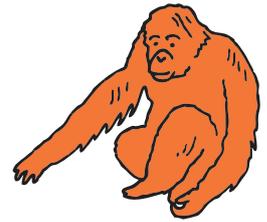


SUPPORTING NOTES FOR PRESENTATION: UNDERSTANDING ROLES AND ISSUES WITHIN A SPECIFIC DEBATE



Slide 1: Title page

Slide 2: Introduce learning objective and success criteria.
Before showing the next slide, ask the question:
'What is a debate?'

Slide 3: This slide explains the concept of a debate, the 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).

Slide 4: This slide is to review the children's understanding of 'a motion' and how they interpret a motion,

Slide 5: This slide introduces the motion of the debate that the children will be undertaking.

Slides 6-12: This slide introduces what palm oil is and what is meant by the term 'sustainable palm oil'.

N.B. 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.

Slide 13: Activity

Slide 14: 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.

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Slide 14 (cont): 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?’

Slide 15: Ask the children to feedback following their discussion of the card(s) they discussed with another child. Ask the questions above:

‘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.

