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Interview questions and answers for nurses pdf

Lesson 4: Essential Concepts for Static Electricity: Background: Charge can accumulate on an object – either through an accumulation of electrons (the object will be negatively charged) or through the removal of electrons (the object is positively charged) This charge accumulation – or a group of electrons collected on an object or the opposite, a group of electrons removed from an object, is called static electricity. Remember, unlike loaded objects they attract each other (electrostatic attraction) ex: positive. Attracts negative Therefore, a concentration of negatively charged particles – e.g. electrons – will tend to move towards a more positively charged or more neutrally charged object. An example of this is what we call a static electrical discharge -- a very sudden transfer of electrons from one object to another. E.g. - Another good example of static electricity is lightning. In this case there is a huge accumulation of excess charge, which suddenly discharges into the neutral soil. This is an example of how a large accumulation of static charge can be very dangerous - you don't want it to discharge through your body! Objective: Students will understand that positive and negative charges can accumulate on the objectives of the subject: students will experiment with balloons, Combs and static electricity Students will continue to use the terms: electrons, positives and negatives Students will observe that as charges repel each other while opposing charges attract each other Materials: Van de Graaf peanut generator Styrofoam peanuts Plastic combs plate – 1, per student Balloons – each student will need 3 with extras for those damaged Plastic rod 2' x 4' piece of wood, 24 long string Cotton silk daisies (note: these elements should not have been in contact with anti-unstable chemicals such as fabric softeners and sheets that go into the dryer) Salt Sugar Pepper Procedure: Pre class set up: Hang the 2' x 4' piece of wood so that it is balanced and not at the level of the child's head. It blows up several balloons. Set the Generator Van de Graaf. NOTE: These activities can be heavily affected by weather conditions in the classroom. They work best with cold, dry air. 1. Teachers may feel uncomfortable with an electrical device that connects to the wall current and creates sparks. That is understandable. Usually there are people who can be found entering and running the Van de Graaf generator for you, if you were not too unhappy with the execution of the machine. However, if you learn from the person you are visiting and by to understand how this machine works, you can eventually start working with it if you are very interested. 2. Now begins the demonstration of the Van de Graaf generator. Most manuals that come with the machine will suggest activities and demonstrations. Ask the students what they think is happening and what reminds them. (lightning, static electricity, jabs of walking on a carpet) 3. Remind students of the previous class and the discussion of atoms. What they're seeing now is an example of a lot of negative electrons accumulating in one place. 4. Students will now have the opportunity to create their own static electricity in order to complete different experiments. 5. If you have not yet had a conversation with students about the importance of communication in science, this is the time. Some might say that without proper communication, science becomes meaningless. Why could they say that? The Lab report is a wonderful and simple way to communicate ideas, experiments, results and data. The Static Electricity Disper sheet is designed to make students create 3 short Lab reports. Some of the information has already been provided on the sheet (for example, assumptions, materials) so that they only have to copy that part. You may decide to give these experiments for homework or to allow them to work on them in class and at home. Activities: discussion, demonstrations, balloon experiments, laboratory reports Complete the following for each experiment: Hypothesis – what is the testable question? Materials – what are you using? Procedure – what have you done? Data and observations – what happened? Be sure to draw a diagram and label it. Conclusion – Why do you think this happened? Experiment 1: Testable question: Can you make sugar move using just one balloon? Materials: Sugar Cloth balloon, wool, or hair on the head black building paper Extra: Try this with salt and pepper and other materials. How about rubbing things other than a balloon: try a plastic ruler. Can you make sure that the experiment doesn't work? Experiment 2: Testable Question: Can you move two balloons towards each other without holding them? Materials: 2 balloons 2 pieces of string fabric, wool, or hair on the head Stick or ruler Soft tip pen Procedure: Blow up two balloons. Tie each balloon to a piece of and then tie the rope in the middle of a stick. Put the stick between two chairs so that the balloons hang close to each other, but do not touch each other. Materials: 2 String Cloth balloons, Wool, or hair on the head Stick or ruler Soft tip pen Procedure: Blow up two balloons. Tie a balloon to a piece of rope and then tie the rope to the center of a stick. Put the stick between two chairs so that the balloon hangs. Use the pen to draw an X on each balloon.

Can I make water from a tap fold using a plastic comb? Remember: sometimes you don't get the results you expected, that doesn't mean the experiment is wrong. Sometimes there are variables that can modify the results of an experiment. Do you think of variables that could change the results of these experiments? Note: All of the above should be on a worksheet - set the margins above and below .5 inches - Thank you for your participation! 3rd, 4th, 5th, 6a, 7a, 8a, 9a, 10a, 11a, 12a Page 2PreK, Kindergarten, 1a, 2a, 3a, 4a, 6a, 7a, 8a, 9a, 10a, 11a, 12a, Adult Education, HomeschoolPage 33a, 4a, 5a, 6a, 7a, 8a, 9a, 10a, 11a, 12th Page 4PreK, Kindergarten, 1st, 2nd, 3rd, 4th, 5a, 6a, HomeschoolPage 54a, 5a, 6a, 7a, 8a, 9a, 10a, 11a, 12th, Higher Education , Adult education, Home School, StaffPage 6PreK, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, HomeschoolPage 73rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, HomeschoolPage 83rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, Homeschool 94th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th Page 105a, 6th, 7th, 8a, 9a, 10a, 11a, 12a HomeschoolPage 115a, 6a, 7a, 8a, 9a, 10a, 11a, 12a, HomeschoolPage 126a, 7a, 8a, 9a, 10a, 11th, 12th, HomeschoolPage 134a , 5a, 6a, 7a, 8a, 9th, 10th, 11th, 12th, Adult Education, HomeschoolPage 14PreK, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8thPage 15PreK, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8thPage 16Kindergar, 1st, 2nd, 3rd, 4th, 5th, 6th, HomeschoolPage 176a, 7a, 8a, 9a, 10a, 11a, 12aPage 187a, 8a, 9a, 10a, 11a, Higher Education , Adult education, Home School, StaffPage 194a, 5a, 6a, 7a, 8a, 9a , 10a, 11a, 12a, HomeschoolPage 203a, 4a, 5a, 6a, 7a, 8a, 9a, 10a, 11a, 12a, Higher Education, Higher Education, Higher Education, Istruzione, HomeschoolPage 22Kindergarten, 1a, 2a, 3a, 4a, 5a, 6a HomeschoolPage 239a, 10a, 11a, 12a, Istruzione Superiore, Educazione per adulti, Scuola domestica, StaffPage 24PreK, Scuola materna, 1a, 2a, 3a, 4thPage 253rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, HomeschoolPage 26Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th 10th