

## Where in the world lesson plan

This lesson involves locating the top cocoa-producing countries on maps of the world and Africa. The second part of the lesson involves discussing key facts about Ghana.

The lesson takes about 1 hour in total.

### What you'll need

- Climate Zones Handout: one set per group of 3-4 students.
- World Map A3 Handout: one per student.
- Ghana Key Facts Handout: one per student.

#### Starter (15 minutes)

Divide the class into 10 groups of 3-4 students per group. Give out a copy of the Climate Zone Handouts to each group. Ask them to decide which climate zone they think cocoa might grow in.

Supporting information:

Cocoa likes consistent warm temperatures and lots of rain.

Cocoa grows in tropical climate zones. Forty-seven countries produce cocoa, and most is grown in a narrow belt 10 degrees either side of the equator, where temperatures are between 21°C and 32°C throughout the year and rainfall is between 1,500mm and 2,500mm a year – the perfect humid, tropical climate for cocoa trees.

By contrast, the UK has a temperate climate. Temperatures are usually not much lower than 0°C in winter and not much higher than 32°C in summer. Annual rainfall averages for the UK is approximately 885mm.

#### Main activity (30 minutes)

Look at globes, atlases or online maps to find countries within the tropical belt that runs around the equator.

Give each student a copy of the World Map A3 Handout. Students should locate, shade and label the top ten cocoa producing countries listed on the World Map A3 Handout.

Give each student a copy of the Ghana Key Facts Handout. Give students a few minutes to read the information or read around the class. Then explain that they are going to play a game of True or False based on the information on the sheet.

You could label one wall of the classroom 'True' and the other 'False', and ask students to move to the wall of their choice after each question is read out, or you could ask them to

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note their answers on paper and mark afterwards.

Here are some suggested questions to start you off:

- Ghana is in West Africa. *(True)*
- There are more people living in Ghana than in the UK. *(False. There are about 66 million in the UK.)*
- Ghana is much bigger than the UK. *(False. It's about the same size.)*
- The capital of Ghana is Accra. *(True)*
- Ghana is famous for its diamonds. *(False. Ghana is famous for gold and cocoa.)*
- There are very few cocoa farmers in Ghana. *(False. There are about 800,000.)*
- Ghana is a very rich country. *(False. Ghana is a middle-income country, although many of its development indicators are those of a low-income country.)*
- Many people don't have clean water to drink in Ghana. *(True)*
- 8 in 100 children in Ghana die before they are five. *(True)*

### Plenary (10 minutes)

Talk through the key facts about Ghana and give students time to record any comparative information on the UK.

### Extension

Ask students to research more key information about Ghana. They can try to find out about:

- other products and industries
- government
- life in cities
- traditions
- tourism

OR: Create a factsheet about the UK and one of its largest exports.

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Curriculum links		
England	<b>KS2 Geography curriculum</b> <ul style="list-style-type: none"> <li>Human geography</li> <li>Geographical skills and fieldwork</li> </ul>	<b>KS3 Geography Curriculum</b> <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Human geography</li> <li>Geographical skills and fieldwork</li> </ul>
Northern Ireland	<b>Progression Framework KS2: Geography</b> <ul style="list-style-type: none"> <li>Identify similarities and differences between a range of features and places, offering explanations, for example, weather, house type, building materials.</li> <li>Order and sequence information to explain geographical processes, for example, the making of a product, changes in the course of a river.</li> <li>Identify and use appropriate sources to gain information/data</li> </ul>	<b>Statutory Requirement for Geography</b> <ul style="list-style-type: none"> <li>Demonstrate an awareness of their own relationships to other places, peoples and environments, from local to global</li> <li>Develop an understanding of how people in different places interact with their environment.</li> <li>develop geographical skills to interpret spatial patterns including atlas and map-work skills</li> </ul>
Scotland	<b>Curriculum for Excellence: Social Studies, Second Level</b> <ul style="list-style-type: none"> <li>SOC 2-13a and SOC 2-14a</li> </ul>	<b>Curriculum for Excellence: Social Studies, Third Level</b> <ul style="list-style-type: none"> <li>SOC 3-11a; SOC 3-13a &amp; SOC 3-14a</li> </ul>
Wales	<b>KS2 Geography curriculum</b> Pupils should be given opportunities to <ul style="list-style-type: none"> <li>study living in other countries.</li> <li>identify and locate places and environments using globes, atlases, and maps</li> </ul>	<b>KS3 Geography curriculum</b> Pupils should be given opportunities to <ul style="list-style-type: none"> <li>study the rich and poor world: economic development in different locations/countries.</li> <li>study people as consumers: the impacts on and changes in economic activity</li> <li>locate places and environments using globes, atlases, maps and plans</li> </ul>