AI-GREENER
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LESSON PLAN

Sustainable Development and Green Entrepreneurship through Argumentative Texts and Artificial Intelligence

QUADRAT HAK×HLW Bundeshandelsakademie Wolfsberg Austria	Darıca İlçe Milli Eğitim Müdürlüğü Turkey	Campus 02 Fachhochschule der Wirtschaft GmbH Austria	Directorate of Secondary Education of Kefallinia Greece	Jaunpiebalgas vidusskola Latvia	Sucessos Criativos, Lda Portugal	Sredno obshtoobrazovatelno uchilishte Lyuben Karavelov Bulgaria

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Disclamer

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1. Sustainable Development and Green Entrepreneurship through Argumentative Texts and Artificial Intelligence

2. GRADE LEVEL

ISCED Level 3 – Upper Secondary Education (ages 17–18)
(Third Grade of Upper Secondary School – Modern Greek Language)

3. SUBJECT AREA

Modern Greek Language and Literature

Languages

Environmental Studies

Social Studies

TYPE

Lesson Plan

4. DURATION

2 x 60-minute classes

5. LEARNING OBJECTIVES

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

O1 – Analyze argumentative texts related to sustainability and green entrepreneurship.

O2 – Produce a coherent and well-structured argumentative text using appropriate language choices.

O3 – Evaluate the role of Artificial Intelligence as a supportive tool in planning and revising written texts.

O4 – Develop critical thinking and civic awareness regarding environmental and economic challenges.

6. Key Competences Developed

Literacy
Digital competence
Entrepreneurship competence
Citizenship competence
Personal, social and learning to learn competence

7. Prior Knowledge / Prerequisites

Students should have basic knowledge of argumentative text structure (introduction, arguments, counterarguments, conclusion) and persuasive techniques. No prior experience with Artificial Intelligence tools is required.

8. Lesson/Project Outline

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Phase 1 – Introduction (Engage & Contextualize)

The lesson begins with a guided discussion on contemporary environmental challenges, such as climate change, overconsumption, and sustainable development. Students are encouraged to express their opinions and prior knowledge. Short excerpts from European educational material on sustainability are presented to contextualize the topic.

Expected outputs:
Students understand the relevance of sustainability as a social and linguistic topic suitable for argumentative writing.

Resource (name)	Link (to the folder on Teams)

European Commission – Green Education	https://education.ec.europa.eu/focus-topics/green-education

Phase 2 – Exploration (Investigate & Compare)

Students analyze selected argumentative texts related to green economy and sustainable development. Emphasis is placed on identifying thesis statements, arguments, evidence, and linguistic choices. The teacher introduces official European policy texts as reliable sources for argumentation.

Main reference text:
Students also discuss differences between traditional text planning and AI-assisted brainstorming.

Expected outputs:
Improved understanding of argumentative structure and content-based argument development.

Resource (name)	Link (to the folder on Teams)
European Commission – European Green Deal	https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green

Phase 3 – Application (Hands-On Practice)

Students are asked to write an argumentative text (article or essay) on the topic of green entrepreneurship and sustainable development. During the writing process, they may use an AI tool as a supportive resource for idea generation, vocabulary enhancement, or text revision, under teacher guidance.

Expected outputs:
A complete argumentative text demonstrating coherence, critical thinking, and appropriate language use.

Resource (name)	Link (to the folder on Teams)

AI support tool: ChatGPT	https://chat.openai.com

Phase 4 – Reflection & Consolidation (Present & Connect)

Students participate in peer review and self-assessment activities. A reflective discussion follows on the ethical and responsible use of Artificial Intelligence in education and writing.
Expected outputs:
Students reflect on their learning process and develop awareness of ethical AI use.

Resource (name)	Link (to the folder on Teams)
OECD – Artificial Intelligence in Education	https://www.oecd.org/education/education-and-ai/

9. Assessment Criteria

Student assessment is based on:

Quality and coherence of the argumentative text

Accuracy and appropriateness of language

Strength of arguments and use of reliable sources

Responsible and critical use of AI tools

Assessment methods include teacher evaluation, peer review, and self-assessment.

10. Teaching Materials

Name	Type (Developed/Existing)	Link	Role in the lesson

Argumentative Text Samples on Sustainability	Existing	https://education.ec.europa.eu/focus-topics/green-education	Reading and discussion to support critical thinking
European Green Deal Factsheets and Policy Summaries	Existing	https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en	Background information for understanding sustainability policies
AI Writing Support Tool (ChatGPT)	Existing	https://chat.openai.com	Support students in generating and refining ideas
Teacher-Developed Worksheets for Text Analysis and Writing	Developed		Hands-on practice in analysis and writing

11. External Resources and References

This section includes optional references for students who wish to explore the topic beyond the scope of the lesson.

Resource (name)	Link (external or to the folder on Teams)
European Commission. (2020 / ongoing). Chemicals Strategy for Sustainability – Towards a Toxic-Free Environment.	https://environment.ec.europa.eu/strategy/chemicals-strategy_en
UNESCO. (n.d.). Artificial Intelligence for Sustainable Development (Synthesis Report).	https://unesdoc.unesco.org/ark:/48223/pf0000370308