



03 Wonder

Description

It could be said that all profound education rests on the principle of wonder. To learn deeply, we must be curious and humble enough to open ourselves to all we do not yet know. Young children often embody wonder beautifully and effortlessly. If you need to be reminded about how to wonder, let a three-year-old lead you on a walk through your neighborhood. They will show you how to be curious about the color of the leaves, imagine who might live behind that closed door, and wonder where the birds are flying overhead. Because wonder comes so easily to young children, it's a powerful doorway into Revolutionary Love. They are, of course, human and forget, like all of us, to wonder about others, especially when they are angry, scared, or overwhelmed in some way.

Helping children identify where and when they lose touch with wonder and working with them to develop strategies to return to wonder is a robust foundation for the rest of their educational lives and a crucial aspect of leading a loving, powerful, and connected human life.

When wonder is central to classroom life, learning and community become places for joy and astonishment. Children show adults what they've stopped wondering about, and adults help them navigate where wonder has gotten shut down. Working together in the service of wonder, the early childhood classroom becomes a site for bringing more love into our communities.

Defining wonder

To wonder is to cultivate a sense of awe and openness to others' thoughts and experiences, their pain, their wants and needs. It is to look upon the face of anyone or anything and say: *You are a part of me I do not yet know*. Wonder is an orientation to humility: recognizing that others are as complex and infinite to themselves as we are to ourselves. Wondering about a person gives us information for how to love them. You can practice wonder for *all* others – animals, trees, living beings, and the earth. Wonder gives you information for how to care for them. Wonder is the wellspring of love.

"It is easy to wonder about the internal life of the people closest to us. It is harder to wonder about people who seem like strangers or outsiders. But when we choose to wonder about people we don't know, when we imagine their lives and listen for their stories, we begin to expand the circle of those we see as part of us. We prepare ourselves to love beyond what evolution requires." (Kaur, 2020, p. 10-11)

"Seeing no stranger is an act of will. In brain-imaging studies, when people are shown a picture of a person of a different race long enough for comprehension, it is possible for them to dampen their unconscious fear response. We can change how we see." (Kaur, 2020, p. 26-27)

Before you begin: Educator reflections

These questions are meant to help you orient to wonder and to the children's experience of wonder before you start working with it in class. Feel free to reflect in any way that works for you. You may want to journal, paint, or draw your responses. You may want to explore them with others. If you're studying this guide in a community, consider diving into these questions together. There may be other important questions to answer before you begin; feel free to add to this list.

- When did you feel full of wonder as a child? What did it feel like? When do you see children in your care full of wonder? What do you imagine that feels like for them?
- How do you see the role of wonder in learning? Did you have a teacher who either held you in wonder or brought you into a state of wonder?
- What about children and childhood fills you with wonder? What aspects of childhood have you stopped wondering about? Are there particular children, families, or co-workers you've stopped wondering about? How do you bring yourself back to wonder in the exhaustion of caring for children?
- What messages do children receive about strangers? How do these messages either help them wonder about people who are unfamiliar to them or stop them from wondering? What ideas did you receive about strangers as a child? How do you experience wonder? How do you know when children are in a state of wonder?

Working with wonder

Introducing wonder

Before introducing wonder to your class, consider what the children might already know or understand about the practice. What will be easy to grasp, and what will be challenging? Prepare your introduction accordingly. You may want to open by asking them what they know about the word so that you can tailor your introduction to your children. We have provided a sample script for anyone who feels like they might like an example, but ultimately you will decide how best to introduce wonder to your particular group of children.

Start to talk about wonder informally first

Children will be much better prepared for a formal conversation about wonder about others when you use the language of wonder informally throughout the day. You can notice when children wonder about an other. *At first, you were nervous about letting the younger kids play the game, but then you started wondering about them and asked them questions. You all ended up having so much fun together. Good thing you remembered to wonder!* When you start to notice and use this idea informally, it builds memories and instances that children draw on to begin to create meaning.

Sample wonder introduction

Remember when we talked about Revolutionary Love? Today, I want to tell you another part of Revolutionary Love. I just love this part. Are you ready? It's called wonder or wondering about others. Have you heard the word wonder before? Do you know about it?

(Stop and listen to their answers, and then relate what you say next to some of their answers)

Revolutionary Love wonder is being curious about other people, especially when those people are different from me. Sometimes, I can see someone and think I know everything about them. Maybe they are dressed a certain way, or they look a certain way, maybe they are a girl or a boy, maybe their skin is a different color than mine, or their hair is different from mine, maybe they like different games than me. When I see them, sometimes I think, "Well, they are a boy, so they must be like this." When I do that, it means I have stopped wondering about them. It means I think I know everything about them!

But everyone has new parts, surprising parts, and parts of them we can ask questions about. So, when I forget to wonder about someone, I tell myself to stop! Remember, part of loving others is wondering about them. Then, I try to ask questions about them

in my mind. Like, what do they eat for dinner? Do they have grandparents? What games do they play with their grandparents? Hmm, what other questions could I ask? Can you help me think of more?

(Stop and listen to their questions. You might even want to write them down so everyone can see)

Okay, I have a story about when I forgot to wonder. May I tell you the story? Then, we will use your questions and see if they help me wonder.

Once, I was on a train and saw a man with a turban, like a cloth wrapped around his head. Here I have a picture of it. I learned later that it's an important part of some people's religion, but at the time, it scared me. I thought it looked strange. I thought he was a scary stranger, but then I remembered Revolutionary Love and thought, "Stop!" I'm going to practice wondering about him. What should I wonder? Let me pick a question. Here, I will wonder what he ate for breakfast. I love breakfast. That makes me wonder if he ate pancakes, eggs, or maybe something I never ate before. I wondered if he has kids and if they eat breakfast with him in the morning. I wondered if his kids make him laugh like you all make me laugh all the time. I wondered what he dreamed about. Do you know what happened?

You know what? He doesn't seem so scary to me anymore. When I wonder about him and his family, he doesn't seem like a stranger anymore. He seems like someone who could be part of my family. I feel so much better. I feel like he might be someone I could be friends with! I feel like I figured out how to love him a little bit. Thank you so much for your help.

Wonder glasses

Either just after your introduction or within a few days you can invite children to start noticing moments of wonder in their lives. This will connect the definitions and ideas you put forth in the introduction to their lives. You are encouraging them to reflect on wonder actively. A playful way to do this is to invite them to wear wonder glasses. Make two circles with each hand, put them up to your eyes, and tell the children these are wonder glasses. Let them know they've got a job over the next several weeks, and it's to use their wonder glasses to find people to wonder about. It could be a real stranger, or you might use them when someone you know is acting differently than you expect. Use them to wonder about others. Tell them you will ask them in a few days to share any wonder stories they might have.

Following up on the wonder glasses

Give the children two days to a whole week to digest your introduction. During this time, find ways to bring up wonder or notice when children wonder about others. You might tell stories more informally. All of this will help them build a definition and

understanding of the practice.

Then, at a whole group meeting, where the children seem focused enough to discuss, ask if anyone has a wonder story or a story about seeing no stranger. As they share, note what kinds of stories they share. It will tell you which parts of the practice they understood and seemed important. Emphasize these things by reflecting them after the children share. *“Oh, so the woman sleeping on the street seemed scary at first, and then you started to wonder what her favorite dessert was, and she wasn’t as scary.”* You might ask questions that bring out the implicit skills the child had to use. *“When you saw the woman, how did you remember to wonder? Did you say something to yourself? What did you do?”*

You may notice that the children missed or misunderstood parts of the practice. For example, they might’ve interpreted wondering as finding something funny about the stranger because it surprised them that you wondered about the turbaned man’s breakfast. If this happens, instead of correcting them outright, tell another story that illustrates why that might be a problem. For example, you see someone and wonder about them, then giggle. The person sees you laughing and thinks you are laughing at them. You realize this isn’t wonder; this is making a person silly; people are more than silly, they are so many things, so then you think of different questions to wonder about. What makes this person sad? What do they cry about? How are they disappointed?

We would encourage you to repeat this process several times over some weeks. Each time is an opportunity to track the children’s changing understanding and to share different stories that illuminate aspects of wonder. You may want to invite other staff members, families, or children to share wonder stories with your class.

Avoid saying so directly if they tell stories you don’t think fit with wonder. Sometimes, their ideas might connect to the practice, but they have difficulty expressing the connection. You can help them by asking questions. *Oh, when you looked at the picture, you were wondering?* Be generous with the children, and be aware that they may expand how you think about the practice. Let them surprise you and teach you.

Talking about wonder, especially instances where we forget to wonder about others, can quickly evoke other Revolutionary Love practices like grieve, fight, and reimagine. Be prepared to notice the connections they make, and if it doesn’t feel like it will confuse them, make connections.

Some children want to be heard and will talk about something off-topic because they want to contribute. We all like being listened to, so it’s okay if this happens. If it becomes chronic, you might gently say, *“I know you love to tell us stories about unicorns. Do you have any where the unicorns wonder about others?”* or *“This is interesting. We want to hear about it. Right now, we are now talking about anger. Is there anything you want to share with us about that? We can hear the other story at lunchtime.”*

If they copy your stories, that's okay. It just means they are learning the concept. Over time and repeated experience, they will start to develop their own.

Create a wonder strategy list

One of the tricky parts of telling stories is that going from story to story can inadvertently convey the message that the teacher keeps asking because they want a “right” answer. The definition of the practice can also start to become vague with too many stories. Children may have difficulty pulling out the critical parts of each other's stories, and so may hone in on details that don't have to do with the practice. If a dog is in a story, they may think that the practice always includes dogs or would rather tell stories about dogs.

Creating a list of the crucial strategies in each story, using a large piece of paper with a thick lined marker so everyone can see, will help each story construct a collective understanding of the practice. Each time you discuss push, you can add new strategies.

You can ask children to “illustrate” each item on the list. This doesn't have to be a representational illustration; even an abstract mark will help the children remember the different strategies for wonder. This could be done through drawing, painting, photography, or any media they enjoy. Seeing their marks on the list will also help them feel invested in the ongoing process. If you have space, consider having the list somewhere: hanging on the wall or in a binder in the book area.

Explore complexity

Sometimes, children find a definition for the practice that fits but isn't something you want to promote. For example, a child might tell you how they were wondering what the inside of a beetle looked like, so they smashed it. While technically it is wondering, it's not loving, and we don't want to encourage children to act this way. Instead of telling them they are wrong or glossing over their answer, use the example to deepen the children's understanding of push.

Engage them in a discussion either in the moment, later at a reflection meeting (see listen and reimagine), or using persona dolls. If the dialogue might embarrass the child who shared the answer, explore the same underlying issue using a similar but made-up scenario.

In our example above, the issue is what happens when our desire to know something about another is intrusive or hurtful.

Working through these questions as a class will help them develop a more nuanced, robust, and morally complex understanding of the practice.

Wonder stories and Revolutionary Love journals

At any point in this introductory period, they may share stories that you want to record, either by writing them down or creating drawings of them. Writing down the story communicates value and allows you to return to particular stories over time. You might do this in small groups, with the whole group, or one-on-one. If the story is written with a smaller group of children, bring it back and read it to the entire group. Consider using some practices in the appendix to bring important stories to life. If you are creating Revolutionary Love Journals, add these stories to your collection.

Create a wonder corner

After introducing the concept of wonder, consider setting up a little corner of the classroom filled with objects and images that are there to wonder about. Find objects that are surprising or unfamiliar. Create a box of photos of people that children can wonder about. The box should contain people who look familiar to the children and those who don't. Invite children to add their images and objects to the area. It should be set up beautifully to entice children and communicate reverence and value for the objects and people there.

Spend time with children wondering and playing with the objects. It might be an excellent place to collect stories about what they find. A small group of children may have interesting questions that can be brought back to the whole class.

Swap out and add materials with some frequency to keep their interest. They should expect to be surprised when they approach the corner. If you start to notice there are people or things your class needs help with, add that to your table. For example, if they are afraid of wolves and think all wolves are bad, you might add a picture of a mother wolf nursing her babies and ask them if even mama wolves are bad. Do all wolves have mamas? This is a place to introduce things that contradict their assumptions.

Use the diversity of families to model wonder

Children starting school encounter a community beyond their families for the first time. They bring a wealth of identity, practice, and belief with them. When they arrive, they read the environment, their teachers, and peers' reactions to determine what parts of their family are welcome and what are not. In *See No Stranger*, we hear how painful it is for a young Valarie to learn that her skin color and Sikh faith were not welcome in the schoolyard. Not only is it crucial that children find their family and culture reflected in their school, but exploring families' diversity is a place to model and practice wonder.

Using repetitive rituals that mirror wonder for each other's family is an effective way of making Revolutionary Love concrete so that children learn how to practice it.

Many programs have ways they make families visible in the classroom—whether that be pictures, homemade books about the family, or little shelves with artifacts. If you don't have anything like this, consider creating a practice. Then, use the language of wonder and see no stranger to explore the children's families. *"Today, we will read Jamal's family book using our wonder glasses. We will ask him questions about the people in his family so we can know more."* Model asking questions with wonder and delight in the answers. *"Jamal, I notice your grandmother is playing an instrument I've never seen before. I'm so curious. What is it called? What sounds does it make?"*

Over the school year, find ways to decenter dominant family norms. For example, if English is the language used at school, but your students speak many languages at home, find routines and rituals that incorporate those languages and use wonder to introduce those practices. If you introduce a song that uses all the words to say hello in the languages in your class, you might introduce it by saying something like, *"Did you know that in our class, our families speak many different languages? Last night, I was thinking about it and wondered what they sounded like. I wondered how I say hello in Hindi, Spanish, or Korean. So I asked your families to teach me so we could sing a new song with all the languages together. If you want to try to see no stranger, and you need something to wonder about, you might think about wondering about the words that people use that you don't know. They might be really interesting."*

If you have opportunities for families to share their customs and interests, consider having the children put on their imaginary wonder glasses before the experience. *"Today, Ade's family will teach us a new dance from South Africa. Maybe it will have music you don't know, or new moves you've never seen. Let's put on our wonder glasses before we start so we can remember to be curious about this new thing."*

Deepening wonder

As the children become familiar with wondering about others, you will start to note who they habitually leave out. Who have your children yet to ask about? Is this because they don't regularly experience these people or because of negative bias? Are there people that they talk about or approach with prejudice and stereotypes? Do you see their negative biases arising in play or how they relate to dolls or figurines? As you understand who, where, and how your children struggle to wonder, these deepening practices will help them expand their capacities.

Bring other's stories to life

Once you have identified others that children struggle to wonder about, bring them to life through a relationship or story. People are living stories, so if people are in your community, you can bring them into the classroom for a genuine ongoing relationship. They may be willing to volunteer several times, come in and read a story, or talk about their life.

Teaching Story

One day five-year-old Henry stood on the edge of the bike path at school holding a sign he'd made that said, "Will work for food." Homelessness had recently exploded in his city, and he was using play to understand what was happening. Henry's game soon got the rest of the class asking about homelessness. Why did it happen? Why don't those people have homes? Why are they asking for food? The class began to discuss their questions over several whole group meetings. As their discussions progressed, the children started to say things like, "It's because they make bad choices," and "We should give them food but not candy because they don't know how to take care of themselves." It was clear from the dialogue that the children were not wondering about unhoused people. They saw them as lacking and as a problem. Wanting to create an opening for wonder, the teachers collaborated with the director, who was a part of a photography club for unhoused people. She prepared a slide show of her unhoused friends. There were images of people playing chess, married couples, and people with their pets. As the children watched the slideshow and listened to the director's stories, they smiled and laughed *"I didn't know homeless people could get married!"* *"They like to play games?"* Wanting to explore wonder further, the teachers and director planned to invite an unhoused friend of the director to teach the children to tap dance. Unfortunately, a tuberculosis outbreak prevented him from coming in person, so they created a video lesson for the children. Years later, a boy in the class came to visit and talked about how he still remembered the slide show and the dance lesson. Even years later, that helped him see unhoused people not as strangers but as family.

If you cannot do that, find stories, pictures, and artwork that can bring another to life. We've provided a teaching story above to share how this might emerge from classroom life.

Persona dolls suggestions

Here are some persona doll scenarios that can help children think about scenarios in which it might be difficult to wonder with themselves or others. For more information about facilitating persona dolls, see the introductory materials in the appendix. Remember that persona dolls allow children to learn about others' internal worlds and develop solutions. You may have particular ideas about how to solve these issues, but make space for the children's ideas. If you still think your solution could help by the end of the meeting, you can add it to what they've come up with.

- **Introduce diverse dolls:** Introducing dolls using their interests, identities, and family structures is the first step in a persona doll practice. Giving persona dolls characteristics or identities that children find challenging to wonder about allows them an opportunity to build a relationship with the doll and those qualities. The resources section has a link to a documentary on anti-bias work in the classroom. At 20:45, you can find an example of a teacher introducing a non-binary persona doll in this fashion.
- **Forgetting or finding it hard to wonder:** You can also introduce scenarios where the dolls forget to wonder about someone else and make assumptions that diminish the complexity of the other. These scenarios should be situations you see the children grappling with or similar. For example, you might notice that a group of children often ignore one particular child, and without thinking, they invade the space that the child is playing in. You can reenact this scenario using the dolls, highlighting how a lack of wonder contributes to disrupting the child's space. The children can figure out ways to remind the dolls to wonder about each other when they are wrapped up in their own play. There are infinite scenarios, and you will know if you've picked something your children relate to by how interested they seem and how many ideas they have about returning to wonder.
- **Work through problematic assumptions:** Stereotypes, bias, and hurtful assumptions can be understood as symptoms of a lack of wonder. You can use persona dolls to work through scenarios where children make hurtful assumptions about each other. For example, it's been well-documented that children's bias often surfaces in choosing friends, implicitly selecting friends by skin tone, hair, gender, etc. Without direct intervention, they often believe that people who look like them externally also act like them. Using persona dolls to break down this assumption and others will lead to a class that wonders about each other more easily. When working through these assumptions with children, consider connecting their solutions to returning to wonder. *"Look at that. The children thought they couldn't be friends with people who don't look like them. When we helped them stop believing it, they wondered about their classmates again. They will learn so many interesting things about each other now."*
- **Create a list of challenges and solutions:** As your discussions, stories, and experiences deepen, keep a big visual list with the children of situations that make it hard to wonder about others and the list of things to try when that happens. For example, children might find it hard to wonder about people with disabilities they've never seen. Add the children's solutions to the list as you use the practices

above, like persona dolls, books, or people in the community to problem-solve how to return to wonder. Recording their solutions and returning to them over time will make them more likely to remember some of these strategies.

This list might also be a way to connect Revolutionary Love practices. For example, if the children notice it's challenging to wonder about others when angry, it could be an opportunity to introduce finding safe containers for rage. (See the Rage section of this guide for additional discussion). This will help them start to navigate between practices.

Boys like, girls like, kids like: a practice that combats the gender bias

This exercise is adapted from one developed by gender specialist Dr. Theodore Burns.

During early education, children grapple with ideas and construct identities around gender. They do so in a contradictory way. On the one hand, they act more fluidly than any other time. On the other hand, they are more conceptually rigid than any other age. So, one minute, a boy might put on a pink dress-up scarf and then turn around and say that boys don't wear pink. Ideas about gender often stop children from wondering about each other, so this exercise is meant to help them soften their concepts around gender.

A large piece of paper is divided into three columns. On one side are the words "boys like." On the far side is "girls like," and in the middle is "kids like." The teacher brings the paper to a whole group meeting and introduces the paper. Then, using a gender bias example they've heard the children say, they ask if it's true. *"The other day, I heard someone say that only girls like unicorns. Is that true? There are never any boys that like unicorns?"* Almost inevitably, someone will think of a boy they know who likes one, or there will be a boy who lives in the class who likes it. When they do, you say, *"I guess I have to put this in the kids-like category."*

You can continue by asking them if they can think of anything that fits the only girls-like or only boys-like category. There is rarely anything in either category, especially when the children feel they are foiling the teacher by finding someone who doesn't fit the stereotype. It is a visual and collective experience that helps the children work through their gender bias stereotypes.

If your community of children is familiar with non-binary as a gender category, you may also consider adding it. (See the book *They, She, He* in the resources section). They won't likely have as many assumptions about this gender identity, but it will be powerful to include it. If your children aren't familiar with the term, introduce it first so that it doesn't become the focus of the exercise.

Offering wonder to the community

Go on wonder walks

When we acknowledge that schools exist in neighborhoods, towns, cities, farms, forests, oceans, or deserts, we realize that our school's walls are not the end of our potential educational space. There are community members all around that can be a source of wonder, with whom we can practice seeing no stranger. They might be the shop owner next door or the owl in the nearby tree. Invite the children to go on a wonder walk, put on their imaginary glasses, and wonder about whomever they find. Consider reading **Wonder Walkers** by Micha Archer to set the tone. When you meet people, let them know you are on a wonder walk. If the children are comfortable, you might invite them to share what a wonder walk is and why it's essential. This will allow you to hear how they think about wonder, and you will share the practice of wonder with those you meet on the street. If your class has written wonder stories or poems, perhaps you will bring copies as wonder gifts to those you meet.

Facilitate and encourage relationships with community members and spaces

Sometimes, classroom work will give you an idea about whom to connect with in your community. For example, a group of children wondered how farmers picked blackberries without getting snagged by the thorns. The teachers saw this as an opportunity to wonder more deeply about the people who grow and produce food, especially for city children who did not understand that there are whole communities of people who grow their food. They found a community farm within walking distance, and the children spent months visiting, contributing to the farm, and getting to know the local farmer. You can pair this kind of community curiosity with the language of wonder. *"Have you ever wondered where your food comes from? Who does all that work? How do they do it? We found a local farmer and thought we might go on a wonder walk to learn more about her work. Do you have any questions that you might wonder about? We can write them down and see if she will answer them."*

Create a how-to see no stranger or wonder book

If you've been keeping a list of all the ways to wonder, especially when it's hard to wonder, consider translating that list into a how-to book. Depending on your children's age, interests, and abilities, you might invite them to create artistic illustrations to accompany each way to wonder. They could be drawings, paintings, photographs, collages, or any creative media that speaks to your children; they don't need to be representational. If you've made a book, consider sharing it with others. You could invite families or another classroom to a special reading. You may produce small book copies and deliver them to important community members. Maybe it becomes something visual that can be displayed outside your school so the children's work can impact people walking by.

Living with wonder

Daily life

These are tips for being with children in a way that encourages a culture of wonder in your classroom. We are sure there are more that can be added here, and we hope you will.

- Be filled with wonder around children. Curiosity is infectious and helps children build a disposition to wonder.
 - Learn to listen to children with wonder. Learn to ask wonder-filled questions that draw forth what they might be expressing. Often, the meaning of what they say isn't immediately obvious, but with a bit of curiosity, it turns out to be brilliant.
 - Bringing wonder to moments of tension or trouble helps children learn to be curious in difficult situations. Approaching a conflict between children with wonder and curiosity for both sides of an issue allows them to listen to one another.
- Be open to the unexpected. Planning for wonder is hard, so learn to be attuned to opportunities.
- Children's play will show you whom they do or don't wonder about. As you observe play, note which roles or characters children play sympathetically. Which characters have complex internal lives? Who is forced to do one thing because that's all the children think that person or character can do? An inability to articulate the complexity of another can be a sign that the children haven't considered wondering about that person yet.
- Empower children's imagination to explore what cannot be experienced in daily life. For example, you might be watching an ant, wondering what it's doing, and say, *"I don't know how to talk to an ant in real life, but I can imagine what an ant might say."* Wonder is the capacity to be curious and let ourselves imagine endless possibilities in people.
- Notice and talk to the children about the interconnection around them. Becoming attuned to interconnection is a powerful way to see no stranger. If I understand that everything that makes me who I am, from the language I speak to the ideas I think to the clothes I wear, all depend on my relationship with others, it's easier to see no stranger. Everything I am is also who you are.
 - Notice and narrate how children's ideas build on one another and how they support one another. *"Look at that. We are putting all our ideas together and creating something so beautiful! Sila had an idea to build an airport, then James decided to add a road, and Lila added the cars."*
 - Talk about how grateful you are for all the people and the earth producing the food that nourishes and sustains us.
 - Communicate to children the ways they impact you. *"I never would've known so much about the garbage trucks if I hadn't met you. Thank you so much for*

teaching about that."

- Appreciate the things their families do for them. *"Look at this beautiful lunch your grandfather packed so you'd have yummy food."*
- Make beauty central to every experience. Beauty begets wonder, so when introducing something you want children to wonder about, think about the most beautiful way to do that. There are many ways to think about beauty. We usually think of the beauty that strikes us through the senses, which is essential. Classrooms and materials that are beautiful inspire wonder. But we can also consider intellectual or ethical beauty. What is the most beautiful way to tell a story? What's the most beautiful way to talk about this person? What's the most beautiful way to solve this problem? Not only does asking ourselves these questions bring wonder to our teaching practice, but we can also open up wonder by asking children the same things.
- Ask questions that evoke wonder often—all kinds of wonder. Reflect on how questions open or close down wonder—different types of wonder and perspective-taking. Consider asking unanswerable questions. These are questions that have no one definitive answer. They might be philosophical, ethical, or imaginative. They will be more impactful if they relate to what children are interested in or exploring. To learn more about them, see the resource below.
- Part of seeing no stranger is normalizing and delighting in difference. We can do this by noticing, discussing, and wondering about similarities and differences in children's families and lives. *"I often bring white rice for lunch, and you often bring orange rice. We both like rice, but we often eat different rice. We are all the same, and we are all different."* Delighting how everyday routines overlap and diverge builds children's ability to see and value similarities and differences.
- When there are differences in how things are done between home and school, and you cannot bridge the difference, approach with wonder and appreciation. *"This is how we do things at school; that's how you do it at home; there are many ways to do something."*
- Occasionally, a child can start to be seen by their peers in a limiting way. This often happens with children struggling to meet expectations in some way. Deliberately speak, notice, or act in ways that help the rest of the class see the child as more than their persistent behavior. Help the children return to wonder.
- Engage in artistic practices that highlight how we experience the world differently. This could be exploring the different ways we interpret abstract art. It could be delighting in how children represent the same thing in various ways. *"When I look at that painting, I am reminded of swimming in the ocean, and you see an airplane. How wonderful that we have different perspectives on this! Since you told me yours, I can see something new!"*
- Notice and appreciate it when children use wonder to see no stranger.
- Tell stories about people, the earth, and the world from multiple and diverse perspectives, surprise and delight children. Wonder and curiosity flourish when we shift perspectives and think about others from various perspectives.