

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Pro-Nature Conservation Behaviours

Unit Reference Number: D/651/7596

Level: Two (2)

Credit Value: Three (3)

Minimum Guided Learning Hours: 20

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand pro-nature conservation behaviours	1.1 Define pro-nature conservation behaviours
	1.2 Give three examples of pro-nature conservation behaviours
	1.3 Explain how nature connection can motivate pro-nature conservation behaviours
2. Be able to reflect on own pro-nature behaviours	2.1 Use a recognised scale to measure own pro-nature behaviours
	2.2 Reflect on own positive pro-nature behaviour
	2.3 Identify two new behaviours to work towards
3. Be able to participate in a pro-nature conservation project	3.1 Demonstrate own participation in one conservation activity
	3.2 Reflect on how participation in the conservation activity has influenced own nature connection
4. Understand how nature connection can influence society and public action	4.1 Explain how increasing connection to nature across society can lead to environmental protection and change
	4.2 Describe one environmental campaign that led to policy or government action
	4.3 Explain how public support contributed to the success of the campaign
5. Understand green jobs and the role of nature connection	5.1 Define the following: a) green jobs b) green skills

c) green economy

5.2 Explain why green jobs and green skills are important for a sustainable future

5.3 Explain how nature connection can support people working in green jobs

Indicative Content

LO1	<p>AC 1.1 Learners must understand that pro-nature conservation behaviours are actions that help protect, conserve, or enhance the natural environment.</p> <p>AC 1.2 Learners must be able to define the term clearly and give three examples of behaviours, such as recycling, reducing plastic use, and taking part in conservation activities.</p> <p>AC 1.3 Learners must explain how feeling connected to nature can motivate individuals to engage in these behaviours, drawing on simple examples (e.g., someone who spends time outdoors may be more likely to protect wildlife).</p>
LO2	<p>AC 2.1 Learners must use a recognised pro-nature behaviour scale to assess their own behaviours. Scales could include: Pro-Environmental Behaviour Scale (PEB), General Ecological Behavior (GEB), Environmental Action Scale (EAS). Youth, adolescent or shortened versions of these scales could be used.</p> <p>AC 2.2 Learners must identify one pro-nature behaviour they already practise well.</p> <p>AC 2.3 Learners must identify two areas where they could develop new or stronger pro-nature behaviours.</p>
LO3	<p>AC 3.1 Learners must demonstrate active participation in a conservation activity, which could include activities such as wildflower planting, creating a bug hotel or participating in a litter pick.</p> <p>AC 3.2 After participating, they should reflect on how the activity affected their personal sense of connection to nature, noting any feelings of greater appreciation or responsibility towards the environment.</p>
LO4	<p>AC 4.1 Learners must understand that nature connection doesn't just benefit individuals but can have wider social impacts. Greater connection to nature across society can lead to more environmental behaviours, increased public support for conservation, and positive policy changes.</p> <p>AC 4.2 Learners must be introduced to real-world examples of environmental campaigns, such as the plastic bag charge in the UK, the ban on microbeads, the Save the Bees initiatives, the "Blue Planet effect" which raised public awareness and influenced policy on plastic pollution, and the Fridays for Future movement led by young people demanding government action on climate change.</p> <p>AC 4.3 Learners must be able to describe one environmental campaign that successfully led to policy or government change, and explain how public support and values contributed to its success.</p>

LO5	<p>AC 5.1 a) Learners must understand that green jobs are roles that directly contribute to protecting the environment, reducing pollution, restoring nature, or supporting sustainable ways of living.</p> <p>AC 5.1 b) Learners must understand that green skills are the knowledge, abilities, and behaviours needed to carry out these jobs successfully, such as understanding conservation, using sustainable practices, working safely outdoors, and promoting environmental care.</p> <p>AC 5.1 c) The term green economy should be introduced as an economy that aims for growth while reducing harm to the natural world.</p> <p>AC 5.2 Learners must be able to explain why green jobs and green skills are important for a sustainable future. Could include: green skills help people tackle challenges like climate change, pollution, and habitat loss, and that green jobs play a crucial role in creating cleaner energy, protecting nature, and supporting healthier communities. Examples of green jobs could include renewable energy technicians, conservation project officers, sustainable farming workers, green builders, and environmental educators.</p> <p>AC 5.3 Learners must explain how nature connection can support working in green jobs. Could include; feeling connected to nature can strengthen motivation, care for the environment, and resilience in working outdoors or in sustainability-focused roles. Learners must recognise that people who feel connected to nature are often more committed to protecting it, which can improve performance, wellbeing, and long-term engagement in green careers.</p>
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