

Sustainable palm oil

Conservation

Term: Autumn/Spring/Summer

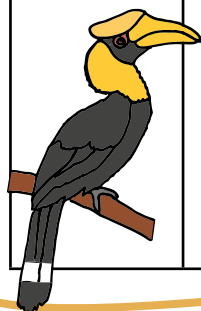
Subject: English 2

To write a report on the rights of orangutans
Topic: in the rainforest of Borneo

Year: 3

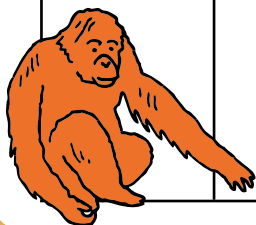


	National Curriculum Links	Overview	Assessment / Questions	Resources
LESSON	<p>Writing – Composition</p> <ul style="list-style-type: none"> Plan their writing by: discussing and recording ideas. Draft and write by: organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Proof-read for spelling and punctuation errors Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements. <p>Learning Objective(s)</p> <ul style="list-style-type: none"> To plan the main structure of a report. <p>Success Criteria</p> <ul style="list-style-type: none"> I can write sub-headings for a report. I can write sub-headings that group information. I can order sub-headings appropriately. I can record what should be written in the introduction and summary paragraph. 	<p><i>N.B. This plan gives the children greater autonomy over the structure and content of their reports than the lesson plan requiring the children to create a report about an animal affected by deforestation in Borneo and Sumatra. In the latter, the children learn how to organise given facts into paragraphs with sub-headings, before they are able to research additional information.</i></p> <p>Prior learning</p> <p>In Science lessons, the children may have undertaken lessons to learn:</p> <ul style="list-style-type: none"> How animals need to survive and the importance of a diverse food source. About the plight of the orangutan and how its food source is being depleted through deforestation for crops, such as palm oil. <p>In English lessons, the children may have:</p> <ul style="list-style-type: none"> Learnt to recognise the difference between fiction and non-fiction texts Learnt to recognise the main features of non-chronological reports. Begun to group information in to paragraphs (through identifying the main ideas in a non-fiction text (see lesson plan for report about an endangered animal affected unsustainable palm oil production in Borneo). Practised identifying key information in non-fiction texts. <p>In English lessons, the children could:</p> <ul style="list-style-type: none"> Role play a community of people who have always lived and worked the land. A rich landowner takes over the area and starts to destroy their homes and livelihoods. This could lead to a discussion about the rights of the people who have always lived there. <p>Introduction</p> <p>Show the news clip from 'Newsround':</p> <p>'Palm oil: How is it affecting orangutans?' www.bbc.co.uk/newsround/39514977</p> <p>(This may have been viewed previously – see lesson plan</p>	<ul style="list-style-type: none"> What rights should orangutans have in the Bornean rainforest? What sub-headings have you devised? Can you name a sub-heading that would group information together? What do you believe is a suitable order for your sub-headings? Why? What do you think would be suitable content for the introduction?/ the summary paragraph? Can you read out what facts you will be including in your introduction?/ summary paragraph? 	<ul style="list-style-type: none"> Presentation: 'Features of a Non-chronological Report' 'Palm oil: How is it affecting orangutans?' www.bbc.co.uk/newsround/39514977 Non-chronological Report Plan (photocopied on to A3 paper) Whiteboards and whiteboard pens A3 paper and marker pens IWB/ teacher whiteboard Teacher background learning website: www.chesterzoo.org/schools/resources/palm-oil-perspectives-plantations/ Suitable resources for follow up work: 'Sustainable Palm Oil Campaign Booklet' https://www.chesterzoo.org/schools/resources/sustainable-palm-oil-campaign-booklet/ 'Orangutan Fact Cards' 'Palm Oil Fact Cards' Optional resource for more able learners; 'Important Facts about Sustainable Palm Oil' More able learners: 'What is palm oil and why is it thought to be bad?': www.bbc.co.uk/newsround/39492207



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'report on endangered animals').

Ask the children: 'What rights should orangutans have in the Bornean rainforest?'

Mixed ability pairs of children could then pretend to be an orangutan, explaining their rights to the other person, starting with the words:

I have the right to...

The children could list their ideas together on a whiteboard.

Alternatively, if the children had undertaken the Drama activity (above) the rights of people could be compared and contrasted to that of an orangutan, on whiteboards or on large sheets of paper, using marker pens, in groups.

Review the rights of orangutans, compiled in pairs, as a class and list on the board/ interactive whiteboard. Encourage the children to add further rights, if need be e.g.

I have the right to the right type of foods I have always eaten.

I have the right to my home not being destroyed for the production of oil palm.

At this stage, it will be necessary to emphasise the right of the orangutans to not having their home and food destroyed for the production of unsustainable palm oil. The ground is cleared by deforestation and the burning of vegetation, which causes pollution.

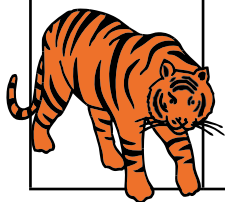
Activities

Discuss the fact that the children will be writing a report of their own about the rights of orangutans in the rainforest in Borneo. The children will be planning the structure of the report and that it will be their own initial ideas that form the basis of the report. In follow up lessons, they will be finding additional facts out for themselves. (If necessary, review the features of a non-chronological report. See Presentation, 'Features of non-chronological reports').

For this lesson, explain that the children should write the rights of an orangutan on post it notes in mixed ability pairs, as sub-headings for their report. Explain that it may be appropriate to group some rights together. Model this and demonstrate how the children could put these in a suitable order e.g.:

The right of orangutans to live in their home environment.

- The children can also view some of the Chester Zoo resources about Palm Oil in Computing lessons: e.g. www.chesterzoo.org/schools/resources/?topics=sustainable-palm-oil



The right of orangutans to their varied/ diverse food and water.
The right of orangutans to their habitat not being destroyed.

Give the children adequate time to carry out this activity. Pairs of children could share their ideas with other pairs of children to assess the effectiveness of the sub-headings and to suggest improvements.

Mini plenary

Review some of the children's suggestions through questioning e.g.

'What sub-headings have you devised?'

'Can you name a sub-heading that would group information together?'

Model how to write these on to the planning worksheet, 'Non-chronological Report Plan'. The children might need to add a further sub-heading e.g. 'What can we do to help?' that could be written at the end of the report. (If necessary, discussion about sustainable palm oil production can be explained in subsequent lessons.)

Give the children time to write their sub-headings on to their planning sheets. If time allows, they can also include notes on what they will be writing about in the introduction and summary paragraphs, following modelling by the teacher. The teacher could ask:

'What do you think would be suitable content for the introduction?/ the summary paragraph?'

Plenary

Review the learning objective and success criteria. Assess the children through differentiated questioning:

e.g. What sub-headings did you devise?

Can you tell me a sub-heading that is able to group information?

What do you believe is a suitable order for your sub-headings? Why?

What do you think you will need to do next?

(Add information to your paragraphs. The children will need to start with what they know and then research further information).

Possible ongoing work

Subsequent lessons should involve the children:

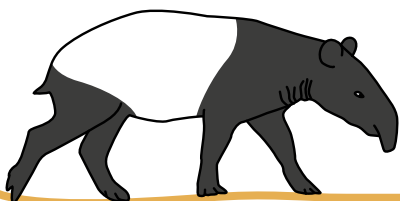
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		<ul style="list-style-type: none"> • Recording what they know and have learnt in previous lessons (Science and English) on their planning sheets, under each of the sub-headings (following modelling by the teacher). • Highlighting/ making notes from non-fiction texts to add to their plans. (Suitable resources are listed below). • Writing their full reports, following modelling by the teacher, changing their notes to formal sentences, in the third person and in the present tense. (See 'Features of Non-chronological Reports'). <p>'Sustainable Palm Oil Campaign Booklet' https://www.chesterzoo.org/schools/resources/sustainable-palm-oil-campaign-booklet/</p> <p>'Orangutan Fact Cards' and 'Palm Oil Fact Cards'</p> <p>Optional resource for more able learners; 'Important Facts about Sustainable Palm Oil'.</p> <p>More able learners: 'What is palm oil and why is it thought to be bad?': www.bbc.co.uk/newsround/39492207</p> <p>The children can also view some of the Chester Zoo resources about Palm Oil in Computing lessons: e.g. www.chesterzoo.org/schools/resources/?topics=sustainable-palm-oil</p>		
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Additional notes:

You may wish to 'explore the dense jungles of **South East Asia**' by visiting Chester Zoo's Monsoon Rainforest with your pupils. See more details here: www.chesterzoo.org/whats-here/monsoon-forest/



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