

# Sustainable Cashmere Project Debate

## Part I: Stakeholder assignments and preparation

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.

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### 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) In this project, students will be placed in the roles of one of the stakeholders in the Sustainable Cashmere Project coordinated by WCS Mongolia. The roles are:
  - a) Goat Herder
  - b) Conservationist
  - c) Fashion Designer
  - d) Textile Manufacturer
  - e) Extractive Industry Representative
  - f) Mongolian Department of Agriculture MinisterMore detail can be found on Stakeholder Background handout
- 2) The class should view the Sustainable Cashmere Project Stakeholders video to hear from Mongolian staff about the project. This will provide real world context and understanding to help students frame their discussion.
- 3) Teachers should assign stakeholder roles to individuals or pairs and distribute the Stakeholder Viewpoint Handout.

4) Time should be given to research and prepare for an upcoming Town Hall Discussion. This discussion is intended to help create compromise for all parties who have a stake in the cashmere trade industry. Currently, no one is completely happy with the industry, but each stakeholder has a unique perspective that is at odds with the others.

a) Your students' goal is to advocate for the *best* position from their viewpoint as a stakeholder. They will have to compromise, but also need to get the most out of the discussion as possible.

5) Instruct students to use step one of the Guided Question Worksheet to come up with a plan that will help them in this discussion. Have them start by setting goals!

6) Allow time for students to work on their Guided Question Worksheet before moving on to the Sustainable Cashmere Project Debate Part 2.

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