



# Teaching Unit 3

## Guiding Document



## Ecological-economic perspectives of sustainability in vocational training

EcoGreen aims to support teachers at vocational schools in implementing the topic of sustainable economic education. Our strategy strengthens the professional Profile of teachers and supports their students in acquiring ecological skills.

Teaching material for use in vocational training:

Module: **Green Strategies for the sector of forestry**

Our Consortium:



Leibniz Universität Hannover



Universität Wien



SamiEDU



Voca Train



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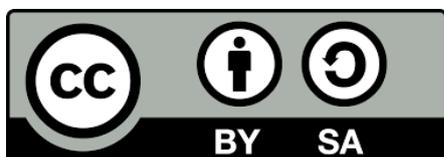
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# Teaching Unit 3 – Guiding Document

## Introduction

**This course deals** with aspects of sustainable forestry. The course consists of three parts, which we call Lesson 1, Lesson 2 and Lesson 3. The course aims to give you background information on sustainable forestry concepts, governance, practical measures and finally to guide you to think about alternative futures using Sitra's Future Frequency tool.

**We will start** with a background on sustainable forestry and then move on to thinking about where our world is going.

**You can complete this course** independently or with a group. In each we will provide alternative assignments for group implementations and for the independent student. Choose the one that suits you best.

## Topics covered

First lesson: Sustainable Forestry Practices, EU Legislation for Forestry, PEFC and FSC Certification

Second lesson: Sustainable Practices in Forestry, Practical Tips for Daily Work

Third lesson: Critical Thinking, Collaboration, Strategic Planning, Problem-Solving, Environmental Literacy, Leadership

## Timetable

Work at your own pace: This course allows for independent study or as part of a group alongside other studies. Collaborating with your peers is particularly beneficial for the third lecture.

## Lesson 1. Green strategies for the sector of forestry, EU legislation for Forestry

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.

This lesson can be adapted for different groups, and right now, we're using it for vocational training with forestry students.

## Lesson 1. Green strategies for the sector of forestry, EU legislation for Forestry

### Introduction:

Welcome to the first lesson!

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.

This lesson can be adapted for different groups, and right now, we're using it for vocational training with forestry students.

Good luck to your journey to the sustainable forestry legislation!

### Learning material

PowerPoint presentation attached

### Task 1: Explore the EU Forest legislation and the upcoming 2023 Forest Strategy from the links below.

1. Learn about the EU Forest legislation and the new 2023 Forest Strategy from the links below
2. Take quick notes for yourself and get ready to share the main ideas with the group
3. Answer the question below each link

EU legislation for forestry [https://environment.ec.europa.eu/topics/forests\\_en](https://environment.ec.europa.eu/topics/forests_en)

Question: How many % of European land is forest?

EU forest strategy [https://environment.ec.europa.eu/strategy/forest-strategy\\_en](https://environment.ec.europa.eu/strategy/forest-strategy_en)

Question: What are the main points of EU forest strategy for 2030?

Food and Agriculture Organisation of the UK <https://www.fao.org/forestry/en/>

Question: find an interesting article by your choice and summarize it to 2 main points.

Programme for the Endorsement of Forest - PEFC <https://www.pefc.org/>

Question: What are the 3 main aspects of sustainability in PEFC certificate?

Forest Stewardship Council – FSC <https://fsc.org/en>

Question: Which one of the 2 certificates is more demanding for forest owner, PEFC or FSC?

### Task 2a: Group work

1. **Form Study Groups:** Create groups (4-6 persons is ideal) and choose main points for the closer collaboration.
2. **Share Topics:** Share your chosen topics within the group.
3. **Individual Study:** Study your topic and make personal notes.
4. **Teach Each Other:** Take turns teaching your topic to the group.
5. **Note-taking:** Everyone makes their own notes on each topic.
6. **Discussion:** Discuss together about the main points you learned at this study groups. Name one practical thing you can take action in your daily life.
7. **Feedback:** Provide feedback on topic understanding.
8. **Final Decision:** Decide as a group if extra info is needed.

### Task 2b: individual study

1. Set your self a goal what you need to learn about this topic. You can use the questions under the links to give you ideas.
2. Study the topics and make notes.
3. Think about the main points you learned in this study session.
4. Name one practical thing you can take action in your daily life.
5. Consider if you still need some further information about this area and make a plan how to find it.

### Task 3: Questions:

1. How many % of European land is forest?
2. What are the main points of EU forest strategy for 2030?
3. Question: find an interesting article from Food and Agriculture Organisation of the UK <https://www.fao.org/forestry/en/> by your choice and summarize it to 2 main points
4. What are the 3 main aspects of sustainability in PEFC certificate?
5. Which one of the 2 certificates is more demanding for forest owner, PEFC or FSC?

### Extra material

Managing forests for climate change <https://www.fao.org/3/i1960e/i1960e00.pdf>



### Task 1. Climate Change and Your Job:

Think about how climate change might affect your forestry work in the future.

Share your thoughts on what challenges or good things could happen.

### Task 2. Helping Biodiversity in Forestry:

Figure out ways to stop biodiversity from getting worse in your job.

Come up with simple actions you can take to protect plants and animals where you work.

### Task 3: Quiz

Test if you can already!!

## Questionnaire: Climate Change and Forests for Vocational Level Forestry Students

#### 1. Temperature and Forests:

- How does climate change affect the temperature in forests?
  - a) It stays the same
  - b) It gets hotter, and this can affect the types of trees (Correct)
  - c) It gets colder, and this can affect the types of trees

#### 2. Extreme Weather and Forests:

- What can happen more often in forests because of climate change?
  - a) More sunshine
  - b) More storms, wildfires, and droughts (Correct)
  - c) Less rainfall

#### 3. Species in Forests:

- How might climate change influence the kinds of trees in a forest?
  - a) Trees always stay the same
  - b) Some trees may not survive, and new types might grow (Correct)
  - c) All trees will die

#### 4. Pests and Diseases:

- What could warmer temperatures and changes in humidity lead to in forests?
  - a) More snow (Correct)
  - b) The spread of pests and diseases (Correct)
  - c) Healthier trees

#### 6. Carbon Storage in Forests:

- Why are forests important for storing carbon?
  - a) They can storage carbon (Correct)
  - b) Forests can release stored carbon into the air (Correct)
  - c) Carbon has no connection to forests

#### 7. Vulnerability to Disturbances:

- What makes forests more vulnerable to disturbances because of climate change?
  - a) Forests become stronger
  - b) Climate-stressed forests can be more prone to things like insect infestations and wildfires (Correct)
  - c) Disturbances don't affect forests

## Task 3

### Questionnaire: Actions to make Forests more resilient for Climate Change

#### 1. Afforestation and Reforestation:

- What action helps combat climate change by planting new trees in areas where there were none before?
  - b) Logging without replanting
  - c) Afforestation and reforestation (Correct)
  - d) Leaving forests untouched

#### 2. Climate-Resilient Tree Species:

- Which strategy involves choosing trees that can handle changes in the climate?
  - a) Planting any available tree
  - b) Selecting climate-resilient tree species (Correct)
  - c) Ignoring tree types
  - d) Randomly planting trees

#### 3. Reducing Greenhouse Gas Emissions:

- What is important to notice in climate change in forestry?
  - a) Using more heavy machinery
  - b) Adaptive Forest Management (Correct)
  - c) Fire Risk Management (Correct)

#### 5. Forest damages:

- Why is it important to monitor forests for pests and diseases?
  - a) To encourage their spread
  - b) To ensure healthy forests by detecting and responding to issues early (Correct)
  - d) To let pests and diseases thrive

## Lesson 3

Welcome to the next lesson. In this lesson, we look to the future. We will use the Future Frequency workshop method developed by Sitra.fi, which is suitable for groups of 8-20 people. The tool guides participants in making a better tomorrow a reality. The tool includes instructions, materials, a facilitator's handbook. All you have to do is imagine!

Good luck for the future!

Link to the method

<https://www.sitra.fi/en/projects/futures-frequency>

## Task 1a Group work

Complete the method based on guide book

## Task 1b Individual work

Follow the instructions <https://www.sitra.fi/en/projects/futures-frequency/> and reflect on these issues in the course chat. Questions can be found in the chat tool and here below. Be sure to watch the videos before answering, you can find all the instructions and videos on the website.

### Chat:

#### **Assignment: What if...?**

Each of you should come up with one or more “What if...?” questions about the future. Write down your questions to the chat. Answer the previous questions from your study group.

#### **Assignment: Challenging assumptions about the future**

Do you recognise this kind of supposition about the future? Does it match your own view of the future? What preconceptions is it based on?

#### **Assignment: Looking back and looking forward**

The idea behind this assignment is to broaden your thinking about what factors have influenced the present and the things we recognise as influencing the future.

Create a timeline showing 1) what factors have influenced the present? Then turn to the future and toward the end of the assignment write down 2) what issues in the present will influence the future?

#### **Assignment: Imagining a preferred future**

Choose the theme you want to address in your vision of the future. What positive elements are there in the present that you would like to see strengthened for the future to be better?

Write down your thoughts on how the future would be better – and for whom. Try to be as concrete as possible: I want to strengthen (what) so that, in 2050, (what) would be different / (what) will have happened / (what the world would be like).

Give comments to 2 other students.

#### **Assignment: Actions for a preferred future**

This final stage of the workshop will bring you firmly back to the present. How should our thinking and beliefs change, how should structures change and how should our behaviour change? Working in small groups, come up with an action in response to each of these questions. Write down your ideas for actions as instructed by your facilitator.

Give comments to 2 other students.

#### **Assignment: Write a headline for News of the Future**

In your final assignment for this workshop you'll be on the editorial team of News of the Future. This will give you an opportunity to think about what the journey towards your chosen vision looks and sounds like.

Imagine the front-page headline of News of the Future in 2048 to illustrate the change path you have imagined. Write down the headline, as instructed by your facilitator. Download the drawing as a file of pictures.