



Teaching Unit 5 – Green Entrepreneurship

Lesson Plan

Imprint

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Vocation/Course:	Teaching Unit 5
Curriculum:	
Learning environment:	
Title:	Creating a new green business concept
Extent (hours):	depending on the chosen scenario (individual work/ group activities/ extra project)
Author	P4 – Maja Kowalczyk
Situation (Political problem/conflict):	
<p>The city council has announced a new competition for vocational schools in your area. The scope of the competition is to create a new sustainable/green business idea that could cater both to the young citizens but also promote sustainable ideas among all age groups. Since the main prize for the competition is a substantial grant for a school graduation trip for the whole class – you have decided to take part in it and try your luck.</p>	
Outcome (product/solution):	
<p>New sustainable/green concept idea that fulfills the requirements of the competition.</p>	
Topics covered:	
<p>Phase 1 – finding the right concept</p> <ul style="list-style-type: none"> • researching existing sustainable/green companies led by young entrepreneurs • finding a niche for one's own business <p>Phase 2 – building green business capacity</p>	



- finding the best place to conduct the business and best operating structure for the new business,
- creating the business name and logo,
- creating a business plan for the new business

Phase 3 – preparing for business* - as an extra activities set for advanced learners

- checking necessary permits and certificates for a new business,
- registering a new business, researching the funding possibilities for the new company, opening a bank account for your business

School-based specifications:

This class can be implemented individually or in small working groups. It can be implemented as normal classes, flipped classrooms, hybrid classes and individual projects implemented by individual learner, small groups (4 – 5 people) or on a class forum. Every subtopic can be implemented as a stand-alone minimodule that can be either completed as an individual assignment or a group workshop.

Interactive materials/tools used

- Jamboard / Miroboard or similar
- Logo.com, canva.com, freepik.com
- Business plan tools (in research)
- podcasts or short YT videos
- interactive presentations
- selected articles connected to the specific activities – uploaded to a cloud storage or handed out in paper form – depending on the form of the class
- excerpts from the legal regulations from each partner country, drafts of the frequently used documents
- * optional: summarization tool that will gather the knowledge gained after every activity – probably a google questionnaire or similar
- * optional: evaluation tool (a mini game) that will check if the module user has grasped the knowledge from the module

Phase 1 – finding the concept (90 min) - can be implemented in a form of:

- normal classroom – also for big classes 25+; for example: a. presentation of the topic done solely by the teacher and assigned works for small groups in class or homework, b. introduction of the topic done by the teacher, individual/group works, presentation of the individual/group works, discussion,
- flipped classroom – also for big classes 25+; teacher assigns materials to be watched/read before the class together with the Q&A checklists; the classroom is used for the moderated discussion and group works for the more advanced stage of the class.



- individual project – if the learners can study on their own or the didactic methods used for those two subtopics are easy to follow.

Materials/tools to be used: YT videos, website articles on the young entrepreneurs and their green businesses around the world, a checklist (terms comprehension, reading comprehension, topic comprehension), checklist for new business idea.

Methods to be used: lecture + works in groups + discussion, individual research + moderated discussion, individual approach – in case of self-learning.

Phase 2 – building green business capacity (90 min) – is preferably done in small groups that voiced similar ideas for green/sustainable business in subtopic 1 or as individual project (for learners that can implement classes independently) but can also be also done on a class forum or as a flipped classroom.

Materials/tools to be used: logo creators, YT videos on business plan creation, business plan templates, case studies from the tourism sector

Methods to be used: general introduction+ individual/groups work, laboratory classes – learners are implementing their tasks in small groups and teacher serves as a mentor to navigate them through bottlenecks and difficult questions, individual approach – in case of self-learning.

Phase 3 - preparing for business (90 - 180 min?) - can be implemented in a form of:

- normal classroom – also for big classes 25+; for example: a. presentation of the topic done solely by the teacher and assigned works for small groups in class or homework, b. introduction of the topic done by the teacher, individual/group works, presentation of the individual/group works, discussion,
- flipped classroom – also for big classes 25+; teacher assigns materials to be watched/read before the class together with the Q&A checklists; the classroom is used for the moderated discussion and group works for the more advanced stage of the class.
- individual project – if the learners can study on their own or the didactic methods used for those two subtopics are easy to follow.

Materials/tools to be used: YT videos, governmental webpages with information on legal procedures connected to opening, managing, maintaining and dissolving business in various sectors (with special notion of the tourism sector), local/regional requirements in the field of creating and managing companies, governmental webpages with information on financial aides for young entrepreneurs, informative materials from various banks, funding sites and local/regional/national/transnational funding opportunities, crowdfunding sites, fundraising sites.

Indications online teaching:

All activities planned in this learning unit can be implemented online through individual work or group sessions.



Phase 1 – finding the concept	Intended competences		Topics covered	Methods	Material/ Media	Outcome (Product/ Solution)
	Specialist competences	Personal competences				
	Students ...					
Information <i>Students analyse the situation/ problem/conflict considering a possible outcome</i>	data and information gathering, critical thinking, analyse of the gathered information,	communication skills, listening skills	introducing the topic of the young entrepreneurs to the class and the video that is going to be played and/or introducing the topic of green business ideas for teens	video presentation video presentation	https://www.youtube.com/watch?v=MGoiy74h1CM&ab_channel=Alux.com https://www.youtube.com/watch?v=jLzlteULpNw&ab_channel=HowtoStartanLC	starting the conversation about the young entrepreneurs, business ideas and green economy
Planning <i>Students plan an approach for an outcome. They detail a work schedule and fix quality criteria for the outcome.</i>	data and information gathering, critical thinking	self-confidence, self-reliance, communication skills, body language	inviting the learners to share their experience/ skills/ confidence in being an entrepreneur	pirate ship exercise	https://docs.google.com/document/d/11cB4HtkGuftS2ON_dzmUd8_bMUZoEoxw/edit?usp=sharing&ouid=111207516795139276961&rtpof=true&sd=true	Self-reflection on the possessed knowledge about running a business



Decision making <i>Students choose a plan/schedule and determine responsibilities and results</i>	data and information gathering, critical thinking	self-reflection	Inviting the learners to think about their local communities and needs that are not covered by the standard solutions or public funds	What is your idea exercise	https://docs.google.com/document/d/1ySx3N7Kiqrrm02dV1sCGRKsddd08UGJt/edit?usp=sharing&oid=111207516795139276961&rtpof=true&sd=true	Self-reflection on the local community needs and unresolved issues
Execution <i>Students execute the plan and collect further information for implementation</i>	critical thinking	self-reflection,	inviting learners to think in depth about the idea they have just drafted and changing it into a provisional business draft	think about your business exercise	https://docs.google.com/document/d/1SQQ-GER3j0Pdih6bGfM2WnIYsZGgKURU/edit?usp=sharing&oid=111207516795139276961&rtpof=true&sd=true	a draft of an idea of a new business concept within green economy
Monitoring/ Assessment <i>Students assess outcome according to fixed quality criteria</i>	presentation skills	self-confidence, self-reliance, communication skills, body language	presenting learners' business concept ideas on the class forum	oral/PP presentations	presentations prepared by learners basing on the previous 2 exercises	
Reflection <i>Students reflect on implementation, pros and cons of plan as well as gained competences</i>	critical thinking	dealing with critique and praise, giving out a constructive feedback	open discussion on the presented drafts ideas	moderated discussion	--	choosing the most interesting/ innovative/ out-of-the-box ideas



Phase 2 – building green business capacity	Intended competences		Topics covered	Methods	Material/ Media	Outcome (Product/ Solution)
	Specialist competences	Personal competences				
	Students ...					
Information <i>Students analyse the situation/ problem/conflict considering a possible outcome</i>	data and information gathering	active listening	sharing information on the current phase' activities, tools that will be used and expected results	presentation of the tools that will be used in this learning phase	oral presentation with demonstration	introduction to the activities planned in this phase
Planning <i>Students plan an approach for an outcome. They detail a work schedule and fix quality criteria for the outcome.</i>	data and information gathering	self-study skills	checking online tools for creating business name, logo and ad slogan as well as given resources on the one-page business plan	individual/ group works	https://www.brandcrowd.com/business-name-generator https://www.canva.com/create/logos https://www.shopify.com/tools/slogan-maker https://www.oberlo.com/tools/slogan-generator	--
Decision making <i>Students choose a plan/schedule and determine responsibilities and results</i>	critical thinking, decision making skills	decision making skills	working with the online tools and making a set of names, logos and slogans preparing information for the one-page business plan	individual/ group works	https://www.brandcrowd.com/business-name-generator https://www.canva.com/create/logos	--



					https://www.shopify.com/tools/slogan-maker https://www.oberlo.com/tools/slogan-generator	
Execution <i>Students execute the plan and collect further information for implementation</i>	planning, critical evaluation,	artistic expression	choosing a business name choosing a business logo choosing an ad slogan	individual/ group works	https://www.brandcrowd.com/business-name-generator https://www.canva.com/create/logos https://www.shopify.com/tools/slogan-maker https://www.oberlo.com/tools/slogan-generator	new business concept's name, concept and promotional slogan
	data and information gathering, critical thinking, decision making	writing skills	Preparing a one-page business plan for a new green business concept	individual/ group works	https://docs.google.com/document/d/1_Se1a20_4xl8bEtyR7u-LuoWLN6EdupG/edit?usp=sharing&oid=111207516795139276961&rtpof=true&sd=true	One-page business plan for the new green business concept
Monitoring/ Assessment <i>Students assess outcome according to fixed quality criteria</i>	presentation skills	self-confidence, self-reliance, communication skills, body language	presenting learners' one-page business plans and company's logo/name/slogan on the class forum	oral/PP presentations	presentations prepared by learners basing on the previous exercises	--
Reflection <i>Students reflect on implementation, pros and cons of plan as well as gained competences</i>	critical thinking	dealing with critique and praise, giving out a constructive feedback	open discussion on the presented drafts ideas	moderated discussion	--	choosing the most interesting/ innovative/ out-of-the-box solutions



Phase 3 – preparing for business	Intended competences		Topics covered	Methods	Material/ Media	Outcome (Product/ Solution)
	Specialist competences	Personal competences				
	Students ...					
Information <i>Students analyse the situation/ problem/conflict considering a possible outcome</i>	data and information analysis	self-confidence, self-reliance, self-study skills, teamworking skills	Introducing a checklist for starting a new business and summarising previous activities	Individual work/ teacher's presentation	https://docs.google.com/document/d/1Pi7ZKiTIPesvbvbcIzHvJpzuzpLMLBpl/edit?usp=sharing&oid=11207516795139276961&rtpof=true&sd=true	Summarisation of the activities implemented so far
Planning <i>Students plan an approach for an outcome. They detail a work schedule and fix quality criteria for the outcome.</i>	data and information analysis	self-confidence, self-reliance, self-study skills/ teamworking skills	gathering information on the legislation concerning the new business concept gathering information on the possible funding opportunities for new businesses	Individua/ group work Individua/ group work	https://docs.google.com/document/d/15_44tvbUehdxSXL1gN1J8_TE3MiSZPXJ/edit?usp=sharing&oid=111207516795139276961&rtpof=true&sd=true https://docs.google.com/document/d/1TLygShyM9xYoMmkdZxZPZKqXd9YyDJ8a/edit?usp=sharing&oid=111207516795139276961&rtpof=true&sd=true	information on the current legislation within chosen business concepts summarisation of knowledge on the funding opportunities
Decision making <i>Students choose a plan/schedule and determine responsibilities and results</i>	data and information gathering, critical thinking, decision making, teamworking skills	self-confidence, self-reliance, decision making skills	choosing the funding plan for the new business concept	Individua/ group work		decision making on the potential ways of financing a new green business concept



<p>Execution <i>Students execute the plan and collect further information for implementation</i></p>	<p>data and information gathering, critical thinking, decision making</p>	<p>self-confidence, self-reliance, decision making skills</p>	<p>Preparation of a funding plan for the new business concept</p>	<p>individua/ group work</p>	<p>https://docs.google.com/document/d/1evtz9O9Z8xjlCqkHpqprNI27hdpzEz7M/edit?usp=sharing&oid=111207516795139276961&rtpof=true&sd=true</p>	
<p>Monitoring/ Assessment <i>Students assess outcome according to fixed quality criteria</i></p>	<p>presentation skills</p>	<p>self-confidence, self-reliance, communication skills, body language</p>	<p>presenting learners' funding plans for the new business concepts</p>	<p>oral/PP presentations</p>	<p>presentations prepared by learners basing on the previous exercises</p>	<p>--</p>
<p>Reflection <i>Students reflect on implementation, pros and cons of plan as well as gained competences</i></p>	<p>critical thinking</p>	<p>self-confidence, self-reliance, dealing with critique and praise, giving out a constructive feedback</p>	<p>open discussion on the presented funding ideas</p>	<p>moderated discussion</p>	<p>--</p>	<p>choosing the most interesting/ innovative/ out-of-the-box funding plans</p>

