

IMPROVING YOUR ENVIRONMENT

LEVEL: **HIGH SCHOOL**
AGE GROUP: **STUDENTS AGES 12 AND 14**

ACTIVITY SUMMARY

Hands-on learning helps increase and reinforces academic learning. Organize a cooperative entrepreneurial project that aims at improving the students' environment, whether at school, at home or in the neighbourhood. They will have the opportunity to take a position on ethical questions and recommend realistic solutions.

MAIN OBJECTIVES

- Organize your time
- Work as a team
- Estimate costs and profits associated with launching a product on the market
- Become aware of the value of money



AGE GROUP
Students ages 12 and 14



WHEN
All year

AREA OF LEARNING

Career planning and entrepreneurship
Environment and consumption

Citizenship and community life

COMPETENCIES

DISCIPLINARY COMPETENCIES

Disciplines	Competencies	Learning progression
Ethics and Religious Culture	<ul style="list-style-type: none"> • Analyze a need from an ethical point of view (e.g., how human beings behave, act) • Assess possible actions to be executed 	Describe and contextualize a situation: <ul style="list-style-type: none"> • Compare points of view • Compare your analysis of the situation with that of your peers • Suggest possible actions • Make choices or execute actions that help us live better together

NON-DISCIPLINARY COMPETENCIES

- Cooperating
- Developing effective working methods
- Processing information appropriately

FIND OUT MORE

For help in conducting a cooperative class project, you may attend an educational session on youth collective entrepreneurship, free of charge. Contact an entrepreneurship development officer at [Conseil québécois de la coopération et de la mutualité](#) (site in French only).

To learn more, visit the [Youth Entrepreneurship Program in Ontario](#) website.

PREPARATION

WITH YOUR HELP, STUDENTS COME UP WITH IDEAS TO IMPROVE THEIR ENVIRONMENT (SCHOOL, HOME, NEIGHBOURHOOD, ETC.) IN A MEANINGFUL WAY.

TASK 1 DRAWING UP AN INVENTORY OF NEEDS IN THE ENVIRONMENT



TIME REQUIRED
Two 45-minute periods

TASK 1 OBJECTIVE

At the end of this task, students will be able to name the needs in the environment.

Instructions

1. Discuss with the students various inventions or human creations in the world. Direct the conversation to the fact that most inventions (e.g., means of transportation, technologies, communication methods) arose from human needs.
For example, the automobile was invented because humans wanted to get around more quickly.
2. Validate the students' desire to design a collective entrepreneurial school project to meet a need in the environment and live better together as a result.
3. Brainstorm about the needs in their environment and record the ideas on a large piece of paper. Let the students' ideas flow freely, even the most far-fetched.
4. Give them time to add other ideas, over several days or as homework.

TEACHER'S NOTES

- Help the students understand that it is important to ask themselves, from an ethical point of view, about the needs in our environment in order to try to fill them and live better together in society. Help them realize that by working together, in cooperation, they can change things.

Examples of questions to ask:

- How should people behave?
- How should people act?
- How should people work?
- Etc.
- You can create a collective entrepreneurial project in class after analyzing a need in the environment identified by the group. The main objective of the project would be to partially or fully meet this need.
To learn more about conducting collective entrepreneurial projects, contact an [entrepreneurship development officer](#) (site in French only) or consult the programs and tools of [Conseil québécois de la coopération et de la mutualité](#) (site in French only).
- During the course of this activity, you act as both guide and catalyst. You help the students structure their group project and to develop qualities such as:
 - self-confidence
 - a sense of endeavour
 - determination
 - team spirit
 - solidarity
 - perseverance
 - independence
 - resourcefulness

TASK 2

CHOOSING A NEED IN THE ENVIRONMENT AND FINDING A SOLUTION



TIME REQUIRED
Two 45-minute periods



TEACHING MATERIAL
Democratic Decision Making
On desjardins.com

TASK 2 OBJECTIVE

At the end of this task, students will be able to democratically choose a need in the environment that, once met, helps everyone to live better together in society.

Instructions

1. Categorize the needs by theme (e.g., safety, environment, health, communication, society).
2. Discuss with the students the needs in the environment that they can fill. Begin to think collectively about solutions.
3. Democratically choose a need that the students want to fill. Discuss with them how to make a democratic choice.
4. List the solutions proposed to meet the targeted need. Give the students time to discuss with their family and those around them what they can do. Come back to the discussion during the week.
5. Choose a solution democratically and improve upon it.

TEACHER'S NOTES

Consult the document **Democratic Decision Making**.

To guide the students in preparing for the project, here are 2 examples of needs, solutions and improvements:

Needs	Solutions	Improvements
Increase the number of birds in the neighbourhood.	Build bird-feeding stations to improve nesting.	Build bird-feeding stations for different types of birds.
Reduce the number of plastic bottles thrown in the school's trashcans.	Raise student awareness of environmental protection by organizing a clean-up effort.	Shoot a humorous video about recycling and put up posters near trashcans in the school.

EXECUTION

THE STUDENTS DRAW UP AN ACTION PLAN TO MEET A NEED IN THE ENVIRONMENT AND LIVE BETTER TOGETHER. THEY PRESENT THEIR PROJECT TO THE GROUP, FINANCE IT, EXECUTE IT AND THEN PUBLICIZE IT.

TASK 1 DRAWING UP AN ACTION PLAN



TIME REQUIRED
Two 60-minute periods



TEACHING MATERIAL
Sociogram Test: High School
Level Group (ages 12 to 17)
Pick a Role (descriptions)
[On desjardins.com](https://www.desjardins.com)

TASK 1 OBJECTIVE

At the end of this task, students will be able to draw up an action plan in collaboration with their peers to meet a need in the environment that helps to live better together.

Instructions

Once the solution is found, divide the group into teams of 4 and draw up an action plan.

Examples of action plans:

- Look for information on the product or service offered as part of the entrepreneurial project.
Examples of products:
 - birdhouses
 - recycling binsExamples of services:
 - Homework help for younger students
 - Promoting environmental protection
- Create the service offering. This step helps students think about the service or product that they want to offer and to detail the tasks to be performed.
- Anticipate material resources (e.g., materials, tools) and human resources (e.g., competencies, availability).
- Determine the costs associated with establishing the service or marketing the product.
- Think and ask questions about available financing methods.
- Distribute the tasks among the team members, establish logistics and the deadline for implementing the solution.

TEACHER'S NOTES

- Discuss with the students to help them clearly define the collective project
Examples of questions to ask:
 - What exactly is your project?
 - How are you going to execute it?
 - For what purpose?
 - Etc.
- To help students find the money necessary to implement the solution, suggest that they ask for donations or sponsorships, funding activities, etc.
- Be sure that the tasks are fairly distributed in each team.
- Ask the students to write a letter to the school's governing council to obtain their approval and their support for the project.

TASK 2 PRESENTING THE ACTION PLAN TO THE GROUP



TIME REQUIRED
Two 60-minute periods



TEACHING MATERIAL
Oral Communication
Evaluation Grid (ages 12 to 14)
[On desjardins.com](https://desjardins.com)

TEACHER'S NOTES

Suggest that the students use information and communication technologies (ITC) to present their project.

TASK 2 OBJECTIVE

At the end of this task, students will be able to present the results of their research and their action plans to the rest of the group.

Instructions

1. Help students create an oral and visual presentation of their project.
Example of points to address in the presentation:
 - What the entrepreneurial project offers and resources necessary
 - Anticipated costs to implement the solution
 - Funding ideas
2. React to the ideas presented by the other teams in order to improve on the different projects.

TASK 3 FINANCING AND EXECUTIVE THE PROJECT

TASK 3 OBJECTIVE

At the end of this task, students will be able to gather the money necessary to execute their project.

Instructions

1. Support the students in executing their project.
2. Validate and improve upon the students' projects.
3. Gather the money necessary to execute the project in practical terms.
To do this:
 - pool the costs associated with all of the group's projects
 - find methods to finance the projects
 - organize funding activities
 - pool the funds collected
4. Start implementing the solution by building on the competencies and qualities of all the students who participate in the collective entrepreneurial project.

TEACHER'S NOTES

Don't hesitate to ask other teachers in the school to contribute to the project.

TASK 4 PUBLICIZING THE SOLUTION



TIME REQUIRED
One 45-minute period

TASK 4 OBJECTIVE

At the end of this task, students will be able to publicize their solution and calculate the potential profits.

Instructions

1. Publicize their service or product.

How to publicize their solution:

- Set the selling price of the product or service. The service could be provided for free.
 - Come up with a sales goal (potential revenue) and calculate the potential profits.
 - Come up with ways to promote the solution by creating catchy advertising.
2. Estimate the profits earned.

TEACHER'S NOTES

- Help the students research the market value of the service or product they want to offer.
- Suggest to them that they search the web, in magazines or catalogues, etc.
- Ask for help from the mathematics teacher, if appropriate, so that all of the revenue and expenses (e.g., travel expenses, poster materials) are compiled and ask the math teacher to discuss the concept of profit with the students.

EVALUATION

ASK THE STUDENTS TO REFLECT ON THE SOLUTION CHOSEN TO MEET A NEED THAT WILL HELP THEM LIVE BETTER TOGETHER IN SOCIETY. ALSO, ASSESS THE MATHEMATICAL PROBLEM-SOLVING PROCESS.

TASK 1 THINKING ABOUT THE CHOSEN SOLUTION



TIME REQUIRED
Two 30-minute periods

TASK 1 OBJECTIVE

At the end of this task, students will be able to critically look at the solution implemented to meet a need in their environment.

Instructions

1. Discuss with the students and verify whether the solution met the need in the environment.
2. Assess the level of involvement of the students in the project and their overall satisfaction after completing it.

TEACHER'S NOTES

Examples of questions to ask yourself:

- Did the project have an impact on the need to be filled?
- Did the solution found meet the targeted need?

Examples of questions to ask the students:

- Did you like participating in the collective entrepreneurial project?
- Did you like participating in developing the solution?
- What could you have done to improve the project's effectiveness?
- What did you learn by doing the project?

REINFORCEMENT

ENSURE CONSOLIDATION OF OF ACQUIRED OR DEVELOPED COMPETENCIES THROUGH THE ORGANIZATION OF SIMILAR ACTIVITIES THAT WILL IMPROVE THE STUDENT ENVIRONMENT.

OBJECTIVE

Use the profits earned to meet another need in the environment or organize a recreational activity for the group.

TEACHER'S NOTES

This task helps the students, among other things, become aware of the value of the money they have raised.