



## Identity and Self-Esteem



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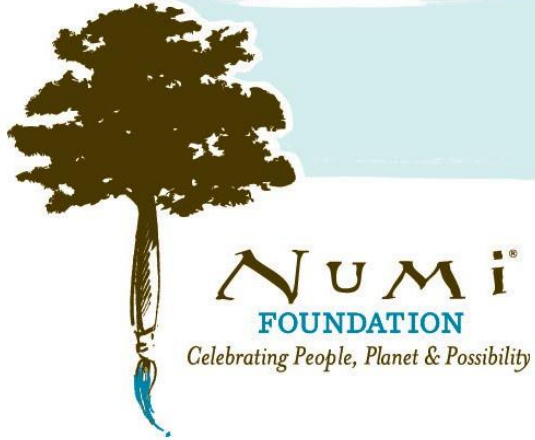
This source book provides teachers with units of study designed to fulfill common core standards appropriate for grades 4-6. Use it to inspire your lessons and provide fun, challenging activities that expand young people's self-esteem and foster social skills. Teachers can work through this material sequentially to provide a broad scope of learning, or draw from it to inspire and enhance other curricula.

Students will develop an appreciation for a diverse spectrum of cultures through exposure to language and culture. The curriculum includes a teacher supplement with information about holidays, stories, and crafts to guide the teacher and provide homework options.

The Numi Foundation would like to thank all the writers and educators of open-source materials that have inspired and/or contributed to this collection of lessons.

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## Anti-Bullying



## Anti-Bullying I

### OBJECTIVES

- Opening Activity
- Teacher Led discussion
- Journal writing

### MATERIAL

- Board or large paper

### Preparation:

- Opening Activity. Choose one that the children would enjoy doing again.
- Teacher led discussion beginning with the question, “**What is bullying?**”

Allow the children to offer answers. Be certain that the content below is included and that the teacher writes on the board or large paper

### Three main types of bullying:

#### Verbal, Physical, Mental

- Ask the children to explain what these words mean. Information below is to help guide the teacher.

There are 3 TYPES of bullying: verbal, physical, and mental (or emotional.) **Verbal bullying includes:** calling names, gossiping, threatening, and making fun of someone

- **Physical bullying includes:** hitting, punching, tripping, taking or damaging the belongings of another person, and pushing
- **Mental bullying includes:** exclusion, rumor spreading, and cyber-bullying
- Break the children up into groups and ask them to come up with examples of each kind of bullying. They can be made up by the children or real examples.
- Have the groups come back together and discuss their examples. These should be written in very few words on the board or large paper for all to see.
- Have children write in their journals anything they know about bullying.
- Finish class on a **positive note** by everyone saying that they will not be a bully.

**Notes/Feedback:**

## Teacher Supplement: ANTI-BULLYING

### What is bullying?

#### Types of Bullying

There are 3 TYPES of bullying: verbal, physical, and mental (or emotional.)

- **Verbal bullying includes:** calling names, gossiping, threatening, and making fun of someone among other things.
- **Physical bullying includes:** hitting, punching, tripping, taking or damaging the belongings of another person, and pushing among other things.
- **Mental bullying includes:** exclusion, rumor spreading, and cyber-bullying among other things.

Another way that bullying can be differentiated is by it being either direct or indirect:

- **Direct Bullying** includes ongoing face to face behavior such as verbal threats or physical harm.
  - **Indirect Bullying** consists of ongoing acts such as relational bullying (spreading rumors or excluding someone from a group) or cyber bullying.
  - **Cyber-bullying** (a form of mental bullying) is defined as the intentional and repeated mistreatment of others through the use of technology, such as computers, cell phones and other electronic devices. It most often occurs on social networking sites, such as Facebook, chat rooms, etc. and on other Web-enhanced channels, such as text messaging, blogs and message boards.
- 
- Discuss the three keys to a safe school: empathy, respect, and kindness.
  - Empathy means imagining what another person feels like. Think to yourself, “How would it make ME feel if someone did that to me?”
  - Respect is showing consideration, understanding, and regard for people, places, and things.
  - Kindness means being helpful, thoughtful, caring, compassionate and considerate.
  - Explain today they will be learning more about how to use kindness to stop bullying.
  - Say one way to use kindness to stop bullying is telling a grownup when someone is being bullied.
  - Share with them that often students do not want to tell when they see bullying because they are scared they will get in trouble for tattling.
  - Ask the students what they think is the difference between tattling and telling.
  - Clarify as needed: Tattling is when you tell on someone to get them in trouble. For example, when you tell the teacher someone did not do their homework. Telling is when you report to a grownup when someone is doing something that may end up hurting someone. For example, when someone is hitting another student.



## Anti-Bullying II

### OBJECTIVES

- Opening Activity

### Preparation:

- Choose one that the children would enjoy doing again.
- Review the discussion from last class. Ask the children if they have seen any examples of bullying since then.
- Using the information below to bring new insight to the children.

Another way that bullying can be differentiated is by it being either direct or indirect:

**Direct Bullying** includes ongoing face to face behavior such as verbal threats or physical harm.

**Indirect Bullying** consists of ongoing acts such as relational bullying (spreading rumors or excluding someone from a group) or cyber bullying.

**Cyber-bullying** (a form of mental bullying) is defined as the intentional and repeated mistreatment of others through the use of technology, such as computers, cell phones and other electronic devices. It most often occurs on social networking sites, such as Facebook, chat rooms, etc. and on other Web-enhanced channels, such as text messaging, blogs and message boards.

- Start a game of telephone with the children. Have them sit in a long line or a circle and repeat a long sentence into the ear of the first child. Then have that child repeat it into the ear of the next child and so on until all have heard the sentence. Have the last child (make sure it is not a very sensitive child) say the sentence aloud. Rarely does the sentence come out the same way you started it.

- Relate this to gossip. When people tell one person who tells another and so on, the final story almost never is accurate. This is why everyone must avoid gossiping and telling stories about others. It is a form of bullying.
- Finish class on a **positive note** by everyone saying that they will not be a bully.

**Notes/Feedback:**





## Anti-Bullying III

### OBJECTIVES

- Opening Activity
- Teacher Led discussion
- Group list making

### MATERIAL

- Board or large paper with markers

### Preparation:

- Choose one that the children would enjoy doing again.
- Review the discussion from last class. Ask the children if they have seen any examples of bullying since then.
- In small groups, create a list of what can you say or do when you witness name-calling or bullying? This list should be written on board or large paper by the students or by the teacher. (10 minutes)
- After lists are created, teacher asks:
- Which of these are SAFE to do and which are not?
- Introduce the SAFE concept (write on board or large paper)
- Always ask, Is that a SAFE (Say what you feel, Ask for help, Find a friend, Exit the area) option for you and the other people involved? (From the Safe Schools Coalition)
- For responses that students list that are not SAFE, ask students to reconsider another option that isn't as likely to involve anyone getting hurt (physically or emotionally).
- Discuss with students that in a bystander situation, the SAFE options for what to do often fall into one of three categories:

- “Taking a stand” by using words or phrases that interrupt or end the name-calling
  - Asking for help from an adult
  - Ignoring the situation
- Using three different colored markers, ask students to help identify which of the three categories each of the ideas they brainstormed falls into, and color-code them accordingly.
- Pose the following question to students:
  - What happens when a witness or bystander ignores name-calling or bullying?
  - Why might someone ignore bullying or name-calling when they see or hear it?
- Pose the following question to students:
  - What happens when a witness or bystander ignores name-calling or bullying?
  - Why might someone ignore bullying or name-calling when they see or hear it?
- Discuss with students that although ignoring it is sometimes the easiest way to deal with being a witness to name-calling, there are usually other options that are SAFE and don’t allow the teasing to continue.
- Finish class on a positive note by everyone saying that they will not be a bully.

**Notes/Feedback:**



## Anti-Bullying IV

### OBJECTIVES

- Opening Activity
- Story
- Puppet preparation
- Group list making

### MATERIAL

- Materials necessary for background and puppet making

### Preparation:

- Choose one that the children would enjoy doing again.
- Review the discussion from last class. Ask the children if they have seen any examples of bullying since then.
- Tell the class the story of The Ugly Duckling (See Teacher Supplement).
- Ask the children to think about this story in a new way while you are telling it to them.
- After telling the story, ask if they have learned something new from the story?  
Responses might include, the duckling felt ugly because he was different or the duckling felt badly because others called him names.
- Tell the class that they are going to produce a puppet show for another class (younger class is better) to teach the students how name calling can be bullying to the person who is being called names.
- Divide the class into production groups.
  - Group to make background painting of set
  - Group to be the speakers in the play. They may use their own words.

- Group to make a list of props and ask students to bring things that are not at school.
- Every child will make a simple duck hand puppet. (See Teacher Supplement for one way to do this)
- Finish class on a positive note by everyone saying that they will not be a bully.

**Notes/Feedback:**



## Anti-Bullying V

### OBJECTIVES

- Opening Activity
- Preparation for puppet show

### MATERIAL

- Materials necessary for background and puppet making

### Preparation:

- Choose one that the children would enjoy doing again.
- Review the discussion from last class. Ask the children if they have seen any examples of bullying since then.
- Continue work on The Ugly Duckling puppet show including rehearsals.
- Finish class on a **positive note** by everyone saying that they will not be a bully.

### Notes/Feedback:



## Puppet Play Performance

### OBJECTIVES

- Begin class by preparing to perform
- Preparation for puppet show

### MATERIAL

- Everything needed for play

### Preparation:

- Prepare to perform
- Perform play.
- Clean-up from play.
- Class discussion about the story of The Ugly Duckling and what they have learned about bullying.
- Finish class on a **positive note** by everyone saying that they will not be a bully.

### Notes/Feedback:





## Goals and Self-Improvement





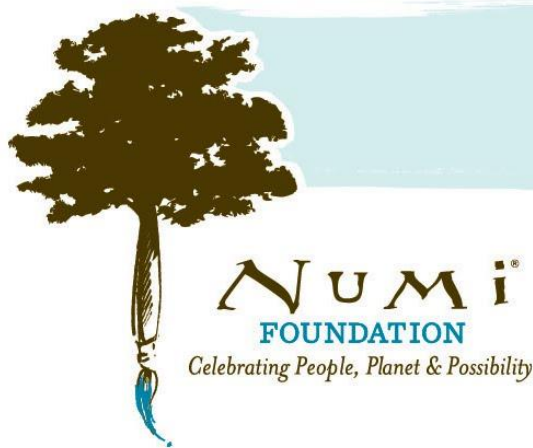
## Future Self

### Procedure:

#### Warm Up: Conversations with my Future Self: Crystal Ball

- Explain that in this activity, the group will become deep cave divers and journey into the caves of their minds and hearts with flashlights to explore their interior spirits.
- The teacher will take students on a guided visualization about their near future, about six months from now.
- Ring a bell or tap a desk with a ruler or pencil to signal transitions.
- Have student practice opening and closing their eyes to sound of the bell or tap, and with breathing in and out.
- Guide students through three deep breaths, first into their lungs, then into their abdominal regions and then all the way to their toes.
- Read the Crystal Ball Visualization (Lesson 11, Week 2)
- In their journals, students will, on the sound of the bell, do the following:
- Close their eyes and consider the following questions:
  - What is the name your future self will have?
  - What is the strongest memory from the next six months?
  - What did you future self say you will need?
  - What helpful advice did you future self give you?

### Notes/Feedback:



## Future Self II

### Procedure:

#### Warm Up: Conversations with my Future Self: Metamorphosis

- The teacher will say “As we work together, we are changing and growing. Similar to the butterfly, we are slowly coming out of our cocoons and getting ready to spread our wings. Sometimes other people see our wings before we do. Today we are going to have a chance to see what others see in us that we do not yet see.
- Ask for a volunteer to take a seat in the cocoon, at the front of the room.
- Ask for another volunteer to be the notetaker.
- Asking other students to focus only on the positive, to share what positive qualities or traits the volunteer seated at the front of the room has. Take only 1 or 2 minutes on this. Model this for students, making observations such as “I see you take school seriously by always fully participating in all exercises.”

### Notes/Feedback:



## Habits and Self-Improvement I

### Procedure:

#### Warm Up: Goal Setting: The Law of Gravity

- Ask students to think of a behavior they would like to change; a habit or routine practice that doesn't serve them very well.
- Write the behavior down on a piece of paper. It might be helpful to conduct a short brainstorm to identify common challenges, such as being late, taunting younger siblings, etc.
- Ask each student to state what they wrote down.
- If possible, burn the paper in a ceramic dish. If not, then have students shred the papers into tiny pieces and place in the dish.
- Tell them they must replace the bad habit or routine with a positive one.
- Ask them to write the old "bad" habit in their journals with a line through it, and the new "good" habit with perhaps a star or something positive around it.
- Ask each student to say what their new habits are.
- Conclude by asking each student to say how they will make their new habit work.

### Notes/Feedback:



## Habits and Self-Improvement II

### Procedure:

#### Warm Up: Goal Setting: The Law of Gravity

- Ask students to think of a behavior they would like to change; a habit or routine practice that doesn't serve them very well.
- Write the behavior down on a piece of paper. It might be helpful to conduct a short brainstorm to identify common challenges, such as being late, taunting younger siblings, etc.
- Ask each student to state what they wrote down.
- If possible, burn the paper in a ceramic dish. If not, then have students shred the papers into tiny pieces and place in the dish.
- Tell them they must replace the bad habit or routine with a positive one.
- Ask them to write the old "bad" habit in their journals with a line through it, and the new "good" habit with perhaps a star or something positive around it.
- Ask each student to say what their new habits are.
- Conclude by asking each student to say how they will make their new habit work.

### Notes/Feedback:



## Goal Setting I

### Procedure:

#### Warm Up: Goal Setting: Big Rocks

- Start the lesson by asking this riddles:
- What flies but never runs? Time
- What runs but never walks? A clock
- What do you miss if it has flown? Time
- What has hands, but no arms, a face but no head? A clock
- Ask students to draw a picture of time in their journals
- Ask them to draw another image of themselves doing something they love to do
- Hand out the “rocks” handouts
- Ask students to draw a picture of a jar or container. Tell them to draw their favorite ways to spend time on the rocks and fill up the jars.
- Discuss what they have learned.

### Notes/Feedback:



## Goal Setting II

### Procedure:

#### Warm Up: Goal Setting: Balancing the Wheel

- Pass out copies of “Balancing the Wheel” (Lesson 14, Week 1)
- Explain that filling in this week will help students assess where they are putting low, medium and high levels of energy in your lives.
- Look at each of the six categories and select three things in each area that are important. Although students may not be thinking about work yet, they can imagine their future work lives.
- Write down specific tasks or projects, like applying to college
- In the family section, they can write in individual titles, like mother or children, etc.
- Ask them to consider which categories are the highest, medium or lowest priorities in their lives. Color the highest in green, the medium in blue, and the lowest in yellow.
- With partners, reflect on what they notice and whether they want to change it.
- Have them set three goals and write them down on the handout and in their journals.

### Notes/Feedback:



## Goal Setting III

### Procedure:

#### Warm Up: Goal Setting: Black and White to Full Color

- Have students close their eyes for a short, guided meditation, in which you lead them through walking through a meadow or the woods, taking note of the all sensory input; naming the sights, smells, sounds, feelings and even tastes. Ask them to imagine a house that is their future. What do they see when they open the door.
- In their journals, ask them to do the following:
  - Describe what the house reveals about their future lives: family, work, clothing, pets, hobbies, friends, styles, etc.
  - Then ask them to consider how they might achieve these things
  - Finally, ask them to write in black and white which tasks are essential but less “fun,” and which tasks are essential but “more fun.”
  - Have them discuss what they notice.

### Notes/Feedback:



## Goal Setting IV

### Procedure:

#### Warm Up: Goal Setting: Zen Gardening

- Students will make mini Zen gardens.
- Tell them that Zen gardens are intended to help people feel a sense of calm and peace.
- Have them use small containers, such as shoe boxes, small dishes, paper trays from lunch.
- Give each student sand, small rocks, and other tiny objects.
- Have them arrange their trays, taking their time.
- Have them think of a goal they would like to accomplish in the next few weeks and write the goal (one or two words) in the sand with their fingers or a pencil.
- Then take five minutes (or perhaps less, depending on the class) to sit quietly and meditate on the goal while focusing on the mini Zen garden.
- Ask students if this was helpful or not, and if so, why or why not?

### Notes/Feedback:





## Goal Setting V

### Procedure:

#### Warm Up: Goal Setting: Catching Dreams

- Explain that many indigenous communities believe that dreams may be message sent by sacred spirits. Dream catchers help “catch” the good dreams and allow the bad ones to slip away.
- Today, each student will make a dream catcher (See Week 15 Lesson 2 handouts).
- Read the Lakota Legend.
- Pass out a strip of paper, feather, and vial to each student
- Have them write their dreams or hopes on each strip of paper
- They will then glue a feather to the paper of each paper
- Follow the “How to Make a Dream Catcher” handout to facilitate the creation of the dream catchers.
- To wrap up, have students share what dreams they hope the dream catchers will catch.

### Notes/Feedback:



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## Self Knowledge



## Person of the Year

### OBJECTIVES

- To connect participants to the values they find most important
- To imagine what values-based accomplishments they would like to achieve

### MATERIALS

- Values cards from Weeks 5, Lessons 1 and 2
- Magazine cover template
- Crayons
- Markers
- Journals
- **Video:** <https://www.youtube.com/watch?v=Ki8S5I83Ccc>

### Procedure:

#### Getting to the Core: Magazine Expo

- Have students select their three most important values. Ask them to imagine that they are adults, doing work (whether paid or not) that embodies these values, and they are receiving a “Person of the Year” award.
- They will create a magazine cover highlighting their work, accomplishments and values
- Have students share their magazine covers.
- Conclude by asking them what they are doing today that will help their visions become realities.

### Notes/Feedback:

PERSON OF THE YEAR ISSUE



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|                 |                    |
|-----------------|--------------------|
| ag<br>azi<br>ne | VALUES TO LIVE BY: |
|                 | ILLUSTRATION       |

# Snapshots of My Life

## OBJECTIVES

- Building connectivity through sharing stories
- Draw connections among their past, present and future accomplishments, challenges and activities

## MATERIALS

- Flip chart (or white or blackboard)
- Colored markers
- Bell or other attention-getting device
- Instrumental music (recommended: jazz, classical or flamenco)
- Index cards
- Maps of Mesopotamia (following lesson)

## Preparation:

As current events are always shifting, prepare this presentation on Iraq only a day or two in advance.

## Procedure:

### Warm Up: Getting to the Core: Snapshots of My Life

- Explain that a snapshot is a “moment in time” that is captured on film. Ask students to think about how photos can connect our past, present and future lives. Ask them to create four “snapshots” of their lives at least five years apart, with the 1st one being from at least five years ago, the 2nd their current age, and the 3rd and 4th at least five and ten years (or more) in the future. Give each student a copy of the handout (follows this lesson)
- Consider playing instrumental music while students complete this activity
- When they are finished, have students discuss how they imagine their future “grown-up” lives.
- At the end of the discussion, wrap up the activity by asking students if they noticed any patterns, themes or commonalities, and/or what differences they noticed.

Snapshots of My Life: Draw 4 imaginary snapshots of your life, one from the past, one from the present, and two at future dates at least five years apart. (Example: age 5, 11, 16 and 21). In each “photo,” include yourself, anyone else who might be there, in whatever location you might be. In the description, say where you are, who you are with, and what you are doing.

|                                     |                                     |
|-------------------------------------|-------------------------------------|
|                                     |                                     |
| In this photo, I am      years old. | In this photo, I am      years old. |
|                                     |                                     |
| In this photo, I am      years old. | In this photo, I am      years old. |

|  |  |
|--|--|
|  |  |
|--|--|



## Body Maps

### OBJECTIVES

- Participants will connect significant moments in their lives by creating a visual story about themselves
- Students will learn about the history of ancient Mesopotamia and consider why civilization developed there, as well as understanding the ancient geography of the region.

### MATERIALS

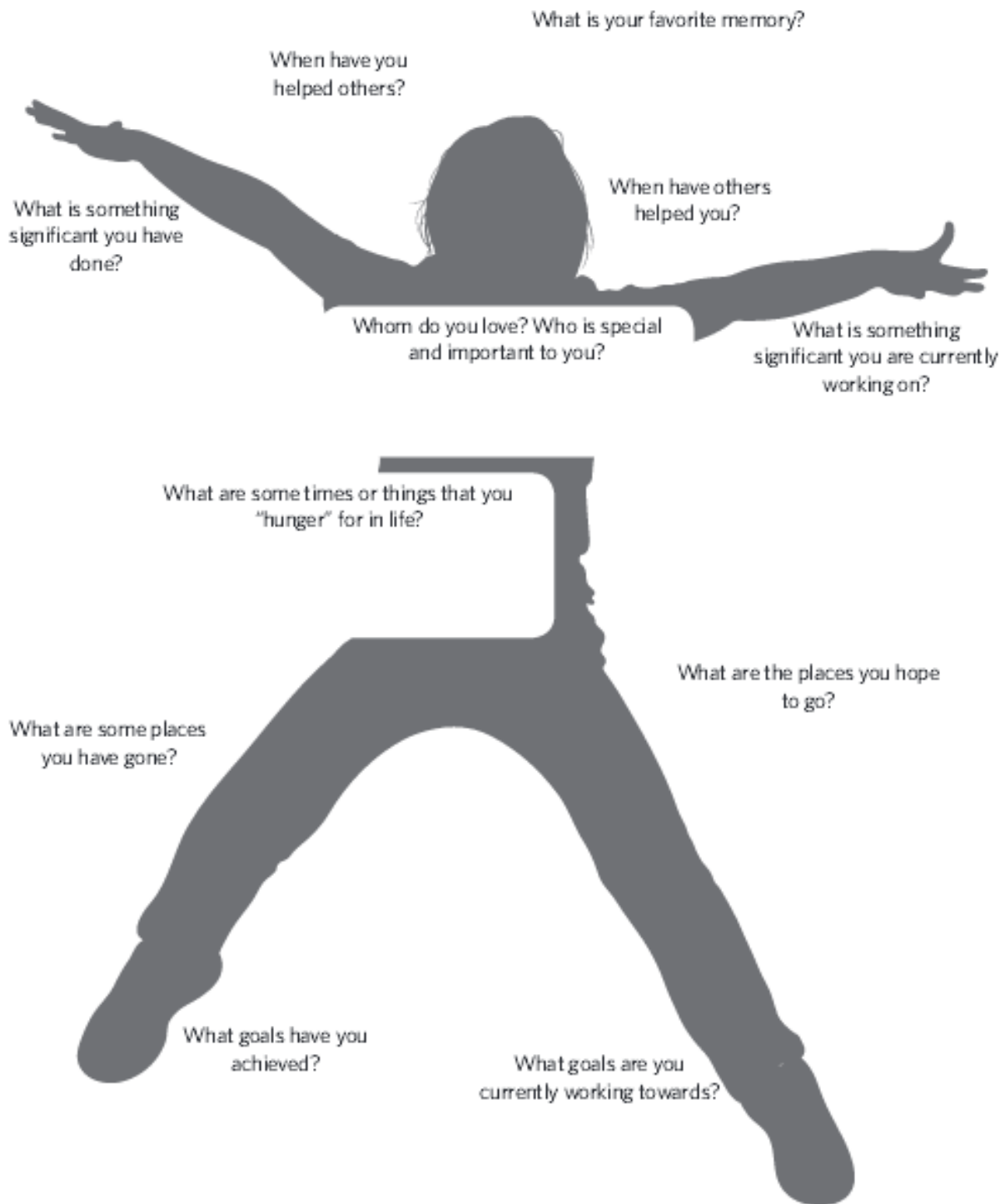
- Body map handouts (following lesson)
- Butcher paper
- Magazines
- Glue sticks
- Scissors
- Paper
- Crayons
- Markers
- Journals



**Procedure:****Warm Up: Getting to the Core: Body Maps**

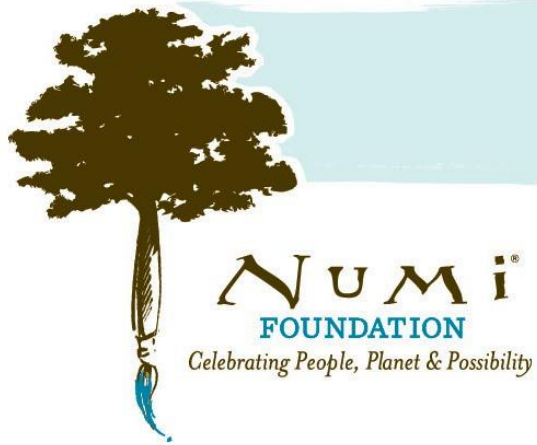
- Tell students that they will create a “body map” that tell the story of their life journey
- Ask students to identify some short-term and long-term goals they have, such as being promoted to 7th grade, playing a musical instrument, becoming a doctor or an athlete, etc. Then ask how the word “journey” might be applied to these goals, keeping in mind that journeys are rarely straight lines, but have detours, setbacks, side trips, and delays as well as opportunities, surprises and chances.
- Distribute the body maps to participants, or project one image for all to see, to guide students about what to include on their body maps. If possible, have students get into pairs and take turns tracing each other bodies on the butcher paper. Remind them to be respectful of other people’s bodies. Otherwise, have them draw a simple basic “body” on paper.
- Have them fill up the image as much as possible with images, words, ideas, etc. that relate to their goals, and try to use every inch of space (this may take more than one class period).
- Debrief: ask what they learned about themselves and other students. What are you the happiest about? What would you like to celebrate your peers for?

# Body Map



BODY MAP

BUILDING INTENTIONAL COMMUNITIES © 2012 BE THE CHANGE CONSULTING



## Early Humans



## Investigating the Past I

### STANDARDS

- Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- Describe the hunter-gatherer societies, including the development of tools and the use of fire.

### OBJECTIVES

- Students will work towards building community through the Dinner Party activity
- Students will make journals to be used as documentation of their learning throughout the year
- Students will learn new vocabulary and use it to generate ideas and questions about the first unit on Early Humans

### MATERIALS

- Powerpoint/handouts for “Early Humans”
- Paper and materials for journals, such as scissors, paper cutter, glue sticks, crayons and markers, etc.

**Preparation:**

- Arrange room for group discussion and for making journals.

**Procedure:****Warm Up: Claiming Your Essence: Dinner Party:**

- Student sit in a circle and with partners discuss the question: “How is a dinner party different from any other dinner?” Listen to responses, and ask students to listen for similarities, such as the particular food, the “ambiance” (teacher may need to explain this word), including music, lighting (perhaps candles or low/soft lights) or the table setting, and the conversation, which might be about a special event, such as a birthday or graduation.
- Explain that the objective of this activity to ask and answer questions in creative and original ways and that they will for the next (X) minutes, be guests at a dinner party
- Either have each student choose a different question from the bowl, or have each student answer the same question. If they have different questions, they will ask to the students with whom they mingle. Have them get up and “mingle” for about 3 minutes; talking to as many people as possible.
- When they return to their seats, have them either say what their own answer is or say what the question they asked was, and what the answers of the other students are.
- Journal:
- Have students create a journal with 2 pages for each of the sixty lessons of the year for a total of 120 pages. On each two page spread, designate either the left or right hand page for vocabulary. Either as a class, or individually, have students define the following words:

- Hominid
- Australopithecus  
afarensis,
- Lucy
- Anthropologist
- Biped
- Homo habilis
- Handy Man
- Homo erectus
- Upright man
- migrate
- Homo sapiens  
neanderthalensis,
- Neanderthal man
- Homo sapiens  
sapiens
- Doubly wise man
- Land Bridge

**Wrap up:**

Tell students they will be learning about early humans, including Lucy, the oldest known human, and these are some questions they will be able to answer

For each question below, record notes that prepare you to answer it.

- How was Lucy similar to modern humans? In what ways was Lucy different?
- What significant advancements did Handy Man and Upright Man make?
- In what ways did Neanderthals have a sense of community?
- Describe the first modern humans. Discuss what they looked like, how they lived, and how they expressed themselves.

**Assessment**

Ask students what they have learned about early humans from the vocabulary studied today.

**Notes/Feedback:****Supplement:****Dinner Party Questions**

- How many times do you normally hit the snooze button after your alarm goes off?
- What do you consider the worst household chore?
- What is your favorite kind of candy?
- Who is the most famous person you have ever met?
- What is one thing you always wanted as a younger child but never got?
- What do you consider to be the most dangerous creature on Earth?
- What celebrity do you resemble most?
- What is the saddest movie you've ever seen?
- What is your favorite time of the day?
- If you owned an enormous yacht, what would you name it?
- If you were invisible, where would you go?
- What one object in your home are you most embarrassed about owning?
- What kind of student are you?
- Other than family, who are the most important people in your life?
- What were your hobbies as a child?
- What do you imagine your adult life will be like?
- What were the best years of your life?
- What is the hardest decision you've made?
- What are the most important things in life?
- What do you consider to be your strongest character traits?
- What traits or habits do you wish you didn't have?
- Have your life experiences made you more hopeful or more cynical?
- What do you consider to be the biggest world events of your lifetime?
- Do you think life now is harder or easier than when you were younger?
- What are you most proud of in your life?

- What do you hope to be remembered for?
- There is a quote “If you are not outraged, you are not paying attention.” What are you outraged about?
- Do you believe we can have peace without justice?
- Which of the following do you think is of most concern: Police Brutality, Foreign Wars, Climate Change, or Animal Cruelty?
- What super-power would you like to have? (Such as being able to fly, time-travel, etc.)



## Investigating the Past II

### STANDARDS

- Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- Describe the hunter-gatherer societies, including the development of tools and the use of fire.

### OBJECTIVES

- Students will consider their individual qualities and express them metaphorically
- Students will create timeliness showing the development and spread of early humans

### MATERIALS

- Journals
- Crayons
- Markers
- Early Humans Powerpoint slide show

### Preparation:

- Prepare room for both class discussion and journal work

### Procedure:

Warm Up: Claiming Your Essence: My Catalogue Self



- In this activity, students will think metaphorically. Begin by asking what a “catalogue” is and what types of catalogues there are, such as clothing, toys, hardware, etc.
- Ask them what would be found in an “office supply catalogue,” such as paper, pens, computers, cabinets. Etc. Ask each student to take a minute or so to think about a quality they have that is not always evident to others. Then ask them to think of what type of office supply best represents who they are. (Alternatively, consider kitchen utensils, sports equipment, fashion, etc. Or places such as a zoo, the sea, outer space, a mountain, underground).
- Have each student say, “If you were to find me in a (catalogue or name of place), I would be a \_\_\_\_\_ because \_\_\_\_\_ .

#### Early Humans

- Show “Early Human” PowerPoint slide show
- Have students create, label and illustrate a timeline with the events listed below.
- Have student discuss how many years to include and how far apart their date indicators should be.
- For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Australopithecus afarensis living in Africa  
Homo habilis living in Africa  
Migration of Homo erectus

Spread of Homo sapiens  
neanderthalensis

**Wrap up:**

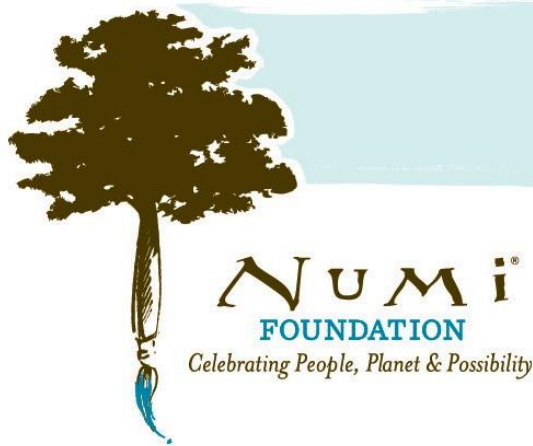
- Ask students where they would locate the date of their birth on the timeline.

**Assessment**

Revisit the questions from the Week 1, Lesson 1 Wrap-Up:

- How was Lucy similar to modern humans? In what ways was Lucy different?
- What significant advancements did Handy Man and Upright Man make?
- In what ways did Neanderthals have a sense of community?
- Describe the first modern humans. Discuss what they looked like, how they lived, and how they expressed themselves.

**Notes/Feedback:**



## From Hunters and Gatherers to Farmers

### STANDARDS

- 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- 6.1.2 Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
- 6.1.3 Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter
- 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
- 6.2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power

### OBJECTIVES

- Students will identify and share surprising or little known traits or facts about themselves with the class
- Students will create timelines depicting significant events in the development of early humans

### MATERIALS

- "I'm the who \_\_\_\_" slips (enough for each student in the class)
- Powerpoint from previous class

- Journals
- Crayons
- Markers

### **Procedure:**

#### **Warm Up: Claiming Your Essence: “I’m the One Who...”**

- Have students bring a pen or pencil and something to write on and then sit in a circle. Each student should receive a slip of paper with the words: “I’m the one who...” Students should fill in the blank with something about themselves that they consider important. The teacher can model several examples, such as “I’m the one who loves math class,” or “I’m the one who tells the best jokes.” Tell them not to share or tell anyone what they have written about themselves.
- Students should then fold their notes and throw them into a pile in the middle of the circle, where they should be mixed up. On the count of three, they should get up, take one slip of paper not their own, and choose a different spot in the circle, where they will silently read what is on the slip they chose.
- Students then get up, and start asking each student individually if she or he is the one who wrote what is on their slip. When they discover someone, they link arms.
- This should keep going until the entire class is linked. Each student then says out loud what s/he originally wrote.
- Students break apart, return to seats and discuss what they did or did not like about the process.

#### **Hunters and Gatherers to Farmers:**

Show slides 8-20 from previous class, and show slides 4-7 from Neolithic Revolution

- Discuss as a class and then identify and define the following terms in your journals. When possible, add an illustration or symbol.
- Stone Age
- Paleolithic Age, Old Stone Age
- Neolithic Age, New Stone Age
- Domesticate
- Agriculture
- Trade
- Ore

**Wrap up:**

Label and illustrate a timeline with the events listed below For each event, draw a creative and appropriate symbol near its proper place on the timeline.

Write the date the event occurred and an appropriate headline for each event.

- Beginning of Paleolithic Age
- Beginning of Neolithic

**Assessment**

- How did people obtain food during the Paleolithic Age? What problems resulted from this method?
- What significant change in the climate happened between the Paleolithic and Neolithic Age? In what ways did that change affect human life?
- Even though it did not happen all at once, what discovery signified the beginning of the Neolithic Age? How did this discovery come about?
- What significant changes came about as a result of agriculture?
- In what regions of the world were pre-Neolithic societies located? List two ways these hunter-gatherers adapted to their environment.
- In what regions of the world were Neolithic societies located? List two ways these people adapted to their environment.

**Notes/Feedback:**



## Tools

### STANDARDS

- Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- Describe the hunter-gatherer societies, including the development of tools and the use of fire.

### OBJECTIVES

- Students will identify and share surprising or little known traits or facts about themselves with the class
- Students will create timelines depicting significant events in the development of early humans

### MATERIALS

- Paper plates
- Markers
- Questions (following lesson)
- Tools & the Stone Age PowerPoint
- Journals

### Procedure:

**Warm Up: Claiming Your Essence: Make a Date**

- Students sit in a circle. The teacher asks “How many students in this group do you know really well?” (Perhaps define different levels of knowing: such as knowing a first name, knowing first/last names, knowing someone’s siblings, sitting or playing with someone at school, knowing someone outside of school, etc.)
- Teacher will say “In order to create a learning community, it is really helpful if everyone knows and feels connected to everyone else. One way for this to happen is for everyone to have a chance to talk to everyone else.
- Give each student a paper plate and have them draw the numbers of the clock on the plate. Also indicate a halfway mark between each two numbers so there are 24 marks on the plate. Ask them to walk up to each person each in the class and make an appointment (or “date”) to talk to each person. Both partners have to have the same time on each person’s “clock.”
- At the signal, ask the questions (see supplement) and give each person 30 seconds to answer.
- Students return to circle and discuss what they learned about their classmates.

**Hominids and Tools:**

- The teacher will ask students to name some tools. In addition to “hammers,” and “screwdrivers,” and such, encourage them to discuss whether tools would also include “pens,” “can openers,” etc. Then ask them what tools early humans might have wanted.
- Show the “Tools” PowerPoint
- Discuss what kind of tools they had and how they used them. Discuss what tools we still use today and what tools might be needed in the future.

**Wrap up:**

- Students draw at least one image each of Stone Age and 21st century tools.

**Assessment**

Students write at least one sentence comparing Stone Age tools with 21st century tools.

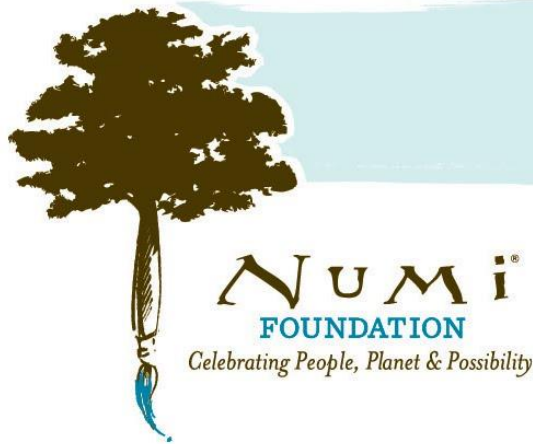
**Notes/Feedback:**

### **Get to Know You Questions**

- What was your favorite food when you were a child?
- If you could request any song to a DJ at a wedding, what song would it be?
- What is one of your favorite quotes or saying?
- What's your favorite indoor/outdoor activity?
- What chore do you absolutely hate doing?
- What is your favorite form of exercise?
- What is your favorite time of day/day of the week/month of the year?
- What's your least favorite mode of transportation?
- What is your favorite body part?
- What sound do you love?
- If you could throw any kind of party, what would it be like and what would it be for?
- If you could paint a picture of any scenery you've seen before, what would you paint?
- If you could choose to stay a certain age forever, what age would it be?
- If you knew the world was ending in 2012, what would you do differently?
- If you could choose anyone, who would you pick as your ?
- If you could witness any past, present or future event, what would it be?
- If you could learn to do anything, what would it be?
- If you had to work on only one project for the next year, what would it be?
- If you were immortal for a day, what would you do?
- If you had to change your first name, what would you change it to?
- If you could meet anyone, living or dead, who would you meet?
- If you won the lottery, what is the first thing you would do?
- If you were reincarnated as an animal/drink/ice cream flavor, what would it be?
- If you could know the answer to any question—besides “What is the meaning of life?”—what would it be?
- If you could be any fictional character, who would you choose?
- Which celebrity do you get mistaken for?
- What do you want to be when you grow up?
- When you have 30 minutes of free time, what do you do?
- What would you name your autobiography?
- What songs are included on the soundtrack to your life?
- What has happened to you that you thought was bad, but it turned out to be for the best?
- What was one of the best parties you've ever been to?
- What was the last movie, TV show, or book that made you cry or tear up?
- What's the hardest thing you've ever done?
- What was the last experience that made you a stronger person?
- What did you do growing up that got you into trouble?
- When was the last time you had an amazing meal?
- What's the best/worst gift you've ever given/received?
- What do you miss most about being a child?
- What is your first memory of being really excited?
- What was the first thing you bought with your own money?



- What is something you learned in the last week?
- What story does your family always tell about you?
- At what age did you become an adult?
- Who have you lost in your life?



## Field Trip

### STANDARDS

- Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- Describe the hunter-gatherer societies, including the development of tools and the use of fire.

### OBJECTIVES

- Students learn to respect what other students hold to be “sacred” or important
- Student visit the Academy of Science “Quest for Curiosity” exhibit

### MATERIALS

- Materials for an altar, such as candles, dried flowers, incense, small offerings of food, such as small fruits, nuts, etc.
- Students bring their journals to the field trip

### Procedure:

#### Warm Up: Claiming Your Essence: Sacred Spaces

- Prepare a small table with a cloth, flowers, candle or other decorations
- Ask students to draw or write the name of an object that means a great deal to them. (Ask them not to choose a person or pet; but something tangible).
- Tell them to leave their drawing/name of object on the altar face up. The teacher should do this also

- Have students form a semi-circle around the altar. Beginning with the teacher, each one tells a story about the object; suggestions include who gave it to them, how they got it, where they got, when they got it, why they got it, and why it is important to them.
- Have each student then take someone else's paper from the altar/table. Tell students that they now "have" something that is important to someone else in the class. Have students thank the student that they got it from.

### **Suggested Field Trip:**

Show slides 8-20 from previous class, and show slides 4-7 from Neolithic Revolution

- **Academy of Sciences "Quest for Curiosity"**
- **For details/information, see:**

**[http://www.calacademy.org/academy/exhibits/naturalist\\_center/nnotebook/?p=4662](http://www.calacademy.org/academy/exhibits/naturalist_center/nnotebook/?p=4662)**

### **Assessment**

Students take notes on what they see in the museum, and prepare to discuss what they have seen/learned in the next lesson.

### **Notes/Feedback:**



## Early Art I

### STANDARDS

- Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- Describe the hunter-gatherer societies, including the development of tools and the use of fire.

### OBJECTIVES

- Students will consider the events in their lives that have helped shape who they are now
- Students will study the development of art as a method of recording history

### MATERIALS

- **Stepping Stones handouts (following this lesson)**
- **Journals**
- **Markers**
- **Crayons**
- **Prehistoric Art Powerpoint**

### Procedure:

#### **Warm Up: Claiming Your Essence: Stepping Stones**

- Print out several copies of each of the stepping stones pages (see supplement following) and have each student select one of the pictures

- Ask students to think about the path they have traveled to get to where they are now, both the positive and negative experiences. Perhaps brainstorm a few ideas as a class, such as “Starting school,” “The love of my parents,” “Meeting my best friend,” “Learning to ride a bike.” Perhaps also include such challenges as accidents, illness, death of a grandparent, perhaps moving from an unsafe place, etc.
- Ask them to list those experiences in chronological order, naming a person and/or incident that has helped them so far.
- If the teacher can gather enough small stones for each person in the class, and have him write one of the people or incidents on their stones to help them remember who/what has affected them along the way.
- Ask students what is similar and different among the entire class. And conclude by asking what they can give to others.

#### **Art as a Reflection of History:**

- Ask students to note in their journals what elements of their daily lives would be of interest to future sixth graders studying human society in the 21<sup>st</sup> century.
- On a whiteboard, blackboard or flip chart, classify their answers into categories such as “food,” “transportation,” “shelter,” “music,” “communication,” and “technology,” “religion/spirituality,” etc. for example.
- Show the slide show on prehistoric art, and ask students to name which categories the images fall into.
- Have students draw and describe something about their daily lives that will be of interest to students of the future

#### **Wrap up:**

**Discuss what “makes” something a work of art and whether art should be purely decorative or can it be functional as well?**

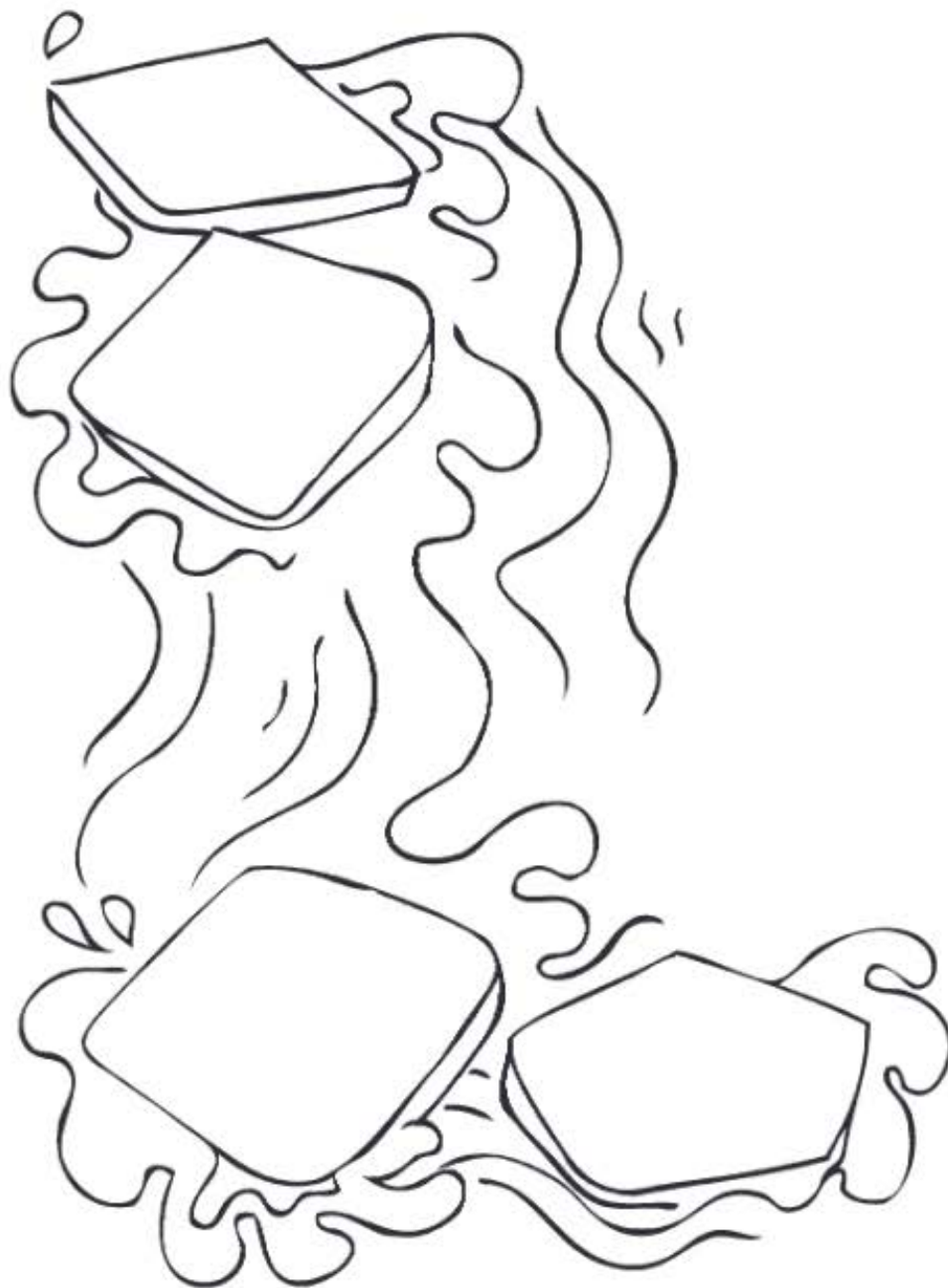
#### **Assessment**

Have students identify contemporary works of art and whether they are decorative, functional, both, or perhaps even neither. Ask students to define what makes something art or not. Perhaps consider showing some of Andy Warhol’s Campbell soup can images, which can be found here:

<https://www.google.com/search?q=andy+warhol+soup+cans&source=lnms&tbm=isch&sa=X&ei=a6mxU-bwEM-RqAby1IGQCA&ved=0CAYQAUoAQ&biw=1016&bih=584#imgdii=>

#### **Notes/Feedback:**

# Stepping Stones



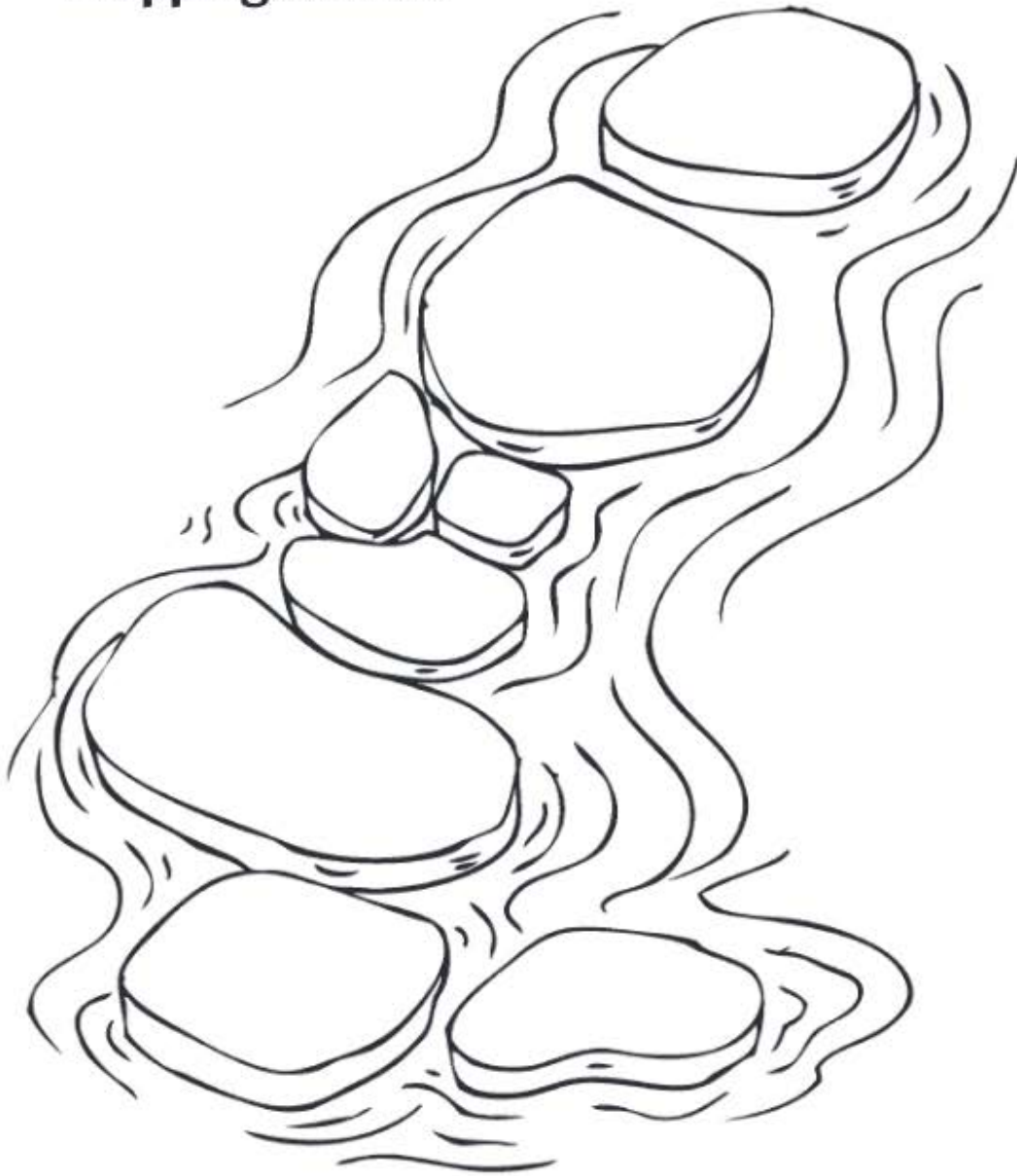
STEPPING STONES, PAGE 1

BUILDING INTENTIONAL COMMUNITIES © 2012 BE THE CHANGE CONSULTING

## Stepping Stones

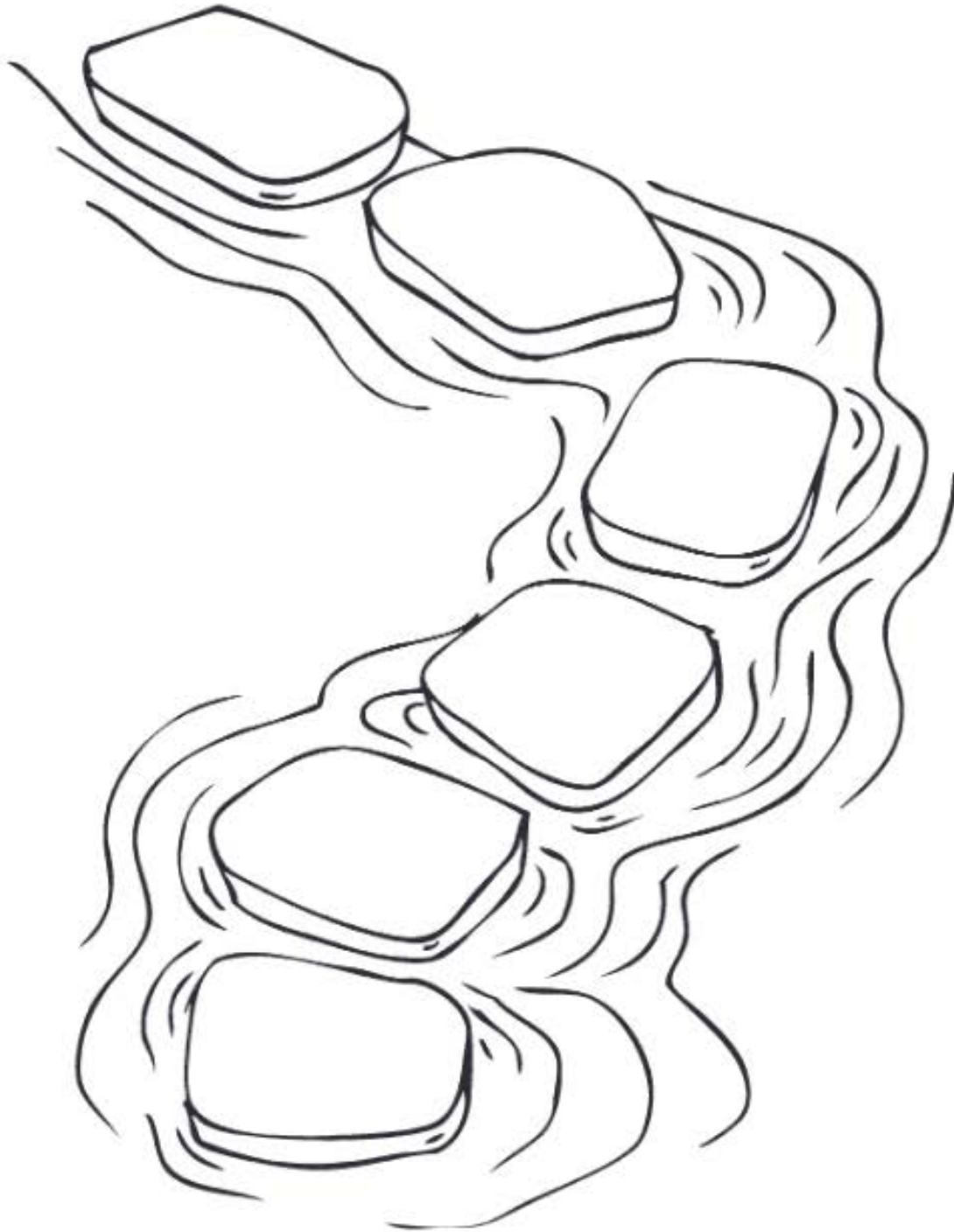


## Stepping Stones





## Stepping Stones

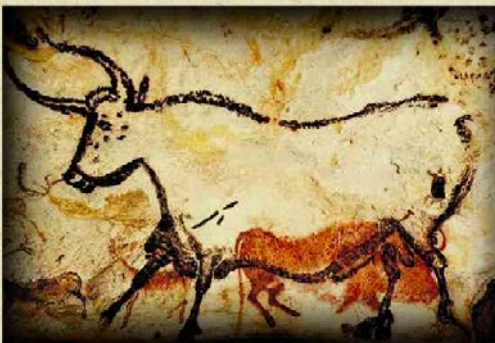


## Prehistoric Art



### How did it all start?

- ✧ Art began over 27,000 years ago
- ✧ As humans became smarter their imagination and ability to create art increased



✧ Art from Prehistoric to Modern times is not a progression from simple to complex. It is a time of many varied art forms from different cultures and time periods



## Prehistoric Art: 25,000 to 2500 B.C.E

- ✧ People live in caves
- ✧ Survive by hunting and gathering
- ✧ No organized government or religion
- ✧ Gradually evolve into learning how to use tools to make things
- ✧ Art is made for practical purposes to help with hunt or please natural forces

## Prehistoric Art: 25,000 to 2500 B.C.E

<http://www.youtube.com/watch?v=kNP6XRLbYW0>

- ✧ SCULPTURE: Bone, ivory and stone figurines
- ✧ Made figures to please natural forces like wind, animals and storms
- ✧ Ex: Venus of Willendorf, Europe, 25,000 B.C.E., Stone



## Prehistoric Art: 25,000 to 2500 B.C.E

- ✧ ARCHITECTURE: massive, upright, stone structures
- ✧ Later cave people had learned how to farm and had more time to build permanent structures
- ✧ Ex: Stonehenge, England, 2000 B.C.E. Used as an astronomical calendar



## Prehistoric Art: 25,000 to 2500 B.C.E

PAINTING: Cave paintings of animals thought to guarantee a successful hunt  
Painted what they saw and images of everyday life  
Painted on cave walls with fingers and brushes made of sticks

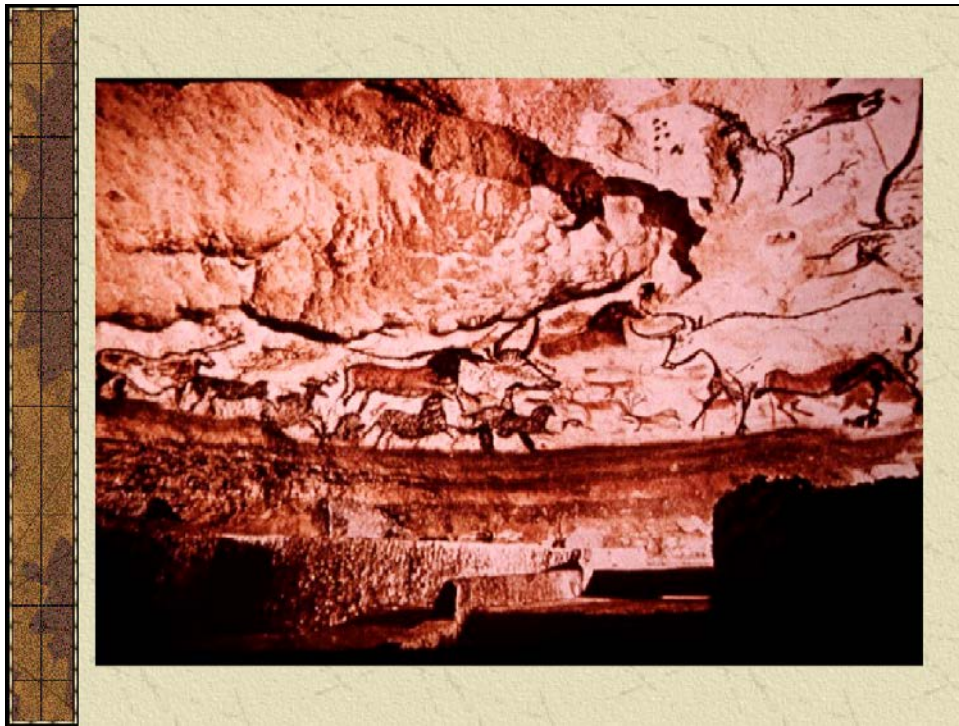


Used paint made of crushed rocks, berries and charcoal as outlines for the animals

Ex: Lascaux Cave Painting, France, 15,000 B.C.E.









## Early Art II

### STANDARDS

- Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- Describe the hunter-gatherer societies, including the development of tools and the use of fire.

### OBJECTIVES

- Students will consider the depth of human character, and what is or is not visible to the naked eye
- Students will learn about prehistoric art and consider what is depicted and why

### MATERIALS

- Iceberg handouts
- Video on the Caves at Lascaux:  
[http://www.lascaux.culture.fr/#/en/02\\_00.xml](http://www.lascaux.culture.fr/#/en/02_00.xml)
- Journals
- Crayons or markers

### Procedure:

**Warm Up: Claiming Your Essence: My Iceberg**

- Explain that an iceberg is a large chunk of ice, floating in the ocean, and usually, only a tiny portion of it is visible. The larger part is hidden under water. Ask students “In what ways are people sometimes like icebergs.”
- Ask students to think of what people reveal about themselves, and what we often do not know about them.
- Distribute the “My Iceberg” handout (or, alternatively, draw an example on the board, and have them copy it into their journals). Tell them not to write their names on the paper. Ask them to first list three things about themselves that everyone knows. (It can range from a physical description, such as “brown eyes,” to a skill, “good at math,” in the top or “visible” part of the iceberg. Then ask them to list as many things as they can think of in the bottom part of the iceberg.
- Collect and randomly distribute the papers to other students. Ask students to let you know if they receive their own paper.
- Ask students who the paper might be describing and why they think so. Have the student verify whether or not this is true.
- Class discussion: what surprised you about your peers? Ask them if they agree with this quote from Antoine de Saint-Exupery: “It is only with the heart that one can see rightly; What is essential is invisible to the eye.”

#### **Caves of Lascaux:**

- Discuss with students why people create art. Ask why they created art long ago, and why they create it now.
- Ask students to create (draw) a work of art in their journals that reflects something about their daily lives.
- Show the Caves of Lascaux video: [http://www.lascaux.culture.fr/#/en/02\\_00.xml](http://www.lascaux.culture.fr/#/en/02_00.xml)
- Ask student what prehistoric artists/humans created and why those particular images were important to people at that time.

#### **Wrap up:**

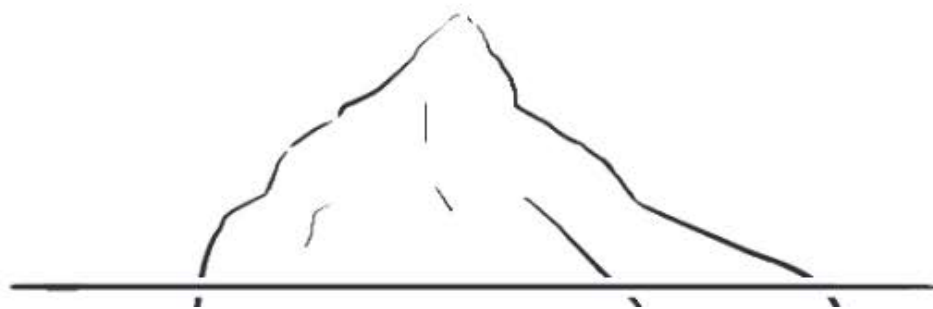
**Have students share the images they drew of scenes from their daily lives and how they compare o the images of prehistory, in terms of theme, what is depicted and what it tell us about daily life.**

#### **Assessment**

Have students discuss what art teaches us about history.

#### **Notes/Feedback:**

### **My Iceberg**







## Where Did Language Come From?

### STANDARDS

- Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution
- Describe the hunter-gatherer societies, including the development of tools and the use of fire

### OBJECTIVES

- To engage participants in making connections between their core values and their behaviors
- To consider the development and reason for language development

### MATERIALS

- Value Cards
- Language Develops” Powerpoint
- Activities that can be done without verbal or written communication
- Journals
- Markers, crayons and/or colored pencils
- Nonverbal communication games/activities. Some examples can be found [here](#):

<http://homework.answers.com/study-methods/8-games-to-help-you-practice-nonverbal-communication-at-home-with-family-and-friends>

**Procedure:**

**Warm Up: Getting to the Core: My Inner Truth**

- The teacher explains to the student that they will look for connections between what they believe their core values are and their “practice,” i.e. daily behavior. Have students get in groups of three
- Spread the values cards (following the lesson) around the room
- Have each group select values cards and come up with a statement for each one that shows how they practice this value on a regular basis
- A possible extension is a variation of “Two Truths and a Lie,” where one of the three is not actually a value that they practice. The class will try to guess which is the lie.
- Ask students to share how they can more regularly practice their core values.

**Language Development:**

- **The teacher can begin the lesson by not speaking, but by communicating with hand gestures, perhaps music or images. A bell might be used to bring the class to order, for example, or s/he might write, “Let’s begin,” on the board.**
- **Then, (speaking), ask students how we communicate without language. They might name gestures/ hand signals, eye contact, body language, visual art, dance, music, etc.**
- **Show the short “Language Develops” Powerpoint, and follow the discussion prompts.**

**Wrap up:**

**Spend five minutes doing an activity that requires communication, but without speaking. This could be solving a math problem, or putting together a puzzle.**

**Assessment**

Have students discuss how language both helps and hinders us.

**Notes/Feedback:**

**Transparency**

**Demonstrating access to information and motives**

**Non-Conformity**

**to question and challenge authority and norms**

|  |  |
|--|--|
|  |  |
|  |  |
| <b>Acceptance</b><br>to be accepted as I am                            | <b>Openness</b><br>to be open to new experiences, ideas, and options   |
|  |  |
| <b>Achievement</b><br>to have important accomplishments                | <b>Independence Purpose</b><br>to be free from dependence on others to have meaning and direction in my life |
|  |  |
| <b>Courtesy</b><br>to be considerate and polite toward others          | <b>Inner Peace</b><br>to experience personal peace   |
|  |  |
| <b>Environmental Justice</b><br>an equitable distribution of resources | <b>Justice</b><br>to promote fair and equal treatment for all  |
|  |  |
| <b>Allyship</b><br>To stand up for others                              | <b>Loving</b><br>to give love to others  |
|  |  |
| <b>Creativity</b><br>to have new and original ideas                    | <b>Nurturance</b><br>to take care of and nurture others  |
|  |  |
| <b>Excitement</b><br>to have a life full of thrills and stimulation    | <b>Realism</b><br>to see and act realistically and practically   |
|  |  |
| <b>Forgiveness</b><br>to be forgiving of others                        | <b>Risk</b><br>to take risks and chances   |
|  |  |

|   |  |
|---|--|
| <b>Dependability</b><br>to be reliable and trustworthy            | <b>Safety</b><br>to be safe and secure   |
| <b>Fun</b><br>to play and have fun                                | <b>Stability</b><br>to have a life that stays fairly consistent  |
| <b>Ecology</b><br>to live in harmony with the environment         | <b>Order Tradition</b><br>to have a life that is well-ordered and organized to follow respected patterns of the past |
| <b>Faithfulness</b><br>to be loyal and true in relationships      | <b>Rationality</b><br>to be guided by reason and logic   |
| <b>Family</b><br>to have a happy, loving family                   | <b>Responsibility</b><br>to make and carry out responsible decisions   |
| <b>Flexibility</b><br>to adjust to new circumstances easily       | <b>Service</b><br>to be of service to others   |
| <b>Genuineness</b><br>to act in a manner that is true to who I am | <b>Spirituality</b><br>to grow and mature spiritually  |
| <b>Growth</b><br>to keep changing and growing                     | <b>Wealth</b><br>to have plenty of money   |
| <b>Helpfulness</b><br>to be helpful to others                     | <b>Tolerance</b><br>to accept and respect those who differ from me   |

|  |   |
|--|---|
|  |   |
|  |   |
| <b>Hope</b><br>to maintain a positive and optimistic outlook     | <b>World Peace</b><br>to work to promote peace in the world |
|  |   |
| <b>Friendship</b><br>to have close, supportive friends           | <b>Other Value:</b>   |
|  |   |
| <b>Generosity</b><br>to give what I have to others               | <b>Other Value:</b>   |
|  |   |
| <b>Health</b><br>to be physically well and healthy               | <b>Other Value:</b>   |
|  |   |
| <b>Honesty</b><br>to be honest and truthful                      | <b>Other Value:</b>   |
|  |   |
| <b>Humility</b><br>to be modest and unassuming                   | <b>Other Value:</b>   |
|  |   |
| <b>Humor</b><br>to see the humorous side of myself and the world | <b>Other Value:</b>   |
|  |   |
| <b>Knowledge</b><br>to learn and contribute valuable knowledge   | <b>Other Value:</b>   |
|  |   |

**Mastery**  
to be competent in my everyday activities

**Other Value:**



## Fire

### STANDARDS

- Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution
- Describe the hunter-gatherer societies, including the development of tools and the use of fire

### OBJECTIVES

- Students will share a peak experience in their life with two other students
- Students will practice listening and identifying core values depending on what they heard

### MATERIALS

- Values cards from Week 5, Lesson 1
- Journals
- Markers, crayons and/or colored pencils
- Fire video: [https://www.youtube.com/watch?v=v3ax5W\\_TrOo](https://www.youtube.com/watch?v=v3ax5W_TrOo)

**Procedure:****Warm Up: Getting to the Core: Values Extract**

- Students get into groups of three. Each group gets a complete set of values cards (the same cards as the previous lesson)... Tell students that they will practice listening and reflecting skills, and there are three rounds to this activity. In each round, a different student assumes the role of storyteller; the other two students are listeners. The storyteller will tell a Peak Experience Story; about a time when they felt creative, excited and successful. The other students must listen very deeply, and then select the three values they heard represented in the storyteller's story. The storyteller will select an additional card.
- Repeat for each student in the group.
- Ask students which values help them experience life more fully and creatively.

**Fire:**

- Ask students how we “get” or “make” fire today. Discuss how fire helps and harms us, and how we use and control it. It could be a good time to reference climate change, and the drought/increase in wildfires.
- Ask students to draw or write in their journals about what life would be like if we had no fire
- Show a video that shows a modern-day “primitive” tribe and how they make fire: [https://www.youtube.com/watch?v=v3ax5W\\_TrOo](https://www.youtube.com/watch?v=v3ax5W_TrOo)
- Have students discuss the fire making techniques on the video.

**Wrap up:**

**Ask students if they think fire was “invented” or “discovered.”**

**Assessment**

Have students discuss how /why the discovery/ invention of fire was essential to the next developments of human society.

**Notes/Feedback:**