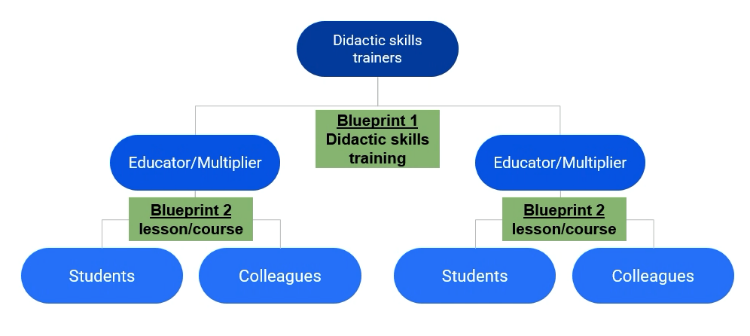
**Planetary Health Education (PHE) | Guide by SOPHEA project**

This document serves as a guide to design Planetary Health Education (PHE) sessions. PHE integrates aspects of the environmental, social and health crises into interdisciplinary teaching. It studies interactions between climate, environment, and health, requiring cross-discipline cooperation. Including PHE in curricula is crucial for achieving necessary transformative changes.

**Teaching Planetary Health by using blueprints**: A blueprint outlines the design of a training or workshop. It can vary in detail, ranging from a comprehensive guide to a generic structure, including key elements for sessions in Planetary Health. Blueprints serve as supportive documents to help you, as educators and multipliers, on your mission to spread PHE - please adapt them for your needs and contexts! We have created two blueprints for different purposes:

**Blueprint 1 for didactic skills training (“Training of Trainers”)**: a comprehensive and detailed outline which is ready-to-use. The didactic skills training aims to equip *trainers* with essential facilitation techniques for implementing trainings and workshops in Planetary Health. It models the flipped-classroom approach and demonstrates a good-practice example of its use.

It can be implemented by **trainers** to promote the PHE toolbox and provide didactic skills training. Their primary target group are *educators/multipliers* (= active students, lecturers, health professionals, Planetary Health activists, … who have basic understanding and knowledge in the field of Planetary Health)

**Blueprint 2 for a PHE session**: a draft structure with an exemplary schedule for PHE sessions which can be tailored to specific target groups and content. It is adaptable for different session lengths and audience needs and can be applied for one or multiple sessions on different topics.

It can be implemented by **educators/multipliers** who use the content of the PHE toolbox in their trainings and workshops to disseminate different aspects of Planetary Health. Their target group can be fellow students, academic staff, community members, health professionals, local leaders, …

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| **Everyone can become a multiplier in Planetary Health Education!**  The field of Planetary Health is vast and multi-faceted which makes it impossible for a single trainer to comprehensively cover all relevant topics. With the increasing accessibility of knowledge in today's world, there is a wealth of information readily available. By compiling a toolbox which offers a variety of materials, contributed by experts from around the world, the SOPHEA project has created a structured overview of curated materials for PHE.  The "flipped classroom" approach describes the “outsourcing” of knowledge acquisition prior to a training or workshop session by using the materials from the PHE Toolbox. During the subsequent face-to-face sessions, in-depth reflection on the content and joint group discussions to explore possible applications are implemented. Consequently, educators and multipliers take on the role of facilitators, moderators, discussion leaders and coordinators of PHE interventions, rather than pure content experts. |

* Access the PHE Toolbox: <https://www.med.uni-wuerzburg.de/planetaregesundheit/ph-education-toolbox/>
* More information on the SOPHEA project: <https://www.med.uni-wuerzburg.de/planetaregesundheit/sophea-project/>
* For Questions and feedback please get in touch with the SOPHEA team: [planetaryhealth@ukw.de](mailto:planetaryhealth@ukw.de)

**Planetary Health training / workshop | Blueprint 2**

Below, you find the blueprint for planning and implementing a session in Planetary Health.

Suggested time frame: 1 session (120 minutes) | *The Planetary Health training can be longer (e.g. 1 day, multiple days), you can adapt the planning accordingly!*

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| **Target group:** *Who will receive the training? What are their backgrounds (student, health professionals, …)? Which prior knowledge might participants have? How many participants?* |
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| **Needs assessment:** *What knowledge or skills in the field of Planetary Health are required? Why is it relevant in your context/community?* |
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| **Learning objectives:** *What should participants be able to do or know after the training?* |
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| **Name of trainer(s):** |
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| **Name of planned training session on Planetary Health:** |
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| **Time and date for the training session:** |
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| **Planning of time and logistics:** *When / how will the participants be informed? Will the training be online or face-to-face? Do you need to organize a room and material for the training (projector? Flipchart paper and marker?)* |
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**B 1) Preparatory task** (will be shared with participants beforehand by the trainer | flipped classroom approach):

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| **Chapter(s) of PHE Toolbox** | **Task for participants for preparation** |
| *e.g. 1. Introduction to PHE  2. Ecosystem & Biodiversity …* | *e.g. reading texts (from background material), watching a video, look at PowerPoint presentation, write down ideas to case studies, …* |

**B 2) Face-to-face session in Planetary Health**

This schedule serves as an example, offering orientation for designing and implementing a workshop / training session in Planetary Health. It can be adapted and tailored to the preferences and expertise of the trainers.

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| **Time** | **Objectives** | **Format** | **Content/Method** | **Guiding questions (examples)** | **Material** | **Who?** |
| 10 min | Arriving | Plenary | Welcome | Presen-tation of agenda | Introductory question for a round of expectations: *“After this session, I would like to know / have the following skills …”* | *Insert material that is needed* | *insert the name of the trainer responsible for this part* |
| 20 min | Activating prior knowledge &  Addressing emotions | Groups  (4 persons per group) | Discuss & reflect on the material that was shared as preparatory task | Clear instructions, e.g. visualization of task for group work   * What were your thoughts when you read / watched the preparatory material? * Which feelings and emotions did you have while working on it? * Please draw on paper anything that comes to your mind when reflecting on the material, can be abstract, don´t feel shy - then discuss with your partner | e.g. flipchart paper + markers |  |
| 30 min | Informing &  Processing of information | Plenary: case study | Present case study (summary or joint reading), clarify open questions, facilitate a discussion around it | * What are the key PH challenges addressed in the material (e.g. case study)? * How does this case study demonstrate the interconnectedness between human health, environmental sustainability, and ecosystem resilience? * What disciplines or fields of study are relevant to understanding and addressing the issues? | e.g.  print-out (case study) |  |
| 5 min | Refresh /Energize | Pause | Facilitate an energizer/stretching | Have 1 - 2 energizers prepared when energy is low |  |  |
| 30 min | Storing knowledge &  Strategies for implementation | Groups  (4 persons per group) | Discuss, reflect and plan concrete steps | Clear instructions, e.g. visualization of task for group work   * How does the training content influence your personal and professional role in promoting planetary health? * What concrete actions or changes can you implement in your daily life (workplace, community) that will impact PH? | e.g. flipchart paper + markers |  |
| 20 min | Strategies for implementation &  Addressing emotions | Plenary | Integration of discussions in groups Next steps |Follow-up | * How confident are you about the feasibility and effectiveness of your next steps? * What potential obstacles or challenges do you anticipate in implementing the next steps and how can they be mitigated? * How can you deal with potential setbacks and allow room for emotions for yourself and others? | Use Zoom Whiteboard for answers |  |
| 5 min | Evaluation | Plenary | Closure of event  Feedback from participants | * Participants can complement the following sentence:  “My take-away from this session is, …” * From knowledge to action: write down one thing that you will start tomorrow to improve planetary health |  |  |

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