



Year 2 UOI How We Organize Ourselves: Humans' Roles in Systems Allow Communities to Work

(Submitted by Cristina Landazabal, 2017, while serving as Elementary EAL Support Teacher at NIST International School, Thailand)

Tool(s) used:	<ul style="list-style-type: none"> • Systems Pyramid
Purpose of using tool:	<ul style="list-style-type: none"> • Research • Generating Questions • Synthesizing Thinking • Guiding Discussion <p>Overview: All of the above. We used it to research systems at our school, to generate questions (what isn't working, how can we fix it etc.). All groups came together to share their thinking and discuss solutions.</p>
Context of lesson/case study:	This was a 50 minute Unit of Inquiry session.
Participants (# and description):	Year 2 class (6-7 yr olds), 23 students.
Topic, Theme, or Key Understanding of unit/project:	<p>Theme: How we organize ourselves</p> <p>Central Idea: Humans' roles in systems allow communities to work</p> <p>Lines of inquiry: Types of systems, Roles people play, Responsible group membership.</p>
Length of unit/project:	6-7 weeks
Resources/materials & setting required:	<p>Resources – smart board, iPad, system pyramid framework</p> <p>Setting – classroom, library, Montri bus office, cafeteria</p>
<p>Lesson Plan/Description of the Project:</p> <ul style="list-style-type: none"> • Prior to this session the students had done some work on classroom systems (what works, what doesn't, how can we improve). This session was building on from that and looking beyond the classroom at school systems. The students brainstormed different systems within the school and chose 3 that they were most interested in exploring: library, cafeteria & bus-transport system. The class was divided into 3 groups according to interest. • The systems pyramid framework was introduced and explained on the smart board (see photo) • Each group then went off with an adult to one of the 3 areas with the framework (on A3 sheet). First they reflected and brainstormed their thoughts and ideas (teacher recorded). Next they interviewed workers in that system and added the workers' feedback to their framework. (see photos) • At the end, the 3 groups came together to share and discuss their thinking and ideas for how to improve the systems investigated. <p>Teaching Tips/Ideas:</p> <ul style="list-style-type: none"> • Next steps – action! Signs and posters will be made and hopefully some behaviour changes e.g. cleaning after themselves in the cafeteria, putting books away in the library, seatbelts on in the buses etc. 	





- This framework can be used for almost anything where a change in behaviour is required e.g. friendship issues etc. not just for a unit of study in systems.

Reflection

Plusses (Things that went well):

- This tool provided a clear structure/framework to analyse the problem and come up with solutions.
- It was age appropriate and would work with any age group.

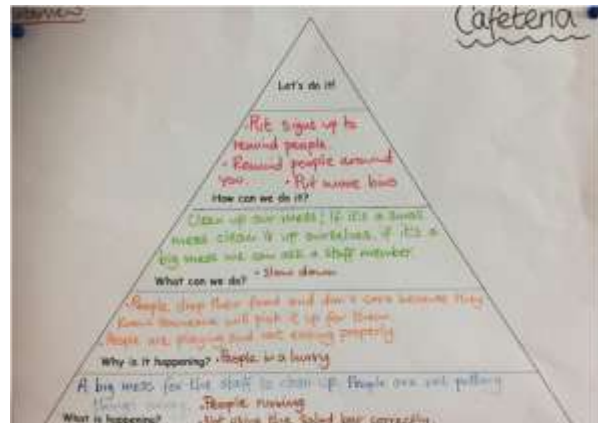
Challenges (Things I would change):

- If you had more adults then smaller groups would work even better.
- In this case the adults scribed but you could have a digital version of this on the student iPads and the children record their thinking (audio).

Suggestions for other practitioners and educators:

Give it a go!

Evidence and Resources:



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