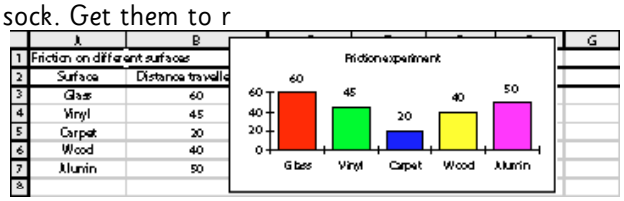
Using IT in... forces

Which clothes peg can carry the heaviest clothes?

Ask the children to say whether different clothes pegs will carry a lot or a little. Then, in a fair-testing situation, get them to try each peg - they might for example, peg a sock and add weights to the sock. Get them to r



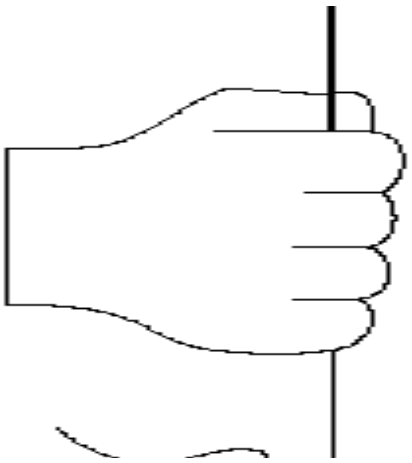
cord your results in a **spreadsheet** and to use it to sort the pegs into order and draw a bar graph. Which peg would they use to hang a wet pair of jeans? Can they spot a good peg?

IT: Handling information

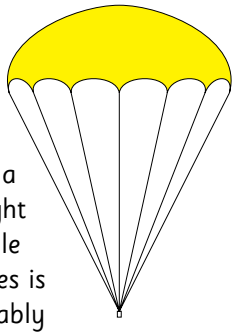
How can we warm our hands on a cold day?

If we rub our hands the effort we use creating friction generates heat. You can show this very clearly by holding a **temperature sensor**, connected to the computer, in your hand. The screen will show this as a moving bar or as a line graph. If you have two **temperature sensors** you can make a race of 'warming the sensors' - a fun way of introducing the children to sensors.

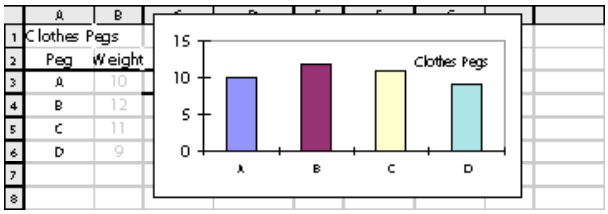
IT: Measuring



Which material makes a good parachute?



The parachute is good for teaching about air resistance and the children can set about testing a few. They might use different fabrics, a paper plate, a balloon or a serviette. They might try them with and without a hole in the top. Timing the parachutes is not easy and you might reasonably ask if their tests have been fair and whether they could repeat their results and get the same answer. They can use a **spreadsheet** to record the time each 'chute takes to fall. And they can sort the list and draw a bar graph to compare



the parachutes. Are larger parachutes better? Is there a connection between the size of the parachute and the time it takes to fall? Does a hole in the top help?

IT: Handling information

Section 3