

Challenging Business students on economic models and circular economy to promote sustainability

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I will implement my scenario in: 10th -12th grade Business Management Program

The duration of the implementation is: 3-4 weeks 15 hours

My scenario goals are:

1. Understanding limitations of traditional economic business models
2. Understanding the change possible through developed models, i.e. ESG reporting, Circular Business model mapping etc
3. Interacting with the business community to strengthen sustainability
4. Challenging the students to take active initiative towards increased sustainability in business

How will I achieve my educational goals?

educational goals

Through 3 introductory lessons I will:

1. Pre-knowledge discussion in the class, build further through engaging film/article, lecture on the topic and introducing the main Circular Business model canvas tool for mapping and evaluating their companies. What are the big issues?

2. Then student groups of 2-4 organize their work, establish a business contact and plan their visits, prepare questions with the help of the canvas tool and carry out their interviews and mapping (1-2 weeks).

3. Group presentations in class of their respective CBM canvases, followed by reflective discussions (3 lessons)

4. At the end of the project we give an individual reflection task/test as part of the individual assessment/grading. (1 lesson)

<https://docs.google.com/document/d/13Fy9MaIm0aj4rZPV0orQzGPV0-1P35Tc/edit>



Remember that your scenario goals should be linked with Sustainability Citizenship.



This activity links to the Sustainable Development Goals:



Select the goals
you want and
delete the
remaining icons



The green competences that promoted from my scenario are:

Embodying Sustainable Values

Embracing Complexity in Sustainability

Envisioning Sustainable Futures

Acting for Sustainability

Valuing Sustainability

Systems Thinking

Futures Literacy

Political Agency

Supporting Fairness

Critical Thinking

Adaptability

Collective Action

Promoting Nature

Problem Framing

Exploratory Thinking

Individual Initiative



I will collaborate with:

- Local or other businesses engaging in activities and problem solving with student groups
- **UF** or Young Enterprise Sweden, Stockholm region for our Year 11 students running UF companies during their school year
- Local enterprise leaders at community level
- “Företagarna Sigtuna”, local business owner's organization

Here is my plan for integrating this scenario in my school this year:

The overall program structure for our Business Program asks for sustainability teaching in it's Exam goals. The specifics of how sustainability should be taught is not defined more precisely, but to a great extent left to individual teacher's creativity and collegial cooperation.

The Swedish gymnasium is made up of several courses given over three years, with 8 Program specific courses spread out over 3 years and from a broad range of subjects, also showing a progression towards deeper knowledge and specialization.

This calls for:

1. Introducing the concepts from Synapses to colleagues within our business institution and program
2. Deciding on a joint strategy for progressive sustainability teaching over the courses in the program
3. Building on the model of ecological, social and economic sustainability throughout the program

