



EMPOWERING PLANET-FRIENDLY CAREER PATHWAYS



Empowering
planet-friendly
career pathways



Founders4Schools

Contents

- 3 Introduction to Sustainable Futures**
- 4 Sustainable Futures and Possible Selves**
- 5 Supporting your careers guidance strategy**
- 7 Employer encounters and work experience**
- 8 The Sustainable Futures course**
 - Overview
 - Certificates
 - Continuing Professional Development (CPD)
- 10 Module 1: What is Sustainability?**
 - Units 1-4 Session plans
 - Activity sheets
- 26 Module 2: Sustainable Business**
 - Units 1-4 Session plans
 - Activity sheets
- 42 Module 3: Sustainable Me**
 - Units 1-3 Session plans
 - Activity sheets

Introduction to Sustainable Futures

Sustainable Futures is a free programme for secondary schools and colleges across the UK that equips young people with the knowledge, skills and experiences to thrive in a future green economy. Aimed at 14-18 year olds, the programme empowers students to define rewarding career pathways that are good for them and for the planet.

To address the threats facing our planet, we need a fundamental change to the relationship we as humans have with it and build an economy that works for people and nature.

Sustainability must be at the core of our economy, including all lives and all careers. We need a strong influx of talent into conservation and the renewable energy industry, but it is also important that we have lawyers, fashion designers, coders, chefs, bankers and construction workers who can bring a sustainable lens into their companies and sectors.

This means that no matter where a young person's skills and interests take them after they leave education, they will need the knowledge and skills to think and act sustainably.



Sustainable Futures and Possible Selves

Possible Selves is a theory that describes the relationship between self-concept, imagined future selves, motivation and behaviour. It was formulated by **Hazel Markus and Paula Nurius in 1986**.

A possible self is a potential future self, formed from self-knowledge, past experiences, social interactions, and cultural context. Possible selves consist of **goals, aspirations, motives, fears, and threats**.

The idea is that people can imagine possible future selves: either positive ones, which might motivate us to take the action we need to achieve them, or negative ones, which we might want to avoid becoming.

The potential future selves that we can imagine are shaped by:

- our social and cultural context
- what we can see around us
- our own experience
- the experience of the people who advise and help steer us
- whether or not they are validated by people whose opinion we respect.

When we have a possible future self in mind, the level of motivation to strive to become it, and the likelihood of taking the action needed to become it, are related to how detailed our imaginary future self is, how realistic and achievable it seems, and how much we can see how to become that future self.

Villiers Park Educational Trust and WWF-UK have embedded the Possible Selves theory in the structure and content of the Sustainable Futures course. The course starts by providing students with an opportunity to explore their values and beliefs, and how the decisions they make or don't make towards leading a sustainable life, can positively or negatively impact the planet and future generations. This can be from taking quite simple actions such as recycling and reusing, to only working for organisations that have a sustainable charter and working practices, to proactively taking action to change how a business operates.

The students will be introduced to a range of jobs and roles that promote sustainability to inform them on potential possible selves based on their personal values, beliefs, skills and talents.



Supporting your careers guidance strategy

The Sustainable Futures programme contributes towards high quality careers provision in schools and colleges. The programme can be embedded into careers guidance strategies that help serve your school or college priorities. All secondary schools are expected to provide effective CIEAG as part of **Ofsted's personal development** judgement category. Our programme can help support evidence for several grade descriptors for personal development, in particular preparing students for future success in education, employment or training.

The next page provides an overview of how our three programme activities help meet the Gatsby benchmarks of good career guidance, the learning areas of the Career Development Institute's (CDI) Career Development Framework and the Programme of Study for PSHE learning opportunities.

The Sustainable Futures programme is aimed at students aged 14-18 years and has been mapped accordingly to the relevant Key Stages.



Supporting your careers guidance strategy

Activity	Description	Gatsby Benchmarks	CDI learning areas	PSHE learning opportunities
Training programme	A short certificated course that brings sustainability to life for your students. Our suite of resources help you facilitate active learning and real-world application, that support students to make informed career decisions.	1, 2, 3, 4	G, E, M, C, S	KS4: L3, L4, L5, L7, L8, L10 KS5: L2, L4, L7
Business encounters	Bring sustainable careers to life through meaningful encounters with employers and employees who highlight how sustainability is integral to their work. Select from a range of business role models that address the needs of your students.	1, 2, 3, 4, 5	G, E, M, S	KS4: L4, L5, L7, L8 KS5: L4, L7
Experiences of workplaces	Gain experiences that focus on sustainability within workplaces, ranging from 1-day insights, to block placements. Experiences meet the four requirements of a Gatsby Benchmark 6 activity.	1, 2, 3, 5, 6	G, E, M, C, B, S	KS4: L3, L4, L5, L7, L8, L9, L13 KS5: L2, L9

<p>Helps meet Gatsby Benchmarks:</p> <p>1 – A stable careers programme</p> <p>2 – Learning from career and labour market information</p> <p>3 – Addressing the needs of each pupil</p> <p>4 – Linking curriculum learning to careers</p> <p>5 – Encounters with employers and employees</p> <p>6 – Experiences of workplaces</p> <p>7 – Encounters with further and higher education</p> <p>8 – Personal guidance</p>	<p>Helps meet CDI framework learning areas:</p> <p>G – Grow throughout life</p> <p>E – Explore possibilities</p> <p>M – Manage career</p> <p>C – Create opportunities</p> <p>B – Balance life and work</p> <p>S – See the big picture</p>	<p>Helps meet Programme of Study for PSHE – Core Theme 3: Living in the Wider World learning opportunities:</p> <p><u>PSHE Association Programme of Study</u></p>
--	--	--

Employer encounters and work experience

Bring the concepts in the Sustainable Futures programme to life with business encounters for your students that allow them to explore how sustainable thinking applies in the real-world context of a company and/or a particular role. Whether you arrange for visiting speakers from different professions to connect with students in person or online, to speak about their role and career pathway or arrange for a visit to a workplace to see a company in action, ensure that the professionals and students are all aware in advance that sustainability will be a key frame for conversation.

Encourage students to plan questions in advance based on their own research or ideas around sustainability as it might apply to a company or role.

Encourage speakers to reflect on changing practices in their profession or sector as a result of climate change or new sustainable policies, as well as their own views and experiences around sustainability issues and how they have guided their career choices and practices.

Founders4Schools can help you build relevant and engaging business encounters into your Sustainable Futures programme. Book a FREE **sustainability encounter** in minutes and invite professionals from a range of sectors who will inspire your students to engage in the programme, and help link their learning with career pathways in sustainability and the skills they will need.

Short on time? F4S continues to offer virtual encounters, enabling you to drop sustainable careers speakers from across the UK into a tutor time or lessons with ease.

Find out more about sustainability employer encounters with F4S here:
[Founders4School sustainability encounter](#)

Interested in work experience?

Register your student's interest in sustainability work experience placements [here](#).



The Sustainable Futures course

The Sustainable Futures course develops sustainable skills and values and increases aspiration.

It takes the young person on a journey, from gaining knowledge around the fundamentals of sustainability, understanding the role of business and relevance to career pathways, and then reflecting on their own skills and values and applying that to jobs - not just those that are typically 'green', but understanding that sustainability can be brought into any role that they choose.

The course is designed to build 10 key sustainability skills.

Every aspect of the course nurtures one or more of these key skills and competencies. The programme skills are aligned to the essential employment skills expected to be most in demand in the future labour market, as well as foundational knowledge of sustainability that will be required to enable the effective transition to the green economy.

Each student can receive a certificate on completion of the course. To access certificates, please [click here](#).

We offer training to support programme delivery via free certificated online Continuing Professional Development (CPD) sessions for educators. [Visit our website for more information.](#)



The Sustainable Futures course

With around 6 hours of content, the course can be delivered as individual units or longer modules – it's up to you. It has been designed with flexibility in mind, to fit around your timetable.

MODULE 1: What is Sustainability?

- What is Sustainability? (30 minutes)
- Sustainable Values (30 minutes)
- The Sustainable Development Goals (30 minutes)
- Systems Thinking for Sustainability (30 minutes)

MODULE 2: Sustainable Business

- Doughnut Economics (30 minutes)
- Sustainable Business (30 minutes)
- Circular Economy (30 minutes)
- Greenwashing (30 minutes)

MODULE 3: Sustainable Me

- Sustainable Careers (30 minutes)
- Sustainable Skills (30 minutes)
- Shaping a Sustainable Career (1 hour)

10 Key Sustainability Skills

SS1 Foundational knowledge

SS2 Systems thinking

SS3 Critical thinking

SS4 Problem solving

SS5 Communication

SS6 Creativity

SS7 Resilience / adaptability

SS8 Empathy

SS9 Open-mindedness

SS10 Teamwork

Skills outcomes are outlined for each module and guidance is given on which exercises provide opportunities to evaluate student progress against each outcome. The guidance can be found on the Learning Objective Assessment page at the end of each module.

Alongside the course, students can complete a reflection journal, which encourages consolidation of course content and deeper thinking about the wider applications. Each section in the journal relates to a unit of the course and includes a content question to summarise the key learning point, followed by reflection questions framed around their values, linking to possible future selves. Designed to be used at the end of each unit, the journal provides a solid reference point for students when they have finished the programme and begin making career decisions.

The next sections of the handbook include complete session plans, resources and assessment guidance for delivery of the entire course.

- The session plans and accompanying slide deck are designed to make this course easy to deliver with minimal preparation.
- You can follow the script and activity guides and deliver the course exactly as we have laid out. Or, if you feel confident in the concepts covered, you can tailor the course to fit with your plans and subject.
- To make the sessions as active as possible, we recommend use of mini-whiteboards, post-it notes, flipchart paper and other equipment that promotes whole class participation and collaboration. Use of these resources may not be explicitly outlined in the plans as it is intended for the facilitator to decide how each activity is delivered.

UNIT BREAKDOWN

1. **What is Sustainability? (30 minutes)**
2. **Sustainable Values (30 minutes)**
3. **The Sustainable Development Goals (30 minutes)**
4. **Systems Thinking for Sustainability (30 minutes)**

Aims

- Establish foundational knowledge of terms and concepts required for discussion and application of sustainability.
- Explore personal values and how they link to living sustainably, considering potential behaviour changes.
- Introduce the Sustainable Development Goals and build an understanding of their importance and interconnection.
- Introduce systems thinking as a key critical thinking tool for making informed decisions about sustainability and possible sustainability careers.

Objectives

At the end of this module students will be able to:

- Demonstrate understanding of the link between natural systems and human development.
- Evaluate personal values and behaviours in relation to sustainability.
- Explain the purpose of the SDG's and how they are connected.
- Explain the difference between linear and systems thinking and demonstrate systems thinking skills.

RESOURCES

- **Slide deck**
- **Whiteboard or flipchart**
- **Activity Sheet: Sustainable Development Goals flashcards**
- **Activity Sheet: Connections circle template**
- **Optional Extension Activity Sheet: Personal green charter'**
- **Reflection Journal**

Skills Outcomes for Students

- SS1 - Foundational knowledge
- SS2 - Systems thinking
- SS3 - Critical thinking
- SS5 - Communication
- SS7 - Resilience
- SS8 - Empathy
- SS9 - Open-mindedness
- SS10 - Teamwork

What is Sustainability?

UNIT 1: WHAT IS SUSTAINABILITY?	
<p>Introduction to the course</p> <p>Objectives linked to Possible Selves</p> <p>5 minutes</p> <p>Slides 1-3</p>	<p>Before you begin, play our 2.30min video which introduces students to the course and provides context.</p> <p>This module covers the principles of sustainability and its importance to our survival and wellbeing.</p> <p>To introduce this unit, explain to the students that it will provide an opportunity for them to:</p> <ul style="list-style-type: none"> • Explore the concept of sustainability. • Begin to understand how and why their personal choices and actions have an impact on the future survival of the planet. <p>These points will be revisited again as part of their personal reflection in their Reflection Journal on what they have learned and understood from the material.</p>
<p>Introducing sustainability</p> <p>Individual or pair work</p> <p>5 minutes</p> <p>Slide 4</p>	<p>Activity: Ask students to come up with words or phrases they think of when they hear the word 'sustainability' and write on a mini-whiteboard. Ask for a few examples, then ask if anyone has any additional ideas or a definition that is very different from what has been shared.</p> <p>Highlight common terms and concepts, and any contrasting or conflicting perspectives.</p> <p><i>Click to reveal definition.</i> This is the United Nations definition of sustainability. Check that there is an understanding of the United Nations.</p> <p>Question: Any thoughts on what this statement means?</p> <p><i>It recognises that we have finite resources on our planet, and that taking too much now, or damaging the planet so that it no longer provides those resources, could mean that there is not enough in the future.</i></p> <p>Were most of the student definitions of sustainability about looking after the planet? It is often used by companies and media as having the same meaning as 'green' (environmentally friendly). We'll find out how it links to that, but goes beyond it, through this course.</p>
<p>Defining sustainability</p> <p>Group discussion</p> <p>10 minutes</p> <p>Slide 5</p>	<p>Group discussion: The UN definition of sustainability talks about meeting the 'needs of today'. What are those 'needs'?</p> <p>Activity: In pairs or groups of 3, build a list of 'needs'. Use class suggestions and (if necessary) some from the following list. Be sure to include some that are not about the environment - <i>money/living wage, reliable transport, access to communication (e.g. mobile phone)</i>, plus the following: <i>breathable air, food, water, stable climate, education, health etc.</i></p> <p>Ask groups to choose the three they consider most important. Ask groups to share and explain their choices.</p> <p>On a whiteboard or flipchart highlight the top 3 shared by each group and visually see if there is consensus - highlight if any great differences.</p> <p>The definition also talks about making sure we don't prevent future generations from getting the same benefits from our planet that we do today.</p> <p>Small group discussion: What issues faced by the world today do we think could 'compromise' the ability of future generations to meet their needs? Small groups discuss for 1 minute and a spokesperson feeds back. (<i>Climate change, oceans plastics pollution, deforestation, extinction of species, over-fishing, Covid</i>).</p>

What is Sustainability?

UNIT 1: WHAT IS SUSTAINABILITY?

<p>What is our 'footprint'?</p> <p>Whole group discussion</p> <p>10 minutes</p> <p>Slides 6-8</p>	<p>What do we mean by a 'footprint'?</p> <p>Footprint is a term to describe the impact on the planet of something or someone. When we tread lightly, we cause less damage and the land can return to how it was more quickly. In the same way, when we have a lighter 'environmental footprint' the planet can more easily cope with the impact of our actions or lifestyle.</p> <p>When we talk about environmental (or sometimes called ecological) footprint we mean the amount of the planet's resources taken up to reverse our impact.</p> <p>Whole group discussion: What do you think contributes to your footprint? <i>The food you eat, the things you buy (clothes/stationery/video games/phone), the way you travel, the energy you use, the water you use.</i></p> <p>Pick on one or two of the ideas raised.</p> <p>Question: How could we lower our footprint? <i>Eating locally sourced food, using the car less, flying less, saving water, saving energy, using a renewable energy provider, buying fewer new items, repairing or buying secondhand.</i></p> <p><i>Click to slide 7</i></p> <p>Because climate change is caused by a build-up of greenhouse gases in the atmosphere there is a lot of focus on reducing the amount of carbon our activities cause to be emitted as CO₂.</p> <p>The amount of carbon released into the atmosphere as a result of an activity, lifestyle or production of something is described as a 'carbon footprint'.</p> <p>Question: Can anyone guess how many tons of CO₂ are put into the atmosphere by human activity worldwide each year? <i>Click to reveal answer:</i> The world emits about 43 billion tons of CO₂ a year (2019).</p> <p>Everything has a carbon footprint even if it doesn't burn fossil fuels like a car or plane. Resources or the product itself may have been transported around the world using fossil fuels, and the energy used to produce something or run it may come from the burning of fossil fuels. Even water use adds to a carbon footprint, because when water is used it has to be processed by water purification plants to go back into the system, and this process uses energy.</p> <p><i>Click to reveal next fact:</i> The average human lifestyle (globally) causes 5 tons a year to enter the atmosphere.</p> <p>Question: How much do you think the average footprint in the UK is? <i>Click to reveal answer:</i> UK average is 10 tons per person.</p> <p>Rhetorical question: What does a ton of CO₂ look like? <i>Click to slide 8</i> It would fill a ball about 10 metres in diameter. That's twice as high as an average giraffe! 50 mature trees would take a year to remove 1 ton of CO₂ from the atmosphere.</p>
--	---

What is Sustainability?

UNIT 1: WHAT IS SUSTAINABILITY?	
<p>Optional Activity</p> <p style="text-align: center;">The Anthropocene</p> <p>Video stimulus</p> <p>5 minutes</p> <p>Slide 9</p>	<p>Question: Has anyone heard of the Anthropocene? Can anyone guess what it might mean?</p> <p>It means 'age of humans' (from Greek). What might that mean if it was describing today?</p> <p>Play video: The Anthropocene: https://www.youtube.com/watch?v=0Puv0Pss33M <i>Stop video at 02:07</i></p> <p>NB – the Anthropocene is a 'thought exercise' not an established geological epoch yet.</p> <p>Optional: Further watching (5 min animation explaining sustainability): https://www.youtube.com/watch?v=99VrWNJyJ3E</p>
<p>Possible Selves reflection</p> <p>5 minutes</p> <p>Slide 10</p>	<p>Remind the students of the objectives discussed at the beginning of the unit.</p> <p>By producing and sharing their definitions of sustainability, they have begun to consider the global issues that the planet is facing for its future survival, and how their own actions and perceived needs impact the health of the planet and the outcomes for future generations.</p> <p>Ask students to answer the content question and reflect on the following questions in their reflection journal based on their learning from the unit.</p> <ul style="list-style-type: none"> • What contributes to my carbon footprint? • What personal changes to my current lifestyle can I make? • What decisions and choices will I need to make in the future to lead a more sustainable life?

What is Sustainability?

UNIT 2: SUSTAINABLE VALUES

<p>Objectives linked to Possible Selves</p> <p>3 minutes Slide 11</p>	<p>To introduce the unit, provide an overview of the objective and explain that the topics covered will provide an opportunity to focus on and understand their:</p> <ul style="list-style-type: none"> • Self-concept – who am I? • Self-schema – what are my beliefs and how do they influence my feelings and actions? <p>They will be asked to reflect on these concepts at the end of the unit.</p>
<p>Considering values</p> <p>Pair work and individual task</p> <p>10 minutes</p> <p>Slides 12-13</p>	<p>Question: What is a value? Ask whole group for examples or definitions. <i>Click to reveal:</i> <i>Values are what we consider to be most important – principles that guide our choices.</i> We can use our values as guiding principles for how we live our lives. Being clear about what our values are can help us make decisions that we are confident are right for us, and can help us act consistently so that others have confidence in us.</p> <p>Question: What are some examples of values? <i>Honesty, dependability, commitment, positivity, putting family first, fairness, finding fun in anything, independence, innovation, leadership.</i> Take ideas and add then display examples on the slide.</p> <p><i>Click to slide 13</i></p> <p>Individual reflection: Think about times when you have felt happiest, proudest and most fulfilled by what you were doing or what you achieved. Is there something you are particularly proud to tell people you did?</p> <p>Then think about what made you feel good about yourself – what values that you might admire in others did you meet by doing that?</p> <p>Activity: My Values</p> <p><i>Click to display list.</i> <i>Timing is important – be strict - it needs to be done in a rapid, intuitive way.</i></p> <p>Give students 1 minute to write down their top 10 values from the list. Give them 15 seconds to take out the 2 least important to them. Give them 20 seconds to select the 5 values that are the most important to them.</p> <p>Share with a partner and take some feedback example values.</p>
<p>Sustainable values</p> <p>Small and whole group discussion</p> <p>10 minutes</p> <p>Slide 14</p>	<p>Recap on the definition of sustainability as covered in unit 1: <i>Meeting the needs of today while not compromising on the ability of future generations to meet theirs.</i></p> <p>Activity: In pairs or small groups, discuss the personal values you have identified, and consider whether they support 'living sustainably'. What might you add if you were putting sustainability first?</p> <p>Brief feedback – selected groups to share examples. <i>Examples: Considering others, fairness, being mindful of our impact, taking care of the environment, taking responsibility, avoiding waste.</i></p> <p>Your values can evolve over time as you learn more about issues and the world. We each have a unique set of values and our sustainable values will depend on what is important to us.</p>

What is Sustainability?

UNIT 2: SUSTAINABLE VALUES

<p>Applying sustainable values</p> <p>Video stimulus</p> <p>Whole group discussion</p> <p>10 minutes</p> <p>Slides 15-17</p>	<p>It is important to remember that you can revisit your personal values and beliefs, and re-think your career to contribute more effectively to the sustainability of the planet and create a different pathway and therefore a new possible self.</p> <p>Activity: When watching the following clip, think about what values are applied and how they have shaped the personal pathway taken by Kalkidan.</p> <p>Play video: Kalkidan Legesse https://www.youtube.com/watch?v=L9f-cEfcv2o&t=217s (Starts automatically at 03:37. Stop video at 06:57)</p> <p><i>Click to slide 16</i></p> <p>Kalkidan Legesse arrived in the UK as an asylum seeker aged 5 and developed her passion for sustainable practices in fashion while on a volunteering trip to Ethiopia. Since then, she has developed a sustainable fashion brand, and an app that helps other companies producing or selling clothes to introduce sustainable practices.</p> <p>Kalkidan started out with a clear idea of her possible future self by following her passion for fashion, her desire to support local communities, and pursue a career which aligns with her sustainable values.</p> <p><i>Click to slide 17</i></p> <p>Group discussion: What values are applied and how have they shaped the path taken by Kalkidan to achieve her sustainable self? (<i>Care for planet, create opportunities, innovate, help others, fairness</i>).</p> <p>Group discussion: What can influence people's values? (<i>Their culture, where they live, who they meet, what their family does, their experiences - especially ones that shock or surprise them, their personal passions</i>).</p>
<p>Optional Activity</p> <p>Green charter</p> <p>15 minutes</p> <p>Slide 18</p>	<p>Reflecting on the sustainable values identified, create a personal 'green charter' to define your commitment to sustainable action.</p> <p>Activity sheet: Personal green charter</p> <p>Give each student a green charter activity sheet. Working through each step, students write their own green charter based on their values and what is important to them.</p> <p>Share some actions students will take to live more by their sustainable values.</p>
<p>Possible Selves reflection</p> <p>5 minutes</p> <p>Slide 19</p>	<p>Remind the students of the concepts discussed at the beginning of the unit. Through reflection in this unit, they have now considered their values and how these influence their feelings and actions.</p> <p>Ask them to complete the content question and reflect on the following in their reflection journals:</p> <ul style="list-style-type: none"> • Are the values I have listed what I expected, or a surprise to me? • How do these values show themselves in my everyday life? What actions do I already take to live by them? • Thinking of your future sustainable self, how important is it to you that an organisation's values align to your values for a sustainable career?

What is Sustainability?

UNIT 3: THE SUSTAINABLE DEVELOPMENT GOALS

<p>Objectives linked to Possible Selves</p> <p>5 minutes</p> <p>Slide 20</p>	<p>To introduce the unit, outline the main objective and explain that learning about the SDGs will:</p> <ul style="list-style-type: none"> • Provide a global context for the students' personal sustainable values. • Allow them to think further about how they may live a more sustainable lifestyle • Demonstrate how to be more focused and comprehensive in their approach. <p>They will have opportunity to reflect on this at the end of the unit.</p>
<p>Introduction to the SDGs?</p> <p>Small group work</p> <p>Group discussion</p> <p>10 minutes</p> <p>Slides 21-23</p>	<p>In 2000 the General Assembly of the United Nations adopted a set of fundamental values which are known as the sustainable development values that include: freedom, equality, solidarity, tolerance, respect for nature, and shared responsibility.</p> <p>Activity: What is on your 'shopping list' for a world that works for everyone?</p> <p>In small groups, students have a few minutes to discuss and come up with some ideas which are then shared with the whole group and a list is compiled on the whiteboard or flipchart.</p> <p>World leaders decided to do this exercise at a meeting of the UN in Rio de Janeiro (Brazil) in 2012. The result was the Sustainable Development Goals – which were adopted by 193 countries in 2015, and a 15-year plan made to achieve them by 2030.</p> <p><i>Click to slide 22</i></p> <p>Play video: UN explanation of SDGs https://www.youtube.com/watch?v=M-ijM02m_Hg</p> <p><i>Click to slide 23</i></p> <p>The SDGs or Global Goals set out all the things society should achieve to ensure a healthy and fair future for people and planet.</p> <p>Compare them with your list: Whole group discussion: What is included that you didn't suggest? Did you identify any needs that the SDGs do not address?</p> <p>Whole group discussion: Can you identify any 'groupings' of SDGs? (e.g. social, physical, environmental etc).</p> <p>Official UN groupings are the '5 Ps': people, planet, prosperity, peace and partnership.</p>
<p>Understanding the SDGs</p> <p>Small group work</p> <p>8 minutes</p> <p>Slide 23</p>	<p>Activity sheet: Sustainable Development Goals flashcards (Suggested 14-15 yr olds)</p> <ul style="list-style-type: none"> • Hand out flashcards of the SDGs. In groups of 3-5 discuss and sort them with the most important at one end and try to agree on five that are the 'most important'. • Each group feeds back and explains why they made their choice. <p><i>There is no specific answer, as all are important, however some goals can only be achieved if others are in place, so one criteria that can be applied is those that must be most urgently achieved.</i></p>

What is Sustainability?

UNIT 3: THE SUSTAINABLE DEVELOPMENT GOALS

<p>The SDGs 'wedding cake'</p> <p>Image stimulus</p> <p>2 minutes</p> <p>Slide 24</p>	<p>This is a wedding cake view of the Sustainable Development Goals (SDGs). The four 'planet' SDGs (6, 13, 14, 15) can be considered the foundations of all the other SDGs, because unless they are met there is no stability or resources needed to allow the others to become real.</p>
<p>Connecting the SDGs</p> <p>Pair task</p> <p>Video stimulus</p> <p>10 minutes</p> <p>Slides 24-25</p>	<p>Activity sheet: Sustainable Development Goals flashcards (Suggested 16-18 yr olds)</p> <ul style="list-style-type: none"> • Take out the planet SDG cards (6, 13, 14, 15) from the flashcard packs and lay out on display. • Shuffle the rest of the pack and ask each pair to take one card at random. • Ask students to consider if they can think of any connection between the planet goals and the selected SDG. The connection might be via another goal. If they can't, open it up to the group. • Repeat if there is time. <p>In this next video, all 17 goals are introduced as a connected chain – where achieving one allows the next to be achieved and so on.</p> <p><i>Click to slide 25</i></p> <p>This is just one way that the SDGs could be described as being connected.</p> <p>Play video: https://youtu.be/OXTBYMfZyrM</p> <p>Small group discussion: Can you think of any examples of unsustainable thinking in the world? What problems have they caused? What might have been a better approach?</p> <p><i>In groups, students discuss their thoughts – come up with one example which they share with the whole group.</i></p>
<p>Possible Selves reflection</p> <p>5 minutes</p> <p>Slide 26</p>	<p>Remind the students of the ideas discussed at the beginning of the unit. Explain that the SDGs provide a global context for their personal sustainable values. It is important to have a more focused and comprehensive approach to leading a sustainable life successfully.</p> <p>Ask students to answer the content question and reflect on the following questions in their reflection journal based on their learning from the unit.</p> <ul style="list-style-type: none"> • How are the SDGs relevant to my life now? • Are governments and organisations doing enough to achieve the SDGs? • How could I live my values in the future to support achieving the SDGs?

What is Sustainability?

UNIT 4: SYSTEMS THINKING FOR SUSTAINABILITY

<p>Objectives linked to Possible Selves</p> <p>5 minutes</p> <p>Slide 27</p>	<p>Explain how the SDGs were designed to be ‘a shared blueprint for peace and prosperity for people and the planet, now and into the future.’</p> <p>This unit will provide an opportunity for students to understand systems thinking and how it can help build a sustainable world by everyone pulling together. Provide an overview of the key objective and share the following for students to consider.</p> <p>The Sustainable Development Goals are important, world-changing objectives that will require cooperation among governments, international organisations and world leaders. Does it seem impossible that the average person can make an impact? Should you just give up?</p> <p>Students will be asked to reflect on this at the end of the unit.</p>
<p>What is a system?</p> <p>Whole group discussion</p> <p>5 minutes</p> <p>Slide 28</p>	<p>A system describes any time different parts coming together for a function.</p> <p>Parts can be things, people, or systems themselves. The way they work together is what leads to the function and makes the system work.</p> <p><i>Click through as you talk through this explanation:</i></p> <p>Simple example: Bicycle. The parts are useless on their own, but put together so that they interact, they perform a function: a form of transport. Take one part away and the whole thing no longer works.</p> <p>Question: What examples of systems can you think of? Especially ones that are relevant to our lives.</p> <p><i>(Democracy, the human body, a car)</i></p> <p>A pile of books about different topics is just a ‘heap’ of things on their own. But put them into a building with classrooms, teachers and students and you get a system with the function of educating young people. A school or college.</p> <p>We are parts in this system, and it’s the same when you work for a company – you become a part in a system. How we perform our role can influence the way the function is achieved.</p>

What is Sustainability?

UNIT 4: SYSTEMS THINKING FOR SUSTAINABILITY

Linear vs systems thinking

Whole group discussion

Pair / small group work

15 minutes

Slides 29-30

'Linear' thinking of an issue. This is what we do if we try to explain or solve a problem on the basis of what we see, because we can see a connection.

Click through as you talk through this explanation:

For example, we might have heard that plastic bags that end up in the ocean harm sea turtles and other marine life because they look like jellyfish, and see that a beach has litter, including plastic bags, left by visitors. We could 'solve' the problem by organising a litter-pick of the beach, and maybe call for people to do this everywhere. This would be a good thing to do for that beach, but it would not be an effective way to solve the problem of ocean plastics, because it does not recognise all the parts in the 'system' that is leading to the problem. Or we could campaign for plastic bags to be made differently so they don't look like jellyfish, but if we understood everything going on in the ocean, we'd realise that the bags cause other problems for other species too – which has nothing to do with how they look.

These solutions are like finding that a bicycle doesn't work and seeing that it has no chain. If we replace the chain but haven't checked the rest of the parts, it might still not work. That doesn't mean it doesn't need a chain – it just means there may be other issues with the bicycle as well. To fix it we need to understand the system so we can see the whole problem. This is called 'systems thinking'.

Click to slide 30

Let's look at plastic bags in a systems-thinking way to try and unpick what is happening and therefore how we could best address the problem.

Optional: Extension activity to encourage critical thinking

Ask the following questions using the Why system – pause after each one for responses from students.

Using the 5 Whys let us try to analyse the problem.

- Why are plastic bags a hazard to the environment?
- Why are manufacturers producing plastic packaging?
- Why are plastic bags left on the beach?
- Why do people accept plastic packaging?
- Why are retailers using plastic packaging?

To do this we can make a **connections circle**. This means making a circle instead of a line and putting all the 'parts' we can think of that are involved in the issue we are thinking about.

Talk through steps on the slide.

Plastics being left on the beach was not the starting point and taking it off the beach is not the end. Before plastic bags can be left as litter they must be made by manufacturers. Manufacturers would need the materials, which are derived from fossil fuels. They would also need retailers to buy the products for their shops.

What is Sustainability?

UNIT 4: SYSTEMS THINKING FOR SUSTAINABILITY

All of these companies need to be allowed to make and use these products by government policies. Then people need to accept those bags, and then leave them on the beach. If they don't leave them on the beach, or if they get picked up and put in a bin, they are still a non-biodegradable plastic waste that might end up in the sea because it is blown off a rubbish dump or contributes to making a landscape bad for wildlife when it is buried there as landfill.

When we have all of the 'parts' we can think of on our connections circle we can think if and how these are connected to each other. Each 'part' may be influenced by other things that are not part of this 'system'. For example, consumers could influence retailers by not accepting bags – bringing their own or even avoiding retailers that use them. Or they could take responsibility for taking their used bags off the beach and putting them in a bin. Which would be better? And how would they be prompted to make that change? The answer may not be obvious, but we can start to make more informed decisions that are likely to bring the change needed or identify when several things need to be done at once.

In the case of plastics, WWF-UK is working to make 3 things happen at once:

- Turn off the tap (stop creating more plastics).
- Recycle 100% of plastics in circulation.
- Remove plastics that are already in the ecosystem.

Activity sheet: Connections circle template

Give a circle to each student or pair.

(Continued)

Leave the plastic bag example on show for reference and ask students to consider a second example: Palm oil (found in many food and beauty products).

Palm oil farming is one of the big causes of a decline in orangutan populations because their rainforest habitat is being destroyed to make space for palm crops.

Ask students to make a connections circle with 'unsustainable palm oil producers' and 'orangutans' as the starting points. What parts of the system can be added, and what is the best way to help orangutans?

Take some feedback.

- Have the parts of the system been identified?
(Consumers, forest, local communities, governments, sustainable accreditation, conservation organisations).
- What different solutions have been suggested?
(Conservation organisations work with local communities to find solutions, consumers only buying accredited products, laws to prevent deforestation, incentives to promote other uses of land for income).

There is no right answer but consider how easy/quick different 'solutions' would be to implement. Individuals choosing to boycott palm oil products means that a sustainable palm oil industry is hard to establish, other oils may be used that use more land to produce. Changing law or supporting sustainable palm oil is a better solution.

What is Sustainability?

UNIT 4: SYSTEMS THINKING FOR SUSTAINABILITY

<p>Applying systems thinking</p> <p>Whole group discussion</p> <p>5 minutes</p> <p>Slide 31</p>	<p>Group discussion: How can we use systems thinking now, and in the future, to make sustainable choices in our life and careers?</p> <ul style="list-style-type: none"> • <i>Making informed choices about things we buy</i> • <i>Coming up with new business ideas providing solutions</i> • <i>Seeing the bigger picture to problem solve effectively</i> • <i>Thinking how to influence change within a company or sector</i>
<p>Possible Selves reflection</p> <p>5 minutes</p> <p>Slide 32</p>	<p>As discussed at the beginning of the session the Sustainable Development Goals are important, world-changing objectives that will require cooperation among governments, international organizations and world leaders.</p> <p>Can the average person have an impact? Should we really just give up?</p> <p>No! Change starts with you. Systems thinking has shown us that every human on earth—even the most indifferent person among us—is part of the solution.</p> <p>Discuss how the challenge for individuals is to be empowered to help shape the future through proactive behaviours, and to make sustainable choices when faced with their different positive and negative possible future selves.</p> <p>Ask students to answer the content question and reflect on the following questions in their reflection journal based on their learning from the unit.</p> <ul style="list-style-type: none"> • How will I live my sustainable values now and in the future? • What obstacles might I encounter? • How could I shape the future despite these obstacles?

Learning Objective Assessment

At the end of this module students can:

- *Demonstrate understanding of the link between natural systems and human development.*
- *Evaluate personal values and behaviours in relation to sustainability.*
- *Explain the purpose of the SDG's and how they are connected.*
- *Explain the difference between linear and systems thinking and demonstrate systems thinking skills.*

Details of how to assess.

Assess group input from Footprint exercise:

- **SS1 (foundational knowledge)**
Can students demonstrate correct use of 'sustainability' and understanding of links between human well-being and natural systems?
- **SS9 (open-mindedness):**
Can students demonstrate understanding that things that use resources can be done in different ways to be less damaging, or be 'balanced' with restorative actions, to be sustainable overall?

Feedback from small group discussions about values:

- **SS7 (adaptability/resilience)**
Can they reflect on their values and consider reviewing them to live more sustainably, aligning their behaviours and actions?
- **SS8 (empathy)**
Can they demonstrate understanding of other equally valid perspectives and how these might arise?

Feedback from the small groupwork exercise sorting or connecting the SDGs:

- **SS1 (foundational knowledge)**
Do students understand the meaning of the SDGs?
- **SS3 (critical thinking)**
Can students explain how the SDGs are interconnected (i.e. achieving some is only possible if others are also achieved).
- **SS5 (communication), SS6 (creativity), SS10 (teamwork)**
Do they demonstrate teamwork and effective communication when discussing and presenting ideas about SDG groupings and priorities? Are they creative in the links they make?

Feedback from connections circle exercise, and ideas-generation in whole group discussion:

- **SS2 (systems thinking)**
Can students demonstrate an ability to identify diverse 'parts' in a system?
- **SS3 (critical thinking), SS4 (problem solving)**
Can students consider how parts of a system may be connected, and use this to identify ideas for solutions to problems?

NB accuracy of their suggestions and feasibility of their ideas is less important than applying systems thinking to recognise limitations with suggested solutions and identifying new ideas.

Activity Sheet



Personal Green Charter

A green charter is a set of principles and actions someone follows to be more sustainable.

Reflecting on the key values you have identified, follow the steps below to create your personal 'green charter' and define your commitment to sustainable action.

Examples of sustainable actions (you may have others)

- Raising awareness of the causes and consequences of climate change
- Using reusable water bottles to reduce single use plastic or cans
- Replacing cling-film and plastic bags with reusable alternatives
- Helping nature through creating habitat or providing feeders
- Replacing car journeys with walking/cycling/public transport
- Switching off lights and electrical items when not in use
- Lobbying local MPs and other government representatives to ask for their support in tackling climate change or nature loss

Writing your green charter

Step 1

List 5 actions (from the list above or from your own reflections) that you feel are important and achievable for you.

Step 2

Turn each action into a statement. When writing your statements, the language you use should reflect your passion and commitment to your actions. e.g. "I will..." "I am committed to..."

Step 3

Consider for each, how and where you will take action. e.g. I will use a reusable water bottle **every day**.

Step 4

Write 5 full statements to create your personal green charter.

MY GREEN CHARTER

1)

2)

3)

4)

5)

Activity Sheet



Activity Sheet: Sustainable Development Goals flashcards

Instructions: Print and cut out each card. 1 set per pair/small group.

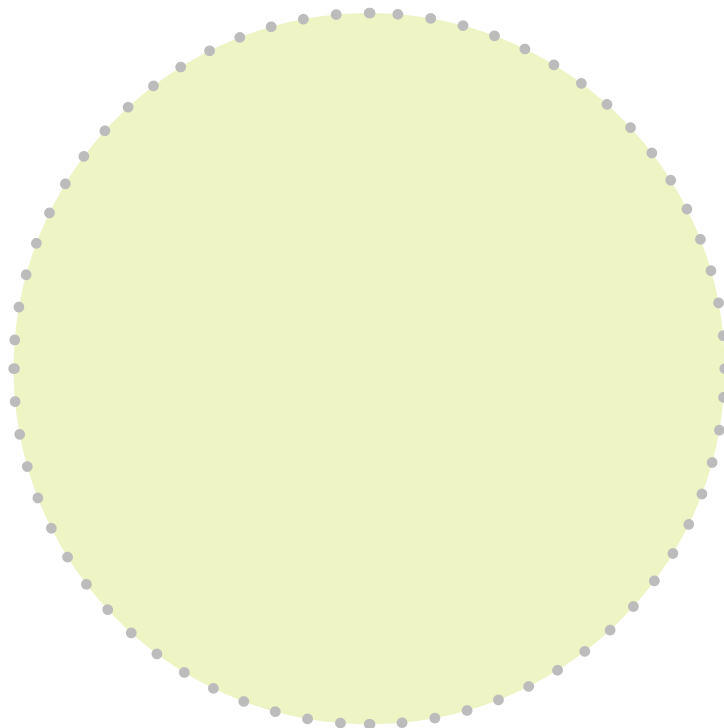
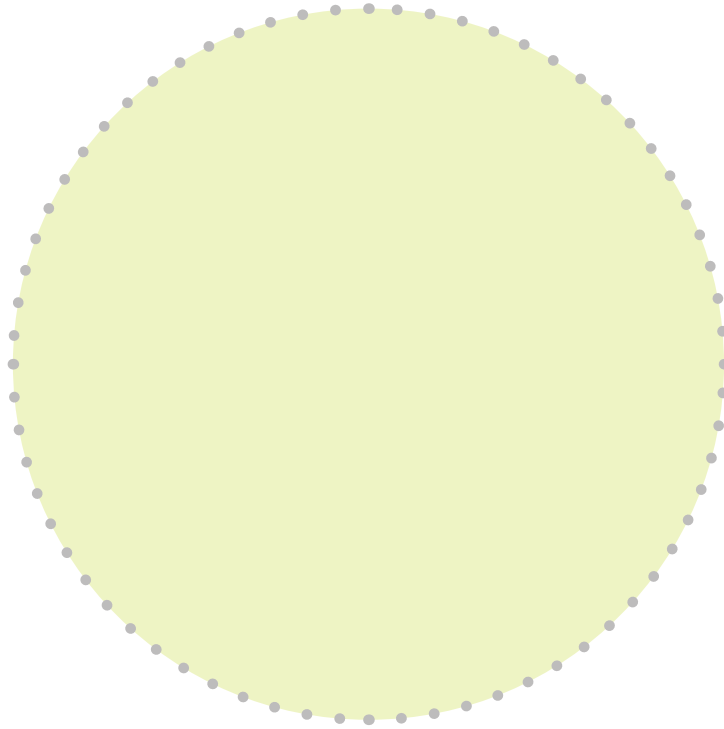
<p>1 NO POVERTY</p>  <p>End poverty in all its forms everywhere</p>	<p>2 ZERO HUNGER</p>  <p>End hunger, achieve food security and improved nutrition, and promote sustainable agriculture</p>	<p>3 GOOD HEALTH AND WELL-BEING</p>  <p>Ensure healthy lives and promote wellbeing for all at all ages</p>
<p>4 QUALITY EDUCATION</p>  <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>	<p>5 GENDER EQUALITY</p>  <p>Achieve gender equality and empower all women and girls</p>	<p>6 CLEAN WATER AND SANITATION</p>  <p>Ensure availability and sustainable management of water and sanitation for all</p>
<p>7 AFFORDABLE AND CLEAN ENERGY</p>  <p>Ensure access to affordable, reliable, sustainable and modern energy for all</p>	<p>8 DECENT WORK AND ECONOMIC GROWTH</p>  <p>Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p>	<p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>  <p>Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</p>
<p>10 REDUCED INEQUALITIES</p>  <p>Reduce inequality within and among countries</p>	<p>11 SUSTAINABLE CITIES AND COMMUNITIES</p>  <p>Make cities and human settlements inclusive, safe, resilient and sustainable</p>	<p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>  <p>Ensure sustainable consumption and production patterns</p>
<p>13 CLIMATE ACTION</p>  <p>Take urgent action to combat climate change and its impacts</p>	<p>14 LIFE BELOW WATER</p>  <p>Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p>	<p>15 LIFE ON LAND</p>  <p>Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and biodiversity loss</p>
<p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>  <p>Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p>	<p>17 PARTNERSHIPS FOR THE GOALS</p>  <p>Strengthen the means of implementation and revitalize the global partnership for sustainable development</p>	 <p>SUSTAINABLE DEVELOPMENT GOALS</p>

Activity Sheet



Activity Sheet: Connections circle template

Instructions: Print and cut in two. 1 circle template per student / pair.



UNIT BREAKDOWN

1. Doughnut Economics (30 minutes)
2. Sustainable Business (30 minutes)
3. Circular Economy (30 minutes)
4. Greenwashing (critical thinking for sustainability) (30 minutes)

Aims

- Build understanding of the green economy through the concept of doughnut economics.
- Explore the concept of sustainable business and what practices businesses should be embracing to contribute to a green economy.
- Build conceptual knowledge of the circular economy and how it can relate to wider concepts of sustainability.
- Develop and apply critical thinking skills to identify and mitigate misleading claims of sustainability.

Objectives

At the end of this module students will be able to:

- Identify, using the concept of doughnut economics, the priorities for a green economy in practice.
- Recognise and assess criteria which determine the sustainability of an organisation/ job and explain the role of business in building a sustainable future.
- Describe the concept of the circular economy and demonstrate understanding by analysing case studies of the 5R's in practice.
- Critically examine claims by companies to assess their sustainable credentials.

RESOURCES

- **Slide deck**
- **Whiteboard or flipchart**
- **Activity Sheet: Doughnut template**
- **Activity Sheet: Product examples**
- **Activity Sheet: Devil's advocate**
- **Optional Extension Activity Sheet: Business Plan**
- **Reflection Journal**

Skills Outcomes for Students

- SS1 - Foundational knowledge
- SS2 - Systems thinking
- SS3 - Critical thinking
- SS4 - Problem solving
- SS5 - Communication
- SS6 - Creativity
- SS9 - Open-mindedness
- SS10 - Teamwork

Sustainable Business

UNIT 1: DOUGHNUT ECONOMICS

<p>Introduction to Module 2</p> <p>Objectives linked to Possible Selves</p> <p>5 minutes</p> <p>Slides 33-34</p>	<p>Module 2 is all about the role of business and relevance of career pathways. It explores how sustainability principles can be applied by individuals and businesses.</p> <p>The first unit is about 'Doughnut Economics', an economic theory or model developed by Economist, Kate Raworth as a response to one of humanity's major challenges of eradicating global poverty all within the means of the planet's limited natural resources and is a tool which is beginning to be used worldwide.</p> <p>Students will gradually be introduced to the theory of a Doughnut Economy in several steps by discussing definitions of an economy and a green economy.</p> <p>At the end of the unit students will be asked to reflect on whether the theory of the doughnut economy resonates with them as an explanation for how humanity and the planet can safely survive.</p>
<p>Defining an economy</p> <p>Video stimulus</p> <p>Pair/group work</p> <p>10 minutes</p> <p>Slides 35-37</p>	<p>Show picture of a doughnut and ask students what they feel it might have to do with sustainability.</p> <p>After a minute of ideas, explain that it is used as a metaphor for a certain model of an economy. In this unit we will discover how and why.</p> <p><i>Click to Slide 36</i></p> <p>Question: What is an 'economy'?</p> <p>Activity: Students come up with a definition in pairs and share with the group. Look for references to the people involved in or affected by the economy, or the purpose for people, and the effect it can have on the planet.</p> <p><i>Reveal the definition:</i> Economy: The system that determines the way resources are managed to make, sell and use goods.</p> <p>When we talk about resources, even if they are man-made products (e.g. clothes), natural resources are used as materials and to power the manufacture. Money is made for certain people or companies from use of the planet.</p> <p><i>Click to slide 37</i></p> <p>Question: How would you define a Green Economy? What would it be trying to achieve?</p> <p>Activity: In pairs, students produce a list of 'rules' they think would have to apply for an economy to be 'green'.</p> <p>Ask for examples from the groups – how do the definitions compare with the one on the slide.</p> <p><i>Click to reveal definition of Green Economy:</i></p> <p>According to UNEP, "A green economy results in improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities."</p>

Sustainable Business

UNIT 1: DOUGHNUT ECONOMICS	
(Continued)	<p>Group discussion: Why is social equity and human well-being relevant when we are talking about finite resources and ensuring a healthy planet?</p> <p><i>Relate back to SDGs (Module 1 Unit 3) and the fact that people who lack basic needs are not in a position to make choices that are good for the planet – they have to make whatever choice that will ensure they and their family are OK.</i></p>
<p>Living in a doughnut</p> <p>Video stimulus</p> <p>Pair/group work</p> <p>10 minutes</p> <p>Slides 38-40</p>	<p>Question: Given what we have learned, why might the doughnut be a visual metaphor for an economy that works for people and planet?</p> <p>Accept any ideas for a minute. The next video introduces the concept of ‘doughnut economics’.</p> <p>Play video: https://www.youtube.com/watch?v=kxQeb2PDz9M</p> <p><i>Click to slide 39</i></p> <p>These diagrams show what Kate was talking about in the video.</p> <p>Activity Sheet: Doughnut template</p> <p>In groups, students discuss the following and annotate their blank ‘doughnut’</p> <ul style="list-style-type: none"> • Discuss what ‘basic needs’ need to be met to get people out of the hole (the middle of the doughnut). • Discuss what ‘planetary boundaries’ might be important not to cross (the outside of the doughnut). <p>Ask groups to share. If you have time, notate a class doughnut to track the answers on a flipchart/whiteboard. Compare answers to the next slide.</p> <p><i>Click to slide 40</i></p> <p>Compare class answers to the slide. <i>Students do not have to have the exact list as on the diagram but draw out the key points in the discussion and highlight if there are any obvious ones missing.</i></p> <p><i>The main outcome of this activity is for students to consider the economy more broadly - success and wealth of a business is not the only consideration. That success should not be causing harm to humanity.</i></p>
<p>Possible Selves reflection</p> <p>5 minutes</p> <p>Slide 41</p>	<p>Discuss with students why the doughnut makes sense as a model for a sustainable economy. They could consider its strengths and weaknesses.</p> <p>Ask students to answer the content question and reflect on the following questions in their reflection journal based on their learning from the unit.</p> <ul style="list-style-type: none"> • How does the theory of the doughnut economy resonate with you as an explanation for how humanity and the planet can safely survive? • Where do you feel you can have the greatest possible influence or impact?

Sustainable Business

UNIT 2: SUSTAINABLE BUSINESS	
<p>Objectives linked to Possible Selves</p> <p>5 minutes</p> <p>Slide 42</p>	<p>To introduce the unit, explain that this is an opportunity for students to think about the role of business in building a sustainable future for the planet. Link back to the previous unit about personal values and how they can be applied in business.</p> <p>What sustainable values should a business be advocating?</p> <p>Students will reflect on their personal sustainable values, how they can be applied to a business, and how this may influence their career choices.</p>
<p>Business is at the heart of a sustainable future</p> <p>Pair and group discussion</p> <p>10 minutes</p> <p>Slides 43-45</p>	<p>“We must make sure that everything we do, we can do forever.”</p> <p>We have looked at the balance between humans and nature to build a sustainable future but there is another key element to consider.</p> <p>Principle of the 3 Pillars of Sustainability or the 3 Ps model: (Profit/Economy, People /Society and the Planet/Environment).</p> <ul style="list-style-type: none"> • Profit: Making money, paying tax, buying resources • People: Providing work, training staff, creating a community, influencing public lifestyles by providing products, services or buildings, influencing what people think about via adverts • Planet: Energy use, how resources are sourced, waste disposal <p><i>Click to slide 44</i></p> <p>An alternative way these different ‘pillars’ are sometimes presented.</p> <p>Question: How does this change our perception? <i>The scale of importance of each? That the importance of profit should not outweigh the environment?</i></p> <p><i>Click to slide 45</i></p> <p>What is the role of business in bringing sustainability?</p> <p>Play video: (Extract from <i>Our Planet: Our Business</i>) https://www.youtube.com/watch?v=YAkIsbrRKWU</p> <p><i>(Video starts automatically at 02:02. Stop video at 05:13)</i></p> <p>Group discussion: Which sectors have the biggest impact on the three pillars (think of examples for each).</p> <p><i>Possible answers:</i></p> <ul style="list-style-type: none"> • Transport i.e., transporting of freight, air travel • Agriculture i.e., intensive farming – crop growing, cattle • Energy - coal mining, power stations • Fashion • Retail <p>Understanding the link between the 3 Ps model is important to begin to think about potential future career pathways. It is not individuals adapting their lifestyles who are going to have the biggest impact on the future of the planet, but businesses and their working practices.</p>

Sustainable Business

UNIT 2: SUSTAINABLE BUSINESS

<p>A 'green charter' for a sustainable business</p> <p>Pair work</p> <p>Small group work</p> <p>10 minutes</p> <p>Slides 46-47</p> <p><i>Evaluation activity</i></p>	<p><i>Read statement:</i> 'An organisation's values lay the foundation for what the company cares about most. It provides a common purpose that all employees should understand, work towards and live by.'</p> <p>Most organisations will include their values on their website under the About Us section, and/or at the beginning of their Annual Report.</p> <p>Group discussion: What should a business be demonstrating in its values to promote sustainability? List as many as you can. <i>Suggested possible responses:</i></p> <ul style="list-style-type: none"> • Sourcing of resources sustainably • Fairness • Efficient energy use in production • Effective waste management • Reuse of materials and equipment • Sustainable business practices • Inclusivity • Positive impact on the environment • Commitment to achieving net zero emissions <p><i>Click to slide 47</i></p> <p>Small group work: Choose one of the organisations/companies listed and draft a 'green charter' that sets out the values that would guide sustainable practice for that organisation. Create a poster listing your bullet points.</p> <p>Optional: Use the following link to show example of IKEA's sustainability statement. https://www.ikea.com/gb/en/files/pdf/7e/58/7e58334c/ikea_sustainability_strategy_people_planet_positive_v3.pdf</p>
---	---

Sustainable Business

UNIT 2: SUSTAINABLE BUSINESS

<p>Optional Activity</p> <p>Reimagining a business</p> <p>Pair/ small group work</p> <p>20 minutes</p> <p>Slides 48-49</p>	<p><i>Optional (Suggested for Business Studies/Economics students)</i></p> <p>Activity sheet: Business plan</p> <p>What role do businesses have to successfully contribute to establishing a 'green economy'?</p> <p>Re-imagine the business model for a case-study company (examples in next slide), considering the footprint of the business and how this can be lowered, and how it helps the move towards a sustainable future.</p> <p>1 - Start by doing a SWOT analysis of a company (these definitions are on the activity sheet).</p> <ul style="list-style-type: none"> • Strengths: What about the business is already in place that could be useful now and in the future? • Weaknesses: What about the business needs to change because it is not suitable for a sustainable future? • Opportunities: What changes in the marketplace (e.g. problems for other companies, new or increasing demand for something) might give your company a boost? • Threats: What changes will make it difficult for your company? <p><i>Click to slide 49</i></p> <p>2 - Create a 5-point plan for how the company will approach the year(s) ahead to ensure that the business has a future, and that it contributes positively to the world.</p> <p>Case studies to choose from:</p> <ul style="list-style-type: none"> • A travel agency that helps people plan their holidays, honeymoons and work trips by finding and booking flights, hotels, car hire etc. • A print company that specialises in branded merchandise, promotional materials and exhibition signage. • A high-end restaurant by the coast that specialises in seafood. • A city courier company that specialises in same-day signed packages (contracts, valuables etc.) • A theatre and music venue. • A gardening design and maintenance company. • A dairy farm. <p>Ask for volunteers to share their company and their 5 point plan.</p> <p>Group discussion: Does anyone think they might be better off rather than worse? Could anyone see a way for their company to be a force for good? Does anyone think their company has no future?</p>
--	--

Sustainable Business

UNIT 2: SUSTAINABLE BUSINESS

<p>What is a B Corporation?</p> <p>Group discussion</p> <p>Video Stimulus</p> <p>10 minutes</p> <p>Slides 50-52</p>	<p>A company might say it has sustainable values, but how can you be sure they actually live up to them?</p> <p>Question: Has anyone heard of B Corporations? <i>'B Corporation' is short for 'Benefit Corporation' and earning this status means that they are striving to bring good to the planet through their practices – not just profit for them. And they have to prove they are guided by these values by reporting on their impact in lots of areas (including carbon footprint)</i></p> <p>Optional: Activity for homework task or online research in groups. <i>In groups students have a few minutes to reflect on a B Corps – can they name any? Where do they find out about B Corps? How easy is it to become a B Corps?</i></p> <p>Click to slide 51 Play video: https://youtu.be/BY_AEvvFQ9U</p> <p>Click to slide 52 Tai Falayi works for Zero Carbon Farms – a company that farms food in unused spaces such as underground air raid shelters in South London.</p> <p>In this next clip she explains why it is important to her that the company she works for is a B Corp.</p> <p>Play video: https://www.youtube.com/embed/L9f-cEfcv2o?start=2140&end=2275 <i>(Video starts automatically at 35:40. Stop video at 37:55)</i></p>
<p>Possible Selves reflection</p> <p>5 minutes</p> <p>Slide 53</p>	<p>This is an opportunity for students to reflect on their sustainable values discussed earlier in the course and their future aspirations.</p> <p>Ask students to answer the content question and reflect on the following questions in their reflection journal based on their learning from the unit.</p> <ul style="list-style-type: none"> • How important is it to you that an organisation's values align to your values for a sustainable career? • What are your priorities when thinking about your future career? • What kind of organisation/business do you want to work for? • How would you find out what values a potential employer has?

SUSTAINABILITY EMPLOYER ENCOUNTER

Bring the Sustainable Futures Programme to life and engage students during the course with a visit from a volunteer speaker. This is an ideal point in the course to include an employer encounter. Alternatively, during the Sustainable Careers unit in Module 3 would also work well.

The sustainability encounter is an opportunity for your students to get some real world career insight into what it means to have a sustainable career. This could be from someone who works in a green job or who incorporates sustainability into their role.

Students can use the prompts in their reflection journal to think more deeply about their employer encounter and how it relates to their potential future selves.

Visit [Founders4School sustainability encounter](#) for more information and to book a speaker.

Sustainable Business

UNIT 3: THE CIRCULAR ECONOMY

<p>Objectives linked to Possible Selves</p> <p>3 minutes</p> <p>Slide 54</p>	<p>To introduce this unit, explain that students will learn about the circular economy as a way of reducing the negative impact on the environment of products they buy. By better understanding the '5Rs', they will be able to make more informed decisions.</p> <p>They will have chance to reflect on their own influence when it comes to buying power.</p>
<p>Defining the circular economy</p> <p>Video stimulus</p> <p>Whole group discussion</p> <p>5 minutes</p> <p>Slide 55</p>	<p>What is the circular economy? The circular economy is a model of production and consumption, which involves sharing, leasing, reusing, repairing, refurbishing and recycling existing materials and products for as long as possible. It provides an example of how society can work together to be sustainable.</p> <p>Play video: Circular economy</p> <p>Question: What is an example of a product in our lives that follows a linear economy model?</p> <p>Question: What is an example of a product that follows a circular economy model?</p> <p>Optional: Extra resource</p> <p>More case study videos can be found on Zero Waste Scotland and Zero Waste Europe</p> <ul style="list-style-type: none"> • Case Studies Zero Waste Scotland • https://zerowasteurope.eu/
<p>The 5 Rs</p> <p>Group discussion</p> <p>5 minutes</p> <p>Slide 56</p>	<p>Ultimately breaking the linear model means designing things, and putting systems in place, that stop resources ending up as useless or damaging waste that leaves the system so that new resources have to be brought in.</p> <p>Question: What can we do to stop resources ending up as 'useless or damaging waste'?</p> <p><i>Click to reveal the 5Rs</i></p> <p>Refuse – only using what is necessary to minimise drain on resources, and refusing to use things that result in waste – eg refuse single-use plastic bags.</p> <p>Reduce – buy and consume less to reduce strain on resources.</p> <p>Reuse – buy things that can be used again and again rather than single-use.</p> <p>Repurpose – when something cannot be used for its original purpose, using it in another way to avoid waste, e.g. using packaging as planters or 'upcycling' old clothes into shopping bags.</p> <p>Recycle – when something really cannot be used again, recycle it so the resources get turned into useful items again without more being taken from the environment (NB – this takes energy which does mean some use of natural resources).</p> <p>Group Discussion – Should there be any other steps? They don't have to begin with R! Introduce 'Rot' and consider whether it fits or not in a circular economy. If the product can rot it means resources are returned to the natural cycle (eg compost).</p> <p>Optional: If time, consider 'Redesign/Rethink', 'Repair' (rather than replace), 'Recover' (bringing materials wasted from one process/industry into another) and 'Re-gift' (changing the idea that new things have to constantly be produced and bought so we can give gifts at birthday, anniversary, Christmas etc).</p>

Sustainable Business

UNIT 3: THE CIRCULAR ECONOMY

<p>Applying the 5 Rs</p> <p>Video stimulus</p> <p>Pair work</p> <p>15 minutes</p> <p>Slides 57-58</p>	<p>Play video: Circular Computing</p> <p>https://vimeo.com/693893367/d4a63d246d</p> <p>RMA (mentioned in the video) stands for 'Return Merchandise Authorisation', so this is a reference to the percentage of products sold being returned due to a fault or unsatisfied customer.</p> <p>Group discussion: How do the 5 Rs apply to this example?</p> <p>Recap the video and discuss the 5 Rs (and any of the other terms discussed). Bring each up in turn and consider which apply and how.</p> <p>Circular Computing:</p> <ul style="list-style-type: none"> • Reduce: discouraging the frequent replacement of laptops for new • Reuse: extending life of laptops • Recycle: recovering components to use in rebuilt laptops <p>Optional: Reflect and consider what skills were shown</p> <p><i>Click to slide 58</i></p> <p>Group discussion: How can we make choices about how we produce, buy or use things in a way that supports a circular economy approach?</p> <p>Activity Sheet: Product examples</p> <p>Use the activity sheet examples provided or use real objects in the classroom. Ensure each pair/small group has an object.</p> <p>For each product, try to answer the following questions:</p> <ul style="list-style-type: none"> • What resources are needed to make this product? • What happens to the resources when the product has been 'consumed' and is no longer in use? (encourage students to draw the 'journey' starting from the source of the resources up until the product is no longer useful to people) • How could things be done differently to make this less linear and more circular? <p>Question: What examples can you give where you have or will rethink how you consume products in everyday life or in school? <i>e.g. recycling paper or composting food, using charity shops.</i></p>
<p>Possible Selves reflection</p> <p>5 minutes</p> <p>Slide 59</p>	<p>Discuss with students how the circular economy is a good way of practically applying the theory of the doughnut economy. Consider how they relate to each other.</p> <p>Ask students to answer the content question and reflect on the following questions in their reflection journal based on their learning from the unit.</p> <ul style="list-style-type: none"> • How do you see your future self influencing the sustainability of an organisation? • What do you feel could equip you to be able to do this? • What skills do you think you will need for working in a circular economy?

Sustainable Business

UNIT 4: GREENWASHING

<p>Objectives linked to Possible Selves</p> <p>3 minutes</p> <p>Slide 60</p>	<p>As businesses seek to show that they are producing products and services that are more sustainable and environmentally friendly, how can an individual believe what they read and not be a victim of greenwashing by a company.</p> <p>To introduce this unit, explain that the activities will support the students to develop the skills to question when greenwashing might be taking place, and how to make informed decisions about their sustainable lifestyle and future.</p> <p>They will reflect on the importance of using critical thinking skills to assess claims made by businesses.</p>
<p>Critical thinking and greenwashing</p> <p>Pair/ small group work</p> <p>Whole group discussion</p> <p>15 minutes</p> <p>Slides 61-64</p>	<p>Group discussion: Discuss the meaning of the following words that might be on a piece of packaging and consider what they make us think about a product.</p> <p>Recycle, Recycled, Recyclable</p> <ul style="list-style-type: none"> • Recycle – instruction to consumer to recycle (but depends on facilities being available, consumers knowing what to do, and getting round to doing so) • Recycled – made of at least some recycled material (but not necessarily recyclable) • Recyclable – can be recycled (but doesn't mean it will be) <p><i>Click to slide 62</i> <i>Revealing the 4 packaging symbols one by one</i></p> <p>Question: Can anyone explain what each one of these symbols mean?</p> <p><i>Click to slide 63</i> <i>Reveal the meanings and briefly run through them.</i></p> <p>These symbols provide information to help consumers make choices and correctly process the waste. But the whole system needs to work for the packaging not to end up in the landfill or the ocean.</p> <p><i>Click to slide 64</i></p> <p>Activity: Product packaging claims</p> <p>In pairs, students discuss one of the terms provided. What do you think it is trying to make you think or feel? Do you feel it is useful? Do you think it is true? What more would you need to know to judge this?</p> <p>Product packaging claims:</p> <ul style="list-style-type: none"> • Responsibly sourced fish • Certified 100% sustainable palm oil • We love the planet, so we've reduced the plastic in our packaging by 13% • Carbon neutral • Planet-positive • Made with organic cotton • Eco-friendly • We plant a tree for every product sold • Our greenest product yet! • Plant-based • Reusable <p><i>Ask for some answers</i></p> <p>All of the above could be examples of 'greenwashing'.</p> <p>Greenwashing is the term for use of misleading claims that lead to consumers believing your products are good for the environment when they are not.</p>

Sustainable Business

UNIT 4: GREENWASHING

<p>(Continued)</p>	<p>This could be by:</p> <ul style="list-style-type: none"> • using vague terms that don't really have a fixed meaning (e.g. 'green'), • making environmental credentials sound better than they are (e.g. calling your product organic when only 35% of ingredients are), • giving a detail that sounds good, but omitting lots of bad details (e.g. saying it is sustainably produced but not mentioning it is transported from the other side of the world and in non-recyclable plastic packaging). <p>Imagery is also often a factor – wildlife and green tones used to give the impression that it is good for the planet without any evidence.</p> <p>Activity sheet: Devil's advocate</p> <p>In pairs, give students a copy of the Devil's Advocate activity sheet. Ask them to:</p> <ul style="list-style-type: none"> • Consider a product with a damaging environmental footprint (examples given on the sheet, or come up with your own). • Come up with some positive-sounding claims that may not be false, but are misleading in that they project a positive image of a product while disguising their true impact. E.g. plastic bottled water: 'sourced from nature', 'bottled purity', 'no artificial colours or preservatives'. <p>Pairs present their slogans like an advert to the group, who try to spot the problems being hidden by the claims.</p>
<p>The Green Claims Code</p> <p>Video stimulus</p> <p>5 minutes</p> <p>Slide 65</p>	<p>In September 2021 a Code was launched to set out the principles that companies should follow when making environmental claims.</p> <p>Play video: The Green Claims Code https://youtu.be/R9FwP_o9EuQ</p> <p>One of the easiest ways to be able to assess if a business really does live up to its claims is to look for logos that show they are certified.</p> <p>Question: Can anyone think of any examples of logos or badges on products that show they are meeting certain standards?</p> <p>Certifications such as B Corp, FSC, MSC, Fair Trade and RSPO show that the companies have given the evidence to convince an independent body that they meet their criteria. Of course, you may want to check out what those standards are, but it is not just the company saying they are doing good.</p>
<p>Possible Selves reflection</p> <p>5 minutes</p> <p>Slide 66</p>	<p>Discuss how the activities in this unit have enabled students to develop their critical thinking skills in order to make more informed decisions.</p> <p>Ask students to answer the content question and reflect on the following questions in their reflection journal based on their learning from the unit.</p> <ul style="list-style-type: none"> • Think about a time when you were influenced to consider a company or product to be doing good for the planet. What was influencing you and was it reliable? • How can you question 'green' claims by businesses and how might you act on your conclusions? <p>As it is the end of the module, discuss with students if they feel that they now have the knowledge and skills to effectively take more control to lead a sustainable life by critically analysing the choices they make and the products they use so that they align with their values and reduce impact on the planet.</p>

Learning Objective Assessment

At the end of this module students can:

- *Identify, using the concept of doughnut economics, the priorities for a green economy in practice.*
- *Recognise and assess criteria which determine the sustainability of an organisation/ job and explain the role of business in building a sustainable future.*
- *Describe the concept of the circular economy and demonstrate understanding by analysing case studies of the 5R's in practice.*
- *Critically examine claims by companies to assess their sustainable credentials.*

Details of how to assess.

Feedback from the doughnut labelling activity to identify if students understand the concepts of basic needs, planetary boundaries, and the value of staying between them:

- **SS1 (foundational knowledge)**
Can students define the green economy and demonstrate understanding of the key analogy of the doughnut?
- **SS2 (systems thinking), SS3 (critical thinking)**
Can students demonstrate understanding of natural environment, human development and society being relevant and linked? Can they apply this when considering real world issues?

Feedback from groups around the green charter for business:

- **SS2 (systems thinking), SS3 (critical thinking), SS6 (creativity), SS10 (teamwork)**
Do they demonstrate understanding of the potential for businesses to impact people and planet? Can they apply this understanding creatively to conceive ideas for business practice, working effectively as a team?

Optional activities - feedback from SWOT and business plan:

- **SS2 (systems thinking), SS3 (critical thinking), SS5 (communication)**
Can students identify factors that affect how sustainable and successful a business may be and how they connect in a system? Can they conceive and explain alternative approaches?

Feedback from small group work to analyse case studies and apply 5Rs to product life cycles:

- **SS1 (foundational knowledge)**
Do students demonstrate understanding of the circular economy and can they name and explain the 5 Rs?
- **SS2 (systems thinking), SS4 (problem solving)**
Do they show an understanding of the connection between human and natural systems? Can they demonstrate feasible ways to apply the 5Rs to address issues?
- **SS9 (open-mindedness)**
Can students demonstrate understanding that the life cycle of an individual product can vary and resources can be used in different ways to be more or less sustainable?

Feedback from product packaging and devil's advocate activities:

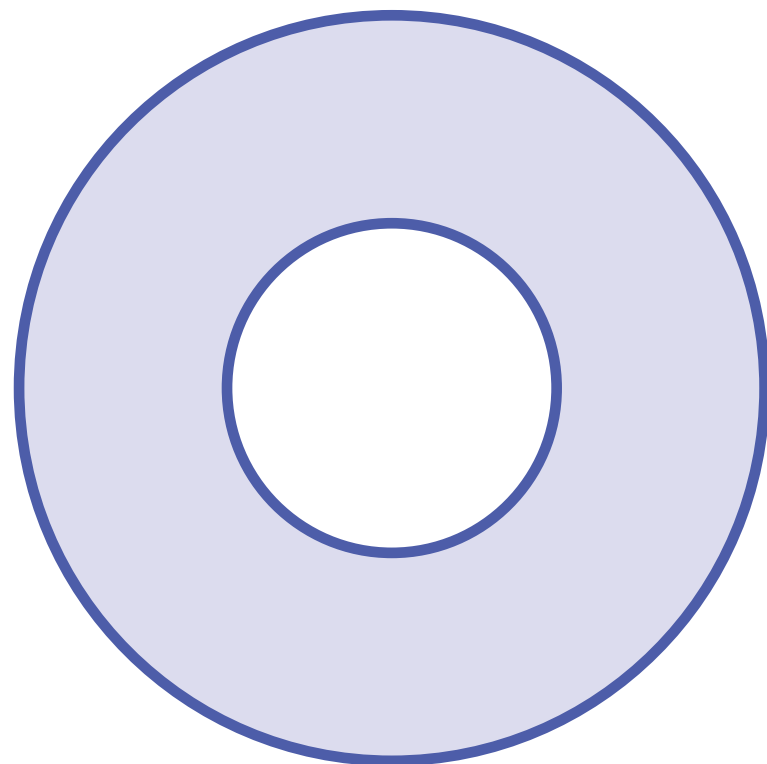
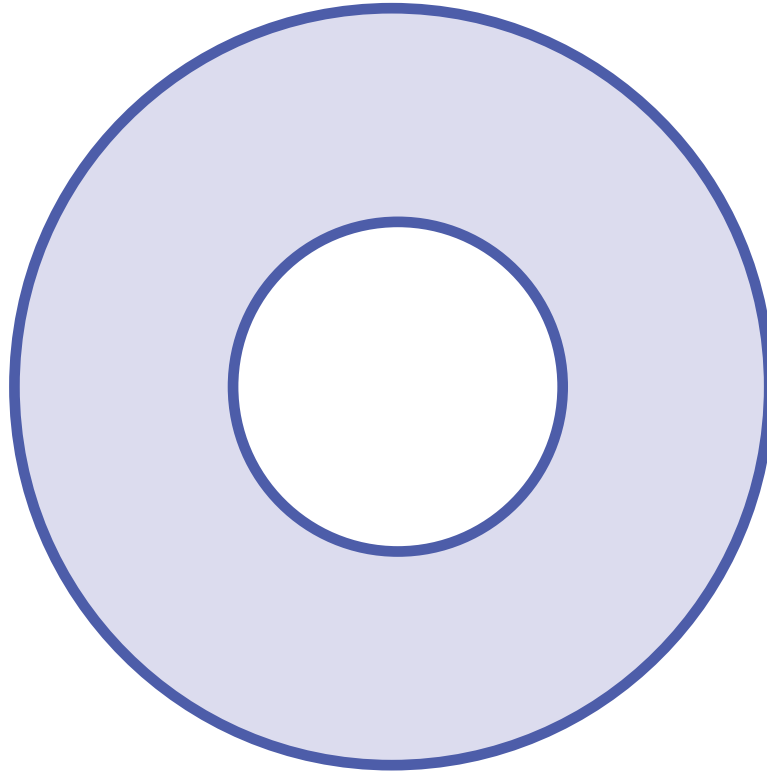
- **SS3 (critical thinking)**
Can students apply critical thinking skills to evaluate potential unreliability / misleadingness of packaging claims?

Activity Sheet



Activity Sheet: Doughnut template

Instruction: Print one set per pair/ small group



Activity Sheet



Activity Sheet: Product examples

Instructions: Print and cut out each whole card/ set. One whole card each or per pair.

Book	Monthly magazine
Box of cereal	Smartphone
T-shirt	Pair of sunglasses
Toaster	Bar of chocolate
Bicycle	Prepacked bag of apples

Book	Monthly magazine
Box of cereal	Smartphone
T-shirt	Pair of sunglasses
Toaster	Bar of chocolate
Bicycle	Prepacked bag of apples

Book	Monthly magazine
Box of cereal	Smartphone
T-shirt	Pair of sunglasses
Toaster	Bar of chocolate
Bicycle	Prepacked bag of apples

Activity Sheet



Activity Sheet: Devil's advocate

Print out a table for each pair. Suggest printing two tables per page.

Product	Issues
Bottled water	<p>Draws and exports water from an area prone to droughts</p> <p>Single-use plastic packaging wastes energy and causes ocean pollution</p> <p>Carbon footprint from transport and store of water compared to tap water</p>
Garden pesticide/ weedkiller	<p>Damages local ecosystem by killing insects or plants</p> <p>Pollutes local waterways</p>
Single-use coffee capsules	<p>Carbon footprint from production of packaging</p> <p>Packaging ends up as pollution</p> <p>Unrecyclable due to small size and coffee residue</p>
Trawled fish	<p>Over-fishing threatens some species with extinction</p> <p>Trawl nets damage ocean floor ecosystems</p> <p>Carbon footprint caused by storage and transport of chilled/frozen fish</p>
Cheese	<p>Intensive dairy farm contributes to global warming</p> <p>Single-use plastic packaging ends up as ocean pollution</p>
Facewash	<p>Single-use plastic packaging wastes energy and causes ocean pollution</p> <p>Microbeads in facewash end up in ocean and harm ocean life</p> <p>Contains palm oil, farmed on cleared rainforest</p>
Airpod earphones	<p>Airpods are glued together so cannot be fixed or separated for recycling</p> <p>They cannot be easily recycled because of the lithium battery inside</p>

Activity Sheet



DESIGNING A SUSTAINABLE BUSINESS PLAN

SWOT Analysis of business

<p>Strengths: What about the business is already in place that could be useful now and in the future?</p>	<p>Weaknesses: What about the business needs to change because it is not suitable for a sustainable future?</p>
<p>Opportunities: What changes in the marketplace might give your company a boost?</p>	<p>Threats: What changes will make it difficult for your company?</p>

Five-point plan for ensuring a sustainable future

- 1.
- 2.
- 3.
- 4.
- 5.

UNIT BREAKDOWN

1. Sustainable Careers (30 minutes)
2. Sustainable Skills (30 minutes)
3. Shaping a Sustainable Career (1 hour)

Aims

- Build knowledge of sustainable careers and how individuals can influence sustainable practice.
- Develop understanding of how transferable sustainability skills can help secure, and succeed in, a sustainable career.
- Build confidence in applying sustainability knowledge, skills and values to shape career decisions.

Objectives

At the end of this module students will be able to:

- Define a sustainable career and explain how individuals can use sustainability knowledge and values to influence others.
- Evaluate personal sustainability skills and strengths.
- Reflect upon personal values and skills to make an informed decision about a sustainable career pathway.

RESOURCES

- [Slide deck](#)
- [Whiteboard or flipchart](#)
- [Activity Sheet: Career list](#)
- [Activity Sheet: Ikigai](#)
- [Activity Sheet: Mapping a Sustainable Career](#)
- [Reflection Journal](#)

Skills Outcomes for Students

- SS5 - Communication
- SS7 - Adaptability/ resilience
- SS8 - Empathy
- SS9 - Open-mindedness

NB Ikigai and Mapping a Sustainable Career activity sheets are also in the reflection journal as they are completed by students individually.

UNIT 1: SUSTAINABLE CAREERS	
<p>Introduction to Module 3</p> <p>Objectives linked to Possible Selves</p> <p>3 minutes</p> <p>Slides 67-68</p>	<p>This module looks at how to apply sustainable knowledge, skills and values when choosing a career pathway. It supports students to apply understanding of sustainability in choices of what, where and how they work, to help shape a sustainable future. Key to this module is students applying what they have learned in the previous two modules to themselves. It is about how students can put their sustainable knowledge, skills and values into practice and follow a career pathway that is good for them and good for the planet.</p> <p>We are living in a rapidly changing world of work in which sustainability will have to become a priority for businesses. Young people are having to make decisions about their future in which there will be potential possible selves that currently do not exist. The challenge for them is:</p> <ul style="list-style-type: none"> • How to develop their skills and talents to respond to the shifting economic and social structure. • How to ensure that they can align their personal values to lead a sustainable life to their chosen future/ possible self or selves. <p>Explain that this unit introduces students to a greater range of sustainable possible selves and provides an opportunity for them to reflect on their own ideas and values in the context of leading a sustainable life and career.</p>
<p>What is a sustainable career?</p> <p>Pair task</p> <p>Small group work</p> <p>10 minutes</p> <p>Slide 69</p>	<p style="background-color: #d9e1f2;">Activity sheet: Career list</p> <p>Ask each group to sort the list of careers by 'most sustainable' down to 'least sustainable'.</p> <p>Discuss answers:</p> <ul style="list-style-type: none"> • How it depends on the company's values or the way a job is undertaken. • How any considered 'least sustainable' could be a force for good with some different approaches. • The choices someone in a career might have about how/where they work and what difference this could make to their positive impact on the world. <p>Can you think of any other sustainable careers or even those that perhaps do not exist yet?</p> <p style="background-color: #d9e1f2;"><i>Optional extension activity</i></p> <p>In small groups, try to match careers with SDGs that they relate to – good or bad</p>
<p>Thinking differently: case study</p> <p>Video</p> <p>5 minutes</p> <p>Slide 70</p>	<p>Kat Walker is a qualified lawyer who works in WWF-UK's Advocacy & Campaigns department. In this clip she talks about how she uses her law skills to work for people and planet.</p> <p>Play video: https://youtu.be/L9f-cEfcv2o?t=2624 (Video starts automatically at 43:43. Stop video at 45:33)</p> <p>Group discussion: What other skills might be used to help shape a sustainable future?</p>

UNIT 1: SUSTAINABLE CAREERS

<p>Influencing sustainable practice</p> <p>Whole group discussion</p> <p>Pair work</p> <p>15 minutes</p> <p>Slides 71-72</p>	<p>Group discussion: Who can we influence in our lives? <i>Build up an influence map on the board or flipchart.</i> <i>E.g. parents, siblings, school policy, friends, social media followers, local businesses, MP</i></p> <p>Group discussion: How might our influence increase when we start work? <i>E.g. customers, colleagues, business practices, sector</i></p> <p><i>Click to slide 72</i></p> <p>Simon Matthews is an architectural technician for Stephen George and Partners - a global architectural practice responsible for building houses, offices and estates.</p> <p>Play video: WWF Sustainable Futures Case Study - Simon Matthews, Architectural Technician - YouTube <i>(Video starts automatically at 05:00. Stop video at 07:30)</i></p> <p>Group discussion: How can you influence your employer or a sector to be more sustainable?</p> <ul style="list-style-type: none"> • <i>Choosing whether or not to work for a company based on their sustainable values</i> • <i>Raising issues in a staff forum- e.g. change energy supplier</i> • <i>Encourage monitoring and reporting of footprint</i> • <i>Introducing new thinking and ideas</i> • <i>Running talks or poster campaigns for colleagues</i> • <i>Asking for information about investment policies</i> • <i>Model good practice - e.g. in choice of suppliers/vehicle</i> <p>One-way companies have an impact on the world that any employee can influence is in how they invest money. That includes the pensions for employees – taken from their salary and kept by a company that will invest it to try and make profit until it is needed by the employee in retirement.</p>
<p>Possible Selves reflection</p> <p>5 minutes</p> <p>Slide 73</p>	<p>Discuss how this unit has built upon knowledge about the different sectors in the business world, the potential they have to become more sustainable, and the role students play in this.</p> <p>Ask students to answer the content question and reflect on the following questions in their reflection journal based on their learning from the unit.</p> <ul style="list-style-type: none"> • Who can I influence in my life now and in the future? • “I have an understanding now of how I can influence a business to become more sustainable, in order to help me to achieve my sustainable career path-way.” • What can I do to influence my employer to improve sustainable practice in the workplace?

UNIT 2: SUSTAINABLE SKILLS	
<p>Objectives linked to Possible Selves</p> <p>3 minutes Slide 74</p>	<p>To introduce this unit, explain that the work that students have completed so far has supported them to consider values and develop skills developed and consider further skills they may need to have a successful sustainable career.</p> <p>At the end of the unit, students will reflect on their own strengths and how they can apply them in the workplace.</p>
<p>Introduction to key employability skills</p> <p>Whole group discussion</p> <p>5 minutes</p> <p>Slide 75</p>	<p>Employability skills refer to skills that are good to have for any job. They are often called transferable skills.</p> <p>Activity: In groups discuss 'What are the key employability skills?'</p> <p><i>Ask for examples and collate list on whiteboard or flipchart. Reveal examples on slide.</i></p> <p>Group discussion: Why can these transferable skills be as important / more important than subject knowledge or a training qualification for a specific job?</p> <p><i>Subject knowledge and how to complete tasks can be taught 'on the job' but transferable skills are what can show that you will be able to learn quickly and help the company by doing a good job even if things change.</i></p>
<p>Sustainable skills</p> <p>Pair work</p> <p>10 minutes</p> <p>Slide 76</p>	<p>Activity: Consider what it means for a company to be sustainable (i.e. acting for the benefit of people and planet) and for you to act sustainably within a role (i.e. finding ways to fulfil your role in a sustainable way and influence your company and colleagues to do the same).</p> <ul style="list-style-type: none"> • Which of the employability skills identified in the previous exercise would be useful/important and how would they help? • For a sustainable career are there any others you feel should be added to the list of skills to be 'employable'? <p>Ask for examples. From feedback are there any new skills to add to the previous list?</p>
<p>Your skills</p> <p>Video stimulus</p> <p>Individual activity</p> <p>10 minutes</p> <p>Slide 77</p>	<p>Play video: Tai Falayi case study</p> <p>Tai Falayi, Zero Carbon Farms - Sustainable Futures Case Study - YouTube <i>Stop video at 02:05</i></p> <p>Question: What are the transferable skills in this role?</p> <p>Activity: Skills reflection Students reflect on transferable skills and identify the top skills they feel they demonstrate. Ask them to consider any skills they will need to develop to succeed in a sustainable career.</p>
<p>Possible Selves reflection</p> <p>5 minutes</p> <p>Slide 78</p>	<p>This unit is promoting Possible Selves and allows the students to reflect on their own strengths. By considering the sustainable skills they would like to develop, they begin to imagine a future career pathway and put into action a plan to achieve their goals.</p> <p>Ask students to answer the content question and reflect on the following questions in their reflection journal based on their learning from the unit.</p> <ul style="list-style-type: none"> • What are my key strengths? • Identify a sustainability skill that you feel fits with your personal priorities. • How might you use this skill to help shape a sustainable future?

UNIT 3: SHAPING A SUSTAINABLE CAREER	
<p>Possible Selves objectives</p> <p>3 minutes</p> <p>Slide 79</p>	<p>This unit provides students with the opportunity to begin to consider practically what their possible sustainable career might look like and some of the steps they may take to get there. It emphasises that there is not always one route in achieving their best possible selves and that they may have to change direction in order to achieve their end point.</p> <p>The activities in this unit are individual and support students to start mapping their future pathway. There is opportunity at the end of the unit to reflect on the next steps they will take to begin making progress on their career journey.</p>
<p>Finding your path</p> <p>Group discussion</p> <p>Individual activity</p> <p>15 minutes</p> <p>Slides 80-81</p>	<p>'Ikigai' is a Japanese term for something that makes life worth living. This could be anything, from enjoying hobbies to spending time with nature or family, but when it comes to thinking about careers Spanish Astrologer Andres Zuzunaga came up with a model that is quite a nice way of thinking about how you might end up doing something as a job that fulfils you and helps you achieve your possible sustainable self.</p> <p>This Venn diagram illustrates that when thinking about your career a good place to start is: finding something that you enjoy, are good at, you can be paid to do, and is good for the world.</p> <p>Group discussion: What are things the world needs right now (drawing on your learning about sustainability)?</p> <p><i>Build up list on a flipchart/whiteboard ready to compare with the next slide.</i></p> <p><i>Click to slide 81</i> <i>Compare the class list to the slide.</i></p> <p>Activity sheet: Ikigai (in Reflection Journal)</p> <p>Students complete the sections of the Venn diagram to build a picture of their interests and skills (they can use ideas from the class discussion for the world section). Where the circles cross, they can start to think about potential careers.</p> <p>Round up the activity by reminding students: When choosing a career, you should choose something you can and want to do well, and then apply sustainable principles to the specifics of your career path, rather than feeling pressure to go into a certain career or sector because it is 'green'.</p> <p>You may have several different pathways that you are interested in pursuing, and it may be helpful for you to see which one would enable you most to achieve a sustainable career.</p>
<p>Mapping your pathway</p> <p>Individual activity</p> <p>Group discussion</p> <p>20 minutes</p> <p>Slide 82-83</p>	<p>Once students have an idea of a potential career, they need to map the pathway to achieve their goal.</p> <p><i>The activity sheet takes them through the thought process, step-by-step.</i></p> <p>Activity sheet: Mapping a Sustainable Career (in Reflection Journal) <i>Work through each step. After giving students time to add their thoughts, ask for examples on each point.</i></p> <ul style="list-style-type: none"> • What would be the criteria for you to be in a 'sustainable career' at the end point? Write your suggestions in the box. <i>e.g. secure job, doing no harm to people or planet, helping society become more sustainable.</i>

UNIT 3: SHAPING A SUSTAINABLE CAREER

(Continued)

- What 'points' on the line could influence where you get to by the end? Label them. *e.g. subject choice, choice of college, getting a uni place / apprenticeship, training programme, seeing a job ad, choosing to apply, interview, getting a job, passing probation and choosing to stay.*
- For each point added to the line, consider how you might bring sustainability into the frame to shape the outcome. Add considerations for each point to the table. *e.g. choosing a subject that supports a certain career, researching a company and not applying if they have poor values, asking questions about sustainable practices in a job interview.*

Group discussion: What do you need to feel confident in making a decision?
e.g. good research, trustworthy sources, aligned with pathway goals and values, advice and support from family and friends, awareness of all the options.

Activity sheet: Mapping your sustainable career
Add notes to the decision points identified on your timeline to explain what you will do to support your decision making. Think about how you will draw on your values in your decision making.

Click to slide 83

Remember – mapping a career pathway is not setting out the only route to achieve the career you want. It is not a straight line and it is not set in stone. Mapping your career pathway is a useful exercise, however, because it helps you identify how and when to use your values as a guide, and helps you see when a decision or experience is taking you in the right direction.

You can set milestones that you know would be steps towards reaching your goal, but you may change your mind about the destination, or find that you complete the milestones in a different order or miss one out. That is all fine!

By mapping out a career path, you can...

- **Avoid spending time and energy on jobs or training that get you nowhere.** An opportunity may come up that feels like a next step from where you are, but understanding what is most important to you can help you judge if it would actually help move you towards achieving your goals or not.
- **Identify gaps in knowledge and skills.** Not sure what skills or training you need to progress to the next step in your career? Thinking ahead can allow you to identify what you could do to make your goals possible. This could be volunteering, an evening course, a choice of degree or an apprenticeship or job that gives you a useful skill or experience that will help you move towards your ideal career (even if it is not itself a direct route into that job or sector). For example, a job that uses your existing skills in the sector you want can help you gain experience and skills that will make you more able to apply for the job in that company or sector that you really want in the future. Or a job in a sector you are not that interested in may be an opportunity to build skills that equip you for the job you want in your chosen sector.

UNIT 3: SHAPING A SUSTAINABLE CAREER	
(Continued)	<ul style="list-style-type: none"> • Stay motivated. There may be times when you are not 100% enjoying an experience, but if you can see that it is a useful or necessary step towards your ideal end goal, you can feel it is worthwhile and find motivation in the knowledge that it is a means to an end and not a long-term situation. • Inform your plans. Understanding the relationship between what you are doing and your future plans can help you review those goals in light of experience. You might realise that the kind of work entailed by your 'dream career' is not actually something you enjoy, or that there is another career option that you had never considered that fits your values better.
<p>Course reflection</p> <p>5 minutes</p> <p>Individual activity</p> <p>Slides 84-85</p>	<p>We cannot be sure what the future will look like, but we can prepare ourselves to make decisions that are good for us and the planet, to shape the best future possible.</p> <p><i>Click to slide 85</i></p> <p>Activity: Final reflection: write at least one action you will take following the session to get started along your sustainable futures pathway.</p> <p><i>There is space in the student reflection journal to write their action(s).</i></p> <p><i>Ask for examples</i></p>
<p>Possible Selves reflection</p> <p>10 minutes</p> <p>Slide 86</p>	<p>Discuss how this final unit has brought all the previous learning together and supported students to apply it to their own career journey. Explain this is just the start and they can continue applying what they have learnt throughout their life.</p> <p>Ask students to answer the content question and reflect on the following questions in their reflection journal based on their learning from the unit.</p> <ul style="list-style-type: none"> • How could you draw on your values when making decisions about your career? • What questions would you want to ask in an interview to ascertain if the company is able to offer you stability and opportunities? • Thinking about my sustainable future life, which careers or pathways align best to my personal values?

EXPERIENCE OF THE WORKPLACE

Through the Sustainable Futures programme you can register your interest for your students to take part in sustainability focused work experience/ insight day.

This is a great opportunity for students to apply the skills they've learnt in the course, working on real sustainability projects and receiving feedback from business professionals. These flexible placements will be available to any students aged 14-18 and will be organised through schools as and when they become available. Opportunities will range from 1 day insight events to two week placements. You can register your school's interest by completing [this form](#).

Students can use the opportunity to understand what sustainable business practices look like.

Following their experience, they can use the prompts in their Reflection Journal to think more deeply about the value of their work experience and consider how they can apply what they learnt as they shape their career pathway.

Learning Objective Assessment

At the end of this module students can:

- *Define a sustainable career and explain how individuals can use sustainability knowledge and values to influence others.*
- *Evaluate personal sustainability skills and strengths.*
- *Reflect upon personal values and skills to make an informed decision about a sustainable career pathway.*

Details of how to assess.

Feedback from sorting exercise, and ideas-generation in whole group discussion:

- **SS5 (communication)**
Can students explain how a career (and organisation) can be sustainable? Can they identify key ways to influence an organisation?
- **SS9 (open-mindedness)**
Are students open to other people's opinions about what makes a sustainable career?

Feedback from group discussion and reflections in the reflection journal:

- **SS7 (adaptability / resilience), SS9 (open-mindedness)**
Can students identify skills that they could gain to help them apply sustainability in their career pathway? Have students reflected personally, and identified ways to use their transferable skills in the future?

Feedback from mapping pathway activity and input into group discussions:

- **SS7 (resilience/adaptability), SS8 (empathy), SS9 (open-mindedness)**
Can students identify key decision-making points and how sustainably can shape decisions? Can they see that there may be different routes to achieving their goals, but that the key will be making each decision based on defined values and priorities?

Activity Sheet



Activity Sheet: Careers List

Instructions: Prepare as a card sort. Print and cut out each slip. 1 set per pair

Architect	Accountant	Fashion Designer
Social Media Communicator	Forester	Airplane Pilot
Oil Pump Technician	Solar Panel Installer	Insurance Provider
Estate Agent	Lawyer	Chef
Supermarket Manager	Teacher	Wind Farm Technician
Farmer	Fishery Manager	Personal Trainer
Aeronautical Engineer	Electrician	Veterinary Nurse

Architect	Accountant	Fashion Designer
Social Media Communicator	Forester	Airplane Pilot
Oil Pump Technician	Solar Panel Installer	Insurance Provider
Estate Agent	Lawyer	Chef
Supermarket Manager	Teacher	Wind Farm Technician
Farmer	Fishery Manager	Personal Trainer
Aeronautical Engineer	Electrician	Veterinary Nurse

Activity Sheet



IKIGAI

'ikigai' is a Japanese term for something that makes life worth living.

When thinking about your career a good place to start is; finding something that you enjoy, are good at, you can be paid to do, and is good for the world.

ACTIVITY

- Reflect on the statements in the outer circles and add your thoughts to the diagram.
- Think about where there is crossover and what that might look like for you.
- Finally, bring ideas from each circle together to consider what your sustainable future could look like - doing something you enjoy, you can be paid to do, and is good for the planet.



