

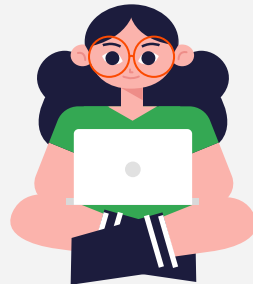
Unit: 1

Learning at school and social dynamic that influence the learning process



TPT 2 WEEK 3. LESSON 2

Start!



Lesson Objective



1

By the end of the lesson, students should be able to:

- identify components of their own systems
- analyze their impact on education

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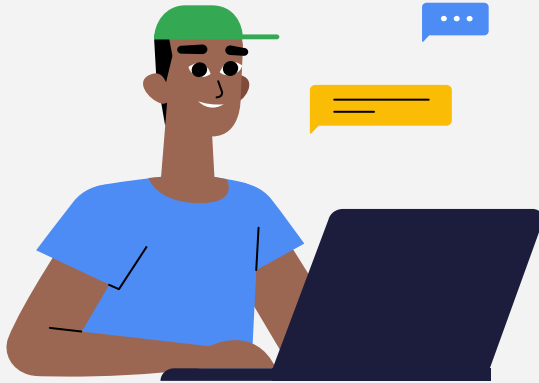




Warm up



1



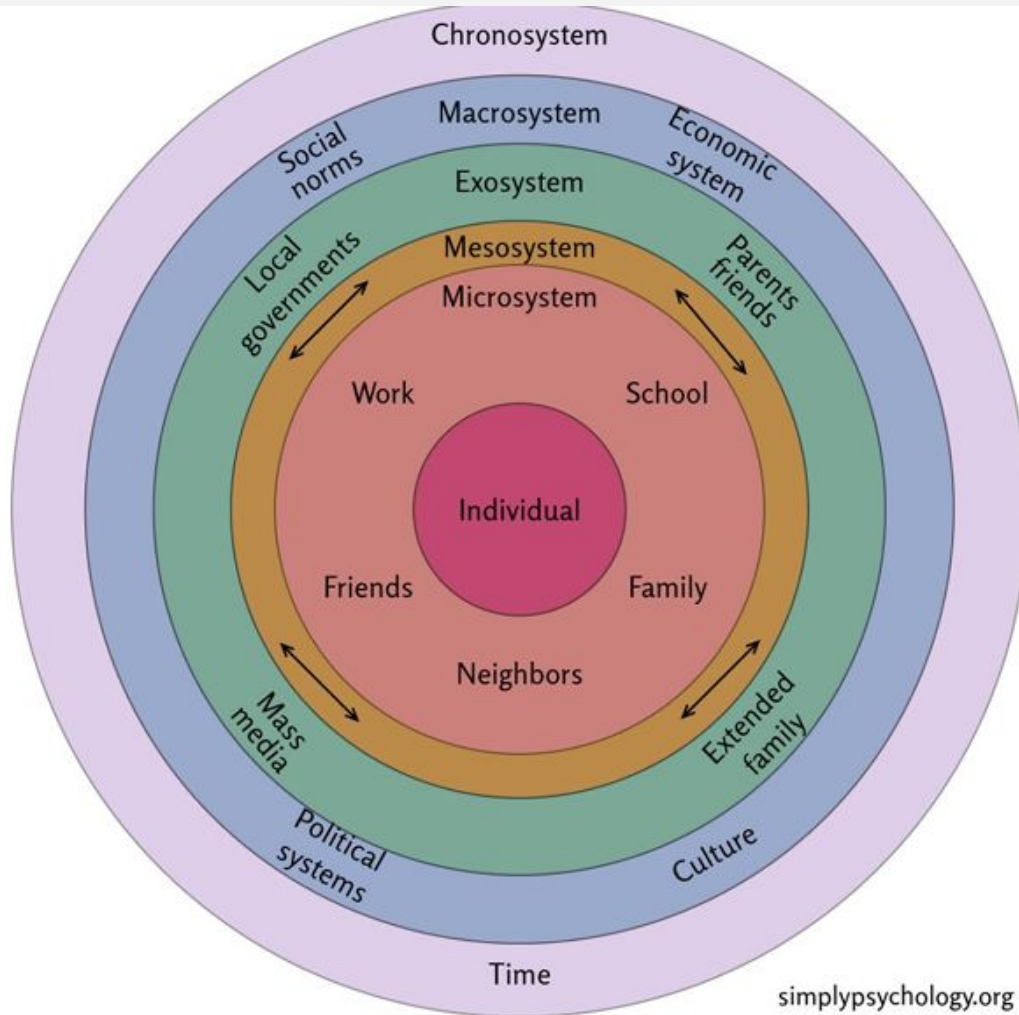
Before we begin, take 5 minutes to think over the following questions:

2

- What is one person (family, friend, teacher) who has significantly influenced your life? How?
- Name one hobby or interest of yours and how it connects to your family or culture. Why is that the case?
- Share one major event in your life that changed how you see the world.

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Which levels of the ecosystems were you referring to while answering the previous questions?

How do relationships and environments influence us and our learning?

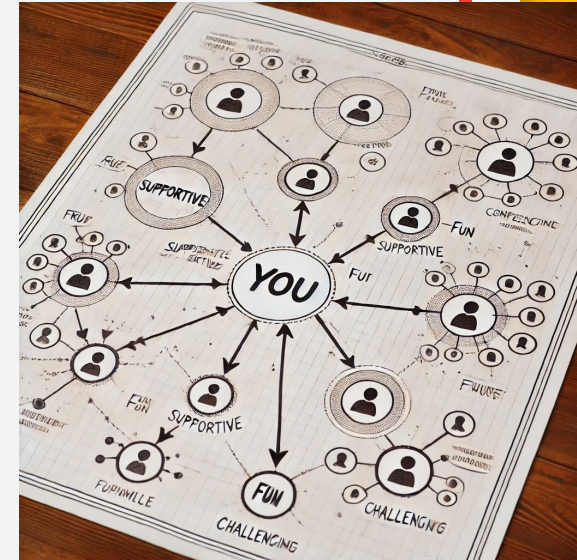


Activity 1: Mapping our Microsystem



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1. You will be given a blank sheet of paper.
2. In the center of a blank sheet, draw a large circle to represent **you**.
3. Around your circle, draw smaller circles for people in your **microsystem** (family, friends, teachers, etc.).
4. Draw lines from your circle to theirs, showing how they influence you.
5. Write a word (e.g., supportive, challenging) along each line to describe your connection.
6. Think about how these connections fit into Bronfenbrenner's model—are any part of your mesosystem, exosystem, or macrosystem?
7. Pair up and discuss your map and the role of your most influential person.
8. Share how your microsystem shapes your development and how these influences impact you.



4

20 minutes

Case study analysis



1

1. Form pairs or groups of three.

- Each group will be assigned a case study to analyze.

2. Identify the following:

- How different factors interact to influence the student's learning. Consider the people, institutions, and environments shaping their experiences. Which systems can you identify? How do they connect?
- Potential outcomes of these interactions. Based on these influences, what challenges or opportunities might arise? How could this impact the student's academic success and well-being?

3. After 20 minutes:

- Groups will share their findings with the class, focusing on the interconnectedness highlighted in Bronfenbrenner's theory. Make sure to justify your reasonings and discuss possible interventions

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4

15 minutes



LET'S SHARE WHAT WAS DISCUSSED

Be ready to **justify your reasoning** and discuss **possible interventions** that could improve the student's situation.

Dig deep into these cases. What is beyond what you can read?

Before we go, answer the following questions:



**EXIT
TICKET**

1. Identify one component of your own microsystem that influences your learning and briefly explain how.
2. Reflect on the case study discussed today. What do you believe was the most influential system for the student's success or challenges?
3. How can understanding these systems help you as an English teacher in influencing your students' learning experiences?

Add your name and give it to your teacher before leaving. Thank you!



References



Guy-Evans, O. (2020). Bronfenbrenner's Ecological Systems Theory.
Simply Psychology.

<https://www.simplypsychology.org/bronfenbrenner.html>

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