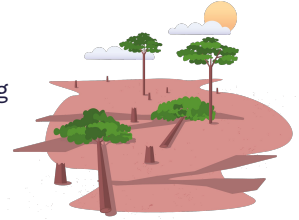




## Debate Land Use in Brazil

Many policies concerning the **environment** can affect local communities, ecosystems, and even other countries. Hence, it is crucial to carefully think about the full range of **consequences** a policy could have if it were enacted. This activity gives your students the chance to debate real issues and policies relating to the environment. This will allow them to practise their leadership, teamwork, and research skills.

The activity provides **balanced** accounts of three environmental issues, which all relate to the overarching topic of land use in the Brazilian Amazon. It is an opportunity for students to gain in-depth knowledge of specific environmental issues.



### Instructions & Preparation

The handout provides instructions for the debate and three different debate topics with relevant background information. We recommend splitting the class into three groups — one per topic — and providing each with their own activity sheet. Each group should then be split again — one subgroup being in favour and the other against the proposed action/policy. Each group should be given at least a few days to research and prepare their opening remarks, questions, and closing remarks.

Before each debate begins, we recommend having a student read out the problem statement. The debates will each last for approximately 18 minutes and should be conducted in front of the class. Each debate should take on the following format:

- Opening remarks (2 minutes per group): each group (i.e. the opposing sides to the same topic) shall present their arguments
- Intra-panel discussion (10 minutes in total): groups shall engage with one another directly in a question-answer format. In other words, opposing sides will ask each other questions. The opening remarks should help to guide the discussion.  
Each team will ask five questions.
  - Questions should take no longer than 20 seconds to ask
  - Answers should last no longer than 40 seconds
- Closing remarks (2 minutes per group)

After each debate, the rest of the class can vote to decide who was most convincing.

We welcome feedback and would be delighted to hear your thoughts on this activity. Feel free to send an email to [schools@climatescience.org](mailto:schools@climatescience.org) and we'll be sure to get back to you soon :)