



COMPASS LESSON PLAN

Year 6 Humanities: Opportunities to Integrate the Compass within a Unit

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Subject: Humanities

Context: Opportunities to integrate the Compass tool in various steps in the unit planning

Topic: Why do cities change?

Length of Lesson: Depending on what is being integrated

SYSTEMS TOOL(S)

- Sustainability Compass

PURPOSE OF USING TOOL(S)

- Research
- Generating Questions
- Synthesizing Thinking
- Guiding Discussion

MATERIALS & SETTING

Printed Compass tool

LEARNING OBJECTIVES

To use the Compass tool as a thinking tool for teachers and students, to better analyze the question in a year 6 Humanities unit called *Why do cities change?* However, this can be applied to any unit of inquiry.

The Compass will allow teachers and students to better be able to question, discuss, and analyze the interconnectedness of Nature, Society, Wellbeing and the Economy as influencing factors in the changes we see in a city.

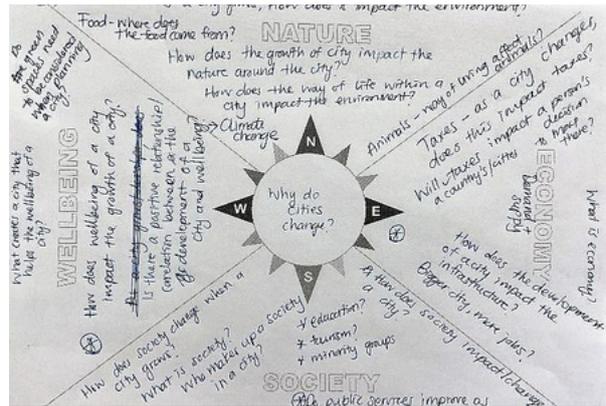
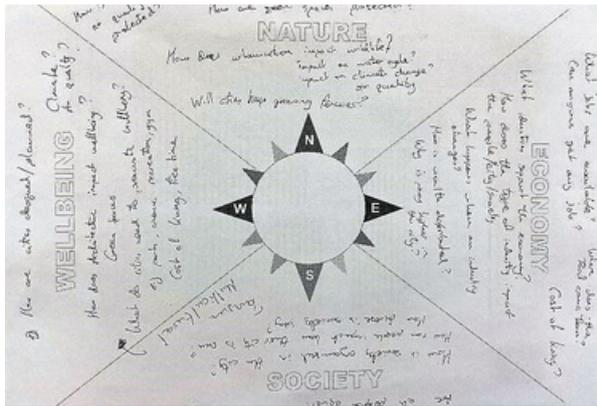
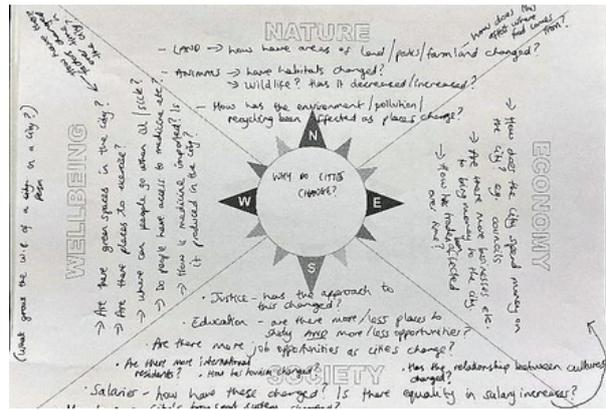
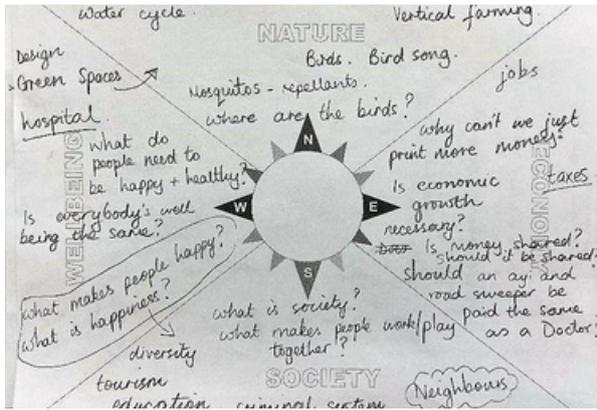
LESSON STEPS

Introduce the Compass to Teachers

In this section, teachers will use the Compass tool to deconstruct their own thinking and add to their own understanding through the perspective of their colleagues. This has a two-pronged result: 1) teachers will gain knowledge in areas they are not as strong in and 2) teachers will have a resource list of questions to help guide the students in their study of the topic.

- During a team meeting, ask teachers to complete the Compass tool when considering the idea of your unit – in this case, *Why do cities change?*
 - Ask teachers to write questions, keywords, or comments that apply to each section of the Compass
 - Ask teachers to draw arrows between ideas that might influence each other or are connected to another section
- After teachers have completed it, lead a discussion. This will help teachers have a bigger picture of each section and be able to add to their own understanding for later teaching.

LESSON STEPS



Afterwards, amalgamate all the questions in a single document. This is a helpful resource to add to further lessons for supported discussion and thinking.

Questions for the Compass for Humanities T2

Why do cities change?

Nature

- As a city grows, how does it impact the environment?
- Where does food come from?
- How does the growth of a city impact the nature around the city?
- How does the way of life within a city impact the environment?
- How does the way of living in affect local animals? Has it increased or decreased?
- How does a city impact climate change?
- How does a city impact the water cycle?
- How can vertical farming help a city?
- How does using mosquito repellents affect a city?
- What happens when animals disappear from a city? (eg birds in shanghai)
- How are green spaces protected?
- How does urbanization impact wildlife?
- How does urbanization affect the water cycle?
- How does urbanization affect climate change?
- How does urbanization affect air quality?
- Will cities keep growing forever?
- How does air pollution impact all aspects of a life in a city?
- Can more engagement in natural areas improve wellbeing?
- How have areas of land, parks, or farmland changed?
- How does the lack of green spaces affect where food comes from?
- How has the environment or pollution or recycling changed as places changed?



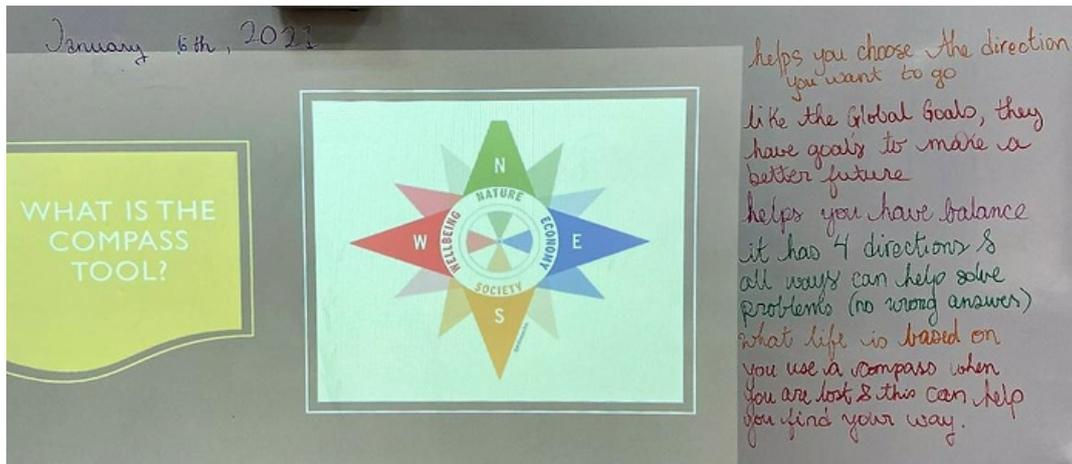
Economy

- As a city change, does this impact taxes?
- Will a country's taxes impact a person's decision to move there?
- How does the development of a city impact the infrastructure?
- Bigger cities have more jobs
- What is economy?
- Supply and demand
- Why can't we print more money?
- Is economic growth necessary?
- Is money shared? Should it be?
- Should workers be paid the same, no matter the job?
- What jobs are available?
- Can anyone get a job?
- Where does food come from?
- What is the cost of living?
- What industries support the economy?
- How does the type of industry impact the people/city/society?
- What happens when an industry changes?
- How is wealth distributed?
- Why is pay higher in a city?
- Does the influx of international companies positively impact the overall wages of all citizens in Shanghai?
- Does the influx of more people improve transport services across the city?
- How does the city spend money on the city (councils)



Introduce the Compass to Students

Display the Compass on the board for the students. Ask them what they think it is. This will help engage their prior ideas about what a compass is and help them dive into what the compass is for.



Display for the classroom

To ensure a fluid development of understanding of the Compass tool, have a display that can grow throughout your unit, as suggested by the photo (with sticky notes).

As discussion occurs, encourage students to map their understanding and what they see as elements of the four points of the Compass through the application of their Essential Question or the main ideas of your unit. Also, make sure to include opportunities for students to show how ideas might be interconnected.



Applying the Compass to an Essential Question or main idea

Break down each of the Essential Questions or main ideas of your unit with the lens of the Compass. Using further questioning, students will begin to understand how to look at a topic in a more holistic manner, emphasizing systems thinking. This will help front-load them at the beginning of the topic to be looking in the four points for answers of how their essential question or main idea relates to it. This also provides a model for students to understand how to break down questions in the future.



LESSON STEPS

Lesson Planning

Using the Compass as a starting point in a series of 4 lessons, using any topic, students can dive deeper into a holistic view of the question, concept, or idea.

Use the questions that were amalgamated from the teachers as a guide for each of the lessons and remind teachers of them by providing a copy or embedding them in your teaching resources. This way, teachers are all guiding their students in a similar manner and is not skewed one way or another.

Engage the students' prior understanding of the concept by introducing it at the beginning of the lesson and discussing the appropriate questions.

Encourage students to add to the display and review the items that are placed upon it.

For the teacher Some Guiding questions

As a city grows, how does it impact the environment?
Where does food come from?
How does the growth of a city impact the nature around the city?
How does the way of life within a city impact the environment?
How does the way of living in affect local animals? Has it increased or decreased?
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Will cities keep growing forever?
How does air pollution impact all aspects of a life in a city?
Can more engagement in natural areas improve wellbeing?
How have areas of land, parks, or farmland changed?
How does the lack of green spaces affect where food comes from?
How has the environment or pollution or recycling changed as places changed?

Nature

You will need four One Note pages or a chart to take notes about Shanghai. One for **Nature**, **Economy**, **Society**, and **Wellbeing**



Final Remarks

- Using this method of integration.
- Using the Compass as a basis for discussion and learning helps us reach the ultimate goal of having students who are critical thinkers, who can tackle the issues we are facing as a planet. By integrating it into lessons, teachers do not have more to do, but will have a more consistent manner and lens through which to discuss different topics. Due to the fact that the Compass is truly all-encompassing, the framework allows the development of systematic thinking and the application of sustainable thinking to all areas of work.
- This is crucial for the development of tomorrow's leaders.

REFLECTION - PLUSES

I was thrilled with how well it went. Using the Compass tool to help teachers disseminate their own thinking and also give them the chance to hear from others was so helpful. We were able to improve our line of thinking in areas we were not as detailed in while sharing areas we felt strong in. This helped us generate questions to later help guide student discussion and thinking. It also ensured we were all on the same page regarding our discussions with students.

I will be repeating this same process when we start our next unit, as it is a good way to start a unit, as well as a great way to guide students in more in-depth thinking. Now, they are not just thinking about why a city grows, but also how each of the Compass points is reflective of the real world and its interconnectedness.

REFLECTION - CHALLENGES

I think if I were to repeat this, I would have students try out the Compass before we started the unit. That way they could really see their growth throughout the unit and what they ended up with.

I would also spend a little more time breaking down the different elements that contribute to each of the Compass points, as I don't think anyone would know all the possible areas to consider. Systems thinking is complicated, with so many ideas intertwined, it might be good for the students to have further guidance with that.

SUGGESTIONS FOR OTHER PRACTITIONERS & EDUCATORS

I would suggest to give this a try! Integrating the Compass into the learning helps students to think more holistically and has empowered them to see the world with a more critical eye.