

Sustainable palm oil

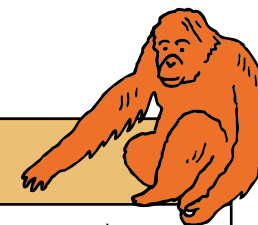
Conservation

Term: Autumn/Spring/Summer

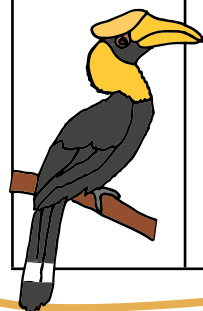
Subject: English 2

To write persuasive sentences
Topic: about sustainable palm oil

Year: 4

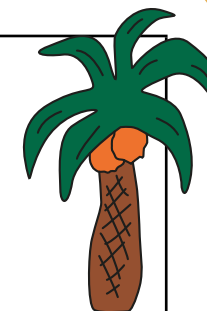


	National Curriculum Links	Overview	Assessment / Questions	Resources
<p>LESSON</p> <p>Writing Plan their writing by:</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take.</p> <p>Learning Objective(s)</p> <ul style="list-style-type: none"> To write persuasive sentences. 	<p>Writing Plan their writing by:</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take.</p> <p>Learning Objective(s)</p> <ul style="list-style-type: none"> To write persuasive sentences. 	<p>Prior learning Lessons should have included:</p> <ul style="list-style-type: none"> looking at or discussing different types of persuasive text e.g. <ul style="list-style-type: none"> - advert/ poster - persuasive talk/ speech - persuasive letter Lessons on features of persuasive writing, studying examples of persuasive letters and highlighting these features. If possible, the children will have undertaken the lesson: 'To explore different viewpoints when deciding whether to change to more sustainable farming'. <p>N.B. The facts about palm oil and sustainable palm oil could be looked at prior to the lesson, in order for more time to be available for the writing of persuasive sentences.</p> <p>Introduction Ask the children:</p> <p><i>'What kinds of arguments are needed to try to make someone follow your suggestion or change their point of view?'</i></p> <p>It is hoped that some children recognise that these are persuasive arguments, particularly those children who have undertaken the lesson: 'To explore different viewpoints when deciding whether to change to more sustainable farming'.</p> <p>Explain that the children will be learning how to use their understanding of persuasive features (learnt in previous sessions) to write persuasive sentences, aimed at persuading people to use sustainable palm oil products.</p> <p>Introduce the Presentation: 'Writing persuasive sentences: Why use sustainable Palm Oil Products?' The Presentation introduces the success criteria for the lesson. Ask the question:</p> <p><i>'What is palm oil? Why is it useful?'</i></p>	<ul style="list-style-type: none"> What kinds of arguments are needed to try to make someone follow your suggestion or change their point of view? What is palm oil? Why is it useful? What do you know about sustainable palm oil? Why is it important to have sustainable oil palm plantations? What persuasive features do you know? Can you tell me a persuasive sentence, using a persuasive language feature about palm oil? Can you give me a sentence that includes more than one persuasive language feature? Can you give me an example sentence that combines facts together, but included a persuasive language feature? What facts could be combined? 	<ul style="list-style-type: none"> Presentation: 'Writing persuasive sentences: Why use sustainable Palm Oil Products?' Palm Oil Fact Cards <p>For teacher information:</p> <ul style="list-style-type: none"> Chester Zoo: 'Sustainable Palm Oil Campaign Booklet': www.chesterzoo.org/schools/resources/sustainable-palm-oil-campaign-booklet/ Chester Zoo: 'Act Today to protect wildlife' www.chesterzoo.org/what-you-can-do/our-campaigns/sustainable-palm-oil/



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Success Criteria

- I can write at least one persuasive sentence about sustainable palm oil.
- I can write a sentence containing more than one persuasive language feature.
- I can write a persuasive sentence about more than one related fact.

Following responses from the children, the Presentation should then be used to introduce or review (depending on previous activities) knowledge about palm oil and what is good and bad about plantation practices. Ask the question:

'What do you know about sustainable palm oil?'

The children could feedback any information that they might know about sustainable palm oil.

Using the Presentation, the children can be told the criteria for sustainably produced palm oil. In the course of the discussion, if necessary, remind the children that sustainable palm oil means that everyone in its production has followed certain international criteria (rules) to make sure that it has been grown in a responsible way. The rules that are followed make sure that the palm oil has been grown in a manner that is better for the environment, the community and the workers.

All people involved in creating palm oil should follow these criteria (from the farmers who produce the oil palm, to those that mill the fruit and the companies that buy the palm oil), which could lead to RSPO (Roundtable on Sustainable Palm Oil) certification. People who have certification or are working towards it are members of the RSPO community.

The children could then be asked the following question, depending on responses to the previous question (see Presentation):

'Why is it important to have sustainable oil palm plantations?'

Activities

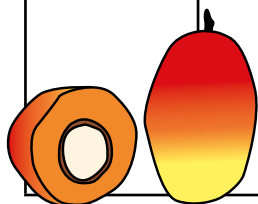
Using the appropriate set of differentiated 'palm oil fact cards' children find out more about palm oil and sustainable production. Encourage children to share these in their groups.

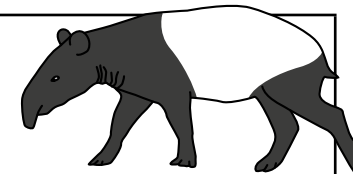
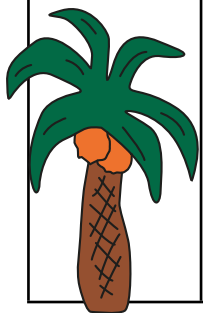
Returning the Presentation the children will then be told:

'In another session, you will be writing a letter to the CEO (Director) of a supermarket. You will be trying to persuade him to stock only products containing sustainable palm oil.'

Ask the children:

What persuasive techniques do you know?
(Think about how you might persuade someone to do something e.g. take you to the cinema.)





The children will be reminded of/ introduced to the features of persuasive letters. See Presentation. Examples of sentences using these features are shown on Presentation slides.

The children will then be encouraged to take a fact in turn. They will be encouraged to compose the sentence together orally, before writing it down. They will use a feature of persuasive language to write a persuasive sentence, using the fact given:

e.g. To be recognised as sustainable a plantation owner is not allowed to cut down the life giving trees of the rainforest.

Model how to do this using a fact card and choosing from the persuasive features.

Extension: If possible, the children could try to include:

- more than one persuasive feature in a sentence.
- more than one related fact in a sentence, extending the sentence.

Refer to the success criteria.

The children will be given time to write at least three sentences, using different persuasive language features each time (unless combined with a new feature in a sentence). Support will be given to the lower ability children.

If time allows, the children can share their sentences with the children in their group and should be encouraged to assess the effectiveness of each other's writing and make alterations, if necessary. They could decide on an impressive sentence to share with the class.


Plenary

Review the learning objective and success criteria. Possibly ask each group to share an impressive sentence with the class (if time has been available for this). Ask differentiated questions to assess learning e.g.

'Can you tell me a persuasive sentence, using a persuasive language feature about palm oil?'

'Can you give me a sentence that included more than one persuasive language feature?'

'Can you give me an example sentence that combines facts together, but included a persuasive language feature?'

		<p><i>'What facts could be combined?'</i> (If time, in pairs, the children could write these on a whiteboard and show them).</p> <p>Ask:</p> <p><i>'What do you think you will be doing in the next session?'</i></p> <p>Hopefully, the children will realise that they will be shown how to write the formal letter to the CEO of a supermarket chain, to persuade him to only use 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/