

## 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							
NBS Context (e.g. urban rural, coastal)	NBS keywords <b><u>complete checklist at the end of the document</u></b>	Other Keywords (topics other than NBS) <b><u>add in Other below</u></b>	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				low	low		Lecture
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)
	undergraduate higher education, also	20	Professional, higher education and	Prior basic knowledge of NbS and some		50	Online
Overall Purpose	To understand the importance of Upscaling of NbS for ecosystem restoration and nature preservation.						
LU Summary (2-3 sentences)	This LU provides a Brief dive into the world of Upscaling and elaborates the differences between the different scaling methods used, scaling out and scaling deep for example. The unit is meant to shine light on the UbN Step 7 on Upscaling for local governments as well as regional entities to think of ways on how to upscale NbS and what to consider when doing so. The role of standards is also highlighted here.						
Learning Outcome 1	The 3 Scaling approaches for NbS: Scaling out, scaling deep and scaling up						
Learning Outcome 2	Understand the importance of Upscaling NbS to reverse ecosystem degradation and support nature restoration						
Learning Outcome 3	Learn about the IUCN Standards – NbS Principles and the importance of standards for applying NbS at wider scale						
Learning Outcome 4	Learn about the challenges and think of solutions for upscaling NbS						

### Activities and Elements of Learning

*Aim that each learning unit include at least 4 activities for an interactive learning experience*

Time (duration of activity, typically 50mins)	Aims - linked to NBS concepts or topics)	Link to Learning Outcome	Learning Activity [PPT Slide # - if applicable]	Teacher action/activity (Learner action/activity)	Confirmation of learner's learning (assessment of learning)	Link to online NBS resources	Offline resources and materials (e.g. post-its,)
00:00 (5mins)	Gauge the learners level of understanding of scales for NbS.	1, 2	Mentimeter exercise	Start the menti and gather short answers	Learners respond with their knowledge of upscaling and learn from others responses.		
00:05 (10mins)	Enrich the learners understanding and knowledge on Upscaling and role of Standards etc.	1,2,3,4	Learners to listen to a presentation on the Different scales for NbS, how upscaling can be done, specific guidance for taking NbS to larger scale, case study, the importance of Upscaling and role of standards as well as the criteria for Global Standard on NbS by IUCN.	Show presentation (slides 4-11)	A brief overview of relevant aspects with regards to upscaling will be presented that the learners can ask clarifying questions for, by raising hand or writing in the chat.		

00:10 (20mins)	Encourage collaboration and discussions in smaller groups on the topic of 1)Standards and 2)challenges for upscaling	1,2,3,4	Learners to go in 2 breakout groups and discuss with peers either on the role of standards or the challenges and ways to tackle them for upscaling	moderate the sessions independently with another staff or learner (Breakout group A and B)	Peer-to-peer learning and exchange.		

NBS- Application of Curriculum, Trends and Skills

Curriculum integration (how it may connect to curriculum)							
<u>Teaching &amp; Learning Trends employed</u>  <u>Highlight all that apply</u>  (Source)	<b>Project-based learning:</b> 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.	<b>Peer learning:</b> e.g., students work in groups, evaluate the work of their peers, or develop assessment questions to assess peers.	<b>Problem-based Learning:</b> e.g., students are introduced to a problem and challenged to find a solution together based on the information provided to them.	<b>Student-centred learning:</b> the learning scenarios are not based on classical instruction by the teacher, but they are expected to actively engage students in the lessons.			

<p>21st Century Skills</p> <p><b><u>Highlight all that apply</u></b></p> <p>(Source)*</p>	<p><b>Creativity:</b> 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><b>Information/ Media literacy:</b> students explore examples of NBS, research similar solutions in other communities.</p>	<p><b>Collaboration:</b> e.g., students work in groups and engage in task division to produce outputs.</p>	<p><b>Critical thinking:</b> 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><b>Communication:</b> e.g., students present their work to the whole class and learn to put forth strong arguments based on facts.</p>
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\*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</p> <p><b><u>Highlight all that apply</u></b></p> <p>(Source) 1- Embodying Sustainability Values and 2 - Embracing Complexity in Sustainability (see pp.13-14)</p>	<p><b>1.1 Valuing Sustainability:</b> 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><b>1.2 Support Fairness:</b> To support equity and justice for current and future generations and learn from previous generations for sustainability</p>	<p><b>1.3 Promoting Nature:</b> 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><b>2.1 Systems Thinking:</b> 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><b>2.2 Critical Thinking:</b> 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><b>2.3 Problem Solving:</b> 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>
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	Other 2: (Please specify)	Upscaling of NbS
	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.*