

Session Plan: Gen Green 4 Australia Learning Resource

The Gen Green 4 Australia survey provides a good opportunity to revise previous learning about sustainability. The questions in the survey are designed to get students to reflect on their experiences of sustainability at work, in training and at home. This plan facilitates a short session drawing out these reflections through discussion between peers (inquiry based learning).

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| Preparation: | Get students under 18 to take the Consent Form home, have it completed by a parent or guardian and returned to you prior to session Review summary information on gengreen.org.au |
| Time required: | 40 minutes (including 15 minutes to complete survey) |
| Resources: | <ol style="list-style-type: none"> 1. Projector for PowerPoint slides 2. Computers or tablets with internet access for students to complete survey online (eg. computer lab) 3. <i>Training Resources Sustainability: Knowledge and skills for a low carbon economy</i> available at: http://www.swinburne.edu.au/ncs/Innovation/BSV.pdf and http://www.swinburne.edu.au/ncs/efshub/ |
| Outcomes: | <ol style="list-style-type: none"> 1. Completion of the Gen Green 4 Australian survey 2. Reflect on the concepts of triple bottom line and skills for sustainability in current skills context |

| Time | Action | Resource |
|-------|--|---------------------------------------|
| 00.00 | Introduce Gen Green 4 Australia and reinforce the importance of having a voice in the future of VET delivery of skills & sustainability | slide 1, 2 & 3 |
| 00.05 | Reassure students of their confidentiality. Ensure under 18's have consent as they will get bumped from survey otherwise | slide 4 |
| 00.06 | Conduct survey – this will take from 10 to 15 minutes Note: If computer access is an issue, the session can be split at this point and students asked to do the survey at home or in the library | Computer w/internet access Slide 5 |
| 00.21 | Once everyone has completed the survey, invite the class to engage in discussion about what the triple bottom line means for your industry | Slide 6, 7 & 8 |
| 00.23 | Facilitate a discussion on the positive and negative environmental, social and economic impacts of your industry – the references in <i>Training Resources Sustainability: Knowledge and skills for a low carbon economy</i> and at http://www.swinburne.edu.au/ncs/efshub/ are good background. | Slide 9 |
| 00.31 | Encourage students to exchange their personal reflections on the relevance of sustainability to their skill development | Slide 10 & 11 |
| 00.39 | Thank your students for participating in the survey | Slide 12 |