Mistreatment of Elephants

by Mike Horrocks

| Tool(s) used: | • Sustainability Compass  
|              | • Systems Mapping  
|              | • Feedback loops  
| Purpose of using tool: | • Research  
|                     | • Generating Questions  
|                     | • Synthesizing Thinking  
|                     | • Guiding Discussion  
| Overview: | Training other staff in using the Compass to analyse an issue in terms of being a system and identify feedback loops/leverage points  
| Context of lesson/case study: | Staff training  
| Participants (# and description): | 13 participants (Eight other Traidhos staff plus two staff and three volunteers from School for Life)  
| Topic, Theme, or Key Understanding of unit/project: | The main theme that the participants focused on was mistreatment of elephants but I used pollution in Chiang Mai’s hot season as an example.  
| Length of unit/project: | 1.5 hours  
| Resources/materials & setting required: | Butcher paper and pens  
|                     | White board  
|                     | Slideshow  
|                     | Water bottles (see first task)  
| Lesson Plan/Description of the Project: | • First task: write down observations or questions about the water bottle to answer the question ‘is this object sustainable?’ (5 mins)  
|                     | • Introduce concept of sustainability beyond the environment and the four Compass points; revisit earlier task (15 mins)  
|                     | • Go through an example of how to make a systems map together and then have them make their own in groups (30 mins)  
|                     | • Introduce feedback loops and leverage points and get participants to identify both on their systems maps. Feed back to the group. (30 mins)  
| Teaching tips/ideas: | Although we didn’t go through every stage I referred to the pyramid as a way of giving our activity a purpose i.e. only after the leverage point is identified do you move onto the planning stage  
| Reflection |  
| Plusses: | • Participants showed a good level of understanding of the concepts throughout  
| | • Participants who were new to the Compass commented that they thought it was a good tool (one of my aims was to instil belief in the tool as well as teaching how to use it)  

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There was a marked difference in the kind of notes made in the first two activities i.e. looking at the water bottle before and after introducing the four Compass points

**Challenges:**

- I should have spent more time explaining how the arrows on a systems map show cause and effect and given some examples so that we can see which direction they should be flowing in
- Three participants had used the Compass before so I could have split the group into three for systems mapping and made sure each had someone with this experience (in actuality we had four groups)

**Suggestions for other practitioners and educators:**

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**Evidence and Resources:**

[Images of hand-drawn diagrams related to systems mapping and cause and effect.]
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