

Bean to bar lesson plan

This lesson involves tracing the chocolate journey from bean to bar.

The lesson consists of two activities.

You can split the lesson across two sessions: Activity A takes about 55 minutes, and Activity B 50 minutes.

What you'll need

- Atlas, globe or online map.
- Bean to Bar Photos: print out one set, or use Pa Pa Paa pack photo cards.
- Captions and Descriptions: print 10 copies, cut up captions and descriptions.

Starter (5 mins)

Ask students where they think the journey of chocolate begins.

Explain that the main ingredient in chocolate is cocoa. A lot of the cocoa that goes into UK chocolate comes from the rainforests of Ghana, in West Africa.

Use atlases, globes or online maps to find Ghana.

Activity A (40 mins)

Divide the class into ten groups of three or four students per group. Give each group a Bean to Bar Photo. Ask students to look carefully at their photo. What do they think is happening in it?

After a few minutes, give each group a set of captions so they can find the right caption for their photo.

When everyone has found their caption, you may wish to share out some or all of the tasks below:

- Write all the questions you can think of about your photo, e.g. Where are they? How much does the sack weigh? What does it say on the wall?
- What might have happened just before the photo was taken or just afterwards? Write about or draw what you imagine.
- If there are people in your photo, what do you think they might be saying or thinking? Give each person a speech bubble or write a short script or piece of dialogue.
- Draw up a chart to compare life in your photo with life at home. What similarities and differences can you see? e.g. Same: cloudy sky. Different: clothes.

Plenary (10 minutes)

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Give each group the opportunity to share their photo and tell the class what they think is happening in it. As a class, put the photos in order. Talk through the chocolate journey from cocoa on tree to the chocolate they eat. Display the photos in the right order with captions.

The next section can be delivered as a separate lesson. If doing so, you will need all the resources from the previous lesson.

Activity B (40 minutes)

Clearly display the photos and captions.

Divide the class into ten groups of three or four students per group. Give each group a set of photo descriptions. Ask them to read the descriptions and discuss which of the captions fit each description. Once agreed, they should write the captions in the space provided.

Fix three pieces of display paper to the wall or board. Write one of the following headings on each sheet:

- In Ghana
- The journey
- In Europe

Trace the journey from bean to bar by locating Ghana, Germany and the UK on a map or globe.

Look again at the displayed photos and captions. As a class, agree where each stage happens and which description matches the caption and photo.

Take it further

- Use printed or online world maps to draw the journey of cocoa bean to bar. Label the locations and the stages in the process.
- Research how land use in Ghana is changing from cocoa farms to illegal gold mines and rubber plantations.

Plenary (10 minutes)

Discuss the following questions as a class:

- Why is cocoa grown in Ghana?
- What challenges might cocoa farmers face today?

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- What challenges might cocoa farmers face in the future?
- The average age of a cocoa farmer in Ghana is 51. Why might this be?

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