

# The Boredom Busters' Workshop: Becoming an Expert on "I'm Bored!"

## Materials Needed:

- A notebook or journal (The "Boredom Lab Notebook")
- Pens, pencils, and colored markers
- An empty glass jar or a small box ("The Idea Jar")
- Small slips of paper or a small notepad
- A "Mystery Box" of supplies: a cardboard box filled with various items like scissors, glue, tape, string, paper clips, rubber bands, toilet paper rolls, scrap fabric, bottle caps, etc. (The contents should be a surprise to the student).
- A timer or stopwatch

---

## Lesson Plan Details

### 1. Learning Objectives (The Mission Briefing)

By the end of this lesson, the student will be able to:

- Analyze and identify personal triggers for boredom.
- Develop a personalized system for generating creative, active, and restful solutions to boredom.
- Design and create a unique "Boredom Buster" tool or kit to proactively solve future instances of boredom.
- Articulate a positive and empowered perspective on boredom as an opportunity for creativity and self-discovery.

### 2. Introduction: What is Boredom, Really? (10 minutes)

- **Teacher's Role:** Act as a curious investigator. Start with an open-ended question: "What does it actually *feel* like to be bored? Is it always a bad feeling?"
- **Discussion Points:**
  - **Boredom is a Signal:** Explain that boredom isn't a problem; it's a signal from your brain. Like a "low fuel" light in a car, it's telling you that it needs something different. It might need a new challenge, a chance to be creative, or even just a chance to rest and daydream.
  - **Two Types of Boredom:** Discuss the difference between "I have nothing to do" boredom and "I have to do something I don't want to do" boredom (like chores or tedious work). Today, we're focusing on the first type.
- **Activity:** In the "Boredom Lab Notebook," have the student write a one-sentence "mission statement" for the lesson. Example: "*My mission is to become a boredom expert so I can turn 'I'm bored' into 'I have an idea!'*"

### 3. Investigation: The Boredom Audit (15 minutes)

- **Teacher's Role:** Guide the student to be a "data scientist" of their own feelings.
- **Activity - Part A (Journaling):**
  1. Open the "Boredom Lab Notebook" to a new page titled "Boredom Audit."
  2. Ask the student to think back to the last 2-3 times they felt really bored.

3. For each instance, create a log entry answering:

- **When was it?** (e.g., Saturday afternoon, after finishing homework)
  - **Where was I?** (e.g., In my room, in the living room)
  - **What was I doing (or not doing) right before?** (e.g., Just finished a video game, was waiting for mom to finish a call)
  - **What did it feel like?** (e.g., restless, tired, uninspired, antsy)
- **Activity - Part B (Analysis):** Look at the data together. Ask: "Do you see any patterns? Does your boredom usually happen at a certain time of day? Is it usually after you've been on a screen for a while? This data will help us build the perfect solution for *you*."

#### 4. Solution Development: The Idea Factory (15 minutes)

- **Teacher's Role:** Be the enthusiastic "factory foreman" encouraging a flurry of ideas.
- **Activity - Brainstorming Categories:** On a new page in the notebook, create 5 columns with these headers:
  - **Creative:** (Drawing, writing a story, building with LEGOs)
  - **Active:** (Doing 10 jumping jacks, inventing a new sport, walking backward through the house)
  - **Learning:** (Watching a science documentary, learning three words in a new language, figuring out a magic trick)
  - **Helping:** (Watering the plants, organizing a drawer, making a card for someone)
  - **Restful:** (Lying on the floor and listening to music, daydreaming, stretching)
- **Activity - Idea Generation:** Set a timer for 7 minutes. The goal is to brainstorm as many ideas as possible to fill the columns—no idea is too silly or small! For every idea, write it on one of the small paper slips.
- **Activity - The Idea Jar:** Once the time is up, fold all the paper slips and place them into the "Idea Jar." Explain that this is now a powerful tool. When they feel bored, they can pull out an idea. But today, we are going to build something even better!

#### 5. Main Application: The Boredom Buster Invention (45-60 minutes)

- **Teacher's Role:** Serve as the "project consultant" or "investor," providing support but letting the student lead the design process.
- **The Challenge:** "Your mission, should you choose to accept it, is to use the results of your 'Boredom Audit' and the contents of this 'Mystery Box' to invent a personalized Boredom Buster. It should be something that solves the specific kind of boredom you feel most often."
- **Reveal the Mystery Box:** Present the box of assorted craft supplies with a bit of fanfare.
- **Student-Led Creation:** The student now designs and builds their invention. The goal is open-ended and creativity is key. Examples of what they might create:
  - A "Boredom First-Aid Kit" with different compartments for different types of boredom.
  - A "Decision Spinner" with different activities on it.
  - A "Challenge Creator" device made of tubes and paper rolls that generates a random creative prompt.
  - A flowchart poster titled "What to Do When I'm Bored" that leads them through questions to the perfect activity.
  - A prototype for a new board game they can play by themselves.
- **Let them work!** Resist the urge to direct too much. Ask supportive questions like, "How will that help when you're feeling restless?" or "What's the most important feature of your invention?"

#### 6. Conclusion: The Product Showcase & Reflection (5-10 minutes)

- **Teacher's Role:** Act as an appreciative audience and interviewer.

- **Showcase:** Ask the student to present their "Boredom Buster Invention." They should explain its name, its features, and how it works to solve their specific boredom patterns.
- **Reflection Questions:**
  - "How do you feel about the idea of being bored now compared to the beginning of our lesson?"
  - "What was the most fun part about inventing your own solution?"
  - "What did you learn about yourself today?"
- **Closing Statement:** "Great work today, Inventor! You've proven that boredom isn't something that happens to you; it's a problem you have the power and creativity to solve."