



**Southeast Region D**

**Charlotte-Metrolina Section, D-002**

**Event Report**

**Carowinds Girl Scout Overnight**

**11 September 2009**

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**1. Event Name**

Carowinds Girl Scout Overnight

**2. Event Date & Time**

Friday, September 11, 2009; 8:30pm

**3. Event Location**

Carowinds Amusement Park

**4. Event Coordinators**

Leigh Ellington, Sandra Kolvick

**5. Attendance**

Number of Members present: 4

Number of Non-members present: 2

**6. Event Sponsors & Donations**

Sponsors of the event are listed with their donations in Table 1 Event Sponsors & Donations:

**Table 1 Event Sponsors & Donations**

Event Sponsor	Donation

**7. Awards/Door Prizes & Recipients**

Awards and Door Prizes that were given at the event are listed with their recipients in Table 2 Awards/Door Prizes & Recipients:

**Table 2 Awards/Door Prizes & Recipients**

Award/Door Prize	Recipient

**8. Income & Expenses**

Income, other than donations, that was received or collected for or at the event is listed in Table 3 Event Income:

**Table 3 Event Income**

Item	Amount	Receipt Remitted? (Yes/Pending)
	\$	

	\$	
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Expenses, other than awards or door prizes, that were incurred for or at the event are listed in Table 4 Event Expenses:

**Table 4 Event Expenses**

Item	Amount	Receipt Submitted? (Yes/Pending)
	\$	
	\$	

## 9. Event Description

*Written in the format of a newsletter article.*

The Girl Scout event at Carowinds was a great success! The girls were broken into groups and sent out to discover the "mad" science of the park. The SWE volunteers played the "mad" scientist scattered throughout the park. At each station, the "mad" scientist would describe the principle of science that applied to a specific ride at the park. Short demonstration experiments were used to make the points about the principle.

Hypothesis were used to help with the experiments. These were posed as questions first and once answered by the group, turned into hypothesis that were tested. One principle that was demonstrated and used this approach was the speed of fall of different weight objects. The question was "Do heavier objects fall faster than light weight objects?". The answer was different for each group but could be used to form a hypothesis. Usually the hypothesis was heavier objects fall faster than lighter objects. The demonstrations that were used for tests for the hypothesis included dropping a heavy ball and a light ball from the same height at the same time. Both balls usually hit close to the same time. Then a heavy book and a piece of paper were dropped beside each other. The paper floated down while the book dropped fast. Then the paper was placed on top of the book and dropped together. Both hit at the same time. The discussion of how air impacts falling objects followed this. Finally the ride was used as an example (for this one, the Drop Zone). The discussion was how each car would be loaded with different weight (different sized people) and yet the cars dropped at close to the same time. The conclusion was that heavier objects do not fall faster than lighter objects given enough room to fall and a vacuum (remove the air resistance).

Each of the stations had similar experiments and demonstrations. The Girl Scouts held a question and answer session after the event.

## 10. Lessons Learned

*Things that went well and things that we could do better next time.*

Check the carts (experiment stations) before the event so that supplies are available for the demonstrations. Take a lab coat with you if you own one (fit was an issue for several people).

## 11. Contact Information

*For future planning.*

## 12. Photos

Have the photos taken at event been uploaded to Section's Flickr account?

Yes

Not yet

None taken

Photos will be uploaded by 12/14/09.