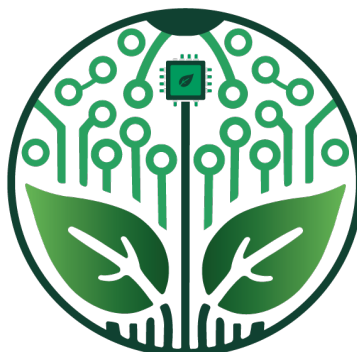


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LESSON PLAN

Digital Platforms, AI, and Sustainable Entrepreneurship

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Disclaimer



**Co-funded by
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1. TITLE

Digital Platforms, AI, and Sustainable Entrepreneurship

2. GRADE LEVEL

ISCED Level 3 – Upper Secondary Education (ages 15–18)

3. SUBJECT AREA

- ☐ Economics
- ☐ Computer Science
- ☐ Social Studies

4. TYPE

- ☐ Lesson Plan

5. DURATION

- ☐ 2 x 40-minute classes

6. LEARNING OBJECTIVES

- O1 – Describe what digital platforms are and how they support entrepreneurship.
- O2 – Explain the role of artificial intelligence in digital and green businesses.
- O3 – Identify positive and negative impacts of digital platforms on society and the environment.
- O4 – Propose simple sustainable business ideas using AI and digital platforms



7. Key Competences Developed

- Digital competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

8. Prior Knowledge / Prerequisites

- Basic understanding of:
 - o Apps, websites, and social media platforms
 - o Simple business ideas
- No technical or economic background required

9. Lesson/Project Outline

Phase 1 – Introduction (Engage & Contextualize)

Activity:

Teacher asks:

- “Which apps or platforms do you use every day?”
- “Can platforms help people start businesses?”

Key explanation (student-friendly):

- A digital platform connects users (buyers, sellers, creators)
- Examples: online marketplaces, learning platforms, sharing apps
- AI helps platforms:
 - o Recommend products
 - o Predict demand
 - o Reduce waste

Expected Output:

- Students name examples of platforms and AI uses

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



Phase 2 – Exploration (Investigate & Compare)

Teacher input:

- Digital platforms are part of digital entrepreneurial ecosystems
- AI supports:
 - o Smart logistics
 - o Energy efficiency
 - o Sustainable decision-making
- Risks:
 - o Overconsumption
 - o Digital inequality
 - o Environmental impact of data centers

Pair discussion:

- “Are digital platforms always good for sustainability?”

Expected Output:

- Students identify both benefits and risks

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

Phase 3 – Application (Hands-On Practice)

Main task:

Students complete the WORKSHEET

They:

- Analyze a digital platform case
 - Identify AI and sustainability links
 - Design a simple green platform idea
-

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



Phase 4 – Reflection & Consolidation (Present & Connect)

Class discussion:

- “How can digital platforms be greener?”
- “What responsibilities do young digital citizens have?”

Exit task:

Students write 3–4 sentences on:

“How AI platforms can support a sustainable future.”

10. Assessment Criteria

Assessment tools:

- Worksheet completion
- Quiz results
- Participation in discussion
- Reflection writing

Focus:

- Understanding of digital platforms
- Connection between AI and sustainability
- Creative thinking

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

11. Teaching Materials

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



12. External Resources and References

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