

Background:

Chocolate is a food that is very central in the lives of most Western children. There are other children, however, who must pay the price for this on a daily basis: Child workers and child slaves are still used on cocoa farms in west Africa, particularly in Cote d'Ivoire and Ghana, which provide around three quarters of the world's chocolate supply. Numbers of child slaves have fallen since protocols were put in place to fight against this and of course it is not permitted by Fair Trade regulations. However, many big chocolate producing companies such as Nestle still use non-Fair Trade cacao in their chocolate.

For more information, see <http://listengirlfriends.wordpress.com/2013/03/15/1990/>

These materials engage low-level teen learners with this issue, culminating in the production of a letter to Nestle, asking this company to follow Fair Trade regulations, source their cacao responsibly and ensure that child slave labour is not used on their source farms.

Warmer:

- Get learners to work in groups and brainstorm as many job titles as they can think of.
- Show flashcards of different occupations and elicit the names of the jobs depicted. (*Include the jobs shown on the handout that learners will be given*)
- Play bingo: get learners to draw a grid, choose 6 jobs and put one in each square of their grid
- You then call out different job titles and if a learner has the job in their grid, they cross it off.
- First learner to cross out all of their jobs shouts BINGO and wins.
- *Or use a suitable warmer of your choice!*

Engage learners with the topic:

- Choose a couple of job flashcards.
- Ask learners if they would like to do the job depicted and why/why not.
- Focus on the **Chocolate Taster** job. Ask learners if they'd like to do it and why/why not.
- Ask for a show of hands for who likes chocolate.
- Give them a short time to tell a partner what their favourite kind of chocolate is.
- Ask them how often they eat chocolate and how much chocolate they eat.

Chocolate Quiz:

- *Use Food issues materials 1 chocolate quiz.ppt*
- Put learners in groups and then display the first question. Give them time to discuss and note down an answer.
- Repeat with **questions 2 - 3**.
- Elicit their answers for question 1, then reveal the answer.
- Give a point to the team whose answer is closest to the correct answer.
- Repeat for **questions 2 - 4**. (Point out Cote d'Ivoire and Ghana on the map of west Africa: this is where the most cocoa farms are.)
- Ask learners if there is anything that surprises them.



Handout

Activity 1

- a.
- Give learners the handout and ask them to work in pairs.
 - They should write the name of each job in the space provided. (This gives them a written record of the some of the vocabulary met in the warmer and checks what they remember)
 - When they have written the names of the jobs in the space provided, they should try to identify what all the jobs have in common. **Answer:** They are all related to food.
- b.
- Learners should discuss which of the jobs shown they would like to do and why.
 - Give them time to discuss in pairs. You may like to model this first. *e.g. I would like to be a baker because I like making cakes and I like the smell of fresh bread.*
 - Do a whole class feedback: For each job, ask for a show of hands for who would like to do it and then let different learners share their reasons why.

Activity 2

- a.
- Focus learners on part a - this is a quick memory check, ensuring that learners remember where much of our chocolate is produced and provides a context for the activities that follow.
 - You can quickly elicit the answer in a whole class feedback.
- Answer:** Cote d'Ivoire and Ghana. Ask learners if they have visited these countries before.
- b.
- Learners are encouraged to think about how it would be to work on cocoa farm and make predictions about how easy or difficult it might be. (*They will learn more about the reality when they read the text below.*)
 - Give learners time to discuss in pairs or groups.
 - Elicit some opinions in a whole class feedback.

NB: If you are doing the variation in part b, cut/fold the page in half and make sure learners only look at **Activity 2a/b.**

Activity 3

- a.
- Learners may or may not be aware of the issue of child workers on cocoa farms: They may have come across it in school in their humanities lessons. This question allows learners to share any knowledge they have between them.
 - Give them time to discuss and then elicit answers in whole class feedback.
 - Don't worry if they have no knowledge collectively - they are going to learn about it shortly...
 - Learners are going to read a text about Aly Diabate. Tell them it came from a website that provides information about this issue in order to ensure that people are aware of it and to encourage them to fight it.



- Pre-teach *lock up, escape, bags of cocoa beans, heavy* using the pictures provided below or pictures of your own from the internet/another source.
- Get learners to predict the content of the text, based on the pictures and the vocabulary you have pre-taught.
- Ask them to read the text and consider the question of whether or not they would like to work on a cocoa farm and why.

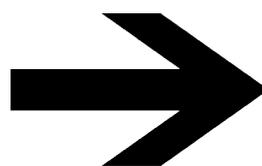
Variation: Photocopy the text, cut it up into paragraphs and get the learners to put the paragraphs into the correct order (using the pictures/predictions to help them) and direct them to look at the complete text to check their order. Then let them consider their answers to the question of whether or not they would like to work on a cocoa farm and why.

- Let learners discuss their response in pairs or groups and then elicit their answers in a whole class feedback.

Pictures:

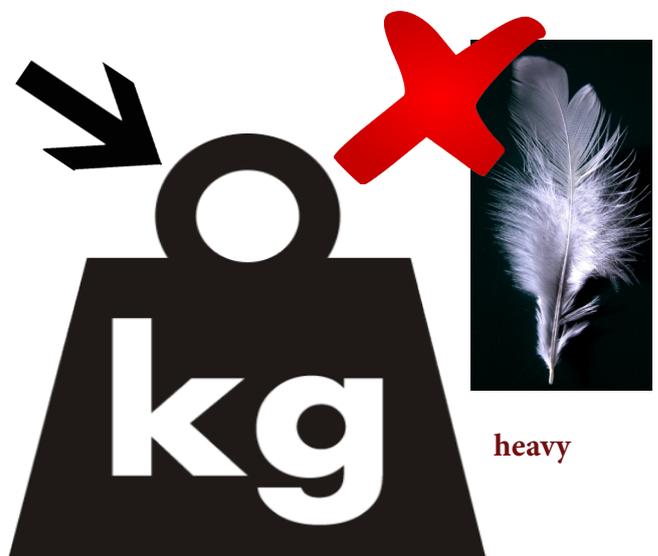


lock up



escape

bags of cocoa beans



heavy



Activity 4

- Learners notes down three things they have learnt about life as a child worker on a cocoa farm.
- You could let learners work in pairs/groups then regroup them to share their their answers.
- When they have finished, elicit answers in a whole class feedback. Accept any reasonable answers.

Possible answers: You don't get paid; you are not given proper food; you have to work very hard; you get beaten if you don't work hard enough; you have to work from 6 a.m. to 6 p.m.; you have to carry big bags of cocoa beans.

Activity 5

a.

- Direct learners' attention to the symbol printed on their handout. They may have seen this on food packaging or learnt about it in school.
- Give them a chance to discuss their response in pairs.
- Ask for a show of hands for who has seen it before.
- Ask for a show of hands for who knows what it means.
- Elicit any ideas in a whole class feedback.
- If the answer has not arisen, explain that it is a symbol that you find on food packaging. (*You could bring in an example to show the learners*) and that it means the ingredients in the food have been produced fairly. This means that farmers and farm workers should have been paid enough money and should have acceptable working conditions.

b.

- Put learners in groups and get them to brainstorm ideas of how fair trade could help these children.
- Elicit answers in a whole class feedback.

Possible answers: If farmers are paid enough money and can pay farm workers, they won't need to make children work as slaves. If people buy fair trade chocolate only, then chocolate companies would need to make sure their products are fair trade and do not use child slavery for production. The symbol tells people which products have been fairly produced so they have a choice not to buy products that may be linked to slavery.

Activity 6

a.

- Put learners in groups and let them discuss their ideas for what they could do to help.
- Elicit their ideas in a whole class feedback.

Possible answers: Buy fair trade chocolate; encourage other people (family, friends) to buy fair trade products. Make a poster to raise awareness of the importance of buying fair trade products; boycott (refuse to buy) non-fair trade chocolate; write to chocolate companys and tell them you are boycotting their non-fair trade chocolate; ask chocolate companies to stop producing non- fair trade chocolate.

b.

- Learners are going to write to Nestle, a big chocolate company that does not use fair trade ingredients



for its chocolate.

- Let them do this alone or in pairs. Different learners may have different preferences. If they do it in pairs, they should each write a letter but may collaborate on what goes into the letter, deciding together on content and language. They may produce identical letters.
- Before they start writing, keep the class together and elicit possible content for the letter as well as key language for this.

Possible content/language:

- Explanation of the problem [the issue of child slaves working on cocoa farms and the terrible life they have there) with examples [e.g. Aly's experience and what child slaves have to do]
- Request for something to be done about this problem. [i.e. Nestle should use fair trade ingredients and make sure that the farms where they get their cocoa do not use child slaves]
- Explanation of intended boycott of Nestle's non-fair trade chocolate.
- "Did you know that [about 15,000 child slaves are working on farms in Cote d'Ivoire and Ghana?]
- "The children have a terrible life because..."
- "It is important that you...[stop using non-fair trade ingredients]
- "I believe that you should... [make sure that the cocoa farms where you get your cocoa from do not use child slaves]
- The concept "to boycott" - "I am boycotting your chocolate until you..." (or simply "I am not going to buy your chocolate anymore, until you...")

- Monitor and make any corrections necessary.
- When learners have finished their letters, and you have corrected errors, you could take them to the computer room and let them type up their letters or let them copy them out neatly on a separate piece of paper.
- You could then send the letters in a batch to Nestle at the address provided. You never know, you might get a reply to share with your learners!

Conclusion:

This is the end of the sequence. You could round it off by encouraging some reflection and evaluation:

- Ask learners what they have learnt in the lesson. Let them discuss in groups or just lead a whole class discussion.
- Elicit key vocabulary, language and content.
- Ask learners how they feel about chocolate now, and whether they think they will stop buying non-fair trade chocolate or not.

Follow up:

- You could revisit this topic later in your course: (This may come about naturally if you send your letters to Nestle and get a reply!) Find out if learners did boycott non-fair trade chocolate etc.
- Consolidate the job vocabulary with vocabulary review games, increasing the time interval between reviews each time. E.g. review the vocabulary next lesson then after a couple of weeks.