

Chapter 1, Day 1: Learning Plan/Pacing Guide

	<p>Activity 6A: Reading Chunk 2 (2 minutes)</p> <p>Read the sidebar entitled: <i>Where did these Four Levels of Happiness come from?</i> on page 9.</p> <p>Explain and answer questions (5 minutes)</p> <ol style="list-style-type: none"> 1. The authors of your book did not “make up” or invent these levels of happiness. Many scholars over thousands of years have noticed these patterns. 2. All four levels are good and important. 3. Laying out happiness in four levels makes it easier to identify different kinds of happiness, and choose what we think is most important in life. 4. Nobody can force a level of happiness on you. It is up to you to choose what level you will believe is most important in life. 5. Notice the reference to a “code” at the end of the sidebar. Turn to the “Check it Out!” page at the beginning of the book. Throughout the book, whenever you see a code, you can enter that code into the code box on the homepage of the website, and it will take you to whatever is being discussed in the code. <p>Homework:</p> <ol style="list-style-type: none"> 1. Do the assignment on page 4 of your book. Then, pay attention to messages you receive about happiness as you go about your daily activities. Reflect on the effect of those messages on your relationships with those around you. 2. Read pages 6-15 of the text. 	
<p>ALTERNATIVE DAY 1 (B)</p> <p>Date _____</p> <p>Learning Targets</p> <ul style="list-style-type: none"> » Causes and definitions of happiness » Relationship between desire, happiness and purpose 	<p>Activity 1B: Think/Pair/Share (10 minute warm up)</p> <p>On Board/Screen/Overhead: What would you do if you won a million dollars in the lottery? Solicit verbal responses from students before the next step.</p> <ol style="list-style-type: none"> 1. Hand out worksheet <i>What Makes You Happy?</i> and tell students, “Today we will have the opportunity to think critically and objectively about happiness: what it is, what causes it, and how we might achieve it for ourselves.” 2. Students will complete #1 on the worksheet individually, and #2 with a partner. 3. Whole group sharing: Write down responses on Whiteboard/Smartboard/Overhead/Newsprint 4. With partners again, have students brainstorm answers to the questions on #3: What makes you happy? What do you desire? 5. When students have completed their lists, have the partners “rank” their list: Which do you think are the best, most fulfilling causes for happiness? Which ones are long term? Which ones are only short term? Which are the least fulfilling causes for happiness? <p>Activity 2B: Silent Reading Chunk 1 and Discussion (5 minutes)</p> <p>Have students silently read the “Four Levels of Happiness” chart on page 5 of their text. Then ask them to point out similarities between their rankings and the way the text lays out happiness.</p> <p style="text-align: right;"><i>Day 1B cont'd...</i></p>	<p>Whiteboard, Smartboard, Overhead, or Newsprint for sharing responses</p> <p>Copies of Hand-out: What Makes You Happy? Use code PCT501.</p>

Chapter 1, Day 1 continued, Day 2: Learning Plan/Pacing Guide

	<p>Activity 3B: PowerPoint Lecture and Discussion (20 minutes)</p> <ol style="list-style-type: none"> 1. Show students the first slide: Maslow’s Hierarchy of Needs. Refer to the notes section for discussion points. Other discussion questions: <i>What patterns emerge? What is missing? How is Maslow’s model for happiness deficient?</i> 2. Go through the rest of the PowerPoint show, referring to the notes section for lecture cues. End with the slide on “Crisis 4.” <p>Activity 4B: Reading Chunk 2 (2 minutes)</p> <p>Read aloud the sidebar entitled: <i>Where did these Four Levels of Happiness come from?</i> on page 9. Because of all the complicated names and words, it may be best for the teacher to read this short section aloud.</p> <p>Explain and answer questions (5 minutes)</p> <ol style="list-style-type: none"> 1. The authors of your book did not make up these levels of happiness. Many scholars over thousands of years have noticed these patterns. 2. All four levels are good and important. 3. Laying out happiness in four levels makes it easier to identify different kinds of happiness, and choose what we think is most important in life. 4. Nobody can force a level of happiness on you. It is up to you to choose what level you will believe is most important in life. 5. Notice the reference to a “code” at the end of the sidebar. Turn to the “Check it Out!” page at the beginning of the book. Throughout the book, whenever you see a code, you can enter that code into the code box on the homepage of the website, and it will take you to whatever is being discussed in the code. <p>Homework:</p> <ol style="list-style-type: none"> 1. Answer the last question on the handout: “What is the connection between desire, happiness, and purpose?” 2. Do the assignment in the right-hand margin of page 3 of your text. 3. Read pages 6-15 of the text. 	<p>PowerPoint Show – Book One, Chapter 1</p>
<p>DAY 2</p> <p>Date _____</p> <p>Learning Targets</p> <ul style="list-style-type: none"> » Students will strengthen their knowledge of the first two levels of happiness. » Students will use the Four-A discussion protocol to delve deeper into the text and start internalizing their new knowledge in order to apply it later. 	<p>Activity 1: Debrief previous lesson (5 minutes)</p> <p>Make sure that the newsprint or flip chart with student responses from previous class is visible to the whole class.</p> <p>Teacher: “Share your thoughts about what you learned and read yesterday. What notations did you make in the text? Did you notice anything you had in common as you read through the text? Did you have any thoughts that differed from what the text was saying? As you went about your day, did any insights come to mind? What are they?”</p> <p>Activity 2: Whole Class Activity – Classification (5 minutes)</p> <p>Teacher – “Based on the limited information you have about the four levels of happiness, how would you classify the kinds of happiness we wrote on our chart from yesterday?” On a new Flip Chart sheet, create a T-chart (see below). Using responses from earlier in the lesson, have students decide which category their past responses should fall into. Teacher can scribe or assign a student to scribe. Have students justify their answers.</p> <p style="text-align: right;"><i>Day 2 cont’d...</i></p>	<p>Newsprint/Flip Chart pages with responses from previous lesson.</p> <p>Newsprint w/ T-Chart Graphic Organizer</p>

Chapter 1, Day 2 continued, Day 3: Learning Plan/Pacing Guide

	<table border="1" data-bbox="530 285 1311 415"> <tr> <th data-bbox="530 285 921 326">Lower Levels of Happiness</th> <th data-bbox="921 285 1311 326">Higher Levels of Happiness</th> </tr> <tr> <td data-bbox="530 326 921 415"></td> <td data-bbox="921 326 1311 415"></td> </tr> </table> <p data-bbox="530 439 1347 625">Teacher: “You have a pretty good basic understanding of the levels of happiness. Today you will begin learning the four levels of happiness in greater detail, and explore their relevance to our lives. You will also learn a discussion protocol that will help you think critically about the four levels of happiness and enable you to have more intelligent dialogue about them. We will spend the rest of today and tomorrow diving deeper into the text.”</p> <p data-bbox="530 675 1171 707">Activity 3: Four-A Reading and Discussion Protocol</p> <ol data-bbox="539 721 1351 1097" style="list-style-type: none"> 1. Divide students into groups of four. 2. Tell students they will be using the Four-A Protocol to read and discuss today’s text. Give each student a copy of the “Four-A Reading and Discussion Protocol” worksheet, and go over the rules. They will have four chunks of text, one for each happiness level. “Today, we will only be doing chunks 1 and 2 on the first and second levels of happiness.” 3. Read and Discuss Chunk 1: pages 6-9 (15 minutes) 4. Read and Discuss Chunk 2: pages 10-15 (15 minutes) 5. Monitor the discussion in each group and help them move seamlessly from one point to the next - assumption, agreement, argument and aspiration. <p data-bbox="530 1113 1351 1299"><i>Note to the Teacher:</i> Allow time for students to share their 4-As and discuss whatever relevant thoughts come up. Do not allow students to go off on tangents, but encourage them to keep coming back to the text to support their thinking. Students should mark their texts with the Four-A words and use words and phrases to fill out the worksheet. Questions will arise. That’s acceptable, since students will most likely encounter answers later in the course.</p> <p data-bbox="530 1340 1351 1399">Homework: Read Chunk 3 – pages 16-28, and fill out the Four-A Worksheet for Level 3. The next class will begin with a discussion.</p>	Lower Levels of Happiness	Higher Levels of Happiness			<p data-bbox="1387 721 1584 848">Copies of Worksheet: Four-A Protocol. Use code PCT501.</p>
Lower Levels of Happiness	Higher Levels of Happiness					
<p data-bbox="211 1453 324 1492">DAY 3</p> <p data-bbox="211 1544 473 1571">Date _____</p> <p data-bbox="211 1589 396 1617">Learning Targets</p> <ul data-bbox="211 1628 480 2036" style="list-style-type: none"> » Students will strengthen their knowledge of the third level of happiness, and see all four levels on a Graphic Organizer. » Students will use the Four-A discussion protocol to delve deeper into the text, and start internalizing their new knowledge in order to apply it in the Jigsaw Activity. 	<p data-bbox="530 1458 1322 1490">Activity 1: Four-A Reading and Discussion Protocol (15 minutes)</p> <ol data-bbox="539 1503 1351 1809" style="list-style-type: none"> 1. Give students 5 minutes to silently catch up on any reading they did not do from last night’s homework assignment (Chunk 3: pages 16-28). 2. Divide class into four groups by counting off 1-4. (Because there are only four groups today, the groups will probably be larger than yesterday. 3. Then, have groups spend 10 minutes using the Four-A protocol to Discuss Chunk 3. 4. Monitor the discussion in each group and help them move seamlessly from one point to the next - assumption, agreement, argument and aspiration. When 15 minutes is over, call “Time!” <p data-bbox="1207 2009 1351 2036"><i>Day 3 cont’d...</i></p>					

Chapter 1, Day 3 continued, Day 4 Learning Plan/Pacing Guide

<ul style="list-style-type: none"> » Students will work in groups to become an “expert” on one level of happiness. » Students will create a graphic organizer for the four levels of happiness, teaching three other students about their expert level. 	<p>Activity 2: Jigsaw (25 minutes)</p> <ol style="list-style-type: none"> 1. Now assign each group one of the levels of happiness. Each group is responsible for becoming an expert on its assigned happiness level. Each group should spend 10 minutes reviewing the textbook, discussing the key points of their level and its crisis, making an outline, taking notes, and coming to an understanding of their happiness level. Explain to the group that was assigned Level 4 that we have not yet covered this material in depth in homework or in class, so they will have to scan that section of the chapter and do the best they can. When 10 minutes is over, call “Time!” 2. Now, regroup students into groups of four. Each group should include one expert from each of the four levels of happiness. Pass out newsprint/poster paper and one copy of the worksheet, “Happiness Levels Graphic Organizer” to each group. Explain the Graphic Organizer. 3. Have students copy the graphic onto the newsprint/poster paper. (Alternately, you can print the graphic on 11x14 paper ahead of time, and hand out one to each group.) 4. Using words, pictures, symbols, and/or doodles, each student in the group illustrates the characteristics and crisis of their level on the group’s poster. Then, one at a time, they each teach the others about their level. 5. When they are done, have each group approach you for pieces of masking tape to hang their poster somewhere in the room. Students should then circulate through the room, gallery-style, to see what other groups have created. <p>Homework:</p> <p>Read Chunk 4: pages 29-35, and fill out the Four-A Worksheet for Level 4. The next class will begin with a discussion.</p>	<p>Newsprint/Poster Paper</p> <p>Copies of Worksheet: Happiness Levels Graphic Organizer. Use code PCT501.</p> <p>Masking tape</p>
<p>DAY 4</p> <p>Date _____</p> <p>Learning Targets</p> <ul style="list-style-type: none"> » Students will strengthen their knowledge of the fourth level of happiness. » Students will use the Four-A discussion protocol to delve deeper into the text, and start internalizing their new knowledge. » Students will use the Cultural Messages activity to apply what they have learned to messages they receive in the culture, and learn how to evaluate these messages. 	<p>Pre-Class Preparation</p> <p>Before class begins (or while students are doing their “Discuss Chunk 4” activity below), hang butcher paper or newsprint from the “Cultural Messages” activity (see below) on the four different walls of the room, and write on the board the number of ads you have for each of the four levels of happiness. For example:</p> <ul style="list-style-type: none"> Level 1: 7 ads Level 2: 8 ads Level 3: 4 ads Level 4: 2 ads <p>Activity 1: Popcorn Reading (10 minutes)</p> <p>Have the entire class “popcorn” read pages 29-32 on Happiness 4. (“Popcorn” = first student reads one column on the page aloud to the entire rest of the class, and then chooses another student to pick up where he or she left off, until the entire four pages are read.)</p> <p style="text-align: right;"><i>Day 4 cont’d...</i></p>	

Chapter 1, Day 4 continued: Learning Plan/Pacing Guide

Activity 2: Discuss Chunk 4 (10 minutes)

1. Divide students into *new* groups of four.
2. Have students take out their Four-A Protocol worksheet, and discuss Chunk 4. Students will be adept at the discussion protocol, so this round should go smoothly. It may feel repetitive, but it's a good strategy for delving deeper into the text.
3. Monitor the discussion in each group and help them move seamlessly from one point to the next - assumption, agreement, argument and aspiration. When 10 minutes is over, call "Time!"

Activity 3: Cultural Messages (10 minutes)

1. Give each student one pre-clipped ad (see right-hand column).
2. Students should study their ad and decide which level of happiness is being appealed to.
3. Have students stand up and search for other students who have ads appealing to the same level of happiness as their own. They should keep looking until they find all of the students who have ads from the same level of happiness. (They can look at the board to see how many ads are in their group.)
4. When they have found all their peers, they should go as a group and stick their ads (with tape you provide) to their appropriate category on the butcher paper, which should already be hanging on the wall.
5. Students sit back down in their own seats and teacher acts as facilitator. Have students evaluate whether all the ads are in the correct categories. If not, have students justify why ads should be moved. Move, if appropriate.

Activity 4: Whole Class Discussion (10 minutes)

Facilitate the following discussion:

1. Why are there so few ads appealing to us on Levels 3 and 4? Do advertisers think their products won't sell if they appeal to those desires?
2. Do you think our culture is so secular that this idea doesn't even occur to them? Is this a negative thing?
3. Could advertisers help to positively affect the culture if they changed their strategy to include a Level 3 and Level 4 appeal every now and then?
4. How do you think young people are affected by seeing so many messages that appeal to our Level 1 and Level 2 desires? How do you think that it impacts you personally?
5. Would it be possible to create one ad that targets all 4 levels?

Activity 5: 3-2-1 Exit Slip (5 minutes)

Have each student tear out a half-sheet of paper, write the following, and turn their sheets in on their way out the door:

1. Three things I learned this week.
2. Two ways I could use this information now or in the future.
3. One question I have for tomorrow.

Day 4 cont'd...

Advertisements
torn from popular magazines. Try to find a variety of ads that each appeal to the consumer on one of the different levels of happiness. Most of the ads will likely be targeted to Level 1 and Level 2 desires, but try to find at least a few for Levels 3 and 4. You may have to go to religious magazines and newspapers for Level 4 ads. You will need one ad for each student in your class.

One large piece of **butcher paper or newsprint** for each level of happiness, taped on the wall, and labeled at the top with its level ("Level 1 – Physical Pleasure," etc.)

Tape

Chapter 1, Day 4 continued, Day 5: Learning Plan/Pacing Guide

	<p>Homework:</p> <p>Create a 60 second ad selling an article of clothing or some type of food, which targets all four levels. (This activity addresses the last question in Activity 3.)</p> <p>Do the top sidebar assignment on page 13 and the bottom sidebar assignment on page 29.</p> <p>Or: If you are going to do the Optional Day 5:</p> <p>Read Appendix 1 and Appendix 2 in the back of your book (pages 101-106), which contain proofs for the existence of God.</p> <p>Use the online codes in the sidebar on page 31 to research further proofs.</p>	
<p>DAY 5</p> <p>Date _____</p> <p>Learning Targets</p> <ul style="list-style-type: none"> » Students will see a video overview of the four levels of happiness, to reinforce prior learning. » Students will understand that their own desires point to the existence of God. » Students will learn one logical proof for the existence of God. 	<p>Activity 1: Questions and Answers (5 minutes)</p> <p>Go through the questions students asked on their Exit Slips yesterday, and answer as many of them as you can in 5 minutes. Allow students to dialogue briefly, but move the discussion along so that you can handle as many questions as possible. Then tell students that today, we are going to dive deeper into Happiness Level 4.</p> <p>Teacher’s Note: It is a good idea to go through these Exit Slips the night before, to pull out duplicate or inappropriate questions. You should be able to find help answering most questions by referring to the “Frequently Asked Questions” section of our website, using code PCS113. If you encounter questions that have not been addressed on our website, send them to us using the response device on that page. If you run out of time to answer all of the questions, refer students to code PCS113.</p> <p>Activity 2: DVD (20 minutes) Show the DVD: “Four Levels of Happiness.”</p> <p>This DVD can be ordered at www.healingtheculture.com</p> <p>Activity 3: The Preference Test (5 minutes)</p> <p>Hand each student a copy of the “The Preference Test” which is located in Appendix 3 of this Teacher’s Resource on page TR156. Read the instructions allowed, including the special note in question number one.</p> <p style="text-align: right;"><i>Day 5 cont’d...</i></p>	<p>3-2-1 Exit Slips from the day before.</p> <p>DVD: “Four Levels of Happiness”</p> <p>Photo Copies of Handout: The Preference Test, located in Appendix 3 of this Teacher’s Resource, on page TR156.</p>

Chapter 1, Day 5 continued: Learning Plan/Pacing Guide

	<p>Activity 4: Whole Class Discussion (10 minutes)</p> <p>Have students discuss the test.</p> <p>Most teachers encounter students who are not religious; and/or who do not believe in God; and/or who are offended that anyone would make an assumption that God exists, even in a Christian classroom.</p> <p>The purpose of this test is to help students personally experience indications of God's existence through their own desires. If students are being authentic, nearly every one of them will admit that they <i>desire</i> to see loved ones again after they die... that they <i>desire</i> that there is a God who loves them like a father... that they <i>desire</i> that they are more than the sum total of their biological parts, etc. Aristotle showed that our desires point to reality. If you desire something, there must be a reality which can fulfill that desire; otherwise there would be nothing to elicit the desire from you in the first place. If you can get your students to admit that they agree with most of the answers in the key below, it will be, for some students, a first step toward seriously entertaining the reality of God.</p> <p>You may encounter a student who denies desiring any of the things on the test that point to God's existence. Take the discussion opportunity to press them on what they really desire. For example, if they argue that when someone they love dies, they prefer for that person to never exist anymore and never see them again, challenge them on what this means about their definition of love. If they argue that they don't <i>want</i> to want God to exist, your battle is over. They have just admitted that they desire for God to exist, but don't want to admit it.</p> <p>KEY: 1) B; 2) A ; 3) A ; 4) A ; 5) B ; 6) B ; 7) B.</p> <p>Activity 5: Logical Proof for God's Existence (10 minutes)</p> <ol style="list-style-type: none">1. Ask students to think about/brainstorm at least one answer to this question: "Why is it difficult to know that God exists? Why isn't knowing God the same as knowing the person sitting next to you?" Some possible answers:<ul style="list-style-type: none">» God can't be seen.» God's existence is invisible, spiritual.» Science's reliance on observable facts makes it difficult to accept as real something that cannot be perceived by our senses.2. Choose one of the following: Have the students Read aloud Appendix 1 (pages 101-102); or Use the PowerPoint to lecture on Appendix 1. Begin with the slide entitled: "A Logical Proof for God's Existence." Answer student's questions and allow for dialogue when done. <p>Homework:</p> <p>Journal Entry: How has my view of happiness changed from before I learned about the Levels of Happiness to now?</p> <p>Read pages 36-40 and write your answer to the question at the end of page 37 in the margin of the page.</p>	<p>PowerPoint Show – Book One, Chapter 1</p>
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