

# Year-Round Event



## Keepers

This is a non-competitive event.

### GOAL

Keepers is a non-competitive, year-round event that can be earned each year by girls in grades 3-12. Male participants involved in the Providers event may choose one of these categories in which to participate each year.

### PURPOSE

To foster practical homemaking skills. The name is taken from young women as described in Titus 2:4-5. The program will provide experience in practical homemaking skills that will be valuable to all Christian girls and women including those who work, at any point, outside the home. Each event within the program will serve to encourage a specific skill that will help prepare girls for their most basic and Biblical place as adults; that is, their place in the home as wives and mothers. The program will use Proverbs 31, the virtuous woman, for the various categories of skills taught.

For more information on this event and others, check out the videos on the L2L website:

<https://www.lads2leaders.com/training/>

Local church leaders should follow youth protection guidelines concerning mentoring. In order to protect the welfare of youth and the good name of mentors, avoid any private contact between youth and mentors. Mentoring should always be done in public.

### AWARDS

Girls in grades 3-12 can earn up to three different awards annually. Except as indicated below, the individual awards may be earned only once in a young woman's L2L career. The exceptions to this are the Sewing, Cooking, and Hospitality awards, which may be earned up to three times each. **Girls may also choose as one of their three categories one of the categories from the Providers event which is detailed later in this rulebook.** For each award earned during the year, a girl will receive a specialized award. The participant's name will be listed in the convention yearbook, and she will be recognized at convention during the year-round events portion of the ceremony.

**Group leaders are to electronically verify each participant of this event in the registration system prior to the convention registration deadline.** ALL work must be completed prior to the convention registration deadline. If work is not completed, DO NOT register a person for this award, or deregister them if they were already registered.

### EVENT CATEGORIES

#### 1. **Cooking: "...she provides food for her household."**

- a. **Recipe Book:** The student will distribute index cards or recipe cards to the ladies in her home congregation either in person or by email, soliciting favorite recipes and assemble these into a well-organized recipe box, book, or recipe e-book containing at least 100 recipes (total) and at least five recipes in each of the following categories: appetizers, breads, soups, main dishes, side dishes, fruits, desserts, and beverages. The book will be approved by a Keepers mentor in the local church. These might be widely used by posting on the church website.
- b. A mentor will conduct a session in which she demonstrates the use of kitchen equipment (coffee maker, food processor, mixer, dishwasher, etc.). Each student must attend.
- c. **Meal Plan and Cooking:** The student will plan and prepare a well-balanced meal for her family or for another family in the congregation. She will also follow up with all clean-up chores following the meal preparation. She will document this meal, and it must be approved by a Keepers mentor.

## **2. Food Preservation: “...she brings her food from afar.”**

The student will obtain a fresh fruit or vegetable and successfully preserve at least five jars or five freezer packages of this commodity for later use. The student will share at least one package or jar with a widow or widower in the congregation. This work will be documented by a Keepers mentor. This project may be done in a group with a mentor, but each student is responsible for her own five jars/packages.

## **3. Table Setting: “...she looks well to the ways of her household.”**

The Keepers participants and a mentor will meet around a table, and the mentor will instruct the students in the proper setting of both a formal and a casual table setting, including centerpiece (silverware, plates, bowls, napkins (folding), glasses, etc.). Each girl will be responsible for duplicating this table setting at the meeting and then duplicating it at home for her family or in some home for some family at a regular meal time. Attendance at the demonstration and the duplication must be documented by a mentor.

## **4. Information Resources: “she opens her mouth with wisdom.”**

Each student will collect and organize (or locate) a minimum of twenty books (digital and/or hardcopy) including recipe books, literary classics, Bible resource books, and children’s literature. This collection of resources must be seen and approved by a Keepers mentor. This “library” will be used at least once during the year in (a) entertaining young children without pay while their parents are working in a church-related activity or (b) conducting a Bible study with a non-Christian or a new Christian.

## **5. Nutrition and Health: “...she does him good and not harm all the days of her life.”**

- a. Mentors will invite a health professional (preferably a dietician) to meet with the girls and discuss the importance of proper nutrition. He/She will also cover the warning signs of diseases related to nutrition as well as eating disorders. All girls who are working on this award must be present.
- b. Mentors will devise an exercise program for the Keepers participants. This can be done as a class or individually, but must include at least thirty minutes of physical exercise, three times a week for a minimum of six weeks.

## **6. Sewing: “She seeks wool and flax.”**

This category is broad and allows for much creativity. Thus, in this category girls may receive the sewing award by completing any two of the listed projects. Girls may receive additional sewing awards in additional years by completing two different projects in another year. Therefore it would be possible to receive three sewing awards in three different years.

- a. Basic construction: a student begins with a piece of fabric and a pattern and completes any garment. This can be something as simple as an apron or as complicated as a wedding dress, but it does have to require a pattern and fabric. Project ideas and finished products must be approved by a mentor.
- b. Hand Embroidery: Any two different completed designs on any fabric. Must be approved by a mentor. This can be silk ribbon embroidery, shadow embroidery, counted cross stitch, candlewicking, smocking or two of many other kinds of embroidery. It may be done on purchased dish cloths, burp cloths, dresses, handkerchiefs, t-shirts or any other finished or unfinished piece of fabric. When the mentor approves this, though, the two pieces should be finished, so that they could be given as gifts.
- c. Mending: This project must include five mended articles of clothing approved by a mentor. Ideas: replacing missing buttons, repairing a hemline, sewing a ripped garment, patching a hole or repairing a loose pocket.
- d. Quilting: Individual completion of a baby quilt, any type of construction, either hand or machine quilted. Can also be a full-sized quilt and accomplished as a group, but each girl must have played a significant part in both construction and quilting.
- e. Sewing for the home: Individual completion of a simple pair of curtains, a table runner, a set of napkins, a set of placemats, a table cloth, a set of pillowcases, or a decorative flag. Projects must be approved by a mentor.
- f. Sewing for missions: This is a group project in which a mentor instructs the girls as they make a minimum of a dozen “pillowcase dresses” or aprons. These are to be sent to a foreign mission spot where cute clothing is not easily accessible. The instructions for aprons and pillowcase dresses can easily be found online.

**7. Ironing: “She dresses herself with strength and makes her arms strong.”**

A mentor teaches a student to properly iron a variety of items (e.g., a woman’s skirt/pants, a men’s dress shirt and a tablecloth).

**8. Laundry: “She is not afraid of the snow ...for all her household are clothed in scarlet.”**

A mentor will conduct a “laundry class” in which she teaches sorting, washing (all types and settings) and drying. She will teach the reading of clothing labels. This will include both “regular” loads, delicate garments and hand-washables. The class should also cover things like stain removal and fabric softeners. Students will satisfactorily do the laundry at home for a month to achieve the award. A mentor will approve.

**9. Cleaning: “She works willingly with her hands.”**

A mentor will conduct a hands-on class about cleaning house. This can be done in several ways. The mentor may choose to have all the girls over and teach them as they clean her own house. The instructions should include dusting furniture, vacuuming hard floors and/or carpet, mopping, sweeping, kitchen countertop cleaning, oven cleaning, and bathroom cleaning. The “class” should be thorough. Then each girl should be “placed” in a home of the congregation...(that of a widow, a shut-in, an elderly person, or a family under duress) to go at an appointed time and clean house (an apartment qualifies, but not a single room, as in a nursing home room.) This should be done in a thorough fashion as if each girl had been hired for this duty, but no pay should be accepted.

**10. Childcare: “her children also arise and call her blessed.”**

Each girl should complete a course in child care--either a class offered by a baby-sitting organization, a local school, or a mentor in the congregation. No official certification is required for this award, although it is encouraged. Then each award candidate must complete ten hours of baby-sitting during the year. A mentor must verify.

**11. Horticulture: “...with the fruit of her hands she plants a vineyard.”**

Under the supervision of a mentor, students must plant and maintain a garden (either vegetable or ornamental) for a minimum of a three month period during the year. The garden should contain at least two variations of plants and should total at least ten plants. The garden can be an indoor garden in areas where students live in apartments. The mentor should see the garden when first planted and at least once again toward the end of the three month period. The garden should be free of weeds and protected from blight or weather damage. The student will develop a document describing her planting zone, plant requirements, soil used, etc.

**12. Home Safety: “She does him good, and not harm, all the days of her life.”**

Under the supervision of a mentor, a student must assemble all items needed for a household first aid kit. The student should be able to tell the mentor how each item is used in case of an emergency. The kit should be placed in an accessible place in the student’s home. The following is a suggested list taken from the official Red Cross website [www.redcross.org](http://www.redcross.org).

- 2 absorbent compress dressings (5 x 9 inches)
- 25 adhesive bandages (assorted sizes)
- 1 adhesive cloth tape (10 yards x 1 inch)
- 5 antibiotic ointment packets (approximately 1 gram)
- 5 antiseptic wipe packets
- 2 packets of aspirin (81 mg each)
- 1 blanket (space blanket)
- 1 breathing barrier (with one-way valve)
- 1 instant cold compress
- 2 pair of non-latex gloves (size: large)
- 2 hydrocortisone ointment packets (approximately 1 gram each)
- Scissors
- 1 roller bandage (3 inches wide)
- 1 roller bandage (4 inches wide)
- 5 sterile gauze pads (3 x 3 inches)
- 5 sterile gauze pads (4 x 4 inches)
- Oral thermometer (non-mercury/non-glass)
- 2 triangular bandages

- Tweezers
- First aid instruction booklet

Along with this assembly, this award includes a class, attended by all students, in which a qualified person will teach the girls how to properly treat injuries including a sprained ankle, a minor burn, a bee sting, a minor cut, a skinned knee, a wood splinter under the skin, a bump on the head, and an abrasion or small object in the eye.

**13. Money Management: “...he will have no lack of gain.”**

- Students attend a coupon class and clip coupons from the newspaper and from web sources for a month. These should be used with the help of parents/mentors during the shopping/dining, etc., during that month, and the student should keep records of money saved by using the coupons. This record should be turned in to the mentor.
- A mentor should help each student draw up a monthly sample budget for a newly married couple in the present economy. This monthly budget plan should include all necessary expenditures. Mentors should be sure that church contribution is budgeted first, then necessities and discretionary allotments. Students should be able, upon completion, to see approximately what it would cost at the present time to begin a home.

**14. Hospitality: “She opens her hand to the poor and reaches out her hands to the needy.”**

The student will choose one of the following activities and document its completion with a mentor. This activity must be done by the student and must be in the home of the student. Students may complete up to three of these projects, one per year.

- A student will prepare a meal in her home for a person in need, a widow, an elderly person, a missionary, or a non-Christian friend. She may choose to bring the meal to the person or feed them in her home.
- If feasible, a student will prepare a place of lodging in her home for a visiting minister, missionary, or a Christian traveling through the area.
- A student will host a youth devotional and/or game night in her home and prepare all refreshments.
- A student will work with the deacon in charge of benevolence to collect food items which will be given to people in and out of the church in need of basic necessities.

**15. Basic child discipline: “She watches over the ways of her household.”**

- Attend a class (the mentor can decide the length and number of sessions) taught by a proven, competent family woman on “A good mother’s discipline of her children.” Subjects should include:
  - When a child does wrong: when it’s appropriate to merely explain, when to scold, when to spank.
  - Limits to spanking to avoid abuse.
  - In what ways were your children different in reference to what kinds of discipline were effective?
  - What are some different kinds of discipline you used to rear your children (in accordance with God’s teaching)?
- Write a 1-2 page essay describing a punishment you received that you believe has helped you be a better, stronger young woman.
- Meet with a wise, elderly person in your congregation and write a brief summary of his/her answers to these questions:
  - In what ways were your children different in reference to what kinds of discipline were effective?
  - What are some different kinds of discipline you used to rear your children right?
  - If you could go back to your children’s early life with you, how would your discipline be different?