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| Session leaders:  Contact number:  Date: | | |
| Session theme: Plants and fruit |  | |
| Session objectives: | * Learn how plants grow from seed to fruit/flower, and how they reproduce * Healthy eating (taste different apples, which are our favourite?) | |
| Careers links: | * Agriculture * Horticulture * Conservation scientist | |
| Starter questions: | * What parts of a plant do we know? * What are the different parts of a plant for? * *Note: could demonstrate parts of a flower through dissection.*    + *Channel in stem*   + *Look at veins on leaves*   + *Petals*   + *Fruit* | |
| **Activities** | **Notes** | **Materials** |
| (25 minutes)  Title: Planting a seed  Aims:   * Get children to plant seeds and watch them grow over the course of the science club   Context:   * Plants are important to us because they release the oxygen we need to breath * Plants need food and water and warmth to survive, just like us! * To begin with, seedlings rely on the food inside the seed to grow. When the plant is large enough, it uses its own leaves to begin making food through photosynthesis. * Plants need sunshine to convert carbon dioxide and water into food. Energy from sunshine is absorbed by chlorophyll in leaves, which means photosynthesis can happen. * Plants have flowers to attract insects. They may be scented or brightly coloured. When insects visit, they collect pollen and spread this on their travels.   Description:   * Split children into two groups * Hydrate coir and fill pots * Place seeds in soil * Write plant label and growth instructions   Reflective questions:   * What do we think we’ll observe first? * What bit of the plant will be the last to grow? * How long do we think it will take for the plant to be fully grown? * What will make our plant healthy/unhealthy? | It may get messy as we are working with soil  Make sure each child has a role (e.g. hydrating coir, filling the pot, planting the seed)  Make sure all children wash their hands after handling the soil | * Pots * seeds * mixing bowl * notebook * pens/pencils * water |
| Title: Apple taste testing  (25 minutes)  Aims:   * To assess apples using a variety of criteria * Plot a graph   Context:   * fruit carries and protects seeds until they are ready to be dispersed. * They are tasty so that animals want to eat them. This means they will be dispersed far and wide. * Fruit is healthy and delicious, it contains lots of nutrients.   Description:   * First, examine the inside of the apple   + Identify and discuss the purposes of:     - The skin     - The core     - The seeds     - The flesh     - The stalk * The facilitators will cut the apples up into bitesize pieces * Score apples based on (recorded by facilitator)   + Appearance (before cut up!)   + Smell   + Taste   + Texture * Sum the scores * Plot the scores (bar chart)   Reflective questions:   * Which apple did we like the most/least? * Why did we like it the most/least? * Did we all like the same apple the best, or did we have different opinions? Why might this be? | Knife only to be used by the facilitator and put away and out of reach immediately after use. | Knife  Chopping board  Selection of apples  Paper  Whiteboard markers  Paper |
| Summary: What did we learn, what are the real world applications, how does this link to careers? |  |  |