



Year 1 EAL: Relating Narrative Story to the Real Environmental Problems

(Submitted by Dessy Krisdian, 2017, while serving as EAL Teacher at Australian Independent School Jakarta)

Tool(s) used:	<ul style="list-style-type: none"> • Sustainability Compass • Pyramid Lite (VISIS)
Purpose of using tool:	<ul style="list-style-type: none"> • Synthesizing Thinking • Guiding Discussion <p>Overview: The Sustainability Compass tool was selected to encourage students to think of different viewpoints when relating a narrative story to the real environmental problems.</p>
Context of lesson/case study:	English in EAL class –a discussion following a narrative text, King Midas and the Golden Touch
Participants (# and description):	14 Year 1 EAL students Students age range from 6-7 years old. They come from different non-speaking countries and are still developing their English.
Topic, Theme, or Key Understanding of unit/project:	Narrative Texts, vocabulary
Length of unit/project:	2 weeks
Resources/materials & setting required:	<ul style="list-style-type: none"> • Students read a big book; King Midas and the Golden Touch • Watch a YouTube clip https://www.youtube.com/watch?v=3zdTjVrbjKI • Post it notes, glue sticks, markers, coloured pencils

Lesson Plan/Description of the Project:

- This activity was conducted in EAL classroom.
- Teacher prepared the Sustainability Compass on a big sheet of paper with Nature, Wellbeing, Society and Economy
- Students recalled what they understand about each area. The EAL students had an experience with the Sustainability Compass activity in the mainstream class
- Teacher read a story of “King Midas and the Golden Touch”
- Students were then asked to imagine if someone had a golden touch and to relate the effects to Nature, Wellbeing, Society and Economy.
- They had an intense discussion on what might happen and then jotted down their ideas on the Sustainability Compass.
- They further talked about possible ways to keep the nature safe.

Reflection

Pluses (Things that went well):

The whole activity went really well. Regardless that they are still developing their English, it's very interesting that the children could express their thoughts and concerns about the topic given through words and/or drawing.





They could place which concerns went to which side (N, S, W, E) and some children in higher language competence were even able to explain how the oxygen is crucially important for life on Earth.

Challenges (Things I would change):

Couple of students with limited English experienced difficulties in understanding the activity and the big terminology. Pairing them up with those in the same mother tongue will be helpful in the next activity.

The Sustainability Compass Activity has been used a lot in Science in our mainstream class, so it might be a bit challenging to apply this Sustainability Compass activity in lower primary English. However, I think, it can be related to any other topics.

Suggestions for other practitioners and educators:

Nature, Wellbeing, Society and Economy are big words for children in Year 1. When the students have a good understanding in terminology, they would provide better responses and be able to participate more actively.

Evidence and Resources:



