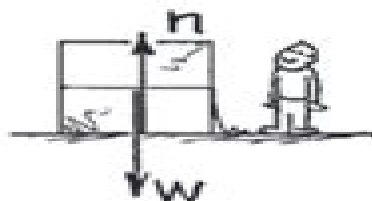


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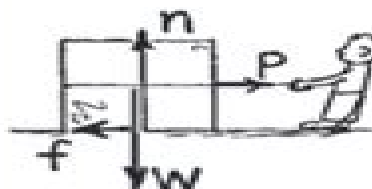
6-1

Friction



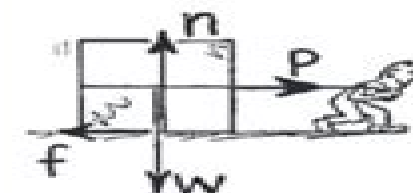
1. A crate filled with delicious junk food rests on a horizontal floor. Only gravity and the support force of the floor act on it, as shown by the vectors for weight W and normal force n .

- The net force on the crate is (zero) (greater than zero).
- Evidence for this is no acceleration.



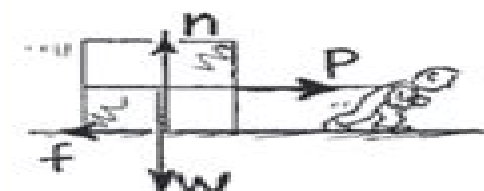
2. A slight pull P is exerted on the crate, not enough to move it.

- The force of friction f acting on the crate is (less than) (equal to) (greater than) P .
- The net force on the crate is (zero) (greater than zero).



3. Pull P is increased until the crate begins to move. It is pulled so that it moves with constant velocity across the floor.

- Friction f is (less than) (equal to) (greater than) P .
- Constant velocity means acceleration is (zero) (greater than zero).
- The net force on the crate is (less than) (equal to) (greater than) zero.



4. Pull P is further increased and is now greater than friction f .

- The net force on the crate is (less than) (equal to) (greater than) zero.
- The net force acts toward the right, so acceleration acts toward the (left) (right).

- If the pulling force P is 150 N and the crate doesn't move, what is the magnitude of f ? 150 N
- If the pulling force P is 200 N and the crate doesn't move, what is the magnitude of f ? 200 N
- If the force of sliding friction is 250 N, what force is necessary to keep the crate sliding at constant velocity? 250 N
- If the mass of the crate is 50 kg and sliding friction is 250 N, what is the acceleration of the crate when the pulling force is 250 N? 0 m/s² 300 N? 1 m/s² 500 N? 5 m/s²

CONCEPTUAL PHYSICS

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**Robert C. Smoot, Smoot, Richard G.
Smith, Jack Price**



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professionals nurses and physicians and on health care organization management issues *Environment and Planning* ,2008

Revue Agronomique Canadien ,1923 Engineering ,1924 Technical Report ,2000 *Decolonising Australian History Education* Rebecca Cairns,Aleryk Fricker,Sara Weuffen,2024-06-25 This book is the first of its kind to showcase a range of fresh and expert perspectives on decolonising history education in Australia The research informed chapters by First Nations and non Indigenous educators and scholars provide guidance on applying practical strategies for decolonising learning and teaching and moving beyond the history wars History has long been the most contentious area of education in Australia This book tackles the narrow and overtly politicised history wars debates and foregrounds the need to re examine impacts of settler colonialism on Australia s history First hand knowledge and much needed teaching practices are presented demonstrating how decolonisation can be put into action through Australian history education The chapters present a range of perspectives from the early years right through to higher education settings and argues that there is an increased need for greater awareness appreciation and willingness to explore and engage with multiple narratives of truth telling that are so often contested Readers are guided to discover how this translates to classroom practice through unique provocative and research informed strategies that foreground applied decolonising approaches Combining theoretical perspectives and practical ideas this book is an essential resource to support pre and in service teachers in all education contexts in navigating the decolonisation of Australian history education This makes it an important contribution to local as well as global decolonising efforts *Educational Screen & Audio-visual Guide* ,1970 **Thinking seriously about youth work** Hanjo Schild,Nuala Connolly,Francine Labadie,Jan Vanhee,Howard Williamson,2017-11-13 If we consider the 50 states having ratified the European Cultural Convention of the Council of Europe or the member states of the European Union the multiple and divergent nature of the realities theories concepts and strategies underlying the expression youth work becomes evident Across Europe youth work takes place in circumstances presenting enormous differences with regard to opportunities support structures recognition and realities and how it performs reflects the social cultural political and economic context and the value systems in which it is undertaken By analysing theories and concepts of youth work and by providing insight from various perspectives and geographical and professional backgrounds the authors hope to further contribute to finding common ground for and thus assure the quality of youth work in general Presenting its purified and essential concept is not the objective here The focus rather is on describing how to provide opportunities for all young people to shape their own futures as Peter Lauritzen described the fundamental mission of youth work The best way to do this remains an open question This Youth Knowledge book tries to find some answers and strives to communicate the strengths capacities and impact of youth work to those within the youth sector and those beyond to those familiar with its concepts and those new to this field all the while sharing practices and insights and encouraging further reflection

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