Science Lesson #7
Science Teacher's Quiz
(8 Psychological Implications of Science)

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Introduction to Fables and Science

Today's Lesson

Science Teachers, Parents and Counselors - are you still teaching classical? Or, do you open up the PSYCHOLOGICAL IMPLICATIONS of the world of relativity and quantum mechanics? Science is always teaching social and psychological lessons. I'm sure you are doing a great job, but let's have some fun! Let's take a fun quiz to see which way are you teaching - whether you know it or not?

Teaching Science

Are you telling students that science has moved from classical to quantum, but ***teaching*** science in the classical way? Or, do you ***admit that adults act as if we are all separate*** and what's more they ***act as if we cannot change the world***.

Here is one way that teachers, parents and counselors could teach about this. Show your students how you understand that a youth can see that the adults have sometimes made a mess of the world. They do not keep it clean: the environment is getting hurt and there is an excess of trash. They argue way too much: some countries are against each other, and some countries have significant internal disagreements that they seem not to be able to solve. Basically, a young person waking up to the adult world sees a majority of adults who have lost their child-like idealism.

Be Honest

If you portray this honestly with students, you can have a clear and transparent depiction of the current conditions of the world. Then, with this shared awareness you can go to the next step after awareness, namely, what to do about it. Here we can draw on science for a great social impact. In science, we have the example of Classical Mechanics (or Physics) giving way to Relativity and Quantum Mechanics (or Physics). In the last 200 years, we have seen physical experimental evidence that reinforces what we knew when we were children and what the ancients knew: that there is physical connection throughout the world (entanglement) and that we affect the physical world (the observer effect). Children cannot articulate the wisdom they see. And we often throw out ancient wisdom as being too superstitious or primitive.

How Will You Score?

The question is, "Where does Quantum Mechanics have an impact on the students, personally"? Here are the psychological implications students take away from science class. If you are a

science teacher, parent or counselor … see if you would like to change from classical to the relativistic and quantum nature of the world - psychologically and personally!

8 Psychological Implications of Science		
	Relativistic & Quantum	Classical
1	*Connection [Schrodinger said Entanglement is not just A property of quantum mechanics, it's THE property. Therefore, if we were entangled at the big bang, we could all still be connected.]*	*Separateness*
2	*Meaning & Intention*	*Randomness*
3	*Observer/Matter Interrelationship*	*Observer Does Not Matter*
4	*We Affect Everything*	*We Are Machines*
5	*The Universe (even matter) is mostly empty POTENTIALITIES waiting to become something*	*The World is made of solid matter that is predictable and unchanging*
6	*Incredible energy is everywhere ($e=mc^2$)*	*Matter has small amounts of energy - stars have more*

7	*Empty space has huge energy & perhaps consciousness controls some of it*	*Empty Space is just that*
8	*Quantum Time Reversal defies the notion of the arrow of TIME … Entanglement obliterates SPACE*	*The arrow of TIME moves forward at a regular pace and SPACE is fixed, keeping us separate*

One calculation makes the conjecture that if there is internal self-consistency between quantum mechanics and relativity, where $e=mc^2$, there must be be incredibly large amounts of energy from the matter in the universe. For example, a single hydrogen atom, which is $10^{-23}cm^3$, would have a trillion times more energy than the sum total of stars up to 20 billion light years from earth. So, connection, not separateness is everywhere (entanglement), observing the world changes it (the observer effect), and the energy that we are connected to and can change is extremely large. This is important and hopeful news to pass on in a science lesson.

[Play video here to see live demonstration.]

Look at [Fable #6] [Fable #16] [Fable #19] [Fable #47] [Fable #54] [Fable #57] [Fable #80] [Fable #88] [Fable #126] [Fable #131] [Fable #145] (Bickart, 2020a, Volume 1; 2020b, Volume 2; 2020c, Volume 3) to see an example of one way to make this point.

#57 The First Artist

When the world was being created, three artists were chosen to propose conceptions of creation. The first was a worker in clay. She scooped up a handful of mud and said, "The world should be created from the clay beneath our feet. It is a very responsive medium. One can mold it with the slightest touch, allowing the hand to cause the shape." The second artist was a woodcarver. He picked up a branch and unsheathed his knife. Chipping off a bit of wood he said, "The world should be created from the forest around us. It is a medium that responds very slowly, encouraging us to achieve our goals one step at a time. The third artist was a meditator. He sat in contemplation, then said, "The world should be created from consciousness. If we all focus our intentions, we will see that the entire physical world is a medium that responds to our wishes."

THE PHYSICAL WORLD IS A RESPONSIVE MEDIUM

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What is provocative here?

One of the greatest lessons an individual can here is that they are needed - personally! Do you teach that the world may be a place that is still becoming - and that they can form what it becomes? Do you teach that the world may be responsive to them?

Why Use Fables to Teach Science?

The First Artist

Conversation Starters

- What are some of your favorite ways to do artwork?
- Have you ever worked with the medium of clay? How about wood? Have you ever meditated?
- What do you think the benefit is of making something that is as easily shaped as clay? How do you suppose you would compare easy to shape clay to how slowly you have to go to carve something out of wood? Can you think of at least one benefit of each?
- What do you think it means for a medium like clay or wood to be responsive?
- What would you say that consciousness is? Do you think anything can be created or affected by consciousness?
- What do you think the author meant when he said the physical world is a medium?

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References

Bickart, J. (2020a). *Bickart's Just-in-Time Fables (Volume 1)* (Vol. 1). Asheville, NC: Red Shirt Interactive Group.

Bickart, J. (2020b). *Bickart's Just-in-Time Fables (Volume 2)* (Vol. 2). Asheville, NC: Red Shirt Interactive Group.

Bickart, J. (2020c). *Bickart's Just-in-Time Fables (Volume 3)* (Vol. 3). Asheville, NC: Red Shirt Interactive Group.