HOW TO USE THIS GUIDE

1. Duplicate the DFTV student page of your choice (pp. 3–6), and distribute it to your students. Read the questions posed by the young scientists. Encourage your students to describe how they would investigate the questions. Guide them through the steps of developing an inquiry (see below).

2. If you have videotapes of the episodes featured in this guide, play the video segment to see how the DFTV kids investigated the questions and what their results were. The investigations are also described on page 7 of this guide and on the DragonflyTV Web site. Apply the ideas learned in the DFTV example to the classroom activity "Do It, Get To It," or encourage students to do the investigation described in "Take It Outside!"

3. If your students develop investigations of their own, encourage them to visit the DragonflyTV Web site, pbskids.org/dragonflytv, and click on DFTV Boards. Kids can describe their investigations, and share their ideas with others.

OBSERVATIONAL

1. Write the question: How does A compare to B? Make a hypothesis.
2. Decide what to measure or observe for both A and B and how to do it.
3. Make multiple observations when possible. Record all results.
4. Organize the data in a table or chart, looking for differences or similarities.
5. Write an answer to the original question. Also write down any new questions that come up during this investigation.

EXPERIMENTAL

1. Write the question: If I change A, what happens to B? Make a hypothesis.
2. Choose the independent variable (the thing you change) and dependent variable (the thing that is affected) and how to measure them.
3. Do multiple trials when possible.
4. Organize the data into a table, and prepare a graph. Look for patterns or trends.
5. Write an answer to the original question. Also write down any new questions that come up during this investigation.

DragonflyTV is a production of Twin Cities Public Television (TPT), St. Paul/Minneapolis, and is made possible by major grants from Best Buy Children's Foundation and the National Science Foundation.

405 / Sound: Volleyball

Student Page

What's Up?

We're Brittney and Maggie, and whether we're bumping, setting, or spiking, volleyball is our favorite game. Like any team activity, communication really helps. Sharing information and cheering on our teammates guides and motivates our teammates during this lightning-fast game. But how much is too much? Our DragonflyTV query is this: **Is talking on the court helpful or just plain distracting?**

How Would You Investigate This Question?

To find out how much on-court communication is best, think about the kinds of things volleyball players would talk about. Do they shout directions, identify the ball's location, or just offer encouragement? What kinds of things might they say? What kind of communication is most helpful in other sports? How could you test these ideas on a court, field, or other location? Write your ideas in your notebook and discuss them with your classmates. Then discuss them with your teacher, watch the DragonflyTV video, or go to pbskids.org/dragonflytv to see what Brittney and Maggie learned about chatter on the court.

Do It, Get To It

Some people can "filter out" distracting sounds better than others. Get a group of friends and try an experiment. Have one friend be the listener and three other friends be the talkers. Two of the talkers will each recite a different fairy tale. The third talker will tell an unfamiliar story. When you are ready to begin, have all three talkers start talking on top of each other. The listener closes her eyes and tries to listen to the unfamiliar story, filtering out the other talkers. After two minutes of chatter, everybody stops talking, and the listener tries to re-tell the unfamiliar story. How many details will she get? Why?

Take It Outside!

Remember the trick of talking to someone using two cups and a long string? Remember the game of "telephone," where you pass a message along from person-to-person, and by the end the message comes out completely different? Try an experiment using both games! Make a set of several cups-and-string communicators. Get some friends and spread out. Make sure there is a cup-and-string communicator between each pair of people. Have the first person start a message through the cup-and-string to the next person. The second person continues the message to the next player through the next cup-and-string, and so on. How effective is this communication method? Can you improve the results in any way?

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About the DFTV Investigations
(for the educator)

dragonflytv

Educator Page

ICE BIKES

NATIONAL SCIENCE EDUCATION STANDARD

Science and Technology Grades K–4:
Understanding about Science and Technology
Physical Science Grades 5–8:
Motions and Forces

The boys acquired three rubber tires, installing 50 studs in the first, 100 studs in the second, and 150 studs in the third. They recorded the time it took to go around a 200 meter ice track once from a complete stop, doing several trials for each tire. For the conditions of the track (wet and slushy), they found the 100-stud tire gave them the shortest race time, and the most control.

As with many technology investigations, one looks for trade-offs. More isn't always better. Discuss with students the importance of identifying the limits of a technological innovation.

SEA LIONS

NATIONAL SCIENCE EDUCATION STANDARD

Life Science Grades K–4:
Organisms and Environments
Life Science Grades 5–8:
Regulations and Behavior

Robyn and Alex received permission from the zoo to select three types of fish to feed the sea lions at the next three feedings: frozen fish; small live trout; large live trout. They kept the weight of fish the same at each feeding, and recorded the time for the sea lions to consume all the fish. They also observed the sea lions for ten minutes after feeding, to monitor their activity levels. They found that feeding the sea lions live fish induced positive behaviors, keeping the sea lions active and alert. Discuss the challenges in controlling variables when conducted investigations into animal behavior. Time of day, age of the animal, changes in the animal's routine can all influence the observations one makes.

CURLING

NATIONAL SCIENCE EDUCATION STANDARD

Physical Science Grades K–4:
Motion of Objects
Physical Science Grades 5–8:
Motions and Forces

The girls first looked for the relationship between the direction of rotation of the curling rock and the direction of its curl. Secondly, they investigated the effect that sweeping has on the rock's motion. They used a digital laser timer to gauge the speed of the rock, then measure the distance of the slide, either sweeping it or not. They compared swept and unswept rocks of similar initial speed, and found that all rocks, regardless of speed, glide farther when the ice in front of them is swept. Encourage your students to look for science investigations in the sports they enjoy.

VOLLEYBALL

NATIONAL SCIENCE EDUCATION STANDARD

Life Science Grades K–4:
Organisms and Environments
Life Science Grades 5–8:
Regulations and Behavior

The girls scrimmaged with another team to test whether the number of players communicating influenced their team's success. They played ten serves where no player talked, ten serves where only the captain talked, and ten serves where all six players talked. They found that they did win more volleys once everyone was communicating, although they were aware that this is a skill that comes with practice.

Human behavior experiments are difficult to conduct, given all the factors that can influence an outcome. This investigation is a good example of a non-traditional investigation relating to a popular sport. Encourage your students to develop other creative investigations like this one.

For more details on these investigations, visit pbskids.org/dragonflytv.
Use the search option to quickly find the specific segment.

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