



High School GIN Class: Changemaker Project Management

(Submitted by Jose Vega, 2017, while serving as Science Teacher and GIN educator at The Columbus School, Colombia)

Tool(s) used:	<ul style="list-style-type: none"> • Sustainability Compass
Purpose of using tool:	<ul style="list-style-type: none"> • Research • Generating Questions • Synthesizing Thinking • Guiding Discussion <p>Overview: Using this tool was meant to allow students to analyse their previous practices and project work, as well as allowing them see the connections between the various Sustainability Compass domains.</p>
Context of lesson/case study:	High School GIN Class (Global Issues Network)
Participants (# and description):	12 High school students
Topic, Theme, or Key Understanding of unit/project:	Project management, social entrepreneurship
Length of unit/project:	Year long
Resources/materials & setting required:	https://drive.google.com/file/d/0B5luB7Kl2cuLeWtPVVpRRTIYXzQ/view

Lesson Plan/Description of the Project:

Context: Students had used design thinking to generate a project idea as a class. They decided to create and sell wood products in order to raise money to donate to school social and environmental initiatives.

Goal: I can analyze and describe how our Changemaker project work is connected to four Sustainability Compass domains; Nature, Economy, Society, and Well-being.

Access prior knowledge:

1. Create a list of how your project has impacted or affected the community (provide an example).
2. Now categorize the impacts into various categories (give an example).

New information:

1. Introduce Compass Education and the Sustainability Compass. Explain its uses.
2. Define all Sustainability Compass domains; explain Nature, Economy, Society, Well-being.
3. Explain how they will use the Sustainability Compass to frame their work. Check for understanding: ask students to paraphrase what is the Sustainability Compass and how can it help us?

Application:

1. Provide directions for how to group
2. Explain directions: students will use post-its to write down evidence of domains, thoughts, and questions that arise.
3. Actively monitor and provide feedback during 15 min of completing the pyramid.



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**Generalization (close):**

1. Ask for general thoughts and impressions aloud.
2. Exit ticket: Ask students to individually write down on post it main take-aways/ new learnings from Sustainability Compass, and its implications for their project.

Reflection**Plusses:**

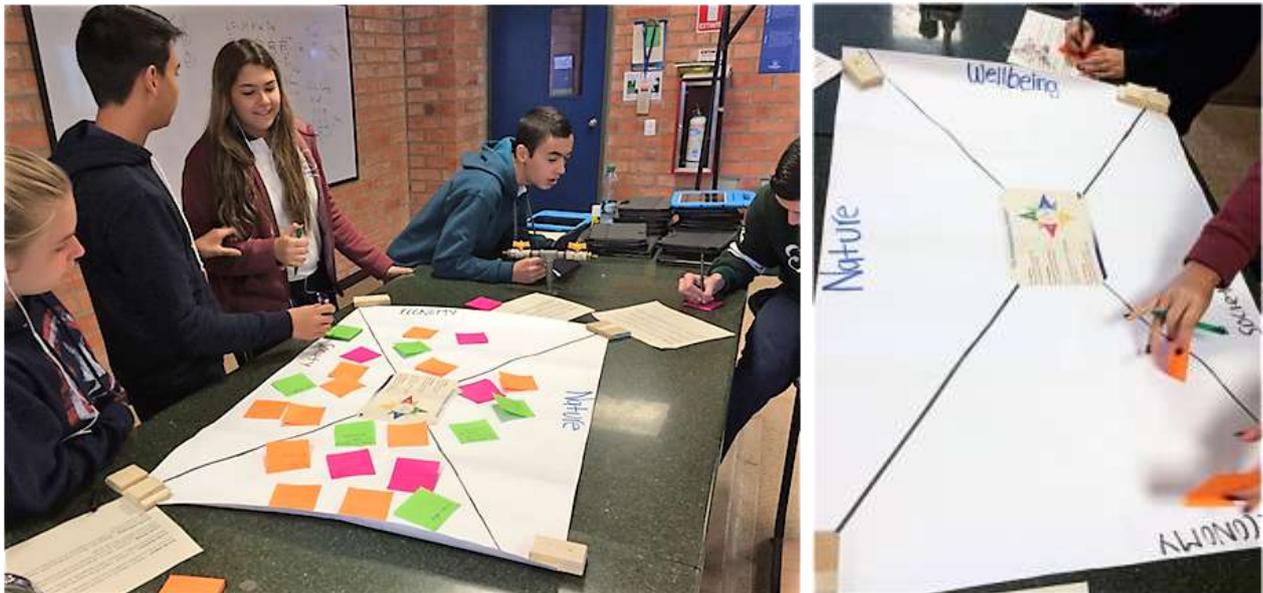
The Sustainability Compass let students analyse their previous project work with a larger scope. It forced them to see strengths and weaknesses according various Sustainability Compass domains. The tool allowed students to generate several essential questions that had impact on the future of their work.

Challenges:

It could be useful to separate the Sustainability Compass domains in sections or various days. That way each section, nature for example, one could have follow up research or another complementary resource, conversation, or activity.

Suggestions for other practitioners and educators:

Model very well how to fill out parts of Sustainability Compass, or to have a completed Sustainability Compass based on another topic.

Evidence and Resources:**SUSTAINABILITY COMPASS EDUCATION**

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