



# Index of Fables & Science Lessons

Lesson #	Fables Main Point	Science Topic
<u>#20</u> <b>The Test of a Real Scientist</b> (Head Thought & Heart Thought)	Head vs <b>Heart Thought</b> , Left vs Right Brain	Scientific Observation vs Analysis
<u>#19</u> <b>Wonderful Water!</b> (Your Scientific Lens)	Using the lens of <b>wonder</b>	Some properties of water
<u>#18</u> <b>Are Trees Joking?</b> (I Want My Levity!)	The possibility of <b>levity</b>	The physics of gravity, the biochemistry of trees
<u>#17</u> <b>We are Carbon-Based Life Forms</b> (Photosynthesis)	<b>Symbiotic</b> relationships among carbon-based life on earth	Organic biochemistry of carbon, hydrogen, and oxygen in Photosynthesis
<u>#16</u> <b>The Scientist-Artist</b> (Innovations in Technology)	If our technology could imitate nature better, we may find ourselves <b>transcending</b> our current abilities	Innovations in technology can make life truly better
<u>#15</u> <b>Trees, Rocks &amp; Bones</b> (The Lime Cycle)	Perhaps the earth is actually a large, <b>living being</b>	Iron, magnesium, calcium, potassium, and sodium in nature's cycles
<u>#14</u> <b>What is Matter?</b> (Tree Chemistry)	If very small amounts of some chemicals cause large changes in nature, perhaps the <b>presence</b> of some things matters more than we think	The very small amounts of iron and other minerals that affect the health of trees

<p><u>#13</u>  <b>The Woods are on Fire!</b>  (Carbon versus Metals)</p>	<p>Step back to see <b>whole pictures</b> to come up with better perspectives on how nature works</p>	<p>Organic matter oxidizes back to air while metals oxidize to become rock</p>
<p><u>#12</u>  <b>Lions and Tigers and Bears - Oh My!</b>  (Naming and Categorizing Breads)</p>	<p>How <b>names, categories, and labels</b> are necessary in science; but can affect you adversely</p>	<p>Seeing an overview of all kinds of bread from the perspective of the organic categories of ingredients</p>
<p><u>#11</u>  <b>How to Make Your Own "Fables &amp; Science" Lesson</b>  (Carbon Dioxide 5 Ways)</p>	<p>Using your <b>heart</b> - as in a fable - can offset a head-view of the world</p>	<p>Properties of carbon dioxide</p>
<p><u>#10</u>  <b>Did that Iron Just Say Something?</b>  (Galileo)</p>	<p>Perhaps <b>consciousness</b> is ready to be studied by mainstream science</p>	<p>Galileo and the attempt to bring in new ideas using the Scientific Method</p>
<p><u>#9</u>  <b>Falling and Getting Back Up</b>  (What is Gravity)</p>	<p>Our human view of <b>falling</b> affects our conception of gravity</p>	<p>Gravity as seen as a force or as Einstein's geometry of curved space</p>
<p><u>#8</u>  <b>Why Can't Wishes Be Scientific?</b>  (Fire)</p>	<p>Why are human <b>intention, desire, and wishes</b> associated with flame and fire</p>	<p>The biology, chemistry, and physics of flame and fire</p>
<p><u>#7</u>  <b>Science Teachers Quiz</b>  (8 Psychological Implications of Science)</p>	<p>Questioning how much seemingly objective conclusions of science are <b>psychologically biased</b> by our times</p>	<p>Examining the Nature of Science</p>
<p><u>#6</u>  <b>The "World Gym" Theory</b></p>	<p>The conjecture that we come from a <b>spiritual to physical</b> existence</p>	<p>Quantum Science's entanglement</p>

(Quantum Science)		teaches us to 'learn to learn'
<u>#5</u> <b>Quantum Computing is Cool</b> (Dry Ice)	Perhaps quantum entanglement points at the ancient supposition that we are all connected - to <b>oneness</b>	Quantum computers and the quantum properties of entanglement and the observer effect
<u>#4</u> <b>You Are Your Own Best Teacher</b> (Wonder and Critical Thinking)	Challenging science teaching to allow students to simply stay in a <b>state of wonder</b> sometimes, without necessarily making analytical conclusions	Science teaching could help students teach themselves by sharpening observation
<u>#3</u> <b>Interrogation and Observation</b> (3 Bowls)	Learning to honor human abilities to <b>observe before analyzing</b>	A classic experiment that propagates a bias of seeing humans as machines
<u>#2</u> <b>Becoming a Great Observer</b> (Sparkling Candle)	Suspending intellectual analysis can cause more intense <b>observation</b>	Teaching the Scientific Method can accidentally cause students to jump to conclusions
<u>#1</u> <b>Could Aristotle's Four Elements Be Alive?</b> (Hot & Cold)	Perhaps elements of the physical world that are considered inanimate in modern times are actually <b>alive</b>	Heat causes expansion which cause a decrease in density and weight