



## 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 21<sup>st</sup> 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 COCOA PRODUCTION A CONTENTIOUS ISSUE?

Côte d'Ivoire and Ghana produce nearly 60% of the world's cocoa<sup>1</sup> and "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 areas<sup>2</sup>". Furthermore, 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 line<sup>3</sup>.

<sup>1</sup> Antonie Fountain & Friedel Huetz-Adams, Cocoa Barometer 2018

<sup>2</sup> Mighty Earth, Chocolate's Dark Secret 2017

<sup>3</sup> 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
<b>The argument for cocoa production</b> (1 hour)	<ul style="list-style-type: none"> <li>To understand the social, economic and environmental benefits of cocoa production</li> <li>To rank and justify the benefits of cocoa production.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to cocoa and the journey to becoming chocolate</li> <li>Meet a Cameroonian cocoa farmer.</li> </ul>	<p>Science</p> <ul style="list-style-type: none"> <li>Living things and their habitats (Yr. 4)</li> <li>Evolution and inheritance (Yr. 6).</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>Reading – comprehension</li> <li>Writing – composition</li> <li>Writing – vocabulary, grammar and punctuation</li> <li>Spoken language.</li> </ul>	<p>Biology</p> <ul style="list-style-type: none"> <li>Relationships in an ecosystem</li> <li>Inheritance, chromosomes, DNA and genes.</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Grammar and vocabulary</li> <li>Spoken English.</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Place knowledge (region within Africa)</li> <li>Human and physical geography.</li> </ul>	<p>Biology</p> <ul style="list-style-type: none"> <li>Ecosystems.</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Grammar and vocabulary</li> <li>Spoken English.</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>People and environment: processes and interactions</li> <li>Human geography: processes and change</li> <li>Formulating enquiry and argument.</li> </ul> <p>Citizenship</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>The argument against cocoa production</b> (1 hour)	<ul style="list-style-type: none"> <li>To understand the social, economic and environmental cost of cocoa production</li> <li>To rank and justify the costs of cocoa production.</li> </ul>	<ul style="list-style-type: none"> <li>Primarily looking into the impact on biodiversity and the environment</li> <li>Touching on the human aspects, including income stability</li> <li>Meet a researcher in the field and a member of Born Free's conservation team.</li> </ul>	<p>Geography</p> <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Human and physical geography.</li> </ul> <p>Citizenship</p> <ul style="list-style-type: none"> <li>Developing confidence and responsibility and making the most of their abilities</li> <li>Preparing to play an active role as citizens</li> <li>Developing good relationships and respecting the differences between people</li> <li>Breadth of opportunities.</li> </ul>	<p>Citizenship</p> <ul style="list-style-type: none"> <li>The way in which citizens work together to improve their communities, including opportunities to participate in school-based activities.</li> </ul> <p>SMSC</p> <ul style="list-style-type: none"> <li>Encourage respect for other people</li> <li>Ensure that all pupils within the school have a voice that is listened to</li> <li>An understanding of how citizens can influence decision-making</li> <li>Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.</li> </ul>	<p>SMSC</p> <ul style="list-style-type: none"> <li>Encourage respect for other people</li> <li>Ensure that all pupils within the school have a voice that is listened to</li> <li>An understanding of how citizens can influence decision-making</li> <li>Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.</li> </ul>
<b>Researching the issue</b> (1 hour)	<ul style="list-style-type: none"> <li>To analyse a range of arguments</li> <li>To summarise and organise the material to support arguments with factual detail</li> <li>To justify viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>SMSC</p> <ul style="list-style-type: none"> <li>Encourage respect for other people</li> <li>Ensure that all pupils within the school have a voice that is listened to.</li> <li>An understanding of how citizens can influence decision-making</li> <li>Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.</li> </ul>	<p>SMSC</p> <ul style="list-style-type: none"> <li>Encourage respect for other people</li> <li>Ensure that all pupils within the school have a voice that is listened to</li> <li>An understanding of how citizens can influence decision-making</li> <li>Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.</li> </ul>	<p>SMSC</p> <ul style="list-style-type: none"> <li>Encourage respect for other people</li> <li>Ensure that all pupils within the school have a voice that is listened to</li> <li>An understanding of how citizens can influence decision-making</li> <li>Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.</li> </ul>
<b>The Great Debate</b> (1 hour +)	<ul style="list-style-type: none"> <li>To speak confidently and effectively by participating in formal debates and structured discussions</li> <li>To listen and learn from others.</li> </ul>	<ul style="list-style-type: none"> <li>To hold a student debate either in class time or to a wider school audience.</li> </ul>	<p>SMSC</p> <ul style="list-style-type: none"> <li>Encourage respect for other people</li> <li>Ensure that all pupils within the school have a voice that is listened to.</li> <li>An understanding of how citizens can influence decision-making</li> <li>Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.</li> </ul>	<p>SMSC</p> <ul style="list-style-type: none"> <li>Encourage respect for other people</li> <li>Ensure that all pupils within the school have a voice that is listened to</li> <li>An understanding of how citizens can influence decision-making</li> <li>Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.</li> </ul>	<p>SMSC</p> <ul style="list-style-type: none"> <li>Encourage respect for other people</li> <li>Ensure that all pupils within the school have a voice that is listened to</li> <li>An understanding of how citizens can influence decision-making</li> <li>Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.</li> </ul>
<b>Sustainable cocoa</b> (1 hour)	<ul style="list-style-type: none"> <li>To make sustainable choices and take action to reduce the impact on local and global biodiversity.</li> </ul>	<ul style="list-style-type: none"> <li>What does sustainability mean?</li> <li>Identify the main chocolate certification schemes and what they offer</li> <li>Develop a take responsibility action plan</li> <li>Share your outcomes, plans and ideas via #BFGreatDebate.</li> </ul>	<p>SMSC</p> <ul style="list-style-type: none"> <li>Encourage respect for other people</li> <li>Ensure that all pupils within the school have a voice that is listened to.</li> <li>An understanding of how citizens can influence decision-making</li> <li>Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.</li> </ul>	<p>SMSC</p> <ul style="list-style-type: none"> <li>Encourage respect for other people</li> <li>Ensure that all pupils within the school have a voice that is listened to</li> <li>An understanding of how citizens can influence decision-making</li> <li>Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.</li> </ul>	<p>SMSC</p> <ul style="list-style-type: none"> <li>Encourage respect for other people</li> <li>Ensure that all pupils within the school have a voice that is listened to</li> <li>An understanding of how citizens can influence decision-making</li> <li>Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.</li> </ul>