

Green Entrepreneurs Europe



Introductory module: what might change?



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**BUSINESS
IN THE
COMMUNITY**

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WELCOME!

This 'Green Entrepreneurs Europe' 'What might change?' module is designed to help prepare today's young people to take responsibility for the life choices they make. We believe that taking responsibility for our surroundings, for who we are and what we are going to do will help us to discover the possibilities for personal and professional development. A willingness to engage in activities and new ventures is a defining factor of what we call "green entrepreneurship."

This module (module 1) is the recommended introduction to the Green Entrepreneurs Europe programme. For module 2 (Lessons from Nature, there is a choice of 5 modules). Before starting module 1, you will need to decide on a module 2 option as the student booklet is used for all modules, but is slightly different dependant on your lesson from nature option. Download booklet from: www.geelearning.eu--> 'Learning materials' --> Resources & booklets

The Green Entrepreneurs Europe course will be taught in 5 different European countries. It has been developed to encourage cross-curricula links, allowing teachers from different subject areas and indeed cultures to collaborate. It is aimed at Secondary Schools. It is pitched at KS3 but could be adapted to KS4/ KS5.

Over the next few pages you can find the lesson plan for this 'What might change?' module. Assessment for learning techniques are integrated into the learning pack. Required resources and ideas for differentiation can be found at the end of the booklet.

Legend



Students guided by teacher



Students working independently.



Reflection



Exploration through senses/ feelings



Video



Research



Knowledge



Skills



Competencies



MODULE 1: WHAT MIGHT CHANGE?

MODULE CONTENT

Welcome to the cycle of activities included in the "What might change" module. **Complete in: 1- 2 lessons plus homework.**

In this module, students will be introduced to key concepts and terminology that they will build on during the project. Students will complete an online survey to show their ecological footprints and debate the outcomes of this. This frames the problem that the Green Entrepreneurs Europe project aims to address: that of limited resources and the consequent environmental issues. Students will self-assess their knowledge and competencies at this starting point in the project. Through videos the students will be introduced to the concepts of entrepreneurship, the linear economy and its alternative: the circular economy.

CONNECTIONS WITH OTHER MODULES

- **This module: (1- What might change?):** students will reflect on their own ecological footprint and learn the key terms: entrepreneur, linear economy, circular economy.

Next module: (2- Lessons from nature): Students use the key terms and make comparisons between the natural economy and the human economy. Students reflect on what we can learn from nature. Students start to learn about circular products in existence and think about how they can make existing products more 'circular'.



ECOLOGICAL FOOTPRINTS

Homework:

30 mins Ecological footprint: students complete an online survey to show their ecological footprint. They answer questions on their results in their booklet.



<http://www.footprintcalculator.org>

(If students don't have/ don't want to use their email addresses, they can just type random letters with an @ and a .com and it works)
**please note- the website seem to be changing and improving the footprint calculator at the moment, so please double check the instructions still make sense before the students use it).

Alternative activity: If students unable to access internet, please download 'class global footprint' resource. Students can complete the questions and then compare their results with their peers. This could be done as a all-class/ group activity instead, with a show of hands and going for the majority answer.

20 mins Ecological footprint discussion: class feedback- students feed back their results of their ecological footprints. Encourage discussion on for example, were they surprised by any results, eg how many planets it would take to support their lifestyle, or which part of their lifestyle contributed most to their footprint. If doing the 'alternative activity' students should compare their final scores. All students should fill out their answers in their booklets (see note in Welcome, above, on booklets).

Afl: students are able to analyse their footprints through discussion.

15 minutes What might change? Encourage students to think of as many ways as they can to reduce their ecological footprints. Gather their ideas on the board or maybe as a big class poster. This can then be reviewed at the end of the module to see what new and innovative ideas the students now have.

Afl: class list of ideas





10 mins Student self assessment: students complete the self-assessment table in the booklet. Please emphasise, this is not a test! It is something that will allow you to see what skills and knowledge they have gained through the project. The first question is a good example- it's likely they will never have heard of 'Lessons from Nature' so should all be marking '1' for that.
Afl- student self assessment



10- 15 mins Introducing the project: Introduce the project, explain the end goal- for students to use entrepreneurial thinking to design a 'green' product or service.



Ask students what they understand by the word 'entrepreneur'. Can they name any famous entrepreneurs? (Bill Gates, Alan Sugar, Richard Branson, Anita Roddick – founder of Body Shop and big on environmental issues- is a good example.) What characteristics and skills does an entrepreneur need?
Afl: think, pair, share, write ideas in booklet.

10 mins Optional videos you can show to stimulate interest/ discussion or help with the concept if students are unsure.



1) Children- new billionaires BBC news- explore why kids make great entrepreneurs.

<https://www.youtube.com/watch?v=ekZZZPRxWtI>



2) The youngest self made millionaires profiles 10 young people and their inventions

https://www.youtube.com/watch?v=logjxh_MDCM



3) The Making of A Young Entrepreneur: Gabrielle Jordan Williams. Very honest and relatable young entrepreneur. Talks about giving back to society.

https://www.youtube.com/watch?v=EblQj_pZFIQ



images: Canva.com





THE CIRCULAR ECONOMY



15 mins Glossary. Teacher points out the key word glossary. Students fill in their class definition of an entrepreneur. Teacher prompts throughout the lesson to remind students to add to their glossary. As you progress through the project, encourage students to add to their glossaries as they encounter new words and concepts.

10 mins Introducing the circular economy. Show the following video: Re-thinking the economy: the circular economy.



<https://www.youtube.com/watch?v=zCRKvDyyHml>

There is no need to go into much detail at this point, as the concept of the circular economy will be picked up on in more detail during the Lessons from Nature day. Students complete the gap-fill diagrams in their booklets.



Afl: cloze activity.

30 mins Optional activity; Bottle biome- show photo of 80 year old man who hasn't watered his bottle garden in 53 years:



<http://www.dailymail.co.uk/sciencetech/article-2267504/The-sealed-bottle-garden-thriving-40-years-fresh-air-water.html>



Students make their own bottle biomes. See biome resource.



Students reflect on what they think will happen to the biome over the next few weeks. Where would be a good place to put it? As the project progresses, students should take photos of their biomes and record its progress (can use Notes page in booklet)

Afl: successful creation of a bottle biome. Questioning.

RESOURCES: all paper resources are in the Learning materials section of the GEE website, under 'resources'.

- **Ecological footprints:** Green Entrepreneurs Europe student booklet. This will be filled out as part of the other activities.
- **Global footprint resource** (if using)
- **Bottle biome:** 2 x 2 ltr clear plastic bottle, bottle top, a wick (e.g. a shoe lace), soil, seeds- plants like mustard, cress and cabbage work well, gravel/ sand/ vermiculite. For instructions please see supporting resource.



DIFFERENTIATION

Ecological footprint

Support: (footprints online survey): the default version allows students to give basic answers.

Extend: option to give more detailed answers.

Alternative activity. Support: can be done as a group or class activity.

Ecological footprint class feedback

Support: give ideas/ examples to support lower ability. eg Lets think about food consumption.

Extend: students discuss global impacts and/ or social impacts.

Key word glossary

Support: glossary words can be provided and students fill in definitions.

Extend: Students can have targets for how many key words they should have added to their glossary by the end of the lesson.

Circular/ linear economy cloze activity

Extend: Students can be extended by asking them to think of other cycles in nature (sketch on min-whiteboards?) Examples are the: rock cycles, water cycle, carbon cycle, nitrogen cycle.

Bottle biome

Support: more assistance may need to be given in the building of the biome.

Extend: draw and label the biome with the inter-dependant processes, e.g. photosynthesis (produces oxygen), respiration (takes in oxygen), decomposition (provides nutrients for producers) etc.



MODULE 1: EVALUATION AND REFLECTION

REFLECTIONS

At the end of this module, students should make sure that they have added new vocabulary and terms to their glossary page.

Encourage students to start writing down any ideas or inspirations they have for their own businesses in their booklets.

LEARNING OBJECTIVES

By the end of module 1 students will:



produce their ecological footprint. Some students will relate their personal consumption of goods and services to global environmental issues.



complete a self-assessment of their pre-existing knowledge.



be able to describe what is meant by an entrepreneur. Some students will be able to describe skills an entrepreneur needs.



write definitions for key words in their glossary.



be able to complete the linear and circular economy diagrams. Some students will be able to think of an example of an item that follows the linear and model (eg microwave) and the circular model (eg a leaf growing on a tree).

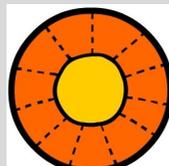


Optional: have created a bottle biome.

NATURAL PRINCIPLES



WASTE =
FOOD



RUN ON
SOLAR
INCOME