FREE SAMPLE · CHAPTER 1

The Roadschool Revolution

How to Turn the World into Your Classroom and Raise Fearless, Capable Kids

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RV Life Series

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CHAPTER 1

THE SUNDAY NIGHT DILEMMA



Collapsing 3 Hours of Lesson Planning Into 30 Minutes

Sarah's RV was parked next to ours at a campground outside Denver. It was 8 PM Sunday evening, and through the window I could see her hunched over her laptop at the dinette table. Curriculum guides and notepads surrounded her. Her coffee mug sat forgotten, probably cold.

Her husband Tom was getting the kids ready for bed - a three-kid chaos of teeth-brushing negotiations and one-more-story pleas echoing from the bedroom area. The sounds of family life happening while Sarah worked alone.

The scene was painfully familiar. I thought of Val, twenty years earlier, doing the exact same thing at our dining room table while I handled bedtime.

I knocked on their door. Sarah looked up, clearly tired. Her eyes had that glazed look of someone who's been staring at a screen too long, trying to make decisions when their brain is already fried.

"Sunday nights," she said before I could ask. Not a question. A statement of defeat.

"Still planning?" I asked.

"Have to be done before tomorrow. We're driving to Rocky Mountain National Park and I want to incorporate what we'll see there into lessons. But I've got Emma, who's twelve and reading at a tenth-grade level, Jake, who's nine and still struggling with multiplication, and Lily, who's six and just learning to read. Everything has to be customized for three completely different kids."

She gestured at her laptop screen, where I could see a half-written lesson plan. "This is just for science. I still need to do math, reading, and writing for all three of them. And figure out how to tie it all to the park."

"How long does this usually take?" I asked, though I already knew the answer.

"Three hours if I'm lucky. Four if I get stuck trying to figure out how to teach something I barely remember from high school."

She rubbed her eyes. "Last Sunday it was chemistry. I spent two hours just trying to understand the concept well enough to explain it to Emma."

Tom appeared from the bedroom area, three kids finally in bed. "Every week," he said quietly. "Every Sunday night. By Monday morning, she's already tapped out before we even start teaching."

I pulled up a chair at their dinette table. "What if I told you I could show you how to do this in thirty minutes?"

Sarah laughed - the kind of laugh that's really too tired to find anything funny. "I'd say you're selling something."

"I'm not selling anything," I said. "But I learned something this past year that I wish Val had when we were homeschooling. Can I show you?"

Sarah glanced at Tom, who shrugged - the universal married couple communication of "can't hurt to listen."

"Show me," Sarah said.

What happened next changed how Sarah does roadschooling.

The Problem With Traditional Lesson Planning

Before I showed Sarah anything, I wanted to understand exactly what was taking so long. So I asked her to walk me through her process.

"First," Sarah said, pulling up her curriculum materials, "I look at what we're supposed to cover this week according to the curriculum I bought. It's a good curriculum, but it's generic. It wasn't designed for my specific kids or for traveling."

She showed me the week's lessons. "Look at this. Emma's lesson on ecosystems is way too simple for her reading level. It's boring. She'll finish it in ten minutes and learn nothing new. Jake's math lesson assumes he already understands concepts he's still struggling with. It'll frustrate him and shut him down. And Lily's reading lesson uses a whole-word approach, but she learns better with phonics."

"So I rewrite them. I find supplementary materials online - which takes forever because I have to evaluate quality. I create worksheets from scratch. I plan activities that will actually work in our RV. And I try to incorporate wherever we're going to be that week, because that's the whole point of roadschooling - learning from the places we visit."

She clicked through tabs on her laptop - educational websites, Pinterest boards, Google searches for "Grand Canyon activities for kids."

"For Rocky Mountain National Park next week, I need to create lessons about ecosystems that Emma won't find boring and challenges her. I need math problems about elevation and distance that Jake can actually do with visual help. And I need a simple nature observation activity for Lily that uses phonics-based reading. All connected to where we'll actually be. All age-appropriate. All engaging enough that they don't complain."

She showed me her notes. Pages of handwritten lesson plans. Three different versions of the same topic, adapted for three different kids. Hours of accumulated work.

This was exactly what Val used to do. The problem wasn't Sarah's approach - her instinct to customize for each child was exactly right. Every good teacher does this. The problem was that she was doing manually what could be done automatically.

Sarah wasn't bad at planning. She was actually quite good at it. That's why it took three hours instead of five. But even being good at it, the process was draining her.

"Here's what I don't understand," I said. "You know exactly what you want. You can clearly articulate what Emma needs, what Jake needs, and what Lily needs. You can describe how to make learning engaging and connected to real places. Why are you spending three hours executing that vision?"

Sarah looked at me like I'd asked why water is wet. "Because someone has to actually create the lessons?"

"Right. Someone. But does that someone have to be you?"

The Teaching Assistant Approach

"What if," I said to Sarah, "you had a teaching assistant who knew every subject, understood different learning levels, could create customized content instantly, and never got tired?"

"That would be amazing," Sarah said. "But I can't afford to hire someone. And even if I could, where would they sleep? We're in a 28-foot travel trailer."

Tom laughed at that. It was true - space was already tight with five people.

"You already have this assistant," I said. "It's on your phone. And it doesn't take up any space." I pulled out my phone and opened ChatGPT. Sarah looked skeptical but curious.

"Here's what I want you to do. Describe your kids to this assistant - not their names, just their ages and learning needs. Then tell it what you're covering this week and where you'll be. Watch what happens."

Sarah looked at Tom again. He nodded - go ahead, try it.

She started typing her first prompt, reading aloud as she wrote:

> **"I'm roadschooling three children. My oldest is 12, reads at a tenth-grade level, and gets bored with generic curriculum. She needs challenge and depth, and she loves research. My middle child is 9, still working on multiplication, learns best with hands-on activities and visual examples. He gets frustrated easily if things are too abstract. My youngest is 6, just learning to read using phonics, very active and needs movement. She learns better when she can touch things or act things out."**
>
> **"This week we're visiting Rocky Mountain National Park. I want to teach about ecosystems and how animals and plants adapt to high elevation. Create three different lesson plans - one for each child's level - that incorporate what we'll see at the park. Include activities we can do while hiking, questions to explore, and a simple project for each child that reinforces what they learned. Keep in mind we're in an RV with limited supplies."**

She looked at me. "That's it?"

"That's it. Hit send."

She did. Within seconds, the response started appearing. Sarah's eyes widened as she read. Tom leaned over her shoulder to look. The AI had created three distinct lesson plans.

For Emma (12, advanced reader): A research project on how specific animals adapt to high elevation. She would observe wildlife during hikes, create a field guide documenting adaptations she observed, research why those adaptations work, and present her findings to the family. The AI suggested specific animals to look for, questions to investigate, and even gave her sources to explore the science of high-altitude adaptation.

For Jake (9, hands-on learner): Math problems using real data from the park. Calculate elevation changes on trails. Estimate distances using map scales. Compare temperatures at different elevations and graph the differences. Count species observed and create bar graphs. All concrete, visual, tied to what he'd actually be doing.

For Lily (6, phonics reader, active): A nature scavenger hunt with simple observation questions. Find something brown, something that moves, something that grows. Draw pictures of what she found. Practice reading simple phonics-based sentences about nature. Create a picture journal she could show Daddy.

All three lessons covered the same general topic - ecosystems and adaptation. But each was perfectly pitched to that child's level and learning style. Each incorporated the actual location they'd be visiting. Each was designed to work with limited RV supplies. And the whole thing took three minutes to generate.

"This is…" Sarah stopped, scrolling through the plans. "This is exactly what I would have spent three hours creating. Maybe better, because I wouldn't have thought of some of these ideas." She looked up at me. "How did it know to do this?"

"You told it what you needed," I said. "That's the key. This isn't magic. It's not reading your mind. You gave it very specific information about each child - not just their ages, but how they learn,

what challenges them, what frustrates them. You told it your constraints - RV, limited supplies, specific location. You told it your goal - ecosystem learning tied to the park. The AI took all that information and created appropriate content."

Tom was reading over Sarah's shoulder. "This is actually good," he said, sounding surprised. "The Emma project would definitely keep her engaged. And Jake's activities…" He laughed. "He'd love calculating elevation gains. That's perfect for him."

"But here's what matters more," I said. "You're still the teacher. You're the one who knows Emma needs to be challenged or she gets bored. You're the one who knows Jake needs visual, concrete examples or he shuts down. You're the one who saw the opportunity to use Rocky Mountain National Park as a classroom. The AI didn't make any of those decisions. You did."

Sarah was still scrolling through the lesson plans, reading carefully. "So this is like… a teaching assistant. I tell it what I need, and it creates it. But I'm still deciding what to teach and how to approach my kids."

"Exactly. The assistant doesn't replace your judgment. It replaces your time spent turning your vision into content. Val spent hours creating materials based on decisions she'd already made. You're making the same smart decisions, but instead of spending hours creating the materials, you're spending minutes describing what you need and then reviewing what gets created."

"Can it do the whole week?" Tom asked.

"Let's find out," I said.

Creating a Full Week

Over the next hour, I showed Sarah and Tom how to use this approach for their entire week. We created:

- **Math lessons** adapted for Jake's level with visual examples, hands-on activities using rocks and sticks from nature, and real-world problems from their travels.
- **Reading comprehension questions** for Lily using simple phonics-based stories about nature and animals, with activities that got her moving while she learned.
- **A challenging science research project** for Emma about Colorado ecosystems at different elevations, with specific questions to investigate and resources to explore.
- **Writing prompts** for all three kids based on their hiking experiences - Emma would write a detailed observation journal, Jake would write simple descriptions with drawings, Lily would practice writing letters and sight words.
- **A simple daily schedule** that worked with their travel plans and built in flexibility for weather or energy levels.

We also had the AI generate:

- A packing list for educational supplies they'd need at the park
- Discussion questions Sarah could use during hikes to prompt observation and thinking
- Simple assessment ideas to see if the kids were actually learning
- Backup activities for bad weather days

The entire week of lesson planning took 45 minutes. And that included time for Sarah to read through everything carefully, ask for modifications ("Can you make Jake's math problems simpler?" "Can you add more challenging questions for Emma?") and adjust based on knowing her kids.

Sarah kept stopping to say things like, "This would have taken me hours."

But here's what mattered more than the time savings: the quality of the lessons was better than what Sarah had been creating manually. Not because the AI was smarter than Sarah, but because it could access knowledge about education, child development, and specific subjects instantly.

Sarah still made all the important decisions:

- What topics to cover
- How to approach each child
- What would engage them based on their personalities
- What values and perspectives to include

The AI just handled the mechanical work of creating appropriate content based on her direction.

When we finished, Sarah sat back in her chair and looked at the clock. 9:30 PM.

"I have time," she said quietly. "I have time to read to Lily before bed. I never have time for that on Sunday nights."

Tom smiled and put his hand on her shoulder. "I don't usually get to see that smile on Sunday nights."

That's the point. Not just saving time, but reclaiming energy for what matters - being present with your kids.

What Sarah Learned (And What You Can Learn)

The next day, I got a text from Sarah around 3 PM: "Best teaching day we've had in months. Emma is completely absorbed in her research. Jake actually enjoyed math because it wasn't abstract. And Lily keeps finding things for her scavenger hunt like it's a game, not school. I had energy to really teach today."

I stopped by their campsite that evening.

"What made it work?" I asked Sarah.

"I wasn't drained," she said immediately. "I had energy to actually engage instead of just surviving the day. When Jake got frustrated with a math problem, I had the mental bandwidth to work through it with him rather than just push through. When Emma found an interesting insect, we stopped and really looked at it, talked about adaptation, looked it up together. Those spontaneous moments are why we're roadschooling. But usually I'm too tired to notice them, much less engage with them."

She poured coffee for all of us - not the desperate Sunday night coffee, but the leisurely evening kind.

"And the lessons were good. Really good. They were designed for my actual kids, not generic curriculum kids. Emma felt challenged. Jake felt capable. Lily felt like she was playing, not working.

Over the next few weeks, Sarah experimented with this approach. She learned some important lessons that I want to share with you, because they'll save you time and frustration.

Lesson 1: The More Specific You Are About Your Kids, The Better the Results

Sarah's first attempts were too vague.

She tried: "Create a lesson about fractions for my 9-year-old."

The result was generic. Not bad, but not specific to Jake. It was what any curriculum would offer - competent but not customized.

Then she tried:

> **"Create a lesson about fractions for my 9-year-old son. He struggles with abstract math concepts. He learns best when he can see and touch things. He gets frustrated if he doesn't understand something quickly, so build in success from the beginning. He loves building and measuring. He's at a third-grade math level but has fourth-grade comprehension when you explain things conversationally."**

That lesson was perfect for Jake. It started with cutting actual food into fractions. It used LEGO bricks to demonstrate equivalent fractions. It had him measure ingredients for a recipe. It built success step by step. It was Jake's lesson, not a generic fractions lesson.

The principle: AI can only be as specific as the information you give it. The more you tell it about how your child actually learns, the better the content it creates.

You're not being picky or high-maintenance by being specific. You're being a good teacher who knows their student.

Lesson 2: You're Still Making All the Important Decisions

Sarah worried at first that she was outsourcing her job as a teacher. She wasn't.

- Look at what Sarah decided:
- What topics to cover each week
- Which learning style approaches would work for each child
- What would interest and motivate them
- How to incorporate their location into learning
- What values and perspectives to include
- Whether the generated content was appropriate
- How to adjust and modify based on knowing her kids

The AI never made a single one of those decisions. Sarah did. Here's what the AI did:

- Executed Sarah's vision by creating specific content
- Drew on knowledge of educational best practices
- Adapted content to different reading and comprehension levels
- Suggested activities and approaches Sarah might not have thought of
- Formatted everything into usable lesson plans

The principle: AI is a tool that amplifies your expertise as a parent who knows your child. It doesn't replace your judgment. It executes your vision.

Lesson 3: Generated Lessons Are Starting Points, Not Finished Products

Sarah always reviews and adjusts. Every single time.

Sometimes she combines suggestions from multiple prompts. Sometimes she asks the AI to try a completely different approach. Sometimes she uses only part of what's generated and creates the rest herself.

One week the AI suggested an art project for Emma that Sarah knew would bore her. So Sarah asked: "Emma prefers research and writing to art projects. Create an alternative that lets her engage with this topic through investigation and written analysis instead." The AI generated something Emma loved.

Another time, the AI created a math worksheet for Jake that was technically correct but felt too much like school busywork. Sarah modified it to be a game instead, using the AI's concepts but changing the format.

She noticed, though, with each AI session, the result required less and less adjustment as her teaching assistant learned not only about the student, but also the teacher

The principle: AI is a teaching assistant, not a replacement for your expertise. You review everything through the lens of "will this actually work for my child?" and adjust accordingly because you are also teaching AI.

Lesson 4: The Time Savings Compound

The first week saved Sarah three hours of planning time. That was significant. By the fourth week, she was planning effectively in 30 minutes. Here's why:

- **She learned what worked.** She developed a sense of how to describe her kids in ways that produced good results. She learned which prompts generated useful content and which needed refinement.
- **She built a library.** Sarah kept a document of effective prompts she could reuse and modify. When she found a way of describing Jake that consistently produced good math lessons, she saved it. Next time she needed math content for Jake, she had a template.
- **She got faster at reviewing.** At first, Sarah read every word of what the AI generated. She still reviews everything, but now she can quickly identify what will work and what needs adjustment.
- **She became more confident.** Early on, Sarah second-guessed everything. "Is this good enough? Am I doing this right?" Now she trusts her judgment. She knows her kids, and she knows what they need.

But here's what matters more than efficiency: Sarah isn't frazzled anymore. She has energy for spontaneous teaching moments.

When Jake found an interesting rock while hiking, Sarah had the mental bandwidth to turn it into an impromptu geology lesson.

When Emma asked a complicated question about photosynthesis, Sarah could say, "Let's find out together," and actually mean it.

When Lily struggles with a phonics concept, Sarah can slow down and work through it patiently instead of pushing forward because they're behind schedule.

The principle: Time savings matter, but energy savings matter more.

The Sunday Night Solution

You can do exactly what Sarah did. Here's how to get started - and I mean really get started, not just read about getting started.

Step 1: Choose Your AI Teaching Assistant

You have several good options. They're all similar but have slightly different strengths:

- **ChatGPT** (Most popular – Jack of All Trades) - Free version available (works fine for this) - Paid version ($20/month) is faster and has more features - Best for: General lesson planning, content creation - Website: chatgpt.com
- **Google Gemini** (Good for integration – This is a Google Product. It's Good but it's connected) - Free version available – Great productivity tools and graphic generation. Works well with Google Docs and other Google tools - Best for: If you're already using Google for organization - Website: gemini.google.com
- **Claude** (Great to help with writing or Coding) - Free version available - Paid version ($20/month) has longer context - Best for: Longer content, detailed explanations, complex planning, older students - Website: claude.ai

Note: We use all of these as they all bring something to the table and the $60 a month is worth it.

Our recommendation: Start with the free version of whichever one sounds most appealing. You can always try others later or upgrade if you find yourself using it constantly.

Step 2: Describe Your Kids (Not By Name)

This is the most important step. Create a description of each child that you can use as a template. Don't just list ages and grades. Describe how they actually learn. What to include:

- Age and current skill levels
- Reading/comprehension level if different from grade level
- How they learn best (examples: through reading, hands-on activities, discussions, visual demonstrations, movement)
- What challenges or frustrates them
- Attention span and energy patterns
- Interests that could be incorporated into learning
- Any specific needs. Examples: needs frequent breaks, works better in morning, easily distracted, perfectionist who gets stuck, etc.

Example of a good description:

> **"My 10-year-old daughter reads at grade level but gets bored easily with repetitive work. She learns best through hands-on projects and needs to see why information is relevant to real life. She loves animals, art, and asking "why" questions. She can focus for about 20-30 minutes on tasks she finds interesting, less if she doesn't see the point. She's a perfectionist who sometimes gets stuck if something isn't going well."**

Example of a "too vague" description:

> **"My 10-year-old daughter is in 5th grade."**

See the difference? The first description gives AI enough information to create content that will actually work for this specific child.

Take a few minutes right now and write descriptions of each child you're teaching. You'll use these as templates, so it's worth getting them right. Save them somewhere you can easily copy and paste - Notes app, Google Doc, Word.

Step 3: Start With One Week (Not Your Whole Year)

Don't try to plan your entire curriculum right now. Just plan next week.

Here's a template prompt you can customize:

> **"I'm roadschooling [number] children: [paste your child descriptions from Step 2].**
>
> **This week we're [describe your location or situation - examples: "visiting Yellowstone National Park," "staying at a campground in Florida," "driving through Texas," "parked near a small town in Oregon"].**
>
> **I want to teach about [main topics - examples: "ecosystems," "the Civil War," "fractions and decimals," "basic chemistry"].**

Create a weekly lesson plan that: Adapts content for each child's level - Incorporates where we'll be - Includes hands-on activities we can do with limited RV supplies - Works within our schedule [describe your time constraints - examples: "we school from 9-12," "we do 2 hours in the morning and 1 hour in the evening," "we're flexible on timing"] - [Add any other specific needs or constraints]"

Let me show you what this looks like with real information:

"I'm roadschooling three children:

Child 1: 12 years old, reads at 10th-grade level, gets bored with basic curriculum, loves research and deep dives into topics, very independent learner, can work for extended periods when interested

Child 2: 9 years old, working on multiplication and division, learns best with visual and hands-on activities, gets frustrated if things are too abstract, loves building things, attention span about 20 minutes per activity

Child 3: 6 years old, just learning to read with phonics approach, very active and needs movement, learns better when she can touch and act things out, attention span about 15 minutes

This week we're visiting Shenandoah National Park. I want to teach about ecosystems, basic

geology, and how plants and animals adapt to mountain environments.

Create a weekly lesson plan that: - Adapts content for each child's level - Incorporates hiking and nature observation at the park - Includes hands-on activities with limited supplies (we're in an RV) - Works within our 9 AM - 1 PM school time - Includes some work they can do independently and some that we do together as a family."

Copy this template. Customize it for your family. Then paste it into ChatGPT (or Claude, or Gemini) and hit send.

Tip: ***If you want to speed up this process, check out Chapter 8.***

Step 4: Review and Adjust

The AI will generate lesson plans. Read through them carefully. Ask yourself:

- **Is this appropriate for each child?**
  - Would my 12-year-old be challenged or bored?
  - Can my 9-year-old actually do this, or will it frustrate him?
  - Is this simple enough for my 6-year-old?
- **Would this engage them?**
  - Does it connect to their interests?
  - Is it hands-on enough for kids who need movement?
  - Is it deep enough for kids who love research?

- **Is this practical given our situation?**
  - Can we actually do these activities in our RV?
  - Do we have the supplies needed?
  - Does this work with our schedule and energy levels?
- **Do I need to modify anything?**
  - Are there activities that won't work for my family?
  - Are there parts that need to be simpler or more complex?
  - Should I combine or separate any activities?
- **If something isn't right, tell the AI specifically what to change:**
  - "The math activity for my 9-year-old is too advanced. Make it simpler and more visual."
  - "My 12-year-old would find this boring. Make it more challenging and add research components."
  - "We don't have access to those supplies. Suggest alternatives we could find at a dollar store or in nature."
  - "This is too much for one week. Cut it down to the most essential activities."

The AI will adjust. You can go back and forth as many times as you need until it feels right.

Four Different Approaches (Pick What Fits Your Family)

Not every family teaches the same way. That's good. There's no one right approach to roadschooling.

So instead of giving you one prompt template, I'm giving you four - each representing a different teaching philosophy. Pick

whichever sounds most like your family or mix and match ideas from several.

Approach 1: Hands-On Learning Tied to Where You Are

Best for: Families who want experiential, location-based learning

Prompt template:

> **"We're visiting [location] next week with my [age]-year-old. Create hands-on learning activities using what we'll see there. Include math, science, writing, and something they can build or create. Make it engaging, not worksheets. [Add child-specific information about learning style and level]."**

Example:

> "We're visiting the Outer Banks next week with my 8-year-old son. He learns best through hands-on activities and movement. He's reading at grade level, working on multiplication, and loves the ocean. Create hands-on learning activities using the beach and ocean. Include math, science, writing, and something he can build. Make it engaging, not worksheets. We have limited RV supplies but can collect things from nature."

Approach 2: Interest-Based Learning While Traveling

Best for: Families who follow their children's passions

Prompt template:

> **"My [age]-year-old is obsessed with [topic]. We're on the road so we can't do long-term classes or projects that require staying in one place. Create a week of learning activities about [topic] that work for RV life with limited supplies. Include math, reading, writing, science through this interest. [Add child-specific information]."**

Example:

> "My 10-year-old daughter is obsessed with horses. She's reading above grade level, loves drawing, and learns best when she's creating something. We're on the road so we can't do riding lessons or long-term projects. Create a week of learning activities about horses that work in an RV with limited supplies. Include math, reading, writing, and science through her horse interest. She has about 2-3 hours per day for focused learning."

Approach 3: Traditional Subject-by-Subject

Best for: Families who prefer structured, systematic learning

Prompt template:

> **"My [age]-year-old needs help with [subjects]. Create a week of lessons that build on each**

other, include practice problems, and adapt to [describe their level and challenges]. Keep subjects separate and structured. [Add child-specific information about how they learn].”

Example:

> “My 11-year-old son needs help with fractions, reading comprehension, and basic grammar. Create a week of lessons that build on each other in each subject. For math, he needs concrete examples and practice problems - he’s at 4th-grade level. For reading, he’s at grade level but needs help with inference and main idea questions. For grammar, keep it practical - focus on how it helps him write clearly. He learns best in the morning, struggles with too much sitting, works well with clear expectations.”

Approach 4: Child-Led Learning Path

Best for: Unschooling families or very self-directed learners

Prompt template:

“My [age]-year-old is asking questions about [topic]. Create learning pathways that follow their curiosity - resources, experiments, projects, discussion questions that let them explore deeper. Don’t make it feel like school. [Add information about their current level and interests].”

Example:

> "My 9-year-old daughter is asking questions about how computers work. She's reading at grade level, loves taking things apart, and wants to understand technology. Create learning pathways about computers and coding that follow her curiosity. Include: resources she can read or watch, simple experiments or projects she can do, questions that will lead her deeper. She has access to our laptop but we have limited internet. Don't make it feel like school - let her explore at her own pace."

Your Challenge: Start Practicing Right Now

Okay, here's where you need to stop reading and actually do something. I'm serious. Don't just keep reading. This transformation doesn't happen by reading about it. It happens when you experience it.

Here's what I want you to do in the next 10 minutes:

1. Open ChatGPT (or Claude, or Gemini) on your phone or computer
2. Pick one of the four approaches above that sounds like your family
3. Customize the prompt with your child's information
4. Hit send
5. Read what comes back

That's it. You don't have to use what it generates. You don't have to commit to anything. Just see what happens.

If you're reading this on Sunday night while planning next week: Use it for real. Generate your lesson plans. Review

them. Adjust anything that doesn't feel right. Try them tomorrow. See if you feel less depleted and more present.

If you're reading this at a different time: Generate a week of lessons anyway, just to see what you get. File it away for later. Or use it as a starting point to develop ideas.

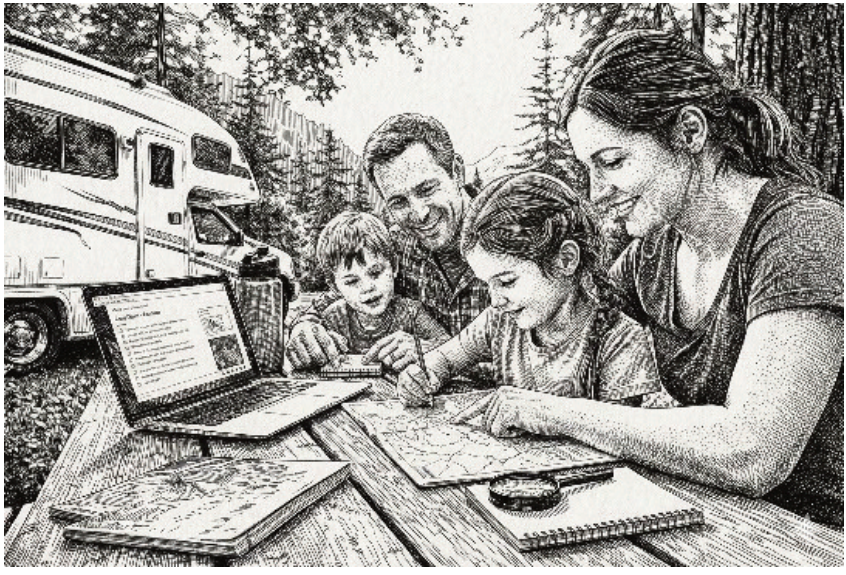
If you're skeptical: Perfect. Try it with skepticism intact. See if it produces anything useful. If it doesn't, you've lost 10 minutes. If it does, you might get your Sunday nights back.

The families you'll meet in the next chapters - they all started right here. With curiosity, maybe some skepticism, and a willingness to try something for 10 minutes.

Sarah got her Sunday nights back. She has the energy to be present with her kids instead of being finished from preparation.

That could be you next week.

But only if you actually try it.



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