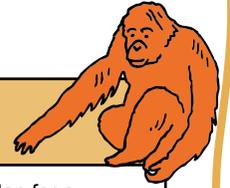
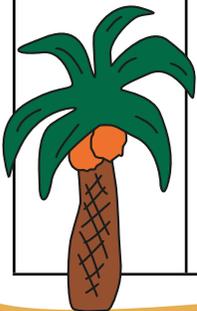


# Sustainable palm oil

Conservation Term: Autumn Subject: English 3 Topic: Planning a debate speech Year: 5



|        | National Curriculum Links  | Overview  | Assessment / Questions   | Resources   |
|--------|--|---|--|---|
| LESSON | <p><b>English</b><br/><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>Explain and discuss their understanding of what they read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>Provide reasoned justifications for their views.</li> </ul> <p><b>Writing – composition</b></p> <ul style="list-style-type: none"> <li>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>Draft and write by:               <ul style="list-style-type: none"> <li>Using a range of devices to build cohesion within and across paragraphs.</li> <li>Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).</li> </ul> </li> </ul> <p><b>Learning Objective(s)</b></p> <ul style="list-style-type: none"> <li>To plan a debate speech.</li> </ul> <p><b>Success Criteria</b><br/>I can:</p> <ul style="list-style-type: none"> <li>Plan a biased speech to take one side of the argument.</li> <li>Plan an introduction and conclusion.</li> <li>Include evidence, details and examples, where possible.</li> <li>Include arguments to refute</li> </ul> | <p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>The children will have been introduced to the concept of a debate and will have been given a specific role e.g. a plantation logger and will be arguing from a given perspective, for or against the motion "This house believes that palm oil plantations should be sustainable." (See 'Understanding the roles and issues within a debate').</li> <li>The children will have started to research the information related to their specific viewpoint, in role, that will support the arguments they wish to make for or against the above motion. (See 'Researching information for debate writing').</li> <li>The children can watch a debate online to see how it occurs. See 'The Noisy Classroom: Primary School Debates' (Resources).</li> <li>The children can be introduced to different debate texts.</li> <li>The children should be introduced to persuasive texts and writing e.g. letter writing and discussion texts (giving a balanced argument).</li> <li>They should be introduced to persuasive writing techniques and may be familiar with the term: AFOREST (i.e., the use of alliteration, facts, opinions, repetition and rhetorical questions, emotive language and exaggeration, statistics and the rule of three).</li> <li>The children should receive SPAG lessons involving causal and contrasting conjunctions.</li> <li>The children should be taught how and when to use modal verbs, e.g. You may be able to use products with palm oil, if they contain sustainable palm oil.</li> <li>The children could be given lessons to introduce these techniques into debate writing e.g.           <ul style="list-style-type: none"> <li>Practice writing a good opening statement introducing an argument and using causal conjunctions to connect ideas.</li> <li>Practice linking paragraphs and ideas using a range of different conjunctions.</li> <li>Practice using modal verbs to change the meaning of verbs to prepare them for writing an argument for a debate e.g. 'If children watch television in their rooms, they may watch television until late at night, which might result in them being too tired in school to learn.'</li> </ul> </li> <li>The children will have researched the information for this lesson by labelling, annotating and making notes from a</li> </ul> | <ul style="list-style-type: none"> <li>What have you been learning about?</li> <li>What is the motion of the debate you will be taking part in?</li> <li>What information did you include in the introduction/ conclusion?</li> <li>Can you explain what you have planned to include in a paragraph in favour of/ against the motion?</li> <li>Can you now try to use more powerful vocabulary? What alternative noun/ adjective can you use?</li> <li>Can you give an example sentence in which you have included powerful nouns and adjectives to make your argument more powerful?</li> <li>Can you explain how you included evidence to back up your argument?</li> <li>Can you read an example sentence with powerful vocabulary?</li> <li>Can you give an example of an argument that you will refute in your debate speech? How will you do this?</li> <li>What will you need to add to your sentences to make them more persuasive/ fluent?</li> <li>Which persuasive vocabulary have you decided to use and how?</li> </ul> | <ul style="list-style-type: none"> <li>PowerPoint: 'Creating a plan for a debate speech'.</li> <li>'Persuasive Argument Planning Sheet 1' and 'Persuasive Argument Planning Sheet 2'</li> <li>Research sheets from the previous sessions on which annotations, labels or underlings should have occurred.</li> <li>The children's written notes from the research lesson.</li> <li>Printed copies of the 'Persuasive Vocabulary Mat.'</li> <li>The Noisy Classroom: Primary School Debates<br/><a href="https://noisyclassroom.com/category/oracy-videos/primaryschooldebates/">https://noisyclassroom.com/category/oracy-videos/primaryschooldebates/</a></li> </ul> |



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- (prove wrong).
- Include powerful nouns and adjectives.
  - Include powerful verbs.
  - Include powerful adverbs.

range of resources. See lesson 'Researching information for debate writing.'

### **Introduction**

Use the PowerPoint: 'Creating a plan for a debate speech' to guide the teaching of the lesson.'

See slide 2. Use the questions on the slide:

*'What have you been learning about?'*

Hopefully, the children will respond by explaining that they have been learning about debates and how to create notes for speeches they will need to give during the debate. (Click on the question on the slide to reveal a suitable answer).

*'What is the motion of the debate you will be taking part in?'*

*'What have you achieved so far?'*

It is hoped that the children recognise their role to play in the debate (as a specific character) and that they will have made some notes in bullet points following annotating and labelling the information sheets or viewing sources of information online.

See slide 3. Introduce the learning objective and success criteria.

See slides 4 and 5. Slide 4 explains how to use the collated information to think of the main argument areas for or against the motion. These should be written on a whiteboard.

The children should feedback their ideas and suitable headings can be written on a class whiteboard to support the children's writing.

Example sub-headings for someone advocating sustainable palm oil production:

Deforestation of the rainforest and plant life  
Reduction of animal numbers and biodiversity  
Environmentally unfriendly  
Etc.

Example sub-headings for someone advocating unsustainable palm oil production e.g.

Traditional methods work well and are cheap  
Difficulty in changing farming methods





Expense  
Training  
Etc.

Slide 5 shows the planning sheets the children will be using.

#### **Activity 1**

Give the children about 5 minutes to write suitable headings for the planning sheets: 'Persuasive Argument Planning Sheet 1' and 'Persuasive Argument Planning Sheet 2', as described above.

N.B. If the children have been working in pairs up to this point, they should decide on suitable sub-headings together but should complete the rest of the planning sheet on their own (so should each have copies of the planning sheets).

\*Support given to create suitable sub-headings.

\*\*\*Some children will work individually to create their sub-headings.

#### **Mini Plenary**

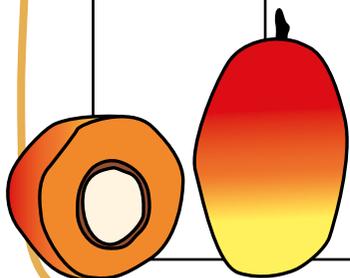
See slides 4 and 5. Explain to the children how the planning sheets 'Persuasive Writing Argument Planning Sheet 1' and 'Persuasive Writing Argument Planning Sheet 2' should be completed. Slides 6 and 7 indicate the type of information that should be inserted.

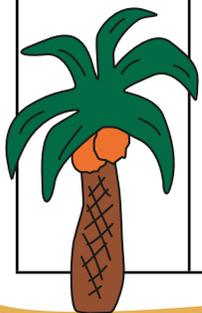
Model with the children how to use suitable information from the research they achieved in the previous session to include important points in an introduction and conclusion sections. Also, model how to write an important argument point. Back up with evidence/ examples. Demonstrate how the children can include powerful nouns, adjectives, verbs and adverbs within their sentences, in preparation for the final writing of their speeches.

Preferably use a child's notes and planning sheet to model, with the support of the children. The writing will need to occur from the perspective of the child's role e.g. a logger and will be for or against the motion. N.B. The sub-heading is to outline the focus of the specific argument and will not play a part in the speech itself.

#### **Activity 2**

See slide 8. The children will be told to complete each section of their planning sheets, as modelled previously. Remind the children that they should try to back up their points with evidence, details or examples, if possible.





Using slide 8, re-introduce the learning objective and success criteria. Differentiate the work:

All should include notes for an introduction and conclusion and should write notes under suitable headings created earlier to support their argument. They should:

\* Use powerful nouns and adjectives. (To be given support).

\*\*Include evidence and examples where possible and powerful nouns, adjectives and verbs.

\*\*\*See above. Also include powerful adverbs. Evidence and examples should include arguments to refute (prove wrong), if possible.

If the children finish, they could be thinking about the persuasive vocabulary that they could use in their final written version. They could use the 'Persuasive Vocabulary Mat' to help them. Have copies available in case.

#### **Plenary**

See slide 9. Review the learning objective and success criteria. Review how well the children have completed their planning sheets.

Ask the children differentiated questions e.g:

*'What information did you include in the introduction/ conclusion?'*

*'Can you explain what you have planned to include in a paragraph in favour of/ against the motion?'*

*'Can you now try to use more powerful vocabulary? What alternative noun/ adjective can you use?'*

*'Can you give an example sentence in which you have included powerful nouns and adjectives to make your argument more powerful?'*

*'Can you explain how you included evidence to back up your argument?'*

*'Can you read an example sentence with powerful vocabulary?'*

*'Can you give an example of an argument that you will refute in your debate speech? How will you do this?'*

*'What will you need to add to your sentences to make them more persuasive/ fluent?'*

For those children who managed to think of possible persuasive vocabulary using the 'Persuasive Vocabulary Mat':

*'Which persuasive vocabulary have you decided to use and how?'*

**Possible ongoing work**

See slide 10. This could be used prior to the lesson involving the writing of the debate speeches in full. Explain that in the following lesson, the children will be writing their debate speeches in full. They will need to write fluent, persuasive speeches. To prepare for this, ask the children to take example sentences from their argument paragraphs in their planning sheets and to use persuasive vocabulary from the 'Persuasive Vocabulary Mat' to develop their writing. Some children may need to use their own individual copy of the 'Persuasive Vocabulary Mat'; others can use slide 8.

The children should write out their final speech, using the completed planning sheets (see above) as the basis for their writing. The children should be encouraged to include biased sentences, persuasive language (AFOREST – See Y4 Persuasive letter writing) and causal conjunctions. The teacher should model how to use these writing techniques prior to the children writing.

The children will be taking part in a debate using the speeches they have created. Those children who initially worked in pairs for their research, in a particular role, could decide at this stage, which arguments they could present during the actual debate; this will reduce the amount of time required for speeches.

See other work on sustainable and unsustainable palm oil across the curriculum, particularly in English and Geography.

