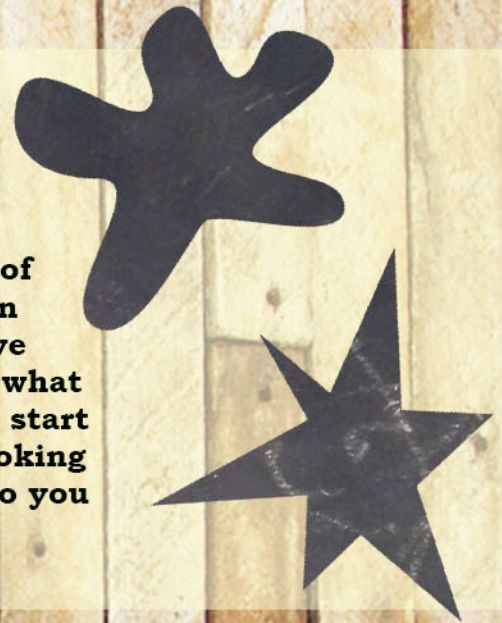




### STORY STARTER

Your class has been contacted by a company who are developing a new app for computers and tablets to help children in Years 4, 5 and 6 learn about different types of foods and tastes. The animators have already decided on names for the two main characters in the app. They have called them Kiki and Bouba. Their next job is to decide what the characters are going to look like. They have made a start by outlining the shape of the characters and are now looking for your advice on how to develop them even further. Do you think you would be able to help?



### OUTCOMES AND IMPLICATIONS:

The implications for this research (called the Kiki Bouba effect) are concerned with the evolution of language. This is rather similar to a condition called synaesthesia, where sensory perception can blend different senses. Some people see words in colours, or perhaps sense a particular taste when they hear a piece of music.

### N/C link LKS2:

Children should describe the simple functions of the basic parts of the digestive system in humans.

Elsewhere, they should explore the rest of the digestive system parts, through activities such as modelling the digestive system, this should include work on the teeth

### FLAVOUR SENSATION SCIENCE:

Sometimes our brain works in ways we don't really understand. It's strange that we can look at something as simple as two shapes, give them names, tastes and even colours and most of us will agree with each other. Although there are no right or wrong answers to any of the questions about Kiki and Bouba, 90%+ of people consider Kiki to be spiky and Bouba to be rounded. The vast majority will assign a sour taste to Kiki and a sweet taste to Bouba. Most people will put Bouba in the blue, pink or mauve colour spectrum, and Kiki in the green or yellow colour spectrum. This has been found to be the same with both young children and adults and crosses language barriers. Does the shape of a food influence how we perceive its flavour? Can we change the flavours of a dish by altering how it is arranged on the plate?

### WORKING

#### SCIENTIFICALLY

- Planning different types of enquiries to answer questions
- Taking measurements
- Recording data and results of increasing complexity
- Using test results to make predictions
- Reporting and presenting findings from enquiries
- Identifying scientific evidence that has been used to support or refute ideas or arguments