

# How to Prepare Your Lessons

The following twenty suggestions are given to encourage a deeper penetration of the task of the teacher in the preparation of lessons. All too often, the teacher will spend 95% of the time in finding, arranging and securing the basic information needed for the lesson, and will consequently give far too little time to the need to ponder on those underlying questions that alone can enable the teacher to address how and in what way the education will be carried forward. The following suggestions are based on sound Waldorf pedagogical practices that have been tried and tested over many years by many teachers.

1. What real images will I bring today, as opposed to judgements or concepts?
2. What images can I prepare for tomorrow's lessons, based on today's?
3. What new skill or knowledge will I offer the children today?
4. What new way of doing something that they have already started learning, can I offer?
5. Can I offer a variation on a theme already introduced?
6. Can I find an image in which to bring what will be newly brought today?
7. What new thing(s) shall I bring today?
8. Did I make use of the night-time?
9. In what way can things from yesterday come back in a different way today?
10. How can I elicit via the children's will today what yesterday they went through in the senses?
11. How shall I let yesterday's lessons come back today?
12. Did every child yesterday make at least some effort somewhere? If not, why not?
13. How shall I stimulate the children today?
14. Where in my lesson will I address myself to one or two of the temperaments?
15. Have I treated the temperaments homeopathically?
16. Where can I find one small instance to practice two opposite temperaments?
17. How will I use every opportunity in my teaching to make the children move, on the basis that what they do first is understood later?
18. Where in my lesson can I translate the learning substance into movement?
19. How can I make the children laugh, knowing that a lesson in which they have not laughed is a lost lesson?
20. Where in the lesson can I bring inwardly experienced contrasts of breathing?