

# choc-a-lot

a chocolate flavoured resource  
to explore the global trade in cocoa



notes for teachers & facilitators

# credits

This pack is published as part of the *people behind the products* project – a collaboration between RISC and the British Association for Fair Trade Shops (BAFTS), supported by the Community Fund and European Commission.

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## isc

Reading International Solidarity Centre

### what does RISC do?

Our activities include:

- developing an urban roof garden for local & global education
- organising a programme of events & exhibitions on global issues & speakers from the 'South' (poor countries in Africa, Asia, the Caribbean and Latin America)
- providing training for teachers & youth workers on development education resources
- producing resources such as teaching packs, AV aids & exhibitions for use by schools, &/or youth & community groups
- selling books & development education resources; fiction & non-fiction for children & adults on global issues
- promoting campaigns on local & international issues
- providing a loan service of artefacts & education packs for schools & youth workers
- selling fair trade, organic & environmentally friendly products, and world music CDs
- giving work experience opportunities for volunteers.

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# int oduction

Be it for special occasions or as an everyday treat, chocolate is eaten in huge quantities with each person in the UK eating, on average, 200 bars every year. But there's a lot more to the chocolate bar than what you see under the wrapper...

This 1-2 hour workshop for about 10 young people is packed with activities that let you find out what's really going on in the chocolate industry. Participants are given the facts and challenged to look at their own attitudes as they explore the global scene from cocoa growers to big chocolate companies. Ideas for further action are also included.

This pack includes:

- choc-a-lot workshop programme
- instructions and resources for each activity
- methods of evaluation
- background information
- further resources
- useful contacts and websites

If you have any comments relating to this resource, then please feedback to ISC. A feedback form is provided at the back of this pack.

## backg ound

A chocolate bar bought from your local newsagents is the final product in a long chain of events from cocoa bean to bar. 'Chocolate capitalism', the big chocolate companies who manufacture chocolate, usually control this process and, not surprisingly, are profit driven. This has a direct impact on other people in this process such as the cocoa farmers and their employees.

Chocolate companies paying less for raw products such as cocoa, or using less cocoa, stop cocoa farmers who are dependent on them from earning a living wage. It may force farmers into employing 'slave labour', often children trafficked from other countries, who are then subjected to poor and dangerous working conditions.

The chocolate industry has now recognised the problems and has pledged through the 'Global Cocoa Alliance' to ensure all cocoa is grown without abusive child labour or forced practices by July 2005. This is a positive step... but the chocolate companies have not guaranteed to pay a fair price for cocoa which is the root cause of the problem.

How can you make a difference? As chocolate consumers, you can both create and encourage change through eating chocolate! You can create change by buying Fairtrade chocolate brands (eg Divine, Dubble, Green & Black's Maya Gold) which guarantee a fair price for the cocoa farmers. You can also encourage change through contacting the big chocolate companies and asking them to change their working practices to guarantee fair prices for cocoa farmers.



# aims

This pack introduces young people to the issues behind the global chocolate industry, enabling them to find out the facts, develop a wide range of skills and have confidence to take action for change. It enables young people to:

- explore their own understanding of chocolate
- discover how chocolate is made from cocoa bean to chocolate bar
- understand how the big chocolate companies increase their profits – causing cocoa farmers in countries in the South (Central/South America, Africa & Indonesia) to exploit their workers
- challenge the stereotype of workers in the South as helpless victims
- develop an understanding of what fair trade in the chocolate industry means.
- recognise that, by campaigning for fairer working conditions, they can make a difference to the lives of other young people
- appreciate that they have choices and can take further action to demand fairer conditions for the cocoa farmers and the people that work there.

# running the workshop

This workshop is designed to take place in a youth club with support from youth workers who already have a rapport with the young people. By definition this means that the workshop and the facilitators have to be informal and flexible enough to adapt as required throughout the course of the workshop. It is suggested that the workshop takes place in a separate room to minimise interruptions. It should have enough space to move about. It is useful to have wall space where sheets of flipchart and other items from the workshop can be displayed as you go along – this adds to the workshop's atmosphere and also provides a useful reminder of areas already covered. Access to a kitchen area is also needed.

# things you will need

This is a list of all the resources needed for the workshop. Individual lists are provided along with the instructions for each exercise.

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| blu tac                            | flip chart paper                  |
| cassette recorder/CD player        | access to a fax machine           |
| access to the internet             | access to a computer and printer  |
| polaroid camera                    | cassette/CD                       |
| marker pens – variety of colours   | calculator                        |
| pens                               | paper                             |
| fair trade chocolate               | 2 sets of knives and forks        |
| 2 plates                           | 2 dice                            |
| newspaper                          | sellotape                         |
| scissors                           | cocktail sticks                   |
| A1 world map showing country names | sticky dots (2 different colours) |
| chocolate brownie ingredients      | baking trays                      |
| oven                               | cooking utensils                  |



# cu iculum links

Youth work helps young people learn about themselves, others and society through informal educational activities which combine enjoyment, challenge and learning. Global youth work adds a further dimension, enabling young people to explore their links with their contemporaries in the South (Africa, Asia, Latin American and the Caribbean), and take action for change. **choc-a-lot** is one of a range of global youth work resources which is ideally suited to this. It is a tool which can be adapted to suit a variety of settings from a youth centre to a mobile project. It can also be shaped to meet the needs of a range of different participants – for example, work with young men could focus more on the big name brands that produce sportswear.

Global youth work is part of the Youth Service curriculum. It is also relevant to Local Agenda 21, the Connexions Service and other specific groups of young people. As the importance of youth work is increasingly recognised, active participation around global issues has an increasing role to play. The Youth Service is now more in the public eye and central government has produced guidance in terms of strategic development and service planning. This presents an ideal opportunity for global youth work to have a higher profile.

Some of the key developments are:

- a statutory youth service (declaration from the Secretary of State in a speech on 18th December 2002)
- a new funding stream
- the expectation that Local Authorities will prepare annual plans for Youth Service provision, including the need to mainstream equal opportunities and diversity issues and to establish a locally relevant youth work curriculum
- a focus on central government priorities including:
  - community cohesion and cultural diversity
  - active citizenship
  - involving young people in local decision making, democratic and participatory activities and service design and delivery.

(from *ransforming Youth Work: Planning for the Local Authority Youth Service – 2003-04 Guidance report [Connexions, Education & Skills]*)



workshop held at South eading Youth & Community Centre

# glossary

## **codes of conduct and ethical sourcing**

A Code of Conduct is a statement about the ethical standards that a company claims to uphold, particularly regarding workers' rights and environmental protection. These Codes are voluntary and are usually drawn up by the company itself. Supply chains are often very complex because of sub-contracting so verification is difficult. Campaigners are trying to establish an agreed international code which includes independent monitoring.

## **fair trade**

An alternative to conventional world trade. It is a partnership between producers and consumers, based on reciprocal benefit and mutual respect. Fair trade ensures producers in the South receive a fair price for the work they do, and gain better access to markets in the North. It aims to tackle the long-term problems of the South through sustainable development for excluded and disadvantaged producers.

## **globalisation**

The result of the process whereby barriers to international trade, eg taxes on foreign imports, have been progressively reduced. This has resulted in a more open global marketplace for commodities, manufactured goods, capital and services. As a result, the volume of world trade has increased considerably, along with the number of transnational corporations (TNCs), who now have easier access to world markets – to buy and sell – and can increase profit margins by moving their manufacturing operations to low-cost countries.

## **greenwash**

The phenomenon of socially and environmentally destructive corporations attempting to preserve and expand their markets by posing as friends of the environment and leaders in the struggle to eradicate poverty. The advantages of an ethical image are well known, and P companies openly advise businesses facing criticism to aggressively advertise their links with good causes, in order to counteract bad publicity.

## **North, also known as developed countries**

Shorthand for the industrialised countries of Europe, North America and Japan. First used by the 1980 'Brandt Report', which described the under-development of the poor countries (most found south of a line drawn across the globe) by the rich nations of the 'North'.

## **South, also known as Third World, developing or underdeveloped countries**

Shorthand for the poorer countries of Africa, Asia, the Caribbean and Latin America. However, each collective term has its inadequacies – 'South' infers there is a geographical explanation for inequality, 'Third World' implies inferiority, 'majority world' is factually true, but not in widespread use, 'developing' assumes there is a natural path towards a western model of development, 'underdeveloped' suggests poverty is the result of a process. There are also differences between countries, so more specific terms are being used – emerging and transition economies, newly industrialising countries (NICs), least economically developed countries (LEDCs)...

## **transnational corporation (TNC), also known as multinational corporation (MNC)**

Big businesses which have subsidiaries, investments or operations in more than one country. Annual turnover of some TNCs exceeds £60bn – their size and wealth gives them great power.

## **World Bank (WB) & International Monetary Fund (IMF)**

Set up in 1944, these specialised financial agencies of the United Nations are part of a system which aimed to stabilise the world economy. The IMF promotes international monetary cooperation and the growth of world trade, and stabilises foreign exchange rates. The WB provides loans to countries for development projects. Since the 1970s, both organisations have enforced the move towards a more open, liberalised global economy.

## **World Trade Organisation (WTO)**

Set up in January 1995, the WTO took over from the General Agreement on Tariffs and Trade (GATT) as the forum where the universal rules governing a single, liberalised, global economy are written. Unlike the GATT, trade rules agreed in WTO negotiations, are legally binding and can be enforced by the threat of sanctions and compensation payments.