



DISCUSSION GUIDE - STUDENTS

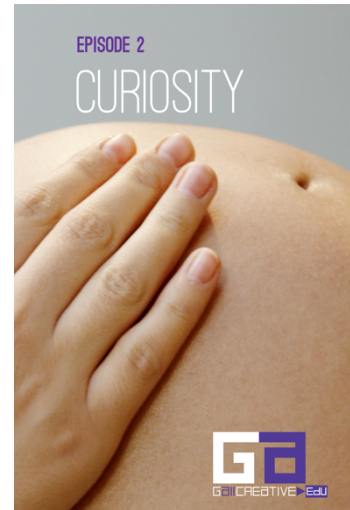
SEASON 1, EPISODE 2
"CURIOSITY"

Video Length - 17 minutes
Discussion Length - 40 minutes

INTRODUCTION

This Guide is a facilitated discussion for use with students and educators in the classroom.

Designed for Groups as Small as 3-5 people and for Larger Groups up to 50 people. It is possible to be organized to support even Larger Groups.



EXPECTED OUTCOMES

By doing these activities, students are be able to come up with specific opportunities including time, space and environment to engage Curiosity as a tool in their lives and provide feedback to the school about what the school can do to better support and promote it.

WHAT YOU NEED TO FACILITATE

1. Educator is the facilitator. The facilitator's role is to set up the room with the proper layout, equipment and materials, keep time, facilitate the Small Group and Large Group activities.
2. A classroom – big enough to accommodate the number of people you have that each team of 5-7 people can be seated in a circle.
3. Ability to stream video on a screen or projector that everyone can easily see and hear.
4. Some kind of writing tablet and utensil for each group and the facilitator to write on – i.e. poster paper or white board and markers.
5. Timer.
6. Ample number of Twitter users with camera phones.

SETTING UP

1. Set up the room for Small Group seating:
 - Small Groups are defined as teams with 5-7 people
 - Seating is always in a circle



2. Projector set up – set it up so that everyone can see it and hear the audio properly. Test it!
3. Place 1 poster paper and markers set at every group and near where the Facilitator will be standing.

OVERVIEW OF FACILITATING THE SESSION

1. Divide Students into Small Groups. For this activity, it's good to mix up Students who do not normally work together. To help this process, you may want to have assigned seating.
2. Introduce what they're watching and what they're hoping to achieve as a team.
Script is provided below.
3. Let them know what the flow of the day will be – watch video, group activities and a share out.
4. Show the video.
5. After the video, introduce the Team Agreement and get agreement from the group.
6. Facilitate group activities for Act I, II and III.

INTRODUCTION TO GROUP

Facilitator's Script:

"As a class, we want to learn more about how we can better support Creativity in our schools.

We'll begin our session today by watching this short 17 minute video featuring Super Creatives on Curiosity and how powerful it is in driving deep learning.

By the end of our session today, our goal is to be able to come up with specific opportunities including time, space and environment to engage Curiosity as a tool in your lives and provide feedback to the school about what the school can do to better support and promote it.

Next, I'm going to go through our Team Agreement. It's an agreement we have as a team to be able to make this activity effective. Please listen and agree out loud when I've finished. If you have any questions, do speak up."

TEAM AGREEMENT

In working together with Go All Creative EDU's Videos and Discussion Guides, we agree to the following protocol as individuals and as a team:



1. We agree to honor each other's privacy and maintain the integrity of this sacred space.
2. We agree to be open with each other and not judge or pre-analyze any of the information.
3. We agree to not engage in (even inside our head) all critique and feedback, during the brainstorming session.
4. We agree to listen to our Facilitator and take their direction.
5. We agree to actively participate and share in all activities and discussions.

ACT I – REFLECTION

10 minutes

Driving Questions for the Group Activities:

1. Based on what you saw watching the video, what are your "I wonder's" and "a-ha's" around how what you do in your life supports or prevents being Curious?
2. As a student, what, in your experience, has supported and promoted Curiosity, if any?
3. What things have blocked your ability to support and promote Curiosity?

Actions:

1. Within each Small Group, each member gets 30 seconds to share out their reflections of the Driving Questions.
2. Facilitator keeps time – approximately 3 ½ - 5 minutes, depending on Group size.
3. During the share out, group members should snap their fingers if they have similar experiences with the individual sharing out.
4. End time.
5. Each Group consolidates their "I wonder's" and "a-ha's" to the top 3 that they will share out.
6. Each Group appoints a team member to be their Spokesperson.
7. Each Small Group Spokesperson shares out their top 3 to the entire Group.
8. Facilitator writes down Big Ideas on a white board.
9. Facilitator takes a photo.
10. Facilitator and Team tweet it to @goallcreative and their friends using #goallcreativeedu.



ACT II – PEAKING YOUR CURIOSITY

20 minutes

Each Small Group picks a Topic from this list they want to dig into and research:

- Biology of storytelling
- Policies on cryptocurrency
- Neurology of music
- Emotional effect of yoga
- Healing effects of laughter
- Link between pessimism and creativity
- Will real silk replace eco silk?
- Why some dogs have fur and others have hair
- Climate change – what can we do?
- How fashion affects our mood
- Or any others your Group wants to explore together

Actions:

1. Each Group gets 12 minutes to work on their movie idea.
2. Facilitator keeps time.
3. Each member gets 30 seconds to share out their “I wonder’s” and “a-ha’s” to their Small Group.
4. Facilitator keeps time – approximately 3 ½ - 5 minutes, depending on Group size.
5. Each Group shares out their Topic. (Each Group can appoint a team member to be their Spokesperson.)
6. Facilitator writes down Topics and 1 or 2 “a-ha’s” on a white board.
7. Facilitator takes a photo.
8. Facilitator and Team tweet it to @goallcreative and their friends using #goallcreativeedu.

ACT III – ACTION!

10 minutes

1. Based on what we have learned so far, what can we, as students and as a team, do more of, less of or differently to better support and encourage what we do as students and as a team to develop and nurture our Curiosity? (i.e. time and space to explore, using Curiosity that help us learn deeply academically)



2. What gets in the way?
3. What actions, protocols and decisions can be made to promote this environment?

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Thank you for joining the Go All Creative – EDU Community!

We hope you both enjoyed and found value in watching Episode 2 and using the Discussion Guide for Students on “Curiosity.”

Next up: Episode 3 and Discussion Guide for Students on “Mindfulness.”

Email us with feedback or comments at tedf@goallcreative.com or leigh@goallcreative.com.