

Lesson 30

The Hidden World

TEACHER PREPARATION

KEY CONCEPTS

There are very real invisible forces in our lives.

OBJECTIVES

By the end of this lesson, students should be able to:

1. understand some invisible things are also real.
2. analyze how some invisible things influence our lives.

KEY TERMS

Invisible: Anything real, but cannot be detected by vision. (It may include things that can be detected by the other senses such as sound, touch, etc.)

BACKGROUND INFORMATION

Every student is exposed to many challenges to his or her imagination in the world today. Movies, video games and books all encourage our imaginations to expand into the invisible world. Yet, there are very real invisible things in life. In this lesson, we will be helping our students analyze and realize some things in life are invisible. We hope this lesson will help them distinguish between what is real and what is imaginary.

MATERIALS/PREPARATION

1. In **Discovering the Lesson**, you will need popsicle sticks or small sticks from trees, paper for strips, tape and five items for the gravity experiment. Choose an assortment of items – some heavy and some light. For example – a feather, a rock, a piece of paper, a book, etc.)
2. For **Going Deeper**, you will need items from nature like a leaf, flower, stick, feather and some pictures of things in nature (animals, forest, river, ocean, stars, planets, meteors, humans, etc.) Do not include anything manmade like pencils, houses or clothing. For the **younger elementary students**, each will need a sheet of paper and pencil. For

older elementary students, you will need a piece of paper and pencil for each nature item or picture.

LESSON

BEGINNING THE LESSON

[Say to the students:] **The three students in our story have now spent many hours in the library. What’s going to happen when it’s time to go back to the outside world — to their school? Do you think what they’ve learned in the library will change how they think, feel and act in the outside world? Let’s find out.**

READINESS (5 minutes)

[Read to the students:] **Chapter 30 — Leaving the Library**

“Do we really have to go?” asked Trish.

“Yes,” said the Librarian. “But it doesn’t mean you can’t come back.”

“I’m really glad to hear that,” smiled Hector. “This has felt like a once-in-a-lifetime moment.”

“Oh, it was!” smiled the Librarian. “Every visit is like that in my library.”

As they talked, they walked toward the library door and around the Map of Wonders, which had shrunk down to something the size of a normal classroom map. The maze of bookshelves, which only lighted when you stepped into their row, was as confusing as ever. Trish found herself unconsciously humming the melody of Humility, and Dugan was absent-mindedly fingering the gold coin in his pocket, pondering whom he might give it to. Hector smiled as he felt a tingle rush through him as his body remembered the dizzying climb he and Dugan made to get the book about trust.

The library had changed them. They were sure they would never go back to the way they were.

But they were wrong.

They hugged the Librarian and gave Edgar a final pat, promising to return. But once they stepped through the green door at the bottom of the stairs, their whole adventure began to feel like a dream.

“I think we should have spent more time saying goodbye,” said Trish. “I feel disconnected.”

“Yeah, me, too,” sighed Hector.

At the top of the stairs, the three friends looked back in time to see the green door silently close on its well-oiled hinges. They rounded the corner, opened the door back into the main school building and ran into one of the students they met in the hall at the beginning of their quest.

“Did you give up on finding the library?” the student asked.

“What do you mean?” asked Trish.

“Well, you missed almost the whole lunch period and here you are. I figured you got hungry and gave up, “ said the student.

“We’ve been gone much longer than the lunch period,” objected Dugan.

Hector put his hand on Dugan’s shoulder before he could say another word.

“Suit yourself,” shrugged the student. “You can waste all the time you want. But if you hurry, you can still get something to eat.”

She walked away leaving them alone in the hall for the moment.

“Do you think we were only in the library for the length of the lunch period?” asked Dugan.

“Hardly,” said Hector. “But I don’t think the library is on the same clock as the rest of the world.”

The next few days at school started out well enough. They saw their fellow students differently. Many of the lessons they’d learned in the library had immediate applications back at school. They readily took notice of those things that were ***DreamMakers*** and ***DreamBreakers***. The cool kids who smoked behind the school didn’t seem cool any more. Dugan couldn’t help but imagine a big green fist squeezing the breath out of one of the older boys as he smoked.

Trish held her head up as she walked down the hallways, and her smile was inviting and comfortable. Hector went out of his way to help a couple of the younger students who didn’t fit in. Teachers and fellow students noticed. But after a few days, life began to return to what it had been before.

“I don’t like what is happening to me,” complained Hector.

“What do you mean?” asked Dugan.

“I find myself a little bit angry all the time. I’ve probably felt that way for a long time, but I hadn’t noticed it before,” Hector replied.

“It’s like our time in the library is starting to fade,” said Trish who happened to be standing behind them.

“What do we do?” asked Hector. “I don’t want to go back to the way we were before — you know, being less honest ... or kind ... or caring.”

“Yes, I know what you mean,” encouraged Dugan. “The lessons on courage, forgiveness and teamwork really mattered back in the library. Why don’t they matter as much here at school?”

Dugan’s words cast a cloud over all three of them. They felt vaguely disappointed with themselves, and fearful they would forget all the important things they’d learned in the library.

“We need to go back,” decided Trish, “and talk to the Librarian.”

They looked at each other in silent agreement and walked right out of the school to the stairway leading down to the green door and the basement library.

“Where do you three think you’re going?” asked one of their teachers.

“Ah, we wanted to check out the library for a project we’re working on,” replied Dugan.

“That would be a waste of time,” said the teacher. “There is nothing down there except some boxes with old discarded books.”

“No! There’s a wonderful library down there and a Map of Wonders,” exclaimed Dugan.

Hector nudged Dugan to be quiet before he said anything more.

“I’m afraid someone has been pulling your leg,” laughed the teacher. “Let me show you.”

At the bottom of the stairs, he reached into his pocket and produced a key that unlocked the green door. He had to pull very hard to open the door as it rubbed on the uneven concrete.

“See! Just some old boxes of books no one wanted, but couldn’t throw away,” he said as he flipped the light switch. All they could see was an ordinary concrete room with a few dozen boxes and some gardening tools, too rusted to be of any use. “Nothing here worth your time, or anyone else’s.”

The teacher relocked the door, climbed the stairs and left them where they stood.

“I don’t get it,” said Dugan. “There was an incredible library here a few days ago, but it seems to have vanished.”

“Just because you can’t see it, doesn’t mean it isn’t here!” a familiar voice said from somewhere just behind the door.

EXPLORE (25 minutes)

[Say to the students:] **We are going to play an “Invisible-World Game.” We are going to think about what is real, but invisible in our world.**



For Younger Elementary Students

[You may want to adapt the “Invisible-World Game” below by giving all the clues from the front. The students can either sit in groups and you give clues to each group (in which case, you can still have scoring) or give the clues to the whole class together and have anyone volunteer a guess. Another option would be to have children think of something invisible, raise their hands, then come up and whisper it in your ear. Of course, then you would have to improvise clues on the spot.]

For Older Elementary Students

[Say to the students:] **I’m going to divide you into groups. In your groups, you will choose something invisible and think up three clues to help the other group guess the invisible thing you’ve chosen. For example, if you choose “air” as your invisible thing, then your three clues might be:**

- 1. You can see through it.**
- 2. Plants and animals need it.**
- 3. Everyone needs to breathe it.**

Notice each of the clues gets easier. Your first clue could have many possible answers (glass, water, thin paper, etc.). The third clue should make it pretty easy to guess. The second or middle clue should be somewhere between the first harder one and the third easy one.

Your invisible “thing” should be something real, not imaginary (not a ghost, unicorn or fairy princess.) It has to be something you can’t see, but it could be something it is possible to detect with one of your other senses. (Thunder would be invisible, even though you can hear it. Lightning is not invisible because you can see it.)

When you have all three clues, take out a piece of paper and write the name of the invisible thing, along with your group number and bring it up to me. If you write down something that is not real, or not actually invisible, I will ask your group to make a different choice.

When everyone has all their clues ready, I'll pair your team up with another team. Then we'll be ready to start the "Invisible-World Contest."

Here is how the scoring will work. Team 1 will give their first clue. Team 2 can have a brief time to discuss and then make their first guess. If they guess the invisible thing after just one clue, the guessing team will get three points. If their first guess is wrong, then Team 1 will read their second clue. Team 2 will again discuss, then give their second guess. If they name the invisible thing, Team 2 will receive two points. If not, they'll be given the third clue and guess again. If they guess correctly on the third clue, they will receive one point. If they're still wrong after all three clues, they'll get zero points. In addition, the team choosing the invisible thing and designing the clues will also get points:

Gussed after the first clue – 1 point.

Gussed after the second clue – 2 points.

Gussed after the third clue – 3 points.

Not gussed at all – 4 points.

When Team 2 is finished guessing, then Team 2 will name their invisible thing, and Team 3 will attempt to guess. When both are done, I will add up the score (from both giving and guessing clues). Then, I'll write the scores on the board. We will continue to play until all the teams have had a chance to be the clue-giving team and also the guessing team.

[If the students seem unsure of the assignment, you could give them this example.]

The invisible thing is "love." The clues might be:

1. It's something everyone wants.
2. It can be a very powerful feeling.
3. Mothers naturally feel this for their babies.

You can choose any invisible thing, except the one I used as my example.
[When the students are bringing the papers to you naming the invisible

things, if any of them are a repeat of another group or names something not real or not truly invisible, explain they will need to make another choice. You may want to make suggestions for invisible things and/or clues. Some ideas are listed below.]

Sound (or sound waves)

- 1. I'm using it right now.**
- 2. People need this to hear each other.**
- 3. It travels through the air.**

Time

- 1. Everybody has it.**
- 2. It can be measured.**
- 3. We spend the same amount of it each day in school.**

Gravity

- 1. It's affecting me right now.**
- 2. It's what keeps us in our seats.**
- 3. It's what keeps all of us from floating away.**

Happiness

- 1. Everyone wants a lot of it.**
- 2. Sometimes we have it and sometimes we don't.**
- 3. We'd rather have it than sadness.**

Atoms

- 1. You have many of these in your body.**
- 2. We can't see them because they are so small.**
- 3. These are made up of protons, neutrons and electrons.**

DISCOVER (10 minutes)

[Say to the students:] We named several kinds of invisible forces while we were playing our game that influence us every day. Let's examine one or two of these invisible forces ourselves. [Provide some lightweight paper for your students and ask them to cut the paper into thin strips. Give them a popsicle stick or any type of small stick and have them tape the strips of paper onto the end of the stick.]

[Say to the students:] Once you have your paper strips taped onto your stick, blow on the paper strips. What happens? *[The air makes the paper move.]* Can you see the air? Is air invisible? Even though it is invisible, it has a force in our lives. Now, I want you to hold your nose and put your hand over your mouth. Hold your breath for as long as you can, but not too long. When you let go, can you feel the air rush into your lungs? Once again, it is invisible, but real and powerful!

Let's do an experiment with gravity. *[Bring out the items you have already chosen for this experiment.]* I will invite five of you to the front of the room to help us discover the force of gravity. *[Choose five students and give each one an item. If possible, and exercising safety, have one or two of them stand on a chair to give more height to their item before they release it.]* Watch each item when the student releases it. Let's see which item falls the quickest and which one falls the slowest. *[Discuss the different rates of speed each item has as it falls to the ground. Make the point that no matter the rate of speed, each one of them is affected by the gravitational pull on the earth and they do end up on the ground.]* **Can you see gravity? No, but it is very real.**

APPLY (10 minutes)

[Say to your students:] There is an old expression, "Seeing is believing." What do you think this expression is trying to say? I think whoever first said that thought people couldn't really believe anything unless they had seen it for themselves. Do you think it is true — that most people don't believe in anything they have not personally seen? I think all of us believe in a lot of things we can't actually see. *[Mention some of the items we have talked about today.]* Can you say you believe in some things that are invisible?

SHARE (5 minutes)

[Say to the students:] I want you to Think/Pair/Share with your neighbor. I want one of you to play the "skeptic," the one who says he or she can only believe in something that can be seen. The other one of you will use what we've learned today to try to persuade the skeptic there are some very real things we can't see. *[Circulate around the room making sure each pair is role playing their parts correctly and help any who don't seem to*

*know what to say. For **younger elementary students**, you may choose to do this as a class activity and invite a couple of students to the front to act out this discussion. Help guide their responses if your students need help.]*

ENDING THE LESSON

[Say to the students:] In this lesson, we learned there are forces invisible to us, but very real. We talked about some of these invisible forces and even proved their existence with some of the experiments we did. We found out the test of “seeing is believing” is not always a valid test for what is real. In the next few lessons, we will learn more about what kind of invisible force we have inside of us.

GOING DEEPER (optional)

[Gather your nature items and pictures and put them around the room. Prepare one blank sheet of paper and one pen/pencil and place beside each object or picture.]

[Say to the students:] We’ve been learning about things that are invisible, but real. Another example is God himself. Since we can’t see God, how do we know He is real and how can we tell what He is like? *[Let several students answer.]* The Bible says several things about how we can know God is real and how we can find out what he is like.

“There are things about God that people cannot see — his eternal power and all that makes him God. But since the beginning of the world, those things have been easy for people to understand. They are made clear in what God has made” (*Romans 1:20, Easy-to-Read Version*).

What do you think this verse is saying about how we can know what God is like? The things God has made show us much about Him, even though we cannot see Him.

For Younger Elementary Students

[Pass out a sheet of paper and crayons or markers to each student and say:] Take a few minutes to draw a picture of something in nature. It could be a flower, a tree, a river or a person. Please don’t draw anything humans have made like houses, cars, planes, computers, etc. You can draw any of

the things I've put around the room (objects or pictures) or you can draw something else from nature.

[When most of the students have completed their pictures, say to the students:] Now, I want you to write on your papers one or two things we can know about God from the thing in your picture. [Ask several students to show their drawing and tell what that object could tell us about God. Add your own thoughts.]

For Older Elementary students

[Say to the students:] In several places around the room, there are objects or pictures of things in nature. By each object is a piece of paper. Please go around the room and write on each paper something you might be able to understand about God from the thing He has made. For example, if it's a picture of stars, you might write, "powerful." If it's a flower, you could write, "He loves beauty." Every object or picture might show more than one quality of God, so don't hesitate to write something different than has already been written.

[When the students have had a chance to write on all or most of the papers, have everyone return to their seats. Then, go to several of the objects or pictures and read out loud everything written about God. You may also add your own thoughts about what the various things from nature tell us about God.]

PARENT-TEACHER CONNECTION

This week, we discussed many very real invisible forces in our lives.

Questions you might ask your child:

1. Can you tell me what happened in the story when Dugan, Hector and Trish left the library? (At first, they remembered all the good things they learned in the library. Eventually, they began to forget and they were frustrated because they wanted to remember all the good ***DreamMakers*** character traits they had learned. They decided to go back and talk to the Librarian again.)
2. What are some of the things you learned about that are real, but invisible? (love, air, gravity, happiness, time, etc.)
3. As a family, can you think of more invisible, but real things? (Do not include imaginary things like unicorns, ghosts, superheroes, etc. You might also have each family member say what is their favorite or most valuable invisible thing and tell why.)



