



PURPOSE

To distinguish humans from other living beings with their power to think.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Recognize the power **to think** as one only we humans have.
2. Apply their power to think to grow in excellence.

MATERIALS & RESOURCES

- project materials (paper clips, paper, toothpicks, marshmallows, straws, tape, pipe cleaners, tin wrap, etc.)
- **Who I Am Collage** worksheet (see Materials)
- Supplementary materials:
 - **Great Innovators: "Thomas Edison and the Light Bulb," StoryBots** video (<https://www.youtube.com/watch?v=b1KwZTzIY>)

VOCABULARY

- **to think**: the ability to know and connect ideas about us and the world

PROCEDURE

Step 1: Review the previous lesson. Act out for students a series of emotions [love, sadness, joy], then ask the following questions:

- What emotion is this?
- How do you know?

In the last lesson, we learned further about who we are as human persons. We learned that, in addition to having the power to use our senses, with which we learn about the world, we also have the power to feel emotions. Our emotions are our reactions to the world.

Draw the following chart on the board (with empty spaces), then ask students to help fill in the corresponding powers per each living being.

	plants	animals	humans
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eat	X	X	X
grow	X	X	X
reproduce	X	X	X
move from place to place on their own		X	X
use the senses		X	X
feel emotions		X	X
think			X
choose			X

Explain: We share the powers to eat, grow, and reproduce with plants and animals. With these powers, we live and survive. We share the the power to move from place to place on our own, to use our senses, and to feel emotions with animals. With these powers, we learn about the world, relate to it, react to it.

We humans also have two special powers that no other living beings have, and we will start to learn about these powers today.

Step 2: Practice the power to think.

Give students, individually or in pairs, a set of materials and some time to build—i.e., mini marshmallows and toothpicks, with which students should build a project (i.e., the tallest tower). [Supplemental activity could be the handing out of candy as a prize to or incentive for students.]

Step 3: Teach the power to think.

Ask: What sort of abilities did we have to use to make this project? Gather student answers, then explain: One of the special powers that only humans have is the power to think. This is a power that we do not share with animals or plants.

Write on the board:

- **to think**

Explain: Our power to think means that we do not only know individual, specific details about the world, as we learn with our senses. Our sight picks up specific colors; our hearing picks up specific sounds. Our power to think gives us the ability to think about all of these things in our mind as general ideas! No other living being has this power!

Step 4: Summarize: In this lesson, we have learned about the first of two special human powers—the power to think, which lets us know and connect ideas about ourselves and all of reality. This power lets us go beyond the specific details we know with our senses and start to see how everything about us and reality fits together, through the many ideas that we come to know and hold in our minds. In the next lesson, we will learn about the second special human power.

FOLLOW-UP & HOMEWORK

Ask students to complete the *Who Am I Collage* worksheet.

SUPPLEMENTS

Supplement 1: Practice understanding the power of ideas.

Show students the *Great Innovators: “Thomas Edison and the Light Bulb,” Story-Bots* video.

Discussion questions:

- What role did Thomas Edison’s power to think play in his inventing?
- Why is it important for humans to be able to think of and create different inventions?

Break students into pairs to discuss, then come back to share-out as a class.

Explain: Using our power to think for the good of other people is one of the most excellent ways that we can use it. One way that people over human history have contributed to the good of others is by inventing objects and technology that serves their needs.

WHO AM I COLLAGE

Name: _____

Directions: Cut out from magazines or draw pictures that help describe who you are, what you like to do, and more.

