



Year 1 EAL: King Midas and the Golden Touch

(Submitted by Erna Nurhasanah, 2017, while serving as Year 1 EAL teacher at Australian Independent School Indonesia)

Tool(s) used:	<ul style="list-style-type: none"> Sustainability Compass
Purpose of using tool:	<ul style="list-style-type: none"> Guiding Discussion <p>Overview:</p> <p>To encourage the students to use Compass Tool when discussing a story titled King Midas and the Golden Touch then relate it to their real life problems. The learning outcome of this unit learning was for the students to think and jot of what to do to make our place better to live on.</p>
Context of lesson/case study:	During literacy lesson in EAL class- discussion, responding to a narrative text, King Midas and the Golden Touch.
Participants (# and description):	Year 1 EAL students, 14 students aged 6-7 years old. The students are in different English levels and come from different countries with different cultural background.
Topic, Theme, or Key Understanding of unit/project:	Narrative Texts, vocabulary
Length of unit/project:	2 weeks
Resources/materials & setting required:	<p>A Big book: King Midas and the Golden Touch</p> <p>You tube clip: https://www.youtube.com/watch?v=3zdTjVrbjKI</p> <p>Post it notes, glue sticks, markers, coloured pencils, Big paper with Sustainability Compass</p>

Lesson Plan/Description of the Project:

- This activity was conducted in EAL classroom.
- Teacher prepared the Compass on a big paper with Nature, Wellbeing, Society and Economy.
- Students recalled what they understand about each area. The EAL students had an experience with the Compass activity in the mainstream class.
- Teacher read a story of King Midas and the Golden Touch.
- Discussion about the story, what had happened when the king had a golden touch.
- Students were asked to relate the situation from the story to the real live, what if someone had a golden touch, what might happened to the nature, wellbeing, society and economy?
- Take notes of their thoughts, students stick the notes to the right areas.
- Discuss about possible ways to keep the nature safe.

Reflection

Plusses:

The students were enthusiastically discussed the story and noted down their concerns then placed it in the areas of N (Nature), W (Wellbeing), S (Society), or E(Economy). One student with no English yet got help from other students who came from the same country to discuss the topic. From the class discussion about the story, they found out that the 4 directions (N,E,S,W) could have positive and negative impacts to life.





From there, they then discuss about how possibly they could fix or prevent the bad impact happened).

Challenges:

It was Tricky to have a discussion about compass with the non english students.

Suggestions for other practitioners and educators:

If we could inform the parents (involve them in a PD) about Compass Education the they could discuss it with their child , especially to the non-speaking English or very limited English, before the lesson in class, that would be very helpful for the students to understand the topic.

Evidence and Resources:

