

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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thanks to

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risc 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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introduction

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 RISC. A feedback form is provided at the back of this pack.

background

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 |



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



workshop held at South Reading 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 PR 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 wide-spread 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.

the programme

Choc-A-Holics!



Are you wild about chocolate?

This session will:

- tickle your taste buds*
- give you all the choc facts*
- make you 'think choc' when you shop*

7pm - 7pm Wed 12th March 2008 at South Reading Youth Centre

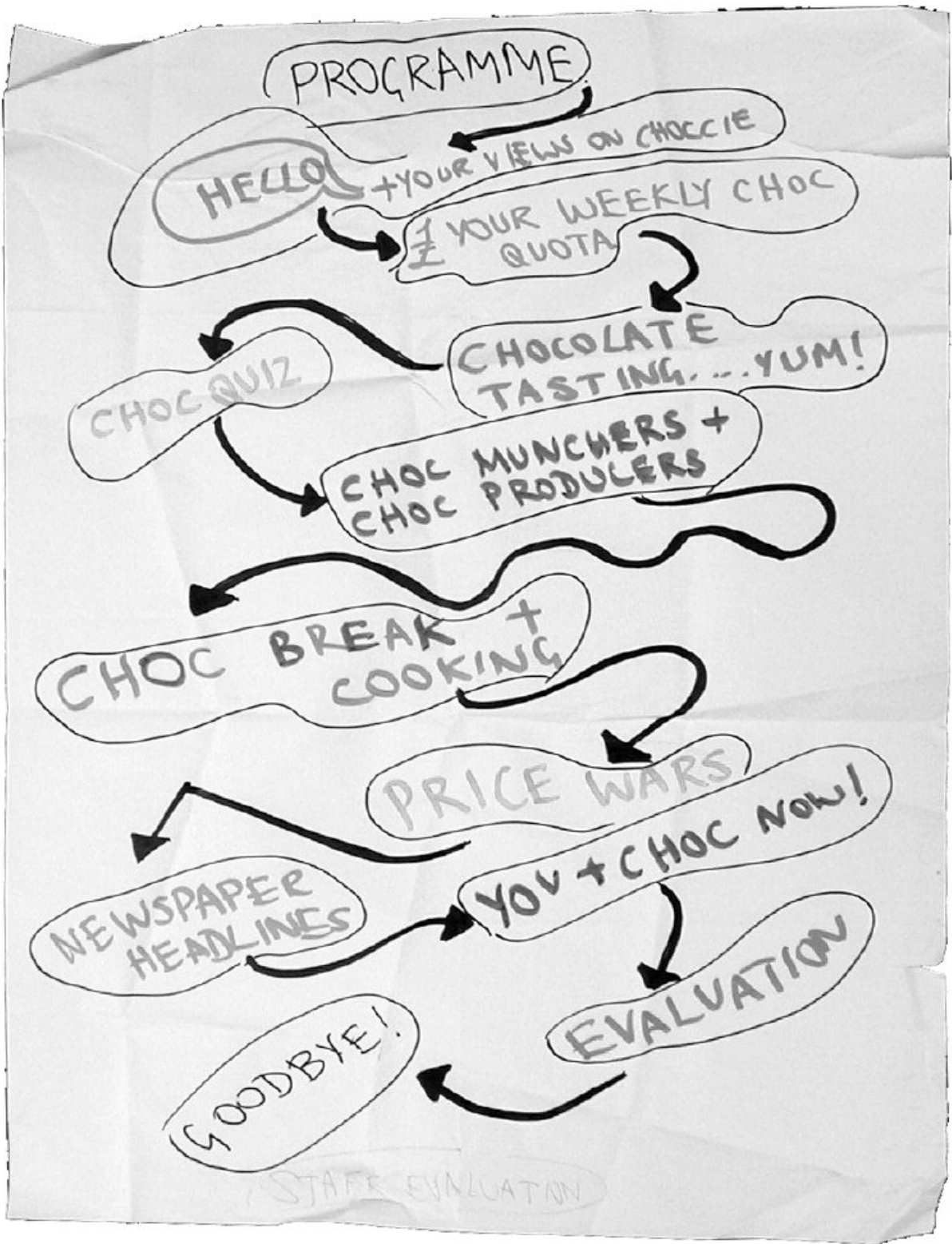
Contact: Anneli at RSC (9385592) for more info.

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timetable

Sample time schedule for a 2 hour workshop:

19.00-19.10	introduction & icebreaker	10 mins
19.10-19.15	weekly choc count	5 mins
19.15-19.25	choc views 1	10 mins
19.25-19.30	mix 'n' match	5 mins
19.30-19.40	choc-a-lot quiz	10 mins
19.40-19.45	choc on the map	5 mins
19.45-19.55	bean to bar job squad	10 mins
19.55-20.20	chocolate break: making chocolate brownies	25 mins
20.20-20.35	the price is right!	15 mins
20.35-20.40	choc tasting	5 mins
20.40-20.50	it's a wrap: choc views 2: action stations!	10 mins
20.50-21.00	talking walls: evaluation	10 mins



introduction 5 mins

Trainer explains the organisation of the workshop to the group so that participants know what to expect. Agree ground rules, eg whether smoking is permitted.



name game *5 mins*

resources

none

what you do

This is to put participants at ease and to enable everyone to get to know one another's names.

- ▶ Everyone stands in a circle and each go round and say their name together with their favourite bar of chocolate, eg 'I'm Jo and my favourite bar of chocolate is a Kitkat'.
- ▶ The next person has to introduce Jo and her favourite bar of chocolate before introducing him/herself and stating his/her chocolate preference.
- ▶ This continues around the circle with each person having to introduce all those who have had their turn already.

weekly choc count *5 mins*

resources

calculator, flip chart, pens

what you do

This is to give some idea about how much chocolate features in most people's daily lives.

- ▶ Ask each person to estimate how many bars of chocolate they've eaten in the last week.
- ▶ Work out how much each person has spent on chocolate, assuming that each chocolate bar costs 40p.
- ▶ Now calculate how much money the whole group has spent on chocolate in the past week.

background information

- Chocolate is now the biggest sector of the £18bn European confectionery market. Valued at £3.2bn in 1996, the UK had the highest chocolate sales in Europe.
- Each person in Britain spends more than £54.15 per head per year, which is more than twice the European average of £28.93.
- On average, each person consumes 200 bars of chocolate per year.

Source: www.icco.org/questions/world.htm

choc views 1 *15 mins*

resources

flip chart paper, blu tac, marker pens

what you do

Graffiti wall and discussion – this is a chance for participants to explore what chocolate means to them as an individual and as young people generally.

- ▶ Use a piece of flip chart paper and write at the top 'what does chocolate mean to me?'.
▶ Participants then use coloured pens to write words (graffiti) all over the paper in a random style illustrating what they first think of when they think of chocolate.
- ▶ Then go on to expand on the points raised, asking questions about when and why you eat chocolate. The discussion will probably show that chocolate is an intrinsic part of our lifestyles – part of the celebrations, given as gifts, eaten depending on mood and linked to broader issues such as concern about body image.

choc-full-o-facts

- Existing evidence shows that happiness promotes good physical and mental health – proactively protects against ill-health – and acts as an antidote to stress and counteracts negative physical and mental health.
- People who eat chocolate on any given day are more likely to be happier than those whose last bite was more than 24 hours before. Research shows that regular consumption of small amounts of chocolate has cardioprotective effects suggesting scientific truth to the idea that ‘a little bit of what you fancy does you good’ (Evans & Scott, 2002).
- Cocoa used to create chocolate contains calcium, iron, zinc, niacin, thiamine and riboflavin, while the milk in chocolate is a good source of protein, B vitamins, vitamin A, calcium and zinc.
- You can enjoy chocolate in moderation as part of a well-balanced and active lifestyle – just don’t forget food is only half the equation, exercise and activity are also crucial to controlling body fat.
- It is reported that Napoleon carried chocolate with him on his military campaigns and always ate it when he needed a quick burst of energy.
- Eating chocolate could be more effective than sucking a lozenge when treating coughs (Dr Omar Sharif Usmani, 2002).
- Studies have shown that the consumption of chocolate helps make a person more clear-headed and tranquil – three standard-size milk chocolate pieces improve clear-headedness by around 30% (World Happiness Database, 2002).

Source: Cadbury Purple Patch Report, Jan 2003 www.cadbury.co.uk



mix 'n' match 5 mins

resources

A set of *Mix 'n' Match* pair cards per group – each set should consist of: four copies of the 'when' cards on pages 10-11 made on one colour, one copy of the 'brand' cards on pages 12-15 on a different colour.

what you do

To make the point that the big chocolate companies have done their market research thoroughly and consciously target different market segments with chocolate products. People may not be aware of the high degree to which this takes place.

- ▶ Divide into two groups and give each a set of the *Mix 'n' Match* pair cards.
- ▶ All the cards are turned over and mixed up. Each person is allowed to turn over a card. They then turn over a second and, if it matches, keep this as a pair (pairs are colour coded).
- ▶ The player then has another go if successful. However, if not, the cards are turned over face down and put back in the same place.
- ▶ The next person then has a go. Players will find it useful to try and memorise where and what the cards are which have already been turned over as this will help them to find a pair.
- ▶ The winner is the player who manages to get the highest number of pairs.

Source: Cadbury Trebor Bassett, *How is the confectionery market segmented?* (pp10-11)
www.cadbury.co.uk



after school

bought for or by kids

parties

bought for or by kids

**need some
sweets now**

bought for or by kids

treats

bought for or by kids

need a light snack

immediate eat

feel like indulging

immediate eat

need some energy

immediate eat

need to celebrate a special occasion

gift

need a token of appreciation

gift

need a romantic gesture

gift

need to give a present

seasonal

need to create a Christmas atmosphere

seasonal

need something to eat in front of telly

buy to eat later

need something in the biscuit tin for when I'm peckish or feel like indulging

buy to eat later

Wispa

Wispa bar



Kit Kat chunky bar

Mars

Mars Bar

DAIRY MILK

Dairy Milk

Twix

Twix



Galaxy

SNICKERS

Snickers



Aero

crunchie

Crunchie



Yorkie



Bounty



large bag Maltesers



large bar Dairy Milk



M&Ms



Minstrels



Toblerone



Picnic



Chocolate Eclairs



Buttons



Milky Bar

SMARTIES

Smarties

**Kinder
SURPRISE**

Kinder Surprise

CURLYWURLY

Curly Wurly

CHOMP

Chomp



Easter Eggs

*Thorntons
Continental*

Thornton's Continental

**creme
egg**

Crème egg

ROSES

Roses

CELEBRATIONS

Celebrations

HEROES

Miniature Heroes

Milk Tray

Milk Tray

After Eight

After Eight

FERRERO
ROCHER

Ferrero Rocher



Terry's Chocolate Orange



choc-a-lot quiz 10 mins

resources

quiz sheets, pens, paper, fair trade chocolate broken into squares, knives & forks, 2 plates, 2 dice

what you do

This is a fun activity to introduce some ideas such as: who are the main chocolate producers, where cocoa comes from and how fair trade works.

- ▶ Divide the young people into two groups, Team A and Team B. Each team is given a sheet with the quiz questions on, a dice, a pen, a plate with chocolate squares on and knives and forks.
- ▶ One person from each group throws a dice, then eats the number of squares of chocolate thrown by the dice with a knife and fork (no helping fingers allowed!). That person then answers the first quiz question (other team members can assist).
- ▶ The next person does the same thing.
- ▶ The winning team is the one with the most correct answers when all the chocolate has been eaten.

Cocoa 1994 - 2002: comparison of fair trade & New York Exchange prices



NB Fair trade minimum price = \$1600 + \$150 premium. When the New York price is \$1600 or above, then the fair trade price = New York price + \$150 premium

Source: Fairtrade Foundation



choc-a-lot quiz: questions

cocoa producers

- 1 Which countries are the top six producers of cocoa?

chocolate history

- 2 Where and when was the first bar of chocolate made?

making chocolate

- 3 What are the main ingredients in chocolate?
- 4 What percentage of cocoa solids does a typical bar of milk chocolate contain?
- 5 What gives chocolate its distinctive chocolatey taste and flavour?
- 6 What is cocoa butter?

the choc industry

- 7 Where do you think most of the money goes when we buy a bar of chocolate?
- 8 In the UK, what do we call semi-sweet chocolate?
- 9 Which of the following companies are owned by Cadbury Schweppes?

Trebor
Mars
Nestlé
Rowntree
Bassett's
Fry's
Maynards
Terry's
Butterkist
Ferrero Rocher

- 10 Which are the main companies that produce chocolate?
- 11 What is fair trade?

eating chocolate

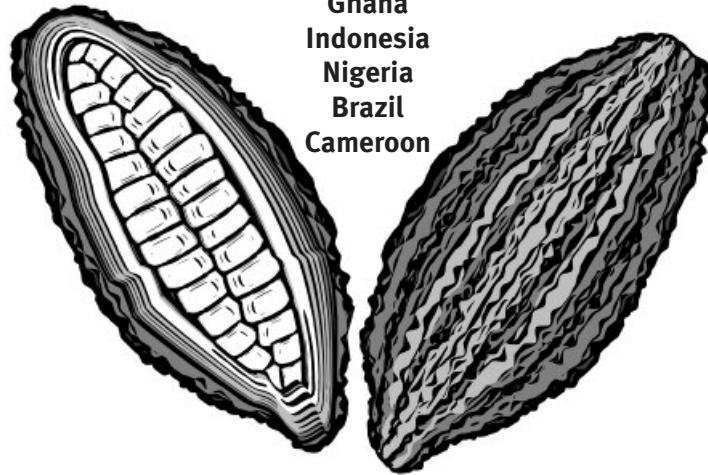
- 12 How many chocolate bars on average does each person in the UK consume per year?
- 13 Which group eats the most chocolate in the UK (eg children, retired people etc)?
- 14 Which 3 countries consume the highest amounts of confectionery (ie sweets & chocolate)?
- 15 How should you melt chocolate?
- 16 How should chocolate be stored?
- 17 What essential mineral can be found in useful quantities in chocolate?

choc-a-lot quiz: answers

cocoa producers

- 1 Which countries are the top six producers of cocoa?

Ivory Coast
Ghana
Indonesia
Nigeria
Brazil
Cameroon



cocoa pods

chocolate history

- 2 Where and when was the first bar of chocolate made?
in Britain in 1847

making chocolate

- 3 What are the main ingredients in chocolate?

cocoa butter
cocoa mass
milk
sugar
vegetable fat

- 4 What percentage of cocoa solids does a typical bar of milk chocolate contain?
21%

- 5 What gives chocolate its distinctive chocolatey taste and flavour?
a process of fermentation for 5-7 days

- 6 What is cocoa butter?

fat extracted from cocoa beans

the choc industry

- 7 Where do you think most of the money goes when we buy a bar of chocolate?
shop's costs and profit
chocolate company's costs and profit

- 8 In the UK, what do we call semi-sweet chocolate?
milk chocolate

- 9 Which of the following companies are owned by Cadbury Schweppes?

Trebor
Bassett's
Fry's
Maynards
Butterkist

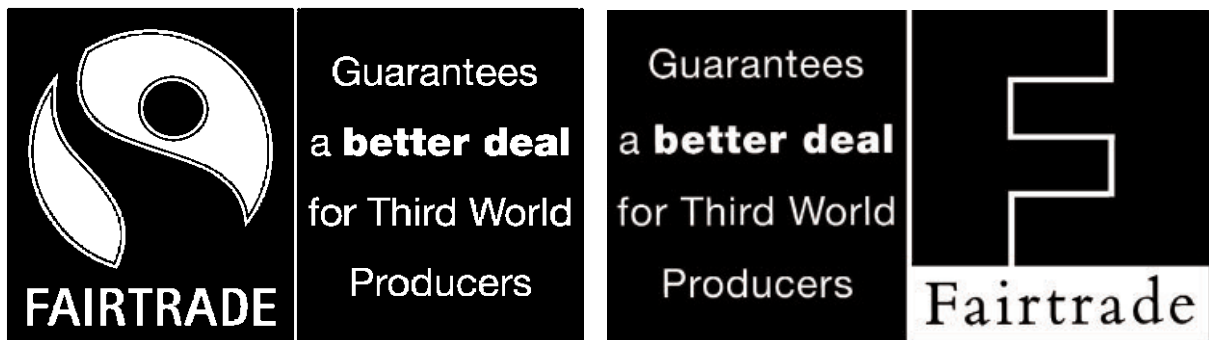
10 Which are the main companies that produce chocolate?

Mars
Hershey
Nestlé
Cadbury Schweppes
Philip Morris/Kraft Foods (Altria Group)

11 What is fair trade?

Fair trade means having a fair trading relationship between the consumers eg chocolate buyers in England and the producers ie the people who produce the cocoa. It means changing the way that conventional trade works so that:

- producers receive a guaranteed price for their goods, and the security of long term trading contracts
- producers benefit from guaranteed minimum health and safety conditions
- producers, their workplace and the environment are not exploited
- education and training opportunities, especially for women and children, are actively fostered.



The international Fairtrade Mark (left) was introduced in 2002 by the Fairtrade Labelling Organisations International (FLO) and has replaced the Mark used by Britain's Fairtrade Foundation (right).

eating chocolate

12 How many chocolate bars on average does each person in the UK consume per year?

200

13 Which group eats the most chocolate in the UK?

women eat 40%, men 26% and children 34%

Source: Comic Relief's Papapa

14 Which 3 countries consume the highest amounts of confectionery (ie sweets & chocolate)?

Switzerland
UK
Belgium

15 How should you melt chocolate?

slowly, over simmering water

16 How should chocolate be stored?

in a cool dry place

17 What essential mineral can be found in useful quantities in chocolate?

copper

choc on the map 5 mins

resources

list of those countries producing the most cocoa and of those consuming the most chocolate, large world map showing names of all the countries, sticky dots (2 colours – one for producers, one for consumers)

what you do

This visual exercise shows the relationship between cocoa producers and confectionery consumers (sweets and chocolate).

- ▶ Young people are divided into 2 groups. One group, the cocoa farmers, are given red stickers.
- ▶ The other group, the consumers, are given blue stickers.
- ▶ Each group tries to find the countries from the list below on the map and sticks a dot on it.

top Western chocolate consumers ¹

Switzerland
Germany
Belgium
Austria
Ireland
UK
USA

top cocoa producers ²

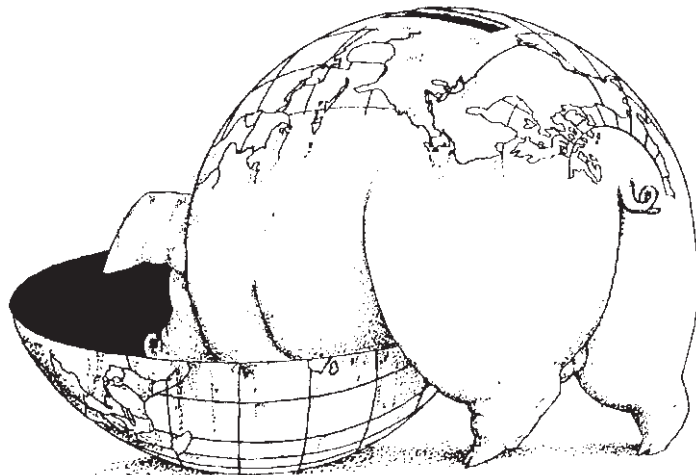
Ivory Coast
Ghana
Indonesia
Nigeria
Brazil
Cameroon
Malaysia

- ▶ Ask the group what the map reveals about where cocoa is grown and consumed.

Sources: ¹ CAOBISCO data on per capita chocolate consumption, *Chocolate Consumption in Europe*, International Cocoa Organization, May 1998; ² *Quarterly Bulletin of Cocoa Statistics*, 24 (1), 1997/98, International Cocoa organization, April 1998 (ICCO forecasts of production of cocoa beans for the 1997/98 cocoa year)

background information

The map will show that those who produce the cocoa are not the same as those who consume the end product, ie chocolate. Chocolate is very much a global industry. The chocolate consumers drive the industry through creating demand for the product. The key is to make sure that the industry is driven responsibly, making sure that all of the others in the chain receive a fair deal.



“ The most prolific consumers of chocolate have always been the western European countries and the United States; this pattern may change in the future, however, with the growth of the Brazilian, Chinese and Japanese markets. As the producer countries lie in equatorial and tropical regions – where the cacao tree finds the heat and humidity necessary to its delicate constitution – their inhabitants consume little chocolate. Chocolate, too, is fragile, and requires dry, temperate conditions for storage. ”

Source: www.qzina.com/a2z/page4.htm

bean to bar job squad 10 mins

resources

newspaper, sellotape, scissors, fair trade chocolate bar, cocktail sticks, photocopied version of cards for this exercise, cassette recorder/CD player, music

what you do

This is a version of pass-the-parcel with a message, the aim being to put a human face to the different stages of making chocolate, from growing the cocoa beans to the point-of-sale for a fair trade bar of chocolate.

- ▶ Make up a 'parcel' using the newspapers, enclosing the 'Who Am I?' material for Stage 1 in the middle, the material for Stage 2 in the second layer and so on.
- ▶ Some of the stages contain the country's flag. To make the flags up, cut out and colour the flag as instructed and then attach to a cocktail stick with sellotape.
- ▶ Everyone is seated in a circle, the music starts and the parcel is passed from person to person. When the music stops, the outer layer of paper is removed from the parcel and the young person must use the clues to guess 'Who the person is' who represents one of the stages in the chocolate chain. The facilitator can refer to the Facilitator's Notes.
- ▶ Once the 'person' has been identified, continue playing along these lines until the final layer is reached which is the prize of a fair trade bar of chocolate.
- ▶ Instead of guessing 'Who Am I?', the young person needs to look carefully at the bar of chocolate and work out what its fair trade features are (see **facilitator's notes**, p22, for more information).

For more details on the *Bean to Bar* story, visit www.dubble.co.uk and click on 'fun & games'.

*Note that these stages are in reverse order as this is the order in which they will be wrapped, ie working from the centre outwards.



facilitator's notes

stage 1: growing and caretaking

Cocoa trees grow in hot, damp climates on or near the equator such as in Ghana and Brazil. They grow up to 5m high but need shade, so farmers often grow them among the tall trees of the rainforest.

The ground around them needs to be well weeded as weeds can smother the trees. Caretakers sell their labour eg removing weeds and keeping pests away from the crop. In return they will receive about a third of the income from the crop.

After 3-5 years, each tree may produce more than 200 pods each year. They are 20cm long and yellow when they mature.

stage 2: harvest

There are two harvests each year, the light crop in June/July and the main crop in October/February. Pods are split open using a knife known as a cutlass. The beans are scraped out; there are 30-40 beans in a pod. Nothing is wasted, the pods are turned into compost or are used to make soap.

stage 3: fermenting beans

The beans are wrapped in banana or plantain leaves and left to ferment in a warm, shady place for 5-7 days. Fermentation gives chocolate its distinctive chocolatey taste and colour.

stage 4: drying beans

Beans are laid out to dry for up to ten days on tables made out of bamboo. During this time, they are turned regularly to stop them sticking together in clumps and to remove poor quality beans.

stage 5: weigh in

The beans are packed into sacks and taken to the village recorder. Each sack should weigh 62.54kg and the farmer is paid half of what he will eventually earn. The other half is paid when the cocoa is accepted by Cocobod, the government cocoa board. The recorder has to be trustworthy to make sure that he does not rip off the cocoa farmers who depend on this for their livelihood.

stage 6: on the move!

180 sacks are stacked on each truck ready for transportation to a warehouse and then on for eventual export by ship.

stage 7: quality control at dubble factory

Dubble chocolate is made in a factory in Germany that specialises in fair trade chocolate. There the beans are roasted and ground. This produces cocoa liquor, which gives chocolate its irresistible taste, and cocoa butter, which makes it melt in your mouth.

The cocoa liquor and butter are mixed with milk, sugar and, in Dubble's case, real vanilla to produce a runny chocolate blend called couverture which is mixed and mixed and mixed for several days in giant vats to give it a deliciously smooth, silky texture.

stage 8: packing the bar

The runny chocolate 'couverture' is then moulded into blocks, wrapped, packed and the finished Dubble is shipped to the shops.

stage 9: point-of-sale

By buying fair trade chocolate like Dubble, the consumer is helping cocoa farmers, helping to create the demand for fair trade chocolate and shopping ethically.

The fair trade bar of chocolate has the following features:

- Fairtrade Mark
- description of what fair trade means
- higher percentage of cocoa content



9: point-of-sale

Question card

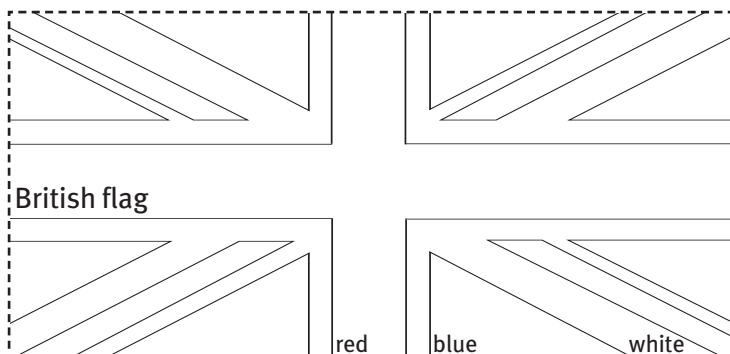
why am I so special?

Fact card

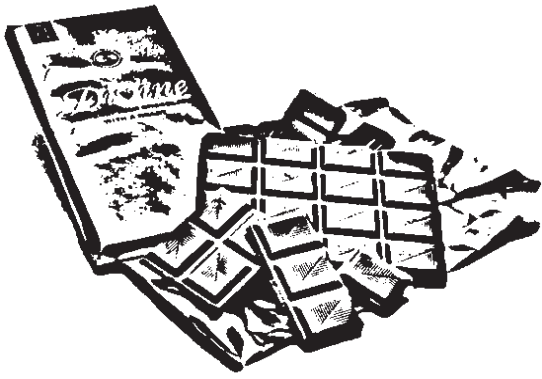
each person in the UK spends £62 on chocolate



don't forget to include a real bar of chocolate!



8: packing the bar



Key words card

**wrapped,
packed**

Question card

who am I?



7: quality control at dubble factory

Key words card

**roasted & ground,
extra ingredients**

Question card

who am I?

Fact card

**Cocoa liquor gives
chocolate its taste.
Cocoa butter makes
it melt in your
mouth.**



	black
German flag	red
	yellow

6: on the move!

Key word card

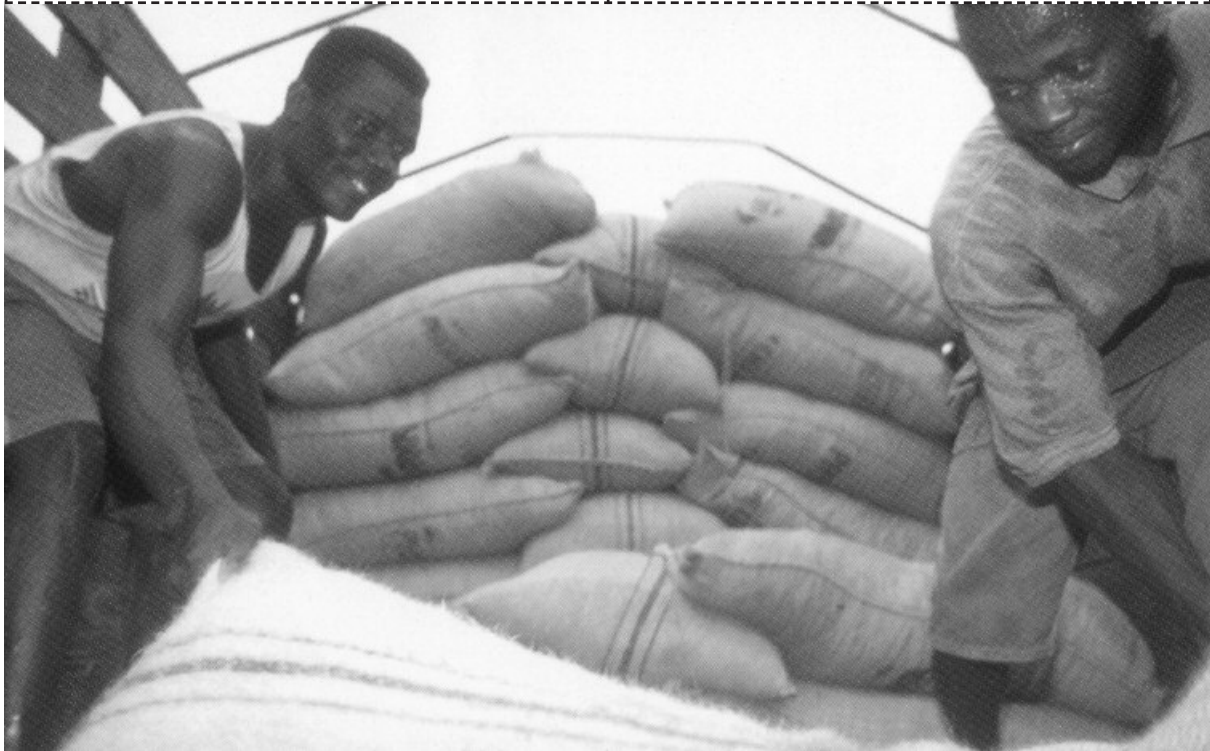
warehouse

Question card

who am I?

Fact card

180 sacks



5: weigh in

Key word card

money

Question card

who am I?

Fact card

62.54kg



4: drying beans

Key word card

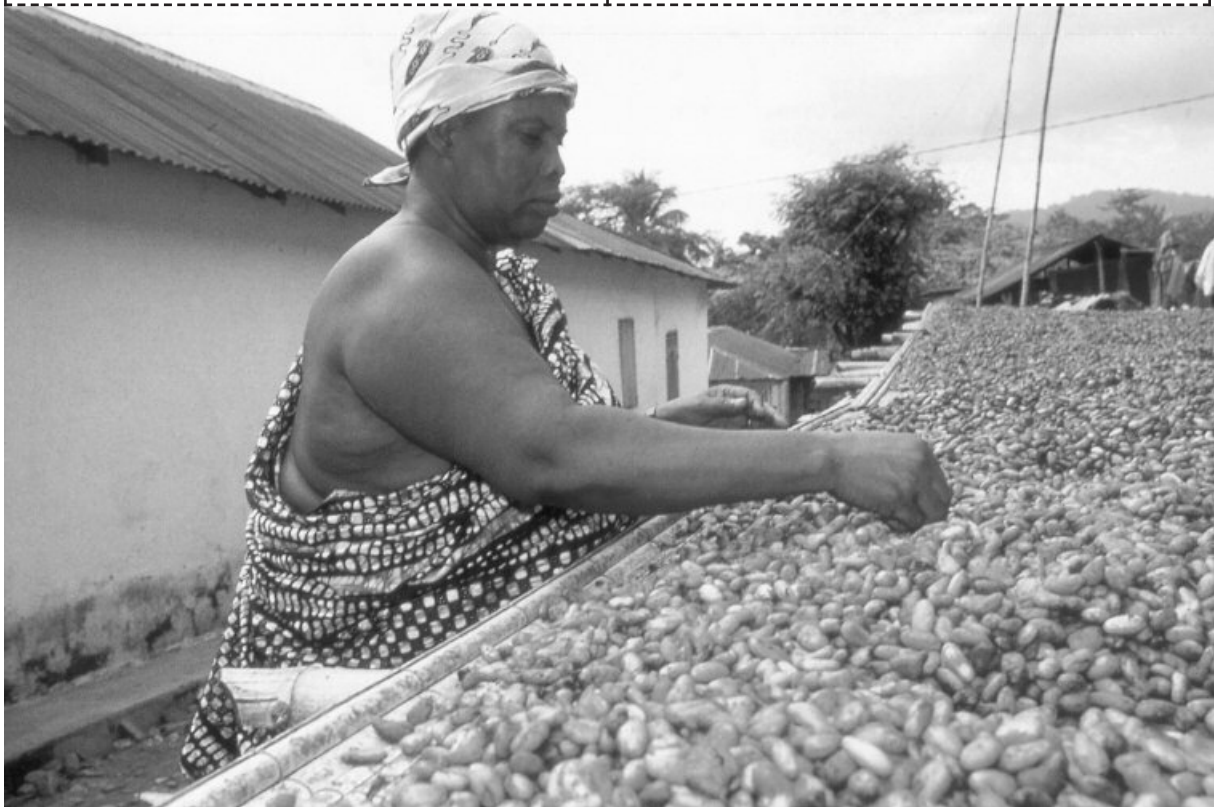
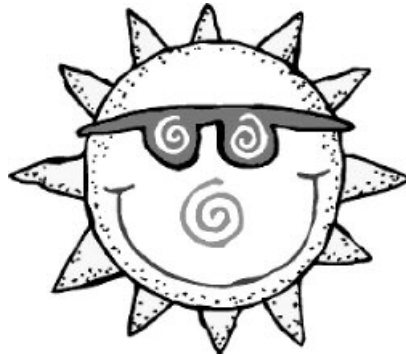
dry

Question card

who am I?

Fact card

10 days



3: fermenting beans

Key words card

shady, warm

Question card

who am I?

Fact card

5-7 days



2: harvest

Key words card

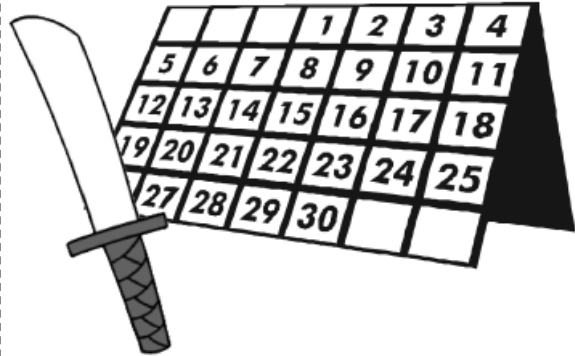
**June/July,
October/
February**

Question card

who am I?

Fact card

**30-40 beans
per pod**



1: growing & caretaking

Fact card

**15m high
cocoa tree**



red

Ghanaian flag

yellow



green

Question card
who am I?



chocolate break 25 mins

Unless working with a small group, it is suggested that half the group make the chocolate brownies and the other half have a break or do a different activity, such as **choc on the map** and from **bean to bar job squad**.

resources

access to a kitchen with an oven, flat baking trays, cooking utensils

ingredients

100g butter or margarine
300g soft brown sugar
2 eggs
25g fair trade cocoa
200g self raising flour

what you do

This is a fun activity to encourage young people to use fair trade ingredients such as cocoa. Young people also take something home after the session that they have made. To save time, it is suggested that several sets of ingredients are weighed and measured beforehand so that the young people can start cooking immediately.

- ▶ Melt butter or marg in a pan. Remove from heat.
- ▶ Add sugar, flour and cocoa and mix well.
- ▶ Stir in beaten eggs
- ▶ Pour mixture into a flat baking tray and cook in a moderate oven for 15-20 minutes.
- ▶ Allow to cool in tray.



making brownies at workshop held at South Reading Youth & Community Centre

the price is right! 15 mins

resources

A3 size photocopy of the Choc-O-Meter (below – replace with a real bar of chocolate and a hand drawn scale if preferred), blu tac, Price Up! and Price Down! flags, cards

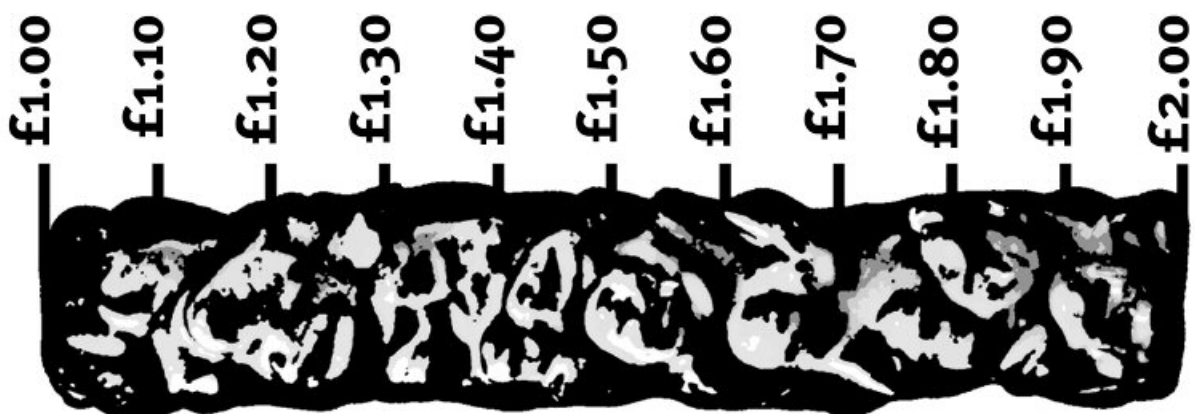
aim

To ensure that young people are aware of the influences on the price of a bar of chocolate so they can then make informed choices about what chocolate they choose to buy. The fair trade factors mean the chocolate is charged at a fair price (the real price), although this may make the chocolate slightly more expensive. The Big Choc Company factors are controlled solely by profit for the Big Choc Companies and their shareholders, to the exclusion of most other considerations such as a living wage for the cocoa producers. This means that they can produce the chocolate more cheaply (eg pay too little for the cocoa in the first place, use less cocoa in the chocolate) whilst still making a profit for themselves.

what you do

- ▶ As in a quiz show, a compere is chosen from the participants and briefed on his/her role.
- ▶ A blob of blu tac is placed on the Choc-O-Meter price scale to show a starting price for the bar of chocolate (say, £1.50 so that there is scope to move the price both up and down later on).
- ▶ The compere now approaches one of the other participants (the quiz show audience) and asks them to choose one of the cards. This is then read out and the audience are asked whether they think that it means the price of the bar of chocolate will go up or down (see Facilitator's cards to see which are Price Up! and which are Price Down!).
- ▶ The compere then asks the audience, amidst lots of shouts of 'price up' and 'price down' to vote with their flags – Price Up! (with the Fairtrade logo on) if they think that the card means that the chocolate would cost more and the Price Down! (Big Choc Company) if they think that it would cost less*.
- ▶ The compere then counts the votes and the participant moves the blob of blue tac either up or down to indicate the new price.
- ▶ The facilitator then briefly discusses with the participants whether the group has chosen the right answer (price up or price down) and the reasons why.
- ▶ The process is repeated with another card. It is suggested that using 4 or 5 of the 21 card pack will probably be enough.

*This is similar to the show of flags to vote in the TV series 'Ready, Steady, Cook'.



facilitator's notes:

price up! cards

- ▶ **No more child slavery:** If cocoa farmers receive a fair price for their cocoa they can pay both themselves and their employees a living wage – child labour is less attractive.
- ▶ **Living wage for cocoa farmers:** Cocoa farmers will receive a fair price for their cocoa and therefore be able to pay both themselves and their employees a living wage.
- ▶ **Let the child workers go to school:** If cocoa farmers can afford to pay both themselves and their employees, then their children will be free to go to school instead of working on the farm. It will also help stop child slavery so that these children also have the chance to go to school.
- ▶ **No more beating child workers:** This will stop if cocoa farmers receive a fair price for their cocoa and they no longer need to employ child slaves.
- ▶ **No more accidents with machetes:** If cocoa farmers receive a fair price for their cocoa, they can afford to employ workers and put the necessary health and safety requirements in place, eg training.
- ▶ **Let people afford clean water:** If cocoa farmers are paid a fair price for their cocoa, then communities will be able to afford basics such as access to clean water. Levels of poverty will decrease.
- ▶ **No more days working from 6am to 6.30pm:** If farmers received a living wage and were able to pay their workers enough, there would no longer be the demand for child slaves who work very long days.
- ▶ **No more child trafficking – my parents from Mali thought I'd be coming to do a good job on the Ivory Coast!:** With a living wage for the cocoa farmers and their employees, demand for child slaves would be reduced.
- ▶ **Fair price for cocoa:** Means a living wage for cocoa farmers and their employees.
- ▶ **Let chocolate eaters buy fair trade:** Consumers choosing to buy with a conscience will give more support to cocoa farmers and their communities. Fair trade makes a difference where the Big Choc Companies have failed to act effectively.



price down! cards

- ▶ **More profit for shareholders:** Finding ways to give more money to the Big Choc Company shareholders rather than sharing the profits with others in the industry such as the cocoa farmers. Methods include reducing the cost of raw materials, eg paying less for cocoa or using less.
- ▶ **Bigger pay packet for big choc boss:** Putting any profits towards the Big Choc Company's Chief Executive rather than supporting the cocoa industry as a whole, eg cocoa farmers.
- ▶ **Save money on raw materials:** Paying less for the cocoa or using less cocoa in the chocolate. Using more of other ingredients such as sugar and non-cocoa vegetable fats.
- ▶ **Pay cocoa farmers less for their labour:** Meaning that cocoa farmers will be unable to earn a living wage and therefore unable to employ workers or support their families. This means that there will still be demand for child slaves and poverty will continue.
- ▶ **New choc recipe – less cocoa!:** A clever marketing tool whereby promoting the 'new improved recipe' for the chocolate bar omits to mention that this includes less cocoa solids meaning that the Big Choc Company is having to spend less on the most expensive raw material.
- ▶ **Only spend money on advertising – cut costs everywhere else:** This will create/maintain the demand for chocolate and ensure that there is brand recognition. However, cutting costs elsewhere may mean paying less for and using less of the most expensive raw material – cocoa. This will have a negative impact on the cocoa farmer.
- ▶ **Buy up other smaller choc companies – no competition:** This means that there is less competition between chocolate companies who will strive to meet the consumer's needs which may be a demand for fair trade chocolate. Also, if the global chocolate market is dominated by fewer players, it will be harder for independent voices to be heard because Big Choc Companies have large PR budgets and can put pressure on other bodies, eg governments, trade organisations etc.
- ▶ **'Yes' to ending child slavery – but 'no' to Fair trade chocolate:** The Big Choc Companies have made moves towards ending child slavery but they are only dealing with the symptom not the root cause of the problem which is that they are failing to pay cocoa farmers a fair price for their product.
- ▶ **PR image of caring company – still say 'no' to Fair trade chocolate though:** The Big Choc Companies are quick to publicise the good works that they do, eg giving money to charity and seeking to address the issue of child slavery. However, they are still not addressing the root cause by failing to introduce fair trade chocolate.
- ▶ **Child slavery isn't a problem on 99% of cocoa farms:** Mars' summary of the IITA study is unduly brief and downplays the severity of the findings. Even though over 99% of farmers may not use child labour or child slaves, 1% is still too large a figure to accept given the gravity of the situation. One child slave is one too many. To cite a point that Mars failed to mention, the report noted that 12,500 children working on cocoa farms had no relatives in the area, which is a warning sign that they could have been trafficked as slaves. Unfortunately none of these children were interviewed and the study was conducted outside the peak harvest season (during which child labour and abusive labour are known to be at their highest) in two of the four countries studied. This makes it quite likely that the study actually underestimated the true level of child labour and child slavery.



illustrations: Maurizio Forestieri – from the BAFTS video For A Few Pesos More, available from RISC

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PRICE
DOWN
Big
Clear

**pay cocoa farmers
less for their labour**

**'yes' to ending
child slavery – but
'no' to fair trade
chocolate**

**no more child
slavery**

**let the child
workers go to
school**

**no more accidents
with machetes**

**let people afford
clean water**

**no more days
working from 6am
to 6.30pm**

**only spend money
on advertising – cut
costs everywhere
else**

**no more child
trafficking – my parents
from Mali thought I'd
be coming to do a good
job on the Ivory Coast!**

**save money on raw
materials**

fair price for cocoa	more profit for shareholders
bigger pay packet for big choc boss	new choc recipe – less cocoa!
living wage for cocoa farmers	buy up other smaller choc companies – no competition
No more beating child workers	PR image of caring company – still say ‘no’ to fair trade chocolate though
child slavery isn’t a problem on 99% of cocoa farms	let chocolate eaters buy fair trade

choc tasting 5 mins

resources

fair trade chocolate, non-fair trade chocolate, pencils, copies of individual score sheets (below), piece of flip chart with copy of group score sheet drawn on it, 2 plates, 2 signs – one marked 'Chocolate A' and the other marked 'Chocolate B'

what you do

This is a fun activity where participants assess the relative merits of fair trade and non-fair trade chocolate (without knowing which is which). The atmosphere should be something akin to 'tongue-in-cheek professional wine tasting'!

- ▶ Each young person is given an individual recording sheet.
- ▶ They then taste Chocolate A and judge this according to the criteria, they then note down their comments and marks.
- ▶ They then do the same for Chocolate B.
- ▶ Afterwards, the individual sheets are collected by a facilitator who notes the results on the group's sheet which is then displayed on the wall. This provides a composite view of the group's perception of Fairtrade and non fair trade chocolate.
- ▶ Use this as a starting point for a discussion about what they think about fair trade chocolate in comparison with the non-fair trade (they are probably more used to the latter) and whether or not they would be persuaded to buy the former based on its physical qualities.

1 = poor; 5 = excellent

Chocolate A	1	2	3	4	5
flavour					
smell					
texture					
appearance					

Chocolate B	1	2	3	4	5
flavour					
smell					
texture					
appearance					



it's a wrap 10 mins

resources

flip chart, marker pens, access to a computer and the internet or fax machine, Polaroid camera, printer

what you do

There are two parts to this exercise.

choc views 2

- ▶ Explore how the the young people's views towards chocolate have developed during the course of the workshop. Encourage the young people to explain what they now think about chocolate – they can either write their views down on a 'grafitti wall' (pieces of flip chart stuck on the wall with an outline of bricks drawn on it) or the facilitator can note down their comments on a piece of flipchart paper that they can all see.
- ▶ Compare their current views to what they said about chocolate at the beginning of the workshop in **choc views 1**. They should now be more aware about where chocolate comes from, the issues surrounding the cocoa that goes into their chocolate and ways that they, as consumers, can address the situation such as choosing fair trade chocolate. In **choc views 1**, their understanding of chocolate was more likely to be linked to lifestyle issues directly relating to them.

action stations

This is the part of the workshop where young people have a chance to take action and make a difference. Two options are given here and the choice will depend on the group.

option 1

- ▶ Send a fax to the big choc companies to ask them what they are doing to guarantee a fair price for cocoa to end child slave labour on the cocoa farms once and for all. This shows that you are aware of the situation and that, as consumers, you want to see and can create the pressure for change. Below is an example of a letter which can be sent to Mars. This can either be printed off and faxed or sent direct from Global Exchange's web site (www.globalexchange.org/cocoa/mmmars.html).
- ▶ Then turn to **information sheet 2** (p45) to see Mars' reply letter which is sent by post.
- ▶ Adapt this letter to send to other chocolate companies – see **weblinks** (p52) for more information – or write your own letter based on what you now think about chocolate production and what you think should be done about it.

option 2

- ▶ Decide on the target audience, eg big choc companies, other chocolate consumers or other young people.
- ▶ Write or draw messages about what you think about the cocoa trade and chocolate production and what can be done about it.
- ▶ Use the Polaroid camera to take pictures of these messages. These photos can then either be kept separate or mounted together into a poster. This can be sent to the target audience or displayed eg at the youth club to get the message across.



sample letter/fax to mars

Paul Michaels
President M&M/Mars Inc
6885 Elm Street, McLean, VA 22101

Dear Mr Michaels,

I am writing to request that you begin selling fair trade certified chocolate. I believe this is the best way for you to end child slavery, child labor and poverty on cocoa farms. Fair trade will help farmers meet their basic needs, send their kids to school, and break out of the severe poverty that underlies abusive labor and child labor on cocoa farms.

As you know, child slavery on Ivory Coast cocoa farms was recently reported by the International Labor Organization and the US State Department. In August 2002, the International Institute of Tropical Agriculture (IITA) reported that over 284,000 children on cocoa farms in the Ivory Coast, Ghana, Nigeria and Cameroon work on hazardous tasks such as using machetes and applying pesticides without sufficient protection. In addition, 12,500 such children had no relatives in the area, a sign that they could have been trafficked as slaves. The IITA report also noted that an overwhelming 66% of children working on Ivory Coast cocoa farms do not attend school.

Along with these horrible conditions, cocoa farmers face severe poverty that can be traced to insufficient world cocoa prices and agricultural deregulation that has left farmers at the mercy of the market. According to the IITA, annual cocoa revenues average \$30 to \$110 per household member, which makes "it difficult for families to have sufficient income to meet their needs." In the worst cases, poor farmers have resorted to using child slaves.

I am aware that in 2001, Mars, along with several other chocolate companies and NGOs, signed a Protocol to end child slavery and forced labour on cocoa farms. While this is a positive move, the Protocol does not address the low cocoa prices that lie at the root of these egregious labor conditions. I am horrified that your chocolate will remain tainted with the bitterness of exploitation. I believe that M&M/Mars, as a leader in the global chocolate market, has the responsibility to pay cocoa farmers a fair trade price. You clearly have the resources to do so, given that Mars is the 4th largest private company in the US and your three owners, the Mars family, have a combined worth of \$30 billion.

As such, I urge you to commit to purchasing at least five percent of your cocoa as fair trade Certified. Fair trade offers an immediate and proven solution to slavery, child labor, and poverty because it ensures at least \$0.80/pound and prohibits child slavery, abusive child labor, and forced labor. Fair trade chocolate certification is new to the US, so Mars would be a leader in supporting struggling cocoa farmers. There is certainly enough cocoa for you to start using fair trade now – in 2000 fair trade cooperatives produced 89 million pounds of cocoa, but sold only 3 million at fair trade prices.

Thank you for your consideration. I would very much appreciate a reply regarding your plans to seek fair trade certification.

Sincerely,

Your name

talking walls

10 mins

The participants are asked to spend a few minutes giving feedback to the workshop session. This is useful to:

- look at ways to improve the workshop in the future
- find out what worked well with the young people and why
- plan future work with the same young people and
- reflect on the facilitators' own practice.

resources

flip chart paper, marker pens

what you do

- ▶ Participants are asked to fill in three 'talking walls' (flip chart paper with the headings):
 - 'one thing I liked about the workshop & why...'
 - 'one thing I disliked about the workshop & why...'
 - 'what I am going to do now because of this workshop...'
- ▶ Alternatively, the young people can be given 3 different coloured post-it notes to write their comments on (a different colour for each question) and then these can be stuck up on the talking walls afterwards. This is more anonymous.



talking walls at workshop held at South Reading Youth & Community Centre

info sheet 1:

chocolate capitalism

The chocolate industry, like so many others, has been reshaped by globalisation and downsizing. In most cases the family firm is a thing of the past. Technology has taken its toll... Indeed, except for the smaller speciality firms and a very few 'majors', it is no longer possible to speak of a separate chocolate industry at all... The Swiss giant, Nestlé – the world leader in chocolate production, after swallowing Rowntree, Frys and many others – is into so many other aspects of the food industry that it now bills itself as 'The Food Company'. The US tobacco giant, Philip Morris, recently re-branded with Kraft Foods as part of the Altria Group, is also a major player in the industry, with total sales behind only Nestlé and Mars. Many of these majors are now expanding into the Asian and Eastern European markets, either building new factories or, more likely, buying up local companies.

The sum of these changes adds up to an industry that behaves much like any other. Whether the issue is truth in advertising, the integrity of ingredients, the treatment of workers, or the source and price of cocoa – the bottom line rules. Today, market share is the name of the game. Vast amounts of money are pumped into advertising to establish name recognition. Although demand continues to grow at two-to-three per cent a year, dramatic shifts in market share are unlikely, except where competitors can be bought out. So improving the bottom line is dependent on reducing the costs of labour and raw materials. One of the most expensive of the raw materials in chocolate is still cocoa. So the price of the bean must be kept low, or the amount of cocoa used in chocolate reduced. Big Oil has long been recognised as a massive influence on the world economy. It is clear that Big Chocolate employs similar ruthless, business-as-usual capitalist strategies. At least fair trade chocolate offers a more ethical alternative for chocolate addicts!

Source: adapted from New Internationalist No 304, p27



Transporting fairly traded cocoa beans, Dominican Republic *Olaf Tamm/Food Illustrated*

info sheet 2:

fair trade & the big choc companies

current situation in america in relation to mars (may 2003) and global exchange's response to it

The following text represents Global Exchange's responses to Mars's statements regarding consumers' requests that they start selling fair trade Certified chocolate. The quoted statements from Mars have appeared across several different versions of their letters regarding consumer requests for fair trade, and are unified here to present a comprehensive view of the issues.

text from mars' response to consumers asking for fair trade

"We knew that a ban or a boycott of cocoa from West Africa would hurt law-abiding, hard-working people without addressing the root causes of abuse."

global exchange's response

Global Exchange is not advocating a boycott, but is asking that Mars address the root causes of abuse by using fair trade cocoa in their products.

text from mars' response to consumers asking for fair trade

"In 2001, the global chocolate industry signed a Protocol agreement with world government leaders, human rights experts, and child labour advocates to fund and develop programs to eliminate abusive child labour practices in cocoa growing and processing."

global exchange's response

The consumers who are writing to M&M/Mars are well aware of the terms of the chocolate industry's Protocol to work towards ending child slavery, as Global Exchange has openly provided this information along with its other materials. What consumers are asking M&M/Mars to do is go beyond the Protocol and address the low world cocoa prices that are the root cause of abusive child labour, forced labour, and dire poverty in cocoa farming communities – namely by using fair trade cocoa in their products. According to the International Institute of Tropical Agriculture, annual cocoa revenues average \$30 to \$110 per household member, which makes "it difficult for families to have sufficient income to meet their needs." These needs include labour costs, and if these cannot be met, farmers will continue to use abusive child labour practices. In addition, it is important to note that the Protocol involves 'voluntary standards' meaning that even after it's full effect, companies don't have to follow it! Fair trade Certification offers a guaranteed and already existing solution to the very problems the chocolate industry is developing its own programs to solve, because it guarantees farmers a stable living wage, prohibits abusive child labour and forced labour, and requires independent monitoring of farms each year."

text from mars' response to consumers asking for fair trade

"A survey of more than 3,000 farms in West Africa, released by the International Institute of Tropical Agriculture (IITA) tells us that more than 99% of farmers in the Ivory Coast do not employ children as full-time workers. It has, however, raised some concerns about children performing potentially hazardous work."

global exchange's response

Mars summary of the IITA study is unduly brief and downplays the severity of the findings. Even though over 99% of farmers may not use child labour or child slaves, 1% is still too large a figure to accept given the gravity of the situation. One child slave is one too many. To cite a point that

Mars failed to mention, the report noted that 12,500 children working on cocoa farms had no relatives in the area, which is warning a sign that they could have been trafficked as slaves. Unfortunately none of these children were interviewed and the study was conducted outside of the peak harvest season (during which child labour and abusive labour are known to be at their highest) in two of the four countries studied. This makes it quite likely that the study actually underestimated the true level of child labour and child slavery. To expand on Mars brief mention of ‘concerns about children performing potentially hazardous work’, in truth the IITA found that over 284,000 children on West African cocoa farms perform hazardous tasks such as using machetes and applying pesticides without sufficient protection. Beyond this, an overwhelming 66% of children working on Ivory Coast cocoa farms do not attend school. In sum, the problems affecting cocoa farming communities go beyond the horror of child slavery to encompass large scale and dangerous child labour and lack of resources for education – serving only to maintain the cycle of poverty and desperation that leads farmers to use abusive child labour practices.

text from mars’ response to consumers asking for fair trade

“Our goal is to raise the standard of living of all farmers and their families who depend on cocoa for their livelihood. We have begun to implement pilot programs that seek to raise the standard of living of rural cocoa farming families and workers. For example, we are promoting internationally accepted labour practices by disseminating public education messages via radio. The steps we are currently taking are part of a broader effort initiated by Mars and the global chocolate industry in 1998 to improve the well-being of millions of responsible small farmers who grow cocoa world wide.”

global exchange’s response

Beyond listing a few projects such as providing radios to farmers, Mars does not give details about the ‘broader efforts’ referenced in their letters. When asked for more information, M&M/Mars consumer affairs stated that the company supports the Sustainable Tree Crops Program (STCP), which is working to build cooperation among cocoa producing countries in West Africa, promote sustainable growing methods, and help farmers increase productivity, quality, yield, and marketability. While public education efforts and projects such as the STCP sound promising, they are essentially limited charity efforts that stand to benefit only those who are directly involved, leave farmers at the mercy of the volatile world market and ever dependent on the corporations that control it, and have no guarantee as to the nature and stability of the proposed benefits. For example, though farmers could potentially receive higher income by improving cocoa quality and taking more control of processing and marketing, this will not happen with certainty unless the chocolate industry offers cocoa farmers a fair price and works to stabilize the market at such a price. The chocolate industry’s plans also force farmers to take the financial responsibility to end abusive child labour, despite the fact that the chocolate industry knows full well that the world cocoa price fails to give farmers the resources to do so. In contrast, fair trade isn’t charity but an honest and ethical deal – for farmers, corporations, and consumers – and offers a guaranteed and permanent solution to the problems of abusive child labour, forced labour, and poverty.

text from mars’ response to consumers asking for fair trade

“As a matter of addressing the root causes of poor labour conditions, Fair trade is one of several options to consider. Ultimately, however, fair trade is an approach that works best with farms that have access to infrastructure such as communications and warehousing facilities. While our long-term goals include encouraging the development of farmer organizations, currently the majority of farmers in West Africa do not have access to the type of infrastructure that is needed to take part in a fair trade supply chain.”

global exchange’s response

Mars’s response completely disregards the fact that fair trade is indeed feasible for many farmers right now. In fact, 42,000 cocoa farmers from 8 different countries are already organised into cooperatives in West Africa and Latin America. The African nations of Ghana and Cameroon

are home to two of these cooperatives, and a cooperative from the Ivory Coast will soon join the fair trade system. Unfortunately, even fair trade cooperatives are selling much of their cocoa below fair trade prices because large corporations like M&M/Mars refuse to support this responsible purchasing option. Fair trade cooperatives produced 89 million pounds of cocoa in 2000 but sold only 3 million pounds at fair trade terms. Furthermore, 90% of cocoa farmers worldwide are small farmers, all of whom could join the fair trade system if they organized themselves into cooperatives. Cooperative formation would not involve extra strain on cocoa farmers, but would in fact maximize their limited resources and lighten their heavy loads, because cooperative members pool the necessary equipment, supplies, and knowledge and share these across the cooperative. For these reasons, and countless others, Global Exchange and over 200 other well respected labour, human rights, faith-based, environmental, and social justice organizations firmly believe that fair trade is the best option to address the root causes of poor labour conditions.

concluding statement from global exchange

If Mars truly wishes to 'raise the standard of living of all farmers and their families who depend on cocoa for their livelihood and ensure that the communities [that] provide raw materials and services benefit from their relationship with Mars', they should be a leader in supporting fair trade and helping more farmers come into the fair trade system. Specifically, they should start buying at least 5% of their cocoa from fair trade cooperatives now, pay a fair trade price to all those who are not in cooperatives, and help these farmers develop the infrastructure they need to organize themselves into fair trade cooperatives. In expressing this broad support for the fair trade system and its expansion, they will set a positive example that other corporations will want to follow, and will help many farmers beyond those from whom they buy their cocoa.



Harvesting cocoa pods used in fair trade chocolate, Dominican Republic *Olaf Tamm/Food Illustrated*

teaching resources

These resources are all available through mail order from: RISC, 35-39 London Street, Reading RG1 4PS, Tel 0118 958 6692, barbara@risc.org.uk.

Pa Pa Paa * – KS 3 (KS2 version also published)

Comic Relief Free

Curriculum links: Citizenship, PHSE, Geography, RE, ICT, Literacy and Numeracy

The pack provides a case study of the Fairtrade cocoa growers in Ghana. Pa Pa Paa, 'the best of the best', is their trademark. Activities, to suit all abilities, enable students to understand links in the cocoa chain, from cocoa farmer to chocolate eater. A trading game develops the concept of Fairtrade, showing how students' own choices affect the farmers in Ghana and other parts of the South. The pack includes a colour poster, set of photos, and activity sheets.

The Chocolate Trade Game (from Pa Pa Paa pack) – KS 2-3

Christian Aid £3.50

Curriculum links: Citizenship, PHSE, Geography, RE, ICT, Literacy and Numeracy

Fair Trade in Action – KS3-4

Fairtrade Foundation 2002 £15

Curriculum links: Citizenship, PHSE, Geography

An interactive resource which introduces Fair trade as an alternative to conventional trade. It encourages students to participate as active global citizens, while raising awareness of world trade issues. The pack can be used across the curriculum, and includes:

- a video, *Forum on Fair Trade*, with differentiated worksheets
- producer case studies and activity sheets ready for photocopying
- five copies of a board game, including role cards, student instruction and record sheets
- A Teachers' Guide including background information, curriculum links, how to use the pack, action ideas, further resources and useful contacts.

The Fair Trade Chocolate Campaign

A how-to guide that shows what you can do to promote fair trade for cocoa farmers – downloadable from: www.globalexchange.org/cocoa/ChocolateActionPack.pdf

Chocolate by Fairgame Theatre

An excellent theatre production about chocolate which can be hired by schools or youth groups – 'a fast moving story of love, money, morals and twenty first century slavery'. Contact: Sarah Blowers, Fairgame Theatre, Frost Cottage, Washpool, Horsley, Glos GL6 0PP, Tel 01453 834798, Email: sarah@fairgametheatre.com.

Locococo – KS 3-4

Humanities Education Centre 2000 £15.00

Curriculum links: Citizenship, PHSE, Modern Foreign Languages (Spanish and English versions)

Locococo was an outcome of the 'Spanish Voices' Project, which brought together young people from Guatemala, Spain, Western Sahara and the UK via the Internet. Using the UN Convention on the Rights of the Child as a framework, *Locococo* includes a lively whole class game and supporting activities. It enables students to explore and develop an understanding of Human Rights and other Development Issues. It raises awareness of inequalities, and ways in which they can be addressed – for example through the purchase of fair trade goods. The activities and game have been developed to encourage young people to become 'active citizens', by taking action themselves.

The Chocolate Game – KS 3-4, 16+

Leeds DEC 1999 £4.25

Curriculum links: Citizenship, PHSE, Geography, RS

A game for 18-50 players based on the global cocoa trade. It takes 60-90 minutes to play, with participants divided into 9 different groups. Each group represents a family involved in the international chocolate industry. Players discover how their lives are interlinked through the chocolate trade and feel for themselves the influence purchasing power has on the lives of cocoa producers world-wide. The booklet includes information on the chocolate trade, fair trade, instructions and resources for the game, further resources and links.

- * out of print, but may be available from your nearest Development Education Centre or teachers' support centre

Spilling the Beans * – KS 4, 16+

Oxfam 1999 £12.99

Curriculum links: Citizenship, PHSE, Geography, Economics
18 minute video and activity booklet provide a case study of cocoa farmers in Ghana. Des Coleman presents the background to cocoa production, and the problems faced by growers. He meets people who rely on cocoa for their livelihoods, and finds out why Fairtrade is so important to them. The booklet contains information on the world trade system, Fairtrade, producer stories, facts about Ghana and a 'cocoa timeline'. It develops students' understanding of fair trade, through a Ghana quiz, and 'Fair Shares' role play, where participants take on the roles of different people in the 'chocolate chain', from grower to consumer.

Coffee Culture – KS 2-4, 16+

RISC 2002 £32

Curriculum links: PHSE/PSE/PSD, Citizenship, RE, Geography; Global Youth Work – enabling young people to explore their links with contemporaries in the South.
This limited edition game has been silkscreen printed onto a 1m² wipeable tablecloth. It has been beautifully hand lettered and illustrated, and builds on the familiar snakes and ladders format in order to create a user-friendly resource for all ages. The game explores some of the trading issues that effect coffee producers in Nicaragua and illustrates the benefits of Fair Trade. It is entirely self-explanatory and comes with counters and dice, contained in an attractive cloth bag.

Passion for Fashion – KS 2-4, 16+

RISC 2003 £3.50

Curriculum links: PHSE/PSE/PSD, Citizenship, Literacy, Art; Global Youth Work – enabling young people to explore their links with contemporaries in the South.
This pack is available in both school and youth work versions. It outlines the programme for an action-packed one day event which enables participants to explore the global fashion industry, and find answers to issues of ethical trade and workers' rights. Although it's presented as a one day event, each of the activities in the pack can be easily adapted for use in different situations.

Bananas & (Cocoa) Beans --KS2

RISC 2004 £3.50

Curriculum links: PHSE/PSE/PSD, Citizenship, Literacy. Geography
This pack is for anyone who has ever been shopping! It investigates our links with people across the globe through trade in food and drink products. The pack is divided into four parts, each of which can stand alone, be used in sequence, or be used to build a new dimension into existing schemes of work. It starts by raising awareness of our global links, and then goes on to look at the negative impact these links can have. Fair trade is introduced as a positive alternative, and ways in which we can all take action for positive change follow on from this. Each part includes teacher information, pupil activities and photocopiable materials – and has been designed for minimum teacher preparation and maximum pupil participation.

Seeing Through the Spin – KS4, 16+, FE, Youth & Community

Baby Milk Action 2001 £15.00

Curriculum links: Citizenship, PHSE, Business Studies, Geography, Media Studies, Key Skills
Seeing Through the Spin looks at issues of corporate responsibility, ethical consumerism, Fairtrade and sustainable development. It examines the role of Public Relations in our perception of TNCs and NGOs, and how these organisations affect development. It develops students' abilities to deconstruct PR messages from companies and their critics. The pack contains instructions for 14 different activities that can be selected to suit the participants. Each activity has discussion points, a summary of key ideas and suggestions for follow-up. There is an extensive glossary of terms, with a list of contacts and resources.

XChanging the World – KS4, 16+, FE, Youth & Community

RISC 1997 £12.95

Curriculum links: Citizenship, PHSE, Geography, General Studies
XChanging the World is designed to raise consumer awareness, encouraging participants to consider their responsibilities towards producers. There are 15 activities, exploring the broader structures that govern world trade, leading to poverty and inequality. Activities can be selected to suit the needs of the group. They include lively ways of introducing the issue of trade, as well as exploring issues such as the impact of TNCs as they move from one location to another, and the pros and cons of tourism for countries in the South. The pack promotes change by enabling participants to appreciate how they can make a difference, eg through supporting fair trade.

background reading

The Cocoa Chain, New Internationalist No 304, August 1998

Although not recent, it still gives excellent overview of the main issues concerning the cocoa trade, from the chain of cocoa production through to current and historical chocolate production issues in the North. Also available online: www.newint.org/issue304/contents.html.

TED Case Studies: EU's Chocolate Dispute Trade Environment Database

A useful overview of the debate relating to how EU directives could affect the chocolate industry. The redefinition of what constitutes chocolate may lead to the use of less cocoa with social and environmental consequences for cocoa producers in the South.

www.american.edu/projects/mandala/TED/chocolat.htm

Fairtrade Standards for Cocoa Fairtrade Labelling Organization (FLO)

www.globalexchange.org/cocoa/FLOStandardsCocoa.pdf

Sophie & Michael Coe **The True History of Chocolate** Thames & Hudson 1996 £12.95

A richly detailed history which begins 3000 years ago in the Mexican jungle and goes on to explore 'the food of the gods' archaeology, botany and socio-economics – used as a currency by the Aztecs, cultivated by slaves, consumed by aristocrats.



Fermented cocoa beans, Dominican Republic *Olaf Tamm/Food Illustrated*

useful contacts

- Anti-Slavery International** www.antislavery.org/
The Stableyard, Broomgrove Road, London SW9 9TL, Tel 020 7501 8920
Campaigns for the abolition of contemporary forms of slavery including child labour.
- Banana Link** www.bananalink.org.uk/
38-40 Exchange Street, Norwich NR2 1AX, Tel 01603 765 670
Campaigns for small producers in the Caribbean and workers' rights in US-owned plantations.
- British Association for Fair Trade Shops (BAFTS)** www.bafts.org.uk/
Unit 7, 8-13 New Inn Street, London EC2A 3PY, Tel 020 7739 4197
Network of independent Fair trade and World Shops across the UK. It seeks to raise the profile of fair trade. Links to fair trade outlets.
- Christian Aid** www.christian-aid.org.uk/
PO Box 100, London SE1 7RT, Tel 020 7620 4444
Development agency which also produces educational materials and campaigns on fair trade and the global supermarket.
- The Day Chocolate Company** www.divinechocolate.com/
4 Gainsford Street, London, SE1 2NE, Tel 020 7378 6550
Produces Divine and Dubble fair trade chocolate.
- Ethical Trading Initiative** www.ethicaltrade.org/
2nd Floor, Cromwell House, 14 Fulwood Place, London WC1V 6HZ, Tel 020 7404 1463
Coalition of trades unions, business and NGOs working together to identify and promote good practice in the implementation of codes of labour practice.
- The Fairtrade Foundation** www.fairtrade.org/
Suite 204, 16 Baldwin's Gardens, London EC1N 7RJ
Promotes and administers the Fairtrade Mark. Campaigns include Fairtrade Towns Initiative.
- Just Business** www.jusbiz.org/
c/o NEAD, 38-40 Exchange Street, Norwich NR2 1AX, Tel 01603 610 993
Encourages global and ethical dimension in the teaching of Business Studies and Economics in UK schools.
- Oxfam** www.oxfam.org/
247 Banbury Road, Oxford OX2 7DZ, Tel 01865 311311
Development agency which also produces teaching materials and campaigns for fair trade.
- Reading International Solidarity Centre (RISC)** www.risc.org.uk/
35-39 London Street, Reading RG1 4PS, Tel 0118 958 6692
Largest selection of teaching resources on global and development education in Britain.
Available through mail order.
- Traidcraft** www.traidcraft.co.uk/
Kingsway, Gateshead, Tyne and Wear NE11 0NE, Tel 0191 491 0591
Distribute fair trade food and crafts.
- War on Want** www.waronwant.org/
37-39 Great Guildford St, London SE1 0YU, Tel 020 7620 1111
Development agency – campaigns include calls for change to the world financial system.
- World Development Movement** www.oneworld.org/wdm/
25 Beehive Place, London SW9 7QR, Tel 020 7737 6215
Development agency – campaigns for political changes which directly benefit the poor, including *People Before Profits* campaign.

weblinks

The **useful contacts** page includes the website addresses of many organisations involved in fair trade. This list below includes sites from all sides of the debate about corporate responsibility and the cocoa industry as well as trade and globalisation.

Links within websites are often changed and some of the specific pages listed may not be accessible. In this case, you could try accessing the home page (the first part of the website address, eg www.corpwatch.org/) and trawl for the information.

- Cadbury Schweppes** www.cadburyschweppes.com/
Leading chocolate producer. Information on corporate social responsibility and ethical trade.
- Corporate Watch** www.corpwatch.org/
US anti-corporate watchdog with valuable information and links.
- Corporate Watch** www.corpwatch.org.uk/
UK equivalent of above.
- Dubble** www.dubble.co.uk/
User friendly website has some useful resources for engaging younger children in the issues of Fairtrade chocolate through activities and campaigning.
- Global Exchange** www.globalexchange.org/
A highly informative website containing key facts and downloadable resources, signposting how you can make a difference. USA based, so not everything is relevant to the UK.
- Global Trade** www.tradewatch.org/
Promotes government and corporate accountability in the international commercial agreements shaping the current version of globalization.
- Hershey Food Corporation** www.hersheys.com/
Leading US chocolate and confectionery producer.
- The International Cocoa Initiative** www.bccca.org.uk/
Alliance of industry, governments and independent working together to counter child exploitation in the growing of cocoa in West Africa.
- International Monetary Fund (IMF)** www.imf.org/
The UN agency responsible for imposing neo-liberal economic policies on developing countries which have favoured TNCs.
- Kraft Foods** www.kraft.com/
World's second largest food and beverage company – brands include Suchard, Terry's, Toblerone.
- Kuapakokoo** www.kuapakokoo.com
A Ghanaian cocoa farmers' co-operative which produces cocoa for the Day Company (Divine and Dubble chocolate brands).
- Nestlé** www.nestle.co.uk/
Leading chocolate producer. Includes information on Nestlé's production practices.
- Mars** www.mars.com/
Leading chocolate producer. Information on production policies.
- Oneworld Online** www.oneworld.net/campaigns/wto/
Good general site for exploring development issues, including useful updates on the WTO.
- Oxfam** www.maketradefair.com/
Oxfam campaign to make international trade regulations more fair.
- Radical Thought** www.radicalthought.org/
Lists which chocolate manufacturers use slave labour.
- Trade Justice Movement** www.tradejusticemovement.org.uk/
Alliance of UK NGOs concerned with the negative impact of international trade rules on the poorest people in the world, on the environment, and on democracy.
- World Trade Organisation (WTO)** www.wto.org/
The body which regulates world trade and promotes corporate agendas.

feedback form

Developing this pack has been a long process of research, consultation, discussion and trialling of materials. Feedback from participants and other facilitators has been an essential ingredient in trying to make issues accessible for young people. It would be useful for us to know how far we have succeeded in developing a resource which meets your needs. Your comments will help us to make revisions in future online and hard copy editions. Use a separate sheet if necessary.

1 Name

2 Address

Postcode

Tel

Email

3 What is your work?

4 How did you discover the pack?

5 Which version of the pack have you used (please circle)? hard copy online

6 If online, do you find this a convenient way of accessing resources?

very convenient 1 2 3 4 5 very inconvenient

Do you have any comments about accessing resources in this form?

How much would you be prepared to pay for a hard copy version of this pack?

7 Which activities did you find most useful? Why?

8 Which activities did you find least most useful? Why?

9 Do you have any suggestions for changes to the pack?

10 Did you find the layout of the pack easy to use?

very clear to use 1 2 3 4 5 confusing to use

11 Would you like further information about similar teaching resources? yes no

Please return form or any other feedback to:

Publications, RISC, 35-39 London Street, Reading RG1 4PS, f: 0118 959 4357 e: dave@risc.org.uk