

Grade 7 Geography: More or Less Equal Human Development

by Andrea Earle

Tool(s) used:	<ul style="list-style-type: none"> • Sustainability Compass • Triangles Game • Triangles Game Round Chart
Purpose of using tool:	<ul style="list-style-type: none"> • Generating Questions • Synthesizing Thinking • Guiding Discussion <p>Overview: Understanding human development and inequality as a complex system with many factors. Students used the Compass Chart to find connections and then eventually a leverage point. Students used the Sustainable Development Goals (SDG) to make further connections to the overall system. After the Compass Chart was complete, we played the Triangles Game. The game illustrated to students the complexity of the system and the relevance of the leverage point. We then charted the connections in the circle graph which was enlightening to them as it was a visual representation of an activity we had just completed that showed the complexity and connections.</p>
Context of lesson/case study:	Geography Class-Unit More or Less Equal-Human Development
Participants (# and description):	17 Grade 7's, Teacher, 1 Support Staff
Topic, Theme, or Key Understanding of unit/project:	Student awareness of the complexity of human development and inequalities relative to: poverty, HDI, globalization connections, country comparisons, regional comparisons, UN Mission SDG's, MEDC/LEDC
Length of unit/project:	Double Period (2-40 minute periods)
Resources/materials & setting required:	Chart paper, markers, SDG printouts, stickers with numbers for student's shirts
<p>Lesson Plan/Description of the Project:</p> <ul style="list-style-type: none"> • Chart paper, markers, students in groups of 4 were asked to develop a Sustainability Compass using Human Development as a topic. • Class discussion to define and gain a common understanding of nature, economy, society and well-being headings. • I used some guiding learning for each section of the compass-key words to help facilitate the chart to some groups. • Students made their connections and we discussed leverage points and how they were developed in the chart. • Students were then put into a large circle group where each student had an SDG printout. We discussed how each related back to the 4 headings and how they were related and connected to each other, creating more leverage points. • Moving onto the Triangles Game, students were given their numbers and asked to get into a large circle and given instructions and we played a few times. • Later I chose one student and pulled them out of the system, which then resulted in many other connections having to move to keep their connection to them and so on. I related this back to a leverage point. 	

- Finally, we charted the student connections from the game on a circle chart which highlighted the leverage point.

Reflection

Plusses:

- Students love doing anything stimulating, i.e. different and particularly outdoors.
- Students understood the connection between different areas of impact of the system by deconstructing.
- Human Development as a concept, due to the fact that they were the system at one point in the lesson.

Challenges:

- I would record the Triangles Game next time for student viewing later.
- I would use parallel lines rather than equilateral triangles.
- I would not do all of these activities in one lesson again, there was too much activity and not enough time for discussion after each.

Suggestions for other practitioners and educators: -

Evidence and Resources:



Case study submitted by: Andrea Earle, 2017, while serving as Geography teacher at International School of Havana, Cuba

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