

# Lesson Plan: Energy and Exhibition of Learning

by Patrick Renouf

<b>Tool(s) used:</b>	<ul style="list-style-type: none"> <li>• Sustainability Compass</li> <li>• Pyramid Lite (VISIS) Introduction</li> </ul>
<b>Purpose of using tool:</b>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Generating Questions</li> <li>• Synthesizing Thinking</li> <li>• Guiding Discussion</li> <li>• Taking Action</li> </ul> <p><b>Overview:</b> The Pyramid form the basis of one entire unit of learning about energy and the action that could be taken. The Compass we used to synthesise thinking about their independent investigation for their exhibition.</p>
<b>Context of lesson/case study:</b>	Science and Humanities
<b>Participants (# and description):</b>	Grade 5 class
<b>Topic, Theme, or Key Understanding of unit/project:</b>	Energy & Exhibition of Learning
<b>Length of unit/project:</b>	6 weeks for both
<b>Resources/materials &amp; setting required:</b>	-

## Lesson Plan/Description of the Project:

### Energy:

The children investigated what was happening with energy within our school. They were split into teams for each point of the compass and stayed in those teams for the remainder of the unit. Each week we would come back to the pyramid to add post-its and make connections with string. Or move up to the next stage. In order to take action and make a pledge. The children decided that our laptops in class are left on to charge all the time and that this wasn't necessary so they would monitor the battery life and only charge them when it was needed.

### Exhibition:

Each group 'compassed' their learning and research to see how balanced it was according the Compass. This helped to identify new areas to research, new questions of areas for action.

### Reflection

**Plusses:** The Compass has really helped to structure the children's thinking and enable them to access perspectives they wouldn't normally consider. The pyramid has given a structure for the children to think of ways to take action and what could be done. The result of this has been sustained action for their chosen area which is still happening now.

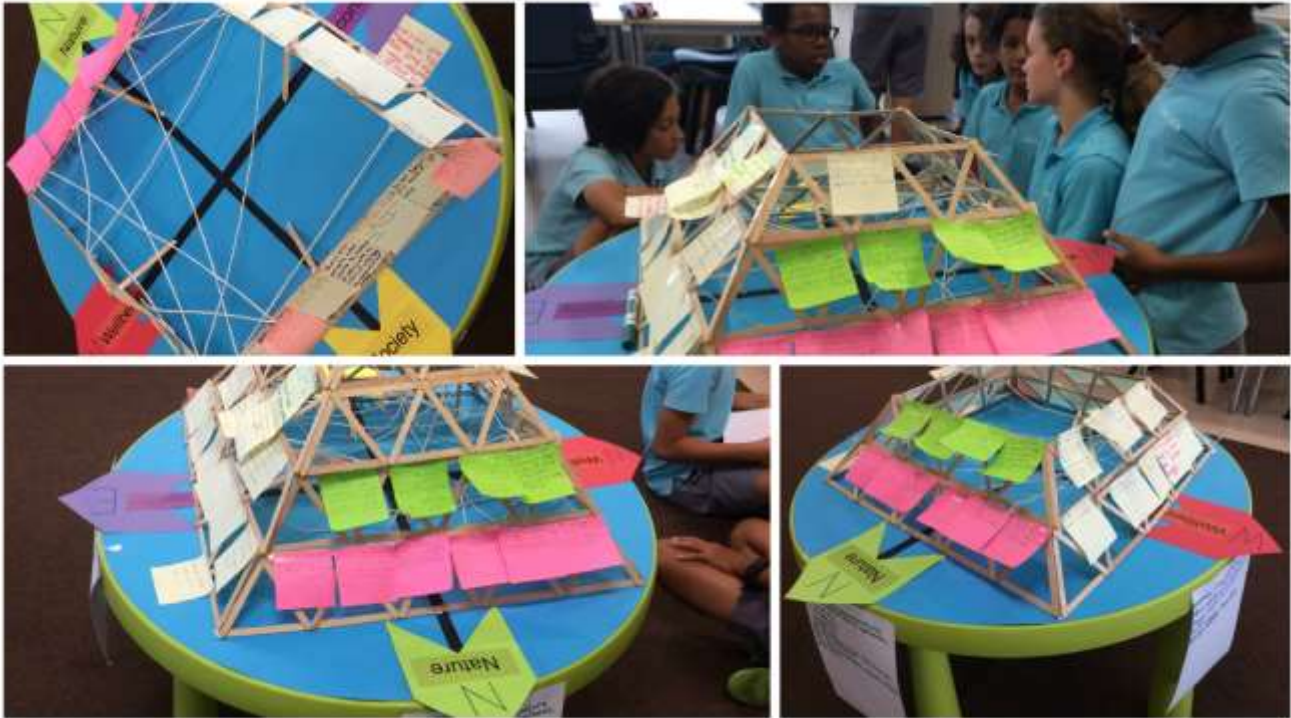
**Challenges:** It was challenging deciding on the action and getting the children to consider their sphere of influence and what they really had control over. Their plan to fund solar panels for the school through bake

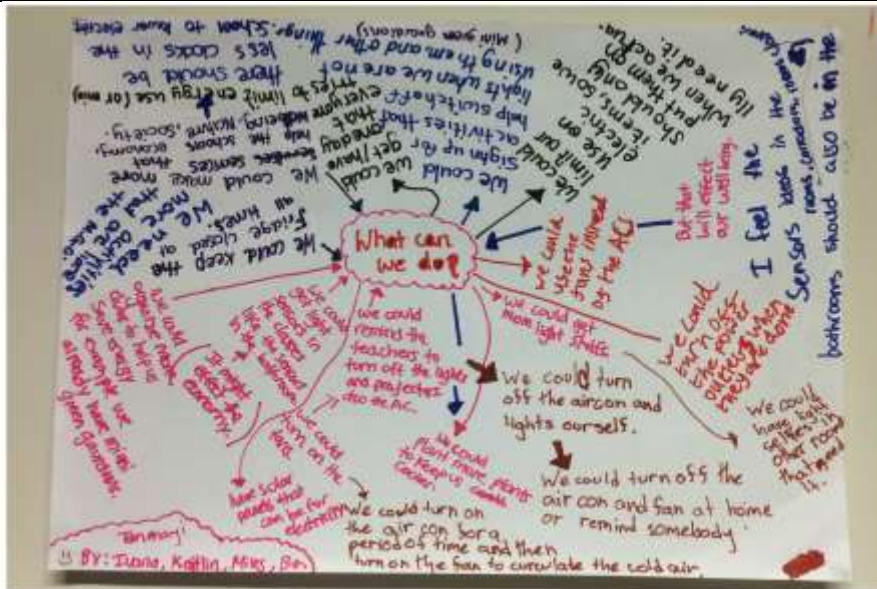
sales alone was very ambitious, and they quickly realised that it might not be the sustainable action they could take on a daily basis.

**Suggestions for other practitioners and educators:**

Do it- but give yourself time. The pyramid can't be rushed, children need time to reflect and make connections. They need time for ideas to formulate. Doing this over the course of a few weeks really allowed the children to explore their ideas in great depth.

**Evidence and Resources**





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