

Lesson Plan: Sustainability – Nature vs Capitalism

by Shani Ben-Aroya

| | |
|--|---|
| Tool(s) used: | Sustainability Compass |
| Purpose of using tool: | <ul style="list-style-type: none"> • Generating Questions • Synthesizing Thinking • Guiding Discussion <p>Overview: I used the compass tool with Grade 6 in a Drama lesson which focused on sustainability. Through using the compass, we explored an issue in our story and used it for discussion and then as guidance to inform the drama role play that followed.</p> |
| Context of lesson/case study: | Drama classroom |
| Participants (# and description): | Grade 6 students |
| Topic, Theme, or Key Understanding of unit/project: | Sustainability- nature vs capitalism |
| Length of unit/project: | 6 weeks |
| Resources/materials & setting required: | Compass model, videos, images |
| Lesson Plan/Description of the project: | |
| <ol style="list-style-type: none"> 1. Once the students were invested in the idea of the fact that there was a link between behaviours and patterns and consequences for both us and the environment and invested in the characters who displayed different mental models on the two Islands I introduced the compass to discuss the advantages or disadvantages of building the bridge from Graynal to Greenal. 2. The students explored the compass in groups- two looked at the advantages of the bridge and two groups looked at the disadvantages. We then fed back on how the different points on the compass would be affected if the bridge was constructed or not constructed. 3. They then used it again, this time with prompts on pieces of paper and discussed in their groups where to place them on the compass to ascertain the advantages or disadvantages of building the bridge. 4. In the following activity they used these points (after feedback and discussion) to create a role play between the presidents and residents of Greenal and Graynal and presenting their arguments. 5. We also looked at a behaviour of time graph of both the residents of Greenal and Graynal and how they would be affected if the bridge was built. | |
| Reflection | |
| Plusses: | |
| <ul style="list-style-type: none"> • The compass helped them to understand that there is an effect on more than one thing- they usually tend to be in favour of just supporting nature and don't think about the other consequences or who/what else could be affected The use of the compass helped to shape their arguments for the role play • The students deepened their thinking and became more engaged and involved in the discussion as a result of using the compass. | |

Compass Education

- Empower & Connect Learning Communities to Educate & Act for a Sustainable Future -

Challenges: If I had time, I would have taken this further with the iceberg model and dug deeper into the mental models of the president of Graynal and the residents of both islands after using the compass and behaviour over time to clarify the behaviours and patterns and dig into the mental models.

Suggestions for other practitioners and educators:

This is suitable for a non-drama lesson if it is told as a story. I read a little part of the story each week to keep the students engaged and wondering what is going to happen next! We explore each part of the story each week through Drama techniques such as still image, thought tracks, role play. Soundscape etc but you can make this practical in other ways using the pyramid or other interactive compass tools.

Lesson created by: Shani Ben-Aroya, 2016, while serving as Drama Teacher at UWCSEA, Singapore



Compass Education

- Empower & Connect Learning Communities to Educate & Act for a Sustainable Future -