

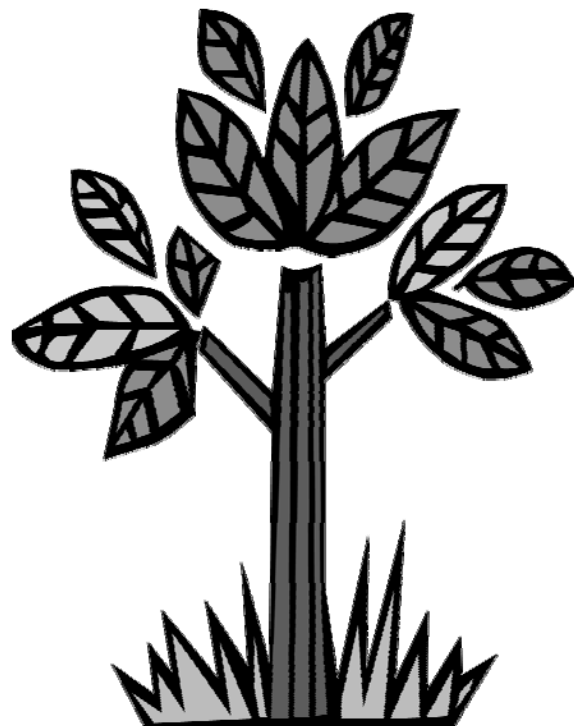
THE LIVING CURRICULUM

The Living Curriculum “is a philosophy, a process and a program of spiritual support to assist children, teens, families and the church community.”

It seeks to draw the lesson from the student through experiences, stories and creative expression. Through the living curriculum approach lessons are created that will relate to real issues in a person’s life and through a process of questions & discussions, helps them to connect with God and their indwelling Christ spirit.

A Living Curriculum . . .

1. lives in the question
2. uses the vehicle of story and/or experience
3. is issue based
4. is engaging
5. is an adventure
6. elicits creativity
7. involves everyone
8. always has debriefing



Source: Education Links, Fall & Winter 2002

THE LIVING CURRICULUM

Unity Worldwide Ministries Educational Philosophy

Myrtle Fillmore believed our mission was not to “entertain the children, but instead, to draw them out.” The Living Curriculum is an approach or philosophy which affirms that the curriculum—that which is to be learned or known—lives within the adult, child or teen, themselves. It moves us past the belief that teachers have all the answers and need to impart them to the students. Instead, there is a realization that all of us are uniquely unfolding on our spiritual path, having access to the Spirit within.

The Living Curriculum is a process of spiritual support used to assist children, teens, families, and the church community in co-creating successful living. It honors the inherent wholeness and wisdom within each one of us, and utilizes storytelling, experiential lessons and creative expression to “draw out” the Truth we already know. The process helps us to explore spiritual principles and to become aware of how the principles operate in our lives.

To assist in creating a meaningful, effective experience or lesson using the Living Curriculum philosophy, here is a six-point checklist as a guide:

- Identify which issue, theme, or need is currently active in your group’s lives.
- Choose a story, movie passage, song, Bible story, or experiential activity that will introduce the issue/theme and help the participants connect to it.
- Find a method to explore the issue or theme in order to make it relevant:
- Use open-ended questions, worded to avoid yes/no answers, to progress from safe, “out there” answers to more internal “in here” answers. [See Discussion Question Guide Below]
- Choose an open-ended activity to awaken the story within, for example: art activities, music, movement, games, journaling etc. Expressing spirituality is a multi-sensory experience.
- Allow time for participants to share, if they choose, what the experience awakened in them. Encourage action related to the story.

Discussion Questions Guideline

(Use these Living Curriculum style questions as a guide)

- ♥ **What happened in the story? Activity?**
 - What happened in the story?
 - What were the characters doing? Or not doing?
 - What do you think they were feeling?
 - If the lesson is an activity: How did you feel when you saw what we were going to do? How did it feel to do ... or How did it feel to not do...?
- ♥ **How do you see this experience in the world? (Ask a bridging question that looks at how it is showing up in school, community, or the world.)**
- ♥ **How do you see this experience in your daily life? How do you see yourself in this character?**
 - (Share personal stories both factually and from the heart, deepening community.)
- ♥ **How could the outcome be different (i.e., using Unity Principles or theme of lesson)?**
 - How are you going to use this experience in your life? (Putting principle into practice.)
 - How would you like it to be? (Seeing with the eyes of Christ, making different choices.)

Utilizing the Living Curriculum in Unity classes empowers each individual and assists them in more fully expressing the Christ within. For more information on curriculum based on this philosophy, visit www.unity.org/curriculum or www.dianevezera.com

PLANNING THE LESSON

Questions To Consider During Lesson Planning:

- ♥ Which Unity principle does the theme or issue relate to?
- ♥ What will I use for an opening prayer?
- ♥ How will I incorporate a meditation experience?
- ♥ How will I incorporate activities that honor Multiple Intelligences? (See next page)
- ♥ What question might help to transition into the remainder of the lesson?
- ♥ What is an appropriate affirmation?
- ♥ What songs might fit well with this lesson?
- ♥ What will be the order of the lesson?
- ♥ How will I close the experience? Affirmation? Prayer?
- ♥ Then open yourself again to guidance from Spirit. Allow the lesson to “perk” awhile. And revisit after a day or two.

4 Elements of the Lesson Plan

1. Gathering

- ♥ Music/Joy Songs:
- ♥ Welcome/Check-in:
- ♥ Announcements:
- ♥ Opening Prayer and/or Meditation:
- ♥ Offering & Blessing:

2. Exploration:

- ♥ Story or Active Experience:
- ♥ Discussion Questions (See Discussion Question Guide on previous page)

3. Creative Experience

- ♥ Choose an activity that will help to move the story or activity out of the head & into the heart. This could be a journaling activity, role-playing, a creative expression, or practicing the principle discussed in some way.

4. Closing Circle

- ♥ Closing Comments or Affirmation
- ♥ Closing prayer:

MULTIPLE INTELLIGENCE ASSESSMENT

Verbal/Linguistic Intelligence	Logical/Mathematical Intelligence
<p><input type="checkbox"/> I enjoy telling stories and jokes</p> <p><input type="checkbox"/> I have a good memory for trivia</p> <p><input type="checkbox"/> I enjoy word games (e.g. Scrabble & puzzles)</p> <p><input type="checkbox"/> I read books just for fun</p> <p><input type="checkbox"/> I am a good speller (most of the time)</p> <p><input type="checkbox"/> In an argument I tend to use put-downs or sarcasm</p> <p><input type="checkbox"/> I like talking and writing about my ideas</p> <p><input type="checkbox"/> If I have to memorize something I create a rhyme or saying to help me remember</p> <p><input type="checkbox"/> If something breaks and won't work, I read the instruction book first</p> <p><input type="checkbox"/> For a group presentation I prefer to do the writing and library research</p>	<p><input type="checkbox"/> I really enjoy my math class</p> <p><input type="checkbox"/> I like logical math puzzles or brain teasers</p> <p><input type="checkbox"/> I find solving math problems to be fun</p> <p><input type="checkbox"/> If I have to memorize something I tend to place events in a logical order</p> <p><input type="checkbox"/> I like to find out how things work</p> <p><input type="checkbox"/> I enjoy computer and any math games</p> <p><input type="checkbox"/> I love playing chess, checkers or Monopoly</p> <p><input type="checkbox"/> In an argument, I try to find a fair and logical solution</p> <p><input type="checkbox"/> If something breaks and won't work, I look at the pieces and try to figure out how it works</p> <p><input type="checkbox"/> For a group presentation I prefer to create the charts and graphs</p>
Visual/Spatial Intelligence	Bodily/Kinesthetic Intelligence
<p><input type="checkbox"/> I prefer a map to written directions</p> <p><input type="checkbox"/> I daydream a lot</p> <p><input type="checkbox"/> I enjoy hobbies such as photography</p> <p><input type="checkbox"/> I like to draw and create</p> <p><input type="checkbox"/> If I have to memorize something I draw a diagram to help me remember</p> <p><input type="checkbox"/> I like to doodle on paper whenever I can</p> <p><input type="checkbox"/> In a magazine, I prefer looking at the pictures rather than reading the text</p> <p><input type="checkbox"/> In an argument I try to keep my distance, keep silent or visualize some solution</p> <p><input type="checkbox"/> If something breaks and won't work I tend to study the diagram of how it works</p> <p><input type="checkbox"/> For a group presentation I prefer to draw all the pictures</p>	<p><input type="checkbox"/> My favorite class is gym since I like sports</p> <p><input type="checkbox"/> I enjoy activities such as woodworking, sewing and building models</p> <p><input type="checkbox"/> When looking at things, I like touching them</p> <p><input type="checkbox"/> I have trouble sitting still for any length of time</p> <p><input type="checkbox"/> I use a lot of body movements when talking</p> <p><input type="checkbox"/> If I have to memorize something I write it out a number of times until I know it</p> <p><input type="checkbox"/> I tend to tap my fingers or play with my pencil during class</p> <p><input type="checkbox"/> In an argument I tend to strike out and hit or run away</p> <p><input type="checkbox"/> If something breaks and won't work I tend to play with the pieces to try to fit them together</p> <p><input type="checkbox"/> For a group presentation I prefer to move the props around, hold things up or build a model</p>

Musical/Rhythmic Intelligence	Interpersonal Intelligence
<p><input type="checkbox"/> I enjoy listening to CD's and the radio</p> <p><input type="checkbox"/> I tend to hum to myself when working</p> <p><input type="checkbox"/> I like to sing</p> <p><input type="checkbox"/> I play a musical instrument quite well</p> <p><input type="checkbox"/> I like to have music playing when doing homework or studying</p> <p><input type="checkbox"/> If I have to memorize something I try to create a rhyme about the event</p> <p><input type="checkbox"/> In an argument I tend to shout or move in some sort of rhythm</p> <p><input type="checkbox"/> I can remember the melodies of many songs</p> <p><input type="checkbox"/> If something breaks and won't work I tend to tap my fingers to a beat while I figure it out</p> <p><input type="checkbox"/> For a group presentation I prefer to put new words to a popular tune or use music</p>	<p><input type="checkbox"/> I get along well with others</p> <p><input type="checkbox"/> I like to belong to clubs and organizations</p> <p><input type="checkbox"/> I have several very close friends</p> <p><input type="checkbox"/> I like helping teach other students</p> <p><input type="checkbox"/> I like working with others in groups</p> <p><input type="checkbox"/> Friends ask my advice because I seem to be a natural leader</p> <p><input type="checkbox"/> If I have to memorize something I ask someone to quiz me to see if I know it</p> <p><input type="checkbox"/> In an argument I tend to ask a friend or some person in authority for help</p> <p><input type="checkbox"/> If something breaks and won't work I try to find someone who can help me</p> <p><input type="checkbox"/> For a group presentation I like to help organize the group's efforts</p>
Intrapersonal Intelligence	Naturalist Intelligence
<p><input type="checkbox"/> I like to work alone without anyone bothering me</p> <p><input type="checkbox"/> I like to keep a diary</p> <p><input type="checkbox"/> I like myself (most of the time)</p> <p><input type="checkbox"/> I don't like crowds</p> <p><input type="checkbox"/> I know what I am good at and what I am weak at</p> <p><input type="checkbox"/> I find that I am strong-willed, independent and don't follow the crowd</p> <p><input type="checkbox"/> If I have to memorize something I tend to close my eyes and feel the situation</p> <p><input type="checkbox"/> In an argument I will usually walk away until I calm down</p> <p><input type="checkbox"/> If something breaks and won't work, I wonder if it's worth fixing up</p> <p><input type="checkbox"/> For a group presentation I like to contribute something that is uniquely mine, often based on how I feel</p>	<p><input type="checkbox"/> I am keenly aware of my surroundings and of what goes on around me</p> <p><input type="checkbox"/> I love to go walking in the woods and looking at the trees and flowers</p> <p><input type="checkbox"/> I enjoy gardening</p> <p><input type="checkbox"/> I like to collect things (e.g., rocks, sports cards, stamps, etc)</p> <p><input type="checkbox"/> As an adult, I think I would like to get away from the city and enjoy nature</p> <p><input type="checkbox"/> If I have to memorize something, I tend to organize it into categories</p> <p><input type="checkbox"/> I enjoy learning the names of living things in our environment, such as flowers and trees</p> <p><input type="checkbox"/> In an argument I tend to compare my opponent to someone or something I have read or heard about and react accordingly</p> <p><input type="checkbox"/> If something breaks down, I look around me to try and see what I can find to fix the problem</p> <p><input type="checkbox"/> For a group presentation I prefer to organize and classify the information into categories so it makes sense</p>
TOTAL SCORE	
<p><input type="text"/> Verbal/Linguistic</p> <p><input type="text"/> Logical/Mathematical</p> <p><input type="text"/> Visual/Spatial</p> <p><input type="text"/> Bodily/Kinesthetic</p>	<p><input type="text"/> Musical/Rhythmic</p> <p><input type="text"/> Interpersonal</p> <p><input type="text"/> Intrapersonal</p> <p><input type="text"/> Naturalist</p>

Lesson Plan Worksheet
(use additional blank pages as needed)

Intention: _____

Bible Verse: _____ Unity Principle: _____

Gathering

Music/Joy Songs:

Welcome/Check-in:

Announcements:

Opening Prayer and/or Meditation:

Offering & Blessing:

Exploration:

Story or Active Experience:

Discussion Questions (Use these Living Curriculum style questions as a guide)

What happened in the story? Activity? (If an activity, how did it feel to...)

How is this story or activity similar to something that happens in the world/life?

How is this story or experience similar to something that has happened or is happening in your life? How does it feel?

How could the outcome be different (i.e., using Unity Principles or theme of lesson)?

Creative Experience

Choose an activity that will help to move the story or activity out of the head & into the heart. This could be a journaling activity, role-playing, a creative expression, or practicing the principle discussed in some way.

Closing Circle

Closing Comments or Affirmation

Closing prayer: