WEEK 2

15+ MIN

Students make a fan map to discover more about their world curiosities.

Paper; Pencils or pens.

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: "CURIOSITY FAN CHART"

1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: CURIOSITY FAN CHART

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 you to be CURIOUS?**
- **When we are CURIOUS, what are some actions that follow CURIOSITY?**
- **What different topics or things are you CURIOUS about?**
- **Do you have any CURIOSITIES about our natural world?**
- **What CURIOSITIES or questions do you have about human nature or behavior?**
- Are you CURIOUS about different cultures?
- Are you CURIOUS about science or outer space?
- Are you CURIOUS about medicine or health?
- What CURIOSITIES do you have about different sports?
- Do you want to know more about music or dance?
- **How can becoming CURIOUS help us to connect to our world and one another?**
- **When was a time you DECIDED TO DISCOVER something based solely on CURIOSITY?**
- What did you DISCOVER?
- How did it change your life, perspective, or the way you think?
- How can making new DISCOVERIES help our worldview to broaden?
- **How does being CURIOUS about our world and its many intricacies remind you, WE MATTER?**
- **Have you ever heard of a "fan chart"?**
- Note: A "fan chart" is a way to brainstorm ideas. It looks like a tree, with a main idea (the trunk), branches (smaller ideas that relate to the main idea), and twigs (even more detailed ideas about each of the smaller ideas).
- **How do you think making a "fan chart" could be useful for getting out your ideas?**
- How could brainstorming help you make the most DISCOVERIES about your CURIOSITIES?

3) SET UP THE CURIOSITY FAN CHART ACTIVITY:

- **Explain:**
- Think back to a time when you were really excited about DISCOVERING something new.
- Maybe it was about learning about dinosaurs, how ice cream is made, or how the pyramids were built.
- When this happened, your CURIOSITY about the new thing was strong and led you to DISCOVER even more about it.
- We see this a lot with little children, who DISCOVER the joy of walking for the first time, visiting a new place, or seeing a new interesting insect.
- **Ask:**
– What is the one thing that holds your CURIOSITY more than anything else right now?

4) START THE CURIOSITY FAN CHART ACTIVITY:

- **Explain:**
- CURIOSITY is for everyone, not just little kids. Today, we're going to approach your CURIOSITY as if you were a little child – with an open mind.
- You'll choose one thing that you're extra CURIOUS about and attempt to DISCOVER more about it by making a "fan chart."
- Since "fan charts" may be new to you, you'll see a couple examples first.

- **Show students the CURIOSITY FAN CHART HANDOUT so they can see examples (and have them available throughout the activity.)**
- Think of one thing you're very CURIOUS about.
- That will be at the bottom of your "fan chart" and will be your main focus.
- Then think of two questions that relate to your main point that would help you DISCOVER more about it. (See example fan chart.)
- Then, for each of those two questions, think of even more detailed questions.
- Keep doing this until you have thought of as many things to satiate your CURIOSITY.
- **Make sure students understand the instructions thoroughly. Use the fan chart example as a guide.**
- **Hand out paper and pencils/pens to students.**
- **Be ready to offer suggestions to students as they work.**
- **If students get stuck on an idea, refer to the CURIOSITY FAN CHART SUGGESTIONS" HANDOUT.**

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 kinds of questions were you able to come up with today?**
- **How did breaking your CURIOSITY into different parts help in making DISCOVERIES?**
- **What steps can you take now that your "fan chart" is completed?**
- **What other subjects can you think of that you could use a "fan chart"?**
- **Do you feel like this activity has helped with your inquisitiveness and CURIOSITY?**
- **How could you find the answers to your questions?**
- **How does your "fan chart" connect you to a broader culture and to humanity?**
- **Will you need any help to find out more about your CURIOSITIES?**
- Who might be able to help you?
- **How could your life change by knowing about what's on your "FAN CHART"?**
- **How has today's activity helped you to know that WE and our DISCOVERIES MATTER?**
- **What are some other ways that you can DECIDE TO DISCOVER this week?**

6) THANK STUDENTS FOR WORKING HARD TO THINK OF IDEAS FOR THEIR "CURIOSITY FAN CHART". REMIND THEM THAT THEIR INQUISITIVENESS AND ZEAL TO LEARN MORE MATTERS, AND THEIR "CURIOSITY" WILL SERVE THEM WELL THROUGHOUT THEIR LIVES.

7) CHALLENGE STUDENTS TO FIND OUT THE ANSWERS TO THEIR QUESTIONS, BUT NOT TO STOP THERE. REMIND THEM THAT THE "DECISION TO DISCOVER" IS A DAILY PURSUIT, AND THEY CAN ALWAYS LEARN JUST A LITTLE MORE ABOUT THINGS THAT SPARK THEIR "CURIOSITY".

8) CONTINUE EXPLORING HOW TO HELP OTHERS "DECIDE TO DISCOVER" BUY LEADING ONE OR MORE OF 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) **Deep Dive Discovery:** Allow time for students to DISCOVER the answers to the questions on their "fan charts".
2) **Co-Exploration:** Let students pair up and collaborate to think of any other questions they can add to their fan chart.
3) **Spread the Discovery:** Make an online questionnaire or written survey with students where others can share things they are CURIOUS about DISCOVERING. This could be a school-wide questionnaire or beyond, depending on age and ability.

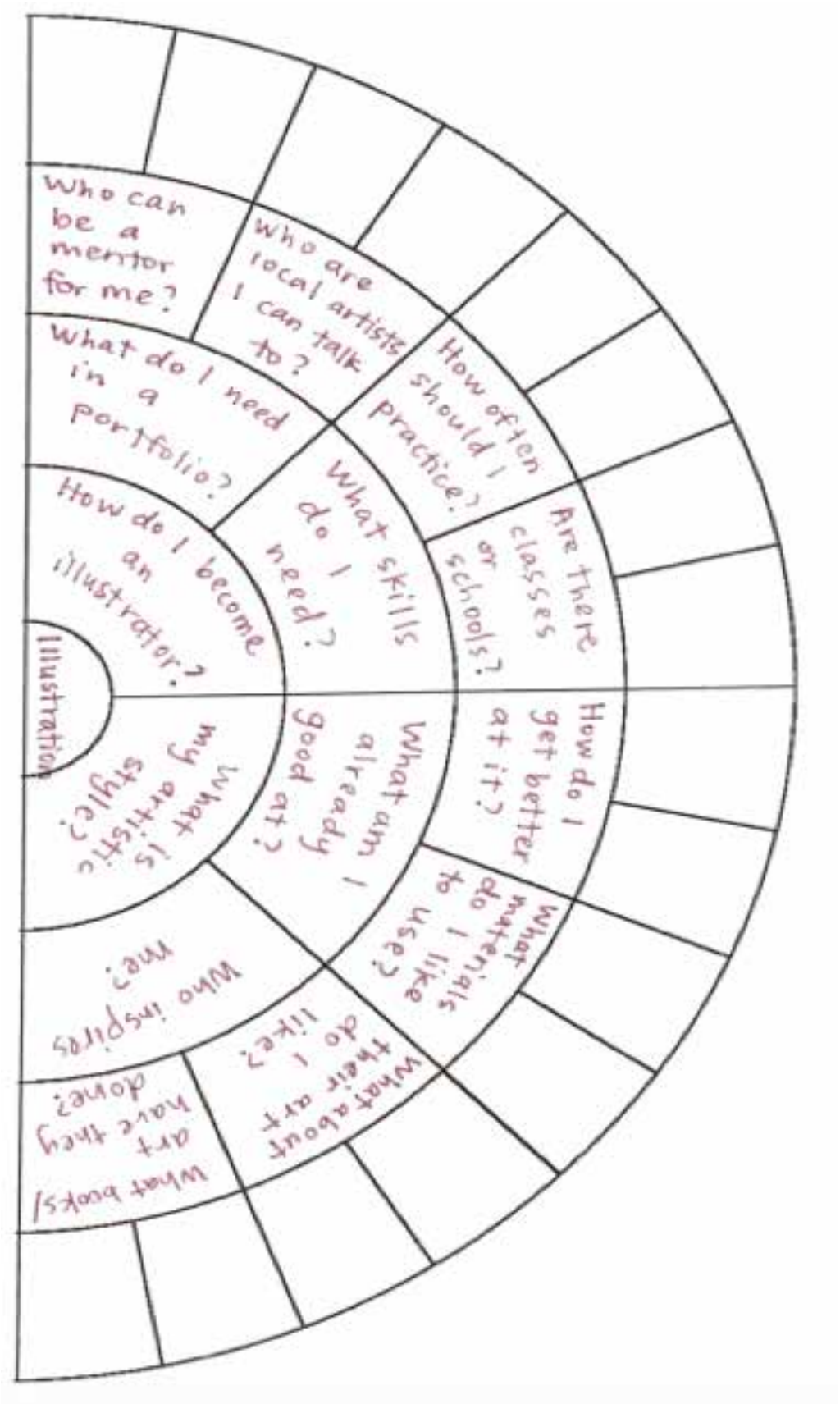
> "THE MIND THAT OPENS TO A NEW IDEA NEVER RETURNS TO ITS ORIGINAL SIZE."
>
> - ALBERT EINSTEIN, THEORETICAL PHYSICIST

CURIOSITY FAN CHART HANDOUT EXAMPLES

OCT 14

DECIDE TO DISCOVER

Make copies to show students before beginning the activity portion.

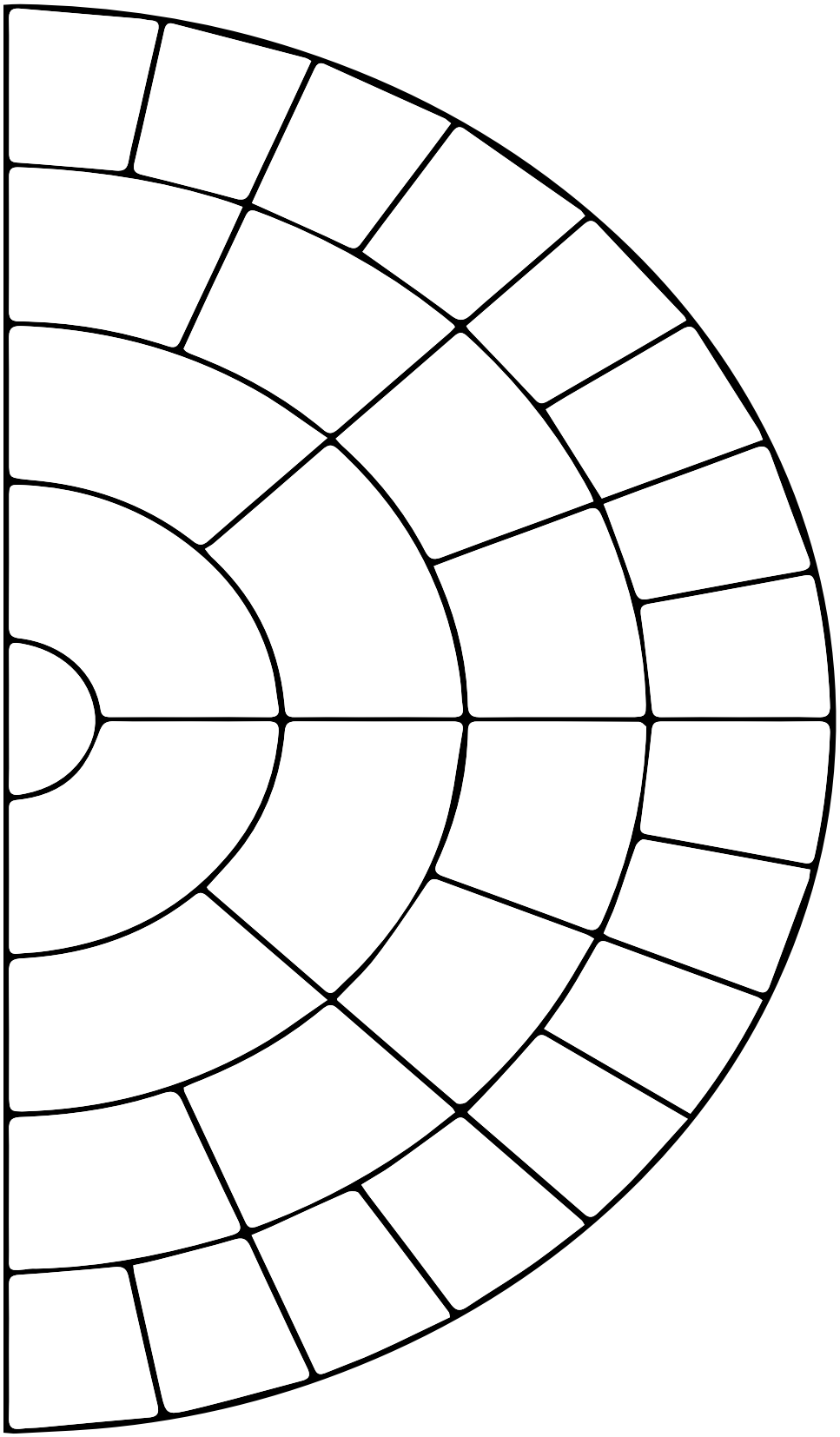


CURIOSITY FAN CHART HANDOUT

OCT 14

DECIDE TO DISCOVER

Make a copy for each student.



CURIOSITY FAN CHART SUGGESTIONS

OCT 14

DECIDE TO DISCOVER

Make a copy for each leader to help students if they get stuck.

DECIDE TO DISCOVER: THINGS THAT MAY SPARK YOUR CURIOSITY:

- Astronomy
- Volcanoes or other natural disasters
- Medicine
- Firefighting/police work
- Electronics
- How my cell phone works
- How to learn a language
- How to design clothing
- History (specific or broad)
- How seasons change
- Northern Lights
- Airplanes
- How food is produced
- Factory work
- How cars are made
- What surgeons do
- How shoes, rings, clothing, or anything is made
- How does a thermostat work?
- Why do I get a fever?
- Why do I sweat?
- How does my body use nutrients?
- How do muscles work?
- Why do people sneeze?
- How do elevators work?
- Who invented my favorite inventions and how?
- Why do people immigrate?
- Why do we need eyebrows and eyelashes?
- How are books made?
- How does a printer work?
- Why are there so many types of flowers?
- Why does the weather change?
- How do satellites stay in the air?
- Why do some people have freckles?
- Why do some foods need to be refrigerated?
- How are rivers made?
- How do solar panels work?
- Why do some things smell good to me and others don't?
- Why do we laugh?
- How do my ears work?