

LESSON

«VIRTUOUS BUSINESS AND SUSTAINABLE DEVELOPMENT»

League of Justice team (Legal clinic of practical law of Vasyl' Stus Donetsk National University)

LESSON GOAL:

Explain the concept and principles of good business and sustainable development. Convey to the audience an understanding of how ethical practices can not only improve the company's image, but also contribute to the overall well-being of society and the preservation of the environment.

AUDIENCE/NUMBER OF PARTICIPANTS:

students of grades 8-9/20-30 people

DURATION:

45 minutes.

FORMAT:

classes (online or offline).

EQUIPMENT:

computer, multimedia projector.

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LESSON STRUCTURE:

- ✓ ACQUAINTANCE (5 MIN.)
- ✓ INTRODUCING THE TOPIC (5 MIN.)
- ✓ MAIN PART (15 MIN.)
- ✓ INTERACTION FOR CONSOLIDATION (15 MIN.)
- ✓ CONCLUSION (5 MIN.)

Presentation for the lesson:



LESSON PROGRESS.



1. ACQUAINTANCE (5 MIN.)

*Acquaintance is one of the most important parts of the lesson, because this way we can establish and improve communication with the audience. Given this fact, our team decided to approach it creatively.

First, each team member will introduce themselves (specify the name and zodiac sign), then we will ask those who want to introduce themselves from the audience in the same way, indicating that at the end of the lesson there will be interesting facts about this. The main purpose of such acquaintance is to interest the audience by retaining a certain intrigue. This option keeps students' attention and interest, which has a positive impact on the effectiveness of the lesson.



2. INTRODUCING THE TOPIC (5 MIN.)

Using an analogy: giving well-known examples of obviously virtuous and obviously dishonest. Students, based on this understanding, should logically reach the topic of the lesson.

Questions for students: Are you familiar with the concepts of «Virtuous business» and «sustainable development»?



3. MAIN PART (15 MIN.)

The main part consists of three subtopics:

- Virtuous business (5 min.)
- Sustainable development (5 min.)
- Their ratio and relationship (5 min)

Theoretical block the sub-topic will not just be a read-out text. Speakers will have short discussions and will ask questions to the audience to keep their attention focused and feel feedback.

Third sub-topic will be presented as ratios using the Worldwall platform or other similar digital resources. Also, the third sub-topic will include a short case study, with which students will be able to better assimilate the information.

Case contents: specify a case that meets all the standards and change one of its characteristics (specify which one). Based on this, students, optionally, will say what harm this will cause.

For example: There is an oil production plant, but the owner wants to save money and replace the ingredients with cheaper ones. What negative changes will this lead to?

(can be used both online and offline)

In case of problems with electronic resources, there will be a paper version of ratios and relationships, which will take into account the size of the text (so that everyone can see)



4. INTERACTION FOR CONSOLIDATING (15 MIN.)

It is mandatory to consolidate the received information after the theoretical block.

Offline:

Consolidating the information gained in the lesson, we decided to come up with an unusual approach, introducing the board game to the real plane.

Interaction consists of two parts:

The first one is a quest. Before the lesson starts, our team hides a couple of printed task sheets in the classroom. Students are divided into two groups. Before starting the quest, we give hints in the form of riddles separately to each group, where they can find task sheets. Each team must find a task sheet and identify one person from its composition who will perform the functions of a nomad.

From this point on, the second part of the interactive session begins. Task sheets will contain a list of questions on the topic under consideration, which each team must answer (the questions will be different for each team, but the same in complexity).

In the order of draws, the team that will answer the question first is determined. Nomad's game function lays in walking on pre-prepared paper playing fields and settling on them until his team gives an answer. If the team answers correctly, the nomad moves to the next level, and if it doesn't, he stays in place. The team whose nomad reaches the finish line first wins.

Online:

The online board contains descriptions of three businesses. Students, after reviewing the information provided, should take part in voting using the PRIVOTE platform or other related ones (a link to which will be posted in the meeting chat), where they will determine whether each specific business is considered virtuous or dishonest. After that, we should ask those who wish to justify their opinion.

After listening to their answers, we should announce the correct answer. This procedure should be performed with each of these three businesses.



5. CONCLUSION (5 MIN.)

Summing up the results

Horoscope announcement:

Online/Offline - horoscope announcement for each zodiac sign for the current day using electronic resources (the horoscope will be specially selected in a positive way for everyone to leave a good impression for each student.)

*In case of problems with electronic resources cards with the content of these horoscopes for each zodiac sign will be printed.

Answers to questions

Feedback from the audience

LESSON ANNEXES:

