



# Taking the ~~FEAR~~ out of SciencE FAiR\*

\* Everything about holding a school science fair  
you didn't want to know and was afraid someone  
would tell you.



# Science Fairs Are Not Hard

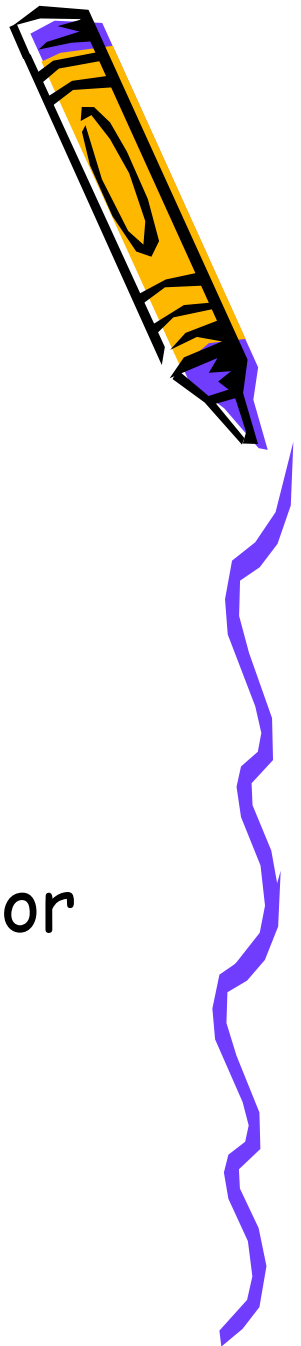
- DON'T PANIC! (Even if you have never held a science fair before, there are people who can help you. That's why I 'm here.)
- Put together a committee (divide and conquer)



- choose a date (no later than the end of March to participate in the county-wide fair)
- choose a place (cafeteria, gym, library, your backyard) and make arrangements for displacement (gym outdoors or in classrooms, eat lunch in the classroom for a couple of days, etc.)



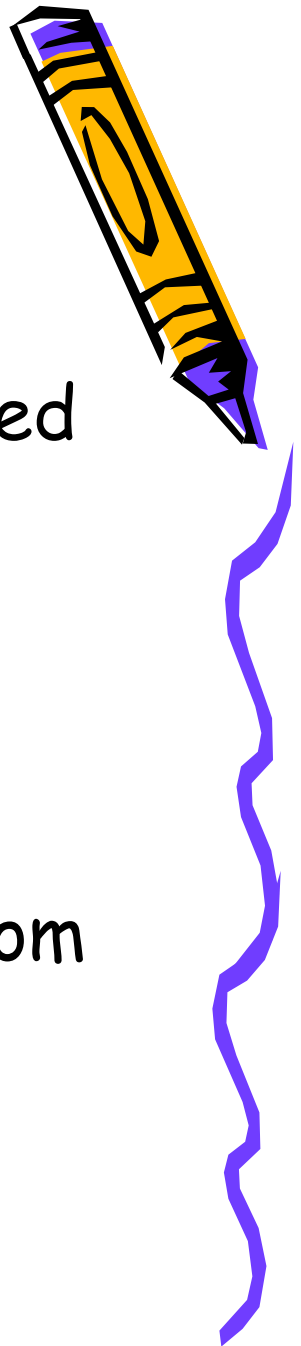
- establish a budget (you need your principal for this one)
- order backboards and ribbons (catalogs have been included in this packet)
- arrange for judges, refreshments for day of the fair (do this as soon as possible)



- schedule and publicize an evening open house for the night of science fair
- construct a reasonable timeline (see examples)
- establish rules and regulations (should follow county guidelines)



- communicate with teachers—you need them on board
- consider holding a parent night to introduce the project and educate parents (I can help with this, too)
- Put together/distribute materials (parent/student packet and classroom lessons—examples provided)

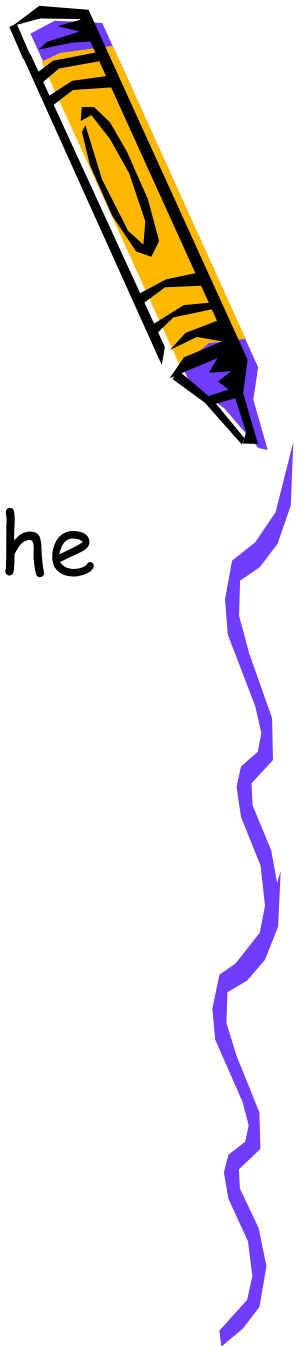


- Use the lessons in the packet for teaching the scientific method to your students. Space the lessons to correspond to each piece as it is due on the timeline.
- encourage teachers to follow-up on student progress (Science Fair should be taught)



# The Day Before The Fair

- try to arrange for substitute coverage to be free to set up the fair
- have a plan for set-up and communicate to teachers



# The Day Of The Fair

- have help to set up refreshments, greet judges etc.
- keep yourself free to facilitate judging

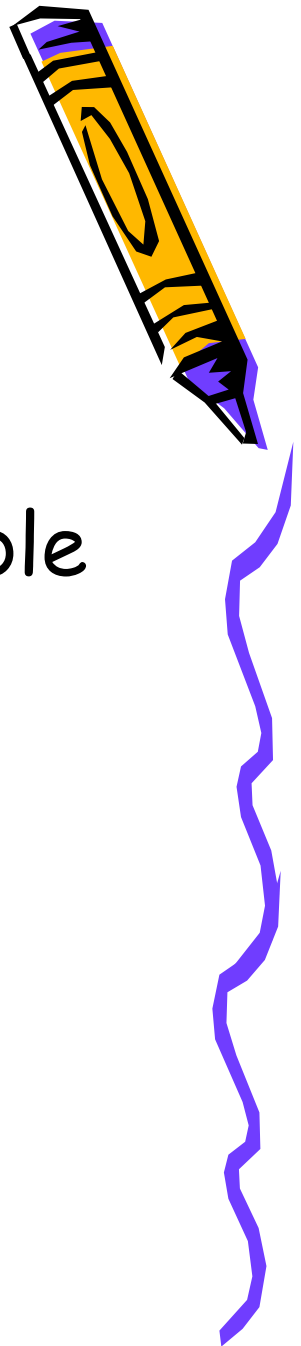


- total score sheets, record winners, communicate winners to office for end-of-day announcements, assign helpers to place ribbons and/or certificates on projects
- evening open house/viewing of projects

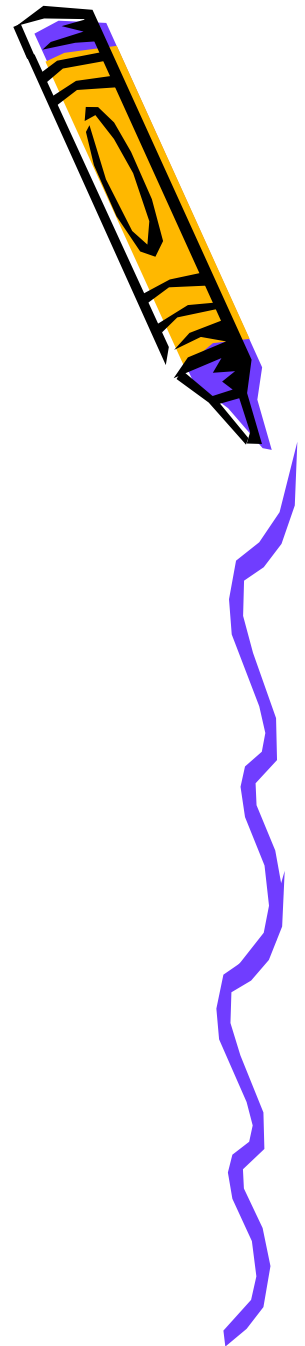


# The Day After The Fair

- students clear their projects from the area as soon as possible (a schedule helps)
- take the afternoon off—you deserve it



# Parts of a Science Fair Project

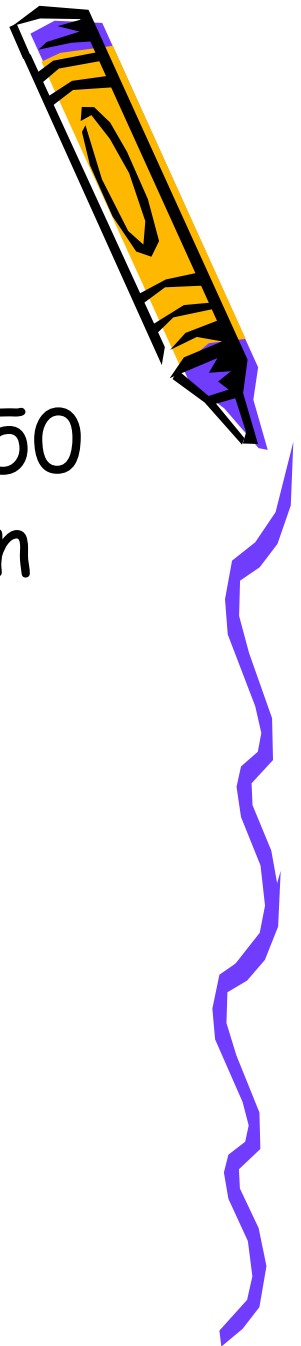


- Question
- Hypothesis
- Materials
- Procedure
- Results
- Conclusion



# Scoring Projects

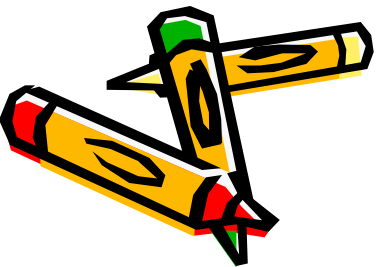
Projects may be awarded a total of 50 points, 5 points for each of the ten following parts of the project:

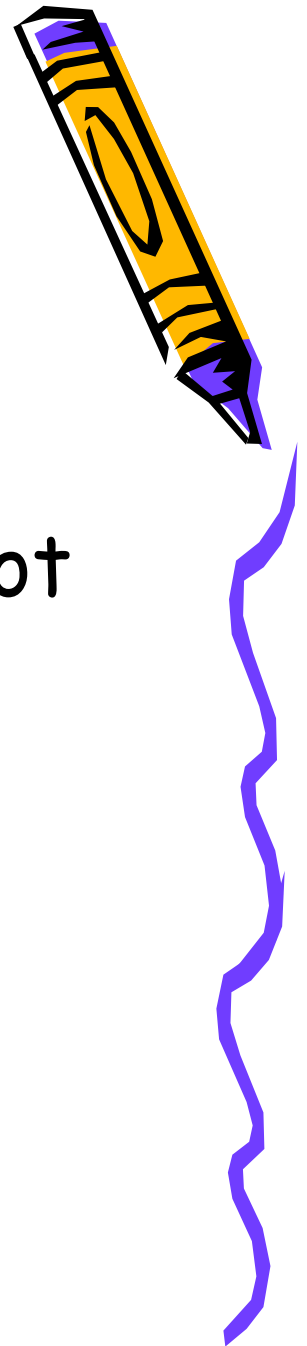




## Overall Appearance and Organization of the Backboard:

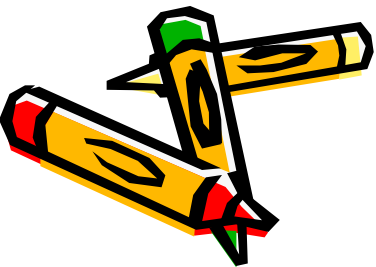
- All parts of project are included, clearly labeled, and in sequential order. (Question, prediction, materials, procedure, results, conclusion)
- Backboard is neat and attractive





## Question:

- Question led to an investigation, not a report, demonstration or model.
- A creative approach to problem solving was used to formulate the question.





## Prediction:

- Prediction must state a possible outcome of the experiment with an accompanying explanation.
- A research paper is present showing research was done prior to predicting.

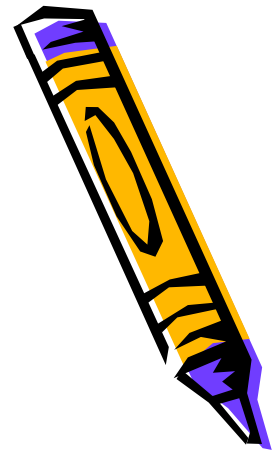




## Materials and Procedure - Experimental Design:

- Independent, dependent, and controlled variables are correctly identified and listed.
- Adequate data were collected through repeated trials to justify the conclusion.
- Appropriate sample size was used to support a conclusion (as necessitated by project.)





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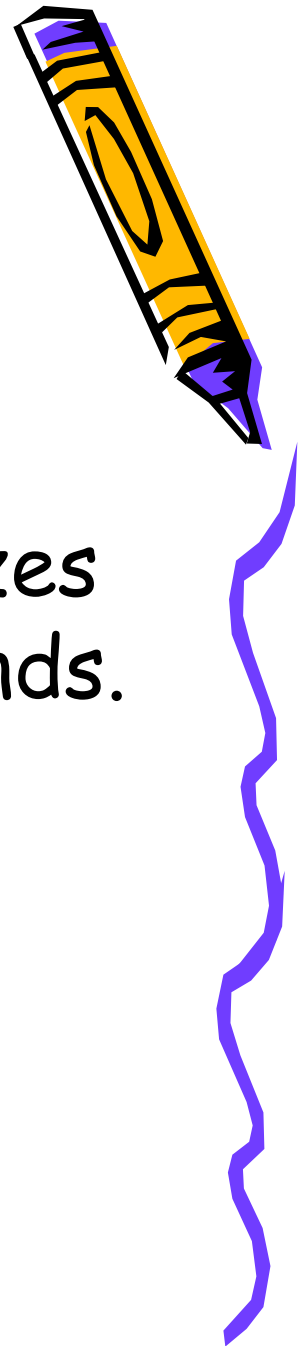




## Results - Graphic Representation:

- Data are present in the form of a table with appropriate labels and title.
- An appropriate type of graph is accurately constructed (scale, labels, and title) from the data on the data table.

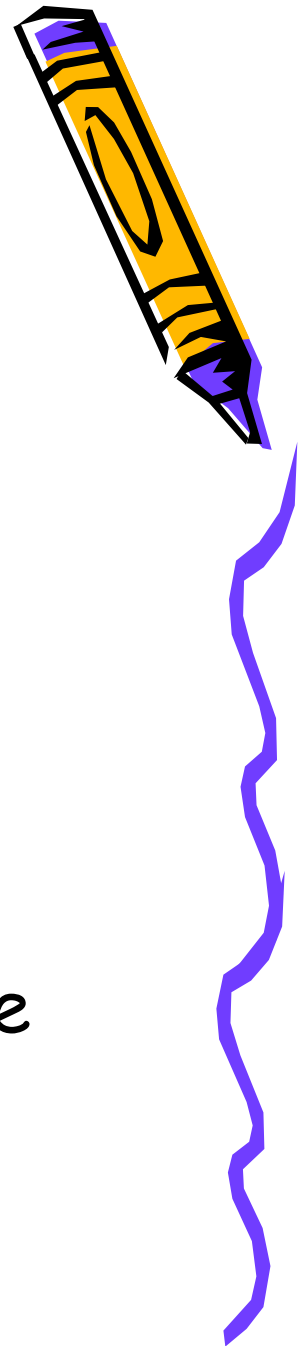




## Results - Written Explanation:

- Explanation analyzes and summarizes the data to note patterns and trends.
- Explanation interprets the graph.





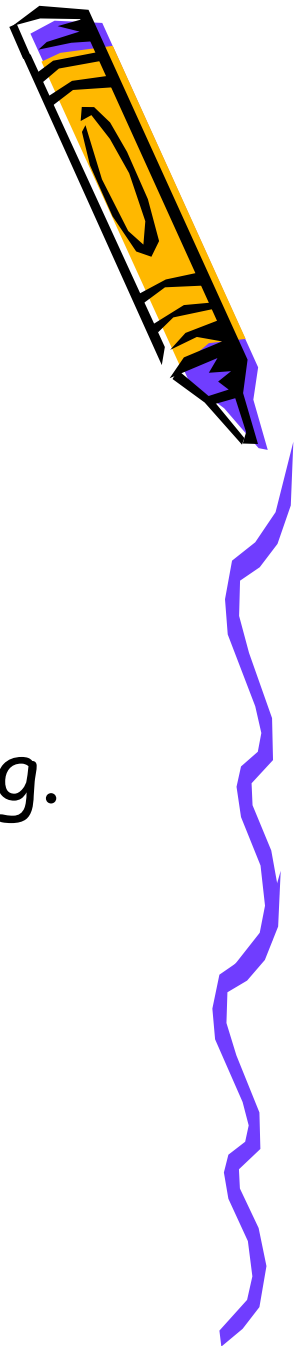
## Conclusion:

- Conclusion answers original question being investigated.
- A statement reflecting whether the prediction was supported or not is included.
- Supporting data are referenced.
- Additional questions to investigate are presented.



## Interview - Understanding:

- Student is able to explain the investigation in a way that demonstrates clear understanding.





## Interview - Application:

Student is able to...

- relate findings of project to a real world situation.
- identify career connections.
- generate ideas for future research.

