

THE WORLD OF COCOA

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FORM 2

OVERVIEW

Chocolate and other cocoa based products are appreciated products in daily life. This exercise is an introduction to the topics cocoa producers, child labour and the use of cocoa. The methodologies are connecting ideas, assembling words, making decision in group and presentations.

Theme: Global Economy

Further subject: Geography

Connection to the Austrian National Curriculum of English:

Bildungs- und Lehraufgabe: „Bei der Vermittlung der Fremdsprache ist wertorientiertes Denken und Handeln im politischen, sozialen, wirtschaftlichen, kulturellen und weltanschaulichen Umfeld zu fördern.“

Lehrstoff: „An Gesprächen teilnehmen, Zusammenhängendes Sprechen: A1. Hören, Lesen, Schreiben: A2

Reference: BGBl. II Nr. 133/2000 Lehrplan Lebendige erste Fremdsprache

Goals:

- In this exercise students explore the multiple facets of cocoa. The unit can be used to address topics like child labour, workers behind the chocolate and fairness in trading.
- Students practice vocabulary linked to the topics mentioned.
- Students practice working in groups.

Time Requirement: 2 lessons

Material needed:

- Worksheets
- Dictionary
- Big world map

PROCEDURE

Step 1: Introduce the activities by telling the students that they are going to discover some other aspects of cocoa. Ask them to think about where and when they use cocoa, collect the answers and write the words on the blackboard. Then ask them to tell the class which form of cocoa they know: Pods, beans, chocolate, powder, drink, butter, oil, etc...

Step 2: Worksheet 1 - Distribute worksheet 1 and give them some time to discover individually the pictures, words and expressions on the paper. Tell them to carefully look at the pictures and try to guess what is depicted on it. They should also read on their own and

check what they understand. Ask them to write down the words/expressions they don't know/understand. They can work in groups if they wish so. Make sure students understand every word. Pull their attention to the grammatical aspects of the words/chunks (nouns, adjectives, verbs...)

Step 3: Worksheet 2 - Now let them have worksheet 2 and ask them to write a sentence using each of the words or chunks. Encourage them to use also words from worksheet 1 (verbs, adjectives) to complete sentences. Attract their attention to the fact that verbs should be conjugated. Let them know that after they have tried to build some sentences on their own, they may walk around and ask for help, if they feel so. Make sure every student has completed the activity by building 14 sentences at least. Have them read some to the class.

Step 4: Worksheet 3 - Organise the students in groups of 5. In small groups they discuss and select together 5 sentences they like most. All students of a group write the chosen sentences on their individual worksheet.

Step 5: The groups read in turn one of their chosen sentences aloud to all others. Do as many rounds as needed for all sentences to be read by all the groups.

Step 6: Together look for the countries mentioned on Worksheet 1, and find them on the World map (Ivory Coast, Indonesia, Ghana, Nigeria, Cameroon, Brazil).

Reflection and Debriefing:

- What was new? (Words, facts, information)
- Did they come across sentences that surprised them? (Content and language usage)
- What made them laugh? What made them think?
- How did they come to the selection of the sentences in their small group? Was it difficult to come to consensus?

Follow up:

You can organise a Cacao Workshop created by Südwind. http://doku.cac.at/workshops_pdf_aktuell_okt.pdf

Tip for the Teacher:

There is a rose called "Hot Cacao" like others are called "Julia Child" or "Tiffany". The rose on the Worksheet 1 is called "Hot Cacao". The fact that there is a rose named "Hot Cacao" can be confusing at first for the kids, but at the same time it is an opportunity for them to discover the use of the word "cacao" being applied to something else than what they know as being cacao.

Annexes:

- 1 Worksheet 1: Look and discover the pictures, words and chunks on this page.
- 2 Worksheet 2: Writing exercise

- 3 Worksheet 3: Sentences in group
- 4 Some examples of sentences

INFO BOX

The words COCOA and CACAO are in English used sometimes for the same.

You can find all sorts of information on the ICCO website covering the origin, transformation, current prices of cocoa, and so on..:

Origins of Cocoa And Its Spread Around The World
 "The genus *Theobroma* originated millions of years ago in South America, to the east of the Andes. *Theobroma* has been divided into twenty-two species of which *T. cacao* is the most widely known. It was the Maya who provided tangible evidence of cacao as a domesticated crop. Archaeological evidence in Costa Rica indicates that cacao was drunk by Maya traders as early as 400 BC. The Aztec culture, dominant in Mesoamerica from the fourteenth century to the Conquest, placed much emphasis on the sanctity of cacao.

The first outsider to drink chocolate was Christopher Columbus, who reached Nicaragua in 1502 searching for a sea route to the spices of the East. But it was Hernan Cortés, leader of an expedition in 1519 to the Aztec empire, who returned to Spain in 1528 bearing the Aztec recipe for xocoatl (chocolate drink) with him. The drink was initially received unenthusiastically and it was not until sugar was added that it became a popular drink in the Spanish courts.

<http://www.icco.org/about-cocoa/growing-cocoa.html>

Cacao Toothpaste: According to the Tulane University researches (New Orleans), cacao fights cavities, hardens tooth enamel, and helps keep teeth and gums healthy. Its benefits, studies say, are very similar to that of fluoride.

<http://www.sciencedaily.com/releases/2007/05/070518161238.htm>

Cocoa butter has many moisturizing properties. It contains 53% fat and is used in the manufacture of many pharmaceuticals or cosmetics.

Fairtrade and fair trade: "Fairtrade" is an accreditation, labelling system which certifies that products bearing the Fairtrade Mark meet a range of specific criteria. "Fair trade" expresses a wider vision of equity in trading.

References and Literature:

<http://makechocolatefair.org/material>

Make Chocolate Fair (MCF)! MCF is an international campaign that mobilizes Europeans to become active towards more justice in the global cocoa industry. Find factsheet on Cacao and chocolate industry and a section on child labour.

On YouTube: Chocolate, the Bitter Truth – Child Trafficking BBC Panorama (Upload 02.02.2011)

Annex1:

Worksheet 1: Look and discover the pictures, words and chunks on this page.
 (You will use them later)

FORM 2

cost Austria to find to manufacture Fairtrade
 cacao producers
 i think
 cacao flower a lot of cocoa butter
 To be
 dry skin
 live in countries like i can chocolatier cocoa beans green
 must be
 to come from
 to offer better conditions unfair
 bitter
 to get money
 i like perfect ingredients cacao trees some
 hot cacao rose cacao field to pay
 to bear cacao pods
 hard work are cultivated to contain cosmetics
 tablets cacao beans child labour
 to make beautiful
 fair
 chocolate to grow Europe to be shipped to
 toothpaste
 Ivory Coast, Indonesia, Ghana, Nigeria, Cameroon, Brazil



Annex 2:

Worksheet 2: Writing exercise

Write down 14 sentences using each of the elements (1 to 14) given on worksheet 2. Make your sentences more interesting by using more of the words from worksheet 1. (In case you need help, walk around and speak with other students or your teacher)

- 1_ (tablets) _____
- 2_ (cost) _____
- 3_ (chocolatier) _____
- 4_ (child labour) _____
- 5_ (toothpaste) _____
- 6_ (cocoa powder) _____
- 7_ (cacao trees) _____
- 8_ (cocoa butter) _____
- 9_ (cacao pods) _____
- 10_ (fairtrade) _____
- 11_ (cacao beans) _____
- 12_ (cosmetics) _____
- 13_ (cacao flower) _____
- 14_ (cacao producers) _____

Annex 3:

Worksheet 3: Sentences in group

Select in your group 5 sentences to share with the rest of the class!

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Annex 4:

Some examples of sentences (for the teacher):

- 1_ (Tablets): Some medications contain as ingredient cocoa butter or cacao.
- 2_ (Cost) The cost of cocoa beans is much lower than the cost of end product such as chocolate.
- 3_ (Chocolatier): A chocolatier is a creator and sometimes even a designer of chocolate.
- 4_ (Child labour): Child labour is often found mainly in cocoa fields.
- 5_ (Toothpaste) Some scientists think that chocolate toothpaste are better than fluoride toothpaste.
- 6_ (Cocoa powder): Many people use cocoa powder for their breakfast, but we never.
- 7_ (Cacao trees): The cocoa tree is very special: Its fruits grow directly from its trunk and not from its branches.
- 8_ (Cocoa butter): My mother uses cocoa butter for her skin in winter.
- 9_ (Cacao pods): The cocoa fruit is called cacao pod. It has an oval shape.
- 10_ (Fairtrade): There is a Fairtrade logo on worksheet 1.
- 11_ (Cacao beans): Cacao beans are in the Cacao pod, they are the seeds.
- 12_ (Cosmetics): Many skin ointments contain cocoa butter. But don't eat them! They are cosmetics.
- 13_ (Cacao flower): The cacao flowers are very beautiful and pleasant to look at.
- 14_ (Cacao producers): Cacao producers live in countries such as Ivory Coast, Indonesia, Ghana, Nigeria, Cameroon or Brazil.