### Kindergarten: Connecting Likes and Inclinations to Happiness and Values
(Submitted by Brian McCoubrey, 2019, while serving as Teacher at NCIC Immersion School, China)

| Tool(s) used:                          | • Systems Iceberg  
|                                      | • Behavior Over Time Graphs (BOTG) 
|                                      | • Mind Map          |
| Purpose of using tool:                | • Synthesizing Thinking 
|                                      | • Guiding Discussion |
| Overview:                            | Kindergarten students began to reflect on their time in school and identify what activities brought them the most happiness. |
| Context of lesson/case study:         | End of year recap   |
| Participants (# and description):     | 14 kindergarten students |
| Topic, Theme, or Key Understanding of unit/project: | Students will connect their likes and inclinations to happiness and values |
| Length of unit/project:              | 3 periods/days      |
| Resources/materials & setting required: | BOTG model, Iceberg model, markers, paper, pencils and crayons, photos, iPads (Seesaw) |

#### Lesson Plan/Description of the Project:

1. Provide scaffolds for reflections about themselves and kindergarten anchor chart on the door; hopes, dreams, aspirations provide photos to spark conversation BOTG; what activities during a typical day do I like the most?  
2. Photo sort and re-sort (opinions with reasons) In small groups, Ss have opportunities to sort photos of their learning experiences throughout the year Discuss why these experiences are meaningful Whole group; complete Iceberg model  
3. Choose photos that represent what they like and write about/label  
   Ss create a mind map with labels  
   Record a video screencast for Seesaw

### Reflection

**Plusses:**

This unit tapped into young students' intrinsic motivation to express themselves and see their ideas be displayed for the whole group.

**Challenges:**

The BOTG did take a while and I could see that some students were getting a bit restless toward the end of the activity.
Suggestions for other practitioners and educators:
Include a movement/brain break in the BOT activity.

Evidence and Resources: