**Flames**

air from the room

exhaled air

jar

candle

sand



Your teacher is going to place burning candles into two jars of air.

* One jar contains **air from the room**.
* The other jar contains **exhaled air** (air breathed out by a person).

**Predict**

What will happen to the candle in each jar?

**Explain**

Explain why you think this will happen.

|  |
| --- |
| Your teacher will now place the candles in the jars. |

**Observe**

Watch what happens to the candles in the jars.

**Explain**

Was your prediction correct?

If not, how would you explain what you observed?

*Biology > Big idea BOE: Organisms and their environments > Topic BOE2: Organisms in their environments > Key concept BOE2.1: Ecosystem components and dynamics*

|  |
| --- |
| **Response activity** |
| **Flames** |

**Overview**

|  |  |
| --- | --- |
| Learning focus: | The environmental conditions in different ecosystems, and in different parts of an ecosystem, affect and are affected by the organisms that live there. |
| Observable learning outcome: | Describe ways in which animals change the environment they live in. |
| Activity type: | Practical PEOE |
| Key words: | ecosystem, gas exchange system |

This activity can help develop students to build understanding of the idea that animals will remove substances from their environment and will return substances to that environment, and in doing so will have an effect on the environment. It can be used in response to the following diagnostic questions:

* Diagnostic question: Animals and their environment

**What does the research say?**

Sander et al. (2006) observed the misunderstanding that the dependence of organisms on climate and other abiotic factors was one-directional; they noted how students felt that organisms, except for humans, had no influence on the change of climate.

While most children at age 11 are aware that humans need air to survive, some think that air is breathed into the lungs (or, less commonly, just into the head) and is then breathed out unchanged. A related but contrasting misconception has also been reported, in which children think that inhaled air is all oxygen while exhaled air is all carbon dioxide (Yip, 1998; García-Barros, Martínez-Losada and Garrido, 2011; Allen, 2014).

Inhaled air is approximately 78% nitrogen, 21% oxygen and 0.04% carbon dioxide; it also contains water vapour, other gases and particulates. Not all of the oxygen is absorbed into the blood – only around one fifth. Exhaled air contains the same amount of nitrogen, and approximately 17% oxygen and 4% carbon dioxide.

**Ways to use this activity**

This activity takes the form of a predict-explain-observe-explain (PEOE) activity, which allows students to apply what they know to make predictions, and to build explanations for what they have predicted and what they observe.

Students should complete this activity in pairs or small groups, with time allowed for each group to engage in discussion to agree their predictions and explanations. It is through the discussions that students can check and develop their understanding. If students in any group cannot agree, you may be able to direct them with some careful questioning.

To begin, each group should discuss the activity and use their scientific understanding, firstly to predict *what* they think will happen, and then to explain *why* they think it will happen.

Students now carry out the practical, or watch a demonstration. You will need to decide whether it is better for each group to carry out the practical and risk some unexpected observations, or to demonstrate the activity so that everyone observes the same thing.

After the practical each group should be given the opportunity to change, or improve their explanation in light of their observations. A good way to review your students’ thinking might be through a structured class discussion. You could ask several groups for their explanations and put these on the whiteboard. Then ask other groups to suggest which explanation is the best and why, the through careful questioning work up a clear ‘class explanation’.

A useful follow up is for individual students to then write down explanations in their own words – without reference to the class explanation on the board (i.e. cover it up).

The quality of the discussions can be improved with a careful selection of groups; or by allocating specific roles to students in the each group. For example, you may choose to select a student with strong prior knowledge as a scribe, and forbid them from contributing any of their own answers. They may question the others and only write down what they have been told. This strategy encourages contributions from more members of each group.

*Alternative or extension activities*

Two other practical scenarios can be used in the same PEOE format as alternative or extension activities:

Glowing splints – what will happen when atmospheric air is very gently wafted onto a glowing splint using a piece of card? (The splint should glow more brightly because of the increased stream of oxygen in the wafted air). Then what will happen when exhaled air is very gently blown onto a glowing splint? (Again, the splint should glow more brightly because exhaled air still contains a significant amount of oxygen).

Lime water – what will happen when atmospheric air is drawn through lime water? (The lime water should not change, provided the experiment is not continued for too long, as there is insufficient carbon dioxide in atmospheric air to turn lime water milky). What will happen when exhaled air is bubbled through lime water? (The lime water should turn milky due to the increased amount of carbon dioxide in exhaled air).

**Equipment**

For demonstration to the class:

* two candles
* two tall glass jars
* tray containing sand

**Expected answers**

Students should predict and explain that:

* both of the candles will burn for some time inside the jars, because the air inside both jars contains oxygen
* both of the flames will eventually go out because all of the oxygen in the jars has been used up (combusted)
* the candle in the jar containing exhaled air will go out first, because there is less oxygen in exhaled air (because some of the oxygen was absorbed into the blood/body while the air was in the lungs).

**Acknowledgments**

Developed by Alistair Moore (UYSEG), from ideas described by Allen (2014) and Fullick (2011).

Images: UYSEG

**References**

Allen, M. (2014). *Misconceptions in Primary Science, 2nd* ednBerkshire, UK: Open University Press.

Fullick, A. (2011). Gas exchange, movement and fitness. In Reiss, M. (ed.) *ASE Science Practice: Teaching Secondary Biology.* 2nd ed. London, UK: Hodder Education.

García-Barros, S., Martínez-Losada, C. and Garrido, M. (2011). What do children aged four to seven know about the digestive system and the respiratory system of the human being and of other animals? *International Journal of Science Education,* 33**,** 2095-2122.

Sander, E., Jelemenska, P. and Kattmann, U. (2006). Towards a Better Understanding of Ecology. *Journal of Biological Education,* 40(3)**,** 119-123.

Yip, D. (1998). Erroneous ideas about the composition of exhaled air. *School Science Review,* 80(290)**,** 55-62.