



# 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 image of [Albert György](#) copper sculpture entitled, *Melancholy*.

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 sculpture.

Using a *talking piece*, move from one student to the next, allowing all participants 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 with the following prompt:

***The question we should explore as a group 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 how this exploration connects to our quarterly theme: **empathy**.

**Present some form of the below information to support the age/development of your group.**

Albert György, the artist who created this sculpture, grew up as a Hungarian immigrant in Romania and suffered much discrimination.

Despite his hardships, he pursued his dreams of becoming an artist and even found love. Unfortunately, his wife died which left him with deep sadness.

Because his wife was the last connection he had to Romania, he decided to move to Switzerland. This sculpture rests in Switzerland at Lake Geneva.

While difficult to see from this angle. The figure's bench is longer on one end than the other. This allows space for viewers to sit beside the figure. **Very similar to the "buddy bench" we have at school.**

When we sit beside someone to understand their perspective and feelings they start to feel less alone. We can deepen our impact in our classroom, school, and the world by sitting beside others.



### 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 curious about how others feel.***