



11<sup>th</sup> – 12<sup>th</sup> grade • English Level 3

# LEARNING PACKET #3



**Theme: Minimalism**

# International Consortium for Multilingual Excellence in Education



August 15<sup>th</sup>, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

**The breakdown of packets is as follows:**

## **Level 1 – Entry into English**

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

## **Level 2 – Building Background**

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

## **Level 3 – Interdisciplinary Inquiry**

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

# International Consortium for Multilingual Excellence in Education



Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors are optional.

We have also included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at: <https://cehs.unl.edu/icmee/>

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at [icmee@unl.edu](mailto:icmee@unl.edu).

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Katie Loughrist** in collaboration with Lauren Gatti and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

## Math

- **CCSS.MATH.CONTENT.HSG.CO.A.3**

Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself

## English Language Arts

- **CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-LITERACY.W.11-12.2**

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, or organization, and analysis of content

- **CCSS.ELA-LITERACY.L.11-12.4.B**

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*)

- **CCSS.ELA-LITERACY.L.11-12.6**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- **CCSS.ELA-LITERACY.L.11-12.4.A**

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase

- **CCSS.ELA-LITERACY.SL.11-12.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

- **CCSS.ELA-LITERACY.RL.11-12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text

- **CCSS.ELA-LITERACY.W.11-12.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **CCSS.ELA-LITERACY.W.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Art

- **FA 12.2.4.a**

Investigate how artists define, shape, and empower their lives (e.g., personal life, lifelong opportunities, careers).

- **FA 12.2.4.b**

Analyze and interpret works of art from a variety of contemporary, historical, cultural contexts, time periods, and cultural settings.

- **FA 12.2.4.d**

Connect images, objects, and a personal work of art to convey a story, familiar experience, or connection to the world.



## Physical Education

- **PE.HS.1.1.a**  
 Performs and/or refines activity-specific movement skills in four or more lifetime activities (e.g. outdoor pursuits, aquatics, net games, individual performance activities)
- **PE.HS.1.1b**  
 Demonstrates proficiency in multiple skills in a variety of health-related activities (e.g., running core exercises, yoga, resistance training)
- **PE.HS.1.2b**  
 Analyzes and improves performance of self and/or others in a selected skill using movement concepts and principles (e.g., force, motion rotation).

**11<sup>th</sup> – 12<sup>th</sup> grade • English Level 3**

# LEARNING PACKET #3



**Theme: Minimalism**

# International Consortium for Multilingual Excellence in Education



August 15<sup>th</sup>, 2020

Dear Families:

During the COVID-19 pandemic, it became necessary for students to learn at home. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your student to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your student (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

6<sup>th</sup>-12<sup>th</sup> grade students are encouraged to talk about their learning as much as possible, even if it is not to one person in particular. Some packets will include activities where students can “use a cell phone” to record voice messages and post on social media, which we hope might be ways in which they can be encouraged to speak in English or in any language they prefer.

In these packets, we have also included the following activities:

1. **Table of Contents:** This will provide you with a general pacing guide to help your student stay on track.
2. **Topic Vocabulary & Memory Game:** This activity includes a glossary with many of the terms they will encounter in the packet. It includes the word, definition, an instructional image, and a space for them to write how they will remember the word. Students will then cut out cards in order to play a studying game called “Memory.” Feel free to play a round with your student!

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3. **Thematic Article: What is Minimalism?** This activity exposes your student to an advanced text related to the packet topic. Your student will work to understand the details of the text, make inferences, and apply what they have learned to real examples and their own lives.
4. **PE/Health: Meditation Techniques:** This activity teaches your student the most common techniques to begin a meditation practice. Your student will focus on the concept that “less is more,” and meditation is a wonderful way to make that idea come to life! The meditation instructions are only listed in one place, but please encourage your student to engage in the practice each and every day. It is most beneficial when they are done repeatedly on a daily schedule.
5. **Health: Understanding Your Values:** This activity focus on your student’s ability to identify what really matters to them in life. One factor in mental health is aligning your action with your core values. This activity helps your student begin that lifelong habit. Feel free to have a meaningful conversation with your student!
6. **Minimalist Art: Geometric Shapes:** This activity first explains how minimalist art utilizes simple geometric shapes. It then introduces students to some of the vocabulary for 3 and 4-sided geometric shapes. *Includes 1 BLANK PAGE in the middle for your student to draw their artwork on.*
7. **Reflection:** This activity asks your student to reflect on everything they have learned in the packet and apply it to their own lives. This would be a great opportunity for you to sit with your student and ask them to go through each activity of the packet with you and explain what they learned and how it has changed their opinions or perceptions.

We hope that these activities will enhance your child’s learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at [icmee@unl.edu](mailto:icmee@unl.edu) or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD  
Associate Professor of Language Education  
University of Nebraska Lincoln  
Teaching, Learning and Teacher Education  
PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Katie Loughrist** in collaboration with Lauren Gatti and Alexa Yunes.

# International Consortium for Multilingual Excellence in Education



15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de 6to a 12avo grado son motivados a hablar sobre su aprendizaje tanto como sea posible, aun cuando no sea a una persona en particular. Algunos paquetes incluirán actividades en donde los estudiantes pueden “usar un teléfono celular” para grabar mensajes de voz y subirlos a las redes sociales; esperamos que estas sean formas que los animarán a hablar en inglés o en el idioma de su preferencia.

En este paquete, encontrará:

1. **Tabla de contenido:** Esto le proporcionará una guía general para ayudar a su estudiante a mantenerse en el camino correcto.

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- 2. Vocabulario temático y juego de memoria:** Esta actividad incluye un glosario con muchos de los términos que encontrarán en el paquete. Incluye la palabra, la definición, una imagen instructiva y un espacio para que escriban cómo recordarán la palabra. Luego, los estudiantes recortarán tarjetas para jugar un juego de estudio llamado "Memoria". ¡Siéntete libre de jugar una ronda con tu estudiante!
- 3. Tema del artículo: ¿Qué es el minimalismo?** Esta actividad expone a su estudiante a un texto avanzado relacionado con el tema del paquete. Su estudiante trabajará para comprender los detalles del texto, hacer inferencias y aplicar lo que ha aprendido a ejemplos reales y a sus propias vidas.
- 4. Educación Física / Salud: Técnicas de meditación:** Esta actividad le enseña a su estudiante las técnicas más comunes para comenzar una práctica de meditación. Su estudiante se enfocará en el concepto de que “menos es más”, ¡y la meditación es una manera maravillosa de hacer realidad esa idea! Las instrucciones de meditación solo se enumeran en un lugar, pero anime a su estudiante a participar en la práctica todos los días. Es más beneficioso cuando se realizan repetidamente en un horario diario.
- 5. Salud: Comprensión de sus valores.** Esta actividad se centra en la capacidad de su estudiante para identificar lo que realmente le importa en la vida. Un factor en la salud mental es alinear su acción con sus valores fundamentales. Esta actividad ayuda a su estudiante a comenzar ese hábito de por vida. ¡No dude en tener una conversación significativa con su estudiante!
- 6. Arte minimalista: Formas geométricas.** Esta actividad primero explica cómo el arte minimalista utiliza formas geométricas simples. Luego presenta a los estudiantes algo del vocabulario de formas geométricas de 3 y 4 lados. Incluye 1 PÁGINA EN BLANCO en el medio para que su estudiante dibuje su obra de arte.
- 7. Reflexión:** Esta actividad le pide a su estudiante que reflexione sobre todo lo que ha aprendido en el paquete y lo aplique a sus propias vidas. Esta sería una gran oportunidad para que se sienta con su estudiante y le pida que repase cada actividad del paquete con usted y le explique lo que aprendió y cómo ha cambiado sus opiniones o percepciones.

NOTA: Las hojas de respuestas se encuentran al final del paquete, por lo que su estudiante tendrá fácil acceso. Si no desea que su estudiante tenga hojas de respuestas, retírelas del paquete antes de dárselas.

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a [icmee@unl.edu](mailto:icmee@unl.edu) o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

Kara Mitchell Viesca, PhD  
Associate Professor of Language Education  
University of Nebraska Lincoln  
Teaching, Learning and Teacher Education  
PI: International Consortium for Multilingual Excellence in Education  
ICMEE is housed within:





## Share your learning!

Share a picture of any of your work by using **#MultilingualProud** on social media.

We'd love to see what you've done with this packet!





# iPhone Instruction Icons



Write a text message  
写短信  
Escribe un mensaje



Tweet: write one sentence  
推特：写一句话  
Tweet: escribe una oración



Post on Facebook: write a few sentences  
在Facebook上发布：写几句话  
Publica en Facebook: escribe algunas oraciones



Post on Instagram: write a sentence and draw a picture  
在Instagram上发布：写一个句子并画一幅画  
Publica en Instagram: escribe una oración y dibuja



Write an email: write a paragraph  
写一封电子邮件：写一个段落  
Escribe un correo electrónico: escribe un párrafo

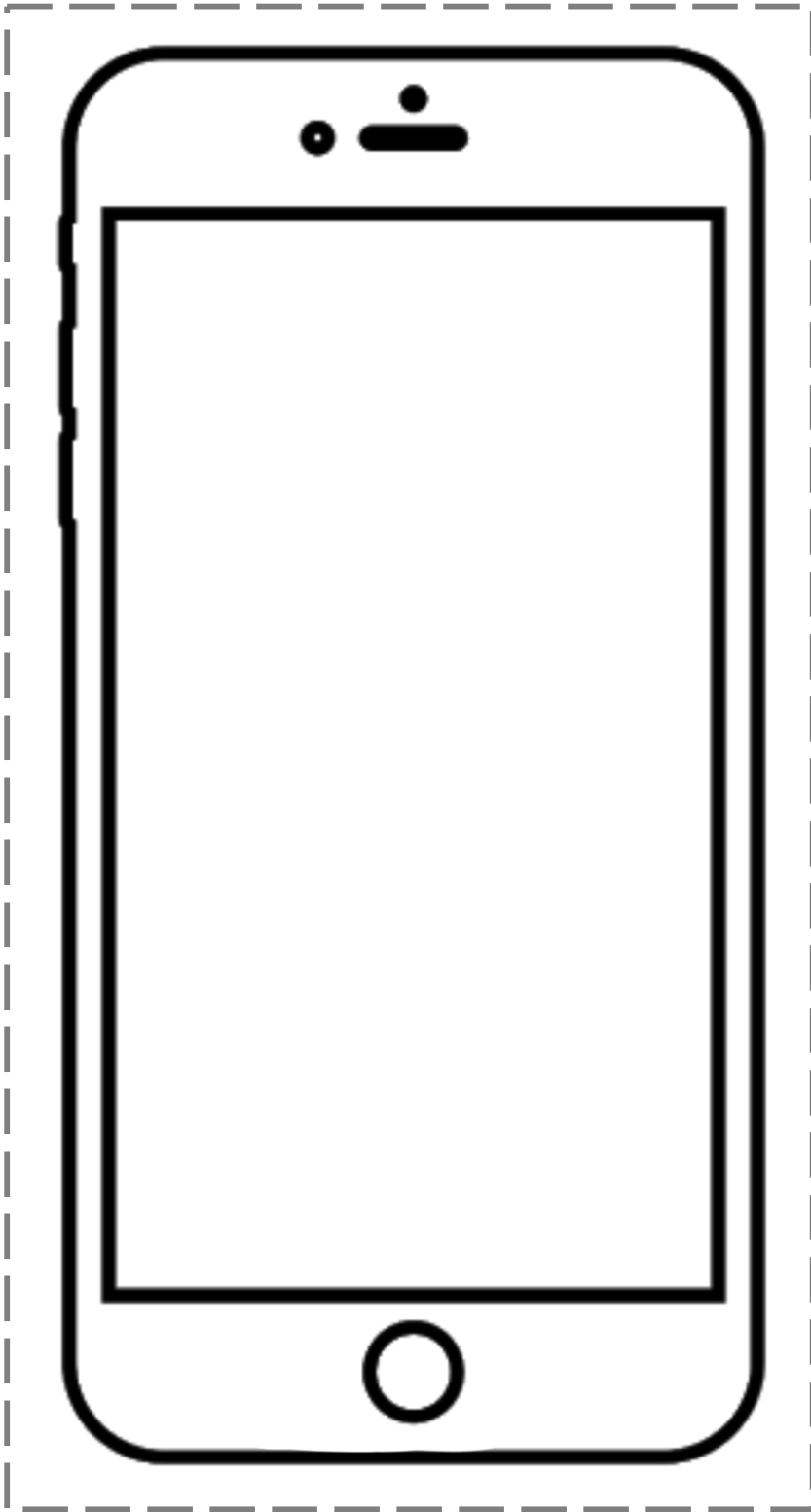


Record a voice message  
录制语音留言  
Graba un mensaje de voz



Make a phone call  
打个电话  
Haz una llamada





# Packet 3: Minimalism

## Table of Contents

What will you find in this packet?






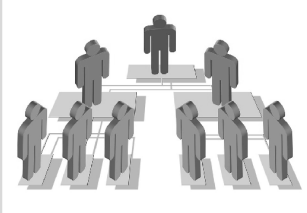

### Suggested Schedule







+	Lesson	Activities	Description
<b>1 Week</b>	<b>Lesson 1</b>	<b>Vocabulary &amp; Language Game</b>	Learn the key (important) vocabulary you will see throughout the packet. Play a game while practicing your vocabulary and speaking skills.
		<b>PE/Health Meditation</b>	Learn several meditation strategies and begin your mindfulness practice.
	<b>Lesson 2</b>	<b>What is Minimalism?</b>	Read about minimalism and why people value it. Learn about a medical condition that takes owning things to the extreme.
		<b>PE/Health Meditation</b>	Mindfulness break! Refer to the meditation techniques and continue your practice.
	<b>Lesson 3</b>	<b>Understanding Your Values</b>	This article will help you identify your own values. Knowing what you value will help lead your life in the right direction.
		<b>PE/Health Meditation</b>	Mindfulness break! Refer to the meditation techniques and continue your practice.
	<b>Lesson 4</b>	<b>Minimalist Art: Geometric Shapes</b>	You've learned about some of the qualities of minimalist art. Use geometric shapes to create your own minimalist art!
		<b>PE/Health Meditation</b>	Mindfulness break! Refer to the meditation techniques and continue your practice.
	<b>Lesson 5</b>	<b>PE/Health Meditation</b>	Mindfulness break! Refer to the meditation techniques and continue your practice.
		<b>Reflection</b>	Think back to what you've learned. Make meaningful connections in your mind. Write to learn!



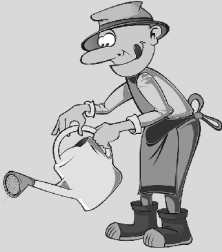
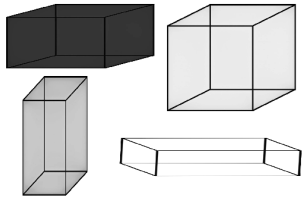


Photo by Florian Klauer on Unsplash







# Packet 3 Vocabulary

**Directions:** Study the vocabulary notes for Packet 3. Then, write a way you will remember the word (home language, connection, drawing). Then cut out the cards to play a memory game. Place all cards face down, so you cannot see the information. Choose two cards at a time to look at and read aloud. If it is a match, read the sentence frame on the card, and practice using the new vocabulary word in context. Take turns choosing cards with someone, or play alone and see how fast you can find all the matches!

 <b>Topic Vocabulary</b>  Not Content-Specific Found in the packet readings			
Word	Definition	Visual	How I Remember This Word
<b>align</b>	<p>to change something so that it agrees with or matches something else</p> <p><i>If you do something that doesn't <b>align</b> with your beliefs, you will feel guilty and sad.</i></p>		
<b>class</b>	<p>a group of people in a society who are at the same economic (money) and social level</p> <p><i>Her father didn't want her to marry that boy because he was from a lower <b>class</b>.</i></p>		
<b>clutter</b>	<p>a large amount of things that are not arranged in a neat or orderly way: a crowded collection of things</p> <p><i>If you want to get rid of <b>clutter</b>, you can donate it to a charity or have a yard sale.</i></p>		

<p><b>concept</b></p>	<p>an idea of what something is or how it works</p> <p>The <b>concept</b> of sharing is difficult for small children to understand.</p>		
<p><b>consumer</b></p>	<p>a person who buys goods and services</p> <p>Apple and Android continue to make new products because <b>consumers</b> want them.</p>		
<p><b>core values</b></p>	<p><b>core:</b> center <b>values:</b> strong beliefs about what is valuable (worthwhile), important, or acceptable</p> <p>My <b>core values</b> are honesty, reliability, patience, and kindness.</p>		
<p><b>critic</b></p>	<p>a person who disapproves of or finds problems with someone or something</p> <p>No matter what you do, there will always be <b>critics</b> who have something negative to say.</p>		
<p><b>deliberate</b></p>	<p>done or said in a way that is planned or intended: done or said on purpose</p> <p>I don't think his actions were a mistake; I think they were <b>deliberate</b>.</p>		
<p><b>deprivation</b></p>	<p>not having something that people need to survive</p> <p>Sleep <b>deprivation</b> is a dangerous health concern that teenagers need to take more seriously.</p>		

<p><b>evaluate</b></p>	<p>to judge the value or condition of something in a careful and thoughtful way: decide whether it is good, bad, or in the middle</p> <p><i>The teacher <b>evaluated</b> his paper on its grammar and organization.</i></p>		
<p><b>excess / excessive</b></p>	<p><b>excess:</b> an amount that is more than the usual or necessary amount <b>excessive:</b> going beyond what is usual or normal</p> <p><i>We have an <b>excess</b> of coffee here, so please take some!</i></p>		
<p><b>to foster</b></p>	<p>to help something or someone grow or develop</p> <p><i>The mother tries to <b>foster</b> kindness and patience in her children.</i></p>		
<p><b>geometric</b></p>	<p>related to geometry, the mathematical study of shapes, patterns, points, lines, angles, and surfaces</p> <p><i>His architectural style uses <b>geometric</b> ideas such as sharp angles and long surfaces.</i></p>		
<p><b>integral</b></p>	<p>very important and necessary</p> <p><i>Grains are an <b>integral</b> part of a good loaf of bread..</i></p>		
<p><b>lack of</b></p>	<p>not having any or enough of something</p> <p><i>He was not hired for the job because of his <b>lack of</b> work experience.</i></p>		

<p><b>to neglect</b></p>	<p>to fail to take care of or give attention to someone or something</p> <p><i>I <b>neglected</b> my garden, so all of the plants died.</i></p>		
<p><b>poverty</b></p>	<p>being poor</p> <p><i>Many people all over the world struggle as they try to get out of <b>poverty</b>.</i></p>		
<p><b>privilege</b></p>	<p>a right or benefit that is given to some people and not to others</p> <p><i>My mother always reminded me that having the opportunity to go to school was a <b>privilege</b>, and I should be grateful.</i></p>		
<p><b>to scan</b></p>	<p>to look at something in a slow, careful way (top to bottom or left to right)</p> <p><i>He <b>scanned</b> the crowd looking for his children.</i></p>		
<p><b>sync</b></p>	<p>when two or more people or things move or happen together at the same time and speed</p> <p><i>The dancers moved in <b>sync</b>, which I'm sure took a lot of practice!</i></p>		
<p><b>technique</b></p>	<p>a way of doing something by using special knowledge or skill</p> <p><i>I learned some <b>techniques</b> for how to chop vegetables without cutting myself.</i></p>		

"Critic" by Charles LeBlanc, "Evaluate" by Scott Granneman, both licensed under CC BY-SA 2.0  
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----- 卍 Cut Out Vocabulary Words 卍 -----

align	class	clutter
concept	consumer	core values
critic	deliberate	deprivation

evaluate	excess / excessive	to foster
geometric	integral	lack of
neglect	poverty	privilege
scan	sync	technique

----- 卐 Cut Out Sentence Frames 卐 -----

<p style="text-align: center;"><b>align</b></p> <p>What are two parts of your life that you want to <b>align</b>?</p> <p><i>I want to <b>align</b> _____ and _____ because _____.</i></p>	<p style="text-align: center;"><b>class</b></p> <p>What is something only people in the upper <b>class</b> have access to?</p> <p><i>People in the upper <b>class</b> are the only people who have access to _____ and _____.</i></p>	<p style="text-align: center;"><b>clutter</b></p> <p>What is an example of a <b>cluttered</b> place? What does it look like?</p> <p><i>One example of a <b>cluttered</b> place is _____. It has _____ and _____.</i></p>
<p style="text-align: center;"><b>concept</b></p> <p>What is one <b>concept</b> that was difficult for you to understand?</p> <p><i>One <b>concept</b> that was difficult for me to understand was _____.</i></p>	<p style="text-align: center;"><b>consumer</b></p> <p>What do <b>consumers</b> look for when buying a new phone?</p> <p><i>When buying a new phone, <b>consumers</b> look for _____, _____, and _____.</i></p>	<p style="text-align: center;"><b>core values</b></p> <p>What are some of your <b>core values</b>?</p> <p><i>Some of my <b>core values</b> are _____, _____, and _____.</i></p>
<p style="text-align: center;"><b>critic</b></p> <p>What is something you are a <b>critic</b> of?</p> <p><i>I am a <b>critic</b> of _____ because _____.</i></p>	<p style="text-align: center;"><b>deliberate</b></p> <p>Give an example of when your actions were <b>deliberate</b>?</p> <p><i>When I _____, my actions were <b>deliberate</b>.</i></p>	<p style="text-align: center;"><b>deprivation</b></p> <p>Why is sleep <b>deprivation</b> harmful to your health?</p> <p><i>Sleep <b>deprivation</b> is harmful to your health because _____.</i></p>

<p style="text-align: center;"><b>evaluate</b></p> <p>What does your PE teacher <b>evaluate</b> students on?</p> <p><i>My PE teacher <b>evaluates</b> students on their _____, _____, and _____.</i></p>	<p style="text-align: center;"><b>excess / excessive</b></p> <p>What does our world have an <b>excess</b> of? How can we get rid of some of it?</p> <p><i>Our world has an <b>excess</b> of _____. We can get rid of it by ____-ing _____.</i></p>	<p style="text-align: center;"><b>foster</b></p> <p>What should parents try to <b>foster</b> in their children?</p> <p><i>Parents should try to <b>foster</b> _____ and _____ in their children.</i></p>
<p style="text-align: center;"><b>geometric</b></p> <p>Give one example of a <b>geometric</b> shape.</p> <p><i>One example of a <b>geometric</b> shape is a/an _____.</i></p>	<p style="text-align: center;"><b>integral</b></p> <p>What is an <b>integral</b> part of a healthy diet?</p> <p><i>_____ is an <b>integral</b> part of a healthy diet.</i></p>	<p style="text-align: center;"><b>lack of</b></p> <p>What should someone do if they have <b>a lack of</b> work experience?</p> <p><i>If someone has <b>a lack of</b> work experience, they should _____.</i></p>
<p style="text-align: center;"><b>neglect</b></p> <p>Why is it important to not <b>neglect</b> your school work?</p> <p><i>It is important to not <b>neglect</b> your school work because _____.</i></p>	<p style="text-align: center;"><b>poverty</b></p> <p>What is one thing that someone can do to help people in <b>poverty</b>?</p> <p><i>In order to help someone who is in <b>poverty</b>, a person can _____.</i></p>	<p style="text-align: center;"><b>privilege</b></p> <p>What is one <b>privilege</b> an older sibling might get that a younger sibling doesn't get?</p> <p><i>An older sibling might get the <b>privilege</b> of ____-ing _____, but the younger sibling doesn't.</i></p>
<p style="text-align: center;"><b>scan</b></p> <p>Why might you <b>scan</b> a crowd of people?</p> <p><i>You might <b>scan</b> a crowd of people to _____.</i></p>	<p style="text-align: center;"><b>sync</b></p> <p>Give an example of when two or more people need to move in <b>sync</b>.</p> <p><i>People need to move in <b>sync</b> when they are _____ and/or _____.</i></p>	<p style="text-align: center;"><b>technique</b></p> <p>What is one <b>technique</b> for cooking eggs?</p> <p><i>One <b>technique</b> for cooking eggs is to _____ them.</i></p>

# What is Minimalism?

## Art & Lifestyle

The word "minimal" means "very small in size or amount."

<b>Examples</b>	<p>"The storm caused <i>minimal</i> flooding."</p> <p>"The expenses for the party were <i>minimal</i>."</p>
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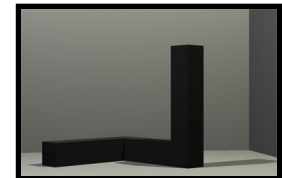
The word is not generally used to describe **a lack of** something or a **deprivation** of some kind. In other words, it does not mean "not enough." It simply means "just a little." So what is *minimalism*? Minimalism is both an *art form* and a *lifestyle*, and it means different things to different people.

### Minimalism through Art



First, minimalism is a form of art and design, especially visual art, music, and architecture (building design). The purpose of the art is to show the **core** of the subject by removing all unnecessary pieces or features. In other words, minimalist artists want to show that simplicity is beautiful, that art does not need to be complicated or **cluttered** (crowded) to be valuable.

Look at the sculpture on the right, *Free Ride* by Tony Smith. You may ask, "Well...what is it supposed to be?" That is the question minimalist artists try to free themselves from. We can appreciate this art for exactly what it is and how it makes us feel. It does not need to represent something else to have meaning.



### Qualities of Minimalist Art

Minimalist art is often described as a pure form of beauty, free from all extra decorations. Some people say it can also represent truth (because it does not pretend to be anything other than what it is), order, simplicity and harmony.

<p><b>Sol LeWitt: Two Open Modular Cubes/Half-Off</b>          1972 Tate © The estate of Sol LeWitt          Minimalism often uses <b>geometric</b> forms (pieces made by regular lines and basic shapes). It is usually three-dimensional (3D). This means you could walk around it and see it from a variety of angles.</p>	<p><b>Carl Andre: Last Ladder</b>          1959 Tate © Carl Andre/VAGA          Minimalist art is connected to the place it is displayed. The sculpture is carefully placed to draw attention to the architecture of the gallery.</p>	<p><b>Donald Judd: Untitled</b>          1972 Tate © Donald Judd Foundation  <b>Deliberate</b> lack of expression &amp; emotion: little about the artist is revealed in the work. Minimalist artists create objects that are impersonal, neutral, &amp; can stand alone, independent from the artist.</p>

## Minimalism as a Lifestyle

Now that you understand some of the basic **concepts** (ideas) of minimalist art, you will be able to better understand the concept of minimalism as a lifestyle. To put it simply, minimalism is living *consciously* with only the things we need. To live consciously means to pay attention to the decisions you make each day, what you wear, what you buy, what you eat, how you spend your time.



Minimalism is often divided into two steps:

- 1) Identify your **core values**: Ask yourself “What is truly important to me?”  
*Examples: Honesty, Compassion, Trust*
- 2) **Align** your life with your values:  
Ask yourself, “Does this object/activity/thought align with my values?”

The basic idea is that if you can identify which values *truly matter* in life, then you can make better decisions based on those values.

**Example:** Imani has spent some time identifying her core values. After doing a lot of thinking and talking to her friends and family, she has realized that, although she has many values, there are a few that are more important than the others. *You will learn more about specific values and what they mean in a later lesson.*

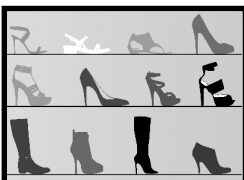


### Imani's Most Important Values

Quality  
Compassion  
Self-Care  
Humor  
Trust

Now Imani knows what is truly important in her life, she has decided to **evaluate** her possessions, the things she owns. She owns A LOT of shoes. She is spending too much money, her closet is overflowing, and she's overwhelmed by all of the **clutter**. She begins by picking up a pair of running shoes and asking, “Do these shoes align with my core values?” She thinks to herself, *I love to run, and running is part of my self-care routine. Self-care is one of my values. I will keep these shoes because I use them in alignment with my core value of self-care.*

She may then pick up another pair of shoes. They are low-quality and don't fit her feet or her style. She thinks to herself, *These shoes don't help me be a better person (Compassion). They don't help me make others laugh (Humor). They don't help me find good friends (Trust). They are not high-quality, which is one of my values, and they hurt my feet, which does not align with my value of self-care. I will sell or give away this pair of shoes because they do not align with my core values.*



## The Minimalists: Authors & Podcasters

Perhaps the two best known minimalists today are Joshua Fields Millburn and Ryan Nicodemus. They have written a blog and several books on the subject and now host a very popular podcast (a type of internet radio show) called *The Minimalists*.



Many people think minimalism is simply *owning very few things*. According to Millburn and Nicodemus, this can be a *result* of minimalism, but it is not the main idea. They write that “Minimalism is a tool that can assist you in finding freedom...from the trappings [features] of **consumer** culture we’ve built our lives around...”

They also explain that there is nothing wrong with owning things, but the problem is that we attach too much meaning to our stuff and **neglect** the things that really matter in life. They write: “Want to own a car or a house? Great, have at it! Want to raise a family and have a career? If these things are important to you, then that’s wonderful. Minimalism simply allows you to make these decisions more consciously, more deliberately.”



They tell the stories of several minimalists who lead very different lives. “Joshua Becker has a career he enjoys, a family he loves, and a house and a car in suburbia. Conversely, Colin Wright owns 51 things and travels all over the world, and Tammy Strobel and her husband live in a “tiny house” and are completely car-free. But how can these people be so different and yet still be minimalists? That brings us back to our original question: What is minimalism? If we had to sum it up in a single sentence, we would say ‘Minimalism is a tool to rid yourself of life’s **excess** in favor of focusing on what’s important--so you can find happiness, fulfillment, and freedom.’”

## Minimalism & Class

Some **critics** of minimalism claim that you can only be a minimalist if you are **privileged** enough to be in the middle or upper **class**. This means having enough money to get rid of items and buy new ones. They say minimalism glamorizes **poverty**, that minimalism tries to make poverty seem like something cool and trendy (popular).

Yolanda V. Acree disagrees. Acree is an artist, author, and founder of *Black Minimalists*, which she describes as “a community created specifically for black folk living simply and intentionally.” On her blog, she describes her experience being a “poor minimalist.”



“I grew up poor and...I’m still poor. I’ve lived in some type of low-income housing, including a trailer park, for most of my life and have received government assistance in various forms. Choosing poverty is not glamorous [fancy] at all, especially when you truly understand what it means to be poor. Would I rather not be poor? Absolutely, and I hope not to stay poor for much longer. What being poor (and minimalist) has taught me is to understand my values, who I am, and what I need and want at this point in my life.”



## Hoarding: The Opposite of Minimalism

The extreme opposite of minimalism is called "hoarding." Unlike minimalism, hoarding is not a chosen lifestyle. The World Health Organization has labeled hoarding as a medical disorder. Hoarding Disorder is a disease or illness that causes people to get and save an **excessive** number of items. This leads to **clutter**, overcrowding, and often causes an unsafe and unhealthy environment.



Similar to an addiction such as smoking or drinking alcohol, people who hoard often have difficulty stopping. They sometimes say it is physically painful to get rid of the items. This can also cause stress and suffering for their family. Studies show that hoarding affects 6% of the population, approximately 19 million Americans. That's 6 times more common than Autism Spectrum Disorder, which receives much more public attention.

Hoarding usually causes:

- **Excessive clutter** in living areas that make the space unusable, such as not being able to cook in the kitchen or use the bathroom to wash
- Buildup of food or trash that makes the home unsafe
- Conflict (fighting) with others who try to reduce or remove clutter from your home
- Difficulty organizing items, sometimes losing important items in the clutter

People with hoarding disorder typically save items because:

- They believe these items are unique or will be needed at some point in the future
- The items are reminders of happier times with beloved people or pets
- They feel safer when surrounded by the things they save
- They don't want to waste anything



Hoarding disorder is different from collecting. People who have collections, such as stamps or model cars, **deliberately** search out specific items, categorize them, and carefully display their collections. Although collections can be large, they aren't usually cluttered and they don't cause the distress that is a part of hoarding disorder.

**So What?** You've learned about minimalism both as an art form and a lifestyle. You've also learned about hoarding, a psychological disorder that may require medical professionals to help treat it. Most of us fall somewhere in between these two extremes. Regardless of how many items we own, how much money we have, what kind of home we live in, or what our interests are, we can *all* learn something by taking the time to identify our core values, what *really matters* in life. As *The Minimalists* are fond of saying, "Love people. Use things. Because the opposite never works."

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Content adapted from [tate.org](http://tate.org), The Minimalists blog, Yolanda V Acree blog, & the Mayo Clinic  
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Hoarding photo by Shadwwulf & Model photo by Karlis Dambrans, both licensed under CC BY

# Meditation Styles

## Choose Your Favorites

You have learned a little bit about the **concept** of minimalism. With minimalism, less is more. "Less is more" means that having very little is actually *preferred*. Meditation gives us the perfect opportunity to *do less*, to completely stop what we are doing and simply *be*.



As meditation grows in popularity, more smartphone apps are being developed to help us with our practice. One such app is called Headspace. The Headspace app provides free guided meditation and resources to those wanting to just learn the basics or go deeper into their practice. But for those of us without access to the internet, here are the basic lessons they teach on their free app.

### Spend 10 minutes each day practicing one of these techniques!

#### Headspace Meditation

Experienced meditators agree: a daily meditation practice can have significant benefits for mental and physical health. But one thing they probably won't agree on?



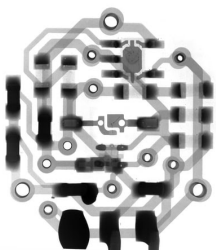
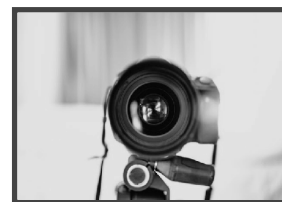
The most effective types of meditation. That's because it's different for everyone. There are literally hundreds of meditation **techniques** from different traditions, cultures, spiritual disciplines, and religions. There's not a universally accepted "best" or "most effective" type; rather, it is our individual preference that helps us choose the one (or ones) that works best for us.

#### Types of Meditation

There are many definitions of meditation, but at Headspace, it is defined as a *formal exercise to cultivate compassion and awareness, with these qualities being seen as the foundation to a healthy and happy life.*

#### Focused Attention

This form of meditation is fairly straightforward (easy to understand) because it uses our breath to focus our attention, to help us stay focused and maintain awareness. Notice your mind starting to wander? Simply return to the breath.

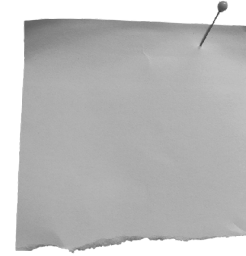


#### Body Scan

Often, our body is doing one thing while our mind is elsewhere. This technique is designed to **sync** body and mind by performing a mental **scan**, from the top of the head to the end of your toes. Imagine a photocopier light slowly moving over your body, bringing attention to any discomfort, sensations, tensions, or aches that exist.

## Noting

Whether you are focusing on the breath or simply sitting in quiet, this **technique** involves specifically “noting” what’s distracting the mind. If we become distracted in a thought or emotion, we lose our awareness of the breath (or whatever the object of focus is). We “note” the thought or feeling to restore awareness, create a bit of space, as a way of letting go, and to learn more about our thought habits and patterns.



## Visualization

This type of meditation invites you to picture something or someone in your mind — we are essentially replacing the breath with a mental image as the object of focus. It can feel challenging to some people, but it’s really no different than clearly remembering the face of an old friend naturally, without effort. With visualization, we not only get to observe the mind, but we also get to focus on any physical sensations.

## Loving Kindness

Focusing on the image of different people — it doesn’t matter if we know them or not, if we like them or not — is **integral** to this technique. We direct positive energy and goodwill first to ourselves, and then, as a ripple effect, to others, which helps us let go of unhappy feelings we may be experiencing.



## Skillful Compassion

Similar to the loving kindness meditation technique, this one involves focusing on a person you know or love and paying attention to the sensations arising from the heart. By opening our hearts and minds for the benefit of other people, we have the opportunity to **foster** a feeling of happiness in our own mind.

## Resting Awareness

Rather than focusing on the breath or a visualization, this technique involves letting the mind truly rest; thoughts may enter, but instead of distracting you and pulling you away from the present moment, they simply drift away.

**NOTE:** Many people do not have a quiet place to meditate, and that’s OK! Simply sit, close your eyes, and give it your best try. Remember that *mediation is a practice*. You will never achieve perfection, but you will achieve a greater sense of who you are and what is important in your life. Keep it up!

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-Content adapted from Headspace.com

-Photos by Motoki Tonn, Free To Use Sounds, NON, Mathew Schwartz, Louis Maniquet on Unsplash

# How to Understand Your Values

By Joshua Fields Millburn

Adapted for English Language Learners by Katie Loughrist



So you don't want to be a minimalist. That's OK! You can own as many things as you want to. Live your life the way you want to live it! Regardless of your chosen lifestyle, it's still important to do some thinking about what your **core values** are. What is *really* important in your life? Read the following article by Joshua Fields Millburn, author of several books on minimalism, and see what you can learn about yourself in the process.

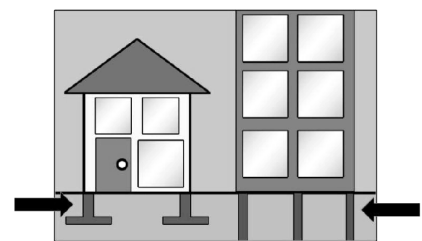


No matter how fast you travel, you'll never reach your destination if you're headed in the wrong direction. Throughout my four decades (40 years) on this planet, I've learned that the best way to live a meaningful life is to **align** your short-term actions with your long-term values. Make your future self proud of your present self! Otherwise, you'll rush from one enjoyable experience to another, which feels nice in the moment, but leaves you feeling empty. Ephemeral (short-lasting) pleasure often gets in the way of lasting joy. Thus, it's important to know your values—they light the path you must follow to experience a meaningful life.

There are at least two reasons people don't understand their values: First, we don't stop to question what they are, and so our values are shaped by pop culture, the media, and the influence of others. Second, we don't understand that some values are more important than others. It's important to understand that not all values are equal; some are, in fact, not values at all, which means they get in the way of what's truly important. That's why I separate my values into *four separate categories*.

## Foundational Values

Every home must be built on a strong foundation. You can own a beautiful house, but it will sink into the ground if its foundation isn't solid. The same is true with your values. While most people have different values overall, we tend to share similar Foundational Values:



**Health**

**Relationships**

**Creativity**

**Growth**

**Contribution**

These are the most important values by which I live my life. So whenever I'm feeling unfulfilled (empty), I check to see whether I'm **neglecting** any of them. You may have other values as part of your foundation, but these five are nearly universal (the same around the world).

# Structural Values

While every house has a framework, each home is different: they can be made with steel and bolts, wood or brick, concrete or cement. The same is true with your values. Your Structural Values are personal; they make you who you are. Your Structural Values may change slightly over time, but much like your home, the structure tends to remain the same once it's built. Here's a list of mine with personal definitions:



<b>Autonomy</b> freedom from external control	<b>Certainty</b> having your basic needs met	<b>Character</b> living aligned with your values	<b>Communication</b> clear expression of information
<b>Confidence</b> steadfast action in the face of challenges	<b>Compassion</b> logical understanding of others' problems	<b>Curiosity</b> desire to question anything	<b>Focus</b> lasting concentration on creative tasks
<b>Freedom</b> discipline coupled with the ability to walk away from anything	<b>Free Speech</b> ability to say what needs to be said	<b>Grace</b> unearned love	<b>Gratitude</b> appreciation, kindness, celebration of situations, good or bad
<b>Humility</b> clear picture of yourself	<b>Humor</b> ability to laugh and to make people laugh	<b>Insight</b> the effect of information, knowledge, & wisdom	<b>Integrity</b> when your values match your actions
<b>Intimacy</b> shared close connections with others	<b>Leadership</b> ability to inspire others and move them in the same direction	<b>Listening</b> hear what others say to understand their point of view	<b>Mobility</b> ability to move, not stuck where you are
<b>Morality</b> doing what's right	<b>Quality</b> better but fewer; the result of intention	<b>Resources</b> skills, time, energy, attention, money (lastly)	<b>Respect</b> being impressed by someone's abilities and achievements
<b>Responsibility</b> willingness to make things better	<b>Restraint</b> ability to stop yourself from doing something	<b>Self-Care</b> maintenance of personal well-being	<b>Significance</b> earning positive attention
<b>Solitude</b> time alone, not interacting with others	<b>Stillness</b> freedom from external influence	<b>Trust</b> ability to rely on others	<b>Truth</b> real-world facts and personal realities
<b>Variety</b> embraced uncertainty; diversity of experience	<b>Vision</b> make decisions today that will be good tomorrow	<b>Vulnerability</b> courage to act even if you might get hurt	<b>Wisdom</b> learned experience that allows us to stop hurting

## Surface Values

After your foundation is set and your frame is in place, make your home beautiful by painting the outside. While the outside is not as important as the structure itself, what's on the surface makes your house unique and enjoyable. The same is true with your Surface Values. These values add color to your life! **Here are a few of mine:**



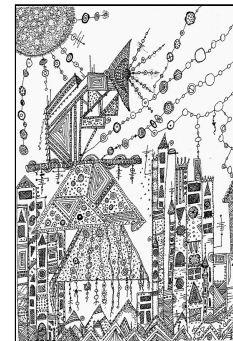

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Aesthetics (beauty)	Environment	Reading
Art	Guitar	Style
Basketball	Investments	Teaching
Cleanliness	Meditation	Technology
Coffee	Music	Thinking
Comfort	Podcasting	Twitter
Discomfort	Planning	Tools
Entertainment	Property (ownership)	Writing

As your interests develop, your Surface Values may change from month to month or year to year. Just as you might change your home by giving it a fresh coat of paint, you can keep your life feeling fresh by making sure your minor values match your current interests and desires. If one stops adding value, it's no longer of value, so let it go with abandon. You can always pick it up again in the future if you change your mind.

## Imaginary Values

Now you've built a home on a solid foundation with a sturdy structure and a beautiful facade (outside). That is what it means to live a meaningful life. But that's not what usually happens. We often mistake "Imaginary Values" as real, important ones. They are like a wall around our home; we can't get in unless we remove the wall. Here are a few Imaginary Values that sometimes prevent me from feeling fulfilled:



Busyness/Email	Jealousy (fear you'll lose something important)
Complaining/Negativity	Luxury (wealth & comfort)
Expectations/Public Opinion	Procrastination (waiting to finish)
Impulse (act without thinking)	Public Opinion (what others think)
Insecurity/Self-Doubt (thinking you're not enough)	Social Media/TV
Isolation (too much alone time)	Vanity (thinking you're better than others)

But we must break through our obstacles to live a meaningful life. The only way to live a meaningful life is to get our Imaginary Values out of the way and then pay attention to our highest values first.

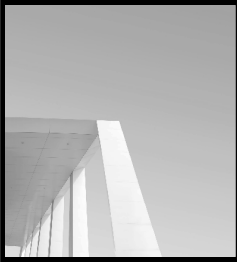




# Geometric Shapes

## Minimalist Art

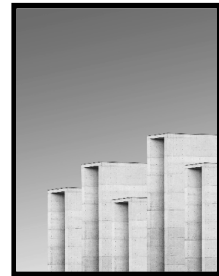
### Beautifully Simple



You learned a little about minimalist art and its characteristics (what it's like). One of the aspects (features) of minimalist art is the use of simple, **geometric** shapes to achieve a specific look.

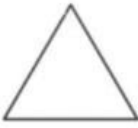

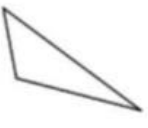




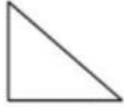


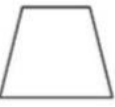


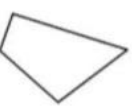
In this activity, you will use geometric shapes to create your own minimalist art. You can either draw the shapes or cut them out and lay them in any pattern you like.

You are not limited to paper, though. Perhaps you have items of specific shapes in your home that you could arrange (place together) to make a minimalist sculpture. Maybe your little sister or brother has some toy blocks or shapes to experiment with. However you decide to create your art, it's sure to be a minimalist masterpiece!



### Geometric Shapes

There are many geometric shapes, but this activity focuses on **triangles (3-sided figures)** and **quadrilaterals (4-sided figures)**. See what kind of art you can make with the following shapes.

<b>Triangles</b> <i>three-sided figures (shapes)</i>	<b>Quadrilaterals</b> <i>four-sided figures (shapes)</i>
 <b>equilateral triangle</b>  <b>isosceles triangle</b>  <b>scalene triangle</b>	 <b>square</b>  <b>rectangle</b>  <b>rhombus</b>  <b>parallelogram</b>
 <b>right triangle</b>  <b>acute triangle</b>  <b>obtuse triangle</b>	 <b>isosceles trapezium</b>  <b>trapezium</b>  <b>kite</b>  <b>trapezoid</b>

### Blank Page

The following page has been left blank for you. Remember, though, that you don't have to use that piece of paper. If you have other paper that you would like to use or any other material that you prefer, use it! Do not limit yourself. **When you are finished creating your art, complete the speaking activity after the blank page.**



# Geometric Shapes

## Critical Thinking & Speaking

Congratulations! You are finished creating your minimalist masterpiece! It's now time to process all that you have learned and all that you have created. One great way to understand and remember what we've learned is to **talk about it to someone else.**



You have **two options** to practice speaking about what you've learned:



### Talk to someone!

Find a family member, friend, neighbor....it doesn't matter who! Just find someone who you can talk to! Help them understand the article you read about minimalism as well as the choices you made with your own art. Summarize the main points and explain all of the complex ideas. *You may speak in any language, but try to incorporate (include) some of the English vocabulary you have learned.*

OR

### "Record" a message to another minimalist artist.

Pretend that you would like to enter your minimalist art into a gallery or art collection. This is a very exciting opportunity for you! You must record a description of your art by speaking into a recording device. Explain what you know about minimalist art and how you included those **concepts** into your own masterpiece. *You do not really need a recording device like a phone or a microphone. Just pretend you are telling someone every detail of your art piece.*



**Consider the following questions before you begin your conversation:**

#### -What are the features of your minimalist art?

- \*What is the name of your piece?
- \*What does it look like? Which shapes did you include?
- \*What does it make you think of?
- \*How does it make you feel?

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Microphone by Felixbunny, Pixabay Free License

# Reflection

## A Focus on Less

You have now learned *a lot* about something that focuses on having very *little*: **minimalism**. You began by learning some new vocabulary and practicing using it in context. You then read about minimalism, both the **art style** and the **lifestyle**. Next, you learned various **meditation techniques** that require you to **do less** and simply be. You learned about the importance of **knowing your own**



**values** and how that awareness can **shape your life** for the better. You then used what you know about minimalist art to create your own masterpiece using **geometric shapes**. You even **processed** everything you have learned by talking about it to someone else.

Now it is time to **reflect** (think back on) all that you have learned.

**If you are struggling to begin, first try answering the following questions:**

*You are not required to write these; just think about them to help you get started.*

- Did the activities in this packet challenge you socially, culturally, emotionally, or in some other way? If so, which activity? How? Why did it catch your attention?
- Have the activities changed your way of thinking? Did they conflict with beliefs you held previously, and what evidence did it provide you with in order to change your thought process on the topic?
- Did the activities leave you with any questions? Were these questions ones you had previously or ones you developed only after finishing?
- How do the ideas presented in this packet mesh (fit in) with your own experiences?

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-Photo by *davide ragusa* on *Unsplash*

# Reflection

## A Focus on Less

You may write in English or another language.

What did you **learn**?

What will you **remember**?

What do you **want to know**?

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## Reference Sheet

### LENGTH

Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

### CAPACITY AND VOLUME

Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

### MASS AND WEIGHT

Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

### TIME

1 year = 365 days
1 year = 12 months
1 year = 52 weeks
1 week = 7 days
1 day = 24 hours
1 hour = 60 minutes
1 minute = 60 seconds



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