



# CURIOSITY'S PEAK

## PROGRAM GOALS

- Deepen learner curiosity about themselves, their peers, and this world.
- Support student identity development, empathy, sense of belonging, and global citizenship through quarterly themes.
- Provide five different opportunities for student voice.

## STEP III PROMPTS

- The question I am most curious about is...
- The most interesting question is...
- The most important question is...
- The question that would provide the most information if answered is...
- The question I would most like to explore is...
- The most challenging question is...
- The question I think we should explore as a group is...
- The question that most concerns me is...
- The most complex question is...



## STEP I: SHARE OPINIONS

### Content Introduction

Share the slide of **Byron Kim's, *Synecdoche***, **without** sharing any information about it.

Ask your class to share their level of curiosity with a "thumbs up", "thumbs down", or "thumbs sideways".



## STEP II: SHARE QUESTIONS

### \*Scribe and Number Questions

Ask students to take a couple seconds to think about one question they have in response to the slide.

Using a *talking piece*, move from one student to the next, allowing all learners a chance to share one question or to pass.

Have a scribe write down and number questions as you go.

**\*See our support resource with simplification.**



## STEP III: SHARE VOTES

### Provide a Prompt & Vote

Consider the list of questions as a group. Provide students the following prompt:

***The most interesting question is...***

Take turns voting aloud OR choose one of the options from our ***Voting Options*** resource to collect and tally votes.



## CURIOSITY'S PEAK

### THEMED REFLECTION PHRASES

#### Identity

I am (still) curious about who I am.

#### Empathy

I am (still) curious about how others feel.

#### Belonging

I am (still) curious about where I belong.

#### Global Citizenship

I am (still) curious about my impact on this world.

### GENERAL REFLECTION PHRASES

I live curiously.

I feel valued.

My voice matters.

I feel heard.

My curiosity is piqued (peaked)!



## STEP IV: SHARE REFLECTIONS

### Allow for Exploration

Using the *talking piece*, allow everyone the opportunity to share a reflection related to the provided content and the top priority question. Close this step by sharing information about this artwork and how it relates to our quarterly theme: **identity**.

This is one of many variations of the same art piece that is called, **Synecdoche**.

### Synecdoche [ si-nek-duh-kee ]

*Figure of speech in which a part represents the whole or vice versa.*

Each 10" x 8" rectangle represents the skin color of one person. An equal amount of time and attention is spent by the artist, **Byron Kim**, to get the color just right.

Each piece is a unique and valuable part of the whole, providing a unique take on portraiture.

Our external characteristics are just one part of who we are as a whole, but are all equally valuable and beautiful.



Re-evaluate learner curiosity



## STEP V: COLLECTIVE VOICE

### Share a Reflection Phrase

There are a list of reflection phrases to the left. However, for this lesson consider using the following:

***I am a unique a valuable part of the Shrewood Community.***