**Choconomics,
Levels 7 and 8**

Economics and Business

Resources

The following resources have been provided in this document.

**Session 1**

[Choconomics survey](https://deecddigipubs2014.worldsecuresystems.com/vcaa/vcaa-economics-business-5-8/docs/Choconomics_Survey.pdf)

Table for collation of Choconomics survey data

Choconomics survey score sheet

**Session 2**

Chocolate tasting test

**Session 3**

[Price schedule for 200g bar of chocolate](https://deecddigipubs2014.worldsecuresystems.com/vcaa/vcaa-economics-business-5-8/docs/Price_for_200g_bar_chocolate.pdf)

[Student question sheet](https://deecddigipubs2014.worldsecuresystems.com/vcaa/vcaa-economics-business-5-8/docs/Choc_Student_Question_Sheet.pdf)

**Session 4**

Cocoa beans template

Chocolate bar template

Ghanaian currency templates 1 and 2

various role-play descriptions (× 7)

Chocolate trade, seasons 1–4

General instructions for all participants

**Session 5**

Six Thinking Hats approach

**Session 6**

Chocolate trade table

Session 1 resour­ce

Choconomics survey

|  |  |
| --- | --- |
| **Survey question** | **Individual student response** |
| What is your favourite chocolate bar? |  |
| How often do you buy chocolate each week? |  |
| How much do you spend (on average) on chocolate each week?  |  |
| Give one reason you would buy more than one chocolate bar at a time. |  |
| Name one ingredient that goes into making a chocolate bar. |  |
| Name one country cocoa beans come from. |  |

Session 1 resource

Table for collation of data

|  |  |  |
| --- | --- | --- |
| **Survey question** | **Top 5 responses** | **% of total** |
| What is your favourite chocolate bar? | 1.2.3.4.5 | Total 100% |
| How often do you buy chocolate each week? | 1.2.3.4.5. | Total 100% |
| How much do you spend (on average) on chocolate each week?  | 1.2.3.4.5. | Total: 100% |
| Give one reason you would buy more than one chocolate bar at a time. | 1.2.3.4.5. | Total 100% |
| Name one ingredient that goes into making a chocolate bar. | 1.2.3.4.5. | Total 100% |
| Name one country cocoa beans come from. | 1.2.3.4.5. | Total 100% |

Session 1 resource

Choconomics survey score sheet

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Survey question** | **Student A response** | **% score from class survey** | **Student B response** | **% score from class survey** |
| What is your favourite chocolate bar? |  |  |  |  |
| How often do you buy chocolate each week? |  |  |  |  |
| How much do you spend (on average) on chocolate each week?  |  |  |  |  |
| Name one reason you would buy more than one chocolate bar at a time. |  |  |  |  |
| Name one ingredient that goes into making a chocolate bar. |  |  |  |  |
| Name one country cocoa beans come from. |  |  |  |  |
| **Total** |  |  |  |  |
| **Combined score (Student A and Student B)** |  |  |  |  |

Session 2 resource

Chocolate tasting test

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Product** | **Quality (taste rating)*****Score out of 10*** | **Guess the brand** | **Guess price for 200 gram bar** | **Real brand** | **Actual price for 200 gram bar** | **Difference between guess price and actual price (+/–)** |
| **A** |   |   |   |  |   |   |
| **B** |   |   |   |  |   |   |
| **C** |   |   |   |  |   |   |

Session 3 resource

Price schedule for 200 gram bar of chocolate

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| --- | --- |
| **Price for 200g bar of chocolate****($)** | **Students willing to purchase a chocolate bar at this price** |
| 0.50 |  |
| 1.00 |  |
| 1.50 |  |
| 2.00 |  |
| 2.50 |  |
| 3.00 |  |
| 3.50 |  |
| 4.00 |  |
| 4.50 |  |
| 5.00 |  |
| 5.50 |  |
| 6.00 |  |
| 6.50 |  |
| 7.00 |  |

Session 3 resource

Student question sheet

1. Describe what both the lines on your line graph look like.

2. Look at the demand curve. Did the class respond in a smooth, predictable way or was there a key price point at which consumer demand dropped off dramatically? Explain why you think this might have happened.

3. Explain in your own words the relationship between the price of a product and the quantity demanded by consumers.

4. Businesses and economists (people who identify economic problems, collect data, devise theories and make recommendations for improvement) often look at graphs and data like this to work out how consumers might respond if prices change. Consider your demand curve, and assume that the business wants to make chocolate bars at each of the price points in the table. Complete the table, including how much revenue the company would make at each price.

|  |  |  |
| --- | --- | --- |
| **Price for 200g bar of chocolate****($)** | **Quantity sold****(number of students wanting to purchase the product at this price)** | **Revenue generated** **(price × quantity sold)** |
| 0.50 |  |  |
| 1.50 |  |  |
| 2.50 |  |  |
| 3.50 |  |  |
| 4.50 |  |  |
| 5.50 |  |  |

5. You are an economist giving advice to this business about the price they should sell their chocolate bars for. What would you advise them in regards to pricing? Why?

Session 4 resource

Cocoa beans template

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Session 4 resource

Chocolate bar template

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Session 4 resource

Ghanaian currency 1

|  |  |  |
| --- | --- | --- |
| ₵1Ghanaian cedi | ₵1Ghanaian cedi | ₵1Ghanaian cedi |
| ₵1Ghanaian cedi | ₵1Ghanaian cedi | ₵1Ghanaian cedi |
| ₵1Ghanaian cedi | ₵1Ghanaian cedi | ₵1Ghanaian cedi |
| ₵1Ghanaian cedi | ₵1Ghanaian cedi | ₵1Ghanaian cedi |
| ₵1Ghanaian cedi | ₵1Ghanaian cedi | ₵1Ghanaian cedi |
| ₵1Ghanaian cedi | ₵1Ghanaian cedi | ₵1Ghanaian cedi |
| ₵1Ghanaian cedi | ₵1Ghanaian cedi | ₵1Ghanaian cedi |

Session 4 resource

Ghanaian currency 2

|  |  |  |
| --- | --- | --- |
| ₵50Ghanaian cedi | ₵50Ghanaian cedi | ₵50Ghanaian cedi |
| ₵50Ghanaian cedi | ₵50Ghanaian cedi | ₵50Ghanaian cedi |
| ₵50Ghanaian cedi | ₵50Ghanaian cedi | ₵50Ghanaian cedi |
| ₵50Ghanaian cedi | ₵50Ghanaian cedi | ₵50Ghanaian cedi |
| ₵100Ghanaian cedi | ₵100Ghanaian cedi | ₵100Ghanaian cedi |
| ₵100Ghanaian cedi | ₵100Ghanaian cedi | ₵100Ghanaian cedi |

 Session 4 resource

Role-play – Fair trade cocoa farmers

* You are farmers who grow cocoa beans in Ghana.
* You sell the beans you grow to a chocolate company.
* You are members of a cooperative (a group) and work to support each other.
* To make a premium bean you need to use the template sheet of cocoa beans, cut out and colour in each bean. Write the words FAIR TRADE clearly and legibly on each bean.
* The chocolate companies will only accept fair trade beans from you.
* You sell your beans to either of the two chocolate companies. It’s important to find out early on what price they’re going to offer you. Also, remember that prices might vary from one season to the next, so start selling as soon as possible.
* Your teacher will warn you when the season is about to change. This will affect your situation, so be alert.

Session 4 resource

Role-play – Independent cocoa farmers

* You grow cocoa beans in Ghana on a small family farm.
* You sell the cocoa beans to a chocolate company.
* To make your standard beans, you need to use the template sheet of cocoa beans and cut out each bean perfectly.
* You sell your beans to either of the two chocolate companies. It’s important to find out early what they’re going to offer you.
* Also, remember that prices might vary from one season to the next, so start selling as soon as possible.
* Your teacher will warn you when the season is about to change. This will affect your situation, so be alert.

Session 4 resource

Role-play – Fair trade chocolate company

* You are a fair trade chocolate company.
* You buy cocoa beans from the fair trade farmers and make chocolate bars.
* Your aim is to sell as much chocolate as possible. However, your chocolate is fairly traded; you also want to get the best possible deal for the cocoa farmers.
* You pay the farmers five Ghanaian cedi (₵5) per cocoa bean. You can buy only 15 cocoa beans in each season, because you’re a small company. You only buy premium beans that have been cut out perfectly and coloured in and have the word FAIR TRADE clearly written on each bean.
* Do not accept any other cocoa bean.
* To make a chocolate bar you need to perfectly cut out a chocolate bar from the chocolate bar template sheet, and then glue onto it one premium fair trade cocoa bean.
* Each completed chocolate bar must have one coloured cocoa bean glued onto it. Then you can sell the bars to a supermarket. You must sell bars to the supermarkets in batches of 5.
* From the beginning of the game, you should talk to the consumers and the supermarkets, encouraging them to buy fair trade chocolate. Explain why they should pay extra for the fair trade item.
* At the end of each season you pay the farmers a bonus –
1 Ghanaian cedi (₵1) for every chocolate bar you have produced.
* You CAN’T make any special deals. You must buy at the prices stated on this card.
* Your teacher will warn you when the season is about to change. This will affect your situation, so be alert.

Session 4 resource

Role-play – Big chocolate company

* You are a multinational chocolate company and operate on a very large scale.
* You aim to produce as many chocolate bars as you can at the cheapest possible price.
* You buy your cocoa beans from the farmers in Ghana. You pay two Ghanaian cedi (₵2) for each standard bean and three Ghanaian cedi (₵3) for each premium bean that has been cut out perfectly, coloured in and has the word FAIR TRADE clearly written on it.
* You CAN make special deals with farmers when you purchase their beans.
* To make a chocolate bar, you need to cut out a chocolate bar perfectly from the chocolate bar template sheet, and then glue onto it either one standard or one premium fair trade cocoa bean.
* Each completed chocolate bar must have a cocoa bean glued onto it. Then you can sell the bars to a supermarket. You must sell bars to the supermarkets in batches of 5.
* Your teacher will warn you when the season is about to change. This will affect your situation, so be alert.

Session 4 resource

Role-play – Supermarket

* You purchase chocolate bars from the chocolate companies to sell in your stores.
* You MUST buy them in batches of 5, and each batch must be either all fair trade chocolate bars or all standard chocolate bars.
* Each chocolate bar must have one appropriate cocoa bean attached.
* DO NOT accept any bars that look imperfect. This includes those with incorrect wording on them.
* Do not purchase anything other than chocolate bars (no beans!).
* You will pay the companies:
	+ 250 Ghanaian cedi (₵250) per batch for standard chocolate
	+ 350 Ghanaian cedi (₵350) per batch for premium fair trade chocolate.
* You may do special deals with the companies, if you wish.
* Remember there is a competitor supermarket and you want to make more money than them.
* You sell the chocolate bars to consumers at the following prices:
	+ 100 Ghanaian cedi (₵100) per bar of standard chocolate
	+ 150 Ghanaian cedi (₵150) per bar of premium fair trade chocolate.
* You may do special deals for consumers (customers), if you wish.
* Your teacher will warn you when the season is about to change. This will affect your situation, so be alert.

Session 4 resource

Role-play – Consumer

* You love chocolate and buy it from both supermarkets.
* You have 2000 Ghanaian cedi (₵2000) between you to spend on chocolate.Session 4 resource

General instructions for all participants

* There will be four growing seasons for cocoa beans.
* The events of each individual season will impact all groups in some way and each group will be required to make economic decisions as a result of these events.
* All groups will be given two minutes notice before a change of season.
* Groups should commence trading quickly. Do not wait until bean production is complete.
* Remember to reproduce cocoa beans and/or chocolate bars exactly as you have been directed in your role-play description. You MUST cut these out, and write or draw on them if directed to do so.
* No cheating or physical contact is allowed. Groups who are caught doing this will be fined.
* No extra resources will be provided.

Session 4 resource

Chocolate trade, Seasons 1–4

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| --- | --- | --- | --- | --- | --- |
| **Group name** | **Starting money (Ghanaian cedi)** | **At the end of Season 1** | **At the end of Season 2** | **At the end of Season 3** | **At the end of Season 4** |
| A Fair trade cocoa farmers | 0 |   |   |   |   |
| B Independent cocoa farmers | 0 |   |   |   |   |
| C Independent cocoa farmers | 0 |   |   |   |   |
| D Independent cocoa farmers | 0 |   |   |   |   |
| E Fair trade chocolate company | 100 |   |   |   |   |
| F Big chocolate company | 100 |   |   |   |   |
| G Supermarket X | 1000 |   |   |   |   |
| H Supermarket Y | 1000 |   |   |   |   |
| I Consumers (money) | 2000 |   |   |   |   |
| I Consumer (chocolate bars) | 0 |   |   |   |   |

Session 5 resource

Six thinking hats approach

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|  | White Hat Thinking – FactsInformation and dataNeutral and objectiveWhat do I know?What do I need to find out?How will I get the information I need? | How much do cocoa bean famers get paid?What percentage of an average worker’s pay in their country do they receive? |
|  | Red Hat Thinking – FeelingsIntuition, hunches, gut instinctMy feelings right nowFeelings can changeNo reasons are given | How do you think it would feel to be a cocoa bean farmer?What would it feel like to be a teenager growing up in this country?What would it feel like to be a cocoa worker in this country? |
|  | Yellow Hat Thinking – BenefitsPositives, advantagesLogical reasons are givenWhy an idea is useful | What are the benefits to a country of exporting cocoa beans?What are the benefits of selling cocoa beans through a fair trade cooperative rather than in a general market?What are the benefits of not being tied to a cooperative and selling your cocoa beans on the free market? |
|  | Black Hat Thinking – CautionsDifficulties, weaknesses, dangersLogical reasons are givenSpotting the risks | What are the risks to an individual farmer in specialising in cocoa production?What are the risks to a country in specialising in cocoa production? |
|  | Green Hat Thinking – CreativityIdeas, alternative, possibilitiesSolutions to black hat problems | What are some strategies the farmers could adopt to increase their farm income?What are some strategies that might be employed to reduce the number of children who are working rather than attending school and increase child literacy rates in the country? |
|  | Blue Hat Thinking – ProcessThinking about thinkingWhat thinking is needed?Organising the thinkingPlanning for action | Devise a plan a farmer could adopt in order to improve their standard of living. |

Session 6 resource

Chocolate trade table

**Chocolate trade table**

|  |  |  |  |
| --- | --- | --- | --- |
| **Country** | **Happiness after Round 1( /10)*****Individual reflection*** | **Happiness after Round 2( /10)*****Trade within trading zone*** | **Happiness after Round 3( /10)*****Global (whole-class) trade*** |
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