Student pairs walk around the room wearing “newbie glasses” to write down, appreciate and get curious about common objects we take for granted by discussing how objects work or were invented.

Paper and pencil for each student

Total Prep Time: 5 mins.

As this is the first Monday of the month, please consider sharing or re-sharing highlights from the Monthly Kick-Off, and if appropriate, monthly video.

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<th>SOCIAL &amp; EMOTIONAL LEARNING</th>
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GOALS FOR THE WEEK

• Approach common objects and activities as if you have never experienced them and with the intention to learn more.
• Get outside of your comfort zone to see life as an endless opportunity to uncover and discover joy and meaning every single day.
• Overcome fear of failure and judgment by approaching life with a fun-loving mentality and realizing being the best just isn’t the point.
• Understand how “BEING A NEWBIE” is an important part of this month’s theme, “MONDAY GETS CURIOUS”.

COPYRIGHT 2019 EVERY MONDAY MATTERS
1) **SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “THROUGH NEWBIE GLASSES”**

2) **ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY’S FOCUS:**

   - **NOTE:** Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.

   - What does it mean to see the world through rose-colored glasses?
     - Answer: To see the world with an excessively cheerful, optimistic, or favorable view.

   - What does it mean to take something for granted?
     - Answer: To not fully appreciate or feel grateful for someone or something because you are so used to having it in your life.

   - What does it mean to see or experience something like you are seeing or experiencing it for the first time?

   - How does experiencing something with someone who has never experienced it help you feel like you are also experiencing it for the first time, too? (Ex. If you are an expert at ice skating or skateboarding and a friend tries it for the first time with you.)

   - When have you shared something with a younger child or someone from a different culture and felt like you were re-experiencing it for the first time?
     - Examples: Tasting new food; watching an animal or insect in nature; listening to a favorite song; painting; playing a new game or sport; seeing snowflakes, etc.

   - What are some examples of common objects that we take for granted that people thought were exciting or magical when we first experienced them?
     - Examples: magnets; sound in film, photographs, butterflies; flowers; cloud shapes; chocolate; electricity; airplanes; running water; technology, etc.
     - Think about: a young child seeing a butterfly or puppy for the first time or an older person using video chat for the first time.

   - What are some examples of common experiences we take for granted that we thought were exciting or magical when we first experienced them?
     - Examples: spinning and falling down dizzy; getting the giggles; making a 3-pointer, a goal, or a touchdown; swinging on a swing; driving a car; etc.

   - How can approaching things with a new mind and with the intention to learn be powerful?

   - How can we give CURIOSITY and discovery a regular place in our lives?

   - How can we make CURIOSITY a priority and approach things as if we’ve never done them before, even if we have?

   - What can we experience in a new way, and what can we learn from this?

   - What joy or delight can we find in a single, amazing moment?

   - What might it mean to see the world THROUGH NEWBIE GLASSES?

   - How might seeing the world THROUGH NEWBIE GLASSES help you GET CURIOUS?

   - How might seeing the world THROUGH NEWBIE GLASSES connect you to how much YOU MATTER?

   - How might seeing the world THROUGH NEWBIE GLASSES connect others to how much THEY MATTER?

3) **SET UP THE “THROUGH NEWBIE GLASSES” ACTIVITY:**

   - **Explain:**
     - BEING a NEWBIE matters. When we look at things we take for granted, we don’t really give it any more thought. We don’t think about where it came from or who invented it. We don’t wonder.
     - When we’re learning, discovering, or experiencing something new that interests you, there’s excitement, anxiousness, and curiosity.
     - As a NEWBIE, we take more time and care to know more about it.
• Ask:
  - When you were learning and discovering something new, what did it feel like it?
  - What questions did you ask? Did you find yourself determined to learn more?

4) START THE “THROUGH NEWBIE GLASSES” ACTIVITY:

- Explain:
  - Today, you will walk around the room with a partner wearing NEWBIE GLASSES to write down, appreciate, and get curious about common objects we take for granted by discussing how objects work or were invented.
  - You will silently walk around and each independently write down common objects you take for granted.
  - When you are done, you will compare your lists and discuss the wonder of how these everyday man made and natural objects work or were dreamed up and created.
- Distribute paper and pencil for each student.
- Divide students into pairs.
- Allow students 3 – 4 minutes to silently walk around the room with a partner wearing NEWBIE GLASSES to write down common objects and experiences they take for granted.
- When time is up, instruct students to return to their desks, compare their lists and GET CURIOUS as they discuss the wonder of how these everyday manmade and natural objects and experiences work or were dreamed up and created.
- When time is up or students are done, ask for student volunteers to share what they saw THROUGH NEWBIE GLASSES.

5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY’VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

*NOTE: Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.

- What was challenging about this activity? Why?
- What was your favorite part of this activity? Why?
- What was the most unexpected or important lesson you took away from observing and discussing the world THROUGH NEWBIE GLASSES? Why?
- What common objects would you like to research to learn more about how they work or how they were created?
- How likely are you to see the world THROUGH NEWBIE GLASSES at every opportunity in the future? Why?
- What gets in the way of us seeing and experiencing things THROUGH NEWBIE GLASSES?
- How can you remind yourself to see the world THROUGH NEWBIE GLASSES instead of taking your world for granted?
- Did this activity change your perspective on how to BE A NEWBIE How so?
- Did this activity help you better understand how to GET CURIOUS? How so?
- How might striving to BE A NEWBIE help you GET CURIOUS?
- How might BE A NEWBIE and I MATTER be connected?

6) THANK STUDENTS FOR SHARING THEIR “THROUGH NEWBIE GLASSES” IDEAS AND REFLECTIONS WITH THE CLASS. REMIND STUDENTS THAT APPROACHING THINGS WITH A NEW MIND AND WITH THE INTENTION TO LEARN IS POWERFUL—AND IT MEANS WE’RE NEVER STUCK IN ONE PLACE.
7) Encourage and check in with students on any plans they have to use their “through newbie glasses” ideas outside of class. Challenge students to give curiosity and discovery a regular place in their lives. Check-in with students on how they are making curiosity a priority and approaching things as if they’ve never done them before, even if they have.

8) Continue exploring how to help others “be a newbie” by leading one or more for the following extension ideas.

**Extension Ideas:**

**DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.**

1) **Newbie Investigators:** Students research how a common daily object or phenomenon works or was created. Examples: Photography, film, phone, internet, etc.

2) **Walkabout:** Students walk outside with a partner wearing “newbie glasses” to appreciate and get curious about common objects and natural phenomenon they typically take for granted by discussing how objects work or were created.

3) **Scattegories:** Students stay in their seats and write down as many common objects as they can before a one-minute or two-minute timer runs out. Students take turns sharing their list and crossing out any objects that their peers also wrote down. The winner is the student who has the most unique objects listed that no one else wrote down.

**"The real voyage of discovery consists not in seeking new landscapes but in having new eyes."**

- Marcel Proust, French novelist