NBS EduWORLD - Project Education Learning Unit Template

Learning Unit (LU) Planning Template - High Level Overview

Name of Learning Unit (LU) Topic	Pitching for Nature-Based Enterprises						
NBS Context (e.g. urban rural, coastal)	NBS keywords **complete checklist at the end of the document**	Other Keywords (topics other than NBS) **add in Other below**	Linked or complementary concepts to NBS (to assist curriculum integration)	Prior learner knowledge of NBS (high, moderate, low/none)	Prior instructor knowledge/ skills/ competences of NBS or equivalent	Key EU NBS resources used (for instructor preparation) include link	Type of LU - lecture, workshop, field trip/site visit, case study
any	Nature-based enterprises; nature-based entrepreneurshi		Professional development	low	low		Lecture
Target academic subject / discipline / professional area or group	Target learners/ groups [age range of learners] if applicable	Min/ Max # of learners (if applicable)	Sector (e,g, professional, higher education, community)	Prerequisites required of learners if applicable (education)	EQF (European Qualifications Framework) level (or Irish NFQ) indicative only	Time for LU (aim is 50 minutes per learning unit	Course delivery format (e.g. in-person, hybrid, online)
Business Sustainability	Professional	n/a	Professional	None	EQF 6 - Irish NFQ 7/8 Ordinary/H(	50 minutes	Online
Purpose	To introduce the art of pitching for investment as a nature-based enterprise.						
LU Summary (2-3 sentences)	Pitching is a vital skill for a nature-based enterprise to master if conventional investors are to be convinced of its value and invest. This learning unit will empower the learner to understand the art of pitching for investment. In this unit, participants will learn the core elements of a successful pitch and be equipped with tips and tricks to avoid some of the most common pitfalls when pitching. By the end of this learning unit, the participant will have the necessary know-how to develop content for their own pitch deck.						
Learning Outcome 1	Understand the art of pitching your nature-based enterprise for prospective investment.						
Learning Outcome 2	Develop the content of a pitch for consideration by investors.						
Learning Outcome 3	Apply the learnings to generate a deck for use in future opportunities to pitch for investment.						

Learning Outcome 4	

LU designer resources for writing learning outcomes (click Learning Outcomes - Using Taxonomies tab or pyramid here)

Activities and Elements of Learning

Aim that each learning unit include at least 4 activities for an interactive learning experience

Time (duration of activity, typically 50mins)	Aims - linked to NBS concepts or topics)	Link to Learning Outcome	Learning Activity [PPT Slide # - if applicable]	Teacher action/ activity (Learner action/activity)	Confirmation of learner's learning (assessment of learning)	Link to online NBS resources	Offline resources and materials (e.g. post-its,)
00:10 (10 min)	Understand the purpose of a pitch and the theory associated with pitch presenting	#1	#1-8	Present context for LU and describe the purpose of pitching and key concepts associated with pitching.			
00:15 (5 minutes)	Establish the guidelines for developing pitch content	#2	#9-17	Presentaton of guidelines.	Followed by activity confirming learner's learning		
00:20 (10 minutes)	Critque and evaluate a sample pitch	#2	#18	Activity: Group work with learners to critque a video recording of elevator pitch (5 mins			
00:30 (10 minutes)	Identify the core considerations for developing a pitch deck.	#3	#19-26	Presentation of core considerations and question prompts to enable interactive	Followed by activity confirming learner's learning		
00:40 (10 minutes)	Apply this knowledge in generating a	#3	#27-30	Activity: Individual activity applying concepts to the	Peer to peer learning by encouraging each learner to use the scorecard on #28 to provide		

NBS- Application of Curriculum, Trends and Skills

Curriculum integration (how it may connect to curriculum)	

Teaching & Learning Trends employed **Highlight all that apply** (Source)	**Project-based learning**: e.g., students work in groups on a research project on greenhouses and the greenhouse effect, alternatives to waste management or investigate what are the views of their peers on climate change.	**Peer learning:** e.g., students work in groups, evaluate the work of their peers, or develop assessment questions to assess peers.	**Problem-based Learning**: e.g., students are introduced to a problem and challenged to find a solution together based on the information provided to them.	**Student- centred learning:** the learning scenarios are not based on classical instruction by the teacher, but they are expected to actively engage students in the lessons.	
21st Century Skills **Highlight all that apply** (Source)*	**Creativity:** e.g., students think of various solutions for promoting a better lifestyle in their communities or encourage greener solutions to their schools' issues.	**Information/ Media literacy:** students explore examples of NBS, research similar solutions in other communities.	**Collaboration:** e.g., students work in groups and engage in task division to produce outputs.	**Critical thinking:** e.g., students learn that a debate on deforestation or climate change does not consist of two opposing camps only but involves many stakeholders with different perspectives.	**Communication:** e.g., students present their work to the whole class and learn to put forth strong arguments based on facts.

*Gras-Velázquez, À., Mulvik, I. B., Campodonio, A., Nada, C. & Pocze, B. (2020) *Nature-Based Solutions in education - Validation report, European Commission, August 2020* [accessed on 25/03/2024 https://files.eun.org/NBS/NBS-pilot-validation-report-final.pdf] p.8.

GreenComp - European Sustainability Competency Framework **Highlight all that apply** (Source) 1- Embodying Sustainability Values and 2 - Embracing Complexity in Sustainability (see pp.13-14)	**1.1 Valuing Sustainability:** To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values	**1.2 Support Fairness:** To support equity and justice for current and future generations and learn from previous generations for sustainability	**1.3 Promoting Nature:** To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems	**2.1 Systems Thinking:** To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.	**2.2 Critical Thinking:** To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.	**2.3 Problem Solving:** To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems
GreenComp - European Sustainability Competency Framework **Highlight all that apply** (Source) 3- Envisioning sustainable futures and 4 - Acting for Sustainabilty (see pp.13-14)	**3.1 Futures Literacy:** To envision alternative sustainable futures by im agining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.	**3.2 Adaptability:** To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.	**3.3 Exploratory Thinking:** To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.	**4.1 Political Agency:** To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.	**4.2 Collective Action:** To act for change in collaboration with others.	**4.3 Individual Initiative:** To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet

Author and organisation to credit when using the LU	

Checklist (tick

used for syllabus or further

			Resource Citation	Link
	Forest Preservation			
	Forest Restoration		You Tube: The Art of	https://www.youtube.com/watch
	Forest enhanced management for woodfuel harvest		Coughter, P. (2012). The art of the pitch: Persuasion
	Forest Production		The Pitch Canvas – B	https://best3minutes.com/the-p
	Grassland Preservation		Neill, C. (2011) The 7	https://conorneill.com/2011/02/:
	Grassland Restoration			
	Grassland grazing management			
	Coastal Preservation			
	Coastal Restoration			
	Coastal maintenance of slope vegetation			
	Maintenance of coastal, floodplain and riverine vegetation			
	Agroforestry			
	Reduce tillage and carbon restoration practices			
	Agricultural intensificiation			
	Urban forests and green spaces			
	Urban green roofs			
	Climate-change adaptation and mitigation			
	Sustainable cities/ sustainable communities			
	Re-naturing cities/ re-naturing communities			
	Urban regeneration			
	Coastal resilience			
	Multi-functional watershed management			
	Enhancing the insurance value of ecosystems			
	Sustainability of the use of matter and energy			
	Sustainable development			
	Innovating with nature			
	Biodiversity			
	Nature-based enterprises			
	Nature-based enterpreneurship			
	NBS and new business and investment models			

	Citizen participation, stakeholder/community consultation
	Disaster risk reduction
	Risk management and resilience
	NBS policy development and implementation
	NBS research
	Green infrastructure
	Green finance / sustainable finance
	Ecosystem services and ecosystem-based approaches
	Rural municipal/local authority/government planning
	Coastal municipal/local authority/government planning
	Urban municipal/local authority/government planning
	Improving well-being and quality of life
	NBS and new business and investment models
	NBS and CCAM (Connected, Cooperative and Automated Mobility)
	Other 1: (Please specify)
	Other 2: (Please specify)
	Other 3: (Please specify)

Keywords Source 1: United Nations Environment Programme (2020). The Economics of Nature-based Solutions: Current Status and Future Priorities. United Nations Environment Programme Nairobi., p.5. (keywords above in italics)

Keywords Source 2: Faivre N, Fritz M, Freitas T, de Boissezon B, Vandewoestijne S. (2017)'Nature-Based Solutions in the EU: Innovating with nature to address social, economic and environmental challenges.' Environ Res. 2017 Nov;159:509-518. doi: 10.1016/j.envres.2017.08.032. Epub 2017 Sep 8. PMID: 28886502.

Keywords Source 3: European Commission (2015). *Towards an EU Research and Innovation policy agenda for Nature-Based Solutions & Re-Naturing Cities: Final Report of the Horizon 2020 Expert Group on 'Nature-Based Solutions and Re-Naturing Cities' Full Version. Luxembourg: Publications Office.*