

The Sustainable Palm Oil Challenge!

Conservation

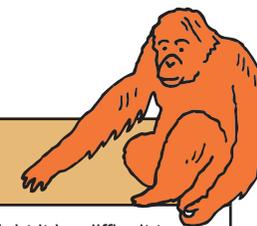
Term: Autumn/Spring/Summer

Subject: English 1

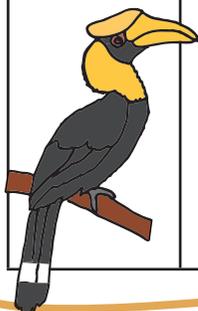
Topic: change to more sustainable

Year: 4

To explore different viewpoints when deciding whether to



| | National Curriculum Links | Overview | Assessment / Questions | Resources |
|----------------------|---|---|--|--|
| <p>LESSON</p> | <ul style="list-style-type: none"> • Spoken language – • Listen and respond appropriately to adults and peers. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Participate in discussions, presentations, performances, role play, improvisations and debates. • Consider and evaluate different viewpoints, attending to and building on the contributions of other <p>• Learning Objective(s)</p> <ul style="list-style-type: none"> • To explore different viewpoints when making a decision. <p>•</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • I can understand and give two viewpoints. • I can give more than one reason for moving to sustainable farming practices. • I can give more than one reason for not moving to more sustainable practices. • I can explain how people might make different decisions. | <p>N.B. It may be necessary to move to a larger space than the classroom, to carry out the Conscience Alley activity.</p> <p>Prior learning</p> <p>Lessons should have included:</p> <ul style="list-style-type: none"> • Looking at or discussing different types of persuasive text i.e. - adverts/ posters - persuasive talks/ speech - persuasive letters • Lessons on features of persuasive writing, studying examples of persuasive letters and highlighting these features. <p>Introduction</p> <p><i>What do we mean by sustainable palm oil?</i></p> <p>Explain that sustainable palm oil means that everyone in its production has followed certain international criteria (rules) to make sure that palm oil has been produced 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 (e.g. only land that has previously been deforested is used), the environment, the community and the workers.</p> <p>All people involved in creating palm oil (from the farmers who produce the oil palm, to those that mill the fruit and the companies that buy the palm oil) should try to follow these criteria, 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.</p> <p>Activities</p> <p>Explain that today the children will carry out a special Drama activity called a 'Conscience Alley' that will explore how difficult it is for the smallholders (the small farmers</p> | <ul style="list-style-type: none"> • What do we mean by sustainable palm oil? • Why would smallholders resist changing to more sustainable farming practices? • If you were trying to change smallholders' minds, what might you say to them? • Will it be very difficult to persuade the smallholder? Why? • What arguments were you given on either side of the argument for a particular issue e.g. cutting down trees? Which argument was the stronger for you? • What decision would you make? Why? • Which arguments may have persuaded you to change this decision? • Can you give two different viewpoints for a particular situation e.g. cutting down trees? • What other reasons were given for ... (e.g. not spending the money on new farming methods)? • Did you think of further arguments, as a result of listening to the Conscience Alley advice? What were they? • Can you give an example of an argument that might persuade someone to make a different decision from you? | <p>PowerPoint: 'Why might it be difficult to change farming methods to produce oil palm?'</p> <p>Worksheets: 'Reasons for changing to more sustainable methods of farming.' 'Reasons against changing to more sustainable methods of farming'</p> <p>Chester Zoo: Our position on palm oil: www.chesterzoo.org/what-you-can-do/our-campaigns/sustainable-palm-oil/our-position-on-palm-oil/</p> <p>Chester Zoo's campaign that has led to Chester being the first sustainable palm oil city: www.chesterzoo.org/what-you-can-do/our-campaigns/sustainable-palm-oil/sustainable-palm-oil-city/</p> <p>For teacher information:</p> <p>Document 'Exploring different viewpoints when deciding whether to change to more sustainable farming'.</p> <p>RSPO: Roundtable on Sustainable Palm Oil: RSPO Smallholders (including video): rspo.org/smallholders</p> |



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who produce the oil palm) to be persuaded into following practices that lead to RSPO certification.

Introduce the PowerPoint: 'Why might it be difficult to change farming methods to produce oil palm?' Introduce children to the term 'small-holders' what it means and who the 'smallholders' are.

Ask the children:

Why would smallholders resist changing (try not to change) to more sustainable farming practices?

The children may be able to give some answers e.g. they do not want to change what they are doing already; they do not understand the need to change etc.

Then ask the question:

If you were trying to change smallholders' minds, what might you say to them?

The children may be able to give some answers e.g. fewer trees may be cut down; it is better for the environment etc.

Return to the PowerPoint: 'Why might it be difficult to change farming methods to produce oil palm?' Read through the pros and cons of moving to more sustainable farming practices for the smallholders who are in charge of the smaller farms. (N.B. Some plantations, possibly less rural, may not be resistant to change and may be keener to change their practices).

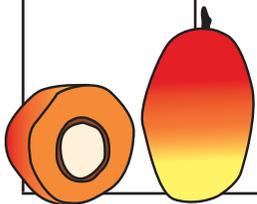
Ask the question:

Will it be very difficult to persuade the smallholder? Why?

Explain how the Conscience Alley activity will work:

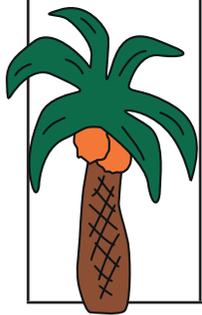
The smallholder will need to walk through an alley made up of people either side, lining the route (and facing inwards). For the sake of this exercise, explain that they should imagine the community is very rural and the people do not understand the benefits of changing to sustainable farming.

On one side, there will be workers and local people (who do not want to change from the farming methods and practices they are used to) and on the other side will be the members of the RSPO community, trying to persuade the smallholder to undergo training and move to new practices to create sustainable oil palm for sustainable palm oil production. Prior to the activity, the children should work in mixed



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ability groups of about 3 or 4 children. They should be told whether they will be the RSPO members or the workers/ local people and therefore should be 'for' or 'against' changing farming practices respectively. They will be given one of two worksheets:
'Reasons for changing to more sustainable methods of farming' or
'Reasons against changing to more sustainable methods of farming.'

The children should plan what they might say to the smallholder when he walks past them two or three times (up and down the alley). Encourage the children to think of further arguments, if possible.

If the class is too large, the groups shall nominate a leader who will be in charge of persuading the smallholder; the rest of the group will need to whisper suggestions to him, if they feel it is necessary. If time allows, the group can switch roles to give other children the responsibility of persuading the smallholder.

Plenary

Review the learning objective. Review the activity. Explain that different people are influenced in different ways. The same arguments may lead to a different decision by different people. Contrast to e.g. elections. Ask the smallholder:

*What arguments were you given on either side of the argument for a particular issue e.g. cutting down trees?
Which argument was the stronger for you?*

What decision would you make? Why?

Which arguments may have persuaded you to change this decision?

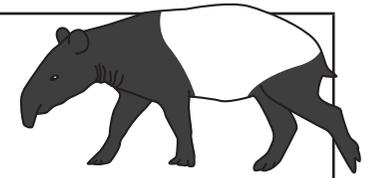
Ask the children differentiated questions e.g.:

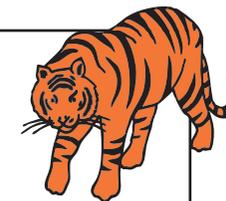
Can you give two different viewpoints for a particular situation e.g. cutting down trees?

What other reasons were given for... (e.g. not spending the money on new farming methods)?

Did you think of further arguments, as a result of listening to the Conscience Alley advice? What were they?

Can you give an example of an argument that might persuade someone to make a different decision from you?





Review the success criteria.

In summing up the activity, ask the children:

What type of arguments were you giving the smallholder to make them do what you wanted?

Hopefully, the children will recognise that the arguments were persuasive.

What do the children think they might be doing in the next session? Hopefully, they will recognise that they might be doing some kind of persuasive writing.

If time allows, show the children Chester Zoo's position on sustainable palm oil:

Chester Zoo: Our position on palm oil:
www.chesterzoo.org/what-you-can-do/our-campaigns/sustainable-palm-oil/our-position-on-palm-oil/

Also, the children can be shown how Chester Zoo has led Chester to becoming the first sustainable palm oil city:

www.chesterzoo.org/what-you-can-do/our-campaigns/sustainable-palm-oil/sustainable-palm-oil-city/

Possible ongoing work

See follow on lesson 2: 'To write persuasive sentences about sustainable palm oil'

Children could use their work from English lesson 2 to write a persuasive letter to persuade a supermarket CEO to sell RSPO palm oil products.

See cross-curricular work focussing on sustainable palm oil.

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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