

GRADE 5 SOCIAL EMOTIONAL SYSTEMS ICEBERG MODEL

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LEARNING PLAN OVERVIEW

Subject(s)	<ul style="list-style-type: none"> • Health and Wellbeing • Social Emotional Learning
Grade Level (s)	Early Years (ages 0-5)
Systems Tool(s)	Systems Iceberg
Purpose of Using Tool	<ul style="list-style-type: none"> • Discussion • Action 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

1. Watch video
 2. Get 4 post its and fill in the Iceberg model
 3. Discuss questions and solutions

Link
<https://learn.secondstep.org/produ>


Unit 3: Video Discussion Pol...
 Google Docs



Second Step Iceberg
 Google Docs

Class comments

Add class comment...



Second Step

Events (React)/Eventos (Reaccionar):

- What can we see/notice, hear, feel from students and teachers? What is happening? What has happened?
- ¿Lo que está sucediendo? ¿Lo que ha sucedido? ¿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?
- 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,

If the gossip continues your reputation might be ruined with other people

It can ruin your friendship with other people if the gossip is about you and your friends.

I think gossiping takes mostly place at recess because all kids go together.



Some times I see
that they are laughing
or whispering and
I feel like
Bad For the other
Person

- They Don't understand
- They may just ignore it
- Principos see it should stop
- family may be sad