## Lesson Plan: Production Chains (Industry)

by Michelena Naud McPherson

| Tool(s) used: | ● Sustainability Compass  
|              | ● Systems Iceberg     |
| Purpose of using tool: | ● Generating Questions  
|                      | ● Guiding Discussion   |

**Overview:**
Students will create a systems thinking map to show their understanding of how a t-shirt is made from the start to the end. Then, students will discuss how making a t-shirt fits into the Compass model.

**Context of lesson/case study:**
Social studies Unit: 4 Production Chains (Industry)

**Participants (# and description):**
Grade: 4-5

**Topic, Theme, or Key Understanding of unit/project:**
Unit: 4 Production Chains (Industry)

**Length of unit/project:**
Estimated duration: 45 minutes

**Resources/materials & setting required:**
Video about how a t-shirt is made, sticky notes, chart paper

**Lesson Plan/Description of the project:**
1. Students are grouped by a Compass point. Students discuss and create a systems thinking map after watching a video about how a t-shirt is made.
2. Each group of students present their systems thinking map to the class using the host and guest strategy.
3. Students begin to discuss the making of a t-shirt by Compass point assignment and add sticky notes with their thoughts to their compass triangle.
4. We come together as a class and discuss and connect their thoughts to other Compass points with a marker. We discuss the benefits and drawbacks of each connection.
5. We move on to the iceberg and students discuss how making a t-shirt impacts the environment and how we can come up with new ways to make t-shirts that are better for the environment.

**Reflection**

**Plusses:** Students were able to go deeper about the production of a t-shirt and how it impacts the environment.

**Challenges:** -

**Suggestions for other practitioners and educators:**
Using the Compass education tools is a great way to engage students into going deeper.
Evidence and Resources

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