

General aim of the lesson

By the end of this lesson students will be aware of the concept “sustainability”.

Learning Outcomes

By the end of the lesson all students will be able to:

Knowledge

- give a definition on sustainability as a consumer, but also as an entrepreneur
- explain when a salon is sustainable or not
- understand a standard system for environmental care
- know the principles of the PDCA-circle
- define what climate change means
- explain why our planet is unhealthy
- explain why climate conferences are important
- define the sustainable development goals
- name the 3 key elements of the Paris Agreement
- give a definition for carbon footprint
- explain the use of the consumer footprint calculator

Skills

- give examples of being sustainable as a hairdresser
- make a list of actions to become more sustainable at home
- communicate with sustainable salons
- make a presentation on a salon focussing on sustainability
- use different scans on sustainability
- process the results of the scans on sustainability
- implement the principles of the PDCA-circle in a short and long term plan
- give consequences of climate change
- give evidences of climate change
- give examples of the most important goals of the climate conferences
- link sustainable development goals to a sustainable salon
- calculate your own carbon footprint
- reduce their own carbon footprint
- start up a campaign (poster, flyer) to make hairdressers aware of the impact of their carbon footprint and how to be as sustainable as possible

Attitudes

- Group discussion to share ideas and thoughts, awareness
- Evaluate outcomes
- Corner work
- Creativity
- Interviewing skills
- Communication
- Use of ICT
- Awareness on sustainability, climate change and carbon footprint



Additional Learning Outcomes

Here you can describe extra competences in terms of knowledge, skills and attitudes, as some students have a different work tempo or level of comprehension. It can also be applied to make a difference between the different VET levels of learning.

By the end of the lesson some students *will* be able to:

- **understand quotes on sustainability*
- **name the different work stations in a salon*
- **give ways of recycling salon waste by using a website*
- **recognising eco-friendly actions taken in a salon*
- **give sustainable modifications for the different processes in a salon*
- **make clear visuals of the results*
- **compare the results to one another*

By the end of the lesson some students *may* be able to:

- **give standards a salon must comply to to be considered sustainable*
- **thinking in a sustainable way as a hairdresser (pollution, customers, services, costs)*
- **put goals and short and long term plans into an advice to email to users of the scans*

Activities

Assignment p. 7: What do you think “sustainability” means being a hairdresser? Write down words or short sentences in a wordweb.

Assignment p. 7: Would you be able to give a definition to the word “sustainability”? Write it down in your own words.

Assignment p. 10: Make a list of actions you can use to become more sustainable at home. Students can use the text in the student’s manual or the Internet or their own knowledge.

Assignment p 10: Work in pairs. Find a salon that is working in a sustainable way. Take an interview of 10 questions focussing on sustainability. Make a presentation of the information you got on sustainability from the interview. Present the presentation to the classroom.

Assignment p. 12: We will divide in 3 groups to take the scans and process the results.

- First group: You will take the awareness scan from 5 different teachers at 3 different hairdressing schools. You keep a good record of the results of the scans to create a clear overview in charts later.
- Second group: You will take the awareness scan in 15 different salons, preferably across the country. You keep a good record of the results of the scans to create a clear overview in charts later.
- First group + second group: You will take the extended scan in 5 different salons, depending on the need and the results of the awareness scan.
- Third group: You will take the scan on organization context of a sustainable salon from 5 recently opened businesses (up to 1 year) and 5 salons that are already open for more than 1 year, but less than 5 years and 5 salons that are open for more than 5 years.



Assignment p. 13: We divide into two groups.

- Group 1: Make up a short term plan to achieve the goals set in the discussion.
- Group 2: Make up a long term plan to achieve the goals set in the discussion.

Use the template in the teacher's toolkit, including the PDCA-principles.

Assignment p. 14: Look at the picture. Give a concrete example for the given changes. Fill in the grid from the teacher's toolkit.

Assignment p. 20: Read the article by clicking on the link

<https://www.theactuary.com/features/2021/10/07/unhealthy-planet-unhealthy-people> or ask your teacher to get the text on paper. Answer the questions on the sheet.

Assignment p. 23: Check the website: <https://www.un.org/en/climatechange/paris-agreement> and name the 3 key elements of the Paris Agreement.

Assignment p. 24: Look at the small video on YouTube and answer the key questions on the sheet you'll find in the teacher's toolkit. <https://www.youtube.com/watch?v=b6qPnu82OVU>

Assignment p. 27: How big is your carbon footprint and what can you do to improve it?

Underneath there are different tests you can do on the internet.

- <https://footprint.wwf.org.uk/#/>
- <https://eplca.jrc.ec.europa.eu/ConsumerFootprint.html>
- <https://www.nature.org/en-us/get-involved/how-to-help/carbon-footprint-calculator/>
- <https://footprintcalculator.henkel.com/en>

Assignment p. 29: Let's finish of this chapter with a creative assignment. You will work in pairs.

You will start up a campaign (poster, flyer) to make hairdressers aware of the impact of their carbon footprint and how to be as sustainable as possible. Make sure you tick of all the criteria given on the evaluation form in the teacher's toolkit.



Time schedule per lesson of 60 minutes: SUSTAINABILITY

Time	What	How	Media used – teachers resource kit
LESSON 1			
10	1. Sustainability	- Assignment: Brainstorm on the concept “sustainability”	- White board
5	1.1. The concept: What does “sustainability” mean?	- Reading the text under 1.1.	- Post-its
5		- Defining a definition	- Student’s manual
5	1.2. When are you sustainable?	- Reading the text under 1.2.	- PowerPoint
15		- Assignment: Making a list of actions to become more sustainable at home	- Assignment papers
20		- Assignment: Finding a sustainable salon + preparing an interview	- Computer/laptop
			- Cell phone or telephone
LESSON 2			
60	1.2. When are you sustainable?	- Assignment: Interview + preparing a presentation on the sustainable salon	- Assignment papers
			- Computer/laptop
			- Cell phone or telephone
LESSON 3			
60	1.2. When are you sustainable?	- Assignment: Presenting the different sustainable salons	- Computer/laptop
			- Beamer
			- Assignment papers
LESSON 4			
5	1.3. Scans on sustainability	- Reading the text under 1.3.	- Student’s manual
10		- Looking at the 2 awareness tools for school and salon	- PowerPoint
10		- Looking at the extended tool	- Tools online
10		- Looking at the tool on the organization aspects on environment	- Assignment papers
			- Computer/laptop
			- Cell phone or telephone



25		- Assignment in different groups: organization of the assignment - group forming + arrangement (dates, contact information, ...)	
LESSON 5			
60	1.3. Scans on sustainability	- Presenting the results of the different scans - Formulating a conclusion	- Computer/laptop - Beamer - Assignment papers
LESSON 6			
5	1.3. Scans on sustainability	- Reading text on the PDCA-circle	- Student's manual - PowerPoint
30		- Assignment in groups	- Assignment papers
25	Evaluation on "Sustainability"	- Test on sustainability	- Test

Teachers Evaluation of the lesson

- Process evaluation; how did it go?

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- Product evaluation; do the students master the content? Did they learn what it is about?

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Time schedule per lesson of 60 minutes: CLIMATE CHANGE

Time	What	How	Media used – teachers resource kit
LESSON 1			
5	2. Climate change	- Reading the text under 2.	- Student's manual
20		- Assignment: Giving concrete examples for the given changes	- PowerPoint
35	2.1. Definition 2.2. Unhealthy planet	- Reading the text under 2.1. and 2.2	- Assignment papers - Computer/laptop
LESSON 2			
20	2.2. Unhealthy planet 2.3. Climate conferences and sustainable development goals	- Assignment: Reading an article and answering questions	- Student's manual
15		- Reading the text under 2.3.	- PowerPoint
5		- Assignment: Giving the 3 key elements of the Paris Agreement	- Assignment papers
20		- Assignment: watching a video on YouTube and answering the key questions	- Computer/laptop - Connection to YouTube
LESSON 3			
15	2.3. Climate conferences and sustainable development goals	- Assignment: watching a video on YouTube and answering the key questions	- Student's manual
45	Evaluation on "Climate change"	- Test	- PowerPoint - Assignment papers - Computer/laptop - Connection to YouTube - Test



Teachers Evaluation of the lesson

- Process evaluation; how did it go?

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- Product evaluation; do the students master the content? Did they learn what it is about?

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Time schedule per lesson of 60 minutes: CARBON FOOTPRINT

Time	What	How	Media used – teachers resource kit
LESSON 1			
20	3. Carbon footprint	- Reading the text under 3.	- Student’s manual - PowerPoint
20	3.1. Definition	- Reading the text under 3.1.	- Computer/laptop
20	3.2. The Consumer Footprint Calculator (general)	- Reading the text under 3.2.	
LESSON 2			
30	3.2. The Consumer Footprint Calculator (general)	- Assignment: Measuring your own carbon footprint by taking different online tests	- Student’s manual - PowerPoint - Computer/laptop - Tests online
10	3.3. How to reduce your personal carbon footprint?	- Reading the text under 3.3.	- Paper in different colors - Glue
20		- Assignment: Creating an awareness campaign	- Scissors - Pencils and markers - Computer program to create a poster or flyer digitally
LESSON 3			
40	3.3. How to reduce your personal carbon footprint?	- Assignment: Creating an awareness campaign + presenting it	- Paper in different colors - Glue - Scissors - Pencils and markers
20	Evaluation on “Carbon footprint”	- Test	- Computer program to create a poster or flyer digitally



Teachers Evaluation of the lesson

- Process evaluation; how did it go?

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- Product evaluation; do the students master the content? Did they learn what it is about?

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