



# Mole's Mess

**Communication:** to choose appropriate language to express myself

**Investigative Skills:** to explore using the senses



Activating Personal Capabilities

[www.smart-science.co.uk](http://www.smart-science.co.uk)

Another creative science resource from  
the Centre for Science Education



# Generic Task

## Mole's Mystery



### Learning objective

**Communication:** to choose appropriate language to express myself

This activity has a strong science and literacy focus. It incorporates the popular children's book 'The Story Of The Little Mole Who Knew It Was None Of His Business'.

This story features a mole and various common animals. The mole pops out of his hole one day and a 'sausage' plops onto his head! Mole sets off to find out who did it. He asks all the animals he meets if they did they did it, until eventually he finds the guilty animal.

### Introducing the task 10 minutes

Read the story, discuss similarities and differences between the animal droppings. Draw attention to the description of the falling droppings and the repetition in the story.

Explain that moles can't see very well, point out Mole's small eyes, ask the children what other senses the Mole will have that could help him in his daily life.

### Running the task 25 minutes

You will need:

- Ready made mixtures that resemble the animal droppings in pots / see-through cups / plates with labels on the base e.g.
  - chocolate mousse - cow
  - plain yoghurt - bird
  - chocolate balls - goat
  - brown Playdoh with straw rolled into large balls – horse
  - chocolate squirty sauce - pig
- Animal Picture Cards
- Word Splat Cards
- Song Sheet
- Hand wipes

Sit the whole class in a circle and place the animal and word splat cards in the centre. Familiarise children with the tune of 'Who stole the cookie from the cookie jar' then alter the words as follows:

*"Who dropped the sausage on the mole's head?*

*You dropped the sausage on the mole's head!*

*Who me?*

*Yes you!*

*Couldn't have been!*

*Then who?"*

After everyone has had a turn end with 'Lets find out!'

Place the animal picture cards in the centre of the circle and put a 'droppings' pot in front of one child.

Repeat the song naming that child.

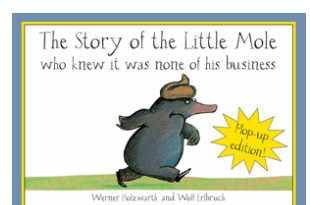
Ask the child to feel the mixture and describe the size, shape and how it feels. Write some of the words on a word splat card for the children.

Encourage the child to explain why, expressing themselves in their own words.

Continue the song asking the children to guess which animal did that dropping. E.g. 'I think the pig

### Resources

The Story Of The Little Mole Who Knew It Was None Of His Business  
by Werner Holzwarth & Wolf Erlbruch  
Published by Pavillion Children's Books  
ISBN 978-1-85602-101-2





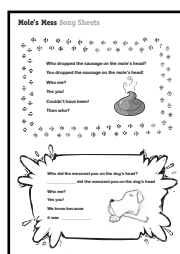
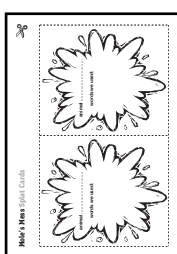
dropped the sausage on the moles head' or 'I think the bird dropped the sausage on the moles head'

Write the animal's name onto the splat word card and label the pot.

Children should be allowed and encouraged to use common words to describe textures and shapes e.g. squishy, gloopy, slip-sloppy. Try to encourage them to explain the feel or movement of the mixture – 'It's gloopy because it is runny but also sticky at the same time.'

Reveal the answer, then repeat with the other pots.

Note: for children not wishing to feel the mixtures with their hands, spoons could be used to scoop them up. Children should be adequately informed that they should not taste the mixtures and that they should wash/wipe their hands well after the activity.





# Science Embedded Task

## Mole's Mess



### Learning objectives

**Communication:** to choose appropriate language to express myself

**Science Investigative Skills:** to explore using the senses, make and record observations, solve problems

**National Curriculum:** Sc1 Planning - explore using the senses and make and record observations and measurements, Sc3 - use their senses to explore and recognize similarities and differences between materials

### Success criteria

To be successful the children will:

- use their senses to help describe different mixtures
- make a prediction
- think about how to make a test fair
- use the appropriate vocabulary.

### Equipment

You will need the same mixtures as in the Generic Task, and:

- Hand wipes
- Animal Picture Cards
- Splat Cards
- Planning Cards
- A3 copy of dog's head
- Song Sheet

### Introducing the task 5 minutes

Refer back to 'The Story of the Little Mole who knew it was None of his Business' and the Mole's Mystery Generic task. Remind the children how they expressed themselves

using different types of descriptive words and how they explained themselves.

Open discussion with the following questions:

How do you think the flies knew that the dog had made the mess on mole's head? What did the mole do to get his own back on the dog? Suggest that if we were going to be a little mischievous today, what could we do to help him make a bigger mess on the dog's head?

### Main task 30 minutes

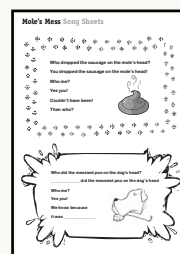
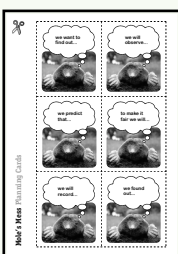
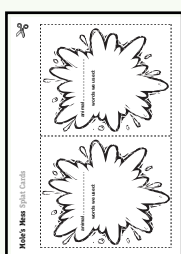
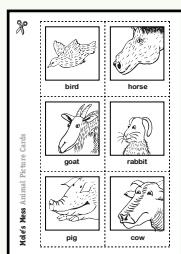
1. Organise the class into five groups around tables. Place a set of pots on each table and a set of the splat word cards. Ask the children to use their senses to describe the mixtures contained in the pots and encourage them to add words to the splat cards. Remind children that it is not safe to taste these mixtures.

2. Explain that they are going to investigate which animal makes the most mess. Using Think-Pair-Share ask each group to predict which poo will make the biggest mess and explain why. Collate their predictions on the whiteboard.

3. Working in pairs or larger groups ask the children to think about how they will find out which mixture is the messiest? If help is required use the Planning Cards to support. Explain that they will tip each of the droppings onto the A3 dogs head to find the messiest. Draw the children's attention to the question about how they will make this fair by doing the same thing each time.

4. Allow time for children to do the investigation in groups. They should be encouraged to observe the results and describe what has happened

### Resources





Reviewing the task 10 minutes

Discuss which made the most mess and how they came to this decision. Encourage them to use their own words but also to think about the relevant scientific language that also relates to their observations. As they explain, develop a table similar to that on the top right.

Ask the children to change the ending of the story by substituting the mole’s droppings on the dog with the animal of their choice. Involve the children in reviewing their work and making an overall judgment about how well they used their communication skills in this task. Use the assessment for learning Smart Grid (see back cover).

Conclude by dropping the messiest mixture onto the A3 copy of the dog’s head and end

with the song (to the Cookie Jar tune as before)

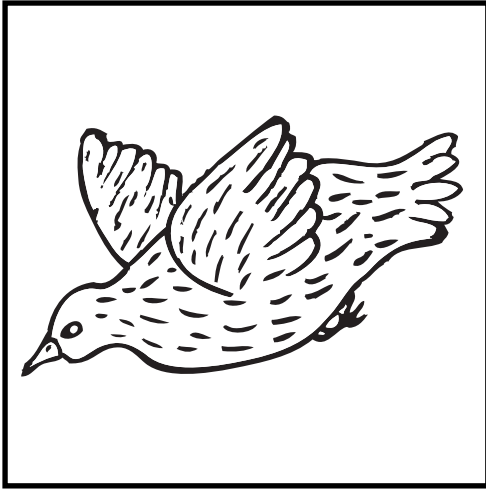
*“Who did the messiest poo on the dog’s head?  
----- did the messiest poo on the dog’s head!  
Who me?  
Yes you!  
We know because  
it was -----”*

Everyday words	Scientific words
watery	liquid
hard, firm	solid
gooeey	viscous
bendy	flexible
stretchy	elastic
soggy	waterlogged, sodden





**Mole's Mess Animal Picture Cards**



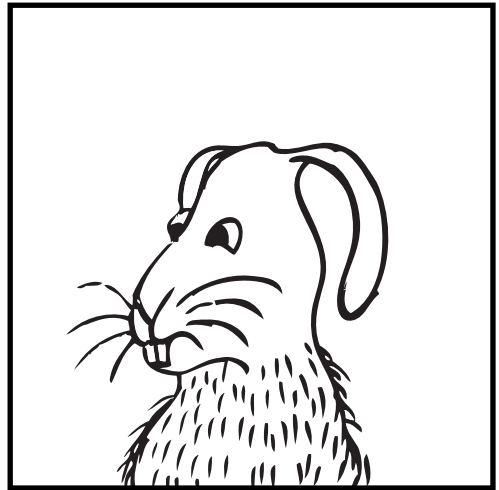
**bird**



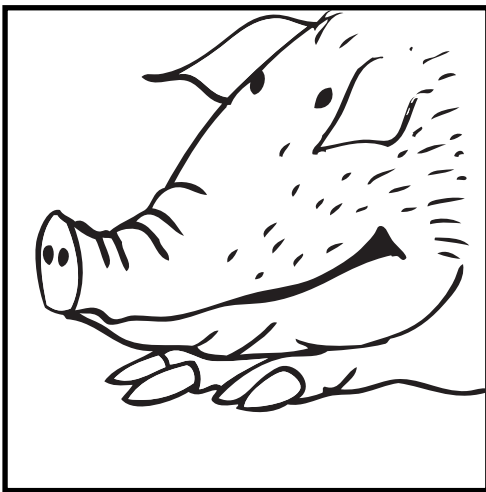
**horse**



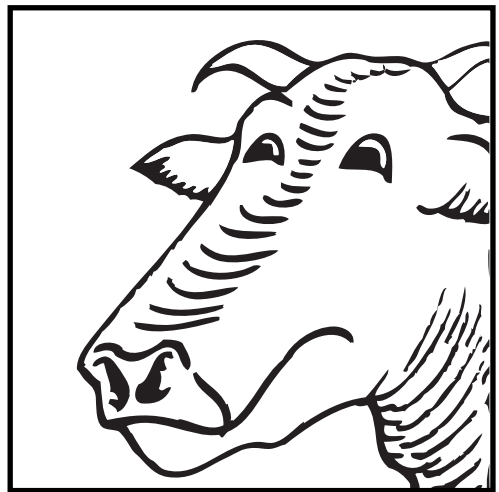
**goat**



**rabbit**



**pig**



**cow**



# Mole's Mess Song Sheets

Who dropped the sausage on the mole's head?

You dropped the sausage on the mole's head!

Who me?

Yes you!

Couldn't have been!

Then who?



Who did the messiest poo on the dog's head?

..... did the messiest poo on the dog's head

Who me?

Yes you!

We know because

it was .....





we want to  
find out...



we will  
observe...



we predict  
that...



to make it  
fair we will...



we will  
record...



we found  
out...





# Mole's Mess Dog's Head

Copy and enlarge to A3






# Mole's Mess Splat Cards



animal .....  
words we used:

animal .....  
words we used:

 We were <b>great</b> at the task because...	<p>we used our senses to describe different mixtures, e.g. ...</p> <hr/> <p>we thought about how to make this fair by...</p> <hr/> <p>we used the appropriate vocabulary, such as...</p> <hr/> <p>we discussed our results and decided that...</p>	<p>Next time we will ...</p>
 We were <b>good</b> at the task because...		
 We were <b>okay</b> at the task because...		

Smart Science is the only teaching pack to bring together personal capabilities and scientific enquiry.

Infusing teamwork, creativity, problem solving, communication and self management into fun contexts through generic and science embedded tasks. Incorporating Assessment for Learning, this pack provides an exciting way to motivate, engage and raise achievement in Primary Science.

For more information please visit: [www.smart-science.co.uk](http://www.smart-science.co.uk)

Or contact: Centre for Science Education, Sheffield Hallam University, Howard Street, Sheffield S1 1WB  
Telephone: 0114 225 4870

