



Zzorp Observation Lab

The Five-Minute Fork

Ages 7–11 | Observe • Question • Investigate



Zzorp saw a human use a plastic fork for only five minutes and throw it away. Ginger picked it up. Squirf had opinions. Your mission: **observe**, **think**, and **investigate** before you decide.



1. What did Zzorp actually observe?

Write only what you can see or hear. No guessing yet!

Observation =
what you can see
or hear.



Where is the human? _____



What is the human holding? _____



What happened to the fork? _____



What did Ginger do? _____



What else can you see or hear? _____



2. Observation or assumption?

Read each statement. Tick whether it is an observation or an assumption.



	Observation	Assumption
1 The human dropped a plastic fork.	☐	☐
2 The human doesn't care about the planet.	☐	☐
3 Ginger picked up the fork.	☐	☐
4 The human was in a hurry.	☐	☐
5 There is a bin nearby.	☐	☐
6 Squirf thinks humans are strange.	☐	☐





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★ 3. Investigate the evidence

Use the clues to think like a researcher.



A plastic fork may be used for only five minutes, but it can remain in the environment for hundreds of years.

Evidence helps us think more carefully.



How long might a plastic fork be used?



How long might it stay in the environment?



Why are these times so different?



What problems could happen if many plastic forks are thrown away?

★ 4. The contradiction

Why do humans make objects that can last a long time but use them for only minutes?



Possible reason 1

Possible reason 2

Could there be more than one explanation?



Can a contradiction have more than one cause? Explain.





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★ 5. Different minds, different conclusions

Different characters may interpret the same event in different ways.



What would Zzorp say?

.....

.....



What would Squirf say?

.....

.....



What might Ginger say?

.....

.....

What do you think?

.....

.....

★ 6. Zzorp's Field Report

Use the evidence you have collected so far.



Based on the evidence I have collected, I currently think... ..

.....

.....

What information are we still missing?

- | | |
|---|--------------------------------------|
| ★ Was it an accident or a choice? | ★ What could people use instead? |
| ★ What happens to plastic after we throw it away? | ★ What would help people waste less? |

My confidence:

Not sure yet

☐

Quite sure

☐

Very sure

☐



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Teacher Notes | The Five-Minute Fork

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This activity helps children distinguish observation from assumption, explore evidence, notice contradictions, and consider how different viewpoints can lead to different conclusions.



★ Learning goals

- Identify observations and assumptions
- Use evidence before jumping to conclusions
- Discuss environmental impact in an age-appropriate way
- Consider multiple perspectives
- Explain what information is still missing

★ Suggested use

- Age range: 7–11
- Approximate time: 30–45 minutes
- Use as a literacy, PSHE, science, or discussion activity
- Suitable for classroom, small-group, or home learning

★ KS2 links

- English: speaking and listening, inference, explanation
- Science: materials, sustainability, human impact
- PSHE / Citizenship: choices, responsibility, community

★ Discussion prompts

- What is the difference between noticing and assuming?
- Why might people make wasteful choices?
- How can we disagree while staying thoughtful and kind?

★ Extension ideas

- Do a school or home litter audit
- Design a less wasteful lunch solution
- Write a reply to Commander Glorp about your findings



★ Zzorp's key idea: Look carefully. Think carefully. Decide carefully.

