**Primary School: Language Arts IPC and Extra Curricular Activity (Debate Club)  
by Suzanne Outram**

| Tool(s) used:       | • Systems Mapping  
|                    | • Clock Partners  
|                    | • KWL Chart  
| Purpose of using tool: | • Generating Questions  
|                    | • Guiding Discussion  

**Overview:**
I used the above tools to generate conversation and thinking among the students. These tools were used to encourage the students to come up with their question and answers and to encourage students to interact with other students that they normally do not interact with on a day to day basis.

**Context of lesson/case study:**
Language Arts IPC and Extra Curricular Activity-Debate Club

| Participants (# and description): | 18 students in Language Arts IPC class, 12 students in Extra Curricular Activity Debate Club  
| Topic, Theme, or Key Understanding of unit/project: | Introduction to new subject topic, introduction to debating topic  
| Length of unit/project: | Class Session-1 period, Extra Curricular Club - 2 weeks  
| Resources/materials & setting required: | poster paper markers, post-it notes  

**Lesson Plan/Description of the Project:**
Clock Partners- At the beginning of a school week, I write on the board the times the students need to record on their appointment cards. The students then have 5 minutes to make all of their appointments. Throughout the day or during the week, when I want the students to discuss I call out an appointment time and they meet. This encourages them to discuss with each other and the students that are a little more shy can still share their thoughts but the braver one speaks on their behalf. I also use clock partners to create groups to create a KWL chart for our topic lessons.

Systems Mapping was used for my Extra Curricular Club-Debating club. I wrote various words -Evil, Good, Human and Nature on large pieces of paper and the students had to brainstorm as many words that were associated with their given word. They then had to make any links with associated words and then using those words create a definition. This then lead them to debate on the topic of Whether or not human nature is good or evil. This opened all sorts of conversations and forced the students to think outside of the box.

**Reflection**

**Plusses:**
Clock Partners work very well for the students (grade 3), they like the fact that they make their own appointments and get to meet with other students to discuss first.

Systems Mapping is working well but needs some more time for the students to grasp the concepts. It worked better with the after-school club as in the club there are older students (grade 4 and 5)
Challenges:
I would change the amount of time allotted. However, due to time constraints of lessons, I would extend Systems Mapping over two periods instead of one to allow the students more time to discuss the topic.

Suggestions for other practitioners and educators:

Evidence and Resources:

Case study submitted by: Suzanne Outram, 2017, while serving as Primary Teacher at International School of Havana, Cuba