Caid
Page School

A Handbook for
One-Crescent Pages

3/2/2009

All the requirements for a One-Crescent Page in the area of **SCA Life** are now complete.

Parent _____

(Youth Officer) _____

Date _____

****

All the requirements for a One-Crescent Page in the area of **Chivalry** are now complete.

Parent _____

(Youth Officer) _____

Date _____

****

All the requirements for a One-Crescent Page in the area of **Arts & Sciences** are now complete.

Parent _____

(Youth Officer) _____

Date _____

Quick Checklist

SCA Life

Court Life	1. ☐ 2. ☐ 3. ☐ 4. ☐
Structure of the SCA	1. ☐ 2. ☐ 3. ☐ 4. ☐
Medieval Times	1. ☐ 2. ☐ 3. ☐
Camp Life	1. ☐ 2. ☐ 3. ☐
Heraldry	1. ☐ 2. ☐
Service	1. ☐ 2. ☐ 3. ☐ 4. ☐

Chivalry

Armored Combat	1. ☐
Archery	(opt.) 1. ☐ 2. ☐
Rapier	(opt.) 1. ☐
Thrown Weapons	(opt.) 1. ☐
Youth Combat	1. ☐

Arts & Sciences

Fiber & Garb	1. ☐ 2. ☐
Book Arts	1. ☐ (opt.) 1. ☐
Needlework	1. ☐
Performing Arts	1. ☐ 2. ☐ 3. ☐ (opt.) 4. ☐
Food	1. ☐ 2. ☐
Miscellaneous	1. ☐ 2. ☐ (opt.) 3. ☐
Participation	1. ☐ (opt.) 1. ☐ 2. ☐ 3. ☐

Welcome!

Welcome to the Kingdom of Caid's Page School! Our goal is to help our youth develop into honorable citizens of the Society for Creative Anachronism. Through fun, adventure, and challenge, we strive to help our youth become confident, resourceful, generous, and responsible persons who can be counted on to do their best even in difficult situations. We encourage them to develop special skills and knowledge related to the Middle Ages, to learn about their family heritage and the heritage of others, to develop their own persona, to be of service to others, and to learn the arcane ways of SCA Peers and the governing system of the SCA. We also encourage our youth to respect themselves enough that they strive to be as physically and mentally fit as possible through healthful living and the development of good judgment and sound decision making skills.

We recognize that not all children come with the same set of abilities and skills at the same ages as every other child. Our Page School program is not intended to be so rigid that some children are left behind or left out. All of our children are part of our community, and as such, our Page School program can stretch and bend to include every one.

One–Crescent Pages, our youngest group from approximately 5 to 8 years old, are intended to participate mainly with the attendance and help of their parents, as is appropriate to their social development. Some of these requirements can be met entirely within the family or household, but many are intended to be learned at Youth Point with a group of peers and the help of the local Youth Officer and parents. At the end of each requirement there is a line that says, "So says _____." This is the place for an adult to testifly that the child has fulfilled that particular requirement. Sometimes that adult will be the parent or an adult member of the household, while at other times it will be the Youth Officer, a Peer, or other participating adult. It is always appropriate for the signing adult to ask the child about what he or she did or made or learned.

Court Life

1. Learn how to bow/curtsy and when it is appropriate to do so.

_____ taught me how.

On _____, I bowed/curtsied to _____.

On _____, I bowed/curtsied to _____.

So says _____

2. Learn appropriate court behavior and manners for when you are sitting in the audience. Show that you can attend court for 1/2 hour practicing these manners.

On _____ I went to court and practiced good manners.

On _____ I went to court and practiced good manners.

So says _____

3. Know how to come forward in court to receive a prize or award.

_____taught me how to come forward in court.

On _____ I came forward to receive a prize or award.

OR

On _____ I practiced coming forward, but not in a real court.

So says _____

Participation

1. Make sure you are properly dressed at events.

I was dressed in period garb at these events:

_____on _____

_____on _____

_____on _____

_____on _____

So says _____

(opt) Enter a project in your local arts event.

I entered _____

at _____

on _____

So says _____

I entered _____

__at _____

___on _____

So says _____

I entered _____

at _____

on _____

So says _____

Food

1. Make a period food and share it.

I made _____on _____.

So says _____

2. Make a period pottage and share it. *(Stove/fire involved, so parental presence required)*

I made pottage on _____.

So says _____

Miscellaneous

1. Find pictures of period beads and make a bead necklace or bracelet.

I made _____on _____.

So says _____

2. Learn to tie a square (AKA reef) knot.

_____ showed me how to tie a square knot on _____.

So says _____

(opt) 3. Dye a piece of silk or wool using onion, cabbage or other non-toxic vegetable dye.

_____ showed me how to dye fabric on _____.

So says _____

4. Acquire your own feast gear and attend a feast. Practice appropriate feast manners.

I went to a feast on _____ and used my own feast gear.

When I went to the feast, I practiced my best feast manners.

So says _____

The Structure of the SCA

1. Know the name of your barony, shire, canton, or stronghold and the name of your kingdom.

The name of my group is _____

_____.

The name of my kingdom is _____.

So says _____

2. If you live in a barony, know the name of your baron and baroness. If you live in a shire, canton, or stronghold, know the name of your seneschal.

My baron and baroness are _____

_____.

OR

My seneschal's name is _____.

So says _____

3. What are the names of your king and queen? How are the king and queen chosen?

The king's name is _____

and the queen's name is _____.

How did they get to be king and queen? _____

_____

_____

So says _____

4. Recognize your territory's banner.

So says _____

Needlework

1. Complete an age appropriate pattern in needlework on plastic or regular canvas.

I made a picture of _____

on _____.

So says _____

Performing Arts

1. Learn a period song.

I learned _____.

So says _____

2. Learn to tell a period story and share it with a group.

I learned _____ and told

it to _____.

So says _____

3. Recite a poem.

I learned _____ and

recited it to _____.

So says _____

4. (opt.) Learn to balance a broom or similar object on end.

I balanced a broom on _____.

So says _____

Fiber & Garb

1. Complete a simple weaving project like finger weaving or kumihimo.

I wove a _____ using (method)

_____ on _____.

So says _____

2. Felt a piece of wool. Why do people want felted wool?

I felted a piece of wool on _____. People use felted wool for _____

_____

So says _____

Book Arts

1. Trace a picture for an illumination project and paint it using water colors.

I traced a picture and painted it on _____.

So says _____

2. (opt.) Learn to write your name in calligraphy.

Here is my calligraphed name:

So says _____

Medieval Times

1. If you were a child living in the middle ages, what would your house look like?

I told _____ what my house would have looked like.

So says _____

2. If you were a child living in the middle ages, what chores would you be expected to do?

I would have to do these chores:

_____

_____

_____

So says _____

3. Learn to play a period game.

I learned how to play _____

_____

_____

So says _____

Camp Life

1. Help put up your family's tent.

On _____ we went to _____ and
I helped put up our tent.
So says _____

On _____ we went to _____ and
I helped put up our tent.
So says _____

2. Learn to roll your own sleeping bag or bed roll and do it every time you go camping.

I rolled/stored my own bedding on _____
and _____.
So says _____

3. Help set the table for camp meals.

I set the table on _____ and _____
___ and _____.
So says _____

Rapier

1. (opt.) Meet a white scarf. How did he or she get to be a white scarf? What is his or her favorite part of rapier?

I met _____. His or her favorite part of rapier is _____
_____.
I told _____ how white scarves get to be white scarves.
So says _____

Thrown Weapons

1. (opt. for 7-8 year olds) At an event, try throwing knives. (Parent presence required. A waiver must be signed.)

I went to thrown weapons and threw knives on _____.
Did you hit the wood? _____
So says _____

Youth Combat

1. Practice and participate in at least one Youth Combat event.

I participated in a youth combat event on _____.
So says _____

Archery

1. (opt.) Attend an archery practice or class that includes the opportunity to shoot. (Parent presence required. A waiver must be signed.)

I shot arrows on _____

So says _____

2. (opt.) Meet a chiron. How did he or she get to be a chiron? What is his or her favorite part of archery?

I met _____. His or her favorite part of archery is _____

_____.

I told _____ how chirons get to be chirons.

So says _____

Heraldry

1. Learn the 7 basic heraldic tinctures and point them out on people's arms and badges.

"Tincture" means _____.

The 7 basic tinctures are:

_____ _____

_____ _____

_____ _____

_____

I found all seven tinctures on banners, badges, and/or list shields on _____.

So says _____

2. Name 5 different animal positions in heraldry and find them on people's arms, badges, and list shields.

Five animal postures are:

_____ _____

_____ _____

_____

I found five animal positions on banners, badges, and/or list shields on _____ and _____.

So says _____

Service

1. Help the court for 1 hour at an event by running errands for members of the court

I helped at the court of _____

on _____.

So says this member of the court _____

2. Offer to get a drink or snack for a member of your family or household.

I offered _____ a

drink or snack on _____.

So says _____

3. Check all the tents, pavillions, cooking areas, and fire pits in your camp to be sure they have fire extinguishers handy.

I checked for fire extinguishers on _____ and

_____.

So says _____

4. During tear down at either a day event or a camping weekend, pick up all the little trash at your site and throw it away.

I made sure our site was clean when we left on _____

and _____.

So says _____

Armored Combat

1. Meet a knight. How did he or she get to be a knight? What is his or her favorite part of armored combat? Which weapon is his/her favorite?

I met Sir _____. His or her favorite part of armored combat is _____

_____His or her favorite weapon

is _____.

I told _____ how knights

get to be knights.

So says _____