

## PURPOSE

To establish the hierarchy of living beings.

## LEARNING OBJECTIVES

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

1. Name and explain the powers that distinguish living beings from non-living things, and plants, animals, and humans from each other.
2. Choose excellent ways to use these powers.

## MATERIALS & RESOURCES

- ***Dignity Review*** worksheet (see Materials)
- ***Powers Charades*** flashcards (see Materials)
- ***What Do You See?*** image (see Materials)
- ***Choose Your Own Story*** worksheet (see Materials)

## VOCABULARY

- **power**: the ability of a living thing to do something on its own
- **eat**: the power to take in nourishment
- **grow**: the power to increase in size from within
- **reproduce**: the power to create another being of the same kind
- **move from place to place on one's own**: the power for motion from within the body
- **use the senses**: the power to know with the body concrete details about the world
- **emotions**: the body's automatic responses to the world

## PROCEDURE

**Step 1:** Review the previous lesson. Explain: We encounter the dignity of a person every single time that we encounter that person—the unique, special mystery they are.

Hand each student a copy of the ***Dignity Review*** worksheet, turned over. Once all students have a copy, ask them to race to complete the statement on the worksheet with the work bank provided.

Explain: Today and over the next few lessons, we are going to think more about who we are, what we can do, and who we can become. This will help us to understand even more what it means to be a person with dignity!

**Step 2:** Introduce the powers. Explain: To understand more about our own dignity, we're going to have to recall what other creatures live with us on earth.

Write on the board:

- non-living things
- plants
- animals
- humans

Ask:

- What do you think makes each of these categories different from each other?

Write on the board:

- **power:** the ability of a living thing to do something on its own

Explain: What makes living beings different from non-living things is the ability to do different things on their own. We call these special abilities powers. Non-living things are unable to do anything on their own. They have no powers. Objects like computers or calculators have to be designed by humans first before they can do anything, while plants, animals, and humans can do certain things because they are part of what or who they are.

**Step 3:** Teach the hierarchy of powers.

Ask student volunteers to perform the **Powers Charades**, and with each correct guess, write the three powers of all living things on the board:

- **eat:** the power to take in nourishment
- **grow:** the power to increase in size from within
- **reproduce:** the power to create another being of the same kind

Confirm the importance of the third power by asking: How would our world be different if there weren't any living beings in it? Each of these three powers has a specific purpose. The purpose of each is to help make it possible for plants, animals, and humans to be alive; to have life.

Then place the **What Do You See?** image on the board, and give students a minute to silently decide who sees what. Ask: Who sees a woman? Who sees a saxophone player? Walk students through the illusion, then ask: Could a plant have guessed this illusion? [no] An animal? [no]

Prompt students to brainstorm those powers that might distinguish humans and animals from plants:

- Can a flower move from one garden to another on its own?
- Say there is a loud noise in the forest. Will a plant hear it?
- You put a deer in the pathway of a hunter. What might the deer feel?

As they guess, write on the board:

- **move from place to place on their own:** the power to move by itself
- **use the senses:** the power to know and process information about the physical world (ex. Touch, Sight, Hearing, Smell, and Taste)
- **feel emotions:** the power to react to the world

Explain: Plants use the powers to eat, grow, and reproduce, live—and that’s it. With these three powers—to move, to use the senses, to feel emotions—animals and humans start to learn about and operate in the world in a new way.

**Step 4:** Remind students of the importance of using our powers in an excellent way.

Write on the board:

We use powers in the right way when they:

- (i) respect our dignity
- (ii) respect the dignity of others
- (iii) help us be more excellent

Explain: The questions we should always ask are, Does my use of these powers respect my human dignity? Your dignity? Does it help me become more excellent? Let’s try to answer these questions by seeing how these powers can be used in everyday decisions.

Distribute the **Choose Your Own Story** worksheet as an exercise to practice excellence.

**Step 5:** Summarize.

Explain: Today, we learned about the three powers that distinguishes living beings from non-living beings. We also learned about the three sensitive powers that set apart humans and animals from plants. These powers help us live and learn specific details about the world around us.

We can use these powers in different ways, in ways that are respectful or not, in ways that are excellent or not—but we should always try to use them in the best possible way!

### FOLLOW-UP & HOMEWORK

Student should complete and return the *Choose Your Own Story* worksheet if they didn't complete it during class.

### SUPPLEMENTS

None.



Name: \_\_\_\_\_

## DIGNITY REVIEW

**Directions:** Complete the paragraph with words from the bank.

I have **(A)** \_\_\_\_\_. It is **(B)** \_\_\_\_\_, because every person has dignity, regardless of their abilities, status, etc. It is intrinsic because our dignity is with us our life and it is part of who we are. Lastly, it is **(C)** \_\_\_\_\_ because it **(D)** \_\_\_\_\_ be given to us or taken away from us.

### Word Bank

Human Dignity	Adult
Replaceable Value	Inalienable
Entire	Temporary
Selective	Cannot
Universal	Can



Name: \_\_\_\_\_

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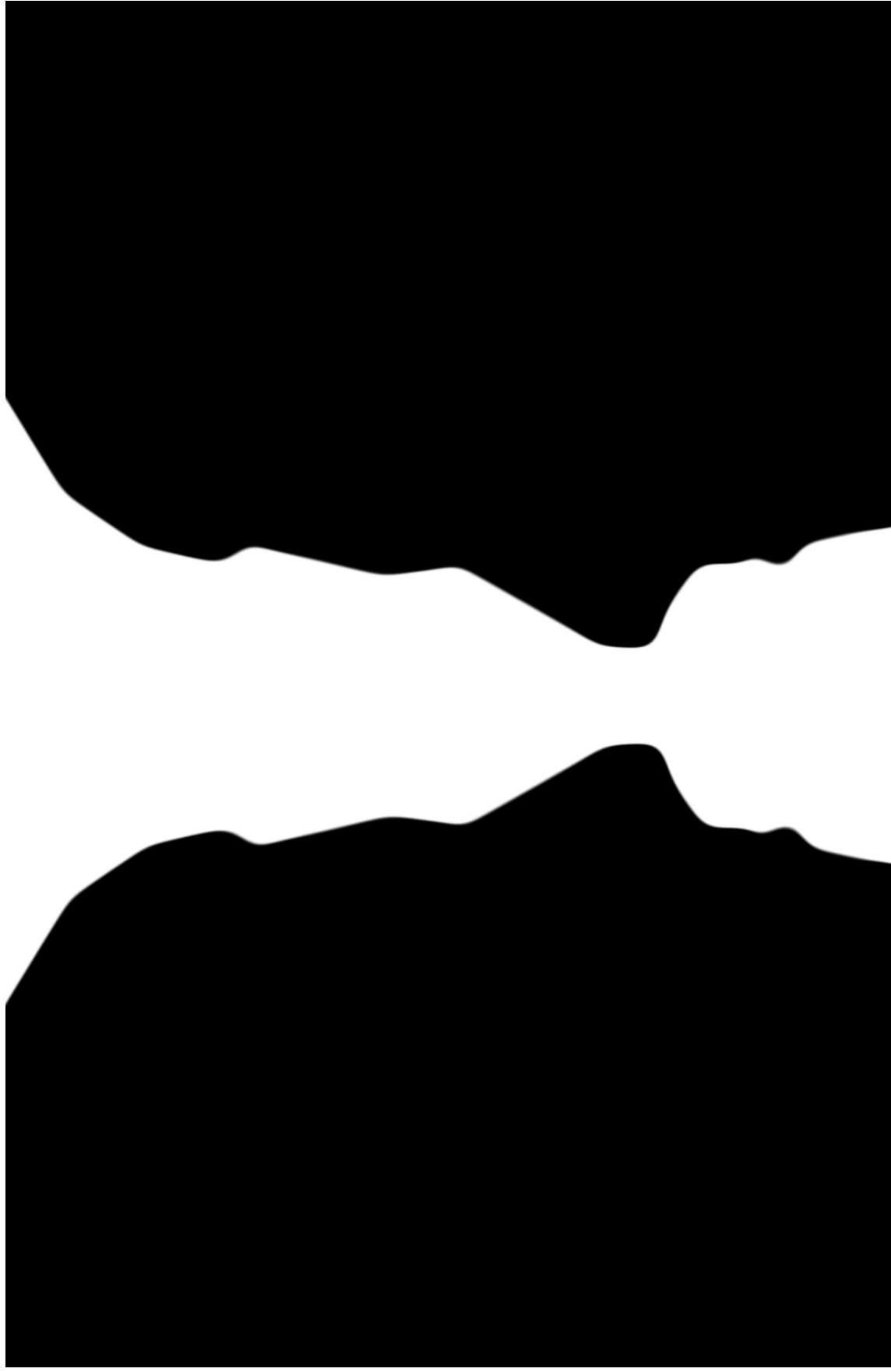
## POWERS CHARADES

Show me how a snake eats.

Show me how a flower grows.

Show me what a family picture looks like.

## WHAT DO YOU SEE?





Name: \_\_\_\_\_

## CHOOSE YOUR OWN STORY

**Directions:** Circle your answers, and follow the instructions.

A. My mom made chocolate chip cookies this afternoon. I love chocolate chip cookies, and my mom knows that they are my favorite. They smelled so good that I wanted to eat all of them, but my mom told me that I had to wait until after dinner because we were celebrating my sister's graduation day.

1. I listen to my mom and do not eat any cookies. (If this, go to Point B.)
2. I disobey my mom's request and I eat 3 cookies before dinner. (If this, go to Point C.)

B. It is now dinner time, and I am excited to eat the chocolate chip cookies. But, my dad tells me I have to finish ALL of my green beans before I can have dessert.

1. Even though I don't like them, I know they will make me strong, so I eat all of them. (If this, go to point D.)
2. I dislike green beans, so I will not eat them, even though my dad said so. (If this, go to point E.)

C. As I am hiding and eating my cookies, I suddenly hear my mom come into the kitchen. I do not want to get in trouble, so I pretend that our dog, Sammy, ate the cookies. I put cookie crumbs by Sammy's dog bowl, and then my mom asked me what happened.

1. I felt guilty for what I had done, so I told my mom the truth. (If this, go to point F.)
2. I lied and said that Sammy had eaten the cookies (If this, go to point G.)

D. Since I ate all the food off of my plate, my parents were so proud of me. They said that because I listened to them, I could have 2 chocolate chip cookies and a glass of milk for dessert!

E. My dad was angry that I did not listen to him, so I was sent to my room with no dessert and I couldn't celebrate my sister's graduation.

F. My mom was proud that I had told her the truth, so she decided to give me one more chance. She told me that if I helped with the dishes after dinner she would give me 1 cookie!

G. My mom knew I was lying (as mothers do) and was disappointed in me. She told me that even if Sammy had been the one to eat the cookies it was different because Sammy is just a dog who doesn't know any better. She told me that I was her child, and I do know better because she taught me the difference between right and wrong. So, I should know that disobeying my mom and lying about it is wrong.