

**Resources referenced in Alison Meredith's webinar  
How to Maintain Sanity and Productivity with Kids at Home, Session 5**

View webinar at <https://www.holstonit.com/2020/03/23/how-to-maintain-sanity-productivity-with-your-kids-at-home-1/>

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The article Alison referenced, **Ten Things to do With Your Child Before Age 10**, is found here

[https://www.triviumpursuit.com/articles/ten\\_to\\_do\\_before\\_ten.php](https://www.triviumpursuit.com/articles/ten_to_do_before_ten.php)

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The research regarding kids who did / did not do Math workbooks prior to age 10 is found here

[http://www.triviumpursuit.com/articles/research\\_on\\_teaching\\_math.php](http://www.triviumpursuit.com/articles/research_on_teaching_math.php)

[In Session 6 of the series where you found this page](#), Alison explained more about the idea of **minimizing Math worksheets and workbooks before kids are 10 years old**. It does not mean that you do NO Math with your kids, but simply that you do it differently (and, probably less). Again, just watch Session 6 for more insights on this.

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Alison mentioned that if it is not working to implement your school's distance learning program, **you have the freedom to take ownership of your kids' education**. Especially if your school is recommending / requiring that your child sit in front of a screen for hours every day . . . please don't do that. You can do something different instead. You can officially homeschool.

- This does not need to be a permanent decision.
- It is simply a way to give you more freedom over the next two months to implement a schedule that is best for your kids, your schedule, and your family.
- Homeschooling is legal in all 50 states, [here's a link to laws specific to your state](#).
- If your state has moderate to high regulation on the link just referenced, [here's an organization](#) which can help you easily figure out how to meet those regulations.
- In [Session 6 of the series](#) where you found this resource, Alison explains easy-prep ways to make sure your kids are progressing in the essentials of improving their Math and English skills.

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The article on the next page provides some interesting insights on teaching children.

- Give them space to think, don't try to think for them.
- Let them enjoy the richness of great stories without feeling compelled to tell them what they should think about those stories.

## **Thoughts on Teaching Children: Stop the Twaddle. Give Them Space to Think and Explore.**

A direct excerpt from p. 12—18 of For the Children's Sake by Susan Shaeffer Macaulay

A small group of children listened as I gave a straightforward Biblical narration of creation, of the first persons, and of their deliberate choice to disobey God's command.

The children had been deeply attentive and interested. Suddenly the brown eyes of one young girl flashed as she asked, "But . . . it isn't *true*, is it?"

How amazed and interested she was when I said that it was indeed true! People five times her age have asked the same question. I cannot see any essential difference. In both cases, it is an intelligent, basic question. Children's minds work as ours do.

When the story was over, the children left, unselfconscious and relaxed. Two weeks later, they retold me the entire story without one word of prompting.

They had been presented with straightforward history. It interested them, just as history interests adults. They had no need for a little twaddle talk at the end, to tell them how or what to think about what they had heard.

Suppose I had been ill-advised enough to say, "Sit still, Jenny, and don't bring up your ideas about truth right now. Today we are supposed to think about families. So we will think about mommies and daddies and that God made them so they would have a family right at the very beginning."

What would I have been doing?

After narrating one of the great history stories of all time, I would have been reducing its breadth and interest by telling the children what I thought they should think and feel about it.

There would have been several distinct consequences.

1. They would have been deprived of the chance to wonder at the story, and to make their own personal response; they would have been deprived of the right to think.
2. The closing sermonette would most probably have degenerated into twaddle, thereby boring them. (And if they weren't bored then, I can assure you that they would be the third time it happened.)
3. I might have been tempted to capture their interest by other means than the deep fascination of the story. I might have tried to catch their eye with a set of puppets, perhaps.
4. Jenny would not have asked herself, "*Is it true?*" Her brown eyes wouldn't have sparkled with the answer—*truth!*
5. All the fancy additions to the story would have kept her mind from working by itself. It would also have taken a lot longer. Therefore the lesson would have kept her from a lovely twenty-minute scamper on the lawn with her friends.