

RDM 4-6 L2 CURIOSITY GLASSES

Grade: 4-6

Competency Area: Responsible Decision Making

Lesson Title: Curiosity Glasses (Lesson #2)

T-SEL Standard: 5.A.3. Students intentionally practice curiosity and approach diverse groups with open-mindedness.

Duration: 20 minutes

Materials Needed: ChalkWild erasable backpack + ChalkWild chalk markers + terry cloth

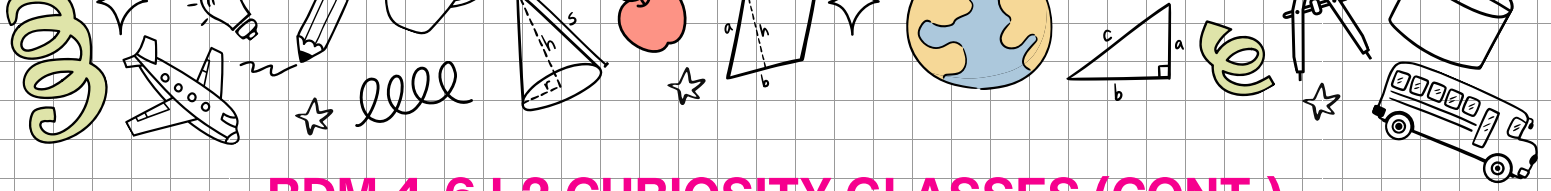
Lesson Directions:

1. **Introduction:** Gather students together and ask them what it means to be curious. Tell them that today's lesson is about being curious — and how curiosity helps us learn, grow, and make good decisions. Have students turn and talk with a partner to share what they think "curiosity" means. Allow a minute or two for discussion, then bring the class back together and invite several students to share their ideas aloud.

Explain to students that curiosity can look and sound different for everyone, and there are many words that mean almost the same thing. Those words are called synonyms. Invite students to share their ideas aloud. Write down their ideas on the board or chart paper for all students to see. Some potential responses might be:

- Inquisitiveness, interest, inquiry, questioning, exploring, investigating, being eager to learn, loving to learn, asking more questions, wondering, wanting to find out more, thinking about why and how things happen.
2. **Drawing Activity: "Curiosity Lenses"**
 - Provide each student with a copy of the Curiosity Lenses Worksheet. Instruct students to place it in the back of their backpack.
 - Have students look at the list of curiosity synonyms you created together earlier (from the board or chart). Encourage them to choose the words or phrases that they think best describe curiosity or how they show curiosity. They should write those words or short phrases inside the lenses on their worksheet. Encourage students to select words that feel meaningful to them (for example: inquisitive, loves to learn, always wondering, etc.).
 - After they fill in the glasses with words/phrases, they can color them in.

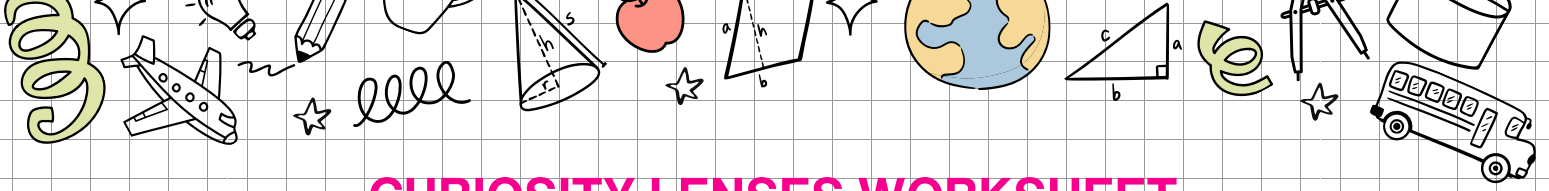




RDM 4-6 L2 CURIOSITY GLASSES (CONT.)

3. Sharing: Tell students that they are going to safely move around the room to share their drawings with other students. Further explain to the students that when you say “Go,” students will quietly move around the room and look at each other’s Curiosity Lenses. When they find someone who has the same phrase for curiosity, they stop and share a quick high-five or handshake. After connecting, they continue walking to find another classmate with a matching word or idea.





CURIOSITY LENSES WORKSHEET

