



# STOP THE TRAFFIK

PEOPLE SHOULDN'T BE BOUGHT & SOLD



## KS2/3 WHERE'S DOES ALL OUR CHOCOLATE COME FROM? FIGHT FOR THE TRAFFIK FREE GUARANTEE

### Activity objectives:

- To introduce people trafficking through the story of Chaga And The Chocolate Factory
- To enable pupils to produce a creative response to the story through writing, art, drama or dance
- To introduce the work of **STOP THE TRAFFIK** as an example of what can be done about trafficking

### Learning outcomes:

- Pupils will produce a creative response to the story through writing, art, drama or dance

### Curriculum links:

This lesson has the potential to contribute to the following areas of the English National Curriculum:

#### Citizenship and PSHE

- 2.5 reflect on spiritual, moral, social and cultural issues, using imagination to understand others' experiences
- 2.8 to recognise the role of voluntary, community and pressure groups
- 4.2 to think about the lives of people living in other places

#### English

- En1 3.1 make contributions relevant to the topic and take turns in discussion
- En1 4.1 drama—create, adapt and sustain different roles, individually and in groups
- En1 9.1 listen to live talks/readings/presentations
- En1 11.1 drama—improvisation and working in role
- En3 9.1 imagine and explore feelings and ideas

### Materials

You will need:

- a rectangular chocolate bar, preferably Fairtrade
- a map or globe to show countries that grow cocoa
- materials to facilitate the creative response to the story—art materials, paper and pens, music



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## INTRODUCTION

Start with a riddle. Explain to the children that you have a secret object. You will give them clues about its identity and they have to guess what it is. Some suggestions for clues:

- My main ingredient is grown in hot countries like Ghana
- I can be made into a drink as well as something to eat
- I am brown and rectangular in shape
- I am easy to break into chunks and delicious to eat
- You can find me in cakes, biscuits, Easter eggs and advent calendars
- I am, of course, chocolate!

Find out what children know about chocolate and how it is made.

- What is the essential ingredient in chocolate? Cocoa, which comes from the seeds of the cacao tree. These seeds are usually called beans and they grow in pods on the tree. Once they have been picked they are left to dry in the sun.
- Where do cacao trees grow? They need a humid climate with regular rainfall and good soil. Countries like Ghana, Mali and Ivory Coast in Africa grow cocoa. It's also grown in Indonesia in Asia, and Brazil in South America. Use a map or globe to show children where these countries are. In particular show them where Mali and Ivory Coast are, as these countries are mentioned in the story.
- What else is added to make chocolate? Depending on the type of chocolate—sugar, milk or milk powder and vanilla.

Discuss with the children:

- What is good about chocolate? It's delicious to eat; it's nice to have as a treat; it contains calcium, iron and antioxidants, all of which are good for you.
- What is not so good about chocolate? It's not healthy to eat too much but it's OK as part of a balanced diet; some people with allergies can't eat chocolate.

Explain that another not-so-good thing about chocolate is that sometimes the people who have helped to grow the cocoa beans are not treated very well. If you have a Fairtrade bar of chocolate, show them the Fairtrade sign and explain that this means that the people who grew the cocoa have been paid fairly and treated well. But some people working in the cocoa industry aren't so lucky.



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## CHAGA AND THE CHOCOLATE FACTORY

Read the story of Chaga And The Chocolate Factory to pupils and discuss it. Invite pupils to respond creatively to the story in one of the following ways. You may want the class to all do the same activity, or allow them to choose.

### Drama/role-play

Pupils can act out their own version of Chaga And The Chocolate Factory. They will need at least eight people to play the following roles, although some of the parts could double up:

- Chaga
- The bicycle man
- Chaga's parents
- An older boy on the truck
- Bokhari
- A guard
- A policeman

Encourage pupils to get into their roles and imagine what the different characters would feel at different parts of the story.

### Creative writing

- Pupils could write three diary entries for Chaga:
- One for the night before he is due to go away with the bicycle man, when he is full of hope and excitement.
- One for when he was a slave, carrying coffee beans all day.
- One on the first night he is back home with his parents, reflecting on how he feels now.

### Music and dance

Pupils could create a dance that expresses the different feelings in the story, choosing music to reflect the different experiences—excitement, confusion, tiredness, desperation, fear during the escape, celebration.

### Art

Pupils could draw the expressions on Chaga's face at different stages in the story. Discuss with them the different emotions that Chaga goes through—fed up at being poor, excited at the thought of a bicycle, confused at what is happening, sad and despairing when he is a slave, frightened at the thought of escape, relief at getting back home again. To make it easier, get them to draw the whole of Chaga so they can show his body language too. They could act out different poses to help them visualise how these different emotions might be expressed by a small boy. Encourage them to choose colours that also express what is happening in the story.



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## OPTIONAL CIRCLE TIME ACTIVITY

Some children may find the story upsetting. You may like to use a Circle Time activity to explore when pupils have experienced the same feelings as Chaga and other children who have been trafficked. 'When do you feel lonely and isolated?' Talk about the common link that they have with trafficked children even though they are in very different circumstances. Trafficked children feel the same emotions that they do.

Place a stone in the centre of the circle each time a child shares. Point out at the end that all the stones could make up how one trafficked child feels every day.

## INTRODUCING STOP THE TRAFFIK

Ask pupils who is able to make a difference in the issue of people trafficking. Write up their ideas on a whiteboard. It's very easy to feel powerless when faced with an issue as big as this, especially when you are a child. Use this simple exercise to demonstrate that they have a part to play. Get pupils to sit in a circle. Get a chant going of the words 'what difference can I make?' in this way. One pupil starts saying the phrase quite quietly with a distinct rhythm. After they have said it a few times, the pupil on their left joins in, and so on round the circle with an extra voice being added each time. By the time the whole class has joined in, there will be a loud chorus of everyone working together that will speak for itself! We may feel powerless on our own; when we join with others we can have a big impact. Remind pupils of any other campaigns that they have been involved in.

Explain that **STOP THE TRAFFIK** is a campaign that calls for an end to people trafficking. It aims to get people working together to stop the sale of people, to prosecute the traffickers and to protect the victims of trafficking.

You could get the children to create a Freedom Wall, which shows their support for **STOP THE TRAFFIK**. You may not be able to create the wall during this lesson, but you can make plans with the children to create one for the school.

A Freedom Wall displays the **STOP THE TRAFFIK** Declaration and has symbols of support around it. The declaration says:

People trafficking is wrong. I support **STOP THE TRAFFIK** in its call to:

- **PREVENT THE SALE OF PEOPLE**
- **PROSECUTE THE TRAFFICKERS**
- **PROTECT THE VICTIMS**



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Symbols of support can be children's handprints, or their written messages, or examples of the work they have done during these activities. Create the wall in a public place in the school and have declaration cards<sup>1</sup> available for adults to sign and add to the wall. Take a photo of your Freedom Wall and send it to us to put up on our website<sup>2</sup>. When you take down the wall, send the declaration cards to STOP THE TRAFFIK so we can add them to the thousands of others that we will take to the UN.

## STOP THE TRAFFIK AND CHOCOLATE 'TRAFFIK FREE GUARANTEE'

Go to the **STOP THE TRAFFIK** website and look at the **TRAFFIK FREE GUARANTEE** chocolate campaign that **STOP THE TRAFFIK** is running.

Look at the website and find the different ideas for raising the awareness of the issues.

<sup>1</sup> Available from the **STOP THE TRAFFIK** website: [www.stophetraffik.org](http://www.stophetraffik.org)

<sup>2</sup> Email to [info@stophetraffik.org](mailto:info@stophetraffik.org)