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| **ST. CUTHBERTS COLLEGE** **GEOGRAPHY unit OVERVIEW – Year 10s**  |
| **‘I never met a chocolate I did not like’.** |
| **Focus of learning:****To develop student understanding of**  1. The history of chocolate and how it came to be important in our lives2. Where and why cocoa beans are grown 3. The impacts of chocolate production on people – child labour / slavery 4. To examine where chocolate is consumed and why it is consumed there5. What action is being taken about these geographic issues – the impact of Fair Trade on people and their environments.  |
| **Level: Year 10** | **Approx Duration: 8-9 lessons** |

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| 1. Introduction to Geography 1 lessonShow power point on what is geography at Year 11 – this power point covers the topics we look at in Geography at year 11- should take about 20 mins * The emphasis of the power point is that geography is a study of how people and the environment interact e.g. everything people do has an impact on the environment -such as when people are moving into cities they build roads and houses etc. this impacts on the natural environment and this can be negative e.g. pollution in rivers as natural vegetation is cut down and roads and houses are built.
* If you would prefer to have a geographer come in and do this just ask

Weird and Wonderful – just interesting pictures for the students to get them thinking about chocolate – 5 mins 2 mini clip chocolate statistics – inserted slide 1 PP2 and also link To find out prior knowledge get the students to complete the silent auction activity ….**. Silent auction activity- 10 minutes** * Handout the silent auction sheet to each member of the class – get students to walk around the classroom to find people who know the answers to the questions.
* This activity is completed in silence.
* Students sign the sheet if they know the answer to the question and the challenge is to have all of the questions signed.
* After the first person completes as much of the auction activity as possible – have a short discussion about the answers.

Answers to questions you might not know: *names of the largest multi national company producing chocolate = Nestlé or Cadbury; Cadbury factory is in NZ – Dunedin; region of the world chocolate is mostly grown = tropical regions or you might get something like W.Africa; name of the chocolate company based in Mangawhai – Bennetts;Whitakkers is NZ owned biggest chocolate company , name of the street where they race Jaffas – Baldwin St;* **Lesson 2 – Lesson focus -The History of Chocolate** Introduction to Chocolate PP 15 mins **Picture dictation activity** – 35 minutes – complete summary for homeworkStudents will need to listen to the story about the history of chocolate (for teachers to read – 4a document) and will then draw the pictures to illustrate the ideas dictated to them on document 4. N.B. For students who are ESOL students; you can give them the words (see simplified version for ESOL students in folder) ESOL students can then use this sheet to help them draw the pictures.**Teacher Instructions:** Read each statement twice only, so they listen carefully, to the students, then give them time (2-3 minutes) to draw the picture in the box to show what is happening in the statements. When all the statements have been drawn, students can then discuss in pairs and try to replicate the history of chocolate story, which they can write a quick summary on the next page. The summary could be completed for homework. (page 4 student booklet)**Lessons 3-4** **Lesson focus** –**Where is the main raw material for chocolate (cocoa) produced e.g. ?** **1.**  Show the video of “The Story of chocolate” – 8 mins – in folder 2 labelled 1– Where does chocolate come from?**2. Where are cocoa beans grown across the globe?** Show the power point ‘1. Production of chocolate’Talk through the slides with the students. There are a number of discussion points on the slides for teacher and student discussion.**Slide 4:** This slide looks at where cocoa beans are grown – have a brief discussion on why this might be where they are grown – maybe the students will come up with ideas such as climate, mainly agricultural regions etc.**Slide 6:** Just tracks the steps of cocoa bean growing to consumption **Slide 7 and 8:** places that grow the cocoa -Look briefly at the map of Africa and discuss where cocoa is grown-– the idea here is that there is not much consumption of chocolate in countries where cocoa beans are grown – have a short discussion on why this might be.e.g. too poor to afford chocolate as LEDCs (less economically developed countries) **Slide 9** – top 10 confectionery producers – discuss with class if students think these countries are MEDC’s (more economically developed countries) or LEDC’s- discuss with students why this might be e.g. factories require money to build and most of the chocolate is produced in wealthier countries. Divide class into three - Get students to locate the different areas where **cocoa beans are grown across the globe** on the shower curtains and **the places where the chocolate is actually manufactured with different coloured playdough** or you may prefer to print off the slides showing the locations of production countries and the students place them on the map.*(there are three curtains available to share among the students in your class – please make sure these are returned at the end of the lesson as other classes will want them).* **Homework mapping exercise -** The instructions for this mapping exercise are on slide 21, but all the information students need about each cocoa producing country is on the slides 11-20**I**n the student workbook P 5 or document 2 in the folder -complete the mapping task locating where cocoa beans are grown across the globe. Do this as you go through the power point – the students should locate on the world map the different coffee producing countries (colour in using coloured pencils) and labelling the country using arrows. Discuss the ideas on the power point as you go **Lesson 5** **Lesson focus….****Who actually consumes the chocolate** PP 1 – 10 minutes as an introduction PP2 slides 1-10 As consumers we simply buy and eat chocolate. We don't think about what impact our chocolate eating may be having on the people who grow or pick the cocoa. Most of the people who grow cocoa can’t afford to eat it Cocoa farmers’ lives are hard. **They earn very little.** The price of cocoa goes up and down. They have no long-term security, and in some situations, can’t even cover their farming costs. Farmers often only receive a fraction of the price their beans sell for on the world market because there are several people in the trading chain. Watch these two short clips ..<https://www.youtube.com/watch?v=ihk0O7yyZ74>and this <https://www.youtube.com/watch?v=_9jR98dhY60>**Lesson 6:****What are some of the geographic issues around cocoa production and chocolate consumption- e.g. child slavery?** ***Perspective / Role play activity***After students have watched the clips get students to complete a role play /perspective activity - **refer information document 3** for the student informationFrom the point of view of ….The Farmers The Processors The Corporations The Shopkeepers The Chocaholics Child Slaves Divide your class into 6 and give each group a few copies of their perspective e.g. one group are farmers so they get a few copies of the farmers sheet, one group are Child slaves so they get the sheet on child slavery etc They are to do a role-play relaying the information from their sheet about how chocolate production affects their lives.After watching the role plays students are to complete the speech bubbles in the student workbook where they identify the different perspectives from the role plays.**Lesson 7: Impacts of chocolate production**Students **create a mini book on the impacts that cocoa bean production has on people and in countries where cocoa is produced**.  **Lesson 8: What can we do to make sure our chocolate consumption benefits the people who most deserve it? e.g. the cocoa producers.** 1 PP as an introduction to Fair Trade – 20 mins After showing the 4 minute clip from slide 6 get students to read P 8 in student workbook- discuss the benefits of Fair Trade 2. Then show 1a clip – 13 minutes about Cadbury and fair trade 3. Get students to complete the questions from Pages 6 and 7 from student workbook (they will need to read P 8 before they start this ). The questions are on Fair Trade - this may need to be completed for homework. 4. At the start of the lesson get students to work in pairs and Complete chart on P 9 in student workbook**Lesson 9:**For this lesson you will have half the class playing the Interactive game to learn about bean trading – this is fun – don't let them miss out on this for half the lesson and the other half playing the chocolate testing game. Half way through the lesson they will swap activities so they all get to do both activities.<http://www.dubble.co.uk/fun-and-games>open the link above – get the students to create their own disguise and then click on Beanland and play the game BEANLANDGuide your cocoa beans to the Fairtrade lorry and get them off to market for a fair price - easier than it sounds - there are scorpions, tricky monkeys and traps galore to trick you out of a fair trade.Addition to go with the interactive game at the end of the unit.Taste testing of chocolate at the end of or during lesson 9. Each student is blindfolded to see if they can tell the difference between the three types. 3 types – Fairtrade, Whittakers (New Zealand produced) and Cadbury – will be available in the SS room for you to eat with your classes “ | Lesson resources 1.introduction to Geography PP in **Introduction folder**PP 2 W and W in the introduction folder * link below for interesting chocolate facts and statistics

<https://www.youtube.com/watch?v=LRRKs4or5Pg>Silent auction activity document 3 in introduction folder or – In booklet From the Unit Resource Box in the Workroom:1 copy of the Geography student *Workbook* for each student 2a. Introduction to Chocolate PP **Video clip –**. The History of chocolate’ *2.05min- inserted into slide 7 on PP 2 - also in the folder as clip 2aa* 4. Picture dictation sheet for students on page 2 in student booklet – also document 3 in folder 4a notes for teacher to read 4b possible notes for ESOL students Folder 2 Clip 1a The Story of chocolate” – 8 mins – in folder 2PP1 in folder 2 Production of chocolate’Shower curtains – 3 available for your class 2 different colours of play dough or prints of the slides showing the locations of production countries for the students to place them on the map.Folder 2 PP1 Production of chocolate’Student reference for world map drawing exercise -Refer P 4 booklet –– instructions on slide 21 *Could be left out if you want.*Folder 3 PP1. Chocolate consumption.Folder 3 PP2 Geographic issues and chocolate Watch these two short clips ..<https://www.youtube.com/watch?v=ihk0O7yyZ74>and this <https://www.youtube.com/watch?v=_9jR98dhY60>Document 3 folder 3 for information on all the stakeholders.Coloured A4 paper for each student A template on how to create a mini book is in the folder - this could be done by students to produce a mini book on the impacts that cocoa bean production has on people and places in countries where cocoa is produced.**Folder 4 Fair Trade Chocolate** PP 1-as an introduction to Fair Trade.<https://www.youtube.com/watch?v=Vyl6AhajzpA> 4 minute clip above about how one co-operative Kuapa Kokooworks - this Co-Op is mentioned in slide 6 and the link inserted on slide P 8 in student workbook- 1a clip from folder 4 Pages 6 and 7 from student workbook-Refer to P 8 for student information Chart on P 9 student workbookLink for students is on Pg. 10 of the studentworkbook.Get the students to create their own disguise and then click on beanland and play the game. <http://www.dubble.co.uk/fun-and-games>Chocolate available in bags from kit Doc 2 folder 4  |