

Science

Practical activities for students at home during school closure

As we are faced with a period of school closure, The Basildon Academies wanted to suggest some practical activities that our students can safely carry out whilst at home.

Please see the list of appropriate practical's you can do whilst at home, on the contents page.

Remember: Some children will need to be supervised, our student's safety is still our responsibility.

Stay safe and enjoy!



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Making a worker and observing worms

Why do this practical?

Children are often fascinated by worms. Making our wormery allows them to appreciate the role that worms play in supporting plant growth, food chains and habitats as well as why it is important to respect all living things.

Equipment per wormery:

- 1 empty, 2 litre, clear plastic bottle
- 1 A4 sheet of thick black paper
- Scissors
- Sticky tape
- 3-4 worms
- Soil or compost
- Sand
- Worm food (dead leaves, carrot peelings, potato peelings)
- Water spray bottles
- Containers (for soil and sand)
- Scoops/plastic cups



Procedure:

1. Remove and discard the bottle top. Cut the top ¼ off the plastic bottle. Squashing the bottle allows the first cut to be made. The top section will be used as the lid.
2. Cut a vertical slit approximately 4cm long into the side of the lid so that it can slide down over the bottom section.
3. Fill the bottom section of the bottle with alternate layers of sand and soil. Thick layers of soil and thin layers of sand work well. Make each layer as distinct as possible and spray each layer with water so that it is damp. Make the top layer soil. Leave a 5 cm gap at the top of the wormery.
4. Place 3-4 worms on the top layer and watch them burrow down.
5. Place food for the worms on the top layer.
6. Put the lid back on the wormery.
7. Wrap black paper around the wormery so that it is dark inside.
8. Place the wormery in a cool, dark place where it unlikely to be disturbed; inside a cupboard works well.
9. Remove the black paper periodically to observe the worms and record your findings. Check that the contents are damp and that the worms have enough food each time you observe them.
10. Release the worms back into the environment after 1 week.

Be aware when doing this practical:

- Filling the bottles with the soil and sand can be messy. Doing this outdoors may be an advantage.
- Do not feed the worms citrus fruits.
- It is important to ensure the contents of the wormery are always moist. The worms will not survive if the conditions are too wet, or too dry.
- Handle the worms gently and for minimal time, their skin is very delicate.

Expected observations and results

Children will see channels appearing where the worms burrow and that the layers of sand and soil have become mixed up. The worm food added to the top will move downwards.

Seeing stars- making a constellation viewer

Why do this practical?

Why wait until it is dark to see the stars? This activity allows children to make their own multi-constellation viewer.

Equipment:

- 1 empty Pringles tube including the lid
- 1 constellation disc sheet
- 1 (of the 2) colour-in wrap around sheets
- 1 A4 piece of coloured construction paper
- 1 push pin
- 1 pair of scissors
- Glue stick
- 1 ball of Plasticine/Blu Tack
- Coloured pens/pencils



Procedure:

1. Cut out the 6 discs showing the constellations.
2. Fold the A4 construction paper lengthways and then into thirds.
3. Place one of the constellation discs onto the middle of the folded construction paper and draw round it.
4. Cut round the circle. You will have 6 identical coloured discs.
5. Glue a single constellation disc onto each of the coloured discs.
6. Make holes in each of the 'stars' on the constellation discs by placing a small ball of Plasticine underneath one of the constellation discs to support it, and then press the push pin through. Repeat with the other discs.
7. Use the push pin to make a hole in the centre of the bottom of the Pringles tube.
8. Colour in one of the wrap around sheets and glue it around the Pringles tube.
9. Place a constellation disc into the plastic lid of the Pringles tube and look through the pin hole in the bottom of the tube to view the constellation.
10. Change the discs in the plastic lid to observe the different constellations.

Be aware when doing this practical:

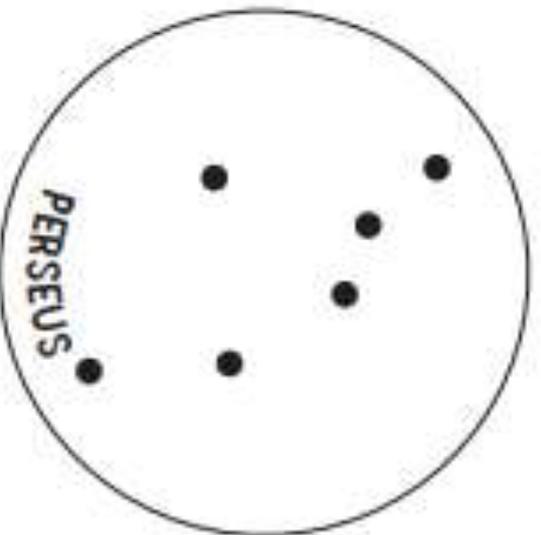
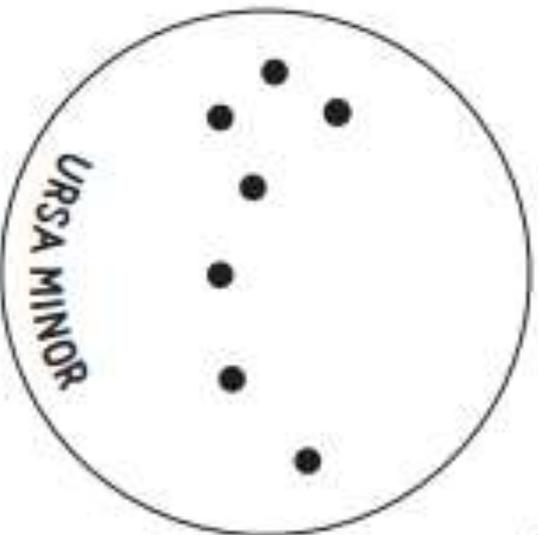
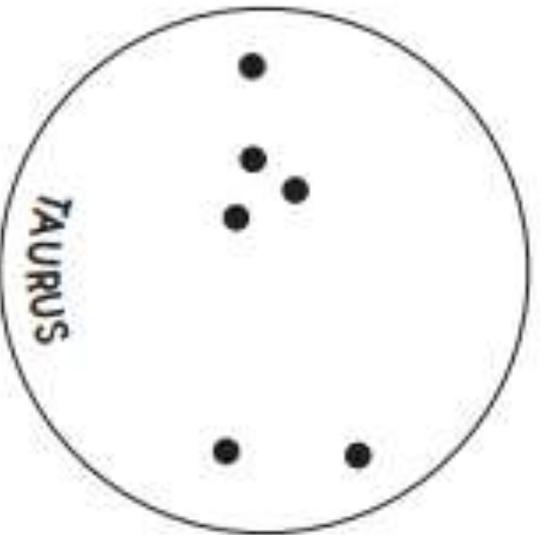
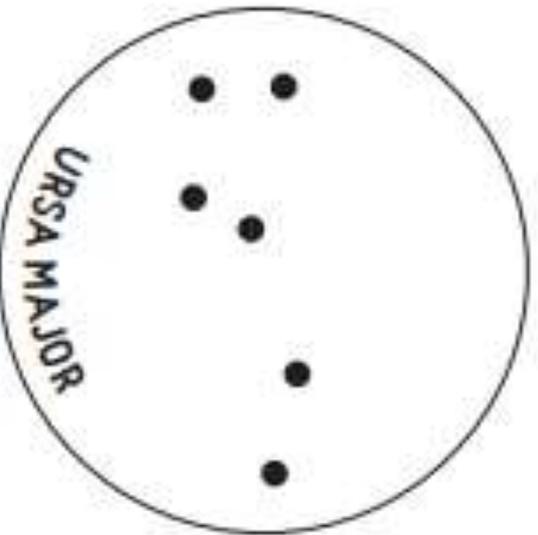
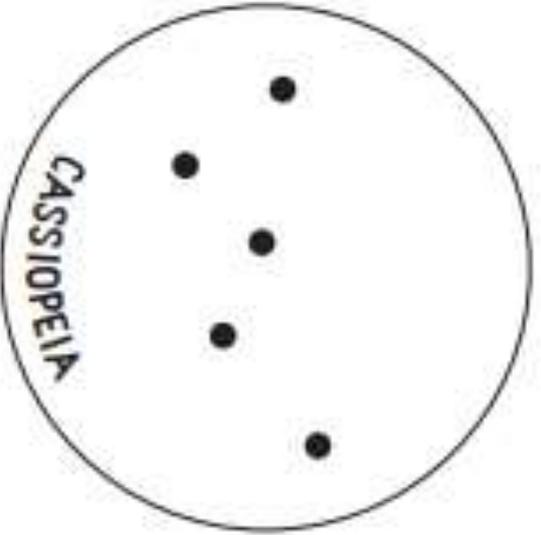
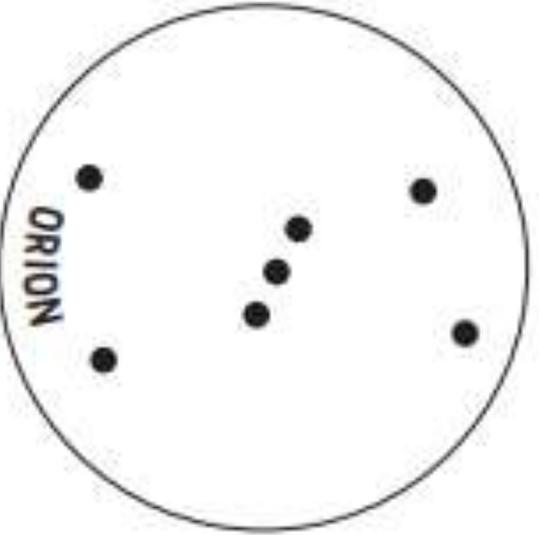
The bottom of the Pringles tube is thin metal so a little force will be required to push the pin into it.

Children wearing glasses may find it easier to remove them before using the viewer

Expected observations and results:

Children will be able to view the star patterns of the different constellations. Each disc will give a different pattern.

Constellation disc sheet



Flappy bat

Why do this practical?

This activity provides a context for children to make a moving picture using a simple combination of levers.

Equipment:

- 1 set of templates
- Scissors
- Glue sticks
- Breakfast cereal box
- Plasticine or Blu tack
- Sharp pencil
- 5 Paper fasteners



Procedure:

1. Roughly cut out and stick the paper templates on to a cereal packet and allow to dry.
2. Cut out the bat body, wings and levers.
3. Place the blu-tak or plasticine under the cardboard and make the holes by pushing a sharp pencil through the marks.
4. Lay the levers out in the pattern above and fix the overlapping links together using paper fasteners.
5. Push paper fasteners through the holes in the body from the brown side (don't shut the fasteners yet).
6. Add the wings on to the fasteners (don't shut the fasteners yet).
7. Attach the levers to the wings using the remaining holes and shut the fasteners. Secure the end of each side lever to the wing using a glue stick. Do not go beyond the paper fastener.

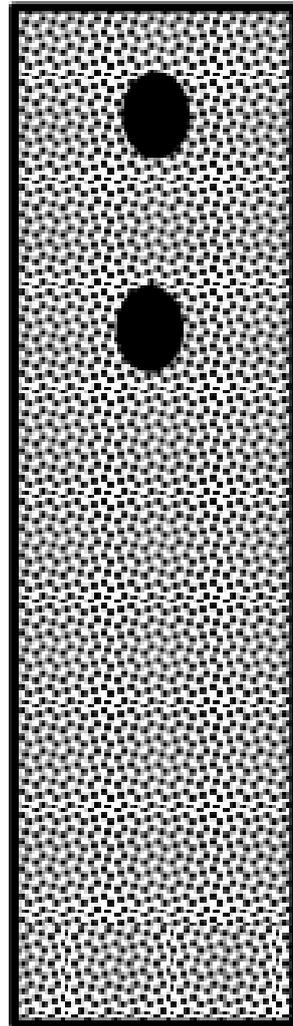
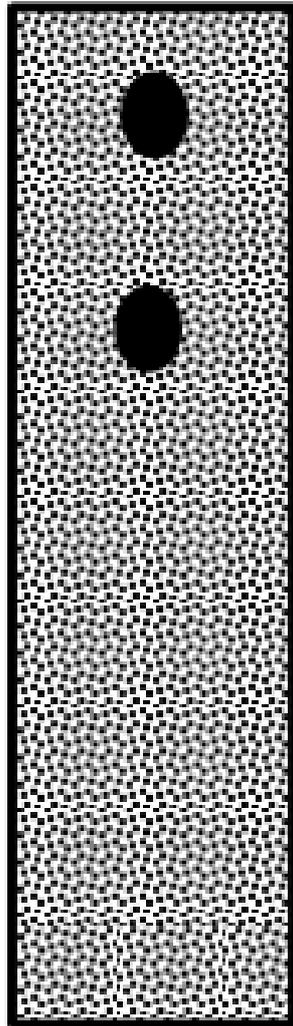
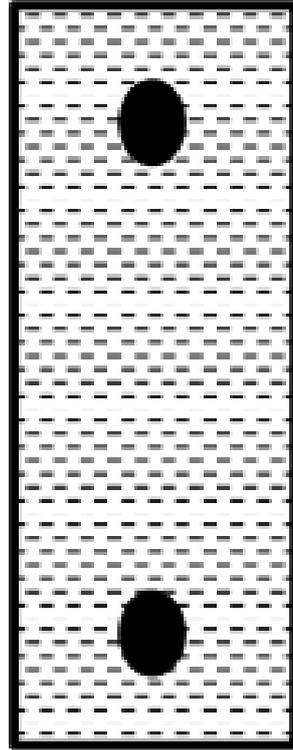
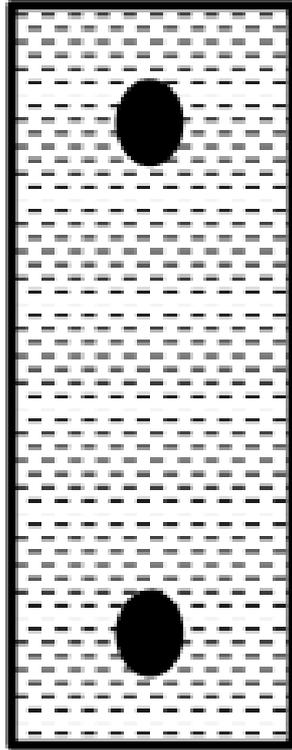
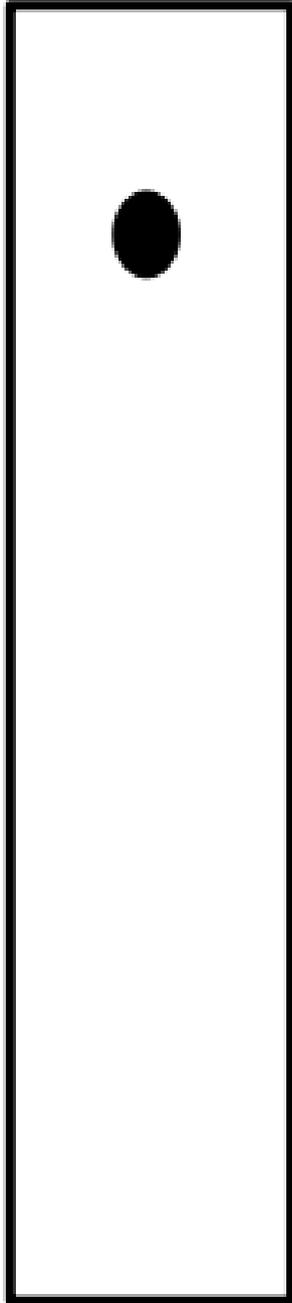
Be aware when doing this practical:

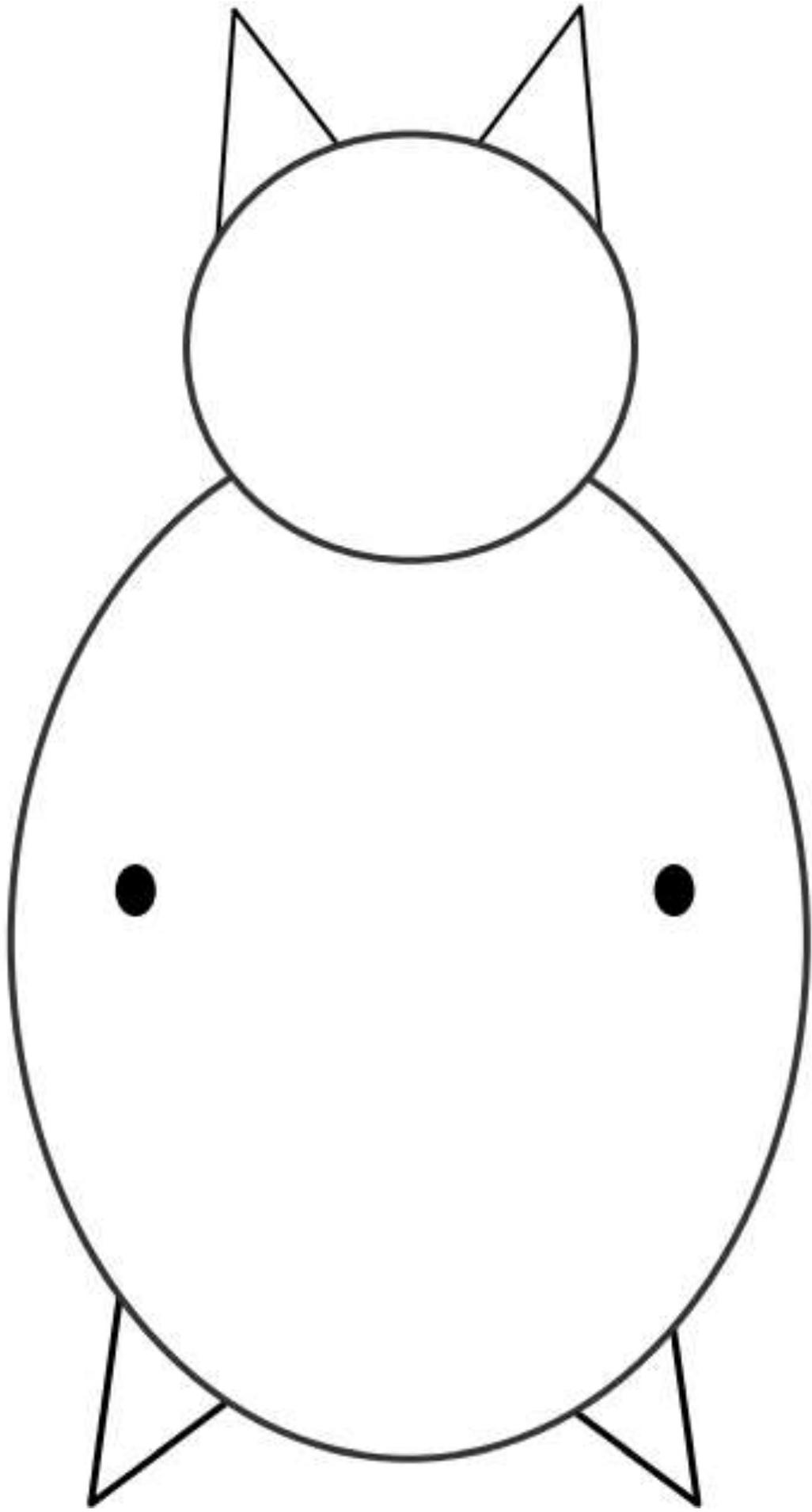
- The children will need to check that their mechanism is functioning properly, and may need to adjust it before they stick it down.

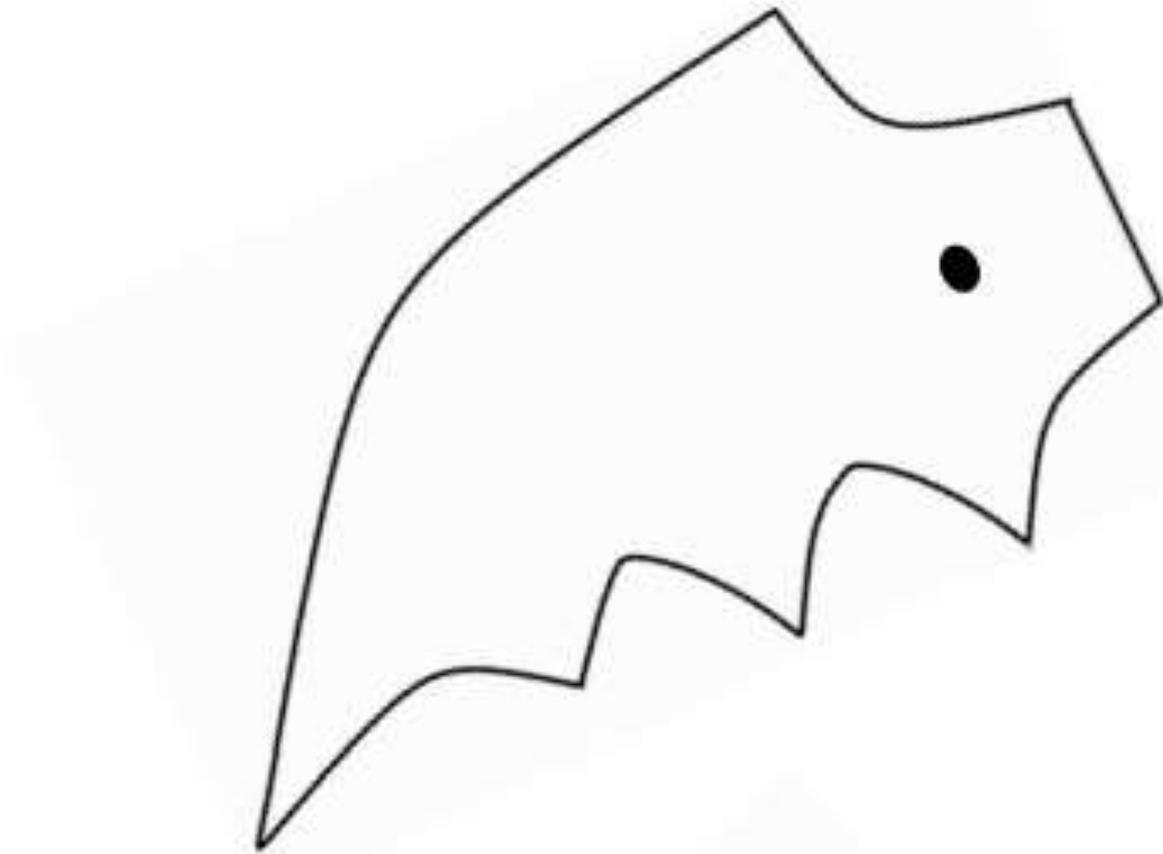
Expected observations and results:

Pushing the control linkage up and pulling it back down again will make the bat's wings flap.

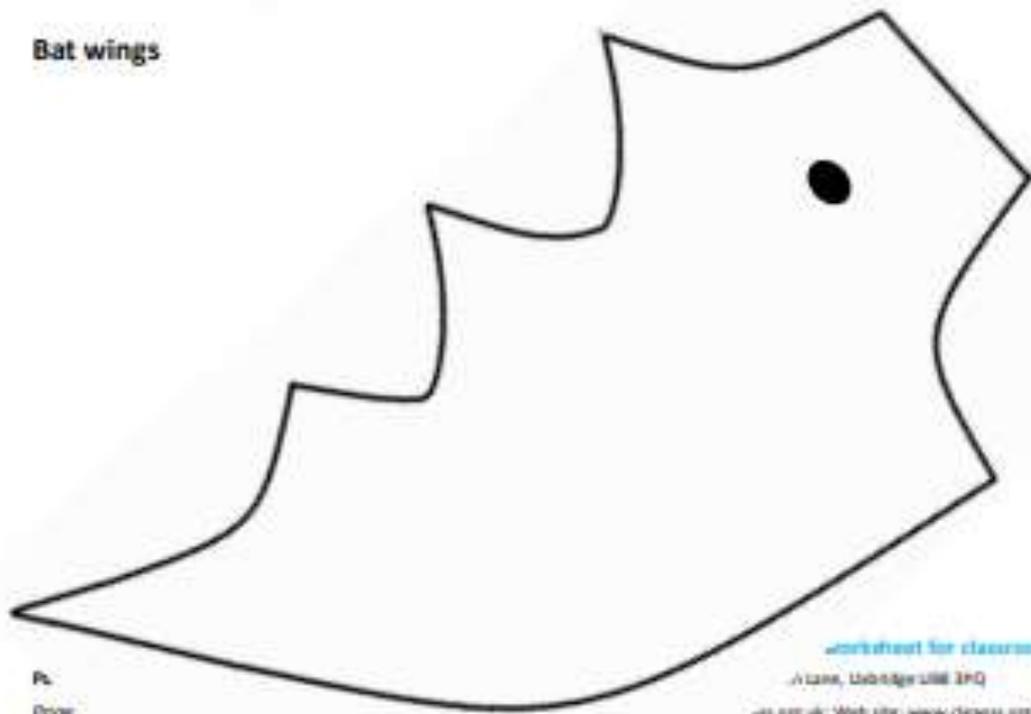


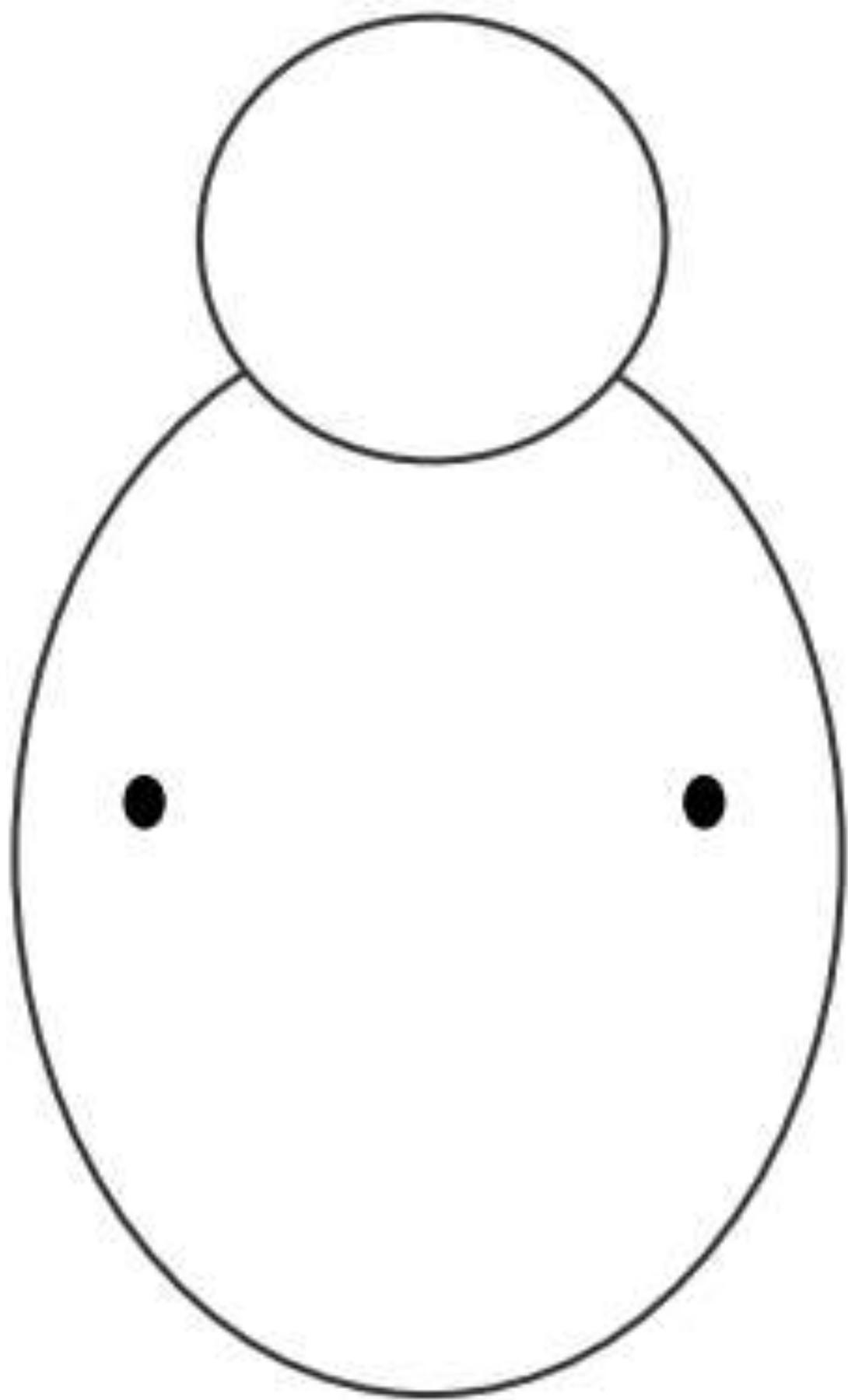






Bat wings





Making and successfully throwing a boomerang

Why do this practical?

A boomerang is best known for its ability to return to the thrower but there is some very interesting science behind its flight path. This activity allows children to quickly and easily make their own boomerang and then to have fun practicing throwing it.

Equipment:

- A Large piece of flat cardboard
- An A3 CLEAPSS boomerang template
- Scissors/craft knife
- Tape
- Blu-tack
- Decorative materials



Procedure:

1. Cut out the paper boomerang template and place onto the cardboard. Each arm of a boomerang is called a 'rang'.
2. Draw around the template taking care not to move it. This might be easier done in pairs with one person holding the template down while the other draws. Alternatively, blu-tack the three rangs of the boomerang template to the card to stop it moving.
3. Cut out the boomerang and decorate it if you want to.
4. To throw your boomerang:
 - Place the boomerang flat on the palm of your hand. Then gently press on the middle so that the rangs lift a little, however be very gentle so you don't crease it.
 - Release the rangs, these should now be slightly raised on one side of the boomerang.
 - Hold out your hand with the palm facing the floor and thumb extended at right angle to the palm.
 - Remain in this position and form a fist. The rang (with the raised side nearest your thumb) is placed between the thumb and first finger and the thumb is closed.
 - Turn your hand clockwise 90o so that the rang is perpendicular to the floor.
 - The throw of the rang is in the wrist, which moves like it is knocking on the door, releasing the rang while the wrist is flicking in a forward motion, almost like when you flick a towel at someone.
5. Encourage children to observe the boomerang's flight for the first throws in order to understand how it spins rather than just focussing on catching it.

6. After several throws, try to catch it using both hands in a clapping motion

Be aware when doing this practical:

- Try not to crease the cardboard when cutting it out. This is particularly difficult with corrugated cardboard. If you do crease it, cut another one out and tape them together.
- When decorating your boomerang, use materials that don't add to

Expected observations and results:

With practice and if thrown correctly the boomerang will fly on a circular path and you may even be able to catch it.

Making trace fossils

Why do this practical?

Children find fossils fascinating, as they show the types of animals and plants that were on the earth at different times in the past. This simple procedure lets children make their own trace fossils.

Equipment:

- 2 tablespoons of used coffee grounds
- 2 tablespoons of plain flour
- 1 tablespoon of salt
- 1 tablespoon of cold coffee
- 1 bowl
- 1 spoon
- A variety of objects to press into the dough e.g. shells, toy dinosaurs, leaves
- Measuring spoons
- Greaseproof paper



Procedure:

1. Measure 2 tablespoons of coffee grounds, 2 tablespoons of plain flour and 1 tablespoon of salt into a bowl and mix.
2. Add 1 tablespoon of cold coffee and initially mix using a spoon.
3. Once combined, knead the dough until it is completely mixed.
4. If the mixture is too wet add more flour, too crumbly add more cold coffee.
5. Shape the dough into a scone-like shape and then press an object firmly into it to leave an imprint. If you are not happy with your first attempt, you can reshape the dough and try again.
6. Have the children use a pencil to put their name on a square of greaseproof paper. Place the 'fossil' onto it and leave it undisturbed to dry.
7. The fossils will harden after several days depending upon the humidity of the surroundings.

Be aware when doing this practical:

- The hardening process can be speed up by baking the 'fossils' in an oven at 150o C for 10-15 minutes, however this may cause cracking.
- Fossils baked in an oven will be firmer and less easy to squeeze out of shape than those that are air dried.

Expected observations and results:

The firm dough will allow children to press an object into it which leaves an imprint resembling a fossil.

Double bubble

Why do this practical?

Children love bubbles and these stay in one place. This activity allows children to make their own bubble solution by following a simple procedure.

Equipment:

- 1 cup
- 1 straw
- ½ teaspoon of sugar
- 1 teaspoon of washing-up liquid
- 3 or 4 jugs containing warm water
- 8 tablespoon and 8 teaspoons



Procedure:

1. Place 2 tablespoons and 2 teaspoons of warm water into a cup.
2. Add ½ teaspoon of sugar and stir it until dissolved.
3. Add 1 teaspoon of washing-up liquid and stir well.
4. Wet a small section of desk by dipping your fingers into the bubble mixture and spreading it over approximately 10cm².
5. Submerge one end of the straw in the bubble solution so that it's completely coated.
6. Place the coated end of the straw vertically onto the wet section of your desk. Then through the other end of the straw blow a fairly large bubble.
7. Dip the straw back into the bubble solution, then, aiming for the centre of the first bubble, gently push it inside.
8. Gently blow a second bubble on the surface of the desk inside the first bubble.
9. Try blowing a third bubble inside the inner bubble and possibly even a fourth inside the third bubble.

Be aware when doing this practical:

- Some children may accidentally suck rather than blow into the straw. This will result in an unpleasant taste in their mouth but they are unlikely to suffer any ill effects from such a small amount of bubble mixture.
- If when children attempt to blow the inner bubble they do not aim for the centre of the bubble, the new bubble is likely to touch and merge with the original bubble.

Expected observations and results:

When you blow into the straw a bubble will be produced on the desk. Inserting the coated straw into this bubble does not burst it. When you blow again, a second bubble will form inside the first bubble. As the second bubble is blown the first bubble will expand slightly in size.

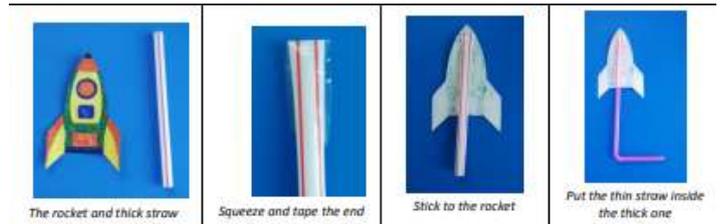
Blast off!

Why do this practical?

Children love watching things fly. This activity enables children to make and launch their own rocket using the force from their own breath.

Equipment:

- 1 thin bendy straw
- 1 thicker straw (eg: milkshake straw)
- Rocket template
- Sticky tape
- Scissors
- Coloured pens



Procedure:

1. Colour in the rocket template and then cut it out
2. Cut a piece of the thicker straw to approximately the same length as the rocket
3. Pinch the end of this straw together and put a piece of sticky tape over the end to tape it securely shut
4. Test there are no air leaks by blowing into the straw
5. Tap this straw to the back of the rocket. Ensure the closed end is at the top of the rocket
6. Slide the thin straw into the thicker straw and angle the rocket ready for launching
7. Blow a big puff of air into the thin straw and watch the rocket take off

Expected observations and results:

The rocket flies into the air when air is blown down the thin straw.

Making ice cream without a freezer

Why do this practical?

Children love ice cream. This engaging activity demonstrates how adding salt to ice reduces its freezing point, so that they can make their own.

Equipment:

- 1 tablespoon of full fat milk
- 1 tablespoon of double or whipping cream
- 2 level teaspoons of sugar
- ¼ teaspoon of vanilla extract
- 2 x tablespoons
- Kitchen towel
- Winter gloves (1 pair each)
- 6-8 large ice cubes
- 3 heaped tablespoons of salt
- Small zip/resealable food bag
- Large food bag
- 1 x teaspoon for measuring
- 2 teaspoons for eating
- 4 small bowls (for ingredients and salt)
- Tray or large bowl



Procedure:

1. Put 1 tablespoon of full fat milk into a small zip/re-sealable food bag
2. Put 1 tablespoon of double or whipping cream into the same food bag
3. Add 1 level teaspoon of granulated sugar and ¼ teaspoon of vanilla
4. extract
5. Securely seal the bag and give it a little shake to mix the ingredients
6. Place the ice cubes and salt into the larger food bag and shake it
7. Place the smaller, sealed ingredients bag inside the larger bag containing
8. the ice/salt mixture, seal/knot the larger bag
8. Put on winter gloves and shake the bags until ice cream has formed
9. (approximately 10 minutes)
9. Remove the small bag containing the ice cream, discard the large bag,
10. wipe off any excess salt water, open and serve

Be aware when doing this practical:

- Don't be tempted to take the smaller ingredients bag out of the salt/ice bag too soon or the ice cream will not have frozen properly

Expected observations and results:

Gradually the liquid ingredients will freeze and change in to solid ice cream. Conversely the ice in the large bag will slowly melt.

Pop up spring chick

Why do this practical?

This activity provides a context for children to make a 'pop up' picture, while still supporting children to make, explore and use a mechanism in a product.

Equipment:

- Templates photocopied onto 2 different colours of card
- Card to stick the templates on
- Scissors
- Glue
- Lolly sticks
- Coloured pens (optional)



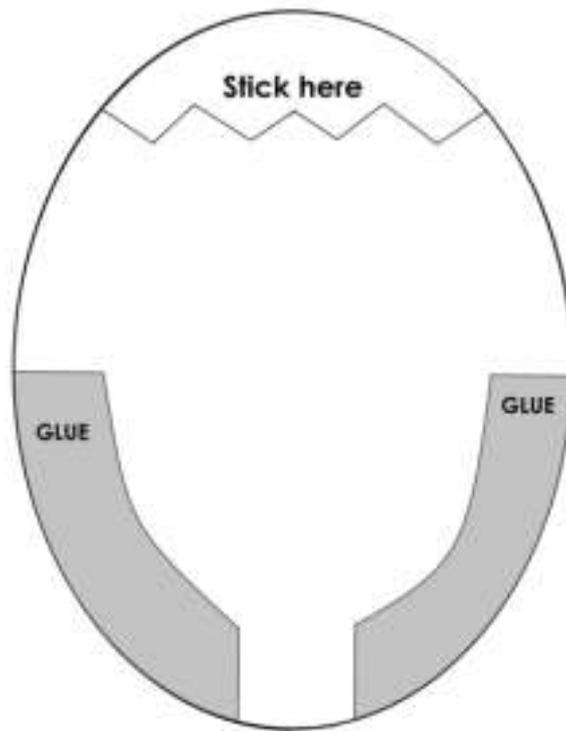
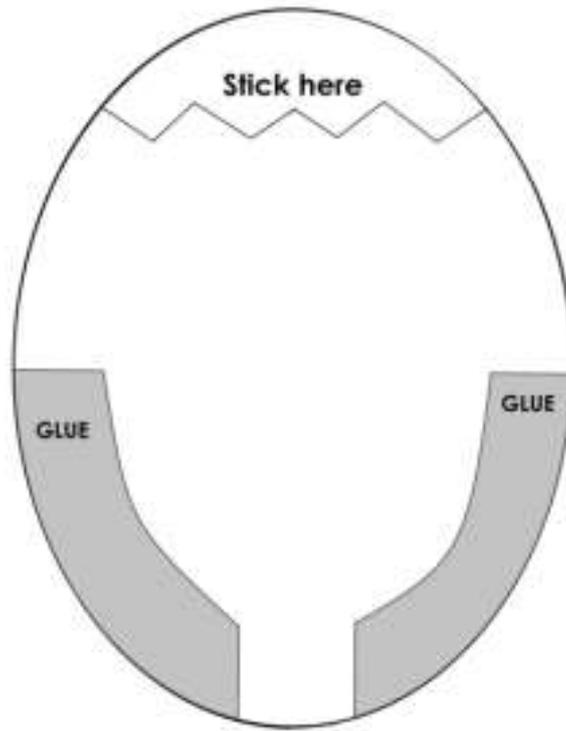
Procedure:

1. Cut out the egg and chick.
2. Decorate the blank side of the egg (optional)
3. Cut along the egg zig zag to make an egg top and bottom.
4. Turn the egg top over and glue it to the head of the chick (marked 'glue' and 'stick here')
5. Put glue on the top third of a lolly stick and glue it to the back of your chick.
6. Glue the egg base in the areas marked 'glue'. **Do not glue anywhere else.**
7. Stick the egg base onto a piece of card.
8. Carefully slide the chick behind the egg base.
9. Test that the chick will move when the slider is pushed and pulled.

Expected observations and results:

When the slider is pushed up the egg will appear to crack open revealing the hatching chick. Pulling the slider back down lowers the egg top recovering the chick.

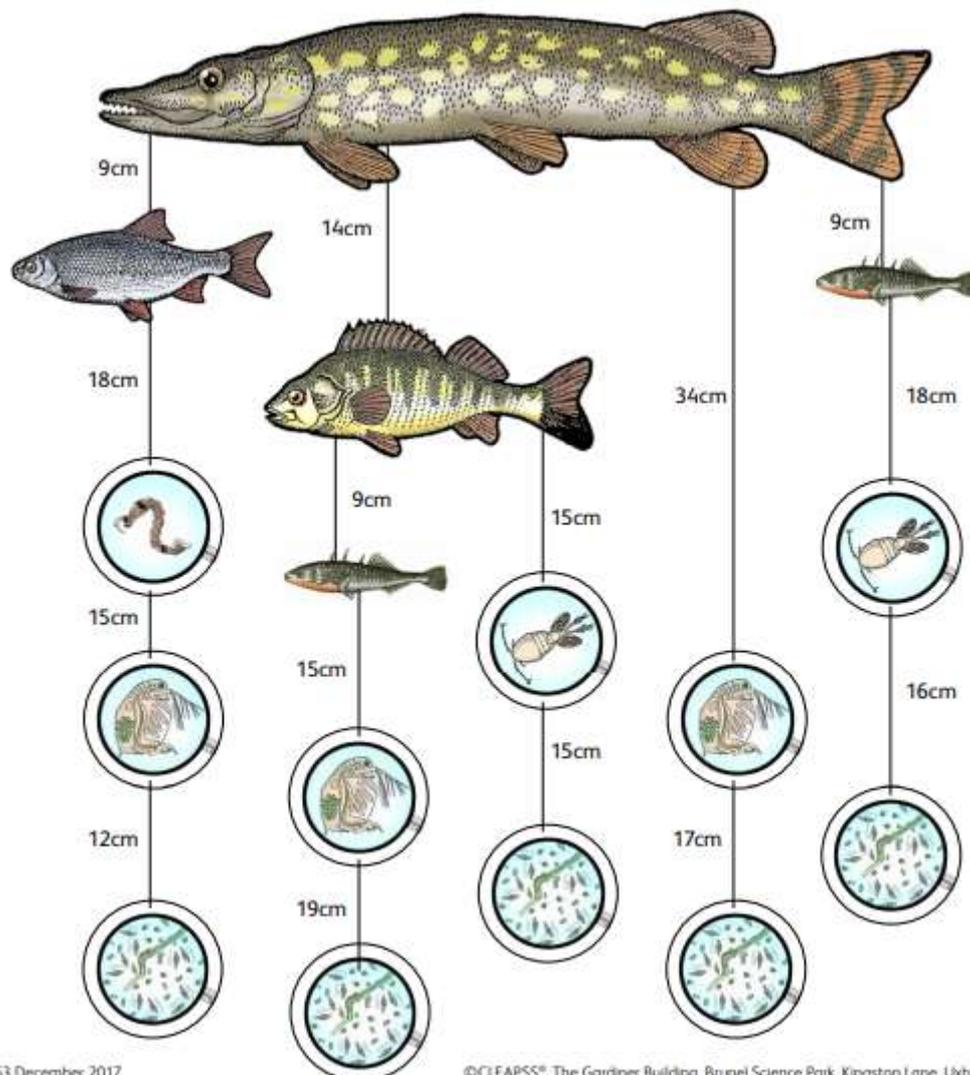


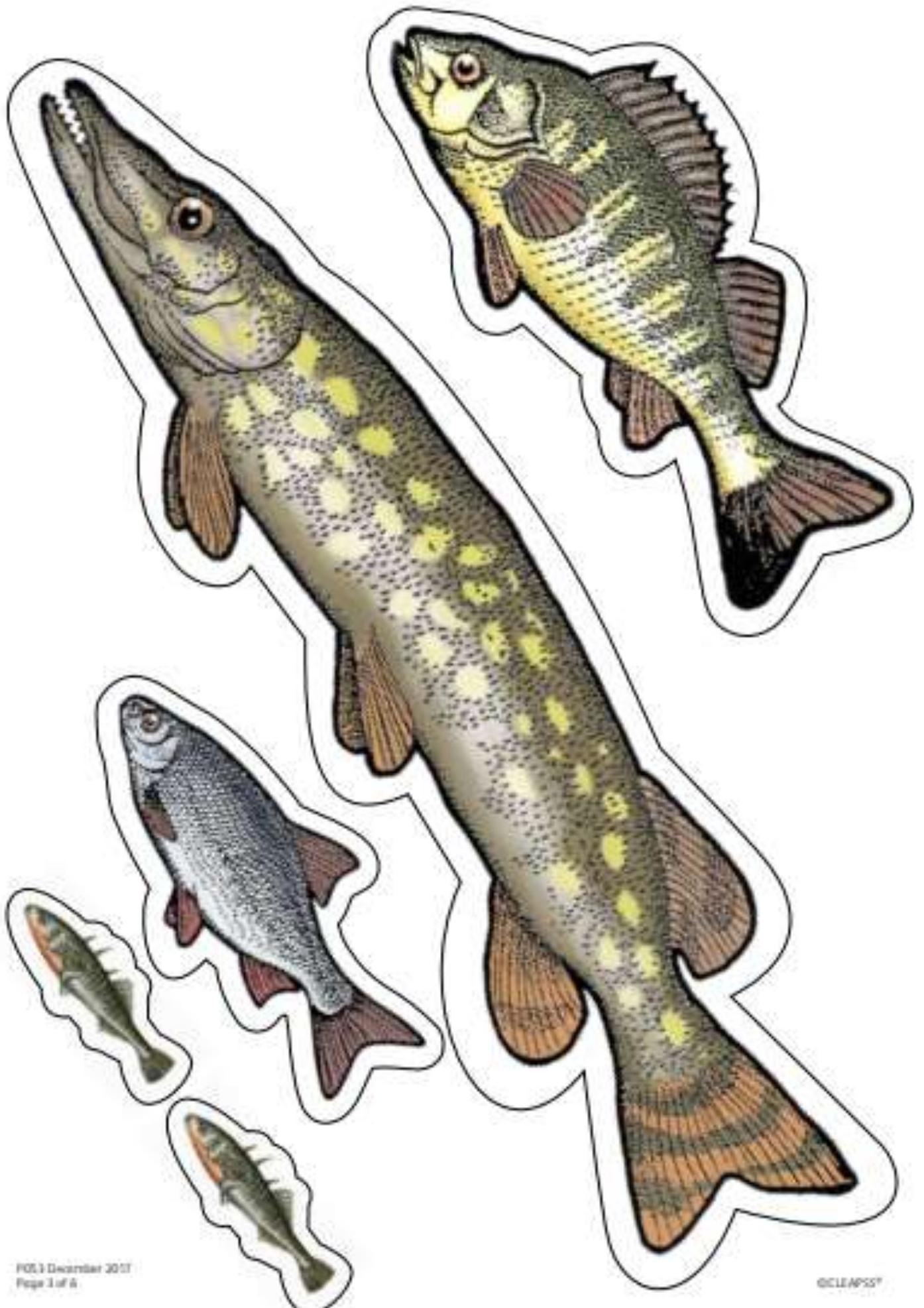


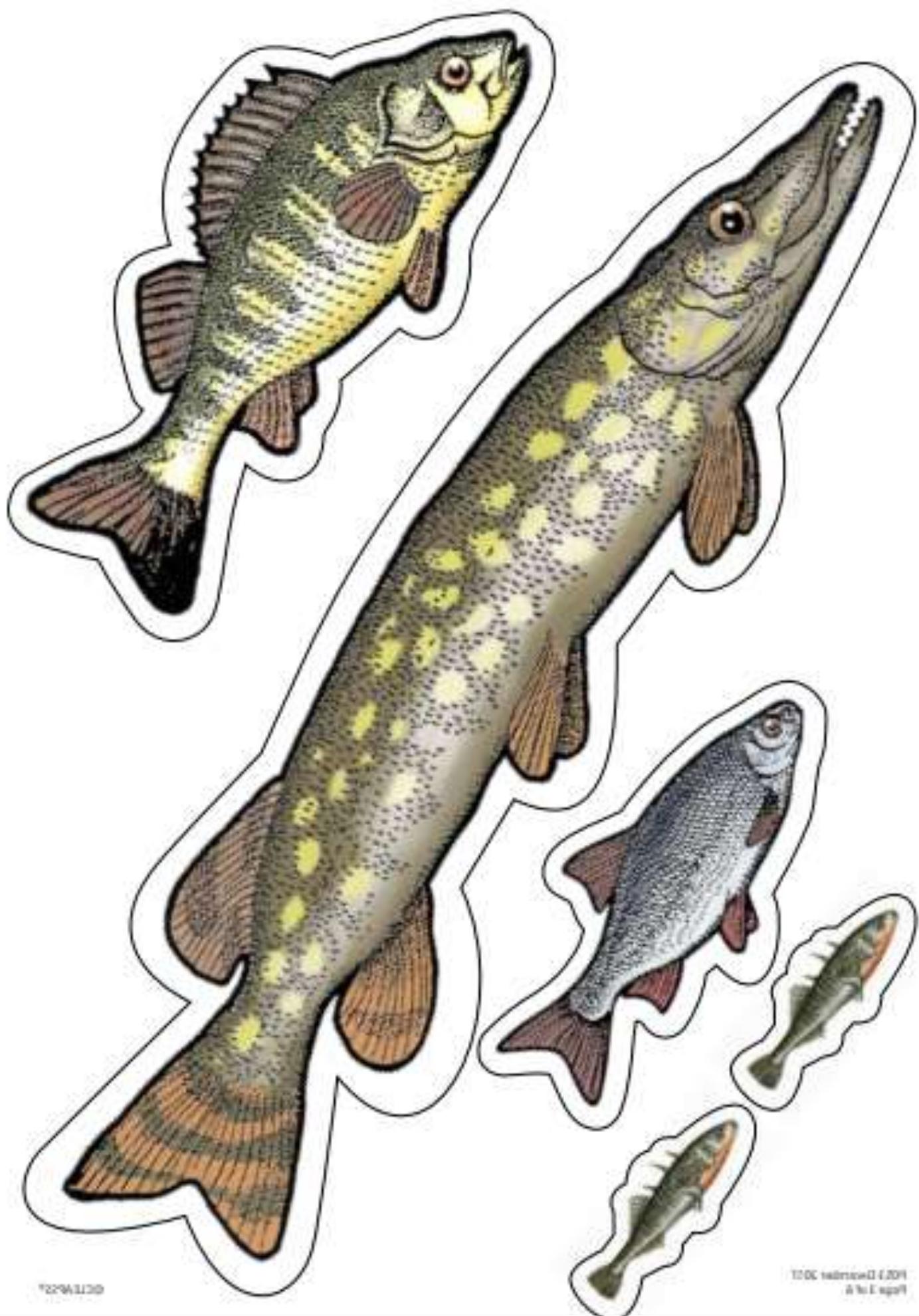
Make your own freshwater food chain

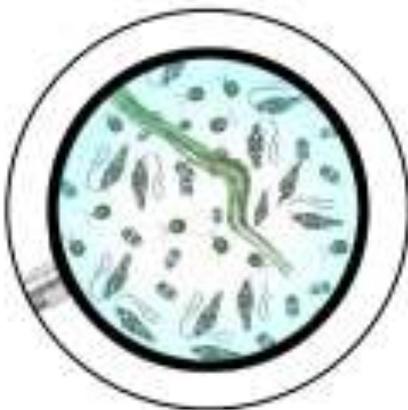
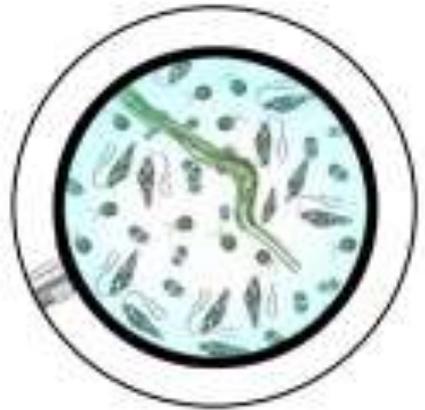
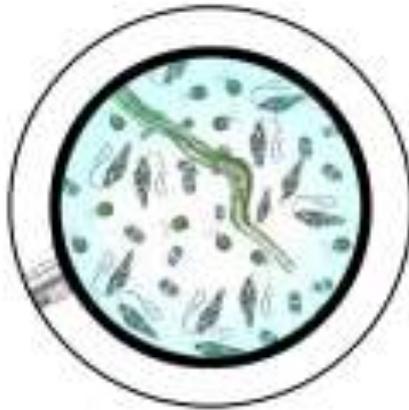
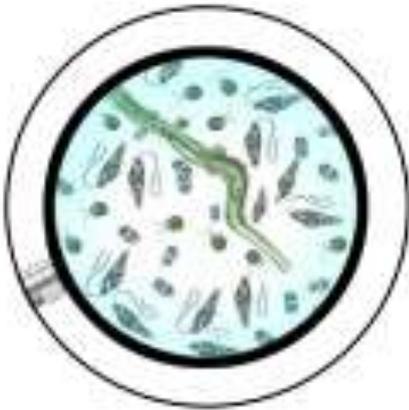
Instructions for construction

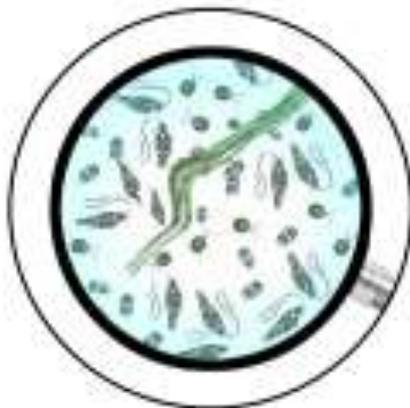
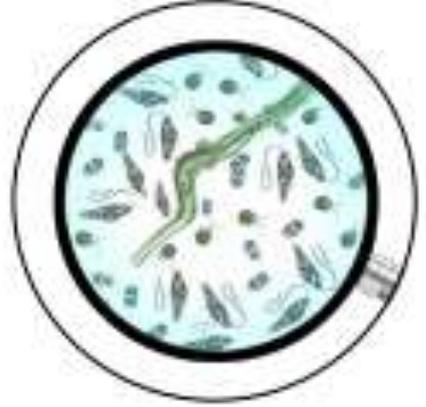
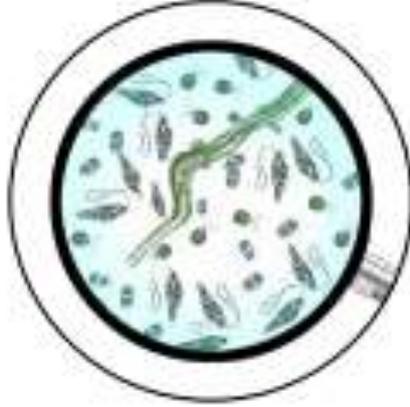
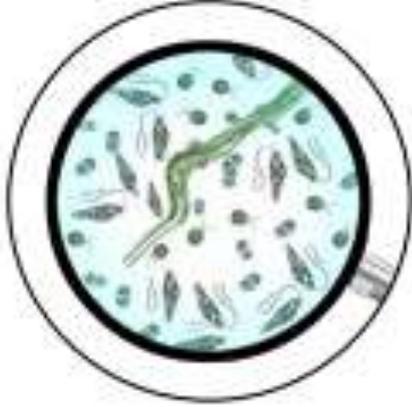
1. Print out the sheets back to back and then cut out the double sided organisms.
2. Laminate the separate organisms (you should be able to fit them all onto 2 sheets of laminate).
3. Use a holepunch to punch holes in the organisms ready to attach the thread.
4. Cut appropriate lengths of nylon or cotton thread ('fishing line' works well) to join the organisms together into the food chain mobile. Refer to the illustration of the complete mobile for the relative lengths of each piece of thread. These are a rough guide only.
5. Push the thread through the holes and tie a tight knot for each hanging point. Join the organisms together in the sequence shown on the accompanying diagram with the pike at the top of the food chain.











Glitter Germs

Why do this practical?

This activity models how micro-organisms can be transferred through surface contact. It could be used to support the teaching of how germs can be spread from one person to another. It demonstrates how hand washing reduces surface contamination and helps prevent infection.

Equipment:

- Glitter
- Hand lotion
- Newspaper /tray (to catch glitter)
- Access to soap and warm water
- Paper towels / tissue



Procedure:

1. Represent the sweat on our hands by pouring a small amount of hand lotion on their palms. Have them spread it over their palms, but not rub it in.
2. Above some newspaper, or a tray, sprinkle glitter over the volunteer's palms.
3. Explain that the glitter represents germs from a 'pretend' cold that the volunteer has and that touching the 'contaminated' (glittered) areas could lead to catching the same cold.
4. Put hand lotion (sweat) on the palms of another child, ask the first child to shake hands with another and observe the transfer of glitter.
5. Discuss how to remove the glitter.
6. Trial different methods: rubbing their hands together, wiping their hands with a dry paper towel, rinsing them under cold water and washing hands with soap and water.

Expected observations and results:

The glitter will be seen on a range of surfaces in the room and on other children and adults, simulating how easily germs can spread. Washing hands with soap and water is the most effective way of removing the glitter, as well as germs.

Investigating indicators

Why do this practical?

Some chemical substances can tell you if a solution has acidic, neutral or alkaline properties by displaying colour changes. This practical is a simple, safe method to observe how everyday indicators behave.

Equipment:

- 1 chopping board
- 1 vegetable knife
- 1 tea strainer
- 2 beakers/plastic cups
- 1 plastic spoon
- 1 permanent marker pen
- Disposable shot glasses (or similar sized container)
- Plenty of paper towels
- Hand-hot water



Suggested indicators (you can explore other materials):

- Raw red cabbage
- Red rose petals/red geranium petals
- Raw or cooked beetroot
- Fresh or frozen blackberries

Procedure for making indicators:

1. Chop then mash your raw indicator material and put it into a beaker/cup. You will need to fill it to about $\frac{3}{4}$ full.
2. Add hand-hot water (approx. 15 cm³) to the fruit, vegetable or petals.
3. Mash and squidge each indicator and leave to soak for approximately 10 minutes.
4. Pour the mixture through a tea strainer and collect the indicator liquid in a new beaker. Write on each shot glass the name of the indicator.
5. Pour the liquid into the shot glasses or dropper bottles.
6. Give each group a sample of the indicator made.

Procedure for observing the indicator:

1. On the sampling grid, drip 4 drops of lemon juice into a circle. Add 2–3 drops of red cabbage indicator. Watch for a few minutes and describe any observations. Is lemon juice an acid or an alkali?
2. Into the next circle drip 4 drops of bicarbonate of soda solution. Add 2–3 drops of red cabbage indicator. Watch for a few minutes and describe any observations. Is bicarbonate of soda an acid or an alkali?

3. Mix the liquids in the two circles together. Watch for a few minutes and describe any observations. (When the two are mixed together the resulting solution will turn a purple colour indicating that it is neutral. It will also fizz because a chemical reaction is taking place producing carbon dioxide gas.)

Procedure:

1. Place the sample liquids along the top of the sampling sheet, write the name of each liquid in the boxes on the sheet.
2. Place the sample indicators down the side of the sampling sheet and write each name in the boxes on the sheet.
3. Drip 4 drops of each sample liquid in each circles down its column.
4. Add 2–3 drops of the indicator to each sample in its row.
5. Watch for a few minutes and describe any observations

Expected observations and results:

A good indicator gives a clear distinct colour change in different conditions. If the object of the investigation is to find the best indicator to distinguish between acids and alkalis, then the children should look for the indicator that gives the most distinct colour change between the acidic and alkaline liquids. For example, red cabbage turns deep pink in the lemon juice or vinegar and distinctly blue in the bicarbonate of soda. Not all the samples will turn equally blue or pink because some liquids are more acidic/alkaline than others (the deeper the colour the stronger the acid/alkali).

Vinegar and bicarbonate balloons

Why do this practical?

The standard vinegar and sodium bicarbonate practical activity always generates enthusiasm and interest, but can get very messy when carried out in open containers! This practical offers a safe, controlled and clean method for children to enjoy this reaction, whilst clearly being able to observe/identify the reactants and products. In addition to this practical being exciting it provides children with an opportunity to practise their manual handling/ manipulation skills and a chance to practice handling liquids safely.

Equipment:

- 1 empty small plastic bottle (Fruit shoot/small water bottle size is ideal)
- 1 balloon
- 1 dry plastic funnel
- Vinegar
- Bicarbonate of soda (available from supermarkets)
- Small plastic spoon/spatula



Procedure:

1. Place 1-2 teaspoons of white bicarbonate of soda powder into a new balloon. The best way to do this is to insert the end of a dry plastic funnel into the balloon and carefully add the bicarbonate. Shake to ensure it goes into the balloon.
2. Remove the funnel and place the balloon on the table.
3. Place the funnel in the empty plastic bottle and fill the bottle with vinegar to a depth of 2-3 cm.
4. Remove the funnel and place to one side
5. Carefully fix the balloon to the top of the plastic bottle. Be careful not to position the balloon upright.
6. Place the bottle on a table and tip the bicarbonate into the vinegar by lifting the balloon upright.
7. Watch carefully what happens.

Expected observations and results:

As the reaction between the vinegar and sodium bicarbonate occurs, children will see a frothy product slowly rise up the bottle and the balloon will begin to inflate. It will continue to inflate until the reaction slows down and stops.

Sunshine absorbency

Why do this practical?

Kitchen roll, paper towels and disposable cloths are everyday items in most schools and kitchens. They have a number of uses, but they are especially good at mopping up spills. This practical provides a simple method for children to explore how absorbent different materials are. It can support them to learn about the suitability of different materials for different uses.

Equipment:

- Petri dish/round lid/shallow container
- Strips of material
- Water
- Food colouring
- Plastic tray (optional)
- Paper towels in case of spills
- Stop watch (optional)
- Ruler (optional)



Suggested materials (you can explore other materials):

- Kitchen roll (different types)
- J cloth or equivalent
- Blue paper towel
- Various types of paper e.g. printer paper, filter paper, tissue paper (wet/dry samples)
- Plastic (eg: from a plastic bag)
- Aluminium foil
- Sponge
- Cotton material (towel/T shirt)
- Greaseproof paper

Procedure:

1. Place a shallow container of coloured water on each table/group. (You may wish to use a large tray underneath the water to avoid spills on the table.)
2. Allow each child in the group to pick a strip of material to test. (No more than 2 per child)
3. On the count of 3, the children place the end of their strips of material into the coloured water. It is important that all the strips are put into the water at the same time.
4. Watch and see what happens – whose material absorbs the fastest/slowest? What happens if you leave the materials for the whole lesson?
5. Using a stop watch, children could time how quickly the absorbed coloured water travels to the end of each piece of material.

Expected observations and results:

The coloured water will be absorbed at different rates by the different materials. Any non-absorbent (waterproof) materials used will not soak up the coloured water.

Dissolving jelly

Why do this practical?

This activity could be used to support learning about dissolving and solutions, along with the effect that temperature has on both. It also provides an opportunity for children to make scientific observations, collect data and to learn how to read a thermometer.

Equipment:

- 3 insulated coffee cups
- 3 thermometers
- 1 stopwatch
- 3 squares of jelly
- 3 pairs of scissors
- 3 sheets of paper and pencils
- 2L of water at 50°C and 40°C in insulated flasks
- 2L of cold water in jugs
- 3 x 250ml measuring jugs
- Kitchen towel/paper towels for spills



Procedure:

1. Set up 3 water stations around the classroom with the water labelled either A, B or C and a measuring jug at each:
 - A is cold water
 - B is water at 40 degrees
 - C is water at 50 degrees
2. Each group marks their 3 sheets of paper as either A, B or C. Put 1 square of jelly on each sheet.
3. Cut the squares of jelly into 8 smaller cubes.
4. Assign each sheet 1 insulated cup and mark them either A, B or C.
5. 3 of the children take 1 cup each to the corresponding water stations and as quickly as possible collect 200ml of water.
6. Place the 3 cups of water on the corresponding sheets of paper (A, B or C)
7. Take the temperature of each cup of water and record it on the paper.
8. Note what the jelly and water look like at the start of the activity.
9. Simultaneously, place the smaller jelly cubes (8 per cup) into the 3 cups of water.
10. Use the thermometers to continuously stir the cups for 3 minutes.

11. Observe what happens during this time and note down any changes on the sheets of paper.

Expected observations and results:

At the start the water in all 3 cups is clear (transparent) and colourless and the jelly is in solid cubes.

After 3 mins:

- Cup A (cold): the jelly and liquid remain unchanged from the start of the activity.
- Cup B (40°C): the jelly is reduced in size; the liquid is a pale purple/black colour.
- Cup C (50°C): the jelly is reduced in size more than in cups A & B. Some pieces are no longer visible, and the liquid is coloured dark purple/black.

Making bath bombs

Why do this practical?

Children love watching materials fizz. This simple activity offers a safe method for children to make their own bath bombs.

Equipment:

- 1 disposable plastic cup
- 1 mini, paper cupcake case
- 1 teaspoon
- 1 teaspoon of cream of tartar
- 2 teaspoons of bicarbonate of soda
- 1 teaspoon of baby oil or vegetable oil
- 2-3 drops of food colouring (optional)
- glitter (optional)



Procedure:

1. Put 1 teaspoon of cream of tartar into a plastic cup.
2. Add 2 teaspoons of bicarbonate of soda and mix well.
3. Add 1 teaspoon of vegetable oil or baby oil and mix well.
4. Optional step – for a coloured bath bomb, add 2-3 drops of food colouring and stir well.
5. Transfer your mixture into a mini, paper cake case and press down firmly with the back of the spoon. Once all the mixture is added, use fingers to ensure the mixture is tightly packed together in the cake case.
6. Leave on the side for about an hour, after which the bath bomb will be dry, hard and ready to use.
7. To test the bath bomb, remove it from the cake case and place it in a large container of water.

Be aware when doing this practical:

As long as the children do not have eczema or other skin disorders it is fine for them to put their hands in the water when they test their bath bomb.

Expected observations and results:

The children will observe the bath bomb fizzing and moving around in the water. If you have used colouring the water will become coloured.