazy quilts can be used as wall decorations, made into purses or bags, or even become a lap blanket or full-size quilt. They are fun to make, and certainly spark creativity! The girls can make their own project or create a quilt together to give away.

Crazy quilts are a good way to use up scraps, and bits of trims, buttons, laces, etc. They are a creative way to be frugal and make some really nice gifts at the same time.



Crewel Embroidery (K)

Crewel Embroidery does not refer to a type of design or to certain stitches. A design stitched with wool yarn is called crewel embroidery while the same design stitched with cotton floss or other threads is simply called embroidery. The word crewel means wool. A crewel work must contain several stitches and be worked with wool yarn.

Crewel embroidery first began in England in the 17th century when the early traders brought back hand-painted and embroidered fabrics from India. The designs were quickly adapted and copied by English needlewomen. When the Colonists came to America, the women brought along with them their love of colorful design and their precious embroidery needles. This needlework flourished until the age of mechanization took over. It was revived in the 1950s and now crewel kits are readily available through craft stores.

It is easier to teach embroidery first, and then follow with crewel embroidery. If the girls have completed the skill of embroidery, they will have learned five basic stitches and will have become familiar with the tools. If you are teaching Crewel Embroidery first, please refer to the Embroidery skill for some tips on teaching needlework to children. For the Crewel skill, the girls will learn five new and slightly more difficult stitches. Again, it is a good idea to take scrap fabric and mark with a pencil at least two rows of each stitch: straight stitch, French knot, couching, stem stitch, and the padded stitch. When the girls can do these stitches with neatness and consistency, they can begin their kits. Caution the girls to handle the crewel yarn delicately. Crewel is not as strong as cotton floss and will break easily. The kit you choose for the final project does not need to contain all of the above listed stitches.

Crochet (K)

Crochet is probably the most difficult of all the skills in the handbook. It is advisable to wait until the girls are approximately eleven years old. *If necessary, be sure to locate a teacher who can teach left-handed girls.*

A great project for girls is a simple granny square lap Afghan. Six skeins of yarn will complete this type of Afghan. The girls could be allowed to choose their own colors of yarn. They can have many different colors if they desire, however, each additional color means tying off the old color and tying on the new color. The girls need to tie the knots *very tightly* and not clip their yarn too close to the knot. Additional colors adds a little more work to the crochet process.

We want to have the girls begin crocheting their Afghan as soon as possible, so first it is best to just teach the two stitches needed for this project. Begin your first class of crochet by teaching the chain stitch and the double crochet stitch. Do not allow a girl to go on until she can maintain consistency of size and consistency of tension (tightness and looseness) in her stitches. When a girl masters this, she can go on to begin her granny squares. Teach all the girls how to read and follow the pattern.

When all the girls have mastered the granny square, take some time to teach the single crochet stitch. In a project like this, it takes about six sessions for everyone to be crocheting successfully. After this, the girls can continue to bring their yarn and work on additional squares as time permits. As you move on to another skill, the girls will be able to complete any additional squares needed for their Afghan during their spare time at home. It is a good idea to give the girls a deadline for completion: eight weeks should be more than plenty of time. Plan a pizza party for some evening and allow about three hours to teach the girls how to sew their squares together. The girls will



learn to finish their projects in a timely manner, be rewarded for doing so, and experience pleasure and fellowship while sewing their squares into an Afghan. They love it.

Feel free to choose a project other than an Afghan, but it should be more than a pot holder! An Afghan is time-consuming, and, therefore, will take a certain amount of patience and diligence. However, it requires nothing more than repetition of the same basic skills, which will afford beneficial practice, and will eventually yield a beautiful result. Upon finishing, a girl will have a wonderful sense of accomplishment, and will have mastered a skill for a lifetime.

Decoupage (K)

Decoupage is quick and easy. It is often chosen as a beginning project for this very reason. Every child can successfully complete something involving decoupage. A project will generally need to be completed in three separate sessions. Due to the fact that several of the steps required to complete a project only take twenty minutes, and then require considerable drying time, parents may need to plan something else for the time remaining, or simply work on another skill such as Letters. If a dad could cut the wood for the decoupage projects to avoid the purchasing of plaques, it would minimize the cost.

The girls will need to wear old shirts to cover their clothes. Plastic table cloths or newspapers are needed to protect tables and floor. Girls need to have a picture for their plaques. Pictures can be photos, greeting cards, or parchments with Scripture verses. Extra pictures should be available for those who might forget, or whose picture might accidentally get ruined. Hangers for the backs of the plaques will be needed as well as sponge brushes to apply the Modge Podge. Modge Podge is a popular product, which both glues and provides a durable finish to the project in one process.

1st session—Sand wood and stain.

2nd session—Apply Modge Podge to wood. Place picture on wood and apply an additional coat of Modge Podge over picture and wood.

3rd session—Apply Modge Podge over surface and attach hanger to the back.

Dollmaking (K)

Dollmaking is creative, enjoyable, and economical. Homemade dolls just seem more lovable and cuddly than store bought ones. Why not teach your girls how to make dolls, and when you have, you will discover that there will be no end to this great craft! Girls can make their own dolls, and dolls for little sisters, friends, and gifts to newborns. Dollmaking will be a springboard to sewing doll clothes, and eventually these skills will develop into the ability to sew clothes for themselves.



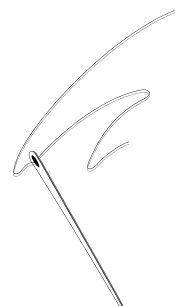
This is a great skill for girls to learn together, or a profitable way to spend a rainy afternoon with your own daughters. Mom, if you do not know how to do this, invite a friend over for an afternoon who does know how, and learn with your daughters.

Embossing (K)

Embossing is an added special touch to a card or project. It is these little extras that make something a little more beautiful. I have never yet seen a girl who is not “impressed” with the results embossing gives projects. Embossing is fairly easy for little hands to accomplish too. When making rubber-stamping projects, greeting cards and the like, embossing the project gives it a “raised” appearance. Today, there are several ways to emboss; all are covered in the Keepers handbook. You can teach this skill right along with cardmaking or rubber stamping.

Embroidery (K)

A sampler was originally a cloth used to learn and practice embroidery stitches. Young girls used it as a means to become competent with different stitches and design patterns. Once the skills were perfected, the girls would continue the rest of their lives using embroidery to make lovely pictures or sayings for the walls of their homes as well as to make their clothing more decorative. The more refined a young lady was, the more skilled she was in needlework. Embroidery stitches were applied to pillowcases, sheets, towels, quilts, blankets, purses, handkerchiefs, nightgowns, blouses, and more.



Today, girls can embroider these same types of items, and once an alphabet is mastered, Scripture verses can be embroidered to make beautiful samplers reminding the girls and us throughout the day of God's Word. Personalized items also make wonderful gifts, which usually become keepsakes because they are handmade.

Years ago, girls were kept busy embroidering. It was a part of their daily work, and as important as school work. It was required. What are girls of this day and age doing to stay busy? Television, athletics, and entertainments that are so prevalent today cannot compare with the productive activities that all girls once knew. People talk of "empty calories." Much of today's activities are "empty-time fillers." Children need to learn to realize something beyond instant gratification. Embroidery projects take time to complete. It is not finished in a day. It takes diligence, attention to detail, and perseverance to complete a project. These are good things to instill in a child's life. Why not include the fine skill of embroidery in the lives of our girls? It is a feminine "keeper at home" type of activity. Following are a few tips on teaching embroidery to children.

Teaching Embroidery to Children

1. Assume the children do not know anything. Start with the very basics. Explain the difference between an embroidery needle and other types of needles. Explain what floss is and how you purchase it. It usually comes in six strands of thread, but when you begin to embroider, one usually separates the six strands into two strands. An 18" length of floss is recommended. Teach the girls how to thread a needle.
2. **Teach**, teach, teach. Let the girls **hear** your instructions, **see** a demonstration, and **do** that which they are being taught. In this case, thread a needle. Teach them how to knot the thread.
3. Make a practice sampler for the five stitches listed in the *Keepers at Home* handbook (running, back, satin, cross, and chain stitch). A sampler can be made from muslin, old pillow cases, or any scrap fabric will do. A 7x7 inch piece of fabric is large enough. With a pencil, draw tiny lines or dashes across the fabric, perhaps making two rows. Make another set of rows for the back stitch. Make a row of ½" circles for the satin stitch. Make two rows of x's for the cross stitch and two rows of dashes for the chain stitch. When a girl can do the running stitch on these practice lines, she can progress to the next stitch. When a girl can do all the stitches, and any stitch contained on her project well, she can begin her project.

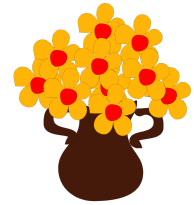
Working With Mothers

Many mothers do not know how to do the simplest embroidery. If you are in a group setting, why not invite the moms to learn along with their daughters? This activity knits the hearts of mothers to daughters, and can give them a lifelong interest, which they can

enjoy together. Also, it is a great way for women to come together while learning something productive and have a good time of fellowship.

Flower Arrangement (K)

Flower arrangement involves a little more expense than some of the other crafts, but it is well worth learning. It is a skill that will last a lifetime. There are many excellent books and how-to aids available through the local library that can be helpful in this area. A local florist shop might be willing to give a demonstration on flower arranging for a small group of mothers and daughters. In any event, a field trip to a florist's shop or greenhouse would be a wonderful learning experience.



If flower arranging is being done by a group, either each girl can do a small individual arrangement, or you may wish to have all the girls participate on a larger one that can be given as a gift to someone chosen by the group.

Hand Sewing (K)

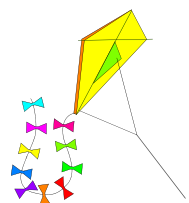
“A stitch in time saves nine,” so the adage says. And, yes that is true; just ask any woman! Hand-sewing skills are essential to completing our girls’ education. Small, timely repairs can eliminate the need for much larger repairs later, or even salvage a garment from ruin. Knowing how to mend a seam, sew on buttons, hem a garment, and make minor repairs will help a girl to take care of her own clothes and also be a valued help to others—especially her future family.

This skill is easy to teach, and a few inexpensive materials can be used to render a first-rate hand-sewing education. A small square (4-6 in) of scrap fabric for each girl can be used to practice sewing a hem. A seam ripper or two should be available for any necessary restarts.

With an assortment of different types of buttons, each girl can learn to attach each type to her square. After being inspected, a button can be removed and passed to another girl. All buttons can be removed and returned when no longer needed.

A piece of old clothing can be cut in pieces along a seam line. Each girl can rip the seam and repair the seam. You might even teach the girls how to sew on a patch to repair a hole in a garment. The Appliqué skill in the Keepers handbook will provide some insights for applying a pretty patch to a hole.

Kites (C)



Pick out a nice day with a healthy breeze to tackle the skill of flying a kite. Flying kites is not only great fun, but it can also be educational. It is a great time to learn about such things as lift, gravity, and drag. For the beginner it is easier to put together a kite from a kit, but to construct a kite using your own materials can also be a great teaching/learning experience.

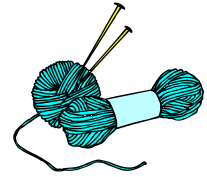
This is a wonderful father and son activity. Small groups might also find this enjoyable to do on a Saturday afternoon. The boys could study about kite-making in prior meeting times, build their kites during the meetings, and then meet at a local park for the actual flying of the kites, and afterward enjoy a lunch or cookout.

Knitting (K)

Knitting is easier than you think! In past generations *all* children learned to knit because it was a necessity! It is definitely learnable, and once learned, girls usually find it quite enjoyable. So

take the opportunity to teach them. Show the girls some beautifully knitted items, or if none are available, show them pictures from magazines or catalogs. Show them samples of varying types of yarn and teach them what yarn is best for different projects.

When teaching the girls to knit, allow plenty of time to learn and practice each stitch *before* having them begin their projects. If possible, choose a first project which requires approximately two skeins of yarn. It will be sizable yet not daunting. A scarf is very nice.



Latch Hooking (K)

Latch-hooked rugs are very similar to hooked rugs from generations past. They not only make wonderful floor coverings but can be used to make wall hangings and other seasonal decorations.

This craft is primarily finger work and is an easy skill for young children. The stitches are repetitive, so it takes a little perseverance to complete a project. This can be good character training and aid in teaching a child to finish things. Once a girl starts a latch hook project, she should probably devote at least fifteen minutes per day several days per week to it until she finishes. This way she will finish in a timely manner. Latch hooking is not difficult, and seeing the completed project is often all the incentive necessary to start another.

If the finished latch-hook rug is to be used as a wall hanging or rug, rug binding should be sewn onto the edges to keep the canvas from unraveling. If the latch hook rug is to be turned into a pillow, sufficient cloth fabric is needed for the backing and fiberfill for the stuffing. It is best to use a strong thread such as quilting thread to sew the back to the front.

Leatherworking (C)

Leatherworking is a unique skill for boys to learn. Belts, wallets, key fobs, and knife holders are a few of the things that can be made from leather. This is a great family activity or can easily be enjoyed by a whole group. There will be a small initial investment for the tools to do leatherworking; however, the tools will usually last a lifetime. A store which sells leather goods will most likely have belts, wallets, and purses. A field trip to see all the leather goods will give the children an appreciation for leatherwork.

Macrame (K)

Macrame is an ancient craft which is thousands of years old. Wall decorations, plant hangers, purses, and belts are just a few of the many items that can be made with this simple skill of twisting cords into knots in a repetitive pattern.

Macrame is one of the easiest skills for children to learn. There is simply no way for a child to fail at macrame. It requires no experience. If you want to learn a new craft, but are a little intimidated about launching out into the unknown, macrame might be a good choice with which to start. There is even a pattern included in the Keepers handbook for a hanging planter. It will take about three hours to complete, which will take craft time for three club meetings.

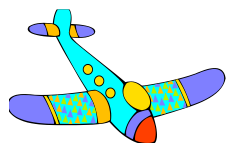
Miniatures (K)

Miniatures are a delight to collect as well as to make. A miniature is just a tiny reproduction of any normal size item. Model railroading and model cars are types of miniatures, which are often popular with boys and sometimes dads too. Young ladies, and even moms, often enjoy dollhouses and miniature furnishings. Many miniatures of all types can be designed and created from scratch

with very inexpensive materials.

Children can either work on miniatures as an individual project, or the entire family might enjoy being involved. A dollhouse or a model railroad could also become a family project that will provide many hours of family togetherness and enjoyment, while becoming a vehicle for learning and developing new skills. See “Models” for some additional thoughts.

Models (C)



Building models can teach a young boy many things. He must read instructions, follow directions, pay attention to detail, and persevere to complete the project. A boy also learns how pieces fit together to make a whole project. Never underestimate how much a boy can learn from building models.

There are some folks who would consider building models too much work. There are even some who consider building models to be unproductive and a waste of time. However, just as modeling is an effective tool used by adults in developing everything from jet planes to shopping malls, modeling can be an effective *tool* in developing thinking skills in our sons. Creative, productive effort is hard work! In this generation especially, children can tend to gravitate toward mindless activities such as television or some of the many myopic games available today. This is also a generation of immediate results. If our boys are to learn to finish long term projects, they will need encouragement and practice in this area. If a project requires a great deal of time, the young person’s attitude is sometimes “Why go to all that trouble and bother?” Modeling is not for the lazy. It can be an exciting way for a boy to learn to expend time, effort, patience, and perseverance to produce results.

What types of skills does building models develop in our sons? Following is a short list.

1. Models usually have a blueprint or plan to assemble or build something from individual pieces into a finished product. It is good for boys to develop an understanding of how pieces work together to form a whole.
2. Models have a lengthy list of instructions, which must be followed in order to achieve the desired result. Following instructions is important throughout life, especially to employers. Building a model can acquaint a youngster with the importance of this concept. When one skips a few steps, the end product is usually not what one had hoped it would be. There are spiritual applications that can be made here also.
3. Models teach attention to detail. Model components are often small and require careful handling and assembly.
4. Building models requires patience—a good thing to develop in boys. Usually parts must be assembled in steps or in a certain order.
5. Building models develops hand skills. There is a certain amount of skill and sometimes the use of tools involved in fitting the often tiny pieces together.
6. Models can sometimes encourage a more meticulous attitude, because one soon learns that a lot of work combined with a little bit of sloppiness yields a rather unimpressive final product.
7. Because models must sometimes be assembled in steps, the assembler is sometimes forced to discipline himself to assemble some each day.
8. Models require perseverance to finish. They should be completed even if it requires some extra help from Dad to finish. An unfinished project sets a bad precedent.

Beginning models should be very simple. A simple project will not overwhelm a boy, and he will be able to complete it in a reasonable time. Praise his efforts. It may just look like a plastic car to you, but to him it was a major creative effort. It may not be perfect, but only practice makes perfect. The first model is never one's best. He will one day have the skill to do well on even very difficult models. As a boy's skill increases, he will probably show interest in, and learn much from, motorized or working models, such as a sailing ship or maybe an airplane that flies. Model rocketry is also interesting and informative.

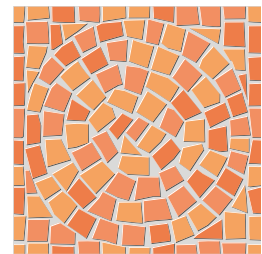
Model railroading, though it should not become extravagant, can teach a number of things to boys. There is the layout of track to be considered. Scenery, including mountains and valleys, tunnels and rivers, villages and roads can all be made to make the train layout realistic. This all requires thinking and planning. Much of this can be done with papier-mache, paint, and inexpensive household materials, though it will probably require help from Dad. This is a far more productive use of time than watching television or playing video games. A modeler will become a thinker *and* a doer. He will know how to solve problems and accomplish things. He will also know how to work quietly and alone if need be.

This can be a good skill for boys to begin in a group. Boys usually need someone to help them get started. This is a very "hands-on" skill. Remember, this will be a new experience for most boys. Be very basic in your instructions. An adult should be present for every two or three boys. The adult must not only tell the boys how to do something, but show them. Some boys will need to see how two pieces fit together and are glued. Some more timid boys may need a man to put his hands on top of the boys' hands and do a few pieces together. Make sure enough time is given to help *each* boy build *his* model, so that each boy can feel satisfaction toward his work. It is also very satisfying for an adult to see a boy think or even say, "Wow! I did this! I was able to build something! I can do this!" Model building can help build competence in a boy.

I loved building models as a boy, and I love building things today. The skills I began to develop as a boy, I have continued to expand and enjoy throughout life. I don't consider modeling a waste of time. I think it can be one more tool to encourage a young man to refine certain skills. *"For which of you, intending to build a tower, sitteth not down first, and counteth the cost, whether he have sufficient to finish it? Lest haply, after he hath laid the foundation, and is not able to finish it, all that behold it begin to mock him,"* —Mark 14:28.

Mosaics (C&K)

Mosaics is simply the art of arranging small pieces to form a design or image. It is easy, fun, and creative. Children of all ages, including young children, can do this well. You can make a mosaic using paper, small bits of ceramic tile, tiny stones, beads, or a number of other types of media. For the younger children it is a good idea to present them with a picture mounted on the project's base to which the mosaic pieces can be adhered. Following the outlines on the base greatly simplifies placement of the pieces. A picture with a large object that one might find in a coloring book would work well. One can make seasonal mosaics also. Picture frames with plywood or heavy cardboard panels are often used for a base for mosaics. This is a good craft for families and clubs.



Needle Felting (K)

Needle felting is a way to felt wool (make felt from wool) without using water, soap, or

agitation. Special needles are used, and these needles are very sharp. We highly recommend this skill for children who are older, more mature, and more responsible, and definitely with adult supervision. Most of felted wool objects are used for embellishments on personal items, or used on a project that will become a picture or wall hanging. People who enjoy fiber arts are usually lovers of needle felting. This is an easy skill to learn.

Needlepoint (K)

Anything stitched in needlepoint is usually considered a work of art. Needlepoint is a fascinating form of embroidery on canvas. The canvas can be partially covered or completely covered with stitches. The stitches range from simple to very intricate. Needlepoint projects can be pillows, pictures, chair seats, footstools, and any other objects that can be covered with this special art form.

Needlepoint is definitely easy enough for children, especially if they stay with the simpler stitches. The canvas has the design painted on it, so the children do not need to read a pattern. The important thing to remember is that the children must have clean, dry hands. Also, *continually remind them not to pull and stretch the canvas*. It can become misshapen if pulled.

For your information:

- No knots are used in needlepoint

- Always work from left to right

Check the girls work often to be sure they are inserting the needle in the correct hole and are not skipping any holes.



Needle Punching (K)

Needle punching is new to our generation, but is actually a centuries-old skill. It is a miniature form of rug hooking. It is not difficult, and can be easily mastered. Items used for needle punching can include embellishments, pictures, wall hangings, ornaments, and more. They make great gifts. This is the type of craft that can be learned at a single club meeting. With a good start on a project, this skill will have been learned well enough that finishing is simply a matter of continuing what has already been learned. The young person can easily finish the project at home.

Origami (C&K)

Children love origami. It is really just folding paper, but what fascinates children is to see a plain and flat piece of paper become so many different things: animals, planes, envelopes, baskets, and so much more. Origami uses many geometric shapes to make new and different objects. Children must also follow directions precisely (an important skill all by itself!) in order for their origami shape to turn out correctly.

It would be important for the teacher to have premade his shapes so he knows exactly what he is doing before attempting to teach a child. Also, because folding really does require some one-on-one instruction, try to keep a group of students down to three or four per instructor.

It is also important to have an origami book with good instructions. First attempts at some of these shapes can be tricky even for adults. Keep the book handy when teaching. It is easy to forget just how a step is done.

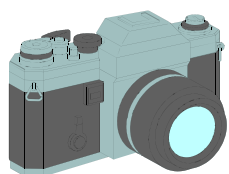
Photographer (C&K)

Photographer is a sequel to the Photography skill. The photography skill is somewhat basic,

and its purpose is simply to acquaint the user with a camera, and to develop some comfort and ease using it. Photography does introduce the student to a number of terms and concepts that are necessary to the Photographer skill. This Photographer skill is for those who may intend to make photography a more serious hobby, and would like to take optimum quality pictures that may also use effects to accent the image in some way. This requires knowing how to use lighting, equipment, distance, etc. to achieve the desired output.

It would be a great learning experience for children to have a professional photographer come and actually demonstrate techniques, and give lessons in how to take a really good picture. If a follow-up visit could be arranged, the teacher could suggest several types of photos for a project, giving some instructions for the best results. On the follow-up visit he could review the results and discuss some of the “rights” and “wrongs” involved in getting those results. A visit to a photographer’s studio may be an idea for a field trip. Some people just take pictures and some people’s pictures are works of art.

Photography (C&K)



Photography is a wonderful aid in recording family memories, or any memories, for that matter. Most young people, especially when taught how to properly approach the basics, enjoy taking pictures. Cameras can be had relatively inexpensively. It might be a helpful experience for a child to earn the money for a camera, and to share some expense in having the pictures printed. Sharing in the expense will not only make the pictures more valuable to the child, but will also encourage the development of good judgment as to which pictures to take, how many should be taken, and which ones to have printed. Parents might help a child acquire and organize a scrapbook for those pictures.

Plastic Canvas (K)

Plastic canvas is another one of those crafts with which creativity need not be expensive. Some very nice and practical items can be made for home use such as place mats, coasters, and tissue box covers to name a few. This is a great project for young children because plastic canvas is sturdy. It teaches a great deal of eye and hand coordination, as well as the necessity for following a pattern. The required stitches are not difficult to learn and can be taught on a sample sheet of plastic. Once the basic stitches have been mastered by the girls, pick a project for them that requires reasonable skill. It should be more than a simple coaster, but should not be too difficult. Something like a tissue box cover might be appropriate.

Pressed Flowers (K)

This is another easy and very enjoyable skill to learn. Plus, the whole family can be involved. On nature walks, wildflowers can be gathered, taken home, and pressed. The dried flowers can be used for making greeting cards, bookmarks, and even decorate a calligraphy project! If flowers are received as a special gift, one of the flowers or petals can be pressed to keep as a memento and placed in a scrapbook.

Quilling (K)

Quilling is so easy to do that even seven-year-old children can do it well. Quilling is rolling

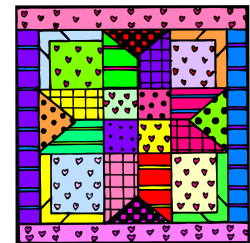
paper into various shapes to decorate cards or make pictures out of them. It is quite simple but looks very elegant. This will keep children quietly creative for hours.

Quilting (K)

Girls and women love quilting! It is a skill that can be enjoyed for an entire lifetime and bless many lives with warmth! A field trip to a fabric store or a quilt shop would be very informative for the girls. They would be able to see dozens of the fabrics and designs that are available, as well as some finished quilts.

A good project for beginners might be a pillow. The pattern should be fairly large with no points. Templates or patterns can be cut beforehand. Each girl can trace her pattern onto her fabric and cut out her pieces. The pieces can be sewn together by hand. Each girl's work should be checked regularly to be sure that her stitches are tight and that she is leaving ample seam allowances.

The patchwork can then be quilted onto the batting and backing. When the quilt is finished, the girls can, if they have the sewing skills, sew additional fabric to the quilted top, add ruffles, and have a pretty pillow! For younger girls the final steps may need to be completed by Mom. Perhaps the older girls will become inspired to tackle a full quilt. The club could even work together to create one large quilt which could be given to someone special to the girls.



Rubber Stamping (K)

Today, rubber stamping has become one of the more popular crafts. There are thousands of stamps available ranging from tiny, quite simple designs to large, elaborate ones. There seems to be a rubber stamp for every occasion or for no occasion at all. It is a craft that ladies and girls seem to gravitate to because it is creative, useful, and easy too! All it takes are a few stamps, stamp pads, and colored markers or pencils, and you are ready to begin. Again, this craft will keep hands busy creating cards for Grandma, invitations, thank you cards, and more, and all for very little expense. We are teaching the girls to make and produce instead of just buying!

Scrapbooking (K)

Making memory albums or scrapbooks is one of the fastest growing hobbies in America. Everyone loves to put their pictures or mementoes in a special, safekeeping place like an album. Today, there are pretty papers, cut-out shapes, stickers, and dozens of accessories to help dress up the album, thereby making each album a unique creation of its owner. Children are not too young to begin their own albums.

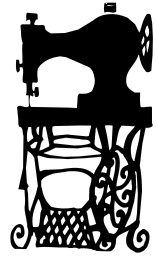
One very nice dimension to add to scrapbooking is to include notes and Scriptures about a child's spiritual journey as well. Maybe the summer of 2000 she memorized the fifth chapter of Matthew, or the trip to the waterfalls reminded her of God's wondrous power in creation. As each scrapbook is finished, the child will have a collection of both physical and spiritual memories.

Sewing (K)

Every girl should learn the basics of sewing. With all the time we spend enhancing the academic lives of our girls, it seems that we should devote at least some time to the more practical skills of everyday life. Sewing is a very economical and thrifty skill. It is a skill likely to be in demand throughout the life of a helpmeet. Clothes frequently need a few repair stitches or a button

replaced. Finding modest clothes can be difficult. The ability to sew allows one to always wear clothes that fit well *and* please God.

Once a girl learns the basics of hand sewing, she can easily graduate to making something easy on a sewing machine, such as a simple skirt. Teaching girls about different fabrics, their proper names, and how to care for them is always helpful. Some fabrics have tremendous shrinkage. Some are very durable. Knowledge of these aspects of sewing can help a young lady choose the right fabric for each project. A field trip to a fabric store would be informative and enjoyed by all.



Once a girl/woman has proficiency in sewing her personal wardrobe, she can move on to sewing for her home. Curtains, drapes, machine-sewn quilts, tablecloths, and so much more can be sewn. In the course of a lifetime, thousands of dollars can be saved by a woman who sews!

Soap Making (K)

Making soap has become quite popular, and we had many requests to include this skill for girls. After reading several books on the subject, we found that it could be a very useful skill because handmade soaps can employ natural, healthful ingredients rather than the chemicals used in commercial soaps. This would make handmade soaps much healthier for us to use. Most soap making involves the use of lye, which can be dangerous if great care is not taken. Because the Keepers program is designed for young girls, we recommend a safer route of making soap with vegetable glycerin. No lye is required. Making soap with glycerin is quite easy, and a great many ingredients can be added to the glycerin to create a variety of soaps, such as color, scent, oils, and even oatmeal for a facial scrub.

Soap making is easy and quite educational at the same time. Soap making would be a great science project because of the physical reactions taking place in the process. Handmade soaps are also a welcome and much enjoyed gift.

Spinning (K)

Years ago it was a necessity for women and children to learn to spin. Nowadays, it is an enjoyable hobby. Learning a little about spinning and actually trying it will certainly give anyone an appreciation for the marvelous yarns and fabrics available to us today.

Children will probably need to be approximately ten years or older to try spinning. It takes a bit of coordination to spin properly.

Stenciling (K)

Stenciling lends a personal touch whenever it is used. Just about anything can be stenciled including walls, paper, or clothing. A child can stencil at a fairly early age, and the youngest child can learn to stencil with crayons on paper. As children become more capable, they can stencil with paints and experiment on various surfaces. By this point in this book, if you have read it from the beginning, you will see that we are constantly encouraging children to make, to do, to add more, to think, and to create. We are telling them to “use their minds” to add more touches and to beautify. We are teaching them to be useful doers.



Tatting (K)

Tatting is nothing more than tying knots and linking them together to make lace, doilies, collars, edgings, and more. If you can tie a knot, you can tat. However, because most tatting is done with fine thread, it is usually difficult for small children to do. Once a child has good finger coordination and can follow a pattern or design, she is ready to tat. An especially nice thing about tatting is that it is small and easily transportable. One can tat in the car, doctor's office, or just about anywhere!

Tie Dyeing (K)

Tie dyeing is a creative way to add color and design to plain fabrics. Ready-made garments such as t-shirts and linens or any other cloth item can be used. It is also a good way to recycle old clothing to give it a new look. In fact, old clothing is a preferred medium for beginning projects. It may take a little practice to produce predictable results.

Children love doing this, and they think it is so neat to wear something they have uniquely created. This is a great activity for a rainy afternoon, or it also makes a good club idea because the materials can be used for more than one project at a time.

Weaving (K)

Weaving is a great finger craft for younger girls. Weaving can provide an excellent range of projects to allow the girls to increase in skill at a comfortable rate. They can begin learning on easy, quick, little projects such as coasters, and then progress to projects requiring more intricate patterns and larger projects such as place mats. Once one understands the basics of weaving, basket weaving is just a short step away.

Woodburning (C)

Woodburning can be a very creative and satisfying skill while it still does not require a lot of talent or technical expertise. With just a pattern, some tracing paper, and a woodburning tool, it is possible to enhance a wood surface with some very attractive designs. It is a great way to give something a "country look." The designs tend to remind one of colonial days.

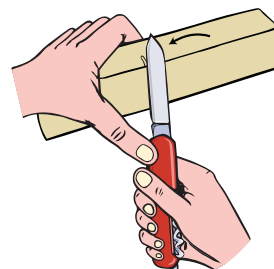
Since woodburning is done with a tool similar to a soldering iron, care should be taken to use it properly, and recommended minimum age should be approximately eight or nine.

Woodcarving (C)

Woodcarving has been around for many centuries. It is a *quiet* activity that requires thought and concentration. With a good instructional book and practice, one can begin turning out some nice items. Because there is a great deal of thought involved, and woodcarving requires the use of a knife, this is a skill best reserved for young men twelve years of age and older.

Safety is important. Tools must be kept sharp or unsafe force is usually applied. It is important to create the habit of using safe techniques before attempting to create beauty. In the beginning, the carver should just "make chips" while properly and safely applying the carving strokes explained in the handbook.

If there are woodcarvers in your locality, they might have an annual show displaying their projects made during the year. You might also be fortunate enough to find a woodcarver who would be willing to teach a class for you.



Scholarship Studies

A scholar is first and foremost a pupil—a person who is learning, and that is what we should all be, scholars—ever learning at our Saviour’s feet, and ever learning about our Father’s world. There is much to learn. Our purpose for learning is so that we can be useful to God and to our brothers and sisters in Christ. It has been often said that the more we learn, the less we know. This is true. With the realization of how much there is to learn, we know that we will not ever learn most of it. Thus, we must have discernment about what we should learn and what we should be teaching our children. We pray these skills will be a good start in that direction.

Academic Studies (C&K)

Academic Studies are important. They are foundational to understanding our world, and our world is becoming more complicated all the time. Academics are also the foundation for all future endeavors. Young men will become providers of their future families. They will need to know how to do things, they will need to know how to read and write well, they will need a basic understanding of mathematics, they will need to understand the world in which they live, they will need to make a career choice, and much more. Young women will become wives and mothers and future educators of their children. This is no small task.

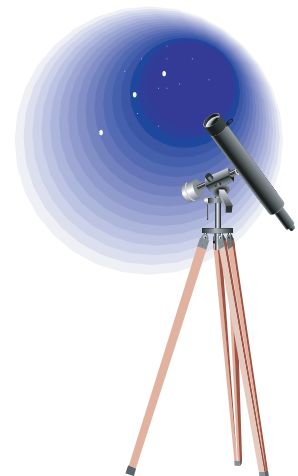
Do not let others persuade you that children just need some fun, they will learn on their own, and they will grow at their own pace. Having fun builds neither knowledge nor responsibility, and life does not allow us to go at our own pace. The old adage is so true, “You are becoming what you will be.” God’s Word says, “*Train up a child in the way he should go: and when he is old, he will not depart from it.*” That word “child” means from infancy through adolescence. Some say, “Let kids be kids,” and, “Better late than early.” How do you build the likes of perseverance upon a previous foundation of purposelessness? God’s Word says to get a jump on that training, and train them to be adults—not kids.

Academics were never so important in becoming a competent adult as they are nowadays. Help your young people build their adulthood!

Astronomy (C)

One of God’s most awe inspiring creations is not far away from any of us, and it is free to all of us. We do not even have to travel to see it. It is the night sky. On a clear night, the multitude of stars is beautiful.

The stars are not only there for us to admire, but they have been a useful tool to man throughout the centuries. Since the stars occupy a particular place in the heavens, they are used to tell directions and plot courses. We can spend real quality time with our young people by exposing them to God’s handiwork, and teaching them about the stars and how to use them if ever they should have a need. A late night camp out would provide parents with an opportunity to teach boys how to tell directions by the stars in a strange place. This will not be too difficult to do if the boys can recognize certain constellations, and know their way “around the sky”



because of regular practice at night on the front porch. Practice in different seasons and at different times.

Biography (C&K)

It is always interesting to read about how another person lived. It is especially interesting to us if that person was a believer in the Lord Jesus Christ. We then can glean insights and observe God's dealings with him/her. God must have thought that this was important because He included many biographies in the Bible. From them we can learn about God's dealings with mankind, and we can learn much about God's nature as a result of this.

This is a worthy area to work on as a family. Perhaps one or two evenings can be set aside each week to read a chapter from a biography out loud. A family discussion might follow the reading. A close family discusses and communicates, and you will find that this discussion time will make an excellent teaching time as well because you will have your children's interest and attention.

Foreign Language (C&K)

Children in past centuries often learned several languages as a matter of course. Today, the educational trend is away from this. However, studying languages can only add depth to one's education, and increase competence in an individual. Who knows what possibilities may be raised by the ability to converse in another language? It might even be preparation for the mission field.

If several children study a language together, they will have excellent opportunity for conversation with which to practice pronunciation and usage. Written skills might be practiced through correspondence with a missionary.

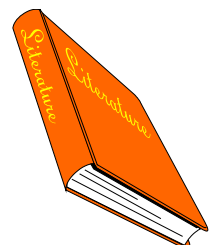
Lapbooking (C&K)

Lapbooking is simply making books out of manila folders. They generally are considered a means of enhancing the process of studying a particular topic. The books can have pockets, extensions and foldouts, and any variety of photos, drawings, and information can be applied to them. They are very hands-on projects. With all the extra effort creating the lapbook, the subject studied often has a deeper impact or the knowledge is better retained than when simply reading about the subject.

Lapbooks are creative and fun to do. Young people of all ages like to cut, paste, write, draw, and then turn it all into a book. Lapbooking capitalizes on this good energy making learning more pleasurable and interesting. Lapbooking is a good addition to schooling, and it makes a perfect project to coincide with other club skills such as missionaries, biographies, or dinosaurs. There is probably no end to the list of possible subjects for a lapbook. This is a great activity for school, VBS, or club meetings.

Literature (C&K)

One of the more important things we can give to our children is a love of reading good literature, which enhances their Christian life. Reading provides knowledge, and knowledge becomes a basis for making effective decisions. This is why good literature is important. Bad knowledge can be the basis of bad decisions. It is a good idea to share blessings that we have received from stories, poems, and good biographies with our children.

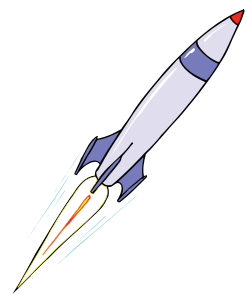


Good reading materials should be readily available to the children. Many clubs often have a small library at the church or in someone's home where the children can have access to good books. For some thoughts on discerning good reading materials, see the section Choosing Reading Material for Children.

Poetry (C&K)

Poetry is a unique, enjoyable way to express thoughts in special ways. Most of our beloved hymns began as poems. Writing poetry is a wonderful, enriching skill to develop. Again, as we have mentioned throughout this book, doing things together as families or as small groups of Christians, strengthens bonds. A family or group can study poetry together and spend a year writing different types of poetry. The poems can be shared during special family times or on Sunday afternoons. They can be sent as greeting cards to relatives or friends. They can even be put to music. Can you catch a glimpse all the neat thoughts and ideas that will be shared over the course of the study?

Rocketry (C)



What boy isn't enthralled with watching a rocket take off, or reading about explorations in space? Because the fascination is there, studying rocketry is a simple way to interest a child in math, physics, engineering, and more! Science is very exact, just like the God Who created the laws of physics. Scientific principles work because of the great mind behind them—God. Reading about rocketry, studying it, and then actually building a rocket can aid the development of a child's understanding of a number of scientific concepts. Rocketry is a "hands-on" project. It takes time and work, but the results can be worth the effort. This would be a great follow-up skill to Kites.

Scholarship (C&K)

A scholar is a learned person. He understands the value of study and makes it a part of his life. We, as Christians, are admonished to study the Bible. Study goes beyond reading. Real study gets to the heart of a matter and yields understanding of it. *"That we henceforth be no more children, tossed to and fro, and carried about with every wind of doctrine, by the sleight of men, and cunning craftiness, whereby they lie in wait to deceive,"* —Ephesians 4:14. In order not to be deceived, we must know truth. To know truth, we must know how to find it. We need, also, to be able to express truth.



Learning sometimes requires teaching, but, through study, one can often teach one's self. Study can be done by anyone. It simply requires some skills. Working through the Scholarship skill can be a great aid to a young person in developing these skills, whether done in a group or as an individual effort.

The first order of study should be God's Word. Should we spend so much time educating our children in the things of this world, which will pass away, and so little time educating them in things of the next world, which will last forever? Shouldn't we teach them to use the tools available to study spiritual matters also, that they might know God, His commandments, and His precepts for themselves, rather than having a secondhand sort of Christianity?

One of the best things we can do for our young people is to give them the skills necessary to

ferret out error and find the truth of any given matter. We must teach them to reason effectively with God's Word as the basis for all truth. If we cannot make a concept or philosophy match *all* of God's Word, we do not have truth. We have error. If we cannot make our actions match *all* of God's Word, we should change our actions. If we cannot make our thoughts match *all* of God's Word, we need to change our thoughts.

How do we teach this in a group format? Bring in concordances, Strong's Dictionary, Bible reference books, a thesaurus, dictionaries, and a pencil and note pad for each person. Teach the young people how to use the reference works properly. The tools required to learn of this world are then combined with those required to study about the next—a proper mixture required for a necessary awareness of the world in which we live, and the knowledge we need for the trip to the world we seek.

Choose a Scripture and have the young people break it down by each word. Look up each word in Strong's Dictionary to determine the meaning from the original language and write down the definitions. Really emphasize all the meanings of a definition. We do take the entire Bible literally and every word to be the Word of God. However, we cannot take each verse out of the context of the whole Word of God. We must also understand that there are many definitions for one word. For example, take the word "head." Does it mean a real flesh and blood head or the head of an organization?

Also, look up the English words in the passage and the English words used in the Strong's definition. This way the young people can gain a clear understanding of what has been rendered from the passage and the study materials in English. Be sure to read with them enough verses before and after the passage, that the full and complete context of the passage can be ascertained as it is found in that part of Scripture. Be sure, also, to help them to use the concordance to locate any other passages that may deal with the same subject, that they also may be analyzed to gain a perspective of the meaning of the original verse in a context which includes the whole Word of God. They can take turns getting experience doing look-ups in the reference books while all the boys write down the information for future reference. They will no longer have a secondhand knowledge of the verse, but a firsthand understanding that they have not just learned, but they have earned. *"Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth,"* —2 Timothy 2:15.

When we teach a lesson in knowledge, we have taught one concept. When we teach a lesson in how to find knowledge, we have indirectly taught an untold number of truths.

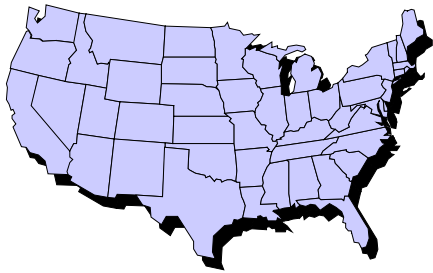
"Yea, if thou criest after knowledge, and liftest up thy voice for understanding; if thou seekest her as silver; and searchest for her as for hid treasures; then shalt thou understand the fear of the LORD, and find the knowledge of God. For the LORD giveth wisdom: out of his mouth cometh knowledge and understanding," —Proverbs 2:3-6.

The Lord requires that we seek His knowledge the same as if we were seeking precious gems, like silver and gold. We must dig deep to gain understanding. He gives it to us freely, but He waits to see how much effort we are willing to put forth in seeking it.

We do great harm to our children in not teaching them to work hard, work long, and to learn difficult truths for themselves. Instant reward is no reward. Instant truth is no truth. Character takes time and effort; so does real knowledge. Study makes the mind sharp.

Back to training our young people in scholarship. Once they are confident of the meaning of a passage, they could write a short paper expressing that meaning. Each person could be instructed to use a thesaurus to replace a word or two just to give awareness of its use and the possibilities it provides.

States (C&K)



Although States falls under Scholarship Studies, this is an area that is deemed as “common knowledge” in most circles. As a citizen, one should be knowledgeable about the major entities that make up the country. And one should have intimate knowledge of one’s own state especially. Young people should be encouraged to become thoroughly familiar with as many states as possible. We are a big country with many people. Those people are constantly having conversations involving

states. In any such discussion, a person who knows nothing of the state, or of the things mentioned about it, is completely in the dark about common everyday concepts. Wise citizens know their country.

Studying states can involve many things besides the basic information necessary to acquire the skill’s award. Families can plan vacations or trips around the study of a particular state. Learning to make the state’s ethnic food would be an enjoyable experience in more ways than one. Learning the historic sites to visit or museums would be an added plus.

Writing (C&K)

This is not a difficult skill to develop, and it is certainly one that no child should grow up without. It is another one of those personally rewarding areas that a child will never launch out into without some help and encouragement from an adult. The skill of writing requires time, quietness, and thought. It requires the ability of the writer to express his thoughts through the written word. The apostle Paul is an excellent example of the importance of a Christian being able to share thoughts and principles on paper.



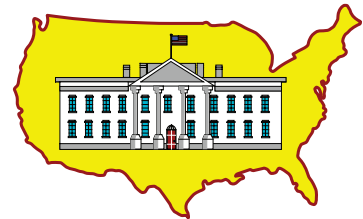
Encourage your children to not only write to earn this award, but to write often to develop the skill. Taking the time to write is a habit that your child will, in most cases, need your help to initiate. Until the habit becomes established, you, the parent, will have to make sure that quiet time is set aside on a regular basis just to put ideas on paper. We need never lament the lack of constructive habits in our children if we do our job in helping them to form those habits. Parenting is a “one pass” process, and there are no “undo” buttons, so there is no time to pass up the least opportunity to have a positive input.

Special Knowledge

The skills in this section are not really academic skills, nor creative skills, but are some practical and necessary areas of knowledge, thus they are named “Special Knowledge Skills.” They will increase the competency of our children, and help them to become more capable and productive in their lives.

Citizenship (C&K)

Citizenship is one of those areas like States. This is knowledge that a citizen simply should have. This subject allows us to know about why life is like it is. We should know what our laws are and how to obey them.



It is a wonderful experience to go to Washington, D.C. for a tour of the Capital to see our government in action. Barring that, our statehouse offers the same thing on another level. It might be equally or more informative for young people to attend a local municipal board meeting on a field trip. This would serve as a beginning, and let them see how things are handled right in their own neighborhood.

Computers (C&K)

Computers are one of the fastest growing technologies in our country and world today. They are changing the way we do many things. From the small “mom and pop” business to the largest corporation, computers can be an invaluable asset in accomplishing our work. Some of the software programs written to aid the way we study and teach are also excellent. To have the entire Bible on disk, to be able to search out a word or phrase, and to have the definition available for any word in a matter of seconds can make a computer a powerful tool to aid us in the study of God’s Word. If one has access to the Internet (and knows how to find what one is looking for within a reasonable amount of time), one can research material in several major libraries around the world without ever leaving home.

We should also be aware of the dangers lurking on the Internet. We need to instruct our children of the dangers the same as we would for any public forum—Do not talk to strangers, do not visit places that Christians ought not to visit, and do not “surf” the Internet window shopping. Have a specific place to go with a purposeful intent. We, as responsible parents, would not drop our children off in the city for a few hours unsupervised. Neither should we drop off our children on the Internet without supervision.

The Computers skill is not a difficult skill to learn, even for young people who have a family that does not own a computer. They simply need to be literate and have minimal access to a computer with an instructor present. We have attempted to make the skill attainable to the widest cross section of children possible that they might overcome a common source of intimidation due to knowing nothing about computers. Even minimal experience can sometimes serve as a springboard to conquer that fear of the total unknown. Therefore, the skill requirements may seem a little simplistic. However, the teaching adult may expand on the basics to scope the process to the baseline age and skill level of the group. He or she may even expand on the basic skills

required to attain the award, so long as the same set of requirements is common for all, though there need be no limitation on the skills that can be learned by those that may be older or more adept. The important thing is that the teacher takes the time to communicate a basic understanding of the concepts and mechanics involved in each operation so that the young people have some idea what they are actually doing.

Though computers are often used to play games nowadays, it is most important to realize the primary function of a computer should be to accomplish work. Accomplishing work on a computer can require considerable thinking. New users should be made aware that computers are very precise about what they do, so when we do not receive precisely the correct output, it is usually because the computer did not receive the correct input from us!

Though it is probably easiest to teach the Computers skill on an individual basis, it is still possible to do it in a small group. The instructor can explain and demonstrate a simple task or a portion of a larger task on the computer itself, and then the young people can each in turn perform the same task, while the others watch and discern whether it was performed correctly, or what was done wrong. When the young people come to the requirements for the Computers skill that require word processing, by writing letters they can also fulfill requirements for the Missionary and Letters skills, both of which require letter writing.

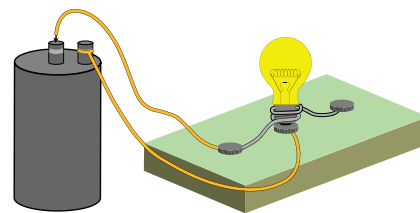
Again, there are certainly many skills beyond those required in the handbook to earn the Computers award. Use your own creativity to round out a larger list if your group has the aptitude and the interest.

CPR (C&K)

CPR is an important life-saving technique, and it is easily learned by young people. A good instructor is all that is needed. Very often a field trip to the local firehouse can be a learning experience for Fire Safety and CPR.

Electricity (C)

We live in an electrical world, yet few understand electricity, and many are unskilled in the simplest of electrical repairs. We would do well to make sure our children have a basic understanding of electricity. Our sons certainly would find it of value to know how to repair a lamp, replace fuses and breakers, change electrical sockets when necessary, and even know a little about the electrical workings of a car.



Electricity is something that you will probably want to teach your older sons or older boys in your group. A man skilled in this area could not only teach and help the boys with their projects, but could go on to teach about household circuits and safety regarding working with electrical items. Following are in-depth explanations for teaching two electrical projects to a group of boys.

Electricity Projects

A Contenders group could spend several of its craft sessions learning how to perform these two simple electrical repairs.

Let's start with the lamp or extension cord. The material list will consist of a three-prong (grounded) plug and a four-foot-long piece of three conductor (black, white, green) SO cord. (Some cords have only two conductors and do not require a three-pronged plug assembly. For

purposes of instruction, it is best to choose an application that involves all three connections.) If you have a large group, have other men help supervise, and have enough tools available for several boys to work at the same time. You can use several cords and several plugs so that several boys can make the repair simultaneously.

The project should be set up on a table so that a boy has his cord, plug, and tools in front of him on the table. This gives him a little extra control over what he is attempting to do, and the leader more control over the situation. As the boys take turns making the repairs, boys waiting their turn should not be allowed within arm's reach of the boy working with tools. Boys have an innate tendency to bump and jostle each other, which could result in harm. A short lecture on safety when working, and the dangers of not practicing it, might be in order.

Have each boy start with the end of his cord cut off clean with a pair of diagonal cutters. He should then very carefully score around the outside layer of the cord with a utility knife about $\frac{3}{4}$ " from the end. He should then score from that cut to the end of the cable. He should now be able to peel the last $\frac{3}{4}$ " of casing off the cord. (For very young boys the leader may have to perform this operation. For older boys, be sure that they have been trained properly in the use of a knife.)

Next, he should cut off any stranded insulation protruding from the casing with a pair of diagonal cutters. Then he should strip about $\frac{3}{8}$ " of insulation from the end of each conductor. This should be done using a pair of wire stripping pliers, using the stripping notch for the appropriate gauge of the conductors in the cable.

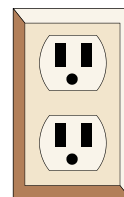
Now he must disassemble the plug, slide the stripped cable in from the back, twist the conductor ends to eliminate any frays, and fasten each conductor under a terminal screw (black under brass, white under silver, and green under green). He can then reassemble the plug and tighten the cord clamp screws at its back. When he is finished the next boy can cut the cord off behind the plug and start over.

Be sure that the boys do not overtighten any screws so as to strip the heads or deform the clamp at the back of the plug making it difficult or impossible for the boys that follow to use the screws or clamp again. Be especially sure to perform the entire procedure in front of all the boys at least once. Actually, doing a second demonstration, and asking the boys for instructions for each succeeding step, can be helpful. This little rehearsal helps them to understand the process a little more thoroughly before they tackle the job themselves. Be sure to tell them not to tackle this job at home without Dad's supervision.

Although it is a rare occasion on which one needs to replace a loose or broken outlet, there is certainly nothing wrong with knowing how to add an extra outlet in the garage or shed. Many older Contenders would thoroughly enjoy learning some basics of electricity around the house, even though it might be a few years before they regularly use them.

There are several ways to provide props for this project. The first is to turn off the appropriate circuit breaker and remove and replace an existing outlet. This can be done for only the cost of the outlet, but must be done during daylight hours in a room with adequate sunlight since power to any lights in the room will likely be lost when the breaker is turned off. Another approach could be to attach several feet of Romex (three conductor vinyl cable requiring no conduit) to a 2" x 4" handy box. Allow enough cable inside the box with the casing stripped back to allow ample working length of the individual conductors (approx. 6"-10"). Next, attach a lamp cord plug to the other end of the Romex to allow for testing the outlet each time it is wired.

The third method takes a little more time, but yields a portable, reusable prop while recreating some of the realism of using an existing household outlet. Simply frame a 2' x 2' square from 2x4's



with two horizontals and three verticals as in a stud wall. Install a 2" x 4" conduit box and Romex cord as described above and a 2' x 2' drywall covering on one side simulating an outlet in a home. Screw a couple lateral 2x4 supports approximately 24" long to the bottom corners to allow the assembly to stand independently. Install the handy box described above in the wall section prop and add the plug for testing.

Allow each boy to take a turn making the repair separately as described previously for replacing the lamp cord plug. Have each boy completely remove and replace the outlet, and then test it by plugging the plug attached to the Romex into a working outlet, and then plugging a lamp or some other electrical device into the freshly installed outlet. Even if you have checked each boy's work, and are confident that it is proper, do not leave out the testing process. It is important to each boy to actually see his handiwork power an electrical device. Another form of testing might be an inexpensive electrical tester available from any local hardware store.

Be sure, as the adult and teacher, to be personally responsible that the outlet is disconnected from the electrical current source before each boy begins to work, and remains disconnected until he is finished. If you are present for the entire procedure, and, therefore, know that all the wiring is proper beforehand, you will avoid any surprises when it is time to power up. It is not necessary for each boy to cut and strip the wires since they learned to do this when assembling the plug. Make them aware of the color coding of the screws (black or "hot" wire on brass screw, white or neutral wire on silver screw, and green or bare ground wire on green screw when using Romex to provide mechanical ground in the absence of metal conduit). Warn the boys repeatedly not to overtighten screws so as not to damage the outlet or strip the slots in the screw heads. However, it would still be advisable to have a spare outlet or two on hand.

The only tools required are appropriately-sized screwdrivers for the different screws on the outlet assembly and diagonal cutters or needle nose pliers for cutting and bending the solid core wire if necessary.

There should be at least two adults present for this project for a group of any more than three or four boys. While one adult assists and supervises the safety of each boy as he has his turn at the "hands on" part, the other adult should point out details, instruct, and ask questions of the rest of the group about the process as they watch. Prepare instructions and a comprehensive list of questions in advance. The more detailed and understandable the explanation, and the larger the number of appropriate questions, the greater the interest level of the group will be. Don't forget to review. Few of us learn everything on the first pass.

Remind the boys not to perform such repairs at home without parental supervision.

Fire Safety (C&K)

This is an easy skill but an important one for children to learn. In fact, the whole family might tackle this one together, as family lives are intertwined and often dependent on the carefulness of individuals to keep the group safe. A trip to a fire station might be both educational and enjoyable for everyone, and most fire departments are happy to schedule a time for a short fire safety lecture and a tour of the station.



First Aid (C&K)

First aid is an important and practical skill. Everyone needs to know basic first aid to help themselves or those around them in times of need. First aid is best learned in a group where

students can practice what they are learning with each other.

Additional teaching topics such as home safety and fire hazards can also be added. Be sure to allow plenty of time for the children to ask questions. Children want to learn, and learning gives them confidence and removes the fear of the unknown. Look for people in your church or home school association who might be proficient in the area of first aid. You might ask a nurse or a person who is trained in EMT (Emergency Medical Treatment) to teach the children for you.

Genealogy (C&K)

This is another great skill the family can be involved in together. What can promote family better than a study of the roots and branches of the family tree? Genealogy was very important in the Old Testament, and the line of Christ is repeated in two places. It would be an interesting study for children to write out this genealogy, and then follow the genealogical lines through the history given in the Bible. The thread from Adam to Jesus would become more apparent and a new dimension would be added to their understanding of Scripture.

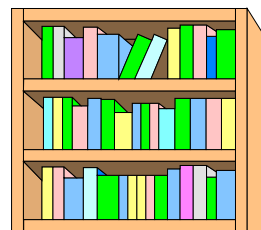
Knots (C)

All boys need to learn to tie knots. Tying knots is a lifelong practical skill that men will continue to use quite often, even in just accomplishing the mundane tasks of life. Teaching sessions will need to be scheduled to teach even a small number of knots to boys. It will require considerable practice on a boy's part to learn a number of knots and be able to tie each one properly from memory. Make sure the boys can name the knots, successfully tie each one, and know the use of each knot. It would work well if there were sufficient lengths of rope for each boy to have his own length rather than have the boys take turns. This way each boy can follow, step by step, as his teacher demonstrates.

A great instructional aid would be a longer piece of rope and some props that the instructor could use to demonstrate the use of the knots, and then teach when and how to use them properly. "Live" demonstrations always increase interest. After seeing the knots used, many of the boys will be looking for an excuse to use some of the knots themselves. After a boy has learned his knots, it would be a nice touch to present him with a length of rope for his own. Somehow, I suspect he will find uses for it.

Library (C&K)

Our forefathers established libraries in this country in the hope that no American would be ignorant. Books would be provided for all people regardless of class or economic status. You need not be rich to be rich in knowledge if you live in the United States. The local library is full of books about anything you want to know, and they are all free! He is not so great who owns a book as he who owns the knowledge. Few people can purchase all the books they would like, but everyone can make good use of the local library.



Yes, there are dangers lurking in the local library, but there are dangers in the local bookstore too! There are even dangers in the local Christian bookstore! Children need to be taught what makes a good book good, and what makes a bad book bad. They need to be taught what to look for in books. They need to look at authors and publishers. They also need to learn to read jacket covers and short descriptions to see if the book will be acceptable. They need to learn to randomly scan a few pages while praying for the Holy Spirit to bring anything objectionable to

their attention. Of course, until they have learned these things, and are mature enough to do them on their own, parents will need to care for these matters.

Many children think that one goes to the library primarily to check out fiction books. We have given children a wrong appetite for reading if this is all they want to read. Too much fiction can be dangerous. We must stress here that parents need to know what their children are reading. If not, parents are loaning their children's minds to another, who may mold and manipulate them in ways they would not approve. Parents should not allow their children to develop a steady appetite for reading fiction. There are just too many other interesting things for children to read. There is a world of travel and geography, the animal kingdom, undersea life, and the phenomenon of volcanoes. There are the wonders of celestial bodies. There are historical works about scientific discoveries, ancient civilizations, life-changing inventions, and many more interesting, factual topics. If we wish our children to develop keen minds, uncluttered by useless baggage, we will steer them away from fiction, which is not useful to them as Christians, and give them a diet of reading that will expand their mental horizons with an accumulation of real knowledge.

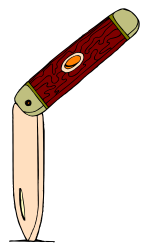
A field trip to a library could be arranged to teach the children how to find what they need in the library.

Occupations (C)

Occupations is an opportunity for a young man to “rub shoulders” with some different ways that people make a living. How do you develop an interest in an occupation if you know nothing about it? How do you know that something is not for you if you know nothing of it? When the time comes to choose an occupation, there may not be time available for very extensive research.

One fifteen-year-old has come to mind who has had ample opportunity to be a helper on some projects where he has been exposed to numerous occupations. He does not yet know what he would like to do, but he does say that he has a list of things checked in his “no” column.

Pocketknife (C)



Though pocketknives probably saw more use when society was a little less sophisticated, even our current, technology-fraught society is not so “cut and dried” as to render the trusty pocketknife unneeded. Once a boy is taught proper care, use, and safety involving a pocketknife, he might also learn a measure of responsibility by being trusted to carry it on his person on occasion. Campouts, hikes, and other supervised outdoor activities are excellent opportunities.

Puppetry (C&K)

Puppetry at a young age is probably as entertaining for the performer as it is for the viewer. Puppetry can be worked into the club meetings rather easily. Each puppeteer can be scheduled for a different week to perform between lesson time and craft time.

Public Speaking (C)

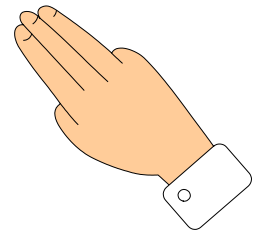
Public speaking can mean speaking in a small group setting such as a Bible study with only four or five people present. It can also mean speaking in front of a much larger group. What is important is to be able to express one's thoughts and ideas in a logical manner that others can understand. Boys need some experience in speaking before others. The importance of learning this skill cannot be stressed enough. Where else but in the midst of the closeness and camaraderie

of a Christian learning environment such as a Contenders group, could a boy most easily overcome the fear to stand up and speak? There is no better opportunity than a supportive club meeting to help boys overcome all the unnamed fears that prevent people from speaking publicly. After the boys have completed their three presentations, and so that the skills now begun do not fall into disuse, it easily could become club policy for boys to routinely give presentations on ideas and concepts, activities, proposed activities, and skills that they have learned.

As a note to parents, the home is an ideal place for a young man to begin to learn to speak in front of others. He faces less inhibitions in a family environment than elsewhere.

Sign Language (C&K)

Children love learning the valuable skill of sign language, and it is an excellent skill for them to possess. With knowledge of sign, children can communicate more effectively with those having hearing impairment. Becoming competent in this skill will perhaps permit the children to work in a local deaf ministry. This is one of those skills that the whole family can learn at the same time and have quite an enjoyable time learning it together. The members can practice with each other until proficiency is reached. It also is easy enough for groups to learn.



Small Engine Repair (C)

We have had many requests to add this type of skill to the program. When our boys were quite young, seven and eight, we provided them with an engine recently removed from an automobile. Their assignment? Take it apart piece by piece. Each evening they would take a little more off of it, asking all sorts of questions. Of course, they became quite dirty in the process, but thoroughly enjoyed themselves. They became familiar with many different tools in the process, and learned a little about mechanics too. Learning about engines and developing mechanical abilities will help to make a young man more competent around machines, and gives him a greater understanding of technologies. Developing such abilities produces lifelong skills that are well worth having.

Storytelling (C&K)

Storytelling is a powerful medium through which to convey thoughts, ideas, and biblical truths. Jesus used storytelling to convey much information about the kingdom of God. Everyone can learn to tell stories well. It takes a bit of practice, but practice will yield the confidence to have this powerful skill available when needed. At home in the midst of a supportive family is the best place to start practicing. Stories can be from the Bible, about events in one's own life, or from something one has read. When a young person is comfortable telling stories at home, he/she will be ready to begin telling stories for others. Perhaps opportunities will be given in Sunday School or Vacation Bible School as well as at Keepers and Contenders club meetings.

Teaching (C&K)



“And the things that thou hast heard of me among many witnesses, the same commit thou to faithful men, who shall be able to teach others also,”
—2 Timothy 2:2-3. At some point in our children's spiritual growth, they should mature in such a manner that they can share (teach) with others Bible principles and especially God's wonderful plan of salvation. Home and

church are good places where they can begin to learn how to teach and share with others. Bible stories could be told to those younger than them. A backyard Bible club might provide children with the opportunity to share the Gospel with neighbor children. Practicing the teaching of others with Dad or Mom could help the children feel more comfortable about teaching, and the parents, with all their experience, can explain why it may be better to phrase things one way over another. Provide your children with opportunities to develop competency in this very important area, for God uses those who are prepared and ready. It is part of our job to prepare our children for God's use.

Tools (C)

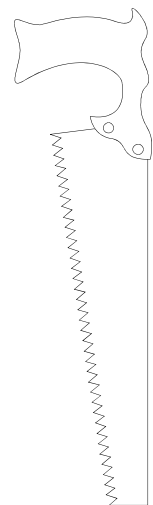
Tools comprise an area that interest most boys. The concepts and uses of tools are also quite easy to teach for most adult men. Boys are actually hungry to learn the principles involved in properly using tools. They feel that they have attained a "piece of manhood" when they understand and use a tool as a real craftsman would.

The following paragraphs are excerpts from articles written for the purpose of teaching boys about tools.

Basic Cutting Tools

Often it is quite enjoyable and beneficial to teach young boys some basics about tools before one ever attempts to do any particular craft or project with them. It might be surprising how many basic concepts, that we as adults take for granted, are simply not understood by a youngster. You may want to do a little survey among the boys in your group. How many know that a saw, rasp, or file cuts in only one direction, or in which direction does one turn a screw to tighten it, or to tap very lightly to set a nail in case one misses?

We will cover a few thoughts on sawing and nailing since working with wood is quite popular among boys. It can be amazing how much constructive, enjoyable, and creative time a boy can spend with a hammer, saw, nails, and a few old boards when he knows just a little about how to use these four items together. Maybe you can remember from your boyhood days how satisfying even the crudest of accomplishments was when it was your own. One day my dad taught me to use a hand saw, and afterward, I spent many a happy hour cutting scraps into all sorts of shapes.



Regarding hand saws, start with the very basics:

- ✓ Explain how the saw cuts only on the forward stroke.
- ✓ Explain how to let the saw glide through the wood, and that additional force only tends to bind the saw.
- ✓ Explain the saw kerf and why it is necessary to cut along one side of the line as marked.
- ✓ Explain that the kerf should always be on the cutoff side of the line, and that this should always be checked first, otherwise the piece will not be the correct size.
- ✓ Explain how to properly support the work piece.
- ✓ Explain how to properly hold the work piece.
- ✓ Explain how it is easier and safer to support and hold the cutoff if it is larger than the piece being saved, but be sure to position the kerf properly.
- ✓ Explain how to properly start the cut using one's thumb to guide the blade without being cut

by the saw.

- ✓ Explain that the hand need not, and should not, be so close to the blade once the cut is started.
- ✓ Explain how and why the cutoff, if it is large, should be supported.
- ✓ Explain how to determine the fineness or coarseness of the blade by the number of teeth.
- ✓ Explain the difference between crosscutting and ripping, and that coarser blades are used for ripping while finer ones are used for crosscutting.

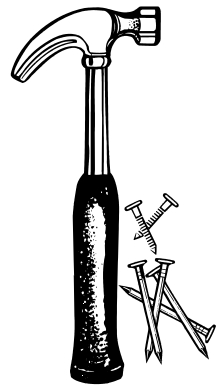
While teaching on cutting tools, it would be nice to demonstrate a rasp and a file, and how some of these principles apply to them also. Some of the boys can be trying their hand at filing or rasping while an adult is supervising a boy practicing sawing techniques.

This is an ideal time to cover the use of a measuring tape and a square, since both are generally involved in such activities. It might be necessary to have an entire learning time devoted to teaching fractions and measuring before going on to saws. This would depend primarily on the age group with which you are working. It is best to make sure each boy understands foundational concepts before proceeding. In reality, getting everyone to the point of cutting a correctly-sized, square piece of lumber will definitely take several sessions. Be sure to give each boy the opportunity to show that he can complete such a process on his own.

Hammers and Nails

If your group now understands the purpose and proper use of measuring, squaring, and cutting tools, then it might be an excellent time to teach them something about fasteners and fastening tools.

Of course, the most common fastening tool is the hammer. In teaching beginners, it is best to cover basic hammers and nailing techniques first. The claw hammer, of course, is best used for this purpose. On the order of safety, we might first demonstrate the proper way to start the nail, using **very light blows** with the hammer, while holding the nail upright with the other hand. Once the nail is sufficiently started, we can demonstrate the importance of removing one's other hand from the danger zone. For the first practice session, we could start with fasteners that are relatively easy to drive, such as 6d or 8d nails in soft lumber like pine.



As the boys develop some familiarity with a hammer, they can learn about different sizes and types of nails. It would be good experience for them to practice the different methods involved with using such fasteners. For instance, when able to drive framing nails, they could be taught how to toe nail. For lumber susceptible to splitting, they could be taught to turn the nail over and blunt the point. This tends to shear the wood fibers as the nail penetrates rather than just driving a wedge between the fibers as it goes through them. The boys could also be taught to drive a finish nail almost home, and then to set it properly with a nail set. They can be taught how different sizes of nail sets are used for different sizes of nails. Obviously, there will always be the nail that bends while being driven, so we certainly cannot forget to explain the use of the claw opposite the hammer's face. We should teach how to properly clamp or support the work piece in order to pull a nail. Initially pulling the hammer sideways is a valuable method for difficult nails, or for smaller boys who have not developed a great deal of strength yet.

Most importantly, whenever driving or pulling nails, or engaging in any activity that can generate projectiles of any sort, be sure that everyone present is wearing safety glasses. Inexpensive

safety glasses can be obtained for several dollars a pair, and are simply a must for doing any type of serious craft. I have seen many a nail get jerked out of a board and fly a good distance as a result. I have also, on numerous occasions, seen poorly started nails receive a glancing blow from the hammer, and fly across a room and bounce off a wall. I cannot stress the importance of eye protection enough. No one wants to be teaching a group of young boys and have an injury occur.

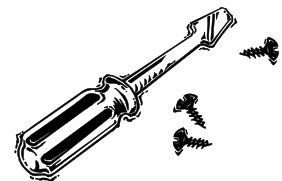
An ideal topic to be discussed by the instructor during craft time would be the importance of eye protection for all operations involving tools. A discussion of different possibilities that could cause injury, with some ideas coming from the boys, could help them see the need.

We should always stress proper technique and accuracy in everything that we teach. Ecclesiastes 9:10 says, *“Whatsoever thy hand findeth to do, do it with thy might . . .”* This should be true for every nail we ever drive. We will genuinely help each boy to whom we can impart this principle. If the boys learn to do things properly and accurately, they will be able to accomplish much more than they will by just learning procedures.

Screwdrivers and Screws

After talking about fastening with nails, it is only fitting that, as we cover tools, we cover screws and some of the tools used to drive them. Here again, it is quite surprising how interesting this can be to young boys. Theirs is a world of crude, simple projects fastened sometimes only in their imaginations for lack of knowledge or expertise. Boys need to be allowed, or even encouraged, to pursue such creative bents. This generation will rue the inordinate amount of time its youngsters spend staring into the “virtual” world of the TV screen or computer monitor. The computer is a wonderful tool, and it should be mastered, but it is just that—a tool. Multimedia will never replace, nor even compete with, reality—never. Even on the computer, when one needs to remove the cover and add a board or a drive, it requires a real-life screwdriver.

As an adult, I spend a tremendous amount of time at a computer and consider it an invaluable tool, but for boys it cannot replace what a tree house, a rope, boards and nails, or several types of balls can achieve. It is as necessary to have these “learning tools” around the house as it is to have a computer. Even for learning, a computer is only a tool or an aid. Interactive learning on a computer is no equivalent to interactive learning from an adult. The computer cannot offer love and encouragement. The computer cannot sense individual needs. We are social beings and have social needs. That is why the largest single use of “online” computer time is not information retrieval or study—it is “chatting.”



So, what about those different screwdrivers? Most young boys are familiar with the standard screwdriver, although it would be informative to demonstrate the various different sizes and lengths available. It would be great to have some screws around to drive that the boys might experience how much easier it is to drive a screw with the proper tool, especially after trying with a screwdriver having the wrong tip, as boys are wont to do because they often do not know any better.

Another source of much confusion for beginners is the difference between a Phillips screw and a prince or reed screw. The Phillips screwdriver has a blunter point than that of a reed or prince screwdriver. The Phillips is becoming the much more common of the two, but, since both types are still around, knowing the difference is helpful, especially since there are three common sizes of each. Again, allowing the boys to feel for themselves the proper fit and an improper fit between the screwdriver and screw would help. They will suddenly understand why those

“Phillips” screwdrivers never seem to fit the screws. The bewildering world of screwdrivers will then make some sense.

It would also help to demonstrate the use of flat head versus raised head screws like round head or pan head screws. It would not take too much more time to demonstrate the differences and uses of sheet metal screws versus wood screws.

Of course, drills and drilling can ideally be introduced in any demonstration involving screws. The boys should understand why pilot holes need to be smaller than the thread diameter and clearance holes need to be larger than the thread diameter. Again, there is no substitute for “hands on” experience in this area.

Some small projects employing soft lumber like pine, used in conjunction with drywall screws, could be done without the need for any drilling, and still employ screws. Please understand, we are not trying to make carpenters rather than physicists. These are simple household skills that no man should be without.

On a more personal note, many parents give gifts for birthdays. Instead of giving toys for entertainment, why not give a gift that will last a lifetime, the gift of a useful item, such as a tool. Our boys were quite young when they received their first hammers and screwdrivers. They were not much older when they received their own sets of wrenches. They really thought they were little men with their own tools to use. And, you know, they were just that, little men.

Wrenches and Pliers

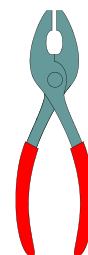
As we wrap up the series on tools, we will explore wrenches and pliers, and some related fasteners. After going through this series on tools, your boys should have enough expertise to easily fulfill all the requirements of the Tools skill, and have a healthy springboard to begin to expand their skills on their own.

In a discussion of wrenches, we may as well start with those used to manipulate screws and bolts, since they are some of the most popular. These would include the box end wrench, open end wrench, socket and ratchet wrench, and the Allen wrench. You could also include variations such as the combination wrench, the offset box end wrench, the tubing wrench, the torx wrench, the torque wrench, and enhancements like socket extensions and universal joints.

Notice, we did not include the adjustable wrench. The intent of the adjustable wrench is not to be a “one fits all” substitute for the proper tool. The adjustable wrench has been appropriately nicknamed the “knuckle buster.” This is because this wrench contacts only two sides of a normally six-sided bolt head. Because of its adjustable nature, its non-rigid frame will, under a reasonable amount of force, slip off those two sides, often causing injury to the user. This is why the use of an adjustable wrench should be limited to square or large irregular applications with two parallel sides.

It would be a good idea, at this point, to teach the results of taking the easy road in the land of proper tools. It is easier to say, “I will try an adjustable wrench to loosen this bolt because I do not have a proper box end wrench or socket to remove it.” (For very tight bolts, the box wrench or socket wrench is the proper tool. Even the rigid jaws on an open end wrench will spread with force applied.) However, once the adjustable wrench has failed to do what it was not designed to do, it has removed several corners from the head of the bolt. The bolt was once easily removable with the proper tool, but what tool will we use now?

While we are on the subject of “knuckle busting,” we should stress that whenever attempting



to remove a bolt or fastener that is very tight, care must be taken to avoid injury. In most cases the fastener in question will “break loose” suddenly and without warning. Care should be exercised to position one’s hand so that, when this happens, it will likely not contact any sharp, protruding objects. One should also *never* apply extreme force to the wrench with one’s hand closed around the wrench. This allows the breakaway action to trap the unprotected fingers between the tool and the next object contacted. The proper approach is to push with an open hand. This way, at least the wrench and the callouses on the soft palm, offers some protection from the blow. Accidents of this type can cause serious lacerations, up to and including the loss of a finger. We certainly want to teach our boys to work safely.

Caution should also be taken never to work on a piece of equipment while it is running or “plugged in.”

While working with screws and bolts, it would be a good idea to take time to explain that a bolt is identified by its body size and threads per inch, rather than the size of the head. One could also illustrate with a measuring tape and a wrench the correlation between the wrench size and the bolt size. A basic understanding of this relationship could help avoid confusion when the time comes to buy or replace a bolt.

It would also be useful to explain and demonstrate the use of a pipe wrench, noting how it only works in one direction.

Next, we come to pliers. The most important thing to note with pliers is, again, to use the proper tool for the job. Pliers are designed for holding, bending, or manipulating irregularly-shaped objects without any corners and flats designed for a wrench. To use a pair of pliers to remove or install a bolt or fitting that is designed to fit a wrench usually means to ruin it so that the wrench can never be used on it again.

It should be explained that certain pliers, such as arc joint pliers are far more effective when used in one direction than when they are used in the other, and should always be used accordingly.

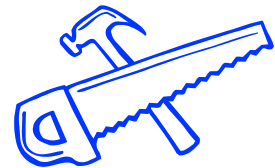
Typing (C&K)



In this day and age of information and computers, typing is nearly a necessity for anyone handling information of any sort. Instead of just plucking away at the keyboard one finger at a time, a typing course, with practice, will give anyone the expertise he/she needs to get the job done quickly and efficiently. As time goes on, this skill becomes more and more important. Why not equip your children with this skill?

Woodworking (C)

Working with wood is such a useful skill to give young men. Woodworking is a craft that can be useful throughout a lifetime. It also requires thinking, planning, and hard work before a boy can begin to see the fruits of his labor. Perhaps there is a skilled carpenter in your group who could spend several weeks teaching the boys basic carpentry skills. Boys love to saw boards, hammer nails, and build! The boys are learning from men who love God, men who can hammer a nail as well as teach a Sunday School class. There is no difference between the secular and the sacred. Jesus, Himself, was a carpenter.



Music Arts

Music has an incredible influence upon people, and it is an integral part of our culture. It is important in our personal lives, and always has been throughout history. Some say that there are over 500 references to music in the Word of God. Thus, we can draw the safe conclusion that music must be important to God too. The skills in the handbooks are designed to increase a child's awareness of music and provide ample opportunity to "make a joyful noise" unto the Lord!



Band (C&K)

After becoming proficient with an instrument, it is another whole learning experience to play well with others. If you have a large family, the members could learn to play together and form their own small band. A club could have its own little band to play at the end of year awards banquet, or play at a nursing home, or at church, or at a homeschool event. Playing instruments together can become a very enjoyable lifelong experience.

Choral Music (C&K)

Learning to sing in a group is a wonderful thing to do. Families can sing together, and clubs could form their own choirs. There are always opportunities to sing to bless others such as those in nursing homes, hospitals, family gatherings, and more.

Hymns (C&K)

There are those who say hymns are old-fashioned and out-dated, but our Lord Jesus Christ sang a hymn in the upper room at the last supper. And we are admonished in Scripture to walk in His steps and to live as He lived. Singing hymns has always been a solid part of the believer's life and should continue to be so today. Families can work on hymns together; clubs can work on hymns together too. We all can sing hymns to encourage and bless each other. It is awfully difficult to be grumpy, whiney, and sad or have a complaining spirit or be full of self-pity when one is singing hymns. Make it a habit to sing hymns at family devotions, at club meetings, or have a "sing" with friends!

Musical Instruments (C&K)

This is a comprehensive list of musical awards available.

Singing (C&K)

Singing is a very easy skill to learn. The goal here is simply to get the young person interested in singing. It is not yet required to perform vocally for this skill. There is no pressure to sing in public, so there should be no fear to begin to learn. God tells us in His Word to sing, so the sooner we learn how, the better.

Artistic Skills

There are many who would say, “Why bother with artistic skills? We want our children to learn the practical things of life.” We would counter that some of the following skills are foundational skills for many of the practical things of life. Someone has to think it, plan it, draw it, make it, shape it, and/or paint it to produce the many items we use each day.

Ceramics (K)

Ceramics is a liquid clay which is poured into a mold and allowed to harden. When the mold is removed, the clay continues to dry. It is fired (heated) and can then be painted, glazed, and refired for a hard finish. Dishes, flower pots, and decorative vases are just a few of the items that can be made with ceramics. This is another great project for mothers and daughters to do together. A field trip to a ceramic shop would be educational as well as enjoyable.



If you are unfamiliar with ceramics, perhaps the local ceramic shop offers introductory lessons for beginners. If not, maybe a friend can help.

Always select a very simple project with few colors to keep the cost of paints down and to help ensure success. Have several extra ceramic pieces on hand to allow for breakage.

Clay Sculpting (C&K)

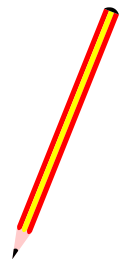
Unless the leader is already familiar with it, Clay Sculpting will require some preparation and learning before teaching. It is not really difficult, but one needs to be familiar with the tools, media, and how something is done before teaching it. Clay Sculpting is not a simple process. It requires supervision and some one-on-one instruction, so it is best done in a small group. However, young people do enjoy creating their own designs from scratch!

Diorama (C&K)

Diorama is best done individually as a project by a young person. It would be advantageous that there could be some adult available to offer help or instruction when needed. It is a good home project, but difficult to do in a group unless the instructor collects all the necessary materials, and all the young people make the same project. Diorama goes well with studying history and science, and makes for a good hands-on project as a supplement to these studies.

Drawing (C&K)

Why drawing? Are there not more profitable things for children to do than learn to draw? Well, that depends on the reason for drawing. If drawing and coloring are used for a time filler to keep a child busy, then, yes, drawing is a poor use of time. If, however, drawing is being used to develop thinking skills, it is very worthwhile. Thinking skills? How do drawing and thinking go together? Well, you cannot draw without some deep thinking taking place. That is why most of us do not like to draw. You can scribble and doodle without thinking, but you cannot draw without thinking.



Drawing requires a keen observance of the item to be drawn. It also requires understanding

of the mechanics of an object. It requires a step by step plan: How will the item observed be transferred to the paper? If the drawing is a concept which fills a need such as a bridge to be built, the item must be first designed in the mind, and then transferred to paper for others to follow. Certainly, engineers and architects are excellent at drawing. Even drawing a model railroad plan to see if it will fit on a specified board size is preferable to just laying out the track and waiting to see what happens. Men who build furniture usually draw a pattern. Of course, seamstresses also use patterns.

Drawing a landscape gives a perspective of the world in which we live. Drawing a single item such as a bird or animal requires a great deal of focused study on the subject to be drawn. One cannot help but be in awe of our great Creator, Who has so meticulously designed every detail, seen and unseen, of His creation. Certainly, we appreciate illustrators who, with a picture, can add a visual to the words of a children's story. On the lighter side, who does not enjoy a good political cartoon?

Drawing teaches size, shape, dimension, and relationships. It is very profitable and pleasurable to draw. Most adults will place themselves into one of two categories—those who can draw and those who cannot draw. However, there should not be those who cannot draw. Drawing is not a talent. Drawing is a skill to be learned. Those who cannot draw simply have not learned to draw. Now, this is a generation in which people want immediate results, especially children. They want to start a project and be finished in thirty minutes. They don't want to think. Television has stripped them of their thinking ability, and they want live action. Drawing takes quiet and time. Children who scribble and say, "I'm finished!" have not accomplished anything. Drawing, when one is first learning, can be a painstaking process but very worth the effort. Encourage. Encourage. Encourage. Drawing is a nice hobby that helps to develop a number of skills. It can fill the spare hours of a child's time with productivity. Drawing can be done anywhere and is inexpensive. Are you now convinced to teach your young people to draw? Following are some helpful ideas on teaching children to draw.

1. Be very positive and encouraging. Some children will be quicker to pick up skills than others. That does not mean that a slower child cannot draw just as well. It only means that a little more time is required.
2. Review the information in the handbook about the types of pencils and their hardness. Have several samples and allow the children to draw lines with the differing leads.
3. Demonstrate the three different positions for holding a pencil in order to achieve different effects. Any good drawing book will have this information.
4. If possible, show how a bridge (1 inch wide piece of wood with small blocks glued to each end) or a wooden dowel is useful in keeping the paper clean while drawing.
5. Explain what a fixative is, and have one available for finished drawings.
6. Be very specific when giving instructions. Do not say, "Draw a line here. Do this. Add this circle. Everybody got it?" Do say, "Draw a vertical line (vertical means from top to bottom) from the top of the page on the left side of the page to the middle of the page. Make this line nice and straight." Wait until everyone has drawn their line and check to make sure each child has done this first line correctly. Then, "Put your pencil at the top of the vertical line, and draw a line horizontally (that means across) to the middle of the page." Again, wait until everyone has drawn their line, and check to make sure each child has done this second line correctly. Then, "Place your pencil at the intersection of these two lines (intersection is

where the two lines are connecting in the upper left corner), and draw a circle about the size of a dime in the intersection.” Again, wait and check. This is how you will proceed with the entire drawing project. This way every child will be learning to follow precise directions, and every child’s drawing, when completed, will be a success. A step-by-step demonstration on a chalkboard would be helpful.

7. If a child has made an error, do not scold or embarrass him. Help him to correct the problem, and help him to make it look as it should.
8. If a child says, “I want a wavy line instead of straight.” *Do not* let him have his way. You are the teacher. He is the student. He can draw whatever way he wants on his own time, but he should follow your directions during drawing time.
9. If the child’s paper is sloppy and smudgy, try to determine why. Is he pressing down with his pencil too hard? Is he laying his hands across the paper? Teach him how to keep his paper neat and clean. Teach him how to properly use an eraser.
10. The skill requires two pictures to be drawn: a picture showing perspective and a picture contrasting light and dark. One could easily spend four sessions on this skill. In the first session, teach about the different types of pencils available, demonstrate different techniques, and draw some simple objects. The second session would continue by drawing a house or railroad tracks and explaining how to achieve simple perspective. The third session—a picture illustrating perspective could be drawn to qualify for earning the Drawing award. In the fourth session, light and dark could be explained, and a simple picture focusing on this concept could be the project for the session.
11. Throughout the year an occasional meeting could be devoted to a new aspect of drawing, and, thereby, the child’s skill could continue to improve.
12. Encourage the children to find something in the Bible, such as a mustard plant, an ear of corn, or for the ambitious, Solomon’s Temple, and draw a picture of it. Have them write the corresponding parable or story to illustrate their picture. Drawing is a great learning tool.

Oil Painting (C&K)

Few people ever attempt oil painting believing it is only for the gifted. Not so! In Keepers of the Faith groups, we have taught hundreds of children to do simple oil paintings, and each one has turned out well! There was not one failure. Oil painting is just another skill to be learned. It is truly enjoyable and can provide a child with many hours of quiet work.

There are many how-to books on the market, and the local library, as always, is a good source of educational videos. A parent might want to preview the videos to be on the safe side in case there should be any immodesty. A local craft store might give painting lessons, or a local artist might give classes to your group. A child’s painting should be fairly easy, such as a landscape scene. Painting takes a couple of hours at each sitting, with at least six hours needed for a child to complete a simple painting.



Pottery (C&K)

Pottery is best done by older members, and is usually done in a home by someone who has the material and equipment. You may be able to find someone locally who is willing to give a demonstration to the group, or even offer to do a small project with a small group.



Tole Painting (K)

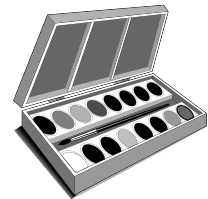


Tole painting is incredibly easy and one of my favorite things to do. Tole painting is considered to be decorative painting on metal and wood items. Furniture, plaques, keepsake boxes, and many other items, too numerous to mention, can be decorated with paint.

Tole painting is simpler than oil painting or watercolors because a pattern is used. The pattern is traced onto a wooden item, and the painting is usually done with acrylic paints. It is similar to coloring with crayons in a coloring book, except you have transferred the picture to wood and are using paints. It is as simple as that. It would be wonderful for a mom to take a few lessons at a local craft store to learn technique, and then teach the other moms and all the girls. This is a great craft. Little girls will enjoy it, and teen girls will love it also.

Watercolors (C&K)

Watercolor painting can be equally enjoyed by small children and older teens alike. A painting done in watercolors usually has a light and airy appearance. A painting can be done freehand or with a traced pattern. The same acrylic paints used for tole painting can be used to watercolor. The paints only need to be thinned with water.



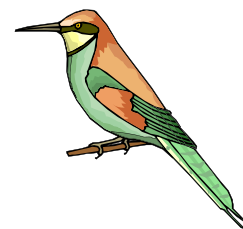
If working with little ones, spend time to teach them the basic colors and how to blend those colors to make new colors. A simple landscape showing perspective, such as railroad tracks or a fence fading into the distance will teach them quite a lot. One can also show how light shining on an object makes one side brighter than the other. There is plenty to teach, and children usually love to learn how to watercolor!

Nature Studies

The study of nature increases our awareness of our surroundings and increases our appreciation for our God Who created nature. Yes, He created it; no evolution in the minute details of life. This is an opportunity to help young people realize how the miraculous intricacies of this earth's creatures required the hand of a Creator. It is also an opportunity to expose the many lies, half-truths, and misapplied data that are used in teaching the religion of evolution.

Birds (C&K)

Our society is such a busy society. We all lead busy lives, and the lives of our children are busy. Busy, busy, busy—perhaps we are all too busy, too busy to enjoy the world, which God has given us. Nature is beautiful and peaceful. Our souls are often restored after a walk through a still forest, or pausing for a few moments to enjoy the peace of a sunset. It is important to teach our children to find their enjoyment in the simple things, the beautiful things that God has given to us. It is a shame that we often know more about electronic gadgets than the handiwork of God. The Birds skill may seem unimportant, but it really is very important. It causes us to set a time to focus on just one of God's creations, the bird.

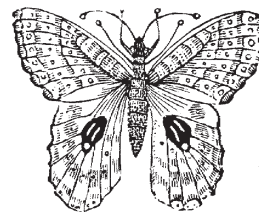


Spring and summer are a great time to learn about birds. With a little parental planning and assistance, most children will really enjoy this experience. Following are some helpful suggestions.

1. Read over the requirements in the handbook with the children. Have on hand some books on birds. Make sure each child will be able to read a book sometime during the next four weeks. If you are working with young ones, coloring books about birds are a great idea.
2. Either use the Companion Notebook or purchase folders for the children and help them find sources of pictures that they can put into their folders as well as notes and facts about the birds. An encyclopedia will usually be a very good source for this type of information. The information gathering should take the children two to three weeks to complete.
3. The leader can have pictures of birds as flash cards and quiz the children on the names of the birds, their habits, their geographic location, and other interesting tidbits of information.
4. A group project might consist of constructing a bird bath, feeder, or house. Different types of birds require different types of houses. The houses can be decorated or painted. If you have older boys doing woodworking, they might build the houses for the younger children, and the children could paint them.
5. A field trip to a natural history museum, a zoo, a wildlife center, or just a trip to the forest preserve would give the children an opportunity to do some bird watching. Teaching them to use binoculars would also be educational and enjoyable.
6. Have a Bible search for birds in the Bible, and have the children write down the Bible stories that go with them. Allow a week or two for the children to search. While on your field trip, when seated around a campfire or picnic table, have the children share the Bible stories about birds. In order not to have duplicate stories, assign specific books of the Bible to certain children to search for the birds and stories.

Butterflies (C&K)

Butterflies are another of God's wondrous little creatures. Why not take time some summer to really study and learn all about them? Purchase a butterfly identification book. Read about various butterflies. Learn how to attract them, what are the best times of day to spot them, what are their eating habits, etc. Involve the whole family in spotting, identifying, and studying the various butterflies. Have each child keep a notebook recording his/her butterfly adventures, and what was learned about them. If possible, take pictures to put in the notebook. The Keepers and Contenders Companion Notebooks have a special place to record this type of information.



A group could study butterflies, and, after the study, take a field trip to several places, such as a field, forest, or nature center, and see how many butterflies can be spotted and identified.

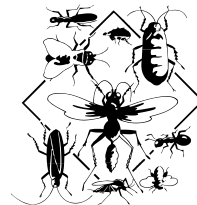
Of course, as part of the study, the children will discover that butterflies begin life as caterpillars. Hence, spiritual applications abound! Have the children give some thought to the idea, and study the Bible to locate verses that speak of the changes in people as they become new creatures in Christ.

Flowers (K)

Learning about flowers is very profitable and educational. We tend to think that some ladies just have a "green thumb" because their gardens and plants seem to always flourish. We might be surprised how green our own thumbs might become if we take a little time to learn a few of the basics. The library is a rich source of books on flowers and flower gardening. Perhaps you know of a friend or neighbor who has a beautiful flower garden. Most folks who love gardening are usually friendly and glad to share helpful information with beginners. This, again, is another lifelong hobby you can share with your daughters. The more things you love and share together, the stronger the bonds between you will become.

Insects (C&K)

Most of us will never travel to the wilds of Africa to view some of God's larger species of the animal world, but we can all view His tiny creatures by looking at our immediate environment. Insects abound in every locality. Instead of considering insects as nuisances, take a few months to study your immediate habitat to learn about some of the many kinds of insects that live there. At the same time, you can study God's Word to find out just what insects are mentioned in the Bible. God surely thought that they were important if He took time to include them in His Word! However, He did not just mention them. He had lessons for us to learn from observing some of them.



Nature Study Topics (C&K)

Nature Study Topics is simply an adjunct to the Nature Studies Categories that offers the opportunity to study less common divisions of wildlife than those contained in the main Nature Studies categories. Some young people prefer to research some of those animals less studied.

Plants (C)

Wherever we live there is absolutely no end to the list of interesting details borne and exhibited by the plant life around us. The world of herbs, from which much of our medicinal knowledge came, is known to most of us more readily as the world of weeds. How informative it is to learn about plant life beyond just vegetables. Every garden should have some space allotted to some specialty items such as herbs and seasonings.

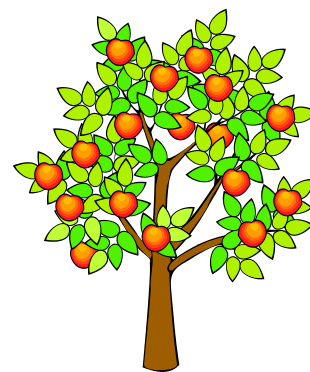
It would be a great help if an experienced gardener (even better, an experienced organic gardener) could teach the children a few lessons on the care and nurturing of plant life. The children should be able to identify the different plants. This will require some research, but the research will surely prove informative for the entire family or group.

Rocks & Minerals (C)

What can be exciting about rocks and minerals? Much! Anything relating to God's creation is always interesting. The more we know, the more we realize how little we know. This is an excellent pastime for an individual, or it can be a great family project. Remember to include a Bible study on all the rocks and precious stones included in God's Word.

Trees (C&K)

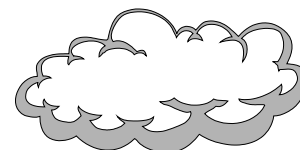
Trees are universally enjoyed by everyone. They provide such a beautiful backdrop for our lives. It is a shame that many of us know so little about trees. We, as parents, often miss the importance of general knowledge, like the knowledge of trees and plants, especially those of us who, for whatever reason, missed the opportunity to learn such things during our learning years. By learning years, I mean those years when we really had nothing important to do besides learn everything we could about everything we could. We often rationalize that we "didn't do so bad," or we "got by." We "got by" means we went past without even knowing what we missed. We are unable to appreciate things like trees as we ought because we know nothing about them. Now are the learning years of our children. Will they be full or empty?



When learning about trees, be sure the children really learn the types of trees and can name them on sight. This is knowledge that should be retained. Once this knowledge becomes part of our children, they will probably have it for life because when they see a tree of a type that they have studied, they will recognize it. A field trip to a local forest preserve, where the children can enjoy the day and put their new knowledge to use, would be a great activity.

Weather (C)

"Who can number the clouds in wisdom? Or who can stay the bottles of heaven," —Job 38:37. Weather has fascinated mankind since the beginning of time. Weather is also very important to mankind. Farming, shipping, traveling, and even certain recreational activities are dependent on weather. Studying weather increases our appreciation for our great heavenly Creator. There are many Bible verses which relate to weather. Why not study the Bible regarding weather while studying weather?



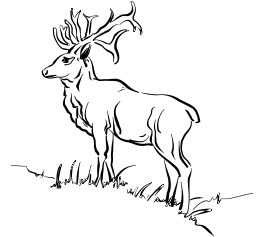
Wildflowers (K)

This is a perfect skill for summer and fall. God has blessed our world with an abundant variety of wildflowers. Taking walks with your children and teaching them to notice and admire the beauty of God's wildflowers will provide you with special bonding times that will be remembered for years to come. Take along a reference and learn the names together. Fill your vases with flower arrangements. This is also a great skill to go along with the flower pressing skill. There are so many wonderful things girls can do that they should never have a dull moment!

Wildlife (C)

Wildlife should be interesting to everyone. Animals—their world, their habitat, their survival instincts, and their behavior patterns—show us God's unbelievable attention to detail and His unsearchable creativity. At every opportunity, we should point out to our children how great our God is. If God took such care with the animals, how much greater care He takes with us!

The children will have some reading and research to do to earn this award. A leader could assign specific animals to each child. A study on the animals mentioned in the Bible might be a good idea. When the research is complete, the children could share their information. As an incentive to earning the award, if all the children meet the requirements, a trip to a zoo or a wildlife center would complement the learning process.



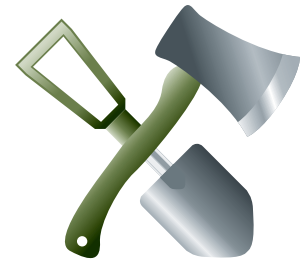
Outdoor Skills

When planning to work in the Outdoor Skills section, you will find it quite easy to combine several skills such as a combination of Camping and Campfire Cooking. Any of the skills or activities in this section can be achieved on a family outing or a group outing. They also make perfect activities for church groups or homeschool groups to work on together. There is an Outdoorsman Skill. It is a special award for becoming proficient in several skills in the great out-of-doors. You might want to keep this in mind as you plan for your out-of-door activities.

Outdoorsman (C)

Excerpted from the Contenders Handbook.

Outdoorsman is an award that is given when a Contender demonstrates a mastery of a number of related skills. As the name Outdoorsman implies, these are all skills related to the out-of-doors. Earning this award signifies that a young man has attained a relatively solid proficiency in reliably and safely accomplishing and enjoying outdoor activities. These activities require special knowledge because they occur where one must substitute knowledge and ability for comforts and conveniences.



Things to Learn

1. Select from the following categories an outdoor skill to accomplish. You can work on more than one skill at a time. Each skill has its own award, and an Outdoorsman award is given after the completion of any five of the skills listed below.

☐ **Outdoorsman**

- ☐ Campfire Cooking
- ☐ Camping
- ☐ Canoeing
- ☐ Fishing
- ☐ GPS Navigation
- ☐ Hiking

- ☐ Hunting
- ☐ Kayaking
- ☐ Orienteering
- ☐ Outdoor Life
- ☐ Tracking

Campfire Cooking (C)



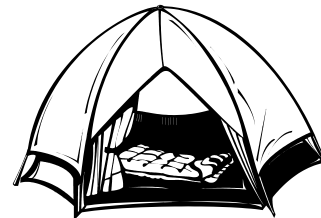
Camping and Campfire cooking are skills that lend themselves well to being learned together. The three types of fires used for Campfire Cooking are learned for the skill of Camping. Both skills require considerable equipment, but Campfire Cooking requires special utensils and protective gear. It also requires close supervision while the actual cooking is being done. This skill requires someplace to make a fire; however, it need not always be a camp out.

A cooking fire can be built and cooked on at a picnic site or even in a backyard.

Camping (C&K)

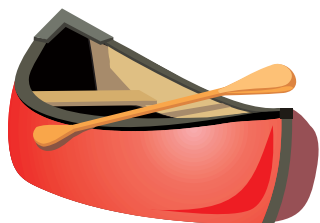
Camping is a skill which can be enjoyed throughout a lifetime. Because camping is a quality activity that families can do together, it is beneficial to begin including children in all the various aspects of camping. Do not just take your children camping—leaving all the work to Dad and Mom—and only allow the children to play. Instead, involve the children in the entire process from beginning to end. All good and worthwhile activities take work, but “many hands lighten the load.” And, so it is with camping. Participation in the process enriches the experience. Be sure to give each one a particular responsibility of his/her own. Each will learn to enjoy becoming an integral and needed part of the team effort.

Enlist the children to help select the camping site. Are there any other interesting places to visit near the camping grounds? What camping supplies will be needed? How should they be packed? What kind of food supply will be sufficient for the length of time you will be camping? What if it rains? How will your time then be occupied? Learn about fire safety and how to build a fire.



Can you begin to get the picture? A family that plans together, works together, and has a good time together will be strengthening family ties. Oh, yes. Don't forget the hymnals. The family can sing quietly around the campfire and enjoy a special time of sharing. These are the experiences that warm the hearts of children and build lifetime memories.

Canoeing (C)



Canoeing may be learned from the instructions in the handbook; however, an experienced canoeist should verify that the strokes, mounts, etc. have been learned properly before the young man ventures out on his own. Perhaps there is a dad who is experienced and can work with a small group of boys to canoe. Perhaps it is possible to plan a day at a lake where some boys can go hiking while others are learning to swim or canoe, followed by an evening campfire with devotions. Taking the time to teach your boys these skills and spend quality time with them will help strengthen your relationship with them for a lifetime. I can only encourage you again and again to spend time, quality time, with your sons while you have them. These formative years will soon be over for them; make the time count!

Fishing (C)

Fishing is an ideal skill for a father and son to develop together during planned recreational times. However, in a group setting, we might consider that many young boys do not have fathers who know how to fish. Thus, fishing would also be a good skill to tackle as a group, so all the boys can experience fishing. A lecture from a fisherman explaining fishing equipment and safety while fishing would be a good idea.

A club could have a *How to Fish Outing* and invite all the dads and boys to attend. The experienced fishermen could share some of the intricacies of fishing with the inexperienced. It might be advisable to have extra fishing equipment on hand, as it would be unlikely that those new to the sport would have their own equipment. A cookout could follow with the men sharing what the Lord has done in their lives. Men sharing how



they love the Lord is something that can only be good for their sons to see. Fishing is enjoyable, but when seen as an opportunity to minister to both men and boys, it becomes very exciting. It also gives the men and boys a skill that they can enjoy for a lifetime!

GPS Navigation (C)



Some of the basics of GPS Navigation can be learned from a book by the students. Guidance by an experienced user will be necessary at some points. This is a rather technical skill, and certain aspects of it will doubtless require hands-on help on personal instruction. Also, it will take someone experienced to lay out some actual exercises for the students to demonstrate an actual grasp of the skill. This is an excellent group activity. A good devotional about the Bible being our GPS Navigational Tool through this world would draw some excellent correlations.

Hiking (C&K)

Hiking is a natural activity for young people. They love walking and running through fields, along trails, just about anywhere, anytime. Hiking provides children with the opportunity to learn how to read trail maps, tell directions from the sun, and use a compass. Of course, along the hike, especially in forest preserves, one can identify trees, spot birds, and view wildlife. Hiking is an enjoyable activity for the family or small group. Plan to do it often with your children, and try always to arrange for learning some particular skill or concept on each hike.



Hunting (C)

Hunting is one of those skills for which some research is handy, but most of this skill will be taught one-on-one by someone with hunting experience.

Kayaking (C)

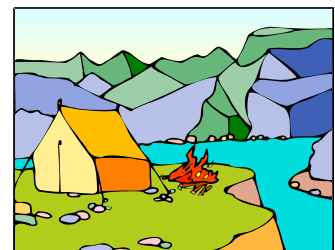
See Canoeing.

Orienteering (C)

Basic Orienteering is the art of reaching a destination guided by a compass. It can be much more involved, but we are dealing here with basic orienteering. However, someone experienced in orienteering will still be needed for instruction. That person will need to be able to lay out a test course for students to navigate.

Outdoor Life (C)

It is in the out-of-doors that we will find, and come to know, something of God's creation. We, parents, sometimes miss the boat when we think we must plan great vacations for our families in order to give them good memories. The truth is that what they will remember about their family is the time spent with it, not the places they have been, nor activities at those places. Why not use the Outdoor Life skill as a way to build quiet memories of the time spent with Dad in God's wonderful world?



There is probably no time better than summer to enjoy the outdoors. Nothing inspires more appreciation for the wilderness than a few meals cooked over an open fire, and a night spent sleeping on the ground. A hike in the woods, a little fishing, and building a campfire will not only give the boys skills, but will knit a special closeness between fathers and sons.

Outdoorsman (C)

Listed first in this section.

Tracking (C)

Tracking is great fun for boys, and it is quite an educational experience to learn how to track. Certainly, the survival of the early settlers in our country depended on their ability to track animals for food and clothing purposes. The hunters of our day use these same skills to track animals. Even scientists use tracking heavily to study wildlife.

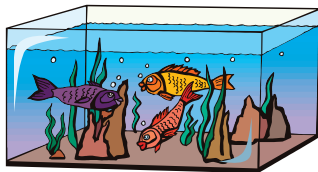
Tracking heightens the awareness of details, which is a good skill to develop in our sons. This is a good skill for small groups of boys. Perhaps on a hiking day or a camp out, the boys can learn about tracking. Obviously, it will require an experienced tracker to teach this skill, but this will be a tremendous opportunity to plan for them to learn about all sorts of safety issues in the wild, including how to mark their own trail so that they can find their way back.



Caring for Pets and Farm Animals

Caring for pets and other animals not only enables children to learn about animals up close, but also teaches the importance of caring for pets responsibly. Pets need daily care, daily food and water, exercise, and attention. No facet can be ignored without consequence. These skills provide an excellent vehicle for training diligence, and making it an integral part of life. They can be used to teach: a job done properly—every single day—according to any special needs of that day. Many practical and spiritual truths also can be learned from this category.

Aquarium (C&K)

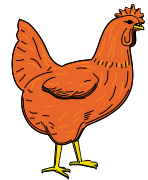


A young person will need an aquarium to learn this skill. It is not a difficult skill to learn, and it can provide hours of education and enjoyment. If someone without an aquarium really wishes to learn this skill, he/she might find someone who will loan his aquarium so that the necessary requirements can be performed. The aquarium does not have to be moved; the young person can visit the aquarium owner's home to fulfill the requirements. The actual aquarium-specific requirements are quite minimal.

A field trip to a large aquarium would also be very informative.

Farm Animals (C&K)

Farm Animals is a series of skills that are learned by caring for different farm animals. These skills can be learned by someone who lives on a farm or by visiting a friend's farm.



Horses (C&K)



Those living in the country are often already familiar with horses, but city folks, with just a little effort, can acquire the Horses skill too. Many years ago, as a reward for girls for finishing their projects, I (Susan) took them horseback riding at a stable. It was an experience that they will never forget! Learning about horses is something that nearly everyone can do, and it is great fun. You might even want to work in a Bible study on horses.

Pets (C&K)

The Pets skill is another simple yet enjoyable way to teach responsibility to children and build family memories. Which one of us doesn't have fond memories of our favorite pet from childhood? However, since we wish to make this award available to every child, owning and caring for one's *own* pet is not a requirement. The reason is that there are many children who cannot own a pet.



One family wrote in to share with us how much value they received from working on this one skill. It just goes to show that you can use the requirements as a springboard to so much more!

Once a week they set time aside to focus on the requirements for the Pets skill. For their

study of pets, they have read interesting articles and books about dogs, cats, hamsters, and birds. Working toward the Pets award has encouraged the children to decide on a pet, a hamster. They have been doing chores to earn money to purchase a cage, play tubes, water and dish containers, bedding, and purchased a cute teddy bear hamster with their own money. The children are now managing the feeding and cage-cleaning schedule very cheerfully.

They have had a few animal field trips. For example, the girls were invited to see six brand new puppies. Another exciting part of their Pets skill was that one of their customers (their parents own a business) walked in with a Seeing Eye dog. The girls had been reading a book from their church library called *Inky; the Seeing Eye Dog*. Because the girls were somewhat knowledgeable about Seeing Eye dogs, the customer immediately warmed up to them and answered their many questions. Also, they visited a friend from church who has ten parrots living in her house. The girls were allowed to handle a few of the parrots, learn about their interesting histories, personalities, and asked the friend many questions.

There are some ideas here worth notice for single families or groups. There can be a series of lessons on pets. Children can tell about their own pets. Field trips are a great idea.

Notice that the children did not complete the skill in a week or two. They worked to earn money, they are caring for pets, reading about them, and talking with others. You know, parenting is hard work, but it is enjoyable too!



Recreational Skills and Hobbies

Children have played games since the beginning of time. In our generation, the games have become highly organized and sometimes overemphasized. In times past, especially for boys, it was usually sufficient to kick a ball in a vacant lot, or get up a game of basketball at the park. It was fun, and it was exercise. It increased physical coordination, strengthened muscles, and developed motor skills. This generation, at times, employs sports differently. It often places poorly-trained children in highly competitive games. The children are then forced to try to measure up to the level of competition. When they cannot excel in a sport that they were forced to play competitively, they often think of themselves as inadequate. They also feel that others think of them as inadequate, and others often do, even their parents. These games become, rather than fun, a matter of survival among peers. The child who is not physically a star is often the brunt of hurtful remarks.

It is our job as parents to teach our children, not to pit them against competitors. When we think about sports, and other outdoor activities, we might consider that every young child wants to play well and to have a good time. That *should be* the primary purpose of recreational activities. It is a teaching time to help **EVERY** child develop adequate skills to play and enjoy themselves.

I would still much rather teach a group of children how to play ball than to take them to entertainment-oriented activities such as a trip to an amusement park. At the amusement park, the thrills are synthetic and nothing is learned. Yet, if care is not taken to stress learning over competition, sports are no better than the amusement park, because, if handled improperly, they can damage a young person's spirit.

Each year pick out one or two activities to teach your children. Parents need to be involved. Recreational activities are a great way for adults and young people to do something together.

If you are not skilled in a particular activity, find an adult who is. Have the adult teach you before you teach the children. If teams must be chosen, have the adults choose the teams. Do not let the children. This will eliminate a popularity contest and ensure that the teams are evenly skilled. Allow for no criticism of players or making fun of anyone; but, rather, teach the children to be encouragers of each other. Begin in prayer and end in prayer.

How to Teach These Skills to Children

Whatever game is chosen, rules, scoring, and playing skills need to be taught in a plain and simple manner. Again, do not emphasize competition or winning. The importance of these activities, especially at younger ages, is to develop physical abilities, confidence, and the principles of teamwork. Especially in the beginning, individual skills should be stressed. No team is any better than its components or individuals. Remember that individual skills are best taught with one-on-one coaching. Each member has his own peculiar areas needing improvement. For example in tennis: Is the child swinging too soon? Are the child's hands placed properly on the racket? Is his/her stance correct? If the children are going to improve, they need to know what mistakes they are making and learn how to play properly.

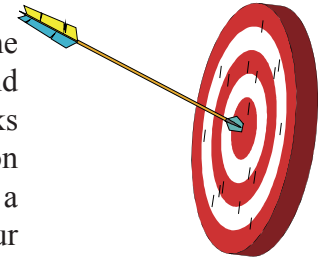
Never assume that your leaders or other adults with whom you are working know how to teach these things. Even high level coaches and "naturals" tend to focus much more on team strategies rather than fundamental individual skills.

Always remember that any children's program, including sports and games, should be intended to help and instruct *each* and *every* participant.

Give your children a healthy environment to acquire new skills. By healthy environment, we mean free from criticism and unkind remarks. Teach your children to be cheerleaders for each other, encouraging one another to do better.

Archery (C)

Archery is quite popular in this country, partly because of the prevalence of bow hunting. Archery is a skill which develops eye and hand coordination. The library usually has excellent instructional books on this subject. An archery club in your area might provide free instruction or at least a demonstration of how the equipment is used. You may have a friend or neighbor with equipment who would be willing to help teach your children. A father and son might easily enjoy this skill together. In fact, the entire family might take up archery. Why not choose archery as a skill for a summer project? A target could be put up in the backyard. Several evenings a week after dinner when chores are finished, the family could enjoy target practice together. It would be very important to teach safety habits to everyone when target practice is taking place.



Badminton (C&K)

See Recreational Activities

Bicycle (C&K)

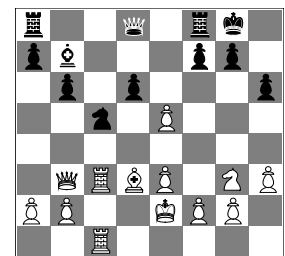


Bicycles are becoming a little high-tech nowadays, and there is much to learn about them and biking. Children should certainly learn the basics about caring for their bikes, performing preventative maintenance, and practicing bicycling safety.

Once they have learned the basics, begin taking them on bike rides. Help them build up bicycling endurance by planning longer and longer bike rides. There are many trails that are made especially for bicycling. Perhaps a day every month or so could be set aside to visit one of these trails or just plan a long distance ride with a picnic midway during the ride. This costs nothing yet provides hours of pleasure, and again strengthens family bonds, and is one of those activities that simply builds families.

Chess (C)

"For which of you, intending to build a tower, sitteth not down first, and counteth the cost, whether he have sufficient to finish it?" —Luke 14:28. Think first. Think long. Think hard. Think through. How few people in our generation think through to the results of their decisions. Hasty purchases lead to waste and debt. The "now" generation takes no thought for the future. We are in an environmental mess, live in an immoral society, violence reigns in the streets, and people wonder why. There are consequences to every action. Every decision must be well thought out to consider all the ramifications, not only to one life, but to all the lives involved. We need to teach our children to think before they speak, and think before they act.



To play well in chess, one must think beyond one move and consider future moves and all the permutations of those moves. Chess is a thinking game! When one learns to think in chess, one will begin to think in other areas too, and one just might become a thinking Christian! In a society that discourages *real* thinking at every turn, a hobby which rivets one's interest, yet stimulates the thought process is, today, somewhat of a rarity.

This is not a time for competition, seeking to beat others, or to be the best in chess. This is a time of learning and practicing. As a parent, one would be wise to discourage much besting and boasting, but rather stress an exercising of the minds. The wrong way to teach a new game or skill is to tell the children, "Here is the game and the rules. Now play." Those with previously developed skills or natural talent will rise to the top, and the rest will fail. Your goal is to help every child succeed. At this stage, better players should be encouraged not to seek to win, but to share knowledge and assist others in developing skills. Mature chess "aficionados" enjoy the beauty of the game and appreciate the creativity of their opponents. Following are some suggestions:

1. Assume the children do not know anything. Teach the proper names for all the pieces and the proper movements. Teach the rules and review them often. Review the *Helpful Information* in the Contender's handbook.
2. Have a board and chess set for every two boys.
3. Children need to **hear** discussion. They need to know why certain moves will not work out. Children need to **see** moves take place and **see** the consequences. Children need to **perform** the moves. This is called hands-on learning. They need to experience all three types of learning without fear of embarrassment and failure. This is training time not competition.
4. Allow at least four to six weeks, if not more, for learning the basics of this skill. Teach, teach, teach. Then allow the boys to play. Help each boy become skillful at this game. Do not have a few good players or a champion, but teach *each boy* to become skilled. If you have done this, you will have instilled something the boys will be able to use the rest of their lives in every area of their lives—analytical thinking.

Coin Collecting (C)

Coin Collecting is a hobby that is rich in history. It can easily be done individually and learned through reading about it. The coins are interesting, and the history is fascinating.

Croquet (C&K)

See Recreational Activities

Golf (C)

See Recreational Activities



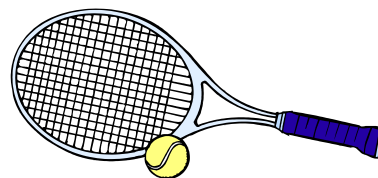
Ice Skating (C&K)

Ice skating is a great winter activity. It takes a certain skill and coordination to manage to stay upright on skates, but children love trying. It is excellent exercise, and it makes an enjoyable afternoon for families and groups. The afternoon can be followed by steaming cups of hot chocolate, and when the children are all nice and warm again, a special time of sharing can be had by all. It is times like these that make special memories.

Recreational Activities (C&K)

Badminton-Croquet-Golf-Table Tennis-Tennis-Volleyball

The requirements are similar for all these activities. The local library, especially the Juvenile section, is a good place to find resource books. An adult should be fairly competent in the sport he or she is teaching, and have a thorough understanding of the rules and scoring. Teach the children all the rules and how to keep score. Have the children keep their own scores under a leader's supervision.



Do not give the children awards after only a few sessions of instruction. They will certainly not have attained proficiency yet. It would be better to take one skill and spend months to develop proficiency in it. Remember, the object is not to earn an award but to develop a skill, and give the children something that they can enjoy for a lifetime. If your group is larger than a single family, and children learn these skills in a family setting, then their parents should certify that their children are proficient in the activity.

A Word About Volleyball—

There is much more to serving than hitting the ball over the net. Children must be taught how to serve properly. They need to learn to put their whole body into the serve and not just their hand or arm. Some children are very tiny and their arms are just like spindles. If a small child is relying on the strength in his or her arm, he or she will never serve the ball over the net. If a child learns to use the whole body and lean into the serve, no matter how frail the child might be, the ball will sail over the net. I have seen it again and again. A small child will say, "I can't do it! Please don't make me try." He or she won't want to try. Be patient. Teach, encourage, and insist that child tries until he or she achieves proper technique. What a thrill to see the surprise in his or her eyes and the smile on his or her face when the ball soars over the net.

Rollerblading (C&K)

Rollerblading can be done individually or in a group. For beginners, some supervision and instruction may be necessary. After that, all it takes is practice.

Roller Skating (C&K)

See Rollerblading

Stamp Collecting (C)

Stamp collecting is one of the most popular hobbies in the world, and it is within reach of every young person to have his or her own stamp collection. Stamp collectors can learn about geography, history, art, language, industry, farming, politics, and many others aspects of a foreign country. While hobbies are not a required part of growing up, this one, in particular, is one of the most informative and educational hobbies a child can have.



Children need to have things shown to them. They will peruse their handbooks and perhaps read about stamp collecting, but few children will take the initiative to search out the necessary information to get started. If adults will only take the time to open up new doors of learning for the child, the child will respond. So many children just push the button on the television set because that door is always open. It does take time to teach a new skill or concept, but once learned, the child can and will proceed on his/her own. The adult should provide

some reading material on stamp collecting, or at least help the child acquire it. The library is an excellent place to start. A child will likely not know how to purchase a stamp album, so the adult will need to furnish a homemade album or purchase one.

Stamps might be collected from grandparents, extended family members, or folks at church. A great place to look for stamps is on old letters. Relatives may have old mail stored in their attics or basements. The children can be taught how to mount the stamps and care for their collections. The group time can be used to write letters to foreign ambassadors requesting stamps from their countries. This is a very inexpensive way to accumulate a considerable collection of stamps. As the stamps arrive, once every month or so, the albums can be updated. This will encourage a renewed interest and the development of new and creative ways to obtain stamps. This also will allow the children to show others what they have collected, and possibly do some swapping with other philatelists. There might be adults in your fellowship who have stamp collections, and they might be willing to allow the children to see them.

As a point of reference to the requirements in the handbook, the term “thinned stamp” is becoming out-of-date. Therefore, it would suffice for the children to know what a “soaked” stamp is. Also, paper-mounted stamps are, more often than not, plastic-mounted stamps nowadays.

Stamp collecting is not in the *Keepers* handbook, but the girls are certainly welcome to learn this skill if they choose.

Swimming (C&K)

Swimming is a wonderful skill to possess. It is enjoyable on a hot day, and God has certainly provided water to refresh us in more ways than one. Swimming is not impossible to teach to a larger group, although certainly more difficult.



Location must be considered when teaching swimming. It is very important to choose a godly place to learn to swim. Public beaches, with people in immodest attire, are not the places to take children. The Bible instructs us to pray for God to “lead us not into temptation.” If we deliberately lead ourselves into temptation, we cannot expect God to keep our thoughts pure.

A private beach, a private lake, or a private pool might be a place that Jesus would approve, and, therefore, be suitable for us. It is possible to rent school pools or YMCA pools. Many adults need to be present to ensure safety.

Table Tennis (C&K)

See Recreational Activities

Tennis (C&K)

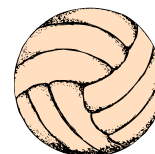
See Recreational Activities

Trampolining (C&K)

Trampolining is tremendously healthy exercise and tremendous fun. It does require an instructor to learn to properly perform moves and jumps.

Volleyball (C&K)

See Recreational Activities



Part 5—Thoughts to Ponder

A Word About Rearing Daughters



Next to being a helpmeet to her husband, the most important job that God has for a woman involves caring for her children, especially in the area of passing on godly, feminine attitudes and skills to her daughters. We only have the years God has given us, which are precious and few, to accomplish this work. So often women are deceived into thinking that they must do an important work for God out in the world, when He has given them the most important work for Him right in their own homes. If we fail God in this work, our daughters will not be proper and fit for their futures as wives and mothers, and what will become of our grandchildren? Our sins and failings are carried on to future generations. Likewise, our obedience to God and His Word will also reap rewards in future generations.

While this guide basically deals with the practical and productive pursuits of our children, there is so much more to teach our daughters regarding the matters of a feminine heart. The practical subjects will develop competency and give our daughters an enjoyment of the womanly arts. This will aid them in the practical skills of keeping a home. A girl should learn to work quickly, quietly, and cheerfully to meet the needs of those around her. At the same time, we must make available every minute God has given us to develop in a daughter a love for the things of God. She should learn to be chaste and modest, to have a meek and quiet spirit, to have a personal walk with God, to be kind, to prefer others before herself, to be patient, merciful, loving, content, and so much more. She must be ready one day to leave her home and make a loving home for her husband and future children. God has given us a tremendous responsibility in rearing our children for His use and glory. We pray you shall use every available opportunity to rear your precious girls for Him.

A Word About Rearing Sons

“Therefore shall ye lay up these my words in your heart . . . and ye shall teach them your children, speaking of them when thou sittest in thy house, and when thou walkest by the way, when thou liest down, and when thou risest up,” —Deuteronomy 11:18-19. How often do we realize that we are teaching our sons something during their every waking minute? They are like sponges. They learn what we practice far faster than what we instruct. Our children know our likes, dislikes, habits, and even mannerisms. Moreover, they learn these things without instruction, as if by osmosis.



How often during a normal day's activity does our conversation focus on the Lord and His statutes? Can we expect that the things of God will occupy any greater percentage of the lives or thoughts of our sons than of our own? If one shows great interest in sports, business, or some other worldly activity, he can expect his son to follow in his footsteps, and pursue something worldly of his own liking as his primary interest. Only when God's Word is truly of interest to us, will our sons then perceive that it must be something very important. No amount of preaching from a father or a pastor will ever achieve that. We can teach them concepts, but they will *assume* values—our values. They will instinctively duplicate our habits.

Even if a son determines to live his life, as best he can, for God, he will painstakingly unlearn any unsound habits that he has picked up from his father. What a shame it would be for a son to spend a lifetime dismantling and rebuilding his father's life work, which was to rear him properly for God. *“Train up a child in the way he should go: and when he is old, he will not depart from it,”* —Proverbs 22:6.

As an example, many years ago, as I was instructing one of my sons on the error of his behavior, I was shaking my finger at him. My attention was suddenly riveted on that finger. Usually, fingers are shaken in a vertical plane. This one was shaking in a horizontal one. How strange! Yet, I had seen it somewhere before. But where? Ah, ha! My father sometimes shook his finger at me in this manner when I was a little boy. I had never consciously taken note of it as a boy, but as a father I had subconsciously adopted the mannerism as my own. I do not know if that scares you, but it did me. So, the question is not, “Are we teaching our children?” It becomes, “What are we teaching them?”

Lastly, if we have not done a perfect job up to this point, we need not despair. God is available. *“If any of you lack wisdom, let him ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given him,”* —James 1:5. We do not know it all, but, praise God, He does. It is amazing what fervent and continual prayer can accomplish in a son's life, and in one's own, even after the effects of errors have already begun to appear.

As the Holy Spirit reveals sins in our lives, we, of course, need to confess them to God. However, we may need to confess them to our sons also, so that they may understand that we taught them wrongly, and we are in earnest, and not willing to let our pride stand in the way of rearing a godly family.

God repeats, over and over, in His Word, that He wants our obedience. It seems that the key to rearing godly Christian adults is to be obedient children ourselves—unto every detail that we know. For what is a godly Christian, but an obedient child of God.

Choosing Reading Material for Children

What does it mean when we say that we, at Keepers of the Faith, proofread the books that we carry, except for certain reference books? Does it simply mean that we read what we stock? Yes, but it means much more than that. It means that we try to avoid carrying any books that are not truly wholesome or consistent with God's Word. It means that we do not carry a book merely because it is advertised as "Christian," no matter how famous the author. It means that we buy, read, and throw away hundreds of books rather than face God for distributing something that we should not. If we shall one day give God an account of each idle word we speak, what of what we sell?

We do not claim to be the final authority in any arena. Certainly, parents may have their own ideas about suitable reading materials for their children, and they need not be in lock step with ours. Our goal is simply to furnish parents with a starting point by carrying books that we think are okay and allowing parents to know at least what they will *not* find in the books we sell.

Children do not have the discernment of adults, and, being impressionable, they tend to be affected by nearly everything they read as if it were truth. Authors, on the other hand, often like to build credibility for their pet preferences and beliefs into the actions of characters in a seemingly wholesome story line. Young readers, being swept up into an exciting story, will begin identifying with whatever they read without recognizing that they are literally developing attitudes as they read—even sometimes attitudes that their parents are diligently attempting to train them not to have.

Many surprising attitudes are planted silently in the minds of children while they read. Error often becomes part of a child's belief system by such osmosis in spite of parental instruction. Ideas absorbed instinctively by one's emotions will be difficult to displace by reason. Parents who have labored to rear godly children have often been surprised and devastated by unexpected attitudes displayed by their children. Many of these attitudes were often developed through reading.

Many books appear on the surface to be wholesome, but, as the saying goes, "You cannot judge a book by its cover." We were always concerned about what our children read as they grew up, so we try to go beyond the cover. We do not claim to be perfect, but following are some things that we look for:

- ✘ Does the author depict ordinary parents as insignificant in comparison with people of a higher status or with more well-known achievements? Will the reader get the idea that richer or more famous people are smarter than ordinary parents, and should be more admired or sought for advice instead of parents?
- ✘ Are children presented as capable of making their own decisions, almost as if they had equal decision-making ability with adults? Do we find child characters making decisions about what their parents should know and whether they should even be told about a situation in which the child should make a decision? In other words, does the story undermine the leadership of the parent?
- ✘ Does the tone of the book give credence to the idea that problems between a parent and a child arise because the parent does not understand the child rather than because children are often

too blinded by their selfishness to understand the situation?

- ✘ Does the story line propagate the idea that a really *good* parent “finds a way” to align himself with the child’s wishes, thus, undermining the credibility of those parents who have the courage to use the word “no”?
- ✘ Does the story have one of those gallant, parent-supplanting outsiders who becomes the child’s champion, because he, rather than the parents, knows just how the child feels and how to win the child’s friendship? Will the reader be inclined to wish that he/she had such a mentor who would always bring their wishes to an agreeable outcome?
- ✘ Does the story contain incidents that leave a child thinking that what parents do not find out about is not a problem? Do things that parents should know about get routinely handled by the child, leaving an impression on the reader that this is normal, and he/she should do likewise?
- ✘ Does the flavor of the story and its characters leave a child thinking that he has a right to “pursue his talents,” rather than a responsibility to have character in the situation in which he finds himself? Will the reader get the impression to employ diligence in all, or to employ diligence in the pursuance of glory or gain?
- ✘ Does the story give the child the wrong idea about what to expect from life? Does it have one of those fairy-tale endings in which the leopard does change his spots? Does the hero take risks and make unwise decisions only to be “saved by the bell” or by a “stroke of luck”? Will the reader be led to expect life to treat him/her likewise?
- ✘ Do passages or characters disparage the idea of a woman being a woman? If the reader identifies with such characters, will she feel less inclined to accept the role in life that God has given her? Many a “Christian” book portrays females doing “spiritual” things while pursuing the roles of boys and men.
- ✘ Does the story contain unnecessary crudeness, violence, deception, torture, lying, hate, trickery, etc.? These are all being pumped into “Christian” reading material in order to make it more sensational, exciting, and saleable. However, does it instill the spirit of peace or augment a Christlike attitude in a child’s heart?
- ✘ Does the story glamorize competition? Is the story going to instill the drive to win, to be the best, to be number one, as opposed to teaching the joys of being a servant? Though we seldom think about it, the two are really diametrically opposed.
- ✘ Is the story an adventure story that creates lust for the exciting and the daring? Will the reader be inspired to be exciting and daring? Will the reader be impressed that such a life should be much prized above that of becoming someone “ordinary”? Will the story encourage the reader to spend his/her time daydreaming about being daring and courageous in imaginary things when he/she could be being diligent in real things?
- ✘ Are there animals with human characteristics? Are animals given an equal status with humans? Are they depicted as smarter than humans? How will such subtle “New Age” ideas impact the reader? The majority of meat-eating college students today feel that it is wrong to harm an animal, but do not know if the Holocaust was wrong. Literature is powerful!
- ✘ Is the story a fairy tale, fantasy tale, or science fiction? Do they captivate the reader’s mind and whisk him/her off to imaginary worlds designed to escape reality and truly functional thought? Do they contain witches and occult beings? Do they contain animals and other surreal or amorphous beings that confuse the minds of young readers, especially about God and spiritual things? Do these lifelike beings exhibit powers that rival or even exceed the miracles of God performed by Jesus?

- ✘ Is it a romance story? Is the heroine swept off her feet with a tall, dark, and handsome prince, thereby making an ordinary God-fearing man seem dull by comparison? Will the book cause the reader to daydream about what her “sweetheart” will be like rather than equipping herself to be a serious Christian helpmeet to him to whom God gives her?
- ✘ If the book says that it is a biography, is it? Or is it a fictional story into which some historic names have been inserted and attached to characters who are really fictional and never acted or conversed as do the characters in the book? Will the reader be confused about history and think that the real figures in history said and did those things contrived by the author to make the story interesting?
- ✘ If the book is historical fiction, can the reader understand what is history and what is fiction? Does the story, for instance, have some fictional teenager counseling and advising a real historical figure about real decisions and events? Will it give a young reader false ideas about history and a false, heady attitude about his/her self as he/she identifies with such fictional characters?
- ✘ Are the children in the story respectful of, and obedient to, their parents, especially behind their parents’ backs, or does the story give subtle impressions that “kids should go ahead and be kids,” and “what Mom and Dad don’t know won’t hurt them”? It may not, but it will eventually hurt the children.
- ✘ Does the story contain a pattern of children not being disciplined by parents for wrongdoing? Will the reader get the idea that such wrongdoing simply “isn’t a big deal” or the idea that consequences and restitution are not to be expected as a part of life?
- ✘ Does the story encourage sin? No children are perfect. A story that contains a few misdemeanors that are handled promptly and properly by the parents may even be helpful in showing a reader some sin in his/her life. However, stories that elaborate on mischief, and which may even give a reader ideas of which he/she may not have thought, are not constructive.
- ✘ How is the Word of God handled? Is it trusted and used by characters identified as Christian? Do they find their answers and wisdom in it, or do they use their own judgment or seek answers elsewhere?
- ✘ What about prayer? If the book claims to be Christian, do the characters pray? Do they pray for spiritual things or carnal things? In other words, do they serve God, or expect Him to serve them?

These thoughts comprise some of the basic guidelines that we use to sort through the literature that we consider for our family bookshelves and our inventory shelves. As a parent, you might want to consider at least some of them.

Is It Biblical to Use Rewards?

The following is taken from an article previously written by Keepers of the Faith.

We are often asked why we offer rewards with our Keepers and Contenders programs since children ought to be taught to do things as unto the Lord. God's Word, however, does teach the use of rewards. In fact, God, Himself, uses a rather extensive reward system with us, His adult children. The Bible contains seventeen words translated "reward"—thirteen in the Greek and four in the Hebrew. The word "blessing" is also used as a term of recompense or remuneration for services. When Naaman returned to the prophet after being healed of leprosy, he said, "*Behold, now I know that there is no God in all the earth, but in Israel: now therefore, I pray thee, take a blessing of thy servant,*" —II Kings 5:15. Moses told the Levites, "*And ye shall eat it in every place, ye and your households: for it is your reward for your service in the tabernacle of the congregation,*" —Numbers 18:31, and Boaz told Ruth, "*The LORD recompense thy work, and a full reward be given thee of the LORD God of Israel, under whose wings thou art come to trust,*" —Ruth 2:12. Although Boaz prayed for God to bless Ruth, Boaz also rewarded her himself.

While rewards are not the answer for everything, they certainly have their place in the biblical scheme of things. They are often ill used, and will never replace discipline, but discipline will also never generate *positive* behavior without some proper balance of reward. Often parents think that a child's fear to indulge in negative behavior is positive behavior. It is not. This reminds me of the story in which Dad makes Johnny sit in a chair and not move. As Johnny sits in the chair, he thinks defiantly, "But I'm standing up on the inside!" Will Johnny's behavior be positive when Dad is not around?

You can call me a pragmatist, but what works, works, and it works because God created it that way. God created us, and we respond in different ways to different stimuli. God knows this, and He uses pragmatic methods to encourage proper responses on our part. In Deuteronomy 11:26-28, Moses states, "*Behold, I set before you this day a blessing and a curse; a blessing, if ye obey the commandments of the LORD your God, which I command you this day: and a curse, if ye will not obey the commandments of the LORD your God, but turn aside out of the way which I command you this day, to go after other gods, which ye have not known.*" Moses goes on for several chapters defining an exhaustive "do" and "don't" list, and then iterates a large list of blessings to be incurred by positive behavior and a very large list of curses for negative behavior. Curses are appropriate rewards for negative behavior, and God lists negative rewards throughout the Bible. Isaiah 3:11 says, "*Woe unto the wicked! it shall be ill with him: for the reward of his hands shall be given him.*" Now, if God, Himself, uses such a balanced system, should not we as parents take note and attempt to follow this example? This is neither psychology based, nor unspiritual practicality if it is the same method that God uses. After all, is not the use of the rod merely an appropriation of one type of negative reward for bad behavior?

It is true that what we do we should do as unto the Lord, but God rewards us anyway. Which of us would serve the Lord if we would receive eternal damnation just the same? Precious few, I think, if any. This is one reason that rewards can be helpful with any type of constructive program. They can be used as a form of compensation, acknowledging the effort to learn the skill—a

paycheck of sorts. We could say that the child should do it for the Lord, but what Christian dad who goes to work, and works hard, as unto the Lord, and when he receives a raise or a bonus, turns it down and says, “I cannot receive this recognition for my hard work because I did it as unto the Lord”?

Does not the farmer, even if he is Christian, *expect* a return? Of course, he performs his work as unto the Lord, but he has no intention of working for nothing. Sometimes, due to weather, his crop fails, but he replants expecting the return the following year. We have a wonderful God, and should love Him for Who He is. Yet, one reason we do so is that “. . . *he that cometh to God must believe that he is, and that he is a rewarder of them that diligently seek him,*” —Hebrews 11:6.

However, as we said, not all rewards are positive, and, as God deals with His children, so should parents deal with their children. We should not shield them from reaping the rewards of their wrong deeds. One mistake that is very common to Christian parents is shielding their children from painful consequences. These parents often make the mistake of assuming that God will do the same for them. To thus presume upon God in such a way is exactly what constitutes the sin of presumption, and such shielding only encourages presumption in our children. So, we see that this reward principle is sort of a two-edged sword.

Let’s take a look at positive rewards. Though they can be helpful when handled correctly, positive rewards can also be destructive when used improperly. One type of reward is an instantaneous reward. The approach here is to “catch” Johnny behaving very well, and somehow reward him for it. This encourages good behavior on Johnny’s part because it could conceivably bring about another such reward. Yet, Johnny will not be disappointed if he does not receive that reward in the immediate future because it has not been promised, and, therefore, is not expected. This approach reinforces and encourages good behavior.

There is another kind of reward that can sometimes encourage Johnny to behave well, or even willingly take on tasks which seem daunting to him. That is one which is promised upon completion of a chore or task of some sort. This could be an award for completing a job or learning a skill. There are two important things to keep in mind about this long-term reward. First, the parent should make sure that the task is within the realm of the child’s capability. Second, the parent must make absolutely sure to follow through if the child performs satisfactorily. Of course, it is only helpful if the reward is something valued by the child. “*For where your treasure is, there will your heart be also,*” — Matthew 6:21.

There are several traps into which we can easily fall if we are not careful with this kind of reward. As an illustration, let’s take the statement, “I will take you out for ice cream if you are good all week.” The first problem here is lack of specificity. What is “good”? Does it carry the same connotation for the child as it does for the parent? Likely not. The parent’s idea of good may be something of which the child is not even aware.

There is another problem here, though. Suppose Johnny is “good” all the way to Saturday and then blows it. What does the parent do? Does he reward Johnny anyhow because he came so close, and thereby show his child that the parent does not keep his word? Or does he insist that Johnny lose the reward because he did not fulfill the full week, thereby discouraging the boy and tempting him to think that his dad is unfair. “*And, ye fathers, provoke not your children to wrath: but bring them up in the nurture and admonition of the Lord,*” —Ephesians 6:4. The answer is, *never* put Johnny in a situation in which a slip causes him to lose everything. There is no difference between this and the situation into which a gambler puts himself. The reward situation should be structured so that if Johnny makes no progress today, he can pick up where he left off tomorrow.

People sometimes question whether the giving of a reward, such as an award, for a milestone reached or a skill learned won't cause pride in the heart of a child. The answer to this lies in the heart of the parent. For example, when children first learn to play sports, they initially think they are simply going to learn something that is fun. Fierce competition soon arises because the youngsters quickly perceive that it is expected by the prideful hearts of the parents, who are wanting to be vicariously fulfilled by the children.

Children learn primarily from their parents. They can be taught to handle such things as an award with gratefulness that God and their parents have helped them to succeed, or they can be taught to let their hearts be puffed up with pride. Much of this depends on the actions of the parents. When Dad receives a bonus at work, is he grateful to God for the blessing, or is he proud? Is Dad proud of his car? Is he proud of the size of his barn? Is he proud of a certain horse? Is Mom proud of her house or furnishings? Is she proud of her position at church? Are the parents proud that they do or do not use rewards? If so, we can consider it a foregone conclusion that Johnny or Susie will certainly be proud of their accomplishments also.

"Like father, like son," is an appropriate adage. We find in Scripture that at the close of King Rheoboam's life, his fetish for taking wives is specifically noted. Is this any wonder since he was the son of Solomon? Taking it a step further, though Solomon took it way overboard, where did he learn to behave this way? We need only to count David's wives.

Pride is inherent. Gratefulness and humility are taught. We are all subject to numerous temptations to be proud daily. Removing *one* of those countless temptations will not likely have much positive effect, except, possibly, if that temptation is the proud example of a parent. Any normal activity, occurrence, or item can become a temptation to be proud. The key is to deal with such daily temptations, and rewards can be useful tools in training children if used appropriately.

Closing Thoughts

In closing, we hope and pray that after you have read through this little book, you will have a wonderful and fresh view of all the many parenting and teaching opportunities God has afforded you. Intensive parenting lasts for eighteen to twenty years, extended parenting lasts for a lifetime. We are doing far more than teaching a few practical skills. By taking the personal time to teach these skills to our own young people, we are building personal relationships with them that will extend throughout life and into the next generations.

By working side by side, teaching and training, our young folks can see our own love of God, and our obedience to Him. It has been said that if parents want to have the greatest influence on their children, their children need to spend more time with them than with anyone else. Young people will become like those with whom they spend the greatest amount of time.

In Deuteronomy 6:6-7, Scripture tells us, *"And these words, which I command thee this day, shall be in thine heart: and thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up."*

God's Word tells us to spend our morning, noon, and evening with our children teaching them about Him and training them in His ways. It requires our lives to do so. We pray that we will all be faithful in this great spiritual endeavor of rearing our sons and daughters for His glory.

A Testimony

Dear Zakula Family,

I want to let you know how much your ministry has meant to our family. Now that we've completed our homeschooling adventure and I reflect on how the Lord has worked over the last 17 years, Keepers of the Faith stands out as the program that has had the most impact for godliness on our family. For 14 of those years, clubs have been an integral part of our lives. Just in terms of participation, my son was in clubs for 7 years, my two daughters each for 12 years, my husband was a leader for 7 years, and I led a club for 13 years and was director of Keepers for our school for 13 years.

How has Keepers of the Faith impacted our family? Four things come to mind:

- 1) Clubs were a nice addition to academics. They provided learning for real-life—the hands-on, practical skills like cooking, doing laundry, and working with tools that kids need as they become adults.
- 2) We've all learned things that we might not have tackled without an organized program. As a leader, I've learned how to cross stitch, water color, tat, and do other things that I never would have done if I hadn't had to teach those skills. It has given our whole family the confidence to face projects that may seem daunting at first.
- 3) Keepers of the Faith helped to give motivation to all of us for regular Bible reading and for memorizing larger portions of Scripture. Previously, the memorizing we had done was one or two verses. I love that your badges were for whole chapters where we could see the context and that by learning large passages we could stretch the capacity of our minds. This has also been useful since all of our children have attended or are attending a local Bible college where they are required to memorize longer passages of Scripture. They have the double advantage of knowing that they are capable of tackling these assignments and knowing the beneficial results of hiding God's Word in their hearts.
- 4) Leading our kids' clubs has strengthened our relationships with our kids and has given them an example in leadership and service. It's so important for boys to see their dads taking the time to invest in the lives of their sons.

Thank you so much for creating Keepers of the Faith and for your ongoing commitment to strengthening families. Thank you for your commitment to service (Tony!) and your amazingly quick shipping! It was always so fun to get that box every spring, to sort the badges, to see new badges that I hadn't seen before, and to think of all the children who did all of the work that those badges represented. I will miss being an active participant in clubs, but will remember fondly our club days. And who knows, maybe one of these days there will be grandchildren to bake with and to teach God's Word!

With much love in Christ,
Mindy (California)

Part 6—Appendix

Forms

The following forms are provided for your convenience. They may be reproduced for your local Keepers of the Faith club as often as necessary.

Accounting Form

[illegible]

YEAR _____

Budget Form - Annual

ESTIMATED INCOME

Registrations _____
Dues _____
Donations _____
Other _____
TOTAL _____

ACTUAL INCOME

Registrations _____
Dues _____
Donations _____
Other _____
TOTAL _____

ESTIMATED EXPENSES

Items are listed in order of priority.

Handbooks _____
Award Pins _____
Banners _____
Member Pins _____
Major Projects _____
Small Projects _____
Supplies _____
Banquet _____
Incentives _____
Parties _____
Other _____

TOTAL _____

ACTUAL EXPENSES

Items are listed in order of priority.

Handbooks _____
Award Pins _____
Banners _____
Member Pins _____
Major Projects _____
Small Projects _____
Supplies _____
Banquet _____
Incentives _____
Parties _____
Other _____

TOTAL _____

ESTIMATED INCOME _____
- ESTIMATED EXPENSE _____
= ESTIMATED BALANCE _____

ACTUAL INCOME _____
- ACTUAL EXPENSE _____
= ACTUAL BALANCE _____

NOTES FOR NEXT YEAR'S BUDGET

Leader's Form

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE _____ BEST TIME TO PHONE _____

E-MAIL _____

BIRTHDAY _____ FAVORITE COLOR _____

COLLECTS _____ HOBBIES _____

PROJECT PROFICIENCIES _____

SPECIAL TALENTS OR SKILLS _____

NAMES OF CHILDREN ASSIGNED TO LEADER

Minutes Form

MEETING DATE _____

MEETING TIME _____

AGENDA _____

THOSE IN ATTENDANCE

OLD BUSINESS

NEW BUSINESS

PROBLEMS

SOLUTIONS

COMMENTS

Planning Form - Activity

TODAY'S DATE _____
ACTIVITY _____
ACTIVITY DATE _____

THINGS TO DO

ASSIGNED TO:

FOLLOW-UP

THINGS NEEDED

ASSIGNED TO:

FOLLOW-UP

COST OF ACTIVITY _____
TRANSPORTATION _____
CLEAN-UP _____

PROBLEMS _____

SOLUTIONS _____

Was the activity successful? _____

What went well? _____

What went wrong? _____

What improvements can be made? _____

COMMENTS _____

Planning Form - Banquet

Date of Banquet _____
Time of Banquet _____
Location _____
Theme _____
Speaker _____
Mission of Banquet _____

PLANNING MEETING

Decisions to make:

Theme _____
Decorations _____

Food _____

Program _____

Clean-up _____

Discuss every detail. List all items needed for banquet and note expense. Assign responsibilities and dates for follow-up. Use reverse side of paper for detailed notes. Try to have banquet planned at least two months in advance to avoid stress!!!

DELEGATED TO:	NAME	PHONE
Decorations	_____	_____
Food	_____	_____
Program	_____	_____
Clean-up	_____	_____
Awards	_____	_____

FOLLOW-UP DATES

REVIEW OF BANQUET

Banquet attendance _____
Expense totals _____
Was banquet a success? _____

What improvements can be made for next year? Use reverse side for detailed explanations.

Planning Schedule—4 Year

An overall plan for 4 years will enable you to have a good sense of direction and ensure that a lot of the major hand skills are taught.

- ✓ List major skills.
- ✓ List other skills your club might work on as group projects such as Trees, Widows, or Missionary.
- ✓ List small crafts/projects that you will want to repeat every four or six years.

Hand Skill

Skill (Any other skill in the handbooks)

Small Craft/Projects

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Hand Skill				
Hand Skill				
Hand Skill				
Hand Skill				
Skill				
Skill				
Skill				
Skill				
Bible Memory				
Bible Reading				
Small Craft				
Small Craft				
Small Craft				

NOTES

Planning Schedule—6 Year

An overall plan for 6 years will enable you to have a good sense of direction and ensure that a lot of the major hand skills are taught.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Hand Skill						
Hand Skill						
Hand Skill						
Hand Skill						
Skill						
Skill						
Skill						
Skill						
Bible Memory						
Bible Reading						
Small Craft						
Small Craft						
Small Craft						

Progress Record - Group

Pins ☐
 Disks ☐
 G = Gold
 S = Silver

Award

[illegible]

Progress Record - Contenders

NAME _____ PHONE _____

ADDRESS _____ CITY _____ ST _____ ZIP _____

DATE OF BIRTH _____ NAME(S) OF PARENT(S) _____

Spiritual Life Skills	PG	PS	DG	DS
Bible Memory				
1 Corinthians 13				
Abiding				
Armor of God				
Beatitudes				
Body & Blood				
Books of the Bible				
Books of the New Testament				
Books of the Old Testament				
Born Again				
Build on Rock				
Ephesians 6				
Fig Tree				
Four Seeds				
Fruits of the Spirit				
Good Samaritan				
Isaiah 53				
John 15				
Lazarus' Reward				
Living Water				
Loaves & Fishes				
Lord's Prayer				
Luke 2				
Matthew 5				
Matthew 6				
Matthew 7				
Mote & Beam				
Overcoming Evil				
Peace of God				
Philippians				
Philippians 4:1-13				
Prodigal Son				
Proverbs 3:1-24				
Proverbs 31:10-31				

Spiritual Life Skills	PG	PS	DG	DS
Psalms 1				
Psalms 15				
Psalms 19				
Psalms 23				
Psalms 37				
Psalms 51				
Psalms 91				
Psalms 100				
Psalms 103				
Psalms 113				
Psalms 121				
Psalms 139				
Psalms 145				
Romans 12				
Savior of Life				
Study the Ant				
Temptations				
Ten Commandments				
Two Commandments				
Two Sinners				
Vine & Branches				
Way, Truth & Life				
Widow's Mites				
Bible Reading				
Pentateuch				
Joshua through Esther				
Job and Psalms				
Proverbs, Eccl, and SoS				
Isaiah through Daniel				
Hosea through Malachi				
Gospels and Acts				

Spiritual Life Skills	PG	PS	DG	DS
Epistles and Revelation				
Old Testament				
New Testament				
Whole Bible				
Bible Study				
Bible Continuity				
Biblical Concepts				
Passages in Depth				
Christian Living				
Important Bible Questions				
Church				
Church Service				
Great Commission				
Missionary				
Prayer Warrior				
Proverbs Study				
Stewardship				
Timothy				

Character Studies	PG	PS	DG	DS
Attentiveness				
Character				
Charity				
Cheerfulness				
Compassion				
Contentment				
Courage				
Dependability				
Determination				
Devotion				
Diligence				
Discernment				
Discretion				
Enthusiasm				
Faith				
Faithfulness				
Forbearance				
Forgiveness				
Generosity				
Gentleness				

Character Studies	PG	PS	DG	DS
Godliness				
Goodness				
Gratefulness				
Helpfulness				
Honesty				
Hope				
Humility				
Initiative				
Integrity				
Joy				
Kindness				
Long-suffering				
Meekness				
Mercy				
Modesty				
Obedience				
Orderliness				
Patience				
Peace				
Peacemaking				
Perseverance				
Purity				
Respectfulness				
Responsibility				
Sincerity				
Steadfastness				
Temperance				
Thoughtfulness				
Trustworthiness				
Truthfulness				
Willingness				
Wisdom				

Personal Skills	PG	PS	DG	DS
Finances				
Fitness				
Health				
Hygiene				
Letters				

Personal Skills	PG	PS	DG	DS
Organization				
Personal Journal				
Propriety				
Scheduling				

Serving Others	PG	PS	DG	DS
Community Service				
Ecology				
Family				
Friends				
Grandparents				
Love				
Neighbor				
Others				
Patriotism				
Rest Home				
Special Needs				
Widows				

Around the Home	PG	PS	DG	DS
Gardening				
Handyman				
Home Care				
Landscape Care				
Man of the House				
Painter				
Wood Finishing				

Culinary Skills	PG	PS	DG	DS
Chef				
Grilling				
Ice Cream Making				

Creative Skills	PG	PS	DG	DS
Albums				
Calligraphy				
Kites				
Leatherworking				
Models				
Mosaics				
Origami				
Photographer				
Photography				

Creative Skills	PG	PS	DG	DS
Woodburning				
Woodcarving				

Scholarship Studies	PG	PS	DG	DS
Academic Studies				
Ancient History				
Biology				
Chemistry				
Creation				
Creation Science				
Cultural Awareness				
Earth Science				
English				
English 1				
English 2				
English 3				
English 4				
English 5				
English 6				
Geography				
Government				
Grammar				
History				
Jewish Culture				
Jewish History				
Map Skills				
Mathematics				
Mathematics 1				
Mathematics 2				
Mathematics 3				
Mathematics 4				
Mathematics 5				
Mathematics 6				
Native American History				
Noah's Flood				
Penmanship				
Reading				
Reading 1				
Reading 2				
Reading 3				
Reading 4				
Reading 5				
Reading 6				
Science				
Science 1				

Scholarship Studies	PG	PS	DG	DS
Science 2				
Science 3				
Science 4				
Science 5				
Science 6				
Spelling				
Spelling 1				
Spelling 2				
Spelling 3				
Spelling 4				
US Geography				
US History				
World Geography				
World History				
Astronomy				
Biography				
Foreign Language				
Lapbooking				
Literature				
Poetry				
Rocketry				
Scholarship				
States				
Alabama				
Alaska				
Arizona				
Arkansas				
California				
Colorado				
Connecticut				
Delaware				
District of Columbia				
Florida				
Georgia				
Hawaii				
Idaho				
Illinois				
Indiana				
Iowa				
Kansas				
Kentucky				
Louisiana				
Maine				

Scholarship Studies	PG	PS	DG	DS
Maryland				
Massachusetts				
Michigan				
Minnesota				
Mississippi				
Missouri				
Montana				
Nebraska				
Nevada				
New Hampshire				
New Jersey				
New Mexico				
New York				
North Carolina				
North Dakota				
Ohio				
Oklahoma				
Oregon				
Pennsylvania				
Rhode Island				
South Carolina				
South Dakota				
Tennessee				
Texas				
United States				
Utah				
Vermont				
Virginia				
Washington				
West Virginia				
Wisconsin				
Wyoming				
Writing				

Special Knowledge	PG	PS	DG	DS
Citizenship				
Computers				
CPR				
Electricity				
Fire Safety				
First Aid				
Genealogy				
Knots				

Special Knowledge	PG	PS	DG	DS
Library				
Occupations				
Pocketknife				
Public Speaking				
Puppetry				
Sign Language				
Small Engine Repair				
Storytelling				
Teaching				
Tools				
Typing				
Woodworking				

Music Arts	PG	PS	DG	DS
Band				
Choral Music				
Hymns				
Musical Instruments				
Accordion				
Banjo				
Bass Clarinet				
Bassoon				
Bass Violin				
Bugle				
Cello				
Clarinet				
Cornet				
Drum				
Flute				
French Horn				
Guitar				
Hand Bells				
Harmonica				
Harp				
Keyboard				
Lute				
Lyre				
Mandolin				
Musical Instrument				
Piano				
Oboe				
Organ				
Piccolo				
Recorder				

Music Arts	PG	PS	DG	DS
Saxophone				
Trombone				
Trumpet				
Tuba				
Viola				
Violin				
Xylophone				
Singing				

Artistic Skills	PG	PS	DG	DS
Clay Sculpting				
Diorama				
Drawing				
Oil Painting				
Pottery				
Watercolors				

Nature Studies	PG	PS	DG	DS
Birds				
Butterflies				
Insects				
Plants				
Rocks and Minerals				
Trees				
Weather				
Wildlife				
Nature Topics				
Amphibians				
Aquatic Life				
Astronomy				
Dinosaurs				
Earthquakes				
Mammals				
Reptiles				
Spiders				
Volcanoes				
Whales				

Outdoor Skills	PG	PS	DG	DS
Campfire Cooking				
Camping				
Canoeing				
Fishing				

Progress Record - Little Contenders

NAME_____PHONE_____

ADDRESS _____ CITY _____ ST _____ ZIP _____

DATE OF BIRTH_____ NAME(S) OF PARENT(S)_____

Godly Boyhood	PG	PS	DG	DS
BM 1 Corinthians 13				
BM Books of the Bible				
BM Kindness				
BM Love				
BM Obedience				
BM Psalm 1				
BM Psalm 100				
BM Psalm 113				
BM Psalm 121				
BM Psalm 23				
BM Ten Commandments				
BR 1 Peter				
BR 1 Thessalonians				
BR Colossians				
BR Daniel				
BR Ephesians				
BR Galatians				
BR Jonah				
BR Philippians				
Family				
Grandparents				
Jesus Loves Me				
Keeping Clean				
Manners				
Neighbor				
Others				
Prayer Warrior				
Singing				

Basic Skills	PG	PS	DG	DS
ABCs				
Albums				
Building Blocks				
Camping				
Checkers				
Chores				
Coloring				

Basic Skills	PG	PS	DG	DS
Croquet				
Gardening				
Hand Tools				
Knots				
Little Readers				
Money Sense				
Mosaics				
Painting				
Play Ball!				
Puzzles				
Quilling				
Stenciling				
Wood Models				
Yard Work				

Nature	PG	PS	DG	DS
Birds				
Butterflies				
Farm Animals				
Insects				
Pets				
Plants				
Wildlife				

[illegible]

Progress Record - Keepers

NAME _____ PHONE _____

ADDRESS _____ CITY _____ ST _____ ZIP _____

DATE OF BIRTH _____ NAME(S) OF PARENT(S) _____

Spiritual Life Skills	PG	PS	DG	DS
Bible Memory				
1 Corinthians 13				
Abiding				
Armor of God				
Beatitudes				
Body & Blood				
Books of the Bible				
Books of the New Testament				
Books of the Old Testament				
Born Again				
Build on Rock				
Ephesians 6				
Fig Tree				
Four Seeds				
Fruits of the Spirit				
Good Samaritan				
Isaiah 53				
John 15				
Lazarus' Reward				
Living Water				
Loaves & Fishes				
Lord's Prayer				
Luke 2				
Matthew 5				
Matthew 6				
Matthew 7				
Mote & Beam				
Overcoming Evil				
Peace of God				
Philippians				
Philippians 4:1-13				
Prodigal Son				
Proverbs 3:1-24				
Proverbs 31:10-31				
Psalms 1				

Spiritual Life Skills	PG	PS	DG	DS
Psalms 15				
Psalms 19				
Psalms 23				
Psalms 37				
Psalms 51				
Psalms 91				
Psalms 100				
Psalms 103				
Psalms 113				
Psalms 121				
Psalms 139				
Psalms 145				
Romans 12				
Savor of Life				
Study the Ant				
Temptations				
Ten Commandments				
Two Commandments				
Two Sinners				
Vine & Branches				
Way, Truth & Life				
Widow's Mites				
Bible Reading				
Pentateuch				
Joshua through Esther				
Job and Psalms				
Proverbs, Eccl, and SoS				
Isaiah through Daniel				
Hosea through Malachi				
Gospels and Acts				
Epistles and Revelation				
Old Testament				

Spiritual Life Skills	PG	PS	DG	DS
New Testament				
Whole Bible				
Church				
Church Service				
Missionary				
Prayer Warrior				
Witnessing				

Character Studies	PG	PS	DG	DS
Attentiveness				
Character				
Charity				
Cheerfulness				
Compassion				
Contentment				
Courage				
Dependability				
Determination				
Devotion				
Diligence				
Discernment				
Discretion				
Enthusiasm				
Faith				
Faithfulness				
Forbearance				
Forgiveness				
Generosity				
Gentleness				
Godliness				
Goodness				
Gratefulness				
Helpfulness				
Honesty				
Hope				
Humility				
Initiative				
Integrity				
Joy				
Kindness				
Long-suffering				
Meekness				

Character Studies	PG	PS	DG	DS
Mercy				
Modesty				
Obedience				
Orderliness				
Patience				
Peace				
Peacemaking				
Perseverance				
Purity				
Respectfulness				
Responsibility				
Sincerity				
Steadfastness				
Temperance				
Thoughtfulness				
Trustworthiness				
Truthfulness				
Willingness				
Wisdom				

Personal Skills	PG	PS	DG	DS
Budgeting				
Dorcas				
Etiquette				
Fitness				
Health				
Hope Chest				
Hygiene				
Letters				
Organization				
Personal Journal				
Proverbs 31 Study				
Scheduling				

Serving Others	PG	PS	DG	DS
Child Care				
Community Service				
Ecology				
Family				
Friends				
Grandparents				

Serving Others	PG	PS	DG	DS
Hospitality				
Love				
Neighbor				
Others				
Patriotism				
Rest Home				
Special Needs				
Tea Party				

Around the Home	PG	PS	DG	DS
Cleaning				
Gardening				
Home Decorating				
Ironing				
Laundry				
Napkin Folding				

Culinary Arts	PG	PS	DG	DS
Bread Baking				
Cake Baking				
Cake Decorating				
Candy Making				
Canning				
Casserole Making				
Cookie Baking				
Cooking				
Dehydrating				
Doughnut Making				
Freezing				
Fruits				
Grocery Shopping				
Ice Cream Making				
Jelly Making				
Master Baker				
Master Cook				
Master Preserver				
Meats				
Menu Planning				
Muffin Baking				
Pastry Baking				
Pie Making				
Snacks and Drinks				

Culinary Arts	PG	PS	DG	DS
Soup Making				
Vegetables				

Creative Skills	PG	PS	DG	DS
Albums				
Applique				
Basket Weaving				
Beadwork				
Calligraphy				
Candle Making				
Candlewicking				
Card Making				
Counted Cross Stitch				
Crazy Quilting				
Crewel Embroidery				
Crochet				
Decoupage				
Doll Making				
Embossing				
Embroidery				
Flower Arrangement				
Hand Sewing				
Knitting				
Latch Hooking				
Macrame				
Miniatures				
Mosaics				
Needle Felting				
Needlepoint				
Needle Punching				
Origami				
Photographer				
Photography				
Plastic Canvas				
Pressed Flowers				
Quilling				
Quilting				
Rubber Stamping				
Scrapbooking				
Sewing				

Creative Skills	PG	PS	DG	DS
Soap Making				
Spinning				
Stenciling				
Tatting				
Tie Dyeing				
Weaving				

Scholarship Studies	PG	PS	DG	DS
Academic Studies				
Ancient History				
Biology				
Chemistry				
Creation				
Creation Science				
Cultural Awareness				
Earth Science				
English				
English 1				
English 2				
English 3				
English 4				
English 5				
English 6				
Geography				
Government				
Grammar				
History				
Jewish Culture				
Jewish History				
Map Skills				
Mathematics				
Mathematics 1				
Mathematics 2				
Mathematics 3				
Mathematics 4				
Mathematics 5				
Mathematics 6				
Native American History				
Noah's Flood				
Penmanship				
Reading				
Reading 1				
Reading 2				
Reading 3				

Scholarship Studies	PG	PS	DG	DS
Reading 4				
Reading 5				
Reading 6				
Science				
Science 1				
Science 2				
Science 3				
Science 4				
Science 5				
Science 6				
Spelling				
Spelling 1				
Spelling 2				
Spelling 3				
Spelling 4				
US Geography				
US History				
World Geography				
World History				
Biography				
Foreign Language				
Lapbooking				
Literature				
Poetry				
Scholarship				
States				
Alabama				
Alaska				
Arizona				
Arkansas				
California				
Colorado				
Connecticut				
Delaware				
District of Columbia				
Florida				
Georgia				
Hawaii				
Idaho				
Illinois				
Indiana				
Iowa				
Kansas				
Kentucky				

Scholarship Studies	PG	PS	DG	DS
Louisiana				
Maine				
Maryland				
Massachusetts				
Michigan				
Minnesota				
Mississippi				
Missouri				
Montana				
Nebraska				
Nevada				
New Hampshire				
New Jersey				
New Mexico				
New York				
North Carolina				
North Dakota				
Ohio				
Oklahoma				
Oregon				
Pennsylvania				
Rhode Island				
South Carolina				
South Dakota				
Tennessee				
Texas				
United States				
Utah				
Vermont				
Virginia				
Washington				
West Virginia				
Wisconsin				
Wyoming				
Writing				

Special Knowledge	PG	PS	DG	DS
Citizenship				
Computers				
CPR				
Fire Safety				
First Aid				
Genealogy				

Special Knowledge	PG	PS	DG	DS
Library				
Puppetry				
Sign Language				
Storytelling				
Typing				

Music Arts	PG	PS	DG	DS
Band				
Choral Music				
Hymns				
Musical Instruments				
Accordion				
Banjo				
Bass Clarinet				
Bassoon				
Bass Violin				
Bugle				
Cello				
Clarinet				
Cornet				
Drum				
Flute				
French Horn				
Guitar				
Hand Bells				
Harmonica				
Harp				
Keyboard				
Lute				
Lyre				
Mandolin				
Musical Instrument				
Piano				
Oboe				
Organ				
Piccolo				
Recorder				
Saxophone				
Trombone				
Trumpet				
Tuba				
Viola				
Violin				
Xylophone				

Music Arts	PG	PS	DG	DS
Singing				

Artistic Skills	PG	PS	DG	DS
Ceramics				
Clay Sculpting				
Diorama				
Drawing				
Oil Painting				
Pottery				
Tole Painting				
Watercolors				

Nature Studies	PG	PS	DG	DS
Birds				
Butterflies				
Flowers				
Insects				
Trees				
Wildflowers				
Nature Topics				
Amphibians				
Aquatic Life				
Astronomy				
Dinosaurs				
Earthquakes				
Mammals				
Plants				
Rocks and Minerals				
Volcanoes				
Weather				

Caring for Pets/Farm	PG	PS	DG	DS
Farm Animals				
Chickens				
Cows				
Ducks				
Geese				
Goats				
Master Farmer				
Pigs				
Sheep				
Turkeys				
Horses				

Caring for Pets/Farm	PG	PS	DG	DS
Pets				
Cats				
Dogs				
Pet Birds				
Rabbits				

Recreational Skills	PG	PS	DG	DS
Badminton				
Bicycling				
Camping				
Croquet				
Hiking				
Ice Skating				
Rollerblading				
Roller Skating				
Swimming				
Table Tennis				
Tennis				
Volleyball				

[illegible]

Progress Record - Little Keepers

NAME_____PHONE_____

ADDRESS_____CITY_____ST_____ZIP_____

DATE OF BIRTH_____ NAME(S) OF PARENT(S)_____

Godly Girlhood	PG	PS	DG	DS
BM 1 Corinthians 13				
BM Books of the Bible				
BM Kindness				
BM Love				
BM Obedience				
BM Psalm 1				
BM Psalm 100				
BM Psalm 113				
BM Psalm 121				
BM Psalm 23				
BM Ten Commandments				
BR 1 Peter				
BR 1 Thessalonians				
BR Colossians				
BR Daniel				
BR Ephesians				
BR Galatians				
BR Jonah				
BR Philippians				
Family				
Grandparents				
Jesus Loves Me				
Keeping Clean				
Manners				
Neighbor				
Others				
Prayer Warrior				
Singing				

Basic Skills	PG	PS	DG	DS
ABCs				
Cardmaking				
Coloring				
Croquet				
Decoupage				
Embroidery				
Little Readers				

Basic Skills	PG	PS	DG	DS
Mosaics				
Painting				
Plastic Canvas				
Pressed Flowers				
Puzzles				
Quilling				
Scrapbooking				
Stenciling				

Homemaking	PG	PS	DG	DS
Baking				
Cleaning				
Cookie Baking				
Cooking				
Dish Washing				
Gardening				
Money Sense				
Simple Sewing				
Table Setting				

Nature	PG	PS	DG	DS
Birds				
Butterflies				
Farm Animals				
Flowers				
Pets				
Wildflowers				

[illegible]

Progress Record - Generic

NAME _____ PHONE _____

ADDRESS _____ CITY _____ ST _____ ZIP _____

DATE OF BIRTH_____ NAME(S) OF PARENT(S)_____

[illegible][illegible]

Project Planning Worksheet - Major

PROJECT _____

Scheduled date to do project _____

Time allotted to complete project _____

Number of children who will do project _____

MATERIALS

Figure quantity of materials needed to supply children and leaders.

Materials Needed	Expense
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Total _____	

Divide total cost of materials needed by number of children to arrive at cost per child.

Cost per child _____

Divide total cost of materials by number of projects which can be made to arrive at cost per project.

Cost per project _____

Things needed to be done to prepare for project

Jobs delegated to _____ Phone _____

Date preparation is to be completed _____

Phone to double check on completion _____

After project was completed—

Was project successful? _____

What went especially well? _____

What went wrong? _____

What improvements can be made in the future? _____

Attach explicit project instructions to reverse side for future information.

Project Planning Worksheet - Minor

PROJECT _____

Scheduled date to do project _____

Time allotted to complete project _____

Number of children who will do project _____

MATERIALS

Figure quantity of materials needed to supply children and leaders.

Materials Needed	Expense
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
	Total _____

Divide total cost of materials needed by number of children to arrive at cost per child.

Cost per child _____

Divide total cost of materials by number of projects which can be made to arrive at cost per project.

Cost per project _____

Things needed to be done to prepare for project

Jobs delegated to _____ Phone _____

Date preparation is to be completed _____

Phone to double check on completion _____

After project was completed—

Was project successful? _____

What went especially well? _____

What went wrong? _____

What improvements can be made in the future? _____

Attach explicit project instructions to reverse side for future information.

Questionnaire

Date _____
Name _____ Phone _____
Address _____
City _____ State _____ Zip _____
Date of Birth _____ Year in School _____
What school do you attend? _____

Questions — What do you like . . .

To collect? _____
To read? _____
To do (activities)? _____

Your Favorite Things . . .

Color _____	Candy Bar _____
Song _____	Book _____
Food _____	Hobby _____
Sport _____	Game _____
Holiday _____	Project or Craft _____
Pet _____	Activity _____

More Questions . . .

What do you like most in life? _____
What do you like least in life? _____
What are some of your goals? _____
What spiritual truth do you want to learn this year? _____

What practical things do you want to learn this year? _____

Problem Areas . . .

What areas do you need improvement in? _____

How would you like me to help you? _____

Use the reverse side for any comments or other things you would like to write.

Registration Form

NAME_____

PARENT'S NAME_____

ADDRESS_____

CITY_____ STATE_____ ZIP_____

PHONE_____ E-MAIL_____

DATE OF BIRTH_____ GRADE_____

EMERGENCY PHONE NUMBER_____

In the event of an accident or injury, I will assume full responsibility for my child, _____
_____, thereby releasing _____
(Name of Church or Organization)
of any obligation or responsibility.

(Parent's Signature)

(Date)

This form is only for your suggested use. If you are concerned about liability, contact your attorney for further help and specific information about your club and the state in which it will be in operation.

Doctrinal Statement

Our name, ***Keepers of the Faith***, indicates our purpose and goal. We want to keep all of God's Word, not just some. We wish to make no doctrinal additions to God's Word. We want to be faithful to God in everything, not just a few things. We want to pass on the truth of God's Word to the next generation.

We believe:

- The Bible to be the inspired and infallible Word of God.
- In God the Father, God the Son, and God the Holy Spirit.
- *"God so loved the world, that he gave his only begotten son, that whosoever believeth in him should not perish, but have everlasting life."* —John 3:16
- Salvation is a free gift to all who believe in and trust Jesus Christ to redeem them through His death and resurrection. A person's works do not earn salvation but are a necessary proof of it.
- Jesus Christ is the same yesterday, today, and forever, and His Word need not be amended or re-evaluated for this, or any other, generation.
- We should conform ourselves to God's Word, not conform God's Word to varying conditions or changing times.
- A man is the head of his family and is responsible before God to lead and provide for them.
- God created a woman to be a helpmeet for a man, and her mission in life is to help her husband accomplish his mission. We believe in old-fashioned *femininity*, and are opposed to *feminist* ideologies, whether of this generation or any other, which attempt to supplant the woman's God-given role in the family.

Keepers of the Faith hopes to provide information, support, and inspiration to families, associations, and churches through its programs and resources. We attempt to provide only those materials which are consistent with God's Word. Our materials employ text from the King James Version of the Bible.

Lastly, our purpose and mission is to not only **be** keepers of the faith, but to help others to trust the truths of God's Word, and also assist them in their efforts to be keepers of the faith. The primary goal of our programs is to teach children to be competent and to know God. Please join with us in this endeavor.

Copyrights

We want to share a word about copyrights and trademarks, so you will know what you may do in regards to copying the materials. It was, and continues to be, our intention to allow our Keepers of the Faith groups and families to use our materials freely. However, without our taking legal steps to copyright and trademark our materials, we might not preserve the individuality of the program. Following is a brief synopsis of copyright explanation and what families and clubs may do.

You may:

- ✓ use and adapt the program to the particular needs of your family or group.
- ✓ alter the requirements for earning certain badges to fit special needs particular to your family or group.
- ✓ reproduce forms for individual club use.
- ✓ reproduce the art work contained in the handbooks, including the *Contenders* logo and the *Keepers* logo, for newsletters, stationery, etc. to be circulated or used within your particular club (as in newsletters, banquet decorations, etc.) for nonprofit purposes.

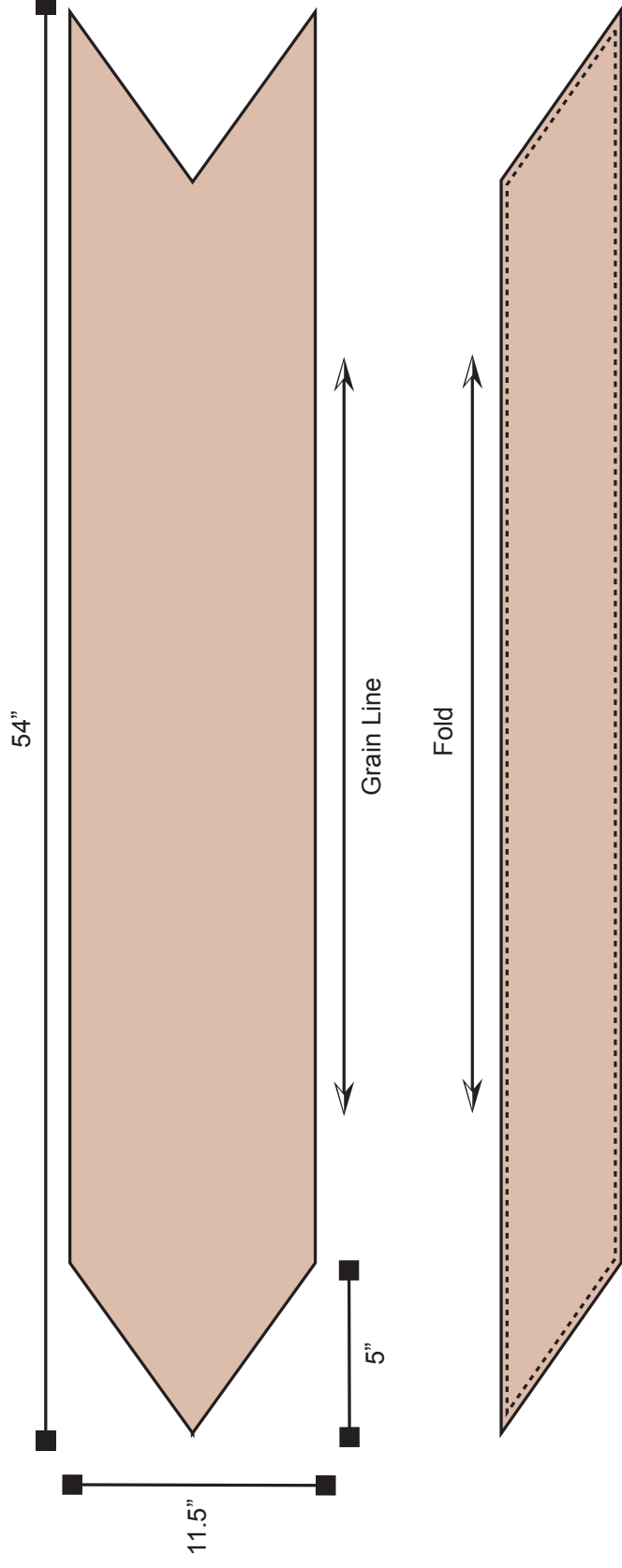
You may **not**:

- ✓ use the *Contenders* logo or *Keepers* logo for a program other than a Keepers of the Faith program.
- ✓ reproduce or modify logos, emblems, awards, or other program specific items for distribution or resale.
- ✓ reproduce handbooks, the *Essential Guide for Parents and Leaders*, or other printed materials, or *alter* these materials and redistribute them by any written, mechanical, or electronic means without specific, written permission from Keepers of the Faith. You may reproduce them for your family, group, and church, but they may not be added to, combined with other materials, or subtractions made from the original editions.

Facts to Know

- ✓ ***Keepers of the Faith*** is not affiliated with any specific denomination, but totally affiliated with the Word of God.
- ✓ Keepers of the Faith groups are independent and do not require membership in a national organization. Each club is an autonomous body, operated and governed by a single family, local association, or church group.

Banner/Sash Pattern



Sew a $\frac{1}{4}$ " seam, leaving a space for turning. Clip Corners, turn, press, and top stitch $\frac{1}{8}$ " from the edge all the way around.

To make your original pattern durable, draw it on a light weight interfacing fabric.

Additional Resources

Some club-specific items available through Keepers of the Faith are:

Handbooks (Downloadable PDF Format)

Little Keepers Handbook (for ages 4 to 6)

Keepers of the Faith Girls Handbook (for ages 7 to 16)

Keepers of the Faith Girls Companion Notebook

Little Contenders Handbook (for ages 4 to 6)

Contenders for the Faith Boys (for ages 7 to 16)

Contenders for the Faith Companion Notebook

Essential Guide for Parents and Leaders

Awards

There is a complete line of awards available for the handbooks, as well as other endeavors. There are also membership awards, end-of-the year awards, and many more.



There is that subtle thrill of having done something “good” when a child receives fitting recognition for completing a job well.

Teach them a skill—they’ll have it for life. Show them it was a real accomplishment—they’ll remember for life! Many members of the first club thirty-five years ago still have and cherish their “well done” symbols.

Because these are such high quality awards, they are often treasured for decades, and yet they are economical! This type of award retails for over twice this price. You cannot do more for your child for less. These unique awards are available through Keepsake Awards on Amazon.com.

Questions? Please contact us at sales@keepersofthefait.com

Or visit our web site at www.keepersofthefait.com