YEAR 6 SHARING THE PLANET: BIODIVERSITY RELIES ON MAINTAINING THE INTERDEPENDENT BALANCE OF ORGANISMS WITHIN ECOSYSTEMS

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LEARNING PLAN OVERVIEW

Subject(s)	• Natural Sciences • Social Sciences • Humanities • Language Acquisition • Environmental Education • Global Citizenship Education
Grade Level (s)	Upper Primary (ages 8-11)
Systems Tool(s)	Sustainability Compass
Purpose of Using Tool	• Critical Thinking • Discussion • Reflection
Summary	Consolidation of understanding of biomes, ecosystems, food webs and human actions on the environment.

Learning Objectives

Students will be able to use prior knowledge to gain a deeper understanding of the interconnectedness between humans and nature.

Material and Settings

- Whiteboard
- Marker
- Compass point print outs
- Biome pictures

- Notebooks for students
- Stationary

Learning Context

Students would have done prior learning engagements into the various biomes, biodiversity, food chains and webs, as well as looked at some human impacts on the different biomes.

Purpose of Using the Systems Thinking Tools

I thought it was a great way in incorporate wellbeing as we had previously discussed sustainability under the UN 3 pillars only.

Impact on Participant Learning

Students were truly engaged in this and the element of wellbeing made them think critically about the role and interconnectedness between human beings and the world biomes.

Learning Plan Step-by-step Description

1. As a class, recap the main biomes of the world (3 minutes)
2. In groups, students recap the main biomes covered as well as the food chains found within these biomes: Groups can choose a biome, write a short description of it including it's location, climate and temperature. Groups then create their own food chain they think might be present in the biome based on their understanding of animals and adaptations. Teacher to check this. (8 minutes)
3. Class is then introduced to the Sustainability Compass and a class discussion is held on what these points mean. Dissect the vocabulary as a group and allow students to give other examples. (5 minutes)
4. Class is then exposed to the use of the Sustainability Compass through the lens of an unrelated concept such as "food waste". This allows the students to practice the use of the Sustainability Compass but not overlap ideas. Do this as a class to encourage input and ideas. (6 minutes)
5. Groups are then asked to put their respective biomes into the center of the Sustainability Compass and to see how humans and the biomes are interconnected. (18 minutes)
6. Groups then rotate to view each other's and add to other biomes notes if they see any connections and new ideas. (5 minutes)
7. Volunteer groups to share with the class (5 minutes)
8. Final question for the class: (5 minutes)

- In what ways are humans interconnected with the different biomes?
- Should biomes be protected?

Reflection: Plusses

This was an amazing session which really allowed for the deeper exploration of our concept and the Sustainability Compass served as a great tool through which more connections were made. It sparked new ideas that had not been previous thought of as we also discussed the need for both positive and negative human actions in order to look through a more balanced lens.

Reflection: Areas for Improvement

If I were to use the Sustainability Compass tool again within this context and for this lesson, I would extend on this lesson by asking them to think about types of action they might be able to take based on their findings and within which quadrant their action would aim to address. By doing this, I would be supporting the element of action-taking as driven by the IB PYP, as well as remaining flexible for action to take place in many forms and address multiple areas of sustainability.

EVIDENCE







