

# Lesson Plan: Global Guardian (Geography)

by Rose Paterson

<b>Tool(s) used:</b>	<ul style="list-style-type: none"> <li>• Sustainability Compass</li> <li>• Systems Mapping</li> <li>• Triangles Game</li> </ul>
<b>Purpose of using tool:</b>	<ul style="list-style-type: none"> <li>• Generating Questions</li> <li>• Synthesizing Thinking</li> <li>• Guiding Discussion</li> </ul> <p><b>Overview:</b> As part of the 'Global Guardian' topic, children used the Sustainability Compass to think about the world, the environment and the positive and negative human impacts. They played the Triangle Game to visualise how the Earth is a closed system and made these connections between the points of the compass in the context of 'Energy'.</p>
<b>Context of lesson/case study:</b>	Geography
<b>Participants (# and description):</b>	Year 4, 196 children
<b>Topic, Theme, or Key Understanding of unit/project:</b>	Global Guardian - learning about environmental issues and becoming 'Agents of Change' to make a positive difference.
<b>Length of unit/project:</b>	11 weeks
<b>Resources/materials &amp; setting required:</b>	Classroom, display boards, interactive whiteboards, Post-It notes

## Lesson Plan/Description of the Project:

We introduced systems thinking using the triangle game. We then asked the children to think of things they like about the world and place them on the four points of the Compass. It was necessary to clarify the meaning of 'Society' and 'Economy'. Children worked as teams to write their ideas of posters and were then displayed to be added to throughout the topic.

We then showed a cartoon showing a traffic light choosing to 'turn green' after an encounter with a bird. From this video we challenged the children to write statements or questions and group them on the four points of the Compass. Any questions were then discussed as a class.

On following lessons, we used the compass to discuss energy use, turning the whole classroom into a Compass. Children wrote their ideas and questions on post it notes and decided where to stick them in the classroom. Following this, they worked in pairs to connect one idea/question to another from a different point on the Compass.

Connections continued to be made using string and tape and prompted a high level of discussion and engagement. To encourage children to think 'outside of the box', we played the pencil game, in which I lay out pencils in a complex pattern then ask children to tell me which number I am showing. The actual number is being shown by my fingers next to the pencils. After about 15 minutes, all the children had identified that the number had nothing to do with the pencils and we had a great discussion about looking beyond the obvious and taking time to look around a problem.

## Reflection

### Plusses:

- Better understanding of the interconnected systems in our world.
- Better understanding of the consequences of our actions.
- Deeper thinking and questioning skills
- Visual aspect of the compass allowed all children to access the thinking tool
- Effective for higher ability pupils and G+T students to extend their thinking skills

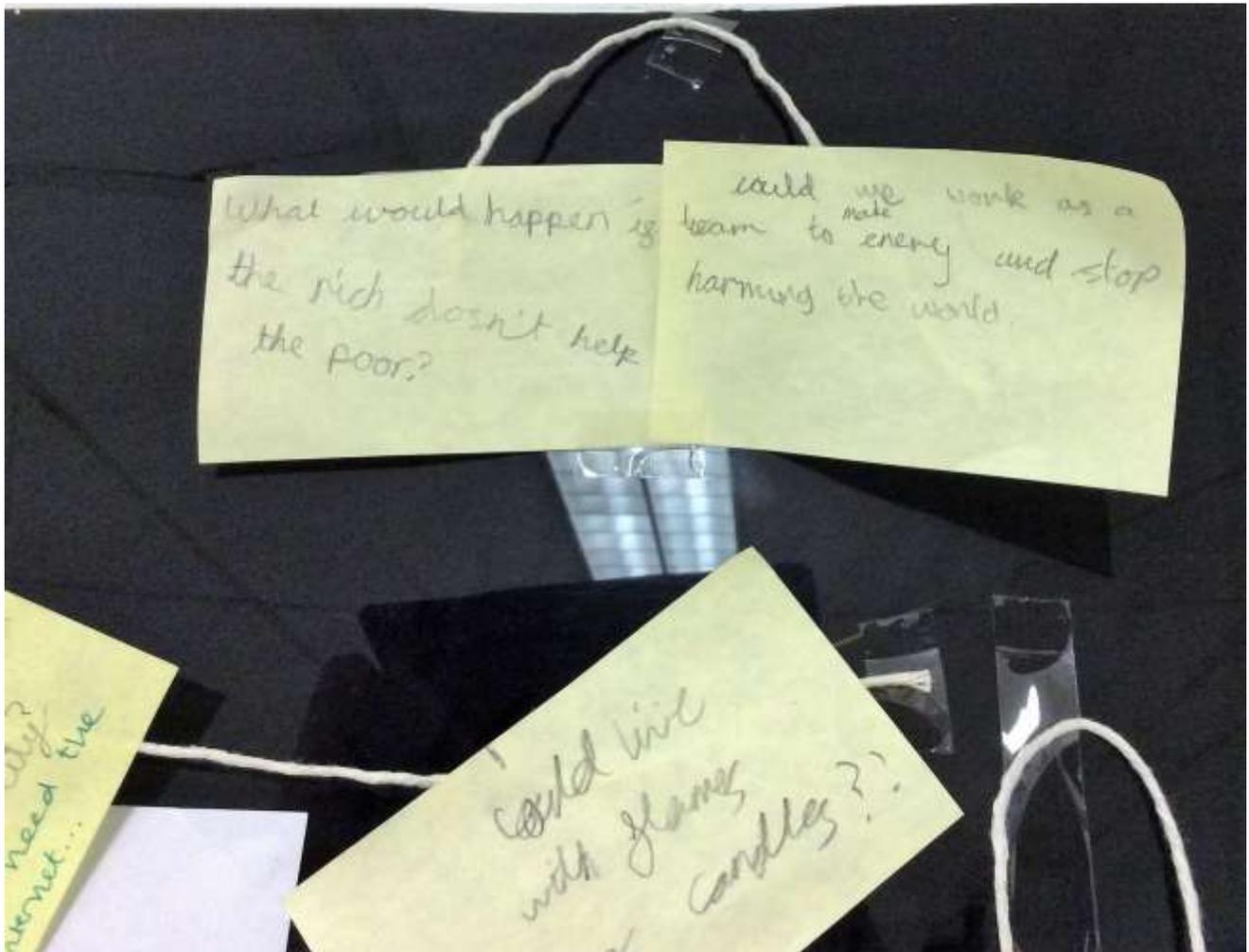
### Challenges:

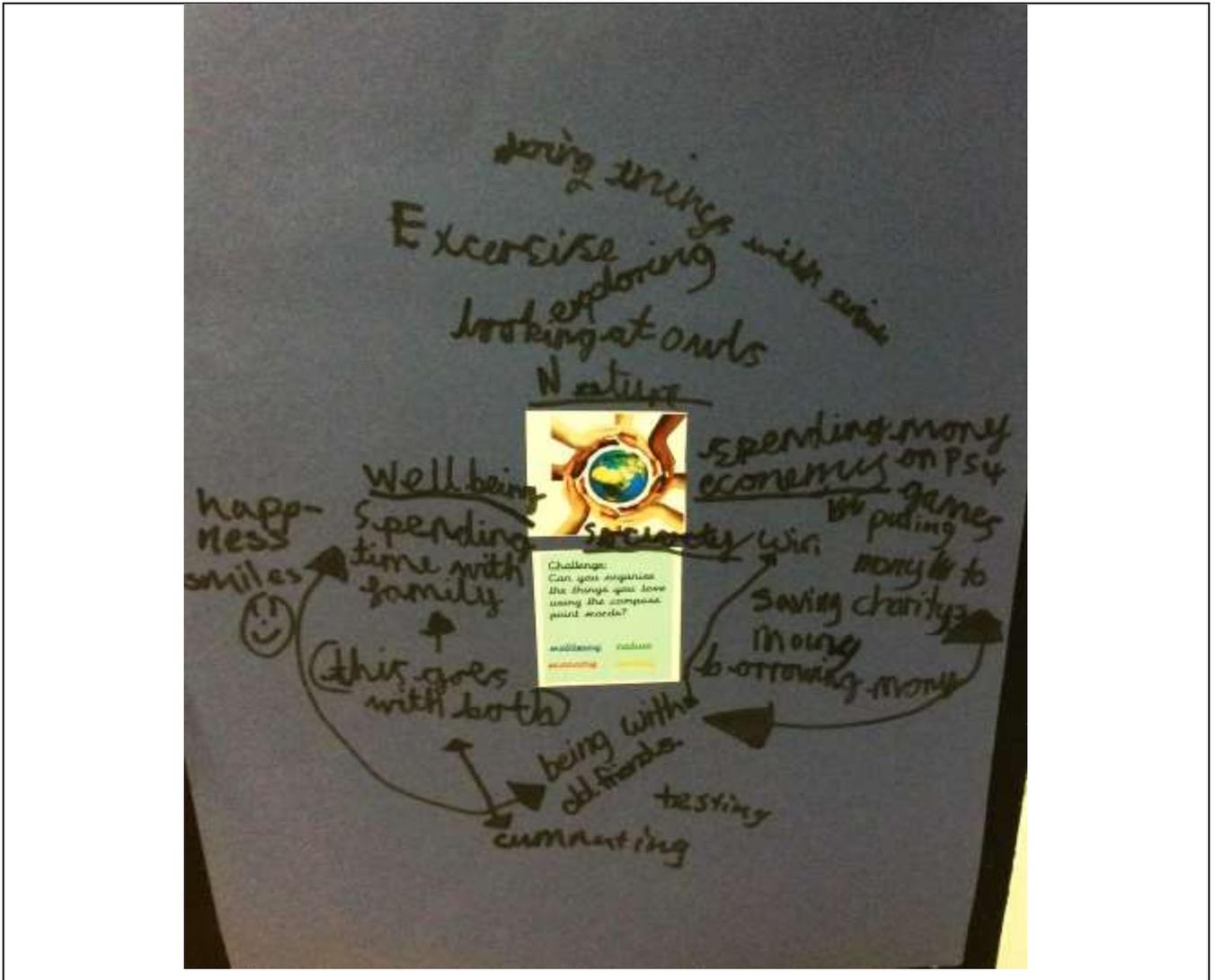
- Next time, I would give more demonstration to show how to use the Compass effectively. This would give more guidance for lower ability pupils.
- I would embed it through other topics, including history (Ancient China topic).
- Challenge to explain effectively to other members of staff so they can implement confidently.
- I would make links from thinking to action (agents of change) more explicit.

### Suggestions for other practitioners and educators:

I would suggest providing sufficient scaffolding to enable all children to access the thinking tool at their level and improve the way they think about the world. This will give them the tools to take action to make a positive difference, understanding that a small change can make systemic changes.

## Evidence and Resources





Lesson created by: Rose Paterson, Year 4 Class Teacher, Tanglin Trust School, Singapore

