

# Sunday Morning Lesson Plan Flow

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Since structures assist in the development of the pre-frontal lobes, creating a general lesson plan flow for each classroom will be helpful. It will provide clarity on what comes next and assures that each teacher is following the same general outline. This is especially helpful for those classrooms that have a lot of different teachers rotating in and out.

Variations can be added to accommodate the needs of the different age groups, but the general structure of the lesson remains consistent.

## Pre-session

- Pre-session activities serve as an introduction to the coming lesson. It is a way to use self-guided activities to engage the early arrivals as well as inviting them to think about the intention of the lesson.

## Transitions

- Providing notice that the group is about to switch activities is crucial to most children and is especially helpful to those who need learning accommodations.

## Sacred Circle

- Creating a sacred circle, that is used consistently, provides an opportunity to build community within the group and to give the children/teens the to have a role in how the circle functions.
- While the components used can vary slightly, creating an “order of service” will help create consistency.

## Lesson Structure

- The general structure of a *Living Curriculum* lesson includes the following:
  - Share a story, video, poem, song, etc... that expresses the issue that is the focus of the day
  - Use the *Living Curriculum* questioning strategy to engage the children/teens in the story and to help them see how the issue is in play in their lives.
  - Engage them in experiential creative experiences that provide the opportunity for the children/teens to “play” with the ideas that might be arising within them and come to their own conclusions about how to resolve or overcome the issue.

## Closing

- Closing the day is an important aspect of the program. It provides an opportunity for the participants to talk about their experience and to commit to taking an action.