

**Training Material**

**Resource Efficiency**

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project number: 2022-1-DK01-KA220-YOU-000089260

|  |  |
| --- | --- |
| **Project Acronym** | Enter the Circle |
| **Project Title** | Circular Economy for Young Entrepreneurs |
| **Project Number** | 2022-1-DK01-KA220-YOU-000089260 |
| **Project Duration** | 01/09/2022-31/08/2024 |
| **Project website** |  |
| **Project Partners** | |
| **Denmark** | The Common Ones |
| **Denmark** | People of 2050 |
| **Greece** | Learning Seed |
| **Greece** | UNICERT S.A. |
| **Cyprus** | Institute of Entrepreneurship Development |

**Project Information**

**DOCUMENT INFORMATION**

|  |  |
| --- | --- |
| **Deliverable title:** | Training material, ANNEX IV & V, Templates |
| **Deliverable version:** | V1 |
| **Associated Project Activity:** | Training material |
| **Dissemination Level:** | Restricted to the Cooperation Partnership |
| **Type:** | Document |
| **Editor(s):** | Eleni Vasdoka (Learning Seed)  Aikaterini Lykomitrou (UNICERT S.A.)  Georgia Griva (UNICERT S.A.) |

**DOCUMENT HISTORY**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Version** | **Date** | **Beneficiary** | **Description** | **Aurthor** | **Organisation** | **Action** |
| 0.1 | 20/06/2023 | ALL | Initial version of the Document | Eleni Vasdoka | Learning Seed | C |
| 0.2 | 20/07/2023 | ALL | 2nd version of the Document | Katerina Lykomitrou | UNICERT S.A. | C |
| 0.3 | 30/08/2023 | ALL | 3rd version of the Document | Georgia Griva | UNICERT S.A. | C |

(\*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

Contents

[I. ANNEX IV 4](#_Toc145638480)

[General Plan of the Module - Template 4](#_Toc145638481)

[II. ANNEX V 6](#_Toc145638482)

[Plan of each Sub-Module 6](#_Toc145638483)

# ANNEX IV

## General Plan of the Module - Template

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module** | | **Resource Efficiency** | | | |
| **Short rationale** | | Resource efficiency is at the heart of sustainable practices, and this module is designed to equip participants with a comprehensive understanding of its significance and practical applications. In today's world, where resource depletion and environmental degradation are pressing concerns, the need for businesses and individuals to optimize resource use has never been more critical.  By the end of this module, participants will be empowered to make informed decisions, implement resource-efficient practices in various contexts, and contribute to a more sustainable and resilient future for themselves and their organizations. | | | |
| **EQF level** | | 3 | | | |
| **Sub - Modules** | | 1. Understanding resource efficiency. 2. Reducing Materials utilization 3. Reducing Energy utilization 4. Sustainable Sourcing and Material Selection 5. Waste Management | | | |
| **Training hours** | | 7-9 hr | | | |
| **Learning aims** | | This training aims to:  O1 Raise Awareness: By delving into the core principles of resource efficiency, this module creates awareness about the finite nature of our planet's resources and the environmental consequences of their wasteful use.  O2 Promote Sustainable Practices: Participants will learn about strategies to reduce resource consumption, and minimize waste, ultimately contributing to a more sustainable future.  O3 Enhance Competitiveness: Understanding resource efficiency is not just about environmental responsibility; it's also a smart business strategy. Efficient resource use can reduce costs, increase competitiveness, and open up new market opportunities.  O4 Foster Innovation: Resource efficiency encourages innovative thinking and product design that minimizes environmental impact. This module explores how innovative solutions can drive sustainability. | | | |
| **Learning outcomes** | | By the end of the training, a learner will be able to:  LO1  Explain the concept of resource efficiency, including its role in mitigating environmental impacts and promoting sustainable practices.  LO2  Recognize areas of resource wastage in various processes, products, and services.  LO3  Analyze how resource efficiency practices can enhance the sustainability of businesses, reduce operational costs, and foster innovation.  LO4  Implement strategies to reduce resource consumption, such as minimizing material waste, optimizing energy use, and enhancing water efficiency.  LO5  Recognize the role of resource efficiency in achieving international sustainability goals, such as the United Nations Sustainable Development Goals (SDGs), and demonstrate how individual actions can contribute to these objectives. | | Link to aims  LO1 -> O1  LO2 -> O2  LO3 -> O3  LO4 -> O4  LO5 -> O4 | |
| **Knowledge** | | **Skills** | | **Competences** | |
| Resource Efficiency Concepts | | Resource Optimization | | Resource Efficiency Advocacy | |
| Circular Economy Principles | | Waste Management | | Training and Coaching | |
| Waste Management Strategies | | Circular Economy Principles | | Policy Understanding | |
| Policy and Regulations | | Problem-Solving | | Environmental Awareness | |
| Environmental Impact | | Critical Thinking | | Circular Business Models | |
| Sustainable Sourcing | | Communication | | Sustainability Integration | |
|  | | Sustainable Sourcing | | Problem Identification | |
|  | |  | |  | |
|  | |  | |  | |
| **ANALYSE OF TRAINING** | | | | | |
|  | **Topic** | **Short Description** | **Duration(min)** | | **Materials** |
| 1 | Resource Efficiency | Activity 1: Group Discussion on Resource Efficiency | 60 | | Question Template |
| 2 | Materials Utilization | Activity 2: Kahoot - Reducing Materials Utilization | 50 | | Videos  Kahoot |
| 3 | Energy Efficiency | Activity 3: Energy Efficiency Study Cases | 60 | | Study cases |
| 4 | Water Governance | Activity 4: Water Governance Study Cases | 60 | | Study cases |
| 5 | Sustainable Sourcing and Material Selection | Activity 5: Sustainable Sourcing and Material Selection Workshop | 70 | | Slides |
| 6 | Waste Management | Activity 6- Waste Management System Design | 80 | | Slides |
| 7 | Resource efficiency | Activity 7 – Conclusion and Reflection on Resource Efficiency | 60 | |  |
| **Assessment Methods** | | Here you should write down the assessment methods you would like to add. The assessment should evaluate the overall knowledge of the learner. The level should be easy-medium since we want to approach beginners. | | | |
| **List of References / Additional Recommended Reading** | | Ghisellini, P., Cialani, C., & Ulgiati, S. (2016). A review on circular economy: the expected transition to a balanced interplay of environmental and economic systems. Journal of Cleaner production, 114, 11-32.  Hernández-Chover, V., Castellet-Viciano, L., Bellver-Domingo, Á., & Hernández-Sancho, F. (2022). The Potential of Digitalization to Promote a Circular Economy in the Water Sector. Water, 14(22), 3722.  Lewandowski, M. (2016). Designing the business models for circular economy—Towards the conceptual framework. Sustainability, 8(1), 43.  Preston, F. (2012). A Global Redesign? Shaping the Circular Economy. Energy, Environment and Resource Governance, March, 1–20. https://doi.org/10.1080/0034676042000253936  WBSCD. (2017). Business Guide to Circular Water Management: Spotlight on Reduce, Reuse and Recycle. | | | |

# ANNEX V

## Plan of each Sub-Module

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | | Resource Efficiency | | | | | | |
| **Title of Sub-Module** | |  | | | | | | |
| **Basic Concepts** | | Please add here the basic concepts and keywords that the trainer needs to have and maybe needs to explain to the learners.  Resource efficiency  Water governance  Energy efficiency | | | | | | |
| **EQF Level** | | 3 | | | | | | |
| **Sub - Modules** | | 3.1 Understanding resource efficiency.  3.2 Reducing Materials utilization  3.3 Reducing Energy utilization  3.4 Water Governance  3.5 Sustainable Sourcing and Material Selection  3.6 Waste Management  3.7 Crafting a Holistic Waste Management Strategy | | | | | | |
| **Training Hours** | | 7-9 | | | | | | |
| **Learning Aims** | | This module aims to:  O1 Raise Awareness: By delving into the core principles of resource efficiency, this module creates awareness about the finite nature of our planet's resources and the environmental consequences of their wasteful use.  O2 Promote Sustainable Practices: Participants will learn about strategies to reduce resource consumption, minimize waste, and extend the life of products, ultimately contributing to a more sustainable future.  O3 Enhance Competitiveness: Understanding resource efficiency is not just about environmental responsibility; it's also a smart business strategy. Efficient resource use can reduce costs, increase competitiveness, and open up new market opportunities.  O4 Foster Innovation: Resource efficiency encourages innovative thinking and product design that minimizes environmental impact. This module explores how innovative solutions can drive sustainability. | | | | | | |
| **Learning Outcomes** | | By the end of the training, a learner will be able to:  LO1  Explain the concept of resource efficiency, including its role in mitigating environmental impacts and promoting sustainable practices.  LO2  Recognize areas of resource wastage in various processes, products, and services.  LO3  Analyze how resource efficiency practices can enhance the sustainability of businesses, reduce operational costs, and foster innovation.  LO4  Implement strategies to reduce resource consumption, such as minimizing material waste, optimizing energy use, and enhancing water efficiency.  LO5  Recognize the role of resource efficiency in achieving international sustainability goals, such as the United Nations Sustainable Development Goals (SDGs), and demonstrate how individual actions can contribute to these objectives. | | | | | Link to aims:  Link to aims  LO1 -> O1  LO2 -> O2  LO3 -> O3  LO4 -> O4  LO5 -> O4 | |
| **Knowledge** | | **Skills** | | | | | **Competences** | |
| Resource Efficiency Concepts | | Resource Optimization | | | | | Resource Efficiency Advocacy | |
| Circular Economy Principles | | Waste Management | | | | | Training and Coaching | |
| Waste Management Strategies | | Circular Economy Principles | | | | | Policy Understanding | |
| Policy and Regulations | | Problem-Solving | | | | | Environmental Awareness | |
| Environmental Impact | | Critical Thinking | | | | | Circular Business Models | |
| Sustainable Sourcing | | Communication | | | | | Sustainability Integration | |
|  | | Sustainable Sourcing | | | | | Problem Identification | |
|  | |  | | | | |  | |
|  | |  | | | | |  | |
|  | |  | | | | |  | |
|  | |  | | | | |  | |
| **Prerequisites** | | Educational Level: None specifically required, but participants should have a basic understanding of business concepts and environmental issues.  Age: 18- 30 Years.  Experience: None required, but participants with prior experience in entrepreneurship, business management, or environmental sustainability may benefit more.  Knowledge: A basic knowledge of business principles and environmental sustainability concepts is helpful but not mandatory. | | | | | | |
| **Supported material** | | Youtube Videos, Websites, Tools and other resources | | | | | | |
| **Activities/Actions** | | Group Discussions, Interactice quizzes(Kahoot), Role play, Simulation Experiences | | | | | | |
| **Analyse of Sub-Module** | | | | | | | | |
| **Title of Sub-Module** | | | | 3.1 Understanding resource efficiency. | | | | |
| **Name of the Activity** | | | | Activity 1: Group Discussion on Resource Efficiency | | | | |
| **Number of People Required** | | | | 10 | | | | |
| **Total duration of the Activity** | | | | 60 min | | | | |
|  | **Step** | **Description of each step** | | | | **Duration**  **(min)** | | **Materials** |
| 1 | Welcome and Introduction | Begin the session by welcoming the participants and introducing yourself as the facilitator.  Provide a brief overview of the session's objectives and the importance of discussing resource efficiency. | | | | 5 | |  |
| 2 | Icebreaker Activity | You can use any icebreaker activity of your choice related to resource efficiency. For example, you could ask participants to share a personal experience of minimizing waste or conserving resources. | | | | 10 | | Free of choice |
| 3 | Presentation/Handout on Resource Efficiency | Share a presentation or distribute a handout that covers the following topics:   * What is resource efficiency? * Key concepts related to resource efficiency. * Benefits of practicing resource efficiency.   You can use video clips to complement the presentation if available. Here are some video links for reference: | | | | 10 | | Video 1: [Link](https://www.youtube.com/watch?v=kC3VTg-8f0s)  Video 2: [Link](https://www.youtube.com/watch?v=NA3SwyP8ROk)  Video 3: [Link](https://www.youtube.com/watch?v=ZERrpFwETgs) |
| 4 | Group discussion | Divide the participants into small groups (3-5 members per group).  Provide each group with a discussion template or worksheet that includes the following questions:   * What is Resource Efficiency and Why is it Important? * How Can Entrepreneurs Identify Opportunities for Resource Efficiency in Their Business Models? * Can You Give Examples of How Resource Efficiency Can Lead to Competitive Advantage for Entrepreneurs?   Instruct participants to discuss these questions within their groups, considering essential concepts related to resource efficiency, such as minimizing waste, optimizing resource use, and sustainable production. | | | | 25 min | | Activity 1\_A |
| 5 | Group Presentations | After the group discussion, ask each group to select a spokesperson.  Allocate 2-3 minutes for each group's spokesperson to summarize the key points and insights from their group discussion.  Encourage participants to actively listen to other groups' presentations. | | | | 10 | |  |
| 6 | Conclusion | Summarize the main takeaways from the group discussions. | | | |  | |  |
| **Title of Sub-Module** | | | | 3.2 Reducing Materials utilization | | | | |
| **Name of the Activity** | | | | Activity 2: Kahoot - Reducing Materials Utilization | | | | |
| **Number of People Required** | | | | 10 | | | | |
| **Total duration of the Activity** | | | | 50 | | | | |
|  | **Step** | **Description of each step** | | | | **Duration** | | **Materials** |
| 1 | Introduction | Begin by introducing the activity to the participants.  Mention that this Kahoot game is designed to reinforce their understanding of the unsustainable nature of current production systems and the importance of reducing materials utilization. | | | | 5 | |  |
| 2 | Video:  Unsustainability of Current Production Systems | Present a video that focus on the following topics:  The unsustainability of current production systems, including over-extraction of resources and pollution.  Highlight the global impact of consumption patterns and emphasize Europe's role in these global patterns.  Encourage participants to pay close attention to the key concepts and examples presented. | | | | 20 | | [Video](https://www.youtube.com/watch?v=asLWBGtAhZk) 1  Or  [Video 2](https://www.youtube.com/watch?v=lK00v_tzkCI) |
| 3 | Kahoot Game | Explain that participants will now engage in a Kahoot game to test their knowledge and understanding.  Provide the Kahoot game link or access code for participants to join the game on their mobile devices or computers.  In the Kahoot game:  Include multiple-choice questions related to the topics covered in the video.  Allow participants to answer each question within a specified time limit.  After each question, reveal the correct answer and provide a brief explanation or additional information to reinforce learning.  Keep track of participants' scores and announce the winner or top scorers at the end of the game. | | | | 20 | | [Kahoot](https://create.kahoot.it/share/circular-economy/b065ebb2-e2ea-4dbb-a92a-2e3b53bc87f0) |
| 4 | Conclusion | Conclude the Kahoot game by thanking participants for their active participation.  Recap the key takeaways from the activity, emphasizing the importance of reducing materials utilization in sustainable production. | | | | 5 | |  |
| **Title of Sub-Module** | | | | | 3.3 Reducing Energy utilization | | | | |
| **Name of the Activity** | | | | | Activity 3: Energy Efficiency Study Cases | | | | |
| **Number of People Required** | | | | | 10 | | | | |
| **Total duration of the Activity** | | | | | 60 | | | | |
|  | | **Step** | **Description of each step** | | | | **Duration** | | **Materials** |
| 1 | | Introduction | * Begin by introducing the activity's objective: to analyze and discuss energy efficiency scenarios through study cases. * Emphasize the importance of reducing energy utilization in various contexts, such as households, businesses, and industries | | | | 5 | |  |
| 2 | | Show video about Energy efficiency |  | | | |  | | [video 1](https://www.youtube.com/watch?v=Dk5wfKPx0q4)  Alternative videos:  [Video 2](https://www.youtube.com/watch?v=D11iFUw_ImU)  [Video 3](https://www.youtube.com/watch?v=JX4FC6tJLlI) |
| 3 | | Form Groups | Divide the participants into small groups, with each group consisting of 3 to 4 members. | | | |  | |  |
| 4 | | Distribute Study Cases | Provide each group with a set of study cases. | | | | 5 | | [Study case 1](https://www.ellenmacarthurfoundation.org/articles/we-need-to-talk-about-renewables-part-1)  [Study case 2](https://www.iea.org/articles/case-study-artificial-intelligence-for-building-energy-management-systems)  [Study case 3](https://www.iea.org/articles/case-study-energy-savings-meter-programme-in-germany) |
| 5 | | Group Analysis | Instruct each group to analyse the study cases they've received.  Encourage them to identify energy-saving opportunities and strategies relevant to each scenario.  Participants should discuss and note down their findings, recommendations, and potential energy-efficient measures for each case. | | | | 20 | |  |
| 6 | | Group Presentation | Ask each group to present their analysis and recommendations for one of the study cases to the entire class.  Allow for a brief discussion after each presentation, where participants can ask questions or provide feedback. | | | | 5 min per group  15-20 min | |  |
| 7 | | Conslusion | Summarize the key findings and recommendations from each group's analysis of the study cases.  Conclude the activity by reinforcing the importance of energy efficiency and the role that entrepreneurship trainers can play in educating others about sustainable energy practices. | | | | 10 | |  |
| **Name of the Activity** | | | | | Activity 4: Water Governance Study Cases | | | | |
| **Number of People Required** | | | | | 10 | | | | |
| **Total duration of the Activity** | | | | | 60 | | | | |
|  | | **Step** | **Description of each step** | | | | **Duration** | | **Materials** |
| 1 | | Introduction | Start by explaining the purpose of this activity: to delve into water governance scenarios through the examination of study cases.  Mention that understanding water governance is crucial for sustainable water management and circular economy practices. | | | |  | |  |
| 2 | | Form groups | Divide the participants into small groups of 4-5 people. | | | |  | |  |
| 3 | | Assign Study Cases | Provide each group with a specific water governance study case to analyze.  Explain that each group will be responsible for presenting their findings and insights from the study case. | | | | 10 | | [Study case 1](https://www.wbcsd.org/Imperatives/Nature-Action/Water-Stewardship/Resources/spotlight-on-reduce-reuse-and-recycle)  [Study case 2](https://www.wbcsd.org/Imperatives/Nature-Action/Water-Stewardship/Resources/Case-studies/Water-reduction-and-recycling-in-refining)  [Study case 3](https://www.wbcsd.org/Imperatives/Nature-Action/Water-Stewardship/Resources/Case-studies/Rainwater-harvesting-for-water-reduction) |
| 4 | | Study cases | Allow the groups 15-20 minutes to research and discuss their assigned study cases.  Encourage them to explore the challenges, solutions, and outcomes presented in the cases.  Remind participants to take notes and gather relevant data during their research. | | | | 15-20 | |  |
| 5 | | Group Presentations | Invite each group to present their findings and insights from their respective study cases.  Allocate approximately 2 minutes for each group's presentation.  Encourage participants to engage in a Q&A session after each presentation to foster discussion. | | | | 20 | |  |
| 6 | | Conclusion | Summarize the key points discussed during the activity.  Emphasize the importance of water governance in achieving circular economy goals. | | | | 5 | |  |
| **Title of Sub-Module** | | | | | 3.4 Sustainable sourcing and material selection | | | | |
| **Name of the Activity** | | | | | Activity 5: Sustainable Sourcing and Material Selection Workshop | | | | |
| **Number of People Required** | | | | | 10 | | | | |
| **Total duration of the Activity** | | | | | 70 | | | | |
|  | | **Step** | **Description of each step** | | | | **Duration** | | **Materials** |
| 1 | | Introduction | Begin by introducing the activity and its purpose: to explore sustainable sourcing and material selection in the context of the circular economy.  Emphasize the importance of responsible material choices for businesses. | | | |  | |  |
| 2 | | Formation of Groups | Divide the participants into small groups of 3-4 individuals. | | | | 5 | |  |
| 3 | | Review Key Concepts | Provide a brief overview of key concepts related to sustainable sourcing and material selection.  Highlight the principles of environmental impact assessment, recyclability, energy demands, and ethical considerations in material choices. | | | | 10 | | Slides: Annex B II |
| 4 | | Assign Workshop Tasks | Assign each group a specific task related to sustainable sourcing and material selection:  Group 1  Researching and presenting a case study of a company with sustainable sourcing practices.  Group 2  Analyzing the life cycle of a product and identifying opportunities for material improvements.  Group 3  Discussing the ethical considerations of sourcing materials from specific regions or suppliers. | | | | 5 | |  |
| 5 | | Group Work | Allow the groups to work collaboratively on their assigned tasks.  Encourage research, brainstorming, and discussion within each group.  Remind participants to consider circular economy principles in their analyses. | | | | 20 min | |  |
| 6 | | Group Presentations | Invite each group to present their findings, insights, and recommendations based on their assigned tasks.  Allocate approximately 2 minutes for each group's presentation.  Encourage participants to engage in a brief Q&A session after each presentation. | | | | 15 | |  |
| 7 | | Reflection and Takeaways (2 minutes) | Conclude the workshop by asking participants to reflect on the key takeaways from the activity. | | | | 15 | |  |
| **Title of Sub-Module** | | | | | 3.5 Waste Management | | | | |
| **Name of the Activity** | | | | | Activity 6- Waste Management System Design | | | | |
| **Number of People Required** | | | | | 10 | | | | |
| **Total duration of the Activity** | | | | | 80 min | | | | |
|  | | **Step** | **Description of each step** | | | | **Duration** | | **Materials** |
| 1 | | Introduction | Begin by introducing the activity and its purpose: to design a waste management system that includes waste collection, sorting, and utilization for various waste streams.  Emphasize the importance of effective waste management for environmental sustainability. | | | |  | | Slides |
|  | | Group formation | Divide the participants into small groups of 3-4 individuals. | | | | 5 | |  |
| 2 | | Brief participants | Provide a brief overview of key concepts related to waste management.  Highlight the principles of waste collection, sorting, recycling, and responsible disposal. | | | | 10 | | Slides: Annex B II |
| 3 | | Define Waste Streams | Assign each group specific waste streams they need to focus on. These waste streams could include:  Organic waste  Plastics and packaging materials  Paper and cardboard  Electronic waste (e-waste)  General waste (non-recyclable) | | | | 15 | |  |
| 4 | | Waste Management System Design | Instruct each group to design a waste management system for the assigned waste stream.  Encourage them to consider the following aspects:  Methods of waste collection (bins, bins placement, schedules)  Sorting and separation processes  Recycling and reuse strategies  Safe disposal of hazardous waste  Integration of technology or innovative solutions | | | | 30 | |  |
| 5 | | Group Presentations | Invite each group to present their designed waste management system for the assigned waste stream.  Allocate approximately 2 minutes for each group's presentation.  Encourage participants to engage in a brief Q&A session after each presentation. | | | | 20 | |  |
| 6 | | Conclusion | Summarize the main points discussed during the workshop.  Encourage participants to share their observations, ask questions, and provide feedback on the presented waste management systems. | | | | 10 | |  |
| **Name of the Activity** | | | | | Activity 7 – Conclusion and Reflection on Resource Efficiency | | | | |
| **Number of People Required** | | | | | 10 | | | | |
| **Total duration of the Activity** | | | | | 60 min | | | | |
|  | | **Step** | **Description of each step** | | | | **Duration** | | **Materials** |
| 1 | | Recap of Key Learnings | Start by summarizing the key learnings and concepts covered in Module 3: Resource Efficiency.  Highlight the significance of resource efficiency in various contexts, including environmental sustainability and business competitiveness. | | | | 5 | | UN video on why resource use matter  [Video](https://www.youtube.com/watch?v=7pPa0mRCky4) |
| 2 | | Group Reflection | Divide participants into small groups.  Instruct each group to discuss and reflect on the following questions:  What are the most important takeaways from Module 3 for you?  How can you apply the principles of resource efficiency in your role as an entrepreneurship trainer?  What challenges or barriers do you foresee in promoting resource efficiency among entrepreneurs? | | | | 15 | | Template activity 7 |
| 3 | | Group Sharing | Invite each group to share their reflections with the larger group.  Encourage participants to share insights, ideas, and potential solutions based on their discussions. | | | | 15 | |  |
| 4 | | Feedback and Evaluation | Ask participants to provide feedback on Module 3, including what they found valuable and any areas for improvement.  Provide information on how they can access additional resources or support for their training roles. | | | | 20 | |  |
|  | |  |  | | | |  | |  |
| **ANNEXES** | | | | Green entrepreneurs:  <https://www.youtube.com/watch?v=_XTYv-AP4Jk>  examples of entrepreneurs:use the first minute:  <https://www.youtube.com/watch?v=_XTYv-AP4Jk>  extra  <https://www.youtube.com/watch?v=Y5CGcPzZ6LA>  green washing:  <https://www.youtube.com/watch?v=2NsBcVrPQok> | | | | |
| **Assessment Methods** | | Group Discussion, Simulation Exercises, Case studies | | | | | | |
| **List of References / Additional Recommended Reading** | |  | | | | | | |
| **Differentiation** | | | Depending on the requirements of each individual student | | | | | | |
| **What is the worst that could happen with this training?** | | | | **What will you do to correct it?** | | | | | |
|  | | | | |  | | | | |
|  | | | | |  | | | | |
|  | | | | |  | | | | |
|  | | | | |  | | | | |
|  | | | | |  | | | | |