

Appendix 1: Green Skills for Green Jobs Workshop

Facilitator Plan

Pre session:

- Add your own information to the powerpoint deck template
- email participants with a file version of '[leverage points](#)' and '[skills](#)' handout. You might also send just ahead of the session start as a convenient reminder of attendance
- amend your Zoom title to role (educator, employer, student, campus operations)
- Plan the break out groups for activity 2 to ensure a balance of role types within each group

Section	Slide number	Guidance	Timing	Links to be entered to chat
Introductions/overview/	Slides 1 - 5	Ask all participants to change their zoom/teams titles to indicate role and name of institution) - a speedy way of introductions	00.00 (10 mins)	
Green skills and the typologies we have chosen - 1) UNICEF 2) Project Drawdown	Slides 6 - 12	UNICEF - participants will have seen this on the introductory email, and helpfully distinguishes between TTT skills that will underpin workshop activities PROJECT DRAWDOWN - the intersection of climate with nature (biodiversity, nature, water) and people (social and just transition) is implicit - we have slightly amended our use of this framework to make it more explicit	00.10 (15 mins)	
Project Drawdown - 9 leverage points	Slides 13 - 21	Running through each of the 9 Leverage Points (LPs), asking for very brief consideration according to role as student/leader/educator and associated question (ask participants to identify 3) This is a key phase to build participant familiarity with the LPs		For participants who prefer to follow on their own document add to the chat the link to the Leverage points handout

[illegible]

		questions/prompts for each participant group. One or two people nominated to add notes to Padlet - ideally nominate someone (a colleague) who is used to working with padlet and a known good note taker Can also encourage participants to add thoughts as the discussion progresses For each LP, identify, from the three participant stakeholder perspectives, whether Technical and Transferable and Transformative skills are “working well” or ‘need improvement’. Show slide 24 for definitions of ‘working well’. While the focus is on TTT categories as a whole, throughout Activity 2 try to give specific skill examples as well (using the UNICEF framework). In the padlet notes, in addition to the views on skills as a whole, seek to capture rich information/stories that demonstrate good practice. ** See instructions text at end of table that facilitators can put in the break out room chat		
Comfort Break		Facilitators within the small groups encourage a 5 minute comfort break Then continue the group based discussion	01.10 (5 mins)	
Final plenary	Slide 27	Close groups and return for final plenary. Invite each group to share key insights from their group, e.g. examples/stories of good practice	01.40 (15 mins)	
Next steps/close	Slide 28		01.55	