

## Divestment: Lesson Plan

Topic	
<p>Divestment is the process of selling investments, divisions, or subsidiary assets. It can be used to satisfy financial, political, or social goals. The largest divestment movements to date are divestment from fossil fuels, tobacco, apartheid, and police.</p>	
Possible subjects/classes	Time needed
<ul style="list-style-type: none"> <li>• Economics</li> <li>• Environmental Studies</li> <li>• Civics</li> </ul>	45 minutes
Video link:	
<a href="https://academy4sc.org/topic/divestment-money-talks/">https://academy4sc.org/topic/divestment-money-talks/</a>	
Objective: <i>What will students know/be able to do at the end of class?</i>	
<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Articulate the goals of divestment.</li> <li>• Provide examples of movements that have used divestment as a political tool.</li> </ul>	
Key Concepts & Vocabulary	
Climate Change, Grassroots Organizations, Fossil Fuel Industry	
Materials Needed	
Worksheet, Student Internet Access, Tokens and dice (6-sided)	
Before you watch	
<p><b>Quick write:</b> Write down your answers to the following questions:</p> <ol style="list-style-type: none"> <li>1. What are fossil fuels and how do they affect the environment?</li> <li>2. What is a grassroots organization?</li> <li>3. Why do people make investments?</li> </ol>	
While you watch	

Complete the *Short Answer* section of the Worksheet.

#### After you watch/discussion questions

1. How often do you consider the environmental effects of the products you consume? Do your values affect where you choose to shop?
2. In what other ways does money influence politics?
3. What are some examples of environmentally-friendly investments?

#### Activity Ideas

- **Token Time:** Have students complete the *Token Time Activity* on the Worksheet. Split students into groups of 3 or 4 and give each group a random number of tokens. Give students five minutes to choose their investment option. Then, discuss what decisions groups made and why as well as the results of the game. Afterward, have students complete the activity debrief either as a class or within their groups.
- **Research:** Have students work in pairs to learn more about the current fossil fuel divestment movement or a different notable divestment movement. Each pair should take notes on what they discover and share a short summary of what they found with the class.

#### Sources/places to learn more

1. Ganti, Akhilesh. "Divestment." *Investopedia*. 2019. Web.  
<https://www.investopedia.com/terms/d/divestment.asp>.
2. Snow, Bill. "M&A Reasons to Sell: Divest a Division or Product Line." *dummies*. Web.  
<https://www.dummies.com/business/corporate-finance/mergers-and-acquisitions/ma-reasons-to-sell-divest-a-division-or-product-line/>.
3. Vaughan, Adam. "Fossil Fuel Divestment: A Brief History." *The Guardian*. 2014. Web.  
<https://www.theguardian.com/environment/2014/oct/08/fossil-fuel-divestment-a-brief-history>.
4. "2017 U.S. Energy and Employment Report." 2017.  
<https://www.energy.gov/downloads/2017-us-energy-and-employment-report>.