

Introduction

Doing great activities with a great educational content doesn't need to be difficult; we already have so many of them in CISV! So that everyone can benefit from them, the Education Content committee is building a database of all of our Peace Education activities. We need your help to collect a selection of activities from all our programmes. To ensure these activities are collected in a consistent way we are using an Activity Template, and there is one for each programme. This will make it easier for everyone to use and share activities. The database will be located online in 'The Library' and will be managed with help from each of the Programme Committees. The format of this template is based on the CISV Experiential Learning model.

1. Educational Content

Areas(s) of Peace Education: Please check the box which identifies the main focus of the activity.

	Human Rights		Diversity
X	Conflict and Resolution		Sustainable Development

Theme: A theme is used to connect a series of activities through a programme. What is the Theme of your programme and how does this activity fit into it?

<ul style="list-style-type: none"> • Supply chain • Injustices • Trade • Fairtrade
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Educational Goals and Indicators: Please only check the ones your activity will focus on and collect evidence for.

	1	Develop intercultural competence
	1a)	Show knowledge of own culture and be able to reflect on it
	1b)	Gain knowledge of other cultures
X	1c)	Be open minded about new knowledge
X	1d)	Be able to reflect on new knowledge
	2	Build an inclusive community through friendship
X	2a)	Interact with peers from other countries
	2b)	Understand the importance of trust within friendship
	2c)	Understand the benefits of an inclusive community
	2d)	Contribute to the creation of an inclusive community
	3	Develop positive attitudes towards others
	3a)	Respect other people's points of view
X	3b)	Respond positively to challenges
	3c)	Demonstrate care for others
	3d)	Respect the feelings and belongings of others
	4	Develop an interest in Peace Education
X	4a)	Participate in Peace Education activities
X	4b)	Reflect on learning from Peace Education
	4c)	Share learning from Peace Education
	4d)	Connect Peace Education to home life

Evidence: How will you know if the participants have learned what the activity intended? Evidence should be matched to the indicators you identified for this activity.

- Responses during the reflection section of this activity
- Photos/video recordings of the participants doing the activity
- Any personal responses from the participants during the activity
- Post-it note responses

2. Explanation

Do:

Explain how the activity will happen from the beginning to the end. Be sure to include the following things

(a) how the activity is introduced in relation to the Theme

(b) how the structure of the activity is explained, including group sizes and directions for what participants will do

(c) what the role of leaders is during the activity e.g. how will they collect evidence

Introduction: Chocolate Taste Test: 15 minutes

Participants are asked if they like chocolate. How good do they think their sense of taste is? Participants are told that they are going to be trying three types of chocolate, milk, dark and white, to see if they can tell the difference between them. Leaders will ask participants to close their eyes and will give each participant a piece of chocolate of one of the varieties in the taste test. They are to eat the chocolate without looking at it. This is repeated until they have had a piece of each of the types of chocolate. Leaders are to ask them, by means of putting their hands up to vote, which piece of chocolate was which. Who got them right? Who has the best sense of taste? Leaders are to reveal which one was which.

Supply Chain Activity: 20 minutes

Participants are told that they are going to find out some more about the way in which chocolate is made and who is involved in the production of chocolate. They will be in teams of eight participants each (therefore there will be six teams in total). The teams will cycle round stations; each station will represent a stage in the chocolate production and distribution process. At each station they will have to complete an activity to gain points for their team, after every team has completed all stations there will be a team with the most points who will be declared the winners. One leader will man each station and note down the score of each group onto their scoresheet [attached]. Tell participants that there will be a prize to make this activity competitive! The attached activity guide will explain how to run this activity.

Reflection on Activity: 25 minutes

In their groups, the participants are to discuss what they found out from this activity. Leaders are to run the discussion and ask participants questions about the activity. Which stations were the hardest to get points from? Why do they think this was? If you related points to earnings from the chocolate production process, who do they think came off worst? Who made the most money? Who did the most work? What do they think to this? If they had to have on of the jobs in the production process which one would it be?

Leaders can ask the participants what they know about fairtrade. Have they ever bought fairtrade products? What makes them fairer?

They are each to think about the process and how it could be made better. How could it be made fairer? Each participant is given a post-it note. They are to write the following beginning of the sentence onto the post-it: "*Chocolate would taste better if...*" They are then to complete the sentence and every post-it is to be stuck onto a large piece of paper together. They can have time to have a look at the poster with all the post-its on it and see what ideas others have come up with.

Announcement of the winners: 5 minutes

Final activity: 10 minutes

The participants are told that they are going to do another taste test. This time they are going to see if they can tell the difference between fairtrade and normal chocolate. Participants will be

given a piece of fairtrade and a piece of normal chocolate and this activity will run in the same way as the introduction activity. Obviously this is much harder than the beginning activity in that unlike between types of chocolate there may not be an obvious taste difference. However, given that this is a much fairer way of producing chocolate, do they feel that it tastes better knowing this?

3. Debriefing

Reflect:

What questions will help participants reflect on what they experienced in the activity?

- Do you like eating chocolate?
- How often do you eat chocolate?
- Have you ever bought fairtrade products?
- What is fairtrade?
- Have you ever wondered where chocolate comes from?
- Do you know anything about the chocolate production process?
- What activity stations did you find the hardest? Why?
- Which ones were the easiest? Why?

Generalize:

What questions will help participants think about what they have learned and put their experience into a wider context?

- How could you relate the activity to the real production process for chocolate?
- Who earns the most in the supply chain?
- Do you think that this is fair?
- Why do you think the supply chain is like this?

Apply:

What questions will encourage the participants to think about how they can apply their learning in different contexts and situations?

- Where do our favourite food products come from?
- Who is involved in making them and getting them to the shops from which we buy them?
- How you go about researching into the production process for any other food products that you enjoy eating?
- Do you think that you would consider buying fairtrade products knowing what you found out today?
- Would you encourage anyone else to buy fairtrade?
- Could you encourage your school to start selling/increase the amount of fairtrade products?
- Would you talk to anyone about what you learnt today?
- Who would you talk to?
- What would you say about the chocolate production process?

4. Materials and Background Preparation

Origin of Activity: Did you create this activity? If not, who did?

CISV Interns

Information and images relating to the chocolate production process adapted from Divine chocolate: <http://www.divinechocolate.com/about/bean-to-bar.aspx>

Materials: List the materials and their quantities to do the activity.

- Chocolate of a variety of types (milk/white/dark/fairtrade suggested) enough for one piece of each type per participant
- Prize for the winning team
- Stopwatch to time the two minute intervals in the activity
- Scoresheets [attached]
- Station 1: cones or other objects to mark out a lap around which the participants are to run
- Station 2: water balloons (lots) and a beanbag
- Station 3: jenga bricks
- Station 4: ice cubes, enough for one participant each
- Station 5: a skipping rope
- Station 6: a tennis ball
- Post-it notes, enough for one per participant
- Pens to write onto the post-its
- Large bit of paper to stick all the post-its onto

Time & Group Size: Suggest the ideal time scale and group size for this activity.

Time: 1 hour 15 minutes

Group size: for the supply chain activity, there will be six teams, each with eight participants

Tips for facilitators: What tips do you have for anyone who wants to do this activity? Is there anything that they should be particularly aware of?

- Health and safety: check for any allergies to the food used in this activity before beginning
- This activity may not be suitable for participants with disabilities or injuries as it has elements of physical activity in it
- The activities at each station are examples of activities that could be used, if you can think of better ones, or ones that would fit in more with the materials available then do feel free to change them and add new ones

Activity Name: Each activity should have a name so it can be searched for in the database.

The Chocolate Challenge

5. Attachments

a. Scoresheet

b. Task Sheet

Chocolate Supply Chain Activity

There are 6 stations where each team has to complete an activity and score points whilst doing so.

The six sheets should be printed out and placed at the six stations for the leader in charge of each station to read and show to each team.

One leader is to man each station and tally the score of each team.

The general idea is that it becomes easier to score points the further along the supply chain the participants go, which represents the increasing profitability going along the supply chain.

Activities can be edited in any way that leaders see fit.

<http://www.divinechocolate.com/about/bean-to-bar.aspx>
for more details.

1. Cocoa Growing

You grow the cocoa plant on a small farm that your family owns. You also grow other foods as you need to feed your family. Sometimes the crops fail so you have to grow a variety of foods to make sure you have enough food. It takes a very long time for the cocoa trees to grow, and a huge amount of cocoa pods are needed from each tree to make even a small amount of chocolate. This means that you have to tend to lots and lots of cocoa trees to be able to sell enough cocoa pods on and make enough money to live on.

Activity: Growing cocoa is hard work. In order to score a point in this activity you will need to take in turns to run a circuit, which will be marked by your leader. Each time a team member completes a lap your team will score one point. You have two minutes!



2. Harvesting the Beans

It takes a lot of effort to get the beans out of the pods and ready to make into chocolate. They have to be removed from the pods and fermented inside giant green plaintain leaves for 5-8 days. Then these beans need to be dried, so they are placed outside in the hot sun for a further 5-12 days. All of these processes need to be repeated time and time again by the cocoa farmers and require lots of hard work.

Activity: Cocoa farmers have to do lots of things at the same time, so in this activity you will have to do your own sort of balancing. You have got to take it in turns to walk the distance marked out by your leader with a beanbag on your head whilst carrying a water balloon on a spoon. If the beanbag drops or the water balloon pops then you have to go back to the start and start your lap again! For each successful lap by a member of your team you will score two points. You have two minutes!



3. Selling and Transportation of the Beans

In this part of the process the beans are collected and weighed. Their quality is checked, and if they are of good quality then they are bagged up and shipped to warehouses in the nearest port, from where they travel to chocolate manufacturers all around the world.

Activity: At this station, your team is to use jenga bricks to try to make the tallest tower. You will start with the standard jenga tower and have to use the two minutes to take bricks out one at a time and place them to make the tower taller. Be careful though; the tower will get more wobbly the taller that it gets. You score one point for each layer of bricks on the tower. If the tower is to collapse, then start again, your score will be the tallest tower you made before it collapsed.



4. Making Chocolate Bars

The beans need to be roasted at really high temperatures. The nibs of the beans are removed to make a cocoa mass which can be sorted into cocoa mass and cocoa butter which are both used to make the chocolate bars that we enjoy. Sugar is added, as well as milk for making milk chocolate. They then cool this solid in moulds to get it into bar shapes. Other ingredients may be added here too.

Activity: The chocolate has got to be cooled down in this step, so in this activity so will you! Each team member is to hold an ice cube in their clenched fist for as long as they can out of the two minutes. For the team member that can hold the ice cube in their hand for the longest time you will get a score, one point for each second that they managed to hold the ice cube.



5. Packaging and Shipping the Chocolate

Designers design packaging to attract customers to buy the chocolate bars and create a memorable brand for them. Machines package the chocolate bars, and then they are sent to large warehouses. From the warehouses they are sent on to supermarkets, corner shops, and lots of other place all around the country.

Activity: For this activity you will be skipping. One team member will start with the rope and will count how many skips they can do in a row. They will then pass the rope on to the next team member. The team scores the score that is the highest amount of skips successfully completed in a row.



6. Selling the Chocolate

Now it is the turn of the shops. Supermarkets and shops make millions of pounds each year selling chocolate bars on consumers. Millions of bars of chocolate are sold each day and chocolate firms are profiting lots and lots from this.

Activity: For this activity, the team will stand in a large circle and throw a tennis ball around the circle from person to person. Each lap of the circle that the ball makes without being dropped will score ten points for your team. You have two minutes, go!





Team Name.....

Scoresheet

<u>Activity Number</u>	<u>Tally</u>	<u>Total</u>
1: Cocoa Growing		
2: Harvesting the beans		
3: Selling and transporting to producers		
4: Making chocolate bars		
5: Packaging the chocolate		
6: Selling the chocolate		
		<u>Grand total:</u>