

## Possible Questions for Games Discussion

### **Game One – Soccer Velocity**

1. What two measurements are needed to figure the velocity?
2. What measurement tools did you use to figure the velocity? Why did you choose those tools? What else could you have used?
3. What units did you use to figure the velocity? Why did you choose those measure units? What else could you have used?
4. What would have happened to your velocity if your time had been greater? If your time had been less?
5. What would have happened to your velocity if the distance had been greater? If your distance had been less?
6. What was the hardest part of this game? Why?

### **Game Two – Whistle Waves**

1. Which pitchers allowed the sound wave to move the water?
2. Which pitcher worked best for transferring the sound wave to water? Why did this pitcher work best?
3. What other kind of pitcher could we have tried that might work even better? Why do you think so?
4. Why didn't all the pitchers let the sound wave pass at the same level?
5. Did any of the water waves bounce off the side of the pitcher?
6. What do you think would have happened if we had blown the whistle directly down into the water without it having to pass through the pitcher?

### **Game Three – Move It**

1. Did any group move the whole group in one trip? How did you do it? Two trips? How did you do it?
2. Did any group use a simple machine to get the task done? Which simple machine? (Be sure students identify the simple machine, not a compound machine. For instance, the skateboard is two sets of wheels and axles, the wheel

- barrow is a wheel and axle and a lever.)
3. Can you think of a simple machine that would have made this task easier?
  4. What was the hardest part of this game?
  5. How did you choose which member of the group would carry the load?

### **Game Four – Kill the Waves**

1. Which group was able to soundproof the box? How did you do it?
2. Which material worked best for killing the waves? Why?
3. Which material did not stop the waves at all or very little? Why?
4. What other material do you think could have been used to soundproof the box? Why would it work?
5. Would a different kind of box have been easier to soundproof? Why would it have been easier?
6. What would have happened to the sound waves if we had buried the box? Why?

### **Game Five - Sliding Velocity**

1. Who in each group had the slowest velocity?
2. What two measurements are needed to figure the velocity? Which measurement were you able to control to slow the velocity?
3. What measurement tools did you use to figure the velocity? Why did you choose those tools? What else could you have used?
4. What units did you use to figure the velocity? Why did you choose those measure units? What else could you have used?
5. What did you do to try to slow down the velocity?