

Lesson Plan: Sustainability – Progress Affecting the Environment, Wellbeing, Society and Economy

by Shani Ben-Aroya

Tool(s) used:	<ul style="list-style-type: none"> • Sustainability Compass • Systems Iceberg • Behaviour Over Time Graphs
Purpose of using tool:	<ul style="list-style-type: none"> • Generating Questions • Synthesizing Thinking • Guiding Discussion <p>Overview: To develop the students thinking from the previous lessons using the same language and tools but exploring further the affect the events and behaviours have on the different members of society and the mental models behind them.</p>
Context of lesson/case study:	Drama classroom
Participants (# and description):	Grade 6 students
Topic, Theme, or Key Understanding of unit/project:	Sustainability – Progress Affecting the Environment, Wellbeing, Society and Economy
Length of unit/project:	6 weeks
Resources/materials & setting required:	Compass model, pens, paper, powerpoint, video clips
Lesson Plan/Description of the project:	
<ol style="list-style-type: none"> 1. The unit of work was exploring two different societies on two different islands. One, a self sustaining society who grew their own food, enjoyed the nature and community aspect of their island life. The other elected a president who wanted to turn the island into the richest island in the world and all he focused on what progress and development to the detriment of the people living on the island. I wanted the students to understand about people's mental models leading to their behaviours and the events to follow as we explored the two islands interacting with each other and why their behaviours were so different to each other. I wanted the students to dig deeper into where model mindsets come from and how it is important. 2. 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. 3. We used the points of the compass to explore what would happen to nature, economy, society and wellbeing if the bridge was built through Drama skills such as still image, sound scape and role play. 4. We used behaviour over time graphs to explore the wellbeing of the residents of Greenal and Graynal changed and the bridge was built. 5. I then asked each group to choice one of the behaviour over time graphs and create a soundscape based upon it to show how the wellbeing of the different islands changed as the time went on and the building of the bridge progressed. 	

6. We also watched the original 'Lorax' and drew ideas from there that are similar to the concept we were exploring in our unit of work. The students used the compass here to work out how each point was affected by the events and behaviours in the film.

Reflection

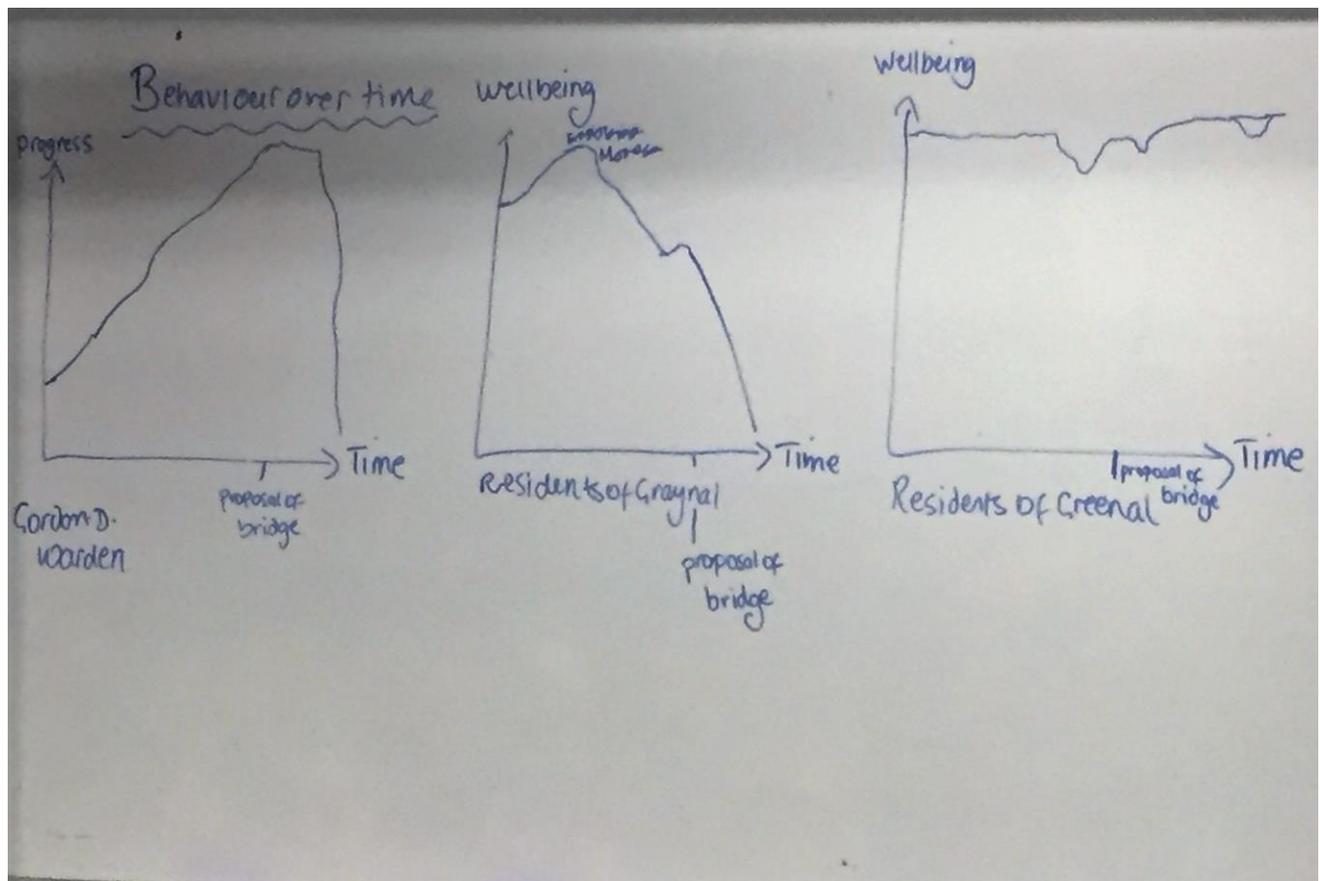
Plusses: The students were engaged throughout the whole lesson and were started to use the language of systems thinking to express what they were learning from the exercises in each debrief.

Challenges: I would have liked to have continued this unit of work for longer and introduced a real life scenario such as the building of the MRT under Macritche reservoir using more of the games and exercises to dig deeper into mental models of the people involved in the decision making or the people who are opposing it.

Suggestions for other practitioners and educators:

If you are not using Drama you can always adapt this unit of work into a science project or an English project looking deeper at the impact on the four different compass points or exploring the mental models of the characters involved.

Evidence and Resources:



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

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