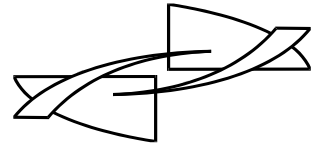


# Berufsbildende Schulen I Uelzen



Wir leben Nachhaltigkeit!

## Sample ESD-VESD lesson plan

Teacher / Trainer:

Learning place:

BBS 1 Uelzen  
Scharnhorst Str. 10

29525 Uelzen  
0581 9556

Subject:

xxx

Field of study:

xxx

Topic:

(mathematics lesson)

**Lesson-Topic: xxx**

School form:

xxx

Class/Course:

xxx

Room:

xxx

## **1 Tabular representation of the learning situation**

**Goals with the desired competencies of the learning situation in order to develop sustainability-oriented design competencies:**

**The learners/pupils...**

inform themselves about decisions in the context of the economic, ecological and social dimensions of sustainability and the 17 United Nations Sustainable Development Goals...

analyse ...

use ...

interpret the results in relation to sustainability-oriented criteria ...

... plan in the context of the economic, ecological and social dimensions of sustainability and the 17 United Nations Sustainable Development Goals...

strengthen their planning and problem-solving skills when faced with complex problems .....

support each other when encountering learning difficulties within a group ...

... recognise the complexity of decisions in the context of the economic, ecological and social dimensions of sustainability and the 17 United Nations Sustainable Development Goals...

reflect and decide, taking into account the recognised conflicts of interest ... ..

assess and evaluate the problem solution/product/service or sustainability project ...

**Working together to create excellent digitally supported and sustainability-oriented learning!**

**Thinking in an interdisciplinary, 'networked' way and working together to develop, implement, assess and evaluate sustainability-oriented learning arrangements**

**(sustainability projects, etc.).** Using the BBS I Uelzen – Guideline for designing of ESD/VESD projects /projectjournal [Virtuelle Plattform BNE-BBNE - BBS I Uelzen \(bbs1uelzen.de\)](https://pa-bbne.de/), see results <https://pa-bbne.de/> too or frameworks <https://www.greenpeace.de/ueber-uns/umweltbildung/bbne>

**Coordination within the class team with all teachers/company trainers, including ÜBL and colleges/universities – vocational learning (Vocational Education for Sustainable Development, BBNE) and general education (Education for Sustainable Development, BNE) with other relevant vocational training partners and supporters (supplier industry/specialist consultants, external learning coaches – Design Thinking ..., extracurricular ESD learning locations, ... joint design – 'learning location cooperation'!**

## 2 Goals with the desired competencies of the lesson

### 2.1 Information about the learning group

### 2.2 Competence of the learning group

### 2.3 Personal Competences

The learners/pupils...

strengthen their planning, problem-solving and design skills by responding to and building on the ideas of other pupils ...

use the digital media that have been introduced.

### 2.4 Content-related skills

The learners/pupils ...

recognise the limitations of a real-world model and the need to expand it with sustainability criteria ...

begin to independently integrate sustainable development goals into economic models, for example.

## 3 progress planning



Source:

<https://www.bundesregierung.de/resource/image/1552094/16x9/1023/575/256038aeeb2d4597d3f6d0154133a91d/e/2018-11-20-17-ziele-fuer-nachhaltige-entwicklung.png>

Time	Sub-phase	planned teacher behaviour/expected learner - pupil behaviour	Action and social forms/media	<i>Reference to sustainability goals 1-17</i>	<i>Reference OECD Learn- compass 2030 - 4 C + Ai Future Skills</i>
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Autor: Stefan Nowatschin, OStD am 08.10.2025

09:35 - 09:50 15'	Welcome and entry	<ul style="list-style-type: none"> <li>- T. welcomes students</li> <li>- T. verbally introduces students to the situation</li> <li>- T. asks guiding questions to approach the problem</li> <li>- Review criteria for sustainable products/services</li> </ul>	TLD    LA	17, 4 4 4  4 in Context von 8, 9, 11, 12, 13	Com Com Com  CT
09:50 - 10:00 10'	Planning decisions on how to proceed	<ul style="list-style-type: none"> <li>- - Expected result:</li> <li>- - One working group per product</li> <li>- - Comparison of the advantages and disadvantages of the products/services, taking into account AI assistance systems.</li> <li>- As a presentation in plenary</li> <li>- - Make a recommendation</li> </ul>	LA	4  4 in context von 8, 9, 11, 12, 13 4	CT  Com/CT/ Crea / AI Com
10:00 - 10:25 25'	working phase	<ul style="list-style-type: none"> <li>- Calculation of profit and profit margin</li> <li>- Highlighting additional criteria of the product/service</li> <li>- Preparation and upload of the presentation</li> <li>- Upload of ...</li> </ul> <p>Visits to the break station in the learning room are also possible between learning phases for 2-5 minutes.</p>	LA	4  4 in context von 8, 9, 11, 12, 13  3	CT  Crea  Crea  Com
10:25 - 10:50 25'	Controlling	<ul style="list-style-type: none"> <li>- The groups present their results <ul style="list-style-type: none"> <li>• Calculations are explained</li> <li>• Aspects of sustainable products are highlighted</li> </ul> </li> </ul>	LA	4 context 17 4 4 in context von 8, 9, 11, 12, 13	Com / CT / Coll Com CT
10:50- 11:00 10'	Reflect	<ul style="list-style-type: none"> <li>- L. discuss in plenary which product should be introduced.</li> <li>- L. vote online on which product should be introduced.</li> </ul>	TPD  LA / GW Teams	4 context 17 4 context 17	Com / CT  Coll / Crea

11:00 – 11:05 05'		<ul style="list-style-type: none"> <li>- Presentation of the voting results</li> <li>- T selects pupils to present a summary</li> <li>- reason for their selection.</li> </ul> Pupils critically reflect on the use of AI assistance systems.	LA LA /	4  4	Com / CT  Com / CT/ AI
Teaching reserve and homework		<ul style="list-style-type: none"> <li>- L. reflect in writing on the inclusion of AI assistance systems in their individual learning progress. The L. work on practice exercises to prepare for the exam.</li> </ul>	LA	4  4 im context to ...	AI/ CT / Crea

**Abkürzungsverzeichnis:** **WS** = Worksheet; **GW**= Group work; **GWC** = Group work cards; **T** = Teacher; **TA** = Teacher activity; **TLD** = teacher-Learner discussion; **TP**= Teacher presentation; **LA** = Learner activity; **L** = Learners, **4 C**: Communication (com), Collaboration(Coll), Creativity (Crea), Critical thinking(CT), Artificial intelligence (Ai)

#### 4.1 project description

#### 4.2. Didactic decisions

#### 4.3. Methodological decisions

#### 4.4. Teaching materials introduced<sup>5</sup>

List of sources

Bibliography

#### 6 Files

Action situation, learning paths, etc.

### 7 Declaration

I hereby confirm that I have written the lesson plan myself.

No aids other than those specified have been used.

Name:.....

Place: ....., den ..... 2025