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Title of the activity: **The Chocolate Challenge**

The background of the activity: This activity introduces how chocolate is made and also teaches teamwork. It is an active learning method that combines new information, physical tasks and reflection on the specific entrepreneurial fields.

Goals:

- Awareness-raising
- Practising theory
- Acquaintance with a specific profession
- Teambuilding
- Introduction to project work
- Introduction to planning skills
- Decision-making simulation
- Exploring and brainstorming

Design-thinking phases taught by the activity

- Empathising
- Problem definition
- Generating solutions
- Prototyping
- Testing
- Implementation and promotion

Learning setting

- Non-formal (e.g., organised learning, might be unintentional, students follow teacher's recommendations, leisure activities, voluntary activities)
- Formal (e.g., intentional and organised learning, integrated into the curriculum)
- Only classroom learning
- Only online learning
- Blended learning (mixing of online and classroom learning)

Inclusion of the Littlebigentrepreneurs computer game in the activity

- Littlebigentrepreneurs computer game not to be used
- Pre-instructional strategy (for advanced users)
- Co-instructional strategy (for an example or practice of learning in a domain)
- Post-instructional strategy (e.g. for assessment, refreshing and synthesis)

Tools and learning materials used in the activity

- Pieces of paper (e.g., posters)
- Post-it notes
- Lists, worksheets, forms, templates
- Readings
- Questionnaires, surveys
- Interviews
- Additional computer applications, digital media
- Others (list all in the box): stop-watch, different gymnastics equipment

Description of steps

Information about individual steps of the learning activity that enables its actual implementation in the class

Step 1	about 15 min	<p>Participants are asked if they like chocolate. How well do they think their sense of taste is?</p> <p>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.</p> <p>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.</p> <p>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?</p> <p>Leaders are to reveal which one was which.</p>
Step 2		<p>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 an equal number of participants each.</p> <p>The teams will cycle round stations (6 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.</p> <p>A game leader will man each station and note down the score of each group onto their scoresheet.</p>
Step 3	about 25 minutes	<p>In their groups, the participants are to discuss what they found out from this activity.</p> <p>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 one of the jobs in the production process which one would it be?</p> <p>Leaders can ask the participants what they know about Fairtrade. Have they ever bought Fairtrade products? What makes them fairer?</p> <p>They are each to think about the process and how it could be made better. How could it be made fairer?</p>

		<p>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.</p> <p>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.</p>
Step 4	about 10 minutes	<p>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?</p>

Additional tips for effective implementation of the learning activity

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 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 them into chocolate. They have to be removed from the pods and fermented inside giant green plantain 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 wobblier 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 places 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 to 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!