

# RESPONSIBILITY AND CITIZENSHIP

Submitted by Carolina Polo, Early Years Vice Principal at The Columbus School



## LEARNING PLAN OVERVIEW

<b>Subject(s)</b>	<ul style="list-style-type: none"> <li>• Social Emotional Learning</li> <li>• Student Leadership</li> <li>• Sustainable Development Project</li> </ul>
<b>Grade Level (s)</b>	<ul style="list-style-type: none"> <li>• Early Years (ages 0-5)</li> <li>• Lower Primary (ages 6-7)</li> </ul>
<b>Systems Tool(s)</b>	Sustainability Compass
<b>Purpose of Using Tool</b>	<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Critical Thinking</li> <li>• Discussion</li> <li>• Action Planning</li> </ul>
<b>Summary</b>	To provide students with opportunities to reflect on the impact of their actions within a current challenge we have at our school. Lost objects at our Lost and Found have been increasing and the lesson provides an opportunity to help students be accountable and reflect on it.

## Learning Objectives

I can reflect on the importance of being responsible by taking care of my belongings.

## Material and Settings

- Story for read aloud - I used one in Spanish, but find any story related to the lesson.
- Board
- Projector
- Markers
- Character counts stickers
- [Sustainability Compass template Early Years](#)
- [Compass sorting images](#)

## Learning Context

The Early Years section at our school includes K4, K5 and First Grade. Our student age range is 4-7 years old. We use the structure of Morning Meetings to build community, social-emotional learning and character development purposes. Each of our classes has a maximum of 25 students. Our school provides a bilingual setting for students, increasing the level of instruction in English as the grade level increases.

Each class has two to three character development sessions per trimester with the Early Years Vice Principal around Character Development. This lesson plan is developed in 3 sessions. K4 lesson will be conducted mostly in Spanish, in K5 and First grade, translanguaging is a consistent practice. Lessons will be developed around a current challenge we have in our section:

The number of objects in the EY Lost and Found has been increasing. Students are leaving their belongings (sweatshirts, lunch boxes, water bottles, silverware) in the playground or other places at school.

## Purpose of Using the Systems Thinking Tools

I chose Sustainability Compass because it enhances learning in different ways as it contributed to turning an abstract concept and made it accessible for them. It also fostered critical thinking skills, action taking and discussion.

## Learning Plan Step-by-step Description

**SESSION 1** - The session follows the Morning Meeting structure:

**1. Greeting**

Students greet each other in a circle and take their hands and all together do "the wave."

**2. Message**

Good morning problem solvers. Today, we're going to discover an amazing tool that is going to guide us on a special adventure.

**3. Sharing**

This is the moment to introduce the Sustainability Compass. Show the students a compass and have a picture of a boat on the screen in the classroom.

"Have you seen a compass before? What do you think is this tool for?"

Explain to them the compass helps to give sailors directions on where to go. Today, we will be learning how a similar tool provides direction to our thinking.

**4. Activity**

Use [this template](#) to introduce each of the areas. Each area is introduced with a song and a movement related.

- N is for Nature (movement with arms open that represents a tree)
- E is for Economy (movement with handstand fingers representing money)
- S is for Society (movement signals the whole class in a circle, representing that we are all society)
- W is for Wellbeing (movement hugging yourself to represent wellbeing)

**5. Picture sorting**

Teacher verbally explains some things/places that go in each of the areas of the compass, while sorting pictures in the different areas. Then we sort some pictures as a class, then students sort pictures in small groups.

**SESSION 3****1. Message**

Good morning responsible and good citizens in 1A. We have a big problem, it is very serious because it affects us and others in different ways. It also impacts our environment! Today we will be thinking together on our Lost and Found system. Join me in this adventure of becoming creative problem solvers. (Have this message on the board).

**2. Sharing**

- Have you heard the word SYSTEM?
- Mmm, what do we think the word 'system' might mean?

**3. Activity**

- Read aloud: A story about being responsible of your belongings
- As a whole class we use the Sustainability Compass to brainstorm about the impact of having lots of objects at the Lost and Found.
- Brainstorm ideas on a big sheet of paper.

**REFLECTION****Plusses**

The Sustainability Compass helped to work with students on different thinking skills. Actually, after introducing the compass and encouraging them to 'think' about it, it helped to make the discussion broader, which was the main purpose of the activity. The use of movement when introducing the compass was really helpful as it helped the kids not only to be more engaged but also to learn the concept. The picture sort helped students to categorize, but also to make the compass areas more concrete for them. Sustainability Compass enhanced learning as it contributed to turning an abstract concept and made it accessible for them. It also fostered critical thinking skills.

**Areas for Improvement**

Something to consider is the length of each lesson because it might take longer with some groups where participation was higher.

Suggestions for practitioners:

- It is very important to introduce each area of the Sustainability Compass at a time.
- It would be good to start the next session with a warm-up where students have the opportunity to review learning from previous sessions.

## EVIDENCE

[Compass template for Early Years](#)