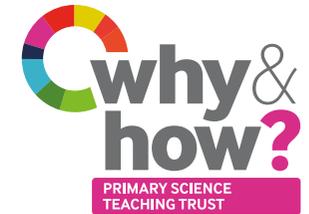




Booming Balloons

SEN FOCUS

PMLD – gross motor skills, anticipation, responding to sound and movement



ACTIVITY OVERVIEW

Here, pupils add different objects and materials to balloons, which are then blown up and hung on a washing line. They explore the sounds these balloons make when they hit them.

Key vocabulary/symbols required: ears, hear, sound, source, vibrate, vibration, travel, pitch (high, low), volume (quiet, loud), hit, move

Description of Activity

- Set up a washing line, select a number of balloons.
- Squeeze the materials through the mouth of the balloon. Make sure that the materials go all the way into the balloon.
- Pump up the balloon and tie a knot at the end.
- Hang up the balloons with a peg and allow pupils' to hit the balloons with a stick.
- Allow pupils to listen to the sounds and explore the pupils' responses.

KEY FACTS/SCIENCE

Sound is created by a *vibration* and moves as a wave, that travels through things to our ears. Sound travels through solids, liquid and gases differently. Vibrations are created by many things, including hitting a balloon.

Frequency or pitch is the rate at which vibrations go backwards or forwards. The sound level/ volume (amplitude) can be increased by, for instance, hitting a balloon harder: this increases the size of the vibration.

RESOURCES

Washing Line

Pegs

Balloons of different shapes

Balloon pump

Range of liquids with different viscosities

Range of powders, sweets and paperclips to fill balloons

Sticks

QUESTIONS/FURTHER LEARNING

- What happens when we change the shape of the balloon?
- Is the sound affected by the size of the balloon (amount of inflation) or where we hit it?
- Which materials make the loudest sound?
- Which materials make the quietest sound?
- Does adding liquid to the balloon affect the sound it makes?
- How does changing the thickness of liquid affect the sound in the balloon? (For example, using water compared to honey?)