

Kindergarten - The Concept of Food Chain & Its Importance for Keeping a Balance in the Ecosystem

by Yordanka Brunet Valle

Tool(s) used:	<ul style="list-style-type: none"> • Sustainability Compass
Purpose of using tool:	<ul style="list-style-type: none"> • Generating Questions • Guiding Discussion <p>Overview: The purpose of using this tool was for allowing students to understand the concept of Food Chain and how living things are connected. This activity highly engaged students into the Food Chain topic and it was valuable for them to see how and why one living thing depends on another one.</p>
Context of lesson/case study:	During an International Primary Curriculum lesson with my Kindergarten students
Participants (# and description):	13 Kindergarten students age average 5 years old
Topic, Theme, or Key Understanding of unit/project:	To understand the concept of Food Chain and its importance for keeping a balance in the ecosystem.
Length of unit/project:	IPC Unit 3: We are Alive, duration of the Unit: around 6 weeks
Resources/materials & setting required:	Markers, Whiteboard, students IPC copies, pencils, strings, camera, colour, pencils crayons, erasers.
<p>Lesson Plan/Description of the Project:</p> <p>As part of the Food Chain lesson, we planned different activities for the students to understand the concept. We went back to prior knowledge about what a Living Thing is and its characteristics. So one of the tasks was about making connections between living things.</p> <p>Therefore, we planned a task where the learners had to make connections using a string linking one living thing with another one. The teacher will divide the group into small groups and give them some strings; a different colour should be given to each group. So the kids need to discuss the living things they would like to be connected, the habitats where they could find those animals or plants and being able to explain those connections to the whole class at the end of the task.</p> <p>While they are working, the students can get support from one of the teachers, while the other one will be taking photographs for evidence.</p> <p>Food chain lesson by Yordanka Valle.pdf</p>	
<p>Reflection</p> <p>Plusses:</p> <p>I think generally it was a great activity for them to practice and get more understanding of Food Change concept. Through their interaction, they got more ideas related to different animals and plants that live in particular habitats. The tool applied allowed the students to engage more on the topic and to actively participate sharing with other students. They were freely expressing their ideas and were able to construct their learning by their interaction.</p>	

Challenges:

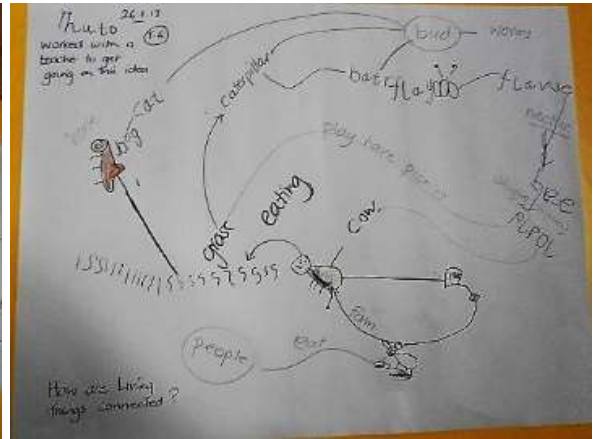
I will provide more time for them to explore and have more fun while they are trying those connections. I will give definitely do it again and I will include different Systems Thinking tools next time in future IPC lessons.

Suggestions for other practitioners and educators:

I definitely think that applying any Systems Thinking tools favour the teaching-learning process and allow learners to deeply understand any concept, no matter their age or grade. It is practical, excited and makes the difference in terms of your students learning.

Evidence and Resources:





Case study submitted by: Yordanka Brunet Valle, 2017, while serving as Kindergarten teacher at International School of Havana, Cuba