



Everything you need to know about the  
Blossom Hill Science Fair...in 30 minutes





# What is the point of this fair?

The science fair is a showcase. Not a contest!

- Develop interest in science
- Learn
- Have fun

Every child gets a feedback form and a medal.



Blossom Hill Science Fair 2016-2017 Project Feedback

Name: \_\_\_\_\_  
Teacher/Grade: \_\_\_\_\_

Something we **really** liked about your project:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Board Section		✓ Good Job	✓ Almost To Go
Problem Question	What question are you trying to answer? • Problem is clear and specific • Not easy to read from a distance		
Hypothesis	What did you think would happen? • Hypothesis easy to understand • Hypothesis correct in format		
Procedure	What steps did your experiment follow? • Steps listed in order and easy to follow • Procedures aligned to the problem		
Materials	What materials did you use? • All materials listed • Clear and easy to read		
Data/Results	What data and results did your experiment generate? • The data/results were clear and easy to understand • Includes pictures, tables, or charts as needed		
Conclusion	What did you learn? • Was your hypothesis supported, or not supported, by the data NOTE: the hypothesis does not have to be "correct"; disproving the hypothesis is also a success		



And a t-shirt. (Can't forget the t-shirt!)





# What kind of project should my child do?

The first time I signed up for the science fair,  
all I could think of was:



Don't worry, there are other projects!





# OK, then how to pick a project?

First start with something your child is interested in.



I mean other than computer games.



You know, something scientific.





**My child has an area of interest.  
Now what?**

Create a problem statement.

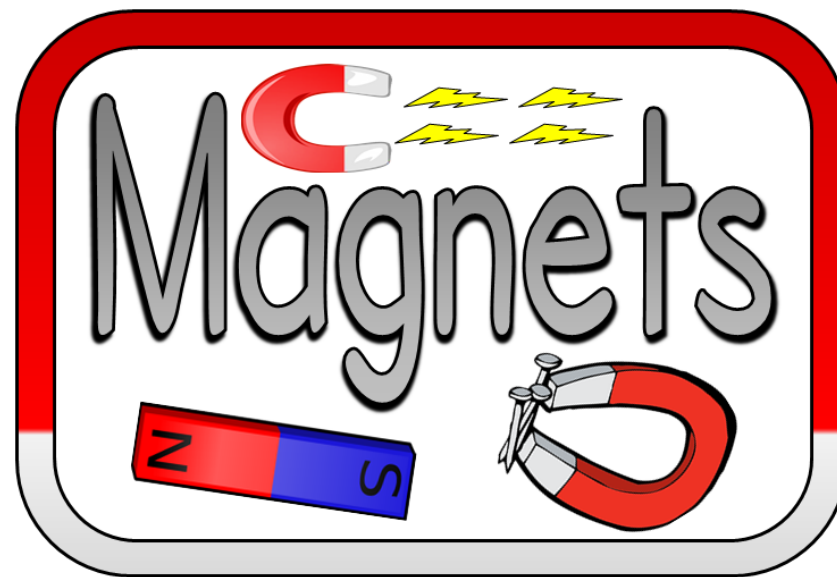
Determine a hypothesis.

Then come up with an experiment to test it.



**That's confusing.  
How about an example?**

OK! Let's say your child is interested in magnets.



What is a problem statement (a question) that you can test with an experiment?



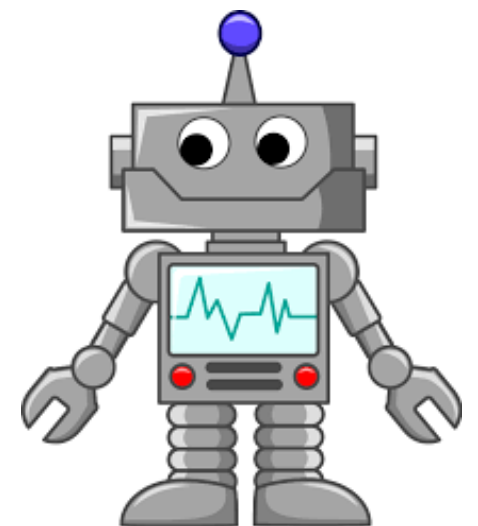
Remember, start with a question:

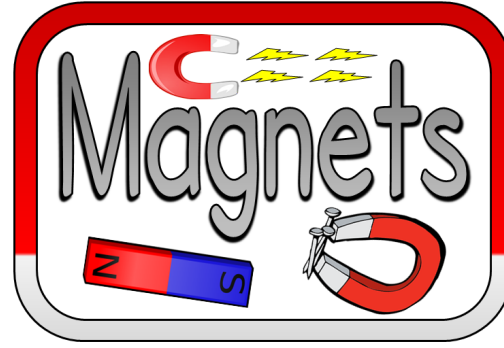
“What materials will a magnet attract?”



Don't start with a project:

“I want to build a magnetic robot.”





## ✓ **Good Problem Statements**

- Will a small magnet pick up more than a big magnet?
- How far apart can you hold magnets before they stop attracting each other?
- Do magnets work underwater or in other liquids?

## ✗ **Not so good Problem Statements**

- What is a magnet? (more of a research project)
- How do magnets work (too general, hard to test)
- Will two powerful magnets squish my brother's head (dangerous)



For today we will pick this problem statement:

“What materials will float above a magnet”?





# I'm ready for the next step.

Now we need a hypothesis.

A hypothesis is what we think could happen.

The hypothesis does not have to be “correct”!

If you disprove it you still have a good experiment.



**Our hypothesis will be:**

“all types of metal will float above a magnet”







## Moving on...

Now come up with a test procedure.

### Procedure

1. Get a bunch of types of metal
2. Put each one above the magnet
3. Figure out which ones float

Also make sure to keep a list of materials you used.





# But what if something goes **WRONG**?

Something  
WILL go  
wrong.



It always does.

Probably the night before it is due.





Perhaps nothing floats above our magnet. Horrors!

Here is checklist of what to do:

**Step 1 -** *PANIC.*

**Step 2 -** Relax, and figure out how to change something.



# What could I change?

## Change your test

Make a ring of magnets and float things above that?

Try putting the magnet in a small, open-top box to keep things from sliding off

## Change your question (problem statement)

Change from “what floats above a magnet” to “what can a magnet pick up?”

## Use estimates

- ➡ You may need to estimate some things; or to determine which data to include.
- ➡ Make sure you note this on your board!
- ➡ We want to teach our children that results are results, we don't just make it up.
- ➡ And we don't change results to fit our hypothesis.



**Wait a minute.  
It sounds like I'm doing all the work.  
Who is doing this, me or my child?**

An excellent question. Glad you asked.

- ★ Let your child do as much as they can on their own.
- ★ This varies by grade, and by the individual child.
- ★ It is OK to help as needed and to “work together”.
- ★ Remember the goal is to have fun and enjoy science. To learn. And all that good stuff!



# What else do I do to finish the project?

Back to our magnet example.

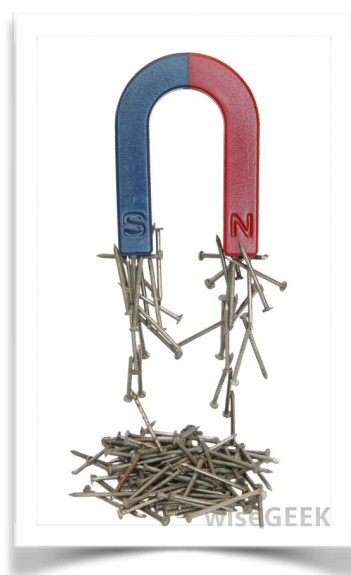
You ran your test.



You recorded the data - the results - perhaps in a table.

(You did record the results didn't you)?

You took a few photos.





Now for your **conclusion**.

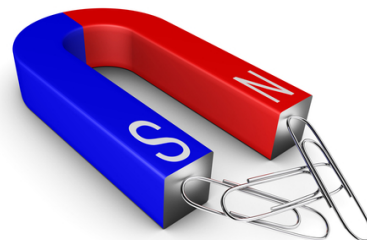
Another way to put it is, “what did you learn”?



You may need to do some research.



In our case we need to learn a bit about how magnets work.



You can put a short summary of your research on your board.





## Our Conclusion

Magnets mainly attract (or repel) metals that contain Iron, Cobalt or Nickel.







**Almost done!**



Now your child records everything on the board.

You bring it to the MPR on the due date.

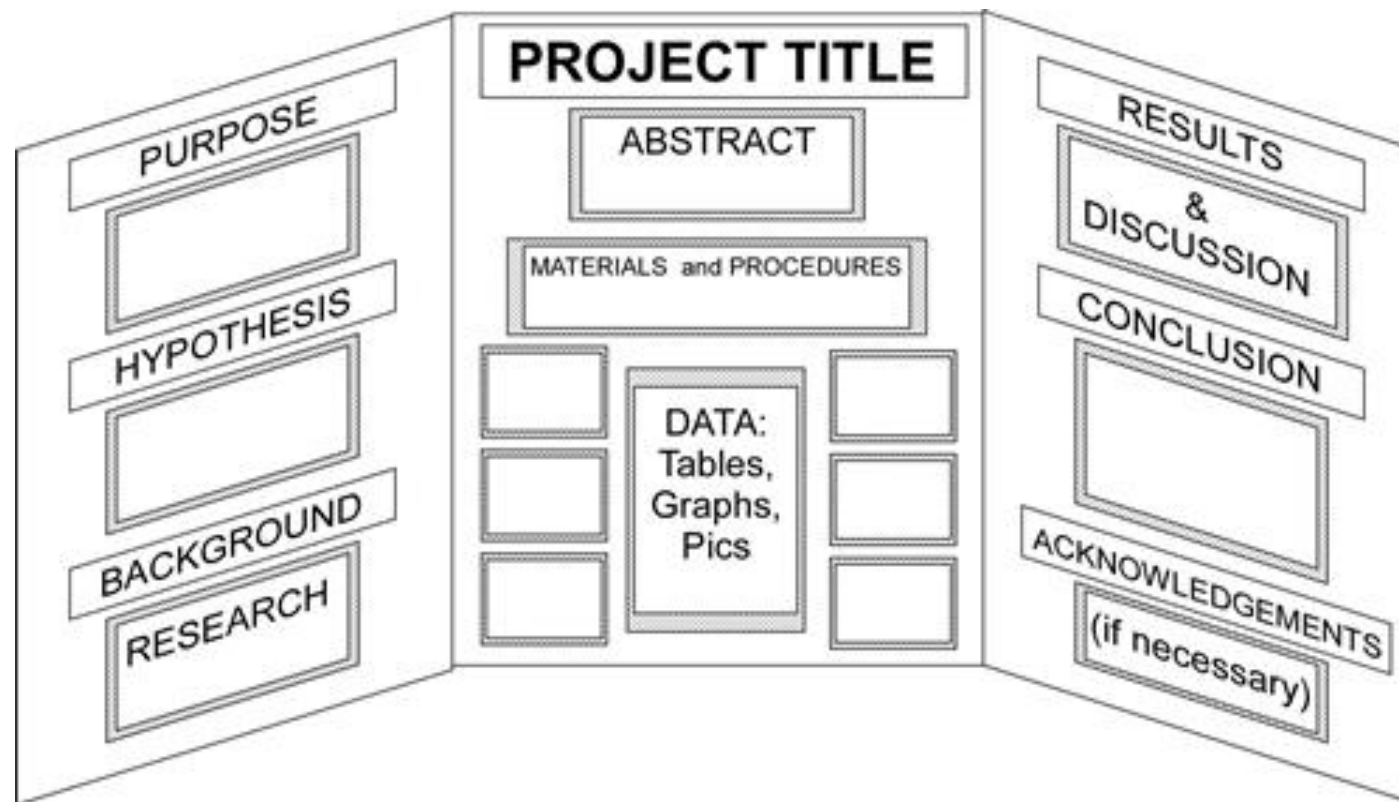
And bask in the glory.





# But what does the board look like?

Visit “how to set up your project” on the science fair web site.



- a diagram of the board (above)
- video on “what makes a good science fair display”.
- photos of sample boards



Also see the section “How Your Project Will Be Evaluated” on the web site.

You can view the project feedback form.

The feedback form is a great reference for what you need to do.

# Blossom Hill Science Fair 2016-2017 Project Feedback



Name: \_\_\_\_\_

Teacher/Grade: \_\_\_\_\_



Something we **really liked** about your project!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Board Section		✓ Good Job	✓ Room To Grow
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# I still can't think of an idea.

Well, first see what your child comes up with.  
They might surprise you!

Otherwise:

Search the internet for “**elementary science fair projects**”



Choose something that fits problem-hypothesis-experiment approach.

Check out some sample boards.

Ask people who have already been in the fair.



**Tell me more about this all-important project display board.**

**Q:** Do I have to buy it?

**A:** No. You will be given a board.

**Q:** When do I pick up my board?

**A:** January 30th

**Q:** Where do I pick up my board?

**A:** Table in front of the school

**Q:** What if miss picking up my board on January 30th?

**A:** Pick it up later in the school office







# Can I display stuff in front of the board?

Yes! In our example you could show the magnets and the materials.

But remember:

1. Your display will be touched by kids (possibly even go missing).
2. Put your name on **ANYTHING** you bring!
3. Pick display stuff up right at the end of the fair (or we may toss it).





## Other tips?

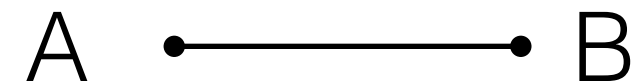
Sure!

If you order something for the project make sure you have plenty of time.

What if it comes late?



Try and keep the project simple!





# What if my child wants to work with a friend?



We are fine with teams.

*"What's gonna work? Teamwork!"*

They can work on the experiment together.

Each team member must register separately.

## Rules for Boards

1. Same grade = one board for team (both names on it!)
2. Different grades = one board for each child



# **Will my child get to present their work?**

- ➔ During school hours their class will come through — they might get to present then.
- ➔ During the main science night they can present.
- ➔ Have your child stand by their board for the first 20 minutes.
- ➔ Please go around and listen to other children!





Wednesday  
March 1, 2017

Project due in Blossom Hill MPR at drop-off.

Thursday  
March 2, 2017

Daytime: Classroom visits

Friday  
March 3, 2017

Daytime: Classroom visits  
Evening: **The Fair runs from 6-8pm**



**Have fun!**

Any other questions?