**B. If you chose to read a book that was for simple reading pleasure and you will not use in your professional situation. Create a lesson plan of the book, either in its entirety or a particular section, for a hypothetical adult reading group/class. Submit your lesson (you may use any lesson plan template you'd like - and are welcome to use the Heritage Lesson Plan Template) and upload it into The Heritage Institute lesson library following the correct methods to properly classify it.**

**Dawn Coffman**

**Lesson:** Love Freely: I am going to do a lesson plan from the book *Living Against the Grain: How to Make Decisions that Lead to an Authentic Life* by Tim Muldoon. I’m going to focus this lesson on the chapter titled Love Freely.

**Grade level:** I will do a hypothetical lesson for an adult reading group. This book refers to many spiritual and religious texts, authors, and ideas so it would not be suitable for a public school setting.

**Learning Goals/Essential questions/Big Ideas:** How can I stay more present in each moment? How do I let go of the *things* in my life to make room for love?

**Objectives/standards:** These are the Ohio Learning Standards that would be appropriate for the reading of this nonfiction text, however if I was doing this lesson in an adult book cub setting, I would focus more on the essential questions.

 RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.11-12.2 Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another. RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.11-12.6 Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the textRI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

**Materials:** *Living Against the Grain: How to Make Decisions that Lead to an Authentic Life* by Tim Muldoon, access to a computer or device in order to watch videos and read articles, notebook for journaling, chart paper and markers for the culminating visual representation.

**Procedures:**

1. Read pages 71-73. Discuss the points Muldoon makes on these pages with your group and consider this question: What do I hold on to that may make it hard for me to enter the kingdom of God? Reflect upon this question in a short entry into your journal.
2. Read pages 74 & 75. Discuss these questions as a group: Does a desire for security or wealth ever crowd out my time for others? Do I regularly interact with people who do not have the same means as me? If I were free from the desire for money, what Good would I want to do in the world? In your journal, write a short reflection on this question: What do I believe God’s desire is for the way I use my talents, money, and time?
3. Read the section titled The Desire for God. Discuss this question as a group: How do you feel about Muldoon stating that our first desire must be to work with God to build a better world? What do think about Muldoon’s assertion that sin is just disrupted desire?
4. Read pages 79-81, then watch this video on Henri Nouwen and the power of “downward mobility” <https://www.youtube.com/watch?v=osbO8iIrjc8>

Discuss how this video corresponds to the Downward Mobility section of our text on pages 79-81. Write about these correlations in your journal. Include your thoughts on Muldoon’s idea that upward mobility, “makes us less free and less able to be our true selves and instead draws us deeper into the isolation of a false self.”

1. Watch this video from Henri Nouwen and how he follows the example of Christ by working with people who have challenges: <https://www.youtube.com/watch?v=Idze_Mg3P2U>

Discuss with your group some of the ideas Nouwen talks about and how it relates to our text. Write a journal entry on your reaction to this video and to the statement Muldoon makes in our text that, “If we follow the example of Jesus and the saints, we ought to be seeking out those on the margins, for they point us toward God.” How does this statement relate to the video?

1. Read pages 82-83 of our text, then watch this video by Desmond Tutu on the spirit of Ubuntu. Discuss how this video compares to page 82 and 83 with your group. In your journal, express how you could show the spirit of Ubuntu in your life right now.
2. Read to the end of this chapter (page 86). Discuss these questions as a group: Do I seek to really see the people I interact with? Discuss the last paragraph on page 86. What implications does it have on your life right now?

Read these two articles on loving freely, then summarize and give your opinion on them in a short essay in your journal.

<https://www.rickhanson.net/love-freely/>

<https://tinybuddha.com/blog/loving-others-without-expecting-them-to-fill-a-void/>

1. Watch these two videos on what it means to love freely, and then write a short essay on what loving freely means *to you* and how these videos enhance our text.

<https://www.youtube.com/watch?v=g0U9D-9U4Mcideo>

<https://www.youtube.com/watch?v=dy5BGLhIgp8>

1. Discuss this chapter and the articles and videos with your group. Together, come up with some visual representation of these ideas to share with the rest of the class.