

# The Chocolate Industry: Who benefits?

## 'Fair Trade versus Mass production'

Burnholme Community College - 11<sup>th</sup> March 2004

### Brief Overview

York is a city where chocolate and confectionary has been important bringing many jobs to the city. But chocolate is the end product of a long manufacturing chain, which begins with the growers in the west coast of Africa.

This day looked at the process from differing perspectives and encourages students to reflect on their role as consumers.

### Aims of day:

- Weigh up the arguments of Fair trade v Mass production in the Chocolate Industry
- What is Fair Trade?
- How much money is there in making chocolate?
- Who benefits the most from making chocolate/gets the biggest share of income?
- Why is it that some people receive more for their time and effort than others?
- The power of the consumer: If you want to see change how can you as a consumer do that?

### Links to the National Curriculum:

#### Key stage 4:

- 1E How the economy functions, including the role of business and financial services
- 1F The opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally
- 1H The rights and responsibilities of consumers, employers and employees
- 1J The wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.
- 2A Research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics
- 2B Express, justify and defend orally and in writing a personal opinion about such issues, problems or events.
- 2C Contribute to group and exploratory class discussions, and take part in formal debates.
- 3A use their imagination to consider other people's experiences and be able to think about, express and explain and critically evaluate views that are not their own.

## Resources Needed



### **Experts**

York – Ghana exchange talking about the cocoa growers - *John Whitworth 626338*

### **Looking at how the rules of international trade affect the incomes of people in Ghana**

Nestle Representative - *Arsheya Devitre, Beverley Mirando* - contact details are: phone: 020 8667 6162, email: [Arsheya.Devitre@uk.nestle.com](mailto:Arsheya.Devitre@uk.nestle.com)

### **How Nestle helps cocoa farmers**

### **Companies that do not subscribe to Fair Trade also help to increase the livelihood of farmers**

York Fair-trade Forum - *Catherine Heinemeyer 551345*

### **Looking at how consumers choose their products and how Fair Trade gives a fair reward to growers**

Nestle Union representative - *Pete Barklam York 602423*

### **Looking at how workers in the UK benefit from the Chocolate industry**

Experts were at college for 11:00 – 2:30.

They spent 30 minutes with each group giving:

A presentation for 5 minutes

An activity for 15 minutes

Answer question for 10 minute

## **Equipment Needed and Resources**

TV – Video (for introduction)

Chocolate

Coffee

Leaflets about Nestle and Co-op activities

Yellow and green pens for activity in lesson 2

Resources for Trading game lesson 5

## Timetable for the day

Lesson		Group 1
9.00-9.10	In main hall  Introduction by Martin Morse	Introduction All groups together Video
9.10 – 10.10 Lesson 1		The Taste Test – 20 mins Information about chocolate – 10mins Trade – What is Fair? – 30 mins  What is Fair Trade Who gets what from chocolate bar Comparison Workers in York/Ghana
10.10 – 11.10 Lesson 2		How much chocolate do we eat? – 20 mins Consumer choices – 20 mins Working out questions for Experts – 20 mins
<b>BREAK</b>		
11.25 – 12.25 Lesson 3		Questioning experts <i>York – Ghana Exchange</i> Looking at how the rules of international trade affect the incomes of people in Ghana <i>Nestle Representative:</i> Looking at how Nestle operate and how they provide good standards to everyone in the supply chain. <i>York Fair-trade Forum</i> Looking at how consumers choose their products and how Fair Trade gives a fair reward to growers <i>Nestle Union representative York</i> Looking at how workers in the UK benefit from the Chocolate industry
<b>LUNCH</b>		
1.30 – 2.30 Lesson 4		Questioning experts – as above <i>York – Ghana Exchange</i> <i>Nestle Representative:</i> <i>York Fair-trade Forum</i> <i>Nestle Union representative York</i>
2.30-3.30 Lesson 5		Game debate

# **The Chocolate Industry: Who benefits from International Trade?**

**Burnholme Community College- 11<sup>th</sup> March 2004**

## **Introduction (Hall) – Martin Morse**

Introduction – verbal introduction to the day

York is a city where chocolate and confectionary has been important in bringing many jobs to the city. But chocolate is the end product of a long manufacturing chain, which begins with the growers in the west coast of Africa. Today is about chocolate but there are many other products which start their life being grown in other parts of the world and end up being used in Britain – clothes, bananas, coffee are a few of them.

This day looks at the process from differing perspectives and encourages students to reflect on their role as consumers.

### **Aims of day:**

- Weigh up the arguments of Fair trade v Mass production in the Chocolate Industry
- What is Fair Trade?
- How much money is there in making chocolate?
- Who benefits the most from making chocolate – gets the biggest share of income?
- Why is it that some people receive more for their time and effort than others?
- The power of the consumer: If you want to see change how can you as a consumer do that?

Video (7mins) about the growing of the cocoa bean, and what the growers receive

Instructions for students about timetable for day.

## Lesson 1

### The Taste Test

### The difference between Fair trade and Mass Market Chocolate

Students are given two bits of chocolate, one fair trade, and one from the 'mass market'. They are asked to complete the forms below to see if they know the difference. Also pass around copies of the wrappers and let the students know the price of each.

To be completed at the start of the day.

	What do you think	Now what do you think?
Is there any difference in taste between the two types of chocolate?		
Is there a difference in price?		
If there is a difference in price why do you think that is?		
Where do you think the money you spent on your chocolate bar goes?		
For example does it go to people in York, England, or abroad?		
Do you think as a buyer of chocolate can you change what big companies do?		

## Lesson 1

# Information about Chocolate

- What is chocolate (WS1)?
- History (WS2)
- History about Chocolate Industry in York (WS3)
- Employment in York (WS3)
- A Day in the Life: Living on a Cocoa Farm (w/s 4)

The following sheets give brief information about the chocolate industry.

Alternatively – the leaflets from Nestle and Co-op also give information about the chocolate industry.

Give students 10 minutes to consider the information.

## W/S 1 What is Chocolate?

The recipe for chocolate will vary from country to country – according to different tastes. And from brand to brand!

The typical bar in Britain is made up of:

- 10% cocoa mass
- 14% cocoa Butter
- 25% milk
- 45% sugar
- 5% vegetable fat.

The best plain chocolate can contain up to 70% cocoa solids. This is the favourite type of chocolate in Continental Europe. It is made by mixing the cocoa paste with cocoa butter and sugar.

Without sugar the chocolate would be quite bitter.

Milk gives the chocolate a creamy taste and texture.

Cocoa beans are roasted and ground to produce three main products:

- Cocoa Liquor - gives flavour to the chocolate
- Cocoa Mass - used for cocoa powder or hot chocolate
- Cocoa butter - melts at just below body temperature so it melts in the mouth

## W/S 2 Chocolate Confectionery

### DID YOU KNOW ...



Chocolate is a preparation made from the fruit of the cacao tree and used as a flavouring and as an ingredient of beverages and various kinds of confectionery.



The word chocolate is derived from the Aztec word for their cocoa-based drink - xocolatl.



Chocolate was brought to Europe by the Spaniards, who learned its use from the Aztecs at the time of the invasion by the Spanish adventurer Hernán Cortés in 1519. Cortés and his conquistadors were treated to a banquet by the Aztec emperor Montezuma and were given cold chocolate to drink in sumptuous gold goblets. This was a bitter, spicy drink and completely different from the hot chocolate drink we know today. It was thickened by maize and flavoured with vanilla and ginger and often chilli and turmeric. (In Mexico nowadays, breakfast is likely to be washed down with a drink of sweetened hot chocolate flavoured with spices such as cinnamon and ginger.)



Chocolate was introduced into England about 1657.



Chocolate houses became fashionable during the 17th century, especially among the wealthy in large cities such as Florence, Brussels, Vienna and London. (By now the drink was a hot, sweetened drink.)



In 1828, a Dutchman called Van Houten invented a machine to extract the cocoa butter from the bean. After this chocolate lost some of its exclusiveness and became available to the masses.



The Quaker families of Britain (the Fry's, Rowntree's, Terry's and Cadbury's) were quick to show interest. Their primary aim was to promote drinking chocolate as a healthier alternative to gin!



In 1847 Joseph Fry discovered that by adding chocolate liquor and sugar to cocoa butter, a solid, eating chocolate was formed. The chocolate bar was born!



## W/S 3 Chocolate in York

Rowntree's, now Nestle, had its beginnings in a small grocers shop in York in 1725.

The business was passed down the family generations gradually getting bigger. By 1862 it was producing more than half a ton of cocoa a week. The company first moved to its present premises in 1890. In 1969 Rowntree's merged with Mackintosh to become Rowntree Mackintosh, and in 1988 was taken over by Nestle.

Kit Kats were first produced as 'Chocolate Crisp' in 1935, becoming Kit Kat in 1937.

The Rowntree family were known as good employers and very active social reformers.

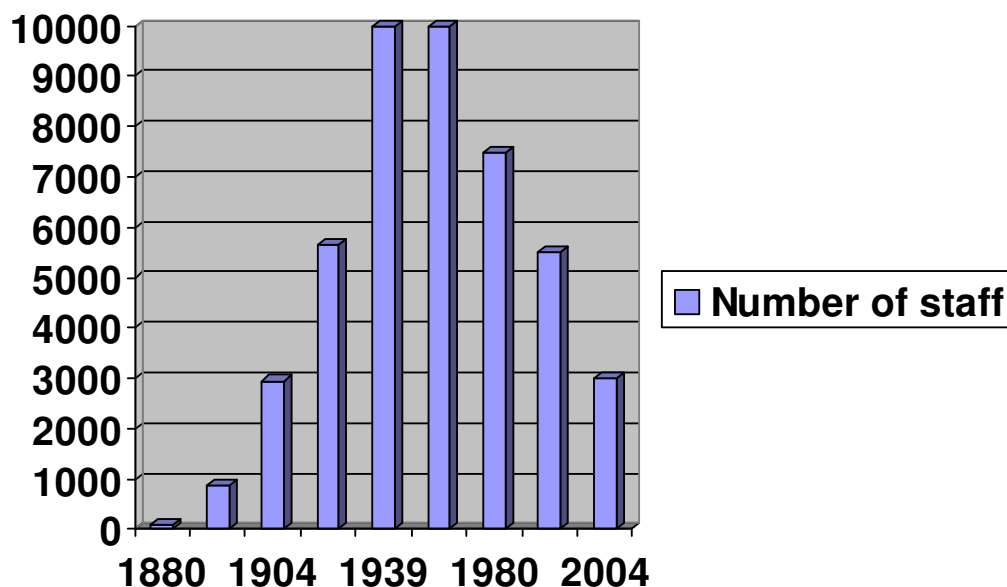
Terry's was set up in Bootham in 1767, producing sweets and lozenges. It moved first to St Helen's Square and then to Clementhorpe. Terry's was one of the first firms to produce eating chocolate. Terry's is now owned by Kraft foods.

Chocolate Orange and All Gold both first appeared in 1932. Terry's produced a Chocolate Apple in 1930!

## What Chocolate has done for York?

**Additionally Terry's employed 2000 people in the mid-1960's. It now employs about 400 full time staff. The average wage of staff in Nestle York is £15 000 per year**

Number of People employed by Rowntree's and now Nestle



## W/S 4 A Day in the Life: Living on a Cocoa Farm

*More than 70 percent of the world's cocoa supply is grown in West Africa, mostly on small family farms of less than 15 acres.*



Just like family farms around the world, everyone works together to help make a living... tending the crops, feeding the animals and doing the household chores.

Life on a tropical farm is tough. Families barely scratch out a living. They grow their own food and make their own clothing. There's not much money left for toys, games, books or other luxuries. How much a family earns depends on many factors beyond their control, such as weather, plant diseases and world market prices for their crops. In most cases they live far from the towns where their crops are sold, and they have to carry their produce on their backs as they walk to the markets.



The cocoa harvest is a very important time. During harvesting season, children join their parents as the cocoa pods are collected and the seeds removed. Once the cocoa beans have been harvested, they are brought to the village to dry. Everyone works together, turning the beans over and over in the tropical sun. The farmers carry sacks of dried cocoa beans to a cocoa merchant in

a nearby town where the beans are graded, weighed and prepared for shipment. The payment the farmers receive is an important source of income for their families.

Number of people in West Africa who live on cocoa farms **10 million**

Average approximate number of family members who live on a cocoa farm **8-10**

Amount of cocoa produced worldwide

**Approximately 3 million tons annually**

Estimated number of cocoa farms in West Africa

**1.2 – 1.5 million**

## Lesson 1

# Trade – What is Fair?

This day is about chocolate because it is so important to York but the day could easily be about many other products that are grown in less well off parts of the world and used by us in the UK.

There is a saying 'by the time you have had your breakfast you have consumed the whole world'.

In groups name 10 products that you have used today and where they have come from? You must include 3 items of food and two items of clothing.

Product we have used	Where does it come from?
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

The following activity illustrates what it can feel like to be a farmer growing some of these products. This activity uses bananas as an illustration.

## Lesson 1

# The Banana Game

Each student is given a piece of A4 paper and a yellow pen. They are then asked to draw a banana on the paper.

They also need to put a price on these bananas. It costs them 10p to make each one. They need to make a 'profit' to live on.

Each student writes the price on his or her banana.

They are then asked to imagine that they must sell these bananas to make a living but there is only one buyer – the teacher. The teacher will only buy according to strict 'but totally random' criteria. (This can be adapted so a group of pupils choose the criteria.)

Criteria could include:

- Length
- Width
- Shape
- Quality (is the colour all within the lines)
- Price

Final criteria can be added

- Colour (say they have 30 seconds to get green on the bananas – produce only 1 green pen between 5 people)

Say to the class this is what it can feel like to be a grower, and the difficulties they face when growing produce to sell.

Discuss how did the group feel about having to produce a product and then not being able to 'sell' that product.

How would they feel if they needed to sell their produce to feed themselves and their families?

In groups again what 4 things do students think the growers need to make trade fair?

- 1.
- 2.
- 3.
- 4.

## Here is what Fair Trade Foundation say is fair.

### The Fair Trade Mark requirements

The terms of trade must include :-

- a minimum price
- credit terms
- a long term trading commitment

The price paid includes a **premium** for the workers or producers to improve their living and working conditions. The way this money is spent is decided as a community.



The producer co-operative or plantation owners must ensure :-

- minimum wages
- adequate housing where appropriate
- minimum health and safety standards
- environmental standards

### Nestle say:

“Nestlé is committed to paying fair prices for all raw materials. Wherever possible, Nestlé operates a direct purchase scheme that ensures a reasonable return to the farmer. 3% of their cocoa and, 14% of coffee 110,000 tonnes were bought this way. However, for the majority of our purchasing needs, Nestlé is obliged to buy on the international markets at world market prices.

It is in the interest of Nestlé and the growers to ensure a guaranteed supply of quality coffee. We therefore have a long track record in encouraging production methods that contribute to sustainable agricultural raw material production. For example, Nestlé Agricultural Services provides free technical assistance to farmers to help them improve the quality of their crops. We are also part of several initiatives comprised of industry and non-industry members working towards guidelines and codes for sustainable coffee growing.

Nestlé welcome Fair Trade as one alternative and appreciate the platform it provides for open debate on this complicated and difficult subject. However, as Fair Trade only helps a small proportion of farmers, we believe it cannot help all the growers.”

## Lesson 2

# How much chocolate do we eat?

As a class activity work out how much chocolate is eaten. The average for the UK is £1.80p per person per week. This includes all chocolate confectionary.

Give students a minute to work out how much they have spent/eaten chocolate in the past seven days.

Get a range of spends from the group. Decide as a group what is the average spend per person.

Now extrapolate to get the following figures:

Amount per person per year  
Amount for the class for a week/year  
Amount for year 10 per week/year  
Amount for Burnholme School per week/year

Assuming the average per person is the same across all ages

Amount for York (population c150 00) per week/year  
Amount for UK (population 57.6 million) per week/year.

(This will work out as £5000 million)

## Lesson 2

# Where the money goes from Chocolate

When you pay for a bar of chocolate how much money do you think each group should get?

Aim: to introduce to students how chocolate is made from cocoa bean to end chocolate bar, and to introduce the reality of 'who gets what' in the chain.

- Tell the group that you are about to undertake an activity that traces the path of the cocoa bean as it exported from plantation in Africa through to it gets turned into chocolate.
- Divide the class into 5 groups these represent the links in the chain.
- Allocate roles to each group from the following:
  - growers of cocoa
  - buyers of cocoa from the growers
  - producers of other ingredients
  - chocolate manufacturers
  - shops in the UK.

The other group who get money from a chocolate bar is the government in tax.

Give each group 5 minutes to imagine what work their role involves.

Ask each group to imagine that a bar of chocolate costs 50p. From the outset, the government gets 8p. That leaves 42p. How much of that 42p should their group receive? The groups have 5 minutes to discuss and prepare their arguments to justify why they should receive that amount.

Give each group 1 minute to present their arguments for the amount they have decided. Write the amounts on the board. Add the totals together – it is likely that the total will come to more than 42p.

Now play a second round – the groups need to negotiate so that the total comes to 42p. Alliances and deals between players are allowed. Again put the amounts on the board.

Now reveal the true situation – note that the cocoa ingredients would include the cost of both the growers and buyers

<b><i>Non Cocoa ingredients</i></b>	<b><i>6.5p</i></b>
<b><i>Cocoa Ingredients</i></b>	<b><i>3.5p</i></b>
<b><i>Shop costs and profits</i></b>	<b><i>11p</i></b>
<b><i>Chocolate companies costs and profits</i></b>	<b><i>21.5p</i></b>
<b><i>Tax</i></b>	<b><i>7.5p</i></b>

Now follow-up with discussion:

- What do groups think are they satisfied with their share?
- Who benefits the least/most

## Lesson 2

# Buying Chocolate

The issues in this activity will be followed up in greater depth during the Fair Trade session in lesson 3 or 4.

As the group to think back to the chocolate they ate before.

The prices were:

- Co-op Fair Trade 39p for 45g
- Yorkie Bar 42p for 61g

Ask the class to split into groups of 4. In the fours one pair has to 'sell' a bar of chocolate to the other group.

Follow-up with class discussion:

- Which bar did people buy?
- If you were a maker of chocolate



## Lesson 2

# Asking the Expert

Remind the class that in lessons 3 and 4 students will have an opportunity to find out from experts the chocolate industry is made and who benefits.

Explain that later on (lesson 5) the class will be taking part in an activity in which they will take the following roles:

- Fair trade cocoa farmers - You grow cocoa beans in Ghana and sell them to a chocolate company. You are members of a co-operative and work to support each other.
- Big Chocolate - You are a multinational company and operate on a very large scale. You want to produce as many chocolate bars as possible at the cheapest price.
- Independent cocoa farmers - You grow cocoa beans in Ghana on a small family farm. You sell them to a chocolate company.
- A consumer - You love chocolate and buy it from the supermarket.
- Fair Trade Chocolate Company - You are a fair trade chocolate company. You buy cocoa beans from farmers. Your aim is to sell as much chocolate as possible, but you want the best deal for the cocoa farmers as well.
- Supermarket - You buy chocolate from the chocolate companies.
- Journalist - Listen to the arguments and try to find the reasons for their problems

Put the class in groups into these roles. Given these roles and what the class has learnt so far ask each group to work out 2 questions they would want to ask the following experts.

Experts include:

York – Ghana Exchange - *John Whitworth* **Looking at how the rules of international trade affect the incomes of people in Ghana**

Nestle Representative - *Arsheya Devitre* - **Looking at how Nestle operate and how they provide good standards to everyone in the supply chain.**

York Fair-trade Forum - *Catherine Heinemeyer* **Looking at how consumers choose their products and how Fair Trade gives a fair reward to growers**

Nestle Union representative - *Pete Barklam* **Looking at how workers in the UK benefit from the Chocolate industry**

## **Additional Activities**

### **Which brands have the following slogans?**

Have a break, have a

KIT KAT

Who knows the secret of the box?

BLACK MAGIC

The taste of paradise

BOUNTY

Full of eastern promise

TURKISH DELIGHT

All because the lady loves

MILK TRAY

It's not for girls

YORKIES

A glass and a half of full cream milk in every half pound

CADBURY'S DAIRY MILK

## Additional Activities

### HOW MUCH DO YOU KNOW ABOUT CHOCOLATE?

See how many of these questions you can answer correctly. All of the answers can be found on this chocolate web site.

1. Chocolate is made from cocoa beans. Cocoa beans grow
  - A. on bushes
  - B. on vines
  - C. on trees
2. Cocoa grows in \_\_\_\_\_ regions of the world.
  - A. tropical
  - B. very cold
  - C. any
3. Cocoa pods grow directly from the trunks and main branches of trees. They are shaped like \_\_\_\_\_.
  - A. carrots
  - B. small footballs
  - C. pumpkins
4. True or False: Most cocoa is grown on small farms in tropical regions of the world.
5. Who were the first people to enjoy cocoa?
  - A. Christopher Columbus
  - B. Cave men
  - C. Ancient Indians in South America

Need the Answer

Answers: 1-C; 2-A; 3-B; 4-True; 5-C.

(You can print this page by clicking "Print" in your browser.)



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How many words about chocolate can you find in the puzzle?  
Look up, down, across, and diagonally.

# Chocolate WORD SEARCH

N	U	T	R	I	E	N	T	S	R	O	C
G	O	L	D	E	N	C	U	P	S	E	H
B	P	G	R	Z	A	Y	N	J	K	S	O
M	O	N	T	E	Z	U	M	A	G	U	C
U	D	P	U	E	T	D	C	I	A	G	O
W	S	S	T	L	E	C	O	C	O	A	L
E	X	R	B	X	C	N	E	E	B	R	A
Z	O	C	O	O	K	I	E	C	H	Y	T
C	V	D	N	E	A	B	V	R	J	W	E
H	R	J	F	C	W	S	B	E	A	N	S
T	R	E	E	S	R	O	M	A	Y	R	F
S	H	I	P	S	F	J	D	M	I	L	K

Answers: nutrients, golden cups, nibs, cocoa, cookie, beans, trees,  
milk, pods, ice cream, sugar, chocolate, cake, ships

## Additional Activity

### Are you an Ethical Shopper?

In pairs, look at the following statements about why people buy different things. Which are true for you and your partner.

- I only buy clothes from well-known labels
- Adverts for fizzy drinks don't make any difference to what I buy
- I wouldn't buy the latest fashion clothes if I knew children were exploited in making them
- I usually buy the cheapest version of everything
- If a new bar of chocolate had a cool wrapper I would buy it
- I'd buy a fair trade chocolate bar even if it cost more
- I don't think about what chocolate brand I buy – I just have to buy chocolate

When you go out to buy a bar of chocolate, which are the three most important things that make you decide?

1.

2.

3.

## Final Sessions:

In the final session the students come together to play a game/debate on the chocolate industry.

The game is based on the Comic Relief Game.

## The Chocolate Trading Game

### Introduction

This role-play game is intended to give students a hands-on insight into the experiences of the different groups on the “chocolate production chain” and will generate much activity, discussion and debate!

### Learning objectives

- *to experience the difficulties, frustrations and inequalities in the chocolate trade*
- *to highlight the benefits of fair trade*
- *to work actively and co-operatively in groups*
- *to develop communication, discussion and numeracy skills*
- *to show empathy with others*

### Resources

- *14 sheets of yellow A4 paper*
- *14 sheets of brown A4 paper*
- *9 pairs of scissors*
- *15 pencils*
- *2 rulers*
- *4 calculators*
- *1 pencil sharpener 10 sheets of plain paper for taking notes*
- *a box of paperclips*

### Details of the game

Divide the class into the following sized groups (for a class of 27-34 students). Some groups are repeats (e.g. independent Cocoa Farmers). This is intentional: quite a few groups play the same role as each other.

Allocate to each the resources listed beneath their group name (see the resources list for total number of things you need before you allocate these). Students may not have extra resources: the limitations imposed are supposed to replicate the limitations experienced by farmers/producers in real life!

This role-play game is intended to give students a hands-on insight into the experiences of the different groups on the “chocolate production chain” and will generate much activity, discussion and debate!

Below is a list of the groups you will need your class to form:

- Group 1      Fair trade cocoa farmers*
- Group 2      Independent cocoa farmers*
- Group 3      The Fair Trade Chocolate Company*
- Group 4      The Big Chocolate Company*
- Group 5      Supermarket*
- Group 6      The journalist*
- Group 7      The consumer*

The resources provided in this book are templates for you to photocopy or tear out and hand to your students.

- *Role play cards*
- *Record sheet*
- *Templates of the bean*
- *Change of season templates*

Instructions for distributing each of these are provided in the resources.

## **How to Play**

You need a minimum of 40 minutes to play this game so an hour should be enough.

Your students will need space to form 7 groups and to move between them. You may like to clear most of the desks to the edge of the room, leaving just a semi-circle of chairs with one desk per group. Students must be able to get up and move around the room easily. Divide the class into the groups indicated, and provide them with their resources.

Explain to your students that their instructions are given to them on their role-play sheets, and that things will become clear once they start playing. Ask each group to write and display the name of their group so that other groups can identify them.

Briefly outline what each group does and that it's to their advantage to find out what prices are being offered early on. You may like to explain the following points:

- *students don't have money, just record sheets which act as tally cards*
- *they are not allowed extra resources, but they may borrow the communal pencil sharpener*
- *there will be "seasons" which will affect them all. You'll give them 2 minutes' notice before each change of season.*
- *encourage students to start trading quickly, not to wait until they've produced as many beans as possible.*
- *explain that they have to reproduce the beams/bars exactly as they are on their role-play sheets, and that they must therefore cut them out and write/draw on them as specified.*

### ***Changes of season***

Give these cards out for every "season", giving them the first one at the start of play. The first season should run until most farmers have sold some cocoa beans to the cocoa-buying companies and the companies have had time to produce a few bars.

Every time you announce a new season, give them a little notice. Remind them to move to the next section on their record sheet at every change of season.

At Season 3, you will need to take away half of the remaining paper resources from each of the farmer groups, and half their unsold beans. Take half of the unsold bars from the chocolate-buying companies too.

Please note that this game simplifies the chocolate production chain for practical purposes; it is however a very valuable learning experience, and will give your students a great deal to think about and discuss very quickly!

**Warning! This is a noisy game!**



## Role Cards

There is additional information on the 'hard copy' role cards

### Fair trade cocoa farmers

You grow cocoa beans in Ghana and sell them to a chocolate company. You are members of a co-operative and work to support each other

### Big Chocolate

You are a multinational company and operate on a very large scale. You want to produce as many chocolate bars as possible at the cheapest price.

### Independent cocoa farmers

You grow cocoa beans in Ghana on a small family farm. You sell them to a chocolate company.

### A consumer

You love chocolate and buy it from the supermarket. You have £20 to spend on chocolate every season.

You may help the journalist.

### Fair Trade Chocolate Company

You are a fair trade chocolate company. You buy cocoa beans from farmers. Your aim is to sell as much chocolate as possible, but you want the best deal for the cocoa farmers as well.

### Supermarket

You buy chocolate bars from the chocolate companies. You **MUST** buy them in batches of 5. Each batch of 5 must be either all fair trade or all big chocolate company. Each chocolate bar must have a cocoa bean of the same colour attached.

### The journalist

You need to go around and ask the groups what their problems are and write them down. Listen to the arguments and try to find the reasons for their problems.

## Season 1 (10 -15 minutes)



Follow the instructions on your role-play sheets and start producing and selling beans. You must start buying and selling as soon as you can – as soon as you have your first beans and bars. Supermarkets should start telling chocolate companies what they want. (Do they want to buy cheaper chocolate or fairly traded chocolate?) Journalists gather background information.

## Season 2 (5 minutes)

There has been a drop in the world cocoa price.

Many of the countries, which grow cocoa, have been producing more beans than ever. So there are too many beans on the market and a drop in price. Buyers chocolate companies and supermarkets can be more selective.

The Fair Trade Company guarantees the price to their farmers. This means that the price they pay for cocoa beans stays the same.

Big Chocolate cuts the price to:

1p per yellow cocoa bean  
2p per brown cocoa bean

## Season 3 (5 minutes)

Crop failure

Half this season's crop has been destroyed. The price of cocoa goes up.

Farmers must re-negotiate the price they are being paid for their beans.

## Season 4 (5 minutes)

Consumers are realising what a good thing that fair trade is for everyone.

They want to buy more fair trade chocolate. Ordinary chocolate becomes less popular.

Consumers tell the supermarkets that this is what they want.

# The Chocolate Trading Game

## Follow-up

Find out which group made the most money

Ask Journalists to report on the game

Discuss what went on:

- Who made the most, and why?
- Who made the least money and why?
- Who worked the hardest?
- What were the main problems for:
  - Farmers
  - Production
  - Companies
  - Supermarkets
- How would consumer choices affect the chain
- Who had the most power in the chain

# Questions for Experts

Experts	Questions to ask Experts	Answers	Points to raise with other experts
<p>York – Ghana Exchange - <i>John Whitworth</i></p> <p><b>Cocoa farmers in Ghana</b></p>			
<p>York Fair-trade Forum - <i>Catherine Heinemeyer and Kit Byrd</i></p> <p><b>How consumers choose what they buy and how Fair Trade gives a fair reward to growers</b></p>			
<p>Nestle Union representative – <i>George Tutill</i></p> <p><b>Looking at how York has benefited from chocolate and the unions in Nestle</b></p>			
<p>Arsheya Devitre, Beverley Mirando</p> <p><b>How Nestle helps cocoa farmers</b></p> <p><b><i>Companies that do not subscribe to Fair Trade also help to increase the livelihood of farmers</i></b></p>			

## Crib Notes for Chocolate Game

Split class into groups

- There are 7 different roles but you can combine the journalists and the consumer
- You can also have more than one group in the roles of independent cocoa farmers and supermarkets. This makes the game more competitive

Give each group an envelope with their information. There is an envelope for each group, plus spares if required

People will need to move between groups

Ask groups to make a sign to tell others who they represent

Ask each group to read through their role-play

Then ask them to read aloud to the rest of the class the first section of their role-play to explain to the others what their role is

Explain that the game runs in 4 'seasons' and that there are different conditions in each season, which will affect the price of cocoa. You will warn the group just before the end of each season.

The instructions for each group are laid out on each role card and the adults will come around to advise.

Basically:

The farmers (Fair Trade and Independent) 'grow' beans cut out the shapes on paper using the templates provided

The manufacturers buy from the farmers and sell to the supermarket(s)

The supermarkets sell to the consumer

There is no money but transactions are recorded on the record sheets

If groups are in doubt read the role-play sheets with them

There will be a discussion at the end. This is where the journalist becomes very important.

# Questions to Support York/Ghana Exchange



## Cocoa farmers in Ghana

In Ghana children work on farms to produce cocoa.

Do you think children should work to produce cocoa or not?

Discuss for a few moments in small groups then the whole class will discuss.

## Cocoa farmers in Ghana

You have seen that most of the money from a chocolate bar does not go to the cocoa growers but to the manufacturers.

Non Cocoa ingredients	6.5p
Cocoa Ingredients	3.5p
Shop costs and profits	11p
Chocolate companies costs and profits	21.5p
Tax	7.5p

Why don't people in Ghana make chocolate to sell over here?

Discuss for a few moments in small groups then the whole class will discuss.

## Cocoa farmers in Ghana

In Ghana people are paid less than people in the UK. So although it costs much less to live there they are not as well off.

Do you think this should be the case?

Discuss for a few moments in small groups then the whole class will discuss.