

WP4_MODULE 3

Worksheet 1: *Green Economy in My VET Context*

Used at: 25-40 min

Supports: Topic 1

Type of activity: Reflection activity / Practical exercise

Purpose: Activate prior knowledge and connect green economy concepts with participants' own VET context

Title: Green Economy in My VET Context

INSTRUCTIONS FOR PARTICIPANTS:

- Reflect individually on your current teaching or training practice.
- Think about one VET sector, subject area or learner group you know well.
- Answer the questions below based on your own experience.

QUESTIONS

1. Which VET sector, subject area or learner group are you thinking about?

(e.g. construction, tourism, catering, manufacturing, logistics, administration, agriculture, retail, ICT)



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2. What green economy change is already visible in this sector or teaching context?

(e.g. energy efficiency, waste reduction, sustainable materials, electric mobility, local sourcing, digital monitoring, environmental reporting)



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3. Which occupations or work tasks is influenced by this change?



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4. What learner question could be used to start a class discussion?

(e.g. "Why do workers in this sector need to understand energy efficiency?")



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Pair Exchange Prompt

Share your example with one partner.

Discuss:

- Is the example practical and work-related?
- Would learners understand why it matters?
- Could this example be used in a lesson or training activity?

Group Discussion Prompt

Be ready to share one key insight from your reflection exercise with all participants – the trainer may invite you to do so.

Output

By the end of this activity, you should have identified:

- one VET sector, subject area or learner group;
- one green economy change already visible in this context;
- one occupation or work task influenced by this change;
- one learner question that could be used to start a class discussion.



WP4_MODULE 3

Worksheet 2: *Green Economy Change in a VET Sector*

Used at: 55–75 min

Supports: Topic 1 - Green economy and its relevance for VET

Type of activity: Small-group practical activity

Purpose: Help participants connect a green economy change with occupations, work tasks, skills and VET teaching examples

Title: Green Economy Change in a VET Sector

INSTRUCTIONS FOR PARTICIPANTS:

Work in small groups.

Choose one VET sector or occupational field you know well.

Identify one green economy change affecting this sector and analyse what it means for learners, workers and teaching practice.

Examples of sectors:

- construction
- tourism and hospitality
- catering and food services
- manufacturing
- transport and logistics
- agriculture
- administration
- retail
- ICT
- health and care services

YOUR GROUP MAPPING

1. Sector / occupational field



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2. Green economy change or driver

(e.g. energy efficiency, circular economy, sustainable tourism, renewable energy, environmental reporting, waste reduction, digital monitoring)



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3. Affected occupations or job roles



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4. Changing work tasks

What do workers need to do differently?



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5. Green skills needed

Which skills, knowledge or attitudes are needed?



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6. Possible teaching example

How could this be turned into a practical VET activity, discussion or case study?



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EXAMPLE

Step	Example answer
Sector	Construction
Green economy change	Increased focus on energy-efficient building renovation
Affected occupations	Construction workers, installers, building technicians
Changing work tasks	Installing insulation, reducing heat loss, selecting sustainable materials

Green skills needed	Understanding energy efficiency, material awareness, quality checking, communication with clients
Teaching example	Learners compare two renovation options and discuss which one is more energy-efficient and why

Group Discussion Prompt

Prepare to briefly share:

- your selected sector;
- the green economy change you identified;
- one affected occupation or task;
- one green skill learners may need;
- one possible teaching example.

Output

By the end of this activity, your group should have produced:

- one sector-based green economy mapping;
- one practical example that could be used in VET teaching.



WP4_MODULE 3

Worksheet 3: *Mapping Green Skills to Occupations*

Used at: 95–115 min

Supports: Topic 2 - Green skills and changing labour-market needs

Type of activity: Pair work or small-group practical activity

Purpose: Help participants identify different types of green skills and connect them to real occupations and work tasks

Title: Mapping Green Skills to Occupations

INSTRUCTIONS FOR PARTICIPANTS:

Work in small groups.

Choose **one occupation** that is familiar to your learners or relevant to your teaching context.

Your task is to identify which green skills may be needed in this occupation and connect each skill to a real work task or decision.

GREEN SKILLS CATEGORIES

Use the three categories below:

1. Transversal green skills

Skills that are useful across many occupations and sectors.

Examples:

- resource awareness
- systems thinking
- problem solving
- cooperation
- responsible decision-making
- critical thinking
- communication about sustainability

2. Occupation-specific green skills

Skills linked to a particular job, sector or work process.

Examples:

- reducing food waste in catering
- selecting sustainable materials in construction

- applying energy-saving practices in hospitality
- maintaining electric vehicles
- separating materials for reuse or recycling
- documenting environmental performance

3. Highly specialised green skills

Skills requiring advanced or technical expertise.

Examples:

- carrying out an energy audit
- installing renewable energy systems
- using carbon accounting tools
- applying life-cycle assessment methods
- designing circular product systems
- monitoring biodiversity impacts

TASK 1: Select an occupation

Which occupation are you focusing on?



Examples:

- cook
- construction worker
- tourism worker
- mechanic
- office administrator
- logistics worker
- retail assistant
- agricultural worker
- electrician
- production technician

TASK 2: Map green skills to this occupation

Green skills category	Which green skill is needed?	Which work task or decision is it connected to?
Transversal green skill 1		

Transversal green skill 2		
Occupation-specific green skill 1		
Occupation-specific green skill 2		
Highly specialised green skill, if relevant		

TASK 3: Make the skill practical for learners

Choose **one skill** from your table.

Explain how learners could practise or discuss this skill in a VET lesson.

Selected green skill:



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Possible learner activity:



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EXAMPLE

Occupation	Green skill	Work task or decision
Cook	Reducing food waste	Planning portions, using ingredients efficiently, storing food correctly
Cook	Resource awareness	Reducing water and energy use in the kitchen
Cook	Communication about sustainability	Explaining sustainable menu choices to customers

Possible learner activity:

Learners compare two menu plans and identify which one reduces food waste, uses seasonal ingredients and supports more sustainable kitchen practice.

Group Discussion Prompt

Prepare to briefly share:

- the occupation you selected;
- one transversal green skill;
- one occupation-specific green skill;
- one work task affected by sustainability;
- one practical learner activity.

Output

By the end of this activity, your pair/group should have produced:

- one green skills mapping for a selected occupation;
- one example of how this skill could be practised or discussed with VET learners.



WP4_MODULE 3

Worksheet 4: *From Labour-Market Signal to Learning Example*

Used at: 120–135 min

Supports: Topic 2 - Green skills and changing labour-market needs

Type of activity: Small-group practical activity

Purpose: Help participants translate labour-market information into a practical teaching example for VET learners

Title: From Labour-Market Signal to Learning Example

INSTRUCTIONS FOR PARTICIPANTS:

Work in small groups.

Choose **one labour-market signal** linked to sustainability, green skills or the green economy.

Your task is to identify what this signal tells us about changing skills needs and turn it into a practical learning example for VET learners.

WHAT IS A LABOUR-MARKET SIGNAL?

A labour-market signal is any information showing that work, occupations or skills are changing.

Examples include:

- job advertisements asking for sustainability-related skills
- employer requests or feedback
- new regulations or standards
- sector trends
- public employment information
- company sustainability strategies
- local or regional green transition initiatives
- new technologies or tools used in workplaces

TASK 1: Select one labour-market signal

What labour-market signal will your group work with?



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Examples:

- “More companies are asking for energy-efficiency knowledge.”
- “Tourism businesses are reducing single-use materials.”
- “Construction companies need workers who understand sustainable materials.”
- “Administrative staff are increasingly involved in environmental reporting.”
- “Job advertisements mention circular economy or waste reduction.”

TASK 2: Analyse the signal

Question	Your group answer
What is changing in the labour market?	
Which sector or occupation is affected?	
Which work task or responsibility is changing?	
Which green skill or competence is needed?	
Why is this relevant for VET learners?	

TASK 3: Translate the signal into a learning example

Now turn your labour-market signal into something that could be used in teaching.

What should learners understand?



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What should learners practise or discuss?



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Which ESE topic or material could this connect to?



Possible learner activity or discussion question:



EXAMPLE

Step	Example
Labour-market signal	Job advertisements in construction increasingly mention energy efficiency.
Affected occupation	Construction workers, installers, building technicians.
Changing task	Workers need to install insulation correctly and understand how poor installation affects energy performance.
Green skill needed	Understanding energy efficiency and applying quality standards.
Teaching example	Learners compare two renovation scenarios and identify which one better supports energy efficiency.
Discussion question	"How can poor installation reduce the sustainability impact of a building renovation?"

Group Discussion Prompt

Prepare to briefly share:

- the labour-market signal you selected;
- the occupation or sector affected;
- the green skill needed;
- one learning example you created;
- how this could be linked to ESE materials.

OUTPUT

By the end of this activity, your group should have produced:

- one analysed labour-market signal;
- one practical teaching example linked to green skills;
- one possible connection to ESE content or materials.



WP4_MODULE 3

Worksheet 5: Case Study Analysis

Used at: 135–160 min

Supports: Topic 3 - Sustainability-related occupations and career pathways

Type of activity: Group case-study analysis

Purpose: Help participants apply green economy and green skills concepts to concrete sector examples

Title: Case Study Analysis

INSTRUCTIONS FOR PARTICIPANTS:

Work in small groups.

Each group works on **one case study only**.

The case studies are completed **in parallel**, not one after another.

Your group will analyse how sustainability changes work tasks, skills and teaching opportunities in one sector.

GROUP ALLOCATION

Group	Case study
Group 1	Building Renovation and Energy Efficiency
Group 2	Circular Economy in Manufacturing and Repair
Group 3	Sustainable Tourism and Local Services

CASE STUDY 1

Building Renovation and Energy Efficiency

For Group 1

Case description

Across Europe, buildings are being renovated to improve energy performance and reduce emissions. This affects construction, installation, building services and facility management.

Workers may need to understand:

- energy-efficient construction methods;
- insulation and thermal performance;
- heating and cooling systems;
- sustainable materials;
- quality standards;

- communication with clients;
- documentation of renovation processes.

For VET, this case shows how climate and energy goals translate into practical work tasks and new skills needs.

CASE STUDY 1 TASKS

TASK 1: Which occupations or learner groups are affected by this case?



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TASK 2: Which work tasks are changing?



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TASK 3: Which green skills are needed?

Try to identify at least:

- one transversal green skill;
- one occupation-specific green skill;
- one specialised green skill, if relevant.

Green skill type	Example from this case
Transversal green skill	
Occupation-specific green skill	
Specialised green skill	

TASK 4: How could a VET teacher turn this case into a learner activity?



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TASK 5: What local example could make this case more relevant for learners?



CASE STUDY 2

Circular Economy in Manufacturing and Repair

For Group 2

Case description

The circular economy aims to keep products, materials and resources in use for longer. Instead of producing, using and disposing of products quickly, circular approaches focus on reducing waste and preserving value.

This can involve:

- repair;
- reuse;
- remanufacturing;
- recycling;
- sustainable product design;
- waste prevention;
- use of secondary raw materials;
- product maintenance;
- customer advice on repair or reuse.

For VET, this case is relevant for manufacturing, technical occupations, design, retail, logistics, repair services and customer service.

CASE STUDY 2 TASKS

TASK 1: Which occupations or learner groups are affected by this case?



TASK 2: Which work tasks are changing?

Think about repair, reuse, recycling, product design, customer advice or material handling.



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TASK 3: Which green skills are needed?

Try to identify at least:

- one transversal green skill;
- one occupation-specific green skill;
- one specialised green skill, if relevant.

Green skill type	Example from this case
Transversal green skill	
Occupation-specific green skill	
Specialised green skill	

TASK 4: How could a VET teacher turn this case into a workshop or classroom activity?



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TASK 5: What local company, product or service could be used as an example?



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CASE STUDY 3

Sustainable Tourism and Local Services

For Group 3

Case description

Tourism and local services are increasingly influenced by sustainability expectations. Service providers may need to reduce environmental impact while maintaining quality and improving visitor or customer experience.

Sustainability may affect:

- energy use;

- mobility;
- food sourcing;
- waste management;
- visitor behaviour;
- cultural heritage;
- local communities;
- communication with customers;
- service quality.

This case shows that green skills are not only technical. They can also include communication, planning, cooperation, decision-making and customer guidance.

CASE STUDY 3 TASKS

TASK 1: Which occupations or learner groups are affected by this case?



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TASK 2: Which sustainability choices are made by workers or service providers?



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TASK 3: Which green skills are needed?

Identify both technical and non-technical skills.

Green skill type	Example from this case
Transversal green skill	
Occupation-specific green skill	
Specialised green skill	

TASK 4: How could a VET teacher turn this case into a learner activity or customer guidance task?



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TASK 5: How could this case be adapted to another service sector?

(e.g. retail, catering, administration, transport, health and care services)



GROUP OUTPUT

At the end of the activity, each group should prepare a short summary including:

- the case study analysed;
- one affected occupation or learner group;
- one changing work task;
- one green skill needed;
- one possible learner activity;
- one local adaptation idea.

GROUP PRESENTATION TEMPLATE

Use the structure below when sharing your results:

Our case study:



Affected occupation / learner group:



Changing work task:



Green skill needed:



Possible learner activity:

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Local adaptation idea:

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DISCUSSION PROMPT

After group presentations, discuss:

- What do the three cases have in common?
- How are the green skills different across sectors?
- Which case would be easiest to use with your learners?
- Which case would need the most adaptation?

OUTPUT

By the end of this activity, your group should have produced:

- one completed case-study analysis;
- one practical learner activity idea;
- one local adaptation idea;
- one example that could support the Trainer Portfolio or SDL task.



WP4_MODULE 3

Worksheet 6: *Reflection and Next Steps*

Used at: 160–175 min

Supports: Module 3 – consolidation of green economy, green skills and labour-market relevance

Type of activity: Individual reflection + group sharing

Purpose: Help participants consolidate learning and identify how they can apply Module 3 content in their own teaching context

Title: Reflection and Next Steps

INSTRUCTIONS FOR PARTICIPANTS:

Work individually first.

Reflect on what you learned during Module 3 and how you could use it in your own teaching or training practice.

After completing the individual reflection, you will share one selected idea with a small group.

PART 1: INDIVIDUAL REFLECTION

1. One concept I can now explain more clearly is:

(e.g. green economy, green skills, green jobs, labour-market signals, just transition, career pathways)



2. One green skill relevant to my learners is:



3. One labour-market example I could use in my teaching is:



4. One activity or case study I could adapt for my context is:



5. One learner question I could use to start a discussion is:



6. One challenge I may face when teaching this topic is:



7. One type of support, resource or further information I may need is:



PART 2: PRACTICAL TRANSFER

Use the table below to identify how you could transfer one idea from Module 3 into your own teaching practice.

Question	Your answer
Which sector, subject or learner group would you apply this to?	
Which green economy topic or green skill would you focus on?	

Which ESE material or activity could support this?	
What short activity could learners complete?	
How would this activity connect to real work or career pathways?	
What local example could make it more relevant?	

PART 3: SMALL-GROUP SHARING

Share one idea from your reflection with two or three colleagues.

Each participant should briefly share:

- one green skill or labour-market example they could use;
- one possible learner activity;
- one challenge or adaptation need.

GROUP DISCUSSION PROMPT

As a group, identify:

One common opportunity:



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One common challenge:



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One practical transfer idea to share in plenary:



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PART 4: PERSONAL NEXT STEP

Write one concrete next step you will take after this module.

Examples:

- identify one local green job example;
- adapt one ESE activity with a green skills example;
- prepare a learner discussion question;
- explore a labour-market source;
- add one example to the Trainer Portfolio.

My next step:



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OUTPUT

By the end of this activity, you should have produced:

- one individual reflection note;
- one practical transfer idea;
- one personal next step;
- one possible contribution to your Trainer Portfolio or SDL task.



WP4_MODULE 3

Trainer Portfolio Output: *Green Skills Teaching Note*

Used at: After completing Module 3 and the SDL activity

Supports: Module 3 – Green Economy and Labour Market Insights

Type of activity: Trainer Portfolio contribution

Purpose: Provide evidence that participants can connect ESE content with green skills, labour-market relevance and learner guidance

Title: Green Skills Teaching Note

INSTRUCTIONS FOR PARTICIPANTS:

This output should be added to your **Trainer Portfolio**.

The purpose of the **Green Skills Teaching Note** is to show that you can connect one ESE course topic or activity with a real green job, green skill or labour-market trend.

Your teaching note should be practical and usable in your own teaching or training context.

TRAINER PORTFOLIO OUTPUT

Green Skills Teaching Note

1. Selected green job, green skill or labour-market trend

Choose one example that is relevant for your sector, country, organisation or learner group.

Examples:

- energy-efficient building renovation
- circular economy in manufacturing
- sustainable tourism services
- waste reduction in catering
- electric mobility
- environmental reporting
- sustainable procurement
- renewable energy systems
- resource-efficient production
- green skills in administration

My selected example:



2. Why is this relevant for VET learners?

Explain why learners should understand this example.

Think about:

- future jobs;
- changing work tasks;
- employer expectations;
- skills needed in the labour market;
- sustainability responsibilities in the workplace.



3. Link to ESE content or material

Which ESE course topic, lesson, activity, worksheet or material could this example connect to?



4. Green skill or competence involved

Identify the main green skill or competence connected to your example.

Green skill type	Your answer
Transversal green skill	
Occupation-specific green skill	
Specialised green skill, if relevant	

5. Learner-facing explanation

Write a short explanation that could be used with VET learners.

The explanation should be clear, practical and easy to understand.

Write 3–5 sentences:



6. Teaching or guidance prompt

Write one question or instruction that could be used in a lesson, workshop, mentoring session or learner discussion.

Examples:

- How does this green skill affect the daily work of this occupation?
- What would workers need to do differently in this situation?
- Which sustainability decision would you make, and why?
- How could this example be adapted to your future workplace?
- What green skills would an employer expect in this situation?

My teaching or guidance prompt:



7. Local or institutional adaptation

How could this example be adapted to your country, region, institution, sector or learner group:



8. Short trainer reflection

Reflect briefly on how this activity supports your role as a trainer.

You may consider:

- how it helps learners understand green skills;

- how it connects learning with real jobs;
- how it makes sustainability more practical;
- what you would improve before using it with learners.



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FINAL GREEN SKILLS TEACHING NOTE SUMMARY

Use the table below to summarise your final portfolio output.

Section	Your answer
Selected green job, skill or labour-market trend	
Why it is relevant for VET learners	
Link to ESE content or material	
Green skills or competence involved	
Learner-facing explanation	
Teaching or guidance prompt	
Local or institutional adaptation	
Short trainer reflection	

SELF-CHECK BEFORE SUBMISSION

Before submitting your portfolio output, check that:

- ☐ The selected example is clearly linked to green skills or labour-market relevance.
- ☐ The example is relevant for VET learners.
- ☐ The connection to ESE content or materials is clear.
- ☐ At least one green skill or competence is identified.
- ☐ The learner-facing explanation is practical and understandable.
- ☐ The teaching or guidance prompt can be used in a real learning setting.
- ☐ A local or institutional adaptation idea is included.
- ☐ The reflection explains how this supports your role as a trainer.

EXAMPLE OF A COMPLETED GREEN SKILLS TEACHING NOTE

Section	Your answer
Selected green job, skill or labour-market trend	Energy-efficient building renovation
Why it is relevant for VET learners	Many construction and technical occupations are affected by the need to reduce energy use in buildings. Learners should understand how renovation choices influence energy performance, emissions and comfort.
Link to ESE content or material	ESE content related to sustainability concepts, resource efficiency and practical application of sustainability in sectors.
Green skills or competence involved	Understanding energy efficiency and applying sustainable construction practices.
Learner-facing explanation	Building renovation is not only about repairing or improving buildings. It is also about reducing energy use, improving comfort and lowering emissions. Workers need to understand how materials, insulation and installation quality affect energy performance.
Teaching or guidance prompt	How could poor installation reduce the sustainability impact of a building renovation?
Local or institutional adaptation	Use examples from local housing renovation projects, national energy-efficiency programmes or regional construction companies.
Short trainer reflection	This example helps learners see that sustainability is connected to real work tasks in construction. It also supports discussion about employer expectations and future skills needs.

OUTPUT

By completing this Trainer Portfolio output, you should have produced:

- one completed **Green Skills Teaching Note**;
- one practical example linking ESE content with green skills or labour-market relevance;
- one Trainer Portfolio contribution for Module 3;
- one short reflection showing how the example can be used or adapted in your own teaching context.



MODULE 3: Correlation Matrix – Phases, Activities, Slides, Topics, LOs

Timing of phase and goal	Timing of activity and title	Slides numbers	Topic	Learning Outcome addressed	Type of activity
0-30 min INTRODUCTION PHASE Goal: Build shared understanding of Module 3 and activate prior knowledge	0-5 min Welcome and Opening	Slide 1	Cross-topic (Topics 1-3)	K2, K6, S5, AR2	Presentation
	5-10 min Session Roadmap and Module Overview	Slides 2-3	Topics 1-3	K2, K6	Presentation / discussion
	10-15 min Module Learning Outcomes	Slide 4	Cross-topic (Topics 1-3)	K2, K6, S5, AR2	Presentation
	15-20 min Opening Reflection / Warm-up	Slide 5	Topics 1-3	AR2	Group discussion / reflection
	20-30 min Topic Framing: Green Economy, Green Skills and Career Pathways	Slides 6-9	Topics 1-3	K2, K6	Presentation
	30-40 min	Slides 10-11	Topic 1	K2	Presentation

30-75 min CORE CONTENT PHASE Goal: Develop understanding of the green economy and its relevance for VET	What is the Green Economy? Green Economy and Sustainable Development				
	40-50 min Why the Green Economy Matters for VET	Slides 12-13	Topic 1	K2	Presentation / discussion
	50-55 min Checkpoint Discussion: Green Economy in Your Sector	Slide 14	Topic 1	K2, AR2	Pair reflection / group discussion
	55-65 min Worksheet 1: Green Economy in My VET Context	Slide 15	Topic 1	K2, AR2	Reflection activity / practical exercise
	65-75 min Green Economy Transition Areas and Drivers	Slides 16-17	Topic 1	K2	Presentation / examples
75-120 min PRACTICAL ACTIVITY PHASE	75-90 min Visible and Hidden Labour-Market Change and Sector Discussion	Slides 18-20	Topics 1 & 2	K2, K6, AR2	Presentation / applied discussion

Goal: Connect labour-market change with green skills and VET learning needs	90-100 min Labour-Market Signals and Worksheet 2: Green Economy Change in a VET Sector	Slides 21-22	Topics 1 & 2	K6, AR2	Presentation / small-group practical activity
	100-108 min What are Green Skills? Categories of Green Skills	Slides 23-24	Topic 2	K2, K6	Presentation
	108-117 min Transversal, Occupation-Specific and Highly Specialised Green Skills	Slides 25-27	Topic 2	K6	Presentation / examples
	117-120 min Short Discussion: Green Skills Already Present in Participants' Teaching Areas	Slide 28	Topic 2	K6, AR2	Discussion
120-160 min APPLICATION TO TRAINING PRACTICE	120-128 min Worksheet 3: Mapping Green Skills to Occupations	Slide 29	Topic 2	K6, S5	Practical activity / pair work
	128-135 min	Slides 30-31	Topic 2	K6	Presentation

Goal: Apply green economy and labour-market insights to trainer practice and learner guidance	Green Skills in ESCO and Skills Intelligence				
	135-140 min Worksheet 4: From Labour-Market Signal to Learning Example	Slide 32	Topic 2	K6, S5	Practical activity / group work
	140-145 min Green Jobs, Decent Work, and New / Changing Jobs and Tasks	Slides 33-35	Topic 3	K6	Presentation
	145-150 min Sector Examples, Career Pathways and Just Transition	Slides 36-38	Topic 3	K6, AR2	Presentation / discussion
	150-160 min Worksheet 5: Case Study Analysis – Building Renovation, Circular Economy and Sustainable Tourism	Slides 39-49	Topics 2 & 3	K6, S5, AR2	Practical activity / case study / group work
160-180 min	160-168 min	Slide 50	Topics 1-3	K2, K6, AR2	Individual reflection activity

REFLECTION AND NEXT STEPS Goal: Consolidate learning and connect to SDL and the Trainer Portfolio	Worksheet 6: Reflection and Next Steps				
	168-172 min Group Reflection Activity	Slide 51	Topics 1-3	AR2	Group discussion / peer exchange
	172-175 min Self-Directed Learning Task: Linking ESE Content to a Green Job or Green Skill	Slide 52	Topics 1-3	K6, S5, AR2	Presentation / SDL task briefing
	175-177 min Use of ESE Materials, Practical Activity Outputs and Trainer Portfolio Link	Slides 53-56	Topics 1-3	S5, AR2	Presentation / portfolio guidance
	177-180 min Summary, References and Closing	Slides 57-61	Topics 1-3	K2, K6, S5, AR2	Reflection / presentation / closing

