ISLAND 2

Wira

FAMILY NAVIGATIONAL GUIDEBOOK


Wira

(WY-ruh)

Who I Really Am

ENLIGHT SUGGESTIONS:

Wira (The Owl)

Discovering Who I Really Am means being free from the hoodwink of negative conditioning by persistently identifying and removing self-defeating negative mind imprints. Knowing Who I Really Am unveils what I’m truly capable of, and greatly assists in discovering my mission and purpose.

- Awareness of Who I Really Am influences every aspect of my life!
- Listen to Wira the Owl. Write your thoughts and impressions. What words or phrases stand out to you? What does this song teach you about who you really are?
- Read the owl facts. After reading the animal facts and listening to the song, how can you liken the owl to discovering who you really are?
- These same principles apply to family organizations. Know WHO you are as a family by developing family mastery habits (culture, rhythms, and traditions) around vision and purpose.
  - What does the phrase “mastery habits” mean to you? What is your family’s vision and purpose?
- What do your core books teach you about who you really are as an individual and as a family unit?

HOW TO USE WIRA

- Develop self-mastery habits around personal purpose and vision
- Remain open, humble, and willing to adapt and change

RESULTS FROM APPLYING WIRA

- Leads me to know WHAT I am capable of, WHERE I am going, and HOW I am going to get there
- Places me in a position of personal control
- Strengthens and maintains self-identity
- Clarifies and maintains personal purpose
**READ THE TALE OF HOPE:** Read together the *Wira* section in *The Tale of Hope: Island of Awareness*.

**LISTEN TO THE SONG:** Listen to *Wira the Owl*. Invite your family members to share their thoughts and impressions. Is there a phrase or word that stands out to you? How does this song make you feel?

**EXPLORE THE OWL:**

1. Both females and males take care of their young. There is, on average, six owlets in a nest, requiring 74 rodents a night to feed. Both parents need to hunt in order to feed their family.

2. Like all birds, the owl has no teeth; so it either swallows his prey whole or tears larger prey into smaller pieces. Later, it regurgitates what cannot be digested.

3. Owls have specially designed feathers that allow them to fly noiselessly. This ability enables them to sneak up on their prey unnoticed; the silence also makes it possible to hear their prey while in flight.

4. Although owls have a very keen eyesight, they are unable to move their eyes in the socket, making it necessary to turn their entire head in order to see in a different direction. They can turn their heads up to 270 degrees around.

5. Most owls hunt at night; however, the snow owl hunts when it is light, mostly at dawn and dusk. It eats small rodents such as rabbits, birds, fish, and their favorite, lemmings.

6. What else can you learn about owls?

**PONDER:**

1. Help your family understand what *Wira* stands for. Then ask: How can the owl be likened to discovering who you really are?

2. In coming to know who you really are, what things might you take in, but later need to regurgitate (spit back out)?

3. Owls can turn their heads up to 270 degrees around, being able to see all sides. How can having this perspective help you identify who you really are?

4. Owls can fly without making any noise. How can silence help you come to know your true identity?

5. Unlike other owls, the snow owl hunts mostly at dawn and dusk. What things can you do in the early morning during your Enligh time to help you understand who you really are? What activities can you engage in during the evening hours to help you become who you really are?
Teaching Tip

“One of the secrets of the educator is to present nothing as stale knowledge, but to put himself in the position of the child, and wonder and admire with him.” ~ Charlotte Mason
There was once a great and powerful prince. He had hundreds of soldiers in his army, and with their help he had conquered vast strips of country, over which he ruled. He was wise as well as brave; but though all men feared his iron will and respected his strong purpose, no one loved him. As he grew older, he became lonely and unhappy, and this made him sterner and colder, and more severe than ever. The lines about his mouth were hard and grim; there was a deep frown on his forehead; and his lips rarely smiled.

Now it happened that in one of the cities over which he had come to rule was a beautiful princess whom he wished to have for his wife. He had watched her for many months as she went about among the people, and he knew that she was as good and kind as she was beautiful. But, because he always wore his armor and his heavy helmet when he rode through his dominions, she had never seen his face.

The day came when he made up his mind that he would ask the lovely princess to come and live in his palace. He put on his royal robes and his golden coronet; but, when he looked at his reflection in the glass, he could see nothing but what would cause fear and dislike. His face looked hard and cruel and stern. He tried to smile; but it seemed an unnatural effort, and he quickly gave it up. Then a happy notion came to him. Sending for the court magician, he said to him: “Make for me a mask of the thinnest wax so that it will follow every line of my features, but paint it with your magic paints so that it will look kind and pleasant instead of fierce and stern. Fasten it upon my face so that I shall never have to take it off. Make it as handsome and attractive as your skill can suggest, and I will pay for it any price you choose to ask.”

“This I can do,” said the court magician, “on one condition only. You must keep your own face in the same lines that I shall paint, or the mask will be ruined. One angry frown, one cruel smile, will crack the mask and ruin it forever; nor can I replace it. Will you agree to this?”

The prince had a strong will, and never in his life had he wanted anything so much as he now wanted the princess for his wife. “Yes,” he said, “I agree. Tell me how I may keep the mask from cracking.”

“You must train yourself to think kindly thoughts,” said the magician, “and, to do this, you must do kindly deeds. You must try to make your kingdom happy rather than great. Whenever you are angry, keep absolutely still until the feeling has gone away. Try to think of ways to make your subjects happier and better. Build schools instead of forts, and hospitals instead of battleships. Be gracious and courteous to all men.”
So the wonderful mask was made, and when the prince put it on, no one would have guessed that it was not his true face. The lovely princess, indeed, could find no fault with it, and she came willingly to be his bride in his splendid palace. The months went on, and, though at first the magic mask was often in danger of being destroyed, the prince had been as good as his word, and no one had ever discovered that it was false. His subjects, it is true, wondered at his new gentleness and thoughtfulness, but they said: “It is the princess who has made him like herself.”

The prince, however, was not quite happy. When the princess smiled her approval of his forbearance and goodness, he wished that he had never deceived her with the magic mask. At last he could bear it no longer and, summoning the magician, he bade him remove the false face.

“If I do, your Royal Highness,” protested the magician, “I can never make another. You must wear your own face as long as you live.”

“Better so,” cried the prince, “than to deceive one whose love and trust I value so greatly. Better even that she should always despise me than that I should go on doing what is unworthy for her sake.”

When the magician took off the mask, the prince in fear and anguish of heart, sought his reflection in the glass. As he looked, his eyes brightened and his lips curved into a radiant smile; for the ugly lines were gone, the frown had disappeared, and his face was molded in the exact likeness of the mask he had worn so long. And; when he came into the presence of his wife, she saw only the familiar features of the prince she loved.

Ethics for Children, by Ella Lyman Cabot from Forgotten Classics Family Library: Stories That Teach Values
The Young Hannibal

A golden chariot, drawn by four snow-white horses and surrounded by a gorgeous escort in golden armor, came dashing through the streets of Carthage.

In the glittering chariot stood President Hamilcar, who had returned as conqueror from a great war. He was a tall and noble-looking man. His splendid tunic of violet silk glittered with gold embroidery; his boots were of gilded leather; a collar of jewels was about his neck; large pearl pendants hung from his ears; a golden helmet covered his head; and his short bronze battle sword hung at his side.

With him in the chariot stood his dearly loved son, little ten-year-old Hannibal.

The boy held the ends of the reins that hung from the driver’s hands. He was very proud and happy as the great city rang with shouts of praise for his father.

Suddenly, someone from among the excited crowd threw a wreath of olive leaves over the boy’s head. All the people clapped their hands and shouted: “Hannibal! Hannibal!”

Now Baal was the great sun god of that country. Hannibal meant the favorite of this most powerful god Baal. What wonder then that little Hannibal felt very proud and happy, as he received all this attention from the shouting crowd.

The palace of President Hamilcar was a splendid one and was richly furnished. It was now the perfect season of the year. The pomegranate trees in the wonderful gardens were brilliant with crimson flowers. Roses and fig trees, cypresses and sycamores gave varied colors to the gorgeous scene.

While young Hannibal rode proudly at his father’s side, a little slave girl, called Gyptis, played in the garden of the palace. Her fair face and golden hair, and her gentle, sweet manners had made her a pet among the people. She was treated with greater kindness than most of the slaves about the palace.

Little Gyptis became tired of her play and wandered into the private gardens of young Hannibal. There she saw a small tiger cub, which the boy had been training. She unchained it and was playing with it in the shade of the thick cypress.

Suddenly, a long trumpet call rang out on the air. The gate was flung open, and into the garden dashed the golden chariot of the president.

Little Hannibal sprang lightly to the ground. There was not time for Gyptis to put back the pet tiger, so she tried to hide it behind her, hoping that Hannibal would not see it. But in vain. The boy ran toward the little slave with an angry word and raised his hand to strike her. But the voice of his father checked him.

“Stop, my son,” said the president. “He who is the favorite of the great god Baal should not lift his hand against a slave. Only a coward would strike the helpless.”

The boy understood his father’s meaning, and with a flushed face he lowered his hand. Instead of striking the girl, he took the chain of flowers she had woven and threw it around the tiger’s neck. Then together, the boy and girl raced gayly away with the tiger cub between them.
The playful ways of the tame tiger were much like those of a dog or cat, and the three friends were soon having a glorious romp.

As they rolled in a heap together under a great cork tree, there came a rush of wings and a mighty vulture swooped down upon them. It twined its strong talons in the veil-like tunic of the slave girl. The tiger, surprised and startled, ran away; the girl screamed in terror; but young Hannibal tore off his short purple mantle and threw it over the bird’s white head. Then he flung his arms about its body and tried to tear it away from the struggling girl.

The vulture, blinded and attacked, beat about with its wings and tried to release its head. But, though bruised by the vulture’s wings, young Hannibal held his ground.

At length poor Gyptis was freed from the vulture’s talons. Then the boy seized the great bird more firmly in his clutch and pressed it against his chest so tight that he strangled the vulture to death in his strong grasp. Then both fell to the ground.

There was a cry of delight from the avenue of the palm trees. President Hamilcar came under the cork tree’s shade. He caught the boy in his arms.

“He who can stay his hand from striking a helpless slave,” he said, “and yet can crush the vulture in his strong young arms; he who can hold a tiger in leash and guide his father’s war steeds, while yet a boy like you, is one whom the republic may hope either to exalt to honor or to mourn gloriously.”

Stories of Great Lives by selected Authors from Forgotten Classics Family Library
librariesofhope.com

**Additional Books/Stories**

- **A Little Princess** by Frances Hodgson Burnett (Ages 10-up). Sara Crew arrived at Miss Minchin’s school for girls dressed like a princess and even acted like one. However, after the news of her father’s death and loss of all her wealth, she was doomed to the attic and lowered to the status of servant. Miss Minchin, other school girls, and even fellow servants treat Sara poorly. Despite her obstacles, Sara continues to be good and kind and continues to act as a princess would.

- **Gifted Hands: The Ben Carson Story** by Ben Carson (Ages 15-up). Ben Carson shares his remarkable journey becoming one of the top neurosurgeons in the world. The love and encouragement of his mother and so many others, coupled with hard work and determination, helped him become who he was destined to be and placed him in a position to bless the lives of those who sought his professional care.

- **Man’s Search for Meaning** by Viktor E. Frankl (Ages 15-up). Psychiatrist, Viktor Frankl, shares his personal journey of suffering, immense loss, and discovery during the Holocaust, coming out on the other side of the horrors of Auschwitz knowing who he really was.
• **Stories of Great Lives** by Selected Authors (Ages 5-up). A delightful collection of short stories that gives its readers a glimpse into the lives of great men and women. A digital copy can be found at librariesofhope.com: The Forgotten Classics Family Library.
Gifted Hands: The Ben Carson Story  Sony Pictures Television  2009. Ben Carson was raised by a single mother who greatly influenced his life and instilled in him that he could accomplish anything he set his mind to. He rose out of poverty and became a renowned brain surgeon at Johns Hopkins Hospital. Through his gifted hands and his ability to think, he found a solution to successfully separate twins conjoined at the back of the head—something that had never been done before.

The Legend of Johnny Lingo  MGM Distribution Co.  2003. An orphan boy, Tama, is passed from family to family until he finds himself in the village drunk’s hut. The village drunk has a daughter, Mahana, whom Tama befriends. While everyone else considers Mahana ugly, Tama sees her goodness and kindness, despite being treated poorly by her father. Over time, Tama leaves the island, promising Mahana he will return. Tama drifts ashore and is found by the great Johnny Lingo. Johnny Lingo teaches the boy to become a man of honor and, upon his death, passes his wealth and name to Tama. As promised, Tama returns to his home island in search of Mahana.

A Little Princess  Warner Brothers Family Entertainment  1995. Sara’s father treats her like a princess and Sara believes she is one. Sara’s good and kind heart lands her at the same school her mother attended while her father is sent off to war. Unfortunately, news comes that her father was killed combat and all her wealth is suddenly taken from her. Sara is allowed to stay at the school as a servant, but is treated very poorly by the head mistress. However, Sara never stops acting or believing she is a princess.
Wira Lesson Ideas

Discussion Questions

1. Can you name one fact about the owl and how it reminds you about who you really are?

2. Why do you think Wira the Owl is on the Island of Awareness?

3. What have you learned this week during your Enligh Time that has brought greater understanding of who you really are?

Song Extensions

- COLOR: Invite your family to color the Wira coloring page as they listen to the song.

- DISCUSSION: Listen to Wira the Owl. Who do you think you are? How are you becoming who you think you are?

- WORD PUZZLES: Complete the word search or crossword puzzle while you listen to songs you have already learned.

- ART PROJECT: In Wira the Owl it says, “I desire to discover.” How can you discover who you really are? What sources of correct knowledge can you turn to to find out? What have you learned about who you really are? Create a poster with images of what you have learned from these sources about who you really are (perhaps you could write phrases of who you really are).

Additional Activities

- OBJECT LESSON: Show a pencil to your children and tell them that it is a tree. Do they agree?
  - Consider discussing some of the following questions:
    1. Does giving a different name to something change what it really is?
    2. Have you ever been called something you are not?
    3. Have you put an incorrect label on someone?
    4. What would happen if the pencil really believed it was a tree; would it be able to fulfill its purpose?
    5. What can a tree do that a pencil cannot? What can a pencil do that a tree cannot?
  - Discuss with them their purpose in life and share your feelings about what you believe your purpose is and how you came to understand who you really are.

- LESSON: FIVE SENSES. Find a video of an owl hunting. Also gather five objects that will require the five senses to distinguish. For example, a picture for sight; clear liquid
(lemon water, water, or juice) for taste; whistle for sound; any item with a smell they would recognize (example: smelly candle); something soft to touch.

- Show the video and ask:
  1. What senses does the owl use when he is hunting?
  2. What are the senses we use to learn about the world?

- Share the five items you have gathered and ask them which sense would be the best to use in order to learn about the object.
  1. How can we use our five senses to learn about who you really are? How could we use our senses to hoodwink us from understanding who we really are?
     - Example 1: Viewing inappropriate pictures will hoodwink us into believing false things about ourselves and others, making it extremely difficult for a person to understand who he really is.
     - Example 2: Partaking of drugs and alcohol could keep us from knowing our true selves.

**ACTIVITY:** OWL PANCAKES. Make two pancakes for everyone, one smaller for the head and one larger for the body. Prepare the following to be placed as remaining body parts.

- For the wings and feathers on top of the head, cut strawberries in half-length wise and then slice. Place two slices on each side of the largest pancake, near the edge, for feathers. Then place three strawberries on the top center of the head.
- For the eyes, peel and slice kiwis or bananas. Place on the head.
- For the beak, slice a strawberry in the shape of a beak and place directly below and between the eyes.
- For the feathers sticking out the side of the head, cut a grape in half, length-wise, then cut each half in half, length-wise. Place two on each side of the head.
- For the claws, use sliced or slivered almonds. Place three at the bottom of the largest pancake for the claws.
- Share a story or teachings from your core book as you enjoy breakfast!

**CHALLENGE:** TAKE THE OWL CHALLENGE. This activity is for older children. Have them write down 50-100 of their strengths or talents. In addition, write down the vision you have of yourself. Place your vision in an area you will see it every day. This could also be considered your personal mission statement.

**LESSON:** CREATE A FAMILY AND/OR PERSONAL MISSION STATEMENT. Teach your family about mission statements. Find several examples of mission statements and share them with your family. Consider using 7 Habits of Highly Effective Families and 7 Habits of Highly Effective People as a resource to write your own mission statements.

**ACTIVITY:** TREASURE HUNT. Hide one favorite treat for each of your children in a difficult, but age appropriate, location. Label the treat with their name or with their picture (for non-readers) so they know when they have found their own treat. Choose
hiding spots that will take serious effort for them to find. It would be extra special if each child had a treat that was their personal favorite, as it will lend to the point of this lesson. Explain to the children that they are going to be owls and go on a hunt. Tell them that you have placed a special treasure in a hiding spot (inside or outside) and that their treat has their name (or picture) on it. If you have older and younger children, make sure you remind the older children not to give away the location of the younger children’s treasures if they find them. Warn them that it’s not going to be easy to find their treasure and that they will have look really well and not give up. Allow them to search for a long time (appropriate for each age group). It is important that they experience some frustration, but not to the point of feeling overwhelmed. If you sense they are beginning to feel overly discouraged, play the hot and cold game to help them find their treasure.

- Following the treasure hunt, discuss the following questions:
  1. Was it easy to find the treasure?
  2. Was it worth the time and effort it took to find it?
  3. How is this like learning about who you really are?
  4. Was your treat different from everyone else’s treat? How is that like life?
  5. What sources can you turn to for help?

- Testify to them that you know it is worth the time and effort to come to see the treasure in themselves. Share how you have done so in your own life.

- **PROJECT: QUOTE:** Choose a quote that helps you and your children remember who they really are. Create a wall decoration that you can hang up to help you remember who you really are.
Wira the Owl

Who I Really Am

ANIMAL FACTS

1. Both females and males take care of their young. There is, on average, six owlets in a nest, requiring 74 rodents a night to feed. Both parents need to hunt in order to feed their family.

2. Like all birds, the owl has no teeth; so it either swallows his prey whole or tears larger prey into smaller pieces. Later, it regurgitates what cannot be digested.

3. Owls have specially designed feathers that allow them to fly noiselessly. This ability enables them to sneak up on their prey unnoticed; the silence also makes it possible to hear their prey while in flight.

4. Although owls have a very keen eyesight, they are unable to move their eyes in the socket, making it necessary to turn their entire head in order to see in a different direction. They can turn their heads up to 270 degrees around.

5. Most owls hunt at night; however, the snow owl hunts when it is light, mostly at dawn and dusk. It eats small rodents such as rabbits, birds, fish, and their favorite, lemmings.

6. What else can you learn about owls?

PONDER

1. Help your family understand what Wira stands for. Then ask: How can the owl be likened to discovering who you really are?

2. In coming to know who you really are, what things might you take in, but later need to regurgitate (spit back out)?

3. Owls can’t turn their heads completely backwards. What identity problems might come from focusing on your past?

4. Owls are silent flyers, how can silence help you come to know your true identity?

HOW TO USE WIRA

- Develops self-mastery habits around personal purpose and vision
- Remain open, humble, and willing to adapt and change

RESULTS FROM APPLYING WIRA

- Knowing Who I Really Am leads me to know WHAT I am capable of, WHERE I am going and HOW I am going to get there
- Places me in a position of personal control
- Strengthens and maintains self-identity
- Clarifies and maintains personal purpose
I become who I think I am, what I hold in my heart and mind.
I desire to discover, then to uncover, who, who, who I really am.
Who I really am!

I become who I think I am; I am designed to succeed.
How important is the knowing, then all the growing, to my true identity.

I am a child of divinity. Creator of my destiny, I exist in all eternity.
Who, who, who, I really am, who I really am!

I become who I think I am, what I hold in my heart and mind.
This leads me to seeing what I am capable of being, and how I will become,

Who, who, who I really am. Who I really am!
Who I Really Am!
“Discovering **Who I Really Am** means begin free from the hoodwink of negative conditioning by persistently identifying and removing self-defeating negative mind imprints. Knowing who I really am unveils what I’m truly capable of, and greatly assists in discovering my mission and purpose.”

~ Roger Anthony
WIRA CROSSWORD

Across
3. I _______ to discover...
5. The owl's favorite food.
6. Owls are _____ flyer.
7. _____ the Owl.

Down
1. I _______ who I think I am.
2. I am a child of _______.
4. _______ of my destiny.
6. This leads me to _____ what I am capable of being.

*Hint: The answers can be found in the song. If you need additional help refer to the word bank at the end of the document.
WIRA WORD SEARCH

BECOME
DIVINITY
OWL
TRUE

DESIRE
FLYER
SILENT
SNOW

DISCOVER
IDENTITY
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