

Sustainable Cashmere Project Debate

Part 2: Debate

This activity will help your students understand how complex this type of ecological issue can be. By taking the perspective of a stakeholder involved in the Sustainable Cashmere Project and arguing their viewpoint, students will internalize the discussion. Additionally, with varying viewpoints, students will see the interdisciplinary aspects of scientific work.

Objectives:

- Understand the perspectives of different stakeholders in the Sustainable Cashmere Project.
- Highlight the complexities that can arise when planning and executing a large scale ecological initiative.

Materials:

- [Stakeholder Viewpoint Handout](#)
- [Guided Question Worksheet](#)
- Timer

Process:

- 1) After students have completed step one of the Guided Question Worksheet, present the discussion format and process.
- 2) The discussion will be moderated by the teacher and will follow a structured format:
 - a) Introduction of stakeholders and their role in the project (1 min each, with no comments from other participants)
 - b) Moderated topics (5 minutes each in an open discussion format)
 - i) Topic One – Herder livelihoods and lifestyles
 - ii) Topic Two – Ecological health (including goat health)
 - iii) Topic Three – Economic prosperity
 - c) Concluding statements from stakeholders identifying their most salient point (1 min each with no comments from other participants).
- 3) Once discussion format and process are introduced, give each stakeholder 1 minute to present their role and position based on the Guided Question Worksheet.

- 4) Pause discussion to have students complete step two of the Guided Question Worksheet.
- 5) Open the floor for a 5 minute discussion on topic one, herder livelihoods and lifestyles
 - a) How will the Sustainable Cashmere Project affect them?
 - b) A timer is recommended for each 5 minute period as discussion is likely to run long.
- 6) Present topic two, ecological health (including goat health). Again, allow 5 minutes for this topic
 - a) How will the project help or hurt ecological health?
 - b) What do our stakeholders stand to gain or lose?
- 7) Begin topic three, economic prosperity, with the same time constraints as above.
 - a) Make sure students portray how their assigned stakeholder will be impacted economically by this project.
- 8) Allow each student/stakeholder team 1 minute to present concluding statements.
- 9) By the end of the discussion, students should have addressed each of the goals set for themselves and attempted to advocate to achieve them.