



# User Guide



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## Introduction

The resource pack is designed for secondary school pupils and those studying in further education colleges.

Its aim is to increase understanding of green finance and its role in helping to tackle climate change.

The pack contains lessons that can be undertaken as part of self-directed learning, or as part of a class or group activity. The pack includes:

- 3 powerpoint lessons with information, activities to complete and videos from experts in green finance and climate change from the University of Glasgow, Scottish Government, United Nations, Green Finance Institute, and various private and public financial bodies
- An invitation to a live online panel Q&A session on Green Finance and Green Careers on the 11<sup>th</sup> November, 2021 from 10-11am. You can sign up at <https://www.eventbrite.co.uk/e/green-finance-green-futures-tickets-185579652737>
- Guidance notes for educators that can be accessed by emailing [business-rsm@glasgow.ac.uk](mailto:business-rsm@glasgow.ac.uk)

### Target Learners

The resource pack is targets for pupils aged 15 –17.

The learning intentions reflect the Scottish Credit and Qualifications Framework levels 4-6.

However, the videos are designed to be accessible and may also be useful for curriculum in the upper primary schools and lower secondary school years education.



## Learning Intentions

Lesson	Aim	Learning Intentions
1	To introduce the challenge of climate change	(i) Articulate why climate change is an urgent priority for individuals, organisations and world leaders (ii) Understand what is global warming and what factors contribute to it (iii) Recognise the role of finance in addressing climate change
2	To understand how Green Finance operates	(I) Define Green Finance (ii) Understand different green finance instruments and how they are implemented (iii) Be aware of how greening finance is regulated and measured
3	To discuss climate finance and options for Green Careers	(i) Identify ways that green finance can support international climate action (ii) Explain the Significance of COP26 (iii) Begin to consider possibilities for a career in green finance
Live online Q&A	To ask questions about green finance and green finance careers	(I) Consider the different career paths and opportunities surrounding green (ii) Engage with experts from the University of Glasgow, National Government, Bank of England and Skills Development Scotland (iii) Reflect on how learning in this course overall has changed my understanding of finance/green finance



## Lesson Content

The powerpoint deck for each lesson contains materials including hyperlinked videos, examples, and exercises

Alternatively, you may wish to download the videos separately

You will need an internet connection to complete the lessons

Each lesson is designed to last 55 minutes.

### Lesson 1: Climate: Why the Crises?

- 1.1- The climate emergency – Understanding the science and what's at stake.
- 1.2- The importance of 1.5°C and 2°C
- 1.3- Net Zero and our lifestyles
- 1.4- Greening the Economy

### Lesson 2: What is Green Finance?

- 2.1 The UK Government's Green Finance Strategy
- 2.2 Capturing the opportunity: The difference between green and regular finance?
- 2.3 Financing green: Investment instruments used in green finance
- 2.4 Greening finance: Greening all finance?

### Lesson 3: Climate Finance

- 3.1 Climate Finance: Global approaches to green finance
- 3.2 What is COP26?
- 3.3 Green finance, green futures and me: Careers in green finance
- 3.4 Summary of all three lessons

### Live Online Panel and Q&A 11<sup>th</sup> November 10-11am

An expert panel and interactive Q&A – to attend, please register at <https://www.eventbrite.co.uk/e/green-finance-green-futures-tickets-185579652737>



## Career Education Standards – I can Curriculum

The resource pack is designed to support learning aligned with Education Scotland’s Curriculum for Excellence Standards levels 3 and 4.

Curriculum Standards	Relevant Lesson
Having explored and analysed features of spoken language, I can use these independently, adopting and sustaining an appropriate register to suit my purpose and audience	Q&A
As I listen or watch I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.	1, 2, Q&A
I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience	1, 2, 3
When I engage with others I can make a relevant contribution, ensure everyone has an opportunity to contribute and encourage them to take account of others’ points of view or alternative solutions.	1, Q&A
I can discuss the sustainability of key natural resources and analyses the possible implications for human activity	1, 2
I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems.	2
I can develop an understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area.	2, 3
Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.	2, 3
I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarifying or adapt thinking.	Q&A



## Career education standards – I can careers statements (S4-S6)

The resource pack is designed to support learning aligned with Education Scotland’s career Standards as shown below

I Can careers statement	Relevant Lesson
I can describe the rights and responsibilities placed on employers and employees and how these relate to creating a positive, productive and sustainable work environment	1, 2, 3
I can consistently demonstrate the skills, attributes, and behaviours needed to sustain and progress my career.	2
I can identify the skills I have learnt across the curriculum, how these relate to the world of work and can apply these appropriately during work placements and other work-related learning.	3, Q&A
I can confidently access and interpret the information I need to make well informed choices about my learning options, pathways and how these relate to possible future careers.	3, Q&A
I can identify and access support networks that will help me into a positive and sustained destination beyond school.	Q&A



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**Green Finance, Green Futures is a collaborative initiative led by the Adam Smith Business School, University of Glasgow, in partnership with Skills Development Scotland.**

**For more information contact [business-rsm@glasgow.ac.uk](mailto:business-rsm@glasgow.ac.uk)**



