

Before the Fancy Words

Different minds have
always been here.

Different ways of
noticing, wondering and
learning came first.

The fancy words we call
them now came much
later



Same world.
Different entry
points.

What did you notice
first?

What might someone
else notice?

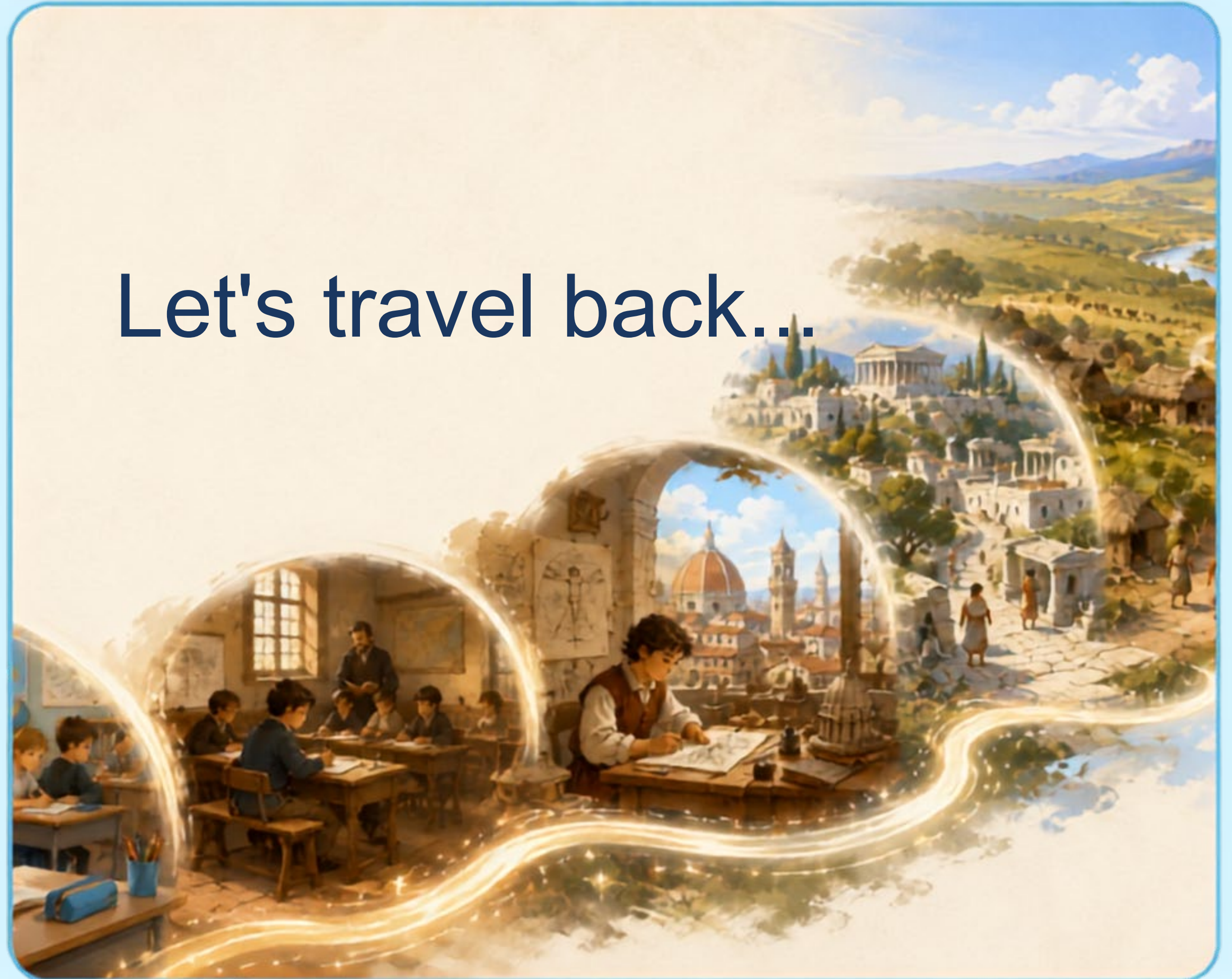
We can share the same
world...
and notice completely
different things first.



Before there were schools

Different ways of thinking
existed long before
schools named them.

Children have always
learned in their own way
— through movement,
pattern, feeling, and
curiosity.



The experimenter and maker

Some children need to touch, test and try.

They fiddle.

They change things.

They try another way.

When does fiddling become discovery?



The pattern -seer and planner

Some children notice what others miss.

Some children can't stop looking for patterns.

In numbers.

In music.

In nature.

In people.

When does "You're overthinking it"... become insight?

When does noticing become understanding?



The mover and explorer

Movement can be part of thinking, not the opposite of it. Sitting still can sometimes make learning difficult.

Some children understand the world through their whole body.

Some children think while they move.

They pace.

They climb

.

They need to use their bodies.

When does moving become a way to think clearly?



Rhythm, memory and people

Some children remember
through rhythm.

Some notice feelings
before words are spoken.

When does sensitivity
become connection?



The deep diver

Do you ever get so focused on something you forget to eat or lose track of time?

Some children stay with one thing long after everyone else has moved on.

They ask again.

Look again.

Go deeper.

When does “being stuck” or distracted become expertise?



Different minds built the world

The world needed people who questioned, moved, noticed, cared, experimented and looked again.

Different ways of thinking helped us see more.

None of us is only one kind of thinker. And none of us thinks and learns the same way.



How children learnt

Children learnt by watching.

Helping.

Moving.

Making.

Listening.

Trying.

Learning was something they did, not only something they were told.



Then people created schools

Schools made shared knowledge available to more children.

They brought teachers, books, structure and new opportunities to learn.

Many minds, learning together.



One system. Many minds.

Children can share the
same classroom, teacher
and learning goal...

and still need different ways
into the learning.

Many minds. Many routes.
Shared learning.



A better question

Some learning feels easier for one person and harder for another.

That does not always mean one person is more capable.

Different minds can find different things easier.

Is the learning difficult, or is this way into it difficult for this brain?



A boy who noticed movement

Other people saw water.

He saw movement, pattern and possibility.

When does daydreaming become observation?



Birds, animals and bodies

He watched wings fold.

Horses run.

Bodies move.

When does watching become investigation?



Drawing was thinking

He drew to notice.

Compare.

Remember.

Understand.

When does doodling
become thinking?



One question opened another

A bird led to movement.

Movement led to
muscles.

Water led to machines.

When does distraction
become connecting the
dots and learning how
things work?



Do you recognise this learner?

Do you recognise this learner?

Always asking.

Always noticing.

Completely absorbed.

Strong in some areas.

Needing help in others.

Do you recognise him?



Same child. Different setting.

What if Leo time -travelled to now?

What might adults notice first in a modern classroom?

The curious mind is still there.

Now he is learning with others, within shared routines and expectations.

What might adults notice first?



Distracted?

Leo may have missed the instruction.

He may also have noticed something worth exploring.

Both can be true.

What could help him return without losing the idea?



Lazy? Slow?

Or is Leo intensely engaged and needing a place for all the ideas?

He may have missed the instruction.

He may also have noticed something worth exploring.

Both can be true.

What could help him return without losing the idea?



Unfinished work

Leo was always so busy with so many things. He could never finish much because he got too caught up in the next project.

Is his thinking unfinished too, or does he just need help getting others to see it?

Do you want to see what happened to Leo when he grew up?

Who thinks they may know?



Leo's full name was Leonardo da Vinci

Who knows something about
him?



Far more than an artist

He painted.

He designed.

He studied bodies, plants, water, light and machines.

He followed questions wherever they led.



Birds and bodies became movement

When Leo was a boy, his deep interest in nature meant he watched closely.

Birds flying.

Horses running.

Bodies moving.

As he grew, those observations became questions about wings, muscles, balance and flight. His curiosity helped him understand how living things move.



Water and patterns became engineering

Young Leo watched water swirl, push and change direction.

He noticed patterns that others may have passed by.

As he grew, those observations became ideas for machines, systems and designs.

What began with watching became engineering.



Drawing became a thinking tool

Drawing helped Leo think.

Observe.

Sketch.

Understand.

Imagine.

He didn't draw because he understood.

He drew to help him understand.

Drawing was a thinking tool

Drawing helped Leo think.



Observe.



Sketch.



Understand.



Imagine.

He didn't draw because he understood.
He drew to understand.



He looked closely.
At birds. Plants,
People. Water. Everything.

He sketched what he noticed.
Drawing helped him see things
other people missed.

His ideas became designs.
Today's observations
can become tomorrow's ideas.

What might we miss?

What happens when only one route into learning is used?

What if every sketch was called doodling?

Every question a distraction?

Every deep interest too much?

Sometimes the thing that looks different is where the thinking begins.



Curiosity still needs some help to become meaningful

Leonardo still had to learn.
He still needed practice,
structure and help finishing
what he started.

Good support does not shrink
curiosity.

It helps turn ideas into
something real.



Notice. Question. Follow further.

Keep following what makes
you curious

The things you notice matter.

The questions you ask
matter.

The way your mind works
matters.

You do not have to think like
everyone else to have
something important to
discover.

Stay curious. Keep looking.
Keep thinking.

