

Lesson Plan: Living Life Deliberately-Journal Activities

Class: Advisory Class Activities

Instructor: Barbara Fowler

School: Emporia High School

Note: Living Life Deliberately and Henry David Thoreau's "experiment" of living life deliberately is this year's ongoing theme for my high school Advisory Class that meets biweekly during the four years of their high school career. Students will create an interactive journal based on teacher provided prompts designed to meet the state outcomes for social and emotional growth as defined in the post-secondary success goals.

Prompts will be provided once or twice per week and will be designed to correspond with required advisory activities which include; goal setting, class enrollment choices, citizenship, responsibility and more.

Most prompts are designed as beginning class activities that will require between 10-25 minutes of a 70 minutes advisory period. The initial lesson will require the entire class period and will serve as an introduction the Henry David Thoreau and his "experiment" in living life deliberately.

Kansas Social Emotional Growth Outcomes:

Students who are ready for post-secondary success must identify and demonstrate well developed social-emotional skills and identified individual and community core principles that assure academic, vocational, and personal success. Students who are ready for post-secondary success in social-emotional and character development reflect these descriptions. These are not standards but instead offer a portrait of students who meet the goals in this document.

Kansas State Department of Education Post-Secondary Success Goals

1. TSW demonstrate character in their actions by treating others with respect and kindness by giving their best effort.
2. TSW assume responsibility for their thoughts and actions.
3. TSW utilize a growth mindset and continually develop cognitively, emotionally and socially.
4. TSW exhibit the skills to work independently and collaboratively with efficiency and effectiveness.
5. TSW strive for excellence by committing to hard work, persistence and intrinsic motivation.
6. TSW exhibit creativity and innovation, critical thinking and effective problem solving.
7. TSW use resources, including technology and digital media, effectively, strategically and appropriately
8. TSW demonstrate an understanding of other perspectives and cultures; showing empathy for the feelings and beliefs of others.
9. TSW model the responsibility of citizenship and exhibit respect for human dignity.

I have included six prompts but individual teachers should develop prompts relevant to the needs of their class and the social-emotional issues being addressed.

Guiding Questions:

1. What does it mean to live life deliberately?
2. Describe the advantages and disadvantages of making deliberate choices.
3. How can members of society learn by observing nature?
4. What specific elements of nature contribute to living life deliberately?
5. How can making deliberate choices benefit you as an individual?

Introductory Lesson

Day One:

This class period will serve as an introduction to Thoreau.

1. Explain to students that the overriding theme in making positive choices is by understanding self and the world around you by living deliberately.
2. Project the word “deliberate (ly)” on the board.
 - a. Ask students to define the term in their own words.
 - b. After students have shared ideas then project the following. After reading and explaining the definition have students copy in on page 1 of their interactive notebook journal.

de·lib·er·ate·ly

/də'lib(ə)rətlē/

Consciously and intentionally; on purpose “the fire was started deliberately”
(Intentionally, on purpose, by design, knowingly, consciously,)

In a careful and unhurried way “slowly and deliberately he rose for the chair”

3. Briefly share that Henry David Thoreau was a young man who decided that he needed to focus on living life in the best possible way and so he decided purposefully moved into the

woods near a pond outside of Concord, Massachusetts where he built his own house and lived minimally for a period of time. Your interactive notebook for this year will be based on the thoughts and ideas of Thoreau as he lived his experiment.

4. Watch the 30 minute PBS video about Thoreau. [Windows to the Wild](https://www.pbs.org/video/thoreau-at-walden-pond-au0mlo/) discusses the relevance of Thoreau to life today.

<https://www.pbs.org/video/thoreau-at-walden-pond-au0mlo/>

Following the film students should write a short summary in their journal explaining their initial impression of Thoreau and his “experiment.”

Following are a series of prompts that will be used at various times during the school year. Additional prompts will be added as applicable to during the school year to work with advisory requirements.

Prompt:

Copy the following quotation in your journal.

“I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived.”

- **Henry David Thoreau**

- A. Write a short explanation of what you think the quotation means.
- B. Shoulder partners share what they understand the quotation to mean. Partner A shares for 30 seconds and then partner B shares for 30 seconds.
- B. Conduct a brief class discussion about the meaning of the quotation.

Prompt:

Silently reflect on the photo below. If making a list of your observations help you to focus then feel free to make a list in your journal. (Allow 3-5 minutes for reflection) Following reflection time ask students to write about how the photo makes them feel.



Prompt:

Where is your Walden? Where do you go or what do you do to get away from the distractions of everyday life? Why does this escape work for you? Sketch a picture of your personal escape. Write a caption that captures the importance of your personal escape. We will follow up later in the year to see if/how this changes.

Prompt:

Draw a T chart. Label on side "Tasks I Want to Do" and label the side "Tasks I Have to do." Think about what you have done during the last twenty-four hours to help you complete the chart. After completing the chart highlight events that were done deliberately and write an explanation at the bottom of the page why you deliberately completed one of the tasks highlighted in each column.

Prompt:

1. In your journal make a list of the material items that are of personal importance.
2. In small groups ask students to make a chart with words/illustrations that shows material items necessary for use in daily life. (Provide large sheets of paper and colored markers)
3. Display completed posters around room and have groups do a round robin walk. Groups will place an X next to items that they also included on their group poster.
4. Following round robin walk have one person from the initial group at each poster. Compare material items of necessity. Discuss these posters as a large group.
5. Have students write paragraph answering the following question; how does materialism complicate or simplify life in society?

Prompt:




1. Take students to an outdoor space where they are surrounded by nature.
 - a. Provide a copy of the chart to each student
 - b. Have students find a location to sit in the outdoor space where they are separated from peers.
 - c. In four to five minute timed sessions rotate though the chart and have students focus and write about that specific sense as it relates to their current space in nature.
 - d. The completed nature chart should be glued/taped into student journals.

Name: _____

Hour: _____

Event Evaluation Chart

Making SENSE of ... Nature Around Us

I can see... 	
I can hear... 	
I can smell... 	
I can taste... 	
I can touch... 	

Spend time in nature reflection on the above areas...

After you spend time in nature and fill in the chart above complete the following sentence starters.

I believe that

This is important because
