



CLIMATE, FAIRTRADE AND YOU

CHOOSE THE WORLD
YOU WANT



PRIMARY LESSON PLAN MAPPING THE JOURNEY

Where did your chocolate come from? And how did it get to you? This lesson will encourage young people to reflect on the journey of a chocolate bar and consider all of the people and places who were involved in its production. Do our choices as a consumer affect this journey? This lesson will help you to find out!

LEARNING OBJECTIVES:

- Learners can describe how cocoa becomes chocolate
- Learners can identify the people and places involved in producing our cocoa
- Learners can explain how their choices affect these people and places

YOU WILL NEED:

- 'Mapping the journey' presentation
- 'Mapping the journey' worksheet

STARTER ACTIVITY

Introduce the lesson by showing the children the first slide on the presentation. Find out what they know already about chocolate (this could be a recap if this has already been covered in other lessons)

- *What is the special ingredient in chocolate that gives it its chocolately flavour?*
- *What kind of plant does it come from?*
- *Where in the world does this special ingredient come from?*
- *What might other ingredients be?*

The ingredient is cocoa, it comes from a cacao tree, and it grows in tropical regions of the world.

Whether it is white, milk or dark chocolate will depend on the amount of cocoa in the bar, and what else has been added. Dark chocolate has no milk and more cocoa, milk chocolate has milk and at least 20% cocoa. White chocolate has the cocoa butter – which is the creamy fat from the cocoa bean.



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MAIN ACTIVITY

Take a look at the slides about the journey of chocolate. [slide 1]

TEACHER'S NOTES TO ACCOMPANY POWERPOINT

[Slide 2]

Everything you buy, every T-shirt, every pen, every bar of chocolate, has a story.

Let's imagine you bought a bar of chocolate this morning to eat after your dinner this evening.

[Slide 3]

The story of your chocolate goes back months or even years before it came to you.

Your chocolate has had a whole previous life, involving distant places, and many people.

[Slide 4]

It has often travelled far, from where the ingredients were grown...somewhere like this, in the forests of West Africa, by someone like this, Thérèse. She works hard to grow the cocoa and make a living. And it is hard.

...and has had an effect on everyone who has had played a part in getting it to you.

Sometimes this story continues long after your part. In this case, all that will be left by the end of the day the wrapper, but that is part of the story too. Where will the wrapper go and how long will it last?

[Slide 5]

The chocolate was only ever 'yours' for a day. The story goes back far further.

And you played a really important part in the whole story. In fact, your part was so important that it effects the way the rest of the story went.

When we choose to buy, or not buy, a product, we are sending a message to the company that made it, and the shop that sold it, about what we like and don't like.

As a chocolate eater, which chocolate you choose to buy shapes the way the company does business.

So, the part of this chocolate bar's story that was 'yours' is from when you bought it in a shop, until you eat it.



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WORKSHEET

Take a look at the 'Mapping the journey of chocolate' worksheet.

For children in school, print and chop up the Word version so each box is separate.

For children learning at home, you can use the PowerPoint slide version where the boxes have been randomly placed.

Match each **stage** to a **time** and **need** and place them in order, from planting cocoa trees to the finished chocolate bar.

Discuss

You now have the chocolate **supply chain** on your worksheet.

Did you know about cocoa before? Is it what you expected? Does it take longer to make chocolate?

For children who are learning at home, write two sentences below the matched up boxes about what you learnt from matching the **stage** to a **time** and **need**.