



COMPASS LESSON PLAN

Year 9 English Language Acquisition: Exposition - The Sustainability Compass

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Subject: Language Acquisition

Grade Level: High School

Context: The learning context consisted of all Year 9 students in their respective classes. We are currently doing a distance learning program so everyone is at home. The lesson took place on August 4, 2021.

Summary: Students have been learning the skill of exposition with a focus on the UN Sustainable Development Goals. This lesson introduced them to the Sustainability Compass and how it works.

SYSTEMS TOOL(S)

- Sustainability Compass

PURPOSE OF USING TOOL(S)

- Critical Thinking
- Discussion

MATERIALS & SETTING

Internet access, GMeet, Jamboard, Sustainability Compass, Sustainability Compass Categories

LEARNING OBJECTIVES

- To recognize that everything in the world is interconnected with each other
- To develop a systems approach thinking
- To learn how to use the sustainability compass in developing deeper critical thinking skills and to understand that there different perspectives in how things are viewed
- To engage students into deeper discussion

LESSON STEPS

- Ask students to think about this question "Are Nature, Economy, Society and Well-being interconnected?" Ask some students to provide an answer after 1-2 minutes of thinking.
- Ask students if they are familiar with a systems approach thinking. See if anyone responds in about 1 minute.
- Inform students that in today's lesson they will be introduced to a systems approach think tool called the Sustainability Compass. Highlight the different parts of the Compass: Nature, Economy, Society, and Well-being, but do not define it, just mention it.
- Share with the students the Compass created on Jamboard.
- At the same time give the students the Compass categories sheet for reference.
- In the middle of the Compass, it should state: "Are Nature, Economy, Society and Well-being interconnected?"
- Instruct students to spend the next several minutes placing all the categories where they believe they should be placed on the Compass. Possibly 5-10 minutes. Make sure that students are not making up different categories and that categories are not repeated. The teacher should demonstrate using the post-it option for one category to model.

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LESSON STEPS

- Once all the categories have been placed on the Compass, look it over and ask students why some categories were placed as they are. Pick a specific category and the student who placed it should respond with this reasoning.
- After several students have responded, ask if other categories could be placed on the Compass. Model by choosing the blue marker and draw a line from a category into another part of the Compass and explain why that is.
- Have students start drawing lines placing a category in another part of the Compass using the blue marker. Once that is done ask why a specific category was placed in another part of the Compass and have students share their thoughts. At this point, the discussion should pick as the teacher should ask do other students agree or do they see things differently.
- After the discussion, ask if they feel a category can be placed elsewhere by using the red marker. Again, have students discuss their reasoning with the class and let the discussion evolve.
- After a few minutes of discussion, ask the students what they thought about using the Compass: was it useful, why, how and did they find it to be engaging.
- Ask them again: "Are Nature, Economy, Society and Well-being interconnected?" At this point everyone should respond "yes".
- Close by reminding them what the tool's purpose is and that it will be used again for another tasks in the future.

REFLECTION

The lesson was quite enjoyable. I had tried it out three times on the same day since I have three Year 9 classes. Each time I adjusted my instructions until I developed the lesson presented to you now. The students were particularly engaged at the start by placing categories in different parts of the Compass.

It was an excellent opportunity to assess their listening skills as some were making up their own categories, which is all right to do, but they were instructed specifically not to do that. There were several challenges that I witnessed, one being that students are not critical thinkers. When asked why they would place a category in a certain spot their response was not very detailed, broader, but I also believe that has something to do with them not have as many opportunities to think critically. I do think I could have asked more critical thinking questions, but being the first time they have experienced systems thinking approach and only a 40-minute period or session to work with I would save it. Yet, the biggest challenge may have been getting students to participate more verbally. Being how we are going to school through a distance learning program a lot of students do not speak which makes it more challenging to really drive the activity. This was done as a whole class activity which was engaging, but I do believe setting them up into smaller groups would lead to deeper discussion among group members. I was initially going to do that but I didn't create enough Jamboards (though I thought I had). Since three out of six units involve the SDGs, there will be more opportunities to use the tool. Overall, it was great and it did serve its purpose, now it's using it more so students can take it to the next level.

EVIDENCE

