

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:	Using forest environment and its recreation	
Keywords	Green Care, forestry, biodiversity, forest’s by-products, recreation in nature	
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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 **Using forest environment and its recreation**.

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 module of **Using forest environment and its recreation** is for workers from several fields: forestry entrepreneurs; forestry, agriculture, environment, nature tourism, social and healthcare sector workers. The purpose of this module is to develop a knowledge of resources that the forest has to offer and services based on these resources, while taking into account the needs of people who have to use social and healthcare services.

The module covers the following unit areas:

- Introduction
- Biodiversity
- Forest's by-products and their usage
- Recreation in nature
- The ABC of good behaviour in nature

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 total number of guided learning hours for learners is 50 hours. This framework is equivalent to 5 credits. 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 finishing the module, student:

- knows different homeland's plants, animals and mushrooms;
- provides and uses forest by-products while keeping in mind the principles of sustainable forestry;
- plans and instructs a hike, also imparts nature while taking in count the target group;
- while being in the nature follows the principles of environmental protection;
- care for people with special needs:
- while working keeps in mind the environment protection.

TARGET GROUPS

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

- Healthcare and social work
- Education
- (Nature) tourism
- Forestry
- Environment protection
- Agriculture, farming and horticulture
- 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. Lectures and practical methods, such as learning species by using collections of example materials, herbariums, virtual materials, educational outings, books for determining species, are used for studying about biodiversity. Forest by-products unit's learning objectives are gained by using theoretical material, as well as practical tasks in the nature – collecting and using forest by-products; searching Riigi Teataja for relevant

information about laws that regulate the usage of forest. Practical tasks and project work is important to learn about Recreation in nature; students will plan and carry out a hike in the nature. Dangers 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.

UNIT	Knowledge The candidate should know:	Skills The candidate should be able to:	Competences The candidate should:
1: INTRODUCTION	<ul style="list-style-type: none"> • Learning objectives, grading principles, desirable learning outcomes • Principles of Greencare. 	<ul style="list-style-type: none"> • Find the module curriculum from SIS (study information system) and explain its connection with their speciality. 	<ul style="list-style-type: none"> • Understand the module's content and its connection with Greencare principles. • Be able to use info technological tools to learn the module's objectives. • Understand the importance of using forest benefits (ecosystems) to apply Greencare methods to various target groups.
2: BIODIVERSITY – PLANTS,	<ul style="list-style-type: none"> • Different species of plants and plant communities. 	<ul style="list-style-type: none"> • Determine plants, animals and mushrooms based on their 	<ul style="list-style-type: none"> • Know species of plants, animals and mushrooms by their appearance,

ANIMALS, FUNGUS	<ul style="list-style-type: none"> • Common animal and mushroom species. • Protected species 	characteristics and features (also, animals based on their sound and spoor).	spoor and sound. <ul style="list-style-type: none"> • Be able to determine plant communities (phytocoenosis).
3: FOREST'S BY-PRODUCTS AND THEIR USAGE	<ul style="list-style-type: none"> • Important forest by-products and their habitat. • The laws that regulate the usage of forest for different purposes 	<ul style="list-style-type: none"> • Collect forest by-products while following the environment protection requirements. • Use forest's by-products for different purposes • Instruct people on foraging. 	<ul style="list-style-type: none"> • Understand the importance of alternative usage of forests. • Be environmentally aware and environment friendly.
4: RECREATION IN NATURE	<ul style="list-style-type: none"> • Ecosystem opportunities that the forest has to offer (including cultural services as an aesthetical and spiritual pleasure sources and recreation). 	<ul style="list-style-type: none"> • Orienteering in nature using maps, compass and nature's signs. • Plan tracks, resorts etc. for different target groups. • Instruct people in nature who have different needs and capabilities. • Impart nature to various target groups by using different senses, equipment and possibilities. 	Be able to plan and instruct a hike and impart nature while taking in count the target group and principles of environment protection.

5: THE ABC OF GOOD BEHAVIOUR IN NATURE	<ul style="list-style-type: none"> • How to act in nature according to Greencare principles and environmentally considering. • Dangers involving forces of nature and animals. 	<ul style="list-style-type: none"> • Be in the nature while behaving according to the principles of environment protection. • Give first aid. 	<ul style="list-style-type: none"> • Understand the responsibility towards the nature. • Avoid dangerous situations while being in nature and act adequately in a case of an emergency.
5: ASSESSMENT, REVIEW AND PERSONAL REFLECTION	<p>Learning review, self-evaluation: Recognizes their own strengths and areas for development, and assesses vocational development.</p>	<p>Readjust their conduct on the basis of feedback.</p>	<p>Be able to complete independently tasks that require novel ideas and is responsible for the completion of their duties. Self-reflects and analyses feedback from others, on the basis of which changes their learning process and behaviour.</p>

ASSESSMENT CRITERIA

Additional evaluation methods

	Knowledge	Skills	Competences
Additional evaluation methods	<ul style="list-style-type: none"> • written paper • discussions • learning diary 	<ul style="list-style-type: none"> • experimental learning + review (eg. sharing circle) • activities + feedback • peer evaluation 	<ul style="list-style-type: none"> • group evaluation • personal learning diary • group blog

Assessment criterias

	Outcomes	Assessment criteria
1: INTRODUCTION	<ul style="list-style-type: none"> • Understand the module’s content and its connection with Greencare principles. • Be able to use info technological tools to learn the module’s objectives. • Understand the importance of using forest benefits (ecosystems) to apply Greencare methods to various target groups. 	<ul style="list-style-type: none"> • Explains learning objectives, grading principles and desirable learning outcomes. • Explains Greencare principles. • Find the module curriculum from SIS (study information system) and explain its connection with their speciality. • Explains the module’s content and its connection with Greencare principles. • Is able to use info technological tools to learn the module’s objectives. • Explains the importance of using forest benefits (ecosystems) to apply Greencare methods to various target groups.
2: BIODIVERSITY – PLANTS, ANIMALS, FUNGUS	<ul style="list-style-type: none"> • Know species of plants, animals and mushrooms by their appearance, spoor and sound. • Be able to determine plant communities (phytocoenosis). 	<ul style="list-style-type: none"> • Describes living nature’s systematization and taxons. • Describes main characteristics of plant, animal and fungus kingdoms and their main phylum and classis. • Describes homeland’s plants and common introduced plant species, names main protected species and plant communities (phytocoenosis). • Describes animal species (insects, fish, amphibian, reptiles, birds and mammals), names main protected species. • Describes common edible and poisonous mushroom species. • Describes their homeland’s nature’s, landscape’s and climate’s differences.

		<ul style="list-style-type: none"> • Uses different books for determining plant, animal and mushroom species. • Determines homeland's plants – moss, lichen, herbs and woody plants. • Determines common and important homeland's animal species (insects, fish, amphibian, reptiles, birds, mammals) by appearance, spoor and sound. • Determines common and important edible and poisonous mushrooms. • Determines homeland's plant communities (phytocoenosis) with the plants and animals living there.
3: FOREST'S BY-PRODUCTS AND THEIR USAGE	<ul style="list-style-type: none"> • Understand the importance of alternative usage of forests. • Be environmentally aware and environment friendly. 	<ul style="list-style-type: none"> • Explains diverse ways of using the forest. • Names important forest by-products and describes their habitat. • Knows wild edible plants, herbs, bedding plants, edible mushrooms and the ways to use them. • Knows poisonous plants and mushrooms. • Collects forest by-products sustainably while following the environment protection requirements. • Uses forest by-products for different purposes (food, herbs, decoration, brooms, flower arrangement etc). • Instructs people on foraging. • Follows the laws that regulate the usage of forest and environment protection requirements while foraging. • Knows how to base a small wild berry farm to home garden.
4: RECREATION IN NATURE	<p>Be able to plan and instruct a hike and impart nature while taking in count the target group and principles of environment protection.</p>	<ul style="list-style-type: none"> • Describes ecosystem opportunities that the forest has to offer and recreational value of different forests. • Describes requirements for resorts and types of tracks by purpose and

		<p>parameters, also explains including people with special needs.</p> <ul style="list-style-type: none">• Explains the effects recreation has on environment (for example littering, forests resistance to trampling down) and local population.• Orienteering in nature using maps, compass and nature's signs.• Knows the methodology of imparting nature to different target groups.• Knows different ways to experience nature (photoshooting, cultural heritage sites, observing and listening animals and birds and their spoor etc).• Plans a track considering different target groups (children, oldsters, people in wheelchairs).• Plans 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.• Instructs a hike in nature or on a track while choosing the correct gait and technique based on the target group and conditions.• Imparts nature with suitable means (imparts experience) in different seasons to different target groups, knows different types of hiking and their difficulty, dangers and associates them with different target groups (people with special needs) while using different senses.• Uses equipment for hiking.• Instructs a hike with overnight stay, makes a safe fire, puts up the tent or makes a shelter.• Can avoid possible dangers, any damage to the nature and disturbance of the local population while imparting nature.• Guarantees the physical and social security of clients and acts correctly in emergencies.
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5: THE ABC OF GOOD BEHAVIOUR IN NATURE	<ul style="list-style-type: none"> • Understand the responsibility towards the nature • Avoid dangerous situations while being in nature and act adequately in a case of an emergency. 	<ul style="list-style-type: none"> • Acts according to fire safety rules, does not litter or disturbs environment. • Acts responsibly and sustainably. • Names relevant laws and finds necessary information.
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SUPPORT RESOURCES

[Green Facts. Facts on Health and the Environment](#)

[Non-timber forest product](#)

[Outdoor Recreation and Nature Tourism: A European Perspective](#)

Forest, trees and Human Health. Nilsson, K., Sangster, M., Gallis, C., Hartig, T., de Vries, S., Seeland, K., Schipperijn, J