

## Lesson Plan

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<b>Title of Activity:</b> Fairtrade Cocoa – Understanding Global Responsibility Through Inquiry and Experience	<b>Subject area:</b> Global Education, Environmental Education, Social Studies, Geography
<b>Grade Level(s):</b> 12+	<b>Duration:</b> 90 minutes or more

### Learning objectives:

- Students will understand the principles of Fairtrade and the basic process of growing and producing cocoa.
- Students will explain how everyday consumer choices influence the environment and the lives of people in developing countries.
- Students will develop and apply critical thinking by comparing two different documentary sources.
- Students will collaborate in groups, discuss information, present ideas, and express themselves in complete connected sentences.
- Students will reflect on global inequalities, the role of education, and what constitutes a dignified life for workers worldwide.
- Students will recognize the importance of supporting local producers and choosing products with a smaller carbon footprint.
- Students will build empathy toward farmers in the Global South and understand the challenges they face.

### Teaching Method:

Inquiry-based learning combined with cooperative learning, experiential learning

**Teaching Techniques:** Group discussions, video analysis, comparison charts, hands-on tasting, map work, game-based learning, guided reflection, graphic organizers.

### Materials / Resources / Technology use:

Fairtrade world map  
 Two short documentaries on cocoa farming (conventional vs. Fairtrade)  
 Worksheets: “I know – I want to know – I learned”  
 Cocoa beans and chocolate samples  
 Fairtrade coffee for grinding  
 Board game *Costa Rica*  
 Fairtrade Pexeso / memory game (FT raw materials)  
 Examples of Fairtrade products (if possible)

Materials or photos from a visit to **local producers** (optional)  
Projector, speakers, internet access

### Activity Description

#### Introduction:

Students begin by completing the first two columns of the “I know – I want to know – I learned” chart. The teacher introduces the topic of cocoa, chocolate, and Fairtrade, and asks students how everyday choices can affect people living in distant parts of the world.

#### Step 1: Fairtrade on the World Map – Global Connections

- Students examine a world map showing where cocoa is grown and where Fairtrade producers are located.
- Discussion: Why is cocoa grown mainly in tropical countries? What difficulties might farmers face (climate, pests, low income, limited access to education)?
- Students compare global production with the idea of local consumption and sustainable choices.

#### Step 2: Group Discussions – Cocoa Farming & Fairtrade Principles

- Using short texts, students explore how cocoa is grown, what challenges farmers face, and how Fairtrade supports communities.
- Groups discuss:
  - How does Fairtrade improve living and working conditions?
  - Why do fair prices matter?
  - What questions do we still have?

#### Step 3: Documentary Analysis – Critical Thinking

Students watch two contrasting documentaries related to cocoa production and Fairtrade:

- **Documentary A – *Guardians of the Rainforest (Ochránci pralesa)***  
This video presents Fairtrade in a *positive and optimistic way*, highlighting community development, environmental protection, and the benefits of Fairtrade farming.
- **Documentary B – *Ve stínu kakaovníku***  
This documentary focuses on the *negative impacts of conventional cocoa production*, including low wages, exploitation, environmental degradation, and social problems.
- Students analyze and compare both documentaries and evaluate:
  - **What was the intended purpose and message** of each film?
  - **Which emotions** did each documentary attempt to evoke (hope, compassion, sadness, outrage)?

- **Which documentary was more persuasive** in convincing them to choose Fairtrade products? Why?
- **How do emotions, style, and framing influence their opinions?**

Students fill in a comparison chart, followed by a group discussion on how media can shape public attitudes toward global issues such as Fairtrade.

#### **Step 4: Experiential Learning – Tasting & Fairtrade Products**

- Students taste raw cocoa beans and compare them with different types of chocolate.
- Demonstration: grinding Fairtrade coffee to show the physical effort behind everyday products.
- The teacher presents several Fairtrade products (if available) and discusses labeling, origin, and environmental impact.

#### **Step 5: Fairtrade Memory Game – Raw Materials**

- Students play Fairtrade Pexeso featuring FT ingredients.
- They identify everyday products that originate from tropical regions.

#### **Step 6: Board Game “Costa Rica” – Ecosystem & Climate Challenges**

- Students play *Costa Rica* to experience challenges related to biodiversity, climate, and economy.
- Reflection: Which events in the game reminded them of real-life difficulties farmers face?
- Some tasks may involve light physical activity to simulate the physical demands of farming.

#### **Step 7: Local Producers – Optional Field Trip or Classroom Activity**

- Students discuss why supporting local food and products reduces carbon footprint and helps local communities.
- If possible, the class may visit a **local producer**, such as a small farm, local vegetable grower, herbal product maker, or dairy producer.
- Students compare:
  - Local production vs. global cocoa production
  - Environmental impact of transporting food over long distances
  - The value of knowing where food comes from
- Reflection: Why should we prefer locally grown products when available? What benefits do they bring to people and the environment?

#### **Step 8: Poster Exhibition – “The Price of Cocoa”**

- Students create posters showing the real cost of cocoa production: labor, environment, transport, wages, sustainability.
- Posters are displayed in a classroom or hallway exhibition for other students to view.

**Closure:**

Students complete the final column of the “I learned” chart.

A reflection follows:

- How do my choices influence the world?
- What does a dignified life mean for farmers here and abroad?
- Why should we support Fairtrade and local producers?

Students write a short self-evaluation of their learning, participation, and new perspectives.

**Assessment:**

- Poster presentations
- Participation in discussions and activities
- Documentary comparison chart
- Completion of the “I know – I want to know – I learned” worksheet
- Self-assessment and peer feedback
- Teacher observation

**References**

**Fairtrade materials**

Fairtrade Česká republika & Slovensko. (n.d.). *Naše materiály [Teaching materials]*.

<https://fairtrade.cz/media/nase-materialy/>

**Documentary A – Guardians of the Rainforest**

Fairtrade Foundation. (2018). *Guardians of the rainforest [Video]*. YouTube.

<https://www.youtube.com/watch?v=Yp9VXT-X918>

**Documentary B – Ve stínu kakaovníku**

Fairtrade Česká republika & Slovensko. (n.d.). *Ve stínu kakaovníku [Documentary]*.

<https://fairtrade.cz/ve-stinu-kakaovniku/>