



# GREEN BUSINESS AND SUPPLY CHAINS >

Session plan

**BUILDING A SUSTAINABLE BUSINESS**



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In partnership with:

**Howden Group  
Holdings**

# AT A GLANCE

This is the first session in the 'Building a Sustainable Business' unit. This unit is the final of three sustainability units sponsored by Howden Group Holdings. Although it isn't necessary to complete them in order, the sessions in this unit have been designed to build on some of the knowledge acquired in the other two units. This session introduces the importance of sustainable business practices and products. It provides learners with an insight into the role that business and industry have to play in creating a green and clean economy, protecting the environment and generating new jobs for a strong and fair society.

Please note: The emerging nature of this topic means new evidence and information is being released every day. While we strive to keep this content up-to-date, we actively encourage you to incorporate any new and evidenced information that may arise.



## CURRICULUM LINKS

- ✓ SMSC: values and ethics
- ✓ PSHE and citizenship: personal values



## MATERIALS

- ✓ Green innovations video
- ✓ Map hunt worksheet
- ✓ Water to go worksheet
- ✓ Bingo boards and cards
- ✓ Home activity worksheet
- ✓ [Greenpeace green economy video](#) (optional)
- ✓ [The Green Economy Coalition website](#) (optional extra support)

# LEARNING OUTCOMES

- ✓ Understand the basic concepts of green business and its role in achieving sustainable development
- ✓ Identify the role that supply chains play in the creation of sustainable growth
- ✓ Understand the environmental impacts associated with a business supply chain

# ACTIVITIES

ACTIVITY	TIME	PAGE
<a href="#">Definitions and reflective thinking</a>	20-25 minutes	<a href="#">03</a>
<a href="#">Business locations</a>	30-35 minutes	<a href="#">05</a>
<a href="#">The economics of a water bottle</a>	60 minutes	<a href="#">06</a>
<a href="#">Bottle business bingo</a>	15-20 minutes	<a href="#">08</a>
<a href="#">Wrap up</a>	5-10 minutes	<a href="#">09</a>

## WHO CREATED THIS SESSION PLAN?

This session plan was co-created with Justine Oakes. Justine Oakes CEnv, MIEEnvSc, MIEMA is an environmental professional with over 25 years experience in both the public and private sector. She is currently the Sustainability Manager at the University of Suffolk and Business and Research lead for the Suffolk Sustainability Institute. Working in partnership with local and national sustainability initiatives, the University of Suffolk is a transformational university, absorbing the best of UK University traditions and aligning them with a modern world of employment and entrepreneurship.

# DEFINITIONS AND REFLECTIVE THINKING



## TIME REQUIRED

20-25 minutes



## MATERIALS

- ✓ Green innovations video

## ACTIVITY STEPS

1. During this session, you will introduce learners to the role businesses have to play in ensuring sustainable development. Start this session by playing the 'Green innovations' video, which explains the basic concepts of green growth and green innovations.
2. Follow up the video by having a group discussion. Use the discussion points table below to help.

The discussion covers these sustainability development goals:



THINGS TO DISCUSS / ASK	MAIN POINTS
<p>What is a green economy?</p>	<ul style="list-style-type: none"> <li>• The economy is the system in each country that shapes how money is made and used. It is connected with things like how many products and services are produced, how many jobs are available and how much money people have to spend.</li> <li>• The green economy is defined as any business, service or industry whose main focus is on making products or managing their business by reducing environmental risks and resource use.</li> <li>• These businesses deliberately aim for sustainable development without harming the environment or communities. They are socially inclusive.</li> <li>• The green economy is based on six main sectors:               <ol style="list-style-type: none"> <li>1. Energy and low carbon goods and services</li> <li>2. Green buildings</li> <li>3. Sustainable transport</li> <li>4. Water management</li> <li>5. Waste management</li> <li>6. Land management</li> </ol> </li> </ul>
<p>Why does it matter?</p>	<ul style="list-style-type: none"> <li>• A green economy is one that improves human wellbeing and builds a globally fair society, while reducing environmental impacts and loss of nature and other important resources.</li> <li>• An inclusive green economy is an alternative to today's dominant economy, which can often take advantage of workers in other countries, encourage waste, use up valuable resources and generate harm to the environment and human health.</li> </ul>

THINGS TO DISCUSS / ASK	MAIN POINTS
<p>How can green innovations help us become more sustainable?</p>	<ul style="list-style-type: none"> <li>• Green innovations help us move forward into a more sustainable future by addressing a challenge or problem.</li> <li>• They help reduce environmental impacts, get rid of pollution or other negative impacts of resource use. For example, solar panels.</li> <li>• If they can be made safely, cheaply and eventually used by everyone, they can replace the existing product which will completely get rid of the problem.</li> </ul>



# BUSINESS LOCATIONS >



## TIME REQUIRED

30-35 minutes



## MATERIALS

- ✓ Map hunt worksheet
- ✓ Computers with internet access (optional)
- ✓ Maps: <https://tfgm.com/public-transport/city-centre-map>;  
[https://secure.manchester.gov.uk/homepage/956/city-centre\\_regeneration](https://secure.manchester.gov.uk/homepage/956/city-centre_regeneration)

# ACTIVITY STEPS >

1. In this activity, learners will gain a little insight into how an economy grows and how this growth is linked to the development of cities. Hand out the 'Map hunt' worksheet.
2. Ask the learners to complete the worksheet in pairs or small groups. If you have access to computers with internet access, learners can look at Google Earth or the linked maps in more detail. If not, print enough maps for each group to see. You could change the activity to focus on a city closer to you, if your learners aren't familiar with Manchester.
3. After the learners have finished with their worksheet, hold a group discussion. Focus on discussing the last two questions on their sheet.

There are suggested responses listed below to help you guide the discussion. Make sure you discuss what a supply chain is.

QUESTION	SUGGESTED ANSWERS
Why do you think lots of people enjoy living in a city?	<ul style="list-style-type: none"> <li>• There are lots of job opportunities doing lots of different things</li> <li>• Good education opportunities. As well as schools, most cities have apprenticeships, colleges and universities</li> <li>• People have good access to hospitals and healthcare</li> <li>• There's more entertainment in the city and sporting and cultural events</li> <li>• Cities have lots of shops, so you can get the things you need</li> <li>• Cities tend to be quite well connected</li> </ul>
Thinking about the features on the map, what do you think makes Manchester a good place to have a business?	<ul style="list-style-type: none"> <li>• Good transport networks, such as roads and railways</li> <li>• Availability of workers</li> <li>• More people to buy your goods if you're a smaller business</li> <li>• More office and shop space to choose from</li> <li>• Other businesses are close by to supply your business with some of the things you might need. This is called a supply chain.</li> </ul>



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# THE ECONOMICS OF A WATER BOTTLE >



## TIME REQUIRED

60 minutes



## MATERIALS

- ✓ Water to go worksheet

## ACTIVITY STEPS >

1. In this activity, learners will be introduced to the concept of a supply chain. Learners will understand the relationship between a product, its contribution to job creation and economic growth and its potential to create negative environmental impacts.
2. In pairs or small groups, learners will look at the supply chain economics of a plastic bottle, by completing the 'Water to go' worksheet. If you have a plastic bottle available, it might provide a useful physical example.
3. Give the groups sufficient time to work independently and circulate during the activity to provide prompts, if necessary.
4. Bring the groups together to go through their findings. You should do this after the second question to tell them that the profit is only 25p, before moving onto the other questions. Use the table below to help you respond correctly to learners' answers and to guide their understanding in the right direction.
5. Conclude with an explanation that the activities in their worksheet make up something called a 'supply chain'.

Supply chains create work for a large number of people and involve lots of different companies who provide goods and services. For example, businesses that make and sell lorries, or that make and sell plastic bottles, labels and cardboard boxes. The supply chain even includes businesses that generate power, build factories or maintain and clean buildings.

WORKSHEET TASK	SUGGESTED ANSWERS
List the 4 separate materials used to make a bottle of drinking water.	<ul style="list-style-type: none"><li>• Water</li><li>• Plastic bottle</li><li>• Plastic cap</li><li>• Label</li></ul>
How much profit do you think a company who makes water bottles makes from the sale of a 75p bottle?	<ul style="list-style-type: none"><li>• 25p</li></ul>



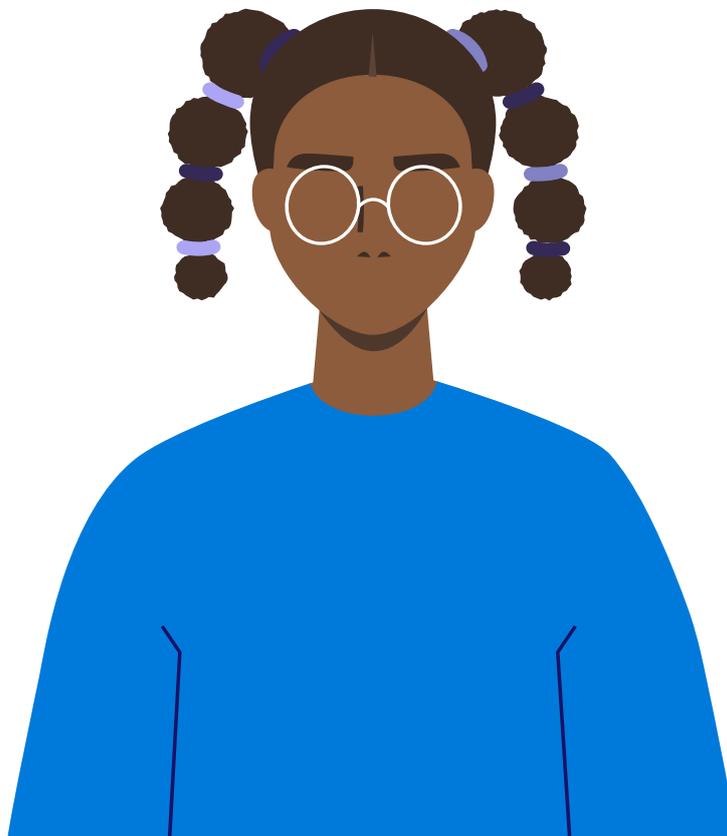
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WORKSHEET TASK	SUGGESTED ANSWERS
<p>So where has all the profit gone? What has it cost for that bottle of water to get to you?</p>	<ul style="list-style-type: none"> <li>• Pumping the water from the ground</li> <li>• Cleaning the water of any contaminants (germs and bacteria)</li> <li>• Buying the bottles and caps (and all the costs associated with the factories that make the bottles and the caps)</li> <li>• Bottling and labelling machines</li> <li>• Printing machine and paper and ink for the labels</li> <li>• A factory to do this in</li> <li>• Workers' wages</li> <li>• Electricity, water and office equipment to power and support the factory</li> </ul>
<p>List as many processes you can think of that are associated with preparing and transporting the bottles to a distribution centre and then onto the shop.</p>	<ul style="list-style-type: none"> <li>• Cardboard boxes to put the bottles in</li> <li>• Shrink wrap to put around groups of bottles in boxes</li> <li>• Pallets to move the boxes on</li> <li>• A forklift to move the boxes onto the lorry</li> <li>• Lorries</li> <li>• Fuel for the lorry</li> <li>• Lorry drivers' wages</li> </ul>
<p>When the bottles get to the shop, what sorts of costs might be associated with making the water available for you to buy?</p>	<ul style="list-style-type: none"> <li>• Rent or the cost of the shop itself</li> <li>• Shop workers' wages</li> <li>• Refrigeration, if bottles are being kept cool</li> <li>• Energy to heat/cool and light the shop</li> </ul>



# BOTTLE BUSINESS BINGO >



## TIME REQUIRED

15-20 minutes



## MATERIALS

- ✓ Bottle bingo boards
- ✓ Adviser bingo cards

## ACTIVITY STEPS >

1. Learners will be provided with a bingo board related to a bottle of water. They can choose from either the supply chain: transport, supply chain: manufacture, or supply chain: retail boards.

You could put the learners in pairs or small groups and make sure that different groups have different boards.

2. On the boards you will see images of environmental impacts, for example water use, energy use and resource consumption. Explain to the learners that they are going to match the factors associated with each of the supply chains (most of which are negative environmental impacts).

3. You will have a pack of cards (the bingo balls!) with different parts of the supply chain written on it. Shuffle the cards and then draw one out at a time and read out the action from the supply chain written on the card. The learners will then look to see if their board has any of the factors that result from that action and cross it out if they do.

You may want to explain that the learners can check off more than one factor at a time (if the action is relevant to more than one factor) and stop after each card is read out to see whether the factor they have checked is linked to the action.

4. When all the impacts have been crossed out on a board, the learners can call 'bingo' and be declared the winner. Make sure that they can explain why they crossed out each of their factors.



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# WRAP UP >



## TIME REQUIRED

5-10 minutes



## MATERIALS

✓ Home activity worksheet

# ACTIVITY STEPS >

1. Ask the learners what they have learnt from this session. You could check that they have understood what the terms green economy, green business and supply chain mean.
2. Explain the home activity that learners should complete before the next session. In this activity, learners are asked to think about packaging waste.

Using the 'Home activity' worksheet, learners are encouraged to make a note of how much packaging waste comes into their house from food and any items the household may have bought. Learners should make a note of the type of package: plastic, cardboard, tin cans etc., and keep a tally (a score) of how many separate pieces of packaging they have had to throw away during the week.

## IMPORTANT NOTE

You could adapt this home activity to suit your learners. You may want to change it so learners record the waste in their classroom/setting. Or if you think the learners will not be able to complete this task independently, you could change this into an investigation into your setting that you do together as a group.

## FEEDBACK

If you would like to share your feedback on this session plan or the entire unit, please complete our survey [here](#).



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