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## ENVIRONMENT RESPONSIBILITY AND SOCIAL RESPONSIBILITY

In a society, no matter the country, education should have a primary role in the harmonious development of young people, so that they can be prepared for real life. The project "Mini-Entrepreneurs at School" has two main aims: to help teachers improve and promote modern teaching strategies, and to encourage students to reduce school dropout and develop specific entrepreneurial skills in order to have a responsible and active social life.

Therefore, an important part in the educational process of young people is shaping their responsibility toward the environment and toward society. In this respect, in the calendar of international ecologic events, there are various activities which can be carried out with students, as follows:

1. "Earth, the Living Planet", a volunteering action of planting young trees for E&S; the activity takes place on the 22<sup>nd</sup> of April, on "Earth Day"; volunteering method will be used;
2. "Man and the Natural Habitat", an awareness campaign about pollution, ecosystems and habitat; the activity implies the creation of posters, flyers, drawings, paintings, collages, riddles, crosswords, presentations (video, PowerPoint, Prezi, etc.), essays, songs, photos, etc. The activity takes place on the 22<sup>nd</sup> of May, on "The International Day of Biodiversity"; Methods used: "Gallery Tour", "I know/I want to know/I have learnt", "Quintet", "Stellar Explosion";
3. "Ecological Patrol", a volunteering action of selective waste collection and waste revaluation; the activity takes place on the 5<sup>th</sup> of June, on "World Environment Day"; method used: Volunteering;
4. "The Three Rs: Reducing-Reusing-Recycling", a competition where students enter their works made of recyclable materials; and "Eco-Expo", an exhibition of various traditional and ecological products specific to the country; these are two creative and practical activities to take place on the 11<sup>th</sup> of July, on "The World Population Day"; methods used: communication, learning through cooperation, evaluation;
5. "Quality of Life and Durable Development", an action of dissemination of students' creations within community – essays, presentations, flyers,



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posters, songs, etc.; the activity takes place on the 12<sup>th</sup> of August, on "World Youth Day", using the communication method;

6. "We Care", a volunteering action of cleaning the green areas in the community, the school we learn in, the town we live in, parks and recreational areas from the town; the activity takes place on the 23<sup>rd</sup> of September, on "The World Cleaning Day", using the volunteering method.

The framework objectives of the activities presented above are:

1. Comprehension and use of elementary notions regarding durable development;
2. Forming and training students' capacity of exploration / investigation of the environment;
3. Forming students' abilities of cooperation in creating products;
4. Teaching/learning and applying notions regarding tree planting, waste collection and environment cleaning;
5. Forming and developing students' awareness and responsibility toward the environment and society;
6. Forming students' motivated attitude toward the preservation and improvement of the environment quality, which implicitly means life quality.

In order to achieve these objectives, the following aspects contribute to the development of the lessons in best conditions:

1. Teaching strategy:

- Methods and procedures: "gallery tour", "quintet", "I know/I want to know/I have learnt", "stellar explosion", communication, observation, conversation, experiment, questioning, exercise, team work, practical activity, etc.
- Organisation: frontal activity, individual activity, in pairs and in groups.
- Activities: observation, identification of elements in nature, conversations in pairs, experiments, games, practical activities, etc.

2. Resources:

- Computers, cameras, young trees to be planted, plastic bags, plastic gloves, paper, cardboard, scissors, pencils, crayons, paints, markers, string, glue, samples of natural resources, recyclable materials, etc.

3. Evaluation:

- Objects and documents made by students;
- Oral evaluation – conversations with and among students;
- Questionnaires and their results.



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Some of the teaching methods mentioned above are:

### 1. "I know/I want to know/I have learnt"

The method turns into account students' experience, with conversation on the chosen topic.

The following six stages are recommended, the teacher being able to intervene for guiding along the application of the method:

- students form pairs and write down a list with what they know about the proposed topic;
- in order to register information from students, the teacher is going to use the following table:

I KNOW	I WANT TO KNOW	I HAVE LEARNT

- students present, in pairs, the information they have about the topic, and the result is written in the left column of the table;
- students of each pair will make a list with their questions about the topic, which will be written in the second column of the table;
- after they read various materials about the topic, students will fill in the right column of the table;
- starting from their questions about the topic, students will report the information they had before to what they learnt after consulting materials. They will thus compare what they knew before consulting materials (the information in the left column) to what they learnt (the information in the right column). In the second column (in the middle), they will identify those questions remained un-answered, for which the teacher will indicate possible sources. Un-answered questions, or new questions appeared on the way, can be given as topics for personal investigation to students.

### 2. "Quintet"

The method takes the form of a little "poem" in 5 lines, with the following structure:

- first line: 1 word to express the **subject**;
- second line: 2 words **describing** the subject;
- third line: 3 words expressing **actions**;
- fourth line: 1 sentence, made up of 4 words, expressing an **idea**, a **definition** or **feelings** about the subject;
- fifth line: 1 word to express the **essence** of the subject.

One example:



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Pollution  
Bad, destructive  
Infects, spoils, harms  
Kills all the environment  
Poisonous

### 3. "Gallery Tour"

The method involves the following stages in the development of an activity on a topic:

- students are grouped in threes or fours, working on the chosen topic, they discuss among themselves and each group gets to a point of view. The point of view can be presented under the form of a product (poster, flyer, drawing, painting, collage, riddle, crossword, etc.);
- each group displays their product on the walls of the classroom, transforming it into a gallery;
- students move around, examining every product, discuss about them, propose suggestions or comments for each product, asking questions;
- after the gallery tour is over, each group reconsiders their work taking into account their colleagues' remarks.

### 4. "Stellar Explosion"

This method stimulates creativity. The starting point is a concept, which "pours out", like a stellar explosion, by answering questions. Applying the method to a group enables students to create new questions to questions, that is, active participation of the students.

Method description:

- students are arranged in a semi-circle; a problem/subject is proposed. A big star is drawn, and the main idea is written or drawn into it;
- other five smaller stars are drawn, in which one of the following questions is written: What?, Who?, Where?, Why?, When?, and five students in the class extract one question each. Each of the five students pick three or four colleagues, thus obtaining 5 groups;
- groups work together to create questions;
- when the time is up (the moment can be announced by a sound signal), the students go back to their position in a semi-circle round the big star and ask their questions (this can be done by each student in the group, or by a representative of the group, according to their potential). Students belonging to the other groups answer the questions or ask other questions related to them;
- students' questions are evaluated, as well as their effort to form correct questions and their collaboration and interaction.



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All these educational aspects are meant to lead to students' education in the respect for the environment around them, so that they will be aware that they are part of nature, not masters of it.

Students are thus educated regarding the environment, based on knowledge about social and ecological systems, yet with an emotional component, namely responsibility, all of them being necessary in order to build a durable society.