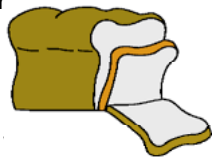
Using IT in... food

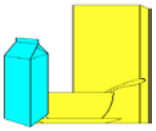
What helps bread dough to rise?



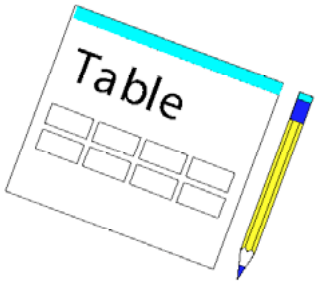
Yeast, a live fungus, needs warmth to make bread. You can monitor the rise of bread dough by resting the lever arm of a **position sensor** on the dough. The sensor show the rise of the dough as a graph rising up the screen. You can ask: how could we find out if the bread will rise faster in the warm? And even: will the bread rise faster if we give the yeast extra sugar?

IT: Measuring

Which cereals are the most nutritious?



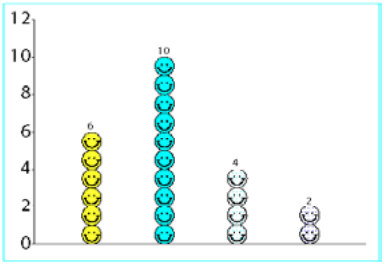
Get the children to prepare a table about cereals using a **word processor** - an exercise which involves organising data. They can use the list of ingredients on the packaging and then record whether the cereal has oats or wheat, has sugar, hor salt, yeast, milk powder and s on. You can discuss the roles of the various ingredients - fo example, honey is better than sugar, milk powder makes it creamy, salt brings out the taste. Which ingredients provi energy? Which ingredients provide fibre? Which ingredients are cosmetic?



IT: Communicating

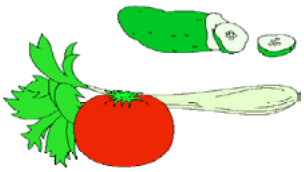
Which is the most popular fruit?

The children can do a survey to find the most popular fruits - an exercise to get them to record, organize and analyse data. They might use a checklist and ask which fruit is liked best, or they might score a list of fruits - scoring their favourite as 1, the next favourite as 2 and so on. They can place their results in a **graphing program** to produce a bar graph. What does the graph tell them? Are there other types of graph, which would show the results better?



IT: Handling information

Where does food come from?



When you have done some research on foods you can play a 20-questions game on foods - one person thinks of a food, while the others have to ask questions to find what it is. After this you can use a **branching database** program to build up a similar set of questions on the computer. The database will allow you to identify any food by answering a few questions. This exercise encourages children to think 'scientifically' about food.

IT: Handling information

Section 3