



## **EnvironMentors© 2006-2007 Fair**

### **Teacher and Mentor Summary**

The student's chance to shine in front of their peers and judges has arrived! The EnvironMentors Fair provides the opportunity for students to present their project to a team of high level judges and to compete for scholarships.

### **Objectives**

- Participate in and present the research project at the EnvironMentors Fair
- Discuss the research project with expert judges from various environmental fields
- Display professional conduct in a competitive atmosphere

### **Activities**

- Dress professionally for the event
- Bring all necessary materials for presenting the projects
- Practice presenting the project for friends and parents
- Present the projects to teams of environmental judges
- Participate in the EnvironMentors Awards Ceremony, where scholarships and awards will be handed out

### **Suggested Rubric**

**Total Value= 10 points**      To what extent did the student:

- Conduct him/herself professionally at the fair
- Dress appropriately for the event
- Bring all necessary materials
- Discuss research topics with the judges
- Attend the Awards Ceremony





## EnvironMentors Fair!

Your day to shine has finally arrived! The EnvironMentors Fair provides you the opportunity to present your project to a team of high level judges and to compete for scholarships.

### Required Items to Bring

Below is a list of items you are required to bring to the Fair in order for the judges to effectively evaluate your project. (Refer to previous sections for details on completing them). If you fail to bring any of the following items, you will receive a zero from the judges for that section, which will in turn affect the overall scoring and ranking of your project.

- 10 copies of the Project Abstract
- Final Project Research Paper (contained in a 3-ringed binder)
- Project Display Board

In addition, you are encouraged to include any other items that could help communicate your project to the judges, such as models, samples of specimens you may have collected, apparatuses used in your experiment, etc.

Use of laptops to display webpages or Excel spread sheets is permissible.

### Tips for a Positive Presentation

- Acknowledge judges with your utmost respect. The individuals who are serving as judges today are taking time out of their extremely busy days to be with you.
- Be courteous and provide your undivided attention. When a judge asks you a question, respond directly rather than going off on a tangent.
- Make an effort to make a personal connection with the judges by responding to them by name (Ex: Mr./Ms [Last name]), and looking them in the eye.
- Remember, **enthusiasm is contagious**. Even if you are getting tired, speak enthusiastically and make your body language indicate that you are fully involved.
- If you feel like the judge is having a hard time getting engaged in your project, YOU can ask him or her questions, (such as “did you know” type questions) to get the ball rolling.
- Remain standing throughout the official evaluation period. If you must sit, always stand up when a judge is coming by your station.
- **Turn off CD, MP3 players, and cell phones** and put them out of sight throughout the official evaluation period.
- Finish eating before the start time. PLEASE refrain from coming and going to the food table, and with the exception of water or juice, **DO NOT have food at your station**.
- Make sure to express your appreciation to the judges for interviewing you by **THANKING** them. Give them a firm handshake to show your appreciation. **AND**, don't forget to **SMILE!**





## Tips for Great Public Speaking and Presentation

### To deal with anxiety, I plan to:

- \_\_\_ Prepare as fully as I can.
- \_\_\_ Make sure my display board is organized and complete.
- \_\_\_ Develop my presentation with demonstrations and activities.
- \_\_\_ Develop an outline of my responses to potential questions from the judges.
- \_\_\_ Practice my responses to the judges' questions standing up while referring to particular items on my display board (research question, hypothesis, data, observations, etc.).

### To develop my lesson plan and responses to judge's questions, I plan to:

- \_\_\_ Identify the main points of my project.
- \_\_\_ Translate these main points into objectives for what I want the students and judges to know as a result of my presentations.
- \_\_\_ Develop my display board with charts and graphs.
- \_\_\_ Develop additional information and handouts such as a copy of my abstract to hand to the judges.
- \_\_\_ Assemble additional materials such as those I used in my experiment or project to help physically demonstrate to the students and the judges what I did.
- \_\_\_ **Rehearse** my introduction--how I became interested in this project topic.
- \_\_\_ **Rehearse** a discussion of my project--my research question, hypothesis, procedures, data and observations, and what I found out.
- \_\_\_ **Rehearse** my conclusions--why I think the project/experiment resulted in the way it did.
- \_\_\_ **Rehearse** my ideas for what I would do next if I had the opportunity to continue this project over the summer or next year.

**To make best use of my Display Board and other visual aids, I plan to:**

- \_\_\_ Develop charts and graphs which are appropriate for my data.
- \_\_\_ Have copies of a one-page Abstract ready and available to give to the judges.
- \_\_\_ Walk the judges through my Research Paper and/or project notebook.
- \_\_\_ Place myself at "center stage," and not "talk to the display board/"

**While delivering my presentation and responses to the judge's questions, I plan to:**

- \_\_\_ Be myself.
- \_\_\_ Use a clear and strong voice.
- \_\_\_ Be animated, enthusiastic, and direct.
- \_\_\_ Make my remarks personable and conversational.
- \_\_\_ Stay aware of what I am saying and how I am saying it.

**For the question and answer session, I plan to:**

- \_\_\_ Watch and listen closely to the student or judge questioner.
- \_\_\_ Repeat the question if necessary.
- \_\_\_ Maintain my style and focus.
- \_\_\_ Answer the question maintaining eye contact as much as possible.
- \_\_\_ If I do not know the answer to the question, respond by saying, "That is a very good question. I will have to do more research to answer your question." If it is a student that asks a tough question, you might add that the student might like to investigate this question as well.

**To present myself in the strongest and most positive way possible at the Fair, I plan to:**

- \_\_\_ Dress appropriately. For women, a skirt, dress, or pants other than jeans. For men a collared shirt, dress shirt and jacket, khaki or dress pants, and dress shoes. NO JEANS OR SNEAKERS!!!
- \_\_\_ Leave my CD player, cell phone, and any and all other electronics in my bag.



## Sample Judges Questions

**You might take a few minutes to jot down brief answers to these practice questions.**

How did you come up with your project topic? What originally interested you in your topic?

What is your research question and hypothesis?

Can tell me a little bit about your experimental research plan? What observations and data did you seek to collect? How many trials did you conduct? Where was your study site, or sites, located?

What conclusions did you draw based on your literature and experimental research?

With whom did you conduct your expert interview? Did the information you gained from the interview effect your conclusions in any way. If so, how.

Based on your research and conclusions, what do you see as the next step that should be taken in order to continue this research and further develop information on your topic?

What do you think are some of the most important things people should understand about your project topic?

What do you think should be done to help lessen (decrease) the impact of the environmental problem embraced by your project?

