

GREEN ENTREPRENEURS EUROPE



MODULE 3: CHANGING PERSPECTIVES



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**BUSINESS
IN THE
COMMUNITY**

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WELCOME!

This 'Green Entrepreneurs Europe' 'Changing perspectives' 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 'changing perspectives' should be taught after modules 1 and 2 have been completed.

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



MODULE 3: Changing perspectives

MODULE CONTENT

Welcome to the cycle of activities included in the "Changing perspectives" module. **Complete in: 2 lessons.**

In this module, students will build on the skills and concepts covered in the previous module 'Lessons from Nature'. Students will be introduced to business planning through an interactive online e-learning module. This includes sections on why we create business plans, what a business plan is and an interview with a young entrepreneur. Students will be tested on their business planning knowledge with a quiz and the module ends with a business template. Students will then use this template when investigating current green businesses. Students will be given case studies of businesses demonstrating good practise in terms of the circular economy and green business. These address a variety of environmental issues, from recycled clothing to refillable cleaning products, to compostable packing. Students will use the case studies section of their booklets to analyse the businesses.

CONNECTIONS WITH OTHER MODULES

- **Previous module: (2- Lessons from nature):** Students used the key terms and made comparisons between the natural economy and the human economy. Students reflected on what we can learn from nature. Students started to learn about circular products in existence and think about how they can make existing products more 'circular'.
- **This module (3- Changing perspectives):** students learn how to create a business plan and apply this to analysing existing green companies and their products.
- **Next module (4-Entrepreneurial thinking)** Students will develop their business idea. They will write this up in a business plan and then plan a presentation to 'sell' their idea.



PART 1: BUSINESS PLANNING E-MODULE

30- 40 mins E-learning module. Follow this link to get to the business planning

module: http://www.bitcni.org.uk/GEE/story_html5.html (If the link doesn't work, then email project partners business in the community: ian.nuttall@bitcni.org.uk).

The module is designed to allow students to work their way through independently at their own pace. Students click on various characters and items on the screen to learn more about business planning. Next they complete a quiz to see how much they have learnt. There is a video to watch of a young entrepreneur who has recently launched her new business giving tips.

Afl: in- built quiz

1 lesson or 1/2 lesson plus homework: Case studies. Students

are given a case study to work through in small groups. There are 12 case studies to chose from. Students could chose their own, or the teacher could give them one they think would be appropriate.

Ensure there is a range of case studies throughout the class. Each group reads the case study and extracts key information from it and fills it in in their students booklet (case study pages). They will need

to summarise this to the class. This can be done in a variety of ways. The groups can present to the rest of the class. It might be helpful to have access to the internet, so they can show the company's webpage which will have images of the products on them. Alternatively this can be done in a 'marketplace' type activity where groups teach each other.

Afl: At the end, the teacher says a company name and students have to answer say 2- 3 questions on them on mini-whiteboards or similar. e.g. What is their product? What environmental problem are they addressing? What makes them circular/ green?

Here is a very brief summary of the 12 case studies. See case studies section of website for down-loadable full versions.

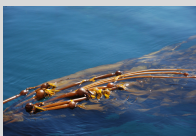


Image: Canva.com

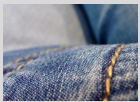
Islander Rathlin Kelp. This company grows kelp, which has a low impact on the environment. They turn it into dried pasta type products.



CASE STUDIES OVERVIEW



Splosh. Cleaning products made from natural ingredients. Product is sent in concentrated pouches, to which tap water is added, saving packaging.



Mud jeans. Customers 'rent' jeans and then return them to the company for repair or recycle. Jeans that have reached the end of their life are shredded and made into new jeans.



Entocycle. Fly larvae are fed food waste. These larvae are then fed to livestock such as pigs and chicken, providing an eco friendly source of protein for animal feed.



Freitag. Looking to design a robust and waterproof bag, this company started using the old tarpaulin from lorries. They are upcycling materials that would otherwise end up in landfill.



Biomatrix. Floating islands of plants that help to clean up waterways and provide habitats in lakes and rivers.



Ecovative. Packing made out of mycelium, which is produced by growing mushrooms. It can be moulded into any shape, is durable and completely compostable .



Spare Fruit. A company who takes fruit too small or deformed to meet the supermarket grade, dries it and sells it as fruit 'crisps'



CASE STUDIES OVERVIEW



Oat shoes. They produce shoes that are completely compostable at home. Each shoe had seeds in the tongue which will grow if the shoe is planted.



Braiform. Clothes hangers made from fully recyclable materials that are collected, cleaned and re-distributed to shops. At the end of their use they are shredded and made into new hangers.



Encirc. A bottling company which produces, fills, distributes and collects and cleans bottles for re-use.



Gro-Cycle. Edible mushrooms grown from spent coffee grounds. Kits can be bought to do this at home.

All images: Canva.com

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

- **E-learning module:** http://www.bitcni.org.uk/GEE/story_html5.html access to a computer for the students
- **Transcript of e-learning module** (if needed)
- **Case studies:** printed case studies for the students to look through (download from GEE website). Access to a screen so the company's web page showing their products could be useful. This activity could be brought to life by bringing in props and putting them with the case study, eg a pair of jeans for Mud jeans, some mealworms for Entocycle, a normal cleaning product for Splosh.



DIFFERENTIATION

E- learning module.

Support: for students who need support accessing the information before the quiz, there is a copy of the information available to download. This can be printed out and enlarged as needed to allow students to complete the quiz.

Downloadable worksheet (at the end of the e-learning module): the 'why' and 'what' questions are the more straight forward ones on the worksheet. Students who require support should focus on these and leave the 'how' section. A simplified worksheet is also available to download on the GEE website in the resources section.

Extend: the 'how' section of the business plan worksheet as more challenging questions to extend more able students.

Case studies

Support: the more straight- forward case studies are: *Spare Fruit*, *Splosh* and *Braiform*. As above, encourage students to focus on the 'why' and 'what' questions.

Extend: the case studies dealing with more complex issues are *Biomatrix*, *Entocycle*, *Evocative* and *Encirc*. As above, the 'how' section of the business plan worksheet has more challenging questions to extend more able students.





MODULE 3 EVALUATION & 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 keep writing down any ideas or inspirations they have for their own businesses in their booklets.

LEARNING OBJECTIVES

By the end of module 3 students will:



Be able to describe some elements that need to be included in a business plan. Some students will be able to explain why it is important to write a business plan.



List some existing green businesses and what they produce. Some students will be able to describe and analyse what environmental problem they are addressing.



Make connections between 'lessons from nature' and green businesses.

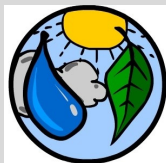


See the 'real-world' context of the project.

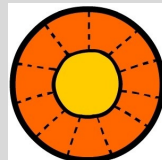
NATURAL PRINCIPLES



**WASTE =
FOOD**



**DIVERSITY
GIVES
STRENGTH**



**RUN ON
SOLAR
INCOME**



**MULTIPLE
BENEFITS**