



Ordo Amoris

**ROLES AND
RESPONSIBILITIES**



Important Information & Dates

2025-2026

Ordering our affections towards what is true, good, and beautiful to glorify God.

Classes will provide a lesson overview for families of what will be taught.

Due by:

Term 1: August 29th

Term 3: January 26th

Lesson plans will be provided for Year 4 Citizenship

Lesson templates (with an example) will be provided for the following classes:

Form 1 Literature and Shakespeare

Materials needed for the Family Book are due by July 25th:

Composer Study, circa 1650-1800, 2 composers

Folksong History, from the list found on Ambleside Online

Artist Study, circa 1650-1800, 2 artists

Shakespeare: Overview of plays, breakdown of reading

Literature: book list

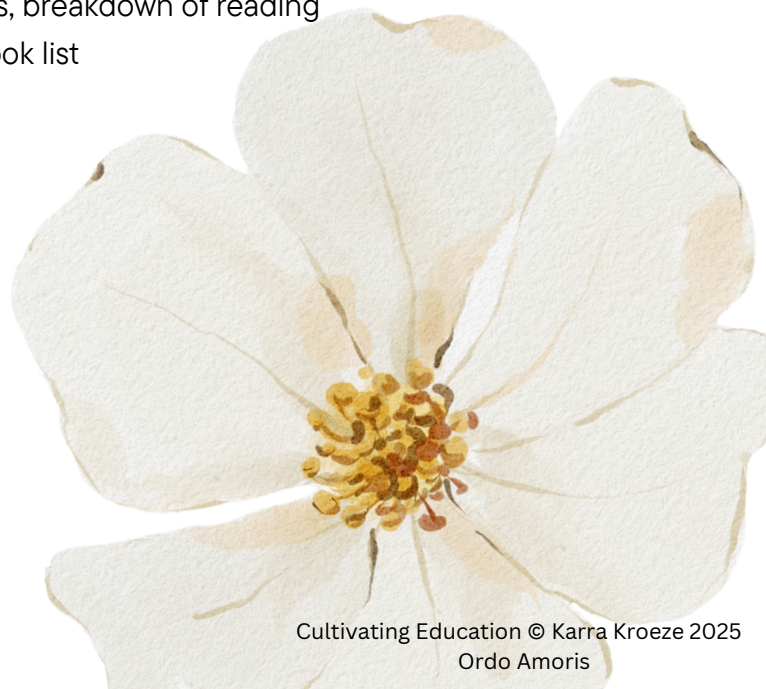




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OPENING & CLOSING GATHERING COORDINATOR

Responsibility:

Open and close our learning time.

Material Needs:

The student motto and doxology will be printed in the family books.

You may use a prayer book on occasion.

Each Week:

You may ask students to lead portions of the opening and closing gatherings.

The Student Motto is call and response. One student or mom says the bolded portion, and everyone reads/responds with the smaller printed portion.

The Motto: I am, I can, I ought, I will

Time Taken:

Prep work: 15min/week EST

During Gathering: 10min

If you would like to provide a prayer from a book, this would be planned outside of Wednesday.

On Wednesday you will begin and end our learning time.



HYMN LEAD

Responsibility:

Introduce the hymn and lead the singing each week.

Material Needs:

The hymn information will be printed in the family books. Each hymn of the month will be provided through a purchase of the Happy Hymnody material.

Via YouTube: Happy Hymnody provides a recording of the hymn for families to continue singing along with at home.

Week 1:

Share a 2-3 minute introduction of the hymnist before singing the hymn.

Other Weeks:

Sing the hymn

Offer a closing thought or ask families a grand conversation question to dig deeper into a stanza (whole group or break into groups of 2-3)

Time Taken:

Prep work: 15min/week EST

During Gathering: 10min

Ensure that you feel prepared to introduce, lead, and engage with the hymn each week.

On Wednesday you will lead this time immediately following prayer and motto.



COMPOSURE STUDY LEAD

Responsibility:

Choose 2 composers to be studied for the school year, develop what we will listen to and learn about the composer, and to present each week.

Material Needs:

2 composers chosen (circa 1650-1800): we will need the history of their life (birth, death, education, composer story, and anything else that you find interesting) and a picture.

YouTube and Spotify to share chosen pieces with the group.

How many compositions:

5-6 compositions total. They will be stretched over 9 weeks to provide time to delve more deeply into at least 3 pieces.

Week 1 and 2:

Spend time introducing the composer through a short talk, pictures, and grand conversation questions.

Rest of term:

Listen to chosen pieces each week and provide a 2-3 minute talk on each along with grand conversation opportunities.

Time Taken:

Prep work: 1-2hrs research & 15min/week EST
During Gathering: 10min

This will depend on how long it takes you to research, but an estimated time is about 1-2hours of study.

You may need to do some refreshing on content before presenting or developing grand conversation opportunities.

Both biographies, pictures, and song lists will need to be turned in by the Family Book date above.

YouTube links and Spotify play lists are needed by term dates listed above (they will be added to the website).

On Wednesday you will lead this time immediately following the hymn.



EARLY YEARS TEACHER

DURING PLUTARCH BLOCK

Responsibility:

To engage our youngest learners.

Material Needs:

A is for Art from Simply Charlotte Mason (copy at the home)

Any outside/inside items that are not available at the home

How to be prepared:

Know what letter you are on for the book.

This is a sweet time of gentle art study geared toward the early years. Talk about the painting with them. The teacher is the guide.

Have an objective for the play time: Will you be inside or outside? What activity options would you like to have? Is there something that they can play altogether (e.g., parachute)?

Time Taken:

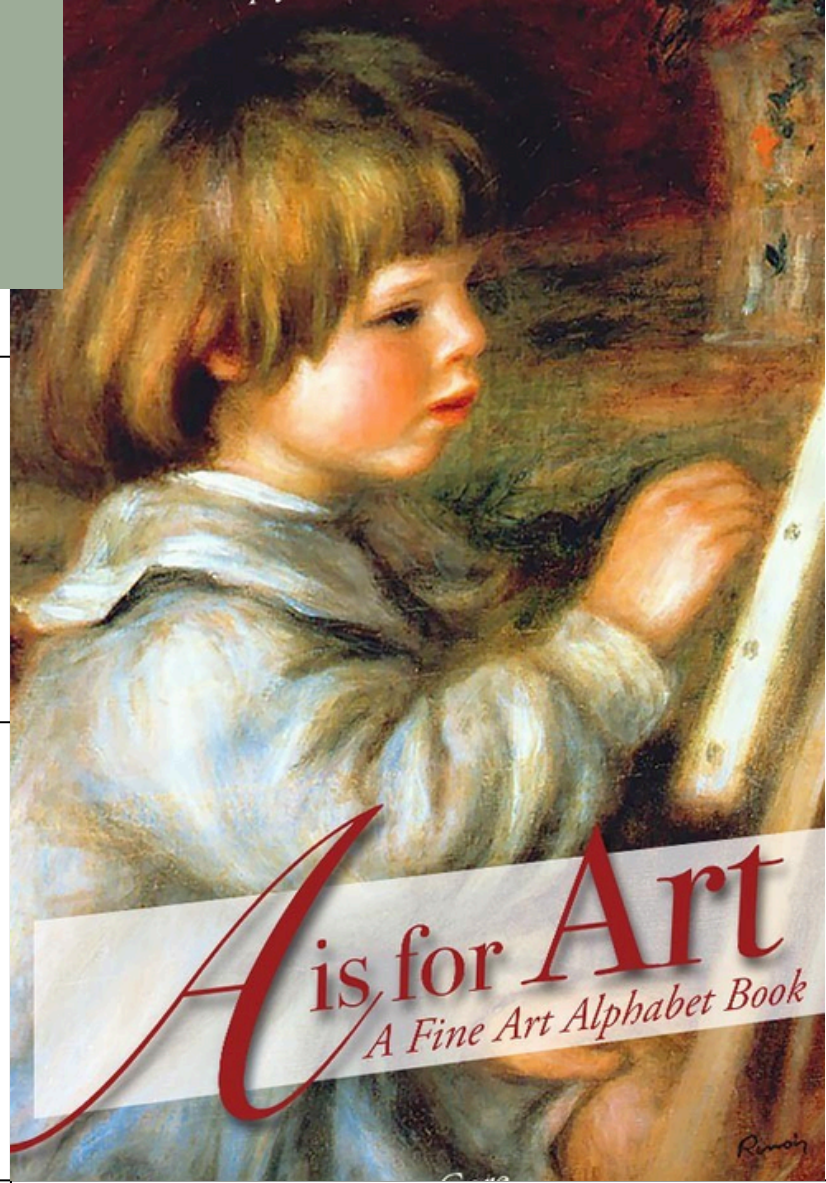
Prep work: 15min/week EST

During Gathering: 40min

Determine what the weather will be like to plan your inside/outside time.

Determine what the children will do and ensure you have any materials you may need.

You will have our 3's to kinder students. The art time will take about 5-10 minutes and play time will take the remaining time.



FORM 1 LITERATURE TEACHER

Responsibility:

To choose pieces of literature for the students to enjoy together.

Material Needs:

You may choose a book for the year, two short stories such as a Blue Fairy story, various picture books, or poetry.

A journal + colored pencils

How to be prepared:

Choose what literature you will use for this class.

Once you choose the literature you will need to develop simple lesson plans that will include an author introduction, weekly recap and introductions, possible vocabulary words, and grand conversation questions.

The journal is for pictures and simple written narrations.

Examples: Barbara Cooney books, Blue Fairy picks, Robert McCloskey, Charlotte's Web, A.A. Milne picks, or poetry by various authors

Time Taken:

Prep work: 25min/week EST

During Gathering: 40min

Pre-reading and creating simple outline lesson plans using a provided document and completed by the term dates listed above. One recommendation is to work on the lessons consecutively.

Literature pieces need to be chosen and provided by the Family Book date listed above. Kids may bring the book, but do not need to as the teacher will be reading.

On Wednesday you will lead this time for 30 minutes with the form 1 students. Followed by 10 minutes of free play or an organized game (depending on location).



YEAR 4 CITIZENSHIP TEACHER

Responsibility:

To introduce the children to Rome and the citizens that lived there.

Material Needs:

Mrs. Beesly's Stories of Rome

Swords etc. (as you see fit given your group of students)

How to be prepared:

Pre-reading is your most helpful tool.

Lesson plans will be provided, but you may edit as needed. Please have any edits completed and returned by the term dates listed above listed on page 1.

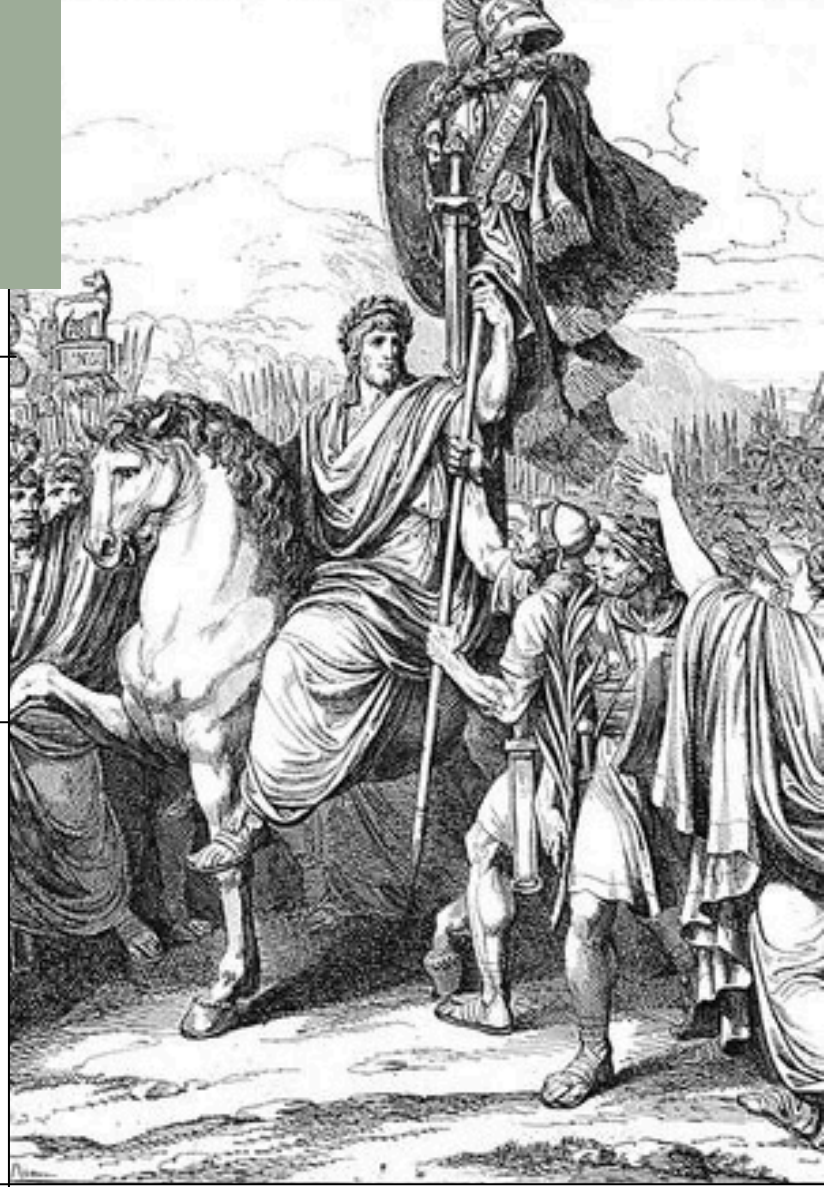
Time Taken:

Prep work: 25min/week EST

During Gathering: 40min

Pre-reading and preparing through the provided lesson plans will need to be done each week.

On Wednesday you will lead this time with the 4th grade students.



INTRODUCTION TO PLUTARCH TEACHER

Responsibility:

To prepare weekly lessons to lead the students into a deeper understanding the moral conflicts of the lives from long ago.

Material Needs:

Anne White book and/or Plenary: The Practical Plutarch and Publicola

If you have a maps book selection you would prefer or if you will have your own pictures for the class (you may use a slideshow).

How to be prepared:

Pre-reading is the most helpful way to be prepared for the lesson.

The books by Anne White/Plenary take the guesswork out of these lessons by providing an introduction, vocabulary, timeline pieces/map locations, the reading, and narration/discussion.

To create a well-rounded learning experience, maps and pictures are extremely beneficial.

Term 1 note: the Practical Plutarch is an introduction to Plutarch, why we study Plutarch, and 6 weeks on the life of Eumenes.

This class will not have homework, so if a lesson is not completed, please continue it the next week.



Time Taken:

Prep work: 25min/week EST
During Gathering: 40min

Pre-reading, prepping maps and pictures, and determining which portion of reading has vocabulary etc. and the grand conversation question for each section.

On Wednesday you will lead this time with the form 2, grade 5.

Lesson Format:

Make notes in your book

1. Recap: students to recall last week's reading (1-2 students) 5 min
2. Introduce: vocabulary, names, places before each section is read
3. Read one section at a time
4. Grand Conversation: 1 question after each section is read
5. Have a class timeline (drawn or digital) 5 min

PLUTARCH TEACHER

Responsibility:

To prepare weekly lessons to lead the students into a deeper understanding the moral conflicts of the lives from long ago.

Material Needs:

Chosen lives from Anne White book or Plenary

If you have a maps book selection you would prefer or if you will have your own pictures for the class (you may use a slideshow).

How to be prepared:

Pre-reading is the most helpful way to be prepared for the lesson.

The books by Anne White/Plenary take the guesswork out of these lessons by providing an introduction, vocabulary, timeline pieces/map locations, the reading, and narration/discussion.

To create a well rounded learning experience, maps and pictures are extremely beneficial.

Term 1 note: the breakdown is 12 lessons, so two lessons may be combined or assign lesson 12 to be finished at home. You will be able to plan accordingly as you prepare to teach. The breakdown for term 1 will be needed by the date listed above.

Goal

The goal is to complete a lesson a week, but if the class does not finish this can be completed at home.

Time Taken:

Prep work: 25min/week EST

During Gathering: 40min

Outside of Wednesday: pre-reading, prepping maps and pictures, and determining which portion of reading has vocabulary etc. and the grand conversation question for each section.

On Wednesday you will lead this time with the form 2a (6th grade), 3, and 4 students.

Lesson Format:

Make notes in your book

1. Recap: students to recall last week's reading (1-2 students) 5 min
2. Introduce: vocabulary, names, places before each section is read
3. Read one section at a time
4. Grand Conversation: 1 question after each section is read
5. Have a class timeline (drawn or digital) 5 min



ARTIST STUDY LEAD

Responsibility:

Choose 2 artists to be studied for the school year, develop what we will look at and learn about the artist, and to present each week.

Material Needs:

2 artists chosen (circa 1650-1800): we will need the history of their life (birth, death, education, becoming an artist story, and anything else that you find interesting) and a picture.

How many art pieces:

5-6 pieces total. They will be stretched over 9 weeks to provide time to delve more deeply into at least 3 pieces.

Week 1 and 2:

Spend time introducing the artist through a short talk, pictures, and grand conversation questions.

Rest of term:

Look at chosen pieces each week and provide a 2-3 minute talk on each along with grand conversation opportunities.

One way to develop a deeper relationship with a specific piece is to have the students sketch what they can recall from memory.



Time Taken:

Prep work: 1-2hrs research & 15min/week EST
During Gathering: 10min

This will depend on how long it takes you to research, but an estimated time is about 1-2hours of study.

You may need to do some refreshing on content before presenting or developing grand conversation opportunities.

Both biographies and pictures will need to be turned in by the date above.

On Wednesday you will lead this time immediately following Plutarch.

FOLKSONG LEAD

Responsibility:

To introduce the song and lead the singing each week.

Material Needs:

The folksong information will be printed in the family books. Each folksong of the month will be provided through the Ambleside Online list.

Via YouTube: Folks and Hymns provides a recording of the folksong for families to continue singing along with at home.

Week 1:

Share a 2-3 minute introduction of the folksong before singing.

Other Weeks:

Sing the folksong

If the song can be sung in a round or if there is a simple dance, explore these options to make this time special.

Time Taken:

Prep work: 10min/week EST

During Gathering: 5-10min

Ensure you feel prepared to introduce, lead, and engage with the folksong each week.

On Wednesday you will lead this time following the Plutarch block.

Folksong history will need to be provided by the date mentioned above.



EARLY YEARS TEACHER

DURING THE SHAKESPEARE BLOCK

Responsibility:

To engage our youngest learners.

Material Needs:

Nature objects as needed (for days unable to go outside)

Various books

How to be prepared:

Determine if you will be able to go outside for nature exploration or stay inside with nature objects.

This is a sweet time of gentle nature study that is geared toward the early years. The teacher is the guide. Asking observational questions such as, what do you see? How does this feel? Leading the children to deeper investigate and interact with nature.

Spend the remaining time by having the kids lay down (they may bring blankets) to enjoy a story. Various books are available or you may choose to bring your own.

Time Taken:

Prep Work: 15min/week EST

During Gathering: 40min

Determine what the weather will be like to plan your nature exploration time.

Plan what the children will do and ensure you have any materials you may need.

On Wednesday you will have our 3's to kinder students. You may split this block up however you see fit.



FORM 1

SHAKESPEARE

TEACHER

Responsibility:

To read and guide the students deeper into the chosen play.

Material Needs:

Tales from Shakespeare by Charles and Mary Lamb OR Shakespeare Can Be Fun!

If applicable, character puppets from Etsy

A journal + colored pencils

How to be prepared?

Divide the reading appropriately. Reserve time for a day to perform favorite parts with the class.

You may also read poems or other material to bring the play to life.

You will need to develop simple lesson plans that will include a play introduction for week 1, weekly recap and introductions, possible vocabulary words, and grand conversation questions.

The journal is for picture and possible simple written narrations.

Narration options: journaling, acting-out children, or puppets

Time Taken:

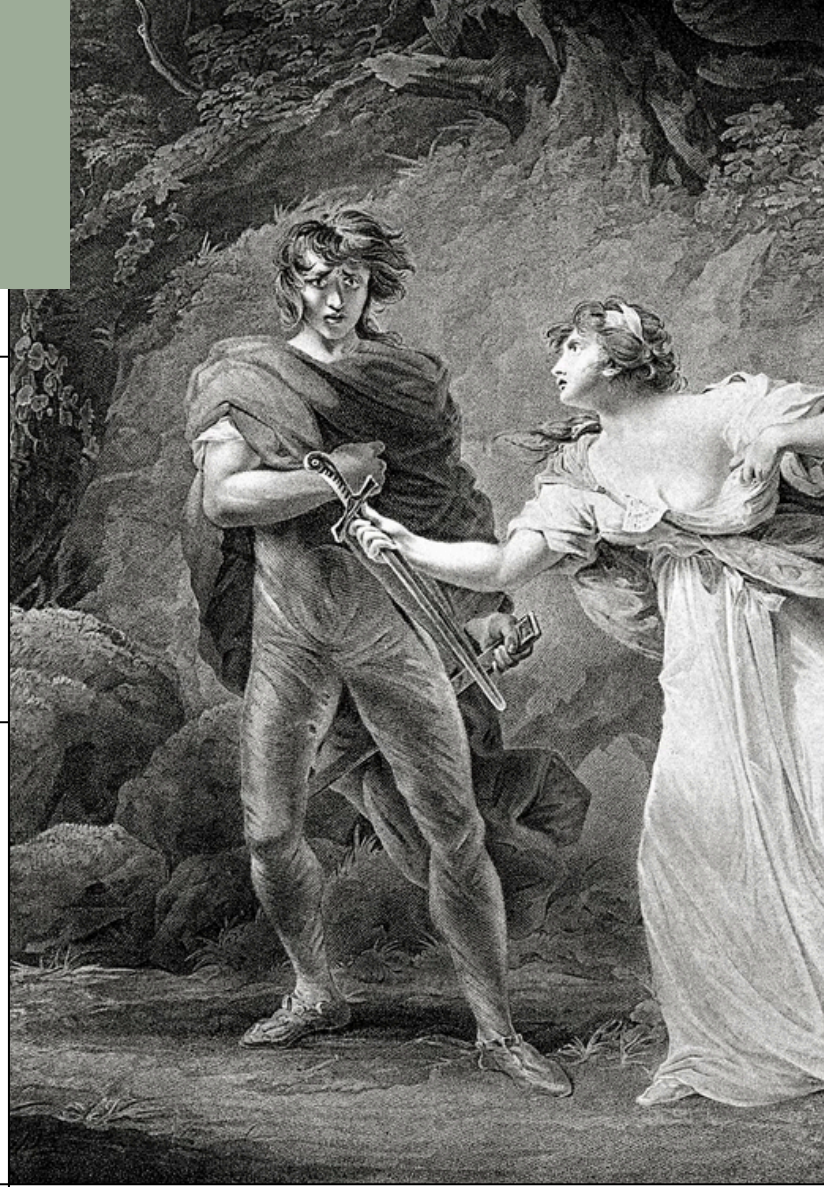
Prep work: 25min/week EST

During Gathering: 40min

Pre-reading and creating simple outline lesson plans using a provided document.

One recommendation is to work on the lessons consecutively.

On Wednesday you will lead this time for 30 minutes with the form 1 students. Followed by 10 minutes of free play or an organized game (depending on location).



SHAKESPEARE LEAD TEACHER

Responsibility:

To guide the students deeper into the chosen play through reading and discussion.

Material Needs:

Dover Thrift Edition of chosen plays

Simply Charlotte Mason Guide (if applicable)

How to be prepared?

Divide the reading appropriately. If the guide is available this will break up the reading for you.

If the guide is not available, break up the play over the given weeks. Develop an introduction for each week and a grand conversation question.

The breakdown for each play is due on the Family Book date listed above.

Time Taken:

Prep work: 25min/week EST

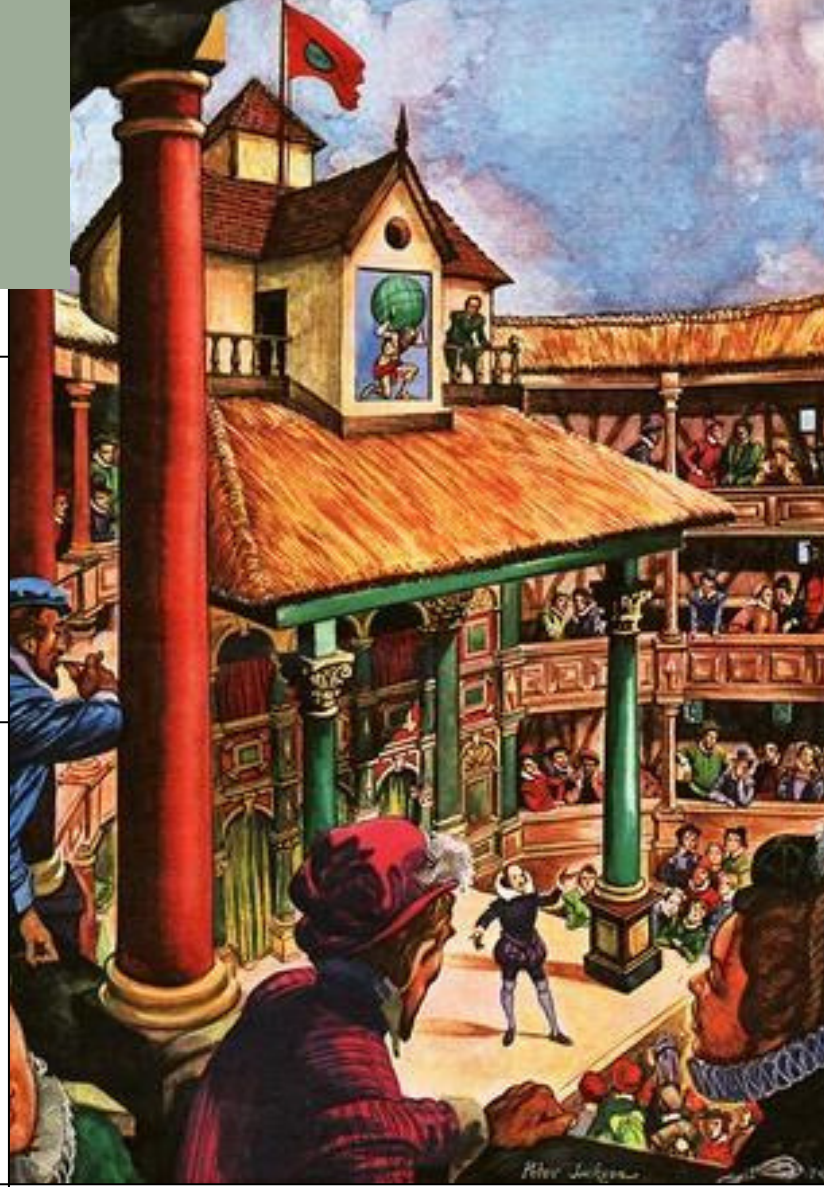
During Gathering: 40min

Each week ensure you have a list of parts by pre-reading. Create at least one grand conversation question for each week.

On Wednesday you will lead this time with the form 2, 3, and 4 students.

Lesson Format:

1. Recap: students to recall last week's reading (1-2 students) 5 min
2. Introduction: set up the next portion with a quick summary
3. Read each scheduled scene
 - a. explain any challenging portion of the text as is appropriate
4. Grand Conversation: 1 question after each section is read



OLEA MONTHLY LUNCH CHAT LEAD

Responsibility:

To facilitate a monthly chat on a chosen passage, article, or reading.

Material Needs:

P.N.E.U. Article
Charlotte Mason Volume
Other Charlotte Mason focused book

How to be prepared?

Choose the focused readings for the year. Create a schedule for the year of what will be discussed each first week of each month.

Ensure a link to articles are given to leadership to post on the website.

Create a few grand conversation questions to facilitate the discussion.

Time Taken:

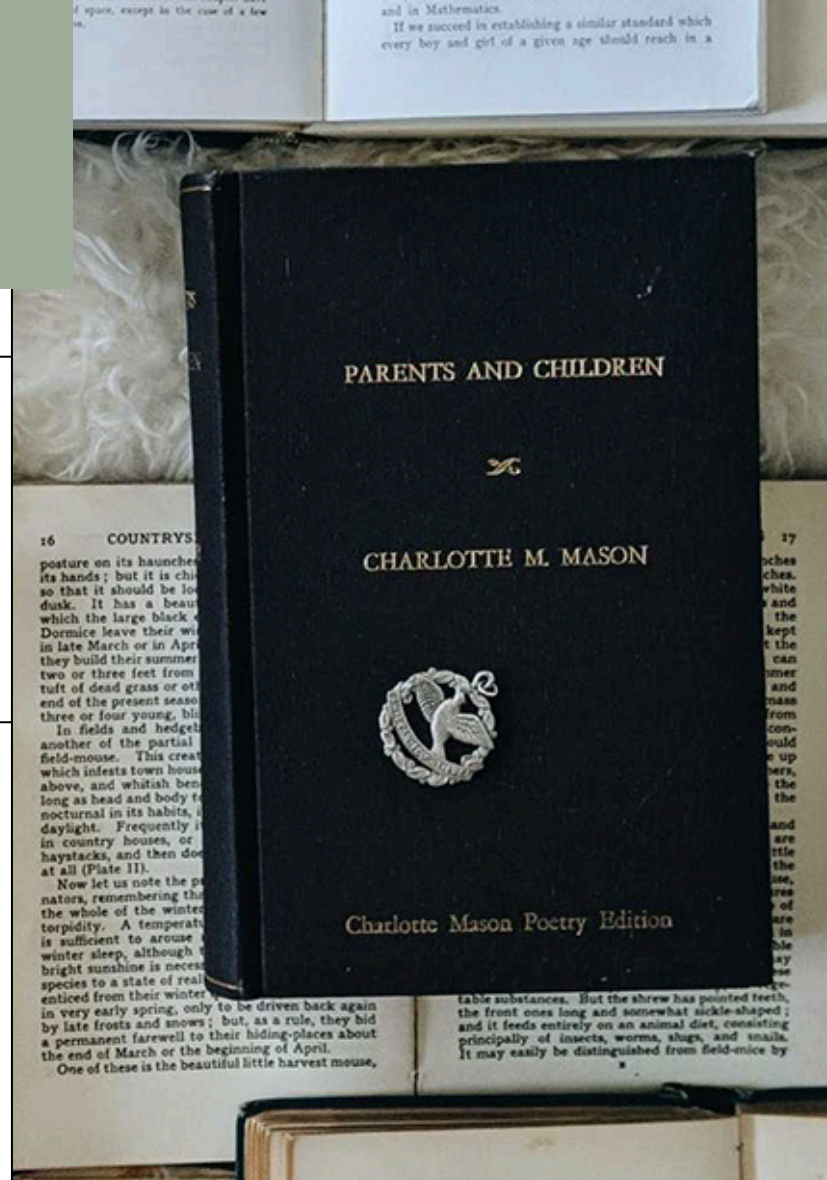
Prep work: 25min/week EST

During Gathering: 30min

Select the focus readings for the year and create a schedule, provided to leadership by the Family Book date listed above.

Read the chosen selection and develop your grand conversation questions.

On Wednesday, the third of the month, you will facilitate a discussion of the chosen reading selection during our lunch time.



YEARBOOK CREATOR

Responsibility:

To organize and ensure enough pictures are available for the yearbook.

Material Needs:

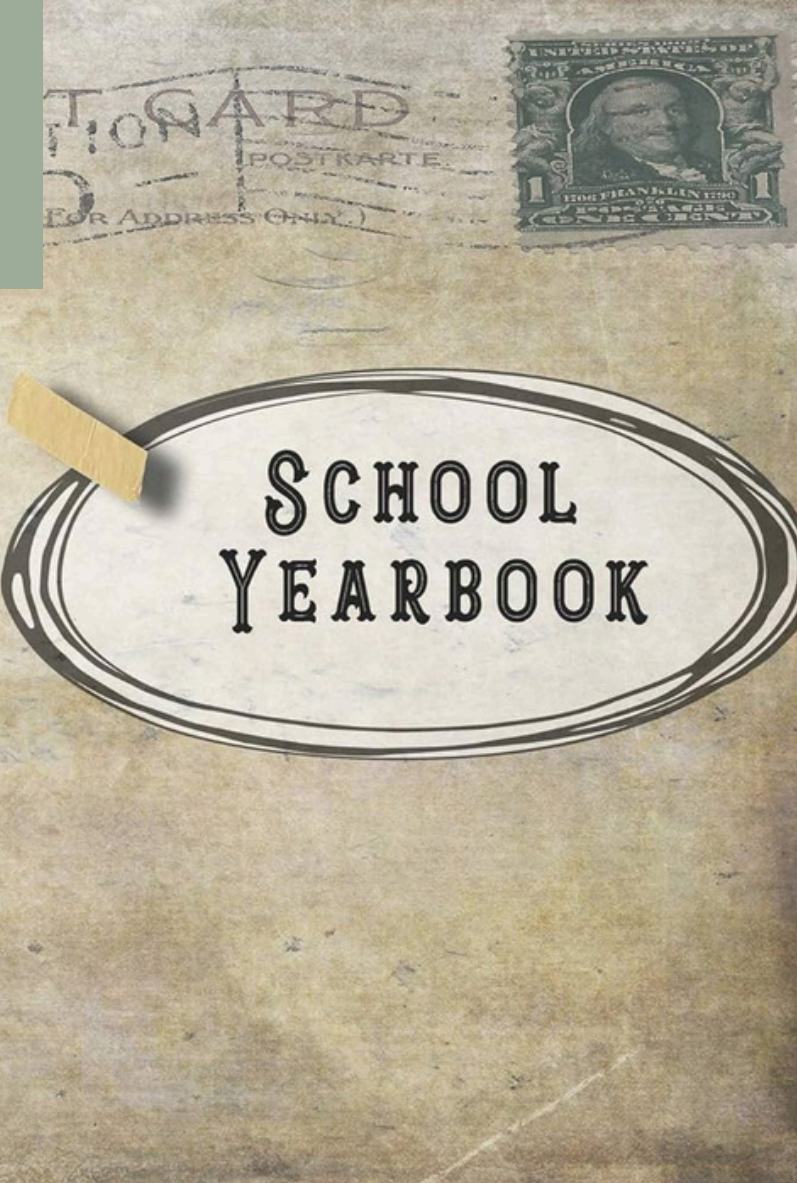
Canva or Tree Ring account

How to be prepared:

Take pictures: formal of each mother and each child and various pictures each Wednesday and events.

Have the yearbook ready to send to print by April.

See if any high school students are interested in helping or taking the reigns on creating the yearbook.



Time Taken:

40min/week EST

Creating the layout of the yearbook and inputting pictures throughout the year until it goes to print. This may take a few hours.

Take pictures and/or ask other moms to take pictures.

OLEA CHRISTMAS PARTY COORDINATOR

Responsibility:

To plan a restful gathering for the mothers.

Material Needs:

A location, food choice, and activity (such as gift exchange)

How to be prepared:

Choose a date and develop the event.

Share an RSVP, if the food is potluck style-create a sign-up sheet or desired items for people to bring, and the activity/gift exchange.

Have a poetry reading or verse to share as we move into the season of Advent together.

Time Taken:

Planning: 2-3 hours

Event: 2 hours

Plan the event and execute the event.



SHAKESPEARE SHOWCASE

YEAR END CELEBRATION COORDINATOR

Responsibility:

Share the sign-up sheet for students to showcase their favorite parts of the Shakespeare play that you choose (one play for the end of term).
Provide a food sign up for our end of year celebration.

Material Needs:

Shakespeare showcase sign up sheet

Potluck sign-ups

The location will be at a specific home, table and chairs provided.

How to be prepared?

Ensure the sign-up sheets for sharing and for food are prepared and shared.

Have a speaker to open and close the showcase, introduce each presentation, and coordinate the potluck portion of the event.

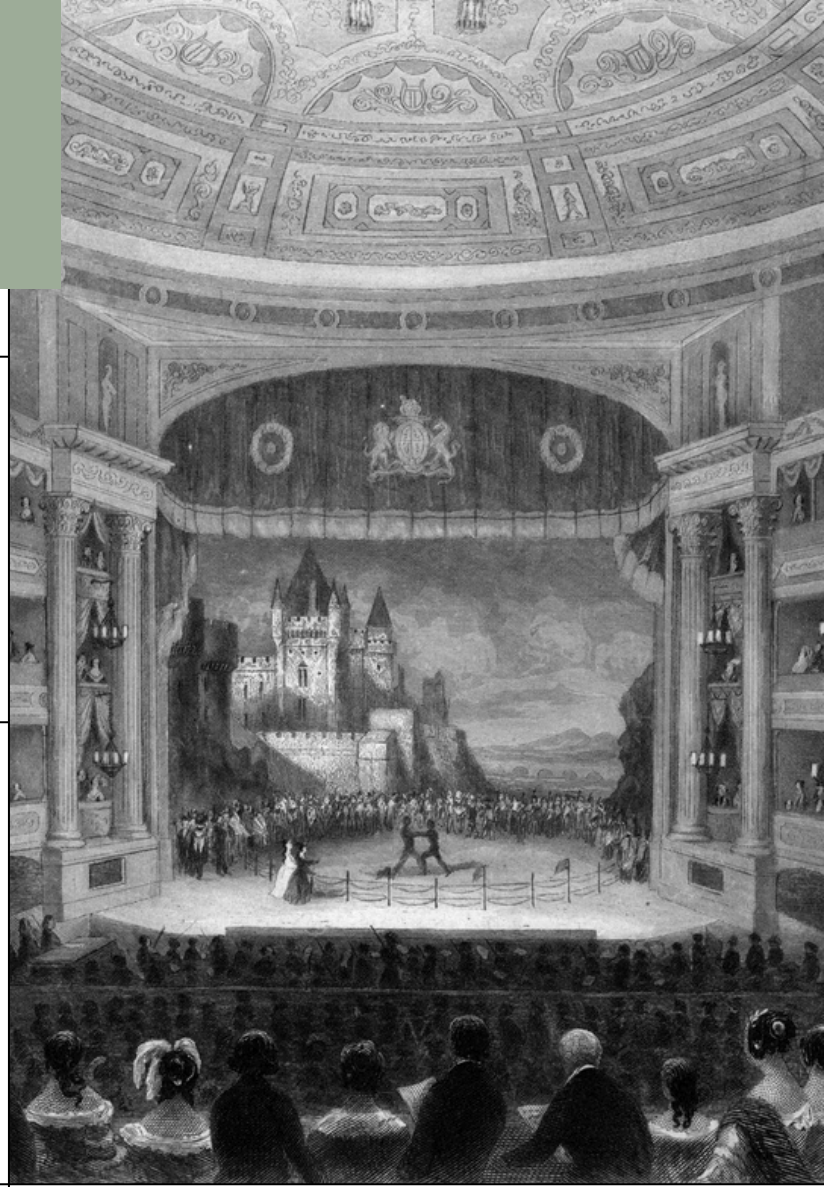
The timeframe will be about 2-3 hours beginning at 10:00am. The showcase will be first and food will be served around noon (or earlier depending on the showcase).

Time Taken:

Planning: 2-3 hours

Event: 3 hours

Plan the event and execute the event.



TEEN EVENTS COORDINATOR

Responsibility:

Develop 3-4 events for the year for our form 3 and 4 students to gather together.

Material Needs:

This will depend on the events that you plan.

How to be prepared:

Determine 3-4 events for our teens to participate in.

Some examples for events are dinners, miniature golf, movie nights, ice skating, Christmas party, or Karaoke.

Time Taken:

Planning: 2 hours per event
Event: 2 hours per event

Plan the event and execute the event.

The gathering timeframe will depend on the chosen activities.



SEASON OF REST EVENT COORDINATOR

Responsibility:

Develop 2 outings for December and January (one per month).

Material Needs:

This will depend on the events planned

How to be prepared:

Determine 2 events for our families to participate in during December and January.

Some ideas are hikes, community events, museums, zoos, plays, etc.

Discuss and develop these events by providing the dates, cost (if applicable), and time.

If you would like, plan another gathering for the month of January.

These outings will vary yearly depending on the weather.

Time Taken:

Planning: 2-3 hours

Event: 2 hours each

Plan the event and execute the event.

The gathering can be about 2 hours each depending on the chosen activities.



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