



RESOURCE SHEETS EXPLAINED

For Teachers using FSN resources to support the science curriculum

A1 SIGHT: THE APPLE DILEMMA

STORY STARTER

Next week, in your design and technology lesson, your teacher has arranged for you to make an apple pie.

You will be given the recipe and the ingredients, like flour, sugar and butter, but you have to bring your own apples.

You have £1.50 to spend at the local market on any apples you like.

At the market, the grocer offers you a choice between two bowls of apples. Which bowl would you choose, and why?

OUTCOMES AND IMPLICATIONS:

Children will probably choose the bowl containing the unblemished apples, even though there are more of the bruised apples. Perfectly usable food is often discarded simply because of its appearance.

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

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, through activities such as modelling the digestive system. This should include work on the teeth.

FLAVOURSSENATION SCIENCE: People will normally choose an unblemished apple. Sight is the dominant sense when choosing food. We only have to look at a food to make a decision about what it might taste like and whether we want to eat it or not. This activity demonstrates the importance of the appearance of food.

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STORY STARTER: Sets the scene and context for the activity.

N/C LINK: Details how the activity links directly to the national curriculum.

FLAVOURSSENATION SCIENCE: This gives further information on the activity's link to the wider scientific research areas around which the activities are based.

WORKING SCIENTIFICALLY: Outlines the specific aspects of scientific thinking that children will be utilising during the experiment.

OUTCOMES AND IMPLICATIONS: Underlines the wider implications of the experimental findings.

BIG QUESTION: Does sight influence food choice?

EXPERIMENTAL PROCEDURE

1. Set the scene by telling the story.
2. Show either:
 - picture cards of apples in two bowls
 - or apples in two identical bowls
3. Give the children time to look closely at the two bowls of apples and think about which they would choose to eat in their apple crumble.
4. Tell the children they must make their choice just by looking at the apples.
5. **ASK:** Which bowl of apples would you choose and why?
6. Tell the children to record their answers and their name on a post it note and to stick their post-it notes in a line or column in front of each bowl. This will create an instant, visual bar graph of the results.
7. **ASK:** did the number of apples in each bowl affect your decision of which apples to buy?
8. **ASK:** which sense/s did you use to make your decision?
9. It will be very likely that the majority of children chose the perfect, unblemished apples - using only their sense of sight.
10. Consider the implications of using sight to make immediate associations with quality and flavour. It is important to point out that the children did not need to smell, touch or taste the apples to make their decision. The only sense they used was sight.

RESOURCES

- Picture cards of apples in two identical bowls. To download
- Apples in two identical bowls, one bowl containing seven bruised apples and one bowl with five perfect, unblemished apples. To source
- Post-it notes

WHAT NEXT?

Children could do a larger study across the school and present their findings to an invited audience. This work could also be linked to food chosen for school meals or growing their own fruit and vegetables. There is interesting research to be done on people's preferences for straight over wonky vegetables.

SAFETY

If taste testing is taking place, you must ensure you have up to date information relating to any food allergies children may have and take appropriate precautions.

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EXPERIMENTAL PROCEDURE: Outlines the activity plan step by step.

RESOURCES TO DOWNLOAD: These are sheets, mp3's and pictures which will be used in the lessons, and can be downloaded from the portal.

RESOURCES TO SOURCE: Items that need to be purchased or sourced by schools for the experiment.

Some sheets also have **RESOURCES IN KIT:** These resources are provided by Flavour SenseNation in kits which we will distribute to schools.

SAFETY: Highlights potential safety hazards and precautions to prevent them.

WHAT NEXT? Suggests further experiments to allow children to expand on and apply the knowledge they have learnt in the session.