



Name _____

Force Field For Good

BE YOUR HIGHER SELF

Claim: _____

Evidence:



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BE YOUR HIGHER SELF

Claim-Evidence Directions

Adapted Visible Thinking Routine from "Making Thinking Visible" (K.Morrison, M.Church, R.Ritchhart)

Begin by identifying the claim: "I can be my higher self"

Discuss as a whole group what evidence would support that claim?

-What would someone say?

-What would someone do?

-What would someone think?

Following the discussion, each student completes the thinking sheet and illustrates an image to correspond with their evidence.



Name _____

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3-2-1

Big Bad Bully Bus

Before

3 Words:

2 Questions:

1 Piece of Advice:



Name _____

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3-2-1

Big Bad Bully Bus

Bridge

3 Words:

2 Questions:

1 Piece of Advice:



Name _____

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Words Words Words

Sentence:

Phrase:

Word:



Name _____

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The Gimme Blues

I used to think...

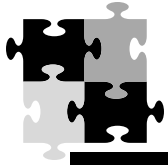
Now I think....

Name _____



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Ode to Other



Connect

How do these ideas connect to what you already know?



Extend

What new ideas did you get to extend your thinking?



Challenge

What is still challenging or confusing for you?



Name _____

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Ode to Other

Connect-Extend-Challenge Directions

Adapted Visible Thinking Routine from "Making Thinking Visible" (K.Morrison, M.Church, R.Ritchhart)

1. **Set-up:** Before listening to the song, invite students to be mindful of how this new learning connects to what they already know.
2. **Listen** to the song, discuss "Have you ever met someone or became friends with someone who was very different from you? How were they different? Is it difficult to get along with people who are different than you? Why or why not?"
3. **Connect:** Ask students how the ideas in the song connect to ideas they already thought about or life experiences.
4. **Extend:** Prompt students to identify how the ideas have extended their thinking.
5. **Challenge:** Ask students to consider ideas that seem challenging about the song. "What challenges come up in your mind, what new ideas?"

Complete the thinking sheet with words/pictures, discuss and share.



Force Field For Good

Afraid of Love

Step Inside Directions

Adapted Visible Thinking Routine from "Making Thinking Visible" (K.Morrison, M.Church, R.Ritchhart)

1. **Set-up:** Before listening to the song, define Xenophobia: fear of everything foreign and Xenophilia: love of everything foreign
2. **Listen** to the song, discuss "Do you think people could be afraid of others from a different country? Why? Do you think some people are loving and accepting of others they don't know?" Discuss the difference between Xenophobia and Xenophilia in the song.
3. Invite students to think about either **Xenophobia** or **Xenophilia**. "What can this person *see, observe notice?*"
4. "What might that person *know about, understand or believe?*"
5. "What might that person *care about?*"
6. "What might that person *think or wonder about?*"

Complete the thinking sheet with words/pictures, discuss and share.



Name _____

Force Field For Good

Afraid of Love

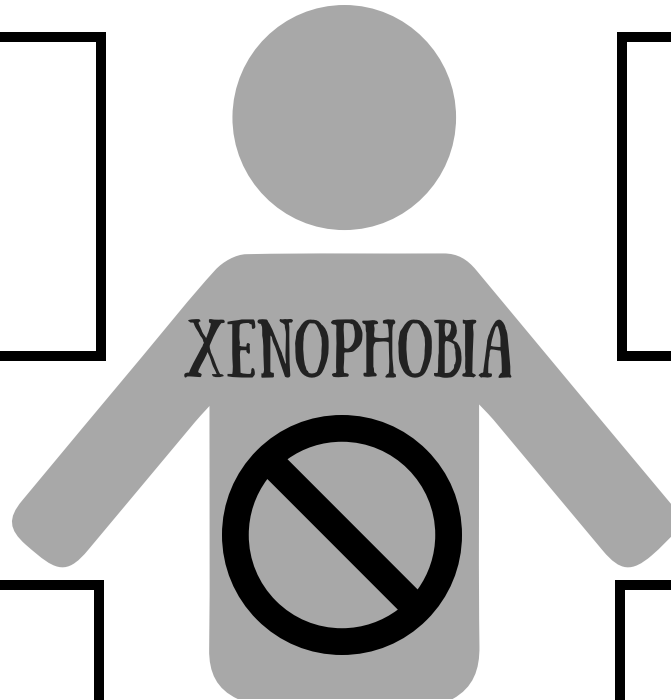


See? Notice?

Think? Wonder?



Care about?



Know? Believe?





Name _____

Force Field For Good

Afraid of Love



See? Notice?

Think? Wonder?



Care about?

Xenophilia



Know? Believe?

