***Sound and hearing*** Planning ahead and equipment list

## Introduction: Listening investigations

* A variety of everyday items that make sound, for example, crumpled paper, plastic shopping bag, coins, water to be poured into a cup.
* 5 small opaque plastic containers (e.g., plastic film canisters) containing small objects such as drawing pins, sugar, dirt, marble, stones and coins.

## Investigation 1: Making sounds and listening

* Assorted percussion instruments, guitar
* Pieces of wood
* Whistles
* Rulers
* Tuning fork
* Container of water
* Balloons
* Drum and drumstick
* Stethoscopes
* Computers/devices with Internet access

## Investigation 2: Sound travels through a solid material

Equipment needed per pair:

* 4–5 metre length of string or wool
* 2 polystyrene foam cups
* Scissors
* Wooden skewer
* 2 matchsticks (head removed) or toothpicks
* Class set of worksheet, [Sound travels](http://assist.asta.edu.au/sites/assist.asta.edu.au/files/Student%20worksheet_Yr1_SoundHearing_0.docx)

## Investigation 3: Sensing the volume and pitch of sound

* Pictures or labels of commonly heard sounds– ‘Overhead thunder’, ‘Jet plane’, ‘Train’, ‘Person talking’, ‘School bell, ‘Bird whistling’, ‘Leaves rustling, ‘Person whispering’
* Labels – Softest, Loudest
* Pictures, labels or sound bites of high pitch sounds – ‘Snake hissing’, ‘Whistle’, ‘Baby Bear in Goldilocks story’, ‘Siren’, ‘Spoon hitting a glass bottle’
* Pictures, labels or sound bites of low pitch sounds – ‘Distant thunder’, ‘Dog growling’, ‘Father Bear in Goldilocks story’
* Labels – ‘Low pitch sound’, ‘High pitch sound’
* Computers/devices with Internet access