

GO GREEN & CARE

Professional Development Course



Output Identification:	Green Care / Environment and forestry (EF)	<i>“Healing and liberating forest balance your health and life by caring for and receiving care from nature”.</i>
Output Title:	How to plan Green Care activities based on nature and sustainable consumption	
Keywords	Green Care, environmental protection, nature based activities, sustainable consumption, reuse and recycling	
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FRAMEWORK OVERVIEW

This framework is part of a series of training courses involving a range of therapeutic areas within the Green Sector using sustainable and environmentally-friendly methods

This framework is intended to train teachers to deliver education to learners in the area of **nature based activities and sustainable consumption**.

The course is designed to provide trainers with the resources to deliver the framework in a manner suitable for learners at EQF level 4 (Cyprus Level 5)

The training course addresses abilities to use the environmental protection principles in real life and work situation and to take into consideration needs of people with disabilities and overall safety while developing activities based on nature and sustainable consumption.

The module covers the following unit areas:

- Introduction
- Activity planning and mental, physical and emotional health issues
- Environmental protection and nature conservation
- Waste management and activities based on it
- Going out into nature: planning activities and risk management
- Assessment, review and personal reflection

The training course is developed in a modular form, each module corresponding to a particular unit of learning outcomes, following the principles of EQF and ECVET.

The course consists of 50 hours, to include both online and distance learning. (5 Credit unit – Level 3-4)

The framework does not specify the recommended total hours for learners to complete the course, which shall be specified by the trainer.

LEARNING OBJECTIVES

After taking this course , students during their everyday work and life will be expected to:

- Make ethical, legitimate and environmentally friendly choices
- Move in nature in a sustainable manner without putting themselves or others at risk
- Follow sustainable development principles
- Take into consideration the needs of people with mental, physical or emotional health issues while planning activities

- Use ICT equipment for finding and sharing information

TARGET GROUPS

The Target groups for this training include students and workers in the following sectors:

- Forestry
- Healthcare and social work
- Farming and horticulture
- (Nature) tourism
- Education
- Anyone interested in environmental protection

LEARNING METHODOLOGY

Learning methodology are lectures, videos, practical activities, educational outings, group assignments, project work, e-study.

The introduction will introduce the curriculum, learning objectives, learning outcomes and will give an overview of Green Care principles.

Environmental protection and nature conservation unit's learning objectives are gained by using lectures, as well as practical methods, such as searching electronic database of laws for relevant information about laws that regulate environmental protection and nature conservation, using virtual calculator to measure ecological footprint.

Lectures, project work and practical tasks, such as learning waste sorting by analysing the real life situation and making optimal waste sorting plan for home or small business, using virtual materials to find law restriction in this area, collecting reusable waste materials and giving them new purpose as project work or planning activities for certain target group based on reusing or recycling materials, are used for studying about waste management.

Practical task and project work is important to learn about risk management in nature. Students will plan and carry out a hike. Risks in nature are introduced with video materials and discussed in groups, additionally other group assignments. Learners will practice important first aid methods practically.

CONTENT OF TRAINING FRAMEWORK

The following are the knowledge, skill and competencies that the learner will be required to achieve in order to complete his/her course of training and within the training framework the trainer will be provided with the basic resources with which he/she will be able to deliver these outcomes.

UNITS	Knowledge The learner should know:	Skills The learner should be able to:	Competences The learner should:
1: INTRODUCTION (4 hours)	Learning objective, valuation principles, expected outcomes Green Care principles	Find syllabus of the training course in Study Information System, explain its contents and connection to the main study subject and Green Care principles	Understand the contents of the module and its connection to Green Care principles Use ICT equipment in study process Be motivated to master environmental protection principles and put them into practice
2: ACTIVITY PLANNING AND MENTAL, PHYSICAL AND EMOTIONAL HEALTH ISSUES (4 hours)	Common mental, physical and emotional health issues	Take into consideration health issues of target groups while planning activities for them	Understands the necessity of taking into consideration the health issues of target groups and what limitations they may cause.
3: ENVIRONMENTAL PROTECTION AND NATURE CONSERVATION	Their own ecological footprint Environmental protection principles and developments of EU	Measure their ecological footprint Follow environmental protection principles and sustainable	Act environmentally friendly and by the nature protection principles in everyday situations

<p>(8 hours)</p>	<p>Environmental policy and legislation in target country</p> <p>Prime protected natural sites and legal regulations</p> <p>Every persons right and public access to natural areas</p>	<p>development principles in everyday life</p> <p>Follow the legal regulations and every persons right</p> <p>Explain the activity restrictions in the nature protection areas</p>	
<p>4: WASTE MANAGEMENT AND ACTIVITIES BASED ON IT</p> <p>(14 hours)</p>	<p>Substance of waste management (from inception to final disposal)</p> <p>Environmental and health risks associated with the waste</p> <p>Legal regulations of waste management sector</p>	<p>Put into practice waste sorting and collection requirements in everyday life</p> <p>Plan activities based on reusable and recyclable materials</p> <p>Choose reusable and recycle materials for group activities</p>	<p>Understand the importance of waste management hierarchy and proximity principle in waste management strategies</p> <p>Understand environmental and health risks associated with the waste (including hazardous waste)</p> <p>Know the legislation and follow it</p> <p>Know how to applicate reusable and recyclable materials for group activities depending on different target groups.</p>
<p>5: GOING OUT INTO NATURE: PLANNING ACTIVITIES AND RISK MANAGEMENT</p> <p>(18 hours)</p>	<p>The risks associated with being in wild nature and how to minimize them</p> <p>How to plan activities in nature and consider the needs of persons with disabilities.</p>	<p>Plan wild nature based activities the way that takes into account the needs of persons with disabilities.</p> <p>Act in wild nature in a way which minimizes the danger.</p>	<p>Recognize and manage the danger situations connected to wild nature</p> <p>Plan activities in nature.</p>

6: ASSESSMENT, REVIEW AND PERSONAL REFLECTION (2 hours)	Learning review, self-evaluation: Recognizes their own strengths and areas for development, and assesses vocational development.	Readjust their conduct on the basis of feedback.	Be able to self-evaluate and change their guidance on the basis of feedback.
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Additional evaluation methods

	Knowledge	Skills	Competences
Additional evaluation methods	written paper discussions learning diary	experimental learning + review (eg. sharing circle) activities + feedback peer evaluation	group evaluation personal learning diary group blog

Assessment criterias

	Outcomes	Assessment criteria
1: INTRODUCTION	1.1. Understands learning objectives, grading principles and desirable learning outcomes. 1.2. Understands the connection between Green Care principles, their own specialty and environment protection. 1.3. Uses ICT equipment in study process.	1.1.1. Explain learning objectives, grading principles and desirable learning outcomes. 1.2.1. Explain Greencare principles and how they are connected to this module content and their own specialty. 1.3.1. Find the module curriculum from SIS (study information system) and explains its connection with their speciality and Green Care principles. 1.3.2. Register oneself in the e-study system (if that is used in the learning process).
2: ACTIVITY PLANNING AND MENTAL, PHYSICAL AND EMOTIONAL HEALTH ISSUES	2.1. Understand the necessity of taking into consideration the health issues of target groups and what limitations they may cause.	2.1.1. Name common special needs and explain how these affect and limit planning activities.

3: ENVIRONMENTAL PROTECTION AND NATURE CONSERVATION	<p>3.1. Understand the importance of nature conservation and environment protection and its connection with everyday life and work.</p> <p>3.2. Know how to act according to principles of conservation and environment protection and everyone's right.</p>	<p>3.1.1. Describe the impact that major environment problems have on everyday life.</p> <p>3.1.2. Explain the concept of sustainable consumption and sustainable development</p> <p>3.1.3. Explain the effects recreation has on environment (for example littering, forests resistance to trampling down) and local population.</p> <p>3.2.1. Explain the national environment protection principles, names relevant laws and regulation acts and look them up using ICT means (or describes where one can find them).</p> <p>3.2.2. Explain how to apply the principles of environment protection in everyday life.</p> <p>3.2.3. Name important objects and areas that are protected and describe the limitations of actions on protected areas.</p> <p>3.2.4. Describe the principles of everyman's right.</p>
4: WASTE MANAGEMENT AND ACTIVITIES BASED ON IT	<p>4.1. Understand the importance of waste management hierarchy and proximity principle in waste management strategies.</p> <p>4.2. Understand environmental and health risks associated with the waste</p> <p>4.3. Know how to properly manage waste and the possibilities of recycling and reusing waste.</p> <p>4.4. Know the legislation and follow it.</p>	<p>4.1.1. Explain waste management hierarchy and proximity principle.</p> <p>4.2.1. Name environment and health risks connected to wastes.</p> <p>4.3.1. Sort waste according to the types of waste and local waste treatment possibilities.</p> <p>4.3.2. Name hazardous waste that are produced in everyday life and explain how to correctly handle it.</p> <p>4.3.3. Know labels on packages including warning labels.</p> <p>4.3.4. Describe the possibilities of recycling and reusing waste, including how to apply reusable and recyclable materials for group activities depending on different target groups.</p> <p>4.4.1. Name laws that regulate waste management and use ICT means to look them up.</p>
5: GOING OUT INTO NATURE: PLANNING	<p>5.1. Avoid dangerous situations while being in nature and act adequately in a case</p>	<p>5.1.1. Describe potential dangers in nature and how to resolve them.</p> <p>5.1.2. Describe and use first aid methods.</p>

ACTIVITIES AND RISK MANAGEMENT	<p>of an emergency.</p> <p>5.2. Be able to plan and instruct a hike in nature while taking in count the target group and principles of environment protection.</p>	<p>5.1.3. Use hiking equipment.</p> <p>5.1.4. Orienteering in nature using maps, compass and nature’s signs.</p> <p>5.1.5. Instruct a hike in nature or on a track while choosing the correct gait and technique based on the target group and conditions.</p> <p>5.1.6. Instruct a hike with overnight stay, makes a safe fire, puts up the tent or makes a shelter.</p> <p>5.2.1. Explain how the target group affects planning activities in nature.</p> <p>5.2.2. Explain the ABC of good behaviour in nature (fire safety rules, littering, collecting plants etc.).</p> <p>5.2.3. Name relevant laws and finds necessary information.</p> <p>5.2.4. Name different ways to experience nature (photoshooting, geocaching etc.).</p> <p>5.2.5. Plan a hike while considering the needs of the target group, chooses correct equipment and knows basic safety equipment based on the type of the hike.</p> <p>5.2.6. Describe how to avoid possible dangers, any damage to the nature and disturbance of the local population while being in nature.</p>
6: ASSESSMENT, REVIEW AND PERSONAL REFLECTION	<p>6.1. Be able to self-evaluate and change their guidance on the basis of feedback.</p>	<p>6.1.1. Name their strengths.</p> <p>6.1.2. Describe the reasons for self-improvement based on this module and what actions would help to do that.</p>

SUPPORT RESOURCES

Links and further information:

- [Nature experience reduces rumination and subgenual prefrontal cortex activation](#)
- [Green spaces and cognitive development in primary schoolchildren](#)
- [Ecological footprint](#)
- [Forest, trees and Human Health](#)
- [Nature! Small steps that can make a big difference](#)