

# Dating Year Tentative Schedule

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- See Chapter 7 of *His Household After Him* for important information about Descendant's Day
- See [Dating Without Detonating](#) for the material to teach
- See also [In the Way He Should Go, Vol. 1](#), Chapter 18, "Spheres of Influence" section (pp. 208ff.) for Class 3 material
- See Chapter 8 of *His Household After Him* for material to teach about the Priority Pyramid

[Green highlights indicate complimentary items that are available on the *His Household After Him* website—[www.kingsolomonpublications.org/hishouseholdafterhim/](http://www.kingsolomonpublications.org/hishouseholdafterhim/)]

7:15 AM—Get up

8:30 AM—Breakfast—Introduction: Why do we have Descendant's Day? [see Chapter 7, *His Household After Him*]

- Help them memorize [Joel 1:3](#); [Genesis 18:19](#) (see website for memory verse songs)

9:00 AM—Class 1—What **is** dating today (Chapters 1,3—*Dating Without Detonating*), what **was** dating (Chapter 4), **why** do we date/what should be the point? (Chapter 5), and **when** should we do it (Chapter 6)?

- In Chapter 3 discussion (Note: You could print out pictures of each of the Disney princesses and set them up where you're having class.):
  - Go through examples of the dating messages being sent by popular Disney movies (see "[Disney Themes](#)" on website): Sleeping Beauty; Snow White; Cinderella; Frozen; Peter Pan
  - Consider the depiction of the parents—how might that affect youth? Moana; Encanto; Sleeping Beauty; Cinderella king; Aladdin; Belle's dad; parent figures in Snow White, Cinderella, Tangled
- Activity: Print the "[Draw a Disney Story](#)" document (see website) and cut out each of the Disney movies listed, put them in a box, have the kids take turns drawing out slips of paper from the box, then have them draw with colors/colored pencils a scene from the movie they drew and tell the family about the movie
- Memorize [Jeremiah 6:16](#) (see the song on the website for help)

10:15 AM—Class 2—Who should we date? (Part 1—Chapters 7-10—*Dating Without Detonating*)

- See "[Reasons to Date a Christian](#)" document (on website) for a summary of the class
- Memorize [Amos 3:3](#) and [Proverbs 31:30](#) (see memory verse songs on the website for help)
- Activity: Print the "[Dating Story Scenarios](#)" document from the website and cut along the borders of each two-part scenario. Have the kids draw from a box a scenario, then take a few

minutes to fill in the gaps in the story (where the two “...” are found in the story) to tell the rest of the family.

11:30 AM—Lunch/Movie that illustrates the material [see website for ideas]

2:00 PM—Class 3—Who should we date? (Part 2—Spheres of Influence)

- See *In the Way He Should Go, Vol. 1*, Chapter 18 for the background material to teach
- Print out and use as a visual the “Spheres of Influence Chart” from the website
- Memorize 1 Corinthians 15:33 [see the website for a song]
- See “Spheres of Influence and Questions” on website for material to teach

3:00 PM—Class 4—How should we date? (see Chapters 13-14 and Appendix IV of *Dating Without Detonating* for information to teach)

- Teach proprieties
- Help them memorize Proverbs 22:3 [see website for a memory verse song]
- See “Dating Questionnaire Discussion” for an outline of the second half of class
- Activity: “Matching Proprieties”

4:00 PM—Class 5—Priority Pyramid (see Chapter 8 of *His Household After Him*)

- See Chapter 8 of *His Household After Him* for the material to teach
- See the pyramid slide on the website for a visual aid
- Use boxes, blocks cut from wood, or purchase blocks (e.g., [Mega Cardboard Building Blocks 96XL GIGI Bloks Set Big Interlocking Jumbo Blocks Large Blocks Giant Building Bricks for Kids - Etsy](#)) for the pyramid

5:00 PM—Get ready to leave

5:30 PM—Leave for evening activity/dinner