Intro to Blue Economy

Lesson Plan

## Objectives:

1. Build awareness of the importance of the Blue Economy
2. Identify how climate change can impact the Blue Economy
3. Identify what actions participants can take to protect the ocean, their business, and the community by recognizing the positive impacts of their businesses, identifying actions to reduce harm to the environment, developing risk mitigation strategies, and identifying business opportunities in the blue economy.
4. Define the participant’s role and vision as an environmental steward and business leader in their communities.

## Agenda:

| **Section** | **Time** |
| --- | --- |
| 1. Welcome and introduction | 40 min |
| 1. Introduction to Blue Economy and Climate Change | 70 min |
| Break | 20 min |
| 1. SWOT Analysis - Blue Economy | 110 min |
| 1. Closing | 20 min |
| **Total** | **4.5 hours (With 10 min. Buffer)** |

## Before the session:

* The trainer should arrive at least 30 minutes before the start of the session to ensure the venue and all other needed materials are set up and in place.
* Room prepared in a U shape (ideally with tables and chairs) with printed participant workbooks and pencils for each entrepreneur.
* Stick posters to walls.
* Prepare sound and play welcome music (optional)
* Prepare visually appealing training flip charts in advance

Materials for the session:

* Attendance list
* Name tags
* Equipment to play music and music playlist
* White Paper
* Tape
* [SWOT analysis printed or digitized](https://docs.google.com/document/d/123F34Uxsv3ZyuBFbzZwcgnNAxUvJC0XxvslpsojQtRc/edit?usp=sharing)
* Markers
* Pens/Pencil

## Lesson Plan

### 

### Section 1: Welcome and Introduction

**Objective:** Create a learning environment where participants are ready to learn; this includes framing the session topics, sharing the benefits of participating in this session, implementing an icebreaker, and developing a positive emotional connection to the subject matter.

**Time: 40 Min**

**Materials needed:**

* Paper
* Equipment to play music and music playlist
* Attendance list
* Name tags

| Time | Activities |
| --- | --- |
| 15 Min | Registration and Welcoming  * INVITE entrepreneurs into the room * ASK them to sign the attendance list * PROVIDE name tags to participants and ASK them to write their names and wear them * GREET the participants and WELCOME them to the session * SAY:   + Welcome to a new session. Today’s session is about The Blue Economy and our role as environmental leaders in our businesses and communities.   + Before we delve into today’s session, we are going first to do a short recap. |
| 20 Min | Session recap   * ARRANGE the participants in a circle * GRAB paper and DO a ball with it * TELL participants the following instructions:   + “Ok, we are going to play ball, I’m going to throw the ball to someone and the person with the ball is going to share with the rest something they learned from the previous session, then this person is going to throw the ball to someone new, and then that person is going to share with us their learnings and so on” * ASK if they have questions |
| 5 min | Framing the workshop  * FRAME the workshop:   + In today's workshop, we will explore how the Blue Economy offers immense opportunities to grow your businesses sustainably. Through this session, you will gain insights into how the Blue Economy interacts with climate change, how to manage ocean resources responsibly, and the numerous entrepreneurial opportunities within this sector. You will also identify ways to reduce environmental harm and mitigate risks. By the end of the session, you will have developed a clear vision of what you can do as a leader to keep growing your business while benefitting your community and the environment.   + Are you ready to begin? Let's get started! * DESCRIBE the session’s agenda |

### Section 2: Introduction to Blue Economy

**Objectives:**

* To help participants build over their understanding of the ocean with the broader concept of the blue economy
* Explore the link between the Blue Economy and climate change.

**Time: 70 Min**

**Materials needed:**

* Paper
* Tape
* Card with blue economy elements
* Rope or wool
* Equipment to play music and music playlist

| Time | Activities |
| --- | --- |
| 35 Min. | ICEBREAKER: What does the ocean give us?  * **Opening - 10 minutes:**   + ASK participants to take 5 minutes to draw or write in one word the answers to one of the following questions:     - "What do you or your community get from the ocean?"     - "How do people around here use the ocean?"   + TAKE 3 Paste drawings or words on a wall or flipchart (e.g., fish, seaweed, boats, etc.). * Development - 20 minutes   **10 Minutes for sharing about the drawings**   * + If the group is small, LET everyone share their word   + If the group is large, ASK them to pair with someone and explain their word or drawing to each other. Then ASK 3 volunteers to share their word or drawing and explain it to the group.   **10 Minutes for discussion**   * + CHOOSE one of the answers and ASK:     - “What would happen if we took too many [fish] from the ocean?”       * This question aims to get to think about sustainability       * You can replace the question with other potential answers participants gave in their drawings. Ensure the question accomplishes the objective of having them thinking about sustainability. Other examples could be:         + “What happens if we cut down too many mangroves?”         + “What if we harvest too many coconuts and don’t plan new ones?”   + Now, EXPLAIN what BLUE ECONOMY is in simple terms:     - “The blue economy means using the ocean's resources in ways that help people today and tomorrow.”     - For example: "The blue economy is about making sure we can keep fishing, using the ocean, and making money from it without hurting it."     - Use the ideas on the drawings to link to the blue economy: "You mentioned [fishing]. The blue economy means making sure we don’t take too much [fish], so the ocean can keep giving us [fish] for many years."       * You can replace the previous example with the examples in your group.   + CLOSING - 5 minutes     - SUMMARIZE by sharing key takeaways:       * The ocean gives us many important things, such as food, jobs, and income. But if we take too much or pollute the ocean, it won’t be able to give us these things in the future. The blue economy is about using the ocean in a way that helps us today and helps future generations too.     - ASK if anyone has a comment or question |
| 35 Min. | Group Activity: “The ocean’s web of life”.  * **Opening - 10 minutes:**   + SAY “Now, that we have discussed the importance of taking care of the ocean and the ecosystem. Let’s talk about how climate change can have an impact on the resources the ocean provides us.”   + ASK “What kind of changes have you noticed in the weather in the past few years? What happens when it rains too much or not at all? How does it affect the fish, the seaweed, or mangroves?”      - * Example for Fish: "If the ocean gets too warm, some fish may leave the area, making it harder to catch them. What could that mean for families who depend on fishing?"       * Example for Mangroves: "If storms become more frequent, they can destroy mangroves, which protect the land from flooding. What might happen if we lose the mangroves?"     - LET two to four people answer     - REINFORCE the message of climate changing and affecting people’s lives and businesses   **Development - 20 minutes total (10 minutes for working in groups + 10 minutes for plenary)**   * + **SAY** “Let’s explore more how climate change can impact the blue economy. We’ll do an exercise called “The Ocean’s Web of Life”.   + **GIVE** each participant a card. Each card should contain a drawing, a word, or an image of a key element of the blue economy, such as people, fish, clean water, mangroves, profits, tourism, etc.   [Ocean's Web of Life Images](https://docs.google.com/document/d/1epQ7eGf2ysf0AP7NaU3pNXDg71JsZOz2O-oLT7UwhWI/edit)   * + **MAKE** groups of 3 or 4 people   + **SHARE** the following instructions with them:     - With your group, you are going to connect the elements using the rope provided     - Discuss in your group what happens when one of the elements is affected by climate change.     - Choose one example and prepare to share it in plenary.       * For example:       * “Mangroves -> fish ->profits -> families: If mangroves are affected, fish population are also affected, which means fishers can not sell and generate an income to support their families.”       * “Coral reefs -> biodiversity and coral reefs -> tourism -> community: Healthy coral reefs attract tourists for activities like snorkeling and diving, which brings income to local businesses. If coral reefs are damaged by climate change (e.g., warmer water causing coral bleaching), fewer tourists will visit, reducing income for the community. Plus, it will affect biodiversity.”     - You have 10 minutes to make the connections and prepare your example. Then, each group will have 2 minutes to explain the connections and the impact of climate change back in the plenary.   + After 10 minutes, **ASK** participants to come back to the plenary.   + **ENSURE** each group shares their response   **Closing - 5 minutes**   * + - **REINFORCE** that climate change can harm the ocean and the coast, which are important parts of the blue economy.     - **EMPHASIZE** how sustainable practices (like protecting mangroves, using less fuel, or catching only what is needed) can help reduce the effects of climate change and protect their resources.     - **SAY “**Let’s explore what we can do together to protect the ocean and our community from climate change?” |

### 20 MIN BREAK

### Section 3: BLUE ECONOMY SWOT ANALYSIS

**Objectives:**

* Identify what actions participants can take to protect the ocean, your business, and your community by recognizing the positive impacts of their businesses, identifying actions to reduce harm to the environment, developing risk mitigation strategies, and identifying business opportunities in the blue economy.
* Define the participant’s role and vision as an environmental steward and business leader in their communities.

**Time: 110 Min**

**Materials needed:**

* Paper
* Pen / Pencil
* [Digitized SWOT analysis](https://docs.google.com/document/d/123F34Uxsv3ZyuBFbzZwcgnNAxUvJC0XxvslpsojQtRc/edit)
* Equipment to play music and music playlist

| Time | Activities |
| --- | --- |
| 25 Min. | Benefits and positive impact **Opening - 2 Min**   * **SAY**    + Let’s start by recognizing that our businesses create a positive impact for society, the community, the economy, and the environment.   + It’s essential to start by recognizing what good we do, so we’ll continue to keep improving.   + For this, we will answer a few questions and reflect on the positive impact of our business.   **Development -**   * **SAY: “**This will be an individual activity. We are going to take 15 minutes for this activity, and it’s going to help us identify:   + How does your business help protect the environment, the ocean, and its resources?   + How is your business is good for nature?   + How is your business benefiting your community?” * **HANDOVER** [SWOT analysis](https://docs.google.com/document/d/123F34Uxsv3ZyuBFbzZwcgnNAxUvJC0XxvslpsojQtRc/edit?usp=sharing) benefits page or **SHARE** it over WhatsApp. It can also be a Google form. * **ASK** participants to read page 1 - Step 1 * **ASK** them to write the answers on a blank piece of paper * **SAY** We have 10 minutes to finish STEP 1 and then we will share in plenary * **ASK** if anyone has questions * **PLAY** inspiring music in the background   **Closing - 5 Minutes**   * **STOP** the music once the time is over * **REQUEST** for a volunteer to share their business's positive impacts and what they will continue doing. * **ASK** for a round of APPLAUSE for everyone creating a positive impact |
| 20 Min. | Reducing harm and negative impact **Opening - 2 minutes**   * SAY: “It’s also important to identify ways in which we can reduce environmental harm. Reducing our negative impact will assure the sustainability of our businesses and communities. As business leaders, you are in a position to take practical steps, so we’ll continue reflecting and answering questions that can lead us to identify what we can do.”   **Development - 10 minutes**   * **READ** step 2 instructions. * **SAY** “Ok. We are going to spend another 10 minutes on this sections and then we will share again on plenary.” * **PLAY** inspiring music in the background * **MANAGE** time   **Closing - 8 minutes**   * **STOP** the music once the time is over * **REQUEST** one volunteer per question to share their responses and actions they will take to reduce their environmental harm   + What can you do to reduce waste from your business?   + How can you protect resources moving forward? What could you use more carefully?   + How can you educate others, such as workers, customers, family and friends?   + Can you join any community efforts or work with other businesses to reduce environmental impact? * **CONGRATULATE** volunteers and ASK for another round of applause for them and everyone else |
| 20 Min | Decreasing risk **Opening - 5 min.**   * **SAY:** “Now that we've explored how your business can create positive impacts and reduce environmental harm, it's equally important to think about how to protect your business from the risks posed by climate change and environmental challenges.” * **INTRODUCE** the concept of risk mitigation: “Risk mitigation means taking action now to protect your business from things like bad weather, natural disasters, or damage to the environment. By preparing ahead, you can keep your business strong even when these challenges happen." * **SHARE** an example of eviden that you know that illustrates how risk mitigation can protect businessess. E.g. In some villages, people planted mangroves along the coast. When storms came, the mangroves helped protect their homes and boats from flooding. * **SAY** We are going to continue using questions to reflect.   **Development - 10 minutes**   * **READ** step 3 instructions. * **PROVIDE** 10 minutes * **ENSURE** you are complying with time * **PLAY** inspiring music in the background   **Closing - 5 minutes**   * **STOP** the music once the time is over * **ASK** one or two volunteers to share what risk mitigation they will prioritize and why * **CONGRATULATE** volunteers and **ASK** for another round of applause for them and everyone else |
| 20 minutes | Environmental opportunities **Opening - 5 minutes**   * + **SAY**     - “Just as it's important to protect your business from risks, exploring how environmental opportunities can help your business grow is equally valuable. By finding ways to improve efficiency, reduce waste, or offer eco-friendly products and services, you can tap into new markets and attract more customers who value sustainability.”     - “For example, businesses that adopt circular solutions, like reusing materials or creating products from waste, often report cost savings and increased customer loyalty. Studies also show that consumers are willing to pay more for sustainable products, which can lead to higher profits.   **Development - 10 minutes**   * **SAY,** “We’ll have 10 minutes to finish step 4.” * **READ** step 4 * **ASK** if anyone has questions about the exercise * **PLAY** inspiring music in the background   **Closing - 5 minutes**   * **SAY:** “Does anybody like to share which opportunities they identified?” * **LET** one or two people share * **CONGRATULATE** volunteers, and **ASK** for another round of applause for them and everyone else |
| 25 minutes | Leadership  **Opening - 5 minutes**   * + - **SAY:** “This is the last part of the exercise; we will summarize and prioritize the actions you’ve identified; we will also reflect on your visions as a community, business, and environmental leader. It’s important to prioritize, because our time and resources are limited.”   **Development - 15 minutes**   * **SAY,** “We’ll have 10 minutes to finish step 5.” * **READ** step 5 * **SAY: “**Take this opportunity to reflect on your role as a environmental steward and business leader in your community.” * **SAY: “**You have 10 minutes to finish the exercise, and then you will have 5 minutes to share your vision with the person sitting next to you.” * **ASK** if anyone has questions about the exercise * **PLAY** inspiring music in the background * **MANAGE** time, ensure that after 10 minutes, participants start sharing with each other their vision   **Closing - 5 minutes**   * **SAY:** “Does anybody like to share what they will prioritize and their vision as business, environmental, and community leaders?” * **LET** one or two people share * **CONGRATULATE** volunteers, and **ASK** for another round of applause for them and everyone else |

### Section 4: Closing

**Objective:** Share final key takeaways and define next steps

**Time: 15 Min**

**Materials needed:**

| Time | Activities |
| --- | --- |
| 10 Min | Key Takeaways  * SAY “We’ve come to the finale of today’s workshop, I would love to hear from some of you:   + What are your main takeaways?   + How will what we discussed here today help your business and the ocean moving forward?” * LET 3 to 5 people share their answers * SAY “Congratulations for your hard work today, we encourage you to apply the actions you’ve identified and to keep exploring new ways to improve” * SAY “let’s give ourselves a final round of applause” |
| 10 Min | Next steps and survey  * SHARE next steps and activities:   + Next peer learning session will be held on [XX] at [XX] hours   + Next workshop will be held on [XX] at [XX] hours   + [Other relevant information] * SAY “before we go, please help us filling out the satisfaction survey” * SAY Good bye and wish them well. |