

Life Application Lessons for Life Principles

It is suggested that evidence of life principles or the lack thereof may be found in various forms of media - past, present, and future, and current real-life situations. It is recommended for learners to be engaged in a ongoing search for life principle connections as part of the critical thinking process.

Lesson #1:

Objective: Learners connect the life principle with individual choices and apply in a personal situation.

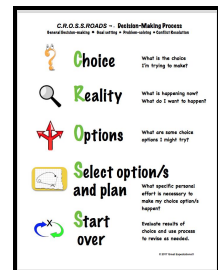
Directions:

1. Learners brainstorm and select a situation that involves the life principle.

2. Use the [C.R.O.S.S.ROADS Decision-making Worksheet](#) to apply the life principle in the personal situation. Follow up with the [C.R.O.S.S.ROADS Planning Sheet](#).

3. Option: Create a goal plan using the:

- [C.R.O.S.S.ROADS Goal Setting Worksheet](#)
- or
- [Simplified Goal Setting Worksheet](#)
- [Goal Setting Planning Sheet](#)



Lesson #2:

Objective: Learners will use a graphic organizer such as a [Venn Diagram](#) or [T Chart](#)

to develop the concept of cause and effect within a life application situation.

Directions:

1. Introduce topic or have students brainstorm situations involving the life principle.
2. Allow time for identification and discussion of the cause and effect within the topic through pair/share or [Whole Group Discussion](#).
3. Distribute the [Venn Diagram](#) or [T Chart](#) and allow time for learners to put their thoughts in writing.

4. Offer time for pair share or small group discussion to compare ideas and add additional thoughts.
5. Use whole group discussion to summarize the ideas shared. Have each learner write a statement drawing personal conclusions as to their cause and effect within the life application situation.
6. As a group or individually have learners write a statement connecting the effects the life principle would have on the situation in relation to the 8 Expectations for Living, lines from the school/class [creed](#), or other school-wide standards.

**** Resources for helping students make [Choices](#) and Complete set of [Goal Setting Process Explanation, Forms and Examples for all grade levels](#)**

**** [Resource for a Variety of Printable Graphic Organizers](#) English and Spanish versions**

Lesson #3:

Objective: Learners connect the life principle with individual choices made by characters in literature/media.

Directions:

1. Select an age level appropriate piece of literature/video that contains an example of the life principle. (See online Resources section for each life principle)
2. Introductory Activity: Introduce the Life Principle and have a pair/share using the following topics:
 - a. What is a definition for _____? (life principle)
 - b. What does _____ look like? (an example)
 - c. What does _____ look like in my life?
 - d. Where do I see _____ being lived out around me?
3. Ask the learners to be looking for examples of the life principle as the book is being read or as they watch the video. (See Resources Section for links)
4. Questions to consider:
 - a. What evidence of the life principle was found in the story?

- b. Did the life principle affect the outcome of the story? If so, how?
 - c. How did the living out of the life principle affect the characters
Negatively? Positively?
5. Tools for Analyzing Literature/Media:
- a. 'Hand'y Curriculum Connections [Page One](#), [Page Two](#)
 - b. [C.R.O.S.S.ROADS Decision-making Worksheet](#)
 - c. [Self Reflection strategies](#)