



World AIMS Global Learning Lesson Plan

Subjects: Geography/Computing	Topic: Investigating Cocoa: The Journey of Cocoa	Time: 1 hour 30 minutes
Context: During Fairtrade Fortnight		
Learning Objectives: In small groups, the children will be able to use online resources provided to investigate the journey of cocoa from the tree to the consumer and present their findings in a diagram/display.		
Support and Differentiation: <ul style="list-style-type: none"> • Lollipops sticks or a random name picker online are recommended for use when choosing children to feedback. • It is also recommended to remind children of how much time they have left or in order to complete their task. This is particularly important in both sections of this lesson, to ensure groups have sufficient information and something to show at the end of it, which they can be proud of. • A variety of questions have been provided to allow them to be targeted to different groups within the class. All of the questions in this plan have been highlighted in blue but the lesson is not limited to the use of only these questions. • Key vocabulary(see below) and any other important words could be displayed prior to the lesson. • Children could work in mixed ability groups to provide support/challenge with reading and writing tasks for those who need it. 		
Curriculum Links: English: Writing, handwriting and vocabulary, grammar and punctuation objectives across KS2. Computing: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly... Geography: Describe and understand key aspects of: physical geography: including climate zones... Human geography, including: ...economic activity including trade links...		Key Vocabulary: cocoa pods factory trees machete shop beans trade consumer
Starter: Ask the children to think, pair, share: Where does cocoa come from? Feedback some views from the children. As the teacher, have a bag of safe items or images, such as a picture of a cocoa pod. Some children choose an item from the bag and should try to describe how it relates to cocoa. This stage is children's perceptions and any misconceptions should hopefully be tackled during their research and the plenaries. Why is the sun important for cocoa? Why do we have to buy cocoa beans from Africa? How might a machete be used in the cocoa journey? (Show image only) Why are the people/farmers in this process important? Who is responsible for making sure the farmers are paid fairly? Is it us?		Time 5 minutes
Introduction: Introduce the task of researching the journey of cocoa and share the Learning Objective with the children. Explain that they will research in order to present the information they find to the rest of the		10 minutes

<p>class. The children can choose to do the entire journey, with summarised notes on each or choose to focus in detail on one area of the journey, for example, the growing of the cocoa pods. Show questions for children to investigate with websites. Choose one of each and model interpreting information into your own words and perhaps how a dictionary could help with unknown words (It would be useful if children have had some previous practise in taking notes, collecting and summarising information).</p>	
<p>Activity 1: Children, in pairs or small groups (ideally trios) to carry out their research. Question and/or note sheets should be used to guide the children and to provide a place for them to record their findings. This can be adapted to best suit the classroom routines and systems. Include a mini-plenary/plenaries in this session to encourage others to take notes well, or good information found or teams that are collaborating well together, all to encourage others in the class to do the same.</p>	<p>30 minutes</p>
<p>Activity 2: Show different ways the children could choose to present their findings. For example: in a diagram, a flowchart, a comic strip (methods that they are familiar with are recommended). Children use the resources provided (large coloured card, felt pens/pencils recommended) to present their information for display. Each group should be ready also to explain why they chose their method to display their findings. For example: Why did they choose to use a flowchart?</p>	<p>30 minutes</p>
<p>Plenary: Children should present their findings to the rest of the class, using their display of information they have made (may need to be split into two sessions, depending on the size of groups). How well did you work as a group?</p>	<p>15 minutes</p>
<p>Follow Up: The factory process of making chocolate/ Science: Plants and Growing (Science: Classification of Living Things – Year 4, All Living Things – Year 5)</p>	
<p>Resources</p> <p>Computers/laptops</p> <p>Notepads/sheets/workbooks</p> <p>Large coloured card</p> <p>Felt Pens and/or coloured pencils</p> <p>Questions for each group</p> <p>Bag with images and safe items</p>	

Cocoa Investigation Question Sheet

Trees	<p>What kind of conditions do the cocoa trees need to grow in? What does this mean?</p> <p>Which countries do cocoa trees grow in? Where are these countries?</p> <p>How do other trees help a cocoa tree? How do you think they might also help the farmers and their families?</p> <p>Describe how cocoa farming can be dangerous?</p>
Pods	<p>How many times a year do cocoa trees produce cocoa pods? Generally, what time of the year does this take place?</p> <p>Describe what cocoa pods look like? How does a farmer know when they are ripe?</p> <p>Is there anything unusual about cocoa pods and how they grow?</p> <p>What is another interesting fact you can find out about cocoa pods?</p>
Beans	<p>How do farmers remove the beans from the pods?</p> <p>How many beans might be found inside each cocoa pod?</p> <p>What happens to the beans once they have been removed from the pods?</p> <p>When are the cocoa beans ready to be traded?</p>
Trade	<p>What happens at the trade?</p> <p>Describe how this trade can sometimes be unfair?</p> <p>Which organisation makes sure this doesn't happen?</p>
Factory	<p>What does cocoa get mixed with to turn it into chocolate?</p> <p>Choose one of the following words about the cocoa in the factory process and write about it: roasting, winnowing, tempering, moulding, conching or packaging.</p>
Shop and Consumer	<p>What are some of the most popular chocolates in Britain?</p> <p>What are some of your favourite kinds of chocolate or chocolate bars?</p>

Recommended Websites

<http://www.dubble.co.uk/bean-bar>

(UKS2) <https://www.infusionchocolates.com/aboutchocolate.php>

(UKS2) <http://equalexchange.coop/products/chocolate/steps>

(UKS2) <http://www.divinechocolate.com/uk/about-us/research-resources/divine-story/bean-to-bar> (Extended)

https://www.cadburyworld.co.uk/schoolandgroups/~/_media/CadburyWorld/en/Files/Pdf/factsheet-chocolate-manufacture (Factsheet)

<http://www.fairtrade.org.uk/en/buying-fairtrade/chocolate>