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GREEN CHECK

INDIVIDUAL

VET design

1. AT A GLANCE

Activity title	*Green Check*
Format	*Individual*
Duration	*60 minutes*
Group size	*Self-paced*
Challenge	*Challenge 2 – Greening the Curriculum*
Setting	*Individual workspace using a printed or digital curriculum document*
Method / framework	*GreenComp self-assessment*

EXPECTED OUTPUTS

- A completed GreenComp self-assessment of one real curriculum (worksheet, page 7)
- A clear overview of green strengths and gaps across five curriculum areas
- Your Top 3 realistic improvements
- One concrete first green action with a date and a success sign

2. DESCRIPTION

In this individual activity, participants review an existing VET curriculum, course or module and check how well it integrates sustainability, green skills and environmentally responsible practices. They look at learning outcomes, content, practical activities, resources and assessment to see where green competences are already present and where gaps remain.

A GreenComp-based self-assessment helps them organise their observations and compare current provision with the demands of the green transition. They then prioritise the most important gaps and plan realistic improvements that do not require redesigning the whole curriculum.

2.1 LEARNING OUTCOMES

- Identify strengths and gaps in how sustainability, green skills, and environmentally responsible practices are integrated into an existing VET curriculum.
- Analyse learning outcomes, teaching content, practical activities, resources, and assessment methods from a GreenComp and green-transition perspective.
- Design realistic and prioritised curriculum improvements that can be applied independently within their own VET context.



- Select a curriculum, course, or module that you know well so your assessment is based on a realistic example.
- Review each section carefully and record evidence before deciding whether a green competence is fully, partly, or not yet addressed.
- Focus on practical improvements that can be introduced gradually rather than attempting to redesign the entire curriculum at once.

THE 4 GREENCOMP AREAS – YOUR LENS FOR THE CHECK

💚 VALUES
Do learners reflect on why sustainability matters in their trade?

🔄 COMPLEXITY
Do they see the links between their work and its environmental impact?

🔭 FUTURES
Do they explore how their job will change with the green transition?

🛠️ ACTION
Do they practise greener ways of working in real tasks?

3. PREPARATION

Prepare the GreenComp-based self-assessment (worksheet, page 7) and short instructions for completing it. Make sure each participant has access to a real VET curriculum, course or module to review.

Prepare a brief introduction that explains the purpose, the expected outcome and how to record evidence, identify gaps and prioritise improvements. Check all printed or digital materials in advance. Ask participants to choose a curriculum they know well, work in a quiet space and plan about one hour of uninterrupted time.

3.1 MATERIALS NEEDED

- ☐ GreenComp-based self-assessment checklist, printed or digital copy per participant.
- ☐ One existing VET curriculum, course, or module for each participant to review.
- ☐ Reflection and action-planning worksheet, one copy per participant.
- ☐ Pen or pencil for completing the assessment and recording evidence.
- ☐ Quiet individual workspace with access to a computer or printed documents.

3.2 HOW TO RATE EACH AREA

✓ FULLY
Sustainability is explicit, practised and assessed – you can point to clear evidence.

◐ PARTLY
It is mentioned or done occasionally, but not systematically or not assessed.

✗ NOT YET
There is no visible link to sustainability or green skills in this area.

4. STEP-BY-STEP INSTRUCTIONS

Step	Time	What the facilitator does
1	*5 min*	**Introduce the activity.** *Read the purpose, expected outcome, and instructions for completing the Green Check independently, and make sure you understand how to record evidence and identify realistic curriculum improvements.*
2	*5 min*	**Select the curriculum.** *Choose one existing VET curriculum, course, or module that you know well, have access to, and consider suitable for a focused sustainability review.*
3	*15 min*	**Review current green elements.** *Examine the learning outcomes, teaching content, practical activities, learning resources, and assessment methods to identify where sustainability and green skills are already addressed.*
4	*15 min*	**Complete the self-assessment.** *Use the GreenComp-based checklist to record strengths, gaps, examples, and supporting evidence from the selected curriculum in a clear and organised way.*
5	*10 min*	**Prioritise improvements.** *Select the most important, realistic, and achievable areas where sustainability, green competences, and environmentally responsible practices could be strengthened within the curriculum.*
6	*10 min*	**Define next actions.** *Write two or three practical curriculum improvements, explain why they matter, and identify one specific action that you can apply in your own VET context.*

TIME PLAN · 60 MIN

Intro 5'	Select 5'	Review elements 15'	Self-assessment 15'	Prioritise 10'	Next actions 10'

💡 TIP: Use the worksheet on page 7 for steps 4–6. Rate first, then write your Top 3, then commit to one action with a date.

5. DEBRIEF QUESTIONS



- What did you discover about the strengths and gaps of the selected curriculum during the Green Check?
- Which sustainability or green skills area requires the most urgent improvement, and why?
- What patterns or priorities became clear while reviewing the learning outcomes, content, activities, resources, and assessment methods?
- Which proposed curriculum improvement is the most realistic and valuable for your VET context?
- What specific action will you take next to strengthen sustainability in the selected curriculum?

5.1 KOLB EXPERIENTIAL LEARNING CYCLE

Concrete experience	*Participants complete a GreenComp-based review of a real VET curriculum and record specific strengths, gaps, and evidence.*
Reflective observation	*Participants consider what surprised them, which weaknesses were most significant, and how the review changed their understanding of the curriculum.*
Abstract conceptualisation	*Participants identify broader principles for integrating sustainability, green skills, and environmentally responsible practices into VET provision.*
Active experimentation	*Participants select one realistic curriculum improvement and define how they will test or apply it in their own VET context.*

VARIATIONS

• Peer check: swap worksheets with a colleague and compare ratings for the same curriculum.
• Team version: each teacher checks one module, then the team combines results into one overview.
• Repeat after one term to see what has changed and which action worked.
• Learner voice: ask two learners to rate the same five areas and compare their view with yours.

6. WORKSHEET

6.1 GREEN CHECK – SELF-ASSESSMENT

Curriculum / module reviewed: .....

Tick one box per row and note one piece of evidence. GreenComp lens: values · complexity · futures · action.

Curriculum area	✓ Fully	◐ Partly	✗ Not yet	Evidence / example
Learning outcomes	☐	☐	☐	
Teaching content	☐	☐	☐	
Practical activities	☐	☐	☐	
Learning resources	☐	☐	☐	
Assessment methods	☐	☐	☐	

6.2 MY GREENCOMP LENS

💚 VALUES

What I noticed:

.....

.....

One green idea:

.....

.....

🔄 COMPLEXITY

What I noticed:

.....

.....

One green idea:

.....

.....

🔭 FUTURES

What I noticed:

.....

.....

One green idea:

.....

.....

🛠️ ACTION

What I noticed:

.....

.....

One green idea:

.....

.....

🌱 MY GREEN PLEDGE

In my module ..... I will .....

so that my learners can .....

I will look at this curriculum again on: ..... Weakest area now: .....

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AI

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