

Talk Story: To have a casual conversation, catch up, or share stories.
Cultural vibe: Friendly, informal, relational.
“We were just talkin’ story.”

Fun & Excitement: Fueling Joy as a Condition for Learning



- When and how do your students experience joy, laughter, or positive energy during learning?
- What routines or structures build anticipation for learning rather than compliance?
- Can you describe a moment this week when fun amplified—not distracted—from the learning?
- How do you incorporate games, playful thinking, or creative challenges into instruction?
- Are there students who rarely show excitement? What might be diminishing their joy?
- What would students say makes your class “a class worth coming to”?

Curiosity & Creativity: Inviting Wonder, Questioning, and New Possibilities



- What questions are students asking—not because they have to, but because they want to?
- Where in your lessons do students get to imagine, invent, test, redesign, or re-frame ideas?
- How often do you allow time for students to explore an unexpected line of inquiry?
- How do you respond when students offer unconventional or surprising ideas?
- Are there students who play it “safe”? What signals might be discouraging creative risk?
- What structures make curiosity visible—journals, inquiry boards, wonder walls, think-alouds?



Spirit of Adventure: Encouraging Courage, New Attempts, and Safe Risk-Taking

- When do students get to try something they've never done before in your class?
- How do you frame mistakes and struggles so that students see them as a natural and welcomed part of learning?
- What supports are in place that give students permission to take academic risks without fear of embarrassment or penalty?
- Are students ever invited to choose the harder challenge "because it grows them"?
- Can you name a time this week when a student attempted something brave? How did you respond?
- What expectations, assessments, or routines might unintentionally punish risk-taking?

General Reflective Starters



- If your students were asked, "Is this a place where learning feels alive and worth doing?", what do you think they'd say?
- Which students are energized by fun, curiosity, and adventure—and who may be disengaged or hesitant?
- What is one intentional shift you could make this week to increase joy, wondering, or safe challenge?
- How might we measure growth in fun, curiosity, and adventure over time—not by mood, but by behavior?