

1. Ulrika describes three different models for thinking about sustainability, which of them do you think are the most important to use in teaching?

- The “Mickey Mouse”-image, with a large circle for economic sustainability, and two smaller circles for social and environmental sustainability?
- The three circles of sustainability, where the three spheres for economic, social, and environmental sustainability are of equal size, and where sustainability is found in the balance between them?
- The doughnut-model with three circles on top of each other, where the circle for environmental sustainability is the largest and at the bottom, the circle for social sustainability of middle size and in the middle and the circle for economic sustainability is the smallest and on the top?

2. Why do you think that this/these model(s) are the most important?

3. What are so called wicked problems?

- A) Wicked problems arise due to poor communication among stakeholders, and the fact that participants have conflicting goals and desires. They often involve inflexibility, insecurity, and selfish behaviour. It is difficult, if not impossible, to find a definite solution for a wicked problem, but they can be managed.
- B) Wicked problems are huge, systematic, and complex. They have many interconnected elements and there are many stakeholders with conflicting perspectives. They often involve uncertainty, ambiguity, and evolving circumstances. It is difficult, if not impossible, to find a definite solution for a wicked problem, but they can be managed.
- C) Wicked problems are simply huge and affect many people all over the world. It is the scale of the problem, rather than its nature, that makes it hard to deal with. Since the problem is so large, it is difficult, if not impossible, to find a definite solution for a wicked problem, but they can be managed.

4. Which three things does Ulrika highlight as very important when learning about entrepreneurship?

- A) Working in teams with other people, collaborating with people from diverse backgrounds, and learning by doing.
- B) Being very hands-on and practical, giving people space to think and to have time for reflection.
- C) Deep theoretical understanding, a strong focus on planning and preparation, and a solid background in business administration

5. Ulrika argues that there are many similarities between teaching for sustainability and teaching for entrepreneurship, and that learning entrepreneurial skills can help people with finding solutions to sustainability challenges, but what do you think? What opportunities and challenges do you see with combining sustainability and entrepreneurship in your teaching?