



## Grade 5 Homeroom: What Does A Classroom Need In Order To Be Sustainable

(Submitted by Benjamin Light, 2019, while serving as Grade 5 Teacher and Team Leader at The Columbus School, Colombia)

<b>Tool(s) used:</b>	<ul style="list-style-type: none"> <li>• Sustainability Compass</li> <li>• Systems Iceberg</li> <li>• Systems Mapping</li> </ul>
<b>Purpose of using tool:</b>	<ul style="list-style-type: none"> <li>• Synthesizing Thinking</li> <li>• Guiding Discussion</li> </ul> <p><b>Overview:</b></p> <p>I will focus my discussion on the use of the Sustainability Compass. I used it with my classroom for the students to look at the events within our classroom and how they might connect to Nature, Economy, Society, and Well-being.</p>
<b>Context of lesson/case study:</b>	Community Building and Reflection
<b>Participants (# and description):</b>	23 Grade 5 Colombian students at a Dual Language International School
<b>Topic, Theme, or Key Understanding of unit/project:</b>	What does a classroom need in order to be sustainable What does a classroom need in order to be sustainable
<b>Length of unit/project:</b>	Year Long
<b>Resources/materials &amp; setting required:</b>	<p>Compass Lite Powerpoint Presentation (that can be downloaded from the website)</p> <p>Big pieces of paper 1 for each group</p> <p>Post-it notes several for each student</p> <p>Writing Utensils for each student.</p>
<b>Lesson Plan/Description of the Project:</b>	
<ol style="list-style-type: none"> <li>1. Introduce/Re-introduce the idea of sustainability and the Sustainability Compass.</li> <li>2. As a whole class, generate one idea of an event that already happens within the class that fits each quadrant of the Compass.</li> <li>3. After the students feel comfortable with each section of the Compass, give them 5 minutes to brainstorm independently a list of events in the classroom that would fit each quadrant of the Compass.</li> <li>4. After the brainstorm time, give students 5-10 minutes to work with their group to add events (one event per post-it) to their Sustainability Compass poster into each quadrant.</li> <li>5. Have groups rotate to look at each poster made, and give them more time to add any events to their posters.</li> <li>6. Have each group reflect on what the perceived strengths and areas of improvement are for the classroom.</li> <li>7. From here, I have been using our community circle time to do some celebrations and to work with the community to reflect on how things are going, as well as, developing systems that would have positive impacts and allow us to improve.</li> </ol>	



**Reflection****Plusses:**

- I got to see how my students view the classroom, and they were able to see what our strengths and weaknesses are as a unit.
- The students have more ownership about changes that we have made.
- The students are starting to understand just how complex a classroom is, how many parts there are to it.

**Challenges:**

I would definitely have done (and may still do) a causal map with them in regards to how the events are connected and what might be causing them. This would have given kids a bigger, more detailed picture, about what was happening in the classroom.

**Suggestions for other practitioners and educators:**

If you do not have an area, like a daily community circle, to expand on the work of this lesson, then you need to develop that first! If you do this lesson, and then there is no follow up, it will ring hollow!

**Evidence and Resources: -**