

# GREEN ENTREPRENEURS EUROPE



## MODULES 4 & 5: ENTREPRENEURIAL THINKING & THE WAY FORWARD



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**BUSINESS  
IN THE  
COMMUNITY**

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## WELCOME!

These 'Green Entrepreneurs Europe' modules: 'Entrepreneurial thinking' and 'The way forward' are 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."

These 2 modules are the final 2 of the Green Entrepreneurs Europe course. They should be taught after 'module 3- case studies'.

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 'Changing perspectives' 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



# MODULES 4 & 5 ENTREPRENEURIAL THINKING & THE WAY FORWARD

## MODULE CONTENT

Welcome to the cycle of activities included in the "Entrepreneurial thinking" and 'The way forward' modules. **Complete in: 3 lessons plus homework.**

In this module, students will make use of the skills, knowledge and competencies acquired in the previous modules, to design their own green and circular business.

Students will develop their green business ideas, using inspiration from the previous modules and an 'ideas matrix' to decide on a final business. Students will conduct research around their business, including market, competitors, pricing and logistics. They may draw out or make prototypes and should think about an advertising strategy. Students will present their final business plan to their peers and guests.

To finish, students will reflect on the process, what skills, knowledge and competencies they have gained and decide the 'way forward' for their business.

## CONNECTIONS WITH OTHER MODULES

**Previous module:** (3- Changing perspectives): students learnt how to create a business plan and applied this to analysing existing green companies and their products.

### **This module:**

**(4- Entrepreneurial thinking)** Students will develop a green business idea. They will research their business and draw up a business plan. This plan will be presented to their peers

**(5- The way forward:)** students will reflect back on what they have learnt. They will outline the next steps for their business.



## LESSON 1



**15 mins Re-capping the problem.** Ask students to list some of the environmental problems they know of and have come across during the project. e.g. plastic pollution, lack of biodiversity/ habitats, unsustainable transport/ food production/ buildings etc. Make a big class list on the board- you could draw a mind map and show links between issues.



**15 mins Ideas matrix.** Students choose 3 different environmental issues that they are interested in and fill them in the blank ideas matrix under 'environmental problems'. They fill out the remaining columns (hobbies, passions necessity). Once completed, they see what they can link up. One of the top tips entrepreneurs often give is- do something that you are passionate about. This activity will help students think about what they do/ know about and how they could create a business around this.



**Remainder of lesson Creating the business idea.** Some students/ groups will already have some ideas and be happy to start developing them. They should be encouraged to start planning, developing a product name and looking through the business planning template. There are 2 versions of this template: the original which is suitable for higher ability students, and a simplified version. Print off the appropriate one(s) for you students.



For those groups that need more support, you could refer them back to the case studies. Were there any they particularly liked? e.g. if they are into fashion, they could look at doing something similar to 'mud jeans'. Or they could take a case study and adapt it- e.g. take the Splosh principle of concentrated sachets and apply it something like shampoo and shower gel. Another angle to take is to think about how they could improve their school. e.g. the canteen (packaging/ waste disposal/ food served), the school grounds, their uniform or similar.



# DEVELOPING BUSINESS PLANS

## LESSON 2/ HOMEWORK

**1 lesson & homework/ just homework** Depending on the ability and motivation of your students, you may wish to set this as homework, or complete in lesson time (potentially finishing off as homework).



Students complete their business plan on the business template and put together a presentation to explain to the rest of their class what their business is.



If doing this in lesson time it would be helpful to book at computer room so that students can do research to back up their business plans.



For the presentation, they may also want to produce a slideshow. A suggested order for the presentation can be found in their booklets. Students should be encouraged to draw out designs/ make prototypes and research existing products/ services. They must be able to talk confidently about how their products fits with the circular economy and which 'Lessons from Nature' principles it incorporates.

Higher ability students should be encouraged to design packaging and a marketing campaign for the product/ service. They should also be encouraged to think about costings.

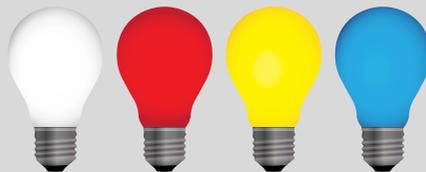


Image: Canva.com



# PRESENTING BUSINESS PLANS

## LESSON 2 OR 3



**1 lesson: Business plan presentations.** The most straightforward way to do this is to have students present to the class one group at a time. The rest of the class is the 'judging panel' (you can talk about / show a clip of Dragon's Den beforehand and tell groups they will need to pitch their ideas to a class of investors). The class then votes for the business they think would be most successful.



Alternatively, this can be done in rounds. Round 1 would be presenting to the class. They select the top 3 groups who then go on to present to other teacher (perhaps SLT or if you have a business department in your school it could be to them). Or they could present in assembly to another year group.

If possible, invite external guests to the presentation/ judging stage. (See Coffee House Challenge Guide also). This could be local business people, other schools who have been participating in the project (thereby creating some inter-school competition) or people like school Governors. If you are inviting business guests, this creates a great opportunity for dialogue between students and people from the world of business.



Photographs: FSC Epping Forest



## MODULE 5: THE WAY FORWARD

### THE WAY FORWARD: 1 lesson



**20 Mins Feedback:** in business things are always moving forward and successful businesses take on feedback and move with the times. Ask groups to give a positive comment and some constructive criticism to each other, based on their presentations. This can be done by pairing up groups and then rotating, or as a whole class activity, group by group. Ensure this is done in a constructive way, so no-one is demoralised.

*Afl: students able to analyse and give opinions*

**10 mins The way forward:** ask groups to think about what the next version/ upgrade of their product would be.

*Afl: write in booklet (last page)*



**10 mins Review self assessment.** Students turn back to the start of their booklets. Taking a different colour pen they re-do the self-assessment questions to see their progress.

*Afl: self assessment/ reflection*

### Plenary

**10-15 minutes Make an eco pledge.** Students pledge to make 1 change to make their lifestyles more green. This could be as simple as choosing a vegetarian option for lunch once a week, to switching to a re-usable bottle rather than buying water, to carrying a re-usable bag on them when they go shopping. Or it could be about spreading the message amongst friends/ social media.

Students write this pledge on a piece of card and these are displayed in the classroom. You could continue to refer to these, perhaps with students sticking a sticker on their pledge if they have succeeded and even coming up with more.



## RESOURCES

- **Copies of the case studies:** to help students remember and perhaps base ideas on
- **Business planning template/ simplified version**
- **Access to a computer room**
- **Poster material** eg paper, colourful pens, scissors, glue for students choosing not to do a slideshow presentation
- small pieces of coloured card/ paper for the eco pledges.

## Differentiation

### Ideas matrix

**Support:** students can work in groups and share ideas

### Creating the business idea

**Support:** focus on the school and improvements that could be made. If students struggling, you can ask specific questions, e.g. how could we we make the packaging around the food in the canteen greener? What material is your uniform made from? What other materials could you use (refer to 'Mud Jeans' case study).

### Business plan & presentation

**Support:** use simplified business plan

**Extend:** encourage students to come up with lots of ideas, even if they seem silly at first, to get their creativity going. Using the original business plan, they are encouraged to think about costs and more detailed logistics.



## MODULES 4 & 5 REFLECTION & EVALUATION

### REFLECTIONS

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

Their final reflection will be looking back at their self-evaluation and seeing their progress.

### LEARNING OBJECTIVES

By the end of module 4 students will:



Have designed an original circular business



Written a business plan



Be able to explain how their business is circular and incorporates Ifn principles.



present their business plan to peers, teachers & potentially guest

By the end of module 5 students will:



Reflect on the skills, knowledge and competencies they have gained



show their understanding that business keeps developing by having a plan for 'the way forward'.