

Cultivating Genius with Magnificent Magnetic Me

Note: For detailed lesson plan ideas, blackline masters and curriculum support please see the teacher's guide to accompany *Magnificent Magnetic Me* available on [Amazon.ca](https://www.amazon.ca) to go deeper into these topics [Educator Guide to Magnificent Magnetic Me](#) as well as the journal to accompany it [It Starts With A Smile Journal](#)

Criticality: Students will understand how their thoughts, words, and actions hold power and how they can use this knowledge to improve their lives, learn the impact of their energy on themselves and others and how energy has been used in the past. Students will understand that we are all energetic, vibrational beings. Students will look at oppression of limiting beliefs and deficit views. Students will examine their beliefs before and after the learning.

Big Ideas:

What are the themes presented in the book that your students will likely understand right away? Which ones might need deeper conversations?

Which character do they connect to and why? Can you think of a student who might identify with a specific character?

What do you notice about the illustrations? Why do you think the illustrator made them that way? Think about how you could use these illustrations to support new Language Strand C.

Why do you think the words LAND and WATER are written in capital letters?

What connections can you make to Social Studies curriculum & social justice?

Skills

Literacy:

Students will:

- compare/contrast the characters and reflect on which character they connect with and why?
- examine quotes and decide on which one resonates with them and share the info with their group (see educator guide for a list of quotes)
- understand perspective and how people see and experience the world differently
- engage with writing prompts and oral discussions
- connect the text to both fiction and non-fiction texts

Math

Students will:

- understand the energy behind numbers (ie-Nikola Tesla's 3, 6, 9 Principle) and number frequencies (i.e- 888 is said to be the frequency of abundance)

Financial Literacy

Students will:

- understand that money is just energy and will examine their limiting beliefs towards money and abundance.

Science

Students will:

- learn about ways in which people past and present have used energy as tools of healing, finding resources (ie-dowsing rods), grounding, and how people use energy and vibration to manifest
- understand that we are all connected to the collective consciousness and that everything is essentially "alive"
- explore quantum physics and conduct experiments demonstrating the power of their thoughts and words
- understand the power of a smile and gratitude and how they change the brain
- explore the energetic frequency of materials and metals (linen and wool are said to be of higher frequency) and how they impact your health
- explore rocks and crystals and how they have been used and are still used in healing and protection

Social Studies:

Students will:

- explore how cultures used and continue to use vibration and energy and how some cultures use copper and other materials in ceremonies in everyday life
- look at celebrities, inventors, creators past and present who use(d) energy to manifest through tools such as affirmations, visualization, gratitude, journaling, meditation, yoga, etc.
- Social justice- students can explore water as a human right and who has easy access to water and who does not?

Music:

Students will

- understand that sound carries frequency and vibration
- explore how they feel when different types of music are played
- examine how water responds to music, thoughts, words, and actions and the implication of that if we are made up mostly of water

- explore solfeggio frequencies and the effect of the different frequencies
- Explore sound bathing

Health and Mental Health:

Students will:

- learn the connection between emotions, thoughts, and physical conditions
- learn about the power of the mind in healing the body (ie- placebo effect)

Identity: *(How does the text help students learn something about themselves and others? How does the text respond to or build students' skills and abilities?)*

Students will:

- understand their role and discuss their gifts and purpose.
- learn about humility and how we are a part of something much bigger and not the most important part
- explore ways in which energy has been used in their family/culture and how it is still used today

Intellect: *(How does the text respond or build upon students' knowledge and mental powers? What are they being smarter about?)*

Students will:

- understand their responsibility in regards to the thoughts, words and actions they choose.
- understand that they create their own reality through our beliefs and thoughts.
- understand the connection between their thoughts, words and actions and will understand how like attracts like.
- understand how to use and manipulate energy and the effects of energy in their lives.

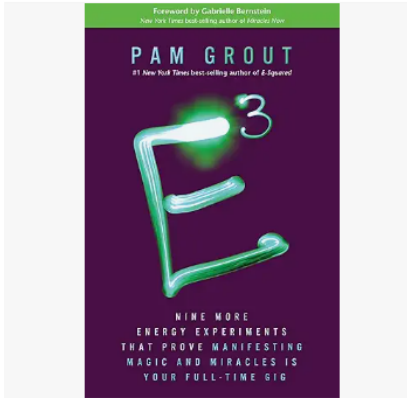
Criticality: *(How does text engage students' thinking about power, equity and the disruption of oppression?)*

Students will:

- learn about their role and responsibilities in creating a positive community
- understand that they hold power in how they feel and what happens to them (law of attraction) and the energy they bring into a room
- look at limiting beliefs on wellness and abundance

For Further Learning Please see:

[The Future of Wellness: Harnessing the Power of High Frequency Fabrics Solfeggio Frequencies and Healing](#)
[Dr. Emoto water experiment](#)



E-Cubed: Nine More Energy Experiments That Prove Manifesting Magic and Miracles Is Your Full-Time Gig
by Pam Grout