

## KS2 1B Bean to bar

### Planning/adapting

This lesson involves matching captions and descriptions to pictures to trace the chocolate journey from bean to bar. The lesson consists of two activities.

### Delivery alternatives:

- Each activity is shown in **two versions**:  
**(Photos)** Photo pack photos 1-14 OR  
**(Interactive)** 1B – *Bean to bar* presented to whole class.
- Split the two activities across **two lessons**: activity 1 takes 1 hour and activity 2 approximately 45 minutes.

### Print/copy:

- **(Photos)** *Photos 1-10 – Bean to bar* and *Photos 11-14 – Mim village* (one set each) OR use Photo pack photos 1-14
- *Printout 1B1 – Photo captions* (one set per group of three or four students plus teacher) and cut up
- *Printout 1B2 – Photo descriptions* (one set per group of three or four students plus teacher) and cut up. (OR use *Printout 1B3 – Photo descriptions (short)*, which are suitable for limited time or lower reading ability.)

## Starter (10 mins)

Ask students where they think the chocolate journey begins. Tell them that some of the chocolate they eat may have started life in Mim – the village in the photos/interactive activity.

**(Photos)** Look at the poster (photos 11-14) together. Where in the world is it? Find some clues. What can they tell about the lives of people who live here? What else do they want to know?

Establish this is Ghana. Use atlases and globes to find it.

**(Interactive)** Show the village scene in the interactive. This is Mim village. Where in the world is it? Find some clues. What can they tell about the lives of people who live here? How is this area similar or different to where they live? What else do they want to know?

Establish this is Ghana. Use atlases and globes to find it.

## Main activity 1 (photos) Group work (40 mins)

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

After a few minutes, give each group a set of captions (*Printout 1B1 – Photo captions*) so they can find the right caption for their photo. When everyone has found their caption, share out some or all of the tasks below:

- Write down all the questions you can think of about the photo, e.g. *Photo 5 – 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.
- Give your photo a new caption using more interesting vocabulary.
- 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. *Photo 4 – Same: cloudy sky; Different: clothes.*

### Main activity 1 (interactive) Group work (40 mins)

Divide the class into groups of three or four. Give each group a set of captions (Printout 1B1 - Photo captions). Ask a member of each group to shuffle the captions and then spread them out on the table.

Show screens 2-11 in the interactive: Can you guess the caption? Ask students to look hard at each photo. What do they think is happening in it? What are the people doing or thinking?

Ask students for similarities and differences between their own lives and those shown in the photos onscreen, e.g. Screen 5 – Same: cloudy sky. Different: clothes. Pause after each image to give them time to decide which is the correct caption.

Ask students to put the captions in a line on the table in the correct order. Where they are undecided between two or three options, they should place them side-by-side and review them later.

### Plenary 1 (10 mins)

**(Photos)** Let students show their photograph and tell the class what they think is happening in it. All together, 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.

**(Interactive)** When you have matched all the captions, run through the final screens again. Ask students to write down the captions in order, to come back to later.

### Main activity 2 (photos) Group work (30 mins)

Give each group *Printout 1B2 – Photo descriptions*. Ask them to read the descriptions and discuss which of the captions fit each description and write this in the space provided.

Fix three pieces of A2 display paper to the wall or board. Put the following titles on each one:

- In Ghana
- The journey
- In Europe

## Main activity 2 (interactive) Group work (30 mins)

Give each group three or four captions from *Printout 1B2 – Photo descriptions*. Ask them to read the descriptions and discuss which of the captions they noted earlier fit each description and write this in the space provided.

Fix three pieces of A2 display paper to the wall or board. Put the following titles on each one:

- In Ghana
- The journey
- In Europe

## Plenary 2 (10 - 15 mins)

(Photos) Let students show their photograph and tell the class what they think is happening in it. All together, 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.

(Interactive) Ask students to display their descriptions on the appropriate sheet. Discuss as a class and re-order as necessary.

On a map or globe, locate Ghana and Weinrich in Germany and show students the journey from bean to bar.

## Extension

Ask students to do a piece of individual work outlining the chocolate journey for someone who doesn't know how chocolate is made.

Depending on ability, this could be a descriptive text, a cartoon strip with captions, or a simple flow chart.