

Learning Units – Instructional Guide Brief

To enable teachers, instructors and learners to use the Learning Units effectively


The [NBS EduWORLD Learning Units](#) were designed to offer NBS learning for vocational, professional, entrepreneurship and higher education.

Each of the 50 Learning Units offers an **Excel Spreadsheet Teacher Notes** to offer a lesson plan and insights on the level and requirements for the LU. See the samples of Teacher Notes below

Steps to choose and teach a LU:

- 1- Use the general search terms on the [NBS EduWORLD Learning Units](#) Web page.
- 2- Choose a LU based on topic or general level (e.g. higher education) or type (e.g. lecture, workshop). (All LUs are designed as 50 minutes)
- 3- Review the Teacher Notes of Learning Units. This offers more information on specific EQF level, instructor and learner knowledge. (see Figure 1 below)

Figure 1 – Sample of a Teacher Note – section on type/level/requirements

 NBS EduWORLD - Project Education Learning Unit Template - DRAFT Prepared by: Prof. Gemma Donnelly-Cox, Dr Conor Dowling, Dr Maria Gallo - Trinity Business School Learning Unit (LU) Planning Template - High Level Overview							
Name of Learning Unit (LU) Topic		Understanding Nature-Based Solutions: An Introduction					
NBS Context (e.g. urban rural coastal)	NBS keywords complete checklist at the end of the document	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
any				moderate	moderate		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)
General	Undergraduate	n/a	professional or higher education		EQF 6 - Irish NFQ 7/8 Ordinary/	50 minutes	Hybrid

Prior NBS knowledge → (points to Keywords column)

Target subject and learner group → (points to Target academic subject / discipline / professional area or group and Target learners/ groups [age range of learners] if applicable)

EQF Level → (points to EQF (European Qualifications Framework) level (or Irish NFQ) indicative only)

Type of LU – lecture, workshop, site visit → (points to Type of LU - lecture, workshop, field trip/site visit)

Delivery – in-person and online options → (points to Course delivery format (e.g. in-person, hybrid, online))

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Steps to choose a LU (continued):

- 4- Review the LU Learning Outcomes and Summary ('By the end of the LU learners will be able to...') (See Figure 2 below)
- 5- Download the PowerPoint Presentation for your selected LU from the NBS EduWORLD Web page.
- 6- Review the Teaching Note that includes a suggested Lesson Plan for Teachers, including activities to link to the PowerPoint presentation and suggested resources for the LU (e.g. Post-it notes) (see Figure 2 below) – (NB: always expand the Excel cell to see the full text)

Figure 2 – Sample of a Teacher Note – Purpose, Learning Outcomes and Lesson Plan

<i>LU purpose and Learning Outcomes</i>	LU Summary (2-3 sentences)	This unit explores the core concept of Nature-Based Solutions (NBS) and how they can be utilized to mitigate environmental challenges, such as flooding, heat islands, and loss of biodiversity. The presentation introduces students to key EU research projects and policy frameworks that shape NBS implementation in urban areas, including community engagement and policy development.						
	Learning Outcome 1	Define Nature-Based Solutions (NBS) and describe how they can address key environmental challenges in urban settings.						
	Learning Outcome 2	Recognize the relationship between NBS and global sustainable development goals (SDGs), and explain their role in achieving climate resilience and biodiversity conservation.						
	Learning Outcome 3	Identify EU-funded research projects that promote NBS and demonstrate the policy frameworks and strategies for integrating NBS into urban planning.						
	Learning Outcome 4							
<i>LU designer resources for writing learning outcomes (click Learning Outcomes - Using Taxonomies tab or pyramid here)</i>								
Activities and Elements of Learning								
<i>Aim that each learning unit include at least 4 activities for an interactive learning experience</i>								
<i>A teacher's lesson plan</i>	Time (duration of activity)	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 (and/or academic resources with DOI as relevant)	Offline resources and materials (e.g. post-its,)
	15 minutes	Link NBS concepts with key environmental challenges such as urban heat islands, flooding, and climate resilience.	1,2	Overview of NBS and its impact on urban sustainability [Slide 3].	Introduce the concept of Nature-Based Solutions (NBS) using real-world examples, followed by a Q&A session to test understanding.	Q&A at the end of the presentation to gauge understanding of NBS concepts and their relevance in addressing environmental issues.		Post-it notes for a brainstorming exercise on NBS concepts and how they might apply to local urban challenges.

The LUs also provide information on the:

- Teaching and Learning Trends for NBS
- 21st Century Skills
- GreenComp - European Sustainability Competency Framework

To best understand how your learners can enhance their skills, knowledge and competences in NBS.

Enjoy the teaching and delivery of the NBS EduWORLD Learning Units!