

# The Sustainable palm oil challenge!

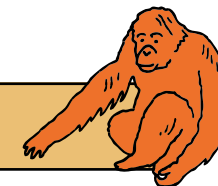
Conservation

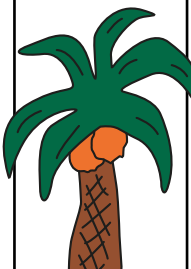
Term: Autumn/ Spring/ Summer

Subject: English 2

Topic: Researching information for debate writing

Year: 5



	National Curriculum Links	Overview	Assessment / Questions	Resources
<b>LESSON</b>  	<p><b>English</b></p> <p><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 using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).</li> </ul> <p><b>Learning Objective(s)</b></p> <ul style="list-style-type: none"> <li>To research information for debate writing.</li> </ul> <p><b>Success Criteria</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>Annotate and label information to support my argument.</li> <li>Make notes to support my argument.</li> <li>Include evidence and examples, where possible to support my argument.</li> <li>Include arguments that you can refute (prove wrong).add an</li> </ul>	<p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>The children will be introduced to the concept of a debate. See lesson: 'Understanding the roles and issues within a debate.' They will have been given a specific role and will be arguing from a given perspective. for or against the motion "This house believes that palm oil plantations should be sustainable."</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.</li> <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,</li> </ul>	<ul style="list-style-type: none"> <li>What do we mean by sustainable and unsustainable?</li> <li>Can you think of an example argument for the motion?</li> <li>Can you think of an example argument against the motion?</li> <li>What have you learnt from your research that would support your argument?</li> <li>What have you learnt from your research that would support your argument? Did you find information (evidence or an example) to back up your argument?</li> <li>Did you manage to find an argument that you can refute (disprove/ prove wrong)?</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint: 'Researching Information for Debate Writing'.</li> <li>'Debate cards on sustainable palm oil v unsustainable palm oil'.</li> <li>'Y5 Exploring different viewpoints'. (Exploring different viewpoints when deciding whether to change to more sustainable farming).</li> <li>Chester Zoo Sustainable Palm Oil research documents:</li> <li>'What is palm oil research worksheet'.</li> <li>'What's good about palm oil research worksheet'.</li> <li>'What's bad about palm oil research worksheet'.</li> <li>'SPO the Challenge research worksheet.'</li> <li>Chester Zoo: 'Summary of Sustainable Palm Oil'.</li> <li>Example documents from those above for the teacher to annotate, particularly those shown on slides 6, 7 and 8.</li> <li>Paper or a workbook.</li> <li>Pencils/ pens.</li> <li>The Noisy Classroom: Primary from a School Debates <a href="https://noisyclassroom.com/category/oracy-videos/primaryschooldebates/">https://noisyclassroom.com/category/oracy-videos/primaryschooldebates/</a></li> <li>WWF: 8 Things to know about palm oil</li> </ul>

LEARN AT **CHESTERZOO**  
chesterzoo.org/learning

Supported by  
**FERRERO**

approximate scale  
(distance) e.g. 1 cm: 10m.

they may watch television until late at night, which might result in them being too tired in school to learn.'

### Introduction

Use the PowerPoint: 'Researching information for debate writing' to guide the teaching of the lesson.

Ask the question:

*'Can you remember the motion for the debate that you will be carrying out?'*

Following a child's response, click on the screen to reveal the motion: "This house believes that palm oil plantations should be sustainable."

*'What is meant by sustainable and unsustainable palm oil?'*

If necessary, re-emphasise that sustainable palm oil is palm oil produced by responsibly interacting with the planet to maintain the natural resources i.e. by not cutting down the forests and burning the trees and vegetation and not reducing the animal and plant population or biodiversity. Sustainability also ensures that future generations continue to have their needs met.

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

See slide 4. Ask the children:

*'What did you do in the last lesson?'*

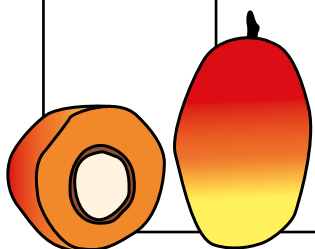
Hopefully, they will remember that they were given roles to play in the debate. This slide explains that during this session, the children will be focussing on carefully reading and collecting (collating) the information they need to argue for or against the motion. During the next session, the children will be focussing on structuring and creating their notes.

The children should be aware that some documents will be in favour of sustainable palm oil and some in favour of unsustainable palm oil, although there may be documents that can be used for either side of the argument.

Emphasise the need to not only find points for and against, but also to find evidence, details or examples, if possible. Along with obvious points on their own side of the argument, encourage the children to indicate through annotations or notes, points on the other side of the

[www.wwf.org.uk/updates/8-things-know-about-palm-oil](http://www.wwf.org.uk/updates/8-things-know-about-palm-oil)

- Greenpeace: Palm Oil  
[www.greenpeace.org.uk/challenges/palm-oil/](http://www.greenpeace.org.uk/challenges/palm-oil/)



LEARN AT **CHESTERZOO**  
[chesterzoo.org/learning](http://chesterzoo.org/learning)

Supported by  
**FERRERO**



argument which they could refute (prove wrong by their argument or evidence), if possible.

Ask the children:

*'Can you think of an example argument for the motion?'*

*'Can you think of an example argument against the motion?'*

See slide 5.

This slide gives advice as to how to collate the information. It explains how it is helpful to highlight or underline relevant information, prior to writing notes. It also explains that annotations to summarise the main points are also useful and that the teacher will model how to do this in a specific role that favours sustainable palm oil production. The information collated can then be used to write bullet points.

Slides 6 and 7 give examples of labelling and annotations that could be made when researching information from a particular viewpoint, in role. Annotations could relate to the debate speech structure or arguments and may involve annotating thoughts or summarising the main points. Slide 8 shows how the underlining or highlighting of important information should occur. Further example annotations could be added to the information on these slides.

Explain that the same method of annotating and labelling information could occur if the document is one that gives opinions e.g. in a letter format.

Use the information on slide 8 (a section of 'A summary of sustainable palm oil') to model how to highlight relevant information in role, collating arguments for the motion. If time allows, add further annotations.

Model how to use the information from slides 6 to 8 to help to write bullet points relevant to one side of the argument, in a particular role. Model how to back up points with evidence, details, or examples, if possible. They should also try to group related information together.

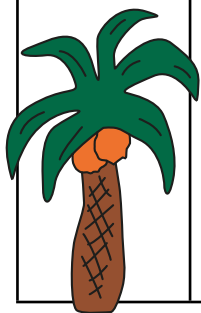
Explain that where it may not be possible to label or annotate resources, bullet point notes may need to be written from the start. This may be for documents or websites that can only be accessed using iPads or computers.

#### **Activity**

See slide 9. The children should be given time to read,

LEARN AT **CHESTERZOO**  
[chesterzoo.org/learning](http://chesterzoo.org/learning)

Supported by  
**FERRERO**



label and annotate the resources, as shown on the slide. The children should then make notes in bullet points related to their side of the argument, in role, using the annotations, labelling or highlighting/ underlining to help them. All the children should at label and annotate information sheets.

\*The children should work in pairs and be given adult support to write important notes in bullet points.

\*\*Written notes should occur in bullet points. The children should try to include evidence and examples, wherever possible. They should work in pairs.

\*\*\*See above. The children should try to include arguments on the opposite side of the argument that they can refute. Some children could work Individually.

#### **Plenary**

See slide 10. Review the learning objective and success criteria.

*'Can you explain your role? Are you for the motion or against the motion?'*

*'What have you learnt from your research that would support your argument?'*

*'What have you learnt from your research that would support your argument? Did you find information (evidence or an example) to back up your argument?'*

*'Did you manage to find an argument that you can refute (disprove/ prove wrong)?'*

Ask the children:

*'What do you think you will need to do next, to prepare for the debate?'*

Hopefully, the children will realise that they will need to structure their ideas further. Explain that they will be using planning sheets to do this.

#### **Possible ongoing work**

See lesson 'Creating a Plan for a Debate Speech'. The children are to complete the structured planning sheets (see above) to help organise their information into a plan for the debate speech writing. They will be encouraged to

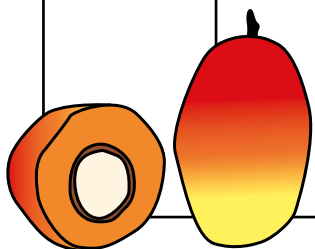


include powerful vocabulary (nouns, adjectives, verbs and adverbs).

The children will then be writing the speech itself, 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 then be taking part in the debate using the speeches they have created. Those children who initially working in pairs for their research, in a particular role, could decide at this stage, which arguments they could each present during the actual debate, to 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.



Additional notes:

LEARN AT **CHESTERZOO**  
[chesterzoo.org/learning](https://chesterzoo.org/learning)

Supported by  
**FERRERO**