

## Lesson Plan: Globalization & Sustainability

*by Chris Brodie*

<b>Tool(s) used:</b>	Sustainability Compass
<b>Purpose of using tool:</b>	<ul style="list-style-type: none"> <li>• Synthesizing Thinking</li> <li>• Critical Thinking</li> </ul> <p><b>Overview:</b> The focus of the unit is looking at how travellers influence the countries they visit. The Sustainability Compass was a great tool to analyze the impacts of tourism in Bali and later extend to other connected examples.</p>
<b>Context of lesson/case study:</b>	English Language Acquisition class
<b>Participants (# and description):</b>	Eight Year 7 students
<b>Topic, Theme, or Key Understanding of unit/project:</b>	Globalization & Sustainability: A conscientious global traveller must be respectful toward the culture and environment of the host country.
<b>Length of unit/project:</b>	This example is a listening and viewing assessment and the students' first experience with the Compass. It was used over two classes.
<b>Resources/materials &amp; setting required:</b>	Sustainability compass, google classroom, youtube video <a href="https://www.youtube.com/watch?v=kQaUGcOgbuk">https://www.youtube.com/watch?v=kQaUGcOgbuk</a> , <a href="#">Copy of Unit4CritATask.docx.pdf</a>
<p><b>Lesson Plan/Description of the Project:</b></p> <p>The attached document outlines the task quite clearly.</p> <p>In introducing the task, the Sustainability tool was introduced and briefly explained. Students were asked to fill in the Sustainability Compass given only the prompt, "the effects of tourism" before watching the video. Then they were to fill it in with a different colour after watching the video. This helped me to see how much they learned from the video and how much their thinking developed. However, since their experience with the Compass was limited, their list from watching the video (before sorting it onto the Compass) was a better indication of what they learned from the video.</p>	
<p><b>Reflection</b></p> <p><b>Plusses:</b></p> <p>The Compass really helped the students frame their thinking. Giving them the vocabulary: nature, economy, wellbeing, and society helped them focus their listening and thinking. It also helped them frame their responses and reflections.</p> <p><b>Challenges:</b></p> <p>I would introduce the Compass earlier and go through an example together as a class before having them apply it during an assessment (though I don't think it hindered their performance).</p>	
<p><b>Suggestions for other practitioners and educators:</b></p> <p>-</p>	

*Lesson plan submitted by: Chris Brodie, 2016, while serving as Teacher at Luanda International School*

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