

Grade

8

Teach a 6 Year Old

SCIENCE



Driving Question: How is the ocean a driving force for weather and climate?

Project Description:

Students were given a topic about climate systems and were charged with creating an interactive model to use to explain to an audience of 6-year-old students. Students first investigated and researched the concepts such as surface currents, deep currents, upwelling, and the global conveyor belt. Students examined materials to use to create their interactive model, and then drew and explained their ideas on paper. They checked the accuracy of their model with the teacher and advice as needed. Students also visited an elementary classroom to observe 6-year-olds in a learning environment. They shared their observations and developed a class rubric to assess learning. Students then presented to their peers for feedback and improve their work. Finally, students took turns presenting their lessons to a small group of 6-year-olds as well as watching other teams in action.

Student Products

- ▶ Research specific topic and identify big ideas
- ▶ Design a lesson for a group of 6-year old students and refine based on observations



Teacher Reflection

This was an extraordinary experience for our 8th grades. They were excited, they were nervous, they were surprised. Even though our students had the opportunity to observe 6 year olds in action in their learning environment, teaching them proved to be challenging. The ability to think on their feet was crucial and be ready to change your lesson plans at a moments notice was imperative. For the future, it would be beneficial if students had an extra opportunity of teaching the 6 year olds. So perhaps two sessions of teaching them could be incorporated into the unit." - Ruby Hundley and Nola Heckman



Student Reflections

"The students were cute. You really have to know the concepts because you have to answer their questions. You have to interact with other human beings, and that helped me know, and think outside of your own mind. The hardest part was time limit. It was only 8 minutes and we couldn't cover everything. We didn't get to dig deeper or check for understanding." - Jacquelyn

"The best part was seeing how the kids interacted with it and whether or not they enjoyed it. The hardest part was making it simple enough for them to understand and retain the knowledge." - Aaron

"The best part was when we answered their questions and being surprised about what they learned. The most challenging part was keeping them both focused and entertained." - Warren



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