

**FOOD WASTE:**

**CAN YOU CHANGE THE WORLD?**

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| **FOOD WASTE: CAN YOU CHANGE THE WORLD?** | | |
| **Year Group: KS2** | | **Duration: 8 lessons** |
| **Purpose:**  This scheme of work focuses on developing students’ awareness of the need to craft and shape a persuasive text. Through collaborative joint composition and collaborative revision, it supports students in learning about the writing process and how to plan and revise. The scheme draws attention to some characteristics of a persuasive text, developing students’ understanding of 3 core issues.   1. Task awareness: Who is the reader? What is the purpose of the text? What are the writer’s authorial intentions? 2. Content: What do we need to know about the topic of food waste to create a persuasive text? 3. Grammar and Language Choices: How are we going to write the text? . | | |
| **Learning Objectives:**   * Understanding of strategies for planning and revising a text; * Being able to determine the demands of a writing task; * Understanding some of the language choices available to craft a persuasive text. | | |
| **National Curriculum Links:**  Pupils should be taught to:   * Plan their writing by * noting and developing initial ideas, drawing on reading and research where necessary * Draft and write by * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * Evaluate and edit by * assessing the effectiveness of their own and others’ writing | | |
| **Assessed Outcomes**:   * A letter to your local paper arguing that so much food waste is wrong and suggesting what action we should take to reduce food waste. (Max 300 words) | **Assessment Focuses**:   * The use of relevant information and detail to sustain a persuasive argument; * The use of persuasive language choices addressed in this unit of work, and others from their own reading; | |
| **Grammar Focuses (English Primary Level Appendix 2):**  Understanding how to create a persuasive argument through:   * Using clear statement sentences to make important points * Using single clause sentences to draw attention to key points * Choosing positioning vocabulary to indicate your point of view * Choosing information, such as statistics, to support your point of view * Using modal verbs to indicate different levels of assertion/possibility * Choosing adverbs to reveal or emphasise your point of view * Choosing connecting adverbials to link ideas across sentences | | |
| **Grammatical terminology:**  Modal verb; adverb; adverbial phrase; adjective; single clause sentence | | |

**SCHEME OF WORK ON PERSUASIVE WRITING**

**FOOD WASTE: CAN YOU CHANGE THE WORLD?**

**Teachers’ Notes**

This scheme takes the idea of food waste as the basis for developing persuasive writing: this is a topic that children find easy to relate. What would be marvellous would be if you could bring this to life by linking it with their real life experiences. Perhaps they could keep diaries of how much food is thrown away at home; or invite in a supermarket manager to talk about how they handle food waste; or investigate how much waste is created in the school canteen. Perhaps you could make it a school campaign and display their final pieces; or select some to go home; or even to a local newspaper. This will make the writing of a persuasive text more motivating and engaging.

This scheme of work exemplifies the four key principles of the Exeter approach to teaching writing through embedding grammar at a relevant point. It is a short unit of just 7 lessons but you will see each of these principles being used in practice:

* **Making connections between the grammar point and what you want students to learn about writing or reading**

The unit focuses on teaching persuasive writing and has identified some aspects of grammar which are relevant to persuasive writing. Notice that the lesson objectives always make a connection between a named grammar term and what it can achieve in persuasive writing. For example, one lesson looks at how modal verbs can alter the level of assertion in a persuasive text. This helps students to understand why using modal verbs might be helpful and how their choices might influence their readers.

* **Using the grammatical metalanguage, but use examples as patterns to imitate to explain the term**

The grammatical terminology is used but there are no grammar lessons. Instead, the students see examples, often through colour highlighting on the PPT, which they can use as models for their own writing.

* **Generating high-quality, focused talk about language choices, ensuring students understand the effects of these choices**

Notice the number of opportunities there are for high-quality talk. The teacher often leads a discussion where students have to justify and explain the choices they have made; and the peer composition and revision allow for further high-quality talk.

* **Using authentic texts.**

A real newspaper article from the Independent is used as the mentor text for this unit.

**In the classroom**

This unit is planned for unknown students. Some indications are given in the support and challenge sections of the lesson plans which might help differentiation, but please do adapt the materials to suit the learning needs of your class. There are just two elements which we do not want you to adapt:

1. **Address the grammar points and use the terminology outlined in the unit**
2. **Ensure the peer composition and revision, and individual final writing takes place.**

Enjoy!

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| **LESSON PLANS** | | |
| **Lesson 1** | **Introducing the Problem of Food Waste** | |
| **Learning Objective** | * To develop secure understanding of the food waste problem prior to writing about it. | |
| **Introduction** | **Teacher:** show PPT 2 and invite children to speculate about what the photographs might be showing; what topic might this lesson be about? | |
| **Development** | **Whole class:** (PPT3) show video about food waste at:  <https://www.youtube.com/watch?v=tU1m6EWMZaY>  **Pairs:** discuss and write down what the key messages of the video might be: what did the video makers want us to think, or feel or do?  **Teacher:** invite children to think about their own family: how much food is thrown away in their home? Do they leave food on their plates? Should supermarkets be forced to cut food waste? etc Possibly invite in someone from the school’s catering staff to ask about how much food is thrown away in school. Begin to draw out here some of the reasons why so much food is wasted: eg   * We won’t buy funny-shaped fruit and vegetables; * Sell-by dates mean good food is thrown out; * We buy more food than we need to eat so lots of it goes off in the fridge * We don’t eat all the food on our plates.   **Whole Class**: read together the *Food Waste Fact Sheet*; and discuss – how does this make them feel about food waste? Does it matter?  **Pairs:** think about what this lesson has taught you about food waste. Together write one sentence which is a clear statement about food waste: it can be a fact about food waste or an opinion about food waste. The aim is to have a strong, direct statement to express your point: use PPT 4 as a model. | |
| **Conclusion** | **Whole class:** share two or three of the sentences and discuss how direct and how clear they are in expressing a point. | |
| **Homework** | Research the topic of food waste on the internet, gathering more food waste facts. | |
| **Assessment of Learning** | Throughout the lesson, monitor how well children are understanding the issue of food waste and that they are developing understanding of different faces of food waste. | |
| **Support**   * Use targeted questioning to secure understanding of the causes of food waste. | | **Challenge**   * Use targeted questioning to prompt thinking about so much food waste matters |

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| **Lesson 2** |  | |
| **Learning Objectives** | * To understand some of the different ways to express a point of view: clear statement sentences, vocabulary choices, single clause sentences and choice of information | |
| **Introduction** | **Whole class:** share together reading of the handout, *Love Food Hate Waste Sheet,* and gather student responses to the information presented.  **Pairs:** using the handout, write down reasons why we should not waste food, using clear, statement sentences | |
| **Development** | **Whole class:** look at PPT 5. First, check children’s understanding of the points being made. Then highlight how all these sentences are statement sentences which express a point about food waste.  **Pairs:** with PPT 6 displayed, invite children to identify which words tell us the writer’s point of view.  **Whole class:** take feedback, using PPT 7 to highlight the vocabulary which reveals the writer’s point of view. Discuss also how writers select information, such as statistics, to support their point of view (PPT8): it would have had a different impact on the reader if the writer had said ‘*Two-thirds of the world’s food is not wasted*’.  **Pairs:** with PPT 9 displayed with only the black sentences revealed, explain that another way to draw attention to or emphasise the point you are making is to use short sentences. Ask pairs, to rewrite the sentences displayed as short, single clause sentences (ie only one verb/verb phrase)  **Teacher:** take some of the examples, inviting the class to evaluate if they make a point clearly. Use this as an opportunity to reinforce understanding of a single clause sentence (the verb is highlighted on the PPT) | |
| **Conclusion** | **Pairs**: using the information on the *Food Waste Fact Sheet*, and the *Love Food Hate Waste* Sheet write three or four separate sentences (ie not a paragraph) which plays with using these choices: clear statement sentences; positioning vocabulary; choice of information to support point of view; single clause sentences. Use PPT 10 as a reminder of the learning. The teacher writes some examples too.  **Teacher:** share one or two of the examples and invite writers to explain which of the choices they have made. End with reveal of final point on PPT 10 – emphasising that their writing can have power. | |
| **Assessment of Learning** | Use the paired task writing sentences to assess how well each student has grasped the principles of how clear statements, vocabulary choices, single clause sentences, and choice of information can signal the writer’s point of view. | |
| **Support**   * Offer struggling students some appropriate vocabulary to help them use positioning language | | **Challenge**   * Offer able students vocabulary for positioning which extends their repertoire |

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| **Lesson 3** |  | |
| **Learning Objective** | To understand how modal verbs can express assertiveness or possibility in a persuasive text | |
| **Introduction** | **Groups:** in groups of 4-6, with a timer on for just 3 minutes, gather as many words as possible that could be used for writing about food waste. Think about synonyms and antonyms, and words that are needed to describe the issue precisely.  **Whole Class**: after 3 minutes display PPT 12 and invite groups to ‘bingo’ any words on their list also on the slide. Teacher to add any words the class have come up with which might be useful for this topic. | |
| **Development** | **Whole class**: read together *The Independent* article.  **Pairs:** with PPT 13 displayed, children find the modal verbs in the article and highlight them.  **Teacher:** using examples on PPT 14, discuss how some modal verbs are very assertive (*must; can*) whereas other suggest more possibilities (*could).* Using PPT 14, invite children to alter the sentence ‘*You can have chocolate after dinner’*, using different modal verbs which ‘turn up or turn down’ the volume of the persuasion. Together experiment with changing some of the modals in the article (PPT 15) and discuss the difference it makes in how the writer speaks to the reader. Make sure the students understand the different ‘strengths’ of each of the modal verbs; and also the link with meaning. It isn’t as simple as substituting in any modal: ‘*my health would have improved immeasurably’* cannot be replaced by ‘must’ for example.  **Pairs:** Reflection point: PPT 16 – in pairs discuss and recall all that you know about this topic.  **Individuals:** (ensure quality time for this)quiet time, using the Gathering Ideas planning sheet to gather together ideas from today’s lesson in readiness for writing a persuasive piece in the next lesson. Allow children to have the newspaper article, the *Food Waste Fact* sheet and the *Love Food Hate Waste* sheet as a resource. | |
| **Conclusion** | **Teacher**: end lesson by sharing some of the sentences written by the teacher in the last lesson, explaining the choices made and modelling how to talk about choices. | |
| **Assessment of Learning** | Use careful questioning in the Development tasks to assess how well students are securing their learning of the different levels of assertiveness of modal verbs. | |
| **Support**   * Offer struggling students some appropriate vocabulary to help them use positioning language * Work with struggling writers during the Gathering Ideas task to give them additional guidance | | **Challenge**   * Offer able students vocabulary for positioning which extends their repertoire |

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| **Lesson 4** |  | |
| **Learning Objectives** | * To understand how to gather ideas and draft a text | |
| **Introduction** | **Pairs:** quick 3 minute Talking Partners discussion about what strategies they use to plan and draft a text. Don’t take feedback but ask them to hold their ideas for later in the lesson. | |
| **Development** | **Whole class:** PPT17**:** watch the video on <https://www.youtube.com/watch?v=ZVkaYxJDqmI>, (3mins) listening for solutions to the food waste problem.  **Teacher**: take feedback on key solutions offered: plan ahead; store food correctly; cook what you need; recycle waste. Invite any other solutions?  **Individuals**: revisit *Gathering Ideas* sheet and add any new ideas especially regarding possible solutions to the Food Waste problem.  **Whole class:** PPT 18 – take feedback on their thinking about what they do when planning revising: at this point, really try to get them to think about strategies. PPT 19 – some possibilities; and note that the Gathering Ideas sheet is one strategy for planning.  **Teacher:** using PPT 20, explain the writing task, and together with the class, discuss the questions which will help them think about the purpose, audience, form etc of this task. Remind them of their Gathering Ideas sheet. Explain how to write collaboratively, using PPT 21, stressing that only one person can write (support this by giving out one sheet of paper for each threesome)  **Groups of Three: [Give this task at least 15 minutes]** Display PPT 22 during this task**.** Writing collaboratively, draft your article together, thinking about how best to make it persuasive. | |
| **Conclusion** | **Teacher:** Invite one group of three to share their draft and explain how they have tried to make their writing persuasive: what choices they have made. Draw out not just the choice made (eg single clause sentence) but also what effect it has. | |
| **Assessment of Learning** | Use the collaborative writing activity to determine how well children are grasping the key features of persuasion focused on so far. | |
| **Support**   * Use the post video discussion to ensure the less able writers have grasped some solutions to the food waste problem. | | **Challenge**   * In the conclusion, invite able students to articulate with precision the link between the choices they have made and the effect it has in their writing |

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| **Lesson 5** |  | |
| **Learning Objectives** | To understand how adverb choices can reveal the writer’s viewpoint and how adverbial phrases can connect persuasive ideas in the text. | |
| **Introduction** | **Teacher:** have PPT 24 displayed on entry to classroom, (these are the pictures which accompany *The Independent* article)  **Pairs:** make a list of adjectives which you might use to express your view of this food waste: eg *disgusting; immoral; shocking; repulsive; deplorable*  Take feedback and check understanding of any new vocabulary raised. Discuss how many adjectives can become adverbs if an –ly is added (*disgustingly; immorally; repulsively; deplorably*..) | |
| **Development** | **Whole class:** using PPT 25 highlight the adverb choices, discuss how each of the adverbs reveals the writer’s position, and strengthens the persuasiveness of the piece. Discuss other adverbs which intensify point of view*: immensely; enormously; significantly…*  **Pairs:** Invite children to play with replacing the adverbs with less strongly positioning adverbs (eg *lots; very; well*) and discuss how it alters the way we read the text.  **Whole class:** use PPT 26 to show how adverbial phrases are important in persuasive text to connect ideas across sentences, and to create a text which flows (cohesion) . Make sure children understand that these adverbial phrases connect back to ideas earlier in the text, often the previous sentence. Look closely at the final paragraph (PPT 27) and how *First of all* and *On top of this* link back to the opening sentence, *There are two main threads to my campaign.* Gather more connecting averbials from class and show PPT 28. | |
| **Conclusion** | **Pairs**: *On the Soapbox* – create a space in the classroom, perhaps with something to stand on to present. Explain the idea of a soapbox for standing up publically and expressing your view and show PPT 29. Ask children to draft and rehearse to each other a 30 seconds to one minute soapbox speech (perhaps just four or five sentences), where they present their opinion on food waste, using positioning adverbs and some of the adverbial connectives to make it cohesive. Hear two or three of the speeches. | |
| **Assessment of Learning** | Look at the drafts for the soapbox speech to see how well students have secured the idea of positioning adverbs and connecting adverbials. | |
| **Support**   * Offer guidance to children with less rich vocabulary in extending their vocabulary in this writing, checking they understand the words they use | | **Challenge**   * Invite more able students to explain the relationship between *First of all* and *On top of this* in the whole class discussion |

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| **Lesson 6** |  | |
| **Learning Objectives** | * To understand strategies for revising a text effectively | |
| **Introduction** | **Teacher**: *On the Soapbox* – teacher does a soapbox speech about Food Waste drawing on some of the language choices addressed in this scheme of work. (Ham this up a bit!). Invite the children to explain some of the choices you made. | |
| **Development** | **Whole class:** use PPT 30 to consider what we should do when we revise, then move to PPT 31-36 to recap on the key persuasive choices addressed in this SoW. Leave summary slide displayed.  **Groups of three:** revise the text together by marking and annotating the text with possible changes and improvements.  **Teacher:** if groups need re-focusing, take feedback here on the revisions they have made and why. If they are working well, simply signal they should transition now to re-writing an improved version of the text.  **Groups of three:** create new revised version of the text. (Give this activity quality time -at least 15 mins) | |
| **Conclusion** | **Teacher:**  Invite one or two groups, depending on time, to read out their new text and explain some of the revisions they have made and why. Use questioning to really probe the ‘why’ and invite other students to ask questions of them. | |
| **Assessment** | Use the collaborative revision time to listen to the group discussion about revision to determine how well they have developed explicit understanding of the choices they can make. | |
| **Support**   * Give weaker writer groups some prompt revising questions based on your reading of their first draft (but avoid giving too heavy a steer) | | **Challenge**   * Give able writer groups some prompt revising questions which draw on their possible prior knowledge of other persuasive choices (imperative verbs; parallel structures; rhetorical questions..) |

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| **Session 7** |  | |
| **Learning Objectives** | To consolidate the learning of this scheme of work and transfer that learning into their writing | |
| **Introduction**  10 mins | **Pairs**: display one group’s revised text (using a visualiser or through having photographed it in advance) and invite pairs to discuss how the text is persuasive, the choices the writers have made, and what effects they have. Discuss together. | |
| **Development**  45 mins | **Teacher:** quickly recap the learning for this SoW using the ‘Being a Persuasive Writer’ PPT slide and recap on the writing task and the questions which clarify the task.  **Individuals:** using the drafts previously written in groups, or starting again completely, invite individuals to write their own persuasive text, thinking carefully about the choices they make. This should be independently written writing.  [During this writing, encourage silence to create individual thinking space, perhaps with some quiet music in the background. Give as long as possible on this without interruption, but if they become restless, break this task up by sharing a couple of sentences of your own version; by asking them to read aloud what they have written so far to each other etc  Consider whether this writing task could be authentic: ie they could send the best ones to the local paper or to the local supermarkets] | |
| **Conclusion**  5 mins | **Whole class:** watch the Food Waste video again and discuss if there is anything in their own lives that they will change as a consequence. | |
| **Assessment** | This lesson is principally a summative assessment point, but do use the lesson to observe how well they are managing this final revision, and how well they are able to sustain concentration on the writing: what you observe might inform future lessons which develop further their revising and re-drafting skills. | |
| **Support**   * Differentiate by outcome but if weaker writers are less confident giving sustained attention to the writing, give them additional support to re-focus them. | | **Challenge**   * Differentiate by outcome in this lesson |