

Suggestions for Parents:

This coloring book can be used in a variety of ways and is designed specifically to correspond with the stories and pictures in *Character Sketches*, Volume I. Listed below are some suggestions for the possible ways you can teach your children the seven character qualities presented in Volume I while they enjoy utilizing this book.

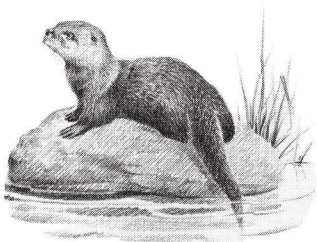


Loyalty

☐ Help children identify colors in nature which God has designed (e.g., sky/blue, grass/green, etc.). To carry out color schemes God has made is being loyal to His design.

☐ Part of loyalty is “adjusting my schedule to meet the needs of those I am serving.” Encourage your children to work on their coloring when it best fits into the family schedule.

☐ Loyalty includes showing kindness to brothers and sisters. Children can be encouraged to express loyalty by sharing their crayons. Also, older brothers and sisters could teach younger ones the techniques of coloring. Older children could possibly help the younger ones use larger crayons and, as they develop this skill, later teach them to use colored pencils and begin shading. Help your children encourage one another in their artwork by praising each others’ efforts instead of comparing themselves with each other.

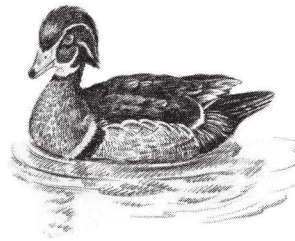


Responsibility

☐ Help children learn responsibility by instructing them that they should have a “place for everything and everything in its place.” This includes art supplies. Aid your children in making labeled boxes or bins in which to store crayons, pencils, chalks, crayon sharpener, etc. Also provide a specific storage spot for the coloring book, paper, and any framing supplies.

☐ Encourage children to clean up their art area. If necessary, write the steps on an index card or poster for the wall. Examples of rules include the following: gather and store crayons, put book back, throw away any paper scraps, wipe off table, etc. For very young children, it would be helpful to put pictures of cleanup steps on a large card.

☐ By creating an enjoyable working area, you can help children learn to turn routine tasks into experiences which are pleasurable. Sometimes, children dread “art time,” because they feel as if they cannot do a good job. Help them overcome this attitude with an enthusiastic spirit as projects are presented. Playing cheerful and melodious music in the background will create a positive atmosphere as well.



Courage

☐ Applying the character quality of courage to art projects includes encouraging children to venture out in using the resources they have (e.g., colored pencils, markers, learning how to shade or outline, etc.).

Also, to learn to utilize fully the resources at hand, take a nature walk and collect pinecones, leaves, twigs, sand, etc. These objects could then be glued in appropriate places on a coloring page to create a more realistic picture. For example, twigs could be glued to the nest of the pied-bill grebe (the picture from page 93), wood chips could be added to the beaver picture (page 243), and a layer of sand could be glued onto the beach in the picture of the Canada goose (page 43). It would probably be best to add these objects after any of the coloring is completed and the page has been carefully removed from the book.

☐ Courage includes showing confidence and not fearing to “try my hardest.” Teach the children not to compare among themselves; instead, each one should compare his present artwork to what he has done in the past. Occasionally pull out a picture which a child completed six months ago and compare it with a recent work. Praise the child

for improvements you see. Some words of praise might be:

- I knew you could do it.
- That's the right way to do it.
- Keep up the good work.
- That was first-class work.
- You've just about mastered that.
- That's better than ever.
- You must have been practicing.
- Now that's what I call a fine job.
- You are really learning a lot.

(from *The Performance Planner*, Zig Ziglar Corporation.)



DETERMINATION

☐ Determination is needed to complete a project. Many times projects are abandoned because they seem too large. Encourage your children to finish their art projects by helping them set short-term, achievable goals.

For young children, some good goals would be to identify basic colors, to learn how to use large crayons, and to stay in the lines while coloring.

☐ Part of developing determination is to learn to reject distractions. If a child begins more than one project at a time or abandons one project to begin another, he will be distracted. Help your child increase his attention span for staying on task by adding small increments of concentrated time to his art assignments.

If someone reads aloud or tells a story while the children quietly color their pictures, this can help develop their ability to work on one project for a longer period of time.

☐ One way to develop determination is to learn about the lives of artists who did quality work. If possible, research an artist's life and learn what motivated him to complete his work. It might be interesting to compare his early works to later works in order to see the rewards of disciplined skill development.

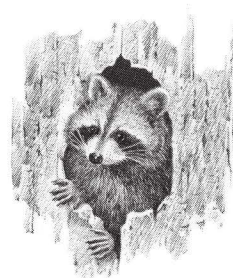


☐ Maintaining order is best achieved when specific areas are assigned for different duties. For instance, instruct your children on where they can do their artwork and where it would be inappropriate. Give instructions as well on where and how they should clean up, particularly if paint is involved.

☐ Teach children how to maintain their art supplies in order to get full use of them. Examples include sharpening crayons, washing paintbrushes, putting lids back on glue bottles, etc.

☐ It might be helpful to provide art smocks for children, particularly when they paint. A large shirt of the father's which is no longer used works well. Cut the sleeves, if necessary, and write the child's name on the shirt with a laundry pen. Tell children how to store this smock and what to do if it becomes soiled.

☐ Learning to be careful and to avoid careless accidents is an important part of orderliness. Encourage your children to place a covering under their picture so they can avoid coloring or painting on the surface of a table. Give directions on how to clean up spills and remove stray marks.



INITIATIVE

☐ Initiative includes "expanding my world by exploring new areas of interest." There are many enjoyable ways to use crayons and other supplies to achieve a creative art project. Examples include the following:

- **Tracing**—Place a clean sheet of paper over the coloring book page, and trace the major lines with a pencil or crayon.

- **Sketching**—While looking at a page in the coloring book, draw a copy of it freehandedly. If possible, you could enlarge the picture by using a grid.

- **Crayon Relief**—To achieve a look of texture in a picture, place the coloring page over textured materials (e.g., twigs, bark, etc.). Rub the broad side of the crayon over the paper in areas in which you desire the textured look.

- **Crayon Resist**—This process of applying a wash over crayon produces brilliant color contrasts. Color parts of the coloring page with light-colored crayons, and then brush on a dark-colored wash. You can color with dark crayons and use a light wash as well. The wash could be water color or tempera paint mixed with water. A good picture on which to try this technique is the king salmon (page 205). The children could color the salmon a silver or a light green; then instead of coloring the water blue, they could brush on a blue wash.

- **Chalk**—Chalks can be used instead of crayons for blending colors and shading them in ways crayons cannot.

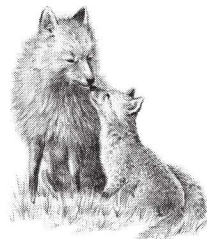
Use chalk on the regular surface of the paper or moistened paper. You can moisten the paper with a water-soaked cloth or sponge. Sugar can be added to the water as a fixative. Water-soaked paper will produce chalk lines which flow and will eliminate chalk dust.

- **Placemats**—After a picture is completed, glue it onto a large piece of construction paper. Cover it with clear Con-tact™ paper or have it laminated to make a nice placemat.

- **Greeting Cards**—Glue a finished picture onto a large, folded piece of construction paper. Write an appropriate message inside, and mail it to someone you would like to encourage.

- **Framed Pictures**—Mat and frame a finished colored picture.

(Several of the above ideas were taken from *Alkema's Complete Guide to Creative Art for Young People* by Chester Jay Alkema, Sterling Publishing Co., Inc., New York.)



Decisiveness

- ☐ Decisiveness involves evaluating various courses of action and planning to follow through with the best one. Before children color a picture, you could have them look for several pictures of the animal from different sources. Help them notice how the animal looks in various surroundings, and encourage them to choose colors for the animal which are most characteristic of it.

- ☐ Aid children in learning decisiveness by visiting an art supply store and with parents' help choosing what supplies are most useful for completing their projects.

- ☐ Part of decisiveness is making commitments now to avoid failures in the future. In developing their skills in various ways, lead children to realize how important it is for them to guard their eyes and minds from anything which would displease God. It would be important to encourage them to make a decision not to look at any artwork, pictures, etc., which "God would not like" and also not to make any art projects which would displease God.

- ☐ If the children make a mistake on a portion of their pictures, direct them in trying another course of action which will still make the picture one with which they could be pleased.