Lesson Plan: Inquiry into Sharing the Planet
by Darren Thresher

Tool(s) used:	• Sustainability Compass • Systems Mapping
Purpose of using tool:	• Research • Generating Questions • Synthesizing Thinking • Guiding Discussion **Overview:** Students used the Compass tool to examine and classify the Sustainable Development Goals. They also used this tool to analyse the cartoon "The Lorax" in order to see the impacts the character's actions had on the for Compass points. Students identified nodes in for an individual sustainable development goal. They then identified drivers to systems map their goal and identify leverage points for action.
Context of lesson/case study:	Inquiry into Sharing the Planet - PYP
Participants (# and description):	Year 5, 20 students
Topic, Theme, or Key Understanding of unit/project:	Sharing the Planet- Central Idea- equal opportunity encourages the sustainable sharing of global resources
Length of unit/project:	9 weeks
Resources/materials & setting required:	Sustainability Compass rings, the Lorax cartoon, the Harvest fishing game, iMovie, iPads for cameras, tripods, computers

Lesson Plan/Description of the Project:

Students were introduced to the Compass tool as well as the concept of sustainability. We discussed the why and importance of sustainability as well as their prior knowledge of it. Students were introduced to the SDGs and resource material was used from the United Nation's websites as well as the world's largest lesson in order to have students understand the background and development of the SDGs. Each point of the Compass was investigated and a shared understanding of language was developed about what each could mean. Students then worked in teams to place all SDGs around the Compass in areas where they felt it most closely aligned with the Compass.

Reflection

Plusses:

Students were able to place all goals and provide justification about where they should be located. Students started to understand that goals could have connections to multiple Compass points rather than just being located on one. Discussion and dialogue within groups used the language of the Compass to increase students familiarity with it. Students were starting to connect the system around a goal with the goal itself in order to understand where to place it.

Challenges:

In future use of this lesson I would build understanding of the language of the goals themselves. Some groups were only able to discuss and place an SDG following an explanation of what that goal was trying

to achieve. I would also revisit this work after more explicit teaching and research had taken place in order to reflect on the original placement of goals after systems mapping a goal to better understand it.

Suggestions for other practitioners and educators:

A focus on language of the compass tool and the SDGs to develop a common understanding of language prior to the task's start. Reflecting on this work at a later date after further investigation of the SDGs and the responses and drivers that make up their systems.

Evidence and Resources:
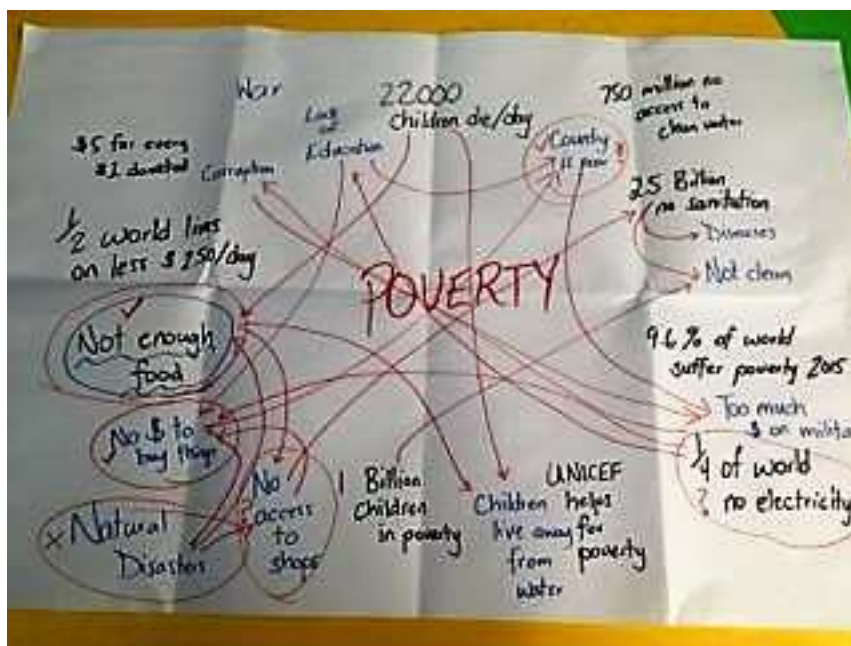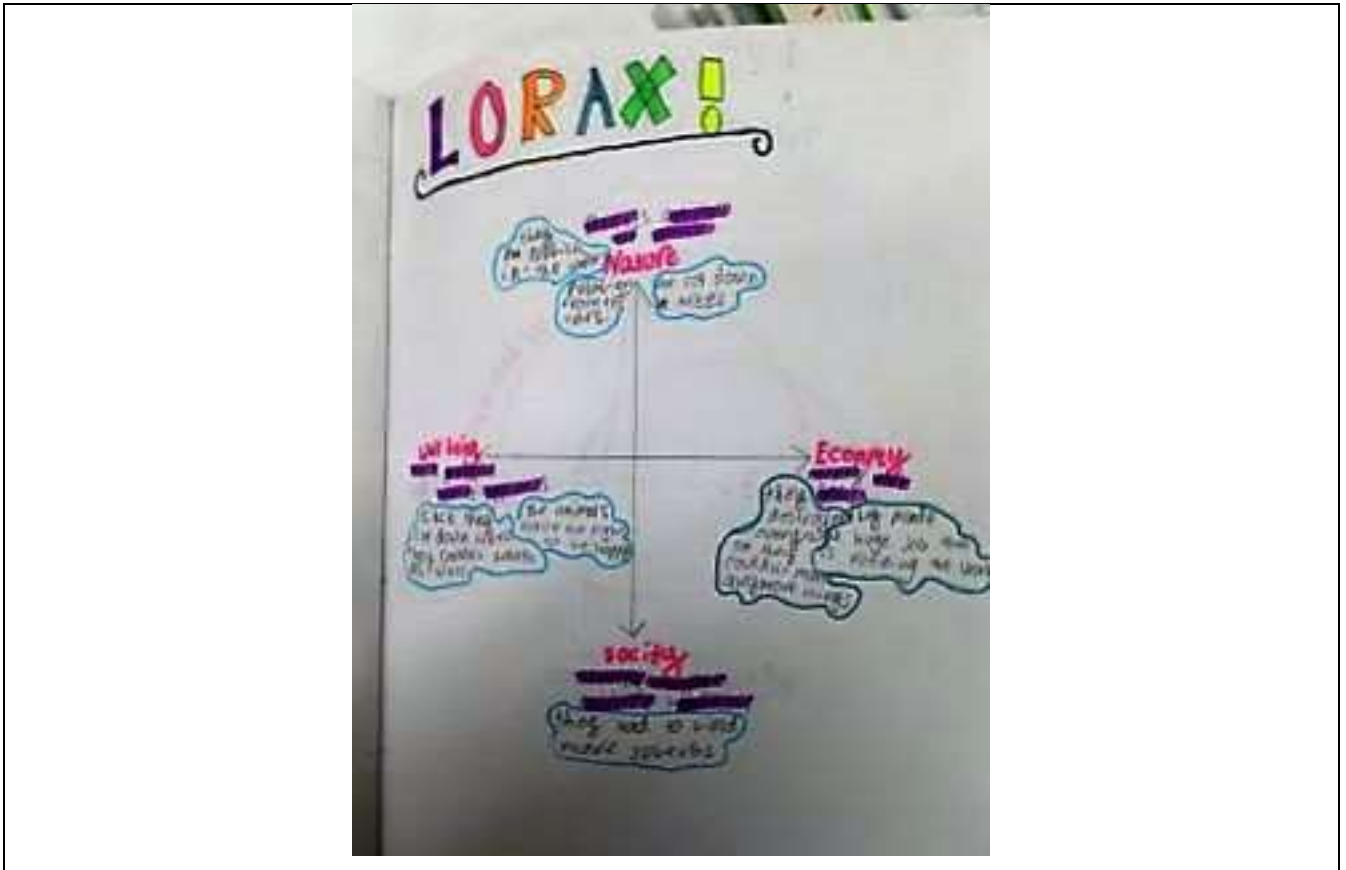
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