Carbon Literacy for Healthcare Elearning pathway: Toolkit Overview

This document gives you an overview of what's included in the Carbon Literacy for NHS Elearning pathway. This includes extracts from the elearning hosted by [elearning for healthcare](), the slide deck, trainer manual and other support documents.

For further details please see our website: https://carbonliteracy.com/toolkits/healthcare/

Getting Started

Carbon Literacy Project

Sector Specific
Co-developed by people in the sector & designed to be delivered by peers.

Adaptable
Make it relevant to your organisation and area with customisable sections.

User Friendly
You don't need to be a carbon expert but we advise attending a CL course before delivery.

Complete Kit
All materials needed for a day's worth of certified Carbon Literacy training are included.

Accreditation
The Toolkit is only licensed for certified Carbon Literacy training within the sector - all learners must pledge an individual and group action. The trainer must submit learners' evidence forms to evidence@carbonliteracy.com within approx. 2 weeks of the training with a certificate request form.
Becoming a Carbon Literate Organisation showcases commitment to a low-carbon culture.

Before starting training
In our getting started pack you will find our bank details document and our invoicing setup form. Before starting training please complete and return our invoicing setup form to accounts@carbonliteracy.com and set up The Carbon Literacy Trust on your accounting system. This allows us to issue invoices to cover certification costs and prevents hold-ups in returning certificates. Some organisations bulk purchase certificate applications in advance which reduces admin for both parties. Alternatively, we can invoice you for each batch of learners.

What does the Toolkit include?

- Elearning (elfhc)
- Slide Deck
- Trainer Manual
- Pre & Post-Course Forms
- Evidence Forms
- Activity pack

elfh
elearning for healthcare

NHS
England

Communicating and inspiring action on climate change

Welcome to this session which forms part of the elearning element of the Carbon Literacy Project accreditation programme.

To complete this session, select and work through the 4 chapters listed below.

At any time, select the:

⌂ home icon to return to this menu

☰ drawer icon for more information about this session

👁 eye icon to reveal the dyslexia overlays

↪ exit icon to leave the session

1. Getting started

2. Communicating climate change

Climate emergency

You may already be familiar with the term 'climate emergency'.

It is used to describe a situation in which urgent action is needed to reduce the impacts of climate change and avoid potentially irreversible environmental damage.

Currently, it is most commonly used in conjunction with climate change due to the catastrophic impacts we are currently experiencing and the urgent need for mitigation actions.

Greenhouse effect

What is the greenhouse gas effect and how does it cause our climate to change? [2]

Select the > arrow icons to find out more information.

Sun

Some reflects off icecaps and other shiny surfaces

Earth

Atmosphere
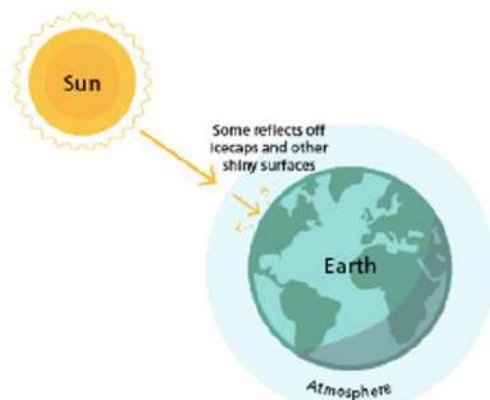
3 of 7: Most energy is absorbed by the Earth

< Some of this energy is reflected off icecaps and other shiny surfaces.

However, most is absorbed by the Earth, which warms up in response.

● ● ● ● ● ● ●

What have we learnt from the COVID-19 crisis?

Since the COVID-19 global pandemic we have learned:

- fast acting and **wide scale change** can happen quickly
- **system change is possible**
- the need to be prepared for **future health emergencies** such as further pandemics and climate change
- the need for **resilient and sustainable health systems**
- global health emergencies exacerbate **health inequalities**; the most disadvantaged being most impacted

Some people are more impacted than others

The COVID-19 pandemic has demonstrated that communities that are already disadvantaged are amongst the most vulnerable to the effects of systemic shocks and extreme events [6],[7].

Select the 5 images for more information.

Climate change and mental health

Extreme weather events can have negative impacts on mental health. In this session we will focus on the impacts of flooding on mental health.

Select the images to find out more.

How likely are flood victims to suffer mental issues?

How many people in the UK are living in areas that are at significant risk of flooding?

Carbon Literacy for Healthcare: elearning pathway - detailed trainer guide

This guide will provide you with all the information you need to deliver the Carbon Literacy for healthcare elearning pathway course. Please note that it is not meant to be read as a script but to be used as a guide for delivering the training. For more succinct delivery notes, please see the slide notes underneath each slide.

This guide, unlike previous healthcare guides is written in a fully hybrid format, meaning the materials can be clearly followed for either online or face to face (F2F) training sessions.

elearning pathway

To become accredited as Carbon Literate using this pathway learners **must** complete the Carbon Literacy healthcare elearning modules first. These modules are accessible via the elearning for healthcare (elfhc) portal. The remainder of the training should be delivered using this workshop. The workshop can be split into smaller sessions. Completing one part of the training without the other will not result in individuals becoming accredited as Carbon Literate.

It is important to check your learners have completed the elearning before booking onto a workshop session. If learners arrive at the workshop without having completed their elearning please explain that they need to complete their elearning first before joining a workshop.

The workshop can be split into smaller sessions. If the training is being delivered over several sessions, allow a little more time at the beginning of each session to do a quick welcome and recap.

Materials checklist

ONLINE: Materials checklist

- Trainer manual
- Slide deck
- Activity pdf
- Evaluation forms (pre & post course surveys)
- Evidence forms - there are two versions of our evidence form. We have an online Microsoft forms link and an offline downloadable Word document available.
- Certificate request form. You can access the certificate request form here.

F2F: Materials checklist

- Trainer Manual
- Slide deck

F2F: Tips for in person delivery

Preparing for your training session

The print out pack is designed for a maximum cohort size of 12-15 learners. There are enough handouts for each table in the pack assuming you have 4 groups for each discussion activity. If delivering to a smaller group please only print the resources you need for discussion groups of 3-4 learners each.

Ensure you have all the correct equipment for delivering training. Make sure you have everything printed out and ready to go before the session.

Sensitivity

Carbon Literacy training can be a sensitive topic to deliver. It's important to remember to create a safe and comforting space to enable learners to be able to ask questions and discuss with each other. Creating an atmosphere in the room that is open to learning and discovering whilst being understanding of everyone's ideas and opinions is important for an effective training session.

Ensuring everyone has the opportunity to contribute

During training sessions it's important to allow everyone in the room to contribute if they would like to. Often more confident learners will naturally answer questions and share their thoughts in activities but it's important to encourage everyone to contribute.

If learners aren't interacting try to encourage them without making them feel uncomfortable.

Be aware that some learners may feel uncomfortable speaking in front of a group or may feel anxious about interacting. Use your judgement to find the best approach to engaging each learner. Sensitivity and humour are generally positive approaches. Avoid making learners feel vulnerable or under pressure to speak. Never judge or humiliate someone because of their answer.

Keeping learners' attention

Effective sessions require engaged trainers. The more passion you have for your subject the more notice learners will take of the important points within the session. Make sure to stay engaged yourself and join any discussions with learners during activities.

Dealing with disruptive learners

Occasionally trainers experience disruptive learners within their session. In this instance it's important to make sure everyone's opinions and ideas are respected within the group. You might need to interrupt learners occasionally to make sure everyone has the opportunity to share their ideas. Thank the learners for their contributions but remind them you must move on.

Elearning breakdown	
Module	**Time needed to complete**
Local climate impacts and risks	30 minutes
Carbon Footprints (national, regional, organisational)	30 minutes
Low carbon thinking; co-benefits, adaptation, and case studies	30 minutes
Action planning	30 minutes
Communicating climate change	30 minutes

Generic Workshop: Hybrid delivery			
Module	**Slide / Activity**	**Timing (hrs:mins)**	**Start time**
Intro (12 mins)	Introductions / Tech check	0:06	9:00
	Introduction to CL	0:06	9:06
Module 1: Recap and climate risks (39 mins)	Introductory activity	0:03	9:12
	elearning recap	0:15	9:15
	Climate impacts	0:05	9:30
	Climate risks	0:16	9:35
Module 2: Footprints (20 mins)	Carbon footprints vs carbon handprints	0:03	9:51
	How does working from home influence your carbon footprint? *Optional	0:02	9:54
	NHS carbon footprints	0:15	9:56
Break		**0:10**	**10:11**
Module 3: Low carbon thinking (76 mins)	Co-benefits introduction & case studies	0:07	10:21
	Co-benefits of climate action	0:22	10:28
	Climate action case studies	0:15	10:50
	Imagine a zero carbon NHS	0:20	11:05
	Adaptation slides	0:12	11:25
Break		**0:10**	**11:37**
Module 4: Action planning (62 mins)	Action pledge slides	0:12	11:47
	Spheres of influence	0:10	11:59
	Complete your evidence form	0:30	12:09
	Wrap up	0:10	12:39
Finishing Time	12:49		
Total Session Time	3:49		

Module 4

Action planning slides

Timing: 12 minutes
Purpose: To introduce the idea of action pledges.
Online materials: Slide deck
Face to face materials: Slide deck

Taking action: why is your action pledge important? (01:00)

You must commit to at least two significant action pledges.

Pledges should take place within your job role, unless you feel you can make more significant carbon reductions at home or elsewhere. By committing to actions at work, you are shifting the organisational culture to a low carbon one which will collectively make a greater difference.

Action pledges (02:00)

You must pledge at least one **individual action**.

- This is something that you, personally, can do – ideally in your job role.

- It should be something you can do without the permission of others.

- It can be something that you can implement immediately, or work on over time.

- You must pledge at least one group action.

This is something that involves others.

- This should take place in the context of where it will make the greatest difference – ideally an action at work.

- In pledging your group action, you should identify your specific role in the action, and identify the group e.g., your department/team.

By committing to actions at work, learners are shifting to a low carbon organisational culture - which will collectively make a greater difference.

Make your individual and group pledge different.

N.B. Learners are welcome to pledge more than one individual action and one group action if they wish. They can choose any actions that have come up during the training.

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Imagine a zero carbon NHS

Timing: 20 minutes
Purpose: For learners to imagine what a zero carbon NHS might look like in the future.
Online materials: Slide deck, activity pdf, breakout rooms
Face to face materials: Slide deck, print out pack

These slides require some pre-training customisation from trainers.

Imagine a zero carbon NHS (20:00)

ONLINE:

- Explain to learners that when they are in their breakout rooms, they need to imagine what a zero carbon NHS would look like if barriers weren't an issue. Encourage learners to think outside of the box.

- Ask learners to choose a group facilitator to share their screen with the storyboard from the activity pdf to take notes once learners are in their breakout rooms.

- Send learners into breakout rooms of 3-6 people.

- Give learners 10 minutes in their breakout rooms to discuss all the questions on the storyboard. The activity pdf is interactive - the group facilitator should type into each box.

- Whilst learners discuss move around the breakout rooms to ensure learners are staying on topic.

- After 9 minutes, give learners a 1 minute warning before they return back to the plenary.

- Spend 10 minutes asking one learner from each group to feedback.

F2F:

*Before the training: *Workshop facilitators should have already printed off the print out pack before the session begins. The room should be set up in a 'café style'.*

- Explain to learners that when they are in the groups, they need to imagine what a zero carbon NHS would look like if barriers weren't an issue. Encourage learners to think outside of the box.

- Learners should be in discussion groups of 3-6 people.

- Each group will need a copy of the storyboard from the print out pack on their table to make notes.

Carbon Literacy for Healthcare Services

Workshop content

Public Sector Toolkit

Course Code: CC000489

The importance of green space

Our relationship with nature can drastically improve our health outcomes.

Providing more patient and public facing green spaces is crucial for our health and our environment.

Research highlights the importance of green spaces for both our staff and our patients.

Promoting green space use both in clinical and public settings is a key natural prescribing method.

Co-benefits of plant-based diets

IMPROVED AIR QUALITY

IMPROVED MENTAL HEALTH

BETTER CARDIOVASCULAR HEALTH

STRONGER COMMUNITIES

INCREASED NHS CAPACITY

What do we need?

- More local, in-season, low-carbon meals
- Less meat and dairy consumption
- Less food wastage

How can we do this?

- Support low-carbon meal choices in the workplace & at home
- Support food growing networks and local sourcing

Carbon Literacy Project

- Improved fitness for staff members
- Inspiring patients to get on their bikes
- Improved mental health for staff members (stress reduction)

HEALTH

- Stronger community with other active transport users
- More opportunity for outdoors activity
- Improved community resilience
- Less parking bay usage

COMMUNITY

ZMOVE
ZERO EMISSIONS DELIVERY
DON'T DRIVE IT...
ZMOVE IT!
0191 603 1780
ZMOVE.UK

BICYCLE COURIERS

Using e-bikes to transport medical supplies across the hospital campus using emission free cargo bikes

COST

- This 3-month trial saved £6250 in fuel and vehicle costs
- Over a year this could see savings of up to £25k

ENVIRONMENT

- Reduced vehicle usage and better air quality
- More usage of active transport infrastructure
- Reduced greenhouse gas emissions – estimated carbon savings of 212kg (over 3 months)

Desflurane decommissioning

- In partnership with the Royal College of Anaesthetists and the Association of Anaesthetists, NHS England has announced the decommissioning of desflurane by early 2024.

- Stopping the use of desflurane across the NHS, with use allowed only in exceptional clinical circumstances, will further reduce harmful emissions by **40 kilotonnes of carbon a year – the same as powering 11,000 homes every year.**

- **Over 40 trusts in England have now stopped using** desflurane.

Showcasing actions

Monique, Senior Estates and Facilities Manager

Individual pledge: "I will look to introduce a sustainability section in our quarterly management meetings to discuss how big projects are considering carbon. This will drive a climate consciousness and ensure all decisions are made with low-carbon thinking in mind."

✔ Maximises their influence to create change
✔ Engages other people in behaviour change
✔ Makes the link to carbon reduction clear
✔ High carbon saving potential