

Erasmus+ - project Learning workshop „Sustainable environmental protection”



Vocational field-specific learning workshop for the vocational field “Health and Care professions” (Svenja Hagge, Andrea Gutzmer)

Developed by the partner from Germany

“Berufsbildungszentrum Rendsburg-Eckernförde”

Contact details:

Svenja Hagge Andrea Gutzmer

Tel.: 004943517574-0

Email: svenja.hagge@bbz-rd-eck.de, andrea.gutzmer@bbz-rd-eck.de

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Introduction

The current approach to a learning workshop regarding specific professions (LWS) for the occupational field “Health and Care professions” focuses on sustainable protection of climate and environment with regard to health and care professions and offers two fixed learning workshop days which discuss working processes and routines on the one hand and the consequences of the climate crisis on human health on the other hand. At first the current approach portrays the basic situation and significance of transfer of such a learning workshop and then describes the target groups and the demands placed on them. For putting the learning workshop into practice in educational institutions, this approach offers essential information on general conditions and helpful bibliographic references for Germany. In addition to that, one chapter is dedicated to the structure of the learning workshop. The learning workshop is divided into a basic concept and a detailed one, which contains the daily routines and exact tasks.

1. Basic situation and need for action for the learning workshop for care professions

Interviews with people from different areas in care (services) serve as a basis (for the learning workshop). The AWO representative of climate protection as well as carers and nurses working with elderly people in nursing homes, hospitals, for ambulant care services or in psychiatry were for example interviewed. Moreover, the head of the emergency department of a hospital and the head of an out-patient care service were questioned. The intention of the interviewers was to find out to what extent sustainable protection of climate and environment is integrated in the various areas of work and involved in the working process.

The results of the interviews have revealed that sustainability is included in different working processes but can hardly be realized due to different prevailing conditions. Therefore, there is a need for learning workshops on the topic of sustainable protection of climate and environment in care services. To analyze the basic situation, different curricula concerning sustainability were also consulted. The result was that this topic is given little to no consideration in the specialist curricula for training.

Besides, internet research revealed that the CO₂ footprint in the nursing sector is very high. Recent enquiries found out that “the potential of climate protection is high in care services: [...] The average CO₂ emissions per care place are around 7.4 tons a year and the saving potential is nearly 15 per cent (of this) which corresponds to a possible yearly saving of 1.1 tons of CO₂ per care place. About 1 per cent of the German population live in nursing homes. By using the possibility of saving CO₂ in all nursing homes, more than 900,000 tons of CO₂ could be saved in Germany per year”. (Access on 16.11. 2023: <https://www.klimaschutz.de/de/service/meldungen/klimaschutz-und-klimaanpassung-pflegeeinrichtungen>).

The consequences of climate change such as long-lasting periods of hot weather can have a negative impact on human health, especially on vulnerable groups of people in old people's homes and nursing homes. The Robert Koch Institute records the mortality rate due to heat in the summer months. "In 2023 they guessed about 3,200 (1,600; 4;700) heat-related deaths all over Germany till calendar week 38". (Access on 15th November 2023: https://www.rki.de/DE/Content/GesundAZ/H/Hitzefolgekrankheiten/Bericht_Hitzemortalitaet.html). These search results make clear that it is necessary to sensitize the prospective qualified employees for the topic of sustainable protection of climate and environment so that connections can be seen, and the best possible adjustments can be reached in care facilities.

2. General objectives of the learning workshop

The principal objective of the learning workshop is the sensitization of the prospective qualified personnel regarding sustainable protection of climate and environment. The chosen target groups ought to be sensitized at an early stage to the topic to see connections between sustainability and protection of climate and environment. Thus, a personal change of views can perhaps be reached as well as a modification of one's own actions as far as work is concerned, but also in private context.

The secondary aim of the learning workshops is the teaching of general knowledge concerning sustainability such as the 17 Sustainable Development Goals and the Agenda 2030.

“The Agenda 2030 with its 17 goals for sustainable development (Sustainable Development Goals, SDGs) is a global plan to promote sustainable peace and prosperity as well as to protect our planet. Since 2016 all countries have worked on transferring this joint vision on fighting poverty and on reducing inequalities to national development plans. By doing so, it is especially important to adapt to the requirements and priorities of the weakest sections of the population and countries – for only if nobody is left behind, the 17 goals can be reached till 2030.” (Access on 16th November 2023: <https://unric.org/de/17ziele/>) Basic knowledge about sustainability is necessary to reach further aims.

A third objective is to establish a link between the climate crisis and human health and to portray the effects of climate change on human health with the help of specific examples.

3. Target groups and classification of the qualification of the learning workshop

The target groups for this learning workshop are mainly trainees in the field of care but also qualified employees or other interested people. Depending on the target group, the specialist aspects have to be modified with regard to the level of qualification on the one hand and the selected contents on the other hand. The learning workshop can take place at a Vocational Training Center, Regional Education Center (vocational schools) or at other nursing schools. Furthermore, it is possible to carry out the learning workshop in in-patient facilities for elderly people or those needing full care if there is a conference room or training room. In the following we will describe the necessary equipment.

3.1 Apprentices

The learning workshop is primarily addressed to trainees such as "state-certified nursing assistant (NA) ", "Nursing assistant" or "Geriatric nurse". However, trainees in general care are also potential participants attending a learning workshop or single learning workshop days.

“Because of their competences examined nursing assistants (PA) are enabled to support in domestic science and in looking after and caring for people. They assist the qualified employees in the facilities. They can for example work in hospitals, in-patient and out-patient nursing facilities, in rehabilitation centers, psychiatric institutions, facilities for the disabled as well as in private households” (cf. Lehrplan BFSIII, Sozialwesen, p.7).

The generalist training as a qualified care assistant “[...] enables the trainees – fulfilling the training objective under §5 health and caring professions law – to care for humans of all ages in the general and specialized sections of care. [...] The development of skills necessary to care for humans of all ages also comprises the special requirements for the care of children and youths as well as elderly people in the various care settings and particular specialist developments in the care sector.” (cf. Training and Examination Regulations for Health and Care professions, p.11; source: https://www.bundesgesundheitsministerium.de/fileadmin/Dateien/3_Downloads/Gesetze_und_Verordnungen/GuV/P/PfIAPrV_Bundestag-130618.pdf)

3.2 Skilled workers

The concept of learning workshop days in the current version is based on preconditions of the trainees. In principle, the participation of qualified employees and/or management in the learning workshop is possible and considered desirable. However, for this clientele, the specialist contents and tasks must be adapted to the level of the participants.

Possible qualified people are for instance the heads of facilities and care services of the different nursing homes, qualified out-patient carers as well as qualified personnel in old people’s homes and nursing homes. Moreover, the learning workshop could be an option for teachers at nursing schools.

3.3 Generally interested people

The learning workshop days referring to the learning areas “field of action: working processes and routines” and “consequences of climate change: The climate crisis is also a health crisis” are also just the right thing for generally interested people such as volunteers working in the care sector. The learning area “consequences of climate change: The climate crisis is also a health crisis“ is basically relevant for everybody, also for example for residents or their relatives.

4. Requirements for people involved in the learning workshop

The target groups participating in the learning workshop should generally be interested in the topic and should want to have a good look at it. Previous knowledge is not mandatory. They ought to be willing to cooperate with participants in different groups and be able to present results. Active participation is necessary to receive a certification confirming the attendance at the learning workshop.

After registering officially, the interested people may attend the learning workshop. There is an obligation to attend the registered learning workshop days. In case of absence a certification about the participation cannot be issued. In principle, it is possible to attend the learning workshop on single days only. It is not necessary to attend all learning workshop days.

The qualified personnel carrying out the learning workshop should meet the requirements mentioned in 4.2 and, if they lack knowledge about learning workshops or about protection of climate and environment regarding certain professions, they should be qualified according to the “Qualifizierungskonzept für pädagogisches Personal” which was also developed within the Erasmus project ‘learning workshops’ and can be downloaded on www.nordprojekte.de as well as on the website of the vocational school BBZ www.bbz-rd-eck.de .

4.1 Requirements for participating target groups

Apprentices

The trainees participating in the learning workshop may be in their first, second or third year of training which does not play a significant part for taking part. However, one has to consider that an early participation makes sense to get to know work routines regarding sustainability and to be able to put them into practice at work. Previous knowledge concerning sustainability in care is not obligatory.

Skilled workers

The qualified employees ought to work in facilities with full-time care for the elderly and are therefore familiar with the work routine. Previous knowledge concerning sustainability in care is not obligatory.

Educational topics and specific requirements must be adapted to each single target group. In case of heads of facilities or heads of nursing services, changes in terms of contents are necessary due to their field of work and their sphere of activity.

Generally interested people

People interested in the topic in general already satisfy the most important requirement which is the willingness and personal interest to tackle the topic of sustainable protection of climate and environment.

4.2 Requirements for the specialists performing the workshop/lecturers

For putting the learning workshop into practice, the qualified personnel or teachers carrying it out need to have various qualifications. Basically, they ought to have an educational background, whether in form of studies or further education. They should have practical experience in teaching. Furthermore, the qualified personnel ought to be well informed and be capable of learning the required contents in self-study with the help of adequate literature or other techniques (as for example experts' talks). They must as well have skills that educational specialists should generally have, such as

- social skills (e.g. communication skills, empathy)
- self-competence (e.g. self-reflection, self-responsibility)
- methodological skills (e.g. use of different methods adapted to target groups)
- media savvy (e.g. literature research as well as critical handling of media contents)

Moreover, experiences with the topics 'protection of climate and environment' as well as 'sustainability' are helpful when carrying out the learning workshop. As it is a learning workshop in the field of nursing, work routines and processes in the care sector ought to be a known fact.

More detailed information concerning demands placed on the qualified performers or teachers can

5. Framework conditions

The learning workshop days must be carried out under sustainable aspects. The participants ought to be able to use public transport for their journey. The offered food should be local and seasonal. Necessary work material must be at everybody's disposal in digital form as well as digital devices have to be made available in case the participants do not bring their own ones. On-site there has to be a nursing room where single aspects can be explained in practice.

a. Description of the learning environment

The learning workshop days can take place in a room suitable for groups up to 15 people. For group work it ought to be possible to arrange the tables in different ways. The room must be equipped with a board such as Legamaster for digital work.

b. Required and recommended material

For general analysis before starting the learning workshop, several references are recommended. In addition to that, it is essential for the leader of the learning workshop to conduct his or her own research on the subject beforehand to be up to date regarding topic and data.

Recommended literature (e.g. for carrying out in Germany):

- German Alliance Climate Protection and Health (source: www.klimawandel-gesundheit.de)
- Health for future (source: <https://healthforfuture.de>)
- Sustainability in health and care: report on sustainability published by the Federal Ministry of Health in 2021 (source: www.bundesgesundheitsministerium.de)

For the period of theoretical input helpful references will be made available during the learning workshop days. It must be kept in mind, though, that further information and new sources are permanently being published because of the significance and topicality of the subject. Therefore, it is necessary that the lecturers carrying out the learning workshop conduct their own literature research beforehand to be able to consider the current data and findings.

Recommended literature (e.g. for Germany):

- Guide for the learning area global development as part of the forming of sustainable development, publisher: ENGAGEMENT GLOBAL gGmbH, published by Cornelsen, on behalf of the Permanent Conference of State Cultural Secretaries in the Federal Republic of Germany and the Federal Ministry of Economic Cooperation and Development
- ESD EXPERT NET The goals for sustainable development in lessons, publisher: ENGAGEMENT GLOBAL gGmbH

Apart from this, the content of the first learning workshop day is based on the participants' own experiences or refers to the work routines in the nursing homes. These routines ought to be optimized regarding sustainability. The participants take the ideas into their workplaces and thus change the daily work there.

For further ideas and stimulations concerning nursing homes it is recommended to read the AWO website "Klimafreundlich pflegen (Caring sustainably)". Under the heading "Praxisbeispiele (practical examples)" different examples are presented that call to imitate.

The following site is to be visited: <https://klimafreundlich-pflegen.de> . Appropriate ideas can also be transferred to other EU countries. (Note: The corresponding texts must be translated into the current national language.)

For the second learning workshop day dealing with the topic ‘the climate crisis is a health crisis’ and the sub-point ‘heat protection action plan’ the following literature is recommended to go through for Germany. In other EU countries literature research has to be done to find out about possible learning contents.

Moreover, the website of the Federal Ministry of Health provides various helpful information. On the one hand, you can find the aspect ‘topics’ and the sub-point ‘prevention’ with the subject ‘health risk heat’. In addition to that, the site of the Federal Centre for Health Education can be recommended: www.klima-mensch-gesundheit.de . The site offers support concerning heat and heat protection as well as UV radiation and UV protection which may be useful for the second learning workshop day. For current data on mortality due to heat the website of the Robert Koch Institute which reports on health effects of heat can be recommended: https://www.rki.de/DE/Content/GesundheitAZ/K/Klimawandel_Gesundheit/Klimawandel_Gesundheit_node.html

Further helpful references regarding heat for the use of the concept in Germany:

1. The website of the Federal Ministry of Health (BMG) with information on heat protection (source: https://www.bundesgesundheitsministerium.de/fileadmin/Dateien/3_Downloads/H/Hitzeschutzplan/230727_BMG_Hitzeschutzplan.pdf)
2. Recommended courses of action for creating heat protection action plans by the Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (source: <https://www.bmu.de/themen/gesundheit/gesundheits-im-klimawandel/handlungsempfehlungen-zu-hitzeschutzaktionsplaenen>).

Necessary for carrying out the learning workshop is a room equipped with a digital terminal for digital presentation. In addition to that, material such as posters, pens, and paper ought to be offered. Basically, the approach that results are saved digitally should be pursued. In an ideal situation digital media are also used during work periods in which the participants have their private digital device.

c. Learning methods used and recommended

Learning methods as part of the learning workshop could be based on the cooperative learning concept. This concept always follows a consistent structure that starts with one’s own thoughts on a topic before exchanging ideas with one partner first and the group afterwards (Think-Pair-Share). Subsequently a joint result is developed or presented. Within this structure, there are several methods that can be used, for instance the placemat method, partner puzzles or group puzzles. The first step, that is the personal cognitive activation, requires an examination of the topic and is extremely binding regarding the exchange of ideas. (cf. publishers Ludger Brüning;/Tobias Saum, “Erfolgreich unterrichten durch Kooperatives Lernen, Strategien zur Schüleraktivierung”, 5th edition 2009).

6. Structure of the learning workshop

6.1 Overview of educational topics

The learning workshop days are divided into three days with the option of a fourth day, which does not take into consideration nursing and health care, though, but nevertheless plays a big role in full-time care and nursing homes.

The three or rather four days can be divided into the following learning areas:

- Learning area A: Field of action 'working processes and routines'
- Learning area B: Consequences of climate change: The climate crisis is also a health crisis.
- Learning area C: Future workshop: Development of a climate-friendly nursing home
- Learning area D: Provided food observing sustainable aspects: This is an optional learning workshop day.

6.2 Rough concept

The single learning areas are planned for one learning workshop day of approximately five (timed) hours which corresponds to six lessons.

Day 1:

Learning area A: Field of action working processes and procedures	
Topic	Content
Entry	General personal definition of sustainability by e.g. using the placemat method Working out similarities and differences
Analysis I of a 'normal' workday in full-time in-patient care regarding sustainable protection of climate and environment	Presentation of a workday in full-time in-patient care -Which activities are carried out? When and how? -Thinking in small steps -Subdivision into early shift and late shift -If necessary, mentioning guidelines that have to be considered
Input/theoretical part	Introduction with explanatory video on sustainability from German Ministry of the Environment Agenda 2030 and 17 Sustainable Development Goals, finding out one's own footprint with following optimization of one's own behaviour Facts on sustainability in care – climate-damaging emissions in care

<p>Analysis II of a 'normal' workday in full-time in-patient care regarding sustainable protection of climate and environment</p>	<p>Re-analysis of a workday with regard to sustainable protection of climate and environment; on the basis of analysis I work processes are determined that have to be improved in the daily routine</p> <p>Assessment of early shift by late shift group and vice versa</p> <p>Safeguarding results: Where are savings possible?</p> <p>Clarification by showing piles of laundry</p> <p>Clarification by showing loads of gloves as an example of a fully in-patient care facility</p>
<p>Conclusion</p>	<p>Looking again at the personal definition of sustainability; changes and additions if necessary</p>
<p>Reflection and final round</p>	

Day 2:

<p>Learning area B: Consequences of climate change: The climate crisis is also a health crisis</p>	
<p>Topic</p>	<p>Content</p>
<p>Entry</p>	<p>Approach with the statement »The climate crisis is also a health crisis«; personal thoughts and opinions on it and afterwards collection of possible consequences of the climate crisis on health</p>
<p>Theoretical input on the topic "The climate crisis is also a health crisis"</p>	<p>Agenda 2030, 17 Sustainable Development Goals, data on victims of heat</p> <p>Impacts of climate change on health</p> <p>Comparison between a human suffering from fever and the earth also suffering from 'fever' (according to Hirschhausen)</p> <p>Stating current numbers on deaths due to heat</p> <p>Further examples such as transmission of infections by ticks or mosquitoes, increased UV exposure, environmental catastrophes</p>
<p>Development of an action plan regarding</p>	<p>Starting together with the collection of</p>

heat protection for the facility	<p>possible contents for corresponding action plans regarding heat protection</p> <p>Rethinking first aid for staff, focus on consequences of heat</p> <p>Overthinking daily structures, comparing with southern countries</p> <p>Import plans for everybody</p> <p>Adaption of food</p> <p>Developing cool zones for facilities</p> <p>Creating a specific action plan regarding heat protection for the different target groups in digital version: residents, relatives, personnel</p>
Conclusion	Looking back at one's personal opinion on the statement "The climate crisis is also a health crisis", if necessary making changes/additions
Reflection and final round	

Day 3:

Learning area C: Future workshop: Development of a climate-friendly nursing home	
Work steps	Content
Development of a climate-friendly nursing home	Here a number of further aspects have to be considered as it is a learning workshop for the management: e.g. different ordering options of material, switch of documentation from paper to EDP, crew scheduling in digital version

Day 4:

Learning area D: Provided food observing sustainability: This is an optional learning workshop day.	
Topic	Possible contents
Optionally a learning workshop day can be held on the topic food	Local products, mainly meat-free menus, ideas for more sustainable use of leftovers, water dispensers instead of (glass) bottles

6.3 Detailed concept – plan of the day and detailed tasks

The fine concept, which should be adapted after a thorough literature research, is depicted with possible learning contents and tasks. These could e.g. be presented by Power Point.

For single tasks, for example the individual examination of the topic, digital tools such as 'oncoo' or 'task cards' can be used. Two Power Point presentations of the fine concept are attached.

Learning workshop day 1

Subjects	Contents or rather tasks
Welcoming	Welcoming by the person who carries out the learning workshop
Agenda	Welcoming <ol style="list-style-type: none"> 1. Entry 2. Analysis of a working day 1 in full-time in-patient care 3. Theoretical input on the topic 'sustainable protection of climate and environment' 4. Analysis of a working day 2 in full-time in-patient care 5. Conclusion 6. Reflection and final round
1. Entry on the topic sustainability	In front of you there is the so-called placemat. Write your personal definition of »sustainable protection of climate and environment« in the field in front of you. (7 minutes) Turn the placemat clockwise and read the other's definitions. (5 minutes)
Entry on the topic sustainability	In front of you there is the so-called placemat. Exchange ideas concerning the different definitions. If necessary, ask your partners about their definitions. Find similarities between the definitions and write them in the field in the middle of the placemat. Note differences between the personal differences as well. (12 minutes)
Entry on the topic 'sustainability'	Similarities between the personal definitions: ...

	Differences between the personal definitions: ...
2. Analysis of a working day in full-time in-patient care (nursing homes)	<p>In small steps, write down a daily routine in care in early shifts with your group members.</p> <p>Write down a daily routine in late shifts in small steps.</p> <p>Consider the following aspects in both cases: journey to work, manner of shift handovers, residents' care, catering, beverages, ...</p>
3. Theoretical input on the topic 'sustainable protection of climate and environment'	<p>Transition to the phase of theoretical input, then presentation of the following video: https://youtu.be/xS3g8q5k5C4</p> <p>source: explanatory video on sustainability from German Ministry of the Environment</p>
Theoretical input on the topic 'sustainable protection of climate and environment'	<p>“The Agenda 2030 with its 17 goals for sustainable development (Sustainable Development Goals, SDGs) is a global plan to promote sustainable peace and prosperity as well as to protect our planet. Since 2016 all countries have worked on transferring this joint version on fighting poverty and on reducing inequalities to national development plans. By doing so, it is especially important to adapt to the requirements and priorities of the weakest sections of the population and countries – for only if nobody is left behind, the 17 goals can be reached till 2030.”</p> <p>(Access on 16th November 2023: https://unric.org/de/17ziele/) Basic knowledge about sustainability is necessary to reach further aims.</p>
Theoretical input on the topic 'sustainable protection of climate and environment'	<p>Here a graphic presentation of the 17 SDGs should be shown, and connections between the single sustainable goals are discussed. The performer of the workshop may decide which connections are picked up.</p>
Theoretical input on the topic 'sustainable protection of climate and environment'	<p>»We can all contribute and live as sustainably as possible and protect resources at best.«</p> <p>(Source: https://www.wwf.de/themen-projekte/klimaschutz/wwf-klimarechner)</p> <p>The internet offers various possibilities of</p>

	<p>calculating one's personal ecological footprint. Depending on the target group, the performer decides which Climate Calculator is suitable.</p>
<p>Theoretical input on the topic 'sustainable protection of climate and environment'</p>	<p>»We can all contribute and live as sustainably as possible and protect resources at best.«</p> <p>(Source: https://www.wwf.de/themen-projekte/klimaschutz/wwf-klimarechner)</p> <p>Write down your personal possibilities of reducing your ecological footprint.</p>
<p>Theoretical input on the topic 'sustainable protection of climate and environment'</p>	<p>»We can all contribute and live as sustainably as possible and protect resources at best.«</p> <p>(Source: https://www.wwf.de/themen-projekte/klimaschutz/wwf-klimarechner)</p> <p>... and work.</p>
<p>Theoretical input on the topic 'sustainable protection of climate and environment'</p>	<p>There are about 16,100 nursing homes and 15,400 ambulant care services, 5 million people in need of nursing (the numbers are constantly rising).</p> <p>(Pflege: Pflegebedürftige in Deutschland – Statistisches Bundesamt (destatis.de))</p> <p>The share of climate-damaging emissions is about 5% in the health sector.</p> <p>There was a total quantity of 746 tons of emissions in Germany in 2022.</p> <p>Note: Current figures have to be researched beforehand, and the corresponding website can be presented with the help of links.</p>
<p>4. Analysis of a working day 2 in full-time in-patient care (nursing homes)</p>	<p>Possibilities of savings regarding a working day in full-time in-patient care: ...</p>
<p>5. Conclusion</p>	<p>Look back at your personal definition of »sustainable protection of climate and environment« at the beginning of the day.</p> <p>Think about the question whether/how you would change your definition,</p> <p>Note down these modifications.</p> <p>(7 minutes)</p>

6. Reflection and final round	

Learning workshop day 2

Subjects	Content or rather tasks
Welcoming	Welcoming by the person who carries out the learning workshop.
Agenda	<p>Welcoming</p> <ol style="list-style-type: none"> 1. Entry 2. Consequences of climate change on health 3. Theoretical input on the topic 'the climate crisis is also a health crisis' 4. Measures regarding heat protection for full-time in-patient facilities (nursing homes) 5. Conclusion 6. Reflection and final round
1. Entry	<p>»The climate crisis is also a health crisis.«</p> <p>Write down your thoughts concerning this statement.</p>
2. Consequences of the climate crisis on human health	<p>Think about the question whether the climate crisis has an impact on human health and take notes.</p> <p>If so, note down which ones.</p>
Consequences of the climate crisis on human health	Joint collection of impacts of climate change on human health
3. Theoretical input on the topic 'sustainable protection of climate and environment'	<p>“The Agenda 2030 with its 17 goals for sustainable development (Sustainable Development Goals, SDGs) is a global plan to promote sustainable peace and prosperity as well as to protect our planet. Since 2016 all countries have worked on transferring this joint version on fighting poverty and on reducing inequalities to national development plans. By doing so, it is especially important to adapt to the requirements and priorities of the weakest sections of the population and countries – for only if nobody is left behind, the 17 goals can be reached till 2030.”</p> <p>(Access on 16th November 2023: https://unric.org/de/17ziele/) Basic</p>

	<p>knowledge about sustainability is necessary to reach further aims.</p>
<p>Theoretical input on the topic ‘sustainable protection of climate and environment’</p>	<p>Here a graphic presentation of the 17 SDGs should be shown, and connections between the single sustainable goals are discussed. The performer of the workshop may decide which connections are picked up.</p>
<p>Theoretical input on the topic ‘sustainable protection of climate and environment’</p>	<p>Graphic presentation of the earth suffering from fever and a human being suffering from fever in order to compare the symptoms</p> <p>A human suffering from fever shows all kinds of symptoms; a temperature higher than 42.5 degrees Celsius is dangerous, it is to be expected that the proteins will clump up, nerve cells experience damage and death occurs; however, a human being can defeat the fever and make it decrease by eliminating the causes</p> <p>This can be compared to our earth – global warming increases, the earth shows symptoms and with the rise of global warming it is most likely to lead to a collapse; the causes of the fever of the earth, though, cannot be turned back as easily as it works with humans; the process is longer and more complex, which is influenced negatively by various factors</p>
<p>Theoretical input on the topic ‘sustainable protection of climate and environment’</p>	<p>Climate change accompanied by global warming has various impacts on human health:</p> <p>Heatwaves and long-lasting high temperatures on the whole in Germany are the cause of different diseases due to heat, such as heatstroke, heat exhaustion/heat prostration, heat rash, heat cramp and sunstroke</p> <p>Current numbers on deaths due to heat are e.g. stated by the Robert Koch institute</p> <p>(in other EU countries other sources that show corresponding figures have to be researched)</p>
<p>Theoretical input on the topic ‘sustainable protection of climate and environment’</p>	<ul style="list-style-type: none"> - Increased UV exposure accompanied by sunburns and skin cancer diseases - Transmission of diseases e.g. by ticks (FSME) or mosquitoes (West Nil Virus)

	<ul style="list-style-type: none"> - Environmental catastrophes such as floods which influence the psychological and social health and thus also the physical health
4. Measures regarding heat protection for full-time in-patient facilities (nursing homes)	<p>Think about possibilities how to prepare adequately against increasing temperatures and write them down.</p> <p>Consider as well 'special' diseases, the staff, constructional measures, the occupation</p>
Measures regarding heat protection for full-time in-patient facilities (nursing homes)	Collecting participants' ideas about possibilities how to prepare adequately against increasing temperatures.
Measures regarding heat protection for full-time in-patient facilities (nursing homes)	Create an information leaflet regarding heat protection for your colleagues in your facility (nursing home).
Conclusion	<p>Look back at your thoughts on the statement »The climate crisis is also a health crisis« this morning.</p> <p>Would you expand your thoughts now? Take notes.</p>
Reflection and final round	

7. Organization and implementation of the learning workshop

To put the learning workshop into practice, various steps regarding work and organization must be considered:

- Underlying conditions regarding sustainable aspects, such as the journey to the venue (e.g. by bike or by public transport or by using carpools)
- Catering by using local products for vegetarian and/or vegan dishes, water and tea offered in Thermos flasks
- Digital supply of work materials; settling whether all participants possess a transportable digital device and – if not – provide devices at the venue during the workshop
- Access to Wi-Fi at venue
- The conference room is equipped with a digital board for Power Point presentations or other digital tools

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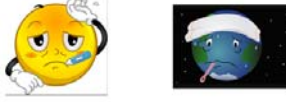
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Attachment Learning workshop day 1

<p>Herzlich Willkommen zur Lernwerkstatt zum nachhaltigen Klima – und Umweltschutz in der beruflichen Bildung – Pflegeberufe –</p>	<p>Agenda Begrüßung 1. Einstieg 3. Analyse eines Arbeitstages I in der vollstationären Pflege 3. Theoretischer Input zum Thema nachhaltiger Klima – und Umweltschutz 4. Analyse eines Arbeitstages II in der vollstationären Pflege 5. Fazit 6. Reflexion und Abschlussrunde</p>	<p>1. Einstieg zum Thema Nachhaltigkeit Vor Ihnen liegt das sog. Placemat oder Platzdeckchen Tragen Sie in das Feld vor Ihnen Ihre persönliche Definition von „nachhaltiger Klima – und Umweltschutz“. (7 Minuten) Drehen Sie das Platzdeckchen im Uhrzeigersinn und lesen Sie sich die Definitionen der Anderen durch. (5 Minuten)</p>
<p>1. Einstieg zum Thema Nachhaltigkeit Vor Ihnen liegt das sog. Placemat oder Platzdeckchen Tauschen Sie sich über die Definitionen aus. Stellen Sie ggf. Nachfragen zu den Definitionen Ihrer Partner*innen. Finden Sie Übereinstimmungen aus Ihren Definitionen, die Sie in das mittlere Feld eintragen. Notieren Sie ebenfalls Unterschiede der persönlichen Definitionen. (12 Minuten)</p>	<p>1. Einstieg zum Thema Nachhaltigkeit Gemeinsamkeiten/Übereinstimmungen aus den persönlichen Definitionen: - Unterschiede aus den persönlichen Definitionen:</p>	<p>2. Analyse eines Arbeitstages in der vollstationären Pflege (Alten – und Pflegeheim) Notieren Sie in Ihrer Gruppe kleinschrittig einen Tagesablauf in der Pflege im Frühdienst. Notieren Sie kleinschrittig einen Tagesablauf in der Pflege im Spätdienst. Berücksichtigen Sie in beiden Fällen folgende Aspekte: Arbeitsweg, Art der Übergabe, Versorgung der Bewohner*innen, Verpflegungsarten, Getränke, ...</p>
<p>3. Theoretischer Input zum Thema nachhaltiger Klima – und Umweltschutz https://youtu.be/h53k8o5t5C4</p>	<p>3. Theoretischer Input zum Thema nachhaltiger Klima – und Umweltschutz „Die Agenda 2030 mit ihren 17 Zielen für nachhaltige Entwicklung (Sustainable Development Goals, SDGs) ist ein globaler Plan zur Förderung nachhaltigen Friedens und Wohlstands und zum Schutz unseres Planeten. Seit 2016 arbeiten alle Länder daran, diese gemeinsame Vision zur Bekämpfung der Armut und Reduzierung von Ungleichheiten in nationale Entwicklungspläne zu überführen. Dabei ist es besonders wichtig, sich den Bedürfnissen und Prioritäten der schwächsten Bevölkerungsgruppen und Länder anzunehmen – denn nur wenn niemand zurückgelassen wird, können die 17 Ziele bis 2030 erreicht werden.“</p>	<p>3. Theoretischer Input zum Thema nachhaltiger Klima – und Umweltschutz </p>
<p>3. Theoretischer Input zum Thema nachhaltiger Klima – und Umweltschutz „Wir alle können einen Beitrag leisten und möglichst nachhaltig und ressourcenschonend leben.“ WWF-Klimarechner: Ihren CO2-Fußabdruck berechnen</p>	<p>3. Theoretischer Input zum Thema nachhaltiger Klima – und Umweltschutz „Wir alle können einen Beitrag leisten und möglichst nachhaltig und ressourcenschonend leben.“ Notieren Sie sich Ihre persönlichen Möglichkeiten, um Ihren ökologischen Fußabdruck zu verringern.</p>	<p>3. Theoretischer Input zum Thema nachhaltiger Klima – und Umweltschutz „Wir alle können einen Beitrag leisten und möglichst nachhaltig und ressourcenschonend leben.“ ...und arbeiten.</p>
<p>3. Theoretischer Input zum Thema nachhaltiger Klima – und Umweltschutz Es gibt in Deutschland ca. 16.100 Pflegeheime und 15.400 ambulante Pflegedienste 5,0 Millionen Pflegebedürftige (die Zahlen steigen zukünftig an) Der Anteil an klimaschädlichen Emissionen beträgt für den Gesundheitssektor rund 5%. 746 Mio. t in 2022 Gesamt Emissionen in Deutschland</p>	<p>3. Theoretischer Input zum Thema nachhaltiger Klima – und Umweltschutz Klimaschutz und Klimaanpassung in Pflegeeinrichtungen Nationale Klimaschutzinitiative des Bundesministeriums für Wirtschaft und Klimaschutz</p>	<p>4. Analyse eines Arbeitstages II in der vollstationären Pflege (Alten – und Pflegeheim) Analysieren Sie Ihren Arbeitstag aus der ersten Arbeitsphase im Hinblick auf nachhaltigen Klima – und Umweltschutz. Überlegen Sie, welche Arbeitsabläufe im Hinblick auf einen nachhaltigen Klima – und Umweltschutz optimiert werden müssten. Verdeutlichen Sie die Problematik, wenn möglich mit Hilfe von Arbeitsmaterialien aus dem Pflegeraum. Nennen Sie Alternativen/ Ideen zur Optimierung von Arbeitsschritten.</p>
<p>4. Analyse eines Arbeitstages II in der vollstationären Pflege (Alten – und Pflegeheim) Möglichkeiten von Einsparungen im Arbeitstag in der vollstationären Pflege:</p>	<p>4. Analyse eines Arbeitstages II in der vollstationären Pflege (Alten – und Pflegeheim) Möglichkeiten von Einsparungen im Arbeitstag in der vollstationären Pflege:</p>	<p>4. Analyse eines Arbeitstages II in der vollstationären Pflege (Alten – und Pflegeheim) Möglichkeiten von Einsparungen im Arbeitstag in der vollstationären Pflege:</p>

<p>5. Fazit</p> <p>Blicken Sie erneut auf Ihre persönliche Definition von „nachhaltiger Klima – und Umweltschutz“ zu Beginn des Tages.</p> <p>Überlegen Sie, inwieweit Sie Ihre Definition ändern/anpassen/optimieren würden.</p> <p>Nehmen Sie diese Änderungen schriftlich vor. (7 Minuten)</p>	<p>6. Reflexion und Abschlussrunde</p>	<p>Vielen Dank für Ihre Aufmerksamkeit und einen nachhaltigen Nachmittag ☺</p> <p>Bis Freitag zum Tag 2 ☺</p>
19	20	21

Learning workshop day 2

<p>Herzlich Willkommen zur Lernwerkstatt Tag 2</p> <p>zum nachhaltigen Klima – und Umweltschutz in der beruflichen Bildung - Pflegeberufe -</p>	<p>Agenda</p> <p>Begrüßung</p> <ol style="list-style-type: none"> 1. Einstieg 2. Auswirkungen des Klimawandels auf die Gesundheit 3. Theoretischer Input zum Thema Die Klimakrise ist auch eine Gesundheitskrise 4. Hitzeschutzmaßnahmen für vollstationäre Einrichtungen (Alten – und Pflegeheim) 5. Fazit 6. Reflexion und Abschlussrunde 	<p>1. Einstieg</p> <p>Die Klimakrise ist auch eine Gesundheitskrise</p> <p>Notieren Sie Ihre Gedanken zu dieser Aussage.</p>
1	2	3
<p>2. Auswirkungen des Klimawandels auf die menschliche Gesundheit</p> <p>Überlegen und notieren Sie, ob der Klimawandel Auswirkungen auf die menschliche Gesundheit hat und wenn ja, welche Auswirkungen das sind.</p>	<p>2. Auswirkungen des Klimawandels auf die menschliche Gesundheit</p> <ul style="list-style-type: none"> - Es dreht sich jeden Tag um den Klimawandel – Stress – wirkt sich auf die mentale Gesundheit aus und in der Folge dann auch auf die physische Gesundheit - Schwächeres Immunsystem, dadurch schneller krank; die Anfälligkeit steigt - Durch die Erwärmung kommt es zu Naturkatastrophen, wie Waldbrände, Hochwasser, Tsunami, Erdbeben - Durch das wärmere Klima werden die Menschen anfälliger für Kreislauferprobleme, Hitzeschlag 	<p>3. Theoretischer Input zum Thema „Die Klimakrise ist auch eine Gesundheitskrise“</p> <p>„Die Agenda 2030 mit ihren 17 Zielen für nachhaltige Entwicklung (Sustainable Development Goals, SDGs) ist ein globaler Plan zur Förderung nachhaltigen Friedens und Wohlbefindens und zum Schutz unseres Planeten. Seit 2016 arbeiten alle Länder daran, diese gemeinsame Vision zur Bekämpfung der Armut und Reduzierung von Ungleichheiten in nationale Entwicklungspläne zu überführen. Dabei ist es besonders wichtig, sich den Bedürfnissen und Prioritäten der schwächsten Bevölkerungsgruppen und Länder anzunehmen – denn nur wenn niemand zurückgelassen wird, können die 17 Ziele bis 2030 erreicht werden.“</p>
4	5	6
<p>3. Theoretischer Input zum Thema „Die Klimakrise ist auch eine Gesundheitskrise“</p> 	<p>3. Theoretischer Input zum Thema „Die Klimakrise ist auch eine Gesundheitskrise“</p> 	<p>3. Theoretischer Input zum Thema „Die Klimakrise ist auch eine Gesundheitskrise“</p> <p>Der Klimawandel und die damit einhergehende Erderwärmung hat verschiedene Auswirkungen auf die menschliche Gesundheit:</p> <p>Die Hitzewellen und die insgesamt erhöhten sowie lang anhaltenden hohen Temperaturen in Deutschland bedingen verschiedene Hitzeerkrankungen, wie Hitzschlag, Hitzeerschöpfung, Hitzekollaps, Hitzeschlag und Hitzekrampf und Sonnenstich</p> <p>BBZ: Dieses Jahr bislang mehr als 3.000 Hitzetote in Deutschland (aerzteblatt.de)</p>
7	8	9
<p>3. Theoretischer Input zum Thema „Die Klimakrise ist auch eine Gesundheitskrise“</p> <ul style="list-style-type: none"> - Erhöhte UV-Belastung und damit einhergehende Sonnenbrände und Hautkrebskrankungen - Übertragung von Krankheiten durch z.B. Zecken (FSME) oder Mücken (West Nil Virus) - Umweltkatastrophen wie Hochwasser, die die psychische und soziale Gesundheit beeinflussen und folglich auch die physische Gesundheit 	<p>4. Hitzeschutzmaßnahmen für vollstationäre Einrichtungen (Alten – und Pflegeheim)</p> <p>Überlegen und notieren Sie, welche Möglichkeiten es gibt, um sich auf die ansteigenden Temperaturen adäquat vorzubereiten.</p> <p>Bedenken Sie dabei auch „besondere“ Krankheitsbilder, das Personal, bauliche Maßnahmen, die Beschäftigung</p>	<p>4. Hitzeschutzmaßnahmen für vollstationäre Einrichtungen (Alten – und Pflegeheim)</p>
10	11	12



4. Hitzeschutzmaßnahmen für
vollstationäre Einrichtungen
(Alten – und Pflegeheim)



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4. Hitzeschutzmaßnahmen für
vollstationäre Einrichtungen
(Alten – und Pflegeheim)



Erstellen Sie ein Informationsblatt zum Hitzeschutz für
Ihre Kolleginnen und Kollegen in Ihrer Einrichtung.

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5. Fazit



Blicken Sie auf Ihre Gedanken von heute morgen zu der
Aussage
„Die Klimakrise ist auch eine Gesundheitskrise“.
Würden Sie Ihre Gedanken dazu nun erweitern?
Notieren Sie sich dieses!

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6. Reflexion und Abschlussrunde



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