

Chocolate: from the land to the hand

Topic

Chocolate trade

Aims

- To celebrate World Chocolate Day on 7 July
- To raise awareness of the injustices of the chocolate trade and how we can help as customers
- To develop speed reading skills
- To extend students' oral fluency in discussions

Age/level

Teenagers and adults (B1–B2)

Time

50–60 minutes

Materials

1. Worksheet
2. Bars of chocolate
3. Photos of the chocolate-making process (optional)

Useful sources:

<https://www.youtube.com/watch?v=PGaLWuLzHBU&feature=youtu.be> (video about the chocolate journey)

<https://www.fairtrade.org.uk/Buying-Fairtrade/Chocolate>

<https://greenhawksmedia.net/2016/04/29/raisethebar-10-fair-trade-chocolate-bars-to-replace-brands-that-utilize-child-labor/>

Introduction

The lesson is suitable for 7 July (World Chocolate Day) or can be used as a stand-alone lesson.

The aim of the lesson is to learn who makes our chocolate and, importantly, who receives our money each time we buy a bar of chocolate. Students will become aware of the injustices.

In this lesson students do a few reading activities where they read about different stages of the journey and they learn where most/least of their money goes. They are 'paid' by the teacher in squares of chocolate, so that they actually feel the unfairness of the system. They finish with a discussion on the injustices.

Optional follow-up activities:

1. Research more 'fair' chocolate companies, i.e., those who pay the farmers properly.
2. Make an ad to convince customers to buy Fairtrade chocolate.

Procedure

Before the lesson	<ul style="list-style-type: none"> • Download and make a copy of the worksheet (one copy per student). • Buy a small bar of chocolate for each group of three students (or biscuits/token money). • (optional) Download photos of different stages of the chocolate-making process.
1. Lead-in (5 minutes)	<ul style="list-style-type: none"> • If relevant, explain that 7 July is World Chocolate Day. • Ask students to raise their hand if they like chocolate. • (optional) Take a class vote to discover which brand of chocolate is most popular. • Explain: <i>Today we're going to learn about the journey of chocolate: how it's made and where your money goes.</i>
2. Reading (10–15 minutes)	<ul style="list-style-type: none"> • Check students' background knowledge by asking: <i>Who makes your chocolate?</i> • Divide the class into groups of three. Assign each group a role: (A) cocoa farmers, (B) chocolate companies, (C) retailers. (Several groups may have the same role). • Give each student a copy of the worksheet. • Explain that each group reads just ONE text: A, B or C. • Students scan their text (read it quickly for specific information) and answer Q.1. • To check answers, draw three columns on the board: (A) cocoa farmers, (B) chocolate companies, (C) retailers. Hand out marker pens to different groups and ask them to list all the jobs they do and write the total time at the bottom. <i>Answer key</i> <i>A. Cocoa farmers: plant cocoa trees, look after them, pick the pods, open them, take out the cocoa beans, prepare the cocoa beans and dry them. Total time: 6 months.</i> <i>B. Chocolate companies: buy the cocoa beans, transport them by ship, clean and process the beans, add ingredients, pour the liquid into shapes, wrap the bars and add labels. Total time: 24 days.</i> <i>C. Retailers: order the chocolate, check they have received the right quantity, put the new price label on the bars and put them on the shelves. Total time: 2 days.</i>
3. Discussion (5–10 minutes)	<ul style="list-style-type: none"> • Hold up some bars of chocolate, one per group. (Alternatively, use biscuits or tokens.) • Tell them you are going to pay them for their work. Hand out a different number of chocolate squares to each group: Chocolate companies: <u>4 squares</u> Retailers: <u>4 squares</u> Cocoa farmers: <u>half a square</u>. • Wait for a reaction. • Encourage a brief class discussion on equality/fairness. Ask questions: <i>Why do you think each group gets different amounts of your money? How fair does it seem? I paid you 85p. Where do you think the other 15 per cent goes? (taxes, transport)</i>
4. Speed reading (10–15 minutes)	<ul style="list-style-type: none"> • Students read texts A and C quickly and answer Q.2. Set a time limit of 10 minutes. • Check students' understanding. <i>Answer key</i>

	<p><i>Text A: Adults, children and slaves. Some farmers' children work instead of going to school. Some people work as unpaid slaves. (Child labour and slavery are common.) The cocoa farmers' life is very unstable. If the harvest is bad, they earn nothing. This is why many are changing to other crops, causing a shortage of chocolate!</i></p> <p><i>Text C: Fairtrade is a good way to help farmers – when you see the label on the bar, it means that the chocolate company supports the environment, pays workers fairly (so that they can have access to healthcare etc.) and doesn't use children or slaves.</i></p>
5. Discussion (10 minutes)	<ul style="list-style-type: none"> • Still in groups of three, students discuss the questions in Q.3. • (Optional) Show the class the video of the cocoa journey. Then, as a whole class, review the journey of chocolate. To bring the journey alive, show photos (e.g. a cocoa pod, an African labourer).
6. Project (homework)	<ul style="list-style-type: none"> • Learners research more about Fairtrade and similar organisations, such as Rainforest Alliance, Equal Exchange, Hand in Hand, Fair for Life, Whole Trade. They will discover that some brands like Cadbury's are Fairtrade certified. Others are not. • Students make an ad to persuade other people to buy Fairtrade. • Display them in the classroom for the class to share and discuss.

Contributed by

Kate Cory-Wright