



Ordo Amoris

**ROLES AND
RESPONSIBILITIES**



Table of Contents

Opening and Closing Gathering Coordinator	1
Hymn Lead	2
Composer Study Lead	3
Folk Song Lead	4
Artist Study	5
Form 1 Citizenship	6
Form 2B Citizenship	7
Plutarch	8
Form 1 Swedish Drills and Nature Object Lesson Teacher	9
Shakespeare Lead Teacher, 2 needed	10
Olea Monthly Lunch Chat Lead	11
Yearbook Creator	12
Olea Christmas Party Coordinator	13
Shakespeare Showcase (Year End Celebration), 2 needed	14
Youth Events Coordinator, 2 needed	15
Season of Rest Event Coordinator	16
Family Book Designer	17

OPENING & CLOSING GATHERING COORDINATOR

Responsibility:

Open and close our learning time.

Material Needs:

The student motto, liturgy, closing prayer, 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 and Ordo Amoris Liturgy are call and response. One student or mom says the bolded portion, and everyone reads/responds with the smaller printed portion to open our time

The closing prayer and doxology are also printed in the family book and are recited/sung together.



Time Taken:

Prep work: 5 min/week
if gathering a material for prayer

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 by Happy Hymnody.

Via YouTube: Happy Hymnody provides a recording of the hymn for families to continue singing along with at home. There will also be a Spotify playlist for families to access.

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:

Primarily completed during breaks (before each term begins). Estimated time: 1 hour + 10min/week

During Gathering: 10min

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



336

O Worship the King

The true worshipper shall worship the Father in spirit and in truth. — John 4:23

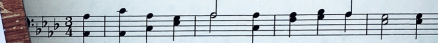
LYONS

Robert Grant

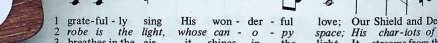
Adapted from Johann Michael Haydn



1 O wor-ship the King all glo-ri-ous a-bove, And
2 O tell of His might and sing of His grace, Whose
3 Thy bound-ess care what tongue can re-cite? It
4 Frail chil-dren of dust, and fee-ble as frail, In



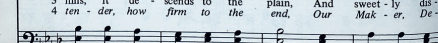
1 grate-ful-ly sing His won-der-ful love; Our Shield and De-
2 robe is the light, whose can-o-py space; His char-i-ots of
3 breathes in the air, it shines in the light, It streams from the
4 These do we trust, nor find Thee to fail; Thy mer-cies how



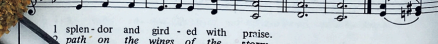
1 fend-er, the An-cient of Days, Pa-vil-ioned in
2 wash the deep thun-der-clouds form, And dark is His
3 hills, it de-scends to the plain, And sweet-ly dis-
4 ten-der, how firm to the end, Our Mak-er, De-



1 splen-dor and gird-ed with praise,
2 walk on the wings of the storm,
3 hills in the dew and the rain,
4 Je-fu-er, Re-deem-er and Friend. A-men. rain.



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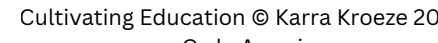
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COMPOSER STUDY LEAD

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 (from historical rotation time period): 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 the term to provide time to delve more deeply into each piece.

Week 1:

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 1-2 hours 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 during the summer for the family book.

Lesson plans will be needed before the start of each term.

YouTube links and Spotify playlists are needed when lesson plans are due (for the website).

FOLK SONG LEAD

Responsibility:

To introduce the song and lead the singing each week.

Material Needs:

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

Via YouTube: Folks and Hymns provides a recording of the folk song for families to continue singing along with at home. There will also be a Spotify playlist for families to access.

Week 1:

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

Other Weeks:

Sing the folk song

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:

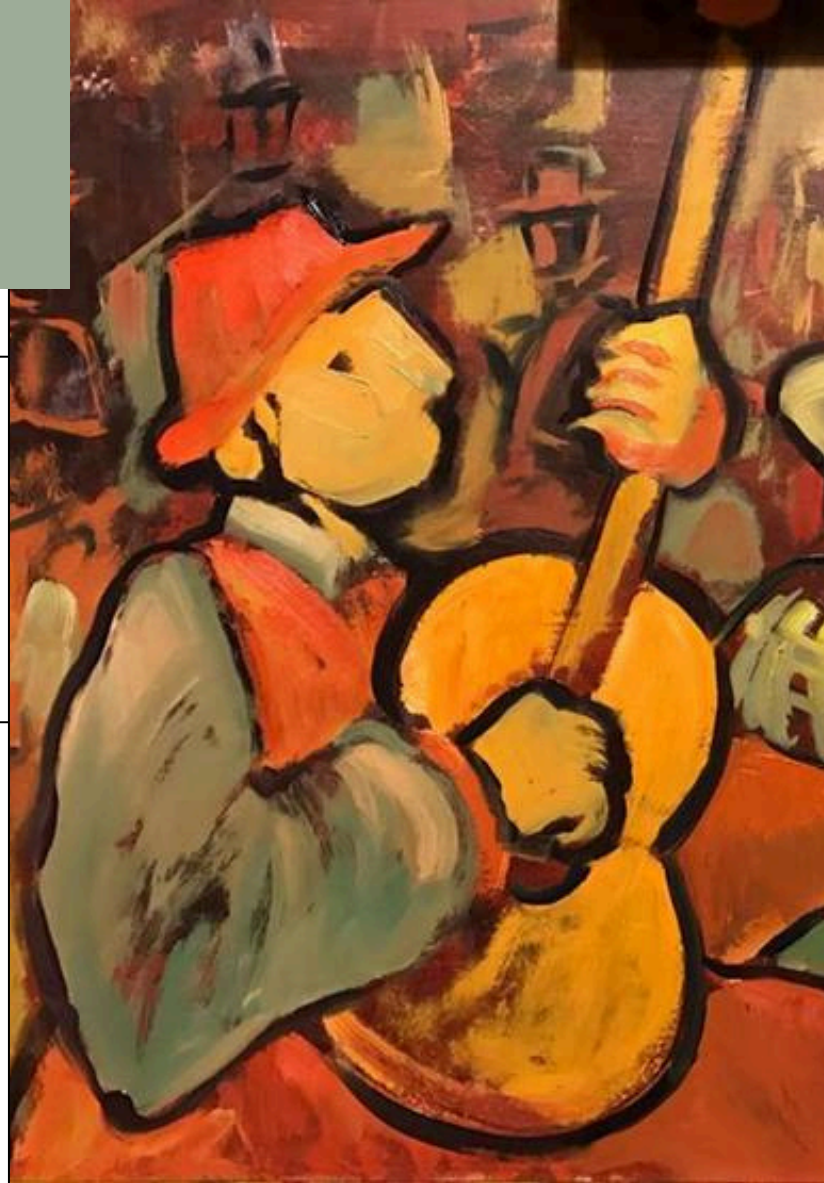
Prep work: 10min/week EST

During Gathering: 5-10min

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

Folk song history, words, and any resources for families (YouTube videos, Spotify list) will need to be provided during the summer for the family book and website.

Lesson plans will be needed before the start of each term.



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 (from historical rotation time period): 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 the term to provide time to delve more deeply into each piece.

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, this will be done with each one.



Time Taken:

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

This will depend on how long it takes you to research, but an estimated time is about 1-2 hours 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 during the summer for the family book.

Each picture will need to be added to a word document for art prints.

Lesson plans will be needed before the start of each term.

FORM 1 CITIZENSHIP TEACHER

Responsibility:

Read stories and lead students to think about these great people.

Material Needs:

Fifty Famous People by James Baldwin.

A journal + colored pencils

How to be prepared:

Read the stories.

You will need to develop simple lesson plans that will include an author introduction, weekly recap and introductions, and grand conversation questions.

The journal is for pictures and simple written narrations.

The stories are short and will typically take one reading.



Time Taken:

Prep work: 25min/week EST

During Gathering: 30min

Pre-reading and creating simple outline lesson plans using a provided document. One recommendation is to work on the lessons consecutively.

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/weather).

FORM 2B (Y4) CITIZENSHIP TEACHER

Responsibility:

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

Material Needs:

Mrs. Beesly's Stories of Rome

Maps and pictures

How to be prepared:

Pre-reading is your most helpful tool.

Lesson plans will be provided. Please read through and be prepared to lead the class.



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.

PLUTARCH TEACHER

Responsibility:

To prepare weekly lessons to lead the students into a deeper understanding the role of citizenship and moral conflicts of the lives from long ago as we learn about the life of various Romans and Greeks through the eyes of Plutarch.

Material Needs:

Anne White books or any other material you have access to

Basic maps

How to be prepared:

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

The books by Anne White are a fabulous resource. They take the guesswork out of the focus life by providing introductions, vocabulary, timeline pieces/map locations, edited reading, and some discussion material. Her resource is helpful in creating your personalized lesson material

To create a well rounded learning experience, maps and pictures are extremely beneficial, but not the focus.



Time Taken:

Prep work: 25min/week EST

During Gathering: 40min

Outside of Wednesday: pre-reading, creating lesson plans, prepping maps and pictures, and ensure you feel prepared to facilitate discussions. All of this information will be put onto lesson plans to build a lesson library.

On Wednesday you will lead this time with the form 2a (5th grade), 3, and 4 students.

FORM 1 SWEDISH DRILLS/NATURE OBJECT LESSON

Responsibility:

To teach swedish drills and nature object lessons

Material Needs:

Swedish drill material + nature object lesson material

A journal + colored pencils

How to be prepared?

The lesson for each subject will take about 15-20 minutes.

We will rotate the material either one focus for the term or half each term, for a total of 10 lessons each.

Videos are available for Swedish Drills to help you in understanding how to implement these lessons.

Lesson plan material will be provided.

The journal is for picture and possible simple written narrations for the nature lesson only.



Time Taken:

Prep work: 25min/week EST

During Gathering: 40min

Using the lesson material provided. Ensure you feel comfortable with the material.

You may need to purchase or pick nature objects for the lesson.

On Wednesday you will lead this time for 20 minutes with the form 1 students. Followed by 20 minutes of free play or an organized game (depending on location).

SHAKESPEARE LEAD TEACHER

Responsibility:

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

Material Needs:

Dover Thrift Edition of chosen plays

Simply Charlotte Mason Guide (if applicable) and lesson plans

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.

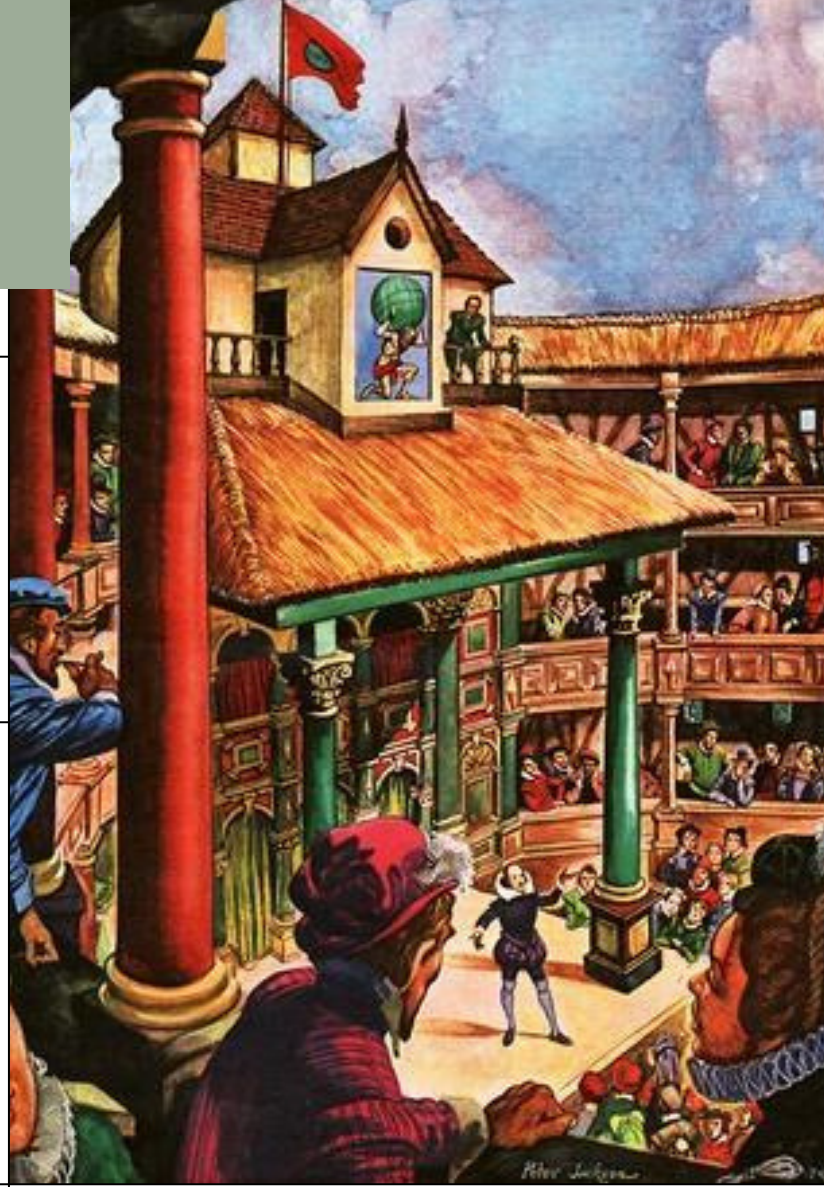
Time Taken:

Prep work: 25min/week EST

During Gathering: 40min

Outside of Wednesday: pre-reading, prepping maps and pictures, and portioning out the play. Lesson plans are due before the start of each term. All of this information will be put onto lesson plans to build a lesson library.

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



OLEA MONTHLY LUNCH CHAT LEAD

Responsibility:

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

Material Needs:

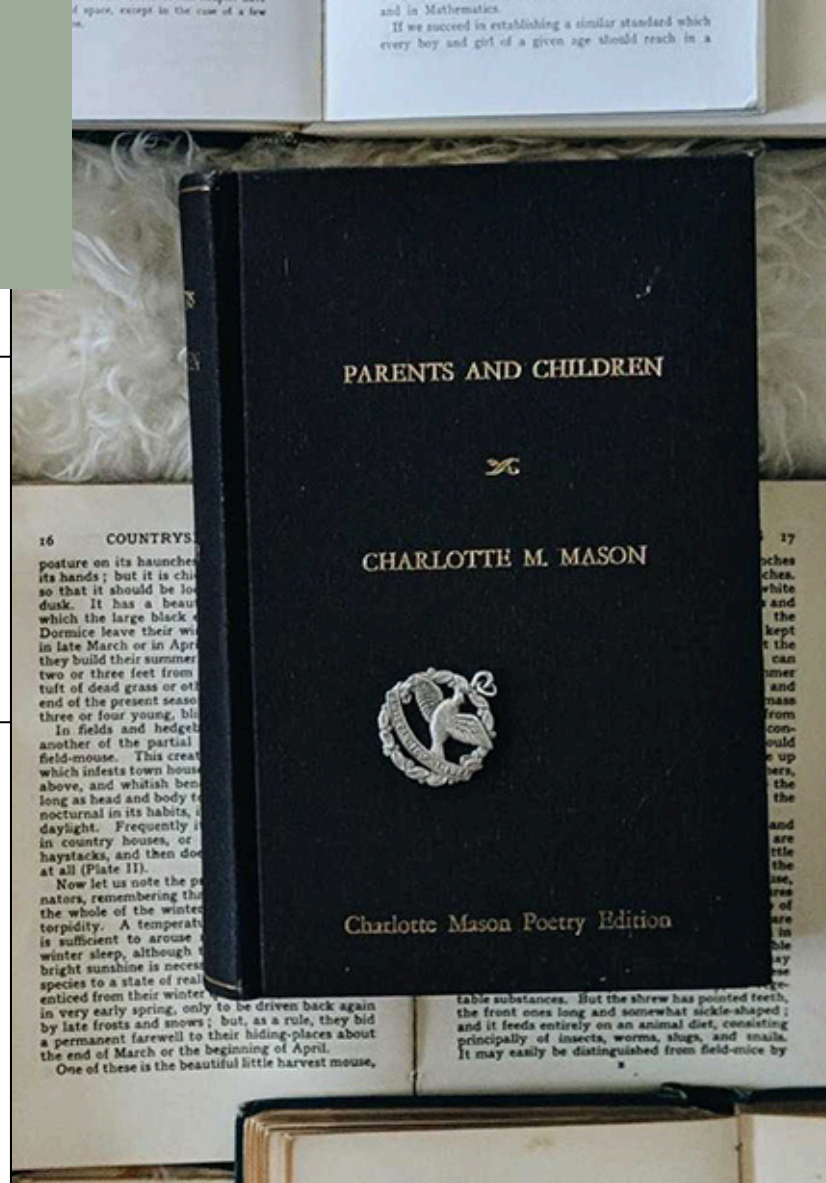
P.N.E.U. Article
Charlotte Mason Volume
Other Charlotte Mason focused book

How to be prepared?

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

Ensure all material is gathered and ready for mothers to access (create a booklet or provide links).

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 and reading material. This will be due during the summer.

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:

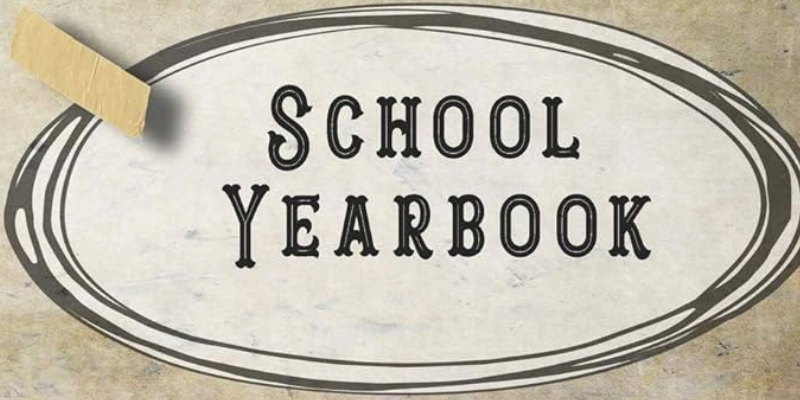
Canva or Tree Ring account

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-think mother culture)

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

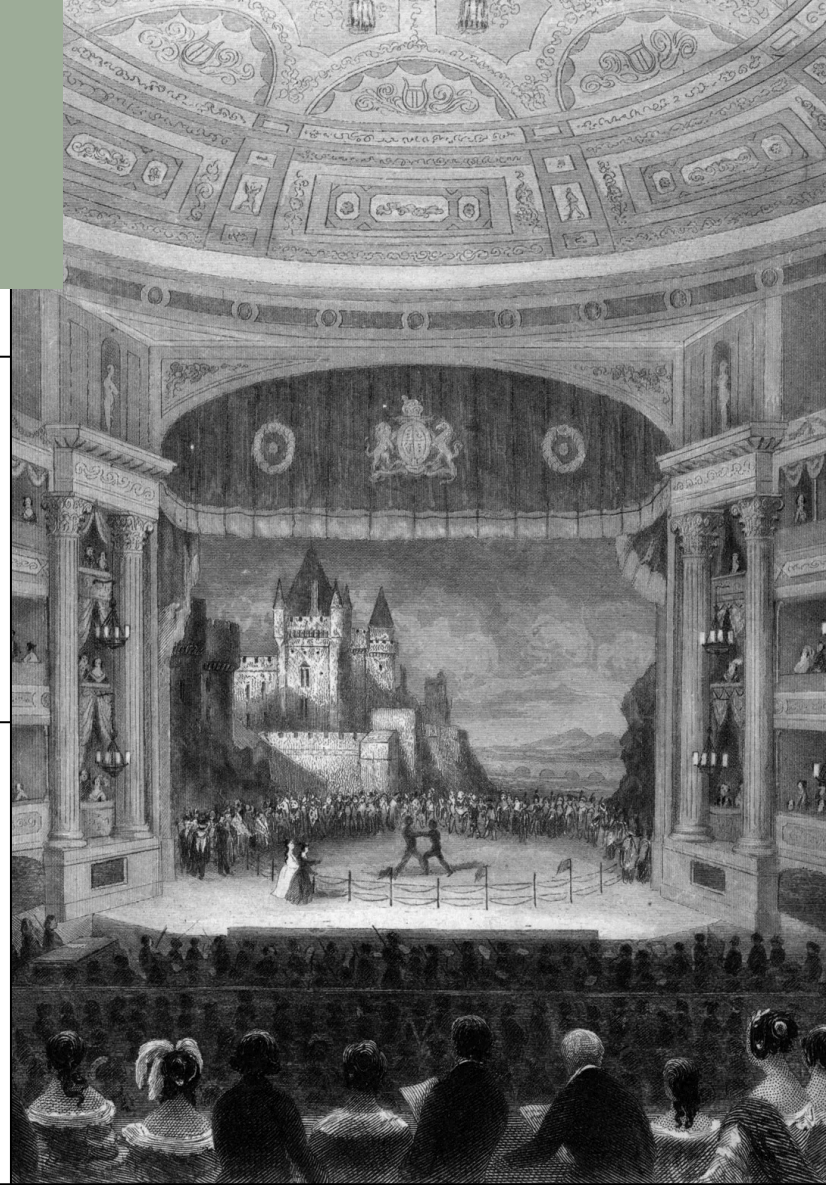
The location will be at a specific home.

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.

YOUTH EVENTS COORDINATOR

Responsibility:

Develop 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 4 events for our teens to participate in.

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

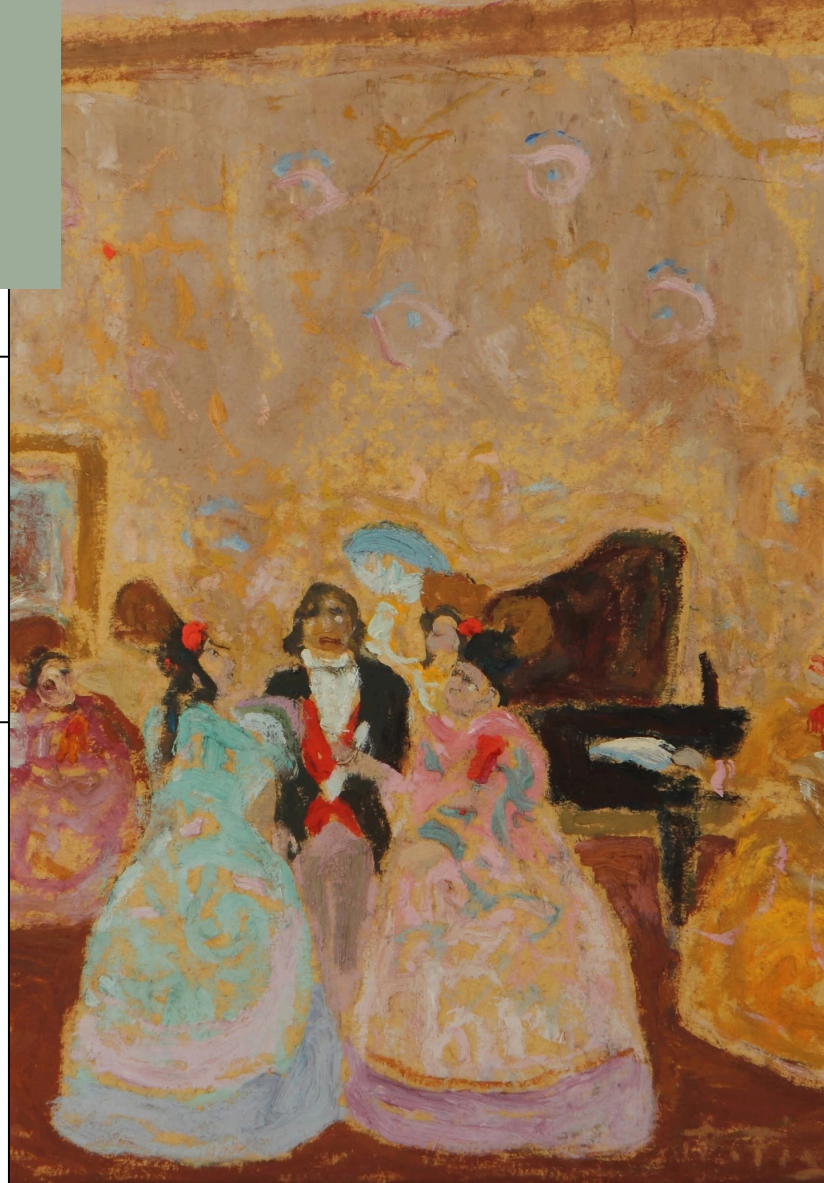
Time Taken:

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.



FAMILY BOOK DESIGNER

Responsibility:

Design the family book

Material Needs:

Canva

How to be prepared:

Using Canvas you will design the pages for the family book.

The material will be provided by the teachers and designated pages ordered to meet the printing specifications.

Time Taken:

4-5 hours during the summer



Canva