

**Grades: 4-5**

## **Sci Girls, “Multitasking Mania”**

This series showcases bright, curious real girls putting science and engineering to work as they answer questions and make unexpected discoveries in the world around them. In this episode, can teens -- juggling computers, smartphones, music, homework and TV at the same time -- multitask as well as they think they can? Alejandra and her friends find out.

**After watching this episode, choose from the following questions and/or tasks to extend your learning**

### **Question Box 1**

- What clues can you point to in the program to explain the author’s purpose? What is the intent or purpose of the writer?
- What is your analysis of the program? What evidence did you identify to support your analysis of the TV show?
- What is the central idea? How is the central idea developed?
- Cite evidence from the TV Show to support your determination of the central idea.
- Provide an objective summary of the program.
- What interaction influenced future events? Provide evidence.
- What does multitasking mean? Give an example.
- What are scientists opposing opinions regarding the definition of multitasking?
- What do scientists with opposing opinions agree on?

#### **Mentor Moment**

- What is the name of the mentor that helps the girls with their research?
- What are her credentials?
- What does the mentor explain to the girls?
- What is the current research behind multitasking?
- What tips do the girls get from their mentor?
- How do the girls develop their survey for their peers to take?

#### **Research**

- What preliminary research do the girls gather from their peers before proceeding with their multitasking experiment?
- How do they collect data?
- From this survey, what do they determine to investigate?

#### **Test**

- What do the girls ask students to do while doing their homework?
- Explain the evidence the girls collected.

#### **Share**

- Explain what the girls discover about the students.

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- Now that it's over, what are my first thoughts about this overall project? Are they mostly positive or negative?
- If positive, what comes to mind specifically? Negative?
- What were some of the most interesting parts to this program? Explain.
- What were some of my most powerful learning moments and what made them so? Explain.
- What surprised you in the program, and why?
- What's the most important thing you learned from the TV show? Why do you think so?
- Write a list of things you do well. Think about it...can you do as well with each task if you did more than one or several at the same time?

### **Box 3 (Tasks)**

- What is meant by "multitasking?"
- What did the SciGirls find out about multitasking?
- Visit [Multitasking Mania](#)
  - Download both PDFs
  - Complete the activities

### **Box 4 (Enrichment)**

- What does the research say about the ability of humans to multitask?
- Make a claim with evidence to state whether or not humans are more productive when they try to multitask.

Test yourself:

- From a list of things you do well, select three.
- Do each activity timing yourself. Record how long it took for you to complete the task and note how well you did.
- Now do each of three activities simultaneously (at the same time). Record the length of time it took you to complete the three projects and note how well you did on each task.
- Tell whether you are good or not at multitasking? Infer why you reached your conclusion.
- Repeat the process with three other tasks.
- Compare your results.
- Write a list of tasks that you can do well together and a list of tasks that you cannot do well at the same time.
- Test your theory.

### **Box 5 (Extend/Real-Life)**

- Recall a time when you tried to multitask, were you more productive, why/why not?
- Engage in the Scientific Inquiry Process with your own idea to research.
- [https://d43fweuh3sq51.cloudfront.net/media/media\\_files/Inquiry\\_Explore\\_finalr.pdf](https://d43fweuh3sq51.cloudfront.net/media/media_files/Inquiry_Explore_finalr.pdf)