

## Student Loopy Model Examples

Provided is a list of models we have compiled from students, educators, and scientists who have engaged with our Systems Are Everywhere module. These models can be used to build knowledge of areas students can focus on when building their own model, you can share these models with students who are struggling to come up with their own ideas, or you can use the systems modeled in these examples as part of relevant systems discussions beyond this module.

We are always looking to add to this list. If your students have developed unique models that would be of benefit to others, especially models in areas not captured here, please submit your models to us using [this form](#).

### Urban farm models ([Instructional activities can be found here](#)):

- 11th grader: COVID-19 & urban farm feedback loops, 9 Node model <https://bit.ly/2YUBhTH>
- 11th grader: COVID-19 & urban farm feedback loops, 11 Node model <https://bit.ly/3ePy3Gk>
- 11th grader: COVID-19 & urban farm, 11 Node model <https://bit.ly/3dR3XRA>
- 11th grader: COVID-19 & urban farm feedback loops, 7 Node model <https://bit.ly/2YOpvKg>

### COVID-19 models:

- 6th grader: COVID-19 & feedback loops  
<https://twitter.com/KateRaworth/status/1254344048216887296/photo/1>
- 11th grader: COVID-19 & feedback loops, 6 Node model <https://bit.ly/38q10pZ>
- 11th grader: COVID-19 & feedback loops, economics and policy focus, 16 Node model  
<https://bit.ly/2CXplaZ>
- 11th grader: COVID-19 & feedback loops, health care system focus, 9 Node model  
<https://bit.ly/2AqR1Es>
- 11th grader: COVID-19 & feedback loops, health care system focus, 12 Node model  
<https://bit.ly/3dVaD0R>
- 11th grader: COVID-19 & feedback loops, overview, 11 Node model <https://bit.ly/38kfqbI>
- ISB Scientists created this simple model for how COVID “impacts everything”: <https://bit.ly/2SxC4px>

### Good/Bad day ([Instructional activities can be found here](#)):

- 2nd grader: <http://bit.ly/39QwMPg>
- 3rd grader: <http://bit.ly/2O3MJJr>
- High school stress and anxiety: <https://bit.ly/3mchAiF>
- 11th grader: <https://bit.ly/3fGF8tv>
- 11th grader: <https://bit.ly/323Tsly>
- 11th grader: <https://bit.ly/3iESckH>
- 11th grader: <https://bit.ly/2VWitkT>
- 11th grader: <https://bit.ly/38Sp44Y>
- 11th grader: <http://bit.ly/3pKrNUZ>

### HIV ([Instructional activities can be found here](#)):

- 11th grader: <https://bit.ly/3f6sW4U>
- 11th grader: <https://bit.ly/2CwRTrG>
- 11th grader: <https://bit.ly/2BGLHNT>
- 11th grader: <https://bit.ly/3qOadkm>

## Physiology

- High school: <https://bit.ly/3mEZCWL>
- High school: <https://bit.ly/39DKipR>
- High school: <https://bit.ly/2VvKBuu>

## Other:

- High school chemistry model <https://bit.ly/3rMkGN7> built in response to reading <https://www.seattletimes.com/seattle-news/environment/stormwater-pollution-in-puget-sound-streams-killing-coho-before-they-can-spawn/>
- 8<sup>th</sup> Grader: The relationship of bacon and granola bars during Remote Learning. A nicely fluctuating example: <http://bit.ly/3bsGR4B>
- 6<sup>th</sup> grader:

“I made it so when Zipper is doing a behavior it leads to other behaviors, like when he bites he gets sleepy... (Zipper is our dog)”

*“It’s fun, and the results are different depending on what you start with. Experiment with it, and study with it.”*

<http://bit.ly/3pKbvLU>

- High school student: “I have chosen to identify the effects of smoking, drugs, and alcohol, as well as their advertisements, in order to find a potential solution to the addictive substances. ”  
<http://bit.ly/37DGcvT>
- Middle school ecosystem examples:
  - a. <http://bit.ly/3brO8li>
  - b. <http://bit.ly/3unjmlY>
  - c. <http://bit.ly/3kdzNwE>
  - d. <http://bit.ly/2ZCUAAg>
  - e. <http://bit.ly/3qX1Gvi>
  - f. <http://bit.ly/2NRa7tK>
  - g. <http://bit.ly/3pJ6l2N>