

Topics: (linked to Science Understanding areas)**Biological Sciences** – Cells; The Body**Chemical Sciences** – Mixtures & Separation**Additional:** Careers**Concepts: (linked to Science Understanding - South Australia's Leading Learning Resource)****Biological Sciences** – Form & Function**Chemical Sciences** – Change of Matter

- Yr R	- Yr 1	- Yr 2	- Yr 3	- Yr 4	- Yr 5	√ Yr 6	- Yr 7	- Yr 8	√ Yr 9	- Yr 10
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Word Count: 624

Content:

<https://australiascience.tv/why-eating-the-hottest-chilli-in-the-world-is-a-bad-idea/>

This article reports on why eating the hottest chilli in the world might be a bad idea, but chemically, why it might not be all that bad. Can be used as a real-life illustration of reversible chemical reactions for year 6 for the Chemical Sciences curriculum ([ACSSU095](#)) or for Year 9 for the Biological Sciences curriculum ([ACSSU175](#))

How this could be used in a classroom setting (Linked to Science Inquiry Skills):

(Number denotes intended year level linked to SHE. No number denotes potentially any year level)

- ✓ **Questioning and predicting:**
 - Dopamine is a chemical that is released in the body when you are doing something you enjoy (like winning at Candy Crush), so why do you think some people might like eating chillis? (6) *(Because the article says eating the chili releases dopamine in some people, so it might make them feel good)*
 - How might the knowledge about how the chili affected the man inform personal decisions in future? (6) *(the fact that it gave him awful headaches might make him not want to do it again, but the fact it wasn't irreversible might make him do it again, for eg at a chili eating competition to win a big prize)*
 - Why might someone want to research what eating chillis does to the human body – what are the needs of contemporary society that are being met by that research? (9) *(because we like eating them, but we also like being safe and knowing about what we are putting in our bodies and what that might do to us.)*
- ✓ **Evaluating:**
 - As we know this is a reversible chemical reaction, would that make you tempted to try eating a Carolina Reaper chili? (6)
- ✓ **Communicating:**
 - What scientific knowledge do people accept when it comes to eating chillis – what do we know about why they have an affect on the human body, and the implications of those affects? (9)
 - Can you think of any new career opportunities that might happen due to knowing that the affects of the chili were temporary for the man in the report? (9)

How this meets the Science National Curriculum on the strand: 'Science as a Human Endeavour'

Year 6	<p>Use and influence of science</p> <ul style="list-style-type: none">Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)
Year 7	
Year 8	
Year 9	<p>Use and influence of science</p> <ul style="list-style-type: none">People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities (ACSHE160)Values and needs of contemporary society can influence the focus of scientific research (ACSHE228)
Year 10	