



Erasmus+

'Smarter...Greener...Safer...'



## LESSON PLAN\_ONLINE WORKSHOP 6

**TOPIC:** Green Business

**BRIEF DESCRIPTION OF THE LESSON:** the lesson will lead the students step by step through the organisation of a green initiative – GREEN BUSINESS (e.g. eco house design) incorporating scientific knowledge, entrepreneurial skills and team cooperation.

### OBJECTIVES:

- making use of students' scientific knowledge
- development of students' creativity
- development of organisational skills
- deepening knowledge concerning the use of green energy
- collaborative work with peers
- entrepreneurial activity

### METHODS AND TECHNIQUES:

- scientific research
- individual work
- team work

### MATERIALS AND TOOLS:

- laptops/computers/ Internet access

**PREPARATION:**

Prior to the lesson the students are presented with the idea of 'green building' and asked to do some research concerning the issue. They should think about renewable sources of energy, energy saving, ecological solutions in cities and different eco systems. They will use all this knowledge to design a simple house/building/eco farm which can be described as eco-friendly.

**CLASS DURATION:** 2-3 lessons of 45 minutes

**CLASS ACTIVITIES:****1. Teacher-student work**

The teacher asks the students about their idea of 'green building' and the outcomes of their research. Students work in groups of 4-6 and they brainstorm ideas for their Green Business – a house/building/eco farm built with respect to natural environment. They make use of their knowledge concerning green energy, renewable energy sources, they search for examples of green architecture. It is important that the students work collaboratively, using their soft entrepreneurial skills.

**2. Group work**

Each group of students designs the building of their choice. They prepare the graphics, add descriptions and explanations of ecological solutions so that the design may serve as a source of inspiration and information for others to use. The outcomes of their work is presented to other groups. All the ideas are discussed and the feedback from other groups serves as evaluation of the presented solution.

**3. Dissemination**

Groups of students prepare short presentations of their designs and they invite students of other grades/schools to take part in short lectures on the use of green solutions in architecture.

## **EVALUATION**

The feedback from other groups of students serves as part of the feedback on the whole activity. Additionally, after the series of dissemination lectures for other students the participants should be asked which elements of ecological knowledge and entrepreneurial skills they used most, in their opinion. How did they contribute to raising the ecological awareness of others? Which stages of their activity might be improved in the future?

Prepared by ESL Teachers

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