

Born Free's Great Debate - Topic 2

Chocolate: Are we sacrificing biodiversity for pleasure?

About Born Free

An international wildlife charity who works tirelessly to ensure that all wild animals, whether living in captivity or in the wild, are treated with compassion and respect and are able to live their lives according to their needs. We seek to have a positive impact on animals in the wild and protect their ecosystems in perpetuity, for their own intrinsic value and for the critical roles they play within the natural world.

Born Free's Great Debate

This programme aims to provide teachers with the tools to engage their students in meaningful debates about key wildlife or environmental topics. Students will not only gain knowledge about the debate topic, but also skills that will help them to research, frame and deliver an argument.

Debating encourages research, reasoned argument and the application of facts, and ingrains 21st Century Skills – the 12 abilities that today's students need to succeed in their careers during the information age (critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity and social skills).

Armed with these skills, young people are more equipped to take action such as reducing their impact on biodiversity and the environment, by making simple lifestyle changes, and encouraging others to follow. By engaging young people in this way on this topic, we also hope to develop the skills necessary for them to have a voice.

Topic 2 is linked to the KS2, 3 and 4 national curriculum in science, biology, English, geography, citizenship and SMSC – see full list, learning objectives and content notes below.

Why is chocolate production a contentious issue?

Forests – “For years the world’s major chocolate companies have been buying cocoa grown through the illegal deforestation of national parks and other protected forests, in addition to driving extensive deforestation outside of protected areas¹”.

People – Côte d’Ivoire and Ghana produce nearly 60% of the world’s cocoa². However, even though the UK chocolate industry is worth £4bn, the average cocoa farmer in Ghana and Côte d’Ivoire earn around, or under, \$1 per day (74p) – well below the extreme poverty line³.

¹ Mighty Earth, Chocolate's Dark Secret 2017

² Antonie Fountain & Friedel Huetz-Adams, Cocoa Barometer 2018

³ Craving a Change in Chocolate: How to secure a living income for cocoa farmers. [Fairtrade report](#) Feb 2019

What will Born Free's Great Debate deliver?

Lessons	Learning objectives	Content	KS2 Curriculum links	KS3 Curriculum links	KS4 Curriculum links
For chocolate production (1 hour)	To understand the social, economic and environmental benefits of chocolate production.	Introduction to cocoa and the journey to becoming chocolate. Case studies from cocoa farmers and trainers.	Science <ul style="list-style-type: none"> Living things and their habitats (Yr 4) Evolution and inheritance (Yr 6). 	Biology <ul style="list-style-type: none"> Relationships in an ecosystem Inheritance, chromosomes, DNA and genes. 	Biology <ul style="list-style-type: none"> Ecosystems.
Against chocolate production (1 hour)	To understand the social, economic and environmental cost of chocolate production.	Primarily looking into the impact on biodiversity – with a focus on West African primates and migratory birds. Touching on the human aspects, including income and technical support. Case studies from cocoa farmers, researchers in the field and interviews with Born Free's conservation team.	English <ul style="list-style-type: none"> Reading – comprehension Writing – composition Writing – vocabulary, grammar and punctuation Spoken language. 	English <ul style="list-style-type: none"> Reading Writing Grammar and vocabulary Spoken English. 	English <ul style="list-style-type: none"> Reading Writing Grammar and vocabulary Spoken English.
Preparing to debate (1 hour)	To analyse a range of arguments. To summarise and organise the material to support arguments with factual detail. To justify viewpoints.	The class can either be divided into two groups – for and against – or into more specific sub-groups that focus on social, economic and environmental impacts – the lesson aims to offer the students the opportunity to research and plan their arguments in groups.	Geography <ul style="list-style-type: none"> Locational knowledge Human and physical geography. 	Geography <ul style="list-style-type: none"> Locational knowledge Place knowledge (region within Africa) Human and physical geography. 	Geography <ul style="list-style-type: none"> Locational knowledge People and environment: processes and interactions Human geography: processes and change Formulating enquiry and argument.
Holding the debate (1 hour +)	To speak confidently and effectively by participating in formal debates and structured discussions. To listen and learn from others.	To hold a student debate either in class time or to a wider school audience.	Citizenship <ul style="list-style-type: none"> Developing confidence and responsibility and making the most of their abilities Preparing to play an active role as citizens Developing good relationships and respecting the differences between people Breadth of opportunities. 	Citizenship <ul style="list-style-type: none"> The way in which citizens work together to improve their communities, including opportunities to participate in school-based activities. 	Citizenship <ul style="list-style-type: none"> The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.
Extension: Sustainable chocolate (1 hour)	To make sustainable choices and take action to reduce their impact on local and global biodiversity.	Look into the pros and cons of the main chocolate certification schemes using case studies and online research. Develop a take responsibility action plan. Share your outcomes, plans and ideas via #BFGreatDebate.	SMSC <ul style="list-style-type: none"> Encourage respect for other people Ensure that all pupils within the school have a voice that is listened to. An understanding of how citizens can influence decision-making Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values. 	SMSC <ul style="list-style-type: none"> Encourage respect for other people Ensure that all pupils within the school have a voice that is listened to An understanding of how citizens can influence decision-making Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values. 	SMSC <ul style="list-style-type: none"> Encourage respect for other people Ensure that all pupils within the school have a voice that is listened to An understanding of how citizens can influence decision-making Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.