

Sustainable palm oil

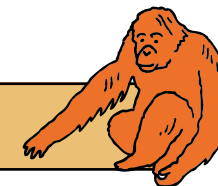
Conservation

Term: Autumn/ Spring/ Summer

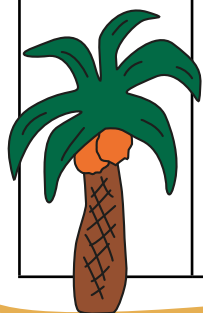
Subject: English 3

Topic: Planning a persuasive, formal letter

Year: 6

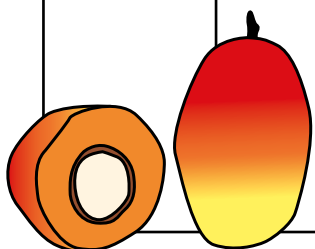


	National Curriculum Links	Overview	Assessment / Questions	Resources
LESSON	<p>English Writing - composition Plan their writing by:</p> <ul style="list-style-type: none"> - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <ul style="list-style-type: none"> • Draft and write by: - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p>Learning Objective(s)</p> <ul style="list-style-type: none"> • To plan a persuasive formal letter. <p>Success Criteria I can:</p> <ul style="list-style-type: none"> • Recognise persuasive devices in a persuasive letter. • Include relevant information in a structured format. • Back up arguments with evidence. • Provide counter arguments. • Include powerful nouns and adjectives. • Include powerful verbs and adverbs. 	<p>Prior learning The children should have read and evaluated persuasive texts. Texts should have been selected for the children to evaluate from a range of sources, printed and online. The children should have been encouraged to identify the persuasive features and to compare texts that are persuasive with those that inform.</p> <p>The children could have collected, investigated and used a range of persuasive devices e.g. for adverts and debate writing.</p> <p>The children should have been given lessons to introduce formal and informal writing and the use of subjunctive forms and causal conjunctions.</p> <p>The children should have read formal letters and discussed difficult vocabulary and formal writing features.</p> <p>The children should have studied the structure of formal letters.</p> <p>See the lesson, 'Researching information about sustainable palm oil'. The children should have spent time reviewing information about palm oil production from fact cards, videos, leaflets and websites on SPO and how a company becomes RSPO certified (i.e. it produces certified sustainable palm oil, CSPO). A link should have been made between the restrictions imposed in South East Asia on the palm oil industry with growth of Palm Oil production in South America. (See Geography).</p> <p>The children should have devised reasons for clearer labelling on products that may or may not contain palm oil. See lesson: 'Discussing issues related to the labelling of products.'</p> <p>The children could have held a debate about the reasons for and against the use of (sustainable) palm oil in food and household products. (The debate could follow this lesson).</p> <p>The children could have carried out a sustainable palm oil investigation (See Chester Zoo worksheet: 'Sustainable Palm Oil Investigation') in which they researched products at home, or in school, to see whether they contained palm</p>	<ul style="list-style-type: none"> • Why use products that contain sustainable palm oil? • Why should we need clearer labelling of palm oil and sustainable palm oil on products? • Can you give me an example of a persuasive device in a formal letter? • What information have you included in the introduction?/ concluding paragraph? • Can you give me a main point you have planned to include, arguing for clearer labelling of sustainable or unsustainable palm oil on products? • Have you included evidence to back up your argument? What information have you included? • Have you included a counter argument? • What powerful emotive vocabulary have you included? • What will you be doing in the next session? 	<ul style="list-style-type: none"> • PowerPoint: 'Planning a persuasive, formal letter'. • 'Poor letter to MP to be improved' worksheet. • 'Persuasive formal letter planning sheet' • The reasons for clearer labelling of palm oil and sustainable palm oil on products devised in the lesson: • 'Discussing issues related to the labelling of products.' • Previous work on sustainable palm oil for background information. See Y6 English lesson 1: • 'Researching information about sustainable palm oil.' • Paper, pencils and pens. • Background information: • RSPO: Consumers demand more sustainable palm oil products with eco-labels as part of the new normal (Aug 2020): https://rspo.org/news-and-events/news/consumers-demand-more-sustainable-palm-oil-products-with-eco-labels-as-part-of-the-new-normal • Reuters: 'No Palm oil or green palm oil? Retailers face labelling dilemma' www.reuters.com/article/asia-palmoil-consumers-idUKL5N2611XX?edition-redirect=uk



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oil or sustainable palm oil.

N.B.. Depending on available time, this lesson could be split over two lessons:

- Exploration of features needed to write a persuasive, formal letter.
- The planning of the structure and content of the letter.

Adapt the plan, as necessary.

(A follow-up lesson would involve the children writing the letter including persuasive features).

Introduction

Use PowerPoint: 'Planning a persuasive, formal letter' to guide the teaching of the lesson.

See slide 2. Briefly ask the children:

'Why use products that contain sustainable palm oil?'

This will review the children's knowledge, following previous lessons on sustainable palm oil. Slide 3 should be used to clarify any misconceptions.

Show slide 4. Introduce the persuasive letter activity that the children will be undertaking. The children will be writing a letter to their local MP to explain the importance of clear labelling of products containing palm oil and CSPO. The children will be asking their MP to raise the issue in Parliament.

Explain that over the course of one or two lessons, the children will be reviewing what needs to be included in a persuasive, formal letter and planning the persuasive, formal letter to their local MP.

See slide 5. Review the children's reasons for clearer labelling of palm oil and sustainable palm oil products. Ask:

'Why should we need clearer labelling of palm oil and sustainable palm oil on products?'

These will have been devised in the lesson: 'Discussing issues related to the labelling of products.'

Use the reasons devised by the children, if possible. Alternatively, slide 6 will give reasons for clearer labelling of products

- For people to know whether the palm oil is considered

- WWF: Which everyday products contain palm oil?
www.worldwildlife.org/pages/which-everyday-products-contain-palm-oil



sustainable or unsustainable since they are concerned about palm oil production.

- To have a clearer understanding of whether the ingredients contain palm oil derivatives and therefore to consider if animals, plants and the environment have been affected during palm oil production. To know if any of the ingredients are sustainable.
- To make it clear that not all palm oil is unsustainable.
- To promote the use of the RSPO label and clearer understanding of what this means.

Remind the children that alternative oils to palm oil would cause more harm to the environment since more land is needed for planting other crops.

It is important to promote sustainable palm oil products through clear labelling (e.g. RSPO certification label) since, for the palm oil to be sustainable, plantations should not cut down more rainforest, wildlife corridors (of rainforest) should be kept connecting rainforest areas, plantation owners should follow 'best practice' procedures and the workers should be treated well.

See slide 7. Introduce the learning objective and success criteria.

See slide 8. The children will be shown a letter that requires a great deal of improvement.

See slide 9. Ask:

'What is wrong with the letter?'

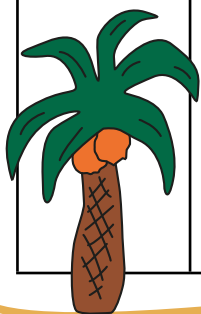
Click on the screen to reveal the following issues:

- There is a limited understanding of the issues involved.
- The structure and language of the letter needs to be improved.

Hopefully, the children will realise that Joe Clark (who wrote the letter) has not understood all of the issues and assumes that all palm oil is bad for plant and animal numbers and diversity; he has not mentioned sustainable palm oil.

Emphasise that when writing a letter, it is important to understand all the issues involved and to undertake background reading, if necessary.

See slide 10. Introduce the task for the children.



Activity 1

In pairs, the children will annotate the letter to consider ways to improve the structure and language, to make it a more formal, well-constructed letter. (See worksheet: 'Poor letter to MP to be improved.'

The children should then share their ideas with their group (of about six children). A spokesperson will share the group ideas to the class.

Hopefully, the children will offer some of the following criteria for a formal letter:

- Contain persuasive language (see AFOREST: Alliteration, Facts, Opinions, Repetition and Rhetorical questions, Emotive language and Exaggeration, Statistics, Three (rule of three)
- Be more formal in style.
- Be structured well.
- Contain facts that back up the points, if possible.
- Be polite, reasonable and positive.
- Include counter arguments.

Following some of the children's ideas, show slides 11 and 12 that reveal appropriate formal letter features including persuasive language features.

Mini Plenary

See slide 13. Explain that the children will be using the reasons they have compiled for clearer labelling of palm oil and sustainable palm oil products as the basis for their arguments within the formal letter to the MP. Explain that they will be focusing on the content of the letter in this session but could include some emotive language in the form of powerful nouns, adjectives, verbs and adverbs. This would enable the children to focus on other persuasive features when they write their letters.

See slides 14 and 15 which show the relevant sections of the 'Persuasive formal letter planning sheet'. Explain that only a few children will be completing a planning sheet; the rest of the class will use it as a guide for planning.

Model how to write the information needed for the introduction, one of the main points and the concluding paragraph. Include evidence or an example to back up the argument.

Activity 2

See slide 16 to show the differentiated tasks for the activity introduced.

All children are to plan the structure of a formal, persuasive letter in the style shown by the teacher. They are to include powerful nouns and adjectives. In addition:

* Use the 'Persuasive formal letter planning sheet' to structure their argument.

/ *Use the 'Persuasive formal letter planning sheet' to guide the writing. Back up arguments with evidence, if possible. (Use information from previous lessons on palm oil. (See 'Resources'.)

***The children should include counter arguments. They should try to include powerful verbs and adverbs.

Plenary

Review the work achieved so far against the learning objective and success criteria. Ask differentiated questions:

'Can you give me an example of a persuasive device in a formal letter?'

'What information have you included in the introduction?/ concluding paragraph?'

'Can you give me a main point you have planned to include, arguing for clearer labelling of sustainable or unsustainable palm oil on products?'

'Have you included evidence to back up your argument? What information have you included?'

'Have you included a counter argument?'

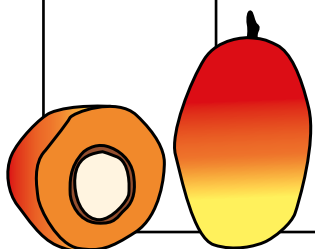
'What powerful emotive vocabulary have you included?'

'What will you be doing in the next session?'

Hopefully, the children will realise that they will be writing their formal letters to their MP, explaining the importance of clear labelling of palm oil and sustainable palm oil on products. They will be including a range of persuasive language features, identified during this lesson for the success criteria.

Possible ongoing work

The children could write a letter to local suppliers to ask them to only stock products which contain CSPO, giving reasons why.





A debate could be held about the reasons for and against the use of (sustainable) palm oil in food and household products.

The children could plan and write a newspaper article about how they have had an impact on local suppliers to only stock products which contain sustainable palm oil.

See lessons in other subject areas related to palm oil.



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