



Compelling Why Thread— When does curiosity transcend into wisdom?

POSSIBLE DIRECTIONS OF STUDENT DISCUSSION

1. Through Practice—Curiosity may spur an individual to continue practicing a skill. The more practice performed, the more complex the individual's wisdom grows. *The historical connection—As foreign ambassadors continue to meet with representatives from other cultures, they become more proficient in connecting with the outside cultures because of their extensive practice of cultural behavior. They become more skilled in everything from language to greeting political leaders correctly.*
2. Through Research—Precise understanding of phenomenon may develop as intense research is performed. Again, the scientific forerunners of scientific research are often compelled by curiosity. *The historical connection—Scientific testing and research has developed a knowledge base of human concerns ranging from cancer research to the development of advanced safety equipment.*
3. Through Comparative Analysis—Active learning occurs as individuals master interesting concepts and look to make connections to other unknown topics. *The historical connection—As humans continue to explore the natural world and universe, discoveries are classified according to comparative analysis. For example, the foundation of space exploration (the frontier of the modern world) is based in collecting curious materials from space and comparing them with the known elements of Earth.*
4. Through age and maturity—As people age they naturally gain experiences based on the assorted curiosities they develop. As these experiences build upon each other, wisdom grows. *The historical connection—Formal leaders, such as legislators, judges, and Presidents, are respected because of the wisdom they have to offer in decision-making situations.*

1. Share Springboard—Ask for several volunteers to share their advice columns with the class. Allow students to comment on problems, offering alternative solutions.
2. Discuss—Ask students to explain the skills needed to be a successful advice column writer. *What would be the qualifications required for an advice writer? How can you tell when someone has mastered the necessary skills? Have you ever followed advice from an advice column? Why are you willing to trust in their judgment? How did their advice pan out? Would you follow their advice again? Why or why not? What about friends—You probably ask them for advice occasionally. Are you willing to trust in their judgment? Do they have wisdom that you value? Why or why not?* Lead students to reach an understanding of the subjectivity involved in classifying wisdom. Every individual has different definitions of the wisdom others have to offer, based on past experience with the topic and the advising individual. So, the link between experience, knowledge, and wisdom is highly dependent on the sentiments of those involved.
3. Consider New Situations—Quickly present any combination of the situations below to reinforce the development of wisdom.

Situation A—Library Time Ask students to take a moment to recall their elementary days of visiting the school library. *Can you visualize the layout of the library? When you went there, what were you told to do?—We got to wander around and look for books. —We learned library skills. Did any of you focus on finding and reading a particular book series, like Dr. Seuss, the Bernstein Bears, or Amber Brown?* Allow several students to list series and ask students how they discovered and shared the books with others. *When did you first start reading the books? What was the appeal of the books? Were a lot of your classmates reading the same books at the same time? Did you ever suggest the series to one of your friends? Why or why not? Do you remember explaining the series to your friends? Why did you take time to explain? How did you respond when your friends chose to read the books based on your recommendation?* Students should recognize that having friends rely on your knowledge, or wisdom, in reading materials is quite rewarding. *What if your friend didn't take your advice? How did that make you feel?* Quite often individuals who have experienced something spectacular feel sorry for others who have missed out in the experience. Excitement, willingness to share knowledge, and empathy for those outside the experience are all markers of wisdom. Encourage students to continue thinking of situations where they wished to share knowledge with their peers.

Situation C—Vegetables Ask students if any of them have a strong dislike of vegetables. Target the next series of questions towards a student with a clear dislike of vegetables. Ask the student to list off the vegetables they dislike. Select one of the vegetables to focus the discussion on. *How many times have you tried this vegetable?* Ask the class to list food dishes which contain that vegetable. As each is listed, ask the student targeted if he or she has tried eating the dish. If the student was willing to try new dishes containing the vegetable, ask him or her to consider why curiosity compelled them to try the new dish. *Why did this dish make the vegetable appeal interesting again? How much of the dish did you try? What was the result? So, curiosity led you to attempt a new experience, and that experience was added to your understanding of the vegetable. Will you be willing to continue trying new dishes containing the vegetable or not?* Explain that the student has developed a level of wisdom concerning the vegetable because they have allowed curiosity to lead them into multiple situations with the vegetable. If the student wasn't willing to try the new dishes, ask them to justify why they are hesitant to retry the vegetable. Tell students there is always a risk in developing wisdom because it means that you must be willing to participate in an experience numerous times (even if some experiences are distasteful. After satisfying multiple curiosities about the topic, a level of understanding or wisdom is reached.

Situation B—Hair Styles Ask if any student has had a diverse history of hair styles. Once a student has volunteered, ask them to describe the various hair styles they have worn. As each style is described, ask the student to explain why they chose to try the style and why they decided to alter it into another style. After the student's complete hair history has been shared, ask the class if the history taught them something new about hairstyles that they had never considered. For example, dying hair tips with Kool-Aid has been popular off-and-on, but someone who has never tried it is probably unaware that Kool-Aid can be used as a hair product. Next, ask the student to explain what they know to be true about their hair. People who spend a great deal of time altering their hairstyle have an understanding of hair details such as thickness, texture, health, and growth rate. Encourage the class to ask the student questions about their hair knowledge. As questioning progresses, lead students to realize that the hair wisdom that this peer has to offer is complex and merits recognition. People who alter their hairstyle often have a strong curiosity of how they can appear. Changing hairstyles allows them to explore this curiosity, while at the same time ensuring that they gain wisdom in understanding their hair.

4. Establish Connection— Ask students to summarize the relationship between curiosity and wisdom. *How can they each be recognized and how do they build off one another?*
5. Transition—Tell students that the development of expertise is based on extensive experience, reflection, and adjustment. In today's activities, students will be examining what leads to wisdom in a variety of human roles.