

4 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 an ongoing search for life principle connections as part of the critical thinking process.

Resource materials for lessons:

- [Life Principles](#) - online resources
- [Life Principles](#) - poster
- [PASS IT ON](#) for very short videos.
- [Resource for a Variety of Printable Graphic Organizers](#) English and Spanish versions

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 a life principle.
2. Have learners use the [C.R.O.S.S.ROADS Decision-making Worksheet or C.R.O.S.S.ROADS Simplified Decision-making Process Worksheet](#) to apply the life principle in the personal situation.
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 principle application situation.

Directions: (Suitable activity for individuals or small groups)

1. Introduce a topic or have students brainstorm situations involving a life principle.
2. Allow time for identification and discussion of the cause and effect relationship of 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 that living out 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*****

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 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/s as the book is being read or as they watch the video.

(see Resources materials at top of page)

Consider using a [Life Principle Mind Map](#) - general mind map for any life principle for analyzing the examples

- 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?
4. 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](#)

LESSON #4:

Objective: Learners create their own questions to analyze the use of life principle/s in real-life situations and/or literature.

Materials: [Questioning Resources](#)

Directions:

1. Divide participants into 3 groups.
2. Give each group one of the questioning resources, Socratic, Revised Bloom's, and Six Questions to use to create questions.
3. Give them a defined period of time to create their questions.

4. Have the groups prioritize their top 5 questions and analyze the story or situation.
5. Have a reporter from each group present their questions and results.
6. Expanded Activity: Have a **whole group discussion** comparing the questions and findings of each group.

Alternative Question Creation Process:

QFT - Question Formulation Technique (quick guide) is to give you a quick overview of the Question Formulation Technique™ (QFT™) and to provide you with an outline you can use to experience the question formulation process. The process uses cooperative groups to formulate questions and outcomes on an assigned topic. For a comprehensive description and analysis of how to use the Question Formulation Technique™ in the classroom, please see, *Make Just One Change: Teach Students to Ask Their Own Questions*, 2011 Harvard Education Press. <http://www.hepg.org/hep/book/144/MakeJustOneChange>