

**GUIDELINES**

**TO**

**GOOD**

**PROJECTS**

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# CONTENTS

<b>Subject</b>	<b>Page</b>
Forward .....	3
Why Have Projects Too .....	4
How Projects are Developed .....	5
The Use of Projects for Homework ...	6
How Projects are Marked .....	7
So it's Project Time Again .....	8
Materials and How to Use Them .....	10
Help - From Whom and How Much ...	12
Just a Few Hints .....	14
How Much Money to Spend .....	15
Help From the Teacher .....	16
How Much Extra Work .....	16
How Important is the Cover .....	17
When You Run Out of Ideas .....	17
Crash Programmes for Finishing .....	18
Good Prizes for Good Projects - Why?	19
Finally .....	20

## FORWARD

The Christadelphian Sunday School Association projects had their origin some 30 years ago in hand craft supplements to help parents in isolation and teachers in North American Schools, who were seeking help in illustrating and consolidating the lessons.

From these modest beginnings have developed the projects that now are an integral part of the Association's curriculum and which have proven to be a valuable aid, both in impressing Bible Truths upon young receptive minds, as well as involving the whole family in working together around the Word of Life.

Children respond positively to a challenge and the Association capitalizes on this by organising a project competition each year in which, in Australia, over 1000 children participate. Some schools in other countries also conduct a similar activity with very encouraging results and the system can be adapted to comply with local needs.

We do receive yearly, a large number of requests for assistance and advice on projects from areas all around the world, ranging from materials to use, illustrations, maps, involvement by parents and many other things. We are also asked why we promote projects and why we so strongly advocate their acceptance in Christadelphian homes. We felt therefore, that this little booklet on the subject would be appreciated and we trust that the contents offered will help to avoid the tears sometimes shed, when young people (and sometimes parents too) realize that the time for returning projects has come upon them. Rather we hope that it will increase the joy that children do experience when they see a task completed, knowing that it reflects their very best effort. We trust, too, that it may smooth the path of dedicated parents, who guide and encourage their children in their efforts to establish a pattern of life in the Truth that ultimately will bring the whole family to an acceptance of the Lord Jesus Christ and a walk that will be pleasing to the God of Heaven.

"For we are labourers together with God" 1 Cor. 3:9

## WHY HAVE PROJECTS TOO?

Christadelphians lead a busy life in the Truth, or at least should do if we are following the commandments of our Master (Luke 19:13) and the Apostle Paul (Heb. 4:11). So, with the round of activities in the course of each week, some might ask, "Why have projects too?"

We believe that there are many good reasons, but for this booklet let us confine the list to five and you can add to the list for yourselves.

- (a) They are an excellent medium for impressing the current Sunday School lessons upon our children's minds.
- (b) They provide an enjoyable basis for homework and revision of lessons.
- (c) They stimulate individual expression and development of ability within the framework of Bible study.
- (d) They provide an avenue for joint family effort around the Word of Life.
- (e) They help parents to allocate priorities in measurable terms at a child's level of understanding.

Projects are not exclusive to Christadelphian Sunday Schools. Primary Schools, High Schools, Travel Agencies, Airways, Banks, Business Management and Breakfast food companies, among others, use projects continually as a means to impress particular ideas (not necessarily facts) upon those who embark upon them.

This is especially so in the case of educating children. Schools impress lessons related to Geography, History, Social Studies, Health, Biology and numerous other facets of learning by developing projects to be researched and completed in the home. The underlying reason why this is so successful is that each project requires individual effort and graphic illustrations and the end result is a reflection of the dedication of each child. The illustrations used to depict that effort make a more permanent impact on the mind than do mere words alone. In the process of compilation, the effort expended has made a distinct impression upon the mind of the children and usually on the parents too (or at least on mothers, who usually are the greatest source of help with ideas and locating of suitable material).

Life in this age is all hustle and bustle. Rush, rush, rush is the order of the day, and our children are subjected to pressures far in excess of those experienced by their parents in former years. Note that we are not talking about 'work' but about 'pressure'. Particularly is this felt as young people enter secondary school life.

Parents sometimes feel that their children need more time to play to counteract these pressures. Certainly our children need time for recreation. No-one questions that, but the hours spent in an increasingly degenerate school environment do have their effect upon our little ones and must therefore be counteracted by an increasing effort on the part of parents. If parents are prepared to help the child organise his or her time wisely, then much of the 'pressure' of Sunday School homework and projects can be relieved. The effect of the world is cumulative and therefore our efforts on behalf of our children must be consistent and determined.

It is a challenge that Christadelphian parents must face, and overcome, if we are to experience the joy of seeing our children, all of our children, accepting the Truth. Christadelphian projects are designed to assist in achieving that goal and we trust that this Booklet will be of practical benefit to parents and children in helping you to maintain a balanced, yet satisfying, approach to the work involved, as well as understanding **why we have projects too**. See Luke 8:15-16.

## HOW PROJECTS ARE DEVELOPED

A team of brethren and sisters prepare the basic design of the projects based on a selection of highlights from the lesson notes.

The majority of the material is drawn preferably from the earlier lessons, up to say, lesson 20, but sometimes a subject in the later lessons is considered too important to be left out, e.g.. the birth of Christ in stage 3. The reason for concentrating on the earlier lessons, is to enable scholars to work on matter that has been dealt with mainly in the first part of the Sunday School year.

The objective is to provide activities for children to engage upon that will stimulate interest and also develop skills in presentation. This can find more mature expression later in life in Bible marking, preparation of Bible inserts, Sunday School teaching and Gospel Proclamation presentation. We all need to develop some skill in one or more of these areas.

For this reason projects in the Intermediate and Senior divisions contain Bible marking exercises. These inserts can be done therefore with special care, knowing that afterwards it can be glued into the appropriate section of the scholars own Bible - a reference for years to come and a pleasant reminder of time well spent.

The senior and baptised Bible marking inserts are designed so that students can have a greater scope to conduct their own Bible marking and research. There is also allowance made for personal development of style and presentation.

For younger groups, specific books are provided and students are expected to confine their work to these. There are usually about 10 pages of work for each division. The degree of printed assistance decreases for the older students to give them scope for individual presentation. To parents of those talented young people, who feel that they would prefer to design and submit their own project, we would suggest they point out to their children that the majority of children do not have that degree of ability. Therefore it is of greater benefit to this majority to have the basic design and size clearly laid down. In doing so, the Association also feels that there is ample scope for innovative work to be done and particular talents exercised. Exceptions would create a lot of additional work for markers and apart from this would create practical difficulties in scheduling the work through the period designated. Mailing awkward shaped parcels can also provide practical problems regarding packaging and damage.

We also bear in mind that whilst the project is an important part of Sunday School work, it is part of a complete system involving other work which again is part of the overall ecclesial activity. It is our desire to encourage families to maintain that desirable balance.

## **THE USE OF PROJECTS FOR HOMEWORK**

Projects are a part of learning the lessons - a vital part, particularly as they are intended to carry the lessons into the home to be considered by the family. Without family support and involvement, Sunday School lessons have little lasting impact upon the children and therefore their ultimate acceptance of the Lord Jesus Christ and induction into the Ecclesia are being put at great risk.

Projects are designed to be used as an aid to learning the Truth and can readily be incorporated into the homework set by class teachers. When preparing their schedule of lessons, teachers should utilise the appropriate sections of the project, setting a reasonable portion of the page, that coincides with the lesson. In most cases the page could not be completed with all the final trimmings, but should satisfy the requirements for that week. If for some reason a scholar was not participating in the overall project, then the most practical answer would be to provide a copy of the particular page for the scholar to use.

If you look at the instructions at the back of any of the projects you will notice that each page of the project is related to a specific lesson in the lesson book. Where written answers are required, a passage of scripture or a page in the lesson book is indicated where that answer can be found. Teachers especially can help here, by directing children to the exact paragraph in the

lesson which will explain the level of answer required. Wholesale copying of answers, however, is **not** what the marker is looking for. It may be appropriate in short answers, but certainly in the older age groups this would not be seen as of any value to the student. A Sunday School teacher should expect homework answers which have been carefully thought out (with the help of parents) and which show individual effort and understanding. So the project should reflect the same personal application. Older scholars should also be encouraged to make scriptural references wherever suitable. Senior scholars may come across passages or phrases in books written by Christadelphian writers. These are well worth noting, but the source must be acknowledged. The markers do read the lesson books themselves and usually recognise passages from books found in their own libraries.

All of this means advance planning by teachers, but then this should be the normal procedure for preparation and conduct of a class.

Superintendents can counsel such teachers who may be newly introduced to the work or who feel a little at a loss as to how to organise projects into their setting of homework.

We begin to see then a vital need for co-operation between parents, teachers and scholars involved together in the project, with the ultimate aim of making the lessons memorable to the children.

## **HOW PROJECTS ARE MARKED**

When the closing date for the return of projects has turned up on our calendar, then the Superintendent collects all the projects and checks to make sure each has an application form. He then allocates a number, and after carefully packing, to ensure no damage occurs (an Australia Post padded bag), then he mails the parcel to C.S.S.A, P.O. Box 20, Modbury North, South Australia 5092.

The hundreds of projects from all over the Country are then checked for identification and sorted into ages. All application forms and stray names are removed and each division is given to a separate marker.

A special night is arranged for the markers to get together. Some are old hands, some new to the task. The whole atmosphere is geared to encouragement of the thousand or so children who contribute. Each year some point or other arises from the previous set of projects, which is brought to the attention of the markers. They have a difficult task, and are all very much aware of the many long hours spent by each child and their parent and teacher. They themselves are parents or teachers and are well qualified to assess the work done and to urge on to better efforts.

The markers do not know either the Ecclesia or the name of any child for any project. They use a marking guide to assess the projects (a copy of this appears in the back of this Booklet, and is self explanatory). A little arithmetic will indicate the importance we place on accuracy and Bible Truth as well as following instructions. The guide enables markers to allocate measurable values for accuracy, consistency, neatness, written work and presentation.

One point worth noting here in relation to marking is:-

It is surprising how careless, even the best, students are in reading and following instructions. A lovely project can be spoiled (or at least lose marks) if the child (or parent) has failed to do what is required. e.g. the furniture put into Elisha's room by the Shunammite lady is clearly shown in scripture to be a bed, a table, a stool and a lampstand. Four things only. The weapons used by David and Goliath are easily found in 1 Samuel 17. The colours used in the court of King Ahasuerus were white, green, blue etc. as shown in Esther 1:6, which the instructions referred to. Children who take time to look up these details and include them in their project are adding to their scriptural knowledge and learning good habits of Bible study. This is what projects are all about.

When marking has been completed, then a letter is typed to each scholar. The purpose of each letter is to commend the child on his work. Helpful suggestions for improvement are sometimes made. These are not intended to be critical, but as useful hints for next time. The committee and the markers realise that many diligent hours have been spent on every project submitted, no matter what level of quality is apparent. The letter accompanying each project is intended as an acknowledgement of this fact and the comments are designed to assist the scholar to achieve further excellence. This is not merely for the sake of doing better, but as an aid in the study of the Word, and in ultimately recording our endeavours in the margins of our Bibles with notes that are individually our own and which will be invaluable as we walk towards the Kingdom.

### **SO IT'S PROJECT TIME AGAIN!**

Some students are really old hands at doing projects. They finish in plenty of time, their covers look nice and clean, bits and pieces don't fall off, the "Texta" colours don't show through to the other side and mum doesn't get upset. No hassles, no tears, no problems.

Well if you come into that category then you can skip this section.

For the rest we will assume that this is your first project or perhaps you have done a few and ran into some problems.

When the project first arrives home-

- (a) have a look through it (wash hands first) and think about how you might do some of the pages and what you might need in special bits and pieces. Take a pencil and paper and make a list. It may not finish up that way but having a record of your first impressions is important. It will save you a lot of time later.
- (b) find a clean plastic bag and if there is more than one member of the family with a project, then make sure each bag has its owner's name on it. Keep your list in the bag too.
- (c) find a smaller bag for storing special cut-outs and small stick-on pieces. Keep this bag in the bigger bag too. It saves you feeling grumpy when at the last minute you just can't find a vital item.
- (d) look through any books you may have at home for ideas. It is an ideas time, a time to get you motivated.
- (e) now when you are ready to start, take the staples out of the project so that you can work on the individual pages without damaging the remainder.

Did someone say, "Why staple them together in the first place?" That is done to avoid losing pages while assembling, handling and forwarding and to provide holes for you to put it back together again when finished.

Now! If all that is done as soon as the project gets home, then you have made a good start.

Probably the first actual work on your project will be the headings. Not only does it put you in the mood for tackling your new project but it saves leaning on the work done later, on the rest of the page. If you want to be different, turn the page away from you and work on the headings upside down (which might sound a bit funny, but it avoids resting your forearm on the page). In any case, it is a good idea to have a clean blank sheet of paper to lay over the page, when you have to rest your hand on it, whilst working.

Some people like plain neatly coloured headings. Some like to suit their headings to the theme of the page; e.g.

- (a) on a page on Nehemiah you might like to make the heading look like a brick wall, by ruling each letter up like bricks.
- (b) a page on the fiery serpents might suggest some very bright and shiny serpents weaving in and out of your heading.
- (c) you might like to draw lines through the letters and colour each section differently. This can look quite effective on a page on Noah's ark, with the letters done in rainbow colours.

In actual fact, the Bible is full of colours which stand for certain things - such as red for sin, blue heavenliness, purple for royalty etc. It is worth

thinking about these when choosing colours to use. Of course, your project would look dull if you limit yourself to a few colours, but they can be used to highlight what you are depicting on each page. Discuss these with your parents or teachers and you will see that there is always something more to learn from God's Word.

By the time you have completed a few headings, you will also have thought of some more things to do; so write them on your list and put it back in the bag.

Well! that about disposes of the preliminaries. **Now lets get down to making sure that our project gets finished on time and that we enjoy doing it.** It's also nice if everyone else in the family enjoys us doing it too. So it is essential to make up a schedule. Here is a suggested time table for Australian Schools. Some other countries start four months later but the schedule can be adjusted to suit.

December - January: Complete three pages (not the contents page). Do rough copies of your answers and get Mum or Dad to check these for you — with lesson book and Bible in hand, of course. Don't stick anything in until all the writing and colouring is done on all pages.

February: Two pages — writing, colouring and more bits and pieces.

March: Two pages — writing and colouring.

April: Two pages

May: The last page complete and all the writing.

June: Stick in the bits and pieces — do the contents page and the cover.

July: Staple it together, fill in the application form. Have a last look through it and hand it to the Superintendent on time.

Work out dates for each month and stick this up where it will not be forgotten — the kitchen fridge seems a good place these days.

## **MATERIALS AND HOW TO USE THEM**

We might also add, "and how to get them".

There is always something new that pops up each year in projects; so I dare say that what is written here, will be incomplete to some degree when you read it.

But, accepting such limitations, there are a lot of bits and pieces around most homes that can be useful for projects and not involve parents in spending

hard-to-get dollars. Children accumulate things like crayons, coloured pencils, glitter, pop-sticks, felt tip pens, glue, erasers, rulers, scissors (stub nosed and safety blunt) and other normal paraphernalia.

It is a good idea to have a box for bits that can be collected when you find them. Perhaps some polystyrene foam (the white plastic stuff used for packaging radios, electric shavers, projectors, etc.) or sandpaper. Hang onto stiff white card and clear plastic from shirt boxes, photographic wrapping paper, silver and/or gold foil, wooden meat skewers, tracing paper, onion or citrus net bags, sawdust, scrap ends of wall paper, coloured card or paper, braid or buttons, string and such like. A **small** quantity of each item is all you need though.

Coloured pencils are really the most important item, together with a sharpened lead pencil and a ruler. Coloured pencils ultimately wear down to an unusable size. Rather than dropping them into the waste paper bin, use the leads for smudging. This can be done in several ways. Get a piece of sandpaper and rub your pencil over a small area. Then just shake the filings carefully onto your page. Rub them with a tissue or soft cloth (remembering to keep the little pieces close together) and you will have nice smooth coloured background for your page. Another way is to have a 'smudge rag', a smooth piece of cloth on which you rub hard with your pencil over a small area. Then poke your finger behind it and rub carefully onto your page.

Your written work will stand out nicely against the coloured background and any special colours or combinations you use will add to the effect. Most children do it with the ball of their second finger, but it is advisable to use the 'smudge rag' as well as your finger. It is a hard job for little fingers though. Even older children can only do a little at a time. The main thing is to **practice** first on scrap paper if it is your first try at this idea.

Use a "HB" or "B" soft lead pencil for drawing the lines which you will eventually rub out and do not press too hard on the page.

Felt tip pens are in general use these days and are usually suitable for projects. Depending on how new, how much use, how long the end cap has been off, and how carefully they are used, we will get a happy or unhappy result.

Coloured pencils are still the best thing to use, but if you prefer felt tip pens, then try them out first on the instruction sheet (around the edges) to make sure they do not seep through to the other side. In any case, the main thing with these pens is a light touch. Do not let the tip of the pen stay on the paper or it will soak up the colour, probably bleed through to the other side and you will not like the result.

Always keep your coloured pen moving on the surface of the paper. Do not let it stop. Remember that dark colours, black, blue, chocolate or purple etc. will show through more readily than lighter colours. Do not press hard when you colour in, it makes the fluid run faster.

We use felt tip pens and do not have any trouble when these precautions are observed. However, we also see some delightful projects where coloured pencils have been used with beautiful results. Particularly is this so when a child has an aptitude for shading, which is difficult to do with felt tip pens. Superintendents could keep these aids in mind when purchasing incentive prizes too.

Never use a lot of glue to hold pieces down. Too much might soak through and spoil the other side. Do not be too proud to ask mother to show you how much to use; practise on an old piece of paper with one of the pieces you do not need and you will soon get it right. Then, after mother is satisfied that you have got it right, you can stick it in your project book and it will be quite fair to say, "All my own work". A PVC glue like 'Aquadhere' or 'Grasp' is about the best we know of, and a little bit goes a long way. Though it is white in the container it is transparent or clear when dry. I would estimate that two teaspoonfuls would be ample to complete the most elaborate of projects. Rubber glue is also very good for inserts, but be careful. The solvent in the glue will eat into most plastics and the vapour is also very toxic.

## **HELP!! FROM WHOM AND HOW MUCH?**

We have often been asked, "How much help can be given and still maintain the principle that the project is the work of the scholar whose name goes with it?"

There is no question as to whose project it should be and the markers accept that everyone endeavours to do what is honourable and fair. After all we are Brethren and Sisters of Christ, and our homes are a training ground for the future Brethren and Sisters of Christ. Our attitude must be impeccable. The simple rules are:

- (a) The actual work on the project must be performed by the scholar. This includes cut outs and things that are stuck on, or inserts that are added, including the preparation of the additions. We are mindful of very young children especially in divisions 4 and 5 where some assistance particularly in cutting out and gluing in is understood. It is important that the

child be involved and assistance in guiding the hand in these activities is acceptable. We do want the spirit of the projects to be followed so we will be expecting parents to be very controlled here.

- (b) Scholars can use stencils, pictures or outlines, cut outs from books, tracings and similar aids if they are not capable of creating their own. Particularly is this applicable to the younger 4-6 year old group. We are however very keen to see childrens own drawings and this is preferred over cutouts or stuck in pictures from books. Often the simple drawings of children are far more effective and meaningful and we encourage children to give it a go.
- (c) Parents or older brothers and sisters can show them how to do something, can demonstrate on a piece of paper, can make an outline shape for them to draw around, can provide practise pieces, but **the actual reproduction, cutting, pasting and inserting must be the scholar's own work**. Some guidance is acceptable for very young children as note above in (a). Do not encourage your children to do something that is beyond them or provide assistance to a degree that the end result does not reflect the child's own ability. That is not good training in the principles of the Truth.
- (d) Four to six year olds are not expected to write detail, and their projects are designed to avoid this. However! Sometimes a word or two finishes off a page and if such is required then they can be drawn on a piece of paper for the scholar to copy into the project. Mothers of **very little ones** can lightly write the word on the page and the child can trace over it. If a ruled line, or lines, is desirable then they are usually provided, but if not, they can be done by mother for the younger age bracket. From 7 years and upward, scholars must do this work for themselves. If any child has a particular handicap this should be indicated on the application form, and the markers will take this into account.
- (e) Most children need encouragement to generate ideas and to develop their projects in an orderly manner. In this field the family can combine their talents to help. Suggested layouts, types of inserts, where to find things, colour schemes, what to put first and what not to put in until the end.  
However, when offering suggestions, always try to give a couple of alternatives so that the scholar can choose what he or she would like. Better still, try to extend the scholars thinking so that the end choice or design still depicts his or her own personality. Some folk might feel that this area is a little too elastic, but we would remind everyone that one

of our main objectives is to help the development of our children and to maintain their interest in the Truth. The home is the first base for this and family efforts around the Word are a greater challenge today than for former generations. Projects help to meet that challenge and therefore if the principle is kept in mind, the spirit of the Truth can be implanted in our children as they apply themselves to the work.

- (f) In conjunction with this matter of suggestions, it should be mandatory that the same alternatives suggested to our own children should be made available to anyone else who might ask for help or who we might think needs help. The pride that generates selfishness should not be seen amongst true disciples of the Lord Jesus Christ.

We know of many Sunday School teachers who collect ideas for various pages (or covers) on projects and show them to their class to help generate ideas. Even if all the children in a class set out to use a suggested design there would still be individual projects in the end, because of the individual adaptations and abilities. So the challenge to each of us is to show our abilities, to help each other and to encourage our children to do the same, in the sure knowledge that what they have done is their effort, but they can rely on mum and dad, uncle and auntie sometimes too, if necessary. It is a nice, comfortable feeling. (Eph. 6:1-4)

### **JUST A FEW HINTS**

- \* Rule light pencil lines whenever you are going to write on your page. It is a good idea to have a top and bottom line if you are going to PRINT — then your nicely even.
- \* Older scholars may find a line guide helpful. The Association has a supply of these suitable for Bible-marking, or you can easily make one yourself. Just use an old exercise book or writing pad and go over the lines with a black texta or pencil. Slip this sheet under your project page.
- \* A border does make each page look more “finished”. This could be simply a neat coloured line, but do measure it with ruler and pencil first. Some children have very colourful borders, different on each page. Others trace or copy vine leaves or flowers or fancy scroll work. A neat border however, is all that is needed to ‘lift’ a page.
- \* Do practise a little on a scrap of paper first. Practise your writing, practise drawing faces or figures. Children often say, “I can’t draw”. No-one expects a seven or ten year old to be a clever artist. If you are desperate, trace a picture from a book. You may want to trace simply an outline of a hand or a sheep or a face. You would be surprised, though, to find

how much pleasure a marker gets from your own drawings. Nobody laughs at them.

- \* If you must use food, such as coconut (!) to decorate your project, be careful where you keep it. Ants and mice might be tempted to taste it. It has happened before!
- \* Avoid using cut out pictures if at all possible. It may save some time but not many Bible story books available in the shops these days have suitable pictures, though sometimes they provide ideas for you to adapt.
- \* Cottonwool is often used for clouds. Have you ever thought of using tissues?
- \* A bit of 'white-out' on the tips of your waves looks effective.
- \* Paint a bit of lemon juice on a piece of paper and put it in a warm oven for a few minutes (watch it!). It looks effective for an ancient scroll.
- \* There is no need to fill every blank space, but any awkward gaps can be just the right spot for an important quotation relating to the subject. It shows you have your mind on what you are doing.

### **...AND BEFORE YOU BEGIN**

- \* Don't do anything without seeking advice first to check you are right.
- \* Do keep your hands clean.
- \* Don't eat or drink while working on your project.
- \* Do keep a clear, tidy space around you.
- \* Do read those instructions very carefully.

### **HOW MUCH MONEY TO SPEND ON MAKING THE PROJECT LOOK NICE**

If we said "nothing", then I guess someone would pick us up on a technical point somewhere; so we will amend that to "nothing in particular" and "as little as possible".

We have already listed the basic materials that are needed and there would be other odds and ends to add to that list. These things are in general use around school and home and the Association does not encourage spending specifically on projects.

Let one expensive item suffice as an example "Letraset". There have been some excellent standards of projects where Letraset has been used and there have been some very mediocre projects using Letraset. It is expensive material and requires a deal of skill to use it effectively. Hence the very good projects look nice with it, but would undoubtedly have looked nice without it. We prefer them without it, but nobody gets penalized or favoured if they use it.

## HELP FROM THE TEACHER

Here is a note for Superintendents and teachers.

In the instructions at the back of each project, you will find reference to the particular lessons. As the bulk of the projects are drawn from early lessons, then it is possible to integrate these sections into the homework which will help scholars maintain their schedule. It will also avoid adding unnecessary extra work to the family studies around the Word. Homework on projects should be specified and for those who are in front encouragement can be given to do some work on other sections to help them get further in front.

Teachers could further help their class by arranging a couple of workshop afternoons when children prepare some of their stick-on pieces or the cover. Stencils for drawing around difficult shapes or circles, etc. made up out of stiff cardboard, can be prepared beforehand and such aids can help children dress up their projects. It is assumed that such aids are made available to **all** children in the class, or for that matter, the school. The variations in the ability of children to use these will demonstrate their individual personality when they get to the point of adding these trimmings to their projects.

The vital thing to remember in providing aids to children, who perhaps are a bit slower or incapable of developing their own, is that the **final product** plus things added or prepared elsewhere and transferred to a project paper (including the cover) **must be the work of the scholar.**

## HOW MUCH EXTRA WORK?

I suppose it depends on what is meant by “extra work”.

“Extra work” really means doing something more than is required by the instructions and adding extra sheets to do it.

Well! Let us make it very clear that extra sheets do not gain extra marks. If there are 10 pages in your project then the marker does not expect to get 12 or 13 pages to review. A careful look at the copy of the marking guide (Appendix at the back of the Booklet) will show you that there is a set maximum marks attainable for each page of the project as designed by the Association. Extra pages submitted are therefore included within the marking for the page as designed and can only achieve the maximum allowed.

We would hasten to point out that we are talking about extra pages and/or subject matter not requested in the instructions and not things like stick-on samples, overlays, stand-ups, little doors that open to reveal something underneath, flaps and a host of other delightfully ingenious devices that we thoroughly enjoy looking at. These are part of the scholars’s effort and we

encourage them to continue to think up new ways to present their work. It greatly assists in their development in the Truth and firmly embeds the incidents in their young minds, a storehouse of invaluable pictures of the Kingdom; but extra pages to make the project bigger - NO!!

### **HOW IMPORTANT IS THE COVER**

We have already had something to say about the cover so there is no need to repeat those points.

It is desirable to finish the project with a nice clean cover and the most practical way to do this is to leave it until everything else has been completed. Then some thought can be given on how to finish off your project with a nice cover.

If you decide to draw or design something, then make sure that it fits in with the theme of the project. Materials such as a piece of wallpaper, wrapping paper, coloured cardboard, paper foil or a scrap piece of material or a piece of clean smooth brown paper with a suitable picture and title can all be used effectively.

If you enjoy doing something fancy and have the time to spare, by all means, go ahead; we enjoy looking at it and may gain some ideas for other project work. However, please remember that the marker can only give (or take away) a small number of points for your cover.

When you have finished your outside cover, you may want to paste a clean sheet on the inside just to tidy the overall effect. This is all that is necessary. If you like, you could neatly write one verse of Scripture or a poem; or you could draw a lampstand or laurel wreath or something similar which symbolises our hope or our prize. None of this is essential, but it does add a finishing touch. (Remember to check through your Good Company magazines).

### **WHEN YOU RUN OUT OF IDEAS**

Some people never run out of ideas for their projects and year after year we see the results of such talent displayed in completed work.

On the other hand, some scholars find it very hard to develop a layout or add something to a page to make it just that much better.

Well! There is always Mum and Dad to turn to first for suggestions. And we do expect parents to encourage their children with suggestions or show them something they themselves have done that might generate an idea. Solomon said that there is nothing new under the sun and this is true. Therefore there is nothing wrong with using someone else's ideas if you like them better than your own. The test is, how effective is the finished product,

for what is done in the project book must be the scholar's work, but not necessarily their own ideas.

Sunday School teachers can be a big help too for scholars who are finding difficulty in setting up their projects. Other scholars might be prepared to show you what they have done. It is a good exercise in helping each other.

If you are really stuck, then write to the Association Secretary, and we will do what we can to help. The only reason we leave this suggestion to last is that it might take some time (your valuable time) before you get an answer, but if you have tried everything else and still need help — then don't be afraid to write.

### **CRASH PROGRAMMES FOR FINISHING**

Such emergencies should never arise in the normal course of events, but sometimes they are not normal. A new scholar starts late in the year; someone falls off a swing or slips on the monkey bars; an illness puts one out of action; baby sister tips chocolate topping over the project at a late stage, etc., etc. It is not our fault, and even if it was, we are in a spot.

What do we do? Well we could give up — but that is the last resort.

The first thing is to salvage what we can (if it was a mishap) and get another project from the Superintendent or, if he has run out, then from the Association Secretary. (We always give top priority for emergencies). Cut out the good pages and paste them over the top of the appropriate page in the new book. (Mother can help with this). When that part is sorted out, then finish off whatever you have time to do and insert a note, if you like, in the front telling us about the problem.

For those who start late or had to stop somewhere on the way through, send your project in with a note and you will still get your certificate. (If you did not finish because you became lazy, that is another matter). Leave the cover until last and keep it very clean. If you have finished everything else inside, that is more important.

Superintendents and teachers who know of the particular cases may be able to help with ideas to copy and aids such as outlined in other sections of this booklet. And of course, the most important of all, the family will rally around so that the disadvantaged will have extra opportunities for catching up.

## **GOOD PRIZES FOR GOOD PROJECTS — WHY?**

With projects everybody gets a prize (or at least - they should) and before saying a few words on the basis and motives for issuing prizes we will briefly outline the scale of awards as applied by the Association.

There are some 15 divisions in the Association who submit projects each year in Australia, commencing with division 4 and moving up to division 17 and then the baptised section.

In the lower division, i.e. 4-12, there are usually between 70 and 110 projects submitted for each group. Markers make two categories of awards:-

- (a) 1st, 2nd, 3rd awards supplied by the Association.
- (b) Highly Commended awards, recommended by the marker, but supplied by the individual Ecclesias.

Quite often, markers cannot separate the first group and so ties are frequent. However! The allocation of these places is maintained and as a result as many as seven students in one division may have received awards in the 1st, 2nd & 3rd group.

The Highly Commended group constitutes about 15-20% of the total projects in each division (provided the quality of the work warrants this figure, and to date, this has been the case). Individual Ecclesias provide a prize for their own scholars in this category at about the value of the 3rd Association prize.

At this point it is worth saying that rarely do children get upset if they have not won a prize, though sometimes parents do. The parents' attitude can make or mar the child's attitude both in their approach to doing the project and their feelings about whether their child deserved a better prize or not. If the parent has seen the determined and consistent efforts of their child over the months, let them make sure that they reward that effort anyway, no matter what the result on prize night. Sunday School and home should not be separate functions. After all, the Sunday School is there to help the parents in their God-given task of bringing up His heritage in His nurture and admonition. It is not a substitute for parental involvement.

All scholars who submit a project receive a certificate from the Association.

The Association has recommended to the schools that they recognise the efforts of their students by making a presentation of an incentive prize to each scholar who submits a project.

Incentive for effort and recognition of achievement is a firmly established scriptural principle and forms an integral part of education in the Word of Life. Children learn the reality of this principle from the experiences of daily life and as their minds mature, will be able to see beyond the reality of prizes won for good work to the greater prize offered by our heavenly Father, a reward based,

not on a comparison with the works of our hands, but for the satisfaction of striving to please Yahweh for His Name's sake.

## **FINALLY**

Each year a record is kept of some of the outstanding work sent in by scholars from all over the country. Photographs (35 mm slides) are taken of different pages from projects in each age group. If your Sunday School would like to borrow a set of these, they are most welcome to write to us and we will post them to the Superintendent. A night viewing these and seeing how other scholars have presented their projects in the past is a good way to encourage children to press on with this valuable work.

As you know, we are always trying to add to our collection of ideas too, so that we can upgrade future projects and activities for Sunday Schools, Bible Schools, and small overseas groups in countries such as the Philippines etc. Send us your ideas, so that we can share them with others.

If children are diligent in the Truth and delight in God's ways, they will grow up to be faithful brethren and sisters, keeping lampstands alight all around the world, until Christ returns.

May our Heavenly Father bless all our children in this work.