



USE WITH:

Individual students, small group, or whole class



GRADE LEVEL:

Upper elementary, middle, or high school



CONTEXT:

Remote friendly

CLASSROOM ACTIVITY

# See the World with Wonder

Inspire students to broaden their perspectives.

Created by [Greater Good Science Center at UC Berkeley](#)

## Description:

Expand students' way of seeing the world by generating feelings of awe. Research suggests that awe has a way of lifting people out of their usual, more narrow sense of self and connecting them with something larger and more significant.

Prep time needed:

**5 minutes**

Est. time to complete:

**20 minutes**

## Steps:

1. Tell students that you're going to show them a video and that you'd like them to notice how they feel while watching it. For accessibility and usability by all students, turn on closed-captioning for the video.
2. Show the [Yosemite HD video](#) in full screen mode and ask students to give it their full attention.
3. After watching the video, ask students how the video made them feel. Do they notice any sensations in their body? Did the video evoke any emotions? Did it change their thinking at all? Write down students' responses in a way that is visible to everyone.
4. Notice whether students describe their reaction with words or phrases associated with the emotion of awe, such as "goosebumps," "chills," "warm feeling in my chest," or "connection to the world."

5. Explain to students that this video was used in a research lab to evoke the emotion of "awe." Explain that awe can create a sense of how big the world really is and can change the way we see it. Share that awe can sometimes help us to put things in our life into perspective or to see them differently.
6. Share a moment of awe that you have experienced in your life. Give students a moment to think about a time when they may have felt awe previously. Communicate that this can be something that they saw or experienced in real life or something that they read in a book, watched in a movie or documentary, or something they were told about. If they can't think of something, that's okay. After a minute, in pairs, small groups, or as a whole class, ask students to share their memories of experiencing awe.
7. Share with students that your hope is that they have been inspired to seek out more awe-filled moments after the video today and after hearing from their classmates.

### Tips for Educators:

- Consider how your students might communicate awe differently in culturally or regionally specific language. For example, "dang", "wow", "oh my goodness!", "for real?", "holy cow", and other phrases that might seem misaligned from how awe is expressed, but are, indeed, expressions of feeling awe or being awed.
- You might use this activity to boost students' energy or positive emotions, or to spark creativity or a sense of connection. Evoking awe is also a great way to introduce a new curricular topic, such as a scientific concept, a moment in history, a work of art, or an inspiring story of courage.
- Encourage students to reflect—on their own and aloud—on how these images or stories make them see themselves and their world differently.

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#### Inspired by:

1. Rudd, M., Vohs, K.D., and Aaker, J. (2012). Awe expands people's perception of time, alters decision making, and enhances well-being. *Psychological Science*, 23(10), 1130-1136. <https://www.bauer.uh.edu/mrrudd/download/AweExpandsTimeAvailability.pdf>

#### Related Materials:

Yosemite HD  
<https://www.youtube.com/watch?v=N6-2fVsFV8E>