Students put “CURIOSITY” in action by research a topic that interests them with an optional experiment in the extension activities.

Computers or tablets (Students may share); Blank paper; Pencils or pens; Optional materials for the extension activities include: One posterboard or blank paper per student; Coloring materials (Markers, colored pencils, and/or crayons); Any materials needed for each individual student experiment (Will vary depending on what topic each student chooses and can be provided by students themselves if you choose).

Total Prep Time: 5 mins.

As this is the first Monday of the month, please consider sharing the Monthly Kick-Off activity, and if appropriate, video at www.everymondaymatters.org.

4 C’s
- Critical thinking
- Communication
- Collaboration
- Creativity

SOCIAL & EMOTIONAL LEARNING
- Self-awareness
- Self-management
- Social-awareness
- Relationship skills
- Responsible decision-making

SERVICE LEARNING
- Integrated learning
- High quality service
- Collaboration
- Student voice
- Civic responsibility
- Reflection
- Evaluation

GOALS FOR THE WEEK
- Discover how challenging our biases and being open to new things can lead to more fulfilling lives for ourselves and others
- Invest in others by bringing genuine “CURIOSITY” to our relationships
- Find creative ways to gain knowledge about our own lives, families, and communities
- Understand how “BE CURIOUS” is an important part of this month’s theme, “MONDAY GETS UNDERSTANDING”
1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “THE CURIOUS EXPERIMENT”

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 the word “CURIOUS” mean?
     - Answer: Eager to learn or know something
   - What do you think it means to “BE CURIOUS”?
   - What are some things or topics that you are most “CURIOUS” about?
   - What are some things that you would like to learn more about?
   - How can you learn new things?
   - Is learning something new always easy?
   - What is it like to learn something new that challenges a belief that you’ve held previously?
   - Do you think we are all “CURIOUS” about the same topics all the time?
   - Why do you think it is good that we all have different interests?
   - How does it feel when you are “CURIOUS”?
   - How can “CURIOSITY” help you learn new things?
   - How can “BEING CURIOUS” and learning new things benefit our own lives, our relationships, and our world?
     - Do you think “BEING CURIOUS” can lead to positive changes in these areas?
   - How can “BEING CURIOUS” lead to more “UNDERSTANDING” in the world?
   - How can “BEING CURIOUS” help you know that YOU MATTER?
   - Do you think that if we all started “BEING CURIOUS” and “GETTING UNDERSTANDING” more often, we could create a more positive community and world?

3) SET UP THE “THE CURIOUS EXPERIMENT” ACTIVITY:

   - Explain:
     - “BEING CURIOUS” helps us learn new things
     - When we’re “CURIOUS” about something, we want to investigate it and know more about it
     - It can be challenging to know where to start as you look for new information and start to learn something
     - And, sometimes people feel shy or embarrassed to ask questions or for help as they start searching and learning
     - So today, we’re going to put our “CURIOSITY” in action as we “GET UNDERSTANDING” and grow our knowledge
   - Ask:
     - What are some things you are excited to learn more about?
     - What makes you “CURIOUS” and interested?
     - What do you feel passionate about being knowledgeable in?

4) START THE “THE CURIOUS EXPERIMENT” ACTIVITY:

   - Explain:
     - In just a moment, each of us are going to use our “CURIOSITY” to learn more about something that we’re interested in
     - We’ll spend a few minutes discovering what we’re “CURIOUS” about
     - Then we’ll put our “CURIOSITY” into action by researching the topic we’ve chosen
   - Students may work individually, in pairs, or small groups; if working in pairs or small groups, put them in those groups at this time
• Pass out computers or tablets, blank paper, and pencils or pens
• Give students a couple of minutes to think about a topic that really interests them
  – Some potential topics are space, science, learning how things operate, literature, etc.
• Then, ask students to start researching the topic that interests them or their groups, and taking any notes on their blank paper
  – Some websites students can use are: Wikipedia, Google Scholar, National Geographic, howstuffworks.com, and history.com
• Remind students to use the 5 W’s when researching, asking who, what, when, where, why, and how
• Allow students up to 10 minutes to do research on their topic
• When time is up, have students share out the topic that they researched and anything that they learned
• Students may continue their learning by completing an “EXPERIMENT” in the extension activities

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 it like to “BE CURIOUS” about different topics today?
• What topic did you choose and are you “CURIOUS” about?
• Why did you choose that topic to learn more about?
• What is the most interesting thing you learned during this activity?
• What websites or tools did you use to research your topic?
• How did your “CURIOSITY” increase your “UNDERSTANDING” of the world?
• Would you like to take your research one step further and do an “EXPERIMENT” about it?
• What are some other ways you can “BE CURIOUS” about the world?
• How else can you act on your “CURIOSITY” to learn more?
• Why is “BEING CURIOUS” Important?
• How can “BEING CURIOUS” help you “GET UNDERSTANDING”?
• How did you remember that YOU MATTER today?
• What did you learn about how genuine “CURIOSITY” can increase your “UNDERSTANDING” of the world around you?

6) THANK STUDENTS FOR ACTING ON THEIR “CURIOSITY” TODAY BY LEARNING MORE ABOUT TOPICS THAT INTEREST THEM, AND THEREFORE INCREASING THEIR “UNDERSTANDING” OF THE WORLD AROUND THEM.

7) ENCOURAGE STUDENTS TO “BE CURIOUS” AS OFTEN AS POSSIBLE AND TO LEARN AS MUCH AS THEY CAN ABOUT THE WORLD AND OTHERS AROUND THEM. REMIND THEM THAT “GETTING UNDERSTANDING” CAN BENEFIT THEM, THEIR RELATIONSHIPS, AND THE WORLD AROUND THEM.

8) CONTINUE EXPLORING HOW TO “BE CURIOUS” BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION ACTIVITIES.
EXTENSION
IDEAS:

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

1) The Curious Experiment: Once students have come up with the topic they would like to use for “THE CURIOUS EXPERIMENT,” challenge them to use the research they did today to come up with an “EXPERIMENT” that will further their learning even more. If possible, support students as they run their “EXPERIMENTS” and use posterboard or blank paper to display their results for all to see.

2) A Curious Fair: After students have done their “EXPERIMENTS,” set up a class “EXPERIMENT” fair, like a science fair, and allow students to show off their knowledge, research, and findings with others. Invite others to walk through and learn from your students, giving them the opportunity to share their knowledge with as many others as possible.

3) Class Curiosity: Work as a whole class to come up with a “CURIOUS EXPERIMENT” and conduct the research and project together as a whole group. Possible topics and “EXPERIMENTS” include planting seeds together and recording how they grow over the next few weeks; doing a class science experiment like creating a volcano; and comparing different types of tools and products to see what works best in different scenarios.

“I HAVE NO SPECIAL TALENT. I AM ONLY PASSIONATELY CURIOUS.”

- ALBERT EINSTEIN