



COMPASS LESSON PLAN

Extracurricular Activity: Aims of a Sustainability Committee

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Subject: Extracurricular Activity

Context: Extracurricular Activity

Topic: Sustainability

Length of Lesson: One session (1 hour)

SYSTEMS TOOL(S)

- Sustainability Compass

PURPOSE OF USING TOOL(S)

- Generating Questions
- Synthesizing Thinking
- Guiding Discussion

MATERIALS & SETTING

Internet access

LEARNING OBJECTIVES

- To create aims for a sustainability committee

LESSON STEPS

Step 1: Invite students to form an environmental/sustainability committee.

Step 2: Once you have formed your committee ask the students to think about what their aims for the committee are, give time for students to think individually. (5 minutes)

Step 3: Split your committee into groups and ask the students to generate ideas for their aims, give students 10 minutes to create ideas.

Step 4: Further students thinking by showing them the Sustainability Compass, and ask students to create a minimum of two aims for each point compass point. (15 minutes)

Step 5: Bring the groups back together as a class and map out all the aims on a large Compass on the main board. (10 minutes)

Step 6: Ask students: "Do any of the aims overlap?" "Can you refine the aims to make them more concise?" Work as a class to make the aims more succinct. (10 minutes)

Step 7: Ask students to reflect on the aims. "Is there any crossover for the aims? Could some of the aims be moved to other Compass points?"

REFLECTION

Plusses:

Splitting the class into groups worked well as there was lots of discussion and lots of generation of ideas. The Sustainability Compass added breadth to their aims and allowed them to think about the diverse areas of sustainability. The Compass helped the group to meet the objective by creating a wide range of aims for a more sustainable school. I would suggest replicating this lesson plan because environmental groups need to have aims/objectives in mind, to consider all the elements of sustainability by using the Compass was a valuable lesson to broaden students perspectives.

Challenges:

The Economy part took a bit of explaining with the younger students. The students found it difficult to think of more aims for Well-being. To generate more ideas for Well-being I could have started with this Compass point and looked at different types of Well-being, maybe some definitions and examples to help students think more.

SUGGESTIONS FOR OTHER PRACTITIONERS/EDUCATORS

I would suggest that this process can be revised every year so that the students are developing their aims each year, once some aims are met they can think of other ones.

PHOTO(S)

