



BUBBLES: EXPLORING CHEMISTRY THROUGH PLAY



BIG IDEA

- *Changing ingredients and tools changes what happens.*
- *Scientists observe, test, and compare to understand why.*

LEARNING INTENTIONS

Children will explore how different materials and tools affect bubbles, observe changes, compare outcomes, and use language to describe what they notice.

EARLY YEARS LEARNING FRAMEWORK (EYLF) V2.0 ALIGNMENT

Outcome 4.2

Inquiry and investigation through experimentation

Outcome 4.3

Transfer learning across contexts through testing and adjusting

Outcome 4.4

Resource their own learning through connecting ideas and processes

Outcome 5.1

Communication of observations and ideas

SETUP AND DELIVERY

Book

You Can't Kiss a Bubble
Karen A. Wyle

Materials

- ☐ Bubble mixture (pre-made or educator-prepared)
- ☐ Containers and trays
- ☐ Straws
- ☐ Pipe cleaners
- ☐ Different-shaped wands
- ☐ Optional food colouring and
- ☐ Paper for bubble painting

Experience suggestions

- Read *You Can't Kiss a Bubble* and discuss what bubbles are like.
 - What can they do?
 - What happens when you try to catch or hold them?
- Blow bubbles using different tools (straws, wands, pipe cleaners). What changes?
- Compare bubbles made with different mixtures
- Bubble painting: add colour and observe the patterns bubbles create when they pop on paper.
- Experiment with changing one thing at a time (tool, mixture, or blowing strength). What happens?



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EDUCATOR PROMPTS

Noticing and describing

- ☐ What do you notice about the bubbles?
- ☐ Are they big or small?
- ☐ Do they pop quickly or slowly?
- ☐ What colours can you see?
- ☐ Do all the bubbles look the same?

Comparing and classifying

- ☐ Which bubbles are the biggest?
- ☐ Which bubbles last the longest?
- ☐ How are these bubbles the same? How are they different?
- ☐ Which tool made the biggest bubbles?

Interpreting and inferring

- ☐ Why do you think these bubbles are different?
- ☐ What do you think made that bubble pop?
- ☐ Why do you think some bubbles last longer?
- ☐ What clues can we use to explain what happened?

Predicting and testing

- ☐ What do you think will happen if we change the mixture?
- ☐ What if we use a different tool?
- ☐ What will happen if we blow harder or softer?
- ☐ Which bubbles do you think will last the longest?

Controlling and adjusting

- ☐ What are we changing this time?
- ☐ What are we keeping the same?
- ☐ What should we try next?
- ☐ How can we test your idea?

Connecting to experience

- ☐ Have you played with bubbles before? What happened?
- ☐ Where else have you seen bubbles?
- ☐ What do bubbles remind you of?

Reflecting on learning

- ☐ What did you discover about bubbles today?
- ☐ What worked well? What didn't work?
- ☐ What would you try differently next time?
- ☐ How did changing something affect the bubbles?



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RISK ASSESSMENT

ACTIVITY

Bubble making, blowing, and experimentation

RISK LEVEL

Low to Moderate (depending on setup)

HAZARDS

- Slipping on spilled bubble mixture
- Contact with eyes or ingestion of solution
- Use of straws (inhalation risk if misused)
- Allergic reactions to ingredients (rare but possible)

CONTROL MEASURES

- Conduct activity in a non-slip, easily cleaned area (outdoors preferred)
- Immediately wipe spills to prevent slipping
- Use non-toxic bubble mixtures
- Clearly model how to blow, not suck, with straws
- Consider alternative tools (wands) for younger children
- Provide handwashing after the activity
- Avoid bubble play near eating areas

HYGIENE / INCLUSION CONSIDERATIONS

- Offer tools rather than shared mouth contact items where possible
- Provide alternatives for children with sensitivities (e.g. gloves, observation role)