

Standard

National Standard in Entrepreneurship: II B. Green Entrepreneurship Levels 1-4

Objectives

Level 1

- Define green entrepreneurship.
- Research commonly-used products and how they benefit earth.
- Effectively communicate energy conservation efforts.

Level 2

- Identify potential solutions for environmental concerns
- Investigate business opportunities related to environmental concerns.

Level 3

- Investigate requirements for establishing “green” business.
- Research methods businesses can use to become environmentally responsible
- Research sustainable business product choices that are environmentally sound
- Generate ideas for creating green business ventures

Level 4

- Create sustainable business ventures that do not have a negative impact on global or local environments, community, or society.
- Apply green techniques to conventional business ventures.

Learning objectives

Day one.

1. Prompt on the board: “What is green entrepreneurship.”
2. Give a presentation defining green entrepreneurship. The presentation would contain slides of both good and bad examples of green businesses.
3. After the presentation I would ask the students to research, **using the lab computers**, common household items and research their environmental impact. The assignment for the evening would be to come back the next day with a half page to full page summary on the effect of the product on the environment along with facts of the company producing the product.

Day two.

1. Prompt on the board: “Will you continue to use the product you researched. Why?”
2. Class discussion on how businesses could change their environmentally destructive practices. How can businesses reduce their carbon foot print?

3. I will once again have a presentation. The presentation will focus on businesses that are green. The presentation will showcase how a business can become green.
4. Students assignment will be a half page to full page summary on how the business they researched the night before can become green.

Day three.

1. Today students will be introduced to the class's collaborative project. Students will be in charge of either creating or running the schools recycling program in the school.
2. Class will decide on a president, vice president, and secretary of the recycling program.
3. I will go over my expectations for the program.
 - a. Students will be in charge of emptying the bins once a week from each classroom.
 - b. Students must meet with and form an understanding of the plan with administration.
 - c. The class must build some form of a business plan that will be reviewed by me.
 - d. Students must keep track of the amount of bins they empty.
4. Students will have the remainder of class to form their business plan. The officers elected at the beginning of class will be in charge of facilitating the meeting.
5. Secretary will be responsible for emailing faculty that the recycling program is starting.

Day four.

1. As the teacher, I will have in advance, scheduled for an administrator of the school to visit with the class.
2. While meeting with the administrator, students will share their business plan with the administrator.
3. The class and I will now discuss outcomes for the program.
 - a. Schedule for who and when recycling bins are picked up.
 - b. How much paper did we end up recycling (number of bins gathered).

Day five.

1. Students will deliver bins to each class.
2. Students will complete in class test/reflection.

For the future: The students responsible for picking up bins on a certain week, will enter the amount gathered into an excel document.

Assessment

Students will be assessed at the end of the semester on how the program succeeded or failed. They will be graded based on participation in the program, and organization.

The day five test/reflection will also be graded.

The administrator along with school staff will also relay their opinions on the program's effectiveness. If the program is asked to continue, each student will receive a 2% grade bonus.

*4Cs: **Collaboration.** The students will be assessed on their collaborative skills based on how they worked with each other and the program's officers, the staff's comments on the program, and the administrator's feedback on the program and meeting. Students should gain great experience in how to work with others outside the business classroom.

Reflection

Did students actually learn about green business, or did they just learn to run a recycling program. Were all standards addressed? Were fellow staff involved enough in the creation of the recycling program? Feedback from staff will not only assess students, but will assess myself as well allowing for reflection.