



Grade 5 Social Studies: Social Change - Health of Refugees

(Submitted by Lucy Thompson (Classroom Teacher) and Sujata DeHart (Service Learning & Sustainability Coordinator and ES Librarian), 2017, while serving as International School of Kuala Lumpur, Malaysia)

Tool(s) used:	<ul style="list-style-type: none"> • Sustainability Compass • Systems Mapping • Triangles Game • Working toward causal diagram
Purpose of using tool:	<ul style="list-style-type: none"> • Research • Generating Questions • Synthesizing Thinking • Guiding Discussion <p>Overview:</p> <p>For students to take their research, organise and synthesise their findings, using the various tools to deepen their understanding of the topic (Health of Refugees) and increase discussion. All of this prepared them to create a script for a performance to raise awareness of the issues in the world.</p>
Context of lesson/case study:	Grade 5 Social Studies
Participants (# and description):	Grade 5 Students (20 students)
Topic, Theme, or Key Understanding of unit/project:	Social Change - Health of Refugees
Length of unit/project:	3 weeks
Resources/materials & setting required:	Research sources, brain frames, understanding of mind maps, compass tool, key word list (student generated from compass tool), large whiteboards (we had whiteboard tables), chart paper, open space for triangle game, Great Kapok Tree book, copies of a blank compass tool organiser, coloured pens
<p>Lesson Plan/Description of the Project:</p> <p>https://youtu.be/ TUSWgtJqCQ (evidence is here)</p> <p>Background: Played Triangle Game, used mind maps and Sustainability Compass tool previously</p> <p>Lesson 1: Introduce concepts of systems thinking: variables, interconnection, causal links via literature.</p> <ul style="list-style-type: none"> • Read Great Kapok Tree • Draw causal links • Discuss variables, such as man, axe, animals... • Discuss structure and Mindset <p>Lesson 2: Use Sustainability Compass points to gather a common understanding of the health problems refugees seek, then add to it some ways they have been addressed.</p>	





- First, in small groups they added the problems they face in red to the compass tool. Then whole group discussion on to the class compass tool poster.
- Second, add in possible solutions in blue with small group. Followed by class discussion.
- These ideas generated vocabulary and concepts for the Causal Diagram exercise and helped to generate better questions for deeper research

Lesson 3: Causal Diagram

- Take vocabulary from compass points and make a word list. In small groups, have students create a mind map using the words to show connections, categorising, cause/effect. Lead students to causal diagrams.
- At table teacher guided discussions on the variables:
 - Which one do you think is the most important?
 - Could we take one away to solve all the problems?
 - What other words could we add to help these? What structures could change to lessen the problems?
 - How do people's mindsets affect the health of refugees?

End Task:

3 - Main Problems

2 - Best Solutions

1 - Big Question

Students then gallery walk to see each others thinking.

Finally, we used this deeper understanding to plan and organise our message to write a script for our performance.

Reflection

Plusses:

The students did a great job of using the protocols provided to them. The discussions they had within their groups were engaging and deep. The students demonstrated strong understanding and opinions on the topic. When doing the mind map/causal diagram, they began to see some of the root causes and the importance of certain variables within the problem. This led them to a more wholistic view of refugee health problems and the solutions that are needed. During the final 3,2,1 activity, they had deeper thoughts and questions, which were used in our interview of a doctor in a refugee clinic and then transferred into our script.

Challenges:

The challenge that we met were minor, but one thing we found was that because the kids had not used these tools much before, there was some front loading required before we could fully engage in the learning from the tools. If our school was using the Compass Tool, triangle game, Iceberg model, behaviour over time charts, and causal diagrams, we could have more quickly gone into these. Lucy had used some of the tools before, during other units, so that made it better, but there's room for improvement here.

Also, another challenge was the short amount of time we had to accomplish this work, given a performance date of May 9th. We would have liked to use the BoT and Iceberg models as well, if we had had the time.

Suggestions for other practitioners and educators:

- Start introducing the tools as soon as possible. Some of our teachers are using the systems mapping here in Kindergarten - it is never too soon to start.
- Step back and only using guiding questions during the discussion times. Make sure they have their research and their notes out to reference; it will make their discussions deeper.





- Do not let them look at each others' mind maps until the end; this keeps their discussions and diagrams unique and original.

Evidence and Resources:

[Youtube video: Compass Lesson 6 by Suji DeHart & Lucy Thompson](#)



SUSTAINABILITY COMPASS EDUCATION

Empower & Connect Learning Communities to Educate & Act for Sustainable Future
www.SustainabilityCompasseducation.org