



# COMPASS LESSON PLAN

## Humanities/Social Sciences: Impacts of Returning to School, Face to Face: Family/Homeschool

By Brooks Luscher, ELC Teacher at American International School of Mozambique

**Subject:** Humanities, Social Studies

**Context:** Ongoing inquiry/conversations

**Topic:** To understand the impact of returning back to school, face to face, and recognizing that a school is and interconnected and complex system.

**Length of Lesson:** On-going family discussion consisting of daily interactions for approximately 3 weeks

### SYSTEMS TOOL(S)

- Sustainability Compass

### PURPOSE OF USING TOOL(S)

- Synthesizing Thinking
- Guiding Discussion

### MATERIALS & SETTING

Sustainability Compass, pens, markers, laptop, internet connection, school yearbooks

## LEARNING OBJECTIVES

- Formulating Questions
- Developing Conversations
- Making Connections

The purpose of using this tool was to allow the learners to see the connections that are created when school is face to face and on campus. It was important for them to understand and see what value face-to-face learning has on numerous aspects of the world around them.

## LESSON STEPS

As part of ongoing family discussions about the interconnectedness of face to face learning and the world, the participants spent time using visualization techniques, internet searches, and past yearbooks to recall the campus, the interactions, the people, the services, and stakeholders connected to the community.

Images and photos of their school and other schools were observed and reflected upon. These images included the school website, personal photos, yearbooks, and photos from online searches of schools.

The Sustainability Compass was introduced as puzzle pieces and each section discussed, explored, and wondered over. They connected the four pieces in the end, symbolizing the interconnectedness it represents.

Once they were comfortable with the Sustainability Compass and each aspect, they began to work individually add their thoughts and ideas.

## LESSON STEPS

The siblings added their words and images to the various components of the Sustainability Compass. At times discussions developed when one or the other began thinking out loud.

Each child had the opportunity to share their additions and ask or answer questions for clarification. Clarifying questions were asked of each other and there were a few "ah-ha" moments which lead to some other additions.

The siblings used arrows to draw connections between some of their words, phrases, and drawings and had the opportunity to explain their thinking.

The lesson ended with a discussion of what they noticed, wonderings, and personal connections to what was discovered.

## REFLECTION

### **Plusses:**

This lesson provided valuable insights into each person's thinking and the interactions between the participants. While observing and listening to each other, they were inspired and developed new ideas and connections. It certainly provoked deeper thinking, especially when noticing the connections between the four parts and the interconnectedness of going to school face to face, including the recognition of so many different parts. The two participants are of different ages and abilities, yet they were comfortable using their abilities to add to the Sustainability Compass or to ask for support in dictation when needed.

### **Challenges:**

I think using the Iceberg to further thinking would be useful next time as well as having pre-made visuals present when filling out the Compass, especially for younger participants. It might also be powerful to extend the lesson to allow the younger participants to develop their own visuals.

## SUGGESTIONS FOR OTHER PRACTITIONERS/EDUCATORS

It was incredibly powerful for both age groups (KG and Grade 7), thus it is certainly a versatile tool. The younger learner was certainly more connected to Wellbeing and Nature, so breaking it down for younger learners would be a good idea.

The grade 7 participant was able to work through all sections and asked clarifying questions to understand the differences between the four components. It is important to spend time looking at the Sustainability Compass, breaking it down into sections, and develop a common understanding of the terminologies and what they may represent.

PHOTO(S)

