**Guide for using the Climate debate platform**

**What is the purpose of the Climate debate platform?**

IDEA has developed the Climate debate platform as a free and open online resource designed for youth workers, educators and teachers to engage young people in meaningful discussion about climate change and the green transformation. It provides carefully crafted case-studies, theory modules and discussion prompts that help learners explore complex environmental questions through debate-based pedagogy.

In using the platform, you can draw on premade materials which ease preparation and allow you to focus on facilitation: guiding reflection, enabling multiple perspectives and helping participants connect arguments to their personal, local and global lives. The ultimate aim is to foster critical thinking, debate skills and civic engagement. This methodological guide explains how educators, youth workers, and teachers can integrate the platform into their teaching, training, or non-formal education activities. It supports flexible use in classrooms, youth clubs, workshops, and civic education programmes.

The pedagogical foundations of debate methodology include active learning, where participants take responsibility for exploring real-world problems; dialogue, where understanding emerges through discussion; critical thinking, focused on evaluating sources and bias; civic relevance, linking debates to social and environmental challenges; and inclusivity, ensuring participation across diverse backgrounds.Educators and youth workers can use the platform to help learners:

- Develop analytical and argumentative skills
- Deepen understanding of climate change causes and consequences
- Build empathy toward global and local sustainability perspectives
- Strengthen communication, collaboration, and problem-solving abilities
- Foster environmental awareness and civic responsibility

**Using the platform**

The Climate debate platform contains three main types of materials:

- Climate Case Studies present real-world scenarios involving dilemmas about policy, economy, ethics, and community responses to climate change.
- Theory and Background Sections introduce concepts such as sustainability, justice, adaptation, and mitigation.
- Debate and Discussion Prompts offer ready-to-use motions, questions, and perspectives suitable for group work or classroom debate.

Each resource can be used independently for a single discussion or combined into a longer learning module that includes research, reflection, and project work. The platform supports various implementation modes such as classroom lessons, youth workshops, project-based learning, cross-curricular activities, and online or blended sessions. Educators can select materials that best match their learners' context, whether in formal education or non-formal youth engagement.

The educator or youth worker acts as a facilitator rather than an instructor. Their task is to guide participants through the case, ensure understanding of key ideas, encourage equal participation, and moderate respectful dialogue. Facilitators help learners connect global challenges to personal and community experiences and lead reflection on lessons learned and possible next steps.

All materials are adaptable. Users are encouraged to select locally relevant case studies, translate or simplify content, and adjust the level of complexity to suit the age or experience of participants. Activities can range from informal opinion exchanges to structured debates, simulations, or role-plays. Educators may also integrate local data, multimedia, or community perspectives to enrich the experience. This flexibility allows the Climate Debate Platform to serve diverse educational settings, from lower secondary to adult education, and to foster both knowledge and civic engagement through critical, inclusive, and participatory learning.

You can also integrate our tools into broader educational goals connected to sustainable development and global citizenship, for example:

- European Green Deal themes such as transition, energy, or social justice.
- UN Sustainable Development Goals (SDG 13, 16, 17).
- Youth participation frameworks emphasizing agency and deliberation.
- Media literacy and misinformation resilience, especially when discussing climate narratives and public discourse.

**Reflection, Evaluation, and Continued Use**

Reflection is a key part of every debate activity. After each session, facilitators should create space for participants to analyse what they have learned and how their perspectives evolved. Evaluation can take various forms, such as short written reflections, peer feedback, or group discussions.  Participants can be guided to consider questions such as:

- What perspectives and values emerged in the discussion?
- How was evidence used, questioned, or challenged?
- What biases or assumptions became visible?
- How does the debate relate to their community, daily life, or possible actions?

Our platform is designed for continuous use and collaboration. Educators can build a sequence of sessions using different case studies to explore multiple dimensions of climate policy, ethics, and social responsibility. Repeated use allows learners to track their progress and expand their knowledge over time. Collaboration between schools, youth organizations, and international partners extends these discussions beyond the local level, fostering a global exchange of ideas. Users are encouraged to share their experiences, adaptations, and new debate ideas within the IDEA network to support collective improvement and to contribute to a growing community of educators and youth workers committed to climate education through debate.

# Who should act, companies or individuals?

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| Duration | 45 minutes |
| Students level | Intermediate, Advanced |
| Materials | Timer, projector |
| Learning outcomes | <ul><li>Students learn about externalities and how to identify them in different environmental situations.</li><li>Students learn to find credible sources and record them clearly.</li><li>Students learn to compare company actions (steps businesses take to reduce environmental harm) and individual actions (steps people take in daily life to protect the environment).</li><li>Students learn to prepare and deliver a short speech with a clear claim, evidence, and a rebuttal line.</li></ul> |
| Activities | 1. Theory — 10 minutes — frontal<br><br>The teacher presents the concept of externalities.<br><br>*Aim: Introduce the idea of externalities and help students understand the difference between company and individual actions in environmental contexts.*<br><br>2. Exercise — 15 minutes — group work<br><br>Students work in small groups, each assigned either a company action or individual action. Groups are paired off so that for each preselected article, one group focuses on an individual and one on a company action. Using the preselected article and additional sources they can find, they identify examples of how that type of action helps the environment and where it falls short.<br><br>*Aim: Guide students to gather short, reliable evidence and organize their arguments by identifying one benefit and one limit for company and individual actions.* |

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| | **3. Exercise — 15 minutes — class** |
| | Each group selects one or two speakers to present a 60–90 second speech summarizing their side's case (company or individual action). After each presentation, one student from the opposite side asks a short question or gives a single rebuttal. The teacher moderates, keeping time visible and ensuring respectful tone and equal speaking time. |
| | *Aim: Students practice presenting short, evidence-based arguments and engage in quick exchanges to test the strength of each side.* |
| | **4. Reflection — 5 minutes — class** |
| | Students finish the lesson by summarizing their learning in writing. Each student answers two short questions: "Who should act more on climate change, companies or individuals?" and "Why?" They hand in or share their responses at the end. If time allows, the teacher reads a few examples to highlight the variety of viewpoints and connect the discussion to broader climate responsibility. |
| | *Aim: Help students consolidate what they learned about responsibility, fairness, and impact.* |
| Pedagogical tips | ● Keep time visible and structured so students can manage short research and speaking tasks confidently. |
| | ● Use clear sentence frames to guide argument building and help all students express ideas. |
| | ● Focus debate on fairness and effectiveness rather than personal habits to maintain a respectful tone. |

## Theory

An externality is a cost or benefit that falls on people who are not part of the decision. In climate topics it is usually a negative externality. A factory earns profit from production, but the smoke harms people's health and the environment that did not agree to the deal. In environmental policy, we compare two sources of externalities. Company action can create large harms or large cuts in emissions through top-down choices about energy, transport, and supply chains. Individual action creates many small harms or savings through daily choices like travel and consumption.

Big companies account for most greenhouse gas emissions because their production, transport, and energy choices have large-scale environmental impact. One policy change, such as switching to renewable energy or improving supply chains, can cut emissions more than millions of individual actions combined. These firms have the financial means and technical knowledge to lead the transition, yet their decisions often depend on profit and consumer demand. When buyers prioritize cheap or high-impact goods, companies have less reason to change, so both sides remain connected in shaping environmental outcomes.

The green transition requires investment in technology, infrastructure, and training. Governments set climate targets and decide how to turn them into taxes, laws, or incentives that make decision makers pay the real cost of pollution. For companies this can mean emission caps, carbon pricing, or investment requirements. For individuals it can mean taxes on polluting products, price incentives for greener options, or public standards that shift daily habits.

But who truly holds the power to spur change? Should companies bear more responsibility because they control large systems, or should individuals lead by changing consumption patterns and influencing demand? Can governments design fair rules that push both sides to act without creating new inequality? These questions highlight the tension between power, responsibility, and fairness at the heart of climate policy.

## Exercise

Divide students into groups, ensuring you have an even number of groups. You should assign two groups to each of the topics, one to the company level action and the other to individual level action. Students can find additional articles themselves, as well as identify their own examples of actions, however, you can provide them with the example.

**Topic 1: Transition to electric cars**

Article:
https://www.reuters.com/sustainability/decarbonizing-industries/ev-sales-slip-can-auto-industry-navigate-bumps-road-net-zero-2024-06-12/

Read about the factors slowing the growth of electric vehicles. Identify how companies and individuals affect progress.

- Company action example: A car manufacturer invests in charging networks and develops cheaper EV models.
- Individual action example: A consumer chooses to buy an electric car or use public transport instead of driving a petrol car.

**2. Planetary food diet debate**

Article:
https://apnews.com/article/plant-based-diet-climate-04e3edb6b2de628e6238c70ca9f075e9

Read how diet changes can reduce emissions and improve health. Focus on what companies and individuals can do.

- Company action example: A global food brand replaces beef-based meals with plant-based options and invests in local sourcing.
- Individual action example: A person chooses to eat less red meat and buys food from sustainable producers.

### 3. Heating homes and energy management

Article: https://www.bbc.com/news/articles/c70ekknr2rwo

Learn how government, companies, and households each contribute to reducing home heating emissions.

- **Company action example:** An energy company installs district heating systems or offers renewable energy plans.
- **Individual action example:** A homeowner installs insulation or replaces a gas boiler with a heat pump.

### 4. Plastic pollution

Article: https://www.theguardian.com/environment/2024/apr/24/survey-finds-that-60-firms-are-responsible-for-half-of-worlds-plastic-pollution

Read how plastic waste continues despite company pledges and recycling efforts. Identify what both producers and consumers can do.

- Company action example: A packaging company designs fully recyclable materials and funds recycling programs.
- Individual action example: A consumer avoids single-use plastics and brings reusable containers when shopping.

After the research stage, each group chooses one or two students to speak for their side, either company action or individual action. Each speaker prepares a 60–90 second speech that includes a clear claim, one example that supports their argument, and one short response to the other side. While one group presents, the other listens carefully and notes one question or counterargument.

Once the presentation ends, a student from the opposite side asks a short question or gives one rebuttal. The teacher moderates the exchange, keeps time visible, and reminds students to use respectful and concise language. When both sides have spoken, the class has a brief discussion on which type of action seems more effective or fair, linking their arguments to real-world examples from the earlier research.

## Reflection questions

To conclude the lesson, students take a few minutes to reflect on what they have learned. Each student writes short responses to two questions:

1. Who carries greater responsibility for climate action, companies or individuals?
2. What reasons support your view?

Responses can be written directly on the worksheet or shared digitally. If there is time, the teacher invites a few students to share their answers aloud.

## Sources

https://climatedebate.idebate.net/case-studies/should-companies-or-individuals-bear-the-burden-of-green-transition

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https://climate.ec.europa.eu/climate-change/causes-climate-change_en

**MY NOTES:**

# Debating stakeholders v. shareholders

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|---|---|
| Duration | 90 minutes |
| Students level | Intermediate, Advanced |
| Materials | Timer, projector |
| Learning outcomes | <ul><li>Students learn to explain the main ideas of shareholder and stakeholder capitalism.</li><li>Students learn to identify key stakeholders in business decisions and describe their interests.</li><li>Students learn to build and present arguments on who companies should serve.</li><li>Students learn to evaluate fairness and effectiveness in corporate governance.</li></ul> |
| Activities | 1. Theory — 15 minutes — frontal<br><br>The teacher introduces the key ideas of shareholder capitalism (companies exist mainly to maximize profit for owners and investors) and stakeholder capitalism (companies must also consider employees, consumers, communities, and the environment).<br><br>*Aim: Students learn to define and distinguish between shareholder and stakeholder capitalism and understand the values that underpin each model.*<br><br>2. Exercise — 30 minutes — group work<br><br>Split the class into six groups. Three represent stakeholder capitalism and three represent shareholder capitalism. Each group develops one argument with a clear example and possible counterpoint. Groups on the same side briefly compare notes before the debate. |

*Aim: Students learn to analyze different arguments about corporate responsibility, support claims with real-world examples.*

3. **Exercise — 30 minutes — class**

Each of the six groups presents their prepared argument in a short 2-minute speech. Groups alternate between stakeholder and shareholder sides so both perspectives stay balanced. After each speech, one group from the opposite side delivers a 45-second rebuttal. The teacher moderates transitions, keeps time visible, and records main ideas on the board under two columns: Stakeholder and Shareholder.

Once all groups have spoken, each side selects one student to summarize their overall position in a final 2-minute summary speech.

*Aim: Students practice concise argument delivery, rebuttal, and active listening. They learn to synthesize multiple perspectives into a clear collective position while demonstrating evidence-based reasoning.*

4. **Reflection — 15 minutes — class**

After the debate, the teacher facilitates a reflective discussion that links business models to ethics and real-world responsibility.

*Aim: Students consolidate learning, evaluate arguments critically, and express a personal conclusion based on evidence and ethical reasoning.*

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| Pedagogical tips | • Start the lesson with a simple visual that shows who benefits under each model to make abstract ideas clear and easy to grasp.<br><br>• Keep a visible timer running during speeches and rebuttals to help students stay concise and maintain fairness between groups.<br><br>• Give students a short sentence frame so every argument follows the same clear structure of claim, evidence, and rebuttal, for instance:<br><br>    ○ *Our argument is that…* |

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| | ○ *An example that supports this is…* <br><br> ○ *A possible objection is…* <br><br> ○ *We respond by saying…* <br><br> ● Remind students to base their points on real company examples instead of personal opinions to strengthen their reasoning. |

## Theory

One of the central questions in business today is whether companies should serve only their shareholders or consider the interests of all stakeholders. Shareholders are people who own part of a company through stocks and have a direct financial interest in its performance. Stakeholders include all groups that are affected by a company's actions, such as employees, customers, suppliers, local communities, and the environment. These groups support the company's activity in different ways, for instance they provide labor, buy products, supply materials, and maintain the infrastructure that businesses rely on.

Supporters of shareholder capitalism view profit as the main goal of business. They argue that by focusing on profitability, companies stay efficient, create new products, and contribute to economic growth. In this view, profitable companies provide employment, pay taxes, and often reinvest in improvements that benefit society indirectly. For example, Apple and Amazon prioritize financial performance and innovation, which has resulted in broad economic impact through supply chains, services, and job creation.

Those who support stakeholder capitalism believe that companies have responsibilities that go beyond generating profit. They argue that corporate decisions affect many groups and that success should also be measured by social and environmental outcomes. For example, Patagonia integrates environmental goals into its business operations, and Unilever invests in sustainability across its product lines. Advocates of this view emphasize that companies which manage relationships with all stakeholders tend to maintain stronger trust and stability over time.

The discussion between these two perspectives is ongoing. Some believe that focusing solely on profit risks overlooking long-term sustainability, while others caution that spreading responsibility too widely can blur accountability. Many businesses now attempt to balance both approaches, seeking to achieve financial success while addressing broader social and environmental expectations.

# Exercise

Divide the class into six groups. Three groups represent stakeholder capitalism, and three represent shareholder capitalism. Each group focuses on one main argument supporting their side. Students find at least one example or piece of evidence to back their claim and write one short rebuttal that the opposing side might use.

After the preparation, groups on the same side meet briefly to share notes and align points before the class debate begins.

**Stakeholder Capitalism – Groups 1–3**

1. **Long-term sustainability:**

   Companies that invest in employee well-being, fair labor, and the environment perform more consistently over time.
   *Example:* Unilever's "Sustainable Living Plan" integrates environmental and social goals with business strategy.

2. **Ethical responsibility:**

   Businesses rely on communities and natural resources, so they have a duty to protect them. Profit without responsibility harms trust and stability.
   *Example:* Patagonia reinvests part of its profit into environmental restoration projects.

3. **Reputation and loyalty:**

   Treating all stakeholders well builds consumer and employee trust, leading to better recruitment and stronger brand identity.
   *Example:* Companies with strong sustainability reputations attract more customers and skilled workers.

**Shareholder Capitalism – Groups 4–6**

1. **Efficiency and innovation:**

   Profit-focused goals drive competition and innovation, which benefit society through new technologies and economic growth.
   *Example:* Apple's drive for profitability fuels constant product improvement.

2. **Clear accountability:**

   Maximizing shareholder value being the only goal keeps decisions transparent and measurable. Multiple objectives can blur responsibility and reduce efficiency.
   *Example:* Companies with clear financial reporting make leadership performance easier to evaluate.

3. **Economic impact:**

Profitable firms create jobs, pay taxes, and boost overall prosperity. A growing company benefits many stakeholders indirectly through market activity.
*Example:* Amazon's expansion has supported suppliers, delivery networks, and service providers.

During the debate stage, each of the six groups presents one argument in turn, alternating between stakeholder and shareholder sides. Each group gives a 90-second speech that states a clear claim, one piece of evidence, and a short explanation. After each speech, one opposing group has 45 seconds to ask a focused question or give a short rebuttal. Once all groups have spoken, each side selects one speaker to summarize their main points in a two-minute closing speech. The teacher keeps time visible, moderates transitions, and records key ideas on the board under "Stakeholder" and "Shareholder." This structure keeps the debate fair, organized, and engaging while helping students practice concise argumentation and evidence-based reasoning.

**Sample debate flow:**

Group 1: argument for stakeholder capitalism
Group 5: rebuttal

Group 4: argument for shareholder capitalism
Group 3: rebuttal

Group 2: argument for stakeholder capitalism
Group 6: rebuttal

Group 5: argument for shareholder capitalism
Group 1: rebuttal

Group 3: argument for stakeholder capitalism
Group 4: rebuttal

Group 6: argument for shareholder capitalism
Group 2: rebuttal

Summary speech for stakeholder capitalism

Summary speech for shareholder capitalism

## Discussion questions

After the debate, the teacher leads a reflective conversation to help students evaluate what they learned. The class reviews the strongest points from both stakeholder and shareholder perspectives, discussing how each could work in practice. Students are invited to share their views, explain why they changed their mind (or not). To conclude, students consider whether a balanced model could work, where companies seek profit while also addressing social and environmental impacts.

Leading questions:

1. Which argument in the debate did you find most persuasive, and why?
2. Can a company prioritize profit while still being socially responsible?
3. What risks come from focusing only on shareholder interests?
4. What risks come from trying to satisfy all stakeholders?
5. Who should ensure companies act responsibly: governments, investors, or consumers?
6. How do customer expectations influence which model companies follow?
7. Can you think of an example where a company successfully balanced both models?
8. How should success be measured in business if not only through profit?

## Sources

https://climatedebate.idebate.net/case-studies/should-companies-or-individuals-bear-the-burden-of-green-transition

https://www.theguardian.com/science/blog/2016/apr/13/can-game-theory-help-solve-the-problem-of-climate-change

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# Is Greenwashing Worse Than Doing Nothing?

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|---|---|
| Duration | 45 minutes |
| Students level | Beginner, Intermediate, Advanced |
| Materials | Printed group handouts |
| Learning outcomes | <ul><li>Students learn what greenwashing is and why it matters.</li><li>Students learn to identify weak or misleading environmental claims.</li><li>Students learn to construct short, evidence-based responses.</li><li>Students learn to evaluate the persuasiveness of arguments.</li></ul> |
| Activities | 1. Theory — 15 minutes — frontal<br><br>The teacher defines greenwashing as exaggerating environmental responsibility to gain public trust. Show one short example (such as an ad claiming a product is "100% eco-friendly" without evidence). Ask: What is the company trying to make people believe?<br><br>*Aim: Students learn what greenwashing is and why it matters.*<br><br>2. Exercise — 20 minutes — group work<br><br>Students work in pairs or small groups. Each group receives one greenwashing claim. They evaluate whether the claim is convincing or misleading, identify missing information, and prepare a one-minute response either defending or challenging it.<br><br>*Aim: Students learn to analyze different arguments about corporate responsibility, support claims with real-world examples.*<br><br>3. Reflection — 10 minutes — class |

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| | The teacher lists strong and weak argument features on the board (clarity, use of evidence, fairness, accuracy).

*Aim: Compare reasoning styles and reflect on persuasion.* |
| Pedagogical tips | ● Use short, concrete examples that are easy to analyse in limited time (if you do not plan on using the provided examples)

● Model one sample argument first to show structure.

● Encourage reasoning over cynicism; the aim is analysis, not blame. |

## Theory

"Greenwashing" refers to the practice of companies making exaggerated or misleading claims about their environmental responsibility to appear more sustainable and environmentally friendly than they truly are. According to Akepa, a sustainability branding agency, greenwashing typically looks like (this same information can be found on their graphic):

● Vague "green-sounding language" which sounds good but has no concrete meaning, such as "farm fresh" or "conscious"
● Irrelevant claims about some less important green aspect of an otherwise harmful product (like an oil company claiming their barrels are made from environmentally friendly steel, ignoring the much bigger issue of oil).
● Badly thought-out gestures, which do not seem to follow any real environmentalist strategy, but are created purely as a PR measure.
● Misleading numbers and percentages.
● Rebranding to include natural packaging, to appear more "in tune with nature" or making the packaging green (green = environmentally friendly)

This however does not mean that all brands are lying. Credible environmentally friendly products will, still according to Akepa, contain these attributes:

● Accountability and transparency, meaning that we know exactly how their manufacturing process impacts the environment, including negative factors.
● 3rd party accreditation, which means that some external independent body confirms a product is environmentally friendly. Beware, however, not all accreditations are the same.
● Clear labeling, that does not mislead about what the product contains
● Traceability, that is to say, enabling the consumer to know where all parts of the product came from. This is very important today, because majority of products

contain things from all over the world and even if the final assembly, say, in country A is environmentally friendly, this does not guarantee that initial production in country B was green too.

Akepa provides a list of 20 greenwashing examples that you can use for the exercise. For the theory section, however, we recommend the example of the Dutch flag carrier, KLM airlines, which was found, in 2024, guilty of misleading consumers by a Dutch court. KLM engaged in an advertisement campaign called "Fly Responsibly" where it claimed that due to its efforts in more efficient planes and biofuel, flying with KLM is the environmentally responsible choice.

## Exercise

During the exercise, students work in four small groups (you can add more groups if need be), each receiving a sample of a company's environmental claim, preferably as a printed handout. You can use the attached examples or select similar ones that fit your students' level. Each group discusses whether their claim is convincing or misleading, considering what data or proof might be missing. They may use the internet to check company websites or independent sources for background information. After researching, each group decides whether to defend the claim as credible or challenge it as greenwashing. They then prepare a short one-minute response with one clear argument and one example or source to support their stance. When ready, each group presents its short speech to the class, followed by a brief question from another group. The teacher moderates timing and highlights key reasoning patterns on the board. This activity encourages students to analyze real-world messages, assess the reliability of sustainability claims, and practice concise argumentation based on evidence.

We recommend you start hearing speeches after 10 minutes of group preparation time. For the examples provided in this plan, you should know that the first, Patagonia, is usually seen as NOT greenwashing, even though one can argue that it is (despite their plea, they sold more jackets as a result of the campaign). The rest are usually understood to be examples of greenwashing, but it is fine for students to argue otherwise, as long as they are defending their position and making sensible arguments.

## Discussion questions

After all four groups present their arguments, the teacher invites open discussion. Start by listing the analyzed claims on the board. Encourage students to compare reasoning: Which arguments felt factual, and which relied on opinion or vague statements? Allow a few students to share how their perspective changed after hearing others. Keep focus on evidence quality, not judging companies or peers.

Leading questions:
1. What made a green claim sound believable or doubtful?
2. Did the presence of data or numbers make a statement more trustworthy?
3. How could a company communicate the same message more honestly?
4. Why might a company exaggerate its environmental actions?

5.  What should consumers look for before believing sustainability claims?
6.  Did any group find it difficult to defend a weak claim? Why?
7.  How can governments or regulators reduce misleading "green" messages?
8.  Do small exaggerations still count as greenwashing?

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**GROUP 1 – PATAGONIA**



# DON'T BUY THIS JACKET

It's Black Friday, the day in the year retail turns from red to black and starts to make real money. But Black Friday, and the culture of consumption it reflects, puts the economy of natural systems that support all life firmly in the red. We're now using the resources of one-and-a-half planets on our one and only planet.

Because Patagonia wants to be in business for a good long time – and leave a world inhabitable for our kids – we want to do the opposite of every other business today. We ask you to buy less and to reflect before you spend a dime on this jacket or anything else.

Environmental bankruptcy, as with corporate bankruptcy, can happen very slowly, then all of a sudden. This is what we face unless we slow down, then reverse the damage. We're running short on fresh water, topsoil, fisheries, wetlands – all our planet's natural systems and resources that support business, and life, including our own.

The environmental cost of everything we make is astonishing. Consider the R2® Jacket shown, one of our best sellers. To make it required 135 liters of

## COMMON THREADS INITIATIVE

### REDUCE
WE make useful gear that lasts a long time
YOU don't buy what you don't need

### REPAIR
WE help you repair your Patagonia gear
YOU pledge to fix what's broken

### REUSE
WE help find a home for Patagonia gear
you no longer need
YOU sell or pass it on*

### RECYCLE
WE will take back your Patagonia gear
that is worn out
YOU pledge to keep your stuff out of
the landfill and incinerator

### REIMAGINE
TOGETHER we reimagine a world where we take
only what nature can replace

water, enough to meet the daily needs (three glasses a day) of 45 people. Its journey from its origin as 60% recycled polyester to our Reno warehouse generated nearly 20 pounds of carbon dioxide, 24 times the weight of the finished product. This jacket left behind, on its way to Reno, two-thirds its weight in waste.

And this is a 60% recycled polyester jacket, knit and sewn to a high standard; it is exceptionally durable, so you won't have to replace it as often. And when it comes to the end of its useful life we'll take it back to recycle into a product of equal value. But, as is true of all the things we can make and you can buy, this jacket comes with an environmental cost higher than its price.

There is much to be done and plenty for us all to do. Don't buy what you don't need. Think twice before you buy anything. Go to patagonia.com/CommonThreads or scan the QR code below. Take the Common Threads Initiative pledge, and join us in the fifth "R," to reimagine a world where we take only what nature can replace.

## GROUP 2 – Danish Crown



Climate-controlled pig

Klimakontrolleret Gris

Fra danske landmænd

From Danish farmers

**Danish Crown**

25% mindre klimaaftryk siden 2005. Og vi skal videre.

klimakontrolleret.dk

25% smaller climate footprint since 2005. And we will go further.

## GROUP 3 – Zara



**The collection embraces a woman who looks into a more sustainable future**

Made with materials such as organic cotton, recycled wool and Tencel® which reduce our environmental impact
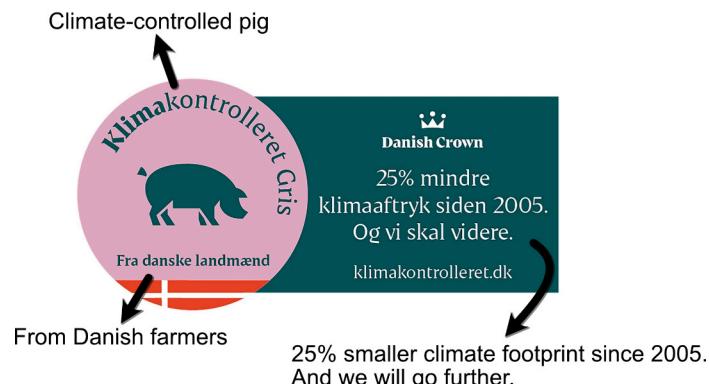
## GROUP 4 – HSBC (Bank)



HSBC    Who we are    Insight    Investors    News and media    Careers    Online banking    Contact

Home  >  Who we are  >  Our climate strategy

Our climate strategy

We're committed to a net zero future

**MY NOTES:**

# Explaining growth and regulation to young people from the future

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|---|---|
| Duration | 45 minutes |
| Students level | Beginner, Intermediate, Advanced |
| Materials | |
| Learning outcomes | <ul><li>Students construct moral arguments connecting present choices to future consequences.</li><li>Students formulate and respond to counter-arguments.</li><li>Students identify values and principles guiding policy decisions.</li><li>Students express ethical reasoning clearly in concise written and spoken form.</li></ul> |
| Activities | 1. Theory — 10 minutes — frontal<br><br>The teacher presents the dilemma between economic growth and environmental protection, linking them to ideas of techno-optimism, green growth, and degrowth.<br><br>*Aim: Students understand the basic dilemma underpinning economic development and environmentalism.*<br><br>2. Exercise — 10 minutes — group work<br><br>Students work in pairs or small groups. Each group must decide what perspective they would follow if they were in government, and then write a letter to a young person in 2050, justifying their decision.<br><br>*Aim: Students apply ethical reasoning to defend a position through collaborative writing.*<br><br>3. Exercise — 10 minutes — group work<br><br>Groups exchange letters. They now write a short rebuttal from the position of a young person in 2050. |

|  | *Aim: Students develop counter-argument and perspective-taking skills.* |
|---|---|
|  | 4. Discussion — 15 minutes — class |
|  | Selected groups read both letters aloud. The class discusses the moral aspect of environmental policy. |
|  | *Aim: Students evaluate argument strength and explore moral contrast.* |
| Pedagogical tips | ● Encourage balance between empathy and logic when writing letters. |
|  | ● Circulate to ask guiding questions about fairness and responsibility. |
|  | ● Emphasize that rebuttals should address reasoning, not personal views. |

# Theory

When we talk about economic growth and environmental protection, there are three main schools of thought that often appear in policy debates: degrowth, green growth, and techno-optimism. Each offers a different answer to the question: Can we keep growing and still protect the planet?

## 1. Degrowth

The degrowth movement argues that the idea that growth is always good is false. It calls for slowing economic growth on purpose to protect the environment and focus on people's well-being instead of profit. Supporters believe that endless growth consumes resources, creates pollution, and worsens climate change. They propose reducing consumption, sharing resources more fairly, and supporting simpler, more sustainable lifestyles. Governments can support degrowth by taxing pollution, investing in public transport and renewable energy, promoting shorter work weeks, and prioritizing social services like health care and education over GDP expansion. Degrowth aims to reduce environmental damage and improve quality of life at the same time.

## 2. Green Growth

Green growth supporters believe that economic growth and environmental goals can coexist. They argue that growth is still necessary, but it should be directed into green industries and innovation. This view holds that the green transition requires money and technology.

Economic growth can fund new energy systems, research, and sustainable infrastructure. Businesses and governments should therefore encourage growth but redirect it toward cleaner industries and greener jobs.

### 3. Techno-Optimism

Techno-optimism is the belief that technology can solve climate challenges without forcing people to reduce consumption or change their lifestyles. It suggests that innovation, for example renewable energy, carbon capture, or energy efficiency, can drive progress while keeping economies growing. Supporters often favor policies that encourage research and innovation instead of strict regulations.

These three perspectives often clash in environmental policy. Degrowth focuses on reducing demand, green growth on redirecting growth, and techno-optimism on innovating out of the problem.

When students write the Letter from 2050, they should decide which of these views best represents how their "future citizens" see the trade-off between prosperity and protection, and explain why that view creates a fair and sustainable future.

## Exercise

Students work in pairs or groups of up to four. Each group chooses one of the three perspectives from the theory section: degrowth, green growth, or techno optimism, and takes on the role of a national government in 2025. They decide which approach they would follow and write a short letter (120–150 words) to a young person in 2050, explaining and justifying their chosen policy direction. The letter should clearly express why they believe this approach creates the best balance between economic prosperity and environmental responsibility, supported by one ethical or practical argument such as fairness, innovation, or social well-being. The teacher circulates, prompting groups to justify their chosen perspective and to explain how their reasoning connects to real policy examples or values.

When all letters are complete, groups exchange them and switch roles, now writing a short rebuttal (3–5 sentences) from the perspective of a young person in 2050 responding to the government. Their reply should question the reasoning or highlight possible long-term consequences, focusing on logic and fairness rather than emotion.

## Discussion questions

Selected groups read both their government letter and the 2050 rebuttal aloud. The class discusses how each perspective (degrowth, green growth, and techno optimism) approaches fairness and responsibility toward future generations. The teacher lists the three perspectives on the board and invites students to compare how each tries to balance economic and environmental priorities. Discussion should stay focused on reasoning and values rather than personal opinions about specific governments or policies.

Guiding questions:
1. What values guided each group's reasoning?
2. Did the "future voter" responses reveal any blind spots in the government letters?
3. Were some perspectives more focused on fairness, while others focused more on feasibility or innovation?
4. How might combining ideas from different perspectives lead to better decisions?
5. What do we think a responsible policy in 2025 should look like after hearing these arguments?
6. Did writing or hearing the letters change how you see your own role in shaping the future?
7. Which argument made you think differently about what progress means?
8. If you were the young person in 2050, what kind of letter would you want to receive from today's leaders?

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**MY NOTES:**

# Great success. But how do we measure it?

| | |
|---|---|
| Duration | 45 minutes |
| Students level | Intermediate, Advanced |
| Materials | |
| Learning outcomes | <ul><li>Students identify and compare different measures of national progress.</li><li>Students construct and defend a reasoned argument supported by values and evidence.</li><li>Students analyze how choice of measurement shapes policy and public priorities.</li><li>Students practice reasoning concisely and collaboratively.</li></ul> |
| Activities | 1. Theory — 15 minutes — frontal<br><br>The teacher presents the main metrics of progress measurement, GDP, employment, inflation, carbon footprint, life satisfaction, inequality level.<br><br>*Aim: Students know that there are different ways to measure how a society is doing.*<br><br>2. Exercise — 10 minutes — group work<br><br>The class divides into six groups, each representing one national indicator: GDP, employment rate, inflation, carbon footprint, life satisfaction, and inequality. Each group prepares an argument for why their indicator best reflects true national progress.<br><br>*Aim: Students construct concise arguments connecting evidence, ethical reasoning, and knowledge from different subjects.*<br><br>3. Exercise — 15 minutes — group work |

| | |
|---|---|
| | Each group presents its argument in 1 minute. After each presentation, one or two other groups ask short questions or raise brief challenges (30 seconds each). *Aim: Students practice persuasive delivery and real-time reasoning through questioning.* 4. Discussion — 5 minutes — class The teacher writes all six metrics on the board and asks the class to discuss. *Aim: Students consolidate understanding that argument choice reflects deeper values and priorities.* |
| Pedagogical tips | ● Prompt groups to use both factual and ethical reasoning. ● Keep timing strict during presentations to maintain rhythm and focus. ● Encourage critical but respectful questioning after each presentation. |

## Theory

For most of the twentieth century, governments treated economic growth, usually measured by Gross Domestic Product (GDP), as the main sign of national success. GDP adds up the total value of goods and services produced in a country. It rises with spending, investment, and trade, but it does not measure whether people's lives are improving in quality or fairness. Economists such as Simon Kuznets, who helped develop GDP in the 1930s, warned that it was never meant to measure well-being. He wrote in 1934 that "the welfare of a nation can scarcely be inferred from a measure of national income."

As environmental and social challenges grew, new indicators appeared to show what GDP misses. The employment rate focuses on how many people can find work, but it says little about pay or job quality. Inflation tracks how prices change, which affects daily living costs but not the planet's health. A carbon footprint measures greenhouse gas emissions, linking progress directly to environmental impact. Life satisfaction surveys look at how people feel about their lives, emphasizing psychological and social well-being. Inequality indexes such as the Gini coefficient assess how fairly wealth is shared, connecting prosperity to justice.

Each measure highlights a different priority: production, stability, sustainability, happiness, or fairness. Choosing one as the main guide for national policy means choosing what kind of progress matters most. Economists and policymakers now debate how to combine them.

Reports such as the OECD Better Life Index (2011) and the United Nations Human Development Index (UNDP, 1990) explicitly try to balance economic and social indicators, while environmental researchers advocate integrating carbon and biodiversity data into mainstream economic planning.

The question behind this lesson, which metric gives the fairest picture of progress?, is not only economic but ethical. It asks whether success should mean producing more, living better, or lasting longer as a society.

## Exercise

The class divides into six groups, each representing one national metric: GDP, employment rate, inflation, carbon footprint, life satisfaction, or inequality. Each group acts as a team of policy advisers preparing to argue that their assigned measure gives the truest picture of national progress. During preparation, students discuss what their metric measures, what values it reflects, and how it links to social or environmental priorities. They have ten minutes to create a short argument that includes one factual point and one value-based justification, such as fairness, stability, or sustainability.

After preparation, each group delivers a one-minute presentation summarizing its case. The rest of the class listens and notes key points. Immediately afterward, one or two other groups have thirty seconds to ask a question or challenge an assumption in the argument. The presenting group responds briefly before the next team presents. This fast rhythm keeps focus on concise reasoning and sharp questioning while showing how different ways of measuring progress express different political and moral choices.

## Discussion questions

After all groups have presented, the teacher lists the six metrics on the board and invites a short class discussion. Students compare which measures focused most on economic stability, which on fairness, and which on sustainability. The teacher asks a few guiding questions to connect ideas rather than reopen the debate:
1. Which arguments sounded most convincing and why?
2. Did any two metrics complement each other rather than compete?
3. If we had to choose one main national goal, what should it be?
4. The discussion ends with the teacher highlighting that every indicator represents a different vision of what progress means and that reasoning helps reveal the values behind those choices.

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**MY NOTES:**

# Growth v. Environment Classroom Debate

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|---|---|
| Duration | 90 minutes |
| Students level | Intermediate, Advanced |
| Materials | |
| Learning outcomes | <ul><li>Students construct and present structured arguments supported by logic and evidence.</li><li>Students evaluate competing claims and identify weaknesses in reasoning.</li><li>Students practice teamwork, active listening, and public speaking in a formal debate setting.</li></ul> |
| Activities | 1. Theory — 10 minutes — frontal<br><br>The teacher introduces the debate motion and provides background on why this issue is central for developing countries. Clarify what economic growth and environmental regulation mean in this context.<br><br>*Aim: Students establish shared understanding of key terms and context.*<br><br>2. Exercise — 35 minutes — group work<br><br>The teacher assigns roles, and students start preparing for the debate.<br><br>*Aim: Students build organized arguments with supporting reasoning and evidence.*<br><br>3. Exercise — 30 minutes — group work<br><br>The classroom debate unfolds with students acting as speakers, moderators, and adjudicators. |

| | |
|---|---|
| | *Aim: Students practice persuasive delivery and real-time reasoning, evaluating, listening, and civic participation.*<br><br>4. Discussion — 15 minutes — class<br><br>Students who acted as adjudicators present their views of the debate, while students who acted as moderators guide the discussion and reflection.<br><br>*Aim: Students evaluate reasoning quality and link arguments to ethical considerations.* |
| Pedagogical tips | <ul><li>Prompt groups to use both factual and ethical reasoning.</li><li>Keep timing strict during presentations to maintain rhythm and focus.</li><li>Encourage critical but respectful questioning after each presentation.</li></ul> |

## Theory

The debate about whether developing countries should prioritize economic growth or environmental protection is one of the most important in modern policy. Economic growth refers to the increase in a country's production of goods and services, often measured by GDP. For developing countries, growth is seen as the main path to reducing poverty, creating jobs, and funding education, healthcare, and infrastructure. Supporters of this approach often refer to the Environmental Kuznets Curve, a theory that suggests pollution rises in early stages of growth but eventually declines as income and technology improve. According to this view, a richer society can afford cleaner energy and stricter regulations later.

However, critics argue that delaying environmental protection can cause long-term harm that outweighs short-term benefits. Rapid industrialization without limits can lead to deforestation, pollution, and biodiversity loss, which undermine the very development that growth aims to achieve. Environmental degradation also affects the poorest communities first, especially those reliant on farming, fishing, or natural resources. Scholars of sustainable development, including the United Nations Brundtland Commission, argue that growth and protection must be integrated, so that present needs are met without destroying the environment for future generations.

International organizations such as the World Bank and UNEP promote the idea of a "green economy," where policies attract investment and create jobs while also reducing carbon emissions and waste. This approach aligns with the Paris Agreement, which recognizes the special challenges of developing countries and supports financial and technological

assistance to help them grow sustainably. The key issue, and the heart of this debate, is whether developing nations can afford to delay growth in order to protect the environment, or whether protecting the environment is itself the foundation for lasting prosperity.

## Exercise

The class is divided into three role groups: two debate teams, one large group of adjudicators, and a small group of moderators. The debate teams, Proposition and Opposition, each consist of three speakers who will argue for or against the motion "This House believes that economic growth should take precedence over environmental regulations in developing countries." During the 35-minute preparation phase, both teams work on structuring their arguments and preparing examples. Each speaker develops one of the team's three main points, supported by factual evidence and value-based reasoning. The first speaker introduces the team line and first argument, the second develops the central claim, and the third summarizes and refutes opposing points. Teams also prepare short notes anticipating likely counterarguments.

At the same time, moderators and adjudicators prepare their roles. The moderators review the debate format, set the order of speeches, and plan how to manage timing and transitions. They also assist both debate teams during preparation by helping clarify structure, time allocation, and division of arguments. The adjudicators prepare questions for each side by analyzing the motion and reviewing possible weaknesses in the sample arguments. Their questions should test logic, fairness, and feasibility rather than personal opinion. During the debate, each of the six speakers delivers a three-minute speech followed by one or two questions from adjudicators. Moderators manage timing, transitions, and tone. After the final speech, adjudicators confer, evaluate reasoning strength, and present a short collective decision supported by feedback on argument quality and overall persuasiveness.

## Discussion questions

After the debate ends, the students who acted as adjudicators lead a short evaluation of the discussion. They present their views on which arguments were strongest, where reasoning was weak, and how evidence or examples supported the main claims. Their feedback focuses on logic, clarity, and how well each side connected short-term economic goals with long-term environmental responsibility. The moderators guide the reflection, keeping the tone balanced and encouraging students to link their conclusions to ethical and social priorities. They invite both teams to respond briefly and help the class identify what reasoning strategies made certain arguments more convincing. Guiding questions:
1. Which arguments relied most clearly on evidence rather than general claims?
2. Did either side manage to balance economic and environmental goals?
3. Were ethical ideas such as fairness or responsibility addressed directly?
4. Did any argument ignore important long-term consequences?
5. Which team responded more effectively to questioning?
6. What reasoning techniques made certain arguments stand out?
7. What could be improved in how evidence and ethics were linked?

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