



Module B - Topic 2 – Green Strategies for the sector of forestry

Lesson Plan

Imprint

Author:

Project Title: EcoGreen

Project Number: 2021-1-DE02-KA220-VET-000025374

Project Leadership: Institut für Didaktik der Demokratie / Leibniz Universität Hannover

Project Website: www.ecogreen-project.eu



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Vocation/Course:	Module B - Topic 2
Curriculum:	
Learning environment:	Online course and insite learning
Title:	Lesson 1: Green strategies for the sector of forestry, EU legislation for Forestry
Extent (hours):	60 min
Author	Hanne Liukko and Anne-Mari Behm
Situation (Political problem/conflict):	
<p>Our planet is in trouble due to climate change and the loss of biodiversity. Forests are crucial for fighting climate change, and even small efforts by those working with forests can make a difference. To be able to act, we need to know the legislation. In this lesson students will learn the main points of the national and EU legislation of forestry.</p> <p>This lesson can be adapted for different groups, and right now, we're using it for vocational training with forestry students.</p>	
Outcome (product/solution):	
<p>Comprehensive Understanding:</p> <ul style="list-style-type: none">- Build foundational knowledge through structured presentations covering sustainable forestry practices, EU legislation, and certification principles. Enhance understanding by engaging in collaborative group activities, encouraging in-depth discussions, and providing a platform for shared insights. <p>Engagement and Interactivity:</p>	



- Increase engagement through collaborative group activities, allowing active participation and contributions from all members. Add variety to the learning experience by incorporating internet sources, catering to different learning styles and preferences.

Critical Thinking and Problem-Solving:

- Cultivate critical thinking skills and problem-solving abilities through collaborative group projects, challenging students to consider diverse perspectives.

Topics covered:

1. Sustainable Forestry Practices
2. EU Legislation for Forestry
3. PEFC and FSC Certification

School-based specifications:

Adjust the teaching to match what the local curriculum requires.

Indications online teaching:

Video Conferencing Platform (e.g., Zoom, Microsoft Teams, Google Meet): Use a reliable video conferencing tool to host online sessions, facilitate discussions, and provide a virtual space for participants to engage with the workshop content in real-time.

Collaboration and Whiteboarding Tool (e.g., Padlet, Miro, MURAL): Choose a collaborative whiteboarding platform to enable participants to work together on virtual boards. This tool is crucial for group activities, brainstorming sessions, and visualizing ideas collectively.



Document Sharing and Collaboration Platform (e.g., Google Drive, Microsoft OneDrive, Padlet, Miro, MURAL): Utilize a platform for shared document creation and collaboration. This allows participants to work together on assignments, access workshop materials, and contribute to shared documents, fostering collaboration and communication.

Phases	Intended competences		Topics covered	Methods	Material/ Media	Outcome (Product/ Solution)
	Specialist competences	Personal competences				
Information <i>Students analyse the situation/ problem/conflict considering a possible outcome</i>	analyse skills		Sustainable Forestry Practices EU Legislation for Forestry PEFC and FSC Certification	Self study from the listed www pages. Get a big picture of the EU forest and new Forest strategy for 2023. Make short notes for yourself and get prepared to present the main points of the for the group.	https://environment.ec.europa.eu/topics/forests_en https://environment.ec.europa.eu/strategy/forest-strategy_en -FAO Forestry Department: (http://www.fao.org/forestry/en/) - European Commission Environment: (https://ec.europa.eu/environment/index_en.htm)	knowledge about current situation in forestry field in EU



					<p>- PEFC - Programme for the Endorsement of Forest Certification: [PEFC](https://www.pefc.org/)</p> <p>- FSC - Forest Stewardship Council:(https://www.fsc.org/)</p> <p>https://www.fao.org/3/i1960e/i1960e00.pdf</p>	
<p>Planning <i>Students plan an approach for an outcome. They detail a work schedule and fix quality criteria for the outcome.</i></p>	planning skills	o	<p>Sustainable Forestry Practices</p> <p>EU Legislation for Forestry</p> <p>PEFC and FSC Certification</p>	Student make notes of the material learned for her/his self	o	study notes
<p>Decision making <i>Students choose a plan/schedule and determine responsibilities and results</i></p>	Planning skills	o	o	Study group will be created. Study group decides the	o	study notes



				main points relevant for the closal		
Execution <i>Students execute the plan and collect further information for implementation</i>	o	o	o	Study group shares the topic areas	o	share of work
	o	o	o	everyone studies the own topic, make notes	o	o
	o	o	o	Student teach the topic areas to each other	o	o
	o	o	o	Students make their own notes of every topic	o	o
	o	o	o	Group decide if they need more information of some topics	o	o
Monitoring/ Assessment <i>Students assess outcome</i>	monitoring skills	o	o	Group decide if they need more	o	o



<i>according to fixed quality criteria</i>				information of some topics		
Reflection <i>Students reflect on implementation, pros and cons of plan as well as gained competences</i>	o	o	o	Group reflect their working in group	o	o





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Vocation/Course:	Module B - Topic 2
Curriculum:	
Learning environment:	Online course and insite learning
Title:	Lesson 2. Practical sustainable solutions in your daily work in forestry
Extent (hours):	60 min
Author	Hanne Liukko and Anne-Mari Behm
Situation (Political problem/conflict):	
Climate change and loss of biodiversity	
Outcome (product/solution):	
<p>Objective: Students will gain an understanding of practical, sustainable solutions in their daily work within the forestry sector, emphasizing eco-friendly practices and responsible resource management.</p> <p>The outcomes of this lesson on "Practical Sustainable Solutions in Forestry" are designed to equip vocational students with a comprehensive understanding of sustainable practices and their practical application in daily forestry work. Here are the expected outcomes:</p> <p>Knowledge Acquisition: - Students will acquire knowledge about key sustainable practices in forestry, including selective harvesting, reforestation, and soil conservation.</p> <p>Critical Thinking:</p>	



- Through the case study analysis, students will develop critical thinking skills by evaluating scenarios and proposing practical, sustainable solutions.

Understanding Impact

- Students will understand the positive impact of sustainable practices on biodiversity, soil health, and the long-term availability of forest resources.

Application of Sustainable Practices:

- Students will be able to identify and apply practical, sustainable solutions in their daily work in forestry, such as minimizing waste and using eco-friendly tools.

Problem-Solving Skills:

- Engaging in group activities and discussions will enhance students' problem-solving skills as they collaboratively explore sustainable solutions to real-world scenarios.

Environmental Awareness:

- Students will develop an increased awareness of the importance of sustainability in forestry and its role in environmental conservation.

Motivation for Sustainable Practices:

- Through practical tips and discussions, students will be motivated to integrate sustainable practices into their daily work, recognizing the value of responsible resource management.

Topics covered:

1. Sustainable Practices in Forestry
2. Practical Tips for Daily Work

School-based specifications:

Adjust the teaching to match what the local curriculum requires.

Indications online teaching:

Video Conferencing Platform (e.g., Zoom, Microsoft Teams, Google Meet): Use a reliable video conferencing tool to host online sessions, facilitate discussions, and provide a virtual space for participants to engage with the workshop content in real-time.



Collaboration and Whiteboarding Tool (e.g., Padlet, Miro, MURAL): Choose a collaborative whiteboarding platform to enable participants to work together on virtual boards. This tool is crucial for group activities, brainstorming sessions, and visualizing ideas collectively.

Document Sharing and Collaboration Platform (e.g., Google Drive, Microsoft OneDrive, Padlet, Miro, MURAL): Utilize a platform for shared document creation and collaboration. This allows participants to work together on assignments, access workshop materials, and contribute to shared documents, fostering collaboration and communication.

Phases	Intended competences		Topics covered	Methods	Material/ Media	Outcome (Product/ Solution)
	Specialist competences	Personal competences				
Information <i>Students analyse the situation/ problem/conflict considering a possible outcome</i>	Analyse skills,	o	Sustainable forestry and the effects of the climate change and loss of biodiversity	Listen to the audio materials and take notes about ideas you could use on your profession Reflect your learning from the audio materials. Answer 2 questions from the list together with the group	audio material from Forest boost project: https://www.thinglink.com/card/1783120636743254693 Ecogreen podcasts (link?) Sustainable forestry in general in Finland and Sustainable Forest usage in Finland	New ideas and basic information, practices



Planning <i>Students plan an approach for an outcome. They detail a work schedule and fix quality criteria for the outcome.</i>	Planning skills	o	Sustainable forestry and the effects of the climate change and loss of biodiversity	Pattern of questions: Document xx	o	Practical approach to apply best practices
Decision making <i>Students choose a plan/schedule and determine responsibilities and results</i>	Decision making skills	o	o	Choose 2 questions from the list and answer together with the group	o	
Monitoring/ Assessment <i>Students assess outcome according to fixed quality criteria</i>	Self assessment skills	o	o	o	o	o
Reflection <i>Students reflect on implementation, pros and cons of plan as well as gained competences</i>	Reflection skills	o	o	o	o	Practical approach to apply best practices .





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Vocation/Course:	Module B - Topic 2
Curriculum:	
Learning environment:	Online course and insite learning
Title:	Lesson 3. Future of forestry
Extent (hours):	60 min
Author	Hanne Liukko and Anne-Mari Behm
Situation (Political problem/conflict):	
<p>Our planet is in trouble due to climate change and the loss of biodiversity. We need fresh ideas to tackle these problems, and Sitra's Future Frequency method (https://www.sitra.fi/en/projects/futures-frequency/#) can help us think outside the box and find new solutions.</p> <p>Forests are crucial for fighting climate change, and even small efforts by those working with forests can make a difference.</p> <p>Future Frequency is a workshop method designed for groups of 8–20 people. It can be done online or in person, and there are videos on the website to introduce each topic. The facilitator's handbook gives detailed steps for group activities.</p> <p>Developed by Sitra, Future Frequency builds on past efforts and feedback from specialists. The goal is to help participants imagine different futures and take steps towards making their preferred future a reality. It can be adapted for different groups, and right now, we're using it for vocational training with forestry students.</p>	
Outcome (product/solution):	



1. Innovative Solutions and Strategies:

The task could yield a set of innovative solutions and strategies to address climate change and biodiversity loss. By using the Future Frequency method, participants may generate creative ideas that go beyond conventional approaches, providing new avenues for tackling these pressing global challenges.

2. Enhanced Awareness and Engagement:

Participants may leave the workshop with an increased awareness of the critical role forests play in mitigating climate change. This heightened awareness, coupled with the emphasis on individual contributions, could lead to greater engagement and proactive efforts among participants in their respective roles related to forestry and environmental conservation.

3. Improved Collaboration and Networking:

The group-based nature of the Future Frequency workshop fosters collaboration and networking among participants. The exchange of ideas and perspectives can lead to a strengthened community working towards common goals. This improved collaboration may extend beyond the workshop, creating a network of individuals committed to addressing climate change and biodiversity loss in the long term.

Topics covered:

1. Critical Thinking
2. Creativity
3. Collaboration
4. Communication
5. Adaptability
6. Strategic Planning
7. Problem-Solving
8. Networking
9. Environmental Literacy
10. Leadership



School-based specifications:

Adjust the teaching to match what the local curriculum requires.

Indications online teaching:

Video Conferencing Platform (e.g., Zoom, Microsoft Teams, Google Meet): Use a reliable video conferencing tool to host online sessions, facilitate discussions, and provide a virtual space for participants to engage with the workshop content in real-time.

Collaboration and Whiteboarding Tool (e.g., Padlet, Miro, MURAL): Choose a collaborative whiteboarding platform to enable participants to work together on virtual boards. This tool is crucial for group activities, brainstorming sessions, and visualizing ideas collectively.

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Phases	Intended competences		Topics covered	Methods	Material/ Media	Outcome (Product/ Solution)
	Specialist competences	Personal competences				
Information <i>Students analyse the current situation and future of climate change and biodiversity loss</i>	Learning skills	o	Future of forestry, future thinking.	future frequency method by Sitra or SWOT analyse	https://www.sitra.fi/en/projects/futures-frequency/ or https://en.wikipedia.org/wiki/SWOT_analysis	Alternative future scenarios and most importantly change of thinking



Execution <i>Students execute the plan and collect further information for implementation</i>	Thinking skills, learning skills, application skills	o	o	Use Future Frequeny method by building alternative futures for forestry and how it effects to your field of studies SWOT analyse of the future of forestry how it effects to your field of studies	o	Notes, story, SWOT template, reflecting future of forestry it's effects on other fields
		o	o		o	o
		o	o	o	o	o
		o	o	o	o	o
		o	o	o	o	o
Monitoring/ Assessment <i>Students assess outcome</i>	Self assessment skills	o	o	Feedback discussion	o	o
Reflection <i>Students reflect on implementation, pros and cons of plan as well as</i>	Reflection skills	o	o	Feedback discussion	o	



<i>gained competences</i>						
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