



curious
minds
Discover STEM



**SCIENCE
WEEK**

#scienceweek

12-19 November 2023

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Classroom Resource

Explore your
environment
using your senses
series – Tasting



Investigation

Explore your environment using your senses series – Tasting

Class Level - Junior

Curriculum Links

Strand:	Living Things
Strand Unit:	Myself
Curriculum Objectives:	Recognise and or measure physical similarities and differences between individuals; Use all the senses to become aware of and explore environments
Skills Development:	Working Scientifically (Questioning Investigating, Observing); Analysing (Recording and communicating)
New words/vocabulary:	Senses, Sweet, Sour, Salt, Bitter
Focail nua:	Blas (Taste), Teanga (Tongue), Blasóg (Taste Bud), Boladh (Smell), Torthaí (Fruit)
Cross curricular links:	Language, SPHE, Wellbeing
Equipment/materials	<ul style="list-style-type: none"> • Small pieces of fruit (three per learner). • Or items from their own lunch.



Engage

Prompt questions

- Is there any food we like now that we didn't before?
- Is there any food we did like before but don't now?
- Does food taste differently when we are sick or extra hungry?

Background information

We use our senses to interact with the world and our environment almost entirely by instinct. We use our eyes, ears, and nose to identify danger around us. We often use a combination of senses in everything we do but we tend to focus on one dominant sense when exploring different parts of the world. For example, we focus on how we hear music, but we rarely think about how we feel it (the bass/beat). We focus on the taste of food but consider smell to be secondary.

We identify objects by sight but can be easily fooled when using just our sense of touch. By exploring the environment using the senses we would normally consider secondary (or not at all), we become aware of how important each sense is in our day to day lives.

Although taste is considered one of our five major senses, it is only when our sense of smell is removed that we notice the connection to taste. Have you ever had a cold/flu and noticed the change in how food tastes? A blocked nose prevents the smell portion of taste from functioning leaving only the tongues taste buds.



Investigate



To prepare for conducting the investigation consider taking the class on a 'senses' walk where learners write or draw what they can see, hear, smell and touch in the school garden or grounds.

Starter question

Does our sense of smell affect how our food tastes?

Predicting

Predict if holding your nose while eating will change how your lunch tastes.

Conducting the investigation

- Provide a selection of pieces of fruit or other foods or have the learners use part of their own lunch.
- Let each learner choose three pieces of the same fruit.

- Predicting - what words describe how they think it will taste?
- Invite learners to taste the fruit (make sure there is enough for at least three tastes) and have them write down how the food tastes.
- Now have the learners hold their nose closed with one hand and taste the fruit. Once they have swallowed the food they must decide on how it tastes before releasing their nose.
- Finally have the learners hold their nose and taste the food one last time. This time they release their nose after a couple of seconds but before swallowing. Now have them record whether or not there was a change in taste as they were eating.

Sharing data/results

- Create a word cloud of most commonly used words to describe the tastes for each stage of the investigation.
- Do any of the words cross over?



Take the Next Step

Adapt for home:

Carry out the investigation as described above. To add to the test, close the eyes and hold the nose while a trusted family member provides samples of a selection of familiar foods. Can you guess the food based on taste?

