

STORYKEEPERS HOMESCHOOL

The Mingles in Wilderland

MULTI-AGE LESSON 1

Gifts and Calling The Value of Purpose

Vocation, Contribution, and Common Purpose



Learning Modules for Four Age Levels:

Lower Elementary • Upper Elementary • Middle School • High School

One story. Four levels of challenge. One complete family packet.



Lesson 1 at a Glance

Everything needed for all four age levels is contained in this packet.

The Big Idea

BIG IDEA

You were made for something. The question is not whether you have gifts — everyone does — but whether you will use them for what they were intended. Vocation is the word for this: the work that matches the life. Your gifts matched to your purpose.

STORY ANCHORS

Chapters 12, 23, 54, and 63

THE THREAD THROUGH THE STORY

Timbit says, “I want my life to mean something.” At his father’s workbench comes the challenge, “If not you, who?” Horatio later tells the Mingles they are in the right place, at the right time, with the right resources. By Chapter 63, the group’s different abilities become part of the answer: no one creature can do everything.

WHERE IT APPEARS IN THE BOOK

Chapter 12	Timbit: “I want my life to mean something.” The refusal to let reaction - anger, loss, circumstance - become identity.
Chapter 23	The still-small-voice call scene at his father’s workbench: “If not you, who?”
Chapter 54	Horatio commissions the small: “You are in the right place at the right time, with the right resources.” This answers Timbit’s “We’re all just plain people.”
Chapter 63	Different creatures bring different gifts; one can do what another cannot. The Mingles conclude, “We will succeed or fail together.”

Learning Objectives by Level

LOWER ELEMENTARY Grades 1–3 • Approx. ages 6–9 • Name one thing Timbit, Pippin, Quill, and Snicker are good at. • Match a simple need with a character who could help. • Say why that character's strength fits the need. • Notice that a team needs different kinds of helpers.	UPPER ELEMENTARY Grades 4–5 • Name a strength shown by each Mingle. • Match a strength to a need. • Explain why no single gift fits every problem.
MIDDLE SCHOOL Grades 6–8 • Use story evidence to identify a strength and a limitation. • Assign roles so contributions complement one another. • Revise roles when circumstances change and defend the revision.	HIGH SCHOOL Grades 9–12 • Distinguish talent, preference, role, and vocation. • Analyze how ability, need, limits, and choice interact. • Defend a claim about whether having a gift creates responsibility, including a counterargument.

How to Use This Lesson

A simple multi-age rhythm

1. Begin together with the Shared Family Launch. It takes about 10 minutes.
2. Then each learner moves to the level that fits best. Use the level that matches the learner, not merely the learner's age.
3. Run the levels simultaneously or on different days. They share one Big Idea but use different kinds of work.
4. End together with the Family Roundtable. Each learner brings one finding from their own level.

What Each Level Needs

LEVEL	MATERIALS
Lower Elementary	Character Helper Cards, Need Cards, optional buttons/coins/blocks as markers, crayons or pencil, Draw & Tell page
Upper Elementary	Character Gift Cards, Need Cards, pencil, Student Reflection
Middle School	4 small household objects as markers, scrap paper or sticky notes, Team Planning Sheet, Student Reflection
High School	Book or chapter notes, Case Matrix, Position Memo page, pencil

Start Together

10 minutes · All ages

Before Anyone Splits Into Levels

Read or briefly recall the four story moments below. Do not turn this into a lecture; the purpose is simply to put the same idea in everyone's mind before the age-level activities begin.

Chapter 12: Timbit says, "I want my life to mean something."

Chapter 23: At his father's workbench comes the question: "If not you, who?"

Chapter 54: Horatio tells the Mingles they are in the right place, at the right time, with the right resources.

Chapter 63: Different creatures bring different abilities. The group will succeed or fail together.

Ask Everyone the Same Two Questions

- Is a gift mostly something you HAVE, or something you USE?
- When does being good at something become important to somebody besides you?

For Lower Elementary: ask simply, "What is each Mingle good at? When could that help?"

KEEP THE QUESTION OPEN

Do not force a single family answer yet. The four age levels will approach the same Big Idea differently and return to it at the end.

Who Can Help?

Concrete, visual, oral learning for younger siblings

LEVEL OUTCOME

Name at least one strength shown by each Mingle, match simple needs with reasonable helpers, and explain at least two matches using “_____ can help because _____.”

Home Educator Guide

WHY THIS LEVEL LOOKS DIFFERENT

- Directions are read aloud by the adult.
- Children point, place, draw, and talk more than they write.
- The activity uses simple cause-and-effect: “Who can help? Why?”
- Do not require the child to learn the word “vocation.” The concept is enough: people are good at different things, and those strengths can help.

SET UP

- Print the Character Helper Cards and Need Cards.
- Cut the Need Cards apart. Character Helper Cards may stay on one sheet or be cut apart.
- Optional: use four buttons, coins, blocks, or toy figures as movable character markers.
- Keep the Draw & Tell page aside until the activity is finished.

TEACH THIS FIRST — 3 TO 5 MINUTES

Remind the child: Timbit invents. Pippin protects and makes brave choices. Quill notices things others miss. Snicker quietly finds out useful information. Say: “Nobody has to be good at everything. A good team needs different kinds of helpers.”

RUN THE ACTIVITY — 20 TO 30 MINUTES

1. Meet the helpers. Read the four Character Helper Cards aloud and name one thing each Mingle is good at.
2. Read one Need Card aloud and place it in the middle.
3. The child points to or moves the Mingle who could help best.
4. Use the sentence frame: “_____ can help because _____.”
5. For some cards ask, “Could somebody else help too?” More than one answer may work.
6. After several cards, use a Challenge Need and build a team of two or more helpers.

CLOSE THE LEVEL

When the activity is complete, give the Draw & Tell page. A younger child may dictate while the adult writes. Save it for the Family Roundtable.

Character Helper Cards

Read aloud. Keep as one sheet or cut apart.

TIMBIT

INVENTOR

Good at making things and finding ways to fix problems.

PIPPIN

PROTECTOR

Good at being brave, noticing danger, and helping others feel safe.

QUILL

OBSERVER

Good at looking closely, noticing clues, and asking questions.

SNICKER

SCOUT

Good at moving quietly, listening, and finding out useful information.

Who Can Help? — Need Cards

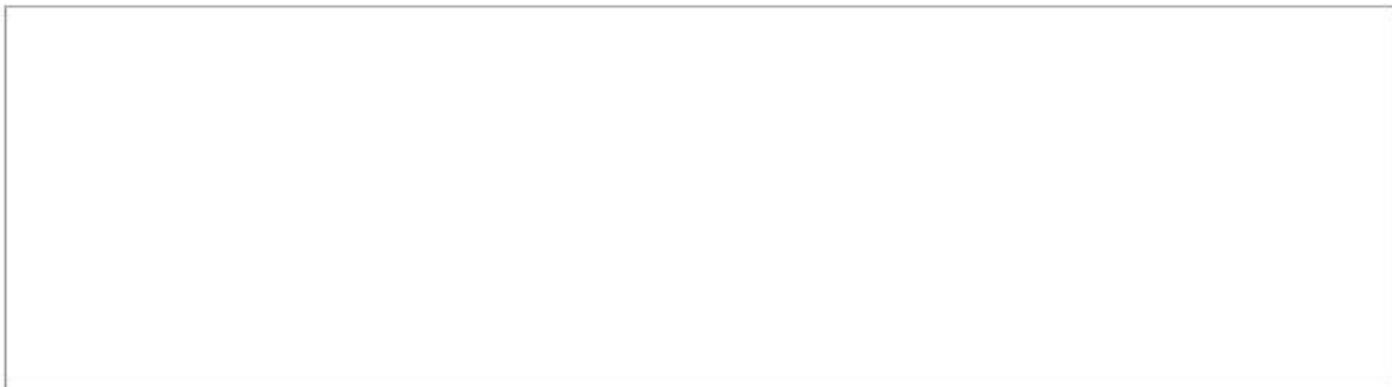
Cut apart. Read aloud one at a time.

Something broke. We need a new idea for how to fix it.	A younger friend is scared and needs someone calm and brave nearby.
There are tracks on the ground. We need someone to look closely and tell us what they notice.	We need to know what is happening nearby without making a lot of noise.
The group has a problem nobody has solved before.	Someone may be walking toward danger and needs help making a safe choice.
Everyone looked at the same place, but somebody missed one small clue.	The Mingles need someone to listen carefully and bring back useful information.
CHALLENGE A friend is lost. Which TWO helpers could work together?	CHALLENGE The group must make a plan, notice clues, and keep everyone safe. Build a team.
CHALLENGE Something strange is happening and nobody knows why. Which helpers should start?	CHALLENGE Pick any two Mingles. Make up one simple need they could solve together.

Draw & Tell

Use after Who Can Help? For younger children, the adult may write the child's words.

Draw one Mingle helping with something.



Tell me about your picture:

_____ is good at _____.

That helps when _____.

A team needs different helpers because _____.

Optional family connection

Ask: "What is one thing you like helping with at home?" A drawing or spoken answer is enough.

FAMILY CLOSE

Say together: "We do not all have to be good at the same things. We can help in different ways."

Match the Gift to the Need

Concrete matching, explanation, and team contribution

LEVEL OUTCOME

Match at least eight needs to reasonable character strengths, explain three matches using strength + need, and explain why no single gift fits every problem.

Home Educator Guide

SET UP

Place the four Character Gift Cards face up. Shuffle the Need Cards. Keep the Student Reflection aside until the activity is finished.

TEACH THIS FIRST — 3 MINUTES

Say: "Today we are not deciding which character is best. We are asking a different question: what does this situation need, and whose strength fits that need?"

RUN THE ACTIVITY — 25 TO 35 MINUTES

1. Read the four Character Gift Cards together. Have the learner name the key strength on each card.
2. Turn over one Need Card and read it aloud.
3. Match the need to the character whose strength fits best. Challenge cards may reasonably use two characters.
4. Before moving on, require the sentence: "This need calls for ____ because ____."
5. Continue through at least eight cards. Use all twelve if attention is strong.
6. For a challenge card, ask whether a different match could also work and what would change.

DEBRIEF

Ask: Which character helped with the most different needs? Was anyone useful for every need? What would the group lose if one character were missing?

CLOSE THE LEVEL

When the activity is complete, give the Upper Elementary Student Reflection. Allow 8–10 minutes. Save it for the Family Roundtable.

Character Gift Cards

Print one set. Cut on the center lines.

TIMBIT

INVENTOR / PROBLEM SOLVER

STRENGTH: Builds, tests, fixes, and tries again.

HELPS WHEN: The group needs a new idea, a tool, or a way to repair something that is not working.

PIPPIN

PROTECTOR / DECISION MAKER

STRENGTH: Notices danger, thinks about safety, and acts when others hesitate.

HELPS WHEN: Someone needs protection, a careful choice, or a plan that puts people before convenience.

QUILL

OBSERVER / EXPLORER

STRENGTH: Looks closely, asks questions, and notices details others miss.

HELPS WHEN: The group needs clues, careful observation, or help comparing what they know.

SNICKER

SCOUT / INFORMATION GATHERER

STRENGTH: Moves quietly, listens, watches, and brings back information.

HELPS WHEN: The group does not know enough yet and needs someone to find out what is happening.

Need Cards

Shuffle before use. Challenge cards may have more than one good answer.

NEED 1 Something important is broken, and the group needs a new way to make it work again.	NEED 2 A younger traveler is frightened, and the group needs someone to put safety first.
NEED 3 Everyone sees the obvious clue, but the group may be missing a small detail.	NEED 4 The group does not know what is happening nearby and needs reliable information before deciding.
NEED 5 The first plan failed. The group needs someone willing to rethink it, adjust it, and try again.	NEED 6 Two choices both seem possible. The group needs someone to slow down and compare the risks.
NEED 7 A clue does not make sense yet. The group needs someone to look carefully and ask a better question.	NEED 8 The group needs to learn what another group is doing without drawing attention.
CHALLENGE 1 TWO GIFTS MAY HELP A storm damaged a crossing. The group needs both a safe plan AND a practical way to solve the problem.	CHALLENGE 2 TWO GIFTS MAY HELP A traveler is missing. The group needs someone to notice clues AND someone to think about safety.
CHALLENGE 3 TWO GIFTS MAY HELP A strange device has been found. The group needs to observe it before anyone tries to understand or fix it.	CHALLENGE 4 TWO GIFTS MAY HELP The group faces a problem nobody understands yet. They need to learn more and then decide what kind of help is needed.

Student Reflection

Use after Match the Gift to the Need

1. Choose one Need Card. Which Mingle did you match to it?

2. What is that character good at, and why did that strength fit the need?

3. Choose one Challenge Card. Which two Mingles could help, and what would each contribute?

4. Finish: A group is stronger when...

Mission Design Challenge

Strengths, limits, roles, and revision

LEVEL OUTCOME

Build a team plan that matches strengths to mission needs, then revise roles when the conditions change and explain why the revision improves the plan.

Home Educator Guide

SET UP

Choose Mission A or Mission B. Gather four small household objects—coins, buttons, beans, paper clips—to stand for Timbit, Pippin, Quill, and Snicker. Give the learner the Team Planning Sheet and a few scraps of paper or sticky notes.

TEACH THIS FIRST — 5 MINUTES

Write NEED → STRENGTH → CONTRIBUTION. Ask why “I like this character” is not enough reason to assign a role. A useful role must answer a real need.

MISSION ROUND — 12 MINUTES

Place the four markers on the planning sheet. For each character used, write a specific job and a reason that links the job to the character’s strength. One character may be left unused if the learner can explain the tradeoff.

CHANGE OF CONDITIONS — 8 MINUTES

Read the mission’s new condition. Move the markers and revise only the roles that should change. Keep the original plan visible so the learner can explain the revision.

DEBRIEF — 8 MINUTES

Ask: Which strength mattered most at first? Which became more important after the change? What is the difference between having a strength and knowing when to use it?

CLOSE THE LEVEL

Give the Middle School Student Reflection. Ask for one story connection and one explanation of a revision. Save it for the Family Roundtable.

Mission Challenge — Team Planning Sheet

Use Mission A or Mission B

MISSION A — FIND THE CAUSE

A settlement's water supply is dropping quickly. The obvious water source is still flowing, so the cause is not clear. The team needs careful observation, information from people nearby, a practical plan, and someone to notice risk.

CHANGE OF CONDITIONS: A resident reports seeing someone near the water channel after dark. The team must now investigate without creating panic.

MISSION B — MOVE SAFELY

A mixed group of travelers must reach the Refuge before nightfall. One route is shorter but poorly known; the other is longer but familiar. The team needs risk judgment, observation, coordination, and a way to solve an unexpected obstacle.

CHANGE OF CONDITIONS: A fallen tree blocks the familiar route. The team has less daylight than expected.

Team Plan

MINGLE	SPECIFIC JOB	WHY THIS STRENGTH FITS THE NEED
Timbit		
Pippin		
Quill		
Snicker		

Student Reflection

Use after the Mission Design Challenge

1. Which character's strength was most useful in your first plan? Explain with one story detail or lesson idea.

2. What changed in the mission? Which role did you revise, and why did that make the plan stronger?

3. Name one limitation that mattered. How did another person's strength help cover it?

4. Finish: A strength becomes a contribution when...

Vocation Case Conference

Ability, need, responsibility, limits, and choice

LEVEL OUTCOME

Distinguish talent from vocation, analyze two characters, and defend a nuanced claim about responsibility that includes limits and a counterargument.

Home Educator Guide

BIG QUESTION

If you are especially able to meet a real need, does that create a greater responsibility to act?

SET UP

Use the Case Matrix on the next page. This is not a career-planning exercise; it asks where ability, need, responsibility, limits, and choice meet.

PART 1 — CASE ANALYSIS — 20 TO 30 MINUTES

1. Choose two characters from Timbit, Pippin, Quill, Snicker, or Horatio.
2. For each, identify an ability, a desire or preference, a need the character encounters, a limitation or cost, and the response the character chooses.
3. Decide whether the character's contribution is best described as talent, role, vocation, or some combination. Support the judgment with story evidence.

PART 2 — TAKE A POSITION — 20 TO 30 MINUTES

Agree, disagree, or answer "It depends." State a principle, use two story examples, and address one counterargument.

PROPOSITION

When a person has an unusual ability to meet an important need, that person has a greater responsibility to act.

PART 3 — ADVISORY MEMO — 20 MINUTES

Write a 350–500 word memo to one character: what are you equipped to contribute, what need calls for it, what limits matter, and what responsibility is yours?

CLOSE THE LEVEL

Complete the High School Position Memo page. Bring one sentence from the memo to the Family Roundtable.

Vocation Case Matrix

Use at least two characters

QUESTION	CASE 1	CASE 2
Character		
Ability / strength		
Need encountered		
Limitation / cost		
Chosen response		

Interpret the Cases

For each case, is the contribution best understood as a talent, a role, a vocation, or some combination? Explain what makes the distinction.

Position Memo

Use after the case conference

Your Claim

I AGREE / DISAGREE / THINK IT DEPENDS with the proposition because:

Evidence

Story example 1:

Story example 2:

Counterargument

A reasonable objection to my position is:

My response is:

Advisory Memo

In 350–500 words, advise one character about what contribution is theirs to make—and what limits they should respect. Use the back of this page or additional paper.

COME BACK TOGETHER

Family Roundtable

10–15 minutes · All ages

One Question, Four Levels of Answer

Each learner brings one finding from their own activity. Do not require everyone to have reached the same conclusion.

Lower Elementary Share one Mingle and one way that character can help.	Upper Elementary Share one character gift and one need it fits.
Middle School Share one role you changed after the mission changed, and why.	High School Read one sentence from your position memo about responsibility and limits.

Discuss

- Does being good at something mean you must always be the one who does it?
- What changes when another person truly needs a strength you have?
- Why might a family, team, or community be healthier when different people contribute different things?

THE IDEA TO CARRY FORWARD

A gift is not valuable because it makes one person impressive. It becomes a contribution when it is used wisely in response to a real need—and when it works alongside the gifts of others.

Protect Delight

If the discussion is alive, stop there. The purpose of the packet is not to complete every blank. It is to let one story open the same important idea at several levels of depth.

STORYKEEPERS HOMESCHOOL

The Mingles in Wilderland

MULTI-AGE LESSON 2

Choosing Friendship

The Value of Friendship

Attention, Honesty, Repair, and Presence

Learning Modules for Four Age Levels

Lower Elementary · Upper Elementary · Middle School · High School

One story. Four levels of challenge. One complete family packet.

FAMILY GUIDE

Lesson 2 at a Glance

Everything needed for all four age levels is contained in this packet.

BIG IDEA Friendship is more than liking someone or sharing good times. A friend pays attention, tells the truth with care, repairs hurt, and stays present when another person is afraid or ashamed.

The Thread Through the Story

Pippin begins this section worried about Timbit and Snicker. Her relief comes out first as anger, but she allows the friendship to reopen. When the group wrongly suspects Whisk, Pippin joins the apology. Later, beside the fire at Crescent Lake, Pippin entrusts her deepest fear and guilt to Timbit and Quill. They do not lecture or rush her. They move close and hold her. Across these scenes, friendship becomes attention, repair, shared work, honest vulnerability, and faithful presence.

WHERE IT APPEARS	FRIENDSHIP MOMENT
Chapter 24 - A New Day	Pippin worries about absent friends; relief becomes anger, then honest reconnection.
Chapter 25 - Bandit and Boo	Pippin admits her part in wrongly suspecting Whisk and joins the apology.
Chapters 29-30	The Mingles work through danger together; friendship becomes practical cooperation.
Chapter 34 - Firnax	Pippin shares trauma, guilt, and fear. Timbit and Quill listen and hold her without trying to fix her.
Chapter 36 - Nettle's Adieu	The friends face another separation and recognize how much trusted companions matter.

Learning Objectives by Level

LEVEL	LEARNER WILL...
Lower Elementary · Grades 1-3	Recognize friendly actions: notice, listen, help, apologize, include, and stay close.
Upper Elementary · Grades 4-5	Match a friendship need to a fitting response and explain why some responses help while others deepen hurt.
Middle School · Grades 6-8	Analyze a friendship rupture, select a repair, and revise the response when new information appears.
High School · Grades 9-12	Distinguish affection, loyalty, honesty, repair, and presence; defend a nuanced claim about obligations between friends.

FAMILY GUIDE

How to Use This Lesson

A simple multi-age rhythm

1. Begin together with the Shared Family Launch. Allow about 10 minutes.
2. Move each learner to the level that fits best. Choose by readiness, not merely age.
3. Run levels simultaneously or on different days. Every level explores the same Big Idea through different work.
4. Return for the Family Roundtable. Each learner brings one finding, not a completed packet.

What Each Level Needs

LEVEL	MATERIALS
Lower Elementary	Friendship Action Cards, Situation Cards, crayons or pencil, Draw & Tell page
Upper Elementary	Friendship Response Cards, Decision Cards, pencil, Student Reflection
Middle School	Repair Map, three Case Cards, pencil, Student Reflection; optional family member for role-play
High School	Friendship Ethics Matrix, Position Brief, manuscript or book for evidence

HOME EDUCATOR NOTE Friendship is not agreement at all costs. Older learners should be allowed to distinguish faithful friendship from secrecy, manipulation, approval-seeking, or loyalty to wrongdoing.

Timing

- Shared Family Launch: 10 minutes
- Age-level work: 30-60 minutes
- Family Roundtable: 10-15 minutes
- Optional extension: revisit Chapter 34 as a family read-aloud.

SHARED FAMILY LAUNCH

Start Together

10 minutes · All ages

Before Anyone Splits Into Levels

Read or briefly recall these moments. Keep the launch short; its purpose is to place the same question in every learner's mind.

- Chapter 24: Pippin has been frightened for Timbit and Snicker. When they return, her relief first sounds like anger. She eventually turns back toward them and says she is glad they are safe.
- Chapter 25: After helping suspect Whisk unfairly, Pippin adds her own apology instead of letting Timbit apologize for everyone.

- Chapter 34: Pippin tells Timbit and Quill what happened to her family and confesses the guilt and fear she still carries. They sit beside her and hold her.

Ask Everyone the Same Two Questions

- How can you tell when someone needs a friend?
- What can a friend do when words are not enough?

KEEP THE QUESTION OPEN Do not settle on one definition yet. Each age level will test what friendship requires and bring an answer back to the family.

LOWER ELEMENTARY - GRADES 1-3

What Can a Friend Do?

Concrete, visual, oral learning for younger siblings

LEVEL OUTCOME Name at least four friendship actions and match a reasonable friendly response to at least four situations.

Home Educator Guide

Set Up

Cut apart the Friendship Action Cards and Situation Cards. Place the Action Cards face up. Keep the Draw & Tell page for the end.

Teach This First - 3 Minutes

Say: "A friend cannot make every hard feeling disappear. A friend can notice, listen, help, apologize, include, or stay close." Read each Action Card aloud.

Run the Activity - 20 to 30 Minutes

5. Turn over one Situation Card and read it aloud.
6. Let the learner choose one Action Card that could help.
7. Require the sentence: "A friend could ___ because ___."
8. Accept more than one answer when the explanation fits. Ask what might make one response better than another.
9. Continue through at least six situations.

Debrief

- Which friendly action was useful most often?
- When might helping without listening make things worse?
- Why is apologizing something a friend sometimes needs to do?

LOWER ELEMENTARY PRINTABLE

Friendship Action Cards

Read aloud. Keep as one sheet or cut apart.

NOTICE	LISTEN
Pay attention when someone seems worried, left out, or hurt.	Let the other person speak. Do not rush to give an answer.
HELP	APOLOGIZE
Use your hands, time, or courage when a friend needs practical help.	Say what you did, recognize the hurt, and try to make it right.
INCLUDE	STAY CLOSE
Make room. Invite someone into the work, play, or conversation.	Sometimes the best gift is not leaving someone alone.

Situation Cards

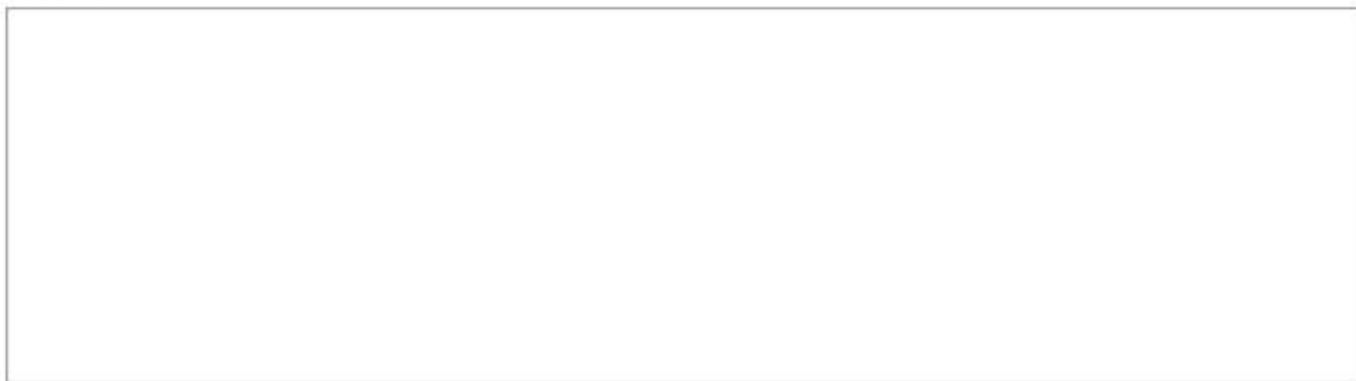
A friend is quiet and keeps looking at the ground.	You blamed a friend before you knew the whole story.
A new traveler stands outside the circle.	A friend tells you about something frightening that happened long ago.
Two friends are angry and talking over each other.	A friend is struggling with a heavy job and time is running out.
A friend returns safely after you were worried and frightened.	A friend made a mistake and is afraid everyone will leave.

LOWER ELEMENTARY

Draw & Tell

A grown-up may write the learner's words.

Draw Pippin sitting with Timbit and Quill beside the fire. Show one thing the friends do that helps Pippin feel less alone.



Tell about your picture: A friend can...

FAMILY CLOSE Say together: "A friend notices. A friend listens. A friend stays."

UPPER ELEMENTARY · GRADES 4-5

Choose the Helpful Response

Decision game with reveal cards

LEVEL OUTCOME Choose and defend helpful responses to friendship needs, revise one choice after a consequence is revealed, and use one story moment as evidence.

Home Educator Guide

Set Up

Cut apart the Response Cards and Decision Cards. Keep the Consequence Reveals hidden. Place the Student Reflection aside.

Teach This First - 5 Minutes

Write NEED → RESPONSE → RESULT. Explain that a response can be well-meant and still miss what a friend needs.

Run the Decision Game - 25 to 35 Minutes

10. Read a Decision Card. Name what the friend may need before choosing a response.
11. Select one Response Card and explain the choice.
12. Read the matching Consequence Reveal.
13. Keep the choice or revise it. Explain what the reveal changed.
14. Connect at least one decision to Pippin in Chapter 24, 25, or 34.

Debrief

- Which responses sounded helpful but were not?
- When is truth part of friendship?
- What makes an apology a repair instead of merely a word?

CLOSE THE LEVEL Complete the Upper Elementary Student Reflection and bring one answer to the Family Roundtable.

UPPER ELEMENTARY PRINTABLE

Response and Decision Cards

Cut apart. Keep reveals hidden until a response is chosen.

Response Cards

LISTEN FIRST	FIX IT FAST
APOLOGIZE CLEARLY	CHANGE THE SUBJECT
STAY BESIDE THEM	TELL THEM WHAT THEY SHOULD FEEL
ASK WHAT WOULD HELP	DEFEND YOURSELF

Decision Cards and Consequence Reveals

DECISION	HIDDEN CONSEQUENCE REVEAL
1. Your friend returns after frightening you. You feel relieved and angry.	If you attack first, your friend may hear only blame. Naming both fear and relief opens the conversation.
2. You suspected a friend because of a stereotype, then learned you were wrong.	A group apology does not replace your own. Repair begins when you name your part.
3. A friend shares a painful memory and says, "I feel like a monster."	Quick reassurance can silence the story. Listening and staying close may be the first need.
4. A friend wants you to keep a secret that could place someone in danger.	Loyalty is not helping a friend hide serious harm. A trustworthy adult may need to be involved.

UPPER ELEMENTARY

Student Reflection

Use after Choose the Helpful Response

1. Which Decision Card was hardest? What did you think the friend needed?

2. Which response did you revise after reading the consequence? Why?

3. Choose Pippin in Chapter 24, 25, or 34. What did friendship require in that moment?

4. Finish: Friendship is more than liking someone because...

MIDDLE SCHOOL - GRADES 6-8

Repair the Circle

Rupture, need, response, consequence, and revision

LEVEL OUTCOME Analyze three friendship ruptures, design a specific repair, revise one repair after new information appears, and support one judgment with story evidence.

Home Educator Guide

Set Up

Give the learner the Repair Map and Case Cards. Optional: use two family members to read the roles aloud.

Teach This First - 5 Minutes

A friendship rupture is a break in trust or connection. Repair is not pretending nothing happened. It involves recognizing what happened, understanding the need, taking responsibility, and choosing a next action.

Case Work - 30 to 40 Minutes

15. Choose two cases and complete a Repair Map for each.
16. For each repair, write the exact first sentence the character should say.
17. Read the New Information line. Revise the repair if necessary.
18. Connect one case to Pippin's choices in Chapter 24, 25, or 34.
19. Optional role-play: perform the first sixty seconds of the repair, then switch roles.

Debrief

- Can trust be repaired without consequences?
- When does loyalty require disagreement?
- Why might presence be more respectful than advice?

MIDDLE SCHOOL PRINTABLE

Repair Map and Case Cards

Use two cases; complete one map for each.

Repair Map

STEP	YOUR ANALYSIS
Rupture: What damaged connection or trust?	
Need: What does each person need now?	
Responsibility: What must be admitted or changed?	
First sentence: What should be said first?	
Next action: What would make the repair concrete?	
Evidence: What Mingles scene supports your judgment?	

Case Cards

CASE	NEW INFORMATION
A. You accused a friend of taking something. The missing object is found elsewhere.	Your friend says this is not the first time the group has suspected them.
B. A friend disappears while trying to solve a problem alone. They return safely and expect celebration.	They did not understand how frightened everyone would be.
C. A friend shares a painful story, then asks you never to mention it again.	The story includes a present danger the friend cannot manage alone.

MIDDLE SCHOOL

Student Reflection

Use after Repair the Circle

1. Which rupture would be hardest to repair? Explain why.

2. Write the strongest first sentence you designed. Why is it a good beginning?

3. What new information caused you to revise a repair? What changed?

4. Use one story detail to explain the difference between comfort and genuine friendship.

HIGH SCHOOL - GRADES 9-12

Friendship Ethics Case Conference

Affection, loyalty, honesty, repair, presence, and limits

LEVEL OUTCOME Analyze friendship as a moral relationship, compare two Mingles cases, and defend a nuanced proposition using evidence and a counterargument.

Home Educator Guide

Big Question

What does one friend owe another - and where do the obligations of friendship end?

Part 1 - Case Analysis - 20 to 30 Minutes

20. Analyze Pippin's Chapter 24 reconnection and Chapter 34 disclosure.
21. For each case, distinguish affection, loyalty, honesty, repair, presence, and protection.
22. Identify a possible excess or distortion: possessiveness, enabling, forced disclosure, secrecy, or approval-seeking.

Part 2 - Take a Position - 20 to 30 Minutes

PROPOSITION A true friend has a duty to tell the truth and remain present, even when either choice creates discomfort.

Agree, disagree, or answer "It depends." State a principle, use two story examples, and address one counterargument.

Part 3 - Friendship Covenant - 15 to 20 Minutes

Draft five commitments for a trustworthy friendship. Each commitment must include a boundary or qualifier.

CLOSE THE LEVEL Complete the Position Brief. Bring one sentence to the Family Roundtable.

HIGH SCHOOL PRINTABLE

Friendship Ethics Matrix

Use Pippin's Chapter 24 and Chapter 34 scenes.

DIMENSION	CHAPTER 24	CHAPTER 34
What threatens connection?		
What does Pippin need?		
What does the friend owe?		
What response helps?		
What response could cause harm?		
What boundary or limit matters?		
What changes after the response?		

Interpret the Cases

Which scene presents the more demanding form of friendship, and why?

Friendship Covenant

1. We will _____, unless/while _____.
2. We will _____, unless/while _____.
3. We will _____, unless/while _____.
4. We will _____, unless/while _____.
5. We will _____, unless/while _____.

HIGH SCHOOL

Position Brief

Use after the case conference

Your Claim

I AGREE / DISAGREE / THINK IT DEPENDS with the proposition because:

Evidence

Story example 1:

Story example 2:

Counterargument

A reasonable objection to my position is:

My response is:

Concluding Principle

A friendship becomes trustworthy when...

COME BACK TOGETHER

Family Roundtable

10-15 minutes · All ages

One Question, Four Levels of Answer

Each learner brings one finding. Do not require everyone to reach the same conclusion.

LEVEL	SHARE
Lower Elementary	One friendship action and a situation where it would help.
Upper Elementary	One response you revised after seeing its consequence.
Middle School	One first sentence that could begin repairing trust.
High School	One sentence about what friends owe one another - and one limit.

Discuss

- Is listening an action? Why or why not?
- Can a good friend disagree with you?
- When should a friend seek help from a trustworthy adult?
- Which matters more: saying the perfect thing or refusing to leave someone alone?

THE IDEA TO CARRY FORWARD Friendship is chosen repeatedly. It grows when people notice, listen, tell the truth with care, repair what they damage, and remain present when another person cannot carry the moment alone.

Protect Delight

If the discussion is alive, stop there. The purpose is not to complete every blank. It is to let one story open the same important idea at several levels of depth.

STORYKEEPERS HOMESCHOOL

The Mingles in Wilderland

MULTI-AGE LESSON 3

Changing the View

The Value of Perspective

Observation, Assumption, Experience, and Understanding

Learning Modules for Four Age Levels

Lower Elementary · Upper Elementary · Middle School · High School

One story. Four levels of challenge. One complete family packet.

FAMILY GUIDE

Lesson 3 at a Glance

Everything needed for all four age levels is contained in this packet.

BIG IDEA Perspective is the view available from where we stand. It is shaped by what we notice, what we know, and what we have experienced. Changing position—or listening to another person—can reveal what our first view concealed.

The Thread Through the Story

Quill repeatedly discovers that seeing is not the same as understanding. A map represents a place but is not the place itself. Snicker sees the white sails only from a distant ridge. Whisk hears the fox encounter without seeing it and imagines Pippin has been killed. Quill first sees a threatening fox, then looks into Marlowe's eyes and sees a person. By Chapter 44, he helps Pippin separate this fox from the fox who destroyed her family. The facts do not change; the available view does.

WHERE IT APPEARS	PERSPECTIVE MOMENT
Chapter 37 · On the Road Again	A map, painting, and place represent reality differently; Quill recognizes the fox as a person.
Chapter 38 · A Surprising Discovery	Distance and position determine whether the Mingles can see the trace, sails, and ship.
Chapter 40 · A Surprise Awaits	The Mingles interpret Horatio's face and intentions through fear, stories, and prior beliefs.
Chapter 43 · Marlowe	New information forces the group to reconsider what happened during the fox encounter.
Chapter 44 · Pippin	Quill distinguishes Marlowe from the fox in Pippin's past without dismissing her fear.

Learning Objectives by Level

LEVEL	LEARNER WILL...
Lower Elementary · Grades 1–3	Physically change viewing position, describe visible and hidden details, and compare two honest views.
Upper Elementary · Grades 4–5	Retell one event in distinct voices and identify how knowledge, fear, and location shape each account.
Middle School · Grades 6–8	Sort observations, inferences, and assumptions; revise a conclusion when new evidence appears.
High School · Grades 9–12	Analyze perspective as both a limitation and a moral responsibility; defend a nuanced interpretive claim.

FAMILY GUIDE

How to Use This Lesson

A multi-sensory, multi-age rhythm

1. Begin with the tactile Shared Family Launch. Allow about 10 minutes.
2. Move each learner to the level that fits best. Choose by readiness, not merely age.
3. Use spoken performance wherever useful. A learner may record an audio response instead of writing it.
4. Return for the Family Roundtable. Each learner contributes one changed view.

What Each Level Needs

LEVEL	MATERIALS
Lower Elementary	Small box or book, 3–5 household objects or figures, Viewpoint Frames, crayons
Upper Elementary	Voice Cards, event script, optional phone/recorder, Response Sheet
Middle School	Evidence Cards, three labeled sorting areas, pencil, Revision Record
High School	Perspective Ethics Dossier, Position Brief, manuscript or book for evidence

HOME EDUCATOR NOTE The goal is not to treat every interpretation as equally accurate. Learners should distinguish an honest limited view from a claim that ignores available evidence, and empathy from agreement.

Timing

- Shared Family Launch: 10 minutes
- Age-level work: 30–60 minutes
- Family Roundtable: 10–15 minutes
- Optional auditory extension: record and replay the same event in three voices.

SHARED FAMILY LAUNCH

Move, Look, Listen

10 minutes · All ages

A Viewpoint Demonstration

Place a box or upright book in the center of a table. Put one small object in front, one behind, and one to each side. Family members stand or sit at different positions without moving the objects.

5. Each person says only what is directly visible from that position.
6. Move to another side and name what appears or disappears.

7. One person closes their eyes while another makes a short sound with an object. The listener describes what the sound suggests, then opens their eyes to check.
8. Read or recall Whisk's experience in Chapter 37: she hears Pippin's cry and the fox's howl but cannot see what happened.

Ask Everyone the Same Two Questions

- Can two people give different honest accounts of the same scene?
- What should we do before turning a partial view into a final judgment?

KEEP THE DISTINCTION CLEAR A perspective may explain a conclusion without proving that conclusion correct. New evidence should be allowed to change the answer.

LOWER ELEMENTARY • GRADES 1–3

Walk Around the Story

Tactile construction and physical viewpoint-taking

LEVEL OUTCOME Describe at least three different views of one constructed scene and name something each viewer cannot see.

Home Educator Guide

Build the Scene • 5 Minutes

Use a box for a tree or ridge and small figures for Quill, Pippin, Whisk, and Marlowe. Exact figures are unnecessary; blocks, clothespins, or folded paper will work.

Run the Activity • 20 to 30 Minutes

9. Place Quill where he can see Marlowe's face. Place Whisk behind the "thicket," where she can hear but not see. Place Pippin on the opposite side.
10. The learner carries a Viewpoint Frame to each figure and looks through it from that figure's height and direction.
11. At each position, complete: "I can see _____. I cannot see _____. I might think _____."
12. Move one object or reveal one hidden detail. Ask the learner to revise the final sentence.
13. Build a second scene from Chapter 38 using the ridge, trace, and white sail.

Debrief

- Which position showed the most?
- Did any position show everything?
- What can you do when your view is incomplete?

LOWER ELEMENTARY PRINTABLE

Viewpoint Frames and Scene Pieces

Cut out the frames; use the labels with blocks or figures.

QUILL'S VIEW	PIPPIN'S VIEW
I see: _____	I see: _____
I cannot see: _____	I cannot see: _____
I might think: _____	I might think: _____
WHISK'S VIEW	MARLOWE'S VIEW
I hear: _____	I see: _____
I cannot see: _____	I cannot know: _____
I might think: _____	I might think: _____

Moveable Scene Labels

TREE / RIDGE	THICKET
WHITE SAIL	BENT-GRASS TRACE
QUILL	PIPPIN
WHISK	MARLOWE

SAY IT ALOUD "My view is real, but it is not the whole scene."

LOWER ELEMENTARY

Draw the Hidden Side

Show two honest views of the same place

Draw what one character sees from the front.

Now draw what another character sees from behind.

Tell about the difference:

UPPER ELEMENTARY · GRADES 4–5

Same Event, Different Voice

Auditory learning through performed point of view

LEVEL OUTCOME Perform or record three accounts of one event, then identify how position, experience, and missing information alter each account.

Home Educator Guide

Teach This First · 5 Minutes

Explain: an account contains observation, interpretation, and emotion. A strong listener asks which is which.

Run the Voice Studio · 25 to 35 Minutes

14. Assign Quill, Pippin, and Whisk Voice Cards. A parent or sibling may read additional parts.
15. Read the Fox Encounter Cue once. Each learner listens without taking notes.
16. Perform a 30–60 second spoken report in character. Record it if practical.
17. Replay or repeat the reports. List one fact all voices share and one detail available to only one voice.
18. Switch roles and perform again. Change tone, pacing, and emphasis without inventing new facts.
19. Complete the Response Sheet.

Debrief

- Which voice sounded most certain? Was certainty the same as accuracy?
- How did fear change what a character noticed?
- What did you understand only after hearing another voice?

CHOICE FOR QUIET LEARNERS A learner may make an audio recording alone, use a puppet, or have another person read the words they compose.

UPPER ELEMENTARY PRINTABLE

Voice Cards and Event Cue*Read with expression; remain faithful to the text.*

QUILL	PIPPIN	WHISK
You see Marlowe's eyes and hesitate because he is a living person. Then Pippin rushes out and you release the arrow.	You believe a fox threatens Quill. You charge out with a stick before you know what the fox intends.	You cannot see the encounter. You hear Pippin cry, hear a howl, and fear that Pippin has been killed.

Fox Encounter Cue

Smudge orders everyone to hide. Marlowe approaches Quill's cover. Pippin breaks from hiding. Quill's arrow strikes a branch and wounds Marlowe. Marlowe runs past Whisk, who has heard the conflict but could not see it.

Second-Round Voice Starters

WHAT I DIRECTLY NOTICED	WHAT I THOUGHT IT MEANT
WHAT I FELT	WHAT I LEARNED LATER

UPPER ELEMENTARY

Listener's Response Sheet

Compare what was heard

1. One fact all three voices included:

2. One detail only Quill could know:

3. One detail only Whisk could know:

4. The voice I understood differently after the second performance:

5. A good listener should ask:

MIDDLE SCHOOL • GRADES 6–8

Evidence Lens Lab

Tactile sorting, inference testing, and revision

LEVEL OUTCOME Classify claims as observation, inference, or assumption; form a provisional conclusion and revise it when new evidence appears.

Home Educator Guide

Set Up

Label three places on a table OBSERVATION, INFERENCE, and ASSUMPTION. Cut apart the Evidence Cards. Keep Round Two hidden.

Run the Investigation • 30 to 45 Minutes

20. Sort the Round One cards by physically placing each under a label.
21. Choose one disputed card and explain what additional evidence would test it.
22. Write a provisional account of the fox encounter using only supported claims.
23. Reveal Round Two. Re-sort any cards whose status changes.
24. Write a Revision Record explaining what changed and why.
25. Repeat briefly with the white sails in Chapter 38 or Horatio in Chapter 40.

Debrief

- Can an inference be reasonable and still wrong?
- Which assumptions came from fear or prior experience?
- What is the difference between revising and “losing” an argument?

MIDDLE SCHOOL PRINTABLE

Evidence Cards*Cut apart; reveal Round Two only after the first account.***Round One**

CARD	CLAIM
A	Smudge orders the group to hide before Marlowe appears.
B	Marlowe moves toward Quill's hiding place.
C	Marlowe intends to attack the Mingles.
D	Whisk hears Pippin cry and then hears a howl.
E	Whisk believes Pippin has been killed.
F	Quill sees a person when he looks into Marlowe's eyes.

Round Two • New Evidence

CARD	NEW INFORMATION
G	Marlowe later says he followed Quill and was frightened when the Mingles attacked.
H	Horatio identifies Marlowe as his first mate.
I	Quill admits the group assumed that all foxes attack.
J	Pippin's earlier warren was destroyed by a different fox.

MIDDLE SCHOOL

Revision Record

Show how evidence changed the account

1. My first conclusion was:

2. The strongest evidence supporting it was:

3. I had treated this claim as a fact, but it was actually:

4. The new evidence that mattered most was:

5. My revised conclusion is:

6. Revising made the account stronger because:

HIGH SCHOOL · GRADES 9–12

Perspective Ethics Hearing

Test interpretation, empathy, and responsibility

LEVEL OUTCOME Analyze how embodied position, history, identity, and evidence shape interpretation; defend a claim about the duties created by limited perspective.

Home Educator Guide

Central Question

When does a limited perspective become a moral failure rather than an unavoidable human limitation?

Part 1 · Prepare Testimony · 20 Minutes

26. Analyze Quill, Pippin, Whisk, and Marlowe using the Dossier.
27. For each, separate physical access to evidence from emotional history and social assumption.
28. Draft one question that challenges the character without dismissing the character's experience.

Part 2 · Conduct the Hearing · 20 to 30 Minutes

One learner may rotate through roles. Read each testimony aloud, question the witness, and identify what the witness could reasonably know at that moment.

PROPOSITION We are responsible not for having a complete perspective, which is impossible, but for testing our perspective before using it to judge or harm another person.

Part 3 · Position Brief · 15 to 20 Minutes

Qualify the proposition, use two scenes as evidence, address one counterargument, and name a practical discipline of responsible perspective-taking.

HIGH SCHOOL PRINTABLE

Perspective Ethics Dossier*Use Chapters 37, 38, 40, 43, and 44.*

WITNESS	CAN DIRECTLY KNOW	HISTORY / ASSUMPTION	DUTY BEFORE ACTING
Quill			
Pippin			
Whisk			
Marlowe			

Cross-Examination Questions

What evidence was unavailable to you?

What did fear cause you to assume?

What could you have checked safely?

What changed your interpretation?

Responsible Perspective Practices

Before judging or acting, I will:

HIGH SCHOOL

Position Brief

Use after the Perspective Ethics Hearing

Your Qualified Claim

I AGREE / DISAGREE / THINK IT DEPENDS with the proposition because:

Evidence

Story example 1:

Story example 2:

Counterargument

A reasonable objection is:

My response is:

Practical Discipline

One habit that helps people test a limited perspective is:

COME BACK TOGETHER

Family Roundtable

10–15 minutes • All ages

One Changed View

Each learner brings one example of an initial view that became more complete. Do not require identical conclusions.

LEVEL	SHARE
Lower Elementary	One object that appeared or disappeared after changing position.
Upper Elementary	One fact understood differently after hearing another voice.
Middle School	One claim moved from fact to inference or assumption.
High School	One responsibility created by the limits of human perspective.

Discuss

- Is every perspective equally accurate? Why not?
- Can fear explain a mistaken judgment without excusing harmful action?
- What is the difference between empathy and agreement?
- When did Quill's view change—and what allowed it to change?

THE IDEA TO CARRY FORWARD A responsible person treats a first view as a beginning, not a verdict. Move, listen, test the evidence, and remain willing to revise.

Protect Delight

The physical scene, performed voices, and evidence cards are not extras. They let learners experience the limits of perspective before asking them to define it.

STORYKEEPERS HOMESCHOOL

The Mingles in Wilderland

MULTI-AGE LESSON 4

Choosing Your Own Course

The Value of Being Your Own Person

Moral Independence, Responsibility, and Integrity

Learning Modules for Four Age Levels

Lower Elementary · Upper Elementary · Middle School · High School

One story. Four levels of challenge. One complete family packet.

FAMILY GUIDE

Lesson 4 at a Glance

Everything needed for all four age levels is contained in this packet.

BIG IDEA Being your own person means using your own moral judgment and accepting responsibility for your choices. It is not doing whatever you want. It is refusing to surrender your conscience to fear, pressure, habit, or a powerful leader.

The Thread Through the Story

Horatio was kidnapped and forced into a pirate crew. As he grew, coercion became participation: he helped inventory plunder taken from traders and people sold into slavery. He finally chose escape, built a new life, and now tells the truth about both what was done to him and what he did. His care for Cawkin shows another choice: he rescues without possessing. Caelum, meanwhile, knows the Archon is wrong but remains afraid to act. Snicker quietly accepts dangerous work because she has chosen the purpose for herself. Together, the scenes separate independence from impulse, rebellion, and self-excuse.

WHERE IT APPEARS	MORAL-INDEPENDENCE MOMENT
Chapter 47 · Horatio's Odyssey	Horatio distinguishes coercion from complicity, chooses escape, and owns his past without hiding behind it.
Chapter 50 · Before Dawn	Horatio's rescue of Cawkin becomes friendship, not ownership: "devoted friends, not master and pet."
Chapter 53 · A Private Conversation	Caelum recognizes the Archon as a dictator but fears the cost of leaving or resisting.
Chapter 54 · Proudfoot	Snicker's chosen mission is revealed; Quill must reconsider the identity he imposed on her.
Chapter 55 · Sandworms	The group receives assigned responsibilities, raising the question of when following direction serves a chosen purpose.

Learning Objectives by Level

LEVEL	LEARNER WILL...
Lower Elementary · Grades 1–3	Distinguish a chosen action from pressure or impulse and rehearse a simple pause–think–choose routine.
Upper Elementary · Grades 4–5	Test decisions against values and likely consequences using a tactile course-setting game.
Middle School · Grades 6–8	Create an identity-layer model distinguishing labels, influences, choices, and owned responsibilities.

LEVEL	LEARNER WILL...
High School - Grades 9–12	Compare coercion, complicity, obedience, resistance, and responsibility in three character cases.

FAMILY GUIDE

How to Use This Lesson

A varied multi-age learning rhythm

1. Begin together with the movement-based Shared Family Launch.
2. Assign the level that fits each learner's readiness.
3. Allow spoken, constructed, performed, or written evidence as directed.
4. Return for the Family Roundtable with one principle, not every completed page.

What Each Level Needs

LEVEL	MATERIALS
Lower Elementary	Three floor signs, Choice Cards, one small object as a pause token
Upper Elementary	Course Map, Decision and Current Cards, coin or button markers, pencil
Middle School	Identity Layers sheet, tracing paper or four paper shapes, scissors, colored pencils
High School	Moral Independence Case File, spectrum signs, Position Brief, story text

HOME EDUCATOR NOTE Do not teach “be your own person” as automatic distrust of parents, teachers, laws, or expertise. Mature independence can include freely chosen obedience, cooperation, and accountability.

Timing

- Shared Family Launch: 10 minutes
- Age-level work: 30–60 minutes
- Family Roundtable: 10–15 minutes
- Optional extension: perform Horatio and Caelum as contrasting monologues.

SHARED FAMILY LAUNCH

Who Is Steering?

10 minutes · All ages

Movement Setup

Place three signs several steps apart: **SOMEONE PUSHED ME, I REACTED WITHOUT THINKING, and I PAUSED AND CHOSE.** Read one action at a time. Learners move to the sign that best describes it, then explain.

- A character obeys because refusal would bring immediate violence.
- A character joins wrongdoing because everyone nearby accepts it.
- A character follows a leader after deciding the mission is worthwhile.
- A character refuses a cruel order and accepts the cost.
- A character says, "I had no choice," although safer choices were available.

Connect to Horatio

Recall Chapter 47. As a kidnapped boy, Horatio had little power. As a trusted adult crew member, he had more knowledge and some ability to choose. His responsibility changes as his freedom and understanding change.

Ask Everyone

- What makes a choice truly yours?
- Does pressure remove all responsibility—or can it reduce responsibility without erasing it?

PHRASE TO CARRY INTO EVERY LEVEL Pause. Name the pressure. Test the choice. Own the action.

LOWER ELEMENTARY · GRADES 1–3

Pause, Think, Choose

Movement, role-play, and a concrete decision routine

LEVEL OUTCOME Use the four-step routine in at least five situations and explain one reason for a chosen action.

Home Educator Guide

Set Up

Place the PAUSE, THINK, and CHOOSE signs around the room. Give the learner a button, smooth stone, or other “pause token.”

Run the Activity · 20 to 30 Minutes

5. Read a Choice Card. The learner holds the token and freezes instead of answering immediately.
6. Walk to PAUSE and name the pressure: fear, hurry, anger, wanting approval, or a direct command.
7. Walk to THINK and name one value plus two possible actions.
8. Walk to CHOOSE, select an action, and complete: “This is my choice because ____.”
9. Act out what happens next. Repeat with at least five cards.

Debrief

- Is the fastest choice always your own choice?
- Can you choose to obey?
- What makes an apology an owned action rather than forced words?

LOWER ELEMENTARY PRINTABLE

Choice Cards and Floor Signs

Cut apart the cards and place the signs around the room.

CHOICE CARD	CHOICE CARD
Friends laugh at someone and expect you to laugh too.	A trusted adult asks you to help with a difficult job.
You break something and no one sees it happen.	Someone dares you to do something dangerous.
You are angry and want to shout the first words in your mind.	A group has a good plan, but you would rather keep playing.
A powerful person tells you to blame someone innocent.	You discover that a person you disliked has been helping everyone.

Floor Signs

PAUSE	THINK	CHOOSE
What pressure do I feel?	What matters? What could I do?	What will I do—and why?

OWN IT After acting, say: "I chose _____. The result was _____. Next time I would _____."

LOWER ELEMENTARY

My Choice Wheel

Draw or dictate one complete choice

1 · WHAT HAPPENED?	2 · WHAT PRESSURE DID I FEEL?
3 · WHAT MATTERED?	4 · WHAT DID I CHOOSE?

Draw what happened after your choice:

Say aloud: "I am responsible for _____."

UPPER ELEMENTARY • GRADES 4–5

Set Your Course

A tactile navigation game with currents and consequences

LEVEL OUTCOME Choose a course through four decisions, explain which “currents” influenced each choice, and revise one course after a consequence reveal.

Home Educator Guide

Set Up

Lay the Course Map flat. Place a coin or button at START. Cut apart the Decision, Current, and Consequence Cards. Keep consequences hidden.

Teach This First • 5 Minutes

A ship may be pushed by wind and current, but the sailor still sets a course when choice is possible. Influence is not always control.

Run the Game • 25 to 35 Minutes

10. Draw one Decision Card and one Current Card.
11. Move the marker toward the response you choose. Explain how the current affected—but did not automatically decide—the course.
12. Reveal the consequence and record whether the choice expressed a value or merely escaped discomfort.
13. Continue through four decisions.
14. Return to one fork, change the course, and compare consequences.

Debrief

- Which current was strongest: fear, approval, habit, anger, or authority?
- When was cooperation an independent choice?
- Why does owning a choice include owning foreseeable results?

UPPER ELEMENTARY PRINTABLE

Course Map and Decision Cards

Use coins or buttons as ship markers.

Course Map

START	FORK 1	FORK 2	FORK 3	HARBOR
Name the pressure	Choose a value	Compare actions	Accept the result	State your principle

Decision Cards

DECISION	CURRENT
Horatio can continue serving the pirate crew or risk escape.	Fear of punishment
Caelum can protect himself or share knowledge that might stop harm.	Fear plus loyalty to colleagues
Snicker accepts a dangerous assignment that others misunderstand.	Chosen purpose
Quill can defend his old judgment or admit he misjudged Snicker.	Pride and embarrassment

Current Cards

FEAR	APPROVAL	HABIT
ANGER	AUTHORITY	CONSCIENCE

UPPER ELEMENTARY PRINTABLE

Consequence Reveals and Captain's Log*Reveal only after the learner commits to a course.*

CASE	CONSEQUENCE REVEAL
Horatio	Remaining protects him temporarily but deepens his participation. Escape is dangerous but ends his service to the crew.
Caelum	Silence protects him now while the geoglyphs continue. Sharing knowledge may endanger him and help the Wilderland.
Snicker	Her chosen work costs safety and reputation, but produces information the group needs.
Quill	Defending pride preserves his image briefly. Admitting error makes room for truth and cooperation.

Captain's Log

The strongest current was:

The value I used to set my course was:

The result I must own is:

I changed one course because:

MIDDLE SCHOOL • GRADES 6–8

Identity in Layers

Tactile model-making and interpretive analysis

LEVEL OUTCOME Build a four-layer identity model for Horatio, distinguish imposed and chosen elements, and support the interpretation with story evidence.

Home Educator Guide

Make the Model • 30 to 45 Minutes

15. Cut four paper shapes of decreasing size, or use tracing-paper overlays. Label them LABELS, INFLUENCES, CHOICES, and RESPONSIBILITIES.
16. On LABELS, record names others might apply: captive, pirate, pursuer, escapee, captain, rescuer, friend.
17. On INFLUENCES, record forces acting on him: kidnapping, fear, crew culture, survival, guilt, memory.
18. On CHOICES, record actions he can own, including participation, escape, confession, building the Refuge, and refusing to possess Cawkin.
19. On RESPONSIBILITIES, identify what he acknowledges and what repair remains possible.
20. Stack the layers, then remove them one at a time. Discuss why no single layer is the whole person.

Required Comparison

Build a miniature two-layer model for Caelum: what the Archon imposes and what he still chooses. Compare it with Horatio's model.

Debrief

- Which parts of identity are received rather than chosen?
- Can a past action become part of your story without becoming your permanent identity?
- Why is honest responsibility necessary for moral independence?

MIDDLE SCHOOL PRINTABLE

Identity Layers

Cut, stack, or trace the four layers.

LAYER	GUIDING QUESTION	HORATIO EVIDENCE
LABELS	What names do self and others apply?	
INFLUENCES	What pressures, history, and relationships shape him?	
CHOICES	Which actions express his own judgment?	
RESPONSIBILITIES	What consequences and obligations must he own?	

Caelum Comparison

IMPOSED BY THE ARCHON	STILL WITHIN CAELUM'S CHOICE

Interpretation

Horatio becomes his own person when—not because—but when:

MIDDLE SCHOOL

Student Reflection

Use after Identity in Layers

1. Which label most distorts Horatio if used alone? Why?

2. Which influence reduces his responsibility without erasing it?

3. Which choice most clearly establishes a new course?

4. What is the difference between self-definition and self-excuse?

5. One part of identity a person can revise is:

HIGH SCHOOL · GRADES 9–12

Moral Independence Forum

Spectrum movement, case comparison, and ethical argument

LEVEL OUTCOME Distinguish degrees of agency and responsibility under pressure; defend a position that accounts for coercion without eliminating moral judgment.

Home Educator Guide

Part 1 · Responsibility Spectrum · 15 Minutes

Mark a physical line from NO MEANINGFUL CHOICE to FULL RESPONSIBILITY. Read each case statement. The learner stands at a position, cites evidence, then may move after hearing a counterpoint.

- Horatio immediately after being kidnapped
- Horatio as the trusted adult purser
- Horatio when he diverts his share and escapes
- Caelum while privately condemning the Archon
- Snicker while accepting Horatio's dangerous assignment

Part 2 · Case Forum · 20 to 30 Minutes

Analyze coercive power, available alternatives, foreseeable harm, motive, action, and later truth-telling. Do not collapse explanation into excuse.

PROPOSITION Moral independence begins when a person stops letting circumstances write the final sentence of the person's identity.

Part 3 · Position Brief · 15 to 20 Minutes

Qualify the proposition. Compare Horatio with Caelum or Snicker, address one counterargument, and explain why chosen obedience can sometimes express independence.

HIGH SCHOOL PRINTABLE

Moral Independence Case File*Use Chapters 47, 50, 53, and 54.*

DIMENSION	HORATIO	CAELUM	SNICKER
Power acting on the character			
Knowledge of harm			
Available alternatives			
Risk of resistance			
Action actually chosen			
Responsibility owned or avoided			
Evidence of independent judgment			

Distinctions to Preserve

- Coercion is not the same as persuasion.
- Obedience is not always surrender of judgment.
- Rebellion is not automatically moral independence.
- Confession does not erase consequences, but it rejects self-deception.

HIGH SCHOOL

Position Brief

Use after the Moral Independence Forum

Your Qualified Claim

I AGREE / DISAGREE / THINK IT DEPENDS with the proposition because:

Comparative Evidence

Horatio:

Caelum or Snicker:

Counterargument

A reasonable objection is:

My response is:

Final Principle

Being your own person requires:

COME BACK TOGETHER

Family Roundtable

10–15 minutes • All ages

One Choice You Can Own

Each learner brings one principle discovered through movement, play, construction, or analysis.

LEVEL	SHARE
Lower Elementary	One situation and the pause–think–choose response.
Upper Elementary	One “current” that influenced—but did not decide—a course.
Middle School	One identity layer that is important but incomplete by itself.
High School	One distinction between coercion, obedience, rebellion, and independence.

Discuss

- Can following someone else’s good direction be your own choice?
- When does pressure reduce responsibility?
- Why does Horatio tell the truth about the harm he helped cause?
- What separates Snicker’s service from Caelum’s fearful compliance?

THE IDEA TO CARRY FORWARD Your history and circumstances influence you, but they need not have the final word. Pause, judge, choose, and accept responsibility for the course you set.

Protect Complexity

Younger learners practice a usable decision habit. Older learners should be allowed to wrestle with degrees of freedom and guilt; the story does not offer a simple innocence-or-guilt answer.

STORYKEEPERS HOMESCHOOL

The Mingles in Wilderland

MULTI-AGE LESSON 5

Making Room in the Circle

The Value of Belonging

Welcome, Trust, Contribution, and Repair

Learning Modules for Four Age Levels

Lower Elementary · Upper Elementary · Middle School · High School

One story. Four levels of challenge. One complete family packet.

FAMILY GUIDE

Lesson 5 at a Glance

Everything needed for all four age levels is contained in this packet.

BIG IDEA Belonging is more than being given a group name. People begin to belong when they are welcomed, heard, trusted, allowed to contribute, and expected to repair harm. Belonging changes both the newcomer and the group.

The Thread Through the Story

Whisk has traveled with the Mingles, but she still expects rejection. She trails behind, protects food, hides her inability to read, takes Timbit's sketchbook, and tries to imitate the group's teasing because she thinks acceptance must be earned through performance. In Chapter 61, conflict finally exposes the deeper problem: the others rarely listen to her. Timbit interrupts the pattern, apologizes, refuses to assume guilt, and receives her confession without expelling her. Whisk's first hug becomes a physical sign that the name "Mingle" is becoming a lived relationship.

WHERE IT APPEARS	BELONGING MOMENT
Chapters 37–39 · Lookback	Whisk walks behind the group, fears scarcity, and conceals that she cannot read.
Chapter 58 · Research	Whisk participates in the shared investigation but still challenges and protects herself.
Chapter 61 · The Sketchbook	Whisk says she feels like an outsider and copied the group's pranks to gain acceptance.
Chapter 61 · Listening	Timbit recognizes the group's disrespect, listens, apologizes, and does not presume guilt.
Chapter 61 · The Embrace	Whisk returns the book, accepts responsibility, and experiences her first hug.

Learning Objectives by Level

LEVEL	LEARNER WILL...
Lower Elementary · Grades 1–3	Construct a model showing five supports that help a person feel securely included.
Upper Elementary · Grades 4–5	Complete a cooperative puzzle in which every participant holds a necessary contribution.
Middle School · Grades 6–8	Create and compare two soundscapes showing dismissal and attentive belonging.
High School · Grades 9–12	Distinguish belonging from conformity, permissiveness, possession, and mere membership.

FAMILY GUIDE

How to Use This Lesson

A multi-sensory, multi-age rhythm

1. Begin with the Shared Family Launch using yarn or string.
2. Move learners to the appropriate level by readiness.
3. Let auditory learners record rather than perform live.
4. Return for one finding from each level at the Family Roundtable.

What Each Level Needs

LEVEL	MATERIALS
Lower Elementary	Blocks, craft sticks, cups, or cardboard; labels; small Whisk figure
Upper Elementary	Mingle Puzzle pieces, envelopes, scissors, pencil
Middle School	Sound Cue Cards, phone/recorder optional, two-column listening sheet
High School	Belonging Case File, boundary cards, Position Brief, story text

HOME EDUCATOR NOTE Belonging does not require tolerating theft, cruelty, manipulation, or unsafe behavior. Healthy groups combine welcome with truth, repair, boundaries, and meaningful contribution.

Timing

- Shared Family Launch: 10 minutes
- Age-level work: 30–60 minutes
- Family Roundtable: 10–15 minutes
- Optional extension: reread the Chapter 61 exchange aloud with different pacing.

SHARED FAMILY LAUNCH

The Connection Web

10 minutes · All ages

Tactile Setup

Sit or stand in a circle with a ball of yarn. One person holds the end, names something a group member contributes, and rolls the ball to that person. Continue until everyone holds part of the web.

5. Notice that every person supports part of the web.
6. One person releases the yarn while others continue. Observe what changes.
7. Reconnect the strand using a sentence of welcome, listening, help, trust, apology, or invitation.
8. Recall Whisk's words: the group called her a Mingle, but she still felt outside the circle.

Ask Everyone

- Can someone be physically present and still not belong?
- What must a group do—not merely say—to make room for a person?

KEEP BOTH SIDES Belonging is received from others and practiced by the person joining. Whisk needs welcome; she also needs to return the sketchbook and tell the truth.

LOWER ELEMENTARY • GRADES 1–3

Build a Place to Belong

Tactile construction and story-based explanation

LEVEL OUTCOME Build a structure using five labeled supports and explain how removing or repairing one support changes the whole.

Home Educator Guide

Set Up

Use blocks, cups, craft sticks, folded cardboard, or recyclables. Make five labels: WELCOME, LISTEN, TRUST, CONTRIBUTE, and REPAIR. Use a button or paper figure for Whisk.

Build and Test • 25 to 35 Minutes

9. Build a shelter, bridge, or circle with all five labeled parts helping hold it together.
10. Place Whisk inside. Tell how each support helps her belong.
11. Remove LISTEN. Gently test the structure and describe what changes in the story, even if the model still stands.
12. Return LISTEN and remove REPAIR. Discuss what happens after the sketchbook is taken.
13. Repair the model and add one new support chosen by the learner.

Debrief

- Which support was most important?
- Can a person contribute before feeling completely comfortable?
- Why do welcome and responsibility belong together?

LOWER ELEMENTARY PRINTABLE

Belonging Supports and Story Cards*Cut apart and attach to building materials.*

WELCOME	LISTEN
Make room and greet the person.	Stop and pay attention to the person's words.
TRUST	CONTRIBUTE
Do not assume the worst without evidence.	Give the person a real way to help.
REPAIR	MY NEW SUPPORT
Tell the truth, apologize, and make things right.	_____

Story Test Cards

Whisk walks behind everyone.	No one lets Whisk finish speaking.
Whisk helps research the Aridites.	The group assumes Whisk took something.
Whisk admits taking the sketchbook.	Timbit apologizes and hugs Whisk.

LOWER ELEMENTARY

My Belonging Structure

Draw the model and explain one repair

Draw and label your structure:

One part I removed was:

The group repaired the connection by:

FAMILY CLOSE Say together: "We make room. We listen. We tell the truth. We repair."

UPPER ELEMENTARY · GRADES 4–5

Every Piece Is Needed

A cooperative puzzle with unequal information

LEVEL OUTCOME Complete a shared challenge, identify behaviors that included or sidelined participants, and redesign one group rule.

Home Educator Guide

Set Up

Cut apart the Mingle Puzzle and place pieces or clues in separate envelopes. If only one learner is present, place envelopes at role stations and require the learner to speak from each role before combining information.

Run the Challenge · 25 to 35 Minutes

14. Assign Timbit, Pippin, Quill, Smudge, and Whisk envelopes. Each contains information the others need.
15. Round One: participants may share only when asked by name. Observe who is overlooked.
16. Pause after five minutes. Ask whether the group has treated presence as participation.
17. Round Two: use the rule, “No decision until every role has contributed.”
18. Complete the message, then compare the two rounds.
19. Write one better group rule on the Reflection Card.

Debrief

- Who had useful information but was not invited?
- Did speaking often mean contributing most?
- How can a group invite participation without forcing performance?

UPPER ELEMENTARY PRINTABLE

Mingle Puzzle Envelopes

Cut apart. Give one role card and its clue to each participant.

ROLE	PRIVATE CLUE
TIMBIT	The first word is BELONGING.
PIPPIN	The second word means something deeper than a name: GROWS.
QUILL	The third word describes repeated action: WHEN.
SMUDGE	The next three words are PEOPLE MAKE ROOM.
WHISK	The final words are AND LISTEN.

Assemble the Message

Round Comparison

ROUND ONE	ROUND TWO
Who was invited?	Who was invited?
Whose clue was delayed?	What rule changed participation?
How did it feel?	How did it feel?

UPPER ELEMENTARY

Cooperative Reflection

Use after Every Piece Is Needed

1. A useful contribution that was easy to overlook:

2. One behavior that made a participant feel outside:

3. One behavior that changed the second round:

4. Our improved group rule:

5. In Chapter 61, Timbit makes room for Whisk by:

MIDDLE SCHOOL • GRADES 6–8

The Sound of Belonging

Auditory composition, performance, and listening analysis

LEVEL OUTCOME Compose two contrasting 60-second soundscapes and explain how timing, interruption, silence, tone, and response communicate belonging.

Home Educator Guide

Create Two Audio Scenes • 30 to 45 Minutes

20. Use the Sound Cue Cards to build Scene A: Whisk speaks while the group dismisses, interrupts, or talks over her.
21. Perform or record the scene. Words may be paraphrased, but events must remain faithful to Chapter 61.
22. Rebuild the same event as Scene B: Timbit waits, listens, apologizes, and leaves space for Whisk's answer.
23. Perform or record Scene B. Include at least three seconds of intentional silence.
24. Replay both without watching the performers. Mark what the ear reveals about power and attention.
25. Complete the Listening Analysis.

Debrief

- Can silence communicate welcome?
- How do pace and interruption distribute power?
- What auditory behavior changed before Whisk told the truth?

MIDDLE SCHOOL PRINTABLE

Sound Cue Cards and Listening Analysis*Cut apart or use as a performance score.*

DISMISSIVE SOUND CUES	ATTENTIVE SOUND CUES
Overlapping voices	One voice at a time
Abrupt interruption	A complete pause before reply
Sarcastic or impatient tone	Calm, direct tone
Whisk speeds up defensively	Whisk is allowed to slow down
Accusation before evidence	Question without presumption
No acknowledgment	Specific apology and response

Listening Analysis

FEATURE	SCENE A	SCENE B
Silence		
Interruptions		
Tone		
Who controls the pace?		
Effect on truth-telling		

MIDDLE SCHOOL

Student Reflection

Use after The Sound of Belonging

1. Which sound choice most strongly communicated exclusion?

2. Why did Timbit's apology make confession more—not less—likely?

3. How can listening create accountability rather than avoid it?

4. Write one sentence distinguishing belonging from approval:

5. Name one listening habit you would adopt in a real group:

HIGH SCHOOL · GRADES 9–12

Belonging and Boundaries Council

Case analysis, policy design, and ethical argument

LEVEL OUTCOME Develop a definition of belonging that preserves welcome, difference, accountability, and appropriate boundaries.

Home Educator Guide

Central Question

What does a community owe a person it calls one of its own—and what may it rightly expect in return?

Part 1 · Case Analysis · 20 Minutes

26. Analyze Whisk, Timbit, Pippin, and the group using the Council File.
27. Identify failures of welcome, failures of responsibility, and moments of repair.
28. Distinguish membership language from actual practices of belonging.

Part 2 · Draft a Group Covenant · 20 Minutes

Write five clauses. Each must include both a promise and a boundary: "We will ___, while/except/unless ___."

PROPOSITION A person belongs most securely where the group can tell the truth about harm without threatening the person with abandonment.

Part 3 · Position Brief · 15 Minutes

Qualify the proposition, cite Chapter 61 twice, address conformity or permissiveness as a counterargument, and propose one safeguard for quieter members.

HIGH SCHOOL PRINTABLE

Belonging Council File*Use Chapter 61 and the earlier Whisk lookbacks.*

DIMENSION	WHISK	THE GROUP
Need or fear		
Contribution offered		
Harm caused		
Responsibility avoided		
Repair attempted		
Boundary still needed		

Five-Clause Covenant

1. We will _____ while/except/unless

_____.

2. We will _____ while/except/unless

_____.

3. We will _____ while/except/unless

_____.

4. We will _____ while/except/unless

_____.

5. We will _____ while/except/unless

_____.

Safeguard for a Quieter Member

HIGH SCHOOL

Position Brief

Use after the Belonging and Boundaries Council

Your Qualified Claim

I AGREE / DISAGREE / THINK IT DEPENDS with the proposition because:

Evidence

Group responsibility:

Whisk's responsibility:

Counterargument

Belonging could become conformity or permissiveness when:

Concluding Principle

A trustworthy belonging practice is:

COME BACK TOGETHER

Family Roundtable

10–15 minutes • All ages

One Way to Make Room

Each learner brings one concrete practice—not merely a feeling or slogan.

LEVEL	SHARE
Lower Elementary	One structural support and what happened when it was removed.
Upper Elementary	One rule that changed participation.
Middle School	One sound that communicated listening or dismissal.
High School	One covenant clause balancing welcome and responsibility.

Discuss

- Why did calling Whisk a Mingle fail to make her feel included?
- How did Timbit combine apology with accountability?
- What is the difference between belonging and fitting in?
- When does a boundary protect belonging?

THE IDEA TO CARRY FORWARD Belonging becomes real when people make room, listen, trust carefully, invite contribution, and repair what they damage.

Protect Complexity

Whisk is both overlooked and responsible for taking the book. The lesson should preserve both truths.

STORYKEEPERS HOMESCHOOL

The Mingles in Wilderland

MULTI-AGE LESSON 6

Leading Without the Spotlight

The Value of Quiet Leadership

Attention, Competence, Care, and Steady Action

Learning Modules for Four Age Levels

Lower Elementary · Upper Elementary · Middle School · High School

One story. Four levels of challenge. One complete family packet.

FAMILY GUIDE

Lesson 6 at a Glance

Anchored in Chapter 72 with purposeful lookbacks.

BIG IDEA Quiet leadership is influence exercised through attention, competence, care, timely action, and moral steadiness. It may use few words and hold no title, but it helps people see danger, recover strength, organize work, and move toward what matters.

The Thread Through the Story

Smudge rarely announces herself as a leader. She notices danger before the others, orders them into cover, recognizes when fear has exhausted the group, teaches Pippin, prepares restorative tea, investigates Horatio's illness, comforts the twins, and assigns practical care. In Chapter 72 she returns to Havenbrook under deadline, states the mission clearly, gathers help, retrieves the needed remedies, sends word to Nettle, and resumes the journey. Her anger is imperfect and visible, but even in conflict she keeps returning to the work that protects others.

WHERE IT APPEARS	QUIET-LEADERSHIP MOMENT
Chapter 37 · Lookback	Smudge detects danger, gives a concise instruction, calls for rest, teaches, and restores the group.
Chapter 38 · Lookback	She settles a conflict and validates evidence without needing to dominate the conversation.
Chapters 54–55 · Lookback	She pursues Horatio's diagnosis and calms and treats the distressed twins.
Chapter 72 · Return	She names the deadline, resists distraction, retrieves remedies, and asks friends for specific help.
Chapter 72 · Departure	She delegates a message to Nettle, thanks helpers, and returns to the larger mission.

Learning Objectives by Level

LEVEL	LEARNER WILL...
Lower Elementary · Grades 1–3	Complete care-and-notice stations and identify quiet actions that help a group.
Upper Elementary · Grades 4–5	Observe unnoticed leadership, record evidence, and carry out one small service improvement.
Middle School · Grades 6–8	Lead a low-verbal team simulation through attention, delegation, and calm coordination.
High School · Grades 9–12	Evaluate leadership by outcomes, methods, restraint, and service rather than visibility or title.

FAMILY GUIDE

How to Use This Lesson

A service-and-simulation learning rhythm

1. Begin with the silent Shared Family Launch.
2. Run age-level activities with minimal adult takeover.
3. Observe process, not personality or volume.
4. Return for evidence of leadership at the Family Roundtable.

What Each Level Needs

LEVEL	MATERIALS
Lower Elementary	Care Trail station cards, cup, cloth, blocks, bandage or ribbon
Upper Elementary	Field Notebook, pencil, simple household service materials
Middle School	Mission Cards, role cards, 20 small objects, timer
High School	Leadership Evidence Audit, service-design page, Position Brief

HOME EDUCATOR NOTE Quiet leadership is not silence, passivity, or avoiding conflict. Smudge gives direct orders when danger requires them and confronts misuse of power. The defining issue is service to the task and people, not low volume.

Timing

- Shared Family Launch: 10 minutes
- Age-level work: 30–60 minutes
- Family Roundtable: 10–15 minutes
- Optional extension: complete one anonymous family service.

SHARED FAMILY LAUNCH

Lead Without Speaking

10 minutes · All ages

Silent Sequence

Give the family a simple task: arrange five objects from smallest to largest, prepare a place for a snack, or move supplies across the room. For the first three minutes, no one may speak.

5. Complete the task silently.
6. Name actions that helped: noticing, pointing, making space, passing an object, steadying something, waiting, or inviting another person forward.

7. Repeat for one minute with a designated “leader” who may observe and assist but may not touch the objects.
8. Recall Smudge’s repeated pattern: notice, name what matters, equip others, and return to the mission.

Ask Everyone

- How could you tell leadership was happening without a speech?
- When does a leader need to become direct and audible?

EVIDENCE STANDARD Do not call an action leadership merely because it is kind. Ask whether it helped people understand, coordinate, recover, or accomplish a worthy task.

LOWER ELEMENTARY • GRADES 1–3

Follow the Care Trail

Hands-on stations for noticing and helping

LEVEL OUTCOME Complete five care stations and explain how each action helps another person or the whole group.

Home Educator Guide

Set Up

Place the five Care Trail Cards around the room with simple props. Let the learner travel in any order.

Run the Trail • 20 to 30 Minutes

9. At NOTICE, find what has been misplaced or left unsafe.
10. At RESTORE, carry a cup of pretend tea or water carefully to a tired traveler.
11. At TEACH, demonstrate one simple skill without doing the whole task for the learner.
12. At CALM, wrap a toy's "injury" and use a steady voice.
13. At ORGANIZE, sort mixed supplies and invite someone to take one part of the job.
14. After each station say: "This helped because ____."

Debrief

- Which action used the fewest words?
- Which action helped another person do something?
- When did the helper need to be firm?

LOWER ELEMENTARY PRINTABLE

Care Trail Station Cards

Place around the room with simple household props.

NOTICE	RESTORE
Find a danger, missing item, or person who needs attention.	Bring rest, water, food, or comfort to someone who is tired.
TEACH	CALM
Show one step, then let the other person try.	Use gentle hands, a steady voice, and the next helpful action.
ORGANIZE	SPEAK UP
Put supplies and people where they can work well.	When danger or unfairness requires it, use clear words.

Smudge Story Matches

Hides the group from danger	Makes aether tea
Teaches Pippin about plants	Treats the twins
Sorts medicines with friends	Confronts Mossleaf

LOWER ELEMENTARY

My Quiet Leadership Trail

Draw one station and one person it helped

The station I completed:

Draw the action:

It helped because:

FAMILY CLOSE Say together: "Notice what matters. Do the next helpful thing."

UPPER ELEMENTARY · GRADES 4–5

Leadership Field Notebook

Observation and a real-world service experiment

LEVEL OUTCOME Gather evidence of three low-visibility leadership actions, then plan, carry out, and evaluate one service improvement.

Home Educator Guide

Part 1 · Observation Walk · 15 Minutes

Walk through the home, yard, gathering place, or recent family routine. Look for evidence that someone noticed, prepared, maintained, calmed, taught, or organized without seeking attention.

Part 2 · Service Experiment · 20 to 30 Minutes

15. Choose one friction point: mixed supplies, forgotten water, cluttered work area, confusing directions, or someone repeatedly interrupted.
16. Plan a small improvement requiring no announcement or reward.
17. Carry it out safely. Do not conceal actions that adults need to know about.
18. Observe whether the change helped anyone act, recover, or cooperate.
19. Record evidence rather than writing “It worked” or “It was nice.”

Debrief

- Did anyone have to know who did it?
- Did service become leadership by improving coordination or capacity?
- What would you revise next time?

UPPER ELEMENTARY PRINTABLE

Field Notebook and Service Plan

Record observable evidence.

I NOTICED...	THE UNSEEN LEADERSHIP ACTION...	WHO OR WHAT IT HELPED...

Service Plan

The friction point:

The small change I will make:

Materials or permission needed:

Evidence I will watch for:

Afterward

The change helped / did not help because:

UPPER ELEMENTARY

Student Reflection

Use after the Leadership Field Notebook

1. One action I once overlooked as leadership:

2. One way Smudge builds another person's ability rather than taking over:

3. One time quiet leadership should become direct speech:

4. Evidence that my service experiment affected the group:

5. My revision for next time:

MIDDLE SCHOOL • GRADES 6–8

The Low-Voice Mission

Team simulation with constrained communication

LEVEL OUTCOME Coordinate a timed mission using observation, short communication, delegation, and recovery—then identify leadership moves with evidence.

Home Educator Guide

Set Up

Scatter 20 small objects. Mark HOME, SUPPLY, and TREATMENT areas. Assign roles. One learner may rotate through roles in a solo household.

Run Two Rounds • 30 to 45 Minutes

20. Round One: complete the Mission Card in six minutes. The Coordinator may use only five spoken sentences.
21. Observers tally noticing, clarifying, delegating, calming, teaching, and adapting.
22. Reveal the Complication Card at minute three.
23. Debrief briefly without assigning praise by personality.
24. Round Two: switch roles and permit unlimited speech. Compare whether more talking produced better leadership.
25. Complete the Evidence Record.

Debrief

- Which move increased another person's capacity?
- Who influenced the outcome without holding the coordinator role?
- When did restraint help, and when did it become a problem?

MIDDLE SCHOOL PRINTABLE

Mission, Roles, and Complications

*Cut apart; reveal one complication halfway through.***MISSION****Move remedies from SUPPLY to TREATMENT, organize them by type, prepare two care kits, and send one message to HOME before time expires.**

Role Cards

COORDINATOR	May speak only five complete sentences.
OBSERVER	May not touch supplies; records leadership evidence.
SPECIALIST	Knows the correct sorting rule but must be asked.
RUNNER	May carry only two objects at a time.
CAREGIVER	Must stop work to respond when someone signals distress.

Complication Cards

Two labels are wrong.	The runner becomes "tired" and must rest one minute.
Three objects are unsafe to touch without the specialist.	The message destination changes.

MIDDLE SCHOOL

Leadership Evidence Record*Use after both rounds*

LEADERSHIP MOVE	ROUND ONE EVIDENCE	ROUND TWO EVIDENCE
Noticed		
Clarified		
Delegated		
Calmed		
Taught		
Adapted		

Interpretation

More speech helped when:

Less speech helped when:

The strongest leader without the title was:

One Smudge-like move in the simulation was:

HIGH SCHOOL · GRADES 9–12

Leadership Evidence Audit

Evaluate influence, restraint, service, and use of power

LEVEL OUTCOME Construct and apply a defensible standard for identifying quiet leadership without romanticizing invisibility or passivity.

Home Educator Guide

Part 1 · Evidence Audit · 20 Minutes

26. Examine Smudge in Chapters 37, 38, 54–55, and 72.
27. Record action, intended beneficiary, method, immediate result, long-term capacity built, and cost.
28. Identify one action that is service but not clearly leadership and defend the distinction.

Part 2 · Design a Quiet Intervention · 20 Minutes

Choose a realistic family or community friction point. Design an intervention that improves information, readiness, care, or coordination while using the least authority necessary.

PROPOSITION Leadership should be measured primarily by the worthy capacity it creates in others, not by visibility, title, charisma, or control.

Part 3 · Position Brief · 15 Minutes

Qualify the proposition using Smudge's strengths and one limitation from Chapter 72, where anger and force complicate the model.

HIGH SCHOOL PRINTABLE

Leadership Evidence Audit

Use precise story evidence.

ACTION	BENEFICIARY	METHOD	RESULT	CAPACITY BUILT
Danger warning				
Rest and aetherteas				
Horatio's care				
Twins' treatment				
Chapter 72 mission				

Intervention Design

Friction point:

Least authority necessary:

Action sequence:

Evidence of increased capacity:

Risk or unintended consequence:

HIGH SCHOOL

Position Brief

Use after the Leadership Evidence Audit

Your Qualified Claim

I AGREE / DISAGREE / THINK IT DEPENDS with the proposition because:

Evidence

Quiet leadership at its strongest:

A limitation or complication:

Counterargument

A critic might say quiet leadership becomes invisible labor or avoidance when:

Concluding Standard

I would identify an action as leadership when:

COME BACK TOGETHER

Family Roundtable

10–15 minutes • All ages

Bring Evidence, Not a Compliment

Each learner names an action, what it changed, and whom it equipped.

LEVEL	SHARE
Lower Elementary	One care station and how it helped.
Upper Elementary	One observed action and measurable effect.
Middle School	One low-verbal move that improved the mission.
High School	One criterion separating service, leadership, and control.

Discuss

- When does kindness become leadership?
- Why does Smudge sometimes give orders?
- Can quiet leadership be unfairly taken for granted?
- What does Chapter 72 reveal about both her strength and imperfection?

THE IDEA TO CARRY FORWARD Quiet leaders notice what matters, prepare others, restore strength, coordinate help, and speak firmly when the mission or a person requires it.

Protect Complexity

Smudge is not quiet in every moment. “Quiet leadership” describes the source and pattern of her influence, not her volume or temperament.

STORYKEEPERS HOMESCHOOL

The Mingles in Wilderland

MULTI-AGE LESSON 7

Stepping Into the Circle

The Value of Courage

Fear, Responsibility, Action, and Shared Strength

Learning Modules for Four Age Levels

Lower Elementary · Upper Elementary · Middle School · High School

One story. Four levels of challenge. One complete family packet.

FAMILY GUIDE

Lesson 7 at a Glance

Everything needed for all four age levels is contained in this packet.

BIG IDEA Courage is not the absence of fear or the certainty of success. It is choosing a worthy action while afraid, accepting one's share of the danger, and taking the next step without knowing who will stand beside you.

The Thread Through the Story

Timbit's purpose has grown throughout the journey, but Chapter 83 exposes a failure of courage: he has assigned danger to others while remaining behind with his invention. Pippin tells him the truth. He accepts it, reorients, and walks alone toward the Aridite assembly. In Chapter 84 he enters the circle trembling, speaks against Gaia, and asks others to choose. His solitary act becomes shared courage as Horatio, friends, Aridites, and finally Shadowrend step beside him. Chapter 85 does not glorify fearlessness; it celebrates a community changed because one frightened person accepted responsibility and moved first.

WHERE IT APPEARS	COURAGE MOMENT
Chapter 83 · The Reckoning	Pippin names Timbit's avoidance; he accepts the truth and changes course.
Chapter 83 · The Walk	Timbit understands that he must face the danger he asked others to face.
Chapter 84 · The Circle	He enters alone, trembles, breathes, remembers his father, and speaks.
Chapter 84 · The Stand	He invites others to act; courage spreads through example and choice.
Chapter 85 · The Feast	The community honors shared action, and Timbit returns to friendship and ordinary life.

Learning Objectives by Level

LEVEL	LEARNER WILL...
Lower Elementary · Grades 1–3	Use a physical courage path to identify fear, worthy purpose, support, and the next safe step.
Upper Elementary · Grades 4–5	Design, build, test, and revise a bridge model representing supports that carry action across fear.
Middle School · Grades 6–8	Perform contrasting inner and outer voices to analyze courage as action under fear.
High School · Grades 9–12	Distinguish moral courage from recklessness, performance, obedience, and risk transferred to others.

FAMILY GUIDE

How to Use This Lesson

A movement, design, auditory, and analysis rhythm

1. Begin with the embodied Shared Family Launch.
2. Never require disclosure of private fears; fictional or ordinary examples are acceptable.
3. Use safe, proportionate challenges only.
4. Return for one principle and one next step at the Family Roundtable.

What Each Level Needs

LEVEL	MATERIALS
Lower Elementary	Four floor signs, Courage Cards, small marker or figure
Upper Elementary	Paper, index cards, tape, two books, coins or washers, Bridge Record
Middle School	Inner/Outer Voice Script, recorder optional, performance notes
High School	Courage Threshold Matrix, case cards, Position Brief, story text

SAFETY NOTE Courage education must not pressure children into unsafe physical risks, unwanted disclosure, secrecy from caregivers, or confronting dangerous people alone. Seeking help can be the courageous action.

Timing

- Shared Family Launch: 10 minutes
- Age-level work: 30–60 minutes
- Family Roundtable: 10–15 minutes
- Optional extension: record Timbit's inner and public voices as an audio scene.

SHARED FAMILY LAUNCH

Feel Fear, Choose a Step

10 minutes · All ages

Embodied Demonstration

Stand at one side of the room. Place four signs leading forward: FEAR, WORTHY PURPOSE, SUPPORT, and NEXT STEP. Read an ordinary or story-based Courage Card.

5. At FEAR, name what the character's body or mind might experience.
6. At WORTHY PURPOSE, name what matters enough to act for.
7. At SUPPORT, name a person, skill, truth, plan, breath, or request for help.
8. At NEXT STEP, take one physical step and state a safe, specific action.

9. Recall Timbit: he shook with fear, breathed, remembered his father, and spoke.

Ask Everyone

- Can courage include trembling, tears, or asking for help?
- What turns a dangerous action into recklessness rather than courage?

KEEP THE DEFINITION Fear + worthy purpose + responsible action = courage. Danger by itself does not make an action brave.

LOWER ELEMENTARY - GRADES 1-3

Walk the Courage Path

Movement, emotion naming, and safe action planning

LEVEL OUTCOME Complete at least five Courage Cards using the four-part path and identify one safe request for help.

Home Educator Guide

Run the Path - 20 to 30 Minutes

10. Place the four signs in a path. Give the learner a small Timbit marker or invite the learner to walk.
11. Read one Courage Card. Stop at each sign and complete its sentence.
12. At SUPPORT, require at least one example of asking for appropriate help during the activity.
13. At NEXT STEP, act out only safe actions such as speaking, telling the truth, trying again, apologizing, or calling an adult.
14. Repeat with five cards, including Timbit entering the circle.

Debrief

- Which step changed fear the most?
- Did fear have to disappear before action?
- When is leaving and getting help courageous?

LOWER ELEMENTARY PRINTABLE

Courage Path and Story Cards

Place the signs on the floor; cut apart the cards.

FEAR	WORTHY PURPOSE
I feel or notice _____.	What matters is _____.
SUPPORT	NEXT STEP
I can remember, plan, breathe, or ask _____.	I will safely _____.

Courage Cards

You made a mistake and need to tell the truth.	Someone is being treated unfairly and a trusted adult is nearby.
A new task is difficult and you may fail.	A friend needs help, but you cannot solve the problem alone.
Timbit must enter Gaia's circle and speak.	You need to apologize without knowing whether forgiveness will come.

LOWER ELEMENTARY

My Next Courageous Step

Draw a safe action taken while fear is present

My fear or worry:

What matters:

My support:

Draw the next safe step:

FAMILY CLOSE Say together: "I can be afraid and still take the next right step."

UPPER ELEMENTARY · GRADES 4–5

Build a Courage Bridge

Design–build–test–revise with symbolic load

LEVEL OUTCOME Build a paper bridge that carries a “fear load,” explain the meaning of its supports, and revise after testing.

Home Educator Guide

Set Up

Place two books 6–8 inches apart. Provide paper or index cards and limited tape. Coins or washers become the fear load. No premade bridge example is needed.

Design–Build–Test–Revise · 35 to 50 Minutes

15. Sketch a bridge from AVOIDANCE to RESPONSIBLE ACTION. Label at least three planned supports: purpose, truth, preparation, breathing, mentor, friend, skill, or help.
16. Build the bridge with the limited materials.
17. Place one coin at a time on the center. Before each coin, name a fear or cost Timbit faces.
18. Record the failure point or maximum load.
19. Revise one structural feature and one symbolic explanation.
20. Test again and compare evidence.

Debrief

- Which support strengthened the model most?
- Why is support not the opposite of courage?
- What would make crossing reckless?

UPPER ELEMENTARY PRINTABLE

Bridge Design and Test Record

Use before and after building.

First Design

SUPPORT IN THE BRIDGE	WHAT IT REPRESENTS

Test Record

TEST	FEAR LOAD HELD	WHAT HAPPENED	REVISION
1			
2			

UPPER ELEMENTARY

Bridge Reflection

Use after the second test

1. My strongest physical support was:

2. It represented this source of courage:

3. The first design failed or bent because:

4. Revising a plan is courageous when:

5. Timbit's most important "bridge support" in Chapter 84 was:

MIDDLE SCHOOL • GRADES 6–8

Two Voices at the Threshold

Auditory performance of inner fear and outward action

LEVEL OUTCOME Create and perform paired inner and outer monologues showing that courage can coexist with fear, doubt, bodily reaction, and need for support.

Home Educator Guide

Prepare the Performance • 30 to 45 Minutes

21. Read Timbit's walk in Chapter 83 and entrance in Chapter 84.
22. Write INNER VOICE lines: guilt, fear, imagined failure, bodily sensation, memory, and wish for friends.
23. Write OUTER VOICE lines: the words and actions others can observe.
24. Perform with two readers alternating or overlapping carefully. A solo learner may record the voices separately.
25. Add three sound cues: footsteps, breath/heartbeat, and the silence before speech.
26. Perform a second time after Horatio enters. Change the inner voice without making fear vanish.

Debrief

- Which voice carried more fear?
- Which outward action counted as the threshold crossing?
- How did another person's arrival strengthen courage without creating it for Timbit?

MIDDLE SCHOOL PRINTABLE

Inner and Outer Voice Script*Use Chapters 83–84; remain faithful to events.*

MOMENT	INNER VOICE · UNHEARD	OUTER VOICE · SEEN/HEARD
After Pippin's accusation		
Walking toward the assembly		
Entering the circle		
Gaia addresses him		
Horatio stands beside him		
Timbit asks others to stand		

Sound Score

FOOTSTEPS	BREATH / HEARTBEAT	SILENCE
Where used:	Where used:	Where used:

MIDDLE SCHOOL

Performance Reflection*Use after both versions*

1. The strongest evidence that Timbit remained afraid:

2. The exact action that transformed fear into courage:

3. How the sound design changed the interpretation:

4. Why Horatio's support did not erase Timbit's courage:

5. A sentence distinguishing courage from confidence:

HIGH SCHOOL · GRADES 9–12

The Courage Threshold

Decision analysis, moral risk, and responsibility

LEVEL OUTCOME Evaluate courageous action using fear, worthiness, proportionality, personal responsibility, transferred risk, preparation, and alternatives.

Home Educator Guide

Part 1 · Threshold Analysis · 20 Minutes

27. Analyze Timbit before and after Pippin's challenge.
28. Compare entering the circle with his earlier decision to send others into danger.
29. Apply the Courage Threshold Matrix to Timbit, Pippin, Shadowrend, and Caelum.

Part 2 · Case Decisions · 20 Minutes

For each case, decide whether the action is courage, recklessness, compliance, avoidance, or mixed. Change one fact and test whether the classification changes.

PROPOSITION Courage requires accepting a fair share of the risk one asks others to bear.

Part 3 · Position Brief · 15 to 20 Minutes

Qualify the proposition, use Timbit's change in Chapter 83 and stand in Chapter 84, address leadership delegation as a counterargument, and name limits on solitary action.

HIGH SCHOOL PRINTABLE

Courage Threshold Matrix

Use precise evidence and proportional judgment.

TEST	TIMBIT	PIPPIN	SHADOWREND	CAELUM
Fear present?				
Worthy purpose?				
Risk proportionate?				
Own share accepted?				
Safer alternative?				
Preparation/support?				
Classification				

Case Variations

- The person acts mainly to impress witnesses.
- The person has a safe way to summon qualified help.
- The person orders others into danger while remaining protected.
- The person acts alone because delay would cause immediate harm.

HIGH SCHOOL

Position Brief

Use after The Courage Threshold

Your Qualified Claim

I AGREE / DISAGREE / THINK IT DEPENDS with the proposition because:

Evidence

Timbit before the threshold:

Timbit after the threshold:

Counterargument

Delegation does not always avoid courage because:

Concluding Standard

I would distinguish courage from recklessness by asking:

COME BACK TOGETHER

Family Roundtable

10–15 minutes • All ages

One Next Step

Each learner shares a fictional, story-based, or ordinary example. No one must disclose a private fear.

LEVEL	SHARE
Lower Elementary	Fear, worthy purpose, support, and next safe step.
Upper Elementary	One bridge support and what strengthened it.
Middle School	One difference between Timbit's inner and outer voices.
High School	One test distinguishing courage from recklessness or avoidance.

Discuss

- Why was Pippin's accusation itself courageous?
- Did Timbit become courageous before or after entering the circle?
- How did courage spread without becoming a crowd impulse?
- When is asking for help the brave action?

THE IDEA TO CARRY FORWARD Courage does not wait for fear to vanish. It identifies what matters, accepts responsibility, uses available support, and takes the next proportionate step.

Protect Safety

Never turn this lesson into a dare. Courage serves worthy purposes through responsible action; unnecessary danger proves nothing.