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VeriTage
Integrated European
Cultural Heritage for VET

Not all about chocolate is sweet

Joy and pain of cocoa beans



Image caption: Florilegius / SSPL / Getty Images



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General overview

The exercise focuses on a product - chocolate - that is part of the cultural heritage of different countries, both in Europe and in the world and looks at it from two different points of view. Chocolate is a product beloved by many, able to transform itself in a form of art expression but it also reminds to a bloody moment of human history which seems to come back in the massive contemporary production, as exposed by a handful of organizations and journalists who denounced in recent years the widespread use of child labor, especially in Western Africa.

The exercise presents in detail one activity and designs two more that teachers and trainers will be able to finalise following the model.

The dark side of chocolate

Activity overview

The activity proposes, as a starting point, a video from the TED Educational series that briefly outlines the history of chocolate in its various aspects; to follow it proposes the vision of a video documentary made by Miki Mistrati in 2009 in which the journalist, through a journey in West Africa, denounces the exploitation of child labor in chocolate plantations linked to the great European manufacturing companies.

The video suggests a series of potential reflections on the relationships between economy and society and between living and working conditions in the different areas of the world: starting from this reference framework, the activity proposes a deepening on labor law in Europe and the realization, as a final product, a short promotional video on the workers' rights to be shared through the school's institutional communication channels.

The activity has been designed for courses that include studies of an economic-commercial nature and is applicable, by way of example, to the HORECA, tourism, technical-commercial sectors.



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Level of difficulty

The exercise, as a whole, has a medium-high level of difficulty as it presupposes an intermediate entry level for the skills and knowledges on which it works:

- Multilingual competence
- Citizen competence
- Literacy
- Cultural awareness and expression
- Digital competence
- Entrepreneurship competence

Final product

- Promotional video on workers' rights

Specific knowledge

- History of chocolate, past and contemporary
- Employment, social affairs and inclusion policies of the European Commission
- Labour rights policies in Europe

Descriptive activity sheet

Stage 1

Description

This phase is for the whole class.

To introduce the activity, present to your students the video “The [history of chocolate](#)” by TED-Ed, which tells the story of chocolate, anticipating, albeit superficially, the theme of the exploitation of work in chocolate plantations. Then present the video reportage [The Dark Side of Chocolate](#). The video is an international blockbuster shot by Miki Mistrati in 2009 and tells the story of the exploitation of child labour in the international chocolate industry. The video is in English and subtitles are available. The vision of the documentary requires reflection on current social, economic, legal and political models, as well as global development and the concept of sustainability.

After watching the two videos, ask your students to answer the following questions. The questions represent an example and can be supplemented or modified according to the needs of the class.



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- In his documentary Miki Mistrati denounces the exploitation of child labour. In which areas of the world?
- What is, according to the documentary, the position of the big chocolate multinationals?
- What are, in your opinion, the short, medium and long term consequences of child labour?
- What are the possible solutions to this?

After answering the questions, ask your students to make a short written report collecting their impressions.

Objectives

- Increase students' ability to understand spoken messages, in English (Multilingual competence).
- Increase students' ability of critical thinking (literacy).
- Increase students' ability to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral arguments in a convincing way appropriate to the context. (Literacy).
- Increase students' understanding of the different ways of communicating ideas between creator, participant and audience within digital texts (Cultural awareness and expression competence).
- Increase students' knowledge of basic concepts and phenomena relating to individuals, groups, work organisations, society, economy and culture (Citizenship competence).

Key competences

- Multilingual competence
- Citizen competence
- Literacy
- Cultural awareness and expression

Resources

- Teacher contact person for the activity
- The group of teachers we suggest is also composed of: teacher of the linguistic axis; teachers of the historical and social axis; expert in labour law.
- Equipment: Internet connection, laptop, video projector.



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Duration

- 30 minutes - watching TED Educational video
- 90 minutes - documentary viewing
- 30 minutes - drafting of the document

Stage 2

Description

Present your students with the European Commission's employment, social affairs and inclusion policy framework - [Employment, Social affairs and Inclusion](#) - to help them understand what the basis for European workers' rights is and how the European context differs from that of other countries in the world, particularly the countries that are told in Miki Mistrati's documentary.

Next, divide the class into small groups and ask your students to explore the Commission's web page independently and choose three specific elements on the subject, selecting and collecting the data they consider most relevant.

The page outlines the framework of EU workers' rights by listing fundamental rights on the following topics: health and safety at work; equal opportunities; protection against discrimination; and labour law.

At this point you guide your students to design and create a short video as the final product of the activity. As an example, we suggest you watch the following promotional video: [European Pillar of Social Rights: Fair working conditions](#). The video focuses on three main points: fair pay, safe workplace and work-life balance. For basic tips on making a video we suggest the following wikiHow - [wikiHow - Make a video](#)

Objectives

- Increase students' abilities to distinguish and use different types of sources, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context. (Literacy)
- Increase students' abilities of critical thinking (Literacy)



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- Increase students' abilities to use digital technologies to support their active citizenship and social inclusion, collaboration with others, and creativity towards social goals (Digital competence)
- Increase students' abilities to create digital content ((Digital competence)
- Increase students' knowledge of basic concepts and phenomena relating to individuals, groups, work organisations, society, economy and culture (Citizenship competence)
- Increase students' understanding of how digital technologies can support communication, creativity and innovation, and be aware of their opportunities, limitations, effects and risks (Digital competence).

Key competences

- Literacy
- Citizenship competence
- Digital competence

Resources

- Teacher contact person for the activity
- The group of teachers we suggest is also composed of: teachers of the linguistic axis; ICT expert; expert in the field of labour law.
- Equipment: Internet connection, laptops, video projector. paper, pen and pencil.

Duration

- 60 minutes - presentation of the European Commission's employment, social affairs and inclusion policy framework
- 60 minutes - autonomous navigation of the European Commission website
- 120 minutes - design and production of the video

Stage 3

Description

Invite your students to contact the contact person for the management of the school website with the aim of obtaining the publication of the videos made. Invite your



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students to write a short document presenting their work to the web administrator, stressing its relevance for other students.

The document should be produced in digital format (using, for example, Google Drive tools).

Objectives

- Increase students' ability to effectively communicate and negotiate with others, and to cope with uncertainty, ambiguity and risk as part of making informed decisions is essential (Entrepreneurship competence).
- Increase students' knowing that there are different contexts and opportunities for turning ideas into action in personal, social and professional activities, and an understanding of how these arise (Entrepreneurship competence)..

Key competences

- Entrepreneurship competence

Resources

- This phase of the activity should be done under the supervision of the activity reference teacher.
- Equipment: Internet connection, laptop.

Duration

- The requested time can't be foreseen as it depends on external elements.

The Formula 1 for chocolate talent

Activity overview

The activity has as its starting point and inspiration the World Chocolate Masters: a competition dedicated to the individual creativity of master chocolatiers: an extraordinary platform for future chefs from all over the world to share their talents. The activity proposes to students to discover the context of the competition and a reflection on the role that key skills can play in this context.

The activity is designed for students in the HORECA sector.



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1. Introduce your students to the context of [worldchocolatemasters](#).
2. Navigate together with them on the official website of the competition
3. Search on youtube, video interviews with participants (on the site you can find the link to the youtube channel); select some and present them to your students.
4. Ask your students to answer the following questions:
 - What are the objectives of the competition?
 - What is its story?
 - Who can participate?
 - What are the prerequisites to be selected?
 - How important is, according to you, to have good key competences to be successful in such a competition?

Discuss the answers in class.

Is there a gender-imbalance in regards to hospitality?

Activity overview

Re-proposing a reflection on the theme of work, the activity suggests the analysis of an apparently anomalous phenomenon: the reduced female presence in the kitchens of great restaurants. It may seem strange that the woman, who has always been the guardian of the culture and family gastronomic tradition in Europe, is excluded or almost from the kitchens of the greatest chefs. Through the reading and analysis of some interviews, the activity asks the students a reflection on the cultural and social dynamics that determine this phenomenon and asks, as a final product, the composition of a journalistic article on the subject, with the aim of outlining the reference framework, document the changes taking place and imagine future prospects.

The activity is suitable for both students in the HORECA sector and in the tourism sector.

The suggested steps of the activity are the following:

1. Support your students in reading and comprehend the following articles:
 - a. The Guardian: [“Why are there so few female chefs”](#)
 - b. BBC news: [“Why are our professionals kitchens still male dominated?”](#)



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- c. The Herald: ["Why most top chefs are men"](#)
 - d. ZAGAT: ["Why Are There No Female Sushi Chefs?"](#)
2. Ask your students to identify the key concepts of the individual articles.
 3. On the basis of the concepts identified, ask your students to write a short journalist-style article on this topic.
 4. Support your students in identifying possible channels for the publication of their work (school website or social media, local newspapers, etc.).



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Example



Image caption: The images are screen shots from the video [European Pillar of Social Rights: Fair working conditions](#).

Resources

The dark side of chocolate

- TED talk on chocolate
<https://ed.ted.com/lessons/the-history-of-chocolate-deanna-pucciarelli> The video tells the story of chocolate by a short video, questions and some additional resources.
- The Dark Side of Chocolate (2009) The proposed video is a documentary by Miki Mistrati on child trafficking and exploitation of child labour in the international chocolate industry.
- To learn more on the topic you can explore the Harkin-Engel Protocol: Protocol for the growing and processing of cocoa beans and their derivative products in a



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manner that complies with ILO (The International Labour Organization) Convention 182 concerning the prohibition and immediate action for the elimination of the child labor and adult forced labor on cocoa farms in West Africa.

- To learn more on the topic you can read the following report: “[Rules of the games - An introduction to the standards-related work of the International Labour Organization 2019 ILO](#)”
- The hyperlink takes you to the European Commission page on [Employment, Social affairs and Inclusion](#)
- The link takes you to the following video: [European Pillar of Social Rights: Fair working conditions](#). The suggested video is a promotional video published by the European Commission that briefly proposes some basic concepts: fair pay, safe workplace and work-life balance.
- To learn about the basic steps to make a video you can follow this link [wikiHow - Make a video](#).
- To learn about the basic steps to make a video you can follow the following link [wikiHow - Make a video](#).

The Formula 1 for chocolate talent

[World Chocolate Masters](#): a competition dedicated to the individual creativity of chocolatiers: an amazing platform for upcoming chefs from all over the globe to share their talents with the world.

Has hospitality a gender-imbalanced staffing?

The following hyperlinks take you to a series of magazine articles by which you can present the Activity topic to your students. The articles are written in English, but they can be replaced with similar texts in school language.

- The Guardian: “[Why are there so few female chefs](#)”
- BBC news: “[Why are our professionals kitchens still male dominated?](#)”
- The Herald: “[Why most top chefs are men](#)”
- ZAGAT: “[Why Are There No Female Sushi Chefs?](#)”