EY 2: Managing Feelings and Behavior
by Ady Hernandez Rodriguez

Tool(s) used:	Behavior Over Time Graphs (BOTG)
Purpose of using tool:	• Guiding Discussion **Overview:** One of the visual tools offered in the "Systems Thinking and Sustainability" course was the BOTG, which I considered the best fit the case study that had in mind to perform in the class. This visual tool of Systems Thinking offers dynamic ways to engage children in problem-solving and critical thinking.
Context of lesson/case study:	Early Years 2 classroom
Participants (# and description):	The project was carried out with 12 students of Early Years (4 years old), the homeroom teacher was present also.
Topic, Theme, or Key Understanding of unit/project:	**Topic: Managing Feelings and Behavior** The project was created to enhance the importance of one of the Early Learning goals that is crucial in this ages to improve the learning process and build up the Systems Thinking in early years. **Early Learning Goal – Managing feelings and behaviour** • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. • They work as part of a group or class and understand and follow the rules. • They adjust their behaviour to different situations and take changes of routine in their stride. **Typical Behaviour** • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine.
Length of unit/project:	The project started on January 23 rd and finished on February 6th. Approximately 3 weeks.
Resources/materials & setting required:	Sticks, strings, markers, tongs, construction paper. Using the sticks and the strings to make a ladder. And write the name of the students on the tongs. Use the construction paper to draw the happy, so-so and sad face.

Lesson Plan/Description of the Project:

To a better understanding of the project, I have to clarify that I changed the variables of High, Medium and Low for happy, so-so and sad faces.

I had been noticing in class I had some challenging students that were misbehaving (especially one) and as a result, they were missing important parts of the school day. After taking the "Systems Thinking and

Sustainability" course I realised that I could use one of the tools and put into practice the Systems Thinking to improve this situation. Accordingly, I decided to carry out this project.

- The first day I introduced the project by drawing on the board (students love drawing!) a happy face, a so-so face (as the student named a straight face) and a sad face. I explained that from that moment on, at the end of the day, their name will be placed in one of the faces depending on their behaviour. The first time 9 of the students were in happy face 2 in so-so face and 1 (who was the case study) in sad face. The project started before they went to recess (half-morning), at the end of the day the student who was in sad face went up to the so-so face.
- Every day I used the transition time to discuss the behaviour in the class and they mentioned and showed their progress in the graphic. Children analysed the changes as they occurred.
- If by any chance I saw them misbehaving in other context (recess or play time out of the class) I approached them and I reminded them about the BOTG on the board and I asked them if they want to go up or down, so, I was given them the option to act accordingly.
- After 2 weeks approximately the whole group went up to the happy face improving their behaviour almost 100%, keeping it for more than 3 weeks, until the day of the main discussion.
- By the third week, the graphic showed an interesting line that offered visual support to start a rich discussion. It was easy to notice how their behaviour had changed over time, which students had changed their pattern of behaviour and what was the importance of this change.
- During the discussion, the students felt very happy and proud of themselves because they have improved considerably during the last three weeks. They clapped and congratulated the student who was able to stay in happy face for the longer period and they noticed the effort that she had made and talked about that with cheerfulness. They were able to realise the importance of behaving properly and they agreed on following the class code of behaviour.

Teaching tips/ideas:

- During the discussion focus on positive recognition of appropriate behaviour.
- Use the discussion to negotiate the rules with the class. Explain the purpose i.e. health and safety, to improve learning, to enjoy the class environment.
- Be consistent, remind the student to behave even when out of the class.
- After the project is finished, keep using the faces to check the behaviour at least once a week.

Reflection

Plusses:

- The tool gave the opportunity to reflect daily.
- To promote critical thinking.
- As a visual tool BOTG help the students to understand much better the issue. It is extremely easy for children when they can see how the changes are displayed. In this particular case, the line graph fluctuating according to their behaviour clearly showed if they were improving or not.
- The tool not only showed us the changes also proved the improvement in the classroom behaviour.
- BOTG help me as a teacher with the classroom management.
- This tools revealed how a simple or small change have a crucial impact.

Challenges:

- It was challenging to get the students understand the project as a tool for improvement and not for punishment.
- I had to remind myself that the main aims are to be more positive, friendly and fair and that the message need to be simple and clear for youngest students.

Suggestions for other practitioners and educators:

Once you use one of the ST tools you realise how valuable they are. Using the tools as an intended teaching practice allows us to develop in our students higher level thinking skills and their capacities for learning. Through the continued use of ST tools, we prepare our youngest students to be 21st-century learners.

Evidence and Resources:
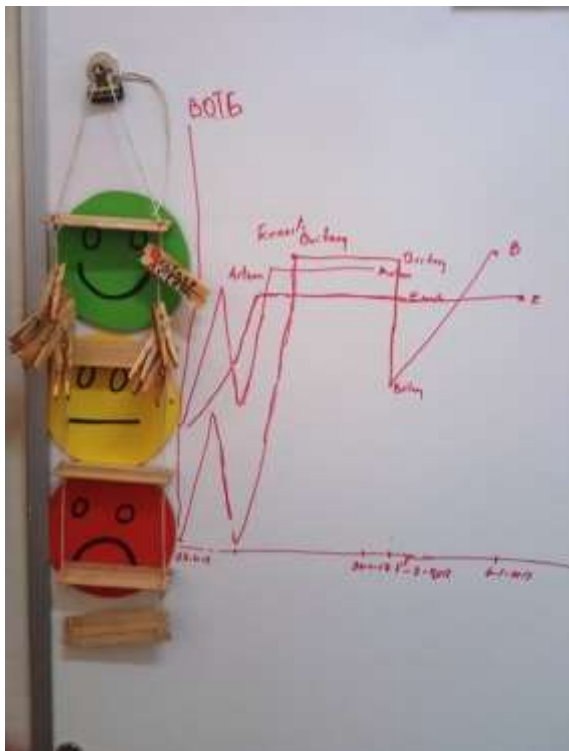
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