

Job Roles and Responsibilities
School Age Teacher for Children and Youth Program

Identity Information	
Volunteer Position	School Age Teacher
Lead Title	
Hours & Time Required	8 hours per month
Frequency of work/meetings	2 Sunday mornings per month 2 meetings per year
Complement - Total # of volunteers needed	24 hours per month divided by three teachers
<p>Primary Purpose (brief 2 or 3 sentence on the job description)</p> <p>Engage kids with lessons and activities related to 16 guidelines and dharma</p> <ul style="list-style-type: none"> • Age 5 – grade 1 – Introduce 16 guidelines and expose kids to dharma terms • Grade 2 – 4 – Make connections between 16 guidelines and real-life experiences and develop understanding of dharma terms • Grade 5 – 8 – Apply guidelines and dharma to life 	
Duties and Responsibilities	
	% of Time
Prepare lesson and activity or craft and present the lesson.	
Attend two training sessions per year.	
<p>Minimum Education & Experience/Skill/Abilities</p> <p>Many parents are drawn to volunteer as teachers but parenthood is not a pre-requisite! Some awareness of child development or developmentally appropriate learning approaches is helpful. The ability to communicate by email is necessary for this job as this is the primary means of communication between the teachers and the children’s program coordinator(s). Also, the willingness to study the curriculum is necessary. Support is available for lesson plans, developing resources, etc.</p> <p>The teacher should be:</p> <ul style="list-style-type: none"> • Sincerely motivated from the heart to be of benefit to students • Committed to following a correct path, which includes the practice of ethics, patience, generosity, and respect for others • Approachable, good listener, effective communicator • Reliable <p>(taken from <i>Tips for Nurturing Spiritual Development in Children: A Teacher’s Guide</i> compiled and developed by Sandy Smith, published by FPMT)</p>	

Attach or Refer to Additional Job Procedures

One key to a successful class is consistency. Below is a suggested outline for the class. Many teachers do a few of these activities every week may incorporate more depending on factors such as: the topic, the size of the class, the presence of new kids, the weather.

Activity	Example of this activity
Get Ready	(Age 5 – 4th) When putting on shoes, provide clear expectations, for example, “Remember, we walk to class, put our shoes on the shelf, and then sit at the table.” (All) As kids are getting settled, “How do you let me know you are ready for class?” (Sitting quietly.) –OR- Let’s start with a centering, focusing, or mindfulness activity...
Set Motivation	In this class, we want to develop our innate (natural) ability to be kind and wise. Today we will talk about [courage] and [what it means to be brave enough to make good choices]
Introductions	(Introduce yourself and anyone new.) Is there anyone who can say everyone else’s name who is in the class?
Class “Rules”	Our #1 rule in this class is Respect. What does that mean? -OR- Our topic is [courage]. How does that relate to how we treat our teacher and our classmates? (Let kids summarize a few of the expectations for the class.)
Agenda	Share your plan for the day with the class.
Practice	Mantras, Merit Box, Prostrations, Blessing Food (refer to section in this document) Meditation, Mindfulness Water Bowls, Mandala Offerings
Teaching the Topic	Methods of teaching include: name games, storytelling, writing a story, discussion and sharing, brainstorming, guest speaker, debates, quiz, art, puppets, role play and drama games, scripted plays, singing and music, yoga, tai chi, or relaxation exercise, cooperative, non-competitive games, trust games, sharing nature, audio and video, dance, community project
Snack	Children in 4 th grade and younger have snack. Please review the attendance sheet for notes about allergies. Prayer: Thank you all living beings For giving us this food May it nourish us So that we may nourish others
Closing/Dedication	May the good energy from this session help me to become perfectly wise and loving so that I can help others all the time. -OR- We just spent some time [discussing topic]. This is a positive action. Positive actions lead to happiness. The positive potential is merit, and we can share it with others, just by making the wish that the merit will benefit ourselves and others. So, let’s make a wish that our good work will help others in the future.

Teaching Strategies and the Learning Process

(taken from *Tips for Nurturing Spiritual Development in Children: A Teacher’s Guide* compiled and developed by Sandy Smith, published by FPMT)

- Children learn the most through experience, discovery, and active participation in the learning process.

- A teacher should work at building rapport with the students in order to create an atmosphere of harmony, appreciation, and respect. If good personal relationships are developed, the children will be more receptive and open to learning.
- Children will learn most effectively in an environment where they feel safe and confident. The teacher is responsible for establishing an atmosphere of trust and effective communication.
- Students need to be interested in the topic and willing to learn in a variety of ways. They must also be relaxed, keen, and involved. Be realistic about the students' capabilities.
- It is essential that the teacher have an honest appreciation of her own skills and talents and level of knowledge and understanding. At the beginning, the teacher should choose subject with which she feels competent and conversant and use teaching methods that suit her own personal style of presentation.

Lesson Planning

(taken from *Tips for Nurturing Spiritual Development in Children*)

Lesson preparation is time consuming but essential. As a teacher, one must know what and how one will be teaching, to maximize the benefit and effectiveness of the session.

Aims and Outcomes

- Keep the aim specific, simple, and clear. Identify key points around which the content material is presented.
- What do you want the students to know/understand/reflect on at the end of the lesson? What is the purpose and focus of the less?
- Clarify the direction and the desired outcome of the lesson – how will you draw together the theme of the lesson, so that aim is achieved?

Content

- The subject matter must be relevant to their lives and suited to their age, culture, interests, and environment.
- Choose a number of activities that the students will enjoy and which can be complete within the time frame.
- Provide for a variety of learning styles: include audio, visual, and kinesthetic activities that relate to key points of the lesson and help the students to understand the topic.
- Balance three areas of learning: key teachings and beliefs (sacred writings, stories of significant people, past and present, etc.) human experience (big issues and questions about life), and personal beliefs and attitudes

Delivery

- Start with an interesting introduction to capture the attention of the students.
- Progress from the known to the unknown so the material presented follows a natural progression. That can mean starting with a story or song, allowing the children to ask questions about it and then relating it to the students' own life experiences
- Talk naturally about real life events – this brings the teaching material alive. Tell stories or use appropriate examples from one's own experience
- Develop a rapport with students by learning and using their names whenever possible. Make personal contact in simple ways: by a smile or a friendly comment
- Acknowledge feelings and concerns. Respect them as people who can learn to act in helpful ways and take responsibility for their own actions