



Chocolate Experience

1

Welcome to Cadbury World!

As you explore the exhibition, answer as many of the questions on these sheets as you can. All the solutions are there for you to find, you just have to look, listen and learn!



Tropical Mayan rainforest

You are now exploring the times of the Maya Indians.

The earliest record of chocolate was over fifteen hundred years ago in the Central American rain forests. The tropical conditions in the forest provide the ideal climate for the plant from which chocolate is made - the cocoa tree.



Can you find Central America on the map opposite?

The Mayan people used the precious cocoa beans which they took from the pods to trade for food and other valuable resources. Look for this trade board in the Mayan forest.

Imagine you are a Mayan trader. You are trading resources for cocoa beans. You need to answer the following questions using the trade board.

1  How many cocoa beans would you trade for:
10 pumpkins 100 pumpkins?

2  You have 100 cocoa beans, how many rabbits could you trade?

3  A Mayan comes to see you with 268 beans. What could he trade for?

4  A Mayan wants to trade for 5 pumpkins and 2 rabbits. How many beans do they need?



Tropical Mayan rainforest (continued)



Listen to the sounds you can hear in the Mayan forest.



Describe the different types of sounds you can hear

5



How do the sounds in this area make you feel?

6

7



Look around this area. Can you see any objects which interest you?
Use the box below to sketch in or do a rubbing of objects in this area. *(Hint – the calendar wheel is great for rubbings)*



Spanish Invaders

The Aztec people also used cocoa beans in their everyday lives. Like the Mayan people, the Aztecs enjoyed drinking chocolate produced from the cocoa bean. It was not like the chocolate we drink today as they added things like chilli for extra flavour ;

In 1519 the Spanish arrived and the Aztec people introduced them to drinking chocolate. The Spanish invaded the Aztecs and took many jewels, trinkets and foods back to Europe with them. The cocoa bean and chocolate drinks were also taken.



Look at the scene in front of you.

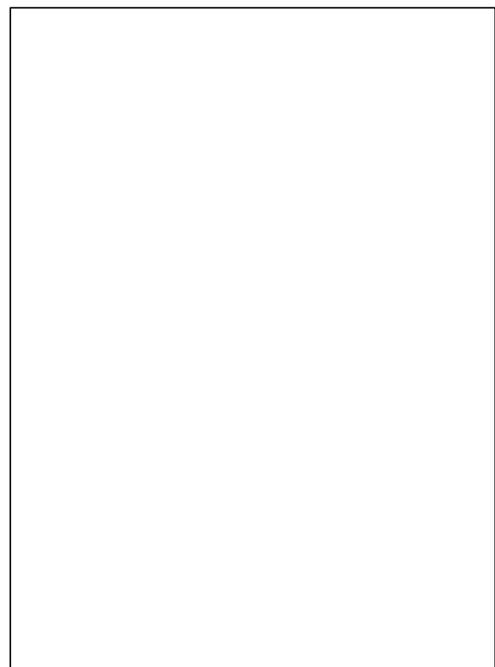
8



Draw or describe what is going on between the Aztecs and the Spanish people. Think about how they are different, their costume and the way they are standing.



Spanish invaders



Aztecs



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Bull Street

*You are now in an old-fashioned street area.
Use your observation skills to answer these questions -*

9  Which two British cities can you see directions for?

Find Whites Chocolate House.
Look for the following information -

10  When did Whites Chocolate House open?

11  Why did people go to the Chocolate House?

12  There are lots of buildings in this street.
Find three shops and write down some of the things they sell in their windows.

NAME:
SELLS:

NAME:
SELLS:

NAME:
SELLS:



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Cadbury in Birmingham



Watch and listen to the video about how the Cadbury business began and how the local community has changed since the Cadbury factory arrived in Bournville.



Try and answer these multiple choice questions about Cadbury's history as you watch.

13



What year did the first Cadbury shop open?

1915

1824

2000

14

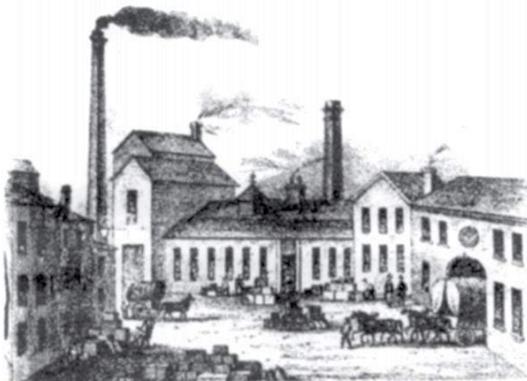


Where was the first Cadbury factory opened?

Canal Street

Bridge Street

Tunnel Street



15



Who was the reigning Queen when the first Cadbury factory opened?

Queen

Queen

Queen

Elizabeth

Victoria

Mary



Cadbury in Birmingham (continued)

16



Name the odd ingredient that other chocolate makers added to their chocolate (not Cadbury of course!)

sugar

flour

brick dust

17



When did Cadbury come to Bournville?

1879

1925

1980

18



How did Cadbury treat their employees (workers)?

Well. They had good working conditions

Badly. People didn't enjoy working for Cadbury

19



How did the visit to Switzerland change the way Cadbury made their chocolate?

They added milk

They added brick dust

They added less cocoa





Chocolate making process

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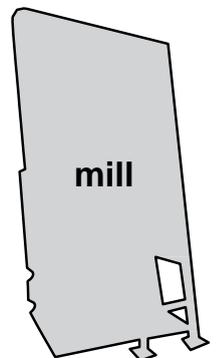
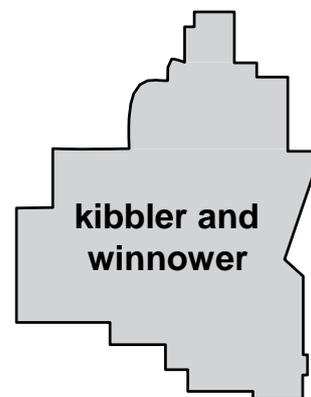
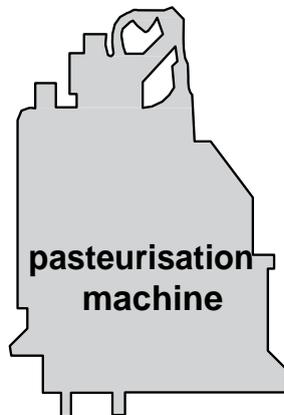
You have just watched a video explaining how chocolate is produced from cocoa bean to bar.

Here are some pictures of the 5 machines which sort and prepare the cocoa bean before the chocolate making process begins. Unfortunately the professor has dropped them and mixed them all up so we don't know what job each machine does.

Can you match each machine with its job?



Draw a line to match the machine to the description of its job -



Next the raw cocoa beans are pasteurised using very hot steam

The clean cocoa beans are then roasted in revolving gas fired ovens

The beans (without shells) are ground up in large mills and transformed into thick chocolate-coloured liquor

First the beans must be sorted and cleaned to remove any dust, stones and string that may have mixed with the beans

The beans are now ready to have their shells removed. The beans are passed over vibrating trays whilst being hit with a breaker arm. The broken shell is blown away



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Chocolate making process (continued)

Your group needs to find a computer screen. You can look at the different methods used to make some of our favourite chocolate bars.

Choose a chocolate bar from the menu on the screen then write down 4 fascinating facts you find out about the chocolate you have chosen.

21



Chocolate bar name -

22



Fascinating facts about the production of your chosen chocolate bar -

1

2

3



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Chocolate Making

In this part of the exhibition you will see some of the ways chocolate is hand made or decorated.

23



Describe what you can smell as you enter this room.

24



What words could you use to describe the smell?

25



What does it make you think of?



Activity – Tempering

You are watching the chocolate being tempered, or spread, on the marble surface.

26



What happens to the liquid chocolate as we temper it?

27



What happens to its consistency?



Chocolate Making (continued)

28



What will eventually happen to the chocolate if we keep spreading it on the marble surface?

29



Touch the marble surface – what do you feel?

30



How does the marble surface help to solidify or harden the chocolate?

Complete these sentences choosing from these words -

melt heat cool freeze

31



To change chocolate from a solid to a liquid

we have to it.

32



To solidify or harden chocolate,

we have to it.



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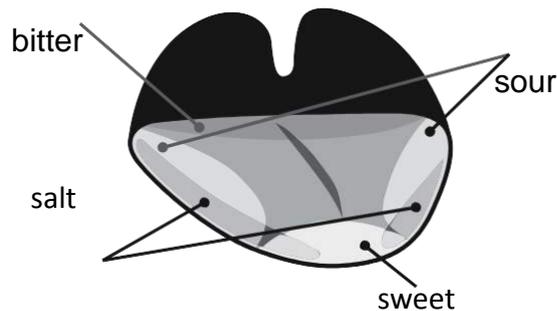


Chocolate Making

The chocolate you see here has never been solidified. This means it has only ever existed as a liquid because it has been heated and kept warm.



Activity – Liquid Chocolate



Your mouth contains around 10,000 taste buds, most of which are located on and around the tiny bumps on your tongue.

You will use your taste buds to taste the liquid chocolate after answering the following questions -

33



What is the difference between solid chocolate and liquid chocolate?

34



Why is this chocolate still a liquid? What have Cadbury done to keep the chocolate melted?



Taste your chocolate and tick the word you think describe

Delicious

Tasty

Tasteless

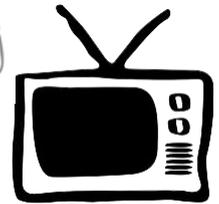
Horrible



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Advertising Avenue



In this area of the exhibit you will see adverts for Cadbury chocolate products from the 1950s till the modern day. As you watch the adverts write down or draw anything you notice is different or similar to the adverts you see on television today.

Think about these things as you watch: The people or animal advertising –

35



How do they look?

36



How do they speak?

37



What things do they say?

The music or jingles that are used in the advert.

38



What do you notice about the 1950s advert?

39



What do you notice about the 1960s advert?

40



How have adverts in the 1970s changed since the earlier adverts?

41



Find a similarity between the modern adverts and the advert from the 1980s -



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Design your own chocolate bar

42

Use this page to design a fantastic new product.



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Teacher's notes

The Cadbury World Chocolate Experience has been devised by teachers to provide a flexible resource to support Key Stage II class visits to this unique exhibition.

Pre-visit preparation will not only increase the children's enjoyment of their visit, but will make the experience more meaningful. Provision of clipboards for children completing the trail is advisable as there are few places for them to lean on to write or draw. Encourage the class to look carefully around the exhibition above, below and at eye level for the answers. Answers may be heard on the commentary so careful listening is also important.

Ideas for work back in the classroom after a visit to Cadbury World:

Literacy Links

- Diary writing in role as worker (past or present) in the Cadbury Factory.
- Drama – links with the above – both would need additional input on working conditions and life in early 1900s.
- Slogan writing – children design their own chocolate bar and write slogans/persuasive adverts/ posters etc.
- Storyboard creation of television advert (as seen in the Coronation Street section of exhibit)
- Recipe writing – write a recipe for your own chocolate bar.
- Report writing – the life of the cocoa bean/the chocolate making process.
- Write and perform a 1950s-style advert
- Use flash/ICT to produce a modern day advert using animation techniques.
- Legend writing – links with Mayan story of the God Quetzalcoatl.

Maths Links:

- Packaging and nets of chocolate boxes and packets. (DT – design the packaging for your own chocolate)
- Word problems including facts from the packaging plant. Examples below:
 - A 3km roll of wrapping foil lasts 40 minutes. How long would 30km of foil last?
 - If the machines can produce 300 chocolate bars in 1 minute, how many bars would they produce in:
 - 10 minutes?
 - 20 minutes?
 - How long would it take for the machines to produce 12,000 bars of chocolate?
 - If the Cadbury factory makes 124 tonnes of chocolate in 24 hours (1 day) how many tonnes would they make in a week?
 - If the Cadbury factory makes 124 tonnes of chocolate in 24 hours (1 day) can you work out how many kg of chocolate this would be?
 - A chocolate bar travels _km from mould to outer. How far is this in metres?
 - How far in metres would 10 bars of chocolate have travelled?
- and so on...



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Teacher's notes (continued)

Geography:

- Use maps of the local area before Cadbury arrived in 1879. Compare these with maps of the area once Cadbury had arrived and established community – Highlight changes that occurred in the area – eg: churches, schools, housing and other facilities.
- Walk around Bournville Village – what evidence of Cadbury can we see other than the factory?
- Research – why did Cadbury choose Bournville – transport links
- Links with Ghana – where is it in the world? What route does the cocoa take from Ghana to arrive at the Bournville factory?
- Cadbury and fresh water project with Ghana – look in more detail at why Cadbury started up this type of project.

History:

- Look at history of work in the local area. Compare different kinds of trades and jobs that people did.
- Workforce reforms - Look at Cadbury as an employer. Working conditions and treatment of employees. Compare the benefits of working for Cadbury with other employers.
- The history of transport – look at the different vehicles used over the ages to transport the Cadbury products from 1900 to the modern day.

Art Links:

- Art work for adverts and posters.
- Head dress and costume design – particularly fits in with Year 6 headwear topic – what a performance could use Mayan head dress as inspiration?

PE:

- Use the robotics/ machines in the factory as stimulus. Children can put together a production line using dance and movement.
- Tribal dance – Mayan history lends itself to this.

Music:

- Use the music heard in the Mayan area as stimulus. Children create their own compositions based on this.
- Children could be given parts of chocolate making history and compose a piece to represent time and events.
- Robotic/ machinery composition.
- Children could compose a piece describing the preparation of the cocoa bean – the machinery part using vibration and roasting etc.



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www.cadburyworld.co.uk

Booking line: 0845 450 3599