

**LESSON: Making a Class List****GRADE: 2**

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**OVERVIEW:**

Students will work as a class to create summary of all of their findings.

This summary will be shared with the rest of the participating schools around the world.

**OBJECTIVES:**

Students will be able to:

- Describe objects in detail.
- Summarize information.
- Participate in using telecommunication to share information with others.

**MATERIALS:**

Students' lists and sketches of the things they found in their squares

Large sheets of paper mounted on classroom walls

**TIME:** 60 minutes

**TEACHER PREPARATION:**

Before beginning this lesson, you should complete the following: You will need to have three large sheets of paper posted on the classroom wall. One sheet should be labeled 'Plants', the second sheet labeled 'Animals' and the last sheet labeled 'Non-living Objects'. You will probably need additional sheets depending on how many observations you want to record.

**PROCEDURE:****Activity: Putting the details together**

For this activity, do the following:

1. Explain that they are now going to come up with one big list of all of the plants, animals and non-living objects that were found in all of the squares. Besides listing the items they found, they will also need to list as many details about each item as they can remember. Explain that once you create the three lists you will share them with the other schools around the world.
2. Pick one of the three categories to start with and go around the room asking each student to tell you one item that should be listed. If students repeat objects make sure they realize that you only want to list an object once.
3. As students give you answers and fill in the details, start recording what they say on the wall chart. Try and be selective in the details you record, only use those that are accurate and reflect the objects that they are talking about. This is important since you will be sharing these details

with the other participating schools, which will be re-creating your square from the information you supply.

4. Continue this activity until you have filled in all of the details for each category.

5. Once you have completed the collection process, explain to the students that you will take all of the information and post it to the project's web site for the other students around the world to use. If you have a computer with Internet access in your classroom, you can have students help you input the data or watch you post it. If the Internet computer is not in the classroom it is a good idea to have them take "field trip" to the computer after you have posted the data to see that their information is now online.

6. To post the data go to the Project Data section of the project web site and follow the on screen instructions for submitting your data. Make sure that e-mail address you use is the same one under which you registered for the project.

7. Leave the wall charts up for the duration of the project so that they can always refer to them.

### **Processing through the Six Pillars:**

Lesson: Making a Class List

#### **WHAT:**

- Consensus means general agreement among all members of the group for the greater good.

#### **SO WHAT:**

- Take personal responsibility for your decision. Choose for the greater good.

#### **NOW WHAT:**

- A process suggestion is to generate individual student's responses in a way that that keeps the personalities out of the process. That way the concept rather than the person who suggested the concept is how decisions are made. Have them write one object for each category on a slip of paper and collect their papers. Then make a large list, including the duplicates, and gain consensus by the class on the list. This can be done by voting using 3 adhesive dots (like used in garage sale pricing) for each student. The students have the option of using all 3 dots on their absolute first choice or to spread their dots among several choices

Alternative: Visual Voting

Red= I do not agree with this. Give the student the opportunity to explain their resistance and offer a compromise.

Yellow= I need more information have a question before agreement. Offer clarity.

Green= I do agree with this list.

All students sign the list with their name to make their agreement public