



LTP 7: SUSTAINABLE ENTREPRENEURSHIP EDUCATION

LESSON PLANNING ON THE TOPIC OF "SUSTAINABLE ENTREPRENEURSHIP EDUCATION"

This didactic example for the classroom was elaborated by the CorEdu-Team within the TAP-TS Project and presented during the Active Learning Event 3 (ALE) in Dresden.

We would like to thank all participants for their valuable review on the content and methodologies and for the inspiring discussions about the feasibility of this lesson plan in their own teaching.

This teaching example was finalized after the review of the participants of ALE 3.

Please feel free to use it, adapt it or change it according to your needs. We would be happy to get your feedback after your implementation.

Thank you! Your CorEdu-Team

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MODULE 1: START OF THE ACTIVITY

LEARNING OUTCOME: THE LEARNER IS ABLE TO REFLECT ON OWN EXPERIENCES, VALUES AND CONVICTIONS IN RELATION TO SUSTAINABILITY.

DESCRIPTION OF THE METHOD

The teacher hands out the printed BINGO sheets and distribute those among the learners. Each learner looks at the statements in the BINGO sheet and marks those that apply to them. Finally, the learners go to their fellow students in the class and look for those who have also marked the same statements as themselves.

The first pair who have marked 4 common statements vertically, horizontally or diagonally call "BINGO".

EVALUATION

Case A: There is at least one winning couple, i.e. at least two learners have ticked the same four statements from the BINGO sheet. The learners finally share the four common statements with the whole class and reflect on it.

Case B: There is no winning team. In this case, the teacher asks which statements have been ticked by the most learners and makes a ranking list. Finally, the whole class reflect on the ranking list.



Duration: 15 min

Method: Bingo

Appendix: 1



MODULE 2: INTRODUCTION TO THE TOPIC OF SUSTAINABLE CITIES

LEARNING OUTCOME: THE LEARNER IS ABLE TO DESCRIBE THE CHARACTERISTICS OF SUSTAINABLE CITIES.

DESCRIPTION OF THE METHOD

The teacher prints out the posters (Appendix 2) and hangs them on the wall in the classroom. In this way the learners have the opportunity to read the information on the posters while they are walking from one poster to another ("Gallery Walk").

After the learners have read the information on the posters, the teacher asks whether all the terms on the posters were clear and understandable.

Depending on whether the learners need clarification of the terms, the teacher selects 2-3 additional terms that the learners should briefly explain. In this way, the teacher ensures that even the less familiar and specific words are known to all learners.

Finally, the teacher asks the learners whether they know cities where similar sustainable approaches are implemented.

If the learners do not come up with any ideas for sustainable cities, the teacher presents some cities and their sustainability measures to the learners (Appendix 3).



Duration: 60 min

Method: Galery Walk

Appendix: 2 and 3



MODULE 2: INTRODUCTION TO THE TOPIC OF SUSTAINABLE CITIES

LEARNING OUTCOME: THE LEARNER IS ABLE TO DESCRIBE THE CHARACTERISTICS OF SUSTAINABLE CITIES.

EVALUATION

Version 1:

The teacher asks the following reflection questions after the presentation:

1. Have any of you been to the city?
2. Do any of you know any other interesting things about this city/country?
3. What language is spoken in this city?
4. What culinary specialities do you know from this country?
5. What would attract you to visit this city?

Version 2:

If there are computers or tablets with an internet connection in the classroom, the search for practical examples of sustainable cities can also be carried out by giving the learners a research assignment. The teacher agrees with the learners on a few terms presented during the Gallery Walk which they can use as search criteria for looking for a specific city. The search criteria can be determined by the teacher:

1. search for cities all over the world or
2. search for cities in Europe (or on other continents) or
3. search for cities in your country

After researching (approx. 10 minutes), the learners present their results based on the following indicators:

1. What is the name of the city you found?
2. Why is this city sustainable? What are the characteristics?
3. Was it difficult to find this specific information on sustainability?
4. Which sources did you take into account? What source did the information come from?
(e.g. newspaper article, research report, Instagram, travel catalogue, etc.)

-> the credibility of the information/sources can be discussed based on the DigiComp Framework of the European Union.



MODULE 3: MY SUSTAINABLE CITY

LEARNING OUTCOME: THE LEARNER IS ABLE TO DESCRIBE THE MOST IMPORTANT ASPECTS OF THE SUSTAINABLE CITY FOR HIMSELF/HERSELF.

DESCRIPTION OF THE METHOD

Based on the information received in the first 2 modules the learners choose those characteristics which are the most important for their own sustainable city. For the documentation of the results, the teacher hands out the work sheets (Appendix 4) and explains the task as follows:

1. please collect all aspects for a sustainable city that are most important to you. Please give a brief explanation as to why you have chosen these aspects?

After all learners have written down their ideas, the teacher explains the second task.

2. Please discuss your choice with your fellow students and reflect the similarities and differences between your choices. Please notice aspects you heard from your fellow students you like and also those you do not like.

EVALUATION

The learners present their results. First, they individually present the aspects of a sustainable city that are important to them personally. Afterwards, the learners present the results of the exchange with other fellow students.

The teacher can use the following questions to encourage the whole class to reflect on the results:

- Please rank the selected aspects
- Which aspects that you have heard today would you definitely not include in a sustainable city and why not?

Duration: 60 min
Method: Reflexion
Appendix: 4



MODULE 4: WE BUILD OUR SUTAINABLE CITY

LEARNING OUTCOME: THE LEARNER IS ABLE TO BUILD THE SUSTAINABLE CITY WITH THE LEGO® BRICKS BASED ON THE SELECTED SUSTAINABILITY ASPECTS.

DESCRIPTION OF THE METHOD

The learners form two groups. Ideally, the same number of learners should be in both groups. All LEGO® bricks are placed on the table in the middle of the class. Each group will select their bricks from this common table. Additionally, each group get an individual table where they build their own city.

During construction, the two groups do not exchange ideas with each other. Solely the members of the own group can share ideas on commonly agreed sustainability aspects of their city.

The teacher asks the groups to:

- a) **additionally set up rules** that apply in their cities. These rules serve as orientation for new residents who move into the city at a later stage.
- b) **identify problems** in the city that they would like to have solved in the future.

EVALUATION

The groups present their cities and also name the sustainability aspects. They also present the rules of their city and the problems/challenges that they would like to have solved in the future. (Appendix 5)

Duration: 60 min
Method: City planners
Appendix: 5



MODULE 5: WE ARE “PROBLEM-SOLVER”

LEARNING OUTCOME: THE LEARNER IS ABLE TO ELABORATE CREATIVE IDEAS TO SOLVE THE PROBLEMS IDENTIFIED.



Duration: 60 min

Method: Problem-solver

Appendix: 6

DESCRIPTION OF THE METHOD

After the groups presented some problems in their own city, which should be solved in the future, the another group select one problem from the other group, they would like to develop a solution for (product, service). Finally, the groups start to develop an idea to solve the problem. The ideas are noticed by the groups individually in Appendix 6.

EVALUATION

After the groups have finished their development work, they present their product/service that is intended to solve the other group's problem. After both groups have presented their proposed solutions to the other group, the groups withdraw and discuss in their own groups whether they would like to buy this product or service from the other group or under what conditions/modifications, etc. The groups then present their position to the proposed product/service.

Once the groups have come to an internal decision, they present their position on the proposed product/service.

The aim is for the groups to enter into discussion with each other by stating what they like and dislike about the other group's proposal, what they would change/add, etc.

At the end, each group makes a decision on whether or not to buy the service/product on offer.



MODULE 6: REFLEXION OF THE OUTCOMES”

LEARNING OUTCOMES: THE LEARNER IS ABLE TO REFLECT ON THE ADVANTAGES, OPPORTUNITIES AND ALSO THE CHALLENGES OF TEAMWORK. THE LEARNER IS ABLE TO REFLECT ON THE COMPETENCES WHICH ARE REQUIRED TO DEVELOP IDEAS FOR SOLVING EXISTING URBAN PROBLEMS.

DESCRIPTION OF THE METHOD

EVALUATION

The teacher poses the following questions for reflection and encourages discussion among the students:

- What are the fundamental aspects of a sustainable city?
- Where do you see the biggest problems in relation to the future of cities/living in the city?
- How difficult/easy do you find it to communicate with each other and reach a consensus when it comes to making decisions for a shared city?
- What experiences have you had in the idea development phase?
- How did you go about defining the product/service? Was there someone who coordinated the entire process or were you all involved in the process at the same time?
- Further questions are possible

Duration: 60 min
Method: Reflexion