

Life Principle Strategies

Life Principle Discussion Box

Objective: To create a series of discussion questions on a life principle

Skills: Critical Thinking, Generating Questions, Cooperative Learning, Communication

Grouping: Small groups of 3-5 Have each group select a writer and reporter. A third person could be the group monitor and make sure the brainstorming guidelines are followed. (see below)

Materials: 1 sheet of paper per group, 3 x 5 cards

Directions:

Discuss rules for brainstorming beforehand.

Leader:

"Beginning with the 6 question stems, who, what, when, where, why, and how, brainstorm questions on the life principle."

Encourage learners to use open-ended question stems such as "What would happen if....?" "How would ____ look if.....?", etc. (Use explanations of open/closed questions below)

After 5-7 minutes have groups select their best three questions, and have group reporter present them to the class. Eliminate duplicates and then have each group write 2 -3 individual questions on 3x5 cards to put in a life principle discussion box. Draw a question to use in appropriate times- morning opening, transition times etc.

Option: 1)Use the questions for a quick pair share or whole group discussion to focus on the use of the life principle. i.e. Respect when getting ready to go to an assembly

Extension: After the initial work period, have groups classify the questions as either open or closed. Have them change the closed questions into open questions.

Rules for Brainstorming

1. All questions are accepted; no judgment.
2. Write down exactly as stated.
3. Do not stop to discuss.
4. Everyone participates.

Closed-ended questions: This type of question has only one correct answer. It may be a short one word, such as 'yes' or 'no' or other factual information which may be quite detailed. For example, "Are you tired?", "What is your favorite dessert?"

Open-ended questions: (Interpretive or evaluative) These types of questions have more than one right answer. They probe for a person's knowledge, opinions, or feelings.

- 1) **Interpretive** questions must be supported with evidence
Example: "What factors affected the United States entrance into WWII?"
- 2) **Evaluative** questions ask for opinion, belief, or point of view and have no wrong answers. "What superhero has the greatest powers?"

Mind Map a Life Principle

Objective: To have learners identify the characteristics of the Life Principle in multiple environments

Skills: Critical thinking; Cooperative Learning; Communication

Materials: **Mind map for school environment** and/or **Mind map for Life Principle** - enough for whole class; use digital display for whole group.
Option: Large size piece of paper to make a mind map poster of life principle characteristics

Grouping: Whole Group, Small groups or individual - Suggest completing the first mind map as a whole group to model the process.

Option #1: Whole Group

Directions:

- Give individual copies for learners to complete during the discussion.
- Using digital display of Mind map, brainstorm single words/phrases that apply in each situation.
- Which ones apply in all of them?
Identify general characteristics

Option #2: Small Groups - Round Table Writing

Materials: Master Mind map either as digital display for all or individual copies for each group; Chart paper, markers for each group.

Directions:

- Divide learners into groups of 3-5. Have each group select a recorder and a reporter. The group may designate multiple recorders.
- Have recorder write the selected life principle for brainstorming in the center of chart paper.
- On your signal the recorder/s begins writing and/or illustrating the groups ideas.
- After a designated time, the reporter presents the group poster ideas to the class.

Option: Have groups rotate between the posters to generate more ideas.

Application Suggestion: *In preparation for a situation where the demonstration of the life principle is desired, ask learners to review what it should look like, sound like, and feel like. i.e. field trip, assembly, etc.*

Hand'y Curriculum Connections

Objective: To analyze literature or life situations to determine if there is evidence of the life principle.

Skills: Critical Thinking

Grouping: Whole Class or small groups of 3-5

Directions: Whole Group

1. Using the **Hand'y Curriculum Connections** strategy:
 - a. Using the Hand as a visual and identify the 6 literary elements.
 - b. Have learners analyze the piece of literature or historical/current event to see if there is evidence of the life principle or the lack of it.

Extension Questions:

- How would the story/event be different if the life principle was evident or not evident?
- What might the life principle look like?
- Identify the point in the piece of literature or event when demonstration of the life principle changed the outcome or might have if it was present.

Life Principle Canister Relay

Objective: To review meanings and spelling of life principles through a cooperative team-building activity

Grouping: Groups of 4-5

For complete Instructions see:

Canister Relay Activity

Life Principle Canister Relay Questions

Life Principle Canister Relay Answer Key

Goal-Setting

Objective: To have learners use the process of setting a character goal and creating a plan for accomplishing it.

Skills: Goal setting, problem-solving

Grouping: Individual goal setting or as a group set a classroom life principle goal to learn the process.

Materials:

There are two separate sets of Goal Setting Example materials. Review to determine level appropriate for learners.

1) Simplified Examples

- **Goal-setting Example 2 with simplified C.R.O.S.S.ROADS worksheet** - Example uses the life principle of effort to improve math grade from 'C' to 'B'
- **Goal Progress Analysis Simplified Example 2** - Evaluation of how the plan is working

2) Expanded Examples - Space for more detail

- **Goal setting Expanded Example 3 with CROSSROADS worksheet** - Shows example of an individual learner's character goal, effort, and academic goal, completing assignments, with a plan.
- **Goal Progress Analysis Expanded Example 3** - Evaluation of how the plan is working

Goal Setting Materials - Blank Forms

- **Goal-setting with C.R.O.S.S.ROADS worksheet**
- **Goal-setting with simplified C.R.O.S.S.ROADS worksheet**
- **Goal Progress Analysis Worksheet**
- **Goal Planning Progress Sheet**
- **Progress Bar Graph Chart**
- **Assignment Log**

Instructions for Use:

Option 1: Whole Group Goal Setting

Materials: Digital display of Goal Setting Examples (see above) or copies for each learner

Directions:

a) Using a digital display of the selected Goal Setting examples, take learners through the 5 Step C.R.O.S.S.ROADS process.

b) Have learners brainstorm possible goals for applying the life principle in their class. (Consider completing the **Life Principle Mind Map** beforehand)

c) Select a goal.

d) Using the process on either the **Goal-setting with C.R.O.S.S.ROADS worksheet** or the **Goal-setting with simplified C.R.O.S.S.ROADS worksheet**, create a plan.

- Questions to answer: What would this look like?
 What would this sound like?
- Example: Respect in the cafeteria
 "Please, may I have some _____." and "Thank you" to the workers.

Suggestion: Put briefly in small groups, have them brainstorm, and then report ideas back to the whole group.

d) At timely intervals do whole group **Goal progress analysis** of the class goal.

Option 2: Individual Goal Setting:

Materials: **Goal Setting with C.R.O.S.S.ROADS worksheets** for each class member or display digital form and have learners use notebook paper.

Directions:

a) Using a digital display of the selected Goal Setting examples, take learners through the 5 Step C.R.O.S.S.ROADS Goal Setting process.

b) Ask them to:

- identify an area for applying the life principle personally in their lives and write a goal.
- complete the Goal-setting with C.R.O.S.S.ROADS process creating a plan.
- do a pair/share of their goal and plan with another classmate.

c) Within a brief period of designated time, have them review their goal with the **Goal progress analysis worksheet.**

Suggestion: Have learners select accountability partners and then do regular "G" checks or "I can do it!" checks. (or think of some other easy name)