

Part 2

Socio-economic dynamics in cocoa production

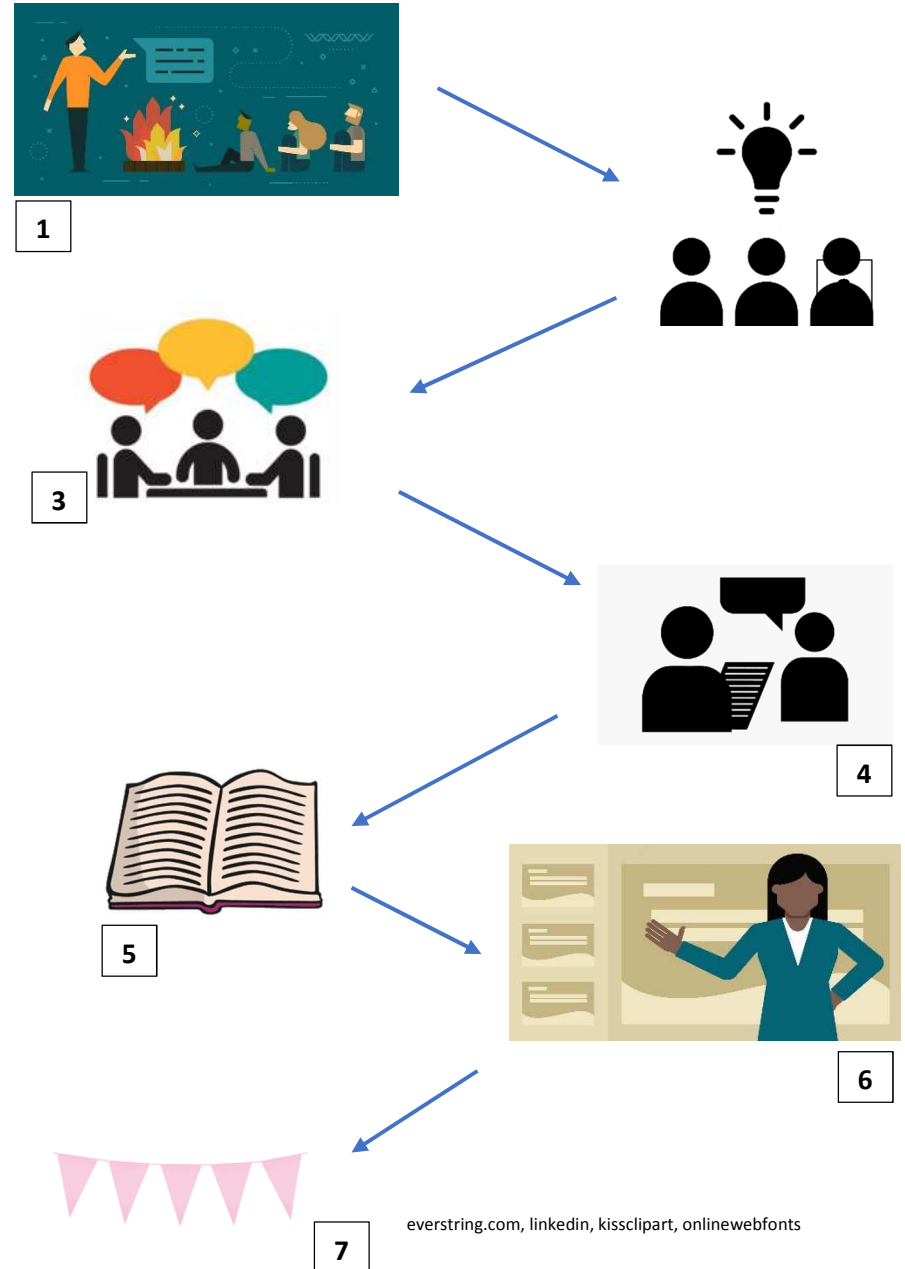
Overview Part 2: Socio-economic dynamics in cocoa production

Leading Question: "How do farmers realities in cocoa production look like and how do they experience wider socio-economic production processes?"

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- 1** Storytelling
stories around cocoa farming: what does the community know?
- 2** Question creation and clustering of Topics
what are our passionate questions and concerns?
- 3** Group work preparations
we prepare our projects and present them
- 4** Field trips
we work with the community to investigate our topics
- 5** Post processing
we prepare the collected material for the theme book
- 6** Presentation in class
we prepare the presentation of our experiences and conclusions
- 7** Presentation for public
we prepare a party for the community where we present our work

Diary & Coaching



1

Storytelling

stories around cocoa farming: what does the community know?



Purpose

- Students learn about socio-economic, cultural and other subjective realities of a cocoa farmers.

Overview

- Cocoa farmers tell the students about their life as a cocoa farmer (either by bringing stories of family members or other community members in class or by a visit of a farmer in class).

Time

- About 45 minutes

Material

- Paper and Pens

Teachers Support

Didactic Commentary

As an introduction to the teaching unit, the students listen to stories of cocoa farmers. Through this learning situation the students are addressed by personal stories so as to get them a feeling of concern. In that the stories come out of their communities, they feel a personal interest to deal with the issue of the lived realities of cocoa farmers. Each student is particularly addressed by certain topics of the farmers' tale, and he/she should have the possibility to turn his/her attention to that topic later on.

Procedure:

There are two ways to process chapter 1) Storytelling. In each way, cocoa farmers should be asked the following question:

- “How is it to be a cocoa farmer? Tell me some experiences about your reality as a cocoa farmer.”

Version A)

- The teacher asks in advance a cocoa farmer who is willing to talk in front of the class during a lesson about his reality as a cocoa farmer.
- When starting the lesson, the teacher greets the class and introduces the cocoa farmer.
- Thereafter, the cocoa farmer talks about his reality as a cocoa farmer.
- Afterwards, the teacher thanks the farmer for the visit.
- **Important:** After the story, students should NOT ask the farmer any questions. The questions should be noted in groups in Chapter 2).

Version B)

- As a preparatory homework, students visit a neighbouring cocoa farmer or a cocoa farming family member and ask him/her about the reality as a cocoa farmer. The question should be formulated as open as possible.
- The students take notes on the narrations and bring them to class.
- In class, groups are formed (ideally 4-5 students per group).
- The students exchange the stories of the cocoa farmers in their groups.
- Afterwards each group presents one story of a cocoa farmer in class.

2

Question creation and clustering of Topics

what are our passionate questions and concerns?



Purpose

- Students collect questions about the realities of cocoa farmers.
- The collected questions are sorted by topics.

Overview

- The students discuss in groups what they are interested in about the realities of cocoa farmers. They write down their questions and concerns.
- In class, the questions/concerns of the groups are sorted by topics. Using theme cards, the teacher adds further topics to be examined, if needed. The pedagogical interest remains the concerns and questions of the students.

Time

- About 60 minutes

Material

- Issues established from storytelling
- 10 papers per group of 4 or 5
- Empty papers for topics
- Pens
- Theme cards

Teachers Support

Didactic Commentary

Storytelling (chapter 1) is a form of knowledge extension by sharing and exchanging experience through stories. It uses the extended knowledge to get a sense of significance and concern about the topic. This chapter connects to chapter 1 “storytelling” in that it uses this knowledge for visualizing the students motives regarding the topic in question. So, the stories of the cacao farmers (Chapter 1) are meant to trigger motives in the students so that they create curiousness and concern which leads them to intrinsic learning investigation. Moreover, the storytelling situates the topic in the everyday community context and extends personal knowledge by knowledge sharing.

During a group work phase, the students have to talk about the stories of the cocoa farmers. The exchange in the group helps to create questions about the socio-economic, cultural or emotional life of a cocoa farmer. To create these questions, the “Placement Activity” is used.

In a next step, the questions that have been identified and written down in the groups are collected, presented and sorted in class. This happens in class so that the teacher can steer the process.

Because some topics may not be addressed with the students' questions/concerns, so-called *theme cards* are available to the teacher. In the *theme cards*, the eventual missing topics are not named directly. But they are designed to trigger the students so that they recognize the missing topic themselves, which increases their motivation.

Procedure:

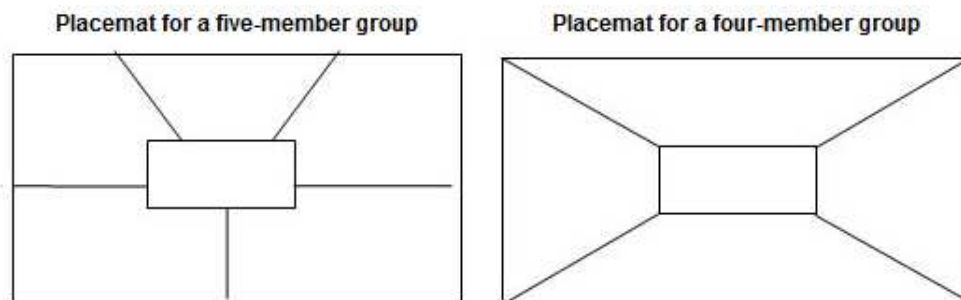
- The teacher divides the class into groups of four or five.
- Step 1) Framing: Each group exchanges about the own and other's mental frame about the stories of the cocoa farmer and extends this frame by exchanging with colleagues. All the inputs must be taken into consideration for the next step. The following key questions serve as suggestions:
 - "What did I like most in the stories?"
 - "What did I find exciting?"
 - "What surprised me?"
 - "What makes me think?"
- Step 2) Project compass: The teacher first explains the "Placemat Activity"

Background: „Placemat Activity“

The *Placemat Activity* strategy provides an opportunity for each student in a group to record individual responses and ideas regarding an issue, topic or question for consideration. The strategy can be used to brainstorm ideas, record researched information or analyze documents. Individual responses are shared with the group. After sharing and discussion, the group records agreed-upon responses in the centre of the placemat.

To use this strategy:

- divide the class into groups of four or five
- provide each group with one large sheet of paper/placemat and a marker for each group member
- instruct each group to divide its sheet of paper/placemat into sections, with an area in the centre and enough separate areas around the outside to match the number of members in the group, as illustrated below
- ask groups to record responses of individual students within their allotted space in one of the outside sections
- provide time for each student in the group to share his or her recorded responses with the group without discussion or debate from the other students
- ask groups to decide, collectively, on the five to ten most important/significant items or responses and record them in the centre of the placemat—it is important that all group members agree on the top five or ten items.



Source: http://www.learnalberta.ca/content/sssm/html/placematactivity_sm.html

- Next, the Teacher gives the following task:

Activity 1: “You have now exchanged about the stories of the cocoa farmer(s). What concerns about the realities of a cocoa farmer did you discuss? What is your greatest interest that you would like to investigate? Note down every respective concern and question into your section. Time: 5 Minutes”.

Activity 2: When everyone has written down their results, the paper is turned clockwise so that everyone can read the notes of the other group members. This is repeated until the students are sitting in front of their own notes again. Each student can now explain their notes and answer questions about them.

Activity 3: Now that everyone knows the questions of the other group members, they should discuss the different questions and jointly decide which questions should be entered into the central group field.

Activity 4: Each question of the central group field has to be written on an empty paper.
- Step 3) Clustering: The teacher leads over to class discussion. Each group presents their questions/concerns. After each group-presentation, the papers with the questions are collected and placed side by side on the blackboard or on the ground. After all groups have presented their questions, they are sorted. In a conversation between the teacher and the students, it is discussed which questions can be summarized under a topic. Topics get meaningful titles. The title is written in large in colour on a blank sheet, and the related questions are placed below it. In this way, different topics arise, and each topic has related questions/concerns.

It may be that students have few questions or do not address certain topics that are important for the particular context. In order to ensure that as many topics as possible are available, so-called *theme cards* are available to the teacher (for topics and *theme cards*, see below). The teacher shows the *theme cards* of missing topics. Depending on the amount of *theme cards*, they can be analysed in plenary or in groups. The theme cards trigger further questions from the students. Based on the theme cards, students have to write down new questions. Subsequently, these new questions are assigned to (new) topics.

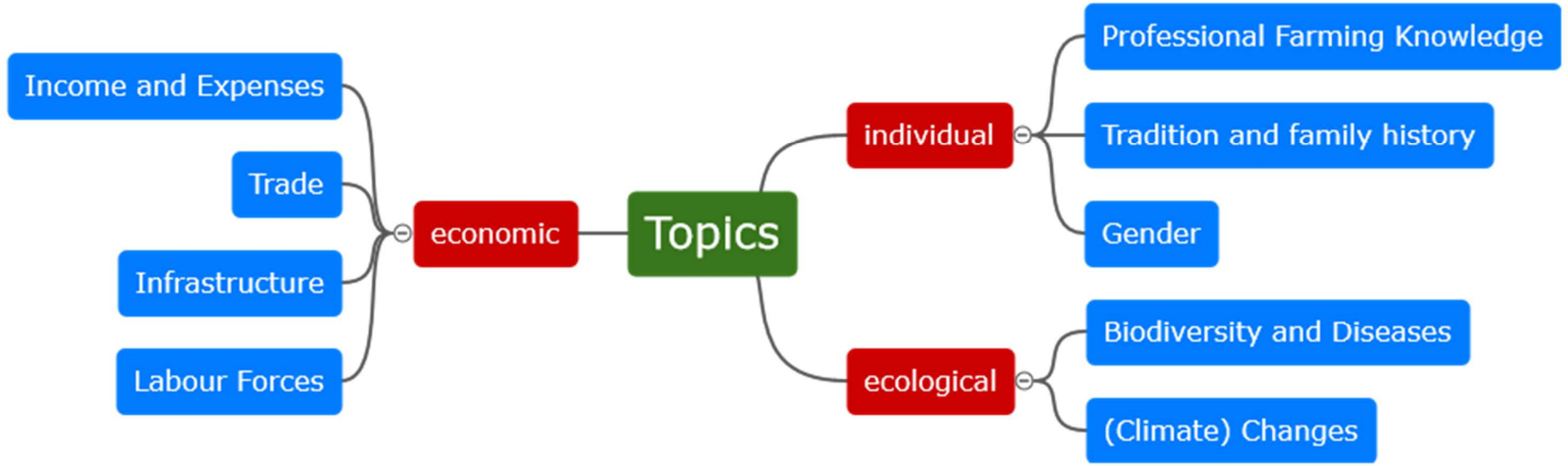
At the end, on the blackboard or on the floor, there is an overview of various topics that take place in the life of a cocoa farmer. As soon as this is done, you can continue with chapter 3.

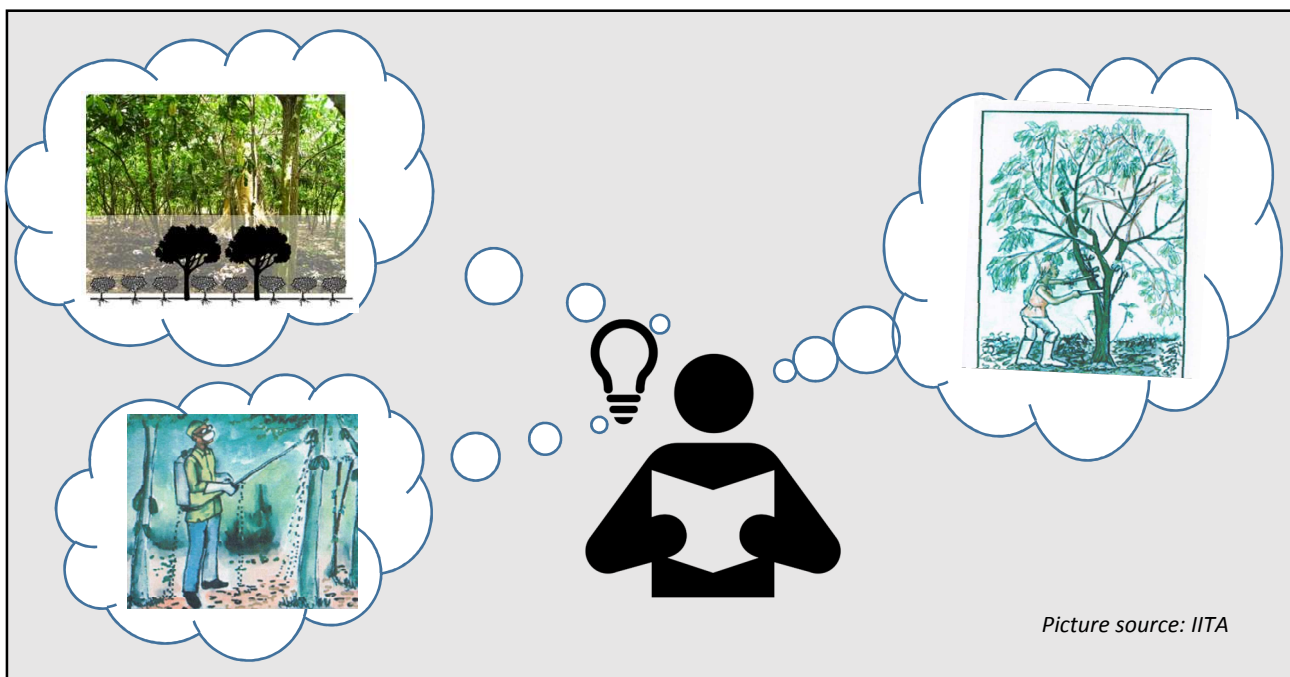
Help for Clustering / Theme Cards

On the next page you will find a mind map with various possible topics that affect the realities of cocoa farmers. This mind map only serves as a suggestion/help for the teacher - but there is no claim of completeness. In this mind map, the teacher will find suggestions for main topics that could be used to summarize the questions of the students (Step 3). In addition, based on ideas from the students many other topics can be added.

Students may develop too few questions or do not address certain topics that the teacher finds important for the particular context. In order to ensure that many different topics are examined, *theme cards* are available for all yellow topics in the mind map (see below). These *theme cards* point to a topic and aim at triggering further questions from the student’s side within this topic.

Below every *theme card*, some information is noted – this serves only as help for the teacher and should not be given to the students.





Professional farming knowledge

Background information

Cocoa fields are often passed on from generation to generation, and thus the knowledge and experience of the previous generation is also passed on. Farmers can also acquire new knowledge through own experience, exchange with other cocoa farmers or further professional education. And there are also programs (governmental, NGO's,...) which train cocoa farmers or show them new management techniques.

Good management techniques have a positive influence on the yield of a cocoa farm and thus on the income of the farmer. In addition, good management techniques are important for the sustainability of a cocoa field.

This topic collects questions about the training of the cocoa farmers.

Sources:

- Blaser WJ. et al. (2018). *Climate-smart sustainable agriculture in low-to-intermediate shade agroforests. Nature Sustainability. Vol. 1.*
- Mukete N. et al. (2018). *Cocoa Production in Cameroon: A Socioeconomic and Technical Efficiency Perspective. International Journal of Agricultural Economics. Vol. 3, No. 1.*



Picture: <https://clipartstation.com>



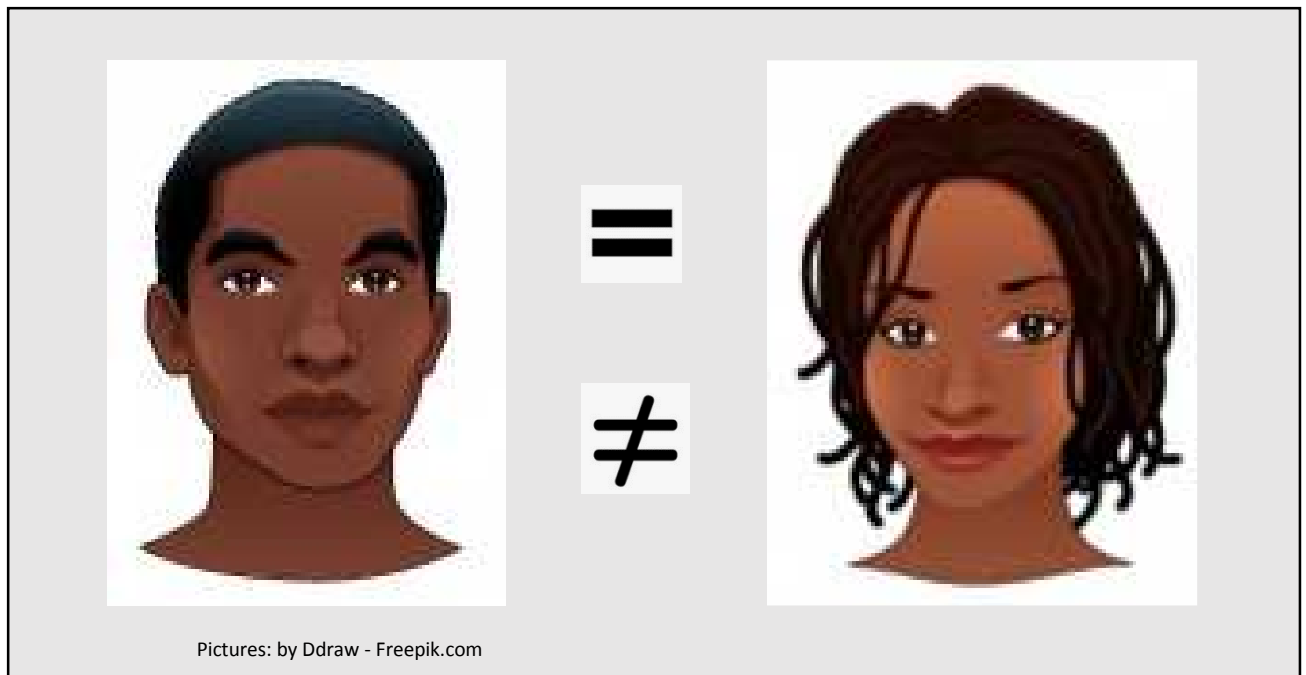
Tradition and family history

Background information

Often cocoa farming alone does not earn much money, so the younger generation often leaves rural areas to pursue better opportunities abroad or in cities. Therefore, this topic collects questions about how and why someone became a cocoa farmer and how the farmers see the future of their farm.

Sources:

- Mukete N. et al. (2018). *Cocoa Production in Cameroon: A Socioeconomic and Technical Efficiency Perspective*. *International Journal of Agricultural Economics*. Vol. 3, No. 1.



Gender

Background information

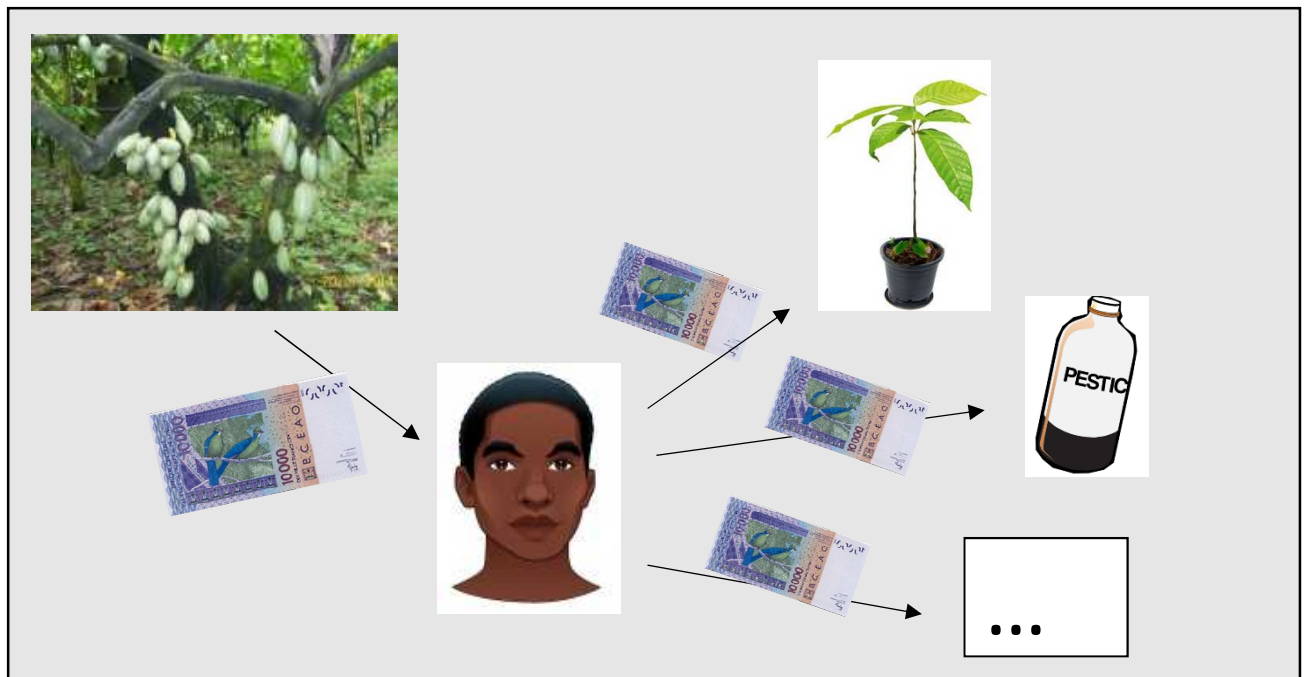
Both men and women are involved in all stages of cocoa production, from planting the plantations and tending the trees to harvesting and processing the cocoa beans. However, there is often a division of labour between women and men.

For Example: Men mostly clear land, spray the chemicals, harvest and break up the cocoa fruits, transport the dried beans to traders and sell them. Typical occupations of the women are collecting the cocoa fruits, removing the beans from the opened fruits and drying the beans.

This topic collects questions about the difference between women and men on cocoa plantations.

Sources:

- Südwind e.V.- Institut für Ökonomie und Ökumene. (2011). *Ghana: Vom bitteren Kakao zur süßen Schokolade. Der lange Weg von der Hand in den Mund.*



Income and expenses

Background information

The income from cocoa cultivation is rather low. It would be possible for the farmers to process their harvest themselves in order to achieve a higher income, but they usually lack the knowledge and the means to do so.

Often the farmers also have income from other sources. In order to maintain good cocoa yields, farmers have to reinvest a part of their income, for example in seedlings, fertilizer, pesticides, tools, etc. This topic therefore collects all questions concerning income and expenditure.

Sources:

- *International Institute for Tropical Agriculture Cameroon*



Picture source: <https://cocoainitiative.org/>



Labour force

Background information:

The management of the cocoa plantation often requires many helping hands. Especially during the harvest season there is a lot of work, but for many farmers the hiring of temporary workers is not affordable. The relatively high cost of labour is one of the reasons why children are employed.

This topic collects questions about how work force is organised.

Sources:

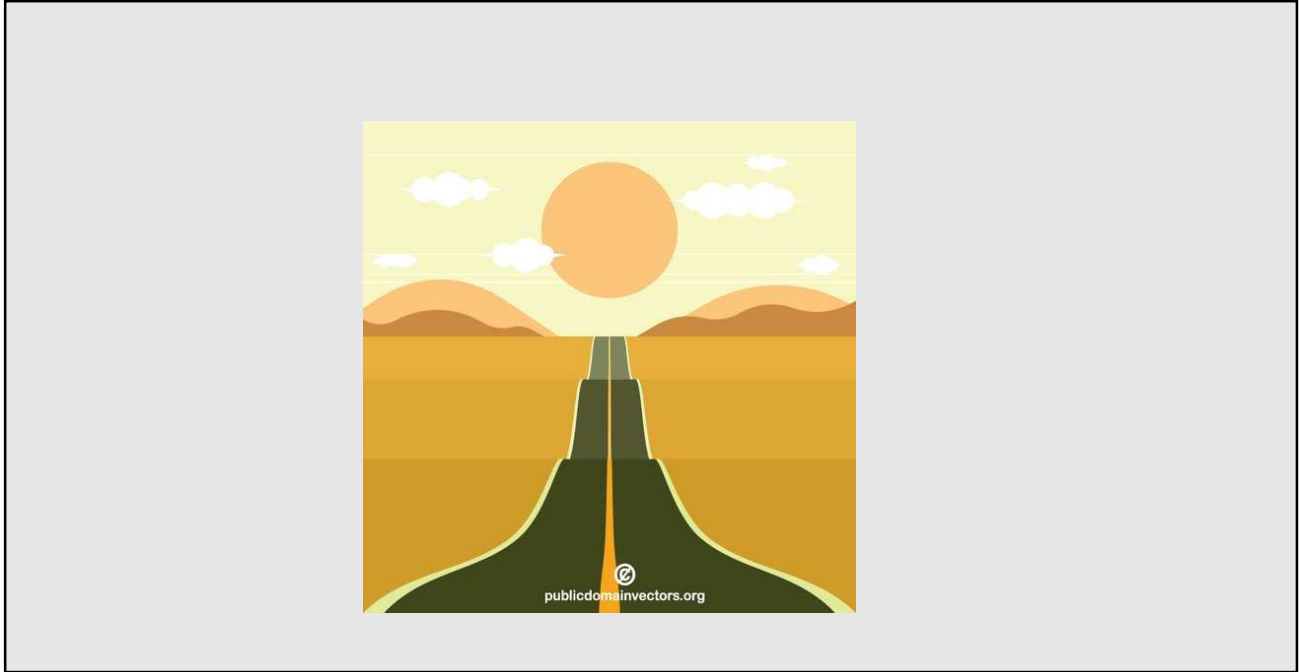
- Südwind e.V.- Institut für Ökonomie und Ökumene.(2011). *Ghana: Vom bitteren Kakao zur süßen Schokolade. Der lange Weg von der Hand in den Mund.*



Trade

The trade system consists of quite complicated networks of different local, regional and global actors. Farmers often do not have direct access to markets or sellers for supra-local markets. Also, the trading system often is intransparent for farmers, especially in terms of market prices and there are many dependencies and middle men.

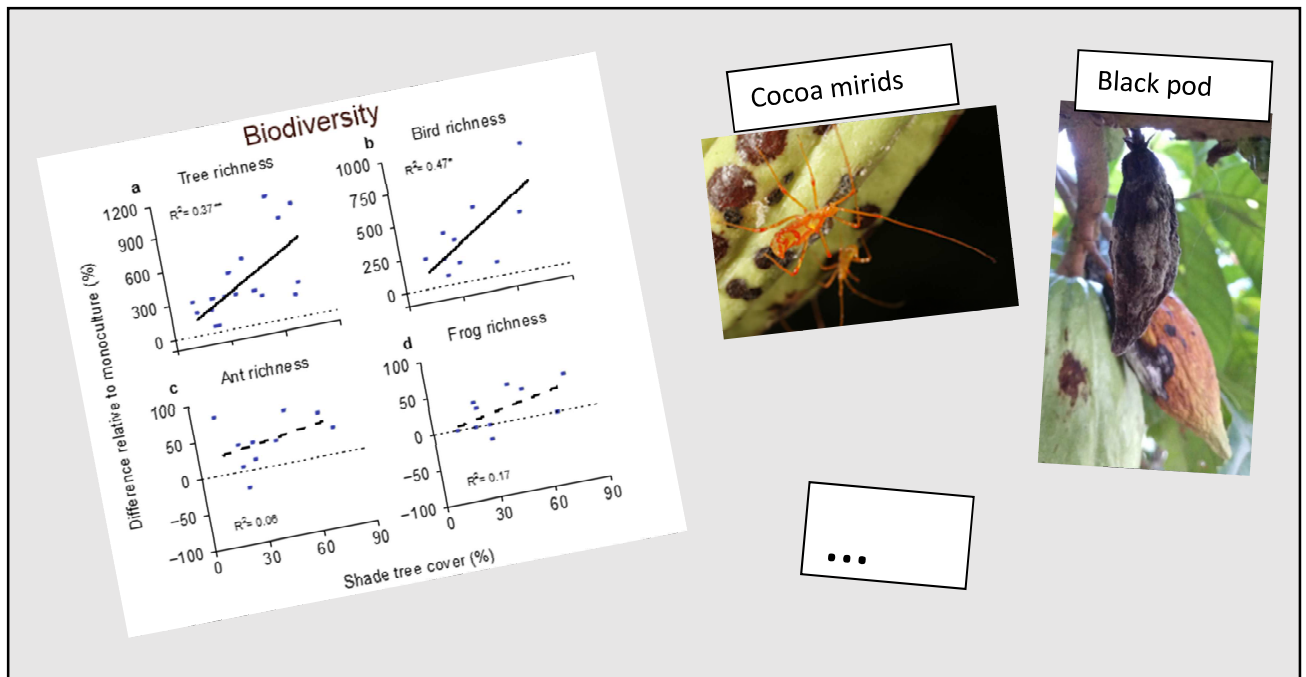
For the students it will be important to investigate how the farmers themselves experience their particular trading situation and how, if at all, they struggle with every day challenges in terms of trading their goods.



Infrastructure

Challenges in cocoa production are often dependent on infrastructural conditions. Infrastructural conditions concern all the material things needed for producing and trading, from natural resources to transportation means, to market proximity and other material context conditions.

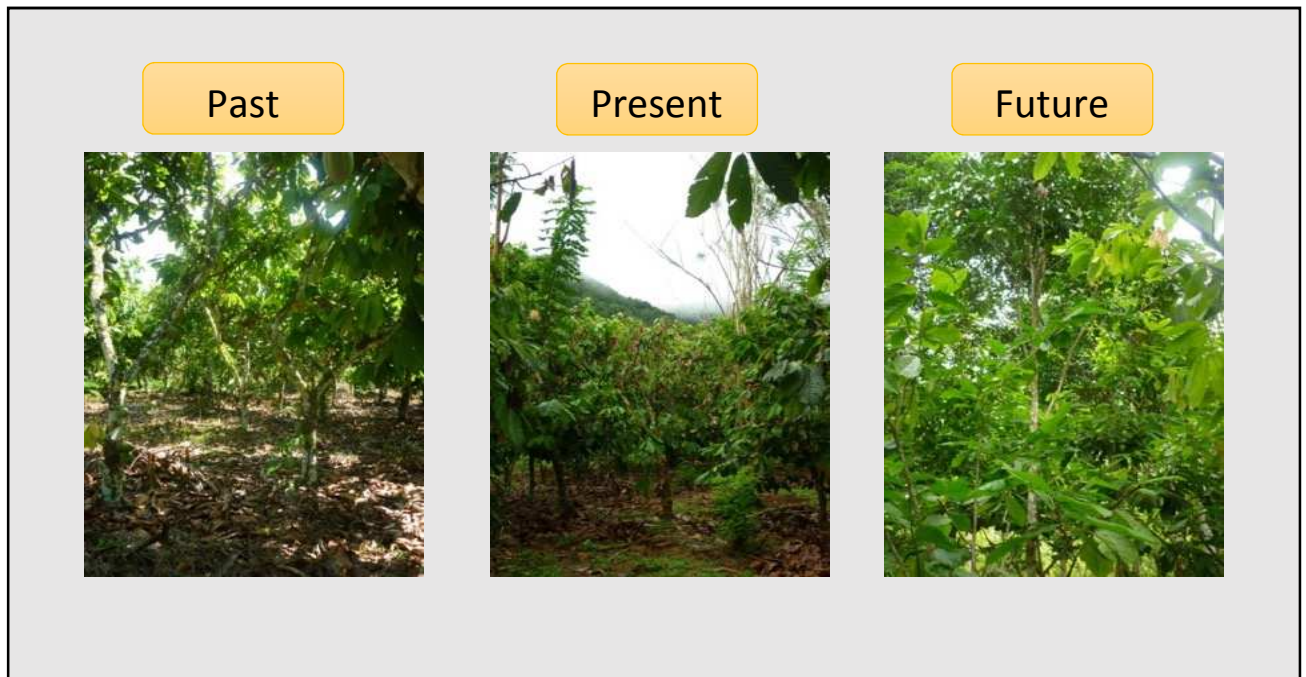
Students investigate how infrastructural conditions are significant for the farmer's opportunities in the production and trading system.



Biodiversity and Diseases

Background information

In the first part of the teaching unit, the students acquired a lot of basic knowledge about the biodiversity and diseases of cocoa plantations. Under this topic additional questions on biodiversity and diseases are collected from the practitioners point of view.



(Climate) Changes

Background information

In the first part of the teaching unit, students learned a lot about climate change and the changing conditions for cocoa fields. This topic now collects all the questions about the changes in the cocoa fields in the neighbourhood.

3

Group work preparations

we prepare our projects and present them



Purpose

- Students establish a meaningful project and prepare their field trips

Overview

- Based on the topics in chapter 2, groups are formed
- The teacher explains how to establish a project and how to proceed with the preparations for the field trip
- Groups prepare their field trips
- Groups present their projects and preparations for the field trip in class

Time

- About 135 minutes

Material

- Worksheet 1 – Procedure of group work preparations
- Worksheet 2 – Group work preparations
- Worksheet 3 – Information about qualitative interviews
- Worksheet 4 – Notepad for observation in the field
- Worksheet 5 – Notepad on practical tasks in the field
- Paper and Pens

Teachers Support

Didactic Commentary

In this chapter, students build groups and start with their own project. The students decide on a topic from chapter 2 which they are interested in and to which they would like to learn more about. It is desirable that the students can choose the topic themselves, because this increases the learning motivation. It is therefore suggested that students first decide on a topic. After that, the students gather on their desired topic. Within the chosen topic the students form groups of 3-5.

During about 2 lessons students should prepare for their field trip. It is important that the teacher introduces well into the work assignment. Therefore, it is recommended that the worksheets 1-5 are read and discussed together in class so that any questions that arise can be clarified.

Note: Worksheets 1-3 are meant for editing during this lessons. Worksheets 4 and 5 are aids to document observations and practical tasks students do during the field trip (chapter 4). However, worksheets 4 and 5 have to be discussed in this lesson, so students will know how to complete these worksheets during the field trip.

After the assignment and the worksheets have been clarified, the groups can start the independent work phase. However, it is important that the teacher supports the groups in this process. Especially the research question and the interview questions should be controlled by the teacher to avoid non-qualitative questions. A useful source in the stage of question development are the UN Sustainable Development Goals: <https://sustainabledevelopment.un.org/> . To give the teacher an idea of qualitative research questions, some examples are listed in the box below.

Procedure for teachers:

- Read “Worksheet 1 – Procedure of group work preparations” together in class and clarify questions.

Note on Step 5: After the students have formulated an open research question, they also shall describe the research subject according to how they perceive it at the moment. The students have to write down their assumptions from their own experience so far – no pre-research should be done at this point; there is no right and wrong description. This task only aims at capturing the students' prior perception / preconceptions. If the students look at their assumptions in a later step (Chapter 5: post processing), they can acknowledge their learning growth.

- Grouping: The students choose a topic from Chapter 2 and form groups of 3-5.
- Read “Worksheets 2-5 together in class and clarify questions.
- Students start working in groups (suggested time: 40 minutes). During the group work phase, the teacher goes from group to group and provides support.
- After the group work phase, each group present their project, including interview questions, schedule and list of planned demonstrative material and other activities in class. The teacher and other students give a short feedback (→ *what interview questions do you consider to be good; which questions could be optimized,...*).
- After the presentations, the students should optimize their interview questions based on the feedback.

Examples of qualitative research questions



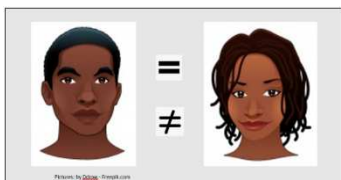
Professional farming knowledge

How does the knowledge management of today's cocoa farmers work and how does it influence production quality and sustainability?



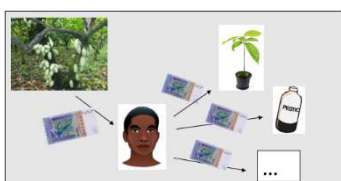
Tradition and family history

How do family traditions and individual farming histories relate to visions of the future for cocoa farming?



Gender

How does gender equality look like in cocoa farming among the main actors in the production chain?



Income and expenses

How do opportunities for inclusive and sustainable economic growth look like?



Picture source: <https://cocoainitiative.org/>

Labour force

How does social justice among working staff of the cocoa production system look like?



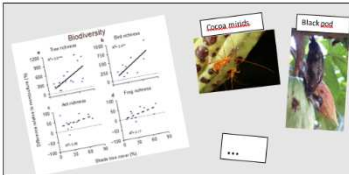
Trade

What are challenges and opportunities in the trading system and how should it be improved for more social just conditions for all?



Infrastructure

What are challenges and opportunities related to infrastructural needs of producers?



Biodiversity and Diseases

To what extent are biodiversity and diseases important for farmers?



(Climate) Changes

How do farmers perceive challenges and opportunities of climate change and how do they deal with it?



Now you start with your own project. In a group, you will investigate a certain topic about the realities of a cocoa farmer and present your findings later on. To get information about your topic, you are going to visit and interview 2-3 cocoa farmers (*mandatory*), and make observations and/or do practical work (*facultative*).

Complete the following tasks:

check after completion

1) Choose a topic from chapter 2 and build groups of 3-5.	<input type="checkbox"/>
2) Read the “Worksheet 2 - Group work preparations”, “Worksheet 3 - Information about qualitative interviews”, “Worksheet 4 - Notepad for observations in the field” and “Worksheet 5 - Notepad for practical tasks”.	<input type="checkbox"/>
3) Give your project a title .	<input type="checkbox"/>
4) Formulate a good research question according to the “how to” worksheet 3. Use form in worksheet two for presentation.	<input type="checkbox"/>
5) Describe your research subject considering your existing experiences and perceptions at the moment. (Note down your assumptions (<i>personal considerations, experiences, no research at this point!</i>))	<input type="checkbox"/>
6) Prepare interview questions in your group according to the “how to” worksheet 3.	<input type="checkbox"/>
7) Think about what else you could gather in the field as demonstrative material, observations or practical tasks that will help you in a later presentation (for example: collecting leaves or fruits, taking pictures, making drawings, ...). → Make a list.	<input type="checkbox"/>
8) Plan your trip (Which farmers do we want to visit? When will we visit them?) → Create a schedule	<input type="checkbox"/>
9) Complete the material list : What materials do you need to take with you for the field trip?	<input type="checkbox"/>
10) Present your preparations in class. Your presentation should have the following content: <ul style="list-style-type: none"> ○ 1. Project title and research question ○ 2. Qualitative interview questions ○ 3. Schedule ○ 4. Planned demonstrative material, observations or practical work 	<input type="checkbox"/>
<p>Now the group work starts → Note: Each group notes the results of the steps on the following worksheet 2</p>	

List of planned demonstrative material, observations or practical tasks:

-
-
-
-
-

Time schedule:

Time (day, time)	Name of farmer	Place

Material List: *(what do we have to bring for our field trip)*

- Interview questions
-
-
-
-

Notes:



Qualitative interviews - A guide for school teachers and students

What is a qualitative research?

Qualitative research is widely used in all fields of social sciences. Roughly said, while quantitative research aims at testing hypothesis and theories, qualitative research aims at developing theories grounded in empirical evidence of a specific subject matter. It is used when a phenomenon is unknown or unclear and when specific cases want to be explored or explained.

Qualitative research	Quantitative research
New insight from little researched fields	New insights from well known fields
Theory development, inductive, flexible, social interaction, constitutive	Examining existing theories, deductive, standardized, precise, less possible social interaction
Understanding, interpretation	Statistical-mathematical
Case studies, small samples	Big samples, many numbers
Problem specific realities	Statistical representative, statistical generalisation

Source Franziska Kohler, HSLU

What is the purpose of working with qualitative interviews in schools?

In school students can use qualitative interviews as a form of investigative learning in the direct community. When working with qualitative interviews, we want to develop in the student the skills to gather information, develop interest and engagement, to establish context relevant content and to link teaching and learning to the community and to practice.

What are the characteristics of qualitative research?

One of the most known and most used methods in qualitative research is the qualitative interview. For developing a qualitative questionnaire, we must 1) define an overall research question and 2) concrete qualitative interview questions. The working steps for developing this are as follows:

Step 1: collection of questions

Step 2: “cleaning” of questions:

- **Eliminate all the factual questions**
- **Eliminate questions that seek confirmation of your own knowledge or experience**
- **Examine your questions according to their potential of bringing up unexpected or surprising answers**
- **Examine your questions according to their openness**
- **Eliminate questions that relate to theoretical connections**

Step 3: sorting questions

Practice those three steps for both, development of research question as well as development of interview questions.

1) Overall research question, research topic

A qualitative research starts with an overall research question that is as open as possible, naming the topic, problem, phenomenon you want to explore. Examples:

Qualitative example	Quantitative example
How do farmer networks look like? (quality and nature of farmer networks without any pre-concept assumption)	How big are farmer networks (quantitative question, factual question) Are farmer networks efficient (yes/no question) Are farmer networks influencing the market price (hypothesis)

Practice development steps 1 to 3.

2) Formulation of interview questions

Practice development steps 1 to 3.

Take into consideration the following:

Group 1: Questions that are close to experiences: actions, behavior, success stories, challenges, problems, reasons, and consequences¹

Group 2: Questions that consider judgments, meanings and perceptions: aims, targets, hopes, feelings, frustrations, change of mind, values, feeling of justice¹

As for the overall research question, the specific question should be as open as possible. The interviewee should be seen as a source of precious information that we do not know yet. Therefore, we should not ask questions that restrict the answer from the beginning.

First, we start with an icebreaker question like “How was your day today?” or “What did you do today?” The icebreaker question should already be in line with the overall research topic.

Second, we prepare questions that serve to investigate the topic more concretely. Still, the questions should be as open as possible. No yes/no questions, no factual questions. Qualitative questions are about experience, subjective knowledge, perspectives, feelings, values and so on.

Qualitative example	Quantitative example
To start with, I would like to know how it has happened that you became a farmer.	Did you want to become a farmer (yes/no question)
Please tell me what motivated you to become a farmer.	Do you like being a farmer (yes/no question)
What do you like about farming?	Do you like farming (yes/no question)
Tell me something about challenges that you experience as a farmer	I guess you face xyz challenges, right? (hypothesis)
What do you do when you want to sell your products?	Do you deal with those actors xyz when you want to sell your products? (hypothesis)
How do you interact with people involved in the selling process?	How many actors are involved in the selling process (quantitative question, factual question)

¹ Source Franziska Kohler, HSLU

Third, make sure, that you formulate your questions in a way that is adapted to the way of speaking of your target group. You would formulate your question differently and use different words when addressing business man/women than when addressing an academic.

3) Duration

Normally, for school purposes the interview should not be too long. Up to 6 open questions are enough. If the questions are well formulated, the interview will take at least 20 minutes and should not be longer than 40 minutes.

4) Equipment

School students prepare their questionnaire on paper and take it with them. They can use either pen and paper for interview notes or (if possible) use a recorder.

5) Data transcription

Back in school, school students listen to their recordings or look at their notes and conclude on each question. They present the conclusions on a poster or in another adequate form for presentation in class.



Standards

1. Observations are always descriptive and neutral.
2. Observations and thoughts and feelings about them must be separated in the documentation.
3. Observations can lead to more questions.
4. Observations must be transparently documented.

→ **Note:** This table should be filled in during your field trip.

When did you do the observation (date, time)? Where did it take place?	Observation Give it a neutral description: what do you see, hear, smell?	How do you feel about it?	How do you think about it?	What questions do arise now?

→ **Examples of observations:** activities of plants (state of reproduction, diseases, farming treatments, habitat etc.) and animals in their habitats / living conditions of farmers, family, employees / observable activities of farmer or employees



If you plan practical activities, it is important that you document them accurately. The following table will help you with the documentation. If possible, you should take the results of your practical work with you to show them in the later presentation.

→ **Note:** This table should be filled in during your field trip.

Date, time and place of practical task	What did you do, help, assist, produce, establish, create? What were your tasks?	What was the product, achievement, creation, result of the task(s) in the end?	How did you experience your activities, what did you like, what went well, where did problems arise?

→ **Examples of practical tasks:** help the farmer in his/her activities with production, transport, communication, selling etc.

4

Field trips

we work with the community to investigate our topics



Purpose

- Students conduct their field trips

Overview

- During the field trips to 2-3 farmers, students interview the farmers (mandatory) and gather other material (collection of demonstrative material, observations, practical tasks,... (facultative)).

Time

- About 30-60 minutes per visit

Material

- Paper and Pens
- Worksheet 2 - Group work preparations
- Note paper or recorder to record the answers of the farmers to the interview questions
- *Facultative: Worksheet 4 - Notepad for observations in the field*
- *Facultative: Worksheet 5 - Notepad for practical tasks*
- *Other material (depends on the planned activities)*

Teachers Support

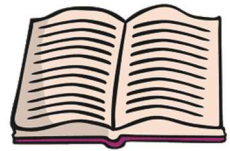
Didactic Commentary

Students will do their prepared field trip in groups. Inform students already during their preparations (Chapter 3) on when the field trip should take place (during school hours or in their spare time). Also, remind students about the material they should take along for the field trip.

5

Post processing

we prepare the collected material for the theme book



Purpose

- Students prepare the collected material from the field trip for a theme book.

Overview

- After a brief introduction by the teacher, the students work in their groups and prepare a theme book.

Time

- About 135 minutes

Material

- Paper and Pens

Teachers Support

Didactic Commentary

The students collected a lot of information and made observations during their field trip. Back at school, they should process this information. Processing takes place in three steps:

→ 1. Content part: Each group gets an overview of their material from the field trip (answers to interview questions, observations and practical tasks they did in the field). The students look again at the research question and try to describe it with the help of the collected information. If due to the analysis new questions arise students should also note them. With the help of the collected material the students have to draw conclusions to their research question. Thereafter, students start designing a theme book (see below for explanation).

→ 2. Change and improvement: The point here is that students reflect on the realities of the farmers. Do they suggest improvements for changing the situation? If so, how could it be improved? How do the students themselves think about the situation? On the one hand, statements of the farmers are used, on the other hand, the students should also think for themselves, what should be changed in the current situation from their perspectives, and how this change could be realized. The results of this task have to be added to the theme book.

→ 3. Learning process: Next, students have to reflect on their learning process. First of all, they look at their notes on worksheet 2 (*Description of the research subject according to your experiences and perceptions at the*) and in their diary. Based on these notes, they think about what they have learned from the field trip. To stimulate the reflection further, task 3 “learning process” is completed. Finally the reflection has also been added to the theme book.

Theme Books: By designing theme books, students train their ability to extract information and process information and collaboratively develop common understanding of their theme. Theme books are documentaries that are created from pictures, drawings, photos, self-written texts or the like. They are a collection of conclusions and demonstrative material that allows readers to retrace and understand the student’s conclusions.

Process:

- The students are divided again in their groups.
- The teacher writes the three “Tasks” (see below) on the blackboard and explains the procedure (here the teacher also has to explain what a “theme book” is. Important: All theme books have to present the research question and show results of the three tasks.).
- The groups start to work on the tasks and design a theme book.
Note: The design of this theme book is left to the students. The design can be very different.

Task 1, content part

- ➔ Look at your research question
- ➔ Consider your material from the field trip
- ➔ Formulate your conclusions related to your research question with the help of the materials from the field trip.
- ➔ Document your conclusion with your collected material in order to make your conclusion plausible and retraceable. Start designing a theme book.

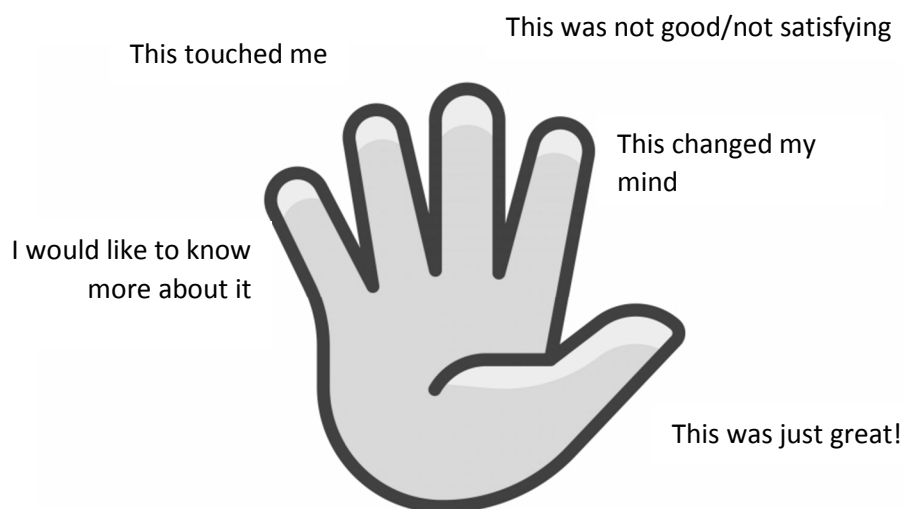
Task 2, change and improvement

- ➔ Document the farmers suggestions for change and improvement
- ➔ Document whether you have any additional suggestions as to what the farmer could do differently on his field.
- ➔ Add your suggestions to the theme book.

Task 3, learning process

a) Look at your notes on worksheet 2 (*Description of the research subject according to your experiences and perceptions at the*). What do you have learned from the field trip? Note down your results.

b) Give answers to the following five statements:



c) Add your notes to the theme book.

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Presentation in class

we prepare the presentation of our experiences and conclusions



Purpose

- Students consider how they can convey their project to other people.
- Students practice preparing and holding presentations.
- Students learn about what the fellow students did in their projects and what insights they learned from it.

Overview

- Students prepare a presentation about their project.
- Students present their project in class.

Time

- About 90-135 minutes (ink. preparation and presentation)

Material

- Paper and Pens
- Theme books

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Didactic Commentary

As part of their project, students have acquired a wide range of experience and gained different insights. Therefore, it is desirable that students also learn more about the projects of their fellow students. Thus each group prepares and holds a short presentation about their project. Through the presentation communicative expressiveness and the presentation in front of large groups is practiced. And of course the fellow students learn more about many aspects of the topic "realities of cocoa farmers".

Process:

- The students are divided again in their groups.
- The teacher explains: "Prepare a presentation about your project. The presentation should include:
 - research question
 - procedure
 - findings from the interviews / observations / practical tasks
 - materials
 - answers to your research question
 - suggestions
 - reflection

Use your theme book to prepare the presentation. Also use the theme book during the presentation (for example, show drawings, material, etc.)."

→ *Suggested time for preparation: 45 min.*

- After the preparation phase, each group present their projects.
 - *Suggested time for presentations: 10 min per group*
- Optionally, a short feedback session can be made for each presentation. 2-3 students give the presenters feedback on their performance. This can help students to be more competent during the public event later on (chapter 7).



Presentation for public

we prepare a party for the community where we present our work



Purpose

- Students learn to organize a party for the community.
- Students share their experiences of their projects with the community.

Overview

- Students prepare a party for the community
- The party takes place and there is an exchange between students and the community.

Time

- Preparation: 45-90 Min
- Party: an 2-3 hours on an afternoon or evening

Material

- Paper and pens
- Presentation material
- Large room (maybe outside the school → community room)
- Tables and chairs
- Maybe musicians, food, decoration,...

Teachers Support

Didactic Commentary

Thanks to the visits to the farmers, the students learned a lot. They have already presented their projects in class. Now it's about presenting their projects to other people from the community (farmers, parents, teachers, local council...). The idea of this exchange is that members of the community are deliberately involved in school activities. Students show what they have done in their projects, what they have learned and (if they have) what suggestions they have for changes. Through the exchange with the community, the insights of the students are shared with stakeholders. In addition, students should receive feedback on their conclusions and ideas from outside. The exchange should be profitable for both sides – students and community.

Process:

The party should be organized during class.

- First, time and date for the party are determined.
- Thereafter, a schedule of the party is fixed in class.
The following schedule is only an idea - the schedule of the party should be based on the local conditions and possibilities...
 1. Arrival of the guests
 2. Music
 3. Welcome speech
 4. Explanation of the program
 5. Individual participation in project related activities
 6. Speech of thanks
 7. Dinner...

- Next, the various tasks for organizing the party are noted on the blackboard.
→ *Example:*
 - Organization of...*
 - ... room*
 - ... tables and chairs*
 - ... decoration*
 - ... musicians*
 - ... food*
 - ... writing a speech*
 - ...*
- The students are divided into groups, and each group is responsible for organizing one task.
- The students get time to complete their organization.