Slide A

Navigate: Speed

With your class



How would the speed that the driver is going affect the position and time of the car?

Slide B

Navigate: Speed

With your class



What could we do to keep track of how this speed changes over time?

With your group

Plot speed over time for the undistracted driver and the distracted driver on the same graph.

→ Be ready to share with the class and create a public record of our ideas.



Use the handout to calculate the impact of speed on reaction distance.

 \rightarrow Be ready to share with the class.

With your class



What did the data say about the impact of speed on reaction distance given a fixed reaction time?

With your class

What can we do to limit people's speeds?

Slide G

Home Learning



Home Learning

Ask a family, friend, or community member:

- 1. What are the speed limits in different parts of our community?
- 2. Have they changed? How?
- 3. Should they be changed? How, and why?

With your class



- What did we learn from talking to friends, caregivers, and community members about speed limits in our community?
- What can we do to limit people's speeds?
- How would limiting speeds make driving more safe?

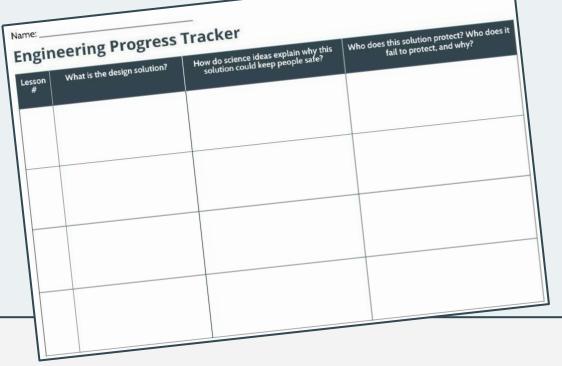
→ Let's keep track of our ideas about possible engineering design solutions.

Engineering Progress Tracker

With your class



Fill in the first row of the Engineering Progress



Engineering Faster Reaction Times

On your own

Read Engineering Faster Reaction Times.



With a partner

Share what surprised you from the reading. Then fill in your *Engineering Progress Tracker* using ideas from the reading.

Navigate

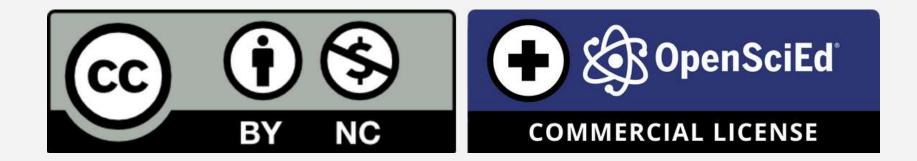
Driving is more dangerous when the car is moving faster because the car will travel farther during the time it takes the driver to react. This means the driver will hit the brakes later and have less time to stop or slow down.



Exit Ticket

How will speed affect the distance and time it takes to stop **after** the driver hits the brakes?

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