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.