

Primary School Activity Options – with Curriculum Mapping

The visit can be adapted to the needs and interests of your class. Please tell us about any outcomes that you would like to focus on for your visit. Most classes opt to do the Bean to Bar Chocolate-making activity plus either one or two further activities. You may wish to do some of the activities in-school pre or post visit.

Go to www.chocolatarium.co.uk/groups/educational-groups for more information and printable resources.

Bean to bar (Chocolate-making) – Seeing how chocolate is transformed from a bitter cocoa bean to smooth delicious chocolate. Making and decorating your own chocolates. (Can be designed in class before the visit).

On the Farm – Looking at where chocolate comes from, the growing conditions of the tree and the working conditions of the farmers.

Packaging – Examining the packing of a range of chocolate makers looking at design and factual information.

Ethical Chocolate Trading – Looking at the different ways chocolate companies try to be more ethical in terms of worker rights (FairTrade, RaiseTrade and Direct Trade) as well sustainable (such as by being carbon negative).

Sugar in Chocolate – Looking at the nutritional value of chocolate and similar products and examining healthy amounts to eat.

Biological origins of cacao – Learning about cacao bean varieties and the history of the cacao bean and other agricultural products endemic to the Americas.

History of Chocolate (Aztec and other pre-colonial native American peoples) – Comparing Aztec chocolate preparation methods with modern methods.

History of Chocolate (Industrialists and Philanthropists) – Looking at the lives of John Cadbury, Joseph Rowntree and Milton Hershey and their legacies. Excellent as a pre- or post-visit class project.

Working in Chocolate – Looking at the various jobs in the chocolate industry and the pay, working conditions and qualifications required for them.

Additional In-School Suggestions

Industrial Models – Looking at how industrial moulds and models are created through the use of models and plastic suction moulds.

Drama – Script-writing, improvisation, mime based on any of the educational experiences

Charlie and the Chocolate Factory – reading and story/character analysis.

Key Information

Capacity: Up to 33 children with 3 adults

Price: See website for current prices.

Length of visit: 1 hour 30 minutes

Suggested visit times: 9.30/10.00 am – 11.00/11.30am or 1.00pm – 2.30pm

Accessibility: We regret that The Chocolatarium is not yet wheelchair accessible. Vegan and lactose-free options are available throughout. No nuts or nut products are used during the chocolate-making experience and a full list of all ingredients used is available on request. Guides use many images and props to aid understanding, which can be of particular benefit to EAL children. Risk Assessment provided in advance.

Booking

Please email info@chocolatarium.co.uk with

- the number of children and adults
- preferred dates
- activities or curricular areas you would like to focus on
- any special requests or requirements

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Curriculum Mapping for the Curriculum for Excellence Experiences and Outcomes

| Curricular area | First level | Second Level | Activity | Example Tasks |
|------------------------|---|--|-----------------|---|
| Literacy | When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a | When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a | Whole visit | Listening to presentations and demonstrations |
| Literacy | I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a | I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a | Whole visit | Listening to presentations and demonstrations |
| Literacy | To help me develop an informed view, I am learning to recognise the difference between fact and opinion. LIT 1-08a | To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. LIT 2-08a | Packaging | Contrasting words (delicious, premium vs vegan, gluten free, 70% cocoa solids) |
| Literacy | Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 1-14a | Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a | Packaging | Find a chocolate bar for someone on these diets: a) vegan b) low or no sugar c) no cow's milk d) organic d) peanut allergy |
| Literacy | I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. LIT 1-15a | I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a | Packaging | Best packaging design Notes under headings: Colour, image/pattern, materials used/practicality, logos/brand recognition. |

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|-----------------|---|--|-------------|--|
| Numeracy | I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. MNU 1-03a | Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. MNU 2-03a | In the shop | 'Buying' a present – in your budget. |
| Numeracy | I can use money to pay for items and can work out how much change I should receive. MNU 1-09a I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. MNU 1-09b | I can manage money, compare costs from different retailers, and determine what I can afford to buy. MNU 2-09a | In the shop | 'Buying' a chocolate bar. Affordability. For Second Level, this activity is best as a Pre-Post Visit activity. |
| Numeracy | I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. MNU 1-20a | Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading. MNU 2-20a | Packaging | What data do you see on the packaging? How is it presented? Ingredients, Nutritional information, Storage instructions, Country of origin, Best before date, Promotional text, etc. Fact v Opinion (See LIT 1-08a) Which information is optional? Why? (See SOC 1-17a) Why is the (vegan) label important? Vegan, Halal, Kosher (HWB 1-37a) |
| Numeracy | I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. MNU 1-20b | I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. MNU 2-20b | Packaging | See above. |

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|--|--|--|--------------------------------|---|
| Expressive Arts Art and design | I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-07a | I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-07a | Packaging | What packaging in the shop attracts your attention? What does it make you think of? How does it make you feel? Why? |
| Health and Wellbeing Social wellbeing | As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 1-09a | As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2-09a | Ethical chocolate trading | Comparing the Commodity trade RaiseTrade FairTrade DirectTrade |
| Health and Wellbeing Planning for choices and changes | Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a | Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. HWB 2-19a | Whole Visit | |
| Health and Wellbeing Nutrition | By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a | By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. HWB 2-30a | Sugar in chocolate | Estimating and comparing the nutritional value of different chocolate bars Calculating how much chocolate should be eaten per day/week |
| Health and Wellbeing Nutrition | I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. HWB 1-30b | | Bean to Bar (chocolate making) | Observing and following instructions Washing hands Selecting a mould Selecting ingredients Labelling packaging Tidying up and cleaning |

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|--|--|---|--------------------------------|---|
| Health and Wellbeing Safe and hygienic practices | I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. HWB 1-33a | Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. HWB 2-33a | Bean to Bar (chocolate making) | Washing hands before handling food. |
| Health and Wellbeing Food and the consumer | When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1-35a | When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 2-35a | On the Farm | Presentation of the cocoa bean journey (See SOC 1-22a and SOC 2-20a below) |
| | I am discovering the different ways that advertising and the media can affect my choices. HWB 1-37a | I can understand how advertising and the media are used to influence consumers. HWB 2-37a | Packaging | Compare 2 bars. Which bar do you want? Taste experiment. (VEGAN OPTION AVAILABLE) |
| Modern languages | I can listen to and show understanding of language from familiar voices and sources. MLAN 1-01c | I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c | On the Farm (Spanish) | Same presentation but with the incorporation of selected Spanish words to hear them in context. Pre-listing activity to learn words. |
| Religious and moral education Development of beliefs and values | I am developing an awareness that some people have beliefs and values which are independent of religion. RME 1-09a I am becoming aware that people's beliefs and values affect their actions. RME 1-09c | I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Scotland. RME 2-09a I am developing my understanding that people have beliefs and values based upon religious or other positions. RME 2-09b | Packaging (Veganism) | Why is labelling important? Vegan, Halal, Kosher |

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|---|---|--|---|---|
| Science Inheritance | By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited. SCN 1-14a | By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and noninherited characteristics. SCN 2-14b | Biological origins of cacao | Comparing bean varieties and the history of the cacao bean and other agricultural products endemic to the Americas |
| Social Studies People, past events and societies | I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a | I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a | History of Chocolate (Aztec and other pre-colonial native American peoples) | Compare Aztec chocolate drink making with modern chocolate drink making. Recreate historical Aztec drinking ritual. |
| Social Studies People, past events and societies | Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. SOC 1-06a | I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a | History of Chocolate (Industrialists) | Investigating the philanthropists of the chocolate industry from Rowentree, to Cadbury to Hershey and today's ethical craft chocolate makers. |
| Social science People, place and environment | By exploring climate zones around the world, I can compare and describe how climate affects living things. SOC 1-12b | By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things. SOC 2-12a | On the Farm | Presentation about growing conditions of cacao |
| Social science People in society, economy and business | I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. SOC 1-22a | Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. SOC 2-20a | Working in Chocolate (First Level) Ethical Trading Second Level | Ordering of the food journey Matching job roles to the journey Matching salary, working conditions, qualifications to jobs. |

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|--|---|---|--------------------------------|---|
| Technologies Food and Textile Technology | I can use a range of simple food preparation techniques when working with food TCH 1-04a | I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a | Bean to Bar (chocolate making) | (See HWB 1/2-30b above) |
| Technological Developments in Society and Business | I can explore the latest technologies and consider the ways in which they have developed. TCH 1-05a | I can investigate how product design and development have been influenced by changing lifestyles. TCH 2-05a | Bean to bar | Presentation of the chocolate making process from Farm to bean then bean to bar. Labelling of process (back in classroom) |

Additional In-School Pre/Post-visit Activities

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|-----------------------------------|--|---|---------------------|--|
| Expressive Arts Art and design | I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a | I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a | Designing packaging | |
| Expressive Arts Art and design | I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a | I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a | Designing packaging | |
| Expressive Arts Art and design | I can use exploration and imagination to solve design problems related to real-life situations. EXA 1-06a | I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a | Designing packaging | |

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|--|---|---|---|---|
| Science Properties and uses of substances | Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a | | Designing packaging Design your own chocolate model design to make chocolate moulds. | NOTE: Silicone moulds and vacuum moulds are difficult/expensive to make. However, models of designs could be made from clay as this is an essential part of the design process. |
| Drama | I enjoy creating, choosing and accepting roles, using movement, expression and voice. EXA 1-12a | I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. EXA 2-12a | Drama based on any of the educational experiences. | |
| Drama | Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 1-13a | Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 2-13a | Drama based on any of the educational experiences. | |
| Drama | I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. EXA 1-14a | I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. EXA 2-14a | Drama based on any of the educational experiences. | |
| Craft, Design, Engineering and Graphics Design and construct models/product | I can design and construct models and explain my solutions. TCH 1-09a I explore and discover engineering disciplines and can create solutions. TCH 1-12a | I can extend my knowledge and understanding of engineering disciplines to create solution. TCH 2-12a | Design your own chocolate model | See above |