



Cognitive Competences

Critical Thinking: Greenwashing vs. Real Green



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project number: 2022-1-DE02-KA220-YOU 000085086

Debating the Authenticity of Sustainability Claims

Duration: 60 minutes

Materials Needed:

- List of controversial sustainability claims from different companies
- Computers or tablets with internet access
- Whiteboard or flip chart
- Markers
- Notepads and pens

Goals:

- To enhance critical thinking and argumentation skills.
- To practice evaluating and debating the authenticity of sustainability claims.

Why Do This Exercise: Debating helps students develop the ability to construct and deconstruct arguments, an essential skill in critical thinking.

Instructions Step by Step:

- 1. Introduction (10 minutes):**
 - Introduce the format of the debate and the concept of sustainability claims.
 - Explain the importance of critically evaluating such claims.
- 2. Group Formation and Topic Assignment (5 minutes):**
 - Divide students into two groups. Assign each group a position (for or against) on a given sustainability claim.
- 3. Preparation (20 minutes):**
 - Groups will research their assigned position, gathering evidence and formulating arguments.
 - Encourage students to consider potential counterarguments and how to address them.
- 4. Debate (20 minutes):**
 - Conduct the debate, allowing each group to present their arguments and rebuttals.
 - Ensure a structured format, with timed segments for each part of the debate.
- 5. Debrief and Reflection (5 minutes):**
 - Facilitate a discussion on the debate process and the insights gained.
 - Reflect on how this exercise enhances critical thinking skills.

This work is licensed under a Creative Commons Attribution 4.0 International License.



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project number: 2022-1-DE02-KA220-YOU 000085086