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## Introduction to

## Life on Land

## Global Goal 15

Time: 45 mins approx

Age: 8-14 years

### Learning Objectives:

- Students can identify some of the issues causing biodiversity loss
- Students are able to express their opinion about the use of palm oil in a debate
- Students can think of action to take for Global Goal 15 Life on Land

### Key Language:

Sustainable, deforestation, biodiversity loss, degradation, species, palm oil

### Step 1: Current Trend of Nature Loss 5 mins

Begin by showing students the nature loss graph (see PPT classroom presentation). Ask students to spend some time discussing with a partner or small group what they think the image might show. *Why might this be happening and what impact might it have on the planet?*

### Step 2: Linking Deforestation to the Global Goals 10 mins

Explain to students that one of the biggest issues facing biodiversity on our planet at the moment is the lack of space. *What might be happening in these images and why might it be happening?* Explain the term deforestation. Deforestation is a key issue for Global Goal 15 Life on Land. Goal 15 looks at a wide range of issues but for today's lesson explain to students that they are going to be looking at jungles.

### Step 3: Debate: Should palm oil be banned? 20 mins

Next show students an image of palm oil. *Do they know what it is? Have they heard of it before?* Explain that palm oil is an ingredient used in many foods and household goods such as shampoo and conditioner. Many people believe it is harming our environment, but others think it could help to protect it. Ask students to decide whether they think it should be banned or not. It doesn't matter if students are unsure at this stage, explain that they will work in groups to research the question later.

Next play the two different videos, the first ["Can Palm Oil Help Our Jungles?"](#) and the second [Iceland advert](#). Then ask students to discuss in their partners what they think. Should palm oil be banned?



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Ask students to stand facing each other, with those students who think palm oil should be banned to stand on the right, and those who do not think it should be banned on the left. Pick one student, or you as the teacher, to stand at one of the student tunnel. Begin to walk slowly through it, and every time you pass a student, they have to explain one point as to why they are standing on that side of the tunnel.

Once every student has said their opinion, ask if anyone would like to switch sides. Come back together as a class. *How might the way we use palm oil have an impact on Global Goal 15 Life on Land?*

**Extension Activity:** For older students you could create a full debate with assigned characters to argue for or against the banning of palm oil. Characters could include farmers, school children, wildlife conservationists, supermarket owners, business owners and wildlife reserve employees.

#### **Step 4: Action and Reflection 5 mins**

Once students have completed the debate activity, ask students to spend some time reflecting on the lesson. *What is one thing they learnt today? What is something they would like to learn more about? What questions do they have about the use of palm oil and Global Goal 15? What more information would students like to find out?*