YEAR 1 STUDENT LEADERSHIP: SOCIAL RESPONSIBILITY IN SCHOOL

Submitted by Ho Man Jason Lai, 2024, while serving as Year 1 Teacher at ESF Sha Tin Junior School, Hong Kong

LEARNING PLAN OVERVIEW

Subject(s)	• Social Sciences • Student Leadership
Grade Level (s)	• Early Years (ages 0-5) • Lower Primary (ages 6-7)
Systems Tool(s)	• Sustainability Compass • Systems Iceberg
Purpose of Using Tool	• Critical Thinking • Action Planning • Reflection
Summary	Four days lesson plan for Year 1 students to better absorb and reflect on the concepts of social responsibility, the Systems Iceberg Model, and the Sustainability Compass, resulting in more engaged and practical action plans like making posters for proper toilet and paper use. Emphasizing the activities as leadership training helped maintain interest and reinforced their understanding of right and wrong.

Learning Objectives

They will familiarise and utilise the Systems Iceberg Model to identify visible and hidden aspects of social and environmental issues and explore the Sustainability Compass to understand various sustainability factors.

The students will recognize the importance of social responsibility within their school community and understand their role in fostering positive changes.

Students will develop attributes from the IB learner profile, including being reflective, thinkers, caring, and principled. They will engage in inquiry and critical thinking by asking questions, gathering information, and problem-solving related to social responsibility. Through discussions and collaboration.

They will share ideas and create simple, achievable action plans to improve their school environment, demonstrating leadership and initiative.

Material and Settings

- Chart paper
- Markers, glue, sissors
- Sustainability Compass visual aid
- Systems Iceberg visual aid
- Visual and text cut out
- Videos from Compass Education
- Slide

Learning Context

The Year 1 class consists of 5-year-old students with varying levels of maturity. Some students display behaviours indicating a desire for challenges beyond their age, while others occasionally make inappropriate choices in their break time.

Purpose of Using the Systems Thinking Tools

The use of the Sustainability Compass and Systems Iceberg Model aims to deepen their understanding of social responsibility in school as part of the community and highlight the importance of collective effort in achieving success. This approach is designed to foster the seeds of student leadership.

Impact on Participant Learning

The introduction of the Systems Iceberg Model and Sustainability Compass had a notable impact on participant learning, leading to changes in knowledge, skills, and behaviors. For instance, students' knowledge deepened as they began to understand that visible issues, like a messy classroom, often have underlying causes such as unorganized storage or lack of ownership among peers. This newfound understanding was reflected in their skills as they developed critical thinking abilities to identify and address these hidden causes.

Behaviorally, students started taking more responsibility for their environment. For example, they created and implemented action plans such as making posters to encourage proper use of toilets and paper, reflecting their increased awareness and proactive approach to solving problems. This

shift demonstrated their growing leadership skills and commitment to social responsibility, showcasing their ability to apply the concepts learned in practical, meaningful ways.

Learning Plan Step-by-step Description

Day 1 : Reintroduce the Sustainability Compass

1. Introduction (5 minutes)
   Begin with a brief discussion on what it means to be responsible in school. Use simple language and examples relevant to the students' everyday experiences.
2. Mini games (5 mins)
   Show slides with pictures which happen daily in the school, students will stand up and choose a side. Ask the students to share examples of responsible behaviours they have seen or practised.
3. Sustainability Compass (10 minutes)
   Show the visual aid of the Sustainability Compass, explaining the four points: Nature, Economy, Society, and Wellbeing.
   Provide simple examples of each point, such as caring for plants (Nature), sharing classroom supplies (Economy), helping friends (Society), and taking care of oneself (Wellbeing).

Day 2: Activity day

1. Activity - Sustainability Compass Exploration (25 minutes)
   Divide the students into four groups, assigning each group one point of the Sustainability Compass.
   Ask each group to look for the picture or words with simple actions that align with their Sustainability Compass point. For example, the Nature group might suggest watering plants, while the Society group might suggest helping a friend. Next steps- pair it and clue it on the poster.
2. Reflection (5 mins)
   Have each group share their ideas with the class.

Day 3: Deepen understanding of social responsibility using the Systems Iceberg Model

1. Systems Iceberg Model Introduction (15 minutes)
   Show the visual aid of the Systems Iceberg Model. Explain that the top part represents what we can see (e.g., behaviors), while the hidden part represents deeper issues (e.g., feelings, reasons behind actions). Showing the video of the Systems Iceberg model for explanation.
2. Group discussion (10 mins)
   Use pictures of the school environment to illustrate visible and hidden aspects. For example, show a picture of a messy classroom and discuss both the visible mess and the hidden reasons why it might be messy.

Day 4: Develop an action plan from Systems Iceberg Model

1. Activity - Exploring the Systems Iceberg (20 minutes)
   Divide students into small groups and give each group a picture showing a different part of the school environment (e.g., playground, classroom, cafeteria).
   Ask each group to identify visible issues and discuss possible hidden reasons behind those issues.
   Share group findings with the class, emphasizing the connection between visible behaviors and hidden causes.
2. Reflection (10 minutes)
   Gather the students in a circle and reflect on what they learned about the Systems Iceberg Model.
   Encourage students to think about how understanding hidden causes can help them make better choices.

Reflection: Plusses

Lesson Overview:
The initial plan aimed to teach Year 1 students about social responsibility, the Systems Iceberg Model, and the Sustainability Compass over two days. Due to the complexity, the plan was extended to four days to allow more time for understanding and engagement.

Student Engagement:
Students were generally engaged, especially during group activities. However, some found parts of the lesson boring. Emphasizing the activities as leadership training helped them see the value, showing their basic understanding of right and wrong. They needed encouragement and reinforcement, which were provided through positive feedback.

Action Plan Development:
Students created practical action plans, such as making posters to promote proper toilet and paper use. Their ideas were creative and showed a genuine concern for their school environment.

Reflection: Areas for Improvement

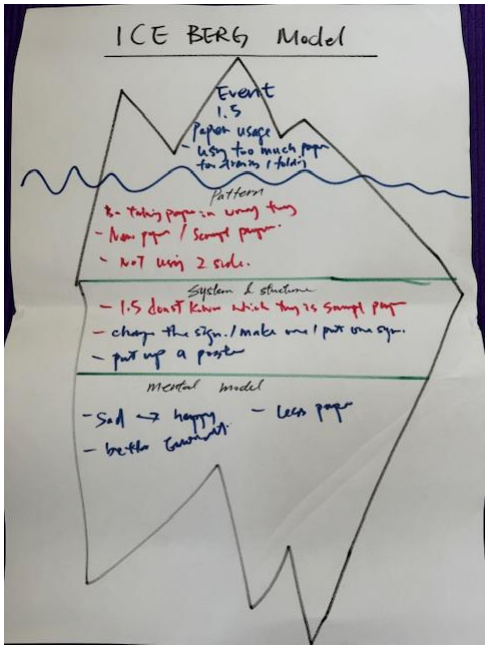
Adjustment to the Lesson Plan:
Extending the lesson to four days allowed students more time to absorb and reflect on the information. This adjustment proved effective in ensuring better understanding and application of the concepts.

Reflection and Future Plans:
In future lessons, I will use more interactive activities to maintain engagement and break down complex concepts into manageable segments. Continuous reflection and reinforcement will be key to developing their leadership skills and understanding of social responsibility.

EVIDENCE


Nature
Recycling
Natural preservation
Growth mindset
Wellbeing
Education
Empathy
Curiosity
Academic integrity
Diligence
Creativity
Social Responsibility in School
Lifelong learning
Collaboration
Health
Resilience
Safety
Diversity
Cooperation
Conversation
Citizenship
Respect
Critical thinking
Inquirer
School
Community


Social Responsibility
School Edition
Be kind to everything
Helping others
Sharing
Talking turns
Be a good friend
Play kind and safe
Respectful to everyone
When someone is talking we be quiet and listen


ICE BERG Model
Event
1.5
Paper usage
Pattern
- Not using 2 side.
System & structure
- put up a poster
Mental model
- Sad → happy
- less paper