



Students discover something about themselves and draw what they might look like in 1, 3, or 5 years pursuing the new discovery.



Poster board or butcher paper; Pens or markers; Post-it Notes; Glue sticks.
Total Prep Time: 5 mins.



As this is the second Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity, and if appropriate, video at www.everymondaymatters.org. Additionally, a three-minute recap of the previous weeks may add extra context to this week and help connect the dots around the monthly theme.

4 C's	SOCIAL & EMOTIONAL LEARNING	SERVICE LEARNING
• Critical thinking	• Self-awareness	• Integrated learning
• Communication	• Self-management	• High quality service
• Collaboration	• Social-awareness	• Collaboration
• Creativity	• Relationship skills	• Student voice
	• Responsible decision-making	• Civic responsibility
		• Reflection
		• Evaluation

GOALS FOR THE WEEK

- Recognize how being curious about various subjects connects us to a broader culture.
- Explore and broaden your understanding about our collective hopes and struggles.
- Discover more about yourself and the vision you have for your life.
- Understand how DECIDE TO DISCOVER is an important part of this month's theme, MONDAY GETS CURIOUS.



STUDENT ACTIVITY: **“SELF-DISCOVERY DRAWING”**

- 1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: SELF-DISCOVERY DRAWING**
- 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 are some strengths you see in yourself?**
- **What are some strengths you have that others have mentioned to you?**
- **How does identifying and saying those strengths out loud help you to DISCOVER more about yourself?**
- **What are some DISCOVERIES you have had about your own gifts, skills, or strengths?**
 - How do those DISCOVERIES make you feel?
 - How did you realize those new things about yourself?
 - How could those realizations impact your future?
- **How do you feel about receiving compliments from others about your strengths?**
- **Have you ever asked someone about the good they see in you?**
- **How could GETTING CURIOUS and asking others to list some of your gifts or skills help you to have more SELF-DISCOVERY?**
- **If you took the time to build upon your own talents and gifts, where could your life be in a month?**
 - How about in a year?
 - How about in five years?
- **How could GETTING CURIOUS about your life and where it could lead you, remind you, I MATTER?**

- 3) SET UP THE SELF-DISCOVERY DRAWING ACTIVITY:**

- **Explain:**
 - Ever since you were a baby, you have been DISCOVERING things about yourself.
 - When you were a toddler, for example, you learned that you can fall and get back up every time.
 - When you began school, you DISCOVERED that you can and do make mistakes and can learn from those mistakes.
 - Each day brings new opportunities for SELF-DISCOVERY.
 - But sometimes finding out more about who you are and the inner light you have, takes CURIOSITY.
 - And you'll draw a picture illustrating that life.
 - As you list others' strengths, try your best to help them DISCOVER new things about themselves and their abilities.
- **Ask:**
 - What is one thing your CURIOSITY has taught you?

- 4) START THE SELF-DISCOVERY DRAWING ACTIVITY:**

- **Explain:**
 - Today, you'll be CURIOSLY and bravely asking your peers to list strengths, talents, or abilities they see in you.
 - You'll thoughtfully take their words and combine them with what you already know about yourself.
 - Then you'll imagine, "If I developed this strength, talent, or ability even more, where could my life be in 1, 3, or 5 years?"
- **Split students into groups of three.**
- **Have them take turns telling the others the strengths or gifts they see in each other.**
- **Encourage them to get past surface compliments and verbalize things they have DISCOVERED about each other's character.**

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- Consider providing a sentence starter for students. For example, “You really know how to...” or “I really like the way you...”
 - **Allow 3-5 minutes for this portion of the activity.**
 - **Hand out paper, pencils, pens, markers, and crayons.**
 - **Have students think about what they heard, and have them consider their own SELF-DISCOVERIES about their character.**
 - **Tell them to write down what was said about them and what they know about themselves on one side of the paper.**
 - **Then have them circle the one DISCOVERY that was new to them, or that stood out most to them.**
 - **Tell them to think of where their life will be in 1, 3, or 5 years if they develop the strength they circled.**
 - **Then let them illustrate what that life might look like if they pursued that strength.**
 - **Younger students may simply GET CURIOUS about something they would like to do in their lives and draw what that might look like.**
 - **Allow 10 minutes for the drawing portion of the activity.**

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 new DISCOVERIES did you make about yourself today?**
- **How did your CURIOSITY help you to DISCOVER those things?**
- **How would today’s activity have been different if you hadn’t been CURIOUS?**
- **In what other ways does our CURIOSITY help us to DISCOVER or develop new strengths?**
- **In what ways could our CURIOSITY help us to learn positive things about friends or loved ones?**
- **Would anyone like to share their picture and what it means to them?**
- **How will your life in 1, 3, or 5 years look different from your life today?**
- **How do you feel about the future you?**
- **Were you surprised by anything that your peers said about you?**
- **How was today’s activity successful in helping you see, I MATTER?**
- **What other types of things do you think you could DISCOVER about yourself through CURIOSITY?**

6) THANK STUDENTS FOR BEING “CURIOUS” AND BRAVE ENOUGH TO ASK OTHERS ABOUT THEIR STRENGTHS. REMIND THEM THAT EVERY DAY BRINGS “SELF-DISCOVERY”, AND REMIND STUDENTS THEY MATTER ENOUGH TO “DISCOVER” ALL THEY CAN ABOUT THEIR UNIQUE GIFTS.

7) CHALLENGE STUDENTS TO LIVE UP TO THE 1, 3, OR 5-YEARS-FROM-NOW LIFE THEY DREW, AND TO “GET CURIOUS” ABOUT THEIR OWN ABILITIES THIS MONTH.

8) CONTINUE EXPLORING HOW TO HELP OTHERS “GET CURIOUS” BY LEADING ONE OR MORE OF 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) 2 Truths and a Lie** - Have students play “Two Truths and a Lie” in order to DISCOVER more about each other. In Two Truths and Lie, students take turns sharing 2 things that are true about them and 1 thing that is not true. The rest of the students try to guess what is the 1 lie.
- 2) Time Capsule** - Make a time capsule with students’ papers inside. Write an “Open On” date, and put it somewhere it can be found and revisited at the end of the school year.
- 3) Curiosity Gets Deep** - Let students dig a bit deeper with their CURIOSITY by asking follow-up questions with their peers, like, “When did you see me showing that strength?” or “How do you think this talent could impact my future?”

“WE ARE EACH GIFTED IN A UNIQUE AND IMPORTANT WAY. IT IS OUR PRIVILEGE AND OUR ADVENTURE TO DISCOVER OUR OWN SPECIAL LIGHT.”

- MARY DUNBAR