



# COMPASS LESSON PLAN

## Year 5 Humanities: Introduction to Far and Beyond

By Sara McKay, Year 5 Teacher at Jerudong International School

**Subject:** Humanities

**Context:** Single lesson

**Topic:** Life in different countries around the world

**Length of Lesson:** One session

### SYSTEMS TOOL(S)

- Sustainability Compass

### PURPOSE OF USING TOOL(S)

- Guiding Discussion

### MATERIALS & SETTING

A3 paper, dictionaries, computers, Smartboard or large whiteboard and markers

## LEARNING OBJECTIVES

- To examine different aspects of life for people living in different countries.
- To investigate how these different aspects of life are interconnected.

## LESSON STEPS

**Starter:** in small groups of 3 or 4, ask students to brainstorm all of the different elements that make up a country. Possible suggestions could be government, religion, history, schools, weather/climate, landmarks, citizens, etc. Alternatively, give the students a list of different elements you would like them to examine and use dictionaries and/or computers to look up any unfamiliar terms.

### Main teaching:

- If the students aren't already familiar with the Compass, introduce it and explain what the four points represent.
- In their groups, ask the students to discuss where they think each of the elements they have in their list would fit on the Compass.
- Then, with a large Compass on your Smartboard or whiteboard, invite the students to come up and record their answers in the section they feel it belongs.

**Plenary:** Review what the students have recorded.

- Are there any elements that could fit in more than one section?
- Are there any connections we can make?
- Are there any sections that have more elements than others?
- Can we think of anything else that might fit in the sections that have fewer elements?

## REFLECTION

### Plusses:

This activity really engaged my students and generated a lot of discussion about how things are interrelated. For instance, although one group wrote "religion" in the section of Society, another group wanted to put it in Well-being, because of the personal impact religion can have in an individual's life.

### Challenges:

I gave them a list of words instead of letting them generate their own because there were particular things I wanted them to focus on. However, in retrospect, next time I would like to let them generate their own, then maybe add things as the discussion progresses.

## SUGGESTIONS FOR OTHER PRACTITIONERS/EDUCATORS

If there is particular words or ideas you want to incorporate, make time to unpick any unfamiliar vocabulary, particularly if you are working with EAL students.

## PHOTO(S)

