

CLIL EXCELLENCE MODULE/LEARNING UNIT PLAN FORMAT

School Primary

SCHOOL: Istituto Comprensivo n. 2 Porto Torres

Class: 4^A Bellieni

Subjects: Science English ICT

Title: Chocolate with love!

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Duration/Time: 20 hours

<p><u>Learning Outcomes</u></p>	<p><u>Content</u></p>	<p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> -know the origins of Easter eggs tradition -identify and label different parts of a cocoa tree -describe different parts of a cocoa tree -know where and how cocoa trees are grown; -know the history of chocolate -know the process of chocolate making -identify continents and countries on a map -understand the relationship between cocoa producers and merchants -know the plea of child labour and the importance of fairtrade chocolate - improve group work; -use technology to learn/to acquire supplemental information/to document.
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	<p><u>Communication (Language)</u></p>	<p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> -read a text to find specific information; -talk about likes and dislikes; -identify and describe the parts of a cocoa tree; -ask (and answer) for information about different parts of a cocoa tree; -identify key words and different steps of the process of chocolate making; -watch a video to understand the global meaning of it/to find specific information; -complete a text with the missing words; -read a text about the origins of chocolate to find specific information; -follow instructions from a user's manual in order to use an electrical tool. <p>Grammar and vocabulary</p> <p>present tense and past tense questions with <i>when/ where/ what/how</i>;</p> <p>singular and plural pronouns (<i>it- they</i>);</p> <p>plural demonstrative adjectives (<i>these-those</i>);</p> <p>senses adjectives (<i>sour-sweet-bitter-rough-soft-</i>)</p> <p>parts of a tree (especially of a cocoa tree) specific vocabulary;</p> <p>chocolate making vocabulary;</p> <p>pollination lexis;</p> <p>child labour vocabulary (understand);</p> <p>how to make homemade chocolate vocabulary.</p>
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	<p><u>Cognition (Thinking skills)</u></p>	<ul style="list-style-type: none"> -make predictions and hypothesis; -make comparisons; -read a text/ watch a video and answer the questions; -identify key words and information; -put sentences of cocoa tree parts (leaf-fruit-seed-flower) in order and match them to the right picture; -complete a graph; -talk about the results of a survey; -sequence the stages of the process of chocolate making; -give reasons; -make conclusions; -make an app with LearningApps; use an app (QR reader) to scan a code;
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		<ul style="list-style-type: none"> -sequence the stages of the process of chocolate making; -give reasons; -make conclusions; -make an app with LearningApps; use an app (QR reader) to scan a code; -organise a concept map of the whole unit.
	Culture	<ul style="list-style-type: none"> -be aware of the children exploitation in poor countries; -be aware of the relationship between poor and rich countries of the world
WALT (What are we learning to ...)	At the end of the Module/Unit, children <ul style="list-style-type: none"> o will know about chocolate <ul style="list-style-type: none"> • Will be able to talk about how chocolate is made and about cocoa trees characteristics and provenance • will be able to use IWB software (Oliboard), to use a mapmaking software, to create an app • will be aware of the problems connected to chocolate production; of the importance of buying fairtrade products 	
Language structures/ Vocabulary	Structures What are these? These are..., What kind of...? It's..., When do we...?, The egg is a symbol for..., The first chicken eggs were decorated in..., The word Easter comes from..., The first chocolate eggs were made in... , What' s your favourite...?, What can we make with..?, Are they...? Is it...? <i>How is chocolate made?, Chocolate is made with...</i> What' s the scientific name of cocoa tree, How tall is a cocoa tree?, What kind of climate does a cocoa tree need?, What part of the plant are they?, What shape are...?, What colour are...when they are young/adult?, They are..., How many cocoa beans are in a pod?, Where do flowers grow?, How many petals do cocoa flowers have?, What colour are flowers?, How are flowers produced? On the trunk, under the shadow of taller trees, in clusters, The cocoa trees grow in countries with a...climate, The tree start to producing fruit when..., The pods are harvested...The farmers open... cover cocoa beans with..., The farmers dry the beans in the sun for...The farmers put beans into sacks...the sacks are transported/ sent to..., The merchants sell..., a special machine removes..., Cocoa beans are roasted...heavy metal discs grind the beans...chocolate liquor is used to...chocolate is shaped... <i>is it good/sweet/bitter? do you like it?Lower the temperature, put the ingredients into the bowl, switch on/press the...button</i> <i>Add chocolate, mix chocolate, take chocolate with..., pour it into the..., programme the machine</i> Lexis specific vocabulary chocolate egg, Easter, life, chicken eggs, bitter, sweet, sour, spicy, smooth, rough, milk, flour, cocoa, sugar, butter, <i>corn grains-cocoa beans-wheat grains-coffe seeds, bread, coffee, pop-corn, plant, bush, tree, soil, ground, to grow, chocolate, roots, trunk, leaves, branch, fruit, flower, ripe/mature, shadow, hot, humid, clusters, branch, shadow, oblong, oval, delicate, pulp, row, taller</i> , scientific name, Theobroma Cacao, food of Gods, grow up, pruned, metres, sensitive, climates hot and humid, palms, plantains, rubber trees, thin, opaque, oval, long, reddish, young, adult, produce, continuously, centimetres, petals, clusters, larger/thinner branches, bear fruit, ovoid, turn, mucilaginous, arranged, growing, harvesting, mixing, decapping, drying, procurement, grinding, roasting, fermenting, sale, export, sacks, farmers, to cover, merchant, to sell, to remove, shells, machine, discs, <i>spatula, funnel, ladle, knives, molds, chef's hats, apron, melted, liquid/solid, hot/cold, High/low, to cool/to temper</i>	

Materials/ Resources	IWB with Internet connection (Videos, Pictures, Quizzes) Worksheets Blackboard Bibliography: AA.VV. Cook for fun ed. Eli
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	<ul style="list-style-type: none"> • Links: https://www.youtube.com/watch?v=LJ-1snuKJ7o • https://www.youtube.com/watch?v=fiMjr3Rwdjs • https://www.youtube.com/watch?v=7Vfby6hNeng
Assessment	Formative assessment: at the end of the unit the teacher will give the children a brief oral report about their behaviour and their work. Summative assessment: a Plickers quiz about cocoa tree' s characteristics: a sequencing exercise

	about their behaviour and their work.
	Summative assessment: a Plickers quiz about cocoa tree' s characteristics; a sequencing exercise of the history of chocolate; a matching and sequencing exercise (texts and pictures) of the chocolate journey stages have been used to evaluate students learning
	Final self assessment: children will be invited to evaluate their own work (Children's self-assessment) and their group work .

CLIL EXCELLENCE SINGLE LESSON PLAN FORMAT

LESSON format to be repeated for each lesson of the unit/module

Each unit/module follows the steps you can see in STAGE, these steps are developed in various lessons

WALT (What are we learning today -at the end of the lesson-...): Students will be able to know :the origins of Easter eggs tradition and decoration; cocoa tree features; cocoa history; how chocolate is made will be able to make chocolate with a heat mixing bowl							
Stage	Aim	Procedure	Language structures and vocabulary:	Materials	Interaction	Timing	
<i>e.g. Introduction /Lead in</i>	Tuning in on topic	Activity 1: introduce topic by showing three different kinds of chocolate eggs. Ask children what kind of chocolate eggs are on the desk, and when they are usually eaten. (see annex1)	<i>What are these? What kind of chocolate is this chocolate egg? When do we eat chocolate eggs?</i>	Chocolate eggs	Individual work	25 mins	
	Making predictions	Activity 2: invite ss to discover some curiosities about Easter: <i>let's discover some curiosities about Easter!</i> <i>Give</i> each child a questionnaire with multiple choice questions about Easter eggs curiosities and read it together with them (make questions aimed at eliciting ss' understanding), ask ss to think about it and complete the first column next to the questions with their predictions.) Read a text about Easter eggs history together with the children, ask ss to read it again silently and find out the right information about the meaning of Easter eggs and their origins. (see annex 2) Ss complete the second column of the questionnaire with the information they have acquired and compare their predictions with the right information. Read aloud the questions: children give the right answers. (see annex 3)	<i>-dark chocolate egg -milk chocolate egg -white chocolate egg The egg is a symbol for... The first chicken eggs were decorated in... The word Easter comes from... The first chocolate eggs were made in...</i>	Worksheets (multiple choice questionnaire and columns for predictions and correct answers) Text with information about the history of Easter eggs	Plenary	15 mins 10 mins	
	Discovering the origins of Easter eggs tradition						10 mins
	Talking about likes and dislikes (referring to Easter eggs)		Activity 1: show some flashcards of the adjectives <i>sweet-salty-sour-bitter</i> , ss look, listen and repeat/mime. Stick flashcards to the wall, say an adjective, ask ss to point to the right flashcard. Activity 2: ask ss to wash their	<i>sweet-salty-</i>	Flashcards	Pair work Whole class	15 mins 15 mins

<p>about likes and dislikes (referring to Easter eggs)</p>	<p>adjecive, ask ss to point to the right flashcard. Activity 2: ask ss to wash their hands and taste chocolate eggs you brought. Ask: <i>is it bad or good? Is it sweet or bitter? Do you like it?</i> Ss interview one another about the kind of chocolate eggs they like most, then, on the IWB fill in a graph with data referred to the whole calls, then discuss about the results of the survey. (see annexes 4) (See annex 5.)</p>	<p><i>sweet-salty-bitter-sour-spicy</i> <i>Is it...? yes, it is/No, it isn't</i> <i>Do you like...?</i> <i>What' s your favourite chocolate egg?</i></p>	<p>Flashcards Worksheets (chart to register the information of the interview) IWB</p>	<p>15 mins 20 mins 15 mins 20 mins</p>
<p>Making hypothesis about the ingredients of the chocolate</p>	<p>Activity 1: ask: do you know how chocolate is made? Ss list chocolate's main ingredients: each child repeats the ingredients listed by his/her schoolfriend, and adds a new one. The game stops when they say all the ingredients have been listed. Write answers on the board. Activity 2: bring in four kind of seeds/grains: <i>corn grains-cocoa beans-wheat grains-coffe seeds</i>, ask: <i>What are these?What colour are they?</i> (point out the differences between questions and short answers with <i>it/they/these</i>; provide language support on the board) <i>Are they big or small? Are they smooth or rough? What can we make with...?</i> Ask ss to wash their hands and close their eyes, then to smell, touch and taste seeds, ask them: <i>is it good or bad? is it smooth or rough? is it sweet, sour, bitter?</i> (see annex 6)</p>	<p><i>How is chocolate made?</i> <i>Chocolate is made with...</i> milk flour cocoa sugar <i>corn grains-cocoa beans-wheat grains-coffe seeds, What are these?What colour are these? Are they big or small? Are they smooth or rough? These are...They are... What can we make with...?</i> bread flour coffee pop-corn chocolate</p>	<p>Grains/seeds</p>	<p>Whole class 1 hour 10 mins</p>
<p>Thinking about what a cocoa plant looks like</p>	<p>Activity 3: show flashcards with the pictures of <i>plant/bush/tree/soil/ground</i> and of the verb <i>to grow</i>: ss look, listen and repeat/mime; show the flashcards and ss say the words. Activity 4: ask to imagine a cocoa plant: <i>imagine a cocoa plant! Does it look like a plant? A tree? A bush?</i> Would it grow under the ground like a carrot (show them flashcard of a growing carrot)?, provide a sheet of paper and ask to draw a cocoa plant as they imagine it could look like. (see annexes 7) (see annexes-8)</p>	<p><i>plant/bush/tree/soil/ground/to grow</i> <i>Does it look like...? Yes, it does, no, it doesn't</i></p>	<p>Paper crayons</p>	<p>10 mins 15 mins 15 mins</p>
<p></p>	<p>Pre-teaching vocabulary activity: Show flashcards of different parts of a plant/tree, and of key words ss need to understand a text about cocoa trees: <i>roots, trunk, leaves, branch, fruit, flower, ripe/mature, shadow, hot, humid</i> etc., ss listen and point/repeat, mime some words around the classroom (<i>row/cluster/taller</i>) then complete a crossword prepared with www.discoveryeducation.com/free-puzzlemaker/</p>	<p><i>roots trunk</i></p>	<p>Worksheets (crossword-labelling exercise)</p>	<p>20 mins 20 mins 15 mins</p>

		<p>then complete a crossword prepared with www.discoveryeducation.com/free-puzzlemaker/ (see annex 9)</p> <p>Ask to write the words on a sheet of paper, and draw the right picture next to each word. (see annex 10)</p> <p>Provide a worksheet with the pictures of a plant and of a tree and ask to label the various parts. (see annexes 11) (see annexes 11 b) (see annexes 11 c)</p>	<p>roots, trunk, leaves, branch, fruit, flower, ripe/mature, shadow, hot, humid, clusters, branch, shadow, oblong, oval, delicate, pulp, row, taller, wind, sun</p>	<p>labelling excercis e)</p>		
<p><i>e.g.</i> Content input</p>	<p>Making hyphotesis about cocoa trees</p> <p>Finding out about cocoa trees</p>	<p>Activity 1: prepare five black and white pictures of five different parts of the cocoa tree (pod, leaves, flowers, seeds, tree), put each one of them into an envelope, number the envelopes from 1 to 5, hide them in the school front garden, then prepare 5 worksheets with information about each part of the tree (shape, size, colour etc) and multiple choice answers to tick. Make five small chocolate eggs (place a QR code with information about the parts of a plant into each egg before gluing the two halves), put them into five parcels (make sure each parcel has got the same number of the matching picture)and hide the parcels in the back school garden . Divide the class in four groups and explain that each group has to look for a picture in the garden, then go back into the classroom and tick the information they think are right, look for the Easter egg parcel with the same number of the envelope, break the egg, scan the QR code with the app on their devices, and complete the second column with the found information, then compare their hyphotesis to the right information. (see annexes 12) (see annexe 13) (see annexes 14) (see annexes 14b)</p> <p>Activity 2: provide each group the worksheets of the other four groups, ask each group to show the picture of the part of the plant they found in the garden, ask the other groups to complete the hyphotesis column for each part. (see annexes 15) Show the QR codes on IWB: chidren scan all the codes with their devices, read the information and complete the second column with the right information.</p> <p>Activity 3: show a picture of the cocoa tree: ss see for the first time the picture of the cocoa tree and</p>	<p>Leaves, pods, flowers, fruit, cocoa beans, cocoa tree, scientific name, Theobroma Cacao, food of Gods, grow up, pruned metres, sensitive, climates hot and humid, under the shadow of taller trees, bananas, palms, plantains, rubber trees, thin, opaque, oval, long, reddish, young adult, produce, continuously, centimetres, petals, clusters, larger branches, bear fruit, ovoid, turn, mucilaginous, arranged</p>	<p>Envelopes with pictures of the parts of cocoa tree</p> <p>Parcels with small homemade Easter eggs (with QR code inside)</p> <p>Worksheets (multiple choice information about parts of the plant and column for the right answers)</p> <p>IWB tablets, mobile phones</p> <p>PPT presentation</p> <p>Picture of cocoa tree</p>	<p>Group work</p>	<p>15 mins</p> <p>10 mins</p> <p>20 mins</p> <p>15 mins</p> <p>20 mins</p> <p>20 mins</p> <p>5 mins</p> <p>10 mins</p>

		<p>Activity 3: show a picture of the cocoa tree: ss see for the first time the picture of the cocoa tree and comment about differences and similarities between the real tree and the tree they imagined and drew,</p> <p>show a PPT presentation about the cocoa tree with coloured pictures and a detailed description of each part of the tree.</p> <p>Ss listen and read, then check again they have written the correct answers in the second column of the worksheets.</p> <p>Provide children a text about the cocoa tree, they read it silently (then read it also at home).</p> <p>(see annexes 16-a) (see annexes 16-b)</p>		Picture of cocoa tree Text about cocoa tree	Individual work	10 mins
e.g. Input processing	Talking about Theobroma cacao	<p>Activity 1: prepare a list of questions about the cocoa tree (see annex 17), and a set of pictures of the cocoa tree parts (see annex 18). Divide the class in two teams, "Pods" and "Theobroma cacao": a member of a team catches a card with the picture of a part of the tree, show it to a member of the other team and asks: <i>what part of the plant is it/are they?</i>, then asks one of the questions suggested by the teachers on the list: after a while, children ask questions without the support of the list. The winner team gets a chocolate bar!</p> <p>Activity 2: prepare a cloze test about the cocoa tree, prepare the whole test on the IWB with the "Scratch and win" tool, so that children can find out the missing words by scratching. Provide each child a cloze test, read the test, ask children to write the missing words. (see annex 19)</p> <p>Children correct the test on the IWB with the "Scratch and win" game.</p> <p>Activity 3: prepare a text with scrambled sentences you can "drag and drop" on IWB. On the IWB children drag and drop the scrambled sentences in order below the right definition, then match them to the right picture. (see annex 20)</p> <p>Activity 4: Prepare a quiz (about cocoa tree characteristics) with Plickers (see annexes 21) www.plickers.com/, provide children with Plickers cards, show and ask the questions on the IWB: ss answer by using the cards. Check the correct answers and the percentage of mistakes with children and discuss about mistakes.</p> <p>Activity 5: give children a worksheet, with the picture of a black and white map of the world and some questions (with multiple</p>	<p>What's the scientific name of cocoa tree? How tall is a cocoa tree?</p> <p>What kind of climate does a cocoa tree need? What part of the plant are they? What shape are...? What colour are...when they are young/adult? How many cocoa beans are in a pod? Where do flowers grow? How many petals do cocoa flowers have? What colour are flowers? How are flowers produced?</p> <p>Leaves, pods, flowers, fruit, cocoa beans, cocoa tree, scientific name, Theobroma Cacao, food of Gods, grow up, pruned metres, sensitive, climates hot and humid, under the shadow of taller trees, bananas, palms, plantains, rubber trees, thin, opaque, oval, long, reddish, young adult, produce, continuously, centimetres,</p>	Cards with pictures of parts of a cocoa tree List of questions about parts of cocoa tree Chocolate bars IWB Worksheets (cloze test-brief history of cocoa) Map of the world	Team work Work in team to find the right information/ to put sentences of a test in the right order	1 hour 15 mins 15 mins 20 mins 30 mins 15 mins
	Making predictions Finding out cocoa history and top cocoa producing countries					

Activity 3: Give children a worksheet, with the picture of a black and white map of the world and some questions (with multiple choice answers) about cocoa's history, make children reflect on the climate cocoa trees need, ask them to colour the countries they think are cocoa producers on the map, and to answer the questions.

(see annex 22)

Show a video on youtube

<https://www.youtube.com/watch?v=fiMjr3Rwdjs>:

ss watch and listen many times and find out the right answers to cocoa origins questions. Give a text with a map of top seven cocoa producing countries and a brief history of cocoa.

(see annex 23)

Project the map also on the IWB: ss observe the map, locate the top producing countries, and discuss about the fact that all of them are considered poor countries.

Ss read the history of cocoa and check again the questionnaire to make sure they have identified the correct answers in the video.

Divide the class in four groups, give each group six cardboard strips with a part of the cocoa history on each, ask them to put the cardboards in the right order and stick them on a coloured sheet of paper.

(see annexes 24)

(see annexes 24b)

Children discuss about their group work.

Curiosity: while watching the video about the history of chocolate, children see midges and ask about their function. We decide then to talk about midge, the only pollinator to serve cocoa plants and about the pollination of cocoa flowers.

Activity 1: show a cartoon about the pollination of cocoa flowers

<https://www.youtube.com/watch?v=LJ-1snuKJ7o>,

point out the tiny size of midges, the only insects to pollinate cocoa plants.

Activity 2: Drama Lab. Prepare 2 wings, 2 sets of five pink petals made from cardboard, 4 pairs of long green socks (these are worn on the hands of the ss representing the stamens and the pistils), 4 pom.poms to stick to the top of the socks, representing the pollen grains and the stigma, put some orange paint onto the pollen grains. Two sets of five children tie a petal to their head and each group forms the outermost circle of each flower, children representing stamens and pistils stand at the centre of the flowers: a boy/a girl, representing the midge, dramatize the pollination: flies into a flower to drink the nectar, some pollen

produce, continuously, centimetres, petals, clusters, larger branches, bear fruit, ovoid, turn, mucilaginous, arranged

The first people to make chocolate were... Which cultures were the first to consume chocolate? ancient civilizations

Mayans'chocolatl'

How did chocolate become popular in Europe?

Chocolate arrived in Columbus brought cocoa seeds to... liquid, solid.

When did chocolate arrive in Europe?

Cocoa producing countries main producers West Africa - Ghana Nigeria Cote D'Ivoire South America - Brazil Ecuador Asia - Malaysia Indonesia

pollen grains, nectar, stamen, pistil, midge, stigma, sticky, to stick, fertilize

15 mins

20 mins

20 mins

20 mins

25 mins

30 mins

Whole class



Group work

Individual work

Cardboards strips with the history of cocoa

Petals and wings of cardboard Long green socks for stamens and pistils Pom-poms Cotton Paint

Paper

		<p>the midge, dramatize the pollination: flies into a flower to drink the nectar, some pollen grains get stuck onto its legs(children have cotton between their fingers, that gets dirty with some paint) then flies into another flower and pollen grains (paint) stick to its stigma.</p> <p>Activity 3: ss draw the pollination of cocoa flowers. (see annexes 25)</p>				
<i>e.g. Output</i>	<p>Knowing the stages in the chocolate journey from bean to bar</p>	<p>Activity 1: show a PPT presentation on the manufacturing steps for transforming cocoa beans into chocolate, use some flashcards to make ss understand concepts like <i>fermentation, drying, roasting</i>.</p> <p>Activity 2: stick pictures of all the steps of the process of chocolate making on the wall, read a sentence that describes a step: children point to the right picture.</p> <p>Activity 3: prepare some sets of pictures of all the steps of the process of chocolate making, give each child a picture, read a sentence that describes a step: children who have the pictures of that specific step stand up. (</p> <p>Activity 4: Memory (pictures used to prepare memory cards have been found on the internet). Place cards with pictures and cards with text of the steps of the production of chocolate on the floor, divide the class in two teams, ask them to connect each picture to the matching sentence. Divide the class in four groups, give each group a set of pictures of chocolate making: they put the steps in the right order, the winning team is the one that finishes first.</p> <p>Ss do the same game with sets of pictures and texts. (see annexes 26) (see annexes 26b) (see annexes 26c)</p> <p>Children use https://learningapps.org/ website to build two interactive applications: a memory of the parts of the cocoa tree; a sequencing game of the stages of the process of chocolate making. (see annex 26d)</p> <p>Children play with the apps.</p>   <p>http://LearningApps.org/watch?</p>	<p>The cocoa trees grow in countries with a...climate, The tree start to producing fruit when..., The pods are harvested...The farmers open... cover cocoa beans with..., The farmers dry the beans in the sun for...The farmers put beans into sacks...the sacks are transported/ sent to..., The merchants sell..., a special machine removes..., Cocoa beans are roasted...heavy metal discs grind the beans...chocolate liquor is used to...chocolate is shaped...</p> <p>growing, harvesting, mixing, decapping, drying, procurement, grinding, roasting, fermenting, sale, export, sacks, farmers, to cover, merchant, to sell, to remove, shells, machine, discs</p> <p>Child labor dangerous conditions pesticides</p>	<p>Cards with pictures or texts of the stages of cocoa production</p> <p>IWB</p> <p>Worksheet s</p> <p>heat mixing bowl spatula, funnel, ladle, knives, molds, chef's hats, aprons</p>	<p>Whole class</p> <p>Group work</p> <p>Individual work</p> <p>Individual task</p>	<p>30 mins</p> <p>10 mins</p> <p>10 mins</p> <p>20 mins</p> <p>10 mins</p> <p>15 mins</p> <p>1 hour</p> <p>30 mins</p> <p>50 mins</p> <p>5 mins</p> <p>20 mins</p>

Making chocolate

<http://LearningApps.org/watch?v=pwqn12fyt17>

<http://LearningApps.org/watch?v=pepqicbst17>

Activity 5: Show a video about child labour
<https://www.youtube.com/watch?v=7Vfby6hNeng>, then show a summary picture of the topic, provide a text (with multiple choice questions) about child labour, ss read, answer to the questions and discuss (in italian) about eventual solutions to the problem of child slavery labour: amongst the solutions children suggest to buy fairtrade chocolate.

(see annex 27a)

(see annex 27b)

(see annex 27c)

Show fairtrade symbols to the class.

Ask ss to go to the supermarket and buy fairtrade chocolate: children document the moment by sending the photo to the teachers. (see annex 28)

Ss bring chocolate bars to school: check together they bought chocolate with fairtrade or farming programme symbols.

Activity 6: Preparing a kitchen lab:

bring a heat mixing bowl, kitchen tools (spatula, funnel, ladle, knives), various kinds of molds, chef's hats, some aprons (ask children to bring aprons as well).

Let children make predictions about what they are going to do. Show the tools, say the names in English, children repeat.

Read simple instructions on how to make chocolate extracting them out of the user's manual, provide visual support.

Divide the class in groups: children chop the chocolate into small pieces.

Give instructions for each step: stick all the instructions with pictures on the blackboard, point to them and mime some words while giving instructions.

Ask small groups of children at a time to: programme the machine to heat and melt chocolate; put chocolate chunks into the machine, mix chocolate;

(When chocolate gets liquid ask them to observe and taste it. Make questions) lower the temperature of the machine to temper chocolate;

pour the chocolate into molds with spatula and funnel.

Molds are placed in the fridge. The day after children converse

dangerous conditions pesticides fertilisers protection dangerous tools heavy loads clearing and burning vegetation slavery trafficking of children accompanied cocoa farms

patula, funnel, ladle, knives, molds, chef's hats, aprons is it good/sweet/bitter ? do you like it? Put the ingredients into the bowl Add chocolate switch on/press the...button melted, liquid/solid, hot/cold Mix chocolate Take chocolate with... pour it into the... programme the machine High/low Lower the temperature to cool/to temper

knives, molds, chef's hats, aprons Chocolate bars

Inspiration programme (trial version)

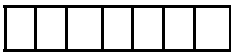
Plenary

Group work

3 hours

30 mins

		spatula and funnel. Molds are placed in the fridge. The day after children converse about the experience. Together with ss remove chocolate out of the molds and put them into parcels to bring home and taste with families! (see annexes 29) (see annexes 29-b) (see annexes 29-c) Cooperative learning activity: in groups, children project and make a map of the whole unit about chocolate: each group develops a different topic of the path. (see annexes 30)				
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<i>e.g.</i> Assessment	Formal assessment: games, worksheets, dialogic interactions, pair and group works have been a means to evaluate students competences in the various steps of the unit, and enabled us to see how students responded to the material in order to adjust both teaching and activities.	Vocabulary related to the topic	Cardboard strips	Individual work
	Self assessment: teachers ask children to reflect on their individual work and on their group work. The creation of the map of the whole unit was an occasion that allowed children to reflect upon their own work.		Cards with pictures and sentences	Pair work
	Summative assessment: quizzes, sequencing and matching exercises creation have been used to measure students growth at the end of each topic of the unit.		Mapmaking creator Worksheets	Group work