



CHILD BLUEPRINT & DISCOVERY GUIDE

H.E.R.



HOME EDUCATION REVOLUTION

CHILD BLUEPRINT™ & DISCOVERY GUIDE



*A Keepsake for Discovering Who Your Child Is
and Building Their Extraordinary Future*

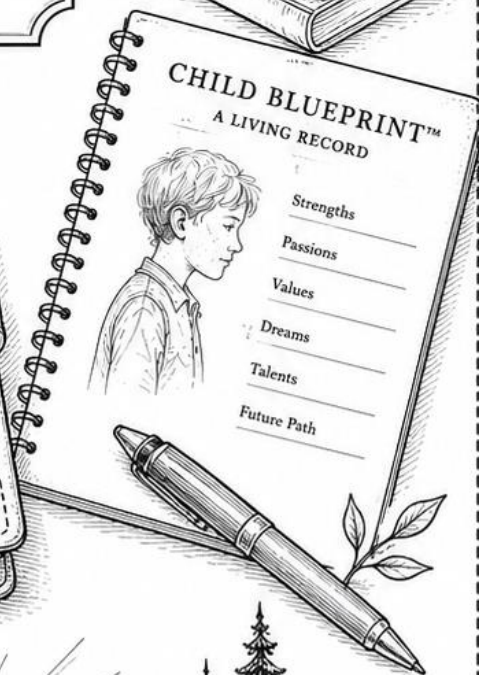
This Blueprint Belongs To

Your Child's Name



DISCOVERY WORKSHEET THE 8 DISCOVERY CATEGORIES

- GIFTS**
What comes naturally?
- INTERESTS**
What captures their attention?
- CHARACTER**
Who are they becoming?
- LEARNING STYLE**
How do they learn best?
- MOTIVATIONS**
What drives them?
- RELATIONSHIPS**
How do they connect?
- CHALLENGES**
What are they overcoming?
- CONTRIBUTION**
How will they impact the world?



You're not behind. You're building something better.



OBSERVE TODAY. UNDERSTAND DEEPLY. GUIDE FAITHFULLY. LOVE FOREVER.

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HOME EDUCATION REVOLUTION

Discovery Package

Guide v3 · September 2026

Everything you need to discover, develop, and nurture the extraordinary potential within your child.

WHAT'S INSIDE THE JOURNEY

- Where This Comes From
- How to Use This Package
- Where to Begin, By Age
- The Framework Guide — with the Worksheet built in
- Child Blueprint™
- Appendix A, B & C: Your Plan, the Living Blueprint, and Putting It to Work

YOUR PATH, STEP BY STEP

1. Find your starting point by age
2. Read the Framework Guide
3. Complete the Worksheet
4. Build your Child Blueprint™
5. Use the AI prompts to go deeper
6. Return next season with the Living Blueprint
7. Put it to work every week with Appendix C

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Raising Extraordinary Kids Who Change the World Around Them™

PART ONE — Where This Comes From

There are many styles and methods for helping a child discover their gifts and ultimately offer their unique talents to the world. This is ours.

When we were raising our own children, we used an informal version of what you are now holding. We didn't have a name for it then — we just knew we wanted something different than what we'd experienced ourselves. Over the years, watching our kids grow and now watching our grandchildren come along, we finally put it on paper. This is that process, formalized. And we've decided to share it with a wider circle of homeschooling parents who have voiced the same concerns we once had.

A Classroom Full of Astronauts

Think back to your own early childhood. What did you want to be when you grew up? You were probably encouraged to dream big. You could be anything you could imagine. I know I did — the sky was the limit.

I remember a classroom full of astronauts, pilots, singers, rodeo riders, firefighters, nurses, doctors, train engineers, teachers, quarterbacks, race car drivers, and veterinarians. There wasn't anything we couldn't do as preschoolers.

I always loved animals and dreamed of becoming a veterinarian.

But as I grew up, I put limitations on that dream — my own, and some handed to me. I told myself I should be “realistic” about my chances with the science coursework. I also felt the quiet, outward guidance toward what was considered an acceptable path for a girl like me. I ultimately followed my father's footsteps into interior design. I had the skill and the talent for it. I never had the same burning desire I'd had for that childhood dream.

The Research That Changed How I Saw It

Years later, I came across the work of researcher L. S. Gottfredson, who in 1981 published a theory of “circumscription and compromise” — the process by which children's career dreams narrow, year after year, as they absorb messages about what is realistic, what is appropriate for their gender, and what is within reach. If you want to go deeper, her original paper is easy to find by name and year.

Reading about that research, I realized I had lived exactly what she described. And it made me sad — not just for myself, but for how rarely we, as a society, take this kind of insight and actually use it to change how we raise and educate children.

I made a quiet vow that day. I did not want my own children to carry the same self-imposed limits I had carried.

What That Vow Looked Like in Practice

Homeschooling gave us the freedom to chase our kids' curiosity rather than a fixed scope and sequence. We used a method called Unit Studies — each block of time built around one topic, with reading, spelling, math, and history all woven into it rather than taught as separate, disconnected subjects.

Through our local co-op, our kids explored Lego engineering, choir, band, theater, Spanish, and family group camping trips, among many others. We had one rule: once you committed to an activity for its full season, you finished it. More than once, that rule turned out to be the thing that revealed how much a child actually loved something they'd almost talked themselves out of trying.

Why We Built This

Traditional classrooms, even excellent ones, are often built around twenty-five to thirty-five children of the same age, asked to move through the same material at the same pace. That structure was never designed to notice the one child who loves organizing, or the one who lights up only when something is broken and needs fixing. It is not a failure of any teacher's care. It is simply what happens at that scale.

If you have found yourself looking for something different — not just a way for your child to pass and get by, but a way to help them discover and contribute whatever is unique to them — we understand exactly why. We were you.

This package is the process we wish someone had handed us on day one.

How to Use This Package

This package was built for you. Not for a classroom. Not for a curriculum committee. Not for a parent who has everything figured out. For you, the parent who looked at your child recently and knew, somewhere deep down, that there was more there than anyone had helped them find yet.

This is the beginning of finding it.

What You Are Holding

This package contains everything you need for the complete Discover stage of the Home Education Revolution's 4D Framework — and a path forward for every season after.

A note before you begin: this Guide was built as a companion to *The Faithful Homeschool Steward*, our full course. You can use this Guide entirely on its own; every page here stands alone. But if a step below asks you to do something and you find yourself wanting more than a page can give, that's exactly what the course is for: the same eight categories, the same Blueprint, the same Roadmap, walked through one lesson at a time, with a real family's worked examples alongside your own.

It's also the companion to *The Home Education Blueprint*, the book that follows one family through every page of this Guide, from the first notebook entry to a Blueprint they live with for years. If you'd rather read it than take it one lesson at a time, the book is where the rest of it lives.

The Guide and the course were built as one process split into two forms, not two separate products, so if something here feels thin, the course is almost always where the rest of it lives. You can find *The Faithful Homeschool Steward* courseware along with several other Homeschool Courses available at:

www.HomeEdRevolution.com/Courseware

STEP 1 — Age Guide	A two-minute read that tells you exactly where to start, based on your child’s age.
STEP 2 — Framework Guide	Read this first for the full picture. It gives you the why and teaches you how to use everything that follows.
STEP 3 — Discovery Worksheet	Print this and complete it honestly. There are no right answers — only honest ones.
STEP 4 — Child Blueprint™	Use your worksheet answers to build a complete picture of who your child is and where they are headed.
STEP 5 — AI Prompts	Use the guided prompts in Section 5 to go deeper with an AI thinking partner.
STEP 6 — Living Blueprint	When the next season arrives, turn to Appendix B, The Living Blueprint, to update it without starting over.
STEP 7 — Weekly Guide	Once your Blueprint is built, turn to Appendix C for a ten-minute weekly plan that fits this child, and a check on whether a curriculum fits them before you buy it.

Where to Begin, By Age

This package works for every age, but where you focus your first pass through it, should change depending on how old your child is right now. Use this as a quick-start, a deeper look at age and the framework follows in Section 2 of the Guide.

This isn’t about whether your child is the right age to start.

Every parent-child relationship benefits from this, starting today. Age doesn’t determine whether this works for you, it just tells you where to point your attention first.

Ages 5–8 — Discover	Spend almost all your time on the Worksheet, Blueprint Sheets 1–2, and the Questions to Keep Watching on Sheet 3. Resist the urge to plan ahead — just watch and notice. This is almost entirely a season of watching; you don’t yet have enough observation to know what you’d even be planning toward.
Ages 9–12 — Discover + Develop	Complete the full Worksheet and Blueprint, then put extra weight on Blueprint Sheet 3, Skills to Develop. Discovery continues, but you now have enough to begin deliberately strengthening specific gifts and character qualities through real practice.
Ages 13–15 — Develop + Direct	Use the Worksheet, but spend the most time on Blueprint Sheet 3 — Experiences to Create and Mentors to Find. Development deepens and direction begins in earnest: real experiences, real mentors, real chances to test gifts against the real world.
Ages 16–18 — Direct + Deploy	Still complete the Worksheet — What They’re Built to Fix matters most here. Focus heavily on real-world experiences and mentorship, with direction sharpening into actual deployment: contribution, service, early steps into a field or calling, with you still alongside them.

One note before you begin: these are emphases, not stages you complete and leave behind. Discover never stops, even at sixteen. You are simply choosing where to spend most of your attention this season.

PART TWO — The Framework Guide

A Guide for Parents Who Know Their Child Was Made for More

You didn't pick up this guide because you needed another lesson plan.

You picked it up because something in you already knows your child is capable of more than anyone has helped them find yet.

That instinct is not wishful thinking. It is the most important thing you bring to this journey. Hold onto it.

This is the heart of the whole Discovery Package. Part One told you where this came from and how to use what you're holding. Everything from here forward is the thing itself: the actual framework, worksheet, and tools you'll use to turn that instinct into a real, honest picture of who your child is, built from what you observe, not what you hope or fear.

Here's what's ahead. Section 01 makes the case for why this matters at all, what happens to a child's gifts when no one goes looking for them, and what becomes possible the moment someone finally does. Section 02 lays out the 4D Framework, Discover, Develop, Direct, Deploy, the four-stage lens you'll use for the rest of this journey and for every season of your child's life after it, backed by real research behind each stage, not invented from scratch. Section 03 walks you through the eight categories of the Child Discovery Worksheet one at a time, what to look for and what not to confuse it with, before handing you the fillable Worksheet itself. Section 04 teaches you how to read what you just wrote, how to find the pattern hiding across your own honest answers. Section 05 introduces AI as a thinking partner for that same work, with six ready-to-use prompts for the moments you get stuck. And Section 06 sends you forward, into the Child Blueprint that everything here is building toward.

None of this works if you skim it. Give this Part your full attention once, start to finish, and every page after it will make far more sense.

01 WHY POTENTIAL MATTERS

The most important question in education

There is a moment most homeschool parents experience somewhere in the first year.

It doesn't announce itself. It arrives quietly, usually on an ordinary afternoon, when your child is doing something unremarkable — drawing, building, asking a question — and you suddenly see it.

Something real. Something specific. Something that doesn't have a name yet but feels unmistakably like a gift.

And then, almost immediately, the doubt arrives: Am I seeing what I think I'm seeing? What do I even do with this?

Most parents file that moment away. Life gets busy. The curriculum calls. The laundry calls louder. And the gift waits.

This guide exists because of that moment — and what happens when someone finally decides not to file it away.

What We Mean by Potential

Potential is not the same as talent. Talent is a single thread. Potential is the whole fabric — the unique combination of gifts, interests, character, motivations, and relationships that makes your child unlike any other person who has ever lived or ever will.

Every child carries this combination. Most children never have anyone help them find it. Not because their parents don't love them — but because the systems we have built around education were designed to move children through content, not to help individuals discover who they are.

When you become your child's primary educator, you gain something no classroom teacher can ever have — the time, the proximity, and the relationship to actually see your child.

That is an extraordinary advantage. This guide will help you use it.

What Happens When Potential Goes Undiscovered

The child whose gift for leadership goes unrecognized becomes the child who bosses everyone around and doesn't understand why people pull away. The child whose creative mind is never given a real outlet becomes the child who can't focus or find anything worth caring about.

Gifts without direction don't disappear. They just become harder to see — and harder to reach.

What Becomes Possible When You Do

We have watched children discover they were gifted communicators and find their voice for the first time at thirteen. We have watched children who were labeled difficult become natural leaders once someone built their education around how they actually think.

Not because someone gave them a better curriculum. Someone finally paid attention to who they were. That is what this framework is designed to help you do. Not to create better students. To raise extraordinary humans.

02 THE 4D FRAMEWORK

A simple map for a remarkable journey

Most parenting advice tells you what to teach. This framework asks something different first: Who is this child?

The 4D Framework is not a curriculum. It is a way of seeing your child — and a way of organizing everything you do as their parent and educator around what you find.

Four stages. A lifetime of application.

This Isn't Being Pulled Out of Thin Air

None of this is a new idea dressed up in new language. Researchers have been studying pieces of this same arc for decades, under their own names, in their own studies.

Richard Lerner's Positive Youth Development research at Tufts University followed over 1,700 young people for years and identified five measurable strengths in thriving kids, competence, confidence, connection, character, and caring, that reliably lead to a sixth: contribution. That's the same outcome this framework calls Deploy, arrived at independently, by a different name.

Christopher Peterson and Martin Seligman spent three years leading dozens of researchers through a project to classify character strengths that hold up across cultures. The 24 strengths they identified are where the Character Strengths checklist on Blueprint Sheet 1 comes from, this Guide didn't invent that list, it borrowed a validated one.

And Stanford's William Damon, who has spent his career studying how young people find purpose, found that only about one in five reach adolescence with a clear sense of it. Not because most kids lack the capacity. Because almost nobody deliberately walks them through it.

This framework didn't invent strengths, character, or purpose. It gives you an order to work through them in, on purpose, instead of hoping they show up on their own.

STAGE ONE — DISCOVER

Who is this child?

Everything begins here. Before lesson plans. Before curriculum choices — you need to know who you are actually teaching.

The Discover stage is built around eight discovery categories — Gifts, Interests, Character, Learning Style, Motivations, Relationships, Challenges, and What They're Built to Fix. Together they form a complete picture of who your child is right now and who they are becoming.

Children change. Your answers will change with them. Return to the Discover stage regularly — not because you forgot what you learned, but because there is always more to find.

Stage Goal: To see your child clearly enough to build around who they actually are — not who you assumed they were.

STAGE TWO — DEVELOP

What can this child become?

Development is the work of building — deliberately strengthening what is already there. Taking a gift and giving it room to grow.

This is where most education systems fail children. Development takes what is unique about a specific child and makes it more so.

The way you develop foundational skills can and should be shaped by what you discovered in Stage One.

Stage Goal: To deliberately strengthen your child's unique gifts, character, and capabilities in ways that make them more fully themselves.

STAGE THREE — DIRECT

Where does this child need to go?

Direction is the bridge between potential and purpose. Directing means creating experiences that open doors your child didn't know existed. Direction is not the same as pressure. Pressure says: this is what you will become. Direction says: look at what becomes possible when you take this seriously.

Stay willing to follow your child's lead even when it takes you somewhere unexpected.

Stage Goal: To create experiences and opportunities that help your child connect their gifts and character to a sense of growing purpose.

STAGE FOUR — DEPLOY

How does this child contribute?

This is where the revolution becomes real — the moment a young person begins to make an actual difference in the world around them.

Deployment looks different at every age. The common thread is contribution — the act of bringing who you are and what you've built to something larger than yourself.

Stage Goal: To help your child step into the world as a capable, contributing human being who knows who they are and what they are for.

The four stages are sequential but not rigid. The framework applies at every age, and it is for you as much as your child — you cannot lead a child somewhere you have never been willing to go yourself.

Age & the Framework

Parents often ask the same question in two directions: “My child is seven — am I doing this right?” and “My child is sixteen — is it too late?” The honest answer to both is the same. The framework works at every age. What changes is where you put your emphasis. See the age table in Part One, Continued, “Where to Begin, By Age,” for exactly where to point your attention right now.

If you're taking the course alongside this Guide: Modules 1–2 walk Discover in full, Modules 3–4 carry you through Develop into Direct, and Modules 5–6 bring you into Deploy, so the course's pacing and this framework's four stages move together, not on separate tracks.

03 THE CHILD DISCOVERY WORKSHEET

Eight questions that change everything

The Child Discovery Worksheet is the primary tool of the Discover stage. It is not a test. It is something you fill out about your child, based on what you observe. It is organized around eight discovery categories — eight lenses through which to see your child more clearly.

01 GIFTS — Natural talents that come easily

Gifts are already there — the things your child does naturally, repeatedly, and often without realizing they're doing anything remarkable. Look for what other adults notice and mention without prompting.

LOOK FOR THIS

Explaining things to younger siblings without being asked. Fixing something before anyone notices it's broken. Noticing details adults walk right past.

NOT THE SAME AS

Skills. A gift is what comes easily before any training. A skill is what training produces. Both matter — but they answer different questions.

02 INTERESTS — What fascinates and captivates them

Interests are signposts toward purpose. They are the most honest information your child gives you about where their energy wants to go.

LOOK FOR THIS

The questions they ask that have nothing to do with what you're currently teaching. What they choose to read, watch, or build the moment they have free time.

NOT THE SAME AS

Passing phases. A genuine interest tends to resurface across many contexts and over time — not just for one excited weekend.

03 CHARACTER — How they are wired emotionally and morally

Character reveals itself most clearly under pressure. What does your child do when they think no one is watching? Those moments tell you more than any lesson plan ever will.

LOOK FOR THIS

How they treat someone who can do nothing for them. What they do the moment something doesn't go their way.

NOT THE SAME AS

Mood or temperament. "Happy" or "intense" describes a mood. Character shows up in what they choose to do, especially when it's hard.

04 LEARNING STYLE — How they absorb and retain best

The goal is not to label your child but to understand how they are wired so you can create experiences that actually stick.

LOOK FOR THIS

Whether they remember something better after seeing it, hearing it, building it, or explaining it back to someone else.

NOT THE SAME AS

Intelligence. Learning style is about the path information takes to stick — it says nothing about how capable your child is.

05 MOTIVATIONS — What energizes and drives them

Motivation is not the same as interest. Understanding what actually drives your child is the key to unlocking effort in even the hardest subjects.

LOOK FOR THIS

What they push through difficulty for — a prize, a personal best, helping someone, or simply finishing what they started.

NOT THE SAME AS

Interest. A child can be fascinated by music but only truly motivated when there's a friendly competition attached to it.

06 RELATIONSHIPS — How they connect, lead, and collaborate

How a child relates to others reveals their social wiring. Some are natural leaders. Some are loyal supporters. All of these are gifts when understood and developed.

LOOK FOR THIS

The role they fall into without being assigned one — organizer, peacemaker, quiet observer, the one who includes the kid left out.

NOT THE SAME AS

Shyness or extroversion. A quiet child can still be a natural peacemaker; a talkative one isn't automatically a leader.

07 CHALLENGES — What holds them back or creates friction

Challenges are not character flaws — they are information. Listen to what the friction is saying before you try to eliminate it.

LOOK FOR THIS

The specific moment frustration shows up — not just “math” but the exact step where it always goes sideways.

NOT THE SAME AS

Laziness or defiance. Most friction is a child running into a real obstacle, not a child refusing to try.

08 WHAT THEY'RE BUILT TO FIX — Where their unique combination is pointing

This is not about predicting your child's career. It is about opening your imagination wide enough to see what becomes possible when everything you have observed begins to work together.

LOOK FOR THIS

What kind of problem makes them lean in rather than tune out — a broken thing, a left-out person, an unanswered question.

NOT THE SAME AS

A job title. You're not naming a career. You're naming a direction — specific job titles can wait.

Now it's time to put this into practice. Set aside a quiet hour, and work through the worksheet below — one category at a time, answering honestly. Come back to it in six to twelve months and notice what has changed.

THE CHILD DISCOVERY WORKSHEET

Child's Name	
Age / Grade Level	
Parent Completing This	
Date	

How to Use This Worksheet

Take your time. Answer honestly. There are no right or wrong answers. Work through one category at a time, the descriptions and “Look For This” boxes above this point in the Guide will help you know what to watch.

01 GIFTS

Natural talents that come easily

Parent Note

Gifts often show up early and require little effort to develop. Look for what your child does naturally, repeatedly, and joyfully. A suggested list of common gifts appears on Blueprint Sheet 1 in Part Three, if you find yourself wanting words for what you are seeing.

What does my child do that seems to come naturally — without being taught?

What activities does my child lose track of time doing?

What do other adults (teachers, coaches, relatives) frequently compliment about my child?

What does my child pick up faster than other kids their age?

02 INTERESTS

What fascinates and captivates them

Parent Note

Interests point toward future purpose. A child obsessed with how things work may become an engineer. A child who loves stories may become a communicator, writer, or leader.

What topics does my child want to talk about constantly?

What does my child choose to do when given completely free time?

What books, videos, or content does my child seek out on their own?

What questions does my child ask that surprise me with their depth?

03 CHARACTER

How they are wired emotionally and morally

Parent Note

Character is caught more than taught. Notice how your child responds under pressure, in conflict, and when no one is watching — those moments reveal who they are becoming.

How does my child respond when things don't go their way?

How does my child treat people who can do nothing for them?

What does my child do when they think no one is watching?

What values does my child already demonstrate without being told?

04 LEARNING STYLE

How they absorb and retain best

Parent Note

Most children use a combination of styles. The goal is not to label your child but to understand how they learn most naturally so you can create experiences that actually stick.

Does my child learn better by seeing, hearing, reading, or doing?

Does my child prefer working alone or with others?

Does my child need quiet or does background activity help them focus?

Does my child prefer structured lessons or open-ended exploration?

05 MOTIVATIONS

What energizes and drives them

Parent Note

Motivation is not the same as interest. A child can be interested in something but motivated by something else entirely — competition, mastery, helping others, or recognition. Know the difference.

Does my child work harder when competing, collaborating, or working independently?

Is my child motivated more by internal satisfaction or external recognition?

What causes my child to push through difficulty instead of giving up?

What kind of reward or encouragement means the most to my child?

06 RELATIONSHIPS

How they connect, lead, and collaborate

Parent Note

How a child relates to others reveals their social wiring. Some children are natural leaders; others are loyal supporters. Both are gifts. Neither needs to be fixed.

Does my child prefer a few deep friendships or many casual ones?

Does my child tend to lead, follow, or prefer to work alone?

How does my child handle conflict with peers?

How does my child relate to adults versus children their own age?

When my child enters a new group, what role do they naturally assume — leader, observer, peacemaker, organizer, encourager, or independent explorer?

07 CHALLENGES

What holds them back or creates friction

Parent Note

Challenges are not failures — they are information. Understanding what creates friction for your child allows you to build the skills and strategies they need before those challenges limit their potential.

What subjects or activities consistently frustrate my child?

What situations cause my child to shut down, avoid, or resist?

What fears seem to hold my child back from trying new things?

What patterns do I see repeating in the areas where my child struggles?

08 WHAT THEY'RE BUILT TO FIX

Where their unique combination is pointing

Parent Note

This section is not about predicting your child's career. It is about opening your imagination to what becomes possible when their gifts, interests, character, and motivations align — and where that combination might be pointing in terms of how they contribute to the world.

If my child followed their strongest gifts and interests, where might that lead?

What problems in the world does my child seem naturally drawn to solve?

What does my child say they want to be or do when they grow up — and what does that reveal?

What experiences or opportunities would help me discover more about my child's contribution?

What I See in My Child

After completing all eight categories, use this space to capture your biggest insights. Each of these four has a home waiting for it further into the Blueprint, so don't overthink them, you're just marking the spot.

The gift I most want to develop in my child right now is...

→ *This becomes Skills to Develop on Blueprint Sheet 3.*

The area that needs the most attention or support right now is...

→ *This becomes Challenges to Address on Blueprint Sheet 3.*

The opportunity I want to create for my child in the next 90 days is...

→ *This becomes a Current Priority on Blueprint Sheet 3.*

One thing I see in my child that I don't want to miss or overlook is...

→ *This becomes "What I never want to forget about this child" on Blueprint Sheet 4.*

04 HOW TO INTERPRET YOUR ANSWERS

What you find, and what to do with it

You have sat with your child in your mind for an hour. You have written honest answers across eight categories. Now what? You already took the first step on the last page: a gift to develop, an area of attention, a 90-day opportunity, one thing not to miss. That's not busywork, it's the beginning of the exact pattern-finding this section teaches.

Start by reading back through everything once, slowly, without trying to fix or plan anything yet. Notice what repeats. A trait or theme that shows up in three or four different categories is not a coincidence, it's a signal.

This isn't just a parenting instinct, it's established in personality research. Psychologist Seymour Epstein's work on the "aggregation principle" found that a single instance of behavior tells you very little about a person, but the same trait observed across multiple, unrelated situations becomes a far more reliable predictor of who they actually are. One data point is noise. A pattern across categories is signal, and that's exactly what you're looking for on this page.

Three things to look for as you reread:

Repetition across categories. The same word, trait, or theme surfacing in Gifts, and again in Interests, and again in Challenges, is more trustworthy than anything that shows up only once.

Energy, not just content. Notice not just what your child does, but how they act when they're doing it. Lea Waters, positive psychology researcher at the University of Melbourne and author of *The Strength Switch*, calls this "strength spotting," watching for the moments a child lights up, loses track of time, or asks to do something again. Those energy signals point to a real strength more reliably than performance alone.

What's easy for them but hard for others. A capability your child treats as ordinary, one they don't think is a big deal, is often the clearest gift marker of all. Kids rarely recognize their own strengths as strengths. That's the parent's job to name.

Pick the one place that feels most alive right now, the category where you wrote the most, or felt the most surprised, or the most concerned. Start there. It won't be the whole Blueprint, because the thread that runs through three or four categories is, but it's where your first 90-Day Growth Plan begins.

You do not need to have everything figured out before moving to the Blueprint. The Blueprint is where scattered observations start to become a shape. Once your Child Discovery Worksheet and Child Blueprint are complete, you'll build one more thing: a one-sheet Roadmap of what matters most for this child right now, and what to watch for next. You'll do that on Blueprint Sheet 3, right after your Blueprint, not before it.

This isn't a curriculum plan. It's proof, built from what you've already found, not a guess about who your child might become.

05 USING AI TO SUPPORT DISCOVERY

A new kind of teaching partner

Before we talk about artificial intelligence, we need to talk about something more important. We need to talk about you.

The parent who understands themselves, their own gifts, their own fears, their own motivations, is a dramatically more effective guide for their child than the parent who doesn't.

This is not about being a perfect parent. It is about being a self-aware one.

The companion course teaches you to build your own Stewardship Habits, a check-in with yourself as regular and unglamorous as your child's own habits, but that starts with knowing yourself first.

What This Actually Looks Like

It's easy to read "AI thinking partner" and picture something abstract. Here's a concrete version: Dana, a mom three weeks into her first Worksheet, has four pages of scattered notes on her son and no idea what connects them. She pastes her observations into an AI chat using Prompt 2 below. In under a minute, it hands back a pattern she'd half-noticed but never said out loud: nearly every note involves him fixing something nobody asked him to fix. That's not the AI knowing her child. That's a mirror, held up fast enough that she can actually use it, built from nothing but her own words.

The H.E.R. Philosophy in Plain Language

AI should reduce busywork, not replace relationship.

Every minute spent on administrative tasks is a minute not spent knowing your child.

AI should extend capability, not substitute for it.

Use it to become a better guide. Don't use it to avoid the work of guiding.

AI should serve the child's development, not shortcut it.

AI is always in service of the child's growth, never a substitute for it.

AI should be used with wisdom, not abandoned out of fear.

A child who learns to use powerful tools wisely is better prepared for the world.

Four Prompts to Start Your Journey

These prompts are the actual beginning of your discovery journey. Take them directly to Claude, ChatGPT, or any AI assistant today.

PROMPT 1: Your Gifts as a Parent-Educator *"I am a homeschool parent beginning a journey to better understand myself as my child's primary educator. I'd like your help reflecting on my own gifts and strengths. To help you understand my context: [describe your child's age, your homeschool situation, and how long you have been homeschooling.] Please ask me five thoughtful questions — one at a time — that will help me identify the unique strengths I bring to this role. After I answer all five, reflect back what you observe and ask me what surprised me most."*

PROMPT 2: Making Sense of What You Found **“I have just completed a child discovery exercise reflecting on eight categories: Gifts, Interests, Character, Learning Style, Motivations, Relationships, Challenges, and What They’re Built to Fix. I am going to share my observations from each category. [Share your worksheet answers, one category at a time.] After I have shared everything, help me identify the patterns you notice, name any contradictions worth exploring, and suggest two or three questions I should sit with. Then help me turn it into one sentence: ‘This child is a ____ who is naturally drawn toward ____ and shows unusual potential for ____.’”**

PROMPT 3: Building Your 90-Day Growth Plan *“I am a homeschool parent creating a 90-day growth plan for my child. My development focus is: [state in one sentence.] Here is what I know that’s most relevant: [share 3–4 observations.] Suggest ten specific, practical experiences appropriate for a child who is [age], requiring no special resources. Then ask which two or three resonate most and help me shape those into monthly intentions.”*

PROMPT 4: Monthly Reflection *“I am a homeschool parent using a development framework. This month my intention was: [state it.] Here is what I observed: [share your observations.] Reflect back what you notice, help me identify one question to carry forward, and suggest one small adjustment for next month.”*

Two More Prompts, for Specific Moments

PROMPT 5: Getting Started When You’re Not Sure What to Look For *“I am a homeschool parent about to fill out a Child Discovery Worksheet for my child, but I’m staring at the questions and drawing a blank. My child is [age], and here’s a little about them: [describe a typical day, a few things they enjoy, anything that comes to mind, even if it doesn’t feel important]. Ask me a few simple questions, one at a time, to help me notice things about my child I already know but haven’t put into words yet.”*

PROMPT 6: Finding a Mentor *“I am a homeschool parent looking for a mentor for my child in [skill, interest, or field]. My child is [age] and here’s what I know about them: [share relevant gifts, interests, or the specific thing you want them exposed to]. Suggest a few realistic types of people, not celebrities, real options like a neighbor, someone who works at a local business, a co-op teacher, or a person in a community group, where I might actually find someone willing to spend time with my child. Then help me think through how to make the ask.”*

Where Every Prompt Lives

Prompts 1–6 are here in Section 5. Prompt 7, for building your first Roadmap, is in Appendix A. Prompt 8, for updating your Blueprint, is in Appendix B. Prompts 9 and 10, for your Weekly Guide and Curriculum Fit Check, are in Appendix C.

A Final Word on AI and Wisdom

Every prompt here is designed to put you in the driver’s seat. The AI asks questions. You answer them. Wisdom cannot be generated by a machine, it is built slowly, over years of paying attention to the people you love. AI is a tool that helps a wise parent move further, faster, and with more clarity than they could alone.

06 NEXT STEPS

You already know more than you think

You have done something most parents never do.

You have stopped long enough to ask the most important question in education — not what should my child learn, but who is this child and what were they made for?

That question changes everything.

What You Now Have

You have a framework. A discovery tool. An interpretation lens. A planning structure. A thinking partner. And a different way of seeing your child.

Complete Your Child Blueprint™

The Child Blueprint is included in Part Three of this package. Use your worksheet answers to complete it. Every growth plan you build from here starts from it.

And when the next season comes, you won't need to start over. Turn to the Appendix, The Living Blueprint — and let it grow with your child, year after year.

Not grades. A human being becoming.

A Personal Word Before You Go

The days are long and the years are short and the child sitting across from you right now is not an interruption to the important work.

That child is the important work.

You don't need to know everything. You just need to know your child.

And you are already doing that better than you think.

Welcome to the Home Education Revolution. We are glad you are here.

Every child was born with something the World needs. Most parents sense it. Few know how to find it. The Home Education Revolution helps parents discover, develop, and nurture the unique gifts, abilities, and purpose within every child. You don't need to know everything. You just need to know your child, and know you're not alone.

Raising Extraordinary Kids Who Change the World Around Them.™

— Val & Russ Hicks

PART THREE — Child Blueprint™

A Complete Picture of Who Your Child Is and Who They Are Becoming

Everything before this page was preparation. This is where it becomes something you can actually hold, return to, and build from.

The Worksheet you just completed is a collection of honest observations, real, but still scattered across eight categories. The Blueprint is where those observations stop being a list and start being a picture: one child, seen clearly, with a direction worth pointing toward. This is the document you'll photocopy, update every season, and still be holding in ten years.

If you haven't taken the course yet, this Part can absolutely stand on its own. Everything you need to build a real Blueprint is right here. But it's worth knowing this is also the exact place where The Faithful Homeschool Steward course adds the most depth, if you're taking it alongside this Guide. Waypoint 2 walks you through building this same Blueprint from six weeks of daily observation instead of one hour of memory. Lesson 11 teaches the specific technique behind Sheet 2's pattern-finding. Lessons 12 through 14 build out Sheet 3's Roadmap one real decision at a time, with a family's actual example alongside your own. None of that is required to finish what's in front of you, it just tends to make the picture sharper.

Five sheets, in order: Sheet 1, Child Snapshot, the top-line facts and one sentence that names who this child is right now. Sheet 2, Potential Analysis, where gifts, interests, and character start to intersect into real patterns. Sheet 3, Build the Roadmap, turning those patterns into what actually happens this season. Sheet 4, Parent Commitment, the one sheet that's about you, not your child, handwritten and personal. Sheet 5, Summary, the single sheet you'll photocopy and carry. After that, Appendix A helps you build your first Roadmap for real, and Appendix B shows you how to keep this whole Blueprint alive, season after season, without starting over.

Complete This After the Worksheet

Use your answers from Part Two – The Discovery Worksheet, to fill in this Blueprint. The worksheet gives you the raw material. The Blueprint gives it shape, meaning, and direction.

You are embarking on an important journey with your child. Enjoy the trip.

SHEET 1 — CHILD SNAPSHOT

Child's Name	
Age / Grade Level	
Parent Completing This	
Date Completed	

ONE-SENTENCE DESCRIPTION

"This child is a _____ who is naturally drawn toward _____ and shows unusual potential for _____."

Example: "This child is a curious builder who is naturally drawn toward solving problems and shows unusual potential for engineering and leadership."

Want Help? If this sentence isn't coming together on the page, Prompt 2 in Section 5 can help you turn your gifts, interests, and character notes into one line, read what it gives back like a rough draft, not a finished answer.

PRIMARY GIFTS

These are suggestions, not a complete list, and no child has all of them. Check any that genuinely fit, then narrow to your top three below. If the word for your child's strongest gift isn't on this page, write your own — the list is here to help you find language, not to limit what you found.

☐ Building & Making	☐ Spatial Thinking	☐ Mechanical Aptitude	☐ Design Sense
☐ Numerical Reasoning	☐ Pattern Recognition	☐ Logical Problem-Solving	☐ Strategic Thinking
☐ Language & Words	☐ Storytelling	☐ Explaining Things Clearly	☐ Memory
☐ Music & Rhythm	☐ Drawing & Visual Art	☐ Performing	☐ Physical Coordination
☐ Observation & Detail	☐ Organizing & Systems	☐ Reading People	☐ Caring for Living Things

☐ Other: _____

Top 3 Natural Gifts:

1. _____
2. _____
3. _____

Supporting Evidence:

1. _____
2. _____
3. _____

PRIMARY INTERESTS

1. _____
2. _____
3. _____
4. _____

CHARACTER STRENGTHS

☐ Responsibility	☐ Compassion	☐ Persistence	☐ Courage
☐ Curiosity	☐ Leadership	☐ Integrity	☐ Creativity
☐ Humility	☐ Initiative	☐ Empathy	☐ Resilience
☐ Honesty	☐ Generosity	☐ Patience	☐ Discernment

☐ Other: _____

LEARNING PROFILE

☐ Seeing	☐ Hearing	☐ Reading
☐ Doing	☐ Discussing	☐ Teaching Others

☐ Other: _____

MOTIVATIONS

What actually drives this child (not just what interests them):

1. _____
2. _____

RELATIONSHIPS

How this child connects and relates:

1. _____
2. _____

CHALLENGES

What creates friction or holds this child back right now:

1. _____
2. _____

WHAT THEY'RE BUILT TO FIX

A first, short answer only — the kind of problem this child is drawn toward, named as a direction rather than a job title. Sheet 2 is where you take this apart properly.

1. _____
2. _____

SHEET 2 — POTENTIAL ANALYSIS

This is where the magic happens.

When gifts, interests, and character combine, patterns emerge that point toward purpose.

How to find one: look at your top gift, your top interest, and one character strength from Sheet 1. Ask whether they reinforce each other or point the same direction, that overlap is a pattern. It doesn't have to be tidy. You're looking for a thread, not a formula.

Worked Example

Gift: notices when something is built wrong. Interest: how mechanical things work. Character: persistence. Emerging Pattern: a child who doesn't just notice broken systems, but stays with the problem until it's fixed. Possible Directions: anything where "fix it properly" is the whole job, work where something has to be made right, not just made to look finished.

GIFT INTERSECTION (GIFT · INTEREST · CHARACTER)

Emerging Pattern #1

Possible Directions:

Emerging Pattern #2

Possible Directions:

Emerging Pattern #3

Possible Directions:

WHAT THEY'RE BUILT TO FIX

What problems does this child naturally want to solve?

Who does this child naturally want to help?

What contribution seems most likely to emerge from who this child already is?

SHEET 3 — BUILD THE ROADMAP

One Sheet. One Season. Proof of What Matters Next.

A Roadmap isn't a hope or a guess. It's a real, dated answer to what this child needs this season, built from everything on Sheets 1 and 2. Return to it every season, the way you return to the rest of this Blueprint; a snapshot only stays true for a little while.

CURRENT PRIORITIES (This Season)

1. _____
2. _____

FUTURE PRIORITIES (Set Down for Later, Not Abandoned)

1. _____
2. _____

QUESTIONS TO KEEP WATCHING (The Signal That Tells You It's Time)

1. _____
2. _____

Want Help? If you're not sure where to start naming any of the three above, Prompt 7 in Appendix A walks you through finding them from scratch, using what's already on Sheets 1 and 2.

TO ACT ON IT

Experiences to Create:

1. _____
2. _____
3. _____

Want Help? Once you know this season's priority, Prompt 3 in Part Two, Section 5 can suggest ten realistic experiences sized to your child's age, no special resources required.

Mentors to Find:

Before you list names: what did your own mentor actually give you? Not information — what changed in how you worked, thought, or showed up. That's what you're watching for when you go looking for someone for this child.

1. _____
2. _____
3. _____

Want Help? Stuck on who to even look for? Prompt 6 in Part Two, Section 5 helps you brainstorm realistic options, a neighbor, a local business, a co-op class, not a wish list of experts you'll never actually reach.

Skills to Develop:

1. _____
2. _____
3. _____

Challenges to Address:

1. _____
2. _____
3. _____

Life will interrupt this plan. The value isn't perfect execution — it's having something real to return to when things settle.

Here's an Example — Owen, age 11

Current Priorities: "Finishing what he starts without being reminded." / "Asking for help before frustration turns into giving up."

Future Priorities: "Practicing in front of an audience — not ready yet, and that's fine."

Questions to Keep Watching: "Does he ask to show someone his work before it's finished, unprompted?" / "Does he start fixing something that isn't his, and does he finish it?"

Experiences to Create: A real half-day build project using a tool he hasn't used before.

Mentors to Find: A neighbor or relative who works with their hands for a living, willing to let him watch and ask questions.

Skills to Develop: Following a project through to a finished, usable result.

Challenges to Address: Walking away when something gets hard, instead of trying a second approach.

SHEET 4 — PARENT COMMITMENT

The one sheet in this Blueprint that isn't about your child's gifts. It's about your own resolve.

WHAT I NEVER WANT TO FORGET ABOUT THIS CHILD

WHAT SURPRISED ME MOST DURING THIS PROCESS

WHAT GIVES ME HOPE ABOUT THIS CHILD'S FUTURE

Parent Commitment

- I commit to seeing this child as an individual rather than a project.
- I commit to developing strengths while supporting areas of challenge.
- I commit to creating experiences and opportunities for growth.
- I commit to helping them become the best version of themselves.

— *Raising Extraordinary Kids Who Change the World Around Them*™ —

Parent Signature
Date

SHEET 5 — CHILD BLUEPRINT SUMMARY

The Sheet That Gets Photocopied

Everything on the previous four sheets led here. This is the sheet you'll pull out, photocopy, and stick in a binder. Come back to this sheet, when you just need a quick reminder of who this child is and where you're headed.

Top Three Gifts

1. _____
2. _____
3. _____

Top Three Interests

1. _____
2. _____
3. _____

Strongest Character Traits

1. _____
2. _____
3. _____

Greatest Current Challenge

Most Promising Direction

90-Day Focus

ONE-SENTENCE MISSION

Example: "Ryan is a creative problem-solver with emerging leadership gifts who should be given increasing opportunities to build, teach, and lead."

APPENDIX A — Building Your First Roadmap

A Guided Walkthrough for the Blank Page

Part Two, Section 4 introduced the idea of a Roadmap, and Blueprint Sheet 3 gave you the sheet to build it on. What neither one does is walk you through actually writing yours.

This Appendix exists to close that gap — with an AI thinking partner walking alongside you, the same way Section 5 introduced AI as a thinking partner for figuring out what you already half-know.

Before You Begin

Complete your Child Discovery Worksheet and Child Blueprint first. The prompt below works best when it has real material to draw from — your actual observations, not a hypothetical child.

PROMPT 7: Finding Your Roadmap *“I am a homeschool parent who has just completed a Child Discovery Worksheet and Child Blueprint for my child. I want to build my first Roadmap, but I’m not sure where to start. Here is what I found: [share your Blueprint’s one-sentence description, top gifts, top interests, and any patterns you noticed.] Please ask me three questions, one at a time, to help me name this child’s Current Priorities for this season, anything worth setting down as a Future Priority instead, and one or two specific signals to watch for that would tell me it’s time to revisit it.”*

How This Differs From Prompt 3

Prompt 3, in Section 5, is for a parent who already knows this child’s Current Priorities and wants help generating specific experiences to act on it. This prompt is the step before that — for a parent who hasn’t found it yet.

Once You Have Your Plan

Write your Current Priorities, Future Priorities, and Questions to Keep Watching onto Blueprint Sheet 3, Build the Roadmap. Life will interrupt this plan. The value isn’t perfect execution — it’s having something to return to when things settle. Begin watching for it the same week. If you’re reading *The Home Education Blueprint* or taking the companion course, this is exactly what your Observation Journal is for. If not, a page in any notebook works the same way.

From next week, Appendix C’s Weekly Guide will help you act on it. In a month, Prompt 4, Monthly Reflection, helps you look back. And once a full season has passed, Prompt 8 in Appendix B updates the whole Blueprint.

APPENDIX B — The Living Blueprint

For Parents Ready to Carry This Forward

First, Congratulations

If you are reading this Appendix, it means you did something most parents never do.

You sat down, more than once, and looked honestly at your child. You wrote down what you actually saw — not the version you hoped for, not the version you feared, but the truth as best you could tell it. You sat with discomfort when the worksheet surfaced something hard to name. You built a Blueprint, a one-sentence mission, a 90-day focus. You made a commitment and signed your name to it. That is not a small thing.

Most good intentions like this one die quietly somewhere in year two — not because parents stop caring, but because the busyness of ordinary life makes it hard to sustain a practice that once felt clear and urgent. The fact that you are here, looking for a way to keep going, means you are exactly the kind of parent this entire framework was built for.

Why This Appendix Exists

The first Blueprint you completed by hand will always matter more than any Blueprint that follows it. That first one is where you learned to see — slowly, deliberately, one honest observation at a time. Nothing replaces that. Not AI, not a shortcut, not a faster process.

But seeing your child clearly once is not the same as keeping that picture current as your child grows and changes. A Blueprint that never gets updated becomes a snapshot of a child who no longer exists — a fond memory rather than a living tool.

This Appendix exists to solve that problem. Not by replacing the work you already did, but by making it sustainable to keep doing some version of it every season, for years, without it becoming a burden heavy enough to abandon.

How the Living Blueprint Works

From this point forward, you will not need to complete the full manual worksheet from scratch each time. Instead, you will bring your most recent Blueprint, your recent observations, and a simple guided AI conversation together to produce an updated Blueprint — ready to print and add behind the last one in your binder.

STEP 1	When a natural review point arrives — the end of a 90-day season, a birthday, the start of a new school year — gather your most recent Child Blueprint and the observation notes you’ve kept since.
STEP 2	Open your AI assistant of choice and use the Living Blueprint prompt below, pasting in your prior Blueprint, your recent observations, and a completed Progress Check (below).
STEP 2B — THE PROGRESS CHECK	Before your AI conversation, or as part of it, run a quick pass across the eight categories from your last Blueprint. For each one, write one line: what’s changed, and what’s still true. This isn’t a rescoring of your child — it’s a fast way to see, at a glance, which categories moved this season and which didn’t, so your AI conversation starts from evidence instead of a blank memory of the last Blueprint.
STEP 3	Work through the conversation honestly, just as you did the first time. The AI will ask you about what’s changed. You decide what it means, and you write the new one-sentence mission yourself.
STEP 4	Use what emerges to fill in a fresh Blueprint Summary sheet — Sheet 5 from Part Three works well for this, or print an additional copy.
STEP 5	Add the new sheet behind the previous one in your binder. Don’t replace the old one. Keep them all.

THE PROGRESS CHECK — fillable

GIFTS	Changed: _____ Still True: _____
INTERESTS	Changed: _____ Still True: _____
CHARACTER	Changed: _____ Still True: _____
LEARNING STYLE	Changed: _____ Still True: _____
MOTIVATIONS	Changed: _____ Still True: _____
RELATIONSHIPS	Changed: _____ Still True: _____
CHALLENGES	Changed: _____ Still True: _____
WHAT THEY’RE BUILT TO FIX	Changed: _____ Still True: _____

PROMPT 8: Creating Your Living Blueprint *“I have completed at least one full Child Blueprint for my child by hand, and I want to update it now that some time has passed. Here is my most recent complete Blueprint: [paste your full prior Blueprint — Snapshot, Potential Analysis, Build the Roadmap, and Summary sheet]. And here is what I have observed since then: [share your recent observations, what grew, what surprised you, anything that changed]. Please help me create an updated Blueprint. Ask me one question at a time about each category my Progress Check marks as Changed, until I can say what I saw and when I saw it. Don’t tell me what it means. When we’ve been through them, ask me whether my one-sentence mission still fits, and help me find the words if I want to rewrite it, but I’ll write it.”*

An Important Boundary

This prompt is not a substitute for the manual process — it is what comes after you have already learned to see your child clearly. Use this prompt only once you have completed your first Blueprint by hand. If you have not yet done that, set this Appendix aside and start with the Worksheet in Part Two, Section 3 of the Guide.

The Binder

Imagine what you will be holding in ten years.

A Blueprint completed at age eight. Updated at nine. At ten. At eleven. Through every season of a childhood, a quiet, growing record of a real human being becoming who they were made to be — not measured in grades or test scores, but in gifts discovered, character observed, contributions imagined and then realized.

Most parents will never have anything like it. You will.

APPENDIX C — Putting Your Blueprint to Work

From a Picture of Your Child to a Plan for This Week

Appendix A helped you build your Roadmap. Appendix B keeps your Blueprint current, season after season. This Appendix is the one you'll use most often, because it turns everything you've written into something to actually do on an ordinary Tuesday.

It gives you three tools: a one-page **Blueprint Brief** you fill in once a season, a **Weekly Guide** that takes about ten minutes, and a **Curriculum Fit Check** for the moments you're deciding what your child will learn from.

Before You Begin

Complete your Blueprint by hand first, and keep at least a few weeks of dated notes on your child. Everything in this Appendix works from what you've written down, and nothing else. An AI assistant has never met your child. The better your notes, the better every tool here works, and the thinner your notes, the more honestly it should tell you so.

What This Is Not

This is not a curriculum plan, and it doesn't replace one. Your Blueprint describes **who** your child is: gifts, interests, character, how they learn, what drives them. It holds nothing about what they know in math, reading, or any other subject. For placement, schedules, state requirements and the schoolwork itself, use *The Home Education Starter Guide*. This Appendix is for everything the schoolwork can't see.

TOOL 1 — THE BLUEPRINT BRIEF

One page. Filled in once a season. The version of your Blueprint you hand to anyone who needs it.

The Brief pulls the most useful lines from your Blueprint onto a single page. You'll paste it into the Weekly Guide and the Fit Check below, but it's just as useful on paper: hand it to a grandparent who's keeping your child for a week, a co-op teacher, a tutor, or a new mentor, and they'll understand your child in two minutes instead of two months.

Fill it in at every review point from Appendix B, straight after your Progress Check.

THE BLUEPRINT BRIEF — fillable

First name and age	
Date of this Brief	
One-Sentence Mission <i>(Sheet 5)</i>	
Top Three Gifts <i>(Sheet 5)</i>	
Top Three Interests <i>(Sheet 5)</i>	
Strongest Character Traits <i>(Sheet 5)</i>	
Learning Profile <i>(Sheet 1)</i>	
Motivations <i>(Sheet 1)</i>	
Relationships <i>(Sheet 1)</i>	
Greatest Current Challenge <i>(Sheet 5)</i>	
What They're Built to Fix <i>(Sheet 1)</i>	
Current Priorities, this season <i>(Sheet 3)</i>	
Questions to Keep Watching, with the signal for each <i>(Sheet 3)</i>	
Questions answered since last season	
Skills in progress <i>(Sheet 3)</i>	
Experiences and mentors in play <i>(Sheet 3)</i>	
Last Progress Check: date, and what changed <i>(Appendix B)</i>	

Leave off anything you wouldn't want to hand a stranger: last name, address, the name of a co-op or school, and any medical or diagnostic details. The tools don't need them.

TOOL 2 — THE WEEKLY GUIDE

Ten minutes, once a week. One thing to watch, one thing to try, one decision coming up.

The Weekly Guide looks back across what you’ve actually written and asks what’s worth watching and trying next. It doesn’t predict anything. It just stacks your own notes together faster than you can, and then hands the decisions back to you.

STEP 1	Pick one day a week and keep it. Sunday evening works for most families.
STEP 2	Gather your Blueprint Brief and every dated note you’ve written on this child since last week. Copy the notes exactly, with their dates.
STEP 3	If you used a Weekly Guide last week, write two lines: what you tried, and what actually happened.
STEP 4	Open your AI assistant and use Prompt 9 below, pasting in all three.
STEP 5	Read what comes back as suggestions, not instructions. Keep what fits your child. Cross out anything that doesn’t, and anything that describes your child in a way your notes don’t support. If it runs long, ask it to cut to 200 words and keep the three parts.
STEP 6	Write down what you decide to try, with the date. Next week, what happened goes back in at Step 3.

PROMPT 9: Your Weekly Guide *“I’m a homeschool parent using a Child Blueprint to guide my child’s development. Below is my child’s Blueprint Brief, my dated notes from this past week, and what happened with last week’s guide. Using only what I’ve written, give me a weekly guide in exactly three parts. (1) One thing to watch for this week, tied to one of my Questions to Keep Watching or Current Priorities; say which one. (2) One small thing to try that fits my child’s Learning Profile and Motivations, takes twenty minutes or less, and needs nothing I don’t already have; say which line of my Brief it serves. (3) One decision I have coming up, something to ask, schedule, stop, or keep, but only if my notes point to one. Rules: don’t describe my child in any way my notes don’t support. If you notice a connection between two or more of my dated entries, point to the entries and ask me whether it’s real; don’t conclude it for me. Don’t suggest academic lessons or curriculum. If my notes are too thin to support a part, say so instead of guessing. Keep the whole guide under 200 words. [Paste your Blueprint Brief.] [Paste this week’s dated notes.] [Last week: what I tried and what happened.]”*

How to Tell It’s Working

After a month of Weekly Guides, look back at what you tried. You should see things that fit **this** child and wouldn’t fit a different one, and you should see the results feeding the next week’s guide. If every week’s suggestion could have been written for any child the same age, your notes are too thin or too general. The fix is in the notebook, not in the prompt.

TOOL 3 — THE CURRICULUM FIT CHECK

For the moment you're deciding what your child will learn from, or working out why the last one didn't work.

Most curriculum isn't bad. It was simply built for some other child who happens to be the same age. The Fit Check holds a program up against your Blueprint Brief before you buy it, or against the one you already have when it isn't working, and shows you where it's likely to fit your child and where it's likely to fight them.

It can't tell you whether a program's **level** is right. That takes a placement test or a diagnostic, and *The Home Education Starter Guide* walks you through both. The Fit Check answers the other question, the one a placement test never asks: whether this program's way of teaching fits the way this child learns.

STEP 1	Gather your Blueprint Brief.
STEP 2	Gather the program's own description: the publisher's overview, a sample lesson, and how a typical day works. For a program you already use, describe instead how a typical lesson actually goes in your house.
STEP 3	Use Prompt 10 below.
STEP 4	Try one suggested adjustment for two weeks before you switch anything. Write down what happened.

PROMPT 10: Curriculum Fit Check *"I'm a homeschool parent deciding whether a curriculum fits my child. Below is my child's Blueprint Brief and a description of the program. Using only those two things: (1) Name up to three ways this program's format is likely to fit my child, each tied to a specific line of the Brief. (2) Name up to three places it's likely to fight my child, each tied to a specific line of the Brief. (3) For each place it fights, suggest one adjustment I could make without switching programs. (4) Tell me plainly what you can't judge from this information, including whether the program's level is right for my child, which needs a placement test, not a Blueprint. Don't recommend other programs, and don't tell me whether to buy it. I'll decide. [Paste your Blueprint Brief.] [Paste the program description, or describe how a typical lesson goes.]"*

Here's an Example — Owen, age 11

Owen's mother pasted his Brief and her week's notes into Prompt 9. Her notes had two entries that mentioned his little sister: he'd rebuilt her block tower without being asked on Tuesday, and on Friday he'd explained, unprompted, why her paper airplane kept diving.

The guide came back with this. **Watch for:** whether Owen asks to show someone his work before it's finished (her Question to Keep Watching), especially around his sister. **Try:** give him one small build to finish with his sister watching, and let him explain it at the end, fifteen minutes (it serves *following a project through to a finished, usable result*). **Decide:** nothing her notes pointed to this week. And one question: *both entries this week involve explaining or fixing something for his sister. Is that a pattern, or a coincidence of a rainy week?*

She didn't know. So that became next week's thing to watch.

An Important Boundary

Every tool in this Appendix knows only what you typed. It cannot see your child, and it will sometimes sound more certain than it has any right to be. You decide what's real, what's worth trying, and what a result meant. If a guide tells you something about your child that isn't in your notes, cross it out, the same way you'd cross out a guess on Sheet 1. And if what you're really asking is whether your child is on track in a subject, that isn't a Blueprint question at all. That's a question for a placement test, and for *The Home Education Starter Guide*.

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