



Student Preparation Handbook

This Handbook belongs to _____.

About This Handbook

Now is the time to start preparing for the International Student Convention. This Student Preparation Handbook has been compiled to make preparation easy and enjoyable. In it you will find helpful instructions, hints, and lots of guidance for all of the categories. Also included are advised target dates for completion, but you should set your own goals too! This is your handbook.

Why Use This Handbook

The purpose of this handbook isn't just to check off each day in anticipation of Student Convention. Investing time each day in worthy and purposeful activities brings satisfaction and achievement. The best benefits of Student Convention are found in what you do before Student Convention. This handbook will improve your character through purposeful training, practice, and selection of priorities.

How to Use This Handbook

Find the sections that apply to your chosen events. Don't be overwhelmed by the list of instructions. This handbook is meant to help you, but you should also heed advice from your supervisor and parents. Read all the steps and then decide what applies to your entry. Take note of the given target dates; but remember this is your personal handbook, and setting your own targets increases motivation and self-discipline. Also, work closely with the day-by-day calendar at the back. Most importantly, pray, pray, pray. Even if the instructions don't always say pray, still pray.

Enjoy preparing for Student Convention and glorify the Lord through your gifts these next few months. See you at Convention!

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ACADEMICS

Bible Memory

Pray and commit yourself and your family to this great task.
Pray regularly with your family.

Ask your supervisor/parent for a copy of or permission to read this section, the judging criteria, and Judge's Form from the *Student Convention Guidelines*.

Advised
Date

My
Target

Sept.

Prepare

Buy a small card file with 9 dividers. Label the dividers with the 9 categories of Bible memory. Handwrite the verses on 3" x 5" cards with the reference before and after each verse in your best handwriting. Say them to yourself constantly as you write each one. There are nearly 200. This will take a while.

Make sure you are using the King James Version.
Place the verses in the card file in the appropriate categories.
Constantly say the verses and references aloud.

Sept.–Oct.

Learning Pattern

Each day learn 2 verses. Say them to yourself aloud, and then to your parent.

On each Friday, say all 10 aloud, and then to your parent.

On the last Saturday of the month, say all 40 aloud to your parent.

Suggested learning order: Learn one verse from each category.
Then learn the second verse from each and continue to build all nine groups.

Oct.–May

After first 3 months

After three months, say all 120 verses by category.

Nov.

After second 3 months

Repeat the above learning pattern and say the remaining verses by category.

Feb.

Drilling

After memorizing all verses, ask your parent to question you.

For example, "Quote three verses from the Salvation category."

"Which section is this verse from?" "This is the verse, give the reference."

"This is the reference, quote the verse." Refer to the guidelines again for the types of questions.

May

ACADEMICS

Chess and Checkers

My
Target

Step 1

Decide your “probable entry.”

Ask your supervisor/parent for a copy of or permission to read this section, the judging criteria, and Judge’s Form from the *Student Convention Guidelines*.

Step 2

Practice during lunch and break times, especially when it’s raining.

Keep the balance—you do need physical exercise.

Try to practice with a skilled competitor.

Arrange a league table so that you maximize the competition in your school/family.

Step 3

Aim to develop an overall strategy (think ahead).

Learn a few good opening moves.

Read a few books on the game once you have practiced standard openings.

Play several games with just a few pieces to improve your end game.

Read the *Student Convention Guidelines* to see who starts.

What is the 50-move rule?

At the Convention

- Attend the earliest meeting arranged for your competition.
- Identify your first opponent and be on time for this match **and** any subsequent games.

ACADEMICS

Spelling

Step 1

Pray and commit yourself and your family to this large task.

Pray regularly with them and enjoy the fulfillment.

You will need the *Thorndike-Barnhart Advanced Dictionary*.

Ask your supervisor/parent for a copy of or permission to read this section from the *Student Convention Guidelines*.

My
Target

Step 2

Divide the 1,600 words into groups of 200.

Write each word, with its meaning and pronunciation from the dictionary, very neatly on a card, and file it alphabetically. Say each word and definition to yourself and picture them in your mind. Neat writing helps clear thinking.

Each Month

- When reviewing, try to spell each word orally, and then write it.
 - Each month learn 50 words a week (10 daily).
 - Each day ask your parent to check the 10.
 - Each Friday ask your parent to check the 50.
 - On the last Saturday of each month, ask your parent to check the 200.
- Regularity is the key—like eating—just steady amounts and steady exercise.

My Target

My Target

Month 1 _____

Month 5 _____

Month 2 _____

Month 6 _____

Month 3 _____

Month 7 _____

Month 4 _____

Month 8 _____

Every 3 Months

- Take a week to review.
- Ask your parent to quiz you on 50 selected words that you have learned so far.
- Ask your parent to say the word, read the definition, and then say the word again.
- Score yourself and review the results.

Last Month

- Test regularly on 50 of the words every 2 or 3 days.

ACADEMICS

Science Exhibits

| | Advised Date | My Target | |
|--|-----------------|--------------|--------------------------|
| Prepare | | | |
| You may do an exhibit with one other student or by yourself. | | | |
| Ask your supervisor/parent for a copy of or permission to read the Science section, the judging criteria, and Judge's Form from the <i>Student Convention Guidelines</i> . | | | |
| There are 4 types of entries. Decide which type of exhibit you will have. Check with your supervisor/parent. | | | |
| Read the "On your accompanying paper" points in the guidelines for this section. | | | |
| Read the "Hints from the Science Judges," but remember that this is not just a library research event. You do need to do something. | | | |
| Read the Judge's Form for this event to see the criteria for judging your entry. | | | |
| | Sept. | _____ | <input type="checkbox"/> |
| Check | | | |
| Read the Checklist for Science. If electrical power is required, 120 AC will be available. Health and safety is always an issue. Only work when your Supervisor/parent is present with you in the science laboratory area. | | | |
| Verify that it is legal for you to possess and travel with the items you want to collect (e.g., many birds' eggs are protected). | | | |
| | Sept. | _____ | <input type="checkbox"/> |
| Plan | | | |
| Review the topic you have chosen, and make it specific and limited. | | | |
| Write the overall aim. Carefully break this down into smaller steps and estimate how long each will take. Then, write down your overall plan of action. | | | |
| With your supervisor/parent, list the steps required to complete your work. | | | |
| | Sept. | _____ | <input type="checkbox"/> |

When planning your exhibit, consider the following:

| Collection | Research | Engineering | Theoretical |
|---|--|---|---|
| Only materials collected since the last ISC can be entered. Only creation materials can be collected (not man-made). | Develop a hypothesis. Perform an experiment. Record results. Write your conclusion. Prepare display to show conclusion. This is not just a research project. You actually need to do something. | Use scientific principles to build equipment that performs a task. Include plans, diagrams, schemes, and a parts list so that your project can be repeated. Students must do it all. No commercial kits. | Display a discussion of a scientific principle, concept, technique, or theory using charts, graphics, diagrams, photos, audio-visuals, or other aids. |

ACADEMICS

Science Exhibits

| | Advised Date | My Target | |
|---|--------------|-----------|--------------------------|
| Begin | | | |
| Work steadily through your plan. Do any of the items turn up an entirely new track that needs pursuing? Discuss these with your supervisor/parent. | | | |
| Keep your handbook and photo-record going. Keep checking those checklists. | | | |
| You may be using your computer as a database, but don't copy text from the Internet. This project and your discussion must be all your own work and in your own words. | | | |
| Keep in view the main points of what you are collecting/researching/engineering/theorizing. | | | |
| Is your activity clearly in exactly one of the categories? | Sept.-Mar. | _____ | <input type="checkbox"/> |
| Presentation | | | |
| Your exhibit must be a maximum of 4 ft (121.9 cm) wide on a table or floor. | | | |
| Begin to decide how you will display your work. | | | |
| <ul style="list-style-type: none">• What will be the background colors?• Are the main display items to be pictures, diagrams, or words?• What will be the size and color of the fonts?• What shape will be the text? Will it all be horizontal?• How can you present the whole exhibit to focus the viewers' attention on the main point?• Does the exhibit glorify God?• Is there an overall attractive color balance? | Apr. | _____ | <input type="checkbox"/> |
| Review | | | |
| Get comments not only from your supervisor/parent but also from other students. Do they find the exhibit interesting? | | | |
| Have you conveyed the main point you want to make, or does your equipment solve the main practical problem? | | | |
| Are there enough words to say it clearly but not too many to overtax the young reader? | May | _____ | <input type="checkbox"/> |
| Paperwork complete | | | |
| You need 3 Judge's Forms (Regional Convention only) and a 3" x 5" card attached to the back of each piece of the project with your name, school's name, customer number, address, city, state/province, and ZIP/postal code. | | | |
| Also include your report stating the purpose, hypothesis or reason for the project, the steps used in solving or approving the problem, a written conclusion, a brief history of the discovery/invention you are using, references quoted, and Scriptural application for your project. | May | _____ | <input type="checkbox"/> |
| Remember | | | |
| Quality is more important than quantity. Do your very best. | | | |

ACADEMICS
Social Studies Exhibits

Prepare

You may do an exhibit with one other student or by yourself.
 Ask your supervisor/parent for a copy of or permission to read the Social Studies section of the *Student Convention Guidelines*.
 Decide whether your exhibit is a collection or a research project.
 Check with your supervisor/parent.
 You will write an accompanying paper with your project.
 Read the Judge's Form for this event to see the criteria judges will use.

| | | |
|-------------------------|----------------------|--------------------------|
| Advised Date | My Target | |
| Sept. | _____ | <input type="checkbox"/> |

Plan

Review the topic you have chosen, and make it specific and limited.
 Write the overall aim. Carefully break this down into smaller steps and estimate how long each will take. Then, write down your overall plan of action.
 With your supervisor/parent, list the steps required to complete your work.

| | | |
|-------|-------|--------------------------|
| Sept. | _____ | <input type="checkbox"/> |
|-------|-------|--------------------------|

When planning your exhibit, consider the following:

| Collection | Research |
|--|---|
| <p>Only materials collected since the last ISC can be entered. Only man-made items qualify for this event. Write a paper with classification to turn in with your display.</p> | <p>Choose a topic that is directed to answering a question or the development of a thesis. Do the necessary research, write your paper and conclusion, and prepare a display to exhibit your work.</p> |

Begin

Work steadily through your plan.
 Keep your handbook and photo-record current.
 Keep reviewing those checklists.
 You may be using your computer as a database, but don't copy text from the Internet. This project and your discussion must all be your own work and in your own words.
 Keep in view the main points of what you are collecting/researching.

| | | |
|------------|-------|--------------------------|
| Sept.-Mar. | _____ | <input type="checkbox"/> |
|------------|-------|--------------------------|

ACADEMICS
Social Studies Exhibits

| | Advised Date | My Target |
|---|-------------------------|--------------------------------|
| Presentation | | |
| Your exhibit must be a maximum of 4 ft (121.9 cm) wide on a table or the floor. | | |
| Begin to decide how you will display your work. | | |
| <ul style="list-style-type: none"> • What will be the background colors? • Are the main display items to be pictures, diagrams, or items? • What will be the size and color of the fonts? • What will be the shape of the text? Will it all be horizontal? • How can you focus the visitors' attention on the main point by the way you present the whole exhibit? • Is there an overall attractive color balance? • Does the exhibit glorify God? | | |
| | Apr. | _____ <input type="checkbox"/> |
| Review | | |
| Get comments not only from your supervisor/parent, but also from other students. Do they find the exhibit interesting? | | |
| Have you conveyed the main point you want to make, or does your display answer the question posed? | | |
| Are there enough words to say it clearly but not too many to overtax the young reader? | | |
| | May | _____ <input type="checkbox"/> |
| Paperwork complete | | |
| You need 3 Judge's Forms (Regional Convention only) and a 3" x 5" card attached to the back of your exhibit with your name, school's name, customer number, address, city, state/province, and ZIP/postal code. | | |
| Also include your report stating the purpose, theme, or thesis for the project, the conclusion of what has been proven or illustrated, documentation of research, and Scriptural application for your project. | | |
| | May | _____ <input type="checkbox"/> |
| Remember | | |
| Quality is more important than quantity. Do your very best. | | |

ACADEMICS

PACE Bowl

**Our
Target**

- PACE Bowl deals only with PACEs from 1073 to 1144.
- This is a unique public quiz event on PACEs.
- Four members are needed per team.
- Homeschools may also enter teams.

Step 1

Establish your area of strength. Do your PACE numbers reflect your enthusiasms? Are you actually proficient in subjects you may not feel you like much? Get advice from your supervisor/parent.

Review PACEs done last year that are in the 1096+ area.

Choose the areas of expertise for each of the four team members.

Step 2

Choose two teams, and ask your supervisor/parent to ask questions. Use your flags if you have no buzzer system.

Ask your supervisor/parent for a copy of or permission to read the PACE Bowl section from the *Student Convention Guidelines* for your event.

Have toss-up questions (flags needed) and bonus questions (time limited).

Have an audience.

Continue to pray, and don't forget the deadline!

Step 3

Have as many practices as you can. Confirm the team members. Decide on each member's specialist subjects for toss-up questions.

Keep aiming for 100 percents in your PACEs.

Make sure you have read the guidelines and know what to expect at Convention.

Understand the scoring and all the rules, such as when to consult.

Be well-dressed and smile during the event.

ACADEMICS

Bible Bowl

**Our
Target**

- Bible Bowl is a private quiz event based on 11 Books of the Bible.
- Teams may consist of 3 to 5 players from the same school.
- Homeschools may also enter.
- Each team will have 3 minutes to answer as many questions as possible.
- Each player will have 5 seconds to answer each question.
- All questions will be directed to individual team members, not answered as a group.

Step 1

Learn which Books of the Bible will be used to develop the Bible Bowl questions.

Each year's chosen Books are listed at www.aceministries.com.

Read two or more Books a month.

Review the *Student Convention Guidelines* for rules and procedures.

Step 2

Choose team members. Have someone make sample questions from the 11 Books.

Take turns asking questions and drilling your teammates. See how many questions you can answer in 3 minutes.

Continue to study the 11 chosen Books until Student Convention.

ACADEMICS

Creative Compositions (Essay, Poetry, and Short Story)

| | My Target | |
|---|--------------|--------------------------|
| Step 1 Ask your supervisor/parent for a copy of or permission to read the Writing section, the judging criteria, and Judge's Form from the <i>Student Convention Guidelines</i> for your event. | _____ | <input type="checkbox"/> |
| Clarify subject. (Don't choose a title yet). | | |
| Step 2 Create an outline of the poem, story, or essay. | _____ | <input type="checkbox"/> |
| Step 3 Using the outline, write the first draft, or use the computer. Read it; then revise it in the light of the Judge's Form and <i>Student Convention Guidelines</i> . The International Student Convention Office must receive your written entry by the early entry deadline. Find out when you need to hand in your entry to your supervisor/parent. | _____ | <input type="checkbox"/> |
| Step 4 Using comments from your supervisor/parent, review and finalize your entry. Check and recheck for errors in spelling, grammar, capitalization, rhyme, and rhythm. Produce the final copy. Have a word or line count. Check the criteria and rules. Check to make sure you are going to have your entry ready to mail by the deadline. Choose a title. | _____ | <input type="checkbox"/> |
| Step 5 You need 3 Judge's Forms, 3 Creative Composition Affidavit Forms, and your written outline. Have all the forms been completed? Make sure your forms clearly indicate your name, school's name, customer number, address, city, state/province, and ZIP/postal code. Prepare your final entry for mailing. Include everything, and turn your work in to your supervisor/parent. | _____ | <input type="checkbox"/> |

ACADEMICS

Computer Programs (Website Design and PowerPoint®)

| | Advised Date | My Target | |
|---|-----------------|--------------|--------------------------|
| Prepare | | | |
| Pray for wisdom in your planning and keep praying weekly. | | | |
| Ask your supervisor/parent for a copy of or permission to read this section, the judging criteria, and Judge's Form from the <i>Student Convention Guidelines</i> . | | | |
| Read and reread them so that you become very familiar with the standards expected of this event. | | | |
| Read carefully the Judge's Forms so that you are aware of what will be needed in your presentation. | | | |
| Consider how much time you can realistically spend weekly on this event and commit to it. | | | |
| Begin to study how to prepare websites and PowerPoint® presentations, and begin to practice on your own (or on an available) computer. | | | |
| Believe that God will help you learn this method of communication. | Sept.–Nov. | _____ | <input type="checkbox"/> |
| Plan | | | |
| Form an overall plan for your presentation, and begin to develop a theme you will follow. | | | |
| If you are preparing a website, check on the Internet for layouts that appeal and work well. | Nov.–Jan. | _____ | <input type="checkbox"/> |
| Choose a suitable title for your presentation. | Feb. | _____ | <input type="checkbox"/> |
| Continue towards completion of your presentation. | Mar.–Apr. | _____ | <input type="checkbox"/> |
| Review | | | |
| Are you happy with the result of your work? | | | |
| Does your presentation honor God and His Creation? | | | |
| Is your supervisor/parent happy with it? | | | |
| Is the end result the best you can do? | May | _____ | <input type="checkbox"/> |
| Paperwork complete | | | |
| You need 3 Judge's Forms, 3 Creative Composition Affidavit Forms, and 3 copies of your PowerPoint® presentation on CD. Be sure to include your name, school's name, customer number, address, city, state/province, and ZIP/postal code. | May | _____ | <input type="checkbox"/> |
| When you have finished your PowerPoint® presentation or website design, make sure that all the media files are in place and that all the hyperlinks work. Before submitting 3 copies of the PowerPoint® presentation on CD, make sure that ALL the necessary files are copied. Test the CDs on <u>another</u> computer to see if everything is working and complete. | | | |

ACADEMICS

Soulwinning

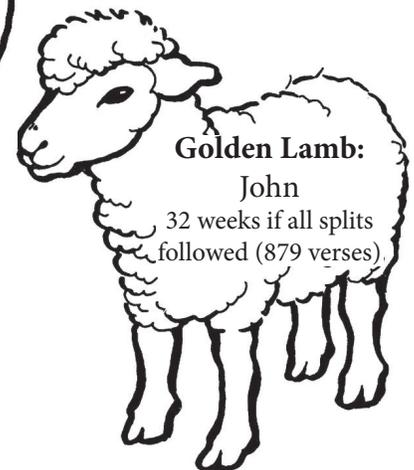
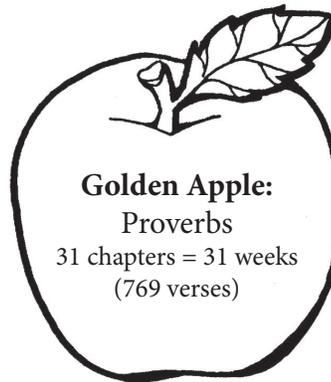
| | Advised Date | My Target | |
|--|-------------------------|----------------------|--------------------------|
| Pray and commit yourself to being open to opportunities to share the Gospel. | | | |
| Pray regularly with your family. Ask your supervisor/parent for a copy of or permission to read the Soulwinning section, from the <i>Student Convention Guidelines</i> . | Sept. | _____ | <input type="checkbox"/> |
| Prepare | | | |
| Buy a scrapbook and keep a camera with you to take photos of those who pray for salvation. Keep a journal in this book with testimonies from the people who receive Christ as Saviour. | Sept.–Oct. | _____ | <input type="checkbox"/> |
| Practice | | | |
| Practice sharing your testimony and pertinent Scriptures with your family. | | | |
| Use several approaches to meet different situations. | Sept.–Oct. | _____ | <input type="checkbox"/> |
| Witness | | | |
| Keep your eyes and ears open to share the Gospel with others. | | | |
| Pray daily that God will lead people who need to hear about Him across your path. | | | |
| Take advantage of every opportunity. | Sept.–May | _____ | <input type="checkbox"/> |
| Final Preparations | | | |
| Complete your scrapbook and the Affidavit Forms to be turned in at Convention. | | | |
| Obtain the required signatures. | | | |
| Pray and thank God for the privilege of sharing His Word with others. | May | _____ | <input type="checkbox"/> |

ACADEMICS

Christian Service Awards

- Pray, and pray weekly.
- Divide each section (except Golden Harp) by 5; then do that daily.
- Say each block of (N÷5) verses daily with accumulation until Friday. Then try to say the whole week's assignment. Saturday can be a back-up day if you can't make it by Friday.
- Each chapter may have a maximum of 3 corrections/prompts in total.
- Golden Harp is different (3 times the volume but shorter Psalms and more repetition).

| Golden Apple: Proverbs | | | | | | | |
|------------------------|--------------------------|------|--------------------------|------|--------------------------|------|--------------------------|
| Week | | Week | | Week | | Week | |
| Proverbs | | 10 | <input type="checkbox"/> | 20 | <input type="checkbox"/> | 30 | <input type="checkbox"/> |
| 1 | <input type="checkbox"/> | 11 | <input type="checkbox"/> | 21 | <input type="checkbox"/> | 31 | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | 12 | <input type="checkbox"/> | 22 | <input type="checkbox"/> | | |
| 3 | <input type="checkbox"/> | 13 | <input type="checkbox"/> | 23 | <input type="checkbox"/> | | |
| 4 | <input type="checkbox"/> | 14 | <input type="checkbox"/> | 24 | <input type="checkbox"/> | | |
| 5 | <input type="checkbox"/> | 15 | <input type="checkbox"/> | 25 | <input type="checkbox"/> | | |
| 6 | <input type="checkbox"/> | 16 | <input type="checkbox"/> | 26 | <input type="checkbox"/> | | |
| 7 | <input type="checkbox"/> | 17 | <input type="checkbox"/> | 27 | <input type="checkbox"/> | | |
| 8 | <input type="checkbox"/> | 18 | <input type="checkbox"/> | 28 | <input type="checkbox"/> | | |
| 9 | <input type="checkbox"/> | 19 | <input type="checkbox"/> | 29 | <input type="checkbox"/> | | |

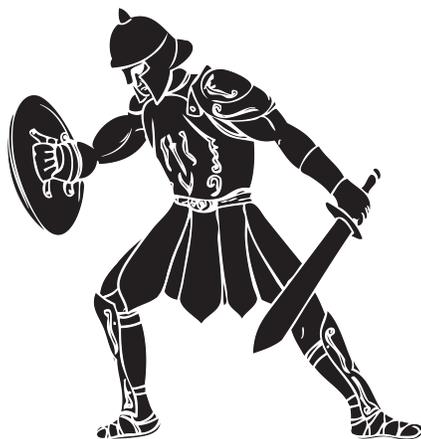


| Golden Lamb: John | | | | | | | | |
|-------------------|-------------|--------------------------|------|--------------|--------------------------|------|--------------|--------------------------|
| Week | Verses | | Week | Verses | | Week | Verses | |
| 1 | Jn. 1:1-28 | <input type="checkbox"/> | 12 | Jn. 7:32-53 | <input type="checkbox"/> | 23 | Jn. 14:1-31 | <input type="checkbox"/> |
| 2 | Jn. 1:29-51 | <input type="checkbox"/> | 13 | Jn. 8:1-30 | <input type="checkbox"/> | 24 | Jn. 15:1-27 | <input type="checkbox"/> |
| 3 | Jn. 2:1-25 | <input type="checkbox"/> | 14 | Jn. 8:31-59 | <input type="checkbox"/> | 25 | Jn. 16:1-33 | <input type="checkbox"/> |
| 4 | Jn. 3:1-36 | <input type="checkbox"/> | 15 | Jn. 9:1-41 | <input type="checkbox"/> | 26 | Jn. 17:1-26 | <input type="checkbox"/> |
| 5 | Jn. 4:1-26 | <input type="checkbox"/> | 16 | Jn. 10:1-42 | <input type="checkbox"/> | 27 | Jn. 18:1-27 | <input type="checkbox"/> |
| 6 | Jn. 4:27-54 | <input type="checkbox"/> | 17 | Jn. 11:1-27 | <input type="checkbox"/> | 28 | Jn. 18:28-40 | <input type="checkbox"/> |
| 7 | Jn. 5:1-23 | <input type="checkbox"/> | 18 | Jn. 11:28-57 | <input type="checkbox"/> | 29 | Jn. 19:1-24 | <input type="checkbox"/> |
| 8 | Jn. 5:24-47 | <input type="checkbox"/> | 19 | Jn. 12:1-26 | <input type="checkbox"/> | 30 | Jn. 19:25-42 | <input type="checkbox"/> |
| 9 | Jn. 6:1-34 | <input type="checkbox"/> | 20 | Jn. 12:27-50 | <input type="checkbox"/> | 31 | Jn. 20:1-31 | <input type="checkbox"/> |
| 10 | Jn. 6:35-71 | <input type="checkbox"/> | 21 | Jn. 13:1-17 | <input type="checkbox"/> | 32 | Jn. 21:1-25 | <input type="checkbox"/> |
| 11 | Jn. 7:1-31 | <input type="checkbox"/> | 22 | Jn. 13:18-38 | <input type="checkbox"/> | | | |

ACADEMICS

Christian Service Awards Golden Harp: Psalms 150 chapters = 34 weeks (2,461 verses)

| Week | Psalms | | Week | Psalms | |
|------|--------|--|------|---------|--|
| 1 | 1-7 | <input type="checkbox"/> | 19 | 84-88 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | 8-13 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 20 | 89-90 | <input type="checkbox"/> <input type="checkbox"/> |
| 3 | 14-18 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 21 | 91-95 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | 19-23 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 22 | 96-102 | <input type="checkbox"/> |
| 5 | 24-28 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 23 | 103-104 | <input type="checkbox"/> <input type="checkbox"/> |
| 6 | 29-33 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 24 | 105-106 | <input type="checkbox"/> <input type="checkbox"/> |
| 7 | 34-36 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 25 | 107-109 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | 37-39 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 26 | 110-116 | <input type="checkbox"/> |
| 9 | 40-44 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 27 | 117-119 | <input type="checkbox"/> |
| 10 | 45-49 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 28 | | <input type="checkbox"/> |
| 11 | 50-54 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 29 | | <input type="checkbox"/> |
| 12 | 55-59 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 30 | 120-130 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13 | 60-65 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14 | 66-68 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 31 | 131-136 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15 | 69-71 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 32 | 137-142 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 16 | 72-74 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 33 | 143-146 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 17 | 75-78 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 34 | 147-150 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 18 | 79-83 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | |



Christian Soldier:
Romans, Galatians,
Ephesians, Philippians
32 chapters =
32 weeks (815 verses)

| Christian Soldier: Romans, Galatians, Ephesians, Philippians | | | | | | | |
|---|--------------------------|-----------|--------------------------|-----------|--------------------------|-------------|--------------------------|
| Week | | Week | | Week | | Week | |
| Romans | | 10 | <input type="checkbox"/> | 19 | <input type="checkbox"/> | 28 | <input type="checkbox"/> |
| 1 | <input type="checkbox"/> | 11 | <input type="checkbox"/> | 20 | <input type="checkbox"/> | Philippians | |
| 2 | <input type="checkbox"/> | 12 | <input type="checkbox"/> | 21 | <input type="checkbox"/> | 29 | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | 13 | <input type="checkbox"/> | 22 | <input type="checkbox"/> | 30 | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> | 14 | <input type="checkbox"/> | Ephesians | | 31 | <input type="checkbox"/> |
| 5 | <input type="checkbox"/> | 15 | <input type="checkbox"/> | 23 | <input type="checkbox"/> | 32 | <input type="checkbox"/> |
| 6 | <input type="checkbox"/> | 16 | <input type="checkbox"/> | 24 | <input type="checkbox"/> | | |
| 7 | <input type="checkbox"/> | Galatians | | 25 | <input type="checkbox"/> | | |
| 8 | <input type="checkbox"/> | 17 | <input type="checkbox"/> | 26 | <input type="checkbox"/> | | |
| 9 | <input type="checkbox"/> | 18 | <input type="checkbox"/> | 27 | <input type="checkbox"/> | | |

ACADEMICS
Christian Service Awards

| Christian Worker: Colossians, I and II Thessalonians, I and II Timothy, Titus, Philemon, Hebrews, James, I and II Peter, I, II, and III John | | | | | | | | |
|---|-------------------|--------------------------|----|----------------------|--------------------------|----|------------------------------|--------------------------|
| Wk | Verses | | Wk | Verses | | Wk | Verses | |
| 1 | Col. 1:1-2:3 | <input type="checkbox"/> | 12 | Titus 1, 2 | <input type="checkbox"/> | 23 | Jas. 1:1-2:13 | <input type="checkbox"/> |
| 2 | Col. 2:4-3:17 | <input type="checkbox"/> | 13 | Titus 3, Phm. 1:1-25 | <input type="checkbox"/> | 24 | Jas. 2:14-3:18 | <input type="checkbox"/> |
| 3 | Col. 3:18-4:18 | <input type="checkbox"/> | 14 | Heb. 1, 2 | <input type="checkbox"/> | 25 | Jas. 4:1-5:20 | <input type="checkbox"/> |
| 4 | I Thes. 1, 2, 3 | <input type="checkbox"/> | 15 | Heb. 3, 4 | <input type="checkbox"/> | 26 | I Pet. 1-2:10 | <input type="checkbox"/> |
| 5 | I Thes. 4, 5 | <input type="checkbox"/> | 16 | Heb. 5, 6 | <input type="checkbox"/> | 27 | I Pet. 2:11-3:22 | <input type="checkbox"/> |
| 6 | II Thes. 1, 2, 3 | <input type="checkbox"/> | 17 | Heb. 7:1-8:5 | <input type="checkbox"/> | 28 | I Pet. 4:1-5:14 | <input type="checkbox"/> |
| 7 | I Tim. 1:1-2:15 | <input type="checkbox"/> | 18 | Heb. 8:6-9:28 | <input type="checkbox"/> | 29 | II Pet. 1:1-2:22 | <input type="checkbox"/> |
| 8 | I Tim. 3:1-5:4 | <input type="checkbox"/> | 19 | Heb. 10 | <input type="checkbox"/> | 30 | II Pet. 3:1-18, I Jn. 1:1-10 | <input type="checkbox"/> |
| 9 | I Tim. 5:5-6:21 | <input type="checkbox"/> | 20 | Heb. 11 | <input type="checkbox"/> | 31 | I Jn. 2:1-3:24 | <input type="checkbox"/> |
| 10 | II Tim. 1:1-2:18 | <input type="checkbox"/> | 21 | Heb. 12 | <input type="checkbox"/> | 32 | I Jn. 4:1-5:21 | <input type="checkbox"/> |
| 11 | II Tim. 2:19-4:22 | <input type="checkbox"/> | 22 | Heb. 13 | <input type="checkbox"/> | 33 | II Jn., III Jn. | <input type="checkbox"/> |

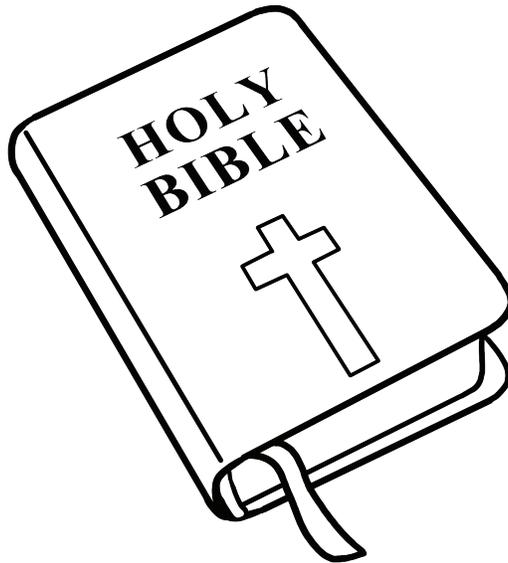
59 chapters = 33 weeks (1,176 verses)



ACADEMICS

Consecutive Word Count

- Pray, and pray weekly.
- Using the KJV Bible, choose the verse from which you will begin reciting.
- Memorize the verses in blocks, dividing each block by 5, and then memorize that number of verses daily. Say day's verses with accumulation until Friday. Then try to say the whole block. Saturday can be a back-up day if needed.
- Move on to the next block and repeat the above process.
- Since this event is to recite as many consecutive words as possible, keep memorizing!
- Strive to be word-perfect as a misquoted verse signifies the end of the competition.
- There is no time limit. However, you are allowed one prompt per chapter, either upon request or after a one-minute pause.



EXHIBITS

Art Events (Brush/Pen/Pencil)

| | Advised Date | My Target | |
|--|--------------|-----------|--------------------------|
| Decide theme or topic | | | |
| Choose from nature, portraits, still life, or landscape. | Sept. | _____ | <input type="checkbox"/> |
| Ask your supervisor/parent for a copy of or permission to read the Art section, the judging criteria, and Judge's Form from the <i>Student Convention Guidelines</i> . | Sept. | _____ | <input type="checkbox"/> |
| Search for subject | | | |
| Check the library for pictures in books or appropriate magazines that specialize in the kind of subject in which you are interested (e.g., wildlife). | | | |
| Look in your own photo collection and old postcards. | | | |
| Take your camera on holidays, vacations, and field trips. | | | |
| Consider looking for an actual object to draw/paint. | Oct.–Dec. | _____ | <input type="checkbox"/> |
| Choose subject | | | |
| Collate all the possible subjects from your search. | | | |
| Ask your supervisor/parent if you can view the Art Guidelines and Judge's Forms again. | | | |
| Select a subject that fulfills the judging criteria well and will enhance your skill and techniques. It should also be appropriate for the medium you are using. Ask yourself if you will enjoy doing it, and if it will please you when completed. | Nov. | _____ | <input type="checkbox"/> |
| Prepare | | | |
| Make sure you have all necessary materials to complete your work. | | | |
| Ask your supervisor/parent for advice on materials. | Dec. | _____ | <input type="checkbox"/> |
| Practice | | | |
| Begin your work by practicing techniques that will be used in your picture. Select small sections of the picture and try different media (e.g., sketching, watercolors) to understand effects and composition. Also practice with colors. | Dec.–Jan. | _____ | <input type="checkbox"/> |
| Begin | | | |
| List the steps required to complete your work. You can set goals too! Ask your supervisor/parent to give you advice on steps. | Jan. | _____ | <input type="checkbox"/> |
| Frame and mount | | | |
| Do this only when you are satisfied that your picture is finished and signed. Your picture must have a frame. You may also use a mat with a frame. Choose a frame and mat that is in harmony with the picture. Don't forget to add a wire hanger. | May | _____ | <input type="checkbox"/> |
| Paperwork complete | | | |
| You need 3 Judge's Forms (Regional Convention only) and a 3" x 5" card attached to the back of your project with your name, school's name, customer number, address, city, state/province, and ZIP/postal code. | May | _____ | <input type="checkbox"/> |

EXHIBITS

Art Events (Wood, Sculpture, Clay, and Metal)

| | Advised Date | My Target | |
|--|-----------------|--------------|--------------------------|
| Ask your supervisor/parent for a copy of or permission to read the Art section, the judging criteria, and Judge's Form from the <i>Student Convention Guidelines</i> . | Sept. | _____ | <input type="checkbox"/> |
| Choose subject Select a subject that fulfills the judging criteria well and will enhance your skill and techniques. It should also be appropriate for the category you are using. Ask yourself if you will enjoy doing it, and if it will please you when completed. | Sept. | _____ | <input type="checkbox"/> |
| Prepare Make sure you have all necessary tools and equipment to complete your work. Ask your supervisor/parent for advice on the correct material to use. Check the library to see if there are books to aid you in your project. | Oct. | _____ | <input type="checkbox"/> |
| Practice Begin your work by practicing techniques that will be used in your project. | Oct.–Nov. | _____ | <input type="checkbox"/> |
| Begin Plan and list the steps required to complete your work. You can set goals too! Ask your supervisor/parent to give you advice on steps. | Dec. | _____ | <input type="checkbox"/> |
| Paperwork complete You need 3 Judge's Forms (Regional Convention only) and a 3" x 5" card attached to the back of your project with your name, school's name, customer number, address, city, state/province, and ZIP/postal code. | May | _____ | <input type="checkbox"/> |

EXHIBITS

Art Event (Scrapbooking)

| | Advised Date | My Target | |
|---|-------------------------|----------------------|--------------------------|
| Ask your supervisor/parent for a copy of or permission to read the Scrapbooking section, the judging criteria, and Judge's Form from the <i>Student Convention Guidelines</i> . | Sept. | _____ | <input type="checkbox"/> |
| Choose topic Decide on a theme, event, or character trait that fulfills the judging criteria well and will enhance your skill and techniques. | Sept.–Oct. | _____ | <input type="checkbox"/> |
| Search for subject Take your camera on field trips, holidays, vacations, or any other appropriate opportunity or choose quality photos you already have. Ask for advice on focus, arrangements, and other technical qualities. | Oct.–Jan. | _____ | <input type="checkbox"/> |
| Choose photographs Collate a selection of possible photographs. Select which photos best meet the criteria on the Judge's Form and the type of layout you have selected. Ask yourself the same questions the judges will ask (e.g., clear photos with sharp images, subjects are appropriately dressed according to A.C.E. Student Convention dress standards and guidelines). | Jan.–Feb. | _____ | <input type="checkbox"/> |
| Prepare Make sure you have the correct binder and layout size before you begin your work. Ask your supervisor/parent for advice on the correct material to use. Check the library to see if there are books to aid you in your project. | Feb.–Mar. | _____ | <input type="checkbox"/> |
| Begin Review the "Hints from the Scrapbooking Judges" as you decide on a color scheme. Paper color and design should complement photos. Photo arrangement should have a consistent layout with cropping, mats, and frames. Use embellishments to enhance, not dominate, your theme. Titles and journaling need to describe your composition and be easy to read. | Mar–Apr. | _____ | <input type="checkbox"/> |
| Presentation Each page must be in a plastic page protector within a standard nondecorative binder. Remember to put the theme or event you have chosen in the title or journaling. | May | _____ | <input type="checkbox"/> |
| Paperwork complete You need 3 Judge's Forms (Regional Convention only) and a 3" x 5" card attached to the back of your project with your name, school's name, customer number, address, city, state/province, and ZIP/postal code. | May | _____ | <input type="checkbox"/> |

EXHIBITS

Art Event (Pennant Design)

| | Advised Date | My Target | |
|--|-----------------|--------------|--------------------------|
| Ask your supervisor/parent for a copy of or permission to read the Art section, the judging criteria, and Judge's Form from the <i>Student Convention Guidelines</i> . | Sept. | _____ | <input type="checkbox"/> |
| Choose Subject | | | |
| Go to the A.C.E. website to find this year's ISC theme and Scripture reference. Think of a creative way to illustrate this theme. Ask yourself if you will enjoy doing it, and if it will please you when completed. | Sept. | _____ | <input type="checkbox"/> |
| Prepare | | | |
| Choose what graphic design program you will use for the project. Make sure you have all the necessary tools and equipment to complete your work. Ask your supervisor/parent for advice on the correct material to use. Check the library to see if there are books to aid you in your project. | Oct. | _____ | <input type="checkbox"/> |
| Practice | | | |
| Begin your work by practicing techniques that will be used in your project. | Oct.–Nov. | _____ | <input type="checkbox"/> |
| Begin | | | |
| Plan and list steps required to complete your work. You can set goals too! Ask your supervisor/parent to give you advice on steps. | Dec. | _____ | <input type="checkbox"/> |
| Frame and Mount | | | |
| Print and frame your design. The print must be in color and no larger than 9" x 12". Your picture <u>must</u> have a frame. You may use a mount with a frame. Choose a frame or mount that is in harmony with the design. Don't forget to add a wire hanger. | May | _____ | <input type="checkbox"/> |
| Paperwork complete | | | |
| You need 3 Judge's Forms (Regional Convention only), a 3" x 5" card attached to the back of your project with your name, school's name, customer number, address, city, state/province, and ZIP/postal code, and a CD of the design with the entry in a high-resolution JPEG format. | May | _____ | <input type="checkbox"/> |

EXHIBITS

Photography (Color or Monochromatic)

| | Advised Date | My Target | |
|---|-------------------------|----------------------|--------------------------|
| Ask your supervisor/parent for a copy of or permission to read the Photography section, the judging criteria, and Judge's Form from the <i>Student Convention Guidelines</i> . | Sept. | _____ | <input type="checkbox"/> |
| Decide theme, topic, or character trait for your event. | Sept. | _____ | <input type="checkbox"/> |
| Prepare equipment Check to see that you have the correct equipment and your camera is working adequately. | Sept.–Oct. | _____ | <input type="checkbox"/> |
| Search for subject Take your camera on field trips, holidays, vacations, or any other appropriate opportunity. Don't rush your photography. Ask for advice on focus, arrangements, and other technical qualities. | Oct.–Apr. | _____ | <input type="checkbox"/> |
| Choose photograph Collate a selection of possible photographs. Select which photo best meets the criteria on the Judge's Form and the type of entry/character trait you have selected. Ask yourself the same questions the judges will ask (e.g., originality, content, focus, contrast, density, and lighting). | May | _____ | <input type="checkbox"/> |
| Mount photograph Choose a mat that is in harmony with the picture. This makes a difference to your photo. | May | _____ | <input type="checkbox"/> |
| Paperwork complete You need 3 Judge's Forms (Regional Convention only), 1 Photography Report (CF37) for Special Effects, and a 3" x 5" card attached to the back of your project with your name, school's name, customer number, address, city, state/province, and ZIP/postal code. Remember to list which Character Trait you have chosen. | May | _____ | <input type="checkbox"/> |

EXHIBITS

Photography (Computer Photo Enhancement)

| | Advised Date | My Target |
|--|--------------|--------------------------------|
| Ask your supervisor/parent for a copy of or permission to read the Photography section, the judging criteria, and Judge's Form from the <i>Student Convention Guidelines</i> . | Sept. | _____ <input type="checkbox"/> |
| Decide theme, topic, or character trait for your event. | Sept. | _____ <input type="checkbox"/> |
| Prepare equipment Check to see that you have the correct equipment and your camera is working adequately. | Sept.–Oct. | _____ <input type="checkbox"/> |
| Search for subject Take your camera on field trips, holidays, vacations, or any other appropriate opportunity. Don't rush your photography. Ask for advice on focus, arrangements, and other technical qualities. | Oct.–Apr. | _____ <input type="checkbox"/> |
| Choose photograph Collate a selection of possible photographs. Select which photo best meets the criteria on the Judge's Form and the type of entry/character trait you have selected. Ask yourself the same questions the judges will ask (e.g., originality, content, focus, contrast, density, and lighting). | May | _____ <input type="checkbox"/> |
| Enhance photograph on the computer Secure a computer software program to enhance your digital picture (Adobe® Photoshop®, Adobe® Illustrator®, Corel DRAW®, etc.). Objects may be deleted or added to the picture. Text may be added to make a poster, church bulletin, or greeting card. Be as creative as possible. | Mar.–Apr. | _____ <input type="checkbox"/> |
| Mount photograph Choose a mat that is in harmony with the picture. This makes a difference to your photo. Place the original picture on the back of the mounting. | May | _____ <input type="checkbox"/> |
| Paperwork complete You need 3 Judge's Forms (Regional Convention only), and a 3" x 5" card attached to the back of your project with your name, school's name, customer number, address, city, state/province, and ZIP/postal code. Remember to list which Character Trait you have chosen. | May | _____ <input type="checkbox"/> |

EXHIBITS

Needle and Thread (Garments/Needlecraft)

| | Advised Date | My Target |
|---|--------------|--------------------------------|
| Ask your supervisor/parent for a copy of or permission to read the Needle and Thread section, the judging criteria, and Judge's Form from the <i>Student Convention Guidelines</i> . Also read the "Hints from the Needle and Thread Judges." | Sept. | _____ <input type="checkbox"/> |
| Choose project and pattern For garments, ask yourself whether the pattern meets your body shape and size and your personal color palette. Will the garment be modest? Will the project please you when completed? | Sept. | _____ <input type="checkbox"/> |
| Choose equipment and fabric Is the fabric appropriate for the category chosen? Ask your supervisor/parent for advice on equipment and techniques. Do you have extra equipment available (needles, thread, etc.)? Consider going to the library or bookstore for needlecraft books to learn techniques and gain inspiration. Look for workshop days held at many craft stores. | Sept.–Oct. | _____ <input type="checkbox"/> |
| Begin work List the tasks needed to complete the project. A lot of time and patience is usually required for this event, so don't wait too late to begin! | Sept.–Nov. | _____ <input type="checkbox"/> |
| Check work Check to see that there is uniformity of stitches and that thread ends are secured. In Counted Cross-Stitch and Embroidery the back of all work must be accessible. Do not put glass in the frame! Read the Judge's criteria again, and make sure you meet the guidelines. Using the Judge's Forms, ask yourself the same questions the judges will ask (e.g., creativity, appropriate pattern, style, color, and uniformity of stitches). | Apr.–May | _____ <input type="checkbox"/> |
| Paperwork complete You need a copy of the pattern, 3 Judge's Forms (Regional Convention only), 1 Needle and Thread Report (CF49), a color photograph of garment being modeled, and a 3" x 5" card attached to the back with your name, school's name, customer number, address, city, state/province, and ZIP/postal code. Please put all this in a plastic bag. | May | _____ <input type="checkbox"/> |

ATHLETICS

Track Events

| | Advised Date | My Target | |
|---|--------------|-----------|--------------------------|
| Ask your supervisor/parent for a copy of or permission to read the Athletics section of the <i>Student Convention Guidelines</i> . | Sept. | _____ | <input type="checkbox"/> |
| Step 1 Begin gentle jogging for a small distance once a week. Each time, reduce number and duration of breathing stops. | Sept. | _____ | <input type="checkbox"/> |
| Step 2 Try a few small gentle jogs during the week with one long jog once a week. Begin timing and recording your progress in the chart provided on page 30. | Oct. | _____ | <input type="checkbox"/> |
| Step 3 Begin varying strides and breathing techniques. Introduce gradient running, as well as sandwich paces (e.g., fast, slow, fast). Eat meals after runs, not before. Have a healthy snack and drink prior to running. Remember to carry fluid on long runs. Occasionally, you might want to ask a friend to run or cycle alongside you. | Nov. | _____ | <input type="checkbox"/> |
| Step 4 Start training in your particular distance; however, still have one long jog a week. Begin taking notes of how weather conditions affect your run. Also take note of how different snacks prior to running affect your performance. | Dec. | _____ | <input type="checkbox"/> |
| Step 5 Find a surface similar to that used in your event, preferably a running track. Continue to use the chart to beat your best time. Timing is a good motivator. | Feb. | _____ | <input type="checkbox"/> |
| Step 6 Decide on a comfortable pace and formulate your “running tactics” (e.g., when to accelerate). | Apr.–May | _____ | <input type="checkbox"/> |
| Step 7 Ask someone of similar physical ability to run “against” you. This will put your strategic running to the test and increase knowledge in overtaking and also “catching up.” | May | _____ | <input type="checkbox"/> |
| Step 8 Ensure your athletic wear meets the Convention requirements. Check to see that your footwear is appropriate for running on track and that you are comfortable and used to running in them. | May | _____ | <input type="checkbox"/> |

ATHLETICS

Field and Individual Elimination Events

| | Advised Date | My Target | |
|--|-------------------------|----------------------|--------------------------|
| Ask your supervisor/parent for a copy of or permission to read the Athletics section of the <i>Student Convention Guidelines</i> . | Sept. | _____ | <input type="checkbox"/> |
| Step 1 | | | |
| Begin gentle jogging for a small distance once a week. Each time, reduce number and duration of breathing stops. | Sept. | _____ | <input type="checkbox"/> |
| Step 2 | | | |
| Try a few small gentle jogs during the week with one long jog once a week. Begin timing and recording your progress in the chart provided on page 29. | Oct. | _____ | <input type="checkbox"/> |
| Step 3 | | | |
| Begin varying strides and breathing techniques. Introduce gradient running, as well as sandwich paces (e.g., fast, slow, fast). Eat meals after runs, not before. Have a healthy snack and drink prior to running. Remember to carry fluid on long runs. Occasionally, you might want to ask a friend to run or cycle alongside you. | Nov. | _____ | <input type="checkbox"/> |
| Step 4 | | | |
| Continue jogging once a week, but now practice your particular event regularly, keeping records in the chart. Build confidence and judgment before mastering details. | | | |
| Begin taking notes of how weather conditions affect your run. Also take note of how different snacks prior to running affect your performance. | Dec.–May | _____ | <input type="checkbox"/> |
| Step 5 | | | |
| Ask different people of different styles to play against you and to help you do drills to improve weaknesses. | Apr.–May | _____ | <input type="checkbox"/> |
| Step 6 | | | |
| Ensure your athletic wear meets the Convention requirements. Also check that your footwear is in good condition and that any equipment is in good working order. | May | _____ | <input type="checkbox"/> |

Tips for Event Day

Watch what you eat on the night before and morning of your event. To avoid injury, try not to do anything physical other than your events on the day of competition. Remember to arrive early and warm up at the start of the day's events and also immediately before your event. If it is hot on event day, sit in the shade and drink plenty of water.

ATHLETICS

Team Sport Events

| | Advised Date | Our Target |
|--|--------------|--------------------------------|
| Ask your supervisor/parent for a copy of or permission to read the Athletics section of the <i>Student Convention Guidelines</i> . Remember to pray that you will all work together as a team by encouraging, helping, and listening. | Sept. | _____ <input type="checkbox"/> |
| Step 1 Each team member has the responsibility to keep fit. Try to do regular jogs. You may choose to follow the beginning phases for Field and Individual Elimination Events on page 27. | Sept.–May | _____ <input type="checkbox"/> |
| Step 2 Work both as a team and individually on moves, passing, set-pieces, short sprints, and shooting (depending on the event). | Oct. | _____ <input type="checkbox"/> |
| Step 3 Try to have regular matches either within the school or with another school/team. | Nov.–May | _____ <input type="checkbox"/> |
| Step 4 Near the big day, try to find a different team to play. They might have different tactics, strengths, and weaknesses. | May | _____ <input type="checkbox"/> |
| Step 5 Play in the same environment as the Convention event. Ensure that uniforms are available and washed, with numbers on the back, and that they meet Convention athletic dress requirements. | May | _____ <input type="checkbox"/> |

COLOR GUARD/FLAG CORPS

| | Advised Date | Our Target | |
|--|-------------------------|-----------------------|--------------------------|
| <p>Prepare</p> <p>Pray for wisdom in your planning. Choose your commander and the students that will comprise the team.</p> <p>As you put together your team, pray for unity of purpose and for a good sense of working together.</p> <p>Ask your supervisor/parent for a copy of or permission to read this section from the <i>Student Convention Guidelines</i>.</p> <p>Read the Judge's Form so that you become aware of what the judges will be looking for in your presentation.</p> <p>Decide on uniforms and equipment you will need, and discuss how you will purchase them.</p> | Sept.–Oct. | _____ | <input type="checkbox"/> |
| <p>Plan</p> <p>Check the A.C.E. website for the year's music selection for Flag Corps.</p> <p>Develop your routine, giving close attention to space allowances.</p> | Nov.–Dec. | _____ | <input type="checkbox"/> |
| <p>Practice</p> <p>Begin practicing the elements that will be incorporated into your routine.</p> <p>Work on precision and unity.</p> <p>Put elements together to form your routine.</p> | Jan.–Apr. | _____ | <input type="checkbox"/> |
| <p>Paperwork</p> <p>The judges require a diagrammed plan for your routines in Flag Corps. These must be turned in to the judges before you perform at Convention. A Color Guard must follow the order of competition found on the Judge's Form.</p> | Apr. | _____ | <input type="checkbox"/> |

MUSIC

| | Advised Date | My Target | |
|--|-------------------------|----------------------|--------------------------|
| Ask your supervisor/parent for a copy of or permission to read the Music section and the Judge's Forms from the <i>Student Convention Guidelines</i> . | Sept. | _____ | <input type="checkbox"/> |
| Select piece | | | |
| Pray about and choose a Scripture sentiment you want to express, and set about selecting a piece that projects this theme. | | | |
| Listen to a wide variety of styles of music during this time. | | | |
| If you wish to create something or ask someone else to create it for you, you will need to allow up to a month longer for this to be completed. | Sept.–Nov. | _____ | <input type="checkbox"/> |
| Practice | | | |
| With the complete score now available, set to work learning the notes and expression (at least 8 bars per week). The piece should adhere to the time duration specified in the guidelines. At this rate, each ½ minute of performance should take about a week to learn. The complete work could be learned in 10 to 12 weeks. | Nov.–Jan. | _____ | <input type="checkbox"/> |
| Memorize | | | |
| Commit the music to memory and pray about the interpretative qualities the Holy Spirit wants to express through you. Integrate these ideas in 8 bar sections and build up your interpretation of the sentiment. | Feb.–Mar. | _____ | <input type="checkbox"/> |
| Minister to others | | | |
| Seek opportunities to minister through your piece at church events, homes for the aged, hospitals, and house groups, and allow God to use you. Remember: this is not a performance, but a ministry that the Holy Spirit wants you to use. | | | |
| Keep practicing and praying about your ministry until you are no longer concerned about yourself in front of others, but only concerned that the Holy Spirit will manifest Himself through you. | | | |
| Play or sing with “the eyes of your heart” fixed on Him. | | | |
| Play or sing on at least 6 different occasions before going to Convention with the piece. | Apr.–May | _____ | <input type="checkbox"/> |
| Paperwork complete | | | |
| Read the Music section of the <i>Student Convention Guidelines</i> to find out what paperwork to present to the judges. | | | |
| Now off to Convention! Go with the assurance that you can and will minister the love of God to others. | May | _____ | <input type="checkbox"/> |
| Duets/Trios/Quartets | | | |
| If you are working in duos/trios/quartets, you will need to meet together weekly, when you have practiced your part, so that you can work constructively on the blend or balance of the accompaniment or of the other part(s). | | | |

MUSIC

Ensembles

These need to meet at least once every week after each member has had the chance to learn his section of the piece. As more students are required for ensembles, arrangements might take longer to be released, and students of varying abilities might take longer to learn their parts.

Remember all accompaniments must use piano, if recorded.

PLATFORM

| | Advised Date | My Target | |
|---|-----------------|--------------|--------------------------|
| Ask your supervisor/parent for a copy of or permission to read the Platform section and Judge's Forms from the <i>Student Convention Guidelines</i> . | Sept. | _____ | <input type="checkbox"/> |
| Step 1—Decision Making | | | |
| Settle in your heart which platform events will suit you best. | | | |
| Reading the guidelines, prayerfully ask yourself: | | | |
| Do I want to write a message of my own? If so, do I want to preach or give an oratory (like a speech)? | | | |
| Do I want to do something dramatic? If so, do I want to prepare a dramatic monologue or dialogue, an illustrated story, a clown act, a one-act play, or a puppet drama? | | | |
| Do I want to present something already written that will impact the audience? If so, do I want to give a poetry recitation or an expressive reading from a book or a famous speech? | | | |
| Do I want to present my piece outside of a performance situation? If so, do I want to prepare a radio program or Scripture video? | | | |
| | Sept. | _____ | <input type="checkbox"/> |
| Step 2—Gathering Information | | | |
| You have decided the category (or several) you want to do. Make your decision firm so that you will finish what you begin. Every week is a step toward the finished product. | | | |
| <ul style="list-style-type: none"> • Preaching Pray about the topic, letting the Holy Spirit give you words and pictures. Let it be real to you from Him. Look up Scriptures in the Bible, run a word search, or do cross-references on your theme. You may want to use a key text as a springboard. Study it, meditate on it, apply it to your own life, and talk to others. Gather stories and testimonies on it. | | | |
| | Oct.–Dec. | _____ | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Oratory Discuss your topic with others. Deepen your own understanding to mastery of it. Glean information from books or newspapers. Think! | | | |
| | Oct.–Dec. | _____ | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • The “Dramatic” Events Are you adapting something from a book or play? In this case, read it until it is alive and fresh and buzzing in you. Make it alive to you, as you are getting ready to live and give it. For Dramatic Monologue: Start to personalize it and make it drama, not narrative. For Illustrated Storytelling: Start to map out key points that will later need illustrating. Choose the type of illustration you will use. For Clown Act: Pare down to basic points that will need to be emphasized by style or repetition. Start to create your character. For Puppets, Ventriloquism, or One-Act Play: Decide characters and differentiate them. Map out beginning, middle, and end of the piece as well as where and what the main punch line is. | | | |
| | Oct.–Dec. | _____ | <input type="checkbox"/> |

PLATFORM

| | Advised Date | My Target | |
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| <ul style="list-style-type: none"> Expressive Reading, Poetry Recitation, Famous Speech: Seek and you will find! Read lots of books or bits of books; ask others for ideas or for resources. Try reading pieces aloud until you find one that you will enjoy making your own. Time yourself reading it, and make sure it fits the time limits. | Oct.–Dec. | _____ | <input type="checkbox"/> |
| Step 3—Create Detail and Order | | | |
| <ul style="list-style-type: none"> Preaching and Oratory: It is time to pare down your information. Create a step-by-step outline that is meaningful and flows from point to point. Clearly declare the message or purpose and appropriately balance the support material so as to accomplish the desired effect. | Jan.–Mar. | _____ | <input type="checkbox"/> |
| <ul style="list-style-type: none"> The “Dramatic” Events: Script needs to be written or tailored now. For Dramatic Monologue/Dialogue: Full instructions for the physical staging and detailed feelings must be worked on and decided. For Illustrated Storytelling: Finish deciding the script, the illustrations, the character, and the timing. For Clown Act: Write or decide the complete script including style of the clown, props, and costume you will want. For Puppets: The script must be written in detail now with exits, entrances, changes of character, and puppet costume. Voice, music, scenery, and stage needs must be identified. For Ventriloquism: The script must be written in detail with a moral message and lively dialogue. Find a costume for your dummy that meets convention standards and matches your presentation. For One-Act Play: The full script must be written including exits, entrances, and instructions for timing or vocal style. | Jan.–Mar. | _____ | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Expressive Reading, Poetry Recitation, and Famous Speech: Decide details of vocal changes and timing and use of space and gesture. Let the piece start to live, but don’t overdo it. Let the words carry it, and only add in what comes from your heart. | Jan.–Mar. | _____ | <input type="checkbox"/> |
| Step 4—Become Fluent | | | |
| <p>All lines to be learned, moves developed and practiced, vocal variety developed and practiced, and character made alive to you. Become aware of the audience and reaching them. If appropriate, all illustrations, props, costume, make-up, and lighting need to be found, put in place, and practiced. Keep everything relevant. Don’t add extras without good reason.</p> <p>Use your Judge’s Forms for a checklist. Have I utilized what makes a good piece? Judges will be looking for this. Become relaxed in the piece. Get beyond needing a prompt to enjoying yourself. Discipline yourself to work on every aspect suggested. Look to gain full marks as far as you can.</p> | | | |
| | Apr. | _____ | <input type="checkbox"/> |

PLATFORM

| | Advised Date | My Target | |
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| Step 5—Connect with Audience | | | |
| Pray to stir up the gift in you. With everything in place, practice to an audience. Ask others to give feedback. Adapt, develop and improve. Minister now; be rid of self-consciousness and be “others conscious,” giving a good gift and thinking of the audience’s enjoyment of it. | May | _____ | <input type="checkbox"/> |
| Paperwork Complete | | | |
| Read the guidelines for this section to find out what paperwork to present to the judges. | | | |
| Make a checklist of all you need to bring to Convention and check it. | May | _____ | <input type="checkbox"/> |
| After Convention | | | |
| What did you see at Convention that challenged or touched you that you would like to expand to develop your skills and to share Jesus Christ to the glory of God? | | | |

PLATFORM
Interpretation for the Deaf

| | Advised Date | My Target | |
|--|-------------------------|----------------------|--------------------------|
| Prepare | | | |
| Ask your supervisor/parent for a copy of or permission to read about this event in the <i>Student Convention Guidelines</i> . | | | |
| Pray for wisdom as you prepare. Take every opportunity to sign with those for whom sign language is their primary form of communication. Study your ASL dictionary, giving special attention to religious signs. | Sept.–Nov. | _____ | <input type="checkbox"/> |
| Plan | | | |
| Choose/write the story that you will use for the storytelling portion of the competition. | Nov. | _____ | <input type="checkbox"/> |
| Practice | | | |
| Memorize your story and practice telling it orally while signing. Check the time limit, and practice to be sure you can complete your story in the time allotted. | | | |
| Practice finger spelling the Books of the Bible to help in interpretation of the Scripture portion of the competition. | Dec.–May | _____ | <input type="checkbox"/> |
| Paperwork complete | | | |
| You need 3 Judge’s Forms and 3 copies of your story. | May | _____ | <input type="checkbox"/> |

PLATFORM

Radio Program

| | Advised Date | Our Target |
|--|--------------|--------------------------------|
| Prepare | | |
| Pray for wisdom in your planning. If you are going to work as a team, choose the students who will be writing the script and acting in the program. | | |
| As you put a team in place, pray to God for unity of purpose and for a good sense of working together. | | |
| Ask your supervisor/parent for a copy of or permission to read the <i>Student Convention Guidelines</i> . | | |
| Read and reread them so that you become very familiar with the standards expected of this event. | | |
| Read carefully the Judge's Forms so that you become aware of what they will be looking for in your presentation. | | |
| Consider how much time you can realistically spend weekly on this event and commit to it. | | |
| Decide how you are going to make the final recording of your program and how you will record and edit. | Sept.–Nov. | _____ <input type="checkbox"/> |
| Plan | | |
| Form an overall plan for your program and begin to develop a theme you will follow. | Nov.–Jan. | _____ <input type="checkbox"/> |
| Choose a suitable title for your presentation and begin to write the script. | Jan. | _____ <input type="checkbox"/> |
| Develop Program | | |
| Rehearse the script and begin to gain confidence as you master the mood and intonations of speech. Record and edit your program to your satisfaction. Remember there is a limit to length; check the Judge's Forms to make sure you are within the guidelines. | Feb.–Apr. | _____ <input type="checkbox"/> |
| Review | | |
| Produce the final result on a CD. | | |
| Are you happy with the result of your work? | | |
| Does your program honor God and His Creation? | | |
| Does the content match with your intended listening audience? | | |
| Is your supervisor/parent happy with it? | | |
| Is the end result the best you can do? | May | _____ <input type="checkbox"/> |
| Paperwork complete | | |
| You need 3 Judge's Forms, 3 copies of the script, and 3 copies of the program on CD. | May | _____ <input type="checkbox"/> |
| Before submitting 3 copies of the program, make sure that the balance is right and all sound effects have been recorded. Play the recording to test it for quality. | | |

PLATFORM
Scripture Video

Advised Date **Our Target**

Prepare

Pray for wisdom in your planning. If you are going to work as a team, choose the students who will be writing the script and acting in the program.

As you put a team in place, pray to God for unity of purpose and for a good sense of working together.

Ask your supervisor/parent for a copy of or permission to read about Scripture Video in the *Student Convention Guidelines*.

Read and reread them so that you become very familiar with the content and standards expected of this event.

Read carefully the Judge's Forms so that you become aware of what they will be looking for in your Scripture video.

Consider how much time you can realistically spend weekly on this event and commit to it.

Decide what equipment you will use for filming and how you are going to edit the final program.

Sept.–Nov. _____

Plan

Check the A.C.E. website for the current year's Scripture passage.

Form an overall plan for your program and begin to develop a theme you will follow.

Nov.–Jan. _____

Choose the Scripture and begin to produce a storyboard and to write any additional narrative.

Jan. _____

Develop Video

Rehearse the reading of the Scripture passage (narrative).

Check on pronunciations and speech intonation.

Film the sequences required.

Log your recordings so that you know where the sequences are that you will eventually use in your presentation.

Begin to edit your program using linear (video recorders) or nonlinear (computer-based) equipment.

Remember that the guidelines allow you to obtain technical assistance from experts as long as you make all the decisions.

Also remember there is a limit to program length; check the Judge's Forms to make sure you are within the guidelines.

Feb.–Apr. _____

Review

Produce the final result on a DVD.

Are you happy with the result of your work?

Does your program honor God and His Creation?

Does the content match with your intended viewing audience?

Are your supervisor and parents happy with it?

Is the end result the best you can do?

May _____

PLATFORM

Scripture Video

| | Advised Date | Our Target | |
|---|-------------------------|-----------------------|--------------------------|
| Paperwork complete | | | |
| You need 3 Judge's Forms, 3 DVD copies, and any additional paperwork. | May | _____ | <input type="checkbox"/> |

Before producing your master disc (and submitting 3 copies of the program on DVD), make sure that the balance is right among narrative, music, and sound effects. Play the recorded video to check for quality.

PLATFORM

A.C.E. Character Trait Video

| | Advised Date | Our Target |
|---|--------------|--------------------------------|
| Prepare | | |
| Pray for wisdom in your planning. If you are going to work as a team, choose the students who will be writing the script and acting in the program. | | |
| As you put a team in place, pray to God for unity of purpose and for a good sense of working together. | | |
| Ask your supervisor/parent for a copy of or permission to read about the A.C.E. Character Trait Video in the <i>Student Convention Guidelines</i> . | | |
| Read and reread them so that you become very familiar with the content and standards expected of this event. | | |
| Read carefully the Judge's Forms so that you become aware of what they will be looking for in your Scripture Video. | | |
| Consider how much time you can realistically spend weekly on this event and commit to it. | | |
| Decide what equipment you will use for filming and how you are going to edit the final program. | Sept.–Nov. | _____ <input type="checkbox"/> |
| Plan | | |
| Choose one of the ninety character traits of Christ listed in the <i>Student Convention Guidelines</i> . | | |
| Form an overall plan for your program and begin to develop a theme you will follow. | Nov.–Jan. | _____ <input type="checkbox"/> |
| Begin to produce a storyboard and to write any additional narrative. | Jan. | _____ <input type="checkbox"/> |
| Develop Video | | |
| Rehearse the reading of your script. | | |
| Check on pronunciations and speech intonation. | | |
| Film the sequences required. | | |
| Log your recordings so that you know where the sequences are that you will eventually use in your presentation. | | |
| Begin to edit your program using linear (video recorders) or nonlinear (computer-based) equipment. | | |
| Remember that the guidelines allow you to obtain technical assistance from experts as long as you make all the decisions. | | |
| Also remember there is a limit to program length; check the Judge's Forms to make sure you are within the guidelines. | Feb.–Apr. | _____ <input type="checkbox"/> |

PLATFORM

A.C.E. Character Trait Video

| | Advised Date | Our Target | |
|---|-----------------|---------------|--------------------------|
| Review | | | |
| Produce the final result on a DVD. | | | |
| Are you happy with the result of your work? | | | |
| Does your program honor God and His Creation? | | | |
| Does the content match with your intended viewing audience? | | | |
| Are your supervisor and parents happy with it? | | | |
| Is the end result the best you can do? | May | _____ | <input type="checkbox"/> |
| Paperwork complete | | | |
| You need 3 Judge's Forms, 3 DVD copies, and any additional paperwork. | May | _____ | <input type="checkbox"/> |

Before producing your master disc (and submitting 3 copies of the program on DVD), make sure that the balance is right among narrative, music, and sound effects. Play the recorded video to check for quality.

PLATFORM

Group Bible Speaking

| | Advised Date | Our Target |
|--|--------------|--------------------------------|
| Prepare Pray for wisdom in your planning. Choose your captain/leader and the students that will comprise the team. As you put together your team, pray for unity of purpose and for a good sense of working together. Ask your supervisor/parent for a copy of or permission to read this section from the <i>Student Convention Guidelines</i> . Read the Judge's Form so that you become aware of what the judges will be looking for in your presentation. | Sept.–Oct. | _____ <input type="checkbox"/> |
| Plan Develop your routine, giving close attention to space allowances. Check the A.C.E. website for the year's Scripture selection for Group Bible Speaking. Begin to memorize passage. | Nov.–Dec. | _____ <input type="checkbox"/> |
| Practice Begin practicing the elements that will be incorporated into your routine (voice, inflection, pause, gesture, and movement). Work on precision and unity. Put elements together to form your routine. | Jan.–Mar. | _____ <input type="checkbox"/> |
| Paperwork Complete You need 3 Judge's Forms. | Apr. | _____ <input type="checkbox"/> |

Planning Calendar

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Planning Calendar

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GET READY TO GO!

Your performance events are polished, you're now fit, you've done all the memorizing and preparing, and you've completed all forms, and now it's the difficult part—deciding what to take!

Try to remember all the items you will require, especially those you need to complete your entries.

You might be aware that there is a dress code at ISC. Please ask your supervisor/parent what is permitted and what isn't. Have you ever wondered why we have a dress code? Basically, the Bible tells us about living Godly lifestyles and not conforming to this world. We believe that just as we should be different from the world in our conduct and character, we should also present ourselves holy towards God. We know it is the inside of a person that counts, but we should also ask ourselves if our outward appearance is honoring God. Therefore, at Convention we try to promote Christian modesty. We realize that one person's idea of modesty may differ from another person's, but we have set a dress code that we feel everyone can maintain. Please respect the decision for the dress code. After all, we want your focus to be on the Lord and your events during the week, and don't forget, we want you to have fun!

For ye are dead, and your life is hid with Christ in God. Colossians 3:3

Here is a checklist of items you may consider taking to Convention.

| | | | |
|--|--------------------------|--|--------------------------|
| Athletic equipment | <input type="checkbox"/> | Music | <input type="checkbox"/> |
| Athletic wear | <input type="checkbox"/> | Notebook | <input type="checkbox"/> |
| Bed linens | <input type="checkbox"/> | Performance clothes/costumes | <input type="checkbox"/> |
| Bible | <input type="checkbox"/> | Platform props | <input type="checkbox"/> |
| Camera | <input type="checkbox"/> | Prescribed medicines (to be kept by sponsor) | <input type="checkbox"/> |
| CD/MP3 Player (for performance only) | <input type="checkbox"/> | Robe and slippers | <input type="checkbox"/> |
| Clothes | <input type="checkbox"/> | Raincoat and umbrella | <input type="checkbox"/> |
| Competition entries | <input type="checkbox"/> | Shoes/footwear | <input type="checkbox"/> |
| Entry paperwork and all forms | <input type="checkbox"/> | Toiletries | <input type="checkbox"/> |
| Instruments | <input type="checkbox"/> | Towels | <input type="checkbox"/> |
| Money for activities/snacks/souvenirs | <input type="checkbox"/> | Yourself and a smile | <input type="checkbox"/> |