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# Gleann Abhann Minister of Children's Handbook

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*For the Local Minister of Children  
(With a section for the Principality Officer, too!)*

# Credits

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# Preface

The Minister of Children's Office is the most behind-the-scenes high-profile office there is! Being the Minister of Children (MOC) often requires much "at home" work in the form of paperwork, prep work, and organizing, AND "high profile" work in the form of directing activities, publishing tidbits, and public speaking (reports, etc.). It's the most rewarding office you'll likely ever hold. The beauty of it is that, because it's a Lesser Office, tasks such as reporting do not have to conform to particular forms as some of the Greater Offices do!

As a Lesser Office holder, however, you are expected to be an active participant in your local group. This means, you must attend most of your group's business meetings, report to your seneschal regularly, and you must be a "team-player" – your team being the seneschal and other officers in your group!

It is my hope, though, that you choose to become acquainted with other Local Ministers of Children (LMOCs) in your area. I also hope that you choose to contact your Principality Minister of Children (GAMOC) who will add you to the roster of "Official" MOCs in Gleann Abhann. There is so much support you can gain from being part of a team, and sometimes one just needs an understanding shoulder to cry on!

This Handbook is a tool for you to use as needed.

1. Please read it.
2. File it in the official files of your Office.
3. Keep it updated and add to it when needed.
4. Pass it on to your successor.

*You have undertaken a noble cause. Be proud!*



# Introduction

## **The Purpose of the Local Minister of Children:**

The Local Minister of Children will encourage and promote the education of children ages 5-16 in the ways of the SCA and the Middle Ages by providing or overseeing the provision of appropriate classes and activities at events hosted by his/her local group.

## **Expectations placed upon you are as follows:**

1. You are a team player. Your team is comprised of your local group's officers – yours is considered a Lesser Office. Your team also includes your Principality Officer to whom you may turn for counsel or training if needed.
2. You are a communicator. You must stay in touch with the children of your group, the other officers in your group, and your Principality Officer. You must also readily communicate with the autocrats within whose events you are working, as well as the teachers/coordinators you oversee. Reporting is essential to good communication.
3. You are a professional. You should conduct yourself with courtesy, integrity, and objectivity.

## **Your Job description:**

1. Write a Letter of Introduction to the GAMOC requesting that you be recognized as a “warranted” local MOC. (Seneschals of groups that are not on the roster as having a “warranted” MOC will be contacted by phone to confirm.)
2. Write reports to the GAMOC, your local seneschal, and your baronet (if applicable).
3. Provide or oversee the provision of children's activities at all your group's local events as requested by the autocrat.
4. When you complete your term as MOC, write a Letter of Resignation to the GAMOC that will include the name of the person who will be taking your place (thus continuing your group's “warranted” status.)

# Setup: All About Being the MOC

(Published as “The Many Hats of the MOC”)

by THLady Brianna Baptista “Tsigane”

“Brianna, will you take over as Minister of Children (MOC)?” My friend, our group’s current MOC, was accepting the position of Kingdom Minister of Children, something I hadn’t foreseen when I became her deputy. “Sure,” I said with a note of doom. I knew what I was getting into. In my brief tenure as deputy I started seeing first hand the needs of the group and the challenges faced by an MOC when trying to meet those needs.

First come the needs of the children, which alone are daunting because every age group has different needs. We know, though, that a child’s primary need within an SCA setting is to socialize with others of the same age. Children want to participate in something engaging, and it would be nice if they walked away from the experience with something new, either an item to take home or just knowledge gained.

You probably can relate, because like the child, your needs, as an adult, are to socialize with your peers and to participate in something engaging, too! However, often times an adult (even a parent) feels that this can most readily be accomplished if there are no children about, if only for short periods of time. A reasonable solution is to offer activities for each age group, child and adult. The obvious conclusion is that carefully scheduled Youth Activities should be a priority in groups which hope to accommodate the needs of all their members. One could accurately say, “If the child ain’t happy, then Mama ain’t happy. And, if Mama ain’t happy, ain’t no one happy.”

An MOC’s greatest challenge comes with the realization that she needs to wear several different “hats” that help her focus on the duty at hand. I’ve identified three, which I call the Advertiser, Cruise Director, and Administrator Hats.

Helping a group to realize the importance of youth activities (not just to kids but to the whole group) requires the MOC to don an Advertiser or Public Relations hat. PR duties would include helping parents realize that you’re working with them and not making an investment in The Bank of Favors (“I’m watching your kids so you have to do something for me later”). Also, helping kids get excited about upcoming activities, and making your office more visible to your group would require you donning the Advertiser’s Hat.

The second and most obvious hat that we MOCs wear is that of Cruise Director. We are expected to entertain, teach and “keep the children busy.” The Cruise Director on the Love Boat was a recognized and viable member of the staff. Unfortunately, most MOCs feel like we’re going it alone, without the support, and sometimes, even the acknowledgement of the rest of the officers. For example, when was the last time you saw youth activities listed in an event flier?

The last hat I've recognized is that of Administrator or Office-Manager. The administrative duties of the office require some organizational skills much like the other offices. An MOC needs some sort of Recordkeeping system to keep track of expenditures, reports, and important correspondence.

Perhaps you've begun to see that the office is far more complicated than most people imagine! We MOCs wear many hats. In time we'll get the respect and cooperation we deserve. Until then, we can continue to be proactive within our groups.

Truly, the challenge lies not in identifying these hats, but in getting them to "fit" both our group and us. In the following paragraphs I'll be giving ideas and suggestions for a better fit. Keep in mind that these suggestions are to be taken "as needed" or not at all if they don't suit you, your goals, or the needs of your group.

### ***THE CRUISE DIRECTOR'S HAT – Activities***

As the Minister of Children, you are a representative of your group. As such, it is imperative that your group sanctions all of your activities and projects. Your seneschal must approve of any activities for them to be sanctioned by the group and published/advertised in the group's newsletter or fliers.

Before planning begins, let's talk about the kids in your group! I recommend that you study psychosocial development. (It's fascinating!) I have found Maslow's Hierarchy of Needs, and the writings of Jean Piaget and Erik Erikson to be quite useful. Through such readings you can learn about the different developmental stages of children.

In a nutshell, I have learned that children age 3-5 have trouble sharing, are territorial, have rivalries and mimic the adult world.

Ages 6-11 are busy, creative, receive instruction well, and compare themselves to their peers. (Take special note of 9 and 10 year olds. They can concentrate well and are incredibly creative. They are ripe for discovering a life-long love of a subject or skill.)

Ages 11-adolescence are having THE identity crisis, are preoccupied with appearance and sexuality. This is a transitional period between childhood morality and adult ethics. They struggle with group identity and role confusion. They engage in hero worship, so providing them charismatic and popular role models to interact with is most effective.

After acquainting yourself with the kids, find out what you have to work with. Inventory your supplies (both art and office) and resources (meaning, any group or private items you may have access to). While taking inventory of your art supplies, especially, take note of possible projects you can do with them.

?? Ask your Quartermaster to let you view your group's "stuff". Often a great idea will present itself when you see an item.

?? Find out the skills of the people in your group. They are your best resources! To

personally invite someone to teach a specific subject is far more productive than a general call for teachers at a business meeting, because even an apologetic response usually results in other suggestions or an “I’ll do it next time.”

?? And, by all means, scout out your site. You may discover playgrounds, flat areas on which to hold tourneys, or paths, which may inspire a quest.

?? Physical Activities – games (board & party), live-action games (quests, mysteries), tourneys (boffer, sports), dance, music, song, plays, etc.

There are many ways to present an activity, from the traditional teacher-directed Lesson to the student-directed Activity Center.

Traditional Lessons must have a Teacher, one who knows the subject well and can instruct. Classes involving a Lesson format must be carefully scheduled and children arriving to a class late may find themselves missing out. Lessons, however, are easier for the teacher who wants to know exactly what they’re to do at a certain time of the day. MOCs can schedule a Teacher into a time slot, and when the class is over the Teacher is then free to go.

Activity Centers is a format used in many schools. In addition to the traditional teacher-directed Lessons, many schoolteachers will also schedule a certain block of time within each day in which students rotate through several tables, or Centers, which feature an activity. Activities in schools may include an art project, a math puzzle, and a story to listen to and read along. Activity Centers in an SCA setting might include puppet making, calligraphy, heraldic design, and felting juggling balls.

The advantages of using activity centers are many. The freedom of choice for the participants being the most important, especially for the older ages (8 and up). Since Activity Centers are scheduled within one big block of time, latecomers need not worry about missing out on much – they should be able to complete one project at least. Also, Centers provide more socializing opportunities for children and tend to feel less like school and if ample teacher/helpers are recruited, centers are less taxing for the facilitators and provide them socializing opportunities, too. If chaotic productivity is your thing, then Activity Centers is for you!

I have found that teacher-directed activities work best with children under the age of about 7. Activity centers provide a bit too much over-stimulation for their short attention span and easy distractibility. One way around this is to assign an adult (preferably a parent) to each child who needs help focusing on one task.

Note on facilitating versus teaching - It has helped me to think of myself as a facilitator rather than a teacher. Not to say that I cannot teach, but rather, that I am unable to teach all subjects to all our participants at all times. I can, however, arrange for others to teach subjects that I often know little about, in which case I benefit as much as the student! If I must teach a group, I choose an activity in which little of my brain is required and in

which little instruction is needed so that I may be able to monitor all the activities and troubleshoot if necessary. My goal at this time is to have a smooth-running, relaxed environment.

### *How to Set up Activity Centers*

- ?? Need indoor space with/near bathrooms and sinks, tables and chairs.
- ?? Choose age-appropriate activities.
- ?? Consider this: Avoid calling them “children’s” activities (except for the very young.) At one event I ran “Children’s Activities” for ages 5-7, “Youth Projects” for ages 8-11, and “Teen Projects” for ages 12-17.
- ?? For each activity, make a sample and an instruction card to display at each Center.
- ?? Organize each activity and bag it.
- ?? Advertise, advertise, advertise! Make signs, fliers, etc.
- ?? Arrive early for set-up. Tape samples and instruction cards to the walls and set supplies on tables. Kids should be able to walk in, sit down and get started with minimal instruction.

### *How to Organize Yourself*

- ?? Have a Ready Box – tape, scissors, file box with instruction cards, pen, permanent markers, and sponge.
- ?? Have a First Aid Kit – baby wipes, Booboo Bear, etc.
- ?? Have a policy or procedure for drop-off and pick-up of kids – advertise it, post it, follow it.

### ***THE PUBLIC RELATIONS HAT - Advertising***

This may sound a bit like tooting your own horn, but it’s VERY important in raising awareness about children's needs and their activities in your area. And you really shouldn’t toot YOUR horn, but rather the KIDS’ by phrasing announcements “The Barony is going to...” “The children are going to...” “The teens would like...” Instead of “I want” “I’m going to...” etc. Make yourself visible to your group as a representative of the youth.

- ?? Establish yourself as a viable officer by consistently sending copies of reports to your seneschal, baronet, and reeve (if applicable).

- ?? Have your (edited and paraphrased) reports published in your local newsletter.
- ?? Always have a report ready at business meetings. Keep your group informed about your plans for upcoming events and your goals. Elicit suggestions.
- ?? Plan workdays or get-togethers to discuss goals.

### *Making activities visible at events*

- ?? Advertise, advertise, advertise! Make fliers, posters, and signs.
- ?? Arrange for youth activity participants to receive recognition at court.
- ?? Display projects and photos of the kids and their work at feast.

### *Making the office visible to other groups*

- ?? Help your fellow MOCs at other events.
- ?? Introduce yourself as a MOC when meeting the autocrat, etc.
- ?? Be open and approachable to group members, especially teenagers.
- ?? In your group's newsletter, write to the kids (or a target group among the kids, say teenagers). Talk about ideas and ask for theirs. Try to get them to contribute.
- ?? Start a web page. Try to get kids to run it.
- ?? Plan workdays, dinners, parties, etc.
- ?? Make a MOC directory (e-mail, phone numbers, etc.) of the kids and personally keep in contact with them.

Remember that your goal is to help the youth feel like a part of your group and to help your group to treat the youth as part of them! So, by all means, involve as many other group members in your activities as you can! Get them to help with quests and games. Make it fun for the adult helpers and give them lots of recognition and praise (through award recommendations and gifts) whenever you can!

### ***THE ADMINISTRATOR'S HAT - Office***

This is important for establishing yourself as a viable officer in your group. MOCs often have to prove that they are "real" officers. Approach your office as a job. Here's what you need to organize:

- ?? Files – should include report forms, copies of reports, financial records, official correspondence, MOC Handbook, laws relating to children, Page School information. May include a hot-file (for urgent business and projects you’re currently working on), un-official correspondence, and anything else you feel is helpful.
- ?? Finances – Keep all receipts. I have 3 envelopes in which I keep mine. One is labeled “Office Supplies”, one is labeled “Event Specific”, and the last is labeled “Receipts to be submitted at a later date”. Check with your Reeve for reimbursement procedures.
- ?? Get to know your MOC family – Talk to your Kingdom MOC and Principality MOC. Find out about when to report, etc. Get e-addresses of other MOCs and start networking!
- ?? Drop-off policy - If you decide a drop-off policy is needed, then organize it carefully, explain it thoroughly to your group, clearly post it at events, and follow it!
- ?? Deputies – Love your deputies! Involve them in decision-making, send them copies of all your reports so they know what’s going on, and reward their diligent work.

Remember to give copies of your reports to your seneschal, your baronet, and your Kingdom (or, if applicable, your Principality) Officer. Give an edited and paraphrased report to your Chronicler to be published in your newsletter. Always report something at business meetings, if only to remind your group that your office exists!

All of this is daunting if you expect to tackle it all at once! But breathe easy! Take it one step at a time! Get the Administrative stuff organized first. Once this is set up, then you won’t have to worry about it much. Keep on top of reports and receipts by taking care of them NOW before you forget about them.

The Cruise Director and Advertiser stuff will take some time. Experiment with different class formats and scheduling until you find something that works for you. It has helped me to break down my plan of action into a three-phase operation, which I’ll share with you now.

### ***The 3-phase Operation –***

- ?? Phase One: Goals. Set your goals. Make the MOC office a viable force within the group. Get people interested and then excited about what the kids are doing.
- ?? Phase Two: Team-building. Get others involved in goal setting. Work with people, training them, especially the teen-agers, to be in charge of different projects, activities, and jobs that normally fall to you.
- ?? Phase Three: Synergy. The team is active and strong. The role of MOC is greatly simplified to that of wearing just one or sometimes two hats. Stephen Covey, author

of The 7 Habits of Highly Effective People, defines synergy as when “...the whole is greater than the sum of its parts.” Not the “well-oiled-machine” analogy, but rather, a “beautifully growing forest” because of its efficiency, creativity, growth and beauty.

Wearing all the different hats of a Minister of Children is very much a juggling act. But don't let yourself get discouraged. There's a lot of help and good advice out there, and getting to work with children of all ages is reward in itself! Take your time and surround yourself with supportive people. Learning and growing is what the SCA is all about!

### ***Summary in Outline Form***

“As much as we get caught up in the drama of hierarchy and the intrigue of politics, it's important to realize that the SCA is all about relationships. And relationships are defined by needs.” -Brianna Baptista

- I. Back to Basics: to be Effective
  - A. Needs – “Why did you join?”
    1. of the Group
    2. of the Parent
    3. of the Child
  - B. Roles – “To fill Needs”
    1. as Parents
    2. as Group Members
  
- III. The Roles of the MOC
  - A. Cruise Director
  - B. Administrator
  - C. Advertiser/Public Relations
  
- IV. Cruise Director
  - A. Organization – 1<sup>st</sup> Aid, Ready Box, sign-ins
  - B. Assessing Resources – personnel and material resources
  - C. Activity Formats – lessons vs. activity centers
  
- V. Administrator
  - A. Reports
  - B. Finances
  - C. Files
  - D. Deputies
  
- VI. Public Relations
  - A. Advertising
  - B. The Trusting Horse Analogy
  - C. Focusing on the Purpose – the kids
  
- VII. The 3-Phase Operation

1. Set Your Goals
2. Build Your Team
3. Achieve Synergy!

## **Awards and Laws**

As an officer that coordinates the activities of a number of people, you are in a good position to make note of the contributions of others. Make a point of writing award recommendations for worthy people who have assisted you or who have worked with the children under your care in a noteworthy manner. Please be familiar with the awards and make a point of writing award recommendations (quarterly is suggested).

It is your responsibility as a LMOC and Principality MOC to be vigilant about keeping abreast of changes in Law and how they pertain to your office. You should keep copies of Kingdom and Principality Law in your files for easy reference.

### ***The Kingdom Law of Meridies (as of November 2001)*** *(for your reference)*

#### **VII-107 Children**

- (a) Children under the age of legal consent must attend any official Society function in the company of a parent or legal guardian or have a letter of parental consent which designates the adult responsible for the child, and consent for the child to be treated in the case of a medical emergency, as well as a signed standard waiver.
- (b) The adult in charge of the child is responsible for any and all acts of the child.
- (c) The child must be in the company of the adult specified by the letter of parental consent to attend any official S.C.A. function if the parent or legal guardian is not present at the event.
- (d) The adult, not the child, is responsible for the keeping of the consent form.
- (e) Such a letter must be presented to the autocrat and those at the registration area in charge of waivers and attendance records for their perusal before the child will be admitted to the site. The waiver must be retained by whoever is collecting such for that event.
- (f) Children should not be left unattended at events. Children under the age of 12 must be within the sight or voice range of a designated

responsible adult or teenager at all times. Failure to do so may result in sanctions ranging from expulsion from site to notification of mundane authorities depending on the circumstances.

## ***Kingdom Laws Regarding Children - Paraphrased***

### *Admitting Children to Events*

Children under the age of 18 must attend any official Society function in the company of a parent or legal guardian OR have a letter of parental consent, which designates an adult, other than the legal guardian, to be responsible for the child. This letter must also give consent that the child be treated in the case of a medical emergency. Such a letter must be presented to the autocrat and those at the registration area in charge of waivers and attendance records for their perusal before the child will be admitted to the site.

### *Supervision of Children*

Children under the age of 12 must be within sight or voice range of a designated responsible adult or teenager at all times.

*EXCEPTION – Children with parental consent forms (children attending events with adults other than their legal guardians) must remain in the company of the adult specified by the letter of parental consent to attend any official SCA function.*

Failure to do so may result in sanctions ranging from expulsion from site to notification of mundane authorities depending on the circumstances.

### *Responsibility*

The adult in charge of the child is responsible for any and all acts of the child.



# Planning Activities

## *Planning Outline:*

- I. Evaluate your resources
  - A. The site – rooms, playgrounds, available electricity, bathrooms
  - B. Your group’s stuff – Ask the Quartermaster to let you see the things in storage. Ask the A&S officer if there are tapes, etc.
  - C. Group members – Take a peek at the A&S projects report. Find out what skills and talents are in your group.
  - D. Take inventory of your art supplies.
  - E. Know the children in your group – their ages, interests.
  
- II. Expenses
  - A. Establish your event budgets
    1. Confirm with autocrat or appropriate person
    2. Get the confirmation in writing!
  - B. Expenses for pre-approval
    1. Event related
    2. Office related
  
- III. Brainstorming for ideas
  - A. Get ideas from your available resources!
  - B. The theme of the event
  - C. Create your own theme – from movies, books, etc.
  
- IV. Types of activities
  - A. Classes
    1. Lecture
    2. Make-it-take-it
    3. Centers
  - B. Field Activities
    1. Quests
    2. Sports
    3. Field trips
  
- V. Planning
  - A. Communication
    1. Don’t let autocrats assume you are running activities. Let them ask you. You are responsible for assuring that children’s activities are being done in an appropriate fashion. You are not obligated to do it all yourself.
    2. Always leave a paper trail. When transmitting vital information through e-mail, send copies to the autocrat, seneschal and baronet.

- B. Make an outline of your desired activities – for example:
    - 1. Classes –
      - Stained glass windows
      - Making puppets
      - Painting oriental trees
      - Origami
    - 2. Field Activity – Olympics
  - C. Present outline to the group and get feedback.
  - D. Elicit help by personally asking individuals – teachers, helpers, runners
  - E. Finalize your outline and add times and locations – confirm with autocrat and appropriate officer.
  - F. Distribute the outline liberally – newsletter, e-mail, fliers, etc.
  - G. Use a Requisition Form to list your needs for the Autocrat or appropriate person. A useful form will include “Items Needed”, “Where”, “When”, and space for diagrams if needed.
- VI. Doing
- A. Communication - Be in constant contact with the teachers. Confirm your requisitioned items.
  - B. Gather all needed supplies. Put each activity in a bag or list supplies needed on an index card for easy reference.
  - C. Post fliers.
  - D. Prepare workspaces in advance.
- VII. Recordkeeping
- A. Sign-ins: especially for parents of children under 12
  - B. Receipts
  - C. Reimbursement forms
  - D. People who helped you
- VIII. After the Event
- A. Send an event report to KMOC and/or GAMOC, seneschal, baronet, autocrat.
  - B. Get your receipts together and submit them to the Reeve.
    - 1. Event related
    - 2. Office related
  - C. Give a verbal report at the next business meeting.
  - D. Write a blurb for your Chronicler thanking all your helpers; he may want it for the newsletter, and it's good PR!



## ***Communication***

To successfully execute activities at an event you must have clear communication with the autocrat so that needed facilities are available when you need them. One way this can be facilitated is by using a requisition form:

(SAMPLE)

### Requisitions – Diamond Wars 2001

*Requested by Brianna Baptista “Tsigane”, LMOC (Children’s Activities), 9/4/01*

#### **Items Needed from Storage**

1. The big “Creative Cottage” sign. (It’s blue.)

#### **For the Brute Crew**

1. Item Needed: Space cleared for the Hobbit Hole.  
Where: In the “dungeon” under the kitchen. (Fire code requires a clear walkway between the two outer doors, so don’t set up in the obvious clear space near the bathrooms.)  
When: Thursday night.  
Note: Direct questions to Cacielle.
2. Item Needed: 4 tables with chairs all around.  
Where: Near the stage in Upper Hall.  
When: Friday night during the “social” (6 PM?)
3. Item Needed: 4 tables with chairs all around.  
Where: Near the stage in Upper Hall.  
When: Saturday morning, 9 AM.
4. Item Needed: 20 chairs  
Where: Facing the stage in the Upper Hall.  
When: Saturday morning, 11 AM.
5. Item Needed: A shade pavilion and a chair for the Princess.  
Where: On the Youth Combat Tourney field (near cafeteria?)  
When: Saturday afternoon, 2 PM.  
Note: Direct questions to Bridget.
6. Item Needed: TV/VCR  
Where: In the Hobbit Hole.  
When: Saturday night, during Court.

## ***An Activity Timeline***

Your planning should roughly follow this Timeline:

**6 months before the event** – Get the theme or “vision” of the autocrat. Dates, site location, facilities are crucial for planning.  
Get a budget for your expenses. I strongly recommend that you get it in writing!  
Write a proposed list of activities for the event. Include classes, quests and any extra activities, plus your proposed schedule.

**5 months before the event** - Build your staff. Personally invite people to teach specific classes, run certain quests, be in charge of specific things. Give them clear times and expectations. Communication is essential. If you have a computer, make e-mail “Lists” for each group (teachers, performers, etc.)  
Finalize your schedule and give a copy to the autocrat and person writing the “Schedule of Activities Booklet” (Chronicler).  
Put the schedule on the Baronial Web Page.  
Get the Quartermaster to let you into Storage. Get anything you might need (bulletin board, signs, props, etc.)

**4 months before the event** – Talk to your teachers, etc. about their progress in planning their activities and any needs they may have.  
Make a “To Do” list for yourself.  
Schedule a MOC workday for next month.  
Do any shopping for classes, etc. now. (Keep the receipts in one of two envelopes, “Event Related Expenses” or “Office Management Expenses”)  
If you find that you’re going over budget, then request for approval of a new budget. State why you think you’re going over-budget; it could, for example, be a specific activity that is causing an excess. Your autocrat may choose to juggle his/her budget just to keep that fun activity part of the event!

**3 months before the event** – Have the MOC workday and do the items on your “To Do” list!  
Make a new “To Do” list.  
Write Award Recommendations.  
Contact all the people on all your different “E-Lists”: Progress? Needs?  
Start making lists of needs for Requisition Forms.

**2 months before the event** – Send completed Requisition Forms to Autocrat and/or Brute Crew Coordinator.  
Make changes to schedule or personnel as needed. Send notice of changes to Chronicler, Autocrat, and Web Page.  
Pre-Register for the event. Suggest that your staff do the same.

**1 month before the event** – Gather all your stuff together into organized piles, bags, etc.

Finish doing the stuff on your “To Do” list.

**3 weeks before the event** – E-mail all your E-Lists and tell them that any further communication with you should be done by telephone from now on.  
Finish up last minute event-related projects.

**2 weeks before the event** – Start packing!  
Use this time for troubleshooting and dealing with last minute emergencies.

**1 week before the event** - Finish packing stuff for the event, yourself and your family.  
Sit back and wait for the “emergencies” that will inevitably arise.

**1 week after the event** – (It’s not over yet!) Write the Event Report while it’s still fresh in your memory. (Give a copy to the Autocrat and A&S Officer in addition to the others you are required to.)

E-mail Thank-yous to all the people on all your E-Lists. (Then you may delete those lists!)

Gather together your receipts, attach each to a reimbursement form, and give them to the Reeve. (Don’t forget to keep a record of these. The Reeve forgets sometimes!)

**During the event** – Let people do what you asked them to. Be generous with praise.  
Roll with the punches and try to relax!

**2 weeks after the event** – Gather together baronial stuff that needs to go back into storage. Label it, if necessary, and get it to the Quartermaster.  
Prepare a brief oral report for the next business meeting. Make sure to thank your staff and congratulate the children.  
Write a blurb for the Chronicler to print in the next newsletter.



## ***Activity Timeline Example***

(Taken from the preparation of Diamond Wars 2000)

**February** – Got the theme from the Autocrat: “Children’s Crusade”. Got budget confirmation. Began brainstorming classes/talked to my Deputies.

**March** – Presented a written proposal for activities: Sat. morning classes and an afternoon quest. I need more stuff for Friday.

**April** – Started writing a play for Friday. It’s called “Caliban’s Island”. I want others to do activities that day. Shaula volunteered the Hobbit Hole to host a Movie Matinee.

**May** – All the teachers are contacted and put on a “DWars Teacher’s List” on my computer address book. Cast members for the play are chosen and put on a “List”, too. A meeting discussion reveals the impracticality of entertainment during Feast; I’ve volunteered to coordinate a Pre-feast dance and bardic show.

**June** – E-mailed teachers and asked them “how’s it going?”: Got some responses. Started making contacts for the Pre-feast show and made a “List”. Edited the Caliban script and had a few rehearsals. I scheduled a MOC Workday for next month.

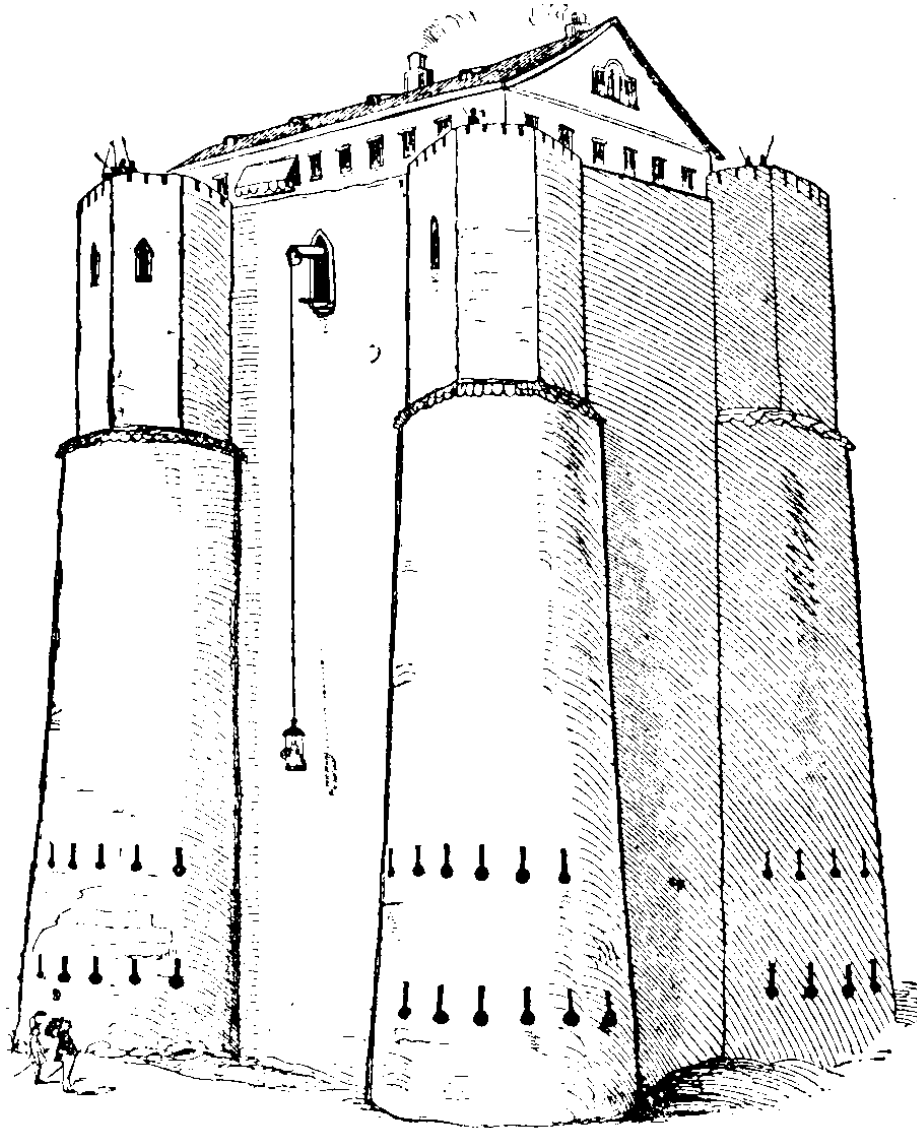
**July** – Sent Bryan T. children’s activities info for the Web Page: sent final schedule to Autocrat and Chronicler. E-mailed teachers about their classes, their needs, the scheduled times, and my expectations. I asked for photos and bios from each of them for a bulletin board display that I’d like to have at Feast. Holly agreed to put together a Spice Display for the classroom. Had play rehearsals. Talked to Wesley and Ahearn about being “in charge” of the Children’s Crusade (the quest): Ahearn & I wrote up a plan. 1 teacher pulled out – I need to find a replacement. Wrote Award Recommendations.

**August** – Sent Requisition Forms to Autocrat. I decided to let Tiger teach the replacement class. I’ll put an adult with her to “assist”. Finished the line-up for the Pre-feast show: 1 performer is ambivalent and may withdraw. Sent Bryan T. an updated schedule of activities for the Web Page: sent copies to Autocrat & Chronicler. TJ shows me the Dragon Medallions he’s made for the Children’s Crusade: says that Sir Raefen wants to be involved – we’ll play it by ear. Denise wants a hayride for the kids but it’ll interrupt classes – who cares? Sound fun! Made “Thank yous” for all the teachers, performers and coordinators involved with kid’s stuff. Started gathering stuff into piles. Pre-registered for the event.

**September** – Chronicler asked for an updated schedule (again). Updated my lists: “To Do”, “To Bring”, “To Pack”. We had more Caliban rehearsals. Had emergency rehearsals. Had emergency consultations with 2 performers who wanted to pull out of the Pre-feast show (one lives in Fayetteville!) Did packing.

**The event** – see the Event Report.

**After the event** – Wrote the Event Report. (Wish I had gotten the correct spelling of people’s names while I was at the event.) E-mailed “Thank you” notes to all the people on all the different “Lists”. Gathered together all the remaining receipts and got them to the Reeve. Prepared an oral report for the next business meeting. Wrote and e-mailed a blurb for the Chronicler to put in the next newsletter. Returned barony stuff to the Quartermaster.



# Reporting & Record Keeping

*Please note that since the office of MOC is a Lesser Office, there is no sanction or penalty for failure to report. However, the Gleann Abhann MOC recognizes only those individuals who regularly report and are on the roster, as being “official” Minister’s of Children and may list themselves as “MOC” in their group’s newsletter.. “Official” MOCs can work directly with the GAMOC. Unofficial coordinators of children’s activities must have the consent of the seneschal and/or be supervised by the autocrat for work done for and with children at events.*

## ***The Types of Reports and to whom they are given:***

- ?? **Event Reports** to the GAMOC, your seneschal & baronet. (Courtesy copies to the autocrat and A&S officer.)
- ?? **Quarterly Reports** to the GAMOC, your seneschal & baronet. (I give my Deputies courtesy copies of the Event and Quarterly Reports.)
- ?? **Business Reports** (done orally) at business meetings to the populace.
- ?? **News Reports** to the Chronicler (for the local newsletter) and to the Web Master (for the group’s web page.)

Note: The SCA **does** consider mail “official” **if it contains the following notice:** “This is an official communication. In regards to your local officers and representatives, ask them if it’s okay for you to send their copies via e-mail. I also send my deputies e-mail copies. The Chronicler and Web Master get e-mailed summaries or news blurbs.

*(A trick of the trade for you who like to mail or hand-deliver reports: To keep track of all those copies of reports and who gets one... At the top right-hand corner of your report write “Courtesy Copies to: Kingdom, Principality, Seneschal, Baronet, etc.” After printing the copies, use a highlight pen to highlight a different title (i.e. Seneschal) on each copy of the report. The highlighted name is the one you stick in the envelope and address. This helps you keep straight which copies have been sealed in envelopes and which are yet to be done.)*

## What to Put in a Report

**Event & Quarterly Reports** should each contain the following information:

- ?? Today’s Date
- ?? Your SCA name, office, group’s name
- ?? Your Mundane name, membership number
- ?? Your mailing address
- ?? Your phone number

?? Your e-address

**Event Reports.** Event reports have no due date, but should be sent as soon as possible after an event. These reports should include:

- ?? The Event's name and date
- ?? The Host Group's name
- ?? Activities Held - A brief summary of all of the Children's Activities that were held. Include titles of classes, and the names of the teachers. An estimate of the number of participants for each activity (because in might be helpful information for future planning.)
- ?? Attendance – (If not fully covered in the Activities Held section.) An estimate of participants in quests, games, and shows. And an estimate of the Total number of participants in the event's Children's Activities. The age of the attendees is also good to know.
- ?? Expenses – Include “Office Expenses” and “Event Related Expenses”. You may or may not choose to name donors, but do include the cost or value of donated items. This will be useful if your group wishes to give you an allowance in the future.

Consider including in your Event Report:

- ?? Problems – What went wrong and suggested solutions for next time.
- ?? Successes – What you'd like to do again.
- ?? Credits – The names of all the people who helped or contributed and were not mentioned in the Activities Held section.

**Quarterly Reports.** Quarterly Reports are due on the 7<sup>th</sup> of March, June, August and December. The purpose is to provide the Kingdom & Principality Officers a summary of how your office in general is coming along. This is your time to complain and talk about your goals.

These reports should include:

- ?? Deputies – Their SCA names, membership numbers, Mundane names, addresses, phone numbers, e-addresses. You may want to include the assigned duties of each and a summary of their work.
- ?? Events – Events at which you or your deputies were involved in the planning and/or implementation of youth activities. This includes events outside your local group.
- ?? Expenses – You may break it down by events, if you wish, but do provide a Total of this quarter's expenses.

Consider including in your Quarterly Report:

- ?? Goals – What is your next goal? How do you plan to accomplish it?

- ?? Projects – Did you start a new web page? Are there plans for a reward program in the works?
- ?? Updates – How are the goals and projects from the last Quarterly Report going?
- ?? Problems – Strive to be tactful and professional. Think very carefully before mentioning names in a negative light. Urgent or important problems should be discussed over the phone or in person. Ask your Kingdom and/or Principality officer how the wording of such should be addressed in your report.

**Business Reports** are given orally during your group’s business meetings (unless otherwise directed by your seneschal.) This is your opportunity to tell your group about the classes and activities you have planned, your projects and your goals. Since your local officers and representatives have received your official reports and already know specifics about expenses, etc., you may or may not wish to share those details with your group. You may, instead, wish to use that time to generate interest in upcoming activities and to publicly thank those who have been helpful to you.

**News Reports** are the short “blurbs” or announcements that are to be printed in your local newsletter and/or web page. They would include congratulations to children & teens, upcoming activities (make sure your seneschal/autocrat has approved your activities before announcing them), and news about projects or programs. Keep it short and catchy so people will read it. Two or three short blurbs are better than one long one!

## ***Record keeping***

Files should be kept for each of the following:

- ?? **Expenses/Finances** – Should include storage for receipts, reimbursement forms, and a spreadsheet or chart that lets you see, at a glance, your incurred expenses. Receipts should be divided into “Event Related Expenses” and “Office Expenses” (or as directed by your local Reeve.)
- ?? **Official Correspondence** – Should include a copy of your Letter of Introduction from when you assumed the office and a Letter of Resignation when you step down. Also any other letters sent in the capacity of your office (i.e. Award Recommendations, answers to surveys, etc.).
- ?? **Handbooks/Manuals** – All handbooks and manuals should be filed separately under their own names. Start a file and begin collecting articles and information you have found useful, but try to keep it simple! Your files are the legacy you’ll pass on to your successor.
- ?? **Reports** – Keep a copy of all of your Event and Quarterly Reports. If you choose to keep copies of your News and Business Reports, then file these as “Unofficial Reports”.

Consider keeping files for each of these:

- ?? **Attendance Records** – From events or classes.
- ?? **Important Numbers** – Due dates for Quarterly Reports. Names and addresses of your Kingdom and Principality Officers, your Deputies, and your group’s officers. Phone directories. E-mail lists. (This, or parts of this, may also be stored in a day planner.)
- ?? **Unofficial Correspondence** – Copies of e-mails you’ve sent to people in the capacity of your office, and the responses. (Especially if it’s controversial or will be helpful in your planning.)
- ?? **Laws** – Copies of Corpora, Kingdom Law, and Principality Law that define the duties of your office. Laws pertaining to your office. Mundane Laws which may be useful to know.
- ?? **Awards** – Lists of Awards given by the Kingdom, Principality, and the local group. This is helpful when writing your Award Recommendations.
- ?? **Activities** – A recipe file of Children’s Activities may be helpful to your successor.

### ***A note on organization***

Everybody has his or her own method of organizing and storing information. Some use filing cabinets and palm-pilots, others use school notebooks and backpacks. Either way, think of information as being “Records”, “Reference”, or “Relevant”.

“Records” are past reports, expense sheets, etc. They may need only an occasional glance to check on the status of something (as with un-reimbursed funds).

“Reference” files would be Activities, Laws, or handbooks that will only likely be looked at if there’s a question that arises or research that needs to be done.

Files that contain “Records” and “Reference” information can safely be stored at your home.

You are likely to refer to “Relevant” information such as calendar appointments, important numbers, and planning lists, often. I highly recommend the use of some sort of portable day planner in which to record all of your “Relevant” information. This keeps nearly everything you need at your fingertips and paper clutter to a minimum.

### ***Examples of News Reports (“Blurbs”)***

#### Congratulations Are in Order

Congratulations to Annie Apple (8) for being inducted into the Order of the Kitten, for her service and dedication to this Barony. Annie’s many appearances as a server at feasts and as a cheerful helper in general have earned her this honor. Hip, hip, huzzah!

### Adventurers Wanted!

A quest entitled “A Journey Through Hades and Back” has been written for the upcoming Greek Festival! Five principal actors are needed to play vital roles. There are additional small roles for 12 other people. Auditions will be held Nov. 1, 2000 at the home of Lady Marlboro. If interested, call 777-8181.

## ***Reporting & Recordkeeping Summary Outline***

- I. Types of Reports: remember to keep a copy!
  - A. Event reports
    1. Sent after each event
    2. To KMOC, PMOC, seneschal, baronet, autocrat, A&S officer
  - B. Quarterly reports
    1. Sent approximately every three months (find out dates from your GA MOC.)
    2. To KMOC, PMOC, seneschal, baronet
  - C. Business Report
    1. Given orally at business meetings
    2. To the populous
  - D. News Report
    1. Sent via e-mail, phone call, etc.
    2. To the chronicler
  - E. Notes About Reports
    1. Consider copies to your deputies
    2. Trick of the Trade concerning courtesy copies
    3. “Official” mail – “snail” not “e” mail
- II. Contents of Reports
  - A. Event & Quarterly Reports
    1. Today’s Date
    2. Your SCA name, office, group’s name
    3. Your Mundane name, membership number
    4. Your mailing address
    5. Your phone number
    6. Your e-address
  - B. Event Report
    1. The Event’s name and date
    2. The Host Group’s name
    3. Activities Held
    4. Attendance

5. Expenses
6. Consider including in your Event Report:
  - a. Problems
  - b. Successes
  - c. Credits

C. Quarterly Report

1. Deputies
2. Events
3. Expenses
4. Consider including in your Quarterly Report:
  - a. Goals Projects
  - b. Updates
  - c. Problems

D. Business Report

1. Thank you
2. Announcements
3. Plug upcoming activities

E. News Report

1. Blurbs
2. Announcements
3. Mini articles

III. Record Keeping

A. Files

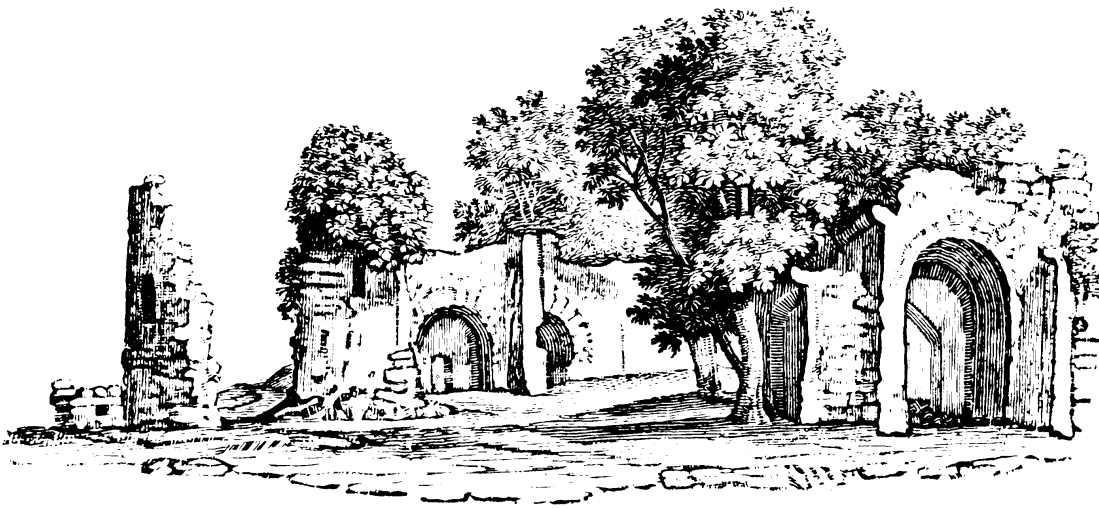
1. Expenses/Finances
2. Official Correspondence
3. Handbooks/Manuals
4. Reports
5. Consider keeping files for each of these:
  - a. Attendance Records
  - b. Important Numbers
  - c. Unofficial Correspondence
  - d. Laws
  - e. Awards
  - f. Activities

B. Organization

1. Reference
2. Relevant
3. Records

# Appendix I: Forms

Reimbursement, Record of Expenses, Requisition



# The Society for Creative Anachronism

## *Local Reimbursement Form*

Today's Date: \_\_\_\_\_

Amount: \$ \_\_\_\_\_

Event Name: \_\_\_\_\_

Reimbursee- Mundane Name: \_\_\_\_\_

SCA Name: \_\_\_\_\_

Official Capacity: \_\_\_\_\_

|                               |
|-------------------------------|
| Reason for expenditure: _____ |
| _____                         |
| _____                         |
| _____                         |
| _____                         |
| _____                         |

Receipt attached?    yes \_\_\_\_\_    no \_\_\_\_\_    receipt date: \_\_\_\_\_

Approved by (seneschal): \_\_\_\_\_

Check issued by: \_\_\_\_\_    check number: \_\_\_\_\_

Notes:



# ***Requisition Order***

**NAME:**

**POSITION:**

**QUANTITY MATERIALS  
NEEDED**

**Tables**

**Chairs**

**Coolers**

**Ice Chests**

**Ice**

**Water**

**Extension cord**

**Trash cans**

**Hay bales**

**Pavilions**

**Other** \_\_\_\_\_

**Other** \_\_\_\_\_

**Other** \_\_\_\_\_

**Other** \_\_\_\_\_

**Other** \_\_\_\_\_

**Other** \_\_\_\_\_

**Other** \_\_\_\_\_

**WHERE YOU WILL NEED THEM:**

**DAY YOU WILL NEED THEM:**

**SET-UP TIME:**

**EVENT TIME:**

**TAKE-DOWN TIME:**

**SPECIAL INSTRUCTIONS (draw a diagram if needed):**

# Appendix II: For the Principality Officer

## ***The Purpose of the Gleann Abhann Minister of Children:***

The Gleann Abhann Minister of Children will encourage and promote the education of children ages 5-16 in the ways of the SCA and the Middle Ages by providing or overseeing the provision of appropriate classes and activities at all Principality-level events. He/she will aid and assist all Gleann Abhann's Local Ministers of Children by providing counsel and training if needed.

## ***Expectations placed upon you are as follows:***

1. You are a team player. You are a member of two teams, actually; the Principality Officers of which yours is a Lesser Office, and the Local Ministers of Children of which you are their Head. As such, you are very much a representative for local officers to the Principality Seneschal and the reigning Coronet.
2. You are a communicator. You must stay in touch with your local officers and accurately represent them to your superiors. You must also readily communicate with the autocrats in whose events you are working, as well as the teachers/coordinators you oversee. Reporting is essential to good communication.
3. You are a professional. You are to conduct yourself with courtesy, integrity, and objectivity.
4. You are well informed. Please be familiar with this Handbook and versed in Corpora and Kingdom Law. Have intimate knowledge of GAPS and the Green River Times. Know who your fellow Gleann Abhann Officers are.

## ***Your job description:***

1. You will write a Letter of Introduction to the Kingdom MOC, the GA Seneschal, and the reigning Coronet when you assume office.
2. You will collect Event and Quarterly Reports from Local MOCs in Gleann Abhann.
3. You will write reports to the GA Seneschal, the Coronet, and the Kingdom MOC.
4. You will build a staff of deputies to help you fulfill your responsibilities.
5. You are responsible for the Gleann Abhann Page's School (GAMOC). You may appoint a new Deputy who will be Dean of GAMOC when you begin your term in office.
6. You are responsible for *The Green River Times*, which is an insert of Gleann Abhann's newsletter, "The Ambassador". You may appoint a new Deputy who will be Editor of *The Green River Times* when you begin your term in office.
7. You will recommend to the Seneschal a Proximate to replace you when your term ends.
8. You will write a Letter of Resignation to the Kingdom MOC, the GA Seneschal, and the reigning Coronet that will include the name of the person who will be

taking your place.

## ***Reporting as the Gleann Abhann MOC***

There are three types of reports you will be writing: Event Reports, Quarterly Reports, and State of the Office Reports.

### ***Event Reports***

You are expected to report after each Principality-level event. These include to date, seven events, which are two Coronet Tourneys, two Investitures, A&S, COGA, and Fighter's Collegium.

Your report will typically be sent to the GA Seneschal, the Coronet, and the Kingdom MOC. Courtesy copies may also include the Autocrat of the event and the GA Exchequer if applicable. (Consider sending copies to your Deputies – it's good training!)

If someone else in your stead is acting as Children's Coordinator for a Principality-level event, then you will need to ask him/her to report to you after the event (verbally or in writing). You, then, will write the report to your superiors.

### ***Quarterly Reports***

Currently, your Quarterly Reports to Kingdom are due the 21<sup>st</sup> of March, June, August, and December. (The due dates for your Local MOCs are the 7<sup>th</sup> of those months to enable you time to collect their reports before writing your own.) The Quarterly should summarize your findings regarding MOC activity in the Principality. It should also give updates on your current goals and progress in GA Page's School, etc. Send copies of Quarterlies to Kingdom MOC, GA Seneschal, and the GA Coronet.

### ***State-of-the-Office Reports***

State-of-the-Office Reports (SOTOs) are due two weeks before a new Coronet is invested. (That means you'll be writing one before every Investiture.)

You should also write a SOTO for a new Principality Seneschal who begins a term while you are in office.

SOTOs are primarily intended to get an in-coming Coronet up to speed on the state of the Principality. Your GA Seneschal should already know what's going on from your last report, but go ahead and send him/her a copy of your SOTO. (Seneschals like to know that their Officers are reporting!)

## ***Building a Staff***

Choosing one's own staff (your Deputies) is the joy and privilege of every officer. People who already share a vision and have established a working relationship with each other can be gathered together in the MOC Office and effectively make progress towards

a goal. With an “inherited” staff, much time is lost in “training” or learning other’s communication habits.

It is the intent of this office to establish a tradition of “Out With the Old and In With the New”, meaning that when the GAMOC steps down, then so do his/her Deputies. That includes the Dean of GA Page’s School (GAPS) as well as the Editor of the *Green River Times* (GRT). The exception will be your Proximate Deputy.

As soon as you can after taking office, advertise in “The Ambassador” for a “Proximate Deputy” – a deputy to replace you when your term ends or if tragedy strikes before you step down. Collect résumé’s from candidates and then make your recommendations to your Seneschal. The Seneschal must approve the Proximate. The Proximate will be “in training” during your entire term and should be giving thought to his/her own future staff.

The incoming GAMOC, may choose to re-appoint Deputies of the former Officer, select entirely new folk, or fill all those roles himself! When you become the GAMOC, then it’s all your responsibility, so you get to decide! Either way, delicacy and tact are important skills to use when Building a staff! When appointing personnel please make sure each staff member understands that his/her term as Deputy will last only as long as you do.

Note: If you choose to appoint someone to be Editor of the GRT then choose one who has had newsletter-making experience and can work with the current “Ambassador” Editor.

To avoid “micro-managing” choose folks you know well and trust. Give them their tasks and let them go. Ask for updates.

Realize that the Minister of Children’s Office is a work in progress (aren’t we all!) It will continually flux and evolve. Aside from reporting, there are few hard and fast rules.

Be a team player. Communicate well.

Never make excuses – accept responsibility.

You’ll do fine.

***Principality of Gleann Abhann Cash Voucher***  
**Office of the Chancellor of the Exchequer**

Make check payable to: \_\_\_\_\_ Date: \_\_\_\_\_

Requestor's Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

SCA Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Purpose of funds: \_\_\_\_\_

| <b>EXPENSES</b>                                     | <b>Office &amp; Admin.</b> | <b>Event Related</b> | <b>Fund Raising</b> | <b>Total</b> |
|---|----------------------------|----------------------|---------------------|--------------|
| <b>1. Advertising</b>                               |                            |                      |                     |              |
| <b>2. Equipment Rental &amp; Maintenance</b>        |                            |                      |                     |              |
| <b>3. General Supplies</b>                          |                            |                      |                     |              |
| <b>4. Occupancy &amp; Site Charges</b>              |                            |                      |                     |              |
| <b>5. Postage &amp; Shipping</b>                    |                            |                      |                     |              |
| <b>6. Printing &amp; Publication</b>                |                            |                      |                     |              |
| <b>7. Telephone</b>                                 |                            |                      |                     |              |
| <b>8. Travel (Gas, tolls, etc.)</b>                 |                            |                      |                     |              |
| <b>9. Other Expenses (Explain)</b>                  |                            |                      |                     |              |
| <b>10. Transfer to another group In Kingdom</b>     |                            |                      |                     |              |
| <b>11. Transfer to another group Out of Kingdom</b> |                            |                      |                     |              |
| <b>12. Total Expenses</b>                           |                            |                      |                     |              |

\*\*\*\*\*

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

**Mundane signature of the Principality MOC**

**All Vouchers must have original receipts attached and be submitted by a Principality Officer or Guild Master.**

|             |                            |   |
|-------------|----------------------------|---|
| Additional  | From \$ 1.00 to \$ 100.00  | Principality Exchequer  |
| Approval    | From \$100.01 to \$ 200.00 | Principality Seneschal AND Exchequer  |
| Signatures: | From \$200.01 or Above     | Either of the Coronets, Principality Seneschal AND the Principality Exchequer |

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

**Mundane signature of the Principality Exchequer**

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

**Mundane signature of Principality Seneschal**

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

**Mundane signature of Reigning Coronet**

\*\*\*\*\*For Exchequer Use Only\*\*\*\*\*

Date Received: \_\_\_\_\_ Check Number: \_\_\_\_\_ Amount: \_\_\_\_\_ Dated: \_\_\_\_\_

# Appendix III: Resources

## ***Books for Leaders***

*About Conflict Resolution:*

Fisher, Roger and William Ury. 1983. Getting to Yes: Negotiating Agreement Without Giving In. Penguin Books.

*About Leadership:*

Covey, Stephen R. 1989. The 7 Habits of Highly Effective People. Fireside Books.

*About Personality Types:*

Keirsey, David and Marilyn Bates. 1984. Please Understand Me: Character & Temperment Types. Gnosology Books Ltd.

## ***Books for Activity Planning***

Doherty, Edith J. S. and Louise C. Evans. 1984. Joust for Fun. Synergetics. East Windsor Hill, Connecticut. 188 pp.

Carlson, Laurie. 1998. Days of Knights and Damsels. Chicago Review Press, Inc. Chicago, Illinois. 174 pp.

## ***Networking – Finding Others Like You!***

?? MOC\_Meridies@yahoogroups.com