

To Curiosity



Curiosity is a strong desire to know or learn something.

Activity 1



Aim(s)

- To stimulate curiosity.
- To link curiosity with learning.



Resources

- This will vary, depending on the kind of task you choose. If you do the suggested activity:
 - The Dot Game* Worksheet.
 - The Dot Game Answer* Power Point.
 - Pens.
- *Curiosity* Power Point.
- Internet connection to watch YouTube videos.



Delivery Guide

Set up an experience to provoke curiosity. This could involve telling the opening few sentences of a story, laying out some objects, games or toys or even sending the young people out on a 'curiosity mission' to find something that sparks their interest, bring it back and then talk to the group about it. You could even do all of these and create a 'curiosity-circuit'.

Our suggested activity is *The Dot Game*. The challenge is to draw four straight lines, without taking your pen off the paper, which goes through all of the dots. Give out the worksheets and see if the young people can do it. Provide clues if appropriate. The answer is provided in *The Dot Game Answer* Power Point slide.

Introduce the concept of curiosity: a strong desire to know or learn something. What did they want to know or learn in this activity?

Curiosity is a feature of the human brain (and the brain of many other species). Ask students to think about why the human brain evolved to be curious; in what ways does it benefit us? When is it useful?

Have a look at these videos: Who is showing curiosity? How are they showing it? Who isn't showing curiosity? Is there a connection between curiosity and learning?

- David Attenborough: The Giant Hedgehog.
www.youtube.com/watch?v=Dg-PyyIHn0I&index=4&list=PLwWcB0UvtokHCBY7c415ohLrp0XhTi3Q
- Alice Roberts: The Mystery of the Dead Roman Babies.
www.youtube.com/watch?v=YoOGWaA6TAA
- Dynamo Magician: Walking on Water.
www.travelchannel.com/videos/magician-walks-on-water-0177133
- Mythbusters: Bombs and 'Cancelling' Explosions.
www.youtube.com/watch?v=kq4-fGrleRU

(all videos available 8/16)

Points to highlight

- Curiosity can drive learning and learning can make you curious – looking at unanswered questions and wanting to find out more.
- You can show curiosity by asking questions, looking, reading, paying attention, and trying to find out more.

Activity 2



Aim(s)

- To allow participants to follow their own curiosity and questions, and to search for more information.



Resources

- Internet connection to listen to some radio clips.
- An internet connection and reference books would be helpful for the research, but it's not essential. **OPTIONAL**



Delivery Guide



This can be completed by young people in small groups or as individuals.

Do they have a question that they've always wondered about? James O'Brien's Mystery Hour on LBC Radio is an hour devoted to finding the answers to questions that have been driving people crazy. Sometimes the questions are strange, some of them are entertaining. You could start the session with a clip from the archive.

www.lbc.co.uk/mystery-hour-archive-why-do-we-say-fill-your-boots-40775

(available 8/16)

Explain that they are going to have a specific time period (to be decided by you, depending on your time constraints and lesson plans) to research a question they're really interested in. Discuss possible questions for the young person. Some ideas could include:

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| ▪ How did become successful? | ▪ Why do we laugh? |
| ▪ What's the hottest chilli in the world? | ▪ What is the animal with the strongest bite? |
| ▪ Why do we use an 'X' to show a kiss? | ▪ What happened on your birthday 129 years ago? |
| ▪ What happens to food when we eat? | ▪ What's the smallest animal? |
| ▪ Why do we dial 999 to get to the police? | ▪ Do you get wetter if you run or walk in the rain? |
| ▪ Which football player has received the most yellow or red cards in his career? | |
| ▪ How do snails get around? | |

But really, it's about the young person's curiosity.

They could do some research on the internet, ask others, explore outside, use books - anything, within reason, to find some information. You could also tell them that they can't use the internet at first and encourage them to find other ways to search for the information. This illustrates how easy it is to find information when using the internet.

Either at the end of the lesson or next week, or whenever works with your timings, ask the young people to present back what they've discovered. Use this to highlight that they are good learners, and that they are capable of following their own interests and ideas.

Points to highlight

- Curiosity and following your interests can be exciting!
- This is a helpful activity to show that they are good learners.



Further Resources

There are many books and resources which may be of interest to facilitators and young people who wish to know more about how the brain and learning works. Some recommended resources are:

- **The Little Book of Big Stuff about the Brain by Andrew Curran**
This is a 'users' manual' for the brain which explores how it works, why it works, and what we do with it!
- **Flow by Mihaly Csikszentmihalyi**
'Flow' is the state of heightened focus on one activity. There's a TED talk and several books and articles:
www.ted.com/talks/mihaly_csikszentmihalyi_on_flow?language=en
www.pursuit-of-happiness.org/history-of-happiness/mihaly-csikszentmihalyi
(available 8/16)
- This website is not the most attractive website, but it has a number of short posts and activities focusing on the brain and how it works.
www.youramazingbrain.org.uk/insidebrain/default.htm (available 8/16)



Links to Other Areas of the Curriculum

Literacy:

Writing up and presenting the findings from Activity 2 links to literacy.

