Trend Task: Water Weights

One to one



Year: 8

Focus: Resources:

Buoyancy displacement

Video recording on laptop computer, mug of water, weight, spring balance



VIDEO SCRIPT:

Alisa is at the swimming pool with her big brother. She tries to lift Jess up to throw him into the pool. She finds that Jess is too heavy. Later in the water she tries to lift Jess again. This time it is easy to lift him. He feels much lighter in the water. Alisa can easily lift her brother up high.

Questions / instructions:	% responses 2003 ('99)			% res 2003	oonses ('99)
This activity uses the computer.		year 8	 Weigh this object and then we'll record its weight in the recording book. Let student weigh object and record weight on recording sheet. 		year 8
shows some children at the pool.					
Click the <i>Water Weights</i> button. The video will start.			 If you weigh the same object again, but this time in water, do you think it will weigh 		
The video showed Alisa trying to lift her brother. She couldn't lift him at the side of the pool. But when she got in the water she found it easy to lift him.			more, less or the same?		74 (70)
			Let's weigh it and find out. Make sure the		71(78)
1. Why was it easier to lift her brother when they were in the water?			object is covered by the water but not touching the bottom.		
buoyancy <i>(water displaced)</i> helps lift you up/ float		40 (40)	Let the student weigh the object in the water.		
makes you light, weigh less		25 (33)	 Look at the scale, then we will record its weight in the recording book. 		
upwards force on body		2 (0)	Record weight.		
Now we're going to do an experiment. We're going to compare the weight of an object in the water and out of the water			5. Does the object weigh more, less or the same in the water?		
water and out of the water.			not marked		•
the weight.			Try to explain why the weight changed when the object was in the water.		
			water helps support/lift/hold the object's weight		46 (38)
			object pushes water aside, producing upwards force on body		2 (3)
			Total score: 4–5		1 (1)
			3		24 (21)
			2		29 (27)
			1		21 (30)
			0		25 (21)

Commentary:

This is a difficult phenomenon to explain. There was no discernable change in performance overall between 1999 and 2003.