

## Chocolate: from the land to the hand

### Topic

Chocolate trade

### Learning outcomes

- Identify key information from three short texts about chocolate production and trade
- Develop oral fluency by participating in a discussion about the ethics of the chocolate trade
- Develop research skills by researching and identifying facts about an issue related to cocoa farming

### Age and level

13-17, Adults (B1, B2)

### Time

45 minutes + 45-minute project

### Materials

- Student worksheet OR presentation
- Tokens (e.g. dried beans) or fake money
- Video: <https://www.youtube.com/watch?v=PGaLWuLzHBU&feature=youtu.be> (optional)
- Photos of the chocolate journey e.g. cocoa pods, cocoa farmers (optional)


### Introduction

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

In the lesson learners read about different stages of the journey of chocolate, and they learn where most/least of their money goes. They discuss the ethics of chocolate production and the chocolate trade, then research and create a poster or infographic about one of the issues related to cocoa farming.

Teachers can use a presentation of this lesson for a no-printing option. Alternatively, they can copy one or two pages of a student worksheet.

## Procedure

<b>Before the lesson</b>	<ul style="list-style-type: none"> <li>• Get the presentation ready or download and make a copy of the student worksheet. It is possible to copy just page 1 of the worksheet. Alternatives are provided for page 2.</li> <li>• Find / make some tokens (e.g. dried beans) or fake money</li> <li>• (optional) Get the video ready: <a href="https://www.youtube.com/watch?v=PGaLWuLzHBU&amp;feature=youtu.be">https://www.youtube.com/watch?v=PGaLWuLzHBU&amp;feature=youtu.be</a></li> <li>• (optional) Find photos of the chocolate journey and have them ready to show.</li> </ul>	
<b>Lead-in (5 minutes)</b>	<ul style="list-style-type: none"> <li>• Ask learners to raise their hand if they like chocolate.</li> <li>• (optional) Take a class vote to discover which brand of chocolate is most popular.</li> <li>• Explain: Today we're going to learn about the journey of chocolate: how it's made and where your money goes.</li> </ul>	
<b>Reading (15 minutes)</b>	<ul style="list-style-type: none"> <li>• Check learners' background knowledge by asking: Who makes your chocolate?</li> <li>• Divide the class into groups of three learners. Assign each group a role: (A) cocoa farmers, (B) chocolate companies, (C) retailers. (Several groups may have the same role).</li> <li>• Ask learners to discuss the following questions in their groups: What jobs do you have to do? How long does it take? Give groups 2-3 minutes to discuss, then invite some to share their ideas with the class.</li> <li>• <b>Option 1 (using the presentation):</b> Show <b>slide 2</b> of the presentation. Tell learners to read the text. They should make notes of (a) the jobs and (b) the total time the jobs take. Give learners time to read and make notes. Repeat with the</li> </ul>	

texts on **slide 3** and **slide 4**. If necessary, review unfamiliar vocabulary e.g. 'pod'.

- **Option 2 (using the worksheet):** Hand out the student worksheet and refer learners to **Task 1**. Ask them to read each text and to underline (a) the jobs and (b) the total time the jobs take in each one. If necessary, review unfamiliar vocabulary e.g. 'pod'.
- Show **slide 5** of the presentation or refer learners to **Task 2** in the student worksheet. Alternatively, draw the following table on the board and ask learners to copy it into their notebooks.

	(A) Cocoa famers	(B) Chocolate companies	(C) Retailers
Jobs done			
Total time taken to do jobs			

- Individually or in pairs, learners complete the table.
- Check **answers** with the class:
  - A. Cocoa farmers: plant cocoa trees, look after them, pick the pods, open them, take out the cocoa beans, prepare the cocoa beans and dry them. Total time: 6 months.
  - B. Chocolate companies: buy the cocoa beans, transport them by ship, clean and process the beans, add ingredients, pour the liquid into shapes, wrap the bars and add labels. Total time: 24 days.
  - C. Retailers: order the chocolate, check they have received the right quantity, put the new price label on the bars and put them on the shelves. Total time: 2 days.

**Whole class discussion (10 minutes)**

- **Optional:** Show a video of the story of our chocolate journey: <https://www.youtube.com/watch?v=PGaLWuLzHBU>. As learners watch, they can note any extra information about the jobs that need doing / time taken e.g. cocoa pods are picked twice a year;



	<p>farmers must ferment the beans and turn them over while drying; companies classify the bean; takes approximately 215 days from the land to the hand.</p> <ul style="list-style-type: none"> <li>• If you like, you could also show some photos to bring the journey alive e.g. of a cocoa pod, a cocoa farmer etc.</li> <li>• Hold up some tokens or fake money. Tell learners that you are going to pay them for their work.</li> <li>• Hand out a different number of tokens / money to each group:                     <ul style="list-style-type: none"> <li>(A) Chocolate companies: <u>8 tokens</u></li> <li>(B) Retailers: <u>8 tokens</u></li> <li>(C) Cocoa farmers: <u>1 token</u></li> </ul> </li> <li>• Wait for a reaction.</li> <li>• Encourage a brief class discussion on equality/fairness. Ask questions: Why do you think each group gets different amounts of your money? How fair does it seem?</li> </ul>
<p><b>Group discussion (10-15 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Put learners into small groups. Show <b>slide 6</b> of the presentation or refer learners to <b>Task 3</b> of the student worksheet. Alternatively, write these questions on the board:                     <ol style="list-style-type: none"> <li>1. What do you feel about children working on cocoa farms, and workers being forced to work on the farms? Why?</li> <li>2. Why do you think many cocoa farmers no longer want to grow cocoa? How could it affect you?</li> <li>3. How fair does it seem to you that retailers charge much more than cocoa farmers earn? Why?</li> <li>4. How do you think ethical chocolate producers help cocoa farmers? How can you find out about buying ethical chocolate locally?</li> <li>5. Would you pay more for your chocolate if it helped the cocoa farmers? How much?</li> </ol> </li> <li>• Move around the room as learners discuss. If you like, you can use this as an opportunity for evaluation. You can make notes of good use of language / language problems. You could review these with the learners at the end of the discussion.</li> <li>• As groups near the end of the discussion, end the activity. Invite some groups to share their thoughts and ideas with the class. If learners are interested, they could research answers for questions 2 / 4. Examples:</li> </ul>

	<p>Q2: Low cocoa prices &amp; poverty; climate change / disease affecting crops</p> <p>Q4: Fairer cocoa prices; reducing child / forced labour</p>
<p><b>Project: Raising awareness</b></p> <p><b>(45 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Elicit or have learners research some of the issues around cocoa farming and write them on the board e.g. poverty; inadequate living and working conditions; child and forced labour; dangerous work; deforestation and loss of biodiversity; threat of climate change.</li> <li>• Explain that learners should choose one of the issues and create a poster / infographic which raises awareness about the issue. It should include information about the issue and – as much as possible – potential solutions.</li> <li>• In groups, learners research the issue. Encourage learners to think about the sources they are using for research and to cross-check information to ensure that facts are as accurate as they can be. This could be done as homework.</li> <li>• When they are ready, groups share information. They select key information and make a poster or infographic. They may like to make a draft version first.</li> <li>• Display final versions in the classroom. Alternatively, learners can share their posters / infographics online.</li> <li>• Learners read the information and share one important thing that they have learned.</li> </ul>

**Adapted from a lesson contributed by**

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