

Sustainable palm oil

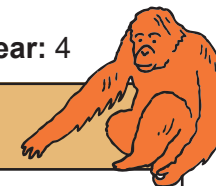
Conservation

Term: Autumn/ Spring/ Summer

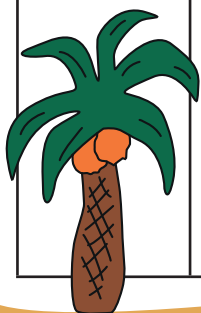
Subject: English 1

Topic: Understanding roles and issues within a debate

Year: 4

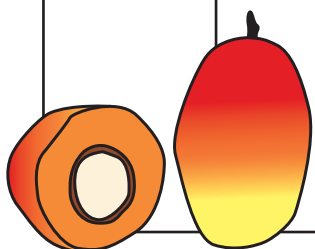


	National Curriculum Links	Overview	Assessment / Questions	Resources
LESSON	<p>English</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers. Articulate and justify arguments answers, arguments and opinions. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Consider and evaluate different viewpoints, attending to and building on the contributions of others. <p>Learning Objective(s)</p> <ul style="list-style-type: none"> To understand roles and issues within a specific debate. <p>Success Criteria</p> <p>I can:</p> <ul style="list-style-type: none"> Understand what is the motion of a debate. Understand the concept of 'in favour of a motion' or 'against a motion'. Understand the terms 'sustainable' and 'unsustainable palm oil'. Understand the role I will play in the debate. Explain the process of a debate. 	<p>Prior learning</p> <ul style="list-style-type: none"> The children can watch a debate online to see how it occurs. See 'The Noisy Classroom: Primary School Debates' (Resources). The children can be introduced to different debate texts See persuasive writing techniques and SPAG lessons that should be taught prior to the research and writing debate lessons. <p>Introduction</p> <p>N.B. It may be useful to show the website 'The Noisy Classroom: Primary School Debates' prior to the lesson. (See 'Resources').</p> <p>Use the Presentation: 'Understanding roles and issues within a specific debate' to guide the teaching of the lesson.</p> <p>See slide 2. Introduce the learning objective and success criteria.</p> <p>Ask the question:</p> <p><i>'What is a debate?'</i></p> <p>Receive feedback from the children and respond appropriately, prior to showing slide 3.</p> <p>See slide 3. The slide explains the concept of a debate, introduces the term 'motion of a debate' and how people may be in the proposing team (in favour of the motion) or the opposing team (against or disagree with the motion).</p> <p>See slide 4. This slide reviews the children's understanding of a debate motion. It gives example motions for debates and the children are required to discuss in pairs:</p> <ul style="list-style-type: none"> The belief of the person who is proposing the motion. The belief of the person who is opposing the motion. <p>The children should feedback their responses. Give the children further guidance, if necessary, if they have not fully understood what a debate motion entails.</p>	<ul style="list-style-type: none"> What is a debate? What is palm oil? What is sustainable palm oil? Can you think of arguments already that will be relevant to your side of the argument? What is a debate? If the motion is: This house believes that children should be allowed to vote in the General Election at 16: <ul style="list-style-type: none"> What would it mean to be in favour of the debate? What would it mean to be against the debate? Can you think of a suitable motion? Can you explain the process of a debate, using an example motion? What does sustainable palm oil mean? What happened before sustainable palm oil plantations were created? What do you think will be the next stage in the process? 	<ul style="list-style-type: none"> Presentation: 'Understanding roles and issues within a specific debate'. 'Debate cards on sustainable palm oil v unsustainable palm oil'. 'Causal and contrasting conjunctions mat'. Paper or a workbook. Pencils/ pens. The Noisy Classroom: Primary School Debates https://noisyclassroom.com/category/oracy-videos/primaryschooldebates/ 'BBC Newsround: What is palm oil and why is it thought to be bad?' www.bbc.co.uk/newsround/39492207 For teacher background reading: WWF: 8 Things to know about palm oil www.wwf.org.uk/updates/8-things-know-about-palm-oil Greenpeace: Palm Oil www.greenpeace.org.uk/challenges/palm-oil/



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See slide 5. Introduce the motion of the debate, "This house believes that palm oil plantations should be sustainable."

See slide 6. This slide introduces what palm oil is and what is meant by 'sustainable palm oil.' Ask the children the questions:

'What is palm oil?'

'What is sustainable palm oil?'

Respond appropriately.

Show the children the CBBC Newsround video:

Palm oil: What is palm oil and which foods and products contain it? (See 'Resources'). This introduces basic issues that arise from producing palm oil.

Clicking on the screen will reveal information about sustainable palm oil.

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.

Activity

See slide 13. Give out cards from 'Debate cards on sustainable palm oil v unsustainable palm oil'. Ensure there are roughly equal numbers in favour of or against the motion. The cards give the children a role to play in the debate e.g. a logger or a conservationist. N.B. There are some cards that give the children the same role e.g. a logger, but they are on opposite sides of the argument.

N.B. Most children should work in pairs during this lesson and for the research lesson to allow discussion of suitable arguments. (They will share a debate card).

Some above average children could work individually to research information but should discuss their role with another child who will also be working on their own (i.e. they will each have a debate card).

N.B. The children will work individually to write their own debate speeches.



Give the children time to discuss their card and their role with their partner or another child, to make certain they understand their role and the viewpoint they should take. Encourage them to ask for help if they need it. Ask the children:

'Can you think of arguments already that will be relevant to your side of the argument?'

Plenary

See slide 8. Ask the children to feedback following their discussion of the card(s) they discussed with another child. Ask:

'What is your role? What side of the argument will your character take and why?'

'What arguments can you think of already that will be relevant to your side of the argument?'

Review the learning objective and success criteria. Ask differentiated questions:

'What is a debate?'

If the motion is: 'This house believes that children should be allowed to vote in the General Election at 16':

- *What would it mean to be in favour of the debate?*
- *What would it mean to be against the debate?*

'Can you think of a suitable motion?'

'Can you explain the process of a debate, using an example motion?'

'What does sustainable palm oil mean?'

'What happened before sustainable palm oil plantations were created?'

'What do you think will be the next stage in the process?'

Hopefully, the children will realise that they will need to research the information and make notes, prior to writing their debate speech.

Possible ongoing work

The exact structure of the debate should be chosen by the teacher who may choose a formal approach following

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specific detailed rules, with designated roles, or a less formal approach, where everyone has the opportunity to give their persuasive speeches.

See lesson 'Researching information for debate writing.' The teacher will model techniques for research and note taking. The children will be given a range of resources that will enable them to find the necessary background information for creating their debate speeches for and against the motion. (See above).

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.

