



SCIENCE TOPIC OUTREACH POSTERS

OVERVIEW

“STOP for Science” is a building-wide science enrichment program consisting of a series of posters and accompanying questions designed to pique student interest in science concepts and their application to the world in which we live. Accompanying each poster is a series of question sheets of increasing difficulty levels that students answer and submit at a designated location (collection box, office, etc.). Random prize drawings can be used to recognize/celebrate student participation. The purpose is to expose students to and create school-wide interest about science so students want to “STOP for Science” as displays are changed throughout the year. Although the focus is on enhancing building-wide science interest, content can also be linked directly to science classroom activities through use of accompanying teacher resource guides.

FEATURES

Ease of administration: The program can be coordinated by one individual (building principal, teacher, or parent volunteer) yielding simple exposure of students to science concepts and enrichment beyond the articulated classroom curriculum, and can also be expanded to support classroom activities.

Materials include a Teacher Resource Guide for use with connections to classroom learning. All materials are available for download from the “Stop for Science” web page at <http://chandra.harvard.edu/edu/stop>.

Materials are tied to National Standards for science, math, and reading.

Targeted audience: Grades 3-6 for independent use. Grades K–2 with adult or upper grade level assistance.

Each poster stands alone and is not tied to concepts in other posters. Posters can therefore be displayed in any sequence desired.

Question sheets are written with increasing difficulty levels. Grade ranges identify approximate ranges for each level (but do not restrict use of any set by interested participants).

Level One	K-2 (requires adult or upper grade level assistance)
Level Two	Grade 3-4
Level Three	Grade 5-6

Exposes students to a variety of familiar, yet challenging, science concepts utilizing simplified explanations and illustrations as applied to real-life events.

Serves as precursor to in-depth studies included in upper grade level curriculum.



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SUGGESTIONS

Posters should be displayed in a high traffic area, where students have ample opportunity to observe, discuss and reflect on their content. School lobbies or walls near lunch lines are particularly good examples of such areas.

A specific topic poster and accompanying questions should be displayed for a duration long enough to allow students time to explore, gain interest and answer questions, yet not so long as to produce complacency. Field testing suggests that a four to six week timeframe is appropriate.

BACKGROUND

The “Stop for Science” program was developed under support from a grant from the Chandra Science Center. The program has been field tested at Fiske Elementary School, in Lexington, MA, and Section Elementary School, in Mukwonago, WI.