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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?)
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| Careers links:  | * Agriculture
* Horticulture
* Conservation scientist
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| 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*
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| **Activities**  | **Notes**  | **Materials** |
| (25 minutes) Title: Planting a seedAims: * 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 soilMake 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
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| 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 applesPaper Whiteboard markersPaper  |
| Summary: What did we learn, what are the real world applications, how does this link to careers?  |  |  |