

GET-UP Lesson Plan for Masterclass

Module 1: Understanding the Green Economy

Learning Outcomes: On completion of this workshop, green entrepreneurs (learners) will be able to:

- ❖ Understand the driving forces underpinning the development within the green economy.
- ❖ Understand how the current business environment may impact on business opportunities in the green economy.
- ❖ Understand the characteristics of the green economy.

Content and Instruction Method	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><i>Workshop Opening</i></p> <p><u><i>Ice-breaker Activity:</i></u></p> <ul style="list-style-type: none"> ❖ As this is the first face-to-face session for this group of learners, the trainer presents the group with a short ice-breaker activity. ❖ To implement this ice breaker, the trainer arranges learners into two groups. One group forms a circle and the other group forms a second circle around the outside of the first group. ❖ The inside circle are asked to turn around to face the outside circle. ❖ In 4 minute intervals (2 minutes per learner), the learners are asked to introduce themselves, one interesting fact about themselves and a short introduction to their business idea to their partner. ❖ After 4 minutes, the learner in the inside circle is asked to move to the right, and to complete this with their new partner. ❖ Repeat this activity until all learners have been introduced to one another. 	<p><u>30</u> <u>minutes</u></p>	<ul style="list-style-type: none"> ❖ Egg-timer for the 4 minute rounds 	<ul style="list-style-type: none"> ❖ Learners will participate fully in the ice-breaker activity.

<p>the country where the training is being delivered.</p> <ul style="list-style-type: none"> ❖ The aim of this activity is to get green entrepreneurs to think of how these factors can affect their business. 	<p><i>framework and 10 minutes per factor)</i></p>		
<p><u>Group Activity:</u></p> <ul style="list-style-type: none"> ❖ Using the results of the lengthy group discussion, the trainer invites learners to begin completing their own PESTEL Analysis. ❖ To implement this activity, the trainer takes 6 blank flipchart sheets and sticks them up on the walls/whiteboards around the training room. ❖ The trainer writes a different PESTEL heading on each flipchart sheet: 1. Political, 2. Economic, 3. Social, 4. Technological, 5. Environmental, 6. Legal. ❖ Using the post-it notes, learners are asked to identify factors which could affect a green business in their country under each heading of the PESTEL Analysis Framework. They are then asked to stick these post-it notes to the corresponding flipchart sheet. ❖ After 30 minutes, trainer asks for 6 volunteers; each 1 will review the factors listed on 1 flipchart sheet each. ❖ Once all of these flipcharts will be reviewed, the learners are invited to take note of one factor under each heading that could directly influence their business. ❖ Learners are also encouraged to take photographs of each sheet on their smartphone for reference later on. ❖ Following this activity, the trainer conducts a short feedback session to ask learners what they have learned from this activity. 	<p><u>40 minutes</u></p>	<ul style="list-style-type: none"> ❖ 6 Flipchart pages; ❖ Blue-tack; ❖ Post-it notes; ❖ Colourful markers; ❖ Pens and note-taking materials for learners. 	<ul style="list-style-type: none"> ❖ Learners will engage fully in this group activity and will complete the PESTEL Analysis, identifying national factors that could affect their business. ❖ Learners will take notes to support their learning.

<p><u>Individual Activity and Presentation:</u></p> <ul style="list-style-type: none"> ❖ Now that learners understand how to complete a PESTEL Analysis; they are invited to draft a PESTEL Analysis for their own business. ❖ To complete this activity, the trainer distributes blank templates for completing a PESTEL Analysis to all learners. ❖ Learners are given 30 minutes to reflect on the findings from their previous group activities and to jot down the main factors which could affect their own business under each heading. ❖ The trainer is on-hand to provide advice and guidance for learners to complete the template if required. ❖ After 30 minutes, the trainer allows a short verbal feedback on the activity, and asks learners to briefly present their PESTEL Analysis to the group. 	<p><u>60 minutes</u></p>	<ul style="list-style-type: none"> ❖ Copies of 'PESTEL Analysis' template for all learners; ❖ Pens and note-taking materials for learners. 	<ul style="list-style-type: none"> ❖ Learners will engage fully in this group activity and will complete the PESTEL Analysis for their business. ❖ This activity is really a short brainstorming exercise to get learners used to completing a PESTEL Analysis. Learners are encouraged to conduct more in-depth research and to complete a comprehensive PESTEL Analysis for their business as part of their self-directed learning.
<p><u>Closing Session and Evaluation</u></p> <ul style="list-style-type: none"> ❖ Trainer closes the master-class with a short verbal feedback session. ❖ Trainer will distribute copies of the workshop evaluation form to learners and asks them to complete it. 	<p><u>10 minutes</u></p>	<ul style="list-style-type: none"> ❖ Copies of evaluation forms for learners; ❖ Pens and note-taking materials for learners; ❖ Flip-chart and markers for verbal feedback 	<ul style="list-style-type: none"> ❖ Learners will engage fully in the evaluation and feedback activities and will complete the evaluation form.
<p>Total Time</p>	<p>270 minutes/ 4.5 hours</p>		

1. Political

- How do the policies of the current government support or hinder my business development ideas?
 - Tax rates and incentives
 - Trade barriers or restrictions
 - Competition
 - Trade union or wage agreements
- Is the current government pro-business development and are there specific policy supports that might be of help?
 - Credit guarantees
 - Export incentives
 - Employment supports
 - Research and development grants
- How long is left of the current term of office and how likely is a change of government at the next election?
 - How likely is it that current policy supports would be changed?
 - How likely is it that current policy hindrance would be removed?

3. Social

- What emerging lifestyle trends might hinder or support the development of your business?
 - Is there a growing environmental awareness and does this impact consumer spending
 - Are consumers more health conscious and does this impact their behaviour
- What are the demographic trends and how will they affect your business?
 - Is the rural population increasing or decreasing
 - What is the trend for the specific consumer subset that your business targets
 - Increasing or decreasing in size
 - Education levels past, present and future
 - Have you considered the impact of immigration and emigration
 - Have you considered the proliferation of ethnic minority groups and their religious or ethical beliefs or habits
 - Have you considered the impact of population ageing at a macro level and how it may effect local market trends
- What are the key trends where consumer attitudes and habits are concerned?
 - Is there a concerted effort to support local produce and are people consciously buying more as a result
 - Are more people holidaying at home for economic, political or environmental reasons
 - What is the consumer attitude to product quality and customer service
 - How will the growth of online shopping impact your business

5. Environmental

- What national environmental policies are directly relevant to your business?
- What EU environmental policies are directly relevant to your business?
- What is the influence of global environmental protocols on your business or industry sector?
- What is the impact of climate change on your industry?
- What is the likely impact of environmental or carbon taxation policy on your product or service?
 - Recycling charges
 - Transport taxes
 - Excise duties
- Are there environmental standards that will govern your business activity?
- Is there a business compliance standard that you will need to achieve?
- Are there special licences that you will need to acquire and maintain in order to conduct your business or provide your service?

2. Economic

- What stage is the home economy going through at present?
 - Heading into a downturn
 - In recession
 - In recovery
 - Growing year on year
- What stage is the global economy going through at present?
 - Heading into a downturn
 - In recession
 - In recovery
 - Growing year on year
- What is likely to happen where financial policy is concerned?
 - Is the government likely to stimulate the market or try to cool it down
 - Are interest rates rising, falling or steady and what is the likelihood for change moving forward
 - What is the inflationary trend and how might this impact labour and material costs
 - What are exchange rate trends and how will they impact on the cost of raw materials
- What are employment prospects like and how is this likely to impact on consumer spending?
- What is the level of consumer credit availability?

4. Technological

- How susceptible is your business to technological change?
 - At your individual business level
 - Developments within your industry sector
 - Changes in consumer habits or levels of expectation where technology is concerned
- How expensive will it be to future proof your business technology infrastructure to keep up with new developments?
 - Hardware
 - Software – proprietary or open source
 - Training – continuous professional development of staff
- How prepared are you to take advantage of developments or advances in technology and do you have the capacity to innovate?

6. Legal

- What categories of law do you need to consider that will impact on your business or service
 - Company law
 - Employment law
 - Health and safety
 - Consumer protection and e-commerce
 - Data protection
 - Competition law
 - Copyright and patents and intellectual property rights