

NBS EduWORLD - Project Education Learning Unit Template

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Learning Unit (LU) Planning Template - High Level Overview

Name of Learning Unit (LU) Topic		UrbanByNature: Going through Step 5 IMPLEMENT					
NBS Context (e.g. urban rural, coastal)	NBS keywords complete checkboxlist at the end of the document	Other Keywords (topics other than NBS) add in Other below	Linked or complementary concepts to NBS (to assist curriculum integration)	Prior learner knowledge of NBS (high, moderate, low/none)	Prior instructor knowledge/ skills/ competences of NBS or equivalent	Key EU NBS resources used (for instructor preparation) include link	Type of LU - lecture, workshop, field trip/site visit, case study
any	urban green spaces, biodiversity, gardens, sustainable communities, NbS policy development and implementation; Urban municipal/local authority/government planning; improving well-being and quality of life	co-creation; mutli-stakeholder engagement; implementation; pollution; energy; youth engagement; UrbanByNature, capacity building	Multi-Level Stakeholder, Co-Participatory Processes	none	none	https://networknature.eu/empowering-youth-climate-action-insights-and-strategies-aalborg2024	Workshop
Target academic subject / discipline / professional area or group	Target learners/groups [age range of learners] if applicable	Min/ Max # of learners (if applicable)	Sector (e.g, professional, higher education, community)	Prerequisites required of learners if applicable (education)	EQF (European Qualifications Framework) level (or Irish NFQ) indicative only	Time for LU (aim is 50 minutes per learning unit)	Course delivery format (e.g. in-person, hybrid, online)
any	15 - 25	minimum of 10	high school, higher education.	none		50 minutes	In-person / On-site

<p>50 minutes: Each participant picks a character sheet randomly and discovers their role. (2') Give them time to sit together and briefly discuss their understanding of the role with those who play the same one. (5') Facilitate the discussion, as detailed in your character sheet. Make sure that one sustainability action is identified after 10-15', so the participants can focus on the youth engagement part. (25') Ask the participants to</p>	<p>Facilitate the exploration and understanding of various stakeholder perspectives required for effective Nature-based Solutions implementation.</p>	<p>Learning Outcome 1 Understand the perspectives and priorities of diverse stakeholders involved in implementing a nature-based solution.</p>	<p>The learners break into three groups (pp 9), each group focused on one sustainability goal (1: Energy use 2: Food quality and waste 3: Biodiversity). Each focus group has at least four different participants with different roles (moderator, student, member of the school management team, city council or board of education member)</p>	<p>Explain the role playing game and why it's important to understand diverse stakeholder perspectives for NbS implementation. Break the learners into groups and hand out character sheets; prompt groups with discussion starters; summarise the exercise and facilitate the group discussion reflection.</p>	<p>The reflection could also be presented as an essay requirement for deeper reflection.</p>	<p>https://docs.google.com/document/d/1JXGjuMUTkPti1_3AlzoERDXN7-G0D20TPptqjJCR-Ow/edit?tab=t.0#heading=h.fw9zb1mcrue x</p>	<p>3x3 one-pager role description 3x scenario (on a flipchart) 3x mediator sheet 3x action plan template (on a flipchart) Marker, pens, Tape</p>

NBS- Application of Curriculum, Trends and Skills

<p>Curriculum integration (how it may connect to curriculum)</p>	
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<p><u>Teaching & Learning Trends employed</u></p> <p><u>Highlight all that apply</u></p> <p>(Source)</p>	<p>Project-based learning: e.g., students work in groups on a research project on greenhouses and the greenhouse effect, alternatives to waste management or investigate what are the views of their peers on climate change.</p>	<p>Peer learning: e.g., students work in groups, evaluate the work of their peers, or develop assessment questions to assess peers.</p>	<p>Problem-based Learning: e.g., students are introduced to a problem and challenged to find a solution together based on the information provided to them.</p>	<p>Student-centred learning: the learning scenarios are not based on classical instruction by the teacher, but they are expected to actively engage students in the lessons.</p>	
<p>21st Century Skills</p> <p><u>Highlight all that apply</u></p> <p>(Source)*</p>	<p>Creativity: e.g., students think of various solutions for promoting a better lifestyle in their communities or encourage greener solutions to their schools' issues.</p>	<p>Information/Media literacy: students explore examples of NBS, research similar solutions in other communities.</p>	<p>Collaboration: e.g., students work in groups and engage in task division to produce outputs.</p>	<p>Critical thinking: e.g., students learn that a debate on deforestation or climate change does not consist of two opposing camps only but involves many stakeholders with different perspectives.</p>	<p>Communication: e.g., students present their work to the whole class and learn to put forth strong arguments based on facts.</p>

*Gras-Velázquez, À., Mulvik, I. B., Campodonio, A., Nada, C. & Pocze, B. (2020) *Nature-Based Solutions in education - Validation report, European Commission, August 2020* [accessed on 25/03/2024 <https://files.eun.org/NBS/NBS-pilot-validation-report-final.pdf>] p.8.

<p>GreenComp - European Sustainability Competency Framework <u>Highlight all that apply</u></p> <p>(Source) 1- Embodying Sustainability Values and 2 - Embracing Complexity in Sustainability (see pp.13-14)</p>	<p>1.1 Valuing Sustainability: To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values</p>	<p>1.2 Support Fairness: To support equity and justice for current and future generations and learn from previous generations for sustainability</p>	<p>1.3 Promoting Nature: To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems</p>	<p>2.1 Systems Thinking: To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.</p>	<p>2.2 Critical Thinking: To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.</p>	<p>2.3 Problem Solving: To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems</p>
<p>GreenComp - European Sustainability Competency Framework <u>Highlight all that apply</u></p> <p>(Source) 3- Envisioning sustainable futures and 4 - Acting for Sustainability (see pp.13-14)</p>	<p>3.1 Futures Literacy: To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.</p>	<p>3.2 Adaptability: To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk. generations and learn from previous generations for sustainability</p>	<p>3.3 Exploratory Thinking: To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.</p>	<p>4.1 Political Agency: To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.</p>	<p>4.2 Collective Action: To act for change in collaboration with others.</p>	<p>4.3 Individual Initiative: To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet</p>

	Nature-based entrepreneurship
	NBS and new business and investment models
	Citizen participation, stakeholder/community consultation
	Disaster risk reduction
	Risk management and resilience
	NBS policy development and implementation
	NBS research
	Green infrastructure
	Green finance / sustainable finance
	Ecosystem services and ecosystem-based approaches
	Rural municipal/local authority/government planning
	Coastal municipal/local authority/government planning
	Urban municipal/local authority/government planning
	Improving well-being and quality of life
	NBS and new business and investment models
	NBS and CCAM (Connected, Cooperative and Automated Mobility)
	Other 1: (Please specify)
	Other 2: (Please specify)
	Other 3: (Please specify)

Keywords Source 1: United Nations Environment Programme (2020). *The Economics of Nature-based Solutions: Current Status and Future Priorities*. United Nations Environment Programme Nairobi., p.5. (keywords above in italics)

Keywords Source 2: Faivre N, Fritz M, Freitas T, de Boissezon B, Vandewoestijne S. (2017)'Nature-Based Solutions in the EU: Innovating with nature to address social, economic and environmental challenges.' *Environ Res.* 2017 Nov;159:509-518. doi: 10.1016/j.envres.2017.08.032. Epub 2017 Sep 8. PMID: 28886502.

Keywords Source 3: European Commission (2015). *Towards an EU Research and Innovation policy agenda for Nature-Based Solutions & Re-Naturing Cities: Final Report of the Horizon 2020 Expert Group on 'Nature-Based Solutions and Re-Naturing Cities' Full Version*. Luxembourg: Publications Office.