

Dunking Biscuits



Give or show your child or children a range of biscuits and ask them which one would be the best for dunking. Ask them to think about what makes a 'good' biscuit for dunking. Is it the biscuit that remains intact for the longest period of time or the biscuit that absorbs the most liquid?

Ask them to think about how they could plan an investigation to test the biscuits.

They should think about:

What they will decide to measure? How long they will dunk for?

It may be beneficial to give your child or children the equipment they need and one biscuit so they can see generally how they behave when dunked, as a preliminary investigation.

Older children could be encouraged to think about whether they would need to include repeats in their investigation to have more confidence in their results. Encourage your child or children to record their results and then draw a conclusion.

It might help to think about these questions when drawing the conclusion:

- What have you found out?
- What do your results show?

Useful sentence starters for this are:

- I have found out...
- My results show me that...

In school, staff room biscuits are often a popular break time snack and it is important to have some that are good for dunking. Following their enquiry, your child or children could write a letter explaining what biscuits would be best to put in the staff room.