GRADE 5 SOCIAL EMOTIONAL SYSTEMS ICEBERG MODEL



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LEARNING PLAN OVERVIEW

Subject(s)	Health and WellbeingSocial Emotional Learning
Grade Level (s)	Early Years (ages 0-5)
Systems Tool(s)	Systems Iceberg
Purpose of Using Tool	DiscussionAction Planning
Summary	The purpose of this learning plan was to show students how their actions have an impact on their peers' wellbeing. The goal is to change behaviour to facilitate a more community-based classroom.

Learning Objectives

- Identify why gossip is harmful
- Generate ideas for refusing or avoiding gossip
- Demonstrate using problem-solving skills to deal with gossip

Material and Settings

- Second Step Social Emotional program
- Systems Iceberg visual
- Classroom space
- Post it chart paper
- post it, pencils (For student use)

Learning Context

The audience is my grade 5 students during our community time meetings.



Purpose of Using the Systems Thinking Tools

I chose this systems thinking tool because it is powerfully visual and concrete so that my students can make connections more easily.

Learning Plan Step-by-step Description

- Day 1: Students will watch the video provided by Second Step and use the discussion points
- Day 2: Students will do practice activities with a partner and respond to scenarios involving gossip
- Day 3: Students will create Systems Iceberg to address gossip in the classroom
- Day 4: Students will reflect on ideas shared and decide on a classroom code of conduct when gossip presents itself
- Day 5: Students will show behaviors that align with the code of conduct that was co-created by students

REFLECTION

Plusses

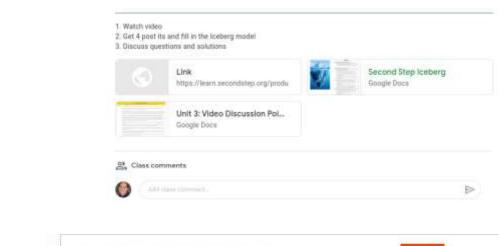
The Systems Iceberg model helped my students reach the intended objective because they were able to analyze their own behaviour and come up with solutions on their own.

Areas for Improvement

We can still work on the application of our findings by forming a plan with actionable steps that the students can put into practice.



EVIDENCE





Events (React)/Eventos (Reaccionar):

- What can we see/notice, hear,feel from students and teachers? What is happening? What has happened? ¿Lo que está sucediedo? ¿Qué podemos ver/observar, escuchar, sentir de los estudiantes y maestros?

- Patterns of Behavior/ Trends (Anticipate)/Patrones de
 Comportamiento/Tendencias (Anticipar):

 What might happen tomorrow if this continues?¿Qué podría
 pasar mañana si esto continúa?

 Has this happened before?¿Ha sucedido esto antes?

 Is this similar to problems we have had before? ¿Es esto
 similar a otros problemas que hemos tenido?

 How might this impact relationships?¿Cómo podría afectar
 esto a las relaciones?

 - esto a las relaciones?
 - If a younger student is watching, what might they think is acceptable?
 Si un estudiante más joven está mirando, ¿qué podría pensar
 - que es aceptable?

- Systems and Structure (Design)/Sistemas y Estructura (Diseño):

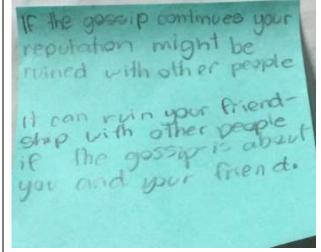
 What structure is driving this problem? Why do you think that?¿Qué estructura está impulsando este problema? ¿Por qué piensas eso?
 - What are the shared spaces?¿Qué son los espacios
 - compartidos?

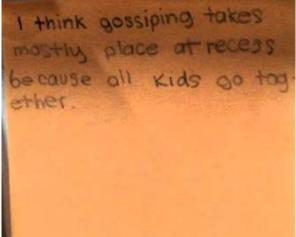
 what effect have changes on the structure had on the patterns of behavior?¿Qué efecto han tenido los cambios en la estructura sobre los patrones de comportamiento?

- Mental Models (Innovate)/Modelos Mentales (Innovar):

 What are students thinking who are watching/experiencing this? ¿Qué están pensando los estudiantes que están viendo/experimentando esto?
 - What assumptions are we making?¿Qué suposiciones estamos haciendo?
 What are adults feeling and thinking?

 - What do the principals hear and experience? What are the concerns of your family (parents, brothers,







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