Investigate

Lesson 7
Teacher notes
A focus on coffee

Years 9 to 10

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A focus on coffee

Lesson 7: Teacher notes

This document provides the teacher with the details of the lesson.

At a glance

Students delve into the world of coffee in Timor Leste and look at how the nation's largest crop is keeping the farmers that grow it in poverty. Students look at where the coffee goes once the farmers sell it and consider some alternatives for coffee farmers that can mean more coffee farming families being brought out of poverty.

For an assessment guide and key lesson objectives, refer to the Unit outline.

INQuIRY focus: Investigate

The *Investigate* phase (lessons 3-7) is designed to provide students with hands-on experiences of culture and how we use plants in different cultures. Students explore ideas, collect evidence, discuss their observations and keep records. The *Investigate* phase ensures all students have a shared experience that can be discussed and explained.

In the *Investigate* phase students develop a literacy product to represent their developing understanding. They discuss and identify patterns and relationships within their observations. Students consider the current views and deepen their own understanding.

Teacher background information

Coffee is the largest cash crop in Timor Leste, and could be the largest export for the country once the oil and gas runs out in the next couple of decades. Coffee was introduced by the Portuguese, and is now grown by about a quarter of the population. Coffee farmers have no say about the price they receive for their coffee, and there is a direct link between coffee farming and poverty in Timor Leste.

Equipment

- video: Aljazeera, *Where the wild coffee grows* <www.aljazeera.com/programmes/101east/2013/06/2013617121433808710>
- website: Market Watch, <www.marketwatch.com/investing/stock/sbux/financials>
- website: Starbucks, <www.starbucks.com.au/Ethical-Sourcing.php>
- video: WithOnebean, <vimeo.com/102112564>
- website: WithOneBean, <withonebean.org.au/>
- website: WithOneSeed, <withoneseed.org.au>
- website: Wild Timor Coffee, <www.wildtimorcoffee.com>

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Lesson steps

1. Students read the introductory paragraph and then watch the Aljazeera video '*Where the wild coffee grows*' and answer questions about the video.
2. Students read the document, '*Social responsibility in Timor Leste's coffee industry*', and answer questions and discuss.
3. Students look at websites on Starbucks that claim ethical business practices, as well as yearly profits. Then answer questions and discuss.
4. Students look at WithOneBean websites and videos, and discuss ways they may be able to raise awareness in their community and encourage more people to buy coffee that helps Timorese farmers.

Sources:

Aljazeera, 2013, *Where the wild coffee grows,* [Online video] 21 June 2013, viewed 11 February 2106, <http://www.aljazeera.com/programmes/101east/2013/06/2013617121433808710>
Marketwatch, 2016, Starbucks Corp. NASDAQ:SBUX, [Website] 10 February 2016, viewed 11 February 2016, <http://www.marketwatch.com/investing/stock/sbux/financials
Starbucks, 2016, *Ethical Sourcing*, [Website} 2016, viewed 11 February 2016, <http://www.starbucks.com.au/Ethical-Sourcing.php>
WithOneSeed, *WithOneBean – Coffee with conscience supports Timor Leste*, [Website], viewed 11 February 2016, <https://vimeo.com/102112564>
Wild Timor Coffee Co, 2016, *Wild Timor Coffee* [Website], XXX, viewed 11 February 2016, <http://www.wildtimorcoffee.com/index.html>

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